

Small Group Counseling Title/Theme: Calculating Control/Self-Control

Grade Level(s): 3-5

Small Group Counseling Description: Students will learn many different strategies in order to better control their thoughts and actions while at school. These include paying attention, learning from mistakes, recognizing and ignoring distractions, using positive self-talk, breaking large tasks into smaller ones, and managing time.

Number of Sessions in Group: Introduction, 6 Sessions, and an Optional Follow Up Session

Session Titles/Materials:

Introduction: Establishing Small Group Norms - Establishing norms is important to the group process. This introduction should be used prior to session #1.

Materials needed:

Chart Paper

Markers

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

Session # 1: Turn It On!

Materials needed:

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

[*Calculating Control Calculator*](#) worksheet for each student

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session # 2: Adding to My Mistakes (Large area needed for activity)

Materials needed:

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

[*Adding to My Mistakes Addition Sheet*](#) for each student

[*Adding Your Mistakes Maze*](#)

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session # 3: Subtracting Distractions

Materials needed:

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

[*Subtracting Distractions Subtraction Sheet*](#) for each student

[*Subtracting Distractions Role Play Cards*](#)

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session # 4: Multiply Your Positive Self-Talk

Materials needed:

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

[*Multiply Your Positive Self-Talk Multiplication Sheet*](#) for each student

Blocks to Stack

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

Session # 5: Divide and Conquer

Materials needed:

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

[Divide and Conquer Division Sheet](#) for each student
[Damien's Division Day Narrative](#) for each student
[Damien's Division Day/Divide and Conquer Plan Sheet](#) for each student
[Damien's Division Day/Divide and Conquer Blocks Sheet](#) for each student

Scissors & Glue

Unit Assessments:

[Teacher Pre-Post-Group Perception Form \(Document 14\)](#)[Group Summary Form \(Document 17\)](#)
[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)

Session # 6: Equals a Better You!

Materials needed:

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

Students' worksheets from previous groups (calculator, addition, subtraction, multiplication, and division)

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

[Certificate of Completion](#)

Optional Follow-up Session Lesson Plan:

8 ½ x 11 paper and markers for each student

Alternative Procedure: Complete the

[Student Post-Group Follow-Up Interview Form \(Document 13\)](#)

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

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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 framework that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

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

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):

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

Students will write the self-control strategies that they learned on the number buttons of their calculator.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) 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.
- [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) (teacher completes at the end of the group).

Parent/Guardian Assessment:

- [Parent/Guardian Post-Group Perception Form \(Document 15\)](#) (sent home with students in Session 4; parents/guardians complete and return form with students the following week.)

Student Assessment:

- [Student Post-Group Perception Form \(December 16\)](#) (students complete during Session 5)

Results Based Data Collection:

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

Follow Up Ideas & Activities

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

Other school personnel can help students remember to use their calculators.

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.

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?

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 <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)				
5	4	3	2	1		5	4	3	2	1
					Academic Development					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					Personal and Social Development					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own misbehavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

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 3= Neutral 1=Strongly Disagree				
Overall, I would rate my students’ experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

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.

Parent/Guardian Feedback Form

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

Professional School Counselor: _____ Date: _____

Small Group Title: _____

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

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

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

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

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

Additional Comments for the Counselor:

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.

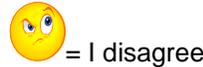
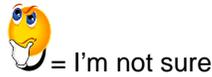
STUDENT FEEDBACK FORM

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

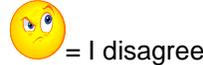
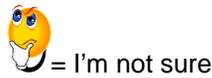
Name: _____ (optional) Date: _____

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

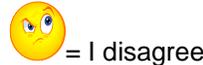
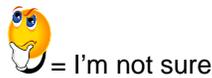
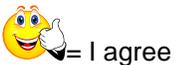
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



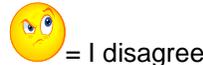
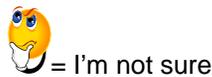
1. Overall, I would rate my experience in the counseling group as:



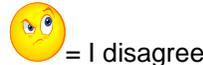
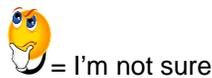
2. I enjoyed working with other students in the group



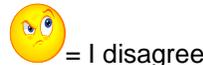
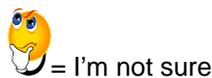
3. I enjoyed working with the counselor in the group.



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



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



Additional comments you would like to share with the counselor:

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

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.

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 and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect and others
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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 \(Document 18\)*](#)

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 Preparation

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

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

INTRODUCTION Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the <i>Small Group Counseling Guidelines Poster (Document 18)</i>. Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <i>Small Group Counseling Guidelines Poster (Document 18)</i>; including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. • Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval. <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • We treat others as we would like to be treated. • Everyone gets a turn. • Nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other’s differences. <p>3. Students share ideas about what they would like to learn or achieve.</p>

<p>Professional School Counselor Procedures:</p>	<p>Student Involvement:</p>
<p>few weeks in the group. Record student responses for future reference Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

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?

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.

Small Group Counseling Title: Calculating Control	
Session Title: Turn It On!	Session: 1 of 6
Grade Level: 3-5	Estimated time: 30 minutes
Small Group Counseling Session Purpose: Students will be introduced to other members of the groups and develop a group name.	
Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s): Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences	
Missouri Comprehensive Guidance and Counseling Concept(s): PS.2.B. Respect for self and others	
American School Counselor Association (ASCA) National Standard: Personal/Social Development	
<ul style="list-style-type: none"> A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others. B. Students will make decisions, set goals and take necessary action to achieve goals. 	

SESSION # 1 Materials (include activity sheets and/ or supporting resources)
Small Group Counseling Guidelines Poster (Document 18) Calculating Control Calculator worksheet for each student Teacher/Parent/Guardian Follow-Up Form (Document 12)

SESSION # 1 Formative Assessment
Students will work together to produce a group name. Observe students' interactions.

SESSION # 1 Preparation
Essential Questions: How can I gain control of my thoughts and actions?
Engagement (Hook): Hold up a Calculator worksheet. Tell students that this calculator not only has answers to math problems, but also solutions for our behavior.

SESSION # 1 Procedures	
Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
1. Welcome members to the group called Calculating Control and explain the purpose of the group. Review the Small Counseling Group Guidelines Poster (Document 18) with the group. Emphasize confidentiality and when you (as the counselor) might have to break confidentiality. Add any guidelines the students want to add. See poster	1. Students listen and ask questions if appropriate. Students review the guidelines by telling what each one looks like and sounds like.

Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
<p>example of Small Group Counseling Guidelines Poster (Document 18). Display the poster to reference during each group session</p> <ol style="list-style-type: none"> 2. Allow each student to hold the calculator and introduce him or herself. 3. Give the students their assignment to work together to find a group name that they can agree on and write it on the construction paper. 4. Tell students the topics they will cover in this group: learning from mistakes, filtering out distractions, thinking positively, and developing a plan for doing well. Ask the students to sign the group name sheet if they agree to follow group rules and work on these topics. 5. Closure/Summary: Hand out the Calculating Control Calculator worksheet to students and tell them to put their name in the answer button. Tell students that the calculator gives us a reminder to add up our choices to make sure we are able to control ourselves. 6. Group assignment: Tell students to notice times when they might use their calculator to think before doing something. 7. Distribute & Explain Teacher/Parent/ Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<ol style="list-style-type: none"> 2. Students hold the calculator and say their name, grade, and what they want control over. 3. Students work together to agree on a name and write it on the construction paper. 4. Students listen and sign if they agree. 5. Closure/Summary: Students put their name in the answer button of the calculator. 6. Group assignment: Students are to be aware of times when they may need to work on controlling themselves. 7. Students commit to giving their parents/ guardians the handout.

SESSION # 1 Follow-Up Ideas & Activities

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

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

Encourage Parents/Guardians/Teachers to reinforce students for thinking before they act.

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

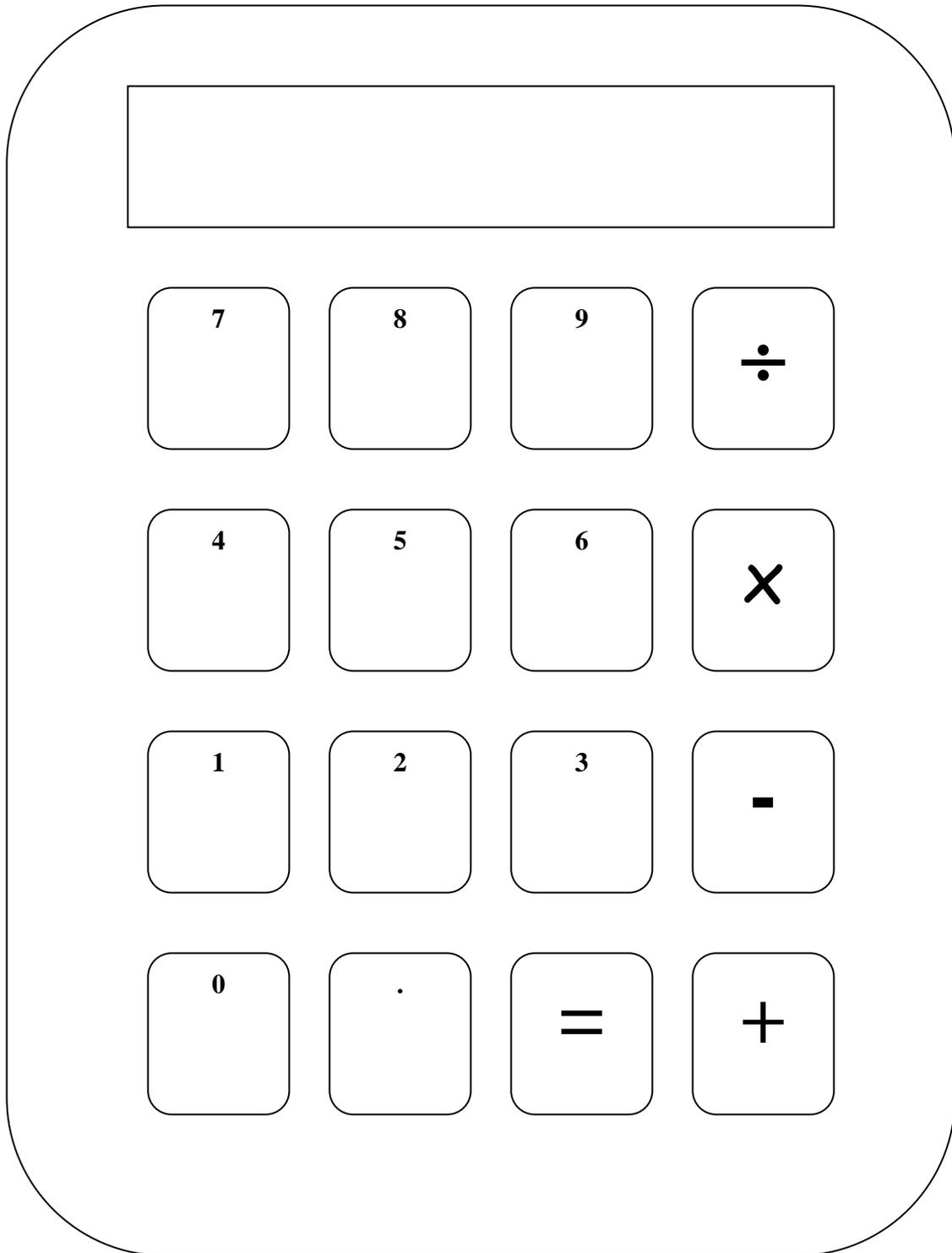
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session #1

Calculating Control Calculator



SESSION # 2

Small Group Counseling Title: Calculating Control

Session Title: Adding to My Mistakes

Session: 2 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn the importance of paying attention and how to learn from their mistakes.

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

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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

(This activity needs to take place in a large area)

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

[*Adding to My Mistakes Addition Sheet*](#) (one for each student)

[*Adding Your Mistakes Maze Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

SESSION # 2 Formative Assessment

Students will play a game in which they are to determine the correct path to take. It is necessary for them to pay attention and learn from their mistakes in order to succeed.

SESSION # 2 Preparation

Essential Questions: How can mistakes help me succeed?

Engagement (Hook): Hold up [*Adding to My Mistakes Addition Sheet*](#). Ask students what this sign means on a calculator. Ask, “Have you ever gotten the wrong answer when adding? How did that happen? What did you have to do then?”

SESSION # 2 Procedures

Session # 2 Professional School Counselor Procedures:	Session # 2 Student Involvement:
1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i> and Group Assignment from previous session.	1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout

Session # 2 Professional School Counselor Procedures:	Session # 2 Student Involvement:
<p>2. Discuss making mistakes when adding. Say, “It is important to be aware of and learn from them. You will have the opportunity to practice learning from your mistakes today.”</p> <p>3. We are each going to complete a maze. Listen carefully to the directions. Place your pencil at the beginning of the maze. Now, without using your eraser, trace a path to the end of the maze. Feel free to talk to other group members if you get stuck.</p> <p>4. Closure/Summary: Ask, “What mistakes did you make along the way? How did you learn from them? Could you learn from other people’s mistakes?”</p> <p>5. Group assignment: Tell students to write what they learned on the back of their Adding to My Mistakes Addition Sheet.</p> <p>6. Distribute & Explain Teacher/Parent/ Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>the past week.</p> <p>2. Students listen.</p> <p>3. Students attempt the maze. Students ask for help from group members as needed.</p> <p>4. Closure/Summary: Students answer questions.</p> <p>5. Group assignment: Students complete assignment.</p> <p>6. Students commit to giving their parents/guardians the handout.</p>

SESSION # 2 Follow-Up Ideas & Activities

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

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

Students are encouraged to share the notes they have written on the back of their [Adding to My Mistakes Addition Sheet](#) with Parents/Guardians and/or teachers.

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

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

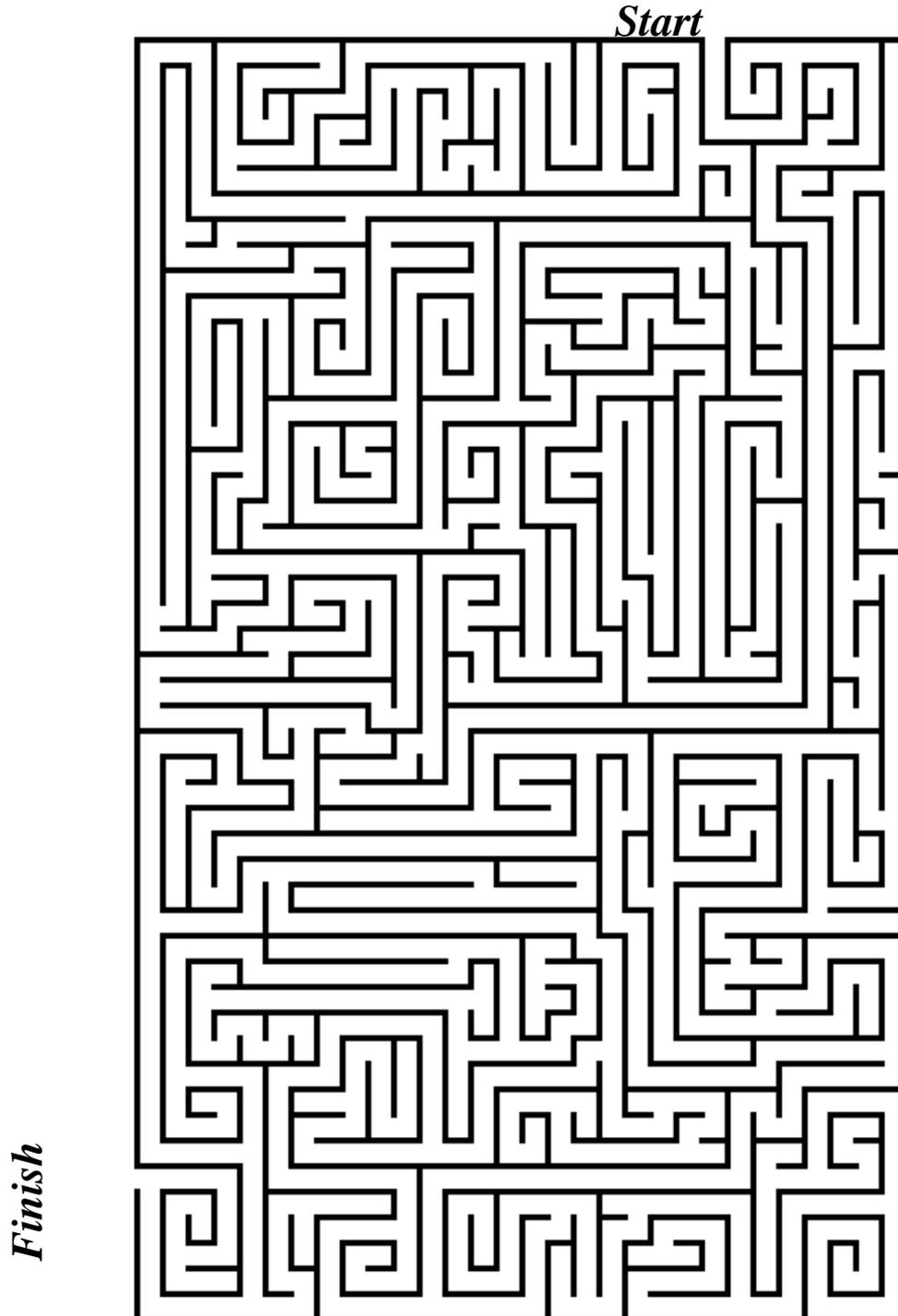
SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #2

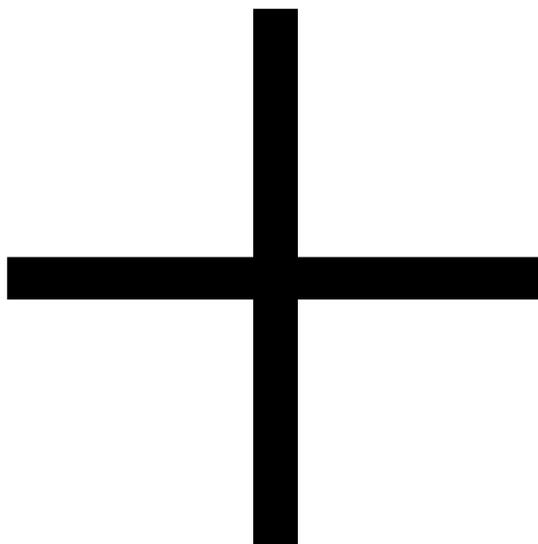
Adding Your Mistakes Maze

Get from start to finish *without erasing*.



Session #2

Adding to My Mistakes Addition Sheet



SESSION # 3

Small Group Counseling Title: Calculating Control

Session Title: Subtracting Distractions

Session: 3 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will recognize distractions and how to ignore them.

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

Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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

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

[*Subtracting Distractions Subtraction Sheet*](#) (One for counselor and each student)

[*Subtracting Distractions Role Play Cards*](#)

[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

SESSION # 3 Formative Assessment

Students will play a game to recognize what distracts them. They will write down the strategies that work for them.

SESSION # 3 Preparation

Essential Questions: How can I ignore distractions?

Engagement (Hook): Hold up Subtracting Distractions worksheet. Ask students what this sign means on a calculator. Ask, “What things would you subtract in a class in order to pay attention?”

SESSION # 3 Procedures

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i> and Group Assignment from previous session.	1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
<p>2. Say, “Today, we are going to work on filtering out distractions while playing a game.”</p> <p>3. Explain the Subtracting Distractions Role Play. Ask student to take turns reading the role play cards and figuring out how to subtract the distractions from each situation.</p> <p>4. Closure/Summary: Ask students to list the strategies they used to eliminate the distractions on their Subtracting Distractions Subtraction Sheet. PSC distributes activity sheet.</p> <p>5. Group assignment: Say, “This week, notice the things that distracted you from completing a task and what you did to subtract them so we can discuss them in next week’s group meeting.”</p> <p>6. Distribute & Explain Teacher/Parent/Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>2. Students listen.</p> <p>3. Students take turns reading role play card and figure out how to subtract distractions from each situation.</p> <p>4. Closure/Summary: Students write Strategies on the back of the Subtracting Distractions Sheet.</p> <p>5. Group assignment: Students notice times they were distracted and what helped them subtract their distractions.</p> <p>6. Students commit to giving their parents/guardians the handout.</p>

SESSION # 3 Follow-Up Ideas & Activities

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

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

Parents/Guardians and Teachers to praise students when they subtract distractions and complete a task.

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

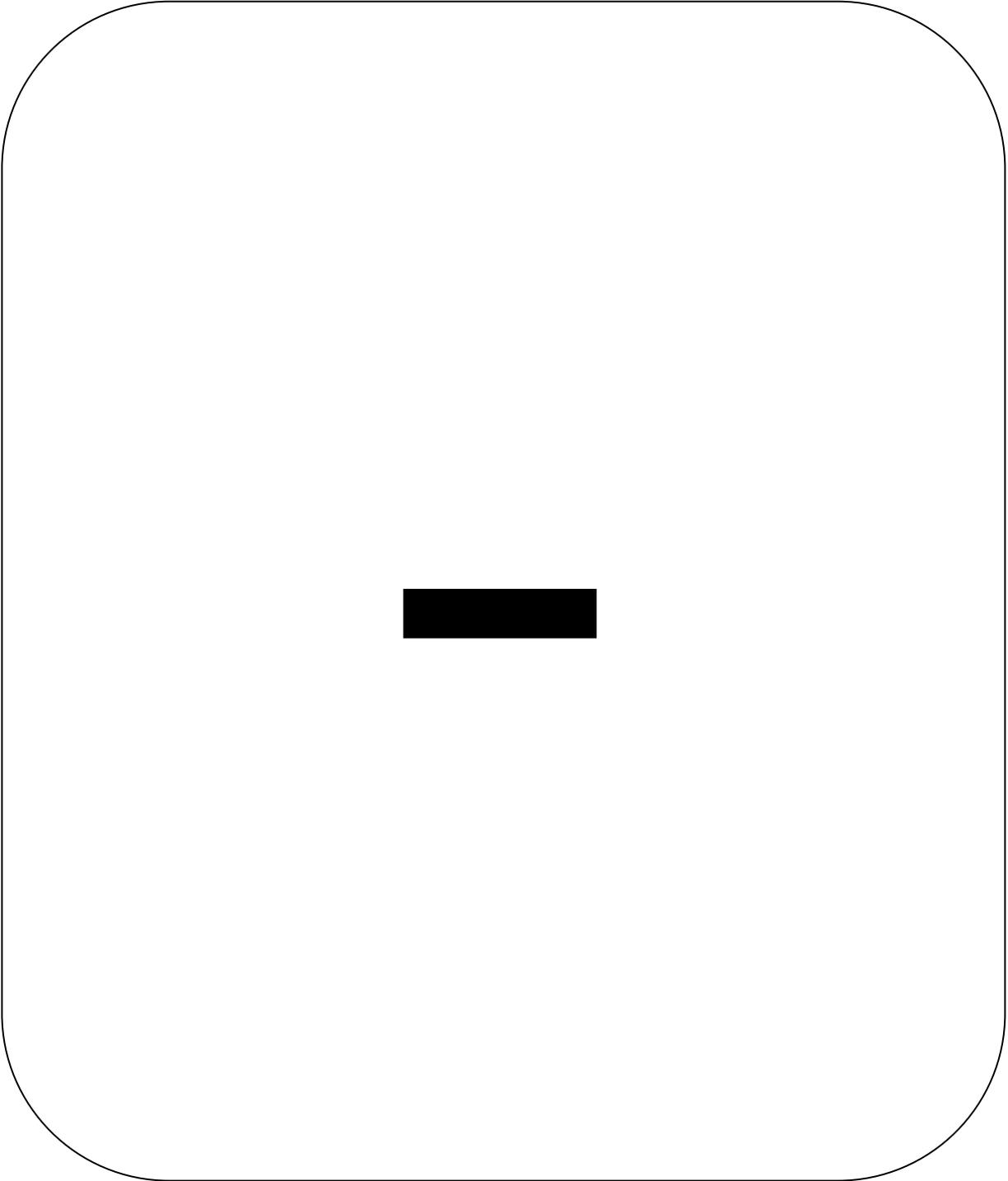
STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session #3

Subtracting Distractions Subtraction Sheet



Subtracting Distractions

Role Play Cards

<p>You are working on your homework and your favorite television show comes on. You try to work on your math homework sheet but you keep getting distracted.</p>	<p>You are in your room which you share with your brother or sister. You are trying to read a book but your younger brother or sister is playing with a toy on your bed.</p>
<p>You are trying to listen to the teacher explaining a math paper. The person next to you is trying to get your attention</p>	<p>You feel like to need to stretch but the teacher is in the middle of reading a book to the class. You really need to move around but you do not want to distract the rest of the class.</p>

SESSION # 4

Small Group Counseling Title: Calculating Control

Session Title: Multiply Your Positive Self-Talk

Session: 4 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn that positive self-talk will help them maintain control of their thoughts and actions.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):
 PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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

[Small Group Counseling Guideline Poster \(Document 18\)](#)

[Multiply Your Positive Self-Talk Multiplication Sheet](#) for each student

Blocks to Stack

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

SESSION # 4 Assessment

Students will write positive things about themselves on the back of their [Multiply Your Positive Self-Talk Multiplication Sheet](#).

SESSION # 4 Preparation

Essential Questions: What does self talk do for people?

Engagement (Hook): Ask students to think about a time they were trying to do something that was really hard. How did this feel?

SESSION # 4 Procedures

Session # 4 Professional School Counselor Procedures:	Session # 4 Student Involvement:
1. Review Small Group Counseling Guideline Poster (Document 18) and Group Assignment from previous session.	1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout

Session # 4 Professional School Counselor Procedures:	Session # 4 Student Involvement:
<ol style="list-style-type: none"> 2. While students are working, ask, “What are some distractions you had to ignore in the past week?” 3. Explain that everyone talks to himself or herself every day. They may tell themselves how to do something, tell themselves to calm down, tell themselves something they do well or need to do better. Is there anything else someone might say to himself or herself? 4. We call this self-talk. Self-talk can be either positive or negative. When we use positive self-talk it can multiply our personal power. 5. Pair up students. In each pair, one student stacks blocks as high as he/she can while the other person provides positive feedback. Give each student an opportunity to stack the blocks. 6. Ask students how it felt to have others cheering them on. Discuss how positive self-talk has a similar effect. (Increases personal power.) 7. Have students identify examples of positive self-talk and record them on the Multiply Your Positive Self Talk Multiplication Sheet. 8. Closure/Summary: Remember when we talked about how it felt to do something that was really hard. How could positive self-talk change that? 9. Group assignment: Tell students to practice using positive self-talk during the week. 10. Distribute & Explain Teacher/Parent/ Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<p>the past week.</p> <ol style="list-style-type: none"> 2. Students respond. 3. Students listen and respond. 4. Students listen. 5. Students pair up and participate in the block activity. 6. Students participate in discussion. 7. Students identify examples and record them on their sheets. 8. Closure/Summary: Students respond. 9. Group assignment: Students use positive self-talk. 10. Students commit to giving their parents/ guardians the handout.

SESSION # 4 Follow-Up Activities

Encourage Parents/Guardians and Teachers to have students restate negative statements into positive self-talk.

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

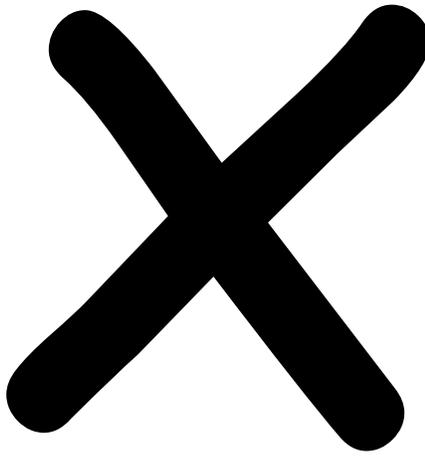
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session #4

Multiply Your Positive Self-Talk Multiplication Sheet



SESSION # 5

Small Group Counseling Title: Calculating Control

Session Title: Divide and Conquer

Session: 5 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn to divide large tasks into smaller ones. They will also learn to manage their time.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):
 PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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

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

[Divide and Conquer Division Sheet](#) for each student

[Damien’s Division Day Narrative](#) for each student

[Damien’s Division Day/Divide and Conquer Plan Sheet](#) for each student

[Damien’s Division Day/Divide and Conquer Blocks Sheet](#) for each student

Scissors & Glue

Unit Assessments: (attached to the Unit Plan)

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

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

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

SESSION # 5 Assessment

Students will write a plan to divide large tasks into smaller ones on the back of their [Divide and Conquer Division Sheet](#).

SESSION # 5 Preparation

Essential Questions: How can I get everything done when I have too much to do?

Engagement (Hook): Hold up [Divide and Conquer Division Sheet](#). Ask students what this sign means on a calculator. Say, “Have you ever had too many things to do and not enough time to do them? That happened to my friend Damien just last week. He needs you to help him so this doesn’t happen again.”

SESSION # 5 Procedures

Session # 5 Professional School Counselor Procedures:	Session # 5 Student Involvement:
<ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines Poster (Document 18) and Group Assignment from previous session. 2. Read Damien’s Division Day Narrative, and distribute a copy of all three Division Day sheets to each student. 3. Say, “You are to cut out the Divide and Conquer Blocks and glue them in the slots on the Divide and Conquer Plan Sheet.” 4. While students are working, remind them that they have to spread things out over several nights to “divide and conquer” the things Damien needs to get done. 5. Closure/Summary: Read the story again to make sure that students have put the blocks in an appropriate place. (Suggestion: a completed sample could be projected on a SmartBoard or displayed on a poster.) 6. Group assignment: Remind students to practice their divide and conquer strategies. 7. Distribute & Explain Teacher/Parent/ Guardian Follow-Up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<ol style="list-style-type: none"> 1. Students listen and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week. 2. Students listen. 3. Students follow directions. 4. Students work on the plan sheet. 5. Closure/Summary: Students check their work. 6. Group assignment: Students practice dividing their tasks to conquer their work. 7. Students commit to giving their parents/guardians the handout.

SESSION # 5 Follow-Up Ideas & Activities

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

[Teacher/Parent/ Guardian Follow-Up Form \(Document 12\)](#)

Teacher and Parent/Guardian are encouraged to help students use their planners/calendars to divide and conquer long-term assignments and/or responsibilities.

Summative Assessment:

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) 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.
- [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) (teacher completes at the end of the group).

Parent/Guardian Assessment:

- [Parent/Guardian Post-Group Perception Form \(Document 15\)](#) (sent home with students in Session 4; parents/guardians complete and return form with students the following week.)

Student Assessment:

- [Student Post-Group Follow-Up Interview Form \(Document 13\)](#) (students complete during Session 5)

Results Based Data Collection:

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

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

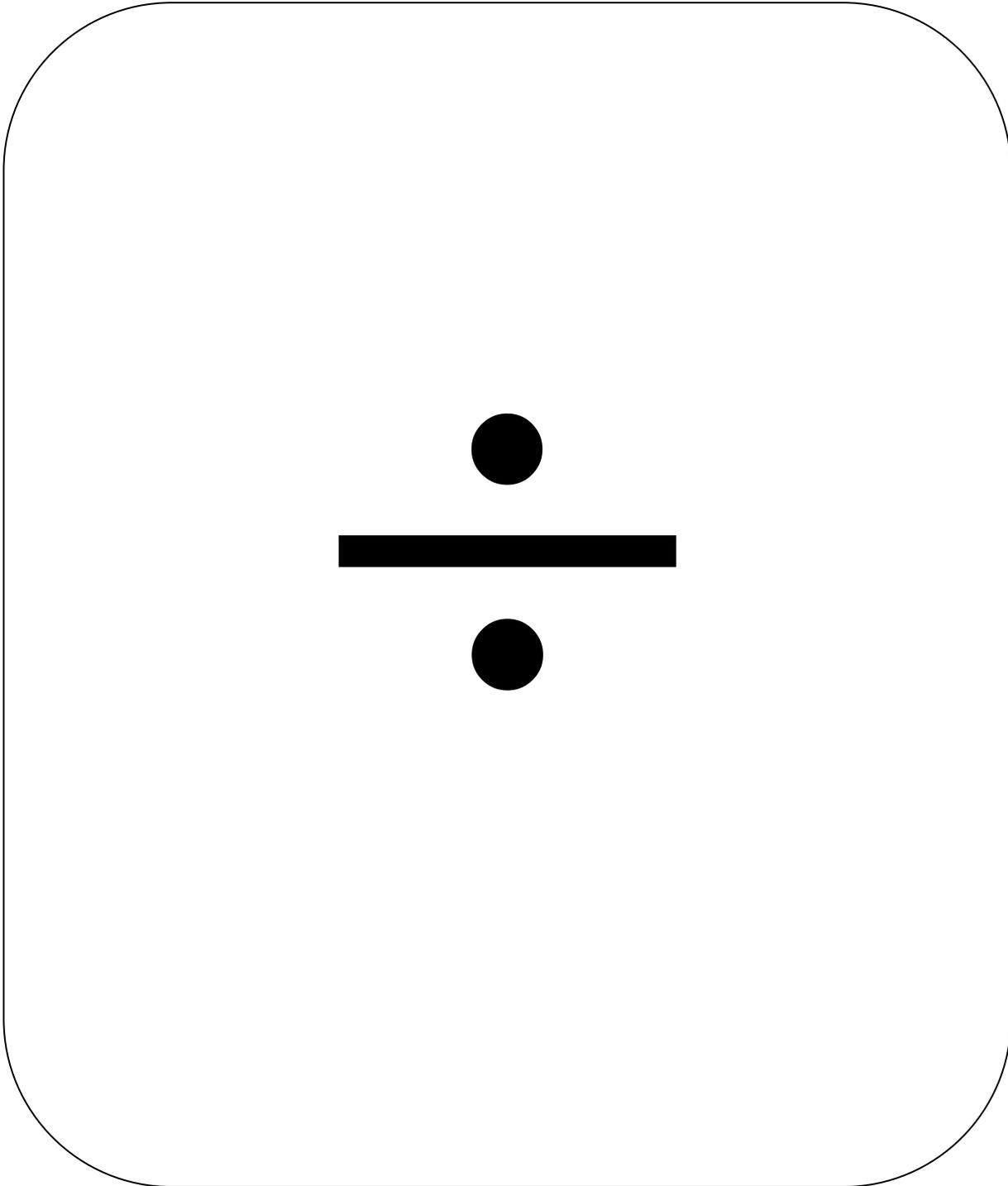
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session #5

Divide and Conquer Division Sheet



Session #5

Damien's Division Day Narrative

Today was Monday and Damien didn't know how he was going to finish everything he had to do this week! He had a Boy Scout meeting tonight at 6:00, a soccer game Wednesday night at 5:00, a book report due on Thursday, a math test on Friday, and a piano recital on Saturday! Please help him finish everything this week!

Things to remember:

- Damien needs to practice the piano for ½ hour each day.
- He has to be in bed by 8:30 each night.
- His Boy Scout meeting and soccer game will last 1 hour each.
- It will take 2 ½ hours to read his book and 1 hour to write the report.
- Damien will need to study at least 3 nights for ½ hour each.
- He has to eat dinner every night!

Divide and Conquer Tip: Put in the scheduled items first!!!

Session #5

Damien's Division Day Divide and Conquer Plan

	Monday	Tuesday	Wednesday	Thursday	Friday
3:00-3:30					
3:30-4:00					
4:00-4:30					
4:30-5:00					
5:00-5:30					
5:30-6:00					
6:00-6:30					
6:30-7:00					
7:00-7:30					
7:30-8:00					
8:00-8:30					

Session #5

Damien's Division Day Divide and Conquer Blocks

Practice piano	Practice piano	Practice piano	Practice piano	Practice piano
Read book	Read book	Read book	Read book	Read book
Write report	Write report	Study math	Study math	Study math
Eat dinner	Eat dinner	Eat dinner	Eat dinner	Eat dinner
Boy Scout meeting	Soccer game			

SESSION # 6

Small Group Counseling Title: Calculating Control

Session Title: Equals a Better You!

Session: 6 of 6

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will recall self-control strategies learned in the group.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
 Personal and Social Development: PS.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):
 PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B Students will make decisions, set goals and take necessary action to achieve goals.

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

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

Display samples of sheets from previous group sessions: calculator, addition, subtraction, multiplication, and division

[Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

[Certificate of Completion](#)

[Student Post-Group Follow-Up Interview Form \(Document 13\)](#) (attached to the Unit Plan)

SESSION # 6 Assessment

Students will share the self-control strategies that they learned during the group sessions.

SESSION # 6 Preparation

Essential Question: How will all the strategies I learned help me control myself?

Engagement (Hook): Counselor holds up a Calculator and asks students what it can do (math problems-add, subtract, multiply, and divide). Remind them that it can help us do much more than that.

SESSION # 6 Procedures

Session # 6 Professional School Counselor Procedures:	Session # 6 Student Involvement:
1. Review Small Group Counseling Guidelines Poster (Document 18) and Group Assignment from	1. Students listen and ask questions/make comments about guidelines. Share

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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Session # 6 Professional School Counselor Procedures:	Session # 6 Student Involvement:
<p>previous session.</p> <ol style="list-style-type: none"> 2. Display sample sheets from previous group sessions by posting them around the room, and review what they learned. 3. Instruct students to go to each of the displayed sheets, and write one strategy they found helpful or think they will use in the future. 4. Closure/Summary: Students are instructed to add strategies to their calculators from Session 1. Students share with the group why they identified particular strategies. 5. Group assignment: Instruct students to use their calculator strategies when they need better control of what they do. 6. Distribute & Explain <i>Teacher/Parent/ Guardian Follow-Up Form (Document 12)</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 7. If a follow-up session is planned, remind students that it will be held in 4-6 weeks. 	<p>individual successes and challenges while completing Group Assignment throughout the past week.</p> <ol style="list-style-type: none"> 2. Students follow along. 3. Students write favorite strategies on each of the sheets. 4. Closure/Summary: Students select their favorite strategy for each area to share with the group. 5. Group assignment: Students will use their calculator strategies when they need self-control. 6. Students commit to giving their parents/guardians the <i>Teacher/Parent/Guardian Follow-Up Form (Document 12)</i> handout. 7. Students will receive notification of follow-up session if one is scheduled.

SESSION # 6 Follow-Up Activities

Follow up with classroom teachers and the students to see if students are practicing their self-control strategies, and provide additional strategies for students who may be having difficulty.

SESSION # 6 Counselor reflection notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?



Group Certificate of Completion

Student's Name

successfully completed the

“ _____ ” group

One awesome skill used by _____

was _____



WAY TO GO!

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION

Group Title: Calculating Control/Self-Control

Session Title: How Are You Doing?

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

Grade Level: K-2

Estimated time: 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate 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.2. Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.2.B. Respect for self and others

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.
- B. Students will make decisions, set goals and take necessary action to achieve goals.

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 Follow-Up Interview Form \(Document 13\)](#). Discuss after completing.

OPTIONAL FOLLOW-UP SESSION Formative Assessment

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

Alternative Procedure: Use the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation

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

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

OPTIONAL FOLLOW-UP SESSION Procedures

Professional School Counselor Procedures: Optional Follow-up Session

Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes over time.

1. Welcome students back to the group. Remind them again about the [Small Group Counseling Guideline Poster \(Document 18\)](#) - they still hold true!

2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.”

3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. When all quadrants have been completed, invite students to share one quadrant at a time; discuss responses before going to the next quadrant.

1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.

4. Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#). Discuss with students after they have completed the form.

Student Involvement: Optional Follow-up Session

1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean

2. Students contribute a concrete example of something they remember about the group.

3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. On-topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.

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 Follow-Up Interview Form \(Document 13\)](#), 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?