

Small Group Counseling Title/Theme: Stop and Think/Self-Control

Grade Level(s): K-2

Small Group Counseling Description: Students will learn how to better control their thoughts and actions while at school. This unit will address good listening skills, staying on task, perseverance, accepting consequences, and when to ask for help.

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: Whatchamacallit?

Materials needed:

Colored “ears”

Binoculars (can be made make from empty toilet paper rolls)

Spy Glass (can be made from paper towel roll)

1 pair of socks to wear over hands

[*Stop Sign*](#) worksheet

1 piece of construction paper

Markers

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

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

Session # 2: Say What?

Materials needed:

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

[*Simon Says*](#)

[*Listening Ear*](#)

Crayons, scissors

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

Session # 3: Focus Filters

Materials needed:

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

Glasses/sunglasses with toilet paper rolls attached to the eye pieces for a binocular effect

Find It (or make one from an empty water bottle filled with rice and small items)

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

Session # 4: Looking Ahead

Materials needed:

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

Spy Glass (can be made from paper towel tube)

[Looking Ahead Situations](#) worksheet

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

Session # 5: Deal With It!

Materials needed:

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

1 book for each student

1 pair of socks for each student

Shoe(s) with untied laces

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: Count on Me!

Materials needed:

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

[Stop signs](#) from Session #1

[Stop Sign Answer Sheet](#)

[Certificate of Completion](#)

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

Binoculars

Ears

Socks

Stop Sign

Spy Glass

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):

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 of student achievement:

Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, student sharing, etc.
 Students will complete 8 skills learned from group (on a stop sign).

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 \(Document 16\)](#) (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
 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.

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				
	5	4	3	2	1
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, 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.

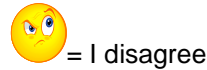
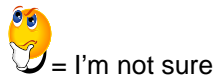
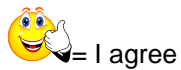
STUDENT FEEDBACK FORM

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

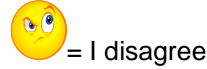
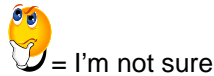
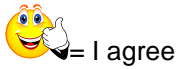
Name: _____ (optional) Date: _____

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

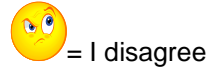
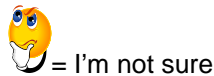
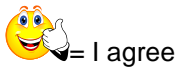
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



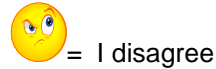
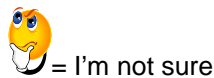
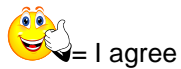
1. Overall, I would rate my experience in the counseling group as:



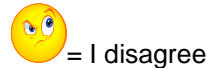
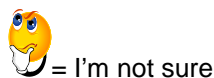
2. I enjoyed working with other students in the group



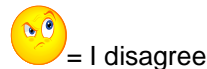
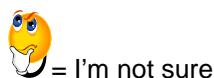
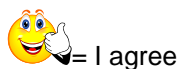
3. I enjoyed working with the counselor in the group.



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 Session Preparation

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

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

Professional School Counselor Procedures:	Student Involvement:
for future reference Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.	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?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:

Small Group Counseling Guidelines Poster

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 - b. Student
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4. Use positive language.
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SESSION # 1

Small Group Counseling Title: Stop and Think

Session Title: Whatchamacallit?

Session: 1 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Purpose: Students will work together to develop a group name. The counselor will observe the interaction and self-control of group members.

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:

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

Colored "ears"

Binoculars (can be made with toilet paper rolls)

Spy Glass (can be made from a paper towel roll)

1 pair of socks to wear over hands

[Stop Sign](#) worksheet

1 piece of construction paper

Markers

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

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

SESSION # 1 Formative Assessment

Students will work together to produce a group name. Counselor will observe students' interactions.

SESSION # 1 Preparation

Essential Questions: How can I gain control of myself when I feel out of control?

Engagement (Hook): Counselor will come to group with binoculars, paper ears, spy glasses, socks over hands, and carrying a stop sign. Explain to students that these materials will help them gain control of themselves. Allow them to make a few guesses as to how. Explain that they will be working with each of these in the next 6 weeks.

SESSION # 1 Procedures

Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
<ol style="list-style-type: none"> 1. Enter the group session with binoculars, paper ears, spy glass, socks over hands, and carrying a stop sign. Explain to students that these materials will help them gain control of themselves. Allow them to make a few guesses as to how. Explain that they will be working with each of these in the next 6 weeks. 2. Welcome members to the group called Stop and Think and explains the purpose of the group. Counselor discusses the Small Counseling Group Guidelines Poster (Document 18). 3. Allow each student to hold the stop sign and introduce himself or herself and what they want to learn to control. 4. 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. 5. Tell students the topics that they will learn: listening, focusing, following rules and directions, and asking for help. Ask the students to sign the group name sheet if they agree to follow group rules and work on these topics. 6. Closure/Summary: Hand out a stop sign to each student and tell them to put their name in the center. Tell students that the stop sign gives us a reminder to stop what we are doing and make sure it is a good choice. 7. Group assignment: Tell students to notice times when they might use their stop sign to think before doing something. 8. 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 notice the counselor looking “silly”. Students make guesses as to how the materials will help them gain control of themselves. 2. Students listen and ask questions as appropriate. Students may develop other guidelines if necessary. 3. Students hold the stop sign and say their name, grade, and what they want control over. 4. Students work together to agree on a name and write it on the construction paper. 5. Students listen and sign if they agree. 6. Closure/Summary: Students put their name in the middle of the stop sign. 7. Group assignment: Students are to be aware of times when they may need to work on controlling themselves. 8. 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 \(Document 12\)](#)

Suggestions for Classroom Teachers & Parents/Guardians

1. Explain that students are to use their stop signs when they are starting to feel a loss of self-control.
2. If a student uses the stop sign strategies to help them maintain self-control, compliment their good choice.
3. If a student appears to be having difficulty with self-control, remind them to use their stop sign strategies.

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?

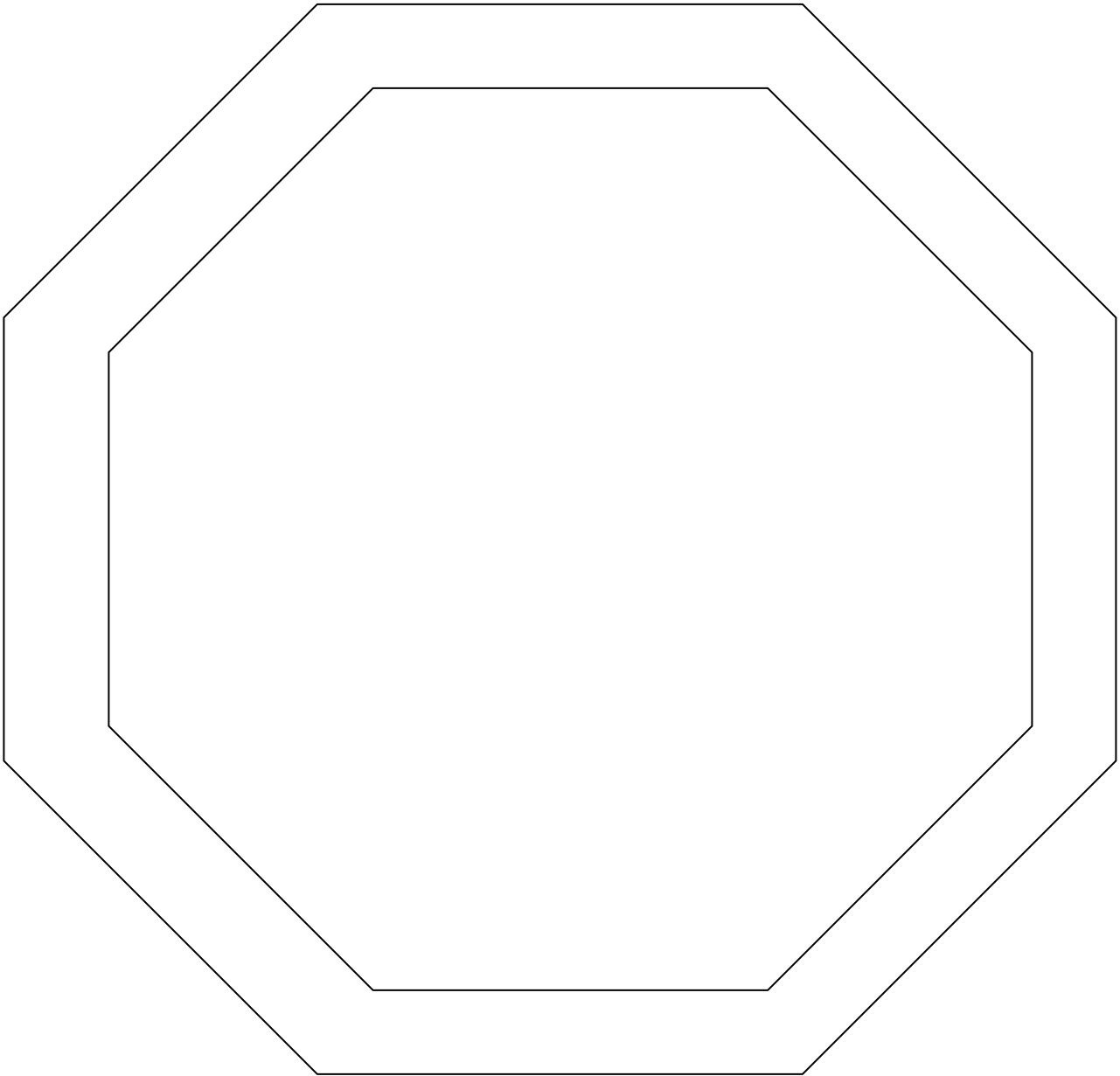
SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session 1

Stop and Think

Stop Sign



SESSION # 2

Small Group Counseling Title: Stop and Think

Session Title: Say What?

Session: 2 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Purpose: Students will learn what a good listener “looks like”.

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)

- [Small Group Counseling Guidelines Poster \(Document 18\)](#)
- [Simon Says](#)
- [Listening Ear](#) Worksheet
- Crayons, scissors
- [Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

SESSION # 2 Formative Assessment

Counselor will observe students’ ability to demonstrate good listening skills.

SESSION # 2 Preparation

Essential Questions: How do you know if someone is being a good listener?

Engagement (Hook): Counselor plays Simon Says with the students (use [Simon Says](#) worksheet). There may need to be a brief description of how to play (when the group leader says, “Simon Says” students should perform the action; when the group leader gives a direction without saying, “Simon Says,” the action should not be performed. If someone performs an action when the group leader has not stated, “Simon Says,” that student is out.)

SESSION # 2 Procedures

Session # 2 Professional School Counselor Procedures:	Session # 2 Student Involvement:
1. Review Small Group Counseling Guidelines Poster (Document 18) .	1. Students listen.

Session # 2 Professional School Counselor Procedures:	Session # 2 Student Involvement:
<ol style="list-style-type: none"> 2. Hold up the stop sign and asks students to tell of times when they had to stop and think before doing something. (Remind them to raise their hands.) 3. Ask if students had to use their stop sign when playing Simon Says. “What were things Simon said to do? How do these help you and others learn?” 4. Ask, “What were things that Simon did not say to do? How would these things stop learning?” 5. Go over the game again, this time using the stop sign. After each statement, hold up the stop sign and show students that they need to hear what is said and decide if it should be done or not. 6. Ask, “Why did you have to listen to follow directions? What would have happened if you were not listening?” 7. Closure/Summary: Hand out a “Listening Ear” worksheet to remind them to listen with their ears. Tell students to color and cut out the ear while having discussion. “What other parts of the body do we listen with?” (Answer-your whole body!) “Why is listening important?” 8. Group assignment: Tell students to notice times when they might use their stop sign to think before doing something. 9. 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 10. 	<ol style="list-style-type: none"> 2. Students raise their hands and share examples. 3. Students give responses. 4. Students give responses. 5. Students listen and follow along. 6. Students respond. 7. Closure/Summary: Students respond while coloring and cutting “Listening Ear” worksheet. 8. Group assignment: Students are to be aware of times when they may need to work on controlling themselves. 9. Students commit to giving their parents/ guardians the handout.

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 \(Document 12\)](#)

Suggest to parents and teachers that they play “Simon Says” to reinforce good listening skills and self-control. Compliment students who are able to follow directions.

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

Simon Says

Simon Says, eyes on the speaker.

Stick out your tongue.

Simon Says, hands in your lap.

Simon Says, sit still.

Talk out.

Turn your back to the speaker.

Simon Says, lips zipped.

Touch your neighbor's arm.

Tap your foot on the floor.

Simon Says, raise your hand.

Session #2

Listening Ear Worksheet



SESSION # 3

Small Group Counseling Title: Stop and Think

Session Title: Focus Filters

Session: 3 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will have the opportunity to practice focusing while working on a task.

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 \(Document 18\)](#)

Binoculars (can be made with toilet paper rolls)

Find It Game (can be made with an empty water bottle, rice, and small items)

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

SESSION # 3 Formative Assessment

Counselor will observe students' ability to focus while playing the game.

SESSION # 3 Preparation

Essential Questions: How can you focus when there are so many distractions around you?

Engagement (Hook): Counselor comes to group wearing the toilet paper binocular glasses. They are passed around so every student can wear them and see what it looks like through them.

SESSION # 3 Procedures

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
1. Review <u>Small Group Counseling Guidelines Poster (Document 18)</u> . 2. Come to group wearing the binoculars. They are passed around so every student can use them and see what it looks like through them.	1. Students listen. 2. Students try the binoculars.

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
<ol style="list-style-type: none"> 3. Remind students that they learned about listening before. Students tell one way to be a good listener. 4. Today, we are going to talk about focusing. Ask, “What can you see through the glasses? What can’t you see?” 5. Say, “In order to do your best, you have to be able to know what to focus on and what not to focus on. What should you pay attention to when you are in class? What should you ignore?” 6. Introduce Find It Activity (You may use an empty water bottle filled with rice and small items.) Provide students with a list of items to find in the bottle. 7. Closure/Summary: Ask, “What made it hard to find items? What helped you find items? What did you have to ignore to be successful?” During this discussion, point out that some things may take time and effort to find. 8. Group assignment: Tell students to notice times when they have to ignore things in class to be able to learn. 9. 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"> 3. Students raise their hands and share examples. 4. Students give responses. 5. Students give responses. 6. Students listen to directions and play the game. 7. Closure/Summary: Students respond. 8. Group assignment: Students are to be aware of times when they may need to ignore something so they can learn. 9. Students commit to giving their parents/ guardians the handout.

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 \(Document 12\)](#)

Suggest to parents and teacher(s) to provide opportunities for students to assemble puzzles in a group situation to practice focusing skills.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION # 4

Small Group Counseling Title: Stop and Think

Session Title: Looking Ahead

Session: 4 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will understand that consequences are based on their 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 Guidelines Poster \(Document 18\)](#)
- Spy Glass (Can be made from paper towel tubes)
- [Looking Ahead Situations](#)
- [Teacher/Parent/Guardian Follow-Up Form \(Document 12\)](#)

SESSION # 4 Formative Assessment

Students indicate responses to questions by showing a thumbs up or thumbs down.

SESSION # 4 Preparation

Essential Questions: How do my actions affect my future?

Engagement (Hook): Bring out a spy glass and begin to make predictions based on how the students are acting. (Example: if a student is sitting quietly, say, “It looks like you will learn a lot today.”)

SESSION # 4 Procedures

Session # 4 Professional School Counselor Procedures:	Session # 4 Student Involvement:
1. Review Small Group Counseling Guidelines Poster (Document 18) . 2. Welcome students to the group and asks them about times when they had to ignore something to be able to learn.	1. Students listen. 2. Students raise their hands and share examples.

Session # 4 Professional School Counselor Procedures:	Session # 4 Student Involvement:
<ol style="list-style-type: none"> 3. Say, “Today I told you that I could make predictions. Am I really able to see the future? How did I guess what might happen?” 4. Say, “I made predictions based on your behavior. People make predictions about you based on how you act.” 5. Continue by asking each student to share a school rule, and what would happen if the rule were not followed (besides just “getting in trouble”). 6. Say, “Today, we are going to practice looking ahead. You will show me a thumbs up if they are making a good choice or a thumbs down if they are not doing their best. 7. Read situations from the Looking Ahead Situations worksheet and have students show a thumbs up or a thumbs down. Ask what might happen based on the students’ behaviors. 8. Closure/Summary: Ask, “How did you predict what would happen?” 9. Group assignment: Tell students to predict what will happen based on their behavior in the classroom. 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. 	<ol style="list-style-type: none"> 3. Students give responses. 4. Students listen. 5. Students share a school rule and what would happen if they did not follow it. 6. Students listen to directions. 7. Students listen and respond with a thumbs up or thumbs down based on the situation. Students respond to questions. 8. Closure/Summary: Students respond. 9. Group assignment: Students are to predict the consequences of their behavior. 10. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-up Form (Document 12) handout.

SESSION # 4 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 and teacher(s) are encouraged to verbalize consequences for appropriate behavior displayed by child. For example: if the child is listening carefully to directions, the teacher might say, “It looks like (name) will know what to do because he/she is listening quietly to the directions.”

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

Looking Ahead Situations

1. Johnny was quietly sitting in the classroom, staring out the window and thinking about his baseball game while the teacher was talking. (Thumbs down)
2. Margaret needed a crayon that she didn't have, so she raised her hand and asked if she could borrow one. (Thumbs up)
3. Tomas was finished working on his work and found a book to read quietly. (Thumbs up)
4. Jessica didn't know how to do her assignment, so she got out of her seat and started looking for a book to read instead. (Thumbs down)
5. Camille heard her friend calling her name, but she ignored it and kept listening to the teacher. (Thumbs up)
6. Luis did not think it was fair that another boy got ahead of him in line, so he pushed in front of him. (Thumbs down)
7. Whitney wanted to spend extra time at recess, so he did not come in when the teacher blew the whistle. (Thumbs down)
8. Conrad found a piece of paper on the ground and returned it to the owner. (Thumbs up)
9. Sheila saw Marcus stick her tongue out at her, so she yelled, "Marcus stuck his tongue out at me!" during class. (Thumbs down)
10. Matthew sat still in his seat, waiting for the teacher's instructions, even though other kids were talking and laughing. (Thumbs up)

Other situations may be added if desired.

SESSION # 5

Small Group Counseling Title: Stop and Think

Session Title: Deal With It!

Session: 5 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will practice persevering toward a goal and asking for help to succeed.

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 \(Document 18\)*](#)

1 book for each student

1 pair of socks for each student

Shoe with untied laces

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

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 Formative Assessment

Students will tie their shoes by persevering or by asking for help.

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 Perception Form \(Document 16\)](#) (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.

SESSION # 5 Preparation

Essential Questions: How can I continue working even though I may fail? How can others help me reach a goal?

Engagement (Hook): Hand each student a book and ask him or her to turn the pages, one at a time. Hand a pair of socks to each student and have them put it on over their hands. Then ask the students to turn the pages, one at a time.

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). 2. Welcome students to the group and ask them what they were able to predict based on their behaviors. 3. Say, “Sometimes, things are easy for us, like being able to turn the pages of the book without anything on your hands. Other times, they are hard, like when you had socks on your hands and couldn’t turn the pages.” 4. Say, “There are two ways to succeed when things are difficult-you can either work hard to succeed or you can ask for help. When is a good time to work hard? When is a good time to ask for help?” 5. Model how to work hard (tell yourself you can do it, slow down, think about a different way to do it, 	<ol style="list-style-type: none"> 1. Students listen. 2. Students raise their hands and share examples. 3. Students listen. 4. Students give responses. 5. Students practice.

Session # 5 Professional School Counselor Procedures:	Session # 5 Student Involvement:
<p>etc.) Remind them that they need to practice patience and can learn from their mistakes.</p> <p>6. Continue by modeling how to ask for help (Make sure the person is available, say the person’s name, say “please” and “thank you”, etc.). Remind them that sometimes people are not able to help and we have to respect that.</p> <p>7. Closure/Summary: It’s important to continue to try even when things are hard. The more we try the easier it will be. Ask students to tie their shoes. (Make a shoe with laces available.) For older students, ask them to do this with socks on their hands. Was this easy or hard for you? If it was hard, don’t give up. If you need help, ask for help.</p> <p>8. Group assignment: Tell students to practice working hard and asking for help when needed.</p> <p>9. 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. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a cover letter explaining that the group will be ending after the next session and requesting feedback about the group. (See sample parent/guardian letter and post-group perception from that follow the unit plan [students complete the student post-group perceptions form during the last session])</p>	<p>6. Students practice.</p> <p>7. Closure/Summary: Students try to tie their shoes. Have older students try to tie the shoe with socks on their hands. If they can’t get it the first time, they will work hard. If they still can’t get it open, they will ask for help. Students can eat the candy when they have completed the task.</p> <p>8. Group assignment: Students are to practice working hard and asking for help when needed.</p> <p>9. Students commit to giving their parents/guardians the <i>Teacher/Parent/Guardian Follow-Up Form (Document 12)</i>.</p>

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 \(Document 12\)*](#)

Parents and teachers are encouraged to compliment students when they exhibit perseverance or when they appropriately ask for help to complete a difficult task.

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 # 6

Small Group Counseling Title: Stop and Think

Session Title: Count on Me!

Session: 6 of 6

Grade Level: K-2

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will synthesize the information learned to have better control of their thoughts and actions at school.

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 \(Document 18\)*](#)

[*Stop signs*](#) (from session 1)

[*Stop Sign Answer Sheet*](#) with review answers

[*Certificate of Completion*](#)

[*Student Post-Group Perception Form \(Document 16\)*](#) (attached to the Unit Plan)

Binoculars

Paper Ears

Socks (one pair)

Stop Sign

Spy Glass

SESSION # 6 Formative Assessment

Students will fill out stop sign with self-control strategies learned from group.

SESSION # 6 Session Preparation

Essential Questions: How can I focus and learn?

Engagement (Hook): Come to group with binoculars, paper ears, spy glass, socks over hands, and carrying a stop sign. Explain to students that they will describe how these materials helped them gain control of themselves.

Session # 6 Professional School Counselor Procedures:	Session # 6 Student Involvement:
<ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines Poster (Document 18) 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. 2. Collect Parent and Student Feedback Forms; make arrangements to get the forms from participants who did not bring them to the group. 3. Welcome students to the group and ask them to describe a time they had to work hard and had to ask for help. 4. Come to group wearing glasses with binoculars, paper ears, spy glass, socks over hands, and carrying a stop sign. Explain to students that they will describe how these materials helped them gain control of themselves. “What have we learned?” As students respond, write responses on a board or paper. (Stop Sign Answer Sheet is provided for, if needed.) 5. Hand back stop signs to students. Instruct students to write one thing they learned on each side of the stop sign. 6. Closure/Summary: Tell students that they have completed the Stop and Think group and remind them to practice the skills they learned. Students complete the Student Post-Group Perception Form (Document 16). Give each student a Group Certificate of Completion for completing the group. 7. Group assignment: Tell students to practice the skills they learned. 8. 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. 9. If a follow-up session is planned, remind students 	<ol style="list-style-type: none"> 1. Students participate in review by telling what post-group confidentiality means for them. 2. Students give you their forms; if they do not have them, they commit to the day they will bring them to you. 3. Students raise their hands and share examples. 4. Students respond. 5. Students write one thing they learned on each side of their stop sign. 6. Closure/Summary: Students complete the Student Post-Group Perception Form (Document 16). Students celebrate the closure of their group and accept completion certificates. 7. Group assignment: Students are to practice the skills they learned. 8. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-Up Form (Document 12) handout. 9. Students will receive notification of follow-

Session # 6 Professional School Counselor Procedures:	Session # 6 Student Involvement:
that it will be held in 4-6 weeks.	up session if one is scheduled.

SESSION # 6 Follow-Up Ideas & 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.

[Certificate of Completion](#)

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

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?

Session #6

Stop Sign Answer Sheet

Work together.

Talk nicely.

Follow rules.

Think about what you are doing.

Keep your eyes on the speaker.

Sit still.

Lips zipped.

Place hands in your lap.

Raise your hand before talking.

Ignore bad behaviors.

Focus on your work.

Follow school rules.

Listen to your teacher.

Work hard.

Be polite.

Ask for help.

Have patience.



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: Stop and Think/Self-Control

Session Title: How Are You Doing?

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

Grade Level: 6-8

Estimated time: 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate 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. 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?