

**Small Group Counseling Title/Theme:**

Tools for Success

**Grade Level(s):** 9-12

**Small Group Counseling Description:** Tools for Success is an academic achievement group for low achieving students that emphasize time management, stress management, goal setting and an award incentive to help motivate students to reach their fullest potential.

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

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

**Session # 1:** Introduction/Grade Importance

Materials needed:

School's Grading Scale (may vary)

[Small Group Counseling Guidelines](#)

Keys

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

**Session # 2:** Time Management

Materials needed:

Student Planner/assignment books and Personal Career Plan

*Guidelines*

Student Assignment Log (adapt if student planner/assignment books are not provided)

Clock

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

**Session # 3:** Goal Setting

Materials needed:

Student Planner/assignment books, Role Model Student to share ideas

Gold coin or gold covered chocolate for each student

[Small Group Counseling Guidelines](#)

Paper and pencil/pen

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

**Session #4:** Stress Management/Reduction of Test Anxiety

Materials needed:

Paper and pencil/pen

[Small Group Counseling Guidelines](#)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perceptions Individual Student Behavior Rating Form](#)

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

[Parent/Guardian Cover Letter](#)

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

**Session: #5:** Award Breakfast

Materials needed:

Donuts/Milk/Juice and certificates for students who meet set goal

[Small Group Counseling Guidelines](#)

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

[Group Certificate of Completion](#)

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

Academic Development: AD.4 Applying skills needed for Educational Achievement

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

- AD.4.A. Life Long Learning
- AD.4.B. Self Management for Educational Achievement

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

Academic Development

- A. Student will acquire the attitude, knowledge and skill that contribute to effective learning in school and across the life span.

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

<b>X</b>	Goal 1: gather, analyze and apply information and ideas
<b>X</b>	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**

Grade, discipline and attendance reports will be monitored throughout the year. Students will be given a pre-survey about the topics to be discussed and a post-survey upon completion of the school year. Report cards will be analyzed and reviewed upon completion of program to determine overall success.

**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 students to complete at the end of the group unit.

**Results Based Data Collection:**

The PSC will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as

*Missouri Comprehensive Guidance Programs; Linking School Success With Life Success*

attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the 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.

The PSC may monitor the students weekly by checking in with them in the hallways or dropping by their classrooms.

The PSC and teacher(s) work collaboratively to meet and discuss the student's behavior and grades.

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.

<b>Pre-Group Concerns</b> Rank on a scale of 5→1 (5 = HIGH→1 = LOW)	<b>Student Work Habits/Personal Goals Observed</b> <i>Colleagues, will you please help us evaluate the counseling group in which this student participated.</i> <i>Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students!</i>	<b>Post-Group Concerns</b> 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:

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

What do you think?	5=High					1=Low
	5	4	3	2	1	
Overall, I would rate my students' experience in the counseling group as:	5	4	3	2	1	
Students enjoyed working with other students in the group.	5	4	3	2	1	
Students enjoyed working with the counselor in the group.	5	4	3	2	1	
Students learned new skills and are using the skills in school	5	4	3	2	1	
I would recommend the group experience for other students.	5	4	3	2	1	

**Additional Comments for Counselor:**

*Note to Professional School Counselor: Send this COVER LETTER and parent feedback form home with students after session four.*

**SCHOOL LETTERHEAD**  
**Comprehensive Guidance Program**

**Request for Feedback from Parents/Guardians.**

Small Group Counseling topic/title: \_\_\_\_\_

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

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

Dear Parent,

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

Session 1: \_\_\_\_\_

Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_

Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_

Comments about your child's progress:

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

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

Sincerely,

Professional School Counselor

*Note to Professional School Counselor: Send cover letter and parent feedback form home with students after session four.*

## SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS

### Parent/Guardian Feedback Form

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

Professional School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Small Group Title: \_\_\_\_\_

Before the group started, I hoped my child would learn \_\_\_\_\_  
 \_\_\_\_\_

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

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

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

**Additional Comments for the Counselor:**  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

### Group Member Feedback Form

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

Name: \_\_\_\_\_ (optional) Date: \_\_\_\_\_

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

Instructions: Read each sentence. 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:**

**SESSION #1**

**Group Title:** Tools for Success

**Session Title:** Introduction/Grade Importance

**Session #** 1 of 6

**Grade Level:** 9-12

**Estimated time:** 30 Minutes

**Small Group Counseling Session Purpose:** Get acquainted, explain and discuss the importance of grades. This group is for students who are experiencing academic difficulties.

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

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

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

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

**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 are attached)**

School's Grading Scale (may vary).

Keys

[Small Group Counseling Guidelines](#)

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

**SESSION #1 Formative Assessment**

Students will discuss and demonstrate they understand the grading scale.

**SESSION #1 Preparation**

**Essential Questions:** Grades, why are they important?

**Engagement (Hook):** Keys to Academic Success!

**Procedures**

**Session 1 Professional School Counselor Procedures**

1. Welcome students as they enter. Discuss the [Small Group Counseling Guidelines](#). Emphasize confidentiality and when YOU might have to break confidentiality. Add any guidelines the students want to add. Display the poster to reference during each group session.

2. Ask students to explain how grades are like keys (demonstrate using your own keys to your home, car, and office) that open doors to opportunities.

**Session 1 Student Involvement**

1. Students introduce themselves and review the guidelines by telling what each one looks and sounds like.

2. Students explain how grades are keys to academic success.

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>3. Give each student a copy of the school grading scale. Discuss how grades build over time.</p> <p>4. Closure and Summary: Discuss how high school grades build over time and are a foundation for future opportunities in school.</p> <p>5. Group assignment: Bring planner/assignment book and personal career plan to the next session.</p> <p>6. Distribute &amp; explain <a href="#"><u>Teacher/Parent/ Guardian Session Follow-Up Suggestions</u></a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>3. Students discuss grades as they relate to them personally.</p> <p>4. Closure and Summary: Students offer their opinions and ideas.</p> <p>5. Group assignment: Prepare for next group by bringing planner/assignment book and personal career plan.</p> <p>6. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

**SESSION #1 Follow-Up Activities**

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

**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.

Handout to be used in each session

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

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

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

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

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

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

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

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

**Additional Comments:**

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

**SESSION #2**

**Group Title:** Tools for Success

**Session Title:** Time Management

**Session #** 2 of 5

**Grade Level:** 9-12

**Estimated time:** 30 Minutes

**Small Group Counseling Purpose:** Review and discuss each student’s time management skills and study skills.

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

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

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

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

**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 are attached)**

Student Planner/assignment books and Personal Career Plans

Student Assignment Log (adapt if student planner/assignment books are not provided)

Clock

[Small Group Counseling Guidelines](#)

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

**SESSION #2 Formative Assessment**

Student will bring planner/assignment books and discuss how they manage their time and what skills they have to study and what skills need improvement.

**SESSION #2 Preparation**

**Essential Questions:** How and When Do I Study?

**Engagement (Hook):** Stop Time? Impossible!

**SESSION #2 Procedures**

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
1. Review <a href="#"><u>Small Group Counseling Guidelines</u></a> and Group Assignment from last session.	1. Students review and/or discuss the <a href="#"><u>Small Group Counseling Guidelines</u></a> and share individual successes and challenges while completing the Group Assignment throughout the past week.
2. Have students watch a clock for 1 minute.	2. Students discuss how time flies when they are enjoying themselves but may seem to drag

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>3. Have students explain how they manage their time now and what they may need to do to manage their time more effectively. How will this help them be more successful academically?</p> <p>4. Refer students to their personal career plan. Discuss how planning now will affect their future career goals.</p> <p>5. Ask students to refer to their career plans and assignment book/planner/assignment book. How do these relate to each other?</p> <p>6. Closure and Summary: Remind students to use personal planner/assignment books daily so that they can manage their time for personal success.</p> <p>7. Group assignment: Instruct students to carry planner/assignment books and use them during the school day. Bring planner/assignment book to next session with entries of homework and test/quiz dates. Bring planner/assignment book to next group session.</p> <p>8. Distribute &amp; explain <a href="#"><u>Teacher/Parent/ Guardian Session Follow-Up Suggestions</u></a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>when they have difficult tasks to do.</p> <p>3. Students can discuss how they can get things done and still have leisure time to reach their academic goals.</p> <p>4. Refer to personal career plans and discuss how having a career plan can keep them on track.</p> <p>5. Discuss how managing time in their school work now will help them reach their career goals.</p> <p>6. Closure and Summary: Students look through planner/assignment books and write the next group meeting in so they won't forget.</p> <p>7. Group assignment: Carry planner/assignment books and use during the school day. Bring planner/assignment book to next session with entries of homework and test/quiz dates.</p> <p>8. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

**SESSION #2 Follow-Up Activities**

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

**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?*

## STUDENT ASSIGNMENT LOG

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

**Problems/Question#’s** \_\_\_\_\_

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

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

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

**Problems/Question#’s** \_\_\_\_\_

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

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

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

**Problems/Question#’s** \_\_\_\_\_

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

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**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.

**SESSION #3**

**Group Title:** Tools for Success

**Session Title:** Goal Setting                      **Session #** 3 of 5

**Grade Level:** 9-12                                      **Estimated time:** 30 Minutes

**Small Group Counseling Session Purpose:** Provide opportunities for students to set obtainable realistic (short-term) goals.

**Missouri Comprehensive Guidance Strand/Big Idea:**  
 Academic Development: AD 4: Applying Skills Needed for Educational Achievement

**Missouri Comprehensive Guidance Concept(s):**  
 AD.4.A. Life Long Learning  
 AD.4.B. Self Management for Educational Achievement

**American School Counselor Association National Standard (ASCA):**  
 Academic Development:  
 A. Student will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.

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

Paper and pencil/pen  
 Student Planner/assignment books, Role Model Student to share ideas  
 Gold coin or gold covered chocolate  
[Small Group Counseling Guidelines](#)  
[Teacher/Parent/Guardian Small Group Session Follow-up](#)

**SESSION#3 Formative Assessment**

Students are to write 3 short term goals that they want to achieve by the next session.

**SESSION# 3 Preparation**

**Essential Questions:** Why set goals?

**Engagement (Hook):** “What does ‘Going for the Gold’ mean to you ?” Give each student gold coin or gold covered chocolate.

**Procedures**

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
1. Review <a href="#">Small Group Counseling Guidelines</a> and Group Assignment from last session.	1. Students review and/or discuss the <a href="#">Small Group Counseling Guidelines</a> and share individual successes and challenges while completing the Group Assignment throughout the past week.
2. Review planner/assignment book and check for student progress.	2. Students will review their planners/assignment books and discuss their progress.

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<p>3. Ask students to think of how reaching for goals is like “going for the gold”. Suggestions might include visualization, preparation, hard work, time management, self-discipline, etc.</p> <p>4. Have students write 3 short-term personal goals they plan to reach by next meeting so that they will be more successful in school.</p> <p>5. <u>Closure and Summary</u>: Discuss how goal setting, time management, and understanding the importance of grades are essential in achieving academic success.</p> <p>6. Group assignment: Ask students to document throughout the week steps they take to reach their goals.</p> <p>7. Distribute &amp; explain <a href="#"><u>Teacher/Parent/ Guardian Session Follow-Up Suggestions</u></a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>3. Students discuss and share what steps it takes to get the goal they are trying to reach. Then discuss how reaching personal goals uses the same principles as those needed for a race or competition of some kind.</p> <p>4. Students write (in planner/assignment book) 3 personal goals and steps they need to take to reach those goals.</p> <p>5. <u>Closure and Summary</u>: Students share thoughts and feelings.</p> <p>6. Group assignment: Students will be prepared to discuss how they reached each of their goals at next session.</p> <p>7. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.</p>

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

Check on students during the week to see how they are progressing on their assignment. After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

**SESSION #3 Counselor reflection notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

Handout to be used in each session

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

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

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

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

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

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

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

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

**Group Assignment:**

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

\_\_\_\_\_

**Our next group meeting will be:**

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

**Additional Comments:**

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

## **SESSION #4**

**Group Title:** Tools for Success

**Session Title:** Stress Management/Test Anxiety

**Session:** #4 of 5

**Grade Level:** 9-12

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** Students will learn to identify anxiety and develop stress management for successful test taking.

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

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

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

AD.4.A. Life-long Learning

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

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

Academic Development:

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

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

Paper and pencil/pen

[Small Group Counseling Guidelines](#)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perceptions Individual Student Behavior Rating Form](#)

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

[Parent/Guardian Cover Letter](#)

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

### **SESSION #4 Session Formative Assessment**

**Summative Assessment:**

**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 students to complete at the end of the group unit.

**SESSION #4 Preparation**

**Essential Questions:** How do I manage and cope with test anxiety?

**Engagement (Hook):** What are some feelings you have before and during a test?

**SESSION #4 Procedures**

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>1. Review <a href="#">Small Group Counseling Guidelines</a> and Group Assignment from last session.</p> <p>2. Review students' progress on goals discussed last session. Offer encouragement to students to continue working toward their goals.</p> <p>3. "What is test anxiety?" Have the students brainstorm a list of physical and emotional symptoms of test anxiety.</p> <p>4. Define stress and discuss results of long-term stress.</p> <p>5. Ask the students to identify various ways to deal with stress.</p> <p>6. Instruct students with a stress management technique. (Ex. deep breathing, aromatherapy, visualization, meditation, etc.)</p> <p>7. Closure/Summary: Have the students practice stress management techniques.</p> <p>8. Group assignment: Have students keep a log of their stressful situations and techniques they used to alleviate the stress during the week.</p> <p>9. Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how they would like to celebrate the completion of their group. Remind them to tell you if they want to discuss something before the group ends.</p>	<p>1. Students review and/or discuss the <a href="#">Small Group Counseling Guidelines</a> and share individual successes and challenges while completing the Group Assignment throughout the past week.</p> <p>2. Students share their results.</p> <p>3. Students will discuss test anxiety and the physical and emotional symptoms.</p> <p>4. Students discuss personal experiences with stress.</p> <p>5. Students identify and develop a personal stress management program.</p> <p>6. Students participate and give feedback on their current state of relaxation.</p> <p>7. Closure/Summary: Students practice stress management techniques.</p> <p>8. Group assignment: Students keep a log of their stressful situations and techniques they used to alleviate the stress during the week.</p> <p>9. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let you and the group know if there is something they want to discuss.</p>

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>10. <b>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>)</b></p>	<p>10. Students commit to taking the form to their parents/guardians.</p>

**Follow-Up Activities (Optional)**

**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.

**SESSION#4 Counselor reflection notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## SESSION #5

**Group Title:** Tools for Success

**Session Title:** Awards Breakfast      **Session:** #5 of 5

**Grade Level:** 9-12      **Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** To reinforce and celebrate the knowledge of new tools to increase academic achievement.

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

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

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

AD.4.A. Life-long Learning

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

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

Academic Development

Student will acquire the attitude, knowledge, and skills that contribute to effective learning in school and across the life span.

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

Donuts/Milk/Juice and certificates for students who meet set goal

[Small Group Counseling Guidelines](#)

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

[Group Certificate of Completion](#)

## SESSION #5 Formative Assessment/End-of-Group Perceptual Assessment

**Session Assessment:**

Students will demonstrate the use of these tools in the classroom.

**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 students to complete at

the end of the group unit.

**SESSION #5 Preparation**

**Essential Questions:** How do study skills, time management, goal setting and stress management coincide with academic achievement?

**Engagement (Hook):** What new skill has helped you in school?

**SESSION #5 Procedures**

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
<ol style="list-style-type: none"> <li>1. Review <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 your responsibility to protect their confidentiality, too..</li> <li>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.</li> <li>3. Set-up for breakfast.</li> <li>4. Review stress management logs from last week and discuss coping skills used.</li> <li>5. Review concepts that have been discussed in past group sessions including time management, goal setting, coping skills and managing stress. “How do these relate to academic and career success?”</li> <li>6. Ask students to share what skill(s) have been the most beneficial to their success in the classroom or with schoolwork.</li> <li>7. Closure/Summary: Students complete the <a href="#">Student Feedback Form: Overall Effectiveness of Group</a>. Give each student a group <a href="#">Certificate of Completion</a> for completing the group. Celebrate the closing of the group with the activities chosen in the last session.</li> <li>8. Invite students to come and share if academic issues continue after group is over.</li> <li>9. Group assignment: Encourage students to use the tools and skills they have learned in group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students participate in the review by telling what post-group confidentiality means to them.</li> <li>2. Students give you their forms. If they do not have them, they commit to the day they will bring them.</li> <li>3. Students eat and socialize.</li> <li>4. Students discuss their personal experiences.</li> <li>5. Students will discuss topics from previous sessions.</li> <li>6. Students share.</li> <li>7. Closure/Summary: Students complete the form, accept their certificates and participate in the celebration.</li> <li>8. Students know where to go for support.</li> <li>9. Group assignment: Students use the tools and skills they have learned in group</li> </ol>

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
10. If a follow-up session is planned, let students know it will take place in 4-6 weeks.	10. Students write the follow-up session in their planners.

**SESSION #5 Follow-Up Activities**

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

**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?*



# *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 Session Feedback Form*, use the responses to prepare a data summary and report of group’s effectiveness.

**OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How are all students’ lives better as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

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

Level: Elementary/Middle School/High School

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

### FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: \_\_\_\_\_ (optional) Date: \_\_\_\_\_

#### **Questions:**

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What Progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 \_\_\_\_\_  
  
1=Most positive activity in which I have participated for a long time  
2=Gave me a lot of direction with my needs  
3=I learned a lot about myself and am ready to make definite changes  
4=I did not get as much as I had hoped out of the group  
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

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