

Small Group Counseling Title/Theme: Test Busters

Grade Level(s): 3-5

Small Group Counseling Description: Given strategies, interventions, and resources, students will identify, develop, and implement study skills to improve test scores.

Number of Sessions in Group: 5 Sessions and Optional Follow-up Session

Session Titles/Materials:

Session # 1: Studying for Tests

Materials needed:

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

Session # 2: The Keys to Learning

Materials needed:

Index cards and pencils.

Two sets of keys (a set of real keys and a set of plastic, toy keys)

Student text book for each group member

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

Session# 3: Investigate for Understanding

Materials needed:

Students bring text books.

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

Session # 4: Finding the Facts

Materials needed:

Paper and pencils.

Students bring text books.

Chart paper and markers.

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

[Teacher/Parent/Guardian Small Group 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](#)

[Parent/Guardian Cover Letter](#)

[Parent/Guardian Feedback Form: Overall Effectiveness of Group](#)

Session # 5: Test Busters Commercial

Materials needed:

Blank Sheet of Chart Paper and Markers.

Paper and pencils.

Students bring text books and notes.

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

[Group Certificate of Completion](#)

Unit Assessments (attached to the Unit Plan)

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

Optional Follow-up Session (To be held 4-6 weeks after the lass group session):

Materials needed:

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

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4 Applying Skills Needed for Educational Achievement

Missouri Comprehensive Guidance Concept(s):

AD.4.B Self-management for Educational Achievement

American School Counselor Association National Standard (ASCA):

Academic Development

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

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

Outcome Summative Assessment: acceptable evidence of student achievement

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

Summative Assessment of Student Achievement: Students will take notes, make a key words file, preview chapter headings, questions, and summaries, and use the study skills learned to improve classroom test scores. Students brainstorm and make a presentation (commercial) of the skills learned and share with their classrooms.

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 has been completed. 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	Student Work Habits/Personal Goals Observed	Post-Group Concerns	
Rank on a scale of 5→1 (5 = HIGH→1 = LOW)	<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>	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 the last session.

**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 parent feedback form home with students after session four.

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,

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 parent feedback form home with students after session four.

SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS

Parent/Guardian Feedback Form

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

Professional School Counselor: _____ Date: _____

Small Group Title: _____

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

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

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

What do you think?	5=High	4	3	2	1=Low
Overall, I would rate my child's experience in the counseling group as:	5	4	3	2	1
My child enjoyed working with the other students in the group	5	4	3	2	1
My child enjoyed working with the counselor in the group.	5	4	3	2	1
My child learned new skills and is using the skills in and out of school	5	4	3	2	1
I would recommend the group experience to other parents 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 (or the follow-up session if you have one). This form may be adapted and used at the upper elementary, middle school or high school level.

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

STUDENT FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

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

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

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

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

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

Additional Comments for the Counselor:

SMALL GROUP COUNSELING: GROUP MEMBER POST-GROUP PERCEPTIONS (Sample 2 of 2)

Note: This cover letter and parent feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the elementary level form.

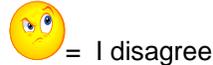
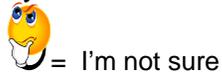
Group Member Feedback Form

Directions: Please complete the Student Feedback Form after the unit has been completed.

Name: _____ (optional) Date: _____

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

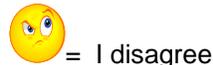
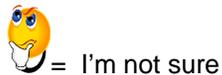
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



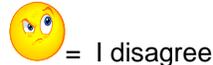
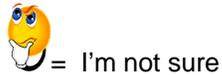
1. Overall, I would rate my experience in the counseling group as:



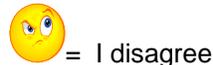
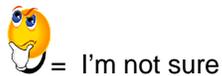
2. I enjoyed working with other students in the group



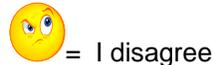
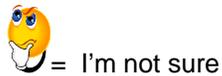
3. I enjoyed working with my counselor in the group.



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 counselor:

Session #1

Small Group Counseling Title: Test Busters

Session Title: Studying for Tests

Session # 1 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: This group will help students to develop study skills necessary to improve academic achievement and test performance.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A Lifelong learning.

AD.4.B Self-Management skills for educational achievement.

American School Counselor Association National Standard (ASCA):

Academic Development:

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

Session # 1 Formative Assessment

Students will use the study skills presented to study and prepare for tests, take notes, make key words file, and make a presentation of skill to the classroom.

Session #1 Preparation

Essential Questions: Why do we need study skills? (To understand the work presented at school, prepare for tests, learn information independent of teachers, etc.)

Engagement (Hook): Ask students to share with the group one thing that they do that is helpful when studying.

Session # 1 Procedures

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
1. After brief introductions, discuss the <u>Small Group Counseling Guidelines</u> with the group. Emphasize confidentiality and when YOU might have to break confidentiality. Add any guidelines the students want to add. Display the poster to reference during each group session.	1. Students review the guidelines by telling what each one looks and sounds like.
2. The focus of this group is to develop and improve study skills. What are some reasons why we need to	2. Student responses may include: To get good grades, studying helps us to learn; studying

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>have good study skills?</p> <p>3. Introduce grade level study skills using the Study Skills Poster.</p> <p>4. Closure/Summary: Share one idea that you have learned about study skills. (Refer to the Study Skills Poster.)</p> <p>5. Group assignment: Ask students when, where, and how these activities are used. Ask students to bring the book or assignment of their most difficult subject to the next session.</p> <p>6.</p>	<p>helps us to learn information independent of others; to prepare for tests, etc.</p> <p>3. Students listen and discuss grade level study skills.</p> <p>4. Closure/Summary: Students raise hands and share a study skill learned.</p> <p>5. Group assignment: Students respond: Studying or preparing for the next test, quiz, or homework assignment. Students will bring the book or assignment of their most difficult subject to the next session.</p>

Session # 1 Follow-Up Activities (Optional)

Check with teachers and parents to identify students' strengths and weaknesses.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

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.**

Group members have the opportunity to develop other guidelines.

Study Skills Poster

Study Skill Behaviors

- Listen to directions
- Pay attention to the speaker
- Ask questions
- Schedule time to study
- Stay on task



Read Assigned Work

- Read the questions first
- Identify key words
- Make vocabulary cards
- Review new vocabulary each day

Materials

- Paper, pencils, books, and assignments
- Scissors, crayons, or markers

Environment

- Enough light
- Quiet area
- Table or desk with a chair

Teacher/Parent/Guardian Small Group 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.

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 if you have further questions or concerns.

Session # 2

Small Group Counseling Title: Test Busters

Session Title: The Keys to Learning

Session # 2 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: This group session will assist students in developing study skills necessary to prepare for tests.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A Lifelong learning.

AD.4.B Self-Management skills for educational achievement.

American School Counselor Association National Standard (ASCA):

Academic Development:

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

Index cards and pencils.

Two sets of keys (a set of real keys and a set of plastic, toy keys)

Student text book for each group member

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

Session # 2 Formative Assessment

Students will use the study skills presented to make “key word files” to prepare for a test.

Session # 2 Preparation

Essential Questions: Why is it important to know successful study skills? (To understand the work presented at school, to prepare for tests, to learn information independent of teachers, etc.)

Engagement (Hook): Show students the two sets of keys. The set of keys we used when we were younger do not work as we get older. We need different keys to achieve academic success.

Session # 2 Procedures

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
1. Welcome and introduce group members. Review the <u>Small Group Counseling Guidelines</u> and the group assignment from the previous session.	1. Students review the guidelines by telling what each one looks and sounds like. Students share successes and challenges with completing Group Assignment throughout the past week.
2. Ask students to share with the group examples of	2. Students share with the group examples of

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>successful study skills they have used since the last group session.</p> <p>3. Tell students: Today, we will work on making a “key word file” in one of the subjects that is difficult for you or that you would like to improve in. Words are the “keys to learning and understanding.” Ask students to share the school subject that he or she will be working to improve.</p> <p>4. Focus the discussion on the “Read Assigned Work” section of the Study Skills Poster. Additional discussion points:</p> <ul style="list-style-type: none"> • Starting at the beginning, when is the best time to study? • When starting a new skill or chapter, read the questions at the end, the summaries, the headings, etc. • Preview the chapter for key words. • Make a “key word file” of the new or key words in the chapter. Include the word and the definition or why it is important in the chapter. This includes Math vocabulary and concepts. • Review key words at least once per day. <p>5. Give students index cards and pencils to make the key word file. Assist students as needed in identifying the key words in a passage from their texts. Remind students to write the word and the definition or why it is important on individual index cards.</p> <p>6. Closure/Summary: Ask students to share one new idea that they learned today about study skills.</p> <p>7. Group assignment: Direct students to continue to use study skills discussed. Encourage the students to keep track of which subjects were more difficult to report back at the next session.</p> <p>8. Distribute & Explain Teacher/Parent/ Guardian Session Follow-Up. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>one or two study skills used and how these have been helpful in their learning.</p> <p>3. Students listen and share examples of subject areas they will be working to improve.</p> <p>4. Students discuss as a group.</p> <p>5. Using the texts that students brought to the group apply the skills and make the key word file.</p> <p>6. Closure/Summary: Students share one new study skill they learned.</p> <p>7. Group assignment: Students use study skills while studying or preparing for the next test, quiz or homework assignment. Students report on progress of their most difficult subject during the next session.</p> <p>8. Students commit to giving their parents/guardians the Teacher/Parent/ Guardian Session Follow-Up handout.</p>

Session # 2 Follow-Up Activities

Check with teachers and parents to identify academic progress of the group members.

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?

Teacher/Parent/Guardian Small Group 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.

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: Test Busters

Session Title: Investigate for Understanding

Session # 3 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: This group session will assist students in developing the study skills necessary to improve academic achievement by identifying key words and headings within text to prepare for tests and complete homework assignments.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A Lifelong learning.

AD.4.B Self-Management skills for educational achievement.

American School Counselor Association National Standard (ASCA):

Academic Development:

- A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

Students bring text books.

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

Session # 3 Formative Assessment

Students will use the study skills presented to “investigate the text” by identifying key words and headings to prepare for a test.

Session # 3 Preparation

Essential Questions: Why is identifying key words and headings important when preparing for tests and homework assignments?

Engagement (Hook): “What do Jimmy Neutron, Cyber Chasers and Sherlock Holmes have in common?” (The counselor may use other character examples). Ask students, “What does investigate mean? What does an investigator do?” (Allow students to share answers.)

Session # 3 Procedures

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
1. Welcome and introduce group members. Discuss the <u>Small Group Counseling Guidelines</u> .	1. Students review the guidelines by telling what each one looks and sounds like.
2. Ask students to share with the group the subjects that they used study skills on since the last group session. Review the <u>Study Skills Poster</u> with the group.	2. Students share with the group the subjects in which they used study skills since the last group session.

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<p>3. Today, we are “investigating the text” in a subject that is difficult for you or that you can improve in.</p> <p>4. Using an excerpt from a student text or assignment, assist students as needed in identifying the headings, questions at the end of the chapter, and summaries.</p> <p>5. Closure/Summary: Share one idea that you have learned about study skills.</p> <p>6. Group assignment: Continue to use study skills discussed.</p> <p>7. Distribute & Explain Teacher/Parent/ Guardian Session Follow-Ups. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>3. Ask students to share the subject that he or she will be working to improve.</p> <p>4. Students open the text book and identify the headings, questions, and summaries in the text.</p> <p>5. Closure/Summary: Students raise hands to share one example of information learned.</p> <p>6. Group assignment: Students use the Study Skill strategies while studying or preparing for the next test, quiz, or homework assignment. Students will report on progress of their most difficult subject during the next session.</p> <p>7. Students commit to giving their parents/guardians the Teacher/Parent/ Guardian Session Follow-Up handout.</p>

Session # 3 Follow-Up Activities (Optional)

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.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Teacher/Parent/Guardian Small Group 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.

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: Test Busters

Session Title: Finding the Facts

Session # 4 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: This group session will help students to develop the study skill of taking notes from the text to identify and record important information necessary to improve academic achievement and test performance.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A Lifelong learning.

AD.4.B Self-Management skills for educational achievement.

American School Counselor Association National Standard (ASCA):

Academic Development:

- A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

Paper and pencils.

Students bring text books.

Chart paper and markers.

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

[Teacher/Parent/ Guardian 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](#)

[Parent/Guardian Cover Letter](#)

[Parent/Guardian Feedback Form: Overall Effectiveness of Group](#)

Session # 4 Formative Assessment

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

Summative Assessment:

Students will use the study skill of taking notes from the text to identify and record important information needed to improve test scores.

Session # 4 Preparation

Essential Questions: Why is note taking important?

Engagement (Hook): What are some words which help us identify important information? Students respond with: Who, What, Where, When, Why, and How?

Session # 4 Procedures

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<ol style="list-style-type: none"> 1. Welcome and introduce group members. Discuss the <i>Small Group Counseling Guidelines</i>. 2. Quickly review last week’s session by reviewing ‘key words’ and ‘headings’ to check for understanding. 3. Today’s group is focusing on taking notes and using the question words: Who, What, Where, When, Why, and How, to help us “find important facts”. 4. Give each student paper and pencil. Tell students to fold the paper in half and write “Who” at the top on the left. Chart paper is used to provide a model for students. 5. Instruct students to identify “Who” (person, place, or thing) from a passage in the chapter and write the details about that person on the right of the paper. Model this on the chart paper. 6. Continue modeling the process by answering what, when, where, why and how by prompting students and writing responses on the chart paper. 7. Closure/Summary: Share one idea that you have learned about study skills today. 8. Group assignment: Continue to use study skills to find important facts. 9. Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how they would like to celebrate the completion of their group. Remind them to tell you if they want to discuss “something” before the group ends. 10. 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 	<ol style="list-style-type: none"> 1. Students review the guidelines by telling what each one looks and sounds like. 2. Students review ‘key words’ and ‘headings’. 3. Students open the text book to the current chapter. 4. Students follow verbal and visual directions of folding paper in half and writing “Who” at the top on the left. 5. Students identify from their reading the “Who” and write the important person, place, or thing in the chapter. 6. Students continue the process of reading and writing the important facts in the chapter. 7. Closure/Summary: Students share one idea that they have learned about study skills. 8. Group assignment: Students continue taking notes using this skill while studying for the next test, quiz, or homework assignment. Students report on progress of their most difficult subject during the next session. 9. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let you & the group know if there is “something” they want to discuss. 10. Students commit to taking forms home to their parents/guardians.

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<u>Parent/Guardian Feedback Form: Overall Effectiveness of Group</u> and <u>Parent/Guardian Cover Letter</u> that follow the unit plan.)	

Session # 4 Follow-Up Activities (Optional)

Check with teachers and parents to identify progress of group members.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Teacher/Parent/Guardian Small Group 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.

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: Test Busters

Session Title: Test Busters Commercials

Session # 5 of 5

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: In this session, students will have the opportunity to demonstrate their understanding of study skills previously learned.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A Lifelong learning.

AD.4.B Self-Management skills for educational achievement.

American School Counselor Association National Standard (ASCA):

Academic Development:

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

Blank Sheet of Chart Paper and Markers.

Paper and pencils.

Students bring text books and notes.

[Study Skills Poster](#)

[Small Group Counseling Guidelines](#)

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

[Group Certificate of Completion](#)

Unit Assessments (attached to the Unit Plan)

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

Session # 5 Formative Assessment

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

Summative Assessment of Student Achievement:

Students will make a commercial to present to the class using the study skills learned.

Session # 5 Preparation

Essential Questions: What important study skills have you learned?

Engagement (Hook): “If you could develop a commercial to advertise how to teach other students study skills, what would you say?”

Session # 5 Procedures

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
<p>1. Review Small Group Counseling Guidelines with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too.</p> <p>2. A Collect Parent/Guardian Feedback Form: Overall Effectiveness of Group forms; make arrangements to get the forms from participants who did not bring them to the group.</p> <p>3. Are the group study skill’s sessions helping you feel more successful? Have students share success stories.</p> <p>4. Today’s session will focus on making “commercials” about the study skills learned. Prompt student ideas with questions such as: What do you think the commercial can consist of? Why is it important to use good study skills? What are some good techniques that students have tried that really work? When is the best time to start studying for the test?</p> <p>5. Distribute paper and pencils to students. Encourage students to be as creative as they want, i.e. using cartoon characters, comic strips, etc. Students may choose to either create an individual study skills “commercial” or a group “commercial”.</p> <p>6. Group Summary/Closure: Students complete the Student Feedback Form: Overall Effectiveness of Group. Give each student a Group Certificate of Completion for completing the group.</p> <p>7. Celebrate the completion of the group with the activity chosen in Session #3.</p> <p>8. If a follow-up session is planned, remind students that it will be held in 4-6 weeks.</p> <p>9. Group assignment: Continue to use study skills to improve academic achievement.</p>	<p>1. Students participate in review by telling what post-group confidentiality means for them.</p> <p>2. Students give you their forms. If they do not have them, they commit to the day they will bring them to you.</p> <p>3. Student responses may include: I’m more prepared, I didn’t have to cram, I feel smarter, the test was easier, I feel better about school.</p> <p>4. Students listen and respond with ideas of what information the “commercials” can contain.</p> <p>5. Students develop their study skills commercial.</p> <p>6. Students complete the Student Feedback Form: Overall Effectiveness of Group and receive Group Certificate of Completion.</p> <p>7. Students celebrate the completion of the group.</p> <p>8. Students write the date for the Follow-up Session in their assignment books/planners.</p> <p>9. Group assignment: Group members will continue studying or preparing for the next test, quiz or homework assignment.</p>

Session # 5 Follow-Up Activities (Optional)

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.

If time permits, arrange with the classroom teacher for the commercial to be presented to the entire class.

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?

Teacher/Parent/Guardian Small Group 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.

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.

SMALL GROUP COUNSELING POST-GROUP FOLLOW UP WITH STUDENTS (Optional)

Level: Elementary/Middle School/High School
(Adapt to appropriate grade level)

Follow-up Session Feedback Form for Students

Name: _____ (optional) Date: _____

Directions: Please complete the follow-up session feedback form after the unit has been completed.

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 counselor:



Group Certificate of Completion



Student's Name

successfully completed the

“ _____ ” group on _____

_____ practices self-management by



WAY TO GO!

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION

Group Title: Little Steps Study Skills

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 Strand/Big Idea:

Academic Development: AD.4 Applying Skills Needed for Educational Achievement

Missouri Comprehensive Guidance Concept(s):

AD.4.B Self-management for Educational Achievement

American School Counselor Association National Standard (ASCA):

Academic Development

A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.

OPTIONAL FOLLOW-UP SESSION

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

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

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.

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	Student Involvement
<p>Note for PSC: The group follow-up session will give participants a chance to celebrate each other's successes.</p> <p>1. Welcome students back to the group. Remind them again about the Small Group Counseling Guidelines, which still hold true!</p>	<p>1. Students review the guidelines with the school counselor.</p>

Professional School Counselor Procedures	Student Involvement				
<p>2. Ask each student to tell one thing they remember from the group meetings. "I remember _____."</p> <p>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.</p> <table border="1" data-bbox="180 512 802 810"> <tr> <td data-bbox="180 512 492 659">1. With a picture or words, demonstrate what you learned from group.</td> <td data-bbox="492 512 802 659">2. With a picture or a word, describe the most useful thing you learned from the group.</td> </tr> <tr> <td data-bbox="180 659 492 810">3. With a picture or words, describe a skill you need to practice.</td> <td data-bbox="492 659 802 810">4. With a picture or words, explain how you have changed.</td> </tr> </table> <p>Ask student to share one quadrant at a time and discuss their answers.</p>	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.	<p>2. Students will contribute a concrete example of something they remember about the group.</p> <p>3. Students follow directions of school counselor, asking clarifying questions as needed. They will share their words/drawings. On topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.</p>
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.				

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

Use completed [Follow Up Session Feedback Form](#) 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 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?