

Small Group Counseling Title/Theme: Anger Management **Grade Levels:** 6-8

Small Group Counseling Description: The group will focus on expressing and managing anger in an effective and healthy way. It is an opportunity to explore feelings and situations that lead to anger (anger triggers), recognize physical and emotional responses to anger (anger clues), identify reactions to anger (anger management styles), identify and evaluate consequences of anger management styles and develop strategies to manage anger in safer and healthier ways.

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

Session Titles/Materials: (Note: Posters, Resource Pages & “*Handouts*” are attached to each session)

Introduction: Establishing Group Norms

Establishing norms is important to the group process. This introduction should be used prior to Session #1.

Materials needed:

Chart paper

Markers

[Small Group Counseling Guidelines \(Document 18\)](#)

Session # 1: Why Me?

Materials needed:

[Small Group Counseling Guidelines \(Document 18\)](#)

Balloon for each student

[Anger Management Self-Assessment \(pre\)](#)

[Weekly Discipline/Office Referral Bar Graph](#)

[Weekly Data Collection Table: Week 1](#)

Anger Management Folder for each group member

[Session 1 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session # 2: Recognizing Triggers

Materials needed:

Students’ Anger Management Folders, including:

[Weekly Discipline/Office Referral Bar Graph](#) (from Session#1)

[Weekly Data Collection Table: Week 2](#)

[Sample Trigger Chart I](#)

[Trigger Chart I](#)

Pencils & markers

Large poster paper

[Session 2 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

[Weekly Data Collection Table: Week 2](#)

Session# 3: Steps To Success

Materials needed:

Students’ Anger Management Folders, including:

[Weekly Discipline/Office Referral Bar Graph](#) (from Session#1)

[Weekly Data Collection Table: Week 3](#)

[Sample Trigger Chart I](#) from Session#2)

[Trigger Chart I](#) (from Session#2)

[Sample Trigger Chart II](#)

[Trigger Chart II](#)

[What Is Your Communication Style?](#)

Large poster paper

Markers & pencils

[Session 3 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session # 4: What Pushes Your Buttons?

Materials needed:

Students' Anger Management Folders, including:

[Weekly Discipline/Office Referral Bar Graph](#) (from Session#1)

[Weekly Data Collection Table: Week 4](#) (Student Activity Page)

[Sample Trigger Chart I](#) (from Session #2)

[Sample Trigger Chart II](#) (from Session #3)

[Trigger Chart I](#) (from Session #2)

[Trigger Chart II](#) (from Session #3)

[What Is Your Communication Style?](#) (from Session #3)

[Weekly Data Collection Table: Week 4](#)

Pencils & markers

[Communication Buttons](#)

[Button Pattern](#)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre-Post-Group Perception Form](#) (Document 14)

[Group Summary Form](#) (Document 17)

[Parent/Guardian Post-Group Perception Form](#) (Document 15)

[Session 4 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Session #5: Practice Makes Perfect.

Materials needed

Students' Anger Management Folders, including:

[Anger Management Self-Assessment](#) (post-group assessment)

[Weekly Discipline/Office Referral Bar Graph](#) (from Session#1)

[Trigger Chart I](#) (from Session #2)

[Trigger Chart II](#) (from Session #3)

[Student Post-Group Perception Form](#) (Document 16)

[Session 5 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Two (2) student activity pages are listed below. They are optional activities for students between the last session and any follow-up you do. If you are not holding a follow-up session, you may want to use them as a means to help students self-monitor their continued progress.

[I AM IN CHARGE OF ME!](#)

[Weekly Data Collection Tables](#)

Optional Follow-up Session (4-6 weeks after Session #5)

Materials needed:

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

Alternative Procedure: [Follow-Up Feedback Form for Students](#). (Document 16)

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:
 Personal/Social Development
 A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

<input checked="" type="checkbox"/>	Goal 1: gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: communicate effectively within and beyond the classroom
<input checked="" type="checkbox"/>	Goal 3: recognize and solve problems
<input checked="" type="checkbox"/>	Goal 4: make decisions and act as responsible members of society

Outcome Assessment (acceptable evidence):

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

Students review graphs of their weekly office/discipline referrals related to anger management issues to observe changes/fluctuations in relation to trigger situations and how their new skills helped defuse ineffective/unsafe/unhealthy ways of responding to anger triggers.

Utilize the *Anger Management Self Assessment* as pre-and post-group self-reflection tools; develop an individual written plan for on-going solution-focused anger management. The plan will include: anger triggers, clues that signal anger, ways he or she will cool down anger, positive solution-focused response and anticipated consequences for self and others.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of Session-5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre-Post-Group Perception Form](#) for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.

Parent/Guardian Assessment:

- [Parent/Guardian Post-Group Perception Form](#)

Student Assessment:

- [Student Post-Group Perceptions](#) (students complete during Session 5)

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the P_{RO}BE Model (Partnerships in Results Based Evaluation). For more information about P_{RO}BE, contact: Guidance and Placement Section, Missouri Department of Elementary and Secondary Education.

Follow Up 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.

Share data regarding office/discipline referrals with classroom teachers, parents and administrators and enlist their support for student growth toward solution-focused anger management.

TEACHER PRE/POST-GROUP PERCEPTION FORM (SAMPLE 1 OF 2)

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 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.

Sample 1: 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=Extreme→3=Moderate→ 1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help 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=Extreme→3=Moderate→ 1 = None)				
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 misbehavior (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:					

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher's perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

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 =strongly agree and 1=strongly disagree), please circle your opinion about the following

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my students' experience in the counseling group as positive.	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:					

GROUP SUMMARY FORM

Note: This letter may be sent home with students after the last group session.

*(Print on **SCHOOL LETTERHEAD**)*
Comprehensive Guidance and Counseling Program

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

I have enjoyed getting to know your student in our small group counseling sessions. This week was 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: _____

Session 6: _____

Comments from the school counselor about your student's progress:

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

Sincerely,

Professional School Counselor

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Note: This cover letter and parent feedback form may be sent home with students after the last group session.

Parent/Guardian Feedback Form

Your student participated in a small counseling group about _____. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student 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 to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: _____ Date: _____

Small Group Title: _____

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

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

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree				
	3= Neutral				
	1=Strongly Disagree				
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student 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 students might benefit from the small group.	5	4	3	2	1
Additional Comments:					

STUDENT POST-GROUP PERCEPTION FORM
(Sample 1 of 2)

Note: This student 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 secondary level form.

STUDENT FEEDBACK FORM

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 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree				
	3= Neutral				
	1=Strongly Disagree				
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:					

Group Title: Introduction

This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:

Personal Social Development

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

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

INTRODUCTION Materials (include activity sheets and/ or supporting resources)

Chart paper

Markers

[*Small Group Counseling Guidelines \(Document 18\)*](#)

INTRODUCTION Formative Assessment

Assessment should relate to the performance outcome for goals, objectives, and GLEs.

Assessment can be question answer, performance activity, etc.

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

INTRODUCTION Session Preparation

Essential Questions: How do people communicate their ideas in a group? How do people treat each other in a group?

Engagement (Hook): What groups do you belong to? What groups would you like to belong to?

INTRODUCTION Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the Small Group Counseling Guidelines. Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post Small Group Counseling Guidelines, including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. • Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval. <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses for future reference.</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • We treat others as we would like to be treated. • Everyone gets a turn. • Nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other’s differences. <p>3. Students share ideas about what they would like to learn or achieve.</p>

Professional School Counselor Procedures:	Student Involvement:
<p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor reflection notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Small Group Counseling Guidelines

1. All participants will observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Everyone will use positive language.
5. All participants will treat each other with respect.

SESSION #1

Small Group Counseling Title/Theme: Anger Management

Session Title: Why Me?

Session:# 1 of 5

Grade Level:6-8

Estimated time: 45 minutes

Small Group Session Purpose: Students will get acquainted with group members, establish group guidelines, and participate in an activity that simulates what can happen if we don't learn how to handle anger in appropriate ways.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:

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

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

[Small Group Counseling Guidelines \(Document 18\)](#)

Balloon for each student

[Anger Management Self-Assessment Weekly Discipline/Office Referral Bar Graph Weekly Data Collection Table](#)

Anger Management Folder labeled for each group member (folders will be used each session)

[Session 1 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

SESSION #1 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives, and GLEs.

Assessment can be question answer, performance activity, etc.

Students analyze and discuss with other group members the results of their pre-group [Anger Management Self-Assessment](#). They graph discipline/office referrals related to anger management that have occurred during the current year and discuss patterns/involvement of others related to discipline referrals. PSC listens for students' anger triggers, anger management styles and assignment of blame for students' anger (e.g. Why me? "It was someone else's fault.")

SESSION #1 Preparation

Essential Questions: Why is it important to know how to handle anger appropriately?

Engagement (Hook): Give each student a balloon that represents his or her angry emotions. Students name a feeling associated with anger (embarrassment, enraged, frustration, stress, jealousy, left-out, competitiveness, rejection, powerless, scared, etc.). After naming an emotion, the student blows into the balloon one time for each feeling word. Ask students to discuss in what ways the balloon is

representative of what can happen if we do not learn to deal appropriately with feelings of anger.

SESSION #1 Procedure

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>1. Welcome members and give a brief description of the group; emphasize anger as a natural emotion everyone experiences. Anger is not bad—it is natural; it is the way we react to anger that can be unsafe unhealthy.</p> <p>Following the group introduction: Review Small Group Counseling Guidelines. Display a poster copy and discuss each guideline with the group members. Emphasize confidentiality and when you (as the counselor) might have to break confidentiality. Allow the students to add guidelines. (Display the poster during each group session.)</p> <p>2. Give each student a folder. Explain that folders are for important papers related to the Anger Management group. Ask students to personalize folder and place their copies of the Small Group Counseling Guidelines inside.</p> <p>3. Give each student an Anger Management Self–Assessment form. Instruct students to complete the form individually without discussion.</p> <p>4. Ask for a volunteer to share results of his or her Anger Management Self-Assessment. Ask students if they ever feel like the balloons they blew up (hook). Encourage all students to participate. During discussion emphasize the difference between angry feelings and angry behavior—angry feelings do not get us into trouble; angry behavior can.</p> <p>5. Help students identify 1-3 personal goals they want to set due to the results of their assessment and the discussion. Ask students to give each other feedback about first draft goals and help each other refine personal goals. Instruct students to write their goals in notebooks/planners and on their Anger Management Self-Assessment forms so they are readily visible during each session.</p> <p>6. Pass out the Weekly Discipline/Office Referral Bar</p>	<p>1. Students review.</p> <p>2. Students label folders and insert guidelines.</p> <p>3. Students complete the Anger Management Self-Assessment form.</p> <p>4. Students share results of assessment and contribute ideas about their understanding of the differences between angry feelings and angry behavior.</p> <p>5. Students develop personal goals with the help of their peers. They write refined goals on Anger Management Self-Assessment form and insert them in their folders. Write personal goals in notebooks/planners and review them each day.</p> <p>6. Students will average the number of infractions for each week during the current</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><u>Graph.</u> Tell students they will be making a bar graph depicting the number of discipline referrals they received. Plot this average on the bar graph.</p> <p>Discussion: Ask 2 or 3 volunteers to talk about their discipline referrals. Were referrals for the same thing? Were other people involved in the incidents that led to referral? Did he or she think or ask Why me? Was it was someone else’s fault? (Caution: The purpose of students charting discipline referrals is to help them become accountable; however, be cautious of discouraged students being proud of getting more discipline referrals than other group members. Emphasize that they are working toward “0” discipline referrals.)</p> <p>7. Introduce students to <u>Weekly Data Collection Tables.</u> Each week they will fill in one of the tables to keep track of their discipline referrals. Discuss the importance of recording the referrals the day they occur—if none occurs, suggest they acknowledge their success with a personal symbol.</p> <p>8. Collect student folders/papers (to use next session).</p> <p>9. Practice/Homework: Remind students of balloons they blew up during and the title of this session, “Why Me?” Ask them to keep track of what is happening when they begin to feel like they are going to pop with anger. How often do they think/ask, “Why Me?” Discuss anger feelings vs. anger behavior. Remind them to use their data collection tables to keep track of their office/discipline referrals.</p> <p>10. Closure: Ask students to complete the sentence: <i>Today I learned _____</i></p> <p>11. Distribute and explain <u>Classroom Teacher/Parent/Guardian Follow-Up Suggestions.</u> Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>year. They will plot the number on their <u>Weekly Discipline/Office Referral Bar Graph</u> above “Weeks prior to Session 1” (be sure the top line of the bar is clearly indicated)</p> <p>Volunteers will answer the questions regarding referrals for discipline and/or anger issues.</p> <p>7. Students decided where they will keep the tables readily available.</p> <p>8. Students return folders.</p> <p>9. Students tell how they will track their responses to anger throughout the week (e.g., log, journal, sticky notes in planners) and commit to recording their office discipline referrals</p> <p>10. Each student completes the sentence.</p> <p>11. Students commit to giving their parents/guardians the handout.</p>

SESSION #1 Follow-Up Activities

Provide classroom teachers copies of [*Classroom Teacher/Parent/Guardian Follow-up Suggestions*](#) for Session 1; verify the accuracy of the student’s discipline/referral chart with school records (planner, computer system, principal, teacher, etc.). If there is a discrepancy, the counselor will meet individually with the student to clarify information.

SESSION #1 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?

SESSION 1: STUDENT ACTIVITY PAGE

Anger Management Self-Assessment

Session 1 (pre-assessment)

Name: _____ Date: _____

	1 Never	2 Sometimes	3 Frequently	4 Most Always	5 All the Time
I handle my anger well.					
I stay out of trouble even when I am angry.					
I know what causes me to become angry.					
When I am angry, I express my feelings in a healthy way.					
When I am angry, I stay in control.					
When I am angry, I talk about it.					
When I am angry, I take responsibility.					
When I get angry, I know how to calm myself down.					

My goals for myself by the end of the group:

1. _____
2. _____
3. _____

SESSIONS 1-5: STUDENT ACTIVITY PAGE reinforces students' scientific inquiry (part of Science Performance Event of the Missouri Assessment Program; see <http://dese.mo.gov/divimprove/curriculum/science/sciPEdocs.html>)

Weekly Discipline/Office Referral Bar Graph

YOUR PROGRESS TOWARD BEING IN-CHARGE OF YOU!

Name: _____ Date: _____

Change in Discipline/Office Referrals: Session 1 through Session 5 of Anger Management Group

Number of Discipline/Office Referrals	10						
	9						
	8						
	7						
	6						
	5						
	4						
	3						
	2						
	1						
	0						
		Average Referrals/Week Prior to Session 1 (current school year to this date)	Week 1: (Between Sessions 1 & 2)	Week 2: (Between Sessions 2 & 3)	Week 3: (Between Sessions 3 & 4)	Week 4: (Between Sessions 4 & 5)	Average of weekly referrals between Session 5 & Follow-up
		Week/Session Number					

SESSIONS 1-5

Note to Professional School Counselor: The "Data Collection Table" will help students record their discipline/office referrals throughout the course of the Anger Management Group. Students complete one "form" per week; during the group session, they total the number of referrals and plot the number on their bar graphs.

WEEKLY DATA COLLECTION TABLES

DATA COLLECTION TABLE FOR WEEK 1						
		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

DATA COLLECTION TABLE FOR WEEK 2						
		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

DATA COLLECTION TABLE FOR WEEK 3						
		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

DATA COLLECTION TABLE FOR WEEK 4						
		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

ANGER MANAGEMENT SMALL COUNSELING GROUP SESSION # 1: WHY ME?

6-8 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

Session Purpose: Students participated in a balloon activity that simulated what can happen if we don't learn how to handle anger in appropriate ways.

Group Activity: Students completed an *Anger Management Self Assessment* and set goals for themselves.

Group Assignment: Throughout the week, students use their *Data Collection Table for Week 1* to chart the number of discipline/office referrals related to anger management issues. They are to keep track of what is happening around them when they begin to feel like they are going to "pop" with anger, how often do they think/ask, "Why me?" and they are to distinguish between anger feelings and anger behavior.

Classroom/Home Follow-up: Help students incorporate learning by asking them to share their personal goals for the group; ask what help they need from you in order to reach goals. In addition, acknowledge their use of safe and healthy ways of responding to anger. Encourage students to track their progress toward being in-charge of self.

SESSION #2

Small Group Counseling Title/Theme: Anger Management

Session Title Recognizing Triggers

Session: # 2 of 5

Grade Level:6-8

Estimated time: 45 minutes

Small Group Session Purpose: Students will focus on recognizing feelings and identifying anger triggers. Students will define and identify various sources, triggers of anger and physical/emotional clues of anger.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:

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

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

- Students' Anger Management Folders including:
- [Weekly Discipline/Office Referral Bar Graph](#) (from Session #1)
 - [Weekly Data Collection Tables](#) (from Session #1)
- [Sample Trigger Chart I Trigger Chart I](#)
- Pencils & markers
- Large poster paper
- [Session 2 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

SESSION #2 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives, and GLE's. Assessment can be question answer, performance activity, etc.

Students will identify, situations that trigger anger, physical/emotional clues, responses and the consequences of their responses to anger. Students demonstrate their understanding of, triggers, clues, responses and the consequences of their responses by sharing personal triggers and responses with group members.

SESSION #2 Preparation

Essential Questions: What are some situations and circumstances that might trigger anger?

Engagement (Hook): (Set up your group space with a mess of papers or other materials.) Role play anger when you see the mess. Ask students to identify what triggered the anger.

SESSION 2 PROCEDURES

<i>Professional School Counselor Procedures</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines and Group Assignments from Session 1 (to track times they felt like they were going to pop with anger). How often did they wonder “Why me?” if they got into trouble for their response to anger? What did they learn about angry feelings vs. angry behavior? 2. Give students their Anger Management folders from Session 1. Ask for 2-3 volunteers to review what they learned during the last session. Ask group members to review the personal goals they wrote on their <i>Anger Management Self-Assessments</i>. On scale of 1-5 (5= high show me how you did). 3. Review students’ Weekly Discipline/Office Referral Bar Graph for Week 1; students total the number of discipline/office referrals incurred during the past week and plot the number on their bar graphs. 4. Has the number of referrals changed compared to the weeks prior to the group? Remind group members that the goal is “0.” Discuss any patterns students notice. 5. Introduce and define the word “trigger”—<i>something that causes us anger</i>. Emphasize that people may respond differently to the same trigger. Discussion: Distribute Sample Trigger Chart I; explain how cause and effect functions in the trigger sequence; ask students to recall one of their “about to pop” situations (Step 1) and identify triggers for their feelings. Examples: <ol style="list-style-type: none"> a. Trigger – Mom yells at me in front of my friends. (How embarrassing!) <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> b. Trigger—A friend told my secret to someone else. (She betrayed me!) 6. Give members copies of Trigger Chart I and instruct <i>students</i> to complete the first and 	<ol style="list-style-type: none"> 1. Students listen while Small Group Counseling Guidelines are read; they have an opportunity to ask questions/make comments about guidelines. They report results of being observers of themselves and their angry feeling vs. angry behavior. 2. Two or three volunteers will review what they learned during the last session. Each student reviews personal goals and indicates how he or she did in working toward the goals. 3. Students graph their discipline referrals since the last sessions; they will share their progress toward “0” and any concerns/challenges they had; note especially patterns in the class period(s) referrals occurred 4. Students participate by asking clarifying questions and/or comments about meaning of triggers.” 5. Students review the first two columns of Sample Trigger Chart I. Students volunteer to share triggers of their anger with members of the group and give examples of what happened. 6. Students complete the first and second columns of their trigger charts; volunteers will share

<p>Professional School Counselor Procedures</p> <p>second columns (“Source of My Trigger” & “Triggers”). The first column deals with naming the source of the student’s anger (a person, a situation, self-behavior or a place); refer to the Sample Trigger Chart I for examples. Solicit volunteers to share.</p> <ol style="list-style-type: none"> 7. Post a large piece of poster paper on the wall; label the columns and rows to match Trigger Chart I. Instruct each student to write one source and a related <i>trigger</i> on the poster paper and share the circumstances with the group. 8. Introduce the concept of “clues”--<i>the physical and emotional signals that anger is approaching</i>. Refer to Sample Trigger Chart I for examples. Using students’ <i>recollections</i> of the “about to pop” feelings during the past week, discuss their personal warning signs of anger. Add group examples of “clues” to the poster students complete the third column of their <i>Trigger Chart I (Clues)</i>. 9. Help students revisit their personal goals and review what they learned during this session. Help students revise/refine their personal goals and decide on their actions for the coming week. 10. Practice/Homework: Instruct students to: <ul style="list-style-type: none"> • Keep track of times they become angry and identify the source, trigger and physical/emotional clues they experience. • Review personal goals and track progress in their planners/notebooks. • Use Weekly Data Collection Table for Week 2 to track discipline office referrals (working toward “0”). <p>Collect Anger Management folders.</p>	<p>Student Involvement:</p> <p>examples of sources and triggers from their charts.</p> <ol style="list-style-type: none"> 7. Students take turns writing sources and “triggers” on the poster. Each student shares information regarding his or her source and “trigger” with the group. 8. Students relate the examples of clues on their Sample Trigger Chart I to their own warning signs. They contribute to the poster and then complete the third column of Trigger Chart I and share responses. 9. Students revisit goals and define actions for the coming week. They write their refined goals and the specific actions they will take this week in 2 places—on their Anger Management Self-Assessment forms and in their planners/notebooks--so they see their goals and can track their progress everyday. As time permits, students will share their plans. 10. Students cut out the Weekly Data Collection Table for Week 2 and commit to following through on recording office referrals (if any); keeping track of their anger sources, triggers, clues and tracking their progress on their personal goals. <p>Students put papers from this session in their</p>
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<p>Professional School Counselor Procedures</p> <p>11. Formative Assessment/Closure: Ask students to identify what they learned about sources & triggers & clues</p> <p>12. Distribute & Explain <u>Classroom Teacher/Parent/ Guardian Follow-Up Suggestions</u>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>Student Involvement:</p> <p>folders and return folders to school counselor.</p> <p>11. Students share what they have learned.</p> <p>12. Students commit to giving their parents/guardians the handout.</p>
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SESSION #2 Follow-Up Activities

Check-in with teachers re: students in group; encourage their support of those students as they make the difficult transition from letting anger control them to being in control of their anger. Verify the accuracy of the student’s discipline/referral chart with school records (planner, computer system, principal, teacher, etc.)

SESSION #2 Counselor reflection notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSIONS 2-4 STUDENT ACTIVITY PAGE

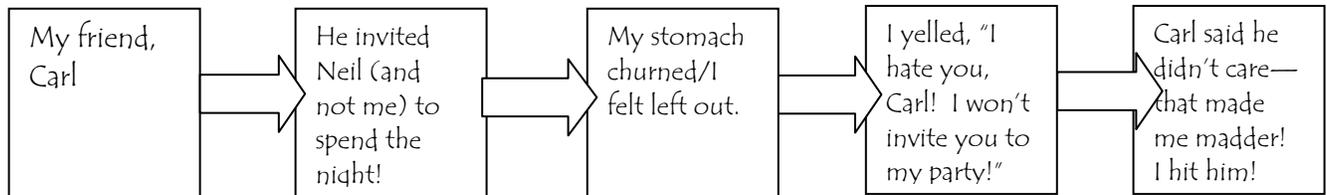
SAMPLE: TRIGGER CHART I

Sessions 2-4

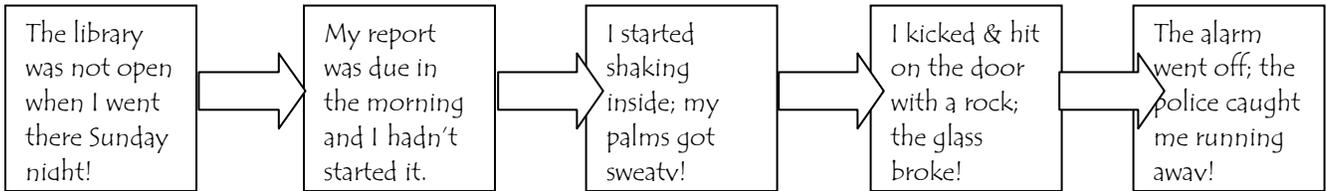
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Source of My Trigger	Trigger	Clue	My Response	Consequence
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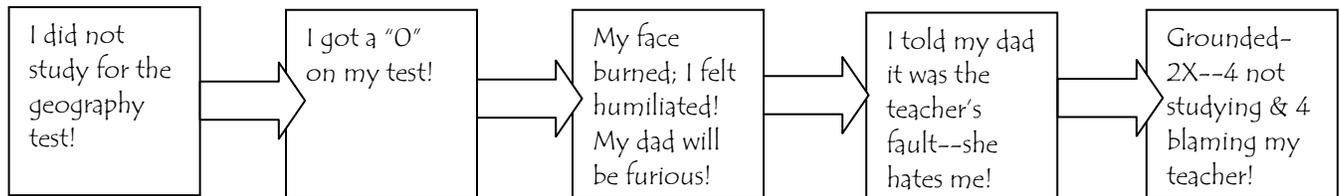
A Person



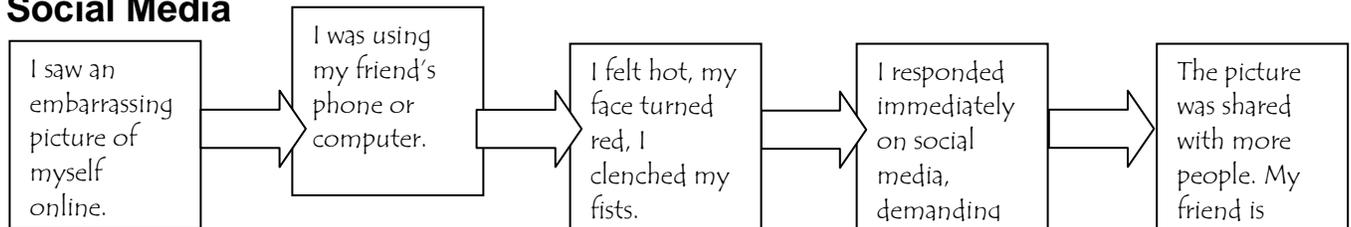
A Situation



Self-Behavior



Social Media



SESSIONS 2-4 STUDENT ACTIVITY PAGE

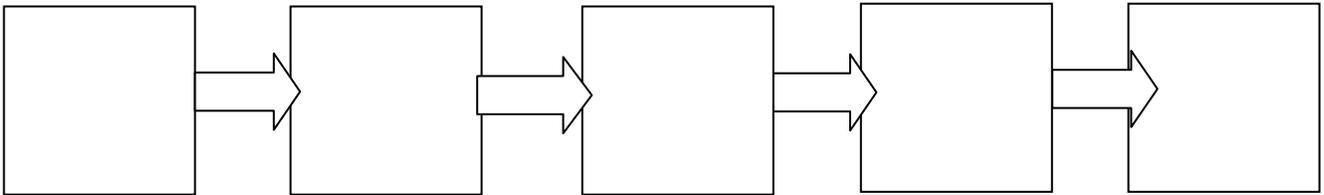
TRIGGER CHART I

Sessions 2-4

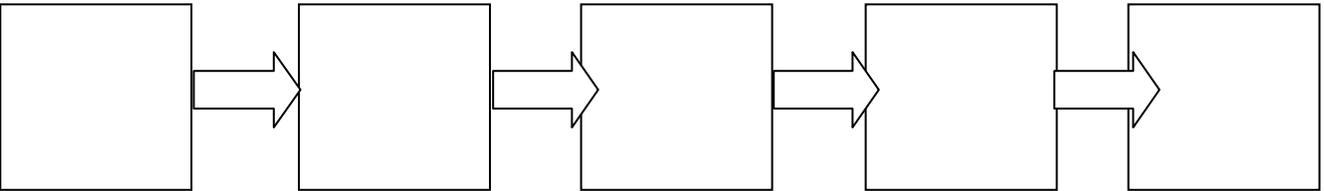
Name: _____ Date: _____

Source of My Trigger	Trigger	Clue	My Response	Consequence
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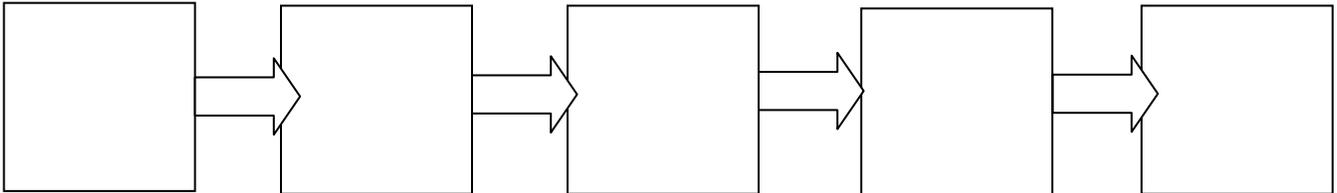
A Person



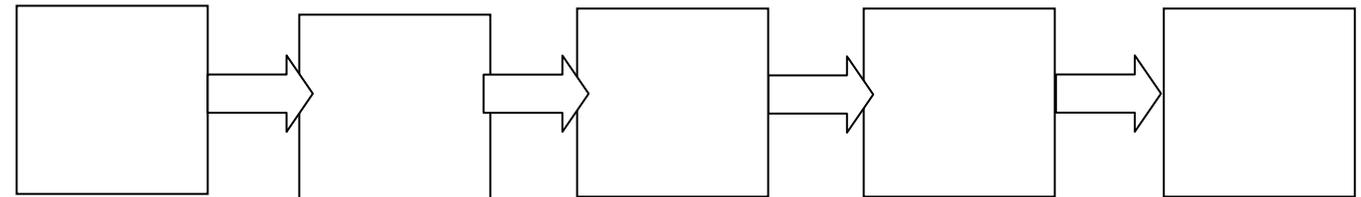
A Situation



Self-Behavior



Social Media



6-8 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 2: RECOGNIZING TRIGGERS

Session Purpose: Students focused on recognizing feelings and identification of anger triggers.

Group Activity: Students reviewed and added week two discipline referral numbers to their *Data Collection Table*. Students learned about triggers (a person, situation, behavior, or deadline that can set off anger). Each student identified sources and triggers of his or her anger and wrote them on a group trigger chart as well as on their individual *Trigger Charts*. They learned about clues (warning signs) that anger is approaching (e.g., a churning stomach, shaking hands, weak knees). They revisited the personal goals set in Session 1 and revised them based on what they learned about triggers and clues in Session 2.

Group Assignment: Each day, students will review personal goals and track progress in their planners/notebooks. Throughout the week, students make note of times they become angry and track the trigger of each episode of anger. They notice and keep track of physical/emotional clues they experience in response to triggers. Students use *Data Collection Table for Week 2* to track the number of discipline/office referrals related to anger management issues that occur during the next week (working toward “0”).

Classroom/Home Follow-up: You can help students by asking them to review anger triggers and clues. Remind them to keep track of their angry feelings and behaviors. Acknowledge their use of safe and healthy ways of responding to anger by recognizing the effort it takes to change behaviors that have become habits.

SESSION #3

Small Group Counseling Title/Theme: Anger Management

Session Title: Steps to Success

Session: # 3 of 5

Grade Level: 6-8

Estimated time: 45 minutes

Small Group Session Purpose: Students will focus on recognizing responses and consequences to triggers. This lesson will help students identify their communication style: Passive, Aggressive, and Assertive as well as use steps to success to act positively.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:
Personal/Social Development
A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

- Triggers poster (started in Session #2)
- Students' Anger Management Folders, including:
 - [Weekly Discipline/Office Referral Bar Graph](#) (from Session #1)
 - [Weekly Data Collection Tables](#) (from Session #2)
 - [Sample Trigger Chart I](#) (from Session#2)
 - [Trigger Chart I](#) (from Session#2)
- Students' completed Data Collection Table for Week 2 (from Session #2)
- [Sample Trigger Chart II \(Four Steps to Managing Your Anger\)](#)
- [Trigger Chart II](#)
- Students' completed Data Collection Table for Week 3 (from Session #3)
- [What Is Your Communication Style?](#)
- Markers & pencils
- [Session 3 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

SESSION #3 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives, and GLEs. Assessment can be question answer, performance activity, etc.

Formative Assessment will occur at several points throughout the session. While utilizing the definition of the three anger management styles (aggressive, passive, assertive), students identify the style of their usual responses to anger as demonstrated by sharing with the other group members. They

demonstrate an understanding of using physical/emotional clues to “Cool & Think” and use “Cool Responses” by describing their signal to group members. Students demonstrate an understanding of the steps to managing anger by completing *Trigger Chart II*.

SESSION #3 Preparation

Essential Question(s): How can people manage their anger in safe and healthy ways?

Engagement (Hook): (Set up the meeting space with a mess of papers or other materials.) Role play a cool reaction to the situation using the four steps to managing your anger.

SESSION #3 PROCEDURES

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p><i>Before Session begins, hang partially-completed trigger poster from last session.</i></p> <ol style="list-style-type: none"> 1. Handout their Anger Management folders and review Group Assignment from last week’s session (track their anger, i.e., source, trigger and physical/ emotional clues; track/record progress toward goals and record discipline office referrals. 2. Instruct students to graph the total number of discipline/office referrals from their data collection tables on their <u><i>Weekly Discipline/Office Referral Bar Graph</i></u>. Ask for comments regarding the referrals. 3. Following the hook, review <u><i>Small Group Counseling Guidelines</i></u> and introduce Session 3: The Steps to Success. <ol style="list-style-type: none"> 1. PAUSE 2. COOL-DOWN 3. THINK 4. DO SOMETHING POSITIVE! Relate “Steps to Managing Anger” to the columns on the trigger poster. 4. Discussion: Refer students to their <u><i>Sample Trigger Chart I</i></u> and <u><i>Trigger Chart I</i></u> (from last week). Using the student-made poster, introduce the fourth and fifth columns of the trigger charts: responses to anger triggers and consequences of the responses to anger triggers. Add group 	<ol style="list-style-type: none"> 1. Students briefly share their weekly progress toward taking control of their anger (longer discussion will take place later in session). 2. Students add their week two discipline referrals to their <u><i>Weekly Discipline/Office Referral Bar Graph</i></u> and share any concerns they may have, e.g., classes in which they consistently receive referrals (or find themselves “about to pop”). 3. Students listen while school counselor reads the <u><i>Small Group Counseling Guidelines</i></u> and ask questions/make comments about guidelines. 4. Students participate in discussion; they use their charts as references. Students contribute to poster; complete columns four and five of their charts. They share their responses with members of the group and give examples of the consequences of their responses.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>examples of responses and consequences to the poster. Instruct students to complete the fourth and fifth columns of their <u>Trigger Chart I</u>. Solicit volunteers to share their responses and consequences.</p> <p>5. Introduce the student activity page, <u>What Is Your Communication Style?</u> Invite students to take turns reading (and perhaps role-playing) definitions of the three anger management styles (passive, aggressive, assertive).</p> <p>6. Using the group poster, help students identify the communication style used in each of the responses. Using their own <u>Trigger Chart I</u>, instruct students to identify the anger management style they used in each situation.</p> <p>Facilitate a discussion regarding effectiveness/ineffectiveness of students’ most frequently used communication style.</p> <p>7. The Steps to Success: Emphasize concept that they can learn to respond to anger in safe and healthy ways, if they want to make a change.</p> <p>Briefly explain the steps to managing anger introduced at the beginning of this session:</p> <ol style="list-style-type: none"> 1. PAUSE—recognize anger sources, triggers and clues 2. COOL-DOWN—develop an invisible signal (see below) to gain power over anger 3. THINK of a “Cool” response 4. DO SOMETHING POSITIVE—act in a safe and healthy way! <p>8. Introduce the student activity pages, <u>Sample Trigger Chart I</u> and <u>Trigger Chart II</u>. Review the columns on the sample trigger chart; point out the value of clues in taking “cool-response” actions.</p> <p>Emphasize the use of their personal power to “cool & think” before they respond to their anger. Introduce the idea of a signal to help activate their</p>	<p>5. Students take turns reading and commenting on <u>What Is Your Communication Style?</u></p> <p>6. Students write the style they used near each situation on their <u>Trigger Chart I</u>.</p> <p>Students share thoughts and opinions with group members regarding their own and others’ communication style.</p> <p>7. Students participate in discussion by providing ideas about what it means to “want” to make a change in their usual style of anger management.</p> <p>Students ask clarifying questions and/or make comments.</p> <p>8. Students use their individual <u>Trigger Chart I</u> and <u>Trigger Chart II</u> as a guide to the discussion.</p> <p>Students will contribute ideas about “personal power” and its meaning to their lives.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>personal power—to “cool & think”—be in charge of self, choose a “cool response” and act in ways that will show respect for self and others!</p> <p>9. Help each student develop a cool-down strategy (e.g., taking a breath and touching an ear) as a reminder to “cool & think” of something positive to do when they get a clue that anger is approaching.</p> <p>10. Formative Assessment: Students demonstrate an understanding of the Steps to Managing Anger by completing <i>Trigger Chart II</i>. After they complete their trigger charts, have students revisit their personal goals and review what they learned during this session. Help students revise/refine their personal goals and decide on their actions for the coming week.</p> <p>11. Closure/Summary: Explain: Feeling angry is okay. The Four Steps to Managing Anger (including the “Cool & Think” signal) discussed today can help us have power over our anger and manage it in a safe and healthy way.</p> <p>12. Practice/Homework: Instruct students to:</p> <ul style="list-style-type: none"> • Keep track of times they become angry and are tempted to use their usual responses and consequences related to the source, & trigger and clues of their anger and to use their signal to “Cool & Think.” • Review personal goals and track progress in their planners/notebooks. • Use <i>Data Collection Table for Week 3</i> to track discipline office referrals (working toward “0”). • Observe the communication styles of themselves and others. <p>13. Distribute and explain <i>Classroom Teacher/Parent/ Guardian Follow-Up</i></p>	<p>9. Students develop a strategy that will help them “cool down and think.” They discuss their “cool & think” strategies with each other</p> <p>10. Students complete <i>Trigger Chart II</i> with an emphasis on their “cool responses” and the “cool consequences.” Students revisit goals and define actions for the coming week. They write their refined goals and their specific actions in 2 places—on their <i>Anger Management Self-Assessment</i> forms (from Session 1) and in their planners/notebooks--so they see their goals and can track their progress everyday. As time permits, students will share their plans.</p> <p>11. Students will comment and/or ask questions reflecting their engagement in the process.</p> <p>12. Students cut out the <i>Weekly Data Collection Table</i> for Week 3 and commit to following through on recording office referrals (if any); using their “Cool & Think” signal; tracking their progress on their personal goals and observing the anger management styles of themselves and others.</p> <p>13. Students commit to giving their</p>

Professional School Counselor Procedures:	Student Involvement:
<p><u>Suggestions</u>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. (Consider attaching copies of the <u>What is Your Communication Style?</u> and <u>Trigger Chart II</u> handouts as support information for teachers/parents/guardians.)</p> <p>14. Tell students that there are two more sessions left and to let the group know if there is something they want to talk about before the group ends to let the group know.</p> <p>Collect all papers to keep for next week in the Anger Management folder.</p>	<p>parents/guardians the handout.</p> <p>14. If students want to talk about something specific, they have an opportunity to do so now or next week.</p> <p>Students turn in all papers to keep in their Anger Management folder for next week.</p>

SESSION #3 Follow-Up Activities

Counselor verifies the accuracy of the student’s discipline/referral chart with school records (planner, computer system, principal, teacher, etc.)

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSIONS 3-4 STUDENT ACTIVITY PAGE

SAMPLE TRIGGER CHART II: COOL RESPONSES

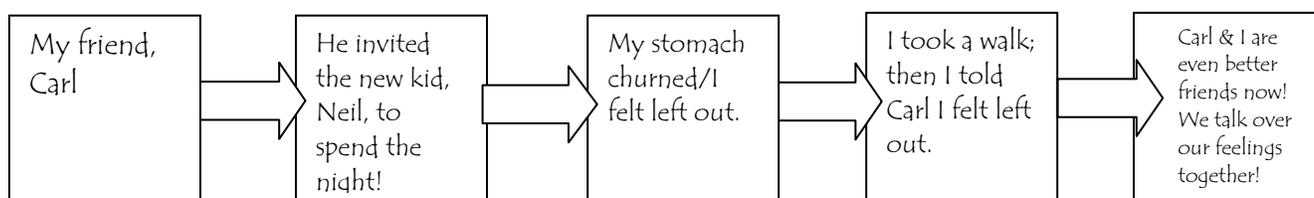
Sessions 3-4

Name: _____ Date: _____

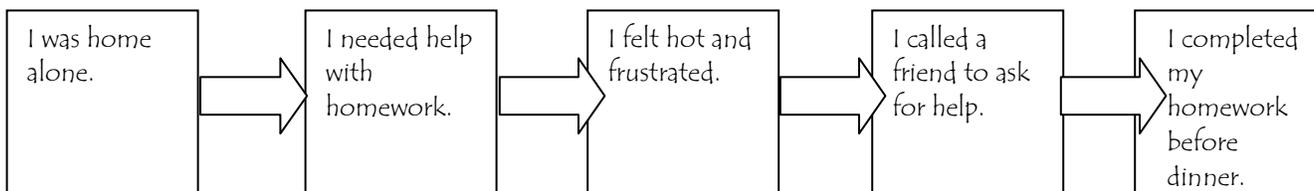
Source of My Trigger	Trigger	Clue	My Cool Response	Cool Consequence
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A Person

I felt hot, my face turned red, I clenched my fists.



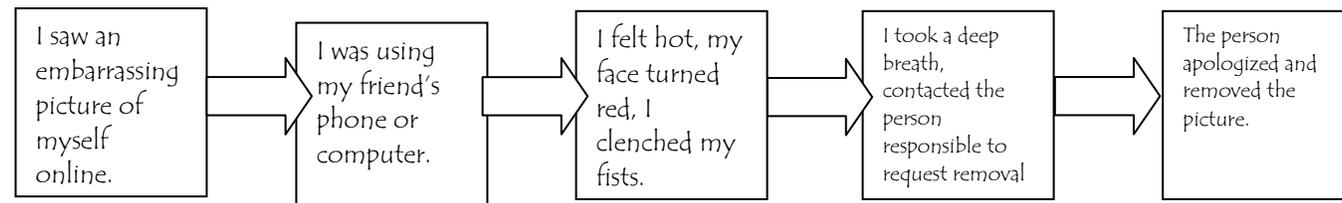
A Situation



Self-Behavior



Social Media



SESSIONS 3-4 STUDENT ACTIVITY PAGE

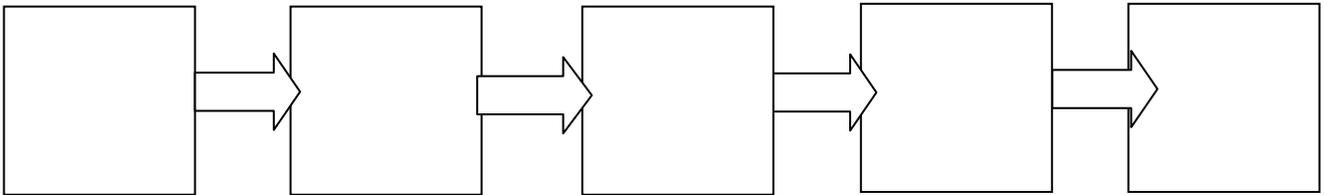
TRIGGER CHART II: MY COOL RESPONSES

Sessions 3-4

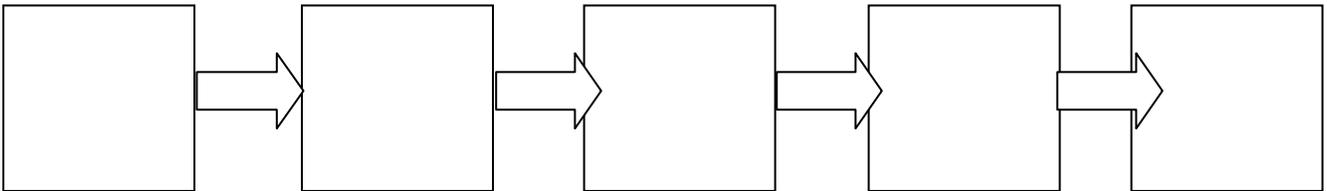
Name: _____ Date: _____

Source of My Trigger	Trigger	Clue	My Cool Response	Cool Consequence
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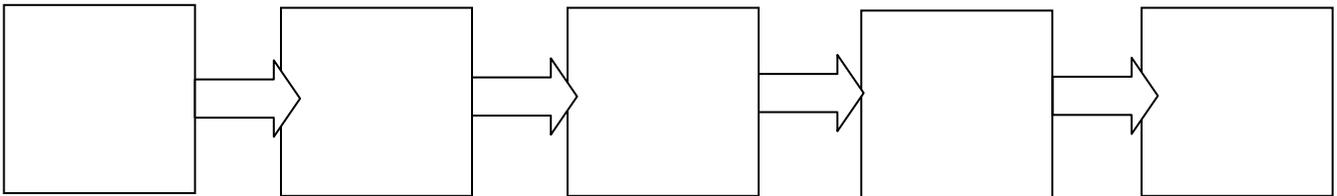
A Person



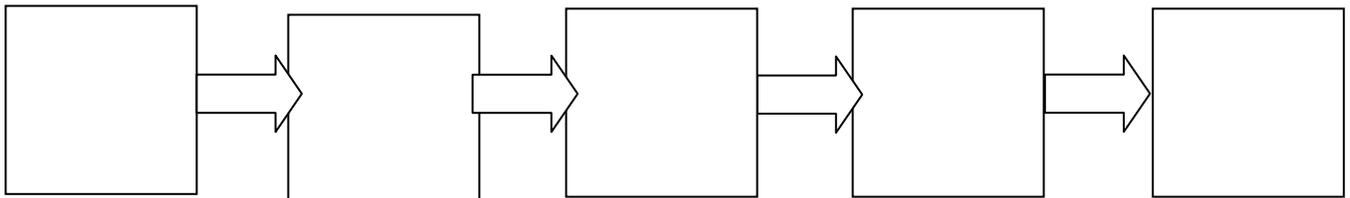
A Situation



Self-Behavior



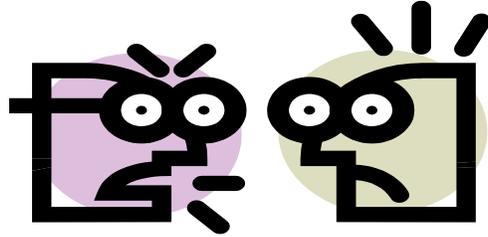
Social Media



SESSION 3: POSTER & STUDENT HANDOUT

What is your Communication Style?

Session 3



Aggressive style:

- Intentionally attack, take advantage of, humiliate, scream and hurt.
- Believe that others are less important than themselves.

Thought Pattern:

“Get them before they get you.”

Passive style:

- Are easily taken advantage of.
- Act as if others are more important than they are.

Thought Pattern:

“I don’t want to disappoint anybody.”

“I need your total approval.”

Assertive style:

- Talk openly about their feelings and communicate wants and needs.
- Are willing to listen to and consider wants and needs of others.

Thought Pattern:

“I really need to tell you how I feel about this.”

“How do you feel about this?”

6-8 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 3: STEPS TO SUCCESS

Session Purpose: Feeling angry is okay! What we do next determines whether our anger is safe and healthy or unsafe and unhealthy. Students focused on recognizing their responses to their anger triggers and the consequences of their responses.

Group Activity: Students reviewed and added week two discipline referral numbers to their *Discipline/Office Referral Graphs*. The group discussed four steps to successful management of anger:

1. PAUSE—recognize anger sources, triggers and clues
2. COOL-DOWN—develop a signal to gain power over anger
3. THINK of a “Cool” response
4. ACT on your “Cool Response”—do something positive; act in a safe and healthy way!

Students completed *Trigger Chart I* (which identified triggers, clues, responses to and consequences of their anger) and *Trigger Chart II*. The latter introduced the idea of “cool responses” and “cool consequences” in place of their response to anger triggers; emphasis was placed on developing a signal to help group members “Cool & Think” when they get a clue that anger is approaching. The *What is Your Communication Style?* handout was discussed.

Group Assignment: Throughout the week, students will: keep track of times they become angry and are tempted to use their usual responses to the trigger and clues of their anger; use their signal to “Cool & Think;” take time each day to review personal goals and track progress in their planners/notebooks; use *Data Collection Table for Week 3* to track discipline office referrals (working toward “0”) and observe the communication styles of themselves and others.

Classroom/Home Follow-up: You can help students become aware of triggers, clues, cool responses, and consequences of their anger. In addition, review and remind students about the three different communication styles (aggressive, passive and assertive). Use the *What is Your Communication Style?* and *Trigger Chart II* handouts to remind students they are in charge of their responses to anger triggers and clues.

SESSION #4

Small Group Counseling Title/Theme: Anger Management

Session Title: What Pushes Your Anger Buttons?

Session: # 4 of 5

Grade Level: 6-8

Estimated time: 45 minutes

Small Group Session Purpose: To assist students in identifying and practicing safe and healthy responses to anger triggers.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:

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

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

Students' Anger Management Folders, including:

- [Weekly Discipline/Office Referral Bar Graph](#) (from Session#1)

Data Collection Tables (from Sessions 1-3)

- [Sample Trigger Chart I](#) (from Session 2)
- [Sample Trigger Chart II](#) (from Session 3)
- [Trigger Chart I](#) (from Session 2)
- [Trigger Chart II](#) (from Session 3)
- [What Is Your Communication Style?](#) (from Session #3)

Pencils & markers

Data Collection Table: Week 4

[Communication Buttons](#)

Blank red paper buttons

Unit Assessments (**attached to the Unit Plan**)

- [Teacher Pre-Post-Group Perception Form](#)

Prior to Session 4, prepare Unit Assessment Packets for group members to take home to their parents/guardians, include:

- [Group Summary Form](#)
- [Parent/Guardian Post Group Perception Form](#) Session 4 Classroom

Teacher/Parent/Guardian Follow-up Suggestions

SESSION #4 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives, and GLEs.

Assessment can be question answer, performance activity, etc.

Students will demonstrate safe and healthy anger management responses by sharing assertive responses with the other group members.

SESSION #4 Preparation

Essential Questions: How can people manage their anger in sage and healthy ways?

Engagement (Hook): Prior to the group session, use the attached [Communication Style Buttons](#) to create 3 sets of 3 buttons (9 total buttons) The front of each set of 3 trigger buttons describes one of three trigger situations (e.g., disagreement with parents); the response on the back represents one of the 3 anger communication styles: aggressive, passive or assertive. Toss a trigger button to each student at random. Read a trigger and a student who has that trigger button role plays the response from the back; a second student identifies the communication style used by the first student.

SESSION #4 Procedures

<i>Professional School Counselor Procedures: Session 4</i>	<i>Student Involvement: Session 4</i>
<p>1. Following the hook remind students that this is the next to the last session and to let the group know if they want to talk about something specific (related to anger management). Review Small Group Counseling Guidelines and introduce Session 4: What Pushes Your Anger Buttons? Briefly, discuss responses (consequences) caused by the communication style the student used. Relate the hook to their <i>Trigger Charts</i> and their observations of others’ communication styles during the past week.</p> <p>2. Handout their Anger Management folders and review Group Assignment from last week’s session (track anger and the temptation to use usual responses; use signal to “Cool & Think,” track progress toward personal goals, track discipline office referrals on data collection table, observe the communication styles of themselves and others).</p> <p>3. Instruct students to graph the total number of discipline/office referrals from their data collection tables on their Weekly Discipline/Office Referral Bar Graph. Ask for comments regarding the referrals.</p> <p>4. Have students color code the buttons from the hook. Color buttons that demonstrate an aggressive communication style—red. Repeat the process coloring</p>	<p>1. Students listen while school counselor reads the <i>Small Group Guidelines</i> and ask questions/make comments about guidelines and discuss consequences of each communication style</p> <p>2. Students briefly share their weekly progress toward taking control of their anger.</p> <p>3. Students add their week’s discipline referrals to their Weekly Discipline/Office Referral Bar Graph and share any concerns they may have, e.g., classes in which they consistently receive referrals (or find themselves “about to pop”).</p> <p>4. Students complete fronts and backs of their buttons.</p>

<i>Professional School Counselor Procedures: Session 4</i>	<i>Student Involvement: Session 4</i>
<p>buttons that demonstrate a passive communication style—yellow, and an assertive communication style—green.</p> <p>5. Instruct students to refer to <i>Trigger Charts I & II</i> from last week; give each student a blank button. Tell them to select one trigger from their chart to write on the front of their buttons. Students are instructed to write an aggressive response on the back of one, a passive response on the back of another, and an assertive response on the back of the last one. Have students color code the buttons as in step 4.</p> <p>6. Ask each group member to share his or her trigger and safe and healthy assertive response. Facilitate a discussion about the cause and effect cycle of anger. Refer to the role-plays enacted during the hook to emphasize the important role their “Cool & Think” signals play in changing the cycle of anger from negative to positive—from others being in charge of them to their being in charge of self.</p> <p>7. Refer to Trigger Chart II concepts of “Cool Response” and “Cool Consequences” and the four Steps to Manage Anger (Session 3) as concrete ways to be in charge of self.</p> <p>8. Formative Assessment: Following discussion, ask students to critique each other’s trigger button responses (back of button).</p> <p>9. Group Assignment:</p> <ul style="list-style-type: none"> • Remind student to use the Weekly Data Collection Table for Week 4 to track discipline office referrals (working toward “0”). • Continue to use “Cool & Think” strategies to create “cool responses” and enjoy “cool consequences.” • Keep track of progress toward goals. • Observe other people as they get involved in the cycle of anger—are they “cool” or is their anger in charge of them? • Give parents/guardians the Unit Assessment 	<p>5. Students write examples of each communication style on the back of buttons and color code them accordingly.</p> <p>6. Students read and comment on their buttons and contribute to discussion of the cycle of anger and provide examples of ways they can use their “Cool & Think” signals to be in charge of self.</p> <p>7. Students identify the strength that can come from using “cool responses,” (e.g., “cool consequences such as sincere compliments from adults who are important to them or feeling calmer inside—fewer stomach aches.)</p> <p>8. Students give each other support as they critique each other’s buttons; remembering that one “Cool Response” is giving and accepting constructive critiques.</p> <p>9. Students cut out the Weekly Data Collection Table for Week 4 and commit to following through on recording office referrals (if any).</p>

<i>Professional School Counselor Procedures: Session 4</i>	<i>Student Involvement: Session 4</i>
<p>packet and return the completed forms next week (see #11 below).</p> <p>Collect Anger Management folders.</p> <p>10. Group Summary/Closure: 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.</p> <p>11. If a follow up session is scheduled, tell students that the group will meet again in 4–6 weeks to do a check-up and find out how they are doing on their own—what their successes and challenges have been.</p> <p>12. Unit Assessment: Explain the importance of getting feedback from their parents/guardians about the group. Give the students the assessment packet (see Materials Section for this Session) containing a cover letter explaining that the group will be ending after the next session and requesting feedback about the group. Tell students to return completed forms to you next week (students complete the student post-group perceptions form during Session 5).</p> <p><u>Classroom Teacher/Parent/ Guardian Follow-Up Suggestions.</u> Include parent/guardian copy in assessment packet and provide a copy to classroom teacher(s) of students in group.</p>	<p>Students turn in Anger Management folders.</p> <p>10. Group Summary/Closure: The students decide how they would like to complete their group (a small celebration, sharing information with their teacher, etc.).</p> <p>11. Students write date for Follow-up Session in their assignment books/planners (if a session is scheduled).</p> <p>12. Students commit to taking assessment packets home to their parents/guardians and returning them the following week.</p>

SESSION #4 Follow-Up Activities

Counselor verifies the accuracy of the student’s discipline/referral chart with school records (planner, computer system, principal, teacher, etc.)

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 4: RESOURCE PAGE 1

Communication Buttons

Prior to the session, copy the examples of anger management buttons on plain construction paper. We have provided 3 situations. The responses to each situation provide examples of the three communication styles: Aggressive, Passive and Assertive.

FRONT

BACK

My parents tell me they do not want me to stay out past 9:00 p.m. on Friday night and I do not like their decision.

I say nothing to my parents, but decide that I will stay out later anyway.

My parents tell me they do not want me to stay out past 9:00 p.m. on Friday night and I do not like their decision.

I scream at my parents, "But EVEYRONE gets to stay out later than that!" I tell them that I hate living in their house and slam the door!

My parents tell me they do not want me to stay out past 9:00 p.m. on Friday night and I do not like their decision.

I calmly tell my parents that because I am older now, I would like to stay out at least 1 hour later.

SESSION 4: RESOURCE PAGE 1 (CONT'D)

FRONT

BACK

I hear a rumor that my best friend is talking about me behind my back.

I call my friend and say "I heard you are talking about me behind my back. I would like to discuss it face to face."

I hear a rumor that my best friend is talking about me behind my back.

I call my friend in an angry tone of voice, repeat what I heard and say, "You are no longer my friend and hang up without waiting for a response!"

I hear a rumor that my best friend is talking about me behind my back.

I see my friend; I act cool and aloof but say nothing about the rumor. My friend asks me what is wrong, I say, "Nothing. Things are fine."

SESSION 4: RESOURCE PAGE 1 (CONT'D)

FRONT

I received my progress report and notice a "0" on an assignment. I am certain I turned it in, but my teacher says she does not have my paper.

I received my progress report and notice a "0" on an assignment. I am certain I turned it in, but my teacher says she does not have my paper.

I received my progress report and notice a "0" on an assignment. I am certain I turned it in, but my teacher says she does not have my paper.

BACK

I do not say anything when my teacher asks me about my paper. I decide just to accept the zero.

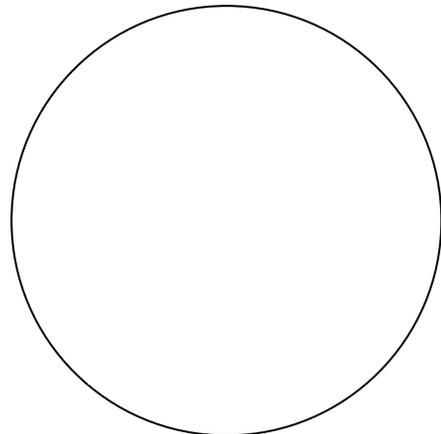
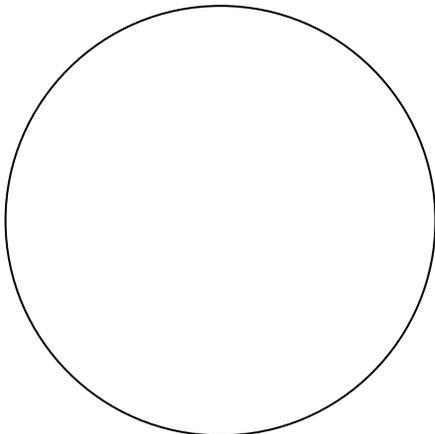
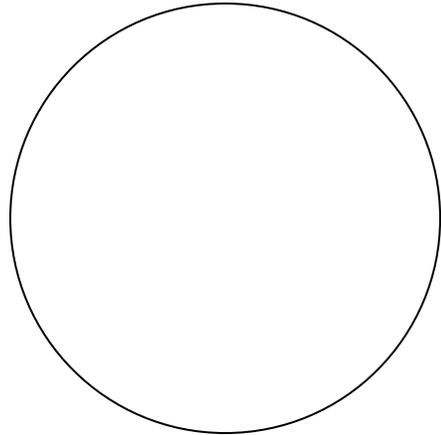
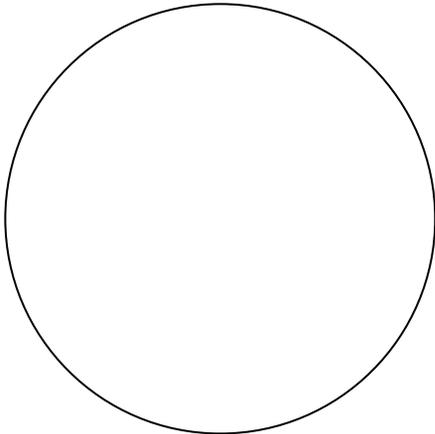
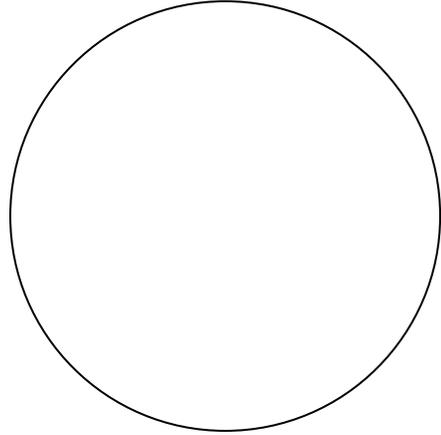
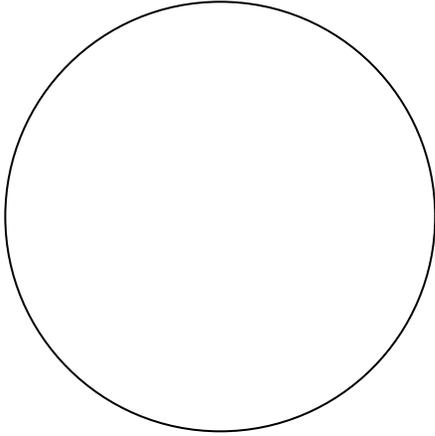
I politely ask my teacher if I can discuss the missing homework assignment and offer to bring in a second copy that I have saved on my computer at home.

I come into the classroom and angrily accuse the teacher of not liking me and losing my homework on purpose.

SESSION 4: RESOURCE PAGE 2

Button Pattern

Prior to the session, copy the blank buttons on plain paper. Make at least one button for each group member.



6-8 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 4: What Pushes Your Buttons?

Session Purpose: Students role play appropriate anger management responses.

Group Activity: Students reviewed and added week four discipline referral numbers to their *Discipline/Office Referral Bar Graphs* form. Students used paper buttons to write a trigger on the front and a solution on the back.

Group Assignment: Throughout the week, students will chart the number of discipline/office referrals related to anger management issues that occur. Students will continue to use “Cool & Think” strategies, practice “Cool Responses” when anger is triggered and enjoy the “Cool Consequences” of their “Cool Responses;” continue to monitor progress toward goals, observe other people as they get involved in the cycle of anger and give parents/guardians the Unit Assessment packet and return the completed forms next week.

Classroom/Home Follow-up: Discuss and review appropriate responses to anger. Acknowledge the use of safe and healthy responses to anger and encourage students to review and work toward their personal goals.

SESSION #5

Small Group Counseling Title/Theme: Anger Management

Session Title: Practice Makes Perfect

Session: # 5 of 5

Grade Level:6-8

Estimated time: 45 minutes

Small Group Session Purpose: Students will demonstrate appropriate responses to anger triggers that they have identified.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.3 Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling 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 (ASCA) National Standard:
 Personal/Social Development
 A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

Students’ Anger Management Folders, including:

- [Anger Management Self-Assessment](#) (post-group assessment)
- [Weekly Discipline/Anger Referral Bar Graph](#) (from Session #1)
- [Trigger Chart I](#) (from session 2)
- [Trigger Chart II](#) (from session 3)

[Student Post Group Perception Form](#)

[Session 5 Classroom Teacher/Parent/Guardian Follow-up Suggestions](#)

Two (2) Student Activity Pages are listed below. They are optional activities for students between the last session and any follow-up you do. If you are not holding a follow-up session, you may want to use them as a means to help students self-monitor their continued progress.

- [I AM IN CHARGE OF ME!](#)
- [Weekly Data Collection Tables](#)

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

Assessment should relate to the performance outcome for goals, objectives, and GLEs.

Assessment can be question answer, performance activity, etc.

Session Assessment

Students will demonstrate assertive responses to their triggers by sharing with the other group members how they were able to make “cool responses” instead of their “usual response” when they got a clue that anger was approaching.

Perceptual Assessment

The information obtained from the end-of-group perceptual data collection process becomes basis for determining teacher/parent/guardian/student perceptions of the group’s effectiveness (the forms are attached to the Unit Plan). The process was started in Session 4; **Session 5 activities are in bold.**

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre-Post-Group Perception Form](#) for each student before the group starts and after the completion of the group. Consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.

Parent/Guardian Assessment:

- [Parent/Guardian Post Group Perception Form](#) (sent home with students in Session 4; **collect completed forms from students during Session 5**)

Student Assessment:

- [Student Post Group Perception Form](#) (students complete during Session 5)

Results Based Data Collection:

The students’ [Weekly Discipline/Office Referral Bar Graph](#) provides one form of results data—change in number of referrals per week from the beginning through the end of the group is one measure of “proven-effectiveness.” An even stronger indication of the group’s effectiveness is the number of referrals in the weeks following the group (e.g., 5-6 week follow-up). In addition, demonstrate effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education.

SESSION #5 Preparation

Essential Questions: How do people manage anger in safe and healthy ways?

Engagement (Hook): Ask students to share something he/she has worked hard to master. How did they get there? Did practice make it easier?

SESSION #5 Procedures

<i>Professional School Counselor Procedures: Session 5</i>	<i>Student Involvement: Session 5</i>
<p>1. Following the “Hook” and a brief discussion of the scenario, review <i>Small Group Guidelines</i> with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too.</p> <p>Introduce Session 5: Practice Makes Perfect!</p> <p>2. Collect Parent and Student Feedback Forms; make arrangements to get the forms from participants who did not bring them to the group.</p>	<p>1. Students review the confidentiality rule of the <i>Small Group Counseling Guidelines</i> and the difficulty they might have maintaining confidentiality. Students will make a commitment to the trust others have in them and to maintaining confidentiality.</p> <p>2. Students give you their forms; if they do not have them, they commit to the day they will bring them to you.</p>

<i>Professional School Counselor Procedures: Session 5</i>	<i>Student Involvement: Session 5</i>
<p>3. Hand out students’ Anger Management folders. Review & Share successes and challenges of last week’s Homework/Practice Assignment:</p> <ul style="list-style-type: none"> • Use “Cool & Think” strategies to create “cool responses” and enjoy “cool consequences.” • Track progress toward goals. • Observe people as they get involved in the cycle of anger <p>4. Instruct students to transfer the total number of discipline/office referrals from their data collection tables to their <u>Weekly Discipline/Office Referral Bar Graph</u>. Ask for comments regarding the referrals.</p> <p>5. Ask each group member to review his or her <u>Weekly Discipline/Office Referral Bar Graph</u>. Ask students to summarize changes since the beginning of the group and reasoning behind the changes. Celebrate positive changes.</p> <p>6. Ask students to take their <i>Trigger Charts I & II</i> out of their folders. Put group members in pairs. Each member selects a scenario to role-play from <i>Trigger Chart I</i>—using his or her response.</p> <p>7. After each role play, facilitate a discussion by asking group members to share ideas on a healthier/more assertive response. Continue until all students have role played a scenario with a partner. Students will role play the part of both the trigger and problem solver.</p> <p>8. Ask each group member to review his or her progress toward personal goals. Include opportunity to talk about barriers as well as bridges to goals. Ask students to work in pairs to write new goals. Encourage students to write their goals as statements in the present-tense, (e.g., “I use my “stop and cool” signal when I feel an anger coming on” or “When my math teacher ‘calls me out’ for talking, I get back to work.”) Provide opportunity for students to share one of their new goals.</p> <p><i>Note:</i> Two (2) student activity pages are included as optional resources to help students maintain positive</p>	<p>3. Students provide examples of “cool responses,” what they did to meet their personal goals and what they observed about others’ cycle of anger.</p> <p>4. Students add their week’s discipline referrals to their <u>Weekly Discipline/Office Referral Bar Graph</u> and share any concerns they may have. Celebrate “0” referrals.</p> <p>5. Students review their <u>Weekly Discipline/Office Referral Bar Graph</u> and summarize changes and reasoning behind changes.</p> <p>6. In pairs, students role play a scenarios they experienced from <u>Trigger Chart I</u> and role play the actual response that they used.</p> <p>7. In pairs, students will now use the same scenario but add a healthier/more assertive response (use <u>Trigger Chart II</u> as a reference).</p> <p>8. Students review and self-assess their progress toward personal goals. Working with a partner, they establish new goals—written in the present tense—who they are—rather than who they will be. Students choose one new goal to share with group members.</p>

<i>Professional School Counselor Procedures: Session 5</i>	<i>Student Involvement: Session 5</i>
<p>changes beyond the last session. If you are not holding a follow-up session, you may want to use them as a means to help students self-monitor their continued progress.</p> <ul style="list-style-type: none"> • <u><i>I AM IN CHARGE OF ME! Weekly Data Collection Tables</i></u> <p>9. Group Summary/Closure: Students complete the <u><i>Student Post Group Perception Form</i></u>. Celebrate the closing of the group (see session #4).</p> <p>10. Ask members of the group to share the most valuable tool they learned during the group experience.</p> <p>11. Remind about confidentiality and date of Follow-up Session</p> <p>12. Distribute & explain <i>Classroom Teacher/Parent/ Guardian Follow-Up Suggestions</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>9. Group Summary/Closure: Students complete the <u><i>Student Post Group Perception Form</i></u>. The students celebrate the closure of their group.</p> <p>10. Students will share their most valuable tool to add closure to the group.</p> <p>11. Students will confirm they have written the date of the Follow-up Session in their planners.</p> <p>12. Students commit to giving their parents/guardians the handout.</p>

SESSION #5 Follow-Up Activities

Verifies the accuracy of the students' discipline/referral chart with school records (planner, computer system, principal, teacher, etc.)

Classroom/Home Follow-up: Encourage classroom teachers and parents/guardians to continue acknowledging students as they continue to practice the use of safe and healthy responses to anger.

SESSION #5 Counselor reflection notes (completed after the session)

STUDENT LEARNING: How are all students' lives better as a result of this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 5: STUDENT ACTIVITY PAGE

Anger Management Self-Assessment

Session 5 (post-group assessment)

Name: _____ Date: _____

	1 Never	2 Sometimes	3 Frequently	4 Most Always	5 All the Time
I handle my anger well.					
I stay out of trouble even when I am angry.					
I know what causes me to become angry.					
When I am angry, I express my feelings in a healthy way.					
When I am angry, I stay in control.					
When I am angry, I talk about it.					
When I am angry, I take responsibility.					
When I get angry, I know how to calm myself down.					

My goals after group:

1. _____
2. _____
3. _____

6-8 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS ANGER MANAGEMENT SMALL COUNSELING GROUP

SESSION # 5: PRACTICE MAKES PERFECT

Session Purpose: Students role played assertive responses to their triggers by sharing with other group members.

Group Activity: Students reviewed and added week five discipline referral numbers to their *Weekly Discipline/Office Referral Bar Graph*. Students selected scenarios from their *Trigger Charts* and role played inappropriate and appropriate responses to the same anger situation.

Group Assignment: Students will practice appropriate responses when anger is triggered.

Classroom/Home Follow-up: Discuss and review appropriate responses to anger. Acknowledge the use of safe and healthy responses to anger

OPTIONAL POST-GROUP STUDENT ACTIVITY PAGE

I AM IN CHARGE OF ME!

A Record of My Assertive Expression of Anger

TO: The person in-charge of you—YOU

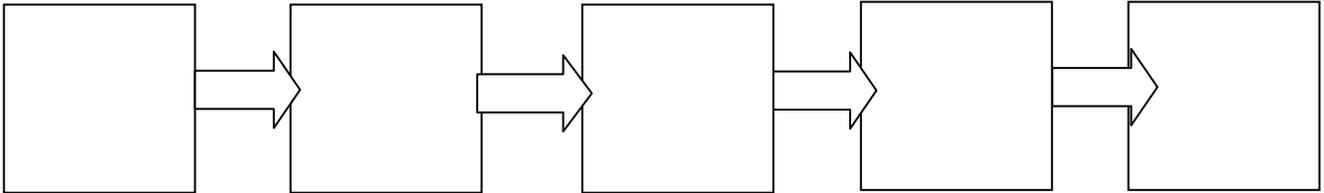
FROM: _____, Your Professional School Counselor

RE: Keep “Coolin’ & Thinkin’”

You are in charge—keep it that way! This chart is a way for you to write about your continued progress. Each day, think about managing your anger in assertive ways! I know it will be easy some in some situations—and really hard in others. Write about both experiences so that you can learn more about what you need to do to REALLY be in charge of you ... and to enjoy the “Cool Consequences” of your “Cool Responses!” Let me know how you are growing! (Need more copies of this page? Let me know.)

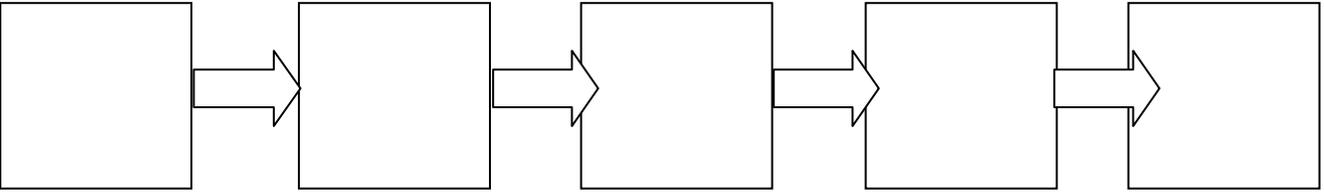
Source of My Trigger	Trigger	Clue	My Cool Response	Cool Consequence
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Date of experience _____



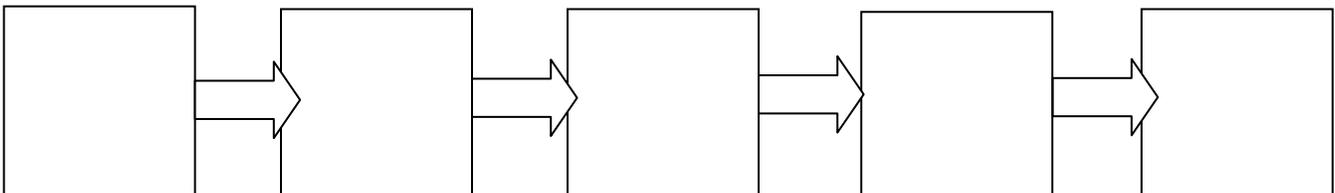
Comments (e.g., What was going on in my life that affected my response?) _____

Date of experience _____



Comments _____

Date of experience _____



Comments _____

OPTIONAL POST-GROUP STUDENT ACTIVITY PAGE

**FROM NOW ON: WEEKLY DATA COLLECTION TABLES
YOU ARE IN CHARGE OF YOU!**

TO: The person in-charge of you—YOU

FROM: _____, Your Professional School Counselor

RE: Keep “Coolin’ & Thinkin’”

You are in charge—keep it that way! During the group sessions, you used data collection tables to chart your discipline/office referrals—now you will use them in another way. Decide on a visual symbol that will remind you of how hard you are working to be in charge of you (e.g., a star or a “V” for Victory). For each class period you “Stop & Think” and act on a “Cool Response,” draw the symbol in the space—work toward a symbol in every space each week! I am looking forward to seeing full tables in the coming weeks! GO FOR IT—BE IN CHARGE—OF YOU!!!

FORWARD PROGRESS: WEEK 1						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

FORWARD PROGRESS: WEEK 2						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

FORWARD PROGRESS: WEEK 3						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

FORWARD PROGRESS: WEEK 4						
CLASS PERIODS/BLOCKS		DAYS OF THE WEEK				
		M	T	W	TH	F
1						
2						
3						
4						
5						
6						
7						
Totals						

OPTIONAL FOLLOW-UP SESSION

Group Title: Anger Management

Session Title: How Are You Doing?

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

Grade Level: 6-8

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 and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concepts:
 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 (ASCA) National Standard:
 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)

Post the [Small Group Counseling Guidelines](#)
 8 ½ x 11 piece of paper and markers for each student
 Alternative Procedure: Complete the [Student Post Group Perception Form](#).

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 [Student Post Group Perception Form](#) as the session procedure and as a follow-up assessment of students’ progress since the last 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! Review specific activities you may have assigned or suggested to help reinforce their progress between the last group meeting and the follow-up session.
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: Substitute the *Follow-Up Feedback Form for Students* the above procedure. Students complete form and discuss their responses.

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. Share progress since last session.
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:

Small Group Counseling Guidelines

1. All participants will observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Everyone will use positive language.
5. All participants will treat each other with respect.