

**Small Group Title/Theme:** Organization and Study Skills Preparation

**Grade Level(s):** 6-8

**Group Description:** Focus on improving academic success through goal-setting, study skills, and test-taking strategies. Provides opportunity for academic skill-building and a time for sharing and relating to peers on a social level. Students will enhance their self-concept through increased personal responsibility.

**Number of Sessions in Group:** 8 Sessions and Optional Follow-up Session

**Session Titles/Materials:**

**Session # 1: Getting Your Act Together**

Materials needed:

[\*Small Group Counseling Guidelines\*](#)

[\*Counselor Information Sheet—Teacher Version\*](#)

[\*Counselor Information Sheet—Student Version\*](#)

Jenga Blocks ®, dominos, building blocks, etc.

Chart Paper (Optional)

Pocket Folders (Optional)

Assignment Book or Planner or Small Notebook

[\*Setting Up a Planner with a Plan\*](#)

[\*Student Assignment Log\*](#)

[\*Teacher/Parent/Guardian Follow-up\*](#)

**Session # 2: Where Does the Time Go?**

Materials needed:

[\*Small Group Counseling Guidelines\*](#)

[\*Counselor Information Sheet—Teacher Version\*](#) (from Session #1)

[\*Counselor Information Sheet—Student Version\*](#) (from Session #1)

Markers or Colored Pencils

Assignment Notebook or Planner

*Pie of Life*

[\*How I Spend My Day\*](#)

[\*Planning My Week\*](#)

[\*Teacher/Parent/Guardian Follow-up\*](#)

**Before Session 3:** Schedule individual sessions with the students, regarding their homework from Session #1, [\*Counselor Information Sheet-Student Version\*](#), along with the [\*Counselor Information Sheet-Teacher Version\*](#) that the counselor has obtained from teachers.

**Session # 3: Where Are We Now?**

Materials needed:

[\*Small Group Counseling Guidelines\*](#)

Markers or Colored Pencils

Assignment Notebook or Planner

Personalized Cards (Optional) or Notes the Counselor Has Taken from Teacher Conferences (see follow-up from previous session)

*Pie of Life*

[How I Spend My Day](#)  
[Planning My Week](#)  
[Teacher/Parent/Guardian Follow-up](#)

**Session # 4: Checking Out Your Personal Study Habits**

**Materials needed:**

[Small Group Counseling Guidelines](#)  
Notebook paper  
Water bottle/water  
Glitter  
[Checking Out Your Personal Study Habits Survey](#)  
[Teacher/Parent/Guardian Follow-up](#)

**Session # 5: Making the Most of Your Assignments**

**Materials needed:**

[Small Group Counseling Guidelines](#)  
Social Studies or Science Text  
Worksheets or Reading Guides from Class  
Notebook Paper and Pencils  
[SQ3R Reminder](#) (The counselor may need to review the information.)  
[Good Working Habits Improvement](#) Tracking Chart from Previous Session  
[The Key to Improving Assignments](#)  
Web Resource: [www.wisc-online.com](http://www.wisc-online.com) Title: SQ3R-Learning Activity  
[Teacher/Parent/Guardian Follow-up](#)

**Session # 6 & 7: This Is Only a Test!**

**Materials needed:**

[Small Group Counseling Guidelines](#)  
NOTE: For these sessions, the counselor will need to solicit support from core subject teachers to obtain tests that the students recently have taken along with the materials that led up to the tests. The tests should be made up of as many types of items as possible: multiple choice (selected response), short answer/fill in the blank, matching, essay, etc.  
[Becoming Test Wise](#)  
[Counselor Information Sheet-Student Version](#)  
[Counselor Information Sheet-Teacher Version](#)  
[Teacher/Parent/Guardian 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 # 8: That's a Wrap!**

**Materials needed:**

[Small Group Counseling Guidelines](#)  
[Counselor Information Sheet-Student Version](#) from last session  
[Counselor Information Sheet-Teacher Version](#) from last session  
[Planner Self-Check](#) worksheet  
Items for celebration  
[Student Feedback Form: Overall Effectiveness of Group](#)

Certificate of Completion

**Missouri Comprehensive Guidance Strand/Big Idea:**

Academic Development: AD.4 Applying Skills Needed for Educational Achievement  
 Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels  
 Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

AD.4.A. Life-long learning  
 AD.4.B. Self-management for Educational Achievement  
 AD.5.A. Transitions  
 AD.6.A. Educational Planning for Life-long Learning

**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)**

<b>X</b>	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: recognize and solve problems
<b>X</b>	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:** The counselor will meet with students individually, following Session #8 to discuss [Counselor Information Sheet-Student Version](#) and [Counselor Information Sheet-Teacher Version](#) worksheets from Session #1 and Session #7. Student progress and need for continued improvement will be discussed.

**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of session four and five; 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 has been completed.
- [Teacher Feedback Form: Overall Effectiveness of Group](#) will be given to teacher to complete at the end of the group.

Parent Assessment:

- [Parent/Guardian Feedback Form: Overall Effectiveness of Group](#) will be given to parents to complete at the end of the group unit.

Student Assessment:

- [\*Student Feedback Form: Overall Effectiveness of Group\*](#) will be given to student to complete at the end of the group unit.

**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 P<sub>R</sub>oBE Model (Partnerships in Results Based Evaluation). For more information about P<sub>R</sub>oBE, contact the Guidance and Placement section at the 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 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)
	<b>Academic Development</b>	
	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	
	<b>Personal and Social Development</b>	
	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)	
	<b>Career Development</b>	
	Awareness of the World of Work	
	Self-Appraisal	
	Decision Making	
	Goal Setting	
	<b>Add Other Concerns:</b>	

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:

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

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**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**

<b>What do you think?</b>	<b>5=High</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1=Low</b>
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	5	4	3	2	1
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1	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	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. Circle the number that shows how you think and feel right now about what you learned in the group.

1 = I agree                      2 = I'm not sure                      3 = I disagree

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

1 = Great                      2 = Good                      3 = Bad

2. I enjoyed working with other students in the group

1 = I agree                      2 = I'm not sure                      3 = I disagree

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

1 = I agree                      2 = I'm not sure                      3 = I disagree

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

1 = I agree                      2 = I'm not sure                      3 = 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"

1 = I agree                      2 = I'm not sure                      3 = I disagree

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** Getting Your Act Together

**Session #1** of 8

**Grade Level:** 6-8

**Estimated time:** 45 minutes with individual follow-up sessions of 15 min.

**Small Group Counseling Session Purpose:** To help students organize their backpacks/lockers; to set up an assignment notebook/planner; to assist students with personal evaluation and to begin the process of goal-setting through individual follow-up sessions. If feasible, include lockers in this plan.

**Missouri Comprehensive Guidance Strand/Big Idea:**

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

Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels

Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning for Life Long Learning

**American School Counselor Association National Standard (ASCA):**

Academic Development

A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

[Small Group Counseling Guidelines](#)

Jenga Blocks®, dominos, building blocks, etc.

Chart Paper (Optional)

Pocket Folders (if needed)

Assignment Book/Planner/Small Notebook

[Counselor Information Sheet-Student Version](#)

[Counselor Information Sheet-Teacher Version](#) (to be distributed to teachers before group begins)

[Setting Up a Planner with a Plan](#)

[Student Assignment Log](#) (for use if student does not have a planner)

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

**SESSION #1 Formative Assessment**

Students’ assignment books/planners/small notebooks will be checked at each session to monitor continued upkeep. Students’ backpacks/lockers will be checked at random to monitor organization. Students may be rewarded for individual effort. The students may also work together toward a group goal to earn a group reward and to ensure group accountability.

**SESSION #1 Session Preparation**

**Essential Questions:** Why is organization important for academic success?

**Engagement (Hook):** Arrange Jenga blocks in a stack before students arrive. Ask students: How can these blocks represent organizational skills?

**SESSION #1 Procedures**

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>1. Welcome students as they enter. Discuss the <a href="#">Small Group Counseling Guidelines</a>. Emphasize confidentiality and when YOU might have to break confidentiality. Add any guidelines the students want to ass. Display the poster to reference during each group session.</p> <p>2. Distribute the <a href="#">Counselor Information Sheet-Student Version</a> and ask students to rate themselves honestly.</p> <p>3. Introduce the visual/kinesthetic activity. “This stack of blocks represents everything you have to do to prepare for a class. I am going to read some statements. As I read each statement, one of you will be asked to remove a block from one of the levels below the top blocks.” To increase the suspense, present the following statements as quickly as possible:</p> <ul style="list-style-type: none"> <li>• “Monday, Fred is late for class, so he doesn’t have time to look for his homework. He doesn’t turn in the assignment, even though he had completed it.”</li> <li>• “That night, a program is on television that Fred really wants to see. He stays up late to watch the show, and forgets to read the material for class.”</li> <li>• “Tuesday, Fred is really tired. He can’t pay attention. He has a hard time staying awake and dozes while the class is watching a video that goes with the chapter.”</li> <li>• “The teacher has an outline for the students to fill out that goes with the video, so the students can take notes more effectively. Since he dozed off, Fred plans on calling a friend about the notes. Instead, when Fred calls, he and his friend start talking about their plans for the weekend. He forgets about the assignment in his excitement</li> </ul>	<p>1. Students review the guidelines by telling what each one looks like and sounds like.</p> <p>2. Students complete the <a href="#">Counselor Information Sheet-Student Version</a> and return to the counselor.</p> <p>3. Students remove the blocks as they are called on to participate.</p>

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>about the weekend plans.”</p> <ul style="list-style-type: none"> <li>• “Wednesday, Fred goes to an orthodontist appointment and misses school.”</li> <li>• “Thursday, the teacher gives a chapter review quiz. Fred leaves most of the quiz blank.”</li> <li>• “Friday, during a group project, Fred starts joking around. After repeated warnings, the teacher removes him from the group. The teacher pulls him aside to say that Fred is keeping the group from completing the project. He says that Fred has four assignments that have not been turned in. He hands Fred the assignments and says that they are due Monday or else the grades will all be zeros.”</li> <li>• “The teacher suggests that Fred use the rest of the class time, to work on the late assignments. Fred is angry because he has been removed from the group. He pretends to work on the assignments and writes a note instead, asking Mandy if she wants to go out with him.”</li> <li>• “Fred has plans for the weekend with his friends. He ditches the assignments in his locker as he leaves school.”</li> <li>• “Monday rolls around, and Fred is not feeling well after a busy weekend. He convinces his dad to let him stay home.”</li> <li>• “Tuesday, the teacher is really steamed. He asks about the missing assignments, which he gave Fred the previous week. Fred doesn’t know what the teacher is talking about.”</li> <li>• “The teacher gives Fred a worksheet and says that the class got the assignment the previous day. He says that Fred’s class will have a test tomorrow, and the worksheet is a review for the test.”</li> <li>• “The teacher reminds Fred that he tutors students after school on Tuesdays. He offers to call Fred’s parents to see if they will allow him to stay for tutoring. He reaches Fred’s mom and sets up the tutoring session. Fred ditches his book and assignment in his locker, slips past the teacher, and rides home on the bus.”</li> </ul> <p>4. Ask the students: “This stack—or what is left of it (don’t be alarmed if the stack has collapsed)—represents Fred’s chances for success in this class. What predictions can you make?”</p>	<p>4. The group discusses their views of Fred’s chances for success and what he might have done differently. Suggestions might include the following:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Reading the material</li> </ul>

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>5. “How do you plan for success? Complete this sentence: If I were Fred, I would...” As the students answer, ask them to elaborate. Write the students’ responses on chart paper.</p> <p>6. “Fred could not find his worksheet the first day. It would have helped if he were organized. To avoid troubles similar to Fred’s it is important to organize your backpacks/lockers.”</p> <p>7. Note: Extra folders should be available for students.</p> <p>8. “Fred did not do a good job of keeping track of his assignments. How do you keep track of your</p>	<ul style="list-style-type: none"> <li>• Completing assignments on time</li> <li>• Paying attention in class</li> <li>• Participating in group activities</li> <li>• Taking notes</li> <li>• Keeping track of assignments</li> </ul> <p>5. Students clean out their backpacks/lockers. Unnecessary items are to be taken home that night. Students may need to go through papers and organize them in folders or a binder. Students can work together to get things in order. Partners can help determine which papers need to be completed and which are over due.</p> <p>6. Students share how they keep track of assignments.</p> <p>7. Students compare and contrast the positive example on the page on the left with the negative example on the right.</p> <ul style="list-style-type: none"> <li>• Day and date are missing.</li> <li>• Math has the page number, but what is the assignment?</li> <li>• What does “review” mean for the Social Studies assignment? Is there a chapter review to finish? Is the student supposed to review a selection of the text?</li> <li>• It would be easy to miss the Reading assignment since it isn’t lined up with the other subjects. What chapter is the student supposed to read?</li> <li>• What does “nothing” mean for English? Was there no class that day? Was there an in-class project? Was there no homework given by the teacher?</li> <li>• What is the student supposed to study for Science?</li> <li>• “Bring money.” How much? What for? Is it due to a teacher or student by a certain date or time?</li> <li>• There is not enough room between the assignments to write notes.</li> </ul> <p>8. Students begin setting up their planners using information they have already acquired.</p>

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>assignments?”</p> <p>9. Students review the worksheet, <a href="#">Setting Up a Planner with a Plan</a>. Point out the positive example on the left and the negative example on the right. “Can you tell me how the example on the right could be improved?”</p> <p>10. “Now it is your turn to check out your planner/assignment notebook. When someone looks at your planner, they should be able to tell what is due and when it is due.”</p> <p>11. Closure/Summary: Review expectations for backpacks/lockers and express that students are to complete their planners/notebooks every day. If they are absent, students are to ask teachers or fellow students about missing assignments. Give students time and date of the next session. Individual sessions may also be set up at this time (note follow-up activity).</p> <p>12. Group assignment: Students are to keep backpacks/lockers organized. Students are to complete planners/notebooks everyday. These expectations will be carried throughout the rest of the group meetings.</p> <p>Establish both group and individual goals. For instance, if all the students in the group come with completed planners or notebooks for three sessions, the group earns a reward predetermined by the counselor and the group. Students who complete their assignment books every day may earn some type of individual reward for their effort.</p> <p>Have random, unannounced “Backpack/Locker-Check Day”. Backpacks/lockers that have deteriorated may need to be reorganized; perhaps during a time that is not convenient for the students, such as when they finish eating lunch and enjoy hanging out with their friends. Those backpacks/lockers in good order may earn a reward.</p> <p>13. Distribute &amp; explain <a href="#">Teacher/Parent/ Guardian Session Follow-Up Suggestions</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>(If the group meets first thing in the morning, students may not have much to write.)</p> <p>9. Closure/Summary: Students review expectations for backpacks/lockers and their planners/notebooks. Students discuss options with the counselor.</p> <p>10. Group assignment: Students keep backpacks/lockers organized. Students complete planners or notebooks everyday.</p> <p>11. Closure/Summary: Students are to complete their planners/notebooks every day. If they are absent, students are to ask teachers or fellow students about missing assignments.</p> <p>12. Group assignment: Students are to keep backpacks/lockers organized. Students are to complete planners/notebooks everyday. These expectations will be carried throughout the rest of the group meetings.</p> <p>13. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

**SESSION #1 Follow-Up Activities (Optional)**

The counselor arranges times to meet with each group member individually to discuss both versions of the *Counselor Information Sheet* (*Student* and *Teacher*). As the counselor discusses the student and teacher information, student strengths should be emphasized, while discussing, “How can we make it possible for you to improve?”

Planners or notebooks may be checked regularly. If students are not keeping track of assignments, they may have a requirement that teachers are to initial their planners or notebooks before leaving class to determine that assignments are getting written down correctly.

As the group progresses, if homework assignments are incomplete, parents may be asked to initial that they reviewed the assignment book each night verifying that the student worked on the assignments.

**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?*

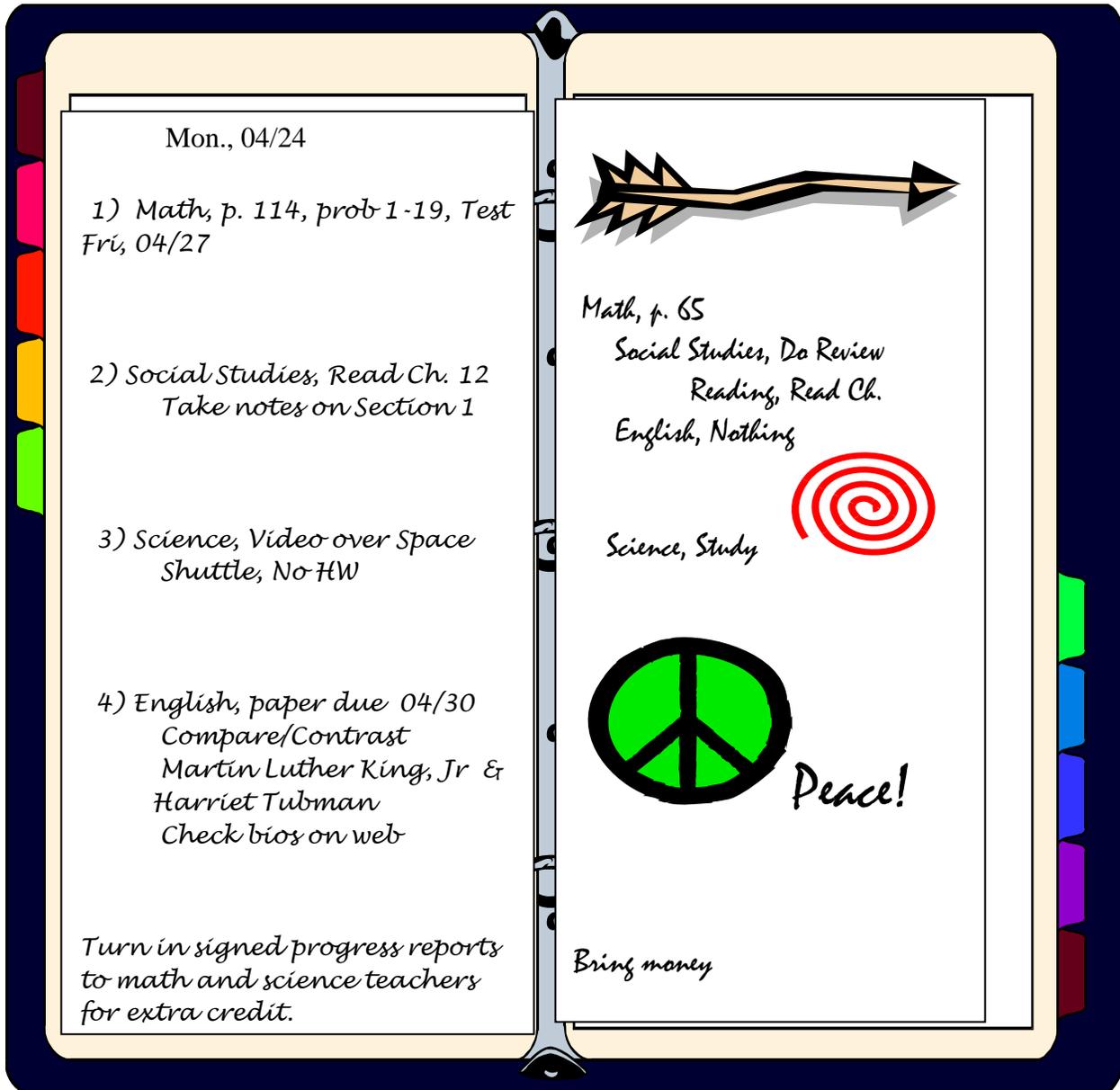
*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## 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 are allowed.
5. All participants will treat each other with respect.
6. Group members will have the opportunity to develop other guidelines.

## Setting Up a Planner with a Plan



## STUDENT ASSIGNMENT LOG (Adapt as needed)

**Subject:** \_\_\_\_\_ **Page #** \_\_\_\_\_

**Problems/Question#’s** \_\_\_\_\_

**Assignment Instructions** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Due** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Page #** \_\_\_\_\_

**Problems/Question#’s** \_\_\_\_\_

**Assignment Instructions** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Due** \_\_\_\_\_

**Subject:** \_\_\_\_\_ **Page #** \_\_\_\_\_

**Problems/Question#’s** \_\_\_\_\_

**Assignment Instructions** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Due** \_\_\_\_\_

Handout to be used in each session

## Teacher/Parent/Guardian Small Group Session Follow-up

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

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Session Goal:** \_\_\_\_\_

**Today we talked about the following information during our group:**

**Circle one or more items.**

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** Where Does the Time Go?

**Session #** 2 of 8

**Grade Level:** 6-8

**Estimated time:** 45 minutes

**Small Group Counseling Session Purpose:** To evaluate students' current time management practices and to develop a schedule including your personal activities.

**Missouri Comprehensive Guidance Strand/Big Idea:**

Academic Development: AD.4 Applying Skills Needed for Educational Achievement  
Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels  
Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

AD.4.A. Life Long Learning  
AD.4.B. Self Management for Educational Achievement  
AD.5.A. Transitions  
AD.6.A. Educational Planning for Life Long Learning

**American School Counselor Association National Standard (ASCA):**

Academic Development

A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

Markers or Colored Pencils  
Assignment Notebook/Planner

*Pie of Life*

[\*How I Spend My Day\*](#)

[\*Planning My Week\*](#)

[\*Teacher/Parent/Guardian Follow-up\*](#)

**SESSION #2 Formative Assessment**

Students will track their progress toward goals.

**SESSION #2 Session Preparation**

**Essential Questions:** How do we use our time to our benefit? How can we plan so that we have time for all of the things we have to do and all of the things we want to do? How do you distinguish between the two?

**Engagement (Hook):** I know everyone is excited about the new movie that was released last night, how many people went to see it? Did you do your homework first?

**SESSION #2 Procedures**

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
1. Review the <a href="#"><i>Small Group Counseling Guidelines</i></a>	1. Students listen while school counselor

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>and the Group Assignment from the last session.</p> <p>2. Have students complete the <a href="#">How I Spend My Day</a> worksheet.</p> <p>3. Present the <i>Pie of Life</i> activity, asking the students to complete the chart to illustrate use of time during their day. “Using the table, fill in the number of hours you spend on each activity. On the pie, color in the number of hours for each activity. Each slice represents 1 hour.”</p> <p>4. While students are working on the chart, check student planners for completeness. Work with students whose planners are incomplete. Other students in the group may be able to offer tips to help those whose planners are not complete.</p> <p>5. Discuss the pies with the students, using the questions at the bottom of the <i>Pie of Life</i> worksheet.</p> <p>6. Distribute the <a href="#">Planning My Week</a> worksheet. Address each of the <i>Helpful Rules For Studying</i> and ask students the following questions:</p> <ul style="list-style-type: none"> <li>• What does “studying regularly” mean? Does a teacher have to give an assignment in order for you to study? What role do worksheets, reviews, study guides, etc. take part in “studying?”</li> <li>• What types of activities interfere with studying at least an hour a day? What are some of the ways we could get around those? What is the difference between a reason and an excuse?</li> <li>• How do you decide how to prioritize the time spent on assignments?</li> <li>• Why should you begin with and spend more time on the hardest assignment?</li> </ul> <p>7. “Is it possible to adjust your schedule so that you have adequate time for activities that you enjoy as well as family and school responsibilities? If possible, what would that schedule look like? Complete the <a href="#">Planning My Week</a> chart balancing fun activities with responsibilities.”</p>	<p>reads the <a href="#">Small Group Counseling Guidelines</a> and ask questions/make comments about the guidelines. Students share individual successes and challenges while completing Group Assignment throughout the past week.</p> <p>2. Students complete the worksheet.</p> <p>3. The students complete the <i>Pie of Life</i>.</p> <p>4. Students present counselor with planners as requested. Students will make corrections and additions to their planners as needed.</p> <p>5. Students respond to the questions as they are posed.</p> <p>6. Students respond to questions. Some students may be determined to present obstacles. Students discuss reasons for those obstacles.</p> <p>7. Have students schedule their week using the <a href="#">Planning My Week</a> chart.</p>

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>8. Closure/Summary: “Based on the chart you just completed, what changes can you make over the next week?” Ask students to write their goal(s) in their planners. Give students the time and date of the next session.</p> <p>9. Group Assignment: “As you go through the week, check your goal(s). Ask yourself: ‘Am I making progress?’ Be sure to fill out your planner so you know if you are following your proposed schedule.”</p> <p>10. Distribute &amp; Explain <a href="#"><i>Teacher/Parent/ Guardian Session Follow-Up Suggestions</i></a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>8. Closure/Summary: Students evaluate their proposed schedule, write their goal(s) for the next week, and schedule the date for the next meeting.</p> <p>9. Group assignment: Students will work toward their goals, using their planners and the schedules.</p> <p>10. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

**SESSION #2 Follow-Up Activities (Optional)**

In the meantime, follow up on those students who are still having difficulty keeping track of assignments in their planners. What interventions might be available?

Before the next session, ask teachers about the students’ progress and any “brags” about the students that may be shared at the next session. You may want the teachers to list their comments on personalized cards for each student.

**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?*

### How I Spend My Day

Activity	Hours
Sleeping	
Meals	
School	
Playing Video Games	
Homework	
Chores	
Time with Friends	
Time Watching TV	
Other (Explain)	
Other (Explain)	

"Pie of Life" Chart Activity suggested by Jordan Alexander, Columbia School District

## Planning My Week

Weekly Schedule	
<b>Monday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Tuesday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Wednesday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Thursday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Friday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Saturday (Choose your own hours.)</b>	
<b>Sunday (Choose your own hours.)</b>	

### Helpful Rules for Studying

- Make sure you study regularly.
- Set aside enough time to do all your homework (at least one hour each day).
- Decide how much time you need to spend on each subject.
- Spend the most time on the subject that is most difficult for you.
- Do the hardest assignment first.



Adapted from "The Box Model," Missouri

Comprehensive Guidance, 1998, EI-383; M/JH-431

Handout to be used in each session

## Teacher/Parent/Guardian Small Group Session Follow-up

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

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Session Goal:** \_\_\_\_\_

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** Where Are We Now?

**Session #3** of 8

**Grade Level:** 6-8

**Estimated time:** 45 minutes

**Small Group Counseling Session Purpose:** To evaluate students' progress toward goals and to review information from previous sessions.

**Missouri Comprehensive Guidance Strand/Big Idea:**

- Academic Development: AD.4 Applying Skills Needed for Educational Achievement
- Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels
- Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

- AD.4.A. Life Long Learning
- AD.4.B. Self Management for Educational Achievement
- AD.5.A. Transitions
- AD.6.A. Educational Planning for Life Long Learning

**American School Counselor Association National Standard (ASCA):**

Academic Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

Assignment Notebook or Planner

Personalized Cards (Optional) or Notes the Counselor Has Taken from Teacher Conferences (see follow-up from previous session)

[Planner Self-Check](#)

[Planning My Week](#) from Session #2

[Planning My Week Self-Check Teacher/Parent/Guardian Follow-up](#)

**SESSION #3 Formative Assessment**

Students will review their current progress and make adjustments based on the results.

**SESSION #3 Session Preparation**

**Essential Questions:** Where are we now? What progress has been made regarding organizational skills? Are the students recognizing change? Are the teachers recognizing growth? Are the students proud of their accomplishments?

**Engagement (Hook):** Have you ever done a reality check? What does that mean?

**SESSION #3 Procedures**

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
1. Review the <a href="#">Small Group Counseling Guidelines</a> and the Group Assignment form the previous session.	1. Students listen while school counselor reads the Small Group Guidelines and ask questions/make comments about guidelines. Share individual successes and challenges

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<p>2. “During the last few weeks, we have discussed several topics related to organization and planning. Today, we are going to do a reality check to see how everyone is doing.” Do a backpack/locker check to see how the students have progressed.</p> <p>3. “Now let’s review how you are doing with your planners.” Distribute the <a href="#">Planner Self-Check</a>. Once the students have completed the self-check, ask them to make any needed changes in their planner.</p> <p>4. “Last week, we worked on a schedule. Let’s review how you did.” Have students pull out their copies of the <a href="#">Planning My Week Self Check</a> worksheet from the previous week. Discuss the students’ successes and areas of concern as a group.</p> <p>5. “Let’s try to plan next week’s activities and study time. What improvements can you make next week?” Distribute new copies of the <a href="#">Planning My Week Self-Check</a> worksheet.</p> <p>6. “Today is ‘Brag Day.’ I have asked your teachers how each of you are doing, and I want to share a few of their comments with you.” Share teacher comments, giving students their cards when finished (if used).</p> <p>7. Closure/Summary: Ask students to consider what improvements can be made during the next week. Give students the time and date of the next group session.</p> <p>8. Group assignment: Ask students to work toward their goals.</p> <p>9. Distribute &amp; explain <a href="#">Teacher/Parent/ Guardian Session Follow-Up Suggestions</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>while completing Group Assignment throughout the past week.</p> <p>2. Students discuss and review small group guidelines. Students open their backpacks/lockers for counselor inspection and make any necessary changes. Those whose backpacks/lockers are in good shape may help those who are still struggling.</p> <p>3. Students complete the self-check and note where improvement is needed. Students make appropriate changes in their planners.</p> <p>4. Students discuss how they did with their schedules and ways each could improve. The group members may offer hints for improvement.</p> <p>5. Students list their scheduled activities identifying areas where improvement might be needed.</p> <p>6. Students listen to comments.</p> <p>7. Closure/Summary: Students consider improvements. They make notes in their planners as a reminder and schedule the next group session.</p> <p>8. Group assignment: Students work toward personal goals.</p> <p>9. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

**SESSION #3 Follow-Up Activities (Optional)**

Check in with students who are struggling to offer support through the week.

**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?*

## Planner Self-Check

Are the days and dates listed?  
 yes  no

Are all subjects listed?  
 yes  no

Are pages listed along with the problems and/or questions to be answered?  
 yes  no

Are worksheets identified by numbers or titles?  
 yes  no

If there is no homework, did you list the activity that took place during class that day?  
 yes  no

Did you list your tests on the dates they are to take place?  
 yes  no

Did you number your assignments in the order you planned to work on them?  
 yes  no

Did you space your assignments so that you could write in notes later?  
 yes  no

Did you allow space at the bottom of the page to allow for important notes?  
 yes  no

How do you need to improve?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Planning My Week Self-Check

Weekly Schedule	
<b>Monday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Tuesday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Wednesday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Thursday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Friday</b>	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
<b>Saturday (Choose your own hours.)</b>	
<b>Sunday (Choose your own hours.)</b>	

### Helpful Rules for Studying

- Make sure you study regularly.
- Set aside enough time to do all your homework (at least one hour each day).
- Decide how much time you need to spend on each subject.
- Spend the most time on the subject that is most difficult for you.
- Do the hardest assignment first.



How can you improve?

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Adapted from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-383; M/JH-431.

Handout to be used in each session

## Teacher/Parent/Guardian Small Group Session Follow-up

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

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Session Goal:** \_\_\_\_\_

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** Checking Out Your Personal Study Habits      **Session #** 4 of 8

**Grade Level:** 6-8      **Estimated time:** 45 minutes

**Small Group Counseling Session Purpose:** To evaluate students' personal study habits and to plan for improvement by developing personal goals.

**Missouri Comprehensive Guidance Strand/Big Idea:**

- Academic Development: AD.4 Applying Skills Needed for Educational Achievement
- Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels
- Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

- AD.4.A. Life Long Learning
- AD.4.B. Self Management for Educational Achievement
- AD.5.A. Transitions
- AD.6.A. Educational Planning for Life Long Learning

**American School Counselor Association National Standard (ASCA):**

- Academic Development
  - A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

- Notebook paper
- Water bottle/water
- Glitter
- [Checking Out Your Personal Study Habits Survey](#)
- [Good Working Habits Improvement Tracking Chart](#)
- [Teacher/Parent/Guardian Follow-up](#)

**SESSION #4 Formative Assessment**

Students will develop a plan to improve their study habits. They will track their progress through the week.

**SESSION #4 Session Preparation**

**Essential Questions:** Why do some students get better grades on assignments and tests than others?

**Engagement (Hook):** Is there a magical formula for doing better in school? If I mix a little water and a little glitter in this bottle and spray each of you, could you magically become better students?

**SESSION #4 Procedures**

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
1. Review the <a href="#">Small Group Counseling Guidelines</a> and Group Assignment from the previous session.	1. Students discuss and review small group guidelines and share individual successes and challenges while completing the Group Assignment throughout the past week.



Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>when filling out the survey, ask them to consider the following questions: “What would the results be if a teacher were to fill out the survey about you? What would the results be if your parent(s)/guardian(s) filled out the survey about you?” Lead discussion to help students consider the reasons that others’ views might differ from theirs.</p> <p>5. Lead discussion concerning those areas where students may have marked either “I never do this” or “I’ve done this in the past.”</p> <ul style="list-style-type: none"> <li>• If you developed those habits, how would your relationship with the teacher(s) change?</li> <li>• How would these habits help you do better in class? (Solicit responses from those students who answered, “I am doing this now,” for hints and suggestions.)</li> <li>• If you have had one of these habits in the past, what happened that you chose to give it up?</li> </ul> <p>Note: students may indicate some of the habits are things that they can do in the future.</p> <ul style="list-style-type: none"> <li>• When do you plan to begin one of the new habits?</li> <li>• What has prevented you from taking up that habit in the past?</li> </ul> <p>6. There are some habits that the students are doing now. Do they still have some room for improvement?</p> <p>7. Closure/Summary: “There are habits listed on the survey that many students use to be more successful. Although we may think it would be much easier to have some magic formula, these habits are essential for making good grades and understanding the information that will be given on tests.”</p> <p>8. Group assignment: Using the <a href="#">Good Working Habits Improvement</a> tracking chart, ask the students to list the skill(s) that they plan on improving during the week. They should track progress through the week. Announce the next meeting date and time.</p> <p>For next week: Ask students to bring their social studies text, along with worksheets or reading guides.</p> <p>9. Distribute &amp; Explain <a href="#">Teacher/Parent/ Guardian Session Follow-Up Suggestions</a>. Send a copy home with each student and provide a copy to classroom</p>	<p>5. Students share their opinions as to possible outcomes.</p> <p>6. Students share their views. Students discuss successes and/or means of improvement.</p> <p>7. Closure/Summary: Students contribute any thoughts related to the counselor’s summary.</p> <p>8. Group assignment: Students practice the new skills and track their progress. Students write the next meeting date and time in their planners.</p> <p>9. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

<b>Session 4 Professional School Counselor Procedures</b>	<b>Session 4 Student Involvement</b>
teacher(s) of students in group.	

**SESSION #4 Follow-Up Activities (Optional)**

Solicit teacher input regarding student improvement. The PSC may need to check on those students who appeared reluctant when setting up goals to offer support and/or encouragement.

**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?*



## Checking Out Your Personal Study Habits

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Read each question about your study habits and place a check mark in the appropriate box(es).  
 You may choose more than one answer that accurately describes your habits.

<i>What is my habit?</i>	I never do this.	I've done this in the past.	I'm doing this now.	I can do this in the future.	I need help to do this.
I bring the materials I need to class each day.					
I pay attention in class.					
I do not disturb my neighbors.					
I make sure that I can see the board.					
I make sure that I can hear assignments.					
I appear interested in what the teacher is saying.					
I display a positive attitude about class and school.					
I use class time wisely, beginning work after it is assigned.					
I ask my teacher for help when I do not understand.					
I write down assignments so that I will not forget them.					
I take advantage of tutoring opportunities when they are offered.					
I have set aside time each day to study after school.					
I keep materials such as pencils, pens, and paper at home to do homework.					
I plan my study time in order to finish all of my assignments.					
I keep working until I know the answers.					
I try not to waste time.					
I do the hardest assignment first.					
I turn in assignments on time.					
When studying for tests, I plan ahead so that I do not have to cram at the last minute.					
When studying for a test, I review reading material, quizzes, worksheets, and other assignments.					

Modified from "The Box Model," Missouri Comprehensive Guidance, 1998, M/JH-447

## Good Working Habits Improvement

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write in the work habits that you intend to improve. Each time that you do something to improve that habit, place a check mark under that day on the chart. This will help you keep track of how much you are improving.

Habits I'm Improving	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					
2.					
3.					
4.					
5.					
6.					
7.					

### Some helpful hints:

- Turn off the TV and keep any music low.
- Organize your materials before starting.
- Review your classroom notes before starting the assignment.
- Read the directions carefully before starting.
- Study the hardest subject first.
- Do the easiest assignment last.
- Take short breaks after finishing each assignment.
- Reward yourself by planning a favorite activity, once you have completed all homework.

Revised from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-426.

Handout to be used in each session

## Teacher/Parent/Guardian Small Group Session Follow-up

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

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Session Goal:** \_\_\_\_\_

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** Making the Most of Your Assignments

**Session #** 5 of 8

**Grade Level:** 6-8

**Estimated time:** 45 minutes

**Small Group Counseling Session Purpose:** To help students develop and improve study skills by implementing the SQ3R note and test-taking method.

**Missouri Comprehensive Guidance Strand/Big Idea:**

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

Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels

Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

AD.4.A. Life-long learning

AD.4.B. Self-management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning for Life-long Learning

**American School Counselor Association National Standard (ASCA):**

Academic Development

A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

Social Studies or Science Text

Worksheets or Reading Guides from Class

Notebook Paper and Pencils

[\*SQ3R Reminder\*](#) (The counselor may need to review the information.)

[\*Good Working Habits Improvement\*](#) Tracking Chart from Previous Session

[\*The Key to Improving Assignments\*](#)

Web Resource: [www.wisc-online.com](http://www.wisc-online.com) Title: SQ3R-Learning Activity

[\*Teacher/Parent/Guardian Follow-up\*](#)

**SESSION #5 Formative Assessment**

Students employ skills outlined in this lesson to improve their study power.

**SESSION #5 Session Preparation**

**Essential Questions:** Why do teachers give assignments? How can we benefit from completing assignments correctly?

**Engagement (Hook):** Write “SQ3R” on chart paper or board. Ask the students what they think this means.

**SESSION #5 Procedures**

Session 5 Professional School Counselor Procedures

Session 5 Student Involvement

<p>1. Briefly review the <a href="#">Small Group Counseling Guidelines</a> with the students. Review the previous week’s lesson, asking students to rate themselves on their improvement of their study habits. Offer encouragement for students’ continued efforts. Remind students that habits are not developed overnight and that they can only improve with continued practice. Offer examples of sports heroes, musicians, or others who must practice their techniques regularly in order to be successful.</p> <p>2. Explain to the students how they are going to use “SQ3R” to improve their study skills. This method can help them study more effectively and help them as they prepare for tests. Offer the following questions:</p> <ul style="list-style-type: none"><li>• Why do teachers give assignments?</li><li>• How can we benefit from completing assignments correctly?</li></ul> <p>NOTE: Generally social studies and science texts have study guides, worksheets, and/or reading guides, which follow the chapter. Ask the classroom teacher(s) for assignments that can be used in the group. The students may bring their own assignments, but it never hurts to have materials on-hand ☺.</p> <p>3. Write the word “survey” on the board for the students to see. Explain that the term, “survey,” means skimming over the assignment. Ask the students to skim the social studies/science chapter; noting section titles, headings, and terms in bold print.</p> <p>4. Write the word “question” on the board. Explain that after you skim the assignment, it is valuable to question the titles, headings and terms and to ask yourself, “What might this be about?”</p> <p>5. Write the word “read” on the board. Ask the students to read for meaning a portion of the text.</p> <p>NOTE: Some students may need help with reading and with understanding some terms. Be attuned to the students’ needs.</p> <p>6. Write “recite” on the board. After reading the assignment, ask students to state the main points.</p> <p>7. Write “review” on the board. Explain that the review process is ongoing and may include re-reading</p>	<p>1. Students review and discuss guidelines. Students report on their successes and cite areas where they need to improve.</p> <p>2. Students respond to the questions.</p> <p>3. Students comply with the counselor’s request pointing out the section titles, etc.</p> <p>4. Students question the titles, headings and terms in the assignment which are in bold print.</p> <p>5. Students read text with the purpose of specifically understanding what they read.</p> <p>6. Students share answers and write responses to the questions.</p> <p>7. Students share information that has been gained.</p>
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<p>the assignment, reviewing notes, identifying the main points, and discussing the reading on a daily basis before your test.</p> <p>8. Ask students to repeat the process for another part of the assigned reading.</p> <p>9. Ask students to share their normal study routine and to compare that routine to the SQ3R method. Which method will help the students remember the material more effectively? Remind the students that they will only improve through practice and patience.</p> <p>10. Distribute and discuss the handout, <a href="#">A Key to Improving Assignments</a>, with the students.</p> <p>11. Closure/Summary: Ask the students to share at least one thing that they can use which they learned during the session.</p> <p>12. Group assignment: Hand out the <a href="#">SQ3R Reminder</a> to students. Challenge the students to continue practicing good study habits incorporating the SQ3R method. Ask the students to explain what they have learned to at least one person during the next week. The person is to sign the student's planner with a brief note of what they learned from the group member.</p> <p>13. Distribute &amp; Explain <a href="#">Teacher/Parent/ Guardian Session Follow-Up Suggestions</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>8. Students work on the next reading selection described by the counselor.</p> <p>9. Students participate in the discussion.</p> <p>10. Students discuss the information. They may realize that they are already doing many of the steps though group work.</p> <p>11. Closure/Summary: The students share what they learned.</p> <p>12. Group assignment: The students use those skills and suggestions offered during this session. They explain the technique(s) learned in group to someone and ask them to sign their planner with a brief note stating what that person has learned from the student.</p> <p>13. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>
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**SESSION #5 Follow-Up Activities (Optional)**

Work with those students who are struggling with the procedures demonstrated in this session. The students may need help from student mentors, tutors, etc. to become more proficient in this technique.

**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?*

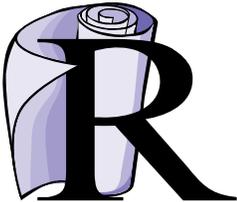
## SQ3R Reminder



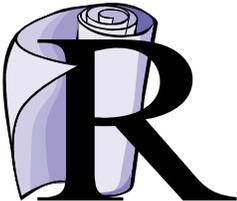
**Survey:** Skim through the material noting chapter title, subheadings, highlighted words, words written in bold print, etc.



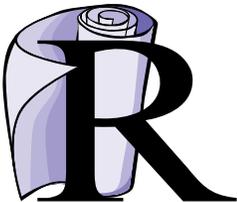
**Question:** Before you read, ask yourself questions about the information that you expect to learn from the reading. Use questions at the end of the sections or chapter to help you. You can also use any worksheets, study guides, or reading guides from your teacher.



**Read:** Concentrate on what the words are telling you, focusing on major concepts and paying attention to ideas that are mentioned more than once. Don't forget that picture captions, graphs, charts, diagrams, etc. are also part of the reading.



**Recite:** At the end of each section, stop to think—silently or out loud—about what you just read. Which of your questions does this selection answer? Jot down the answers while they are fresh.



**Review:** Scan your reading materials again. Check over your notes or other materials that go with the chapter or selection. This "R" should be repeated every day, even for a few minutes.

SQ3R was developed by Francis P. Robinson.



## The Key to Improving Assignments

1. **Keep an assignment book.** Your grades will show it, if you get mixed up and do the wrong homework or if you forget to study for a test. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know what you need to do.
2. **Learn to follow directions.** Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.
3. **Use your textbook to your advantage.** Know how to use the chapter summary, headings, terms in bold print, the glossary, and/or the index. Are sample problems in the back of the book, so that you can check a new procedure?
4. **Write neatly and accurately.** Remember, your teachers see your homework as a reflection of your ability and attitude. Sloppy papers make you seem careless. Take pride in your work.
5. **Learn to check over work before turning it in.** Spend a few minutes proofreading your homework or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble spelling words correctly.
6. **Once you receive a graded worksheet or quiz, look it over for errors.** You can improve your studying capability by correcting errors. Some teachers review answers with students, so they can correct their mistakes. Class work, homework, and quizzes are all part of test preparation. Keep graded assignments handy to study in the days leading up to the test.
7. **Learn to manage your time.** Learn to use your spare time wisely. Put study time to use, don't waste it.
8. **Assume responsibility for your own actions.** Do you blame your teachers for low grades? Forget it! No one else is responsible for your failures or successes but YOU. Going to school is like a job. You attend each day and give 100%.
9. **Aim for success.** If you aim for the minimum, you will get minimal results. When you start thinking that you can be successful at school, you will be.

Handout to be used in each session

## Teacher/Parent/Guardian Small Group Session Follow-up

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

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Session Goal:** \_\_\_\_\_

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** This Is Only a Test!

**Sessions #** 6 and 7 of 8

**Grade Level:** 6-8

**Estimated time:** 2 sessions of 45 minutes

**Small Group Counseling Session Purpose:** To learn about and apply test-taking strategies.

**Missouri Comprehensive Guidance Strand/Big Idea:**

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

Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels

Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning for Life Long Learning

**American School Counselor Association National Standard (ASCA):**

Academic Development

A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

**SESSION #6 & 7 Materials (include activity sheets and/ or supporting resources)**

NOTE: For these sessions, solicit support from core subject teachers to obtain tests that the students recently have taken along with the materials that led up to the tests. The tests should be made up of as many types of items as possible: multiple choice (selected response), short answer/fill in the blank, matching, essay, etc.

[Becoming Test Wise](#)

[Counselor Information Sheet—Student Version](#)

[Counselor Information Sheet—Teacher Version](#)

[Teacher/Parent/Guardian 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 #6 & 7 Formative Assessment**

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

Students will apply test-taking skills to example tests.

**Summative Assessment of Student Achievement:**

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

**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of session four and five; 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 has been completed. 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\*](#) will be given to teacher to complete at the end of the group unit.

Parent Assessment:

- [\*Parent/Guardian Feedback Form: Overall Effectiveness of Group\*](#) will be given to parents to complete at the end of the group unit.

Student Assessment:

- [\*Student Feedback Form: Overall Effectiveness of Group\*](#) will be given to student to complete at the end of the group unit.

**SESSION #6 & 7 Session Preparation**

**Essential Questions:** Can test taking strategies help us score higher on tests?

**Engagement (Hook):** What does an owl and a high-achieving student have in common? The owl is often associated with wisdom because its large eyes make it look very knowledgeable. But the truth is that an owl’s brain is very small. Its head, to accommodate those large eyes, has a small brain cavity, so an owl actually is not the smartest of birds. On the other hand, if the owl didn’t have those large eyes, night hunting would not be possible.

When we are in class, some students may appear smarter than others because their grades are better. But the truth is that often those students are not any different from us. They have simply learned how to use the information from class and from homework to make better grades on the tests. They are test-wise. That means they understand that there is a way to work through a test that earns more points.

Like the owl, students who do better in class have adapted to their world to become more successful.

**SESSION #6 & 7 Procedures**

Sessions 6 & 7 Professional School Counselor Procedures	Sessions 6 & 7 Student Involvement
1. Briefly review the <a href="#"><i>Small Group Counseling Guidelines</i></a> with the students. Ask the students about their group assignment from last session. How have they been using SQ3R? Was sharing of the SQ3R method helpful?  NOTE: If the majority of the group “forgot” to do the group assignment, there is no time like the present. Allow a few minutes for the group to teach members one new skill from the last session.	1. Students review and discuss the guidelines. Students respond with their stories.
2. “Taking a test is a lot like going on a long trip for	2. The students brainstorm the process of

Sessions 6 & 7 Professional School Counselor Procedures	Sessions 6 & 7 Student Involvement
<p>vacation. When is the best time to prepare for a long trip?” Work with the students to discuss details that have to be covered when planning a long vacation trip. Guide the group somewhat by incorporating test preparation terms and ideas into the conversation or pointing out those terms/ideas as students express them. Write those key words on the board or chart paper.</p> <p>NOTE: Feel free to use another analogy that best fits the interests and backgrounds of the students with whom he/she works. If the school setting is in a rural area where hunting and fishing are the main pastimes, use an analogy such as going on a fishing trip or turkey hunting. The idea is to engage the students as experts in a conversation that involves a process of planning and preparation to achieve a goal.</p> <p>3. “How well a trip goes depends a lot on what happens before you get in the car. How well you do on a test depends a lot on what you do before you enter the classroom. Let’s think about the trip we just discussed. How are taking a test and planning a trip similar?” (Adapt this if using a different analogy.)</p> <p>4. “When we discussed the scenario in one of the first sessions, involving a student named Fred, most of us knew that Fred was not going to pass that test. How did we know that he was not going to pass?”</p> <p>“How students perform on tests usually has very little to do with how smart they are. Instead, how they do on tests depends on how they prepare. Just like planning for a trip, how we do on a test has a lot to do with what happens in the days before the test takes place. Last week, we talked about SQ3R and ways to make the most of our homework. A key element in doing well on tests is preparing in advance by doing homework assignments.” Ask students to take out homework materials that were assigned during the time leading up to the test. Pass out test materials.</p> <p>NOTE: When working with multiple grade levels, use materials for one grade level as an illustration.</p> <p>5. “Today, we are going to work through a test that was given recently. We will work through the test, using the homework assignments that were given prior</p>	<p>planning a long vacation trip (or other analogy).</p> <ul style="list-style-type: none"> <li>• Preparing ahead of time</li> <li>• Dividing the trip into manageable parts</li> <li>• Getting packed</li> <li>• Organizing “stuff”</li> <li>• Knowing how to get there</li> <li>• Knowing what you plan to do when you get there</li> <li>• Making sure you have the right things for your destination</li> <li>• Once you are there, use your time wisely</li> <li>• Have a plan of activities</li> </ul> <p>3. Students draw the parallels between test taking and taking a trip (or other analogy).</p> <p>4. Students respond with various suggestions, such as:</p> <ul style="list-style-type: none"> <li>• Fred didn’t do his homework.</li> <li>• He didn’t participate in group work.</li> <li>• He ditched assignments in his locker.</li> <li>• He didn’t go to tutoring.</li> <li>• He missed class.</li> </ul> <p>5. Students will work through the test, using the homework assignments that were given prior to the test and the worksheet, <a href="#"><i>Becoming</i></a></p>

Sessions 6 & 7 Professional School Counselor Procedures	Sessions 6 & 7 Student Involvement
<p>to the test and the worksheet, <a href="#">Becoming Test-Wise</a>.</p> <p>Work with the students to show how the information from class relates to the test questions. Lead discussion on how each of the types of test questions requires different strategies for determining the answers.</p> <p>NOTE: Due to the amount of material covered in this session, the PSC may use his/her discretion to divide the material for two sessions.</p> <p>Session 6—Review the information covered at this point in the session.</p> <p>Session 7—Review the information from both sessions 6 and 7.</p> <p>6. Closure/Summary: Ask students to write the date and time of the next meeting in their planner.</p> <p>7. Group assignment: Encourage students to use the information from session 6 and 7 for any upcoming tests.</p> <p>At the end of session 7, students complete a blank <a href="#">Counselor Information Sheet-Student Version</a> for the same class as used in lesson 1.</p> <p>8. At the end of session 7, 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 the group. Remind them to tell you if they want to discuss something before the group ends.</p> <p>9. 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 <a href="#">Request for Feedback from Parents/Guardians (Cover Letter)</a> and <a href="#">Parent/Guardian Feedback Form: Overall Effectiveness of Group</a>)</p>	<p><a href="#">Test-Wise</a>.</p> <p>6. Closure/Summary: Students write the next meeting date and time in their planner.</p> <p>7. Group assignment: Students utilize the information gathered from the last two sessions.</p> <p>Upon conclusion of session 7, students complete <a href="#">Counselor Information Sheet-Student Version</a> for session 8.</p> <p>8. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let you and the group know if there is something they want to discuss.</p> <p>9. Students commit to taking forms home to their parents/guardians.</p>

### **SESSION #6 & 7 Follow-Up Activities (Optional)**

Following session 7, the counselor will gather information from teachers, using [Counselor Information Sheet-Teacher Version](#). The counselor will also ask teachers for any “brags” they may have for the students.

### **SESSION #6 & 7 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?*

## **Becoming Test-Wise**

### **True/False Statements**

Use extreme care when reading each statement. Consider the meaning of the statement, giving it your full attention. If you have time, go back and try a new approach. What was said about this in class? Did the teacher point out something special about this? Check for key words, such as "always" or "never" in the statements; they are usually false.

### **Multiple Choice or Selected Response Items**

Be sure to read the item stem and the answer choices carefully. After careful study of the stem, look at the proposed answer choices. Mark through the choices, which you know are not correct. Choose the one answer choice that you think is best. If you cannot come up with an answer, go on to the next item. Sometimes, coming back to an item later, allows you to look at it in a new way. Relax between each question so that you will be fresh for the next one.

### **Matching Items**

Read through the column with the longest answers first. This is the column that contains the clues that work with the matching items in the other column. Take care of the matches that you know first. Cross off the matches as you use them. Match the harder items last. Consider whether the clues are referring to a person, place, date, or idea. Choose the best answer from the remaining choices. For example, if the statement on the left refers to a person, check the names that are listed. Which name seems to be correct? Beware! Sometimes, teachers will use the same answer more than once just to make the test a little more complicated. Check the directions carefully! Usually, the directions will state that some answers may be used more than once, if this is the case.

### **Fill-In the Blank/Short Answer Items**

Before you start, check out that section of the test. Does the test have a word bank, which gives you answer choices? Read the test items through quickly. Finish the items that you know first. Come back to items that you don't know. Try to think of the homework that you have done and class discussion. Come up with as much information as much as you can and write it in. Sometimes, you are able to get partial credit if your answer is on the right track. Write neatly! If the teacher cannot read your response, it is very likely that your answer will be counted as incorrect.

### **Open-Book Tests/Open-Note Tests**

Some students do not study for open-book or open-note test, which is a mistake. They spend too much time looking up answers and often do not finish the test. When taking an open-book or open-note test, it is important to be familiar with the material. In the days before your test, go through your text—or notes—so that you know where to find the answers. In the case of your textbook, know how to use headings, the index, the glossary, etc. Read the captions under the pictures, and be familiar with any graphs, charts, or diagrams. In the case of an open-note test, make sure you have organized your notes for the material to be tested. If you are missing information, get with the teacher or another student to ensure that you will have the material you will need. This takes planning and should not be done as you are walking in the classroom to take the test. Go through the test and answer the questions that you know without looking them up. Flag those questions and come back to them later if you have time at the end of the testing session. Use your text or notes to answer those questions you are unsure of.

### **Essay Tests**

First glance over the questions. Check the number of questions and decide how much time to allow for each. Look at each question. What does it ask you to do? Be sure you understand what the question is asking. Restate the question as the topic sentence. Organize your thoughts and outline what you are going to say. After you finish, if time allows, review your essay to see if anything needs to be added. Look for misspelled words and grammatical errors.

### **Problem-Solving and Performance-Assessment Tests**

Study and analyze the problem. Ask yourself, "What did the teacher ask in this problem? Which of the principles, which we have studied, can be used to solve this problem? Which steps are to be used in the solution?" Thinking in words will help you select the correct process. Use proper notations and solve the problem as completely as possible. Leaving out steps may lead to mistakes. Keep thinking in words about what you are doing as you solve the problem. This helps keep your thoughts centered on the task and helps avoid errors. When finished, relax and go back through the reasoning for your answers.



Modified from "The Box Model," Missouri Comprehensive Guidance, 1998, M/JH-475.

### Counselor Information Sheet—Student Version

Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Class/Block \_\_\_\_\_

Please comment on the following:

My work habits \_\_\_\_\_

---

My attitude toward the class \_\_\_\_\_

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Please rate the following behaviors or skills, as they relate to your participation in the class, on a scale of 1 to 5.

- 1 = No chance to use the behavior/skill.
- 2 = Poor—I rarely meet teacher expectations.
- 3 = Fair—I sometimes meet teacher expectations.
- 4 = Good—I often meet teacher expectations.
- 5 = Excellent—I always meet teacher expectations.

Skill or Behavior	1	2	3	4	5
Homework handed in					
Homework grades					
Get to class on time					
Courteous to teacher					
Courteous to classmates					
Bring materials to class					
Test scores					
Work is neat					
Pay attention					

Current grade in this class \_\_\_\_\_ Grade I want to work toward \_\_\_\_\_

What can you do to reach your grade goal? \_\_\_\_\_

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### Counselor Information Sheet—Teacher Version

Student \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ Class/Block \_\_\_\_\_

Please comment on the following:

Student's work habits \_\_\_\_\_

Student's attitude \_\_\_\_\_

Please rate the following behaviors or skills, as they relate to the student, on a scale of 1 to 5.

- 1 = No chance to see the behavior/skill.
- 2 = Poor—rarely meets teacher expectations
- 3 = Fair—sometimes meets teacher expectations
- 4 = Good—often meets teacher expectations
- 5 = Excellent—always meets teacher expectations

Skill or Behavior	1	2	3	4	5
Homework handed in					
Homework grades					
Gets to class on time					
Courteous to teacher					
Courteous to classmates					
Brings materials to class					
Test scores					
Work is neat					
Pays attention					

Present grade in class \_\_\_\_\_

Thanks for your help!

Modified from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-421

Handout to be used in each session

## Teacher/Parent/Guardian Small Group Session Follow-up

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

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Session Goal:** \_\_\_\_\_

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

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

**Group Title:** Organization and Study Skills Preparation

**Session Title:** That's a Wrap!

**Session #** 8 of 8

**Grade Level:** 6-8

**Estimated time:** 45 minutes with individual follow-up sessions of about 15 minutes each

**Small Group Counseling Session Purpose:** To review and celebrate student growth in the areas of organization and study skills.

**Missouri Comprehensive Guidance Strand/Big Idea:**

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

Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels

Academic Development: AD.6 Developing and Monitoring Personal Educational Plans

**Missouri Comprehensive Guidance Concept(s):**

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning for Life Long Learning

**American School Counselor Association National Standard (ASCA):**

Academic Development

A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

**SESSION #8 Materials (include activity sheets and/ or supporting resources)**

[Counselor Information Sheet-Student Version](#) from last session

[Counselor Information Sheet-Teacher Version](#) from last session

[Planner Self-Check](#)

Items for celebration

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

[Certificate of Completion](#)

**SESSION #8 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 evaluate their progress up to this point. Teachers' views of students' progress will also be solicited prior to this session through use of the [Counselor Information Sheet-Teacher Version](#).

**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of session four and five; the forms are attached to the Unit Plan:

**Classroom Teacher Assessment:**

- The classroom teacher will complete the [Teacher Pre-Post-Group Perceptions Individual Student Behavior Rating Form](#) for each student before the group starts and after the group has

been completed.

- [Teacher Feedback Form: Overall Effectiveness of Group](#) will be given to teacher to complete at the end of the group unit.

**Parent Assessment:**

- [Parent/Guardian Feedback Form: Overall Effectiveness of Group](#) will be given to parents to complete at the end of the group unit.

**Student Assessment:**

- [Student Feedback Form: Overall Effectiveness of Group](#) will be given to student to complete at the end of the group unit.

**SESSION #8 Session Preparation**

**Essential Questions:** What progress has been made in developing and improving study skills?

**Engagement (Hook):** Students enter into a room that is decorated for celebration. “In the last few weeks, we have covered several topics. At this point, we will look at where we started; where we have improved; and where we need to continue working toward improvement.”

**SESSION #8 Procedures**

Session 8 Professional School Counselor Procedures	Session 8 Student Involvement
<p>1. Review the <a href="#">Small Group Counseling Guidelines</a> 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 you responsibility to protect their confidentiality, too.</p> <p>2. Collect <a href="#">Parent/Guardian Feedback Form: Overall Effectiveness of Group</a> and make arrangements to get the forms from participants who did not bring them to the group.</p> <p>3. Begin the session with, “We have discussed several topics related to organization and planning. We are going to do a final check to see how everyone is doing.” Do a backpack/locker review to check organizational progress.</p> <p>4. When the group is finished with backpack/locker checks, congratulate those who have made improvement in organizational skills. Those who are still struggling need encouragement to keep trying. Ask the students to respond to the following questions:</p> <ul style="list-style-type: none"> <li>• How have you improved from the beginning of the group?</li> <li>• What hints could you offer someone who</li> </ul>	<p>1. Students participate in the 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 the will bring them.</p> <p>3. Students check their backpacks/lockers and make any necessary changes. Those whose backpacks/lockers are organized may help those who are still struggling.</p> <p>4. Students discuss their organizational struggles and/or hints for improvement.</p>

Session 8 Professional School Counselor Procedures	Session 8 Student Involvement
<p>struggles with organization?</p> <ul style="list-style-type: none"> <li>• What is the hardest part of keeping organized? And what can be done to make it less difficult?</li> <li>• What could you do to keep working toward being organized?</li> </ul> <p>5. Distribute the <a href="#">Planner Self-Check</a> worksheet. “We have worked on setting up an assignment notebook or planner as part of our plan to improve our study skills. Let’s see how you are doing with your assignment notebook or planner.”</p> <p>6. Offer congratulations to those who have made improvement. Those who are still struggling will need encouragement to keep trying. Ask the students for their thoughts on the following:</p> <ul style="list-style-type: none"> <li>• How have you improved from the beginning of the group?</li> <li>• What hints could you offer someone who struggles with keeping track of assignments?</li> <li>• What is the hardest part of keeping an assignment notebook or planner? And how can you combat this problem?</li> <li>• What could you do to keep working toward being organized?</li> </ul> <p>7. We have worked on time management skills in order to balance school work, family responsibilities, and time for you. Ask students to assess their improvement:</p> <ul style="list-style-type: none"> <li>• How have you improved from the beginning of the group?</li> <li>• What hints could you offer someone who struggles with all the demands on their time?</li> <li>• What is the hardest part of scheduling your time? What have you done to improve on this situation?</li> <li>• What could you do to continue working on managing your time?</li> </ul> <p>8. Recently, we have worked on making the most of your classroom assignments.</p> <ul style="list-style-type: none"> <li>• What can you share with the group about your improvement?</li> <li>• Are you starting to see more success in some of your classes? What is taking place there?</li> <li>• Which classes continue to be a challenge? What makes those classes more difficult?</li> </ul>	<p>5. Students work through the self-check and note where they need to improve. Students make any needed changes in their notebook or planners. Students offer their study skills tips, hints, and ideas.</p> <p>6. Students share supportive hints with the group.</p> <p>7. Students share their thoughts and feelings regarding their progress.</p> <p>8. Students participate in discussion about keeping up with assignments.</p>

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<ul style="list-style-type: none"> <li>• How do you feel about your classes now compared to your feelings about those classes when we started?</li> </ul> <p>9. We talked about test-taking strategies and how to use them.</p> <ul style="list-style-type: none"> <li>• What did you learn that perhaps you didn't know before? Or what are you doing differently now that you weren't doing before our group started to help with test success?</li> <li>• Have you been able to use any of the strategies, yet? If so, how did it go?</li> <li>• Do you feel more confident about taking tests now that we have covered this information? What has made a difference for you as you approach test taking?</li> </ul> <p>Others have noticed a difference in what you are doing." Without getting into grade issues or information that is too personal, the counselor may offer "brags" from the group members' or teachers. Some gains may be small, but they are still gains to be celebrated.</p> <p>10. Closure/Summary: Students complete the <a href="#"><u>Student Feedback Form: Overall Effectiveness of Group</u></a>. Give each student a group <a href="#"><u>Certificate of Completion</u></a> for completing the group. Celebrate the closing of the group with the activities chosen in the last session.</p> <p>Optional activity: During this time, the students may prepare "thank you" cards for those people, including group members, who have helped them make improvement through the past few weeks.</p> <ul style="list-style-type: none"> <li>• How has that person helped you? How has that made a difference in your outlook?</li> <li>• What have you appreciated about that person's help?</li> <li>• What words of encouragement can you offer that person?</li> </ul> <p>11. Group assignment: To continue working toward goals and to seek help if they encounter obstacles along the way.</p> <p>12. If a follow-up session is planned, let students know it will take place in 4-6 weeks.</p>	<p>9. Students participate in discussion about test-taking strategies and their use. Students may offer congratulations for fellow group members.</p> <p>10. Closure/Summary: Students complete the form, accept their certificates and participate in the celebration.</p> <p>Optional : Students work on "thank you" cards. Students take a few minutes to share their appreciation with group members before group ends. Cards may be given to other recipients after group.</p> <p>11. Group assignment: Students will check in from time to time to report on progress toward goals.</p> <p>12. Students write the follow-up session in their planners.</p>

**SESSION #8 Follow-Up Activities (Optional)**

The PSC will set up times to meet with each group member individually to discuss both versions of the *Counselor Information Sheet* ([Student](#) and [Teacher](#)) from Session 7. As the PSC discusses the student and teacher information, he/she should have the original forms from Session 1, as well as the forms that were just completed. Student strengths should be emphasized, while discussing, “Where have you improved? How can we help that improvement continue? Where are you still having difficulty? What help do you need to improve in those difficult areas?”

**SESSION #8 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?*

## Planner Self-Check

Are the days and dates listed?  
 yes  no

Are all subjects listed?  
 yes  no

Are pages listed along with the problems and/or questions to be answered?  
 yes  no

Are worksheets identified by numbers or titles?  
 yes  no

If there is no homework, did you list the activity that took place during class that day?  
 yes  no

Did you list your tests on the dates they are to take place?  
 yes  no

Did you number your assignments in the order you planned to work on them?  
 yes  no

Did you space your assignments so that you could write in notes later?  
 yes  no

Did you allow space at the bottom of the page to allow for important notes?  
 yes  no

How do you need to improve?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# *Group Certificate of Completion*



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Student's Name

*successfully completed the*

*“ \_\_\_\_\_ ” group on \_\_\_\_\_*

*\_\_\_\_\_ practices self-management by*

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**WAY TO GO!**

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Professional School Counselor

### OPTIONAL FOLLOW-UP SESSION

**Group Title:**

**Session Title:** How Are You Doing?

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

**Grade Level:**

**Estimated time:** 30-45 minutes

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

**Missouri Comprehensive Guidance Strand/Big Idea:**

Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

**Missouri Comprehensive Guidance Concept(s):**

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

**American School Counselor Association National Standard (ASCA):**

Personal/Social Development

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

### OPTIONAL FOLLOW-UP SESSION

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

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

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

### OPTIONAL FOLLOW-UP SESSION Formative Assessment

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

Alternative Procedure: Use the [Follow-Up Feedback Form for Students](#) as the procedure and the assessment for the Follow-up Session. 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 Feedback Form for Students](#), 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:**