

Small Group Counseling Title/Theme: Little Steps Study Skills

Grade Level(s): K- 2

Group Description: The group will focus on developing study skills to improve academic performance in the classroom. It is an opportunity for students to build independent skills, become better learners, and participate effectively in the classroom.

Number of Sessions in Group: 4 Sessions and Optional Follow-up Session

Session Titles/Materials:

Session # 1: Learning to Listen

Materials needed:

Pictures of people or students listening to directions
“Simon/Simone Says” Game prompts
Cue for listening: Hold hand to ear
A puppet, Simon/Simone
[Small Group Counseling Guidelines](#)
[Rules of A Good Listener](#)
[Teacher/Parent/Guardian Small Group Follow-up](#)

Session # 2: Learning to Pay Attention

Materials needed:

[Small Group Counseling Guidelines](#)
Pictures of people or students in group situations
A tray, small towel or piece of paper to cover the items on the tray, chalk, pencil, pen, paper, a small car or truck, a block, or other small items
A puppet, Simon/Simone
Drawing paper, pencils, and ink pens for the group
[Rules of Paying Attention](#)
[Teacher/Parent/Guardian Small Group Follow-up](#)

Session# 3: Following Directions the First Time

Materials needed:

[Small Group Counseling Guidelines](#)
Pictures of people or students listening to directions
Brown paper lunch bags, crayons, markers, precut string or yarn, strips of construction paper, and glue
A puppet, Simon/Simone
[Teacher/Parent/Guardian Small Group Follow-up](#)
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](#)
[Student Feedback Form: Overall Effectiveness of Group](#)

Session # 4: Practice Makes Perfect

Materials needed:

[Small Group Counseling Guidelines](#)
Pictures of people or students listening to directions
Paper bag puppets made in Session 3

Individual index cards with the rules of listening and paying attention

A puppet, Simon or Simone

Following Directions The First Time

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

Unit Assessments (attached to the Unit Plan)

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

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

[Parent/Guardian Cover Letter](#)

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

Post Small Group Follow-up Session (Optional):

Materials needed:

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

Missouri Comprehensive Guidance Strand/Big Idea:

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

Missouri Comprehensive Guidance Concept(s):

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

American School Counselor Association National Standard (ASCA):

Academic Development

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

NOTE: The overall purpose of the MCGP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance Program Grade Level Expectations (GLEs). This small group counseling unit provides a "shell" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

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

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

Outcome Summative Assessment: acceptable evidence of student achievement

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

Summative Assessment of Student Achievement: Students will demonstrate an understanding of the rules for paying attention by following directions when completing the listed activities: A Connect the Dots Picture project; playing a brief game of Simon/Simon/Simon Says; playing *Following Directions the First Time* game; and making a paper bag hand puppet.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four and 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 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.

Results Based Data Collection:

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

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships

Provide a written summary of the skills taught to the teacher and parent(s)/guardian(s) so they can reinforce the skills in the appropriate settings.

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)				
5	4	3	2	1		5	4	3	2	1
					Academic Development					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					Personal and Social Development					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own mis-behavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

Note to Professional School Counselor: This form measures the teacher's perceptions of the overall effectiveness of the group. Teachers complete after the last session.

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

TEACHER FEEDBACK FORM: OVERALL EFFECTIVENESS OF GROUP

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students' relationship with the professional school counselor and other participants in the group and your observations of students' behavioral/skill changes (positive OR negative). We appreciate your willingness to help us meet the needs of ALL students effectively. The survey is anonymous unless you want us to contact you.

Teacher's Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

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

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

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

Additional Comments for Counselor:

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

SCHOOL LETTERHEAD
Comprehensive Guidance Program

Request for Feedback from Parents/Guardians.

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear Parent,

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

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Comments about your child's progress:

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

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

Sincerely,

Professional School Counselor

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

SMALL GROUP COUNSELING PARENT/GUARDIAN POST-GROUP PERCEPTIONS

Parent/Guardian Feedback Form

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

Professional School Counselor: _____ Date: _____

Small Group Title: _____

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

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

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

What do you think?	5=High	4	3	2	1=Low
Overall, I would rate my child's experience in the counseling group as:	5	4	3	2	1
My child enjoyed working with the other students in the group	5	4	3	2	1
My child enjoyed working with the counselor in the group.	5	4	3	2	1
My child learned new skills and is using the skills in and out of school	5	4	3	2	1
I would recommend the group experience to other parents whose children might benefit from the small group.	5	4	3	2	1

Additional Comments:

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

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

Group Member Feedback Form

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

Name: _____ (optional) Date: _____

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

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

 = I agree

 = I'm not sure

 = I disagree

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

 = Great

 = Good

 = Bad

2. I enjoyed working with other students in the group

 = I agree

 = I'm not sure

 = I disagree

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

 = I agree

 = I'm not sure

 = I disagree

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

 = I agree

 = I'm not sure

 = I disagree

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

 = I agree

 = I'm not sure

 = I disagree

Additional comments you would like to share with the counselor:

SESSION #1

Small Group Counseling Title: Little Steps Study Skills

Session Title: Learning to Listen

Session # 1 of

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will identify the importance and benefits of listening to directions.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A. Lifelong learning.

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

American School Counselor Association National Standard (ASCA):

Academic Development:

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

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

Pictures of people or students listening to directions

“Simon/Simone Says” Game prompts

Cue for listening: Hold hand to ear

A puppet, Simon or Simone

[Small Group Counseling Guidelines](#)

[Rules of A Good Listener](#)

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

SESSION #1 Formative Assessment

Students will use the cue for listening to oral directions, respond to the rules of listening, and play a brief game of “Simon/Simone Says.”

SESSION #1 Preparation

Essential Questions: Why is learning to listen important? (To understand directions, safety and emergencies, expectations, etc.)

Engagement (Hook): Introduce each student to Simon (or Simone), the puppet. Students respond to “Simon/Simone Says” prompts as follows. We are about to play “Simon/Simone Says”. When Simon/Simone says to do something, do it but be careful that Simon/Simone says it. Simon/Simone says: “Clap your hands once.” Simon/Simone says, “Clap your hands twice.” (Pause.) “Clap your hands three times.” When students clap, ask the students, what happened? Students respond that they were not listening carefully. Tell students that this lesson is about how to be a better listener.

SESSION #1 Procedures

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
1. Welcome and introduce group members. Discuss the Small Group Counseling Guidelines .	1. Students review the guidelines by telling what each one looks and sounds like.

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>2. Discuss: There are many reasons why we must be good listeners. What are some of the reasons?</p> <p>3. Simon/Simone the puppet says: “Correct listening helps us to learn and understand what we are expected to do. Today we are going to learn some rules of listening and a cue to help us remember to be good listeners. Ready?”</p> <p>4. Introduce the <i>Rules of A Good Listener</i>:</p> <ul style="list-style-type: none"> • Listen to directions. • Ask questions if you don’t understand. • Follow the directions. • No blurting out. • Look at the speaker. <p>5. Simon/Simone the puppet puts his/her hands to his/her ears so that he/she can listen better. Teach students the “listening cue.”</p> <p>6. Use the puppet to demonstrate and practice the listening rules and the cue. Simon/Simone says, “Stand up,” etc.</p> <p>7. Closure/Summary: Ask students how they did. “Raise your hands if you used the listening rules every time, some of the time, not at all.”</p> <p>8. Group assignment: Ask students to practice the listening rules and cues during the week.</p>	<p>2. Students share reasons why it’s important to be good listeners. Possible responses: Listening helps us to learn. We know what to do for our school work. We know how to do our school work. We know when to do things.</p> <p>3. Students listen and respond.</p> <p>4. Students listen and comment/ask questions regarding the <i>Rules of A Good Listener</i>.</p> <p>5. Students listen and demonstrate the “listening cue” the puppet is modeling.</p> <p>6. Students practice using the cue and the listening rules by responding to “Simon/Simone Says” prompts.</p> <p>7. Closure/Summary: Students raise hands to appropriate level of participation.</p> <p>8. Group assignment: Students practice the listening rules and cues during class, at home, and with friends.</p>

SESSION #1 Follow-Up Activities (Optional)

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

SESSION #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?

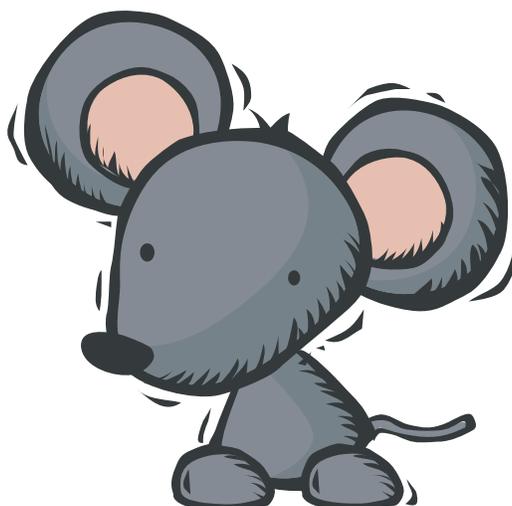
Small Group Counseling Guidelines

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.

Rules of A Good Listener

The rules of a good listener are:

- Listen to directions.
- Ask questions if you don't understand.
- Follow directions.
- No blurting out.
- Look at the speaker.



Teacher/Parent/Guardian Small Group Follow-up

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

GROUP TOPIC: _____ Session # _____

Student's Name: _____ Date: _____

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

Session Goal: _____

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

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

Group Assignment:

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

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

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

Session #2

Small Group Counseling Title: Little Steps Study Skills

Session Title: Learning to Pay Attention **Session #** 2 of 4

Grade Level: K-2 **Estimated time:** 30 minutes

Small Group Counseling Session Purpose: Students will identify the importance and benefits of focusing on directions.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A. Lifelong learning.

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

American School Counselor Association National Standard (ASCA):

Academic Development:

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

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

Pictures of people or students in group situations

A tray, small towel or piece of paper to cover the items on the tray, chalk, pencil, pen, paper, a small car or truck, a block, or other small items

A puppet, Simon/Simone

Drawing paper, pencils, and ink pens for the group

[Small Group Counseling Guidelines](#) (Session 1)

[Rules of Paying Attention](#)

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

Session #2 Formative Assessment

Students use the rules for paying attention to complete a “connect the dots picture” project.

Session #2 Preparation

Essential Questions: Why do we need to learn to pay attention when directions or information is given? (To understand directions, safety and emergencies, expectations, etc.)

Engagement (Hook): Uncover the tray with various items on it and allow students a brief look. Remove or recover the tray. Ask students to share what was on the tray. Tell students that this lesson is about how to pay better attention.

Session #2 Procedures

Session 2 Professional School Counselor Procedure	Session 2 Student Involvement
1. Review the Small Group Counseling Guidelines . Briefly review listening cue and rules from Session 1 with the students, using the Simon/Simone puppet. Have students assess how well they listened and used the cue by a show of hands.	1. Students listen to the Small Group Counseling Guidelines and have an opportunity to ask questions/make comments about the guidelines. Students respond to “Simon/Simone Says” prompts for several directives. Students briefly

Session 2 Professional School Counselor Procedure	Session 2 Student Involvement
<p>2. Paying attention helps us to learn and do our work better. There are many reasons why we must pay attention when information or directions are given. Ask students to share examples of why it is important to pay attention when information and directions are given.</p> <p>3. Simon/Simone the puppet says: “Correct, paying attention helps us to learn and understand what we are expected to do. Today we are going to learn some rules of paying attention. Ready?”</p> <ul style="list-style-type: none"> • Introduce the <i>Rules of Paying Attention</i>: • All eyes on the teacher or speaker. • Ask questions. • Follow the directions. • Sit quietly. • Hands are folded and are on top of desk or in lap. <p>4. Simon/Simone puppet reviews the <i>Rules of Paying Attention</i>.</p> <p>5. Tell students we are making our very own connect the dots picture. Review the rules of paying attention before doing the activity. Ask students to use a pencil to lightly draw a simple picture of a house, apple, or other item on a sheet of paper. Make dots in ink around the outline of the picture. Erase the pencil lines. (Demonstrate a model of the activity for the students.)</p> <p>6. Closure/Summary: Ask students how they did. Raise their hands if they used the <i>Rules of Paying Attention</i> and the <i>Rules of A Good Listener</i> during the entire group time, some of the time, or not at all.</p> <p>7. Group assignment: Ask students to practice the <i>Rules of Paying Attention</i> and the <i>Rules of A Good Listener</i> throughout the week.</p>	<p>share how the listening cue and rules were practiced outside of the group.</p> <p>2. Students respond. Possible student responses: We pay attention so we know what to do, how to do our work, and when to do things.</p> <p>3. Students listen and respond.</p> <p>4. Students listen and respond.</p> <p>5. Students practice using the <i>Rules of Paying Attention</i> by observing as the directions are given and the model is completed. Students make their own connect the dots picture and share with the group.</p> <p>6. Closure/Summary: Students raise their hands to appropriate level of participation.</p> <p>7. Group assignment: Students practice the <i>Rules of Paying Attention</i> and the <i>Rules of A Good Listener</i> throughout the week in class, at home, and with friends.</p>

Session 2 Professional School Counselor Procedure	Session 2 Student Involvement
8. Distribute and explain <i>Teacher/Parent/Guardian Small Group Follow-up</i> . Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	8. Students commit to giving their parents/guardians the <i>Session Follow-up</i> handout.

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?

Rules of Paying Attention

The rules of PAYING ATTENTION are:

- All eyes are on the teacher or speaker.
- Ask questions if you don't understand.
- Follow the directions.
- Sit quietly.
- Hands are folded and are on top of desk or in lap.



Teacher/Parent/Guardian Small Group Follow-up

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

GROUP TOPIC: _____ Session # _____

Student's Name: _____ Date: _____

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

Session Goal: _____

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

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

Group Assignment:

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

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

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

Session #3

Small Group Counseling Title: Little Steps Study Skills

Session Title: Following Directions The First Time **Session #** 3 of 4

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will identify the importance and benefits of following directions.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A. Lifelong learning

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

American School Counselor Association National Standard (ASCA):

Academic Development:

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

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

Pictures of people or students listening to directions

Brown paper lunch bags, crayons, markers, precut string or yarn, strips of construction paper, and glue
A puppet, Simon/Simone

[Small Group Counseling Guidelines](#) (Session 1)

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

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](#)

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

Session #3 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 use the rules of listening and paying attention to follow directions of making a paper bag hand puppet.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four and 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 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 #3 Session Preparation

Essential Questions: Why is it important to follow directions the first time? (To understand directions, safety and emergencies, expectations, etc.)

Engagement (Hook): Simon/Simone, the puppet, prompts students with a few directions by briefly playing "Simon/Simone Says", directing students to stand up, sit down, etc. to set the stage for following directions the first time. Simon/Simone asks the students what happens when students do not follow directions the first time.

Session #3 Procedures

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<ol style="list-style-type: none"> 1. Review the <u>Small Group Counseling Guidelines</u> with students and ask students how they did at following the <i>Rules of Paying Attention</i> and the <i>Rules of A Good Listener</i>. 2. There are many reasons why we must follow directions the first time. What are some of these reasons? 3. Simon/Simone the puppet says: "Correct! Following directions the first time helps us to do better in our work and understand what we need to learn. Listening rules and paying attention rules are important in following directions the first time. These skills help us to learn and understand what we are expected to do. Today we are going to practice some rules of listening and paying attention to help follow directions the first time. Ready?" 4. Today, we make our very own puppet. <ul style="list-style-type: none"> • First, we write our name on the back of the paper bag like this. • Second we use a pencil to draw a face on the puppet. • Next, we use crayons, markers, construction 	<ol style="list-style-type: none"> 1. Students listen and give examples of times they followed the <i>Rules of Paying Attention</i> and the <i>Rules of A Good Listener</i>. 2. Students respond. Responses may include: We may not know how to do our work. The work may not be correct or understood. 3. Students listen and respond. 4. Students listen and review the directions for making paper bag puppets.

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<p>paper strips, yarn, and glue to make the puppet more colorful.</p> <ul style="list-style-type: none"> • Lastly, we name our puppet and introduce him or her to the group. <p>5. Distribute the materials needed to make the paper bag puppet to the students.</p> <p>6. Closure/Summary: Allow students to introduce their puppet and ask students to share how following directions the first time was helpful in doing this activity.</p> <p>7. Group assignment: Ask students to notice throughout the week when and where following directions the first time is helpful.</p>	<p>5. Students practice following directions the first time by each making a paper bag puppet.</p> <p>6. Closure/Summary: Students introduce their puppets and talk about how following directions the first time helped them in creating their puppet.</p> <p>7. Group assignment: Students follow directions the first time during class, at home, and with friends and notice how this is helpful.</p>

Session #3 Follow-Up Activities (Optional)

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

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Teacher/Parent/Guardian Small Group Follow-up

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

GROUP TOPIC: _____ Session # _____

Student's Name: _____ Date: _____

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

Session Goal: _____

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

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

Group Assignment:

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

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

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

Session #4

Small Group Counseling Title: Little Steps Study Skills

Session Title: Practice Makes Perfect

Session # 4 of 4

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will identify the importance and benefits of focusing on directions.

Missouri Comprehensive Guidance Strand/Big Idea:

Academic Development: AD.4

Missouri Comprehensive Guidance Concept(s):

AD.4.A. Lifelong learning

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

American School Counselor Association National Standard (ASCA):

Academic Development:

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

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

Pictures of people or students listening to directions.

Paper bag puppets made in Session 3.

Individual index cards with the rules of listening and paying attention.

A puppet, Simon or Simone.

[Small Group Counseling Guidelines](#) (Session 1)

Following Directions The First Time

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

Unit Assessments (attached to the Unit Plan)

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

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

[Parent/Guardian Cover Letter](#)

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

Session #4 Formative Assessment

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

Summative Assessment:

Students will use the cue for listening to oral directions, respond to the rules of listening, and paying attention to *Following Directions the First Time*.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four and 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 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 #4 Session Preparation

Essential Questions: Why is it important to listen and follow directions the first time? (To understand what to do, safety and emergencies, save time and resources, reach goals and expectations, etc.)

Engagement (Hook): Use Simon/Simone, the puppet to speak to the group and their puppets that were completed in the last session. Tell students that in this session we will play a game that will include the skills that we have learned in the previous sessions.

Session #4 Procedures

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
1. Review the <i>Small Group Counseling Guidelines</i> and the previous group session.	1. Students listen.
2. There are many reasons why we must listen and follow directions. Let's play a game to review listening and following directions.	2. Students listen.
3. I'm going to read some rules. If they are good rules for listening and following directions, raise your hand.	3. Students listen.
4. Draw a prompt card and read it to the students. Continue to play the game until all cards are used. Follow each prompt with some discussion.	4. Students respond appropriately to prompts.
5. After covering all the rules and rationale, tell students that they must continue these skills in class and in every situation.	5. Students listen.
6. Closure/Summary: Ask students how they did. Tell why listening, paying attention, and following directions the first time are important skills in school and life.	6. Closure/Summary: Students raise hands to appropriate level of participation.

7. Group assignment: Ask students when and where these skills will be useful. Ask students to practice the listening and paying attention skills throughout the school day, at home and with friends.

7. Group assignment: Students respond and practice the listening and paying attention skills during class, at home, and with friends.

Session #4 Follow-Up Activities (Optional)

Check with teachers to determine if the skills transfer to the classroom setting and improve the student's academic performance.

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?

Following Directions the First Time

Game Preparation:

Prior to the group meeting, the counselor will prepare index cards with the prompts listed below. Shuffle the cards and tell the group that they may not blurt out the answers. During the activity go over the discussion points with the students as you present each prompt. For example if you draw the **Follow the directions** prompt say to the students, "Follow the directions is one of the listening rules. Raise your hand if you have used this listening rule every time. Raise your hand if you have used this listening rule some of the time, etc."

Responses and Discussion Points During the Game:

"Raise your hand if you have used the listening rule every time."

"Raise your hand if you have used the listening rule some of the time."

"Raise your hand if you have not used the listening rule at all."

"How did you do following the rules the first time? Did you need reminders?"

Prompts

Follow the directions.

Listen to the direction or question the first time.

If you know the answer to your teacher's question, you should stand up.

Blurting out the answers.

Answer in an inside voice if you are called on by the teacher.

Ask questions if you do not understand.

Everyone must listen when another student is responding.

If you are called on, you may use the puppet to answer.

Teacher/Parent/Guardian Small Group Follow-up

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

GROUP TOPIC: _____ Session # _____

Student's Name: _____ Date: _____

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

Session Goal: _____

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

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

Group Assignment:

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

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

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

This form is completed by the student at the follow up session (optional).

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

Level: Elementary/Middle School/High School
(Adapt to appropriate grade level)
Follow-up Session Feedback Form for Students

Name: _____ (optional) Date: _____

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

Questions:

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

Additional comments you would like to share with the counselor:

OPTIONAL FOLLOW-UP SESSION

Group Title: Little Steps Study Skills

Session Title: How Are You Doing?

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

Grade Level: K-2

Estimated time: 30-45 minutes

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

Missouri Comprehensive Guidance Strand/Big Idea:

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

Missouri Comprehensive Guidance Concept(s):

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

American School Counselor Association National Standard (ASCA):

Academic Development

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

OPTIONAL FOLLOW-UP SESSION

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

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

OPTIONAL FOLLOW-UP SESSION Formative Assessment

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

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?

Engagement (Hook): How are you different as a result of this group?

OPTIONAL FOLLOW-UP SESSION Procedures

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

Professional School Counselor Procedures	Student Involvement				
<p>2. Ask each student to tell one thing they remember from the group meetings. "I remember _____."</p> <p>3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time.</p> <table border="1" data-bbox="180 512 802 720"> <tr> <td data-bbox="180 512 492 636">1. With a picture or words, demonstrate what you learned from group.</td> <td data-bbox="492 512 802 636">2. With a picture or a word, describe the most useful thing you learned from the group.</td> </tr> <tr> <td data-bbox="180 636 492 720">3. With a picture or words, describe a skill you need to practice.</td> <td data-bbox="492 636 802 720">4. With a picture or words, explain how you have changed.</td> </tr> </table> <p>Ask student to share one quadrant at a time and discuss their answers.</p>	1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.	3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.	<p>2. Students will contribute a concrete example of something they remember about the group.</p> <p>3. Students follow directions of school counselor, asking clarifying questions as needed. They will share their words/drawings. On topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.</p>
1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.				
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.				

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

Use completed [Student Feedback Form: Overall Effectiveness of Group](#) to prepare a data summary and report of group's effectiveness.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?