**Small Group Counseling Title/Theme:** Anger Management

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

**Small Group Counseling Description:**
The anger management group will provide students who are experiencing anger issues with safe and healthy strategies for dealing with frustrating situations.

**Number of Sessions in Group:** Introduction, 5 Sessions, and 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 presenting Session #1

Materials needed:
Chart paper
Markers
*Small Group Counseling Guidelines Poster*

**Session # 1: What is True About Anger?**

Materials needed:

Completed *Discipline/Office Referrals* form for each student
Prior to Session 1, gather data about each participant's anger-related discipline/office referrals, such as number of referrals since beginning of school year, classes and/or situations in which a safe or unhealthy response to anger is a pattern.
Anger Management folder for each participant
*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Tracking and Taming Anger: Part I*
*Session 1 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*

**Session # 2: What Trips Your Trigger?**

Materials needed:

*Clues-to-Anger Buttons*—prepare prior to session
Anger Management folders including Session 1 Handouts:
*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session #1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
*Tracking and Taming My Anger: Part II*
*Session 2 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*


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**Session# 3: What is Your Emotional Thermometer?**

Materials needed:

Anger Management folders including Sessions 1 & 2 Handouts:

*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session #1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
Completed *Tracking and Taming My Anger: Part II* (from Session 2)
*Emotional Thermometer I*
*What is Your Communication Style?*
*Emotional Thermometer II*
*Session 3 Classroom Teacher/Parent/Guardian Follow-Up Suggestions*

**Session # 4: What Are Healthy Ways To Express Your Anger?**

Materials needed:

Anger Management folders including Session 1, 2 & 3 Handouts:

*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session #1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
Completed *Tracking and Taming My Anger: Part II* (from Session 2)
*Emotional Thermometer I*
*What is Your Communication Style?*
*Emotional Thermometer II* (from Session 3)
3” x 5” index card for each participant (or small pieces of paper)
*Cool Responses/Cool Consequences*
*Discipline/Office Referrals* (completed for each student prior to Session 5)
*Session 4 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*

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

*Teacher Pre-Post Group Perception Form (2 samples) (Document 12)*
*Group Summary Form (Document 17)*
*Parent/Guardian Post-Group Perception Form (Document 15)*

**Session #5: How Can I Stay Cool?**

Materials needed:

Completed individual *Discipline/Office Referral Forms* (Prior to Session 5, gather follow-up data about each participant’s anger-related discipline/office referrals since


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Session 1)
Anger Management folders including Session 1, 2, 3 and 4 Handouts:
*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session 1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
Completed *Tracking and Taming My Anger: Part II* (from Session 2)
*Emotional Thermometer I*
*What is Your Communication Style?*
*Emotional Thermometer II* (from Session 3)
*Cool Responses/Cool Consequences*
*Anger Management Self-Assessment* (Post-Group)
*I Am In Charge Of Me!* (Optional)
*From Now On: Weekly Data Collection Tables: You Are In Charge Of You!* (Optional)
*Student Post-Group Perception Form (Document 16)*

**Optional Follow-up Session (to be held 4-6 weeks after last group session)**
Materials needed:
8 ½" x 11" paper and markers for each student
Alternative Procedure: *Student Post-Group Perception Form (Document 16)*.

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

**Missouri Comprehensive Guidance and Counseling 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)**

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

**Outcome Assessment (acceptable evidence):**


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**Summative assessment relates to the performance outcome for goals, objectives and (GLEs) concepts. Assessment can be survey, whip around, etc.**
Utilize the pre and post Anger Management Self Assessmen*t* as self reflection tool. Compare pre- and post-group discipline/office referrals to determine change in average weekly discipline/office referrals.

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

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre-Post-Group Perception Form (2 samples) (Document 14)* 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 (Document 15)*

Student Assessment:

- *Student Post-Group Perception Form (Document 16)* (students complete in Session 5)

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

**Follow Up Ideas & Activities**

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

Check with students periodically to determine their success in managing their anger.


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**DOCUMENT 12:**

## TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

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

**GROUP TOPIC:** _____ **Session #** _____

**Student's Name:** _____ **Date:** _____

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

**Session Goal:** _____

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

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

**Group Assignment**:
I will complete or practice the following at school and/or at home before our next session:

_____

**Our next group meeting will be:**

Date: _____ Time: _____

**Additional Comments:**

Please contact _____, Professional School Counselor at

_____ if you have further questions or concerns.


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**DOCUMENT 13:**

## STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM

**Note:** This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

## Follow-up Interviews/Session with Students

### Potential Interview Questions:

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?
What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1: _____

5 = Most positive activity in which I have participated for a long time
4 = Gave me a lot of direction with my needs
3 = I learned a lot about myself and am ready to make definite changes
2 = I did not get as much as I had hoped out of the group
1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?


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**DOCUMENT 14:**

# 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** *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.* | **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:** | | | | | |
| | | | | | | | | | | |


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**DOCUMENT 14:**

## 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<br>3= Neutral<br>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:** | | | | | |


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**DOCUMENT 15:**

## 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.

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### 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**<br>**3= Neutral**<br>**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:** | | | | | |


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**DOCUMENT 16:**

## 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, and 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**<br>**3= Neutral**<br>**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:** | | | | | |


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**DOCUMENT 16:**

## STUDENT POST-GROUP PERCEPTIONS
**(Sample 2 of 2)**

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

## STUDENT FEEDBACK FORM

**Directions:** Please complete the Student Feedback Form after the last group session.

Name: _____ (optional) Date: _____

When I started the group, I wanted to learn about _____.
Topic of Group

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

= I agree = I'm not sure = I disagree

---

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

= I agree = I'm not sure = I disagree

2. I enjoyed working with other students in the group

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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


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**DOCUMENT 17:**

## 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


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**DOCUMENT 18:**

**Small Group Counseling Guidelines Poster**

**Note:** This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

# Small Group Counseling Guidelines

1. All participants observe confidentiality.
   a. Counselor
   b. Student

2. Everyone will be an active listener.

3. Everyone has an opportunity to participate and share.

4. Use positive language.

5. All participants will treat each other with respect.


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**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):**
Personal 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.

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 Poster*

**INTRODUCTION Formative Assessment**

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?


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**INTRODUCTION Procedures**

| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| 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 Poster*. Students may wish to add additional guidelines suitable for their specific group.<br><br>When discussing the term, *confidentiality*, 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.<br><br>Post *Small Group Counseling Guidelines Poster* 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. | 1. Students discuss the guidelines and offer their definitions of each guideline.<br>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.<br><br>Students make suggestions for maintaining confidentiality. |
| 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?"<br><br>NOTE: This activity can be done in a number of ways:<br>• 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.<br>• 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.<br>• Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval. | 2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:<br><br>• We treat others as we would like to be treated.<br>• Everyone gets a turn.<br>• Nobody gets left out.<br>• No put-downs.<br>• Take turns when speaking.<br>• Everyone has a chance to share.<br>• Listen when others are speaking.<br>• Put away equipment when you are finished.<br>• Respect each other's differences. |
| 3. Discuss the purpose of the group. Ask what the | |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| students would like to learn or achieve in the next few weeks in the group. Record student responses for future reference.<br><br>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session. | 3. Students share ideas about what they would like to learn or achieve.<br><br>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session. |

**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?*<br><br>*SELF EVALUATION: How did I do?*<br><br>*IMPLEMENTATION PROCEDURES: How did the session work?* |


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**DOCUMENT 18:**

**Small Group Counseling Guidelines Poster**

**Note:** This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

# Small Group Counseling Guidelines

1. All participants observe confidentiality.
   a. Counselor
   b. Student

2. Everyone will be an active listener.

3. Everyone has an opportunity to participate and share.

4. Use positive language.

5. All participants will treat each other with respect.


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**Session #1**

**Group Title:** Anger Management

**Session Title:** What is True About Anger? **Session** #1 of 5

**Grade Level:** 9-12 **Estimated time**: 30-45 minutes

**Small Group Counseling Session Purpose:** Students will get acquainted with group members, establish group guidelines and understand their own personal anger.

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

Materials needed:

Completed *Discipline/Office Referrals* form for each student
Prior to Session 1, gather data about each participant's anger-related discipline/office referrals, such as number of referrals since beginning of school year, classes and/or situations in which a safe or unhealthy response to anger is a pattern.
Anger Management folder for each participant
*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Tracking and Taming Anger: Part I*
*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 self-assess, analyze, and discuss with the group members, their personal results of the *Pre-Group Anger Management Self-Assessment* and *Anger: Myth or Not*. Students develop personal anger management goals to accomplish by the end of the group sessions. PSC listens for students' communication styles and beliefs about anger/personal responsibility.


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**SESSION #1 Preparation**

**Essential Questions:** Who controls your anger?

**Engagement (Hook):** Tell about a time when you were angry and what happened as a consequence of your anger.

**SESSION #1 Procedures**

| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| *Prior to the start of this group, gather data regarding students' discipline/office referrals for the current school year; calculate (or have students calculate) individual weekly averages. This average will become a baseline for measuring one aspect of the effectiveness of the group: a reduction in the number of weekly discipline/office referrals. (Session #1 of the 6-8 Anger Management Group Unit includes a systematic procedure for tracking discipline/office referrals—you may want to incorporate parts of that unit into the 9-12 Unit)* | |
| 1. Give each student a folder labeled with his or her name. Explain that folders are for important papers related to the Anger Management group; ask students to write the name of the group on the folders and put their copies of the *Small Group Guidelines Poster* inside. | 1. Students write the name of the group on their folders and put their copies of the guidelines in folder. |
| 2. Give each student an *Anger Management Self – Assessment* form. Instruct students to complete the form individually without discussion. | 2. Students complete the *Anger Management Self-*Assessment and put it inside their folders when completed. |
| 3. Distribute to students *Anger: Myth or Not* Student Activity Page; have students mark each statement "true" or "false." | 3. Students complete the *Anger: Myth or Not* student activity page. |
| 4. Distribute the "myth-buster" answers to *Anger: Myth or Not*. Ask students to compare their answers to the "correct" answers. Lead a discussion about the answers.<br>• Which answers came as a surprise?<br>• Which answers do participants think are wrong?<br>• What are the personal implications of the "myths" (false items) for members?<br><br>Discuss the reason(s) they became members of the group (recommendation/self-referral). Provide examples of how the activities and support of the group members can help them have more control | 4. Students compare their answers with the "myth-buster" answers to the *Anger: Myth or Not*; they participate in discussion by making connections between their lives and the "myths." |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| of their lives by being in control of their responses to anger. | |
| 5. Have students review their anger self-assessment (#2 above). Ask for a volunteer to share results of his or her *Anger Management Self-Assessment*. Encourage all students to participate. During discussion emphasize the difference between angry feelings and angry behavior—anger feelings do not get us into trouble; angry behavior does | 5. After the volunteer shares, other students volunteer to share their responses. Students identify the difference between angry feelings and angry behavior. |
| 6. Compare responses on their anger self-assessment to the situations they related during the hook. Ask students to discuss the examples of when they were angry and their perception of how and if they could have controlled it. | 6. Students discuss their example of a time they were angry, their ideas of reasons they became angry and the circumstances of their anger. They identify times they kept cool and their ideas of being able to control their anger. |
| 7. Discipline/Office referrals (See *Discipline/Office Referrals*): Keep original and give each student a copy of the page with the number of his or her discipline/office referrals (total and weekly average for the year). Ask them to think back over their most recent referrals. When did they occur (e.g. a specific class, in the hallways, cafeteria)? What thoughts did they have about the situation and the referral? Whose responsibility was it? Could the situation have been avoided? (Note: *Listen to the students' language when they talk about situations. Are there glimmers of accepting responsibility and/or acknowledgement of their ability to avoid disciplinary action?)* Ask students to add their comments to the form. Students will keep forms in their Anger Management Folders.<br><br>Explain to students that one aspect of their success in the Anger Management Group will be a decrease in the weekly average of their discipline/office referrals. Tell them that you will be tracking their office referrals at various times throughout the duration of the group. | 7. Students engage in a conversation about their office referrals and circumstances surrounding the referrals and their feelings/responses to circumstances that led to referral as well as their feelings about getting a discipline/office referral. They write their comments on their individual pages and place forms in their Anger Management folders. |
| 8. Help students identify and develop anger management goals they want to set due to the results of their assessment and the discussion. Instruct students to write their personal anger management goals on the *Self-Assessment* form | 8. Working in pairs, students develop personal goals to accomplish by the end of the group and write the goals on their *Self-Assessment* form and in their notebooks/planners. They will keep track of their progress between |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| and in their notebooks/planners and to track their progress toward their goals throughout the next week. | now and the next group meeting. |
| 9. **Formative Assessment**: Ask the students about their understanding of their feelings of anger. What circumstances bring up feelings of anger? What is the trigger for their anger (e.g., a person, a situation, a place)? What other feelings did the circumstance trigger (e.g., embarrassment, hurt, disappointment, rejection, fear). Comment that feelings of anger are not wrong but behaviors associated with anger may be unsafe or unhealthy OR safe and healthy. Emphasize the times students kept cool and gave a cool response (see #6 above). | 9. **Formative Assessment:** Students join in a conversation about their anger. As trust is developed, conversation becomes more candid and students become comfortable sharing some of the deeper feelings behind their anger. |
| 10. Group Assignment: Ask students to write down when they have feelings of anger throughout the week to review during the next session. Have them include the date, the trigger for their anger, and their physical response to feelings of anger (e.g. tight stomach). (See *Tracking and Taming Anger: Part I*). Remind them about tracking their progress toward their personal goals.<br><br>Collect Students' folders. | 10. Students leave with the understanding of recording their feelings of anger on the *Tracking and Taming Anger: Part I* form (or another method of keeping a written record of their feelings of anger).<br><br>Students put handouts from Session #1 in their folders and turn them in. |
| 11. Distribute & Explain *Session 1 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. | 11. Students commit to giving their parents/ guardians the handout. |

**SESSION #1 Follow-Up Activities**

Remind students of next session.

Provide classroom teacher(s) of students in group a copy of the *Session 1 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Encourage teachers to support students' efforts by asking them to share their new understanding of their anger and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger.

When you see students between sessions, ask about and acknowledge their use of safe and healthy ways of responding to anger.

**SESSION #1 Counselor reflection notes (completed after the session)**

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


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*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*


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SESSION #1: RESOURCE PAGE

# DISCIPLINE/OFFICE REFERRALS

***Note**: Complete the left column of this form before students begin prior to Session 1. Prior to Session #5, complete the right column. Tabulating the pre-/post-group office referrals provides one quantitative measure of the group's effectiveness in bringing about change in students' management of anger. Make copies of this form for students and keep the original for your files. Prior to Session 5, record individual student's average weekly referrals from Session 1 through the week after Session 4 on your copy; make a copy for each student.*

Student's Name

_____


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## Pre-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals for current year:

Dates _____ through _____

Number of Weeks (NW) _____

Total Number of Referrals (TNR) _____

Weekly Average: TNR/NW = _____

School Counselor Comments:

Student Comments (e.g. reasons for referrals):

## Post-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals since group began:

Dates _____ through _____

Number of Weeks (NW) _____

Total Number of Referrals (TNR) _____

Weekly Average: TNR/NW = _____

Change in weekly average from beginning of group through Session 5 = _____

School Counselor Comments:

Student Comments about reasons for change/non-change (e.g., skills learned during group sessions, attitude]):


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SESSION 1: STUDENT ACTIVITY PAGE

# Anger Management Self-Assessment

Session 1 (pre-assessment)

**Name:** _____ **Date:** _____

| | **1 Never** | **2 Sometimes** | **3 Frequently** | **4 Almost Always** | **5 All the Time** |
|---|---|---|---|---|---|
| I handle my anger well. | | | | | |
| I stay out of trouble 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 it out responsibly. | | | | | |
| When I get angry, I know how to calm myself down. | | | | | |

## My goals for myself by the end of the group:

1. _____

2. _____

3. _____


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SESSION #1: STUDENT ACTIVITY PAGE

# Anger: Myth or Not?

Please mark the following statements—use “T” for true and “F” for false

_____ 1. All anger is unhealthy and destructive.

_____ 2. All angry people yell and scream a lot.

_____ 3. It is okay to express anger in ways that hurt others.

_____ 4. Nice people do not feel angry.

_____ 5. It is a good idea to hit a pillow or something else soft if I am angry.

_____ 6. My body cannot detect anger.

_____ 7. People cannot help being angry; it is in their genes.

_____ 8. People can be angry and others may not know it.

_____ 9. When people get angry with others, the other person is to blame.

_____ 10. When people feel angry, they will stay angry until they pop.

_____ 11. People cannot get angry with someone they love.

_____ 12. People can control their tempers.


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SESSION 1: STUDENT ACTIVITY PAGE

# ANGER: MYTH OR NOT?

## Answer Sheet: Myth-Busters

1. F
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. F
10. F
11. F
12. T


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SESSION 1: OPTIONAL STUDENT ACTIVITY PAGE

***Note**: As homework for Session #1, students track the times they experience feelings of anger between Session #1 & Session #2. This form provides a systematic method for recording the information; students may want to devise their own method—a positive step toward engagement in the process.*

## TRACKING AND TAMING MY ANGER: PART I

A Record of My Anger

STUDENTS: Each day, think about situations in which you experienced feelings of anger. Keep a record of the source of your trigger (e.g., a person, an event), what triggered your anger and how your body reacted. Write honestly about your experiences so that you can learn more about what you need to do to REALLY be in charge of you! Next week we will talk about your experiences.

| **Source of my trigger** | **What triggered my anger** | **How my body reacted** |
|---|---|---|
| | | |

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 _____

_____



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# 9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

## ANGER MANAGEMENT SMALL COUNSELING GROUP

## SESSION # 1: What is True About Anger?

**Session Purpose:** Students got acquainted with group members, established group guidelines and developed a new understanding of their own personal anger.

**Group Activity:** Students completed an *Anger Management Self-Assessment*, an *Anger: Myth or Not* activity page and participated in a discussion of anger and anger management. The discussion emphasized the difference between angry feelings and angry behavior, including safe and healthy ways to respond to feelings of anger. They reviewed individual discipline/office referrals for the current year and developed personal anger management goals.

**Group Assignment:** Students are to write down when they have feelings of anger, situations when anger occurs and their responses to review during the next session.

**Classroom/Home Follow-up:** Help students incorporate learning by asking them to share their new understanding of their anger and the results of their *Anger Management Self-Assessment*, the *Anger: Myth or Not* questionnaire and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger to review in the next session. In addition, acknowledge their use of safe and healthy ways of responding to anger.


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**Group Title:** Anger Management

**Session Title:** What Trips Your Trigger? **Session** #2 of 5

**Grade Level:** 9-12 **Estimated time**: 30-45 minutes

**Small Group Counseling Session Purpose:**
Students will learn to identify variables in their environment that triggers their anger.

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

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

Materials needed:

*Clues-to-Anger Buttons*—prepare prior to session
Anger Management folders including Session 1 Handouts:
*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form*
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session #1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
*Tracking and Taming My Anger: Part II*
*Session 2 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*

**SESSION #2 Formative Assessment**

**Assessment should relate to the performance outcome for goals, objectives, and GLEs.**
**Assessment can be question answer, performance activity, etc.**
Students demonstrate their ability to identify what triggers their anger and the cues that warn them of their angry feelings by completing the Student Activity Page *Anger Management Clues* and by responding verbally to the prompt: (regarding my anger and me) *"I learned I____."*


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**SESSION #2 Preparation**

**Essential Questions:** How do people know when they are angry?

**Engagement (Hook):** (*Prior to group session, make a copy and cut out the buttons from the Clues-to-Anger Buttons.* Distribute clues-to-anger buttons. Students role play the reactions described on the buttons (rapid heartbeat, sweaty palms, tightness in the chest, faster breathing, crying, clinched teeth and fists). Discuss what the person may be experiencing and what might have triggered the reaction.

**SESSION #2 Procedures**

| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| 1. Following Hook, review *Small Group Guidelines Poster* and Group Assignment from Session 1 *(Tracking and Taming My Anger: Part 1)*: students were to track/record when they had feelings of anger, the situations when anger occurred and their bodies' responses to feelings of anger. | 1. Students revisit goals and define actions for the coming week. They write their new goals and the specific actions they will take this week in 2 places—on their *Anger Management Self-Assessment* 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. |
| 2. Introduce Session 2 with Essential Question: How do people know when they are angry?"<br><br>Explain that in this session they will learn more about "triggers" to their anger and what they can do to respond in safer and healthier ways to the natural emotion of anger; to take control of their responses, rather than anger being in control of their responses. | 2. Students share about their triggers and clues.<br><br>Students put activity pages and other materials in their folders and hand them in. |
| 3. Distribute students' Anger Management folders (Session 1). Ask for 2-3 volunteers to review what they learned during the last session. Ask members to review the personal goals they wrote on their *Anger Management Self-Assessments.* "On scale of 1-5 (5= high), show-me (with hands) how you did". | 3. Using the group list, students work together to determine their personal clues to anger feelings and add them to their individual lists. |
| 4. Using their *Tracking and Taming Anger: Part I* (Session 1 Group Assignment), ask students to review their written records of the times they experienced feelings of anger during the past week. Brainstorm with students additional situations that trigger their anger and list on board or large sheet of paper. Be sure to include at least one situation involving social media. | 4. Students will respond with questions or statements that indicate they better understand their feelings of anger (e.g., "How do I stop my voice from shaking when I am angry?" "I can't help it if I cry, can I?"). |
| 5. Distribute the *Anger Management Clues* student | 5. Students practice a signal they can use to |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| activity page. Refer to the hook's *Clues to Anger Buttons;* tell students that their bodies give cues when anger is approaching. Ask students to refer to the written record of their anger over the past week, especially their physical reactions to feelings of anger. Ask for examples for each heading and ask students to write them on their anger cues activity page. | "Cool Down & Think." |
| 6. Discuss with the students the different cues and help in their individual determination of their clues to anger. | 6. Students revisit goals and define actions for the coming week. They write their new goals and the specific actions they will take this week in 2 places—on their *Anger Management Self-Assessment* forms from Session 1 and in their planners/notebooks--so they see their goals and can track their progress every day. As time permits, students will share their plans. |
| 7. Comment that a person's knowledge of what triggers anger and his or her body's cues that anger is approaching, can help control unsafe and/or unhealthy responses. Encourage questions and comments from students. | 7. Students share about their triggers and clues. Students put activity pages and other materials in their folders and hand them in. |
| 8. Explain the 4 actions they can take to gain power over their anger:<br>1. PAUSE—recognize anger triggers and clues<br>2. COOL-DOWN—develop a cool-down signal (e.g., count to 10, put thumb and forefinger together) to gain power over anger<br>3. THINK of a "Cool" response<br>~~4.~~ ACT on your "Cool Response"—do something positive; act in a safe and healthy way. | 8. Students commit to journaling dates, anger triggers, cues, responses and consequences. In addition, they agree to monitor their progress toward their personal goals. |
| 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. | 9. Students revisit goals and define actions for the coming week. They write their new goals and the specific actions they will take this week in 2 places—on their *Anger Management Self-Assessment* forms from Session 1 and in their planners/notebooks--so they see their goals and can track their progress every day. As time permits, students will share their plans. |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| 10. **Formative Assessment**: Ask students to share understanding of the triggers to their anger and the cues that warn them of their angry feelings.<br><br>Ask students to put activity pages into their Anger Management folders and collect the folders. | 10. Students share about their triggers and clues.<br><br>Students put activity pages and other materials in their folders and hand them in. |
| 11. **Homework Assignment:** Ask students to journal when they have feelings of anger, what triggers that feeling, their actions in response to the triggers and the consequences of their actions for next session. (The student activity page *Tracking and Taming My Anger: Part II* provides one way for students to journal their feelings of anger.*)* Remind students to review and monitor their progress toward meeting their personal goals (make sure their goals are written in a visible place, e.g., daily planners). | 11. Students commit to journaling dates, anger triggers, responses and consequences. In addition, they agree to monitor their progress toward their personal goals. |
| 12. Distribute & explain *Session 2 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. | 12. Students commit to giving their parents/guardians the handout. |

**SESSION #2 Follow-Up Activities**

Remind students of next session.

Provide classroom teacher(s) of students in group a copy of the *Session 2 Classroom Teacher/Parent/Guardian Follow-up Suggestions*. Encourage teachers to support students' efforts by asking them to share their new understanding of their anger and their personal anger management goals. Remind and assist them in writing down when they feel angry.

When you see students, ask about and acknowledge their use of safe and healthy responses to anger; check in regarding their use of their cool-down and think-signal.

**SESSION #2 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?*


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SESSION #2: HOOK RESOURCE PAGE

***Note**: The Clues to Anger buttons are a part of the Hook to engage students in Session 2. Prior to the group, copy this page and cut out the buttons; if there are more than 6 group participants, distribute buttons at random (or create additional buttons).*

## CLUES TO ANGER Buttons

RAPID HEARTBEAT

SWEATY PALMS

TIGHTNESS **IN THE CHEST**

**FASTER BREATHING**

**Crying**

**CLENCHED TEETH AND FISTS**


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SESSION #2: STUDENT ACTIVITY PAGE

# Anger Management Clues

**Bodies give clues when anger is approaching. Write examples of each type of body clue in this table.**

| PHYSICAL CUES<br>I feel it/others see it. | BEHAVIORAL CUES<br>I act it. | EMOTIONAL CUES<br>I feel it inside--in "my heart." | COGNITIVE CUES<br>I think it. |
|---|---|---|---|
| My stomach churns. | I stomp my feet! | I feel hurt inside. | How could she??? |
| My neck turns red. | I pout. | I feel rejected. | That's NOT fair!! |
| | | | I'm stupid! |
| | | | |
| | | | |
| | | | |
| | | | |


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SESSION #2 POSTER AND STUDENT HANDOUT

# 4 STEPS TO MANAGING YOUR ANGER

1. **Pause! Accept that you are angry.**

2. **Cool down so that you can calm down! Breathe deeply, and count to ten.**

3. **Think about what may happen if you lose control.**

4. **Do something positive with your anger instead.**
   - **Pick a healthy and safe way to manage your anger.**


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SESSION #2: STUDENT ACTIVITY PAGE

***Note:*** *As homework for Session #2, students track the times they experience feelings of anger between Session #2 & Session #3. This form provides a systematic method for recording the information; students may want to devise their own method—a positive step toward engagement in the process.*

# TRACKING AND TAMING MY ANGER: Part II

A Record of My Anger and Its Consequences

STUDENTS: Each day, think about situations in which you experienced feelings of anger. Keep a record of the situations, what triggered your anger in that situation, how you responded and the consequence of your response. Write honestly about your experiences so that you can learn more about what you need to do to REALLY be in charge of you! Next week we will talk about your experiences.

| **Source of my trigger** | **What triggered my anger** | **How my body reacted** | **My response** | **Consequence of my response** |
|---|---|---|---|---|
| | | | | |

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 _____

_____



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# 9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

## ANGER MANAGEMENT SMALL COUNSELING GROUP

## SESSION # 2: What Trips My Trigger?

**Session Purpose:** Students will learn to identify variables in their environment that triggers their anger.

**Group Activity:** Reviewed and revised the personal goals they established in Session #1; discussed situations that trigger their anger and their personal clues to when anger is approaching. Students completed an *Anger Management Clues* activity sheet.

**Group Assignment:** Students agreed to keep a record of their anger. They will journal the dates/situations of angry feelings; the anger triggers and the clues their bodies give them that anger is approaching.

**Classroom/Home Follow-up:** The knowledge of what triggers our anger and our physical clues that anger is approaching, can enable control of unsafe and/or unhealthy responses to feelings of anger. We want students to know that anger is normal; however, their response to anger can be unhealthy and/or unsafe. You may help students by reminding and encouraging them to honestly journal dates/situations of their feelings of anger, their personal anger triggers and their physical clues when anger is approaching. In addition, please acknowledge their use of safe and healthy ways of responding to anger.


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**Group Title:** Anger Management

**Session Title:** What is Your Emotional Thermometer? **Session** #3 of 5

**Grade Level:** 9-12 **Estimated time**: 30-45 minutes

**Small Group Counseling Session Purpose:** Students will have a clear understanding of different degrees of anger.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**
Personal Social Development
PS2: Interacting with Others in Ways that Respect Individual and Group Differences
PS3: Applying Personal Safety Skills and Coping Strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**
PS2.A. Quality Relationships
PS3.C. Coping Skills

**American School Counselor Association National Standard (ASCA):**
Personal/Social Development

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

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

Materials needed:

Anger Management folders including Sessions 1 & 2 Handouts:

*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session #1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
Completed *Tracking and Taming My Anger: Part II* (from Session 2)
*Emotional Thermometer I*
*What is Your Communication Style?*
*Emotional Thermometer II*
*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.**
Students demonstrate their understanding of their anger by rating the degree of their anger and relating the degree of their anger to their trigger.


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**SESSION #3 Preparation**

**Essential Questions:** How are emotions expressed on a continuum?

**Engagement (Hook):** Share about a time when you observed someone who exhibited anger that was out of control.

**SESSION #3 Procedures**

| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| Distribute students' anger management folders. | |
| 1. Following the hook, review *Small Group Counseling Guidelines Poster* and group assignment from Session 2: students kept a journal and recorded dates of anger, especially, anger triggers, clues, responses and consequences. In addition, they monitored their progress toward their personal goals. | 1. Students review the guidelines by telling what each one looks and sounds like. They participate in a brief discussion of their personal successes and challenges re: group assignment. |
| 2. Have students share their journal (*Tracking and Taming My Anger: Part II*) from last week<br><br>Introduce Session 3 by talking about the continuum of anger. The activities teach them to "take the temperature" of their anger in order to understand that the degree of one's anger varies depending upon the situation and that anyone can learn to respond to anger in safe and healthy ways no matter what the situation. | 2. Students share personal observations of their feelings of anger. |
| 3. Distribute the *Emotional Thermometer I*. Instruct students to record the triggers and consequences for each degree of anger on the thermometer. | 3. Students record on their *Emotional Thermometer I* the highest degree of anger experienced and the trigger/consequence(s) of their anger. |
| 4. Lead a conversation with students about the situations that triggered the highest degree of anger. | 4. Students talk about the situations that most frequently triggered the highest degree of anger and the patterns of their anger (e.g., different reactions to similar situations/triggers). |
| 5. Introduce the What is Your Communication Style? (give students a copy of the poster to reference and keep in their folders). Explain that understanding the three styles of communication will help them understand the varying degrees of anger experienced in different situations. Ask students to think about times anger attempted to take their | 5. Students identify the communication style they use most frequently. |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| personal power away from them. | |
| 6. **Formative Assessment**: On the *Emotional Thermometer II*, students add the degree of anger they experienced in each of the situations they tracked last week. Reflect on students' understanding of the relationship between their degree of anger and their body's reaction to anger. | 6. Students review what they have written down as angry situations and register them on the thermometer. During the discussion, students respond with questions or statements indicating they better understand their own degrees of anger and their body's reactions. |
| 7. Guide students in revisiting their personal goals and reviewing what they learned during this session. Help students revise/refine their personal goals and decide on their actions for the coming week. | 7. Discuss personal goals in relation to patterns of anger (e.g. did goals help them think about/consider safer and healthier ways of responding?)<br><br>Students revisit goals and define actions for the coming week. They write their new goals and the specific actions they will take this week in two places—on their *Anger Management 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. |
| 8. **Group Assignment**: Distribute copies of the Student Activity Page *Emotional Thermometer II*. Explain to students how to use the activity page to journal/record the degree of their anger each day during the coming week.<br><br>Inform students that next week is the next to the last regular meeting of the group (if a follow-up session is planned tell them the date). Encourage students to let you and other members of the group know if there is an anger-related issue/topic they want the group to addresses (you may want to provide a way for students to submit a topic in writing). | 8. Students commit to journaling/recording the degree of their anger on their *Emotional Thermometer II* each day during the week. |
| 9. **Group Summary/Closure**: Ask each student to respond to the stems "In regard to expressing my anger, I learned I use the _____style most. In the future I respond _____ by _____." Listen for each student's understanding of his or her style of responding to anger. | 9. Students restate the stems and complete the sentence, using "I ____." (e.g. In regard to expressing my anger, I learned I use the passive-aggressive style most. In the future I respond assertively by helping others understand MY anger by telling (respectfully) another person how I am |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| | feeling and why. **I can let my anger be known instead of holding it in!")** |
| 10. Distribute & Explain *Session 3 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. | 10. Students commit to giving their parents/ guardians the handout. |

**SESSION #3 Follow-Up Activities**

Remind students of next session.

Provide classroom teacher(s) of students in group a copy of the *Session 3 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Encourage teachers to support students' efforts by asking them to share their new understanding of their anger and their personal anger management goals. Remind and assist them in writing down when they have feelings of anger.

When you see students between sessions, ask about and acknowledge their use of safe and healthy ways of responding to anger and their progress toward their personal goals.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*


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**SESSION #3: STUDENT ACTIVITY PAGE**

## EMOTIONAL THERMOMETER I

Write a trigger and a consequence for each degree of anger on the thermometer below. *Zero (0)* represents no feeling of anger and five (5) represents the loss of control while feeling angry. Be honest with yourself as you take the "temperature" of your anger.

| Trigger | Highest Degree of Anger | Consequence(s) |
|---|---|---|
| | **5** LOSS OF CONTROL | |
| | | |
| | **4** | |
| | | |
| | **3** | |
| | | |
| | **2** | |
| | | |
| | **1** | |
| | | |
| | **0** *No Feelings of Anger* | |


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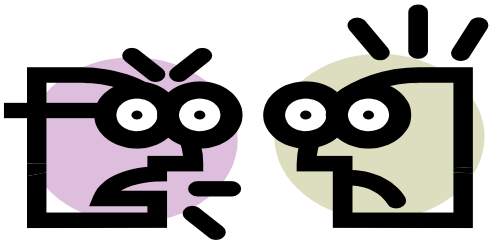
SESSION 3: POSTER & STUDENT HANDOUT

# What is your Communication Style?



## ***Aggressive style:***

- **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 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?"**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SESSION #3: STUDENT ACTIVITY PAGE

## EMOTIONAL THERMOMETER II

During this week, please record the highest degree of anger that you reach for each day. *Zero (0)* represents no feeling of anger and five (5) represents the loss of control while feeling angry. Be honest with yourself as you record the temperatures of your anger.

5 = LOSS OF CONTROL

| M | T | W | TH | F | S | S |
|---|---|---|---|---|---|---|
| 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |

0 = No Feelings Of Anger

**Explanatory Comments (e.g., situation, trigger, clues or comparison of situations vs. reactions):**

_____

_____

_____

_____

_____

_____

_____


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# 9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

## ANGER MANAGEMENT SMALL COUNSELING GROUP

## SESSION # 3: What is Your Emotional Thermometer?

**Session Purpose:** Students will have a clear understanding of different degrees of anger.

**Group Activity:** Students identified the communication style they use most frequently; reviewed their progress toward their personal goals and completed an *Emotional Thermometer* II which enabled them to rate the degree of their anger in various situations. They learned about three communication styles: Assertive, Aggressive and Passive-Aggressive.

**Group Assignment:** Students were instructed to journal the degree of their anger during the week, to take action and monitor their progress toward their personal goals.

**Classroom/Home Follow-up:** Help students as they continue to incorporate group learning by assisting them as they journal their levels of anger during the week and helping them identify the anger management styles they use (emphasize the "Assertive Style"*). In addition, acknowledge and encourage their use of safe and healthy ways of responding to anger.

**Assertive Style*

Openly talk about feelings and communicate wants and needs.
Listen to and consider wants and needs of others.
*Example:*
"I really need to tell you how I feel about this."
"How do you feel about this?"

**Note:** The group will meet for two more sessions. If there is anything you want the group to discuss prior to the end, please let me know.


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**Group Title:** Anger Management

**Session Title:** What Are Healthy Ways to Express Your Anger? **Session** #4 of 5

**Grade Level:** 9-12 **Estimated time**: 30-45 minutes

**Small Group Counseling Session Purpose:** Students will learn techniques and skills that will promote safe and healthy behavior when angry.

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

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

Materials needed:

Anger Management folders, including Session 1, 2 & 3 Handouts:
*Small Group Counseling Guidelines Poster*
*Anger Management Self –Assessment Form* (Pre-Group)
*Anger: Myth or Not*
*Anger: Myth or Not: Answer Sheet—Myth Busters*
*Discipline/Office Referrals*
Completed *Tracking and Taming Anger: Part I* (from Session #1)
*Anger Management Clues*
*4 Steps to Managing Your Anger*
Completed *Tracking and Taming My Anger: Part II* (from Session 2)
*Emotional Thermometer I*
*What is Your Communication Style?*
*Emotional Thermometer II* (from Session 3)
3” x 5” index card for each participant (or small pieces of paper)
*Cool Responses/Cool Consequences*
*Discipline/Office Referrals* (completed for each student prior to Session 5)
*Session 4 Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*

**Unit Assessments (attached to the Unit Plan)**
*Teacher Pre-Post Group Perception Form (2 samples) (Document 14)*
*Group Summary Form (Document 17)*
*Parent/Guardian Post-Group Perception Form (Document 15)*


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**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 demonstrate their ability to exhibit safe and healthy behavior when angry by responding to a role-play situation using learned techniques (e.g. I-Messages, positive self-talk, personal time outs, problem solving and/or relaxation).

**SESSION #4 Preparation**

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

**Engagement (Hook):** Set up the workspace with a mess of papers or other materials. Role play anger and frustration without taking responsibility. After enactment, students generate ideas how they would have handled the situation in a healthier and safer (assertive) way.

**SESSION #4 Procedures**

| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| 1. Following the hook, review *Small Group Counseling Guidelines Poster* and group assignment from Session 3: students kept a journal and recorded the degree of their anger (*Emotional Thermometer II*). Ask group members to review progress toward their personal goals on a scale of 1-5 (5= high). | 1. Students will listen while school counselor reads the *Small Group Counseling Guidelines Poster* and have an opportunity to ask questions/make comments about guidelines. Students reflect their journal entries, review personal goals and, with their hands, indicate progress toward their goals. |
| 2. Remind students that this is the next to the last regularly scheduled group meeting (if a follow-up session is planned, remind them of the date). Ask students if there is anything they want/need to discuss. List and/or ask students to list the issues/topics/questions on the board or a poster-sized paper. As appropriate, plan time to talk about issues—this session or next. | 2. Students will identify anything they may have to discuss. |
| 3. Give students their Anger Management folders. Ask for 2-3 volunteers to review what they learned during the last session. | 3. Two or three volunteers will tell what they learned during the last session; group members participate in a conversation about their learning and how the ideas helped them become more in charge of their lives. |
| 4. Introduce Session 4 with the essential question: *How do people express anger in safe and healthy ways?* Review the *4 Steps to Managing Your Anger* (see Session #2) and *What is Your Communication Style?* (Session #3): | 4. Students engage in a conversation with the other group members by giving their ideas of how to behave assertively when someone is angry. Students offer any other safe and healthy ideas that they use (or might use) to deal assertively with their |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| **4 Steps to Managing Your Anger**<br>• PAUSE—recognize anger sources, triggers and clues;<br>• COOL-DOWN—develop a down signal (e.g., count to 10, put thumb and forefinger together);<br>• THINK of a "Cool" response;<br>• ACT on your "Cool Response"—do something positive; act in a safe and healthy way!<br><br>***What is Your Communication Style?***<br>• Openly talk about feelings and communicate wants and needs.<br>• Listen to and consider wants and needs of others.<br>*Example:*<br>"I really need to tell you how I feel about this."<br>"How do you feel about this?"<br><br>Refer to the hook role play; present the idea of exhibiting safe and healthy behavior when one is angry; ask students for examples of "Cool Responses" and "Cool Consequences." | own anger. |
| 5. Talk about I-messages, positive self-talk, personal time outs, problem solving and relaxation techniques as "Cool Responses" to anger. Ask students to practice with each other the I-messages (I feel _____ when you _____ because _____). | 5. Students practice I-messages, for example: "When you don't keep your word about going somewhere with me, I feel let down because I look forward to our adventures together!" |
| 6. **Formative Assessment**: Check students' understanding of behaving assertively when they are angry. On 3"x5" index cards (or small pieces of paper), have students write one of their "high degree" anger triggers (situations in which their anger is hardest to control). Gather cards and randomly re-distribute to group members (make sure no one gets his or her own card). Students read the trigger on the card and role-play a safe and healthy assertive response. Follow-up role-plays with a conversation about safe and healthy assertive behavior. | 6. Student role-plays a better understanding of how to act assertively when angry. During the follow-up conversation, students respond with questions or statements that further demonstrate their understanding of acting assertively. |
| 7. Help students revisit their personal goals and review what they learned during this session. Help | 7. Students revisit goals and define actions for |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| students revise/refine their personal goals and decide on their actions for the coming week. | the coming week. They write their new goals and the specific actions they will take this week in two places—on their *Anger Management 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. |
| 8. **Group Assignment:** Distribute the Session 4: student activity page *Cool Responses/Cool Consequences* . Review the column headings and ask students to practice "Cool Responses" when they encounter situations that may cause them to feel angry. Have students record successes experienced when utilizing these behaviors in the "Cool Consequences" column. | 8. Students review the assignment and commit to detailing the situation(s) which made them feel angry, the technique(s) that they utilized to cope and the consequences of their "Cool Responses." |
| 9. Tell students that since next week is the last regular meeting of the group, the session will include a celebration of their successes. Help group members decide how they want to celebrate the completion of their group. | 9. The students decide how they want to complete their group (a small celebration, sharing information with their teacher, etc.). |
| 10. **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 are they are doing on their own—what their successes and challenges have been. | 10. **If a follow-up session is scheduled**, students write date for Follow-up Session in their assignment books/planners. |
| 11. **Parents'/Guardians' Assessment of Unit**: 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).<br><br>Tell students to return completed forms to you next week (students complete the *Student Post-Group Perception Form (Document 16)* during Session 5). | 11. Students commit to taking assessment packets home to their parents/guardians and returning completed forms the following week. |
| 12. **Group Summary/Closure**: Ask each student to respond to the stem "In regard to expressing my anger assertively, I learned I_____." Listen for each student's understanding of his or her personal role in assertively responding to feelings of anger | 12. Students will restate the stem and complete the sentence, using "I ____" (e.g. "In regard to expressing my anger assertively, I learned I have to keep reminding myself to 'cool-down & think.' I can be in control of MY response!") |


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| ***Professional School Counselor Procedures:*** | ***Student Involvement:*** |
|---|---|
| *Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. (Parent/guardian copy was included in assessment packet) Provide a copy to classroom teacher(s) of students in group. | |

**SESSION #4 Follow-Up Activities**

Remind students of next session.
Prior to Session 5, gather data regarding discipline/office referrals since group began (see Resource Page *Discipline/Office Referrals* attached to Session #1 and Session #4). The pre- to post-group difference in average number of referrals is one measure of the group's effectiveness.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*


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SESSION 4: STUDENT ACTIVTY PAGE

# COOL RESPONSES/COOL CONSEQUENCES

## Safe & Healthy Assertive Responses = Safe & Healthy Respectful Consequences

A Record of My Assertive Response to Anger and the Consequences

STUDENTS: Ready to try an experiment? As your bodies tell you, “anger approaches”...Pause! Cool! Think! AND THEN--Act Cool (assertively)! See what happens. Keep a record of the situations, what triggered your anger in that situation, the clues your body gave you, your response and the consequence of your response. Write honestly about your experiences so that you can learn more about what you need to do to be in charge of you! Next week we will talk about your successes.

| **Source of My Trigger** | **What Triggered My Anger** | **Clue—How My Body Reacted** | **My Cool Assertive Response** | **Cool Consequence of My response** |
|---|---|---|---|---|
| | | | | |

Date of experience _____

Comments (e.g., other life events that influenced my response—fight with friend, no sleep…or...)

_____

_____

| | | | | |
|---|---|---|---|---|
| | | | | |

Date of experience _____

Comments _____

_____

| | | | | |
|---|---|---|---|---|
| | | | | |

Date of experience _____

Comments _____

_____



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SESSION #4 & #5: RESOURCE PAGE

# DISCIPLINE/OFFICE REFERRALS

***Note:*** *This is a duplicate of the form you used before students began their small group sessions. Prior to Session #5, add information about discipline/office referrals since group began. The pre-/post-group (anonymous) individual and aggregated group office referrals provide one quantitative measure of the group's effectiveness. Provide individual members with a copy of his or her updated information during Session #5.*

Student Name _____

## Pre-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals for current year:

Dates _____ through _____

Number of Weeks (NW) _____

Total Number of Referrals (TNR) _____

Weekly Average: TNR/NW = _____

School Counselor Comments:

Student Comments (e.g. reasons for referrals):

## Post-Group DISCIPLINE/OFFICE REFERRALS

Discipline/office referrals since group began:

Dates _____ through _____

Number of Weeks (NW) _____

Total Number of Referrals (TNR) _____

Weekly Average: TNR/NW = _____

Change in weekly average from beginning of group through Session 5 = _____

School Counselor Comments:

Student Comments about reasons for change/non-change (e.g., skills learned during group sessions, attitude]):


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# 9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

## ANGER MANAGEMENT SMALL COUNSELING GROUP

## SESSION # 4: What are healthy ways to express anger?

**Session Purpose:** Students will learn techniques and skills that will promote appropriate behavior when angry.

**Group Activities: Students:**

► Reviewed the *4 Steps to Managing Your Anger* and the *What is Your Communication Style?*:

4 Steps to Managing Your Anger:

- Pause—recognize anger sources, triggers and clues;
- COOL-DOWN—develop a "cool-down" signal (e.g., count to 10, put thumb and forefinger together);
- THINK of a "Cool" response;
- ACT on your "Cool Response"—do something positive; act in a safe and healthy way!

***What is Your Communication Style?***

- Openly talk about feelings and communicate wants and needs.
- Listen to and consider wants and needs of others.
  *Example:*
  "I really need to tell you how I feel about this."
  "How do you feel about this?"

► Reviewed assertive techniques for responding to anger and practiced three-part "I"-Messages
I feel _____ when you _____ because _____.

► Showcased their understanding of how to act assertively when angry by responding to a "real-life" situation.

► Refined personal goals and defined actions for the coming week

**Group Assignment:** Students are to detail the situation(s) which make them feel angry, the technique(s) that they utilized to cope and the consequences of their "Cool Responses."

**Classroom/Home Follow-up:** You can help by assisting students in detailing a situation that made them feel angry and the techniques they utilize to cope. The Student Activity Page *Cool Responses/Cool Consequences* provides direction for their work. In addition, encourage students to review their progress toward their personal goals and acknowledge their use of safe and healthy (assertive) ways of responding to anger.


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**Group Title:** Anger Management

**Session Title:** How Can I Stay Cool? **Session** #5 of 5

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

**Small Group Counseling Session Purpose:** Students verbalize share success of new anger management skills.

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

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

Materials needed:

Completed individual *Discipline/Office Referral Forms* (Prior to Session 5, gather follow-up data about each participant's anger-related discipline/office referrals since Session 1)
Anger Management folders including Session 1, 2, 3 and 4 Handouts:
- *Small Group Counseling Guidelines Poster*
- *Anger Management Self –Assessment Form* (Pre-Group)
- *Anger: Myth or Not*
- *Anger: Myth or Not: Answer Sheet—Myth Busters*
- *Discipline/Office Referrals*
- Completed *Tracking and Taming Anger: Part I* (from Session 1)
- *Anger Management Clues*
- *4 Steps to Managing Your Anger*
- Completed *Tracking and Taming My Anger: Part II* (from Session 2)
- *Emotional Thermometer I*
- *What is Your Communication Style?*
- *Emotional Thermometer II* (from Session 3)
- *Cool Responses/Cool Consequences*

*Anger Management Self-Assessment* (Post-Group)
*I Am In Charge Of Me!* (Optional)
*From Now On: Weekly Data Collection Tables: You Are In Charge Of You!* (Optional)
*Student Post-Group Perception Form (Document 16)*


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**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.**
Students demonstrate their ability to use the group information to maximize their use of safe and healthy assertive behavior when angry by verbalizing their successes to the group. During this session, students' reflections on their learning, progress toward goals and pre/post group responses to anger will indicate a sense of personal responsibility and control over their responses to anger. The changes in their pre-to post-group discipline office referrals and *Anger Management Self-Assessment* indicate change in a positive direction.

**Perceptual Assessment**
Pre-Post Test: The teacher will complete the *Teacher Pre/Post-Group Perception form 2 samples)(Document 14)* before and after the completion of the group.
Post-Feedback: *Student Post-Group Perception Form (Document 16)* will be given to the student.
Counselor will collect *Parent/Guardian Post-Group Perception Form (Document 15)* given in session 4.

**SESSION #5 Preparation**

**Essential Questions:** How does an individual stay cool during a heated situation?

**Engagement (Hook):** (Set up the work area with a mess of papers or other supplies.) Role-play the 4 steps to managing your anger and an assertive communication style.

**SESSION #5 Procedures**

| ***Professional School Counselor Procedures: Session 5*** | ***Student Involvement: Session 5*** |
|---|---|
| *Prior to the start of this session, gather data regarding students' discipline/office referrals since the group began (See Session 4—Discipline/Office Referrals* Resource Page). | |
| 1. Following the hook and a brief discussion of the scenario, review *Small Group Counseling Guidelines Poster* 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. | 1. Students relate the confidentiality rule of the *Small Group Counseling Guidelines Poster* to the hook scenario and the difficulty they might have maintaining confidentiality. Students will make a commitment to the trust others have in them and to maintaining confidentiality. |
| 2. Collect Parent Feedback packets; make arrangements to get the forms from participants who did not bring them to the group. | 2. Students give you the packets; those who do not have the completed packets will commit to the day they will bring them to you. |
| 3. Give students their Anger Management folders. Ask for 2-3 volunteers to review what they learned during the last session. Ask group | 3. Two or three volunteers will review what they learned during the last session. Each student reviews personal goals and |


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| ***Professional School Counselor Procedures: Session 5*** | ***Student Involvement: Session 5*** |
|---|---|
| members to review the personal goals they wrote on their *Anger Management Self-Assessments*. On scale of 1-5 (5= high), Show-Me how you did. | indicates how he or she did in working toward the goals. |
| 4. Post-Group *Discipline/Office Referral* form: Distribute individual post-group office referral information to each student. Talk with students about their successes and ask them to review their pre-/post-group office referrals and summarize changes and reasoning behind changes. Ask them to complete the Student Comment section regarding their changes. Collect the completed forms to use as you assess the students' perceptions of the group's effectiveness. | 4. Students talk about any discipline referrals and reflect upon the decrease in discipline referrals, the assertive techniques they used that worked and summarize changes and reasoning behind changes. They return forms to you. |
| 5. Give each student the post-group *Anger Management Self –Assessment*. Instruct students to complete the form individually without discussion. After completion, students share one success with the group. | 5. Students complete the post-group *Anger Management Self-Assessment* form. After completion, they compare results of the pre-group self-assessment and the post-group self-assessment with a partner. Each student shares one success with the group. |
| 6. Use students' observations of pre/post ways of managing anger to lead into the development of new goals. Students work in pairs to develop 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 angry or "When my geometry teacher calls me out for talking, I get back to work.") Provide opportunity for students to share one of their new goals.<br><br>*Note:* Two (2) student activity pages are included as optional resources to help students maintain positive 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.<br>*I Am In Charge Of Me!* (student activity page)<br>*Weekly Data Collection Tables* (student activity page) | 6. Students review and self-assess their progress toward personal goals. Working with a partner, they establish new goals—written in the present tense—whom they are—rather than whom they will be. Students choose one new goal to share with group members. |
| 7. Distribute the *Student Post-Group Perception Form (Document 16)*; after completion, celebrate their successes. | 7. Students complete the *Student Post-Group Perception Form (Document 16)*, celebrate their successes. |
| 8. Group Summary/Closure: Ask members of the | 8. Students will share their most valuable tool |


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| ***Professional School Counselor Procedures: Session 5*** | ***Student Involvement: Session 5*** |
|---|---|
| group to share the most valuable tool they learned during the group experience. Tell students that their Anger Management folders are theirs to keep; encourage them to review the handouts and assignments frequently so that they continue to "Act Cool" especially when it is the most difficult. | to add closure to the group. Students commit to continued use of techniques that will help them stay cool when they are angry and eliminate discipline referrals. |
| 9. Remind about confidentiality and date of follow-up session (if a follow-up session is scheduled). | 9. If a follow-up session is scheduled, students will confirm they have written the date of the follow-up session in their planners. |
| 10. Distribute & explain *Classroom Teacher/Parent/ Guardian Follow-Up Suggestions*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. | 10. Students commit to giving their parents/guardians the handout. |

**SESSION #5 Follow-Up Activities**

Students who need further assistance, follow-up with individual counseling and/or referrals.

Compile data collected into tables/graphs for comparison and assessment of the effectiveness of the group. (See PRoBE materials in the Missouri Comprehensive Guidance Program Manual or contact the Guidance Section of the Department of Elementary and Secondary Education (DESE).

**SESSION #5 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?*


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# 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.

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SESSION 5: STUDENT ACTIVITY PAGE

# Anger Management Self-Assessment

Session 5 (post-group assessment)

**Name:** _____ **Date:** _____

| | 1<br>Never | 2<br>Sometimes | 3<br>Frequently | 4<br>Almost Always | 5<br>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 "from-now-on" (after the group—on my own):

1. _____

2. _____

3. _____

4. _____


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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 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 | What Triggered My Anger | How my Body Reacted | My Cool Assertive Response | Cool Consequence of My Response |
|---|---|---|---|---|

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 _____

_____


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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 | | | | | | |


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# 9-12 CLASSROOM TEACHER/PARENT FOLLOW-UP SUGGESTIONS

## ANGER MANAGEMENT SMALL COUNSELING GROUP

## SESSION # 5: Can I Stay Cool?

**Session Purpose:** Students had an opportunity to compare their pre-group thoughts and actions with their post-group thoughts and actions about anger. They demonstrated their growth by verbalizing the success of their new anger management skills.

**Group Activity: Students** reviewed progress toward personal goals; they reviewed and reflected upon the change in discipline referrals and the techniques they used that worked; they completed the post-group *Anger Management Self-Assessment* form and compared the results with the pre-group self-assessment. They established new goals—to help maintain their forward progress in taking control of their responses to anger. As closure, each participant shared the most valuable tool he or she gained as a result of the group experience.

**Group Assignment:** Students will continue to use safe and healthy assertive techniques that will help them stay cool when they are angry and eliminate discipline referrals.

**Classroom/Home Follow-up:** Help students as they work to continue their use of safe and healthy assertive techniques that will help them stay cool when they are angry and eliminate discipline referrals. Acknowledge and encourage their use of safe and healthy ways of responding to anger. Support from the adults in their lives is important now that the group has ended. If a safe or unhealthy response to anger creeps up…encourage them to take it in stride and as a clue that they need to review the work of the group—remind them about the material in their Anger Management folders.

**NOTE:** Session 5 was the last regular weekly session of the Anger Management Counseling Group. A follow-up session will be held on the following date:

_____.

As always, your school's Professional School Counselor(s) is/are available for consultation/conferencing at any time. Please contact me if I can help your students attain productive and positive self-management in their lives.


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**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:** K-12
**Estimated time**: 30-45 minutes

**Small Group Counseling Follow-up Session Purpose:** The Professional School Counselor (PSC) may facilitate one more group session 4 to 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 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.

**OPTIONAL FOLLOW-UP SESSION**
**Materials (activity sheets and/ or supporting resources are attached)**

8 ½ x 11 paper for each participant; crayons/markers/pencils
Alternative Procedure: Complete the *Student Post-Group Perception Form (Document 16)*.
Discuss after completing.

**OPTIONAL FOLLOW-UP SESSION Formative Assessment**

This session does not require a formative assessment. t 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 (Document 16)* as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

**OPTIONAL FOLLOW-UP SESSION Preparation**

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

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


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**OPTIONAL FOLLOW-UP SESSION Procedures**

| ***Professional School Counselor Procedures: Optional Follow-up Session*** | ***Student Involvement: 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 Guideline Poster* - they still hold true! | 1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean |
| 2. Invite each student to tell one thing he or she remembers from the group meetings. "I remember _____." | 2. Students contribute a concrete example of something they remember about the group. |
| 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<br>When all quadrants have been completed, invite students to share one quadrant at a time; discuss responses before going to the next quadrant.<br><br>1. With a picture or words, demonstrate what you learned from group. / 2. With a picture or words, describe the most useful thing you learned from the group.<br>3. With a picture or words, describe a skill you need to practice. / 4. With a picture or words, explain how you have changed. | 3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. On-topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused. |
| 4. Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the *Student Post-Group Perception Form (Document 16)*. Discuss with students after they have completed the form. | 4. Alternative Procedure: Students complete the form and discuss their responses. |

**OPTIONAL FOLLOW-UP SESSION Follow-Up Activities**

If students completed the (optional) *Student Post-Group Perception Form (Document 16),* 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?*


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**DOCUMENT 16:**

## 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**<br>**3= Neutral**<br>**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:** | | | | | |


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**DOCUMENT 16:**

## STUDENT POST-GROUP PERCEPTIONS
**(Sample 2 of 2)**

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

## STUDENT FEEDBACK FORM

**Directions:** Please complete the Student Feedback Form after the last group session.

Name: _____ (optional) Date: _____

When I started the group, I wanted to learn about _____.
Topic of Group

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

2. I enjoyed working with other students in the group

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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

= I agree = I'm not sure = I disagree

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


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4. Everyone will use positive language.

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