

Group Title/Theme: Homework Express

Grade Level(s): 3-5

Group Description: Students will identify, develop, and implement strategies and skills to improve homework completion and submission.

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

Session Titles/Materials:

Session # 1: Time Managers

Materials needed:

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

[*Time Management Survey*](#)

Pencils for each group member

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

Session # 2: Planning for Success

Materials needed:

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

Chart paper and markers

Pencils

Copies of a planner or calendar pages for each group member

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

Session # 3: Supply Surprise

Materials needed:

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

Pocket folder with completed assignment/worksheet

Sharpened pencils

Erasers

Paper/notebook

Ruler

Pencil sharpener

Crayons

Dictionary

Clock or watch

Planner

School books

Book light (optional)

Healthy snack

Backpack or box for storing supplies

Distracters (e.g. cards, games, electronics, toys, candy, phone)

Students bring calendars/planners

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

Unit Assessments (attached to the Unit Plan)

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

[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)
[Student Post-Group Perception Form \(Document 16\)](#)
[Group Summary Form \(Document 17\)](#)

Session # 4: A Safe Return

Materials needed:

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

Students bring a bag to pack supplies in
 Assignments that have been stepped on, crumpled, and/or wet.

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

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

Provide basic supplies useful for homework, i.e. pencils, erasers, pocket folders, etc.

Optional Follow-up Session Lesson Plan:

8 ½ x 11 paper for each participant

Markers/pencils/crayons

Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form](#)

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

AD.4 Applying Skills Needed for Educational Achievement

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Improvement of Academic Self-concept Leading to Life-long Learning

AD.4.B. Self-management for Life-long Learning.

American School Counselor Association (ASCA) National Standard:

Academic Development

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

NOTE: The overall purpose of the 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 "shell" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students. .

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

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

Outcome Summative Assessment: Acceptable evidence of student achievement

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

Summative Assessment of Student Achievement:

Students will learn time management and organization skills in order to increase homework completion and improve grades.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of session three and four; 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 has been completed.
- [*Teacher Pre/Post-Group Perception Form \(Document 14\)*](#) will be given to teacher to complete at the end of the group unit.

Parent Assessment:

- [*Parent/Guardian Post-Group Perception Form \(Document 15\)*](#) will be given to parents to complete at the end of the group unit.

Student Assessment:

- [*Student Post-Group Perception Form \(Document 16\)*](#) will be given to student to complete at the end of the group unit.

Results Based Data Collection:

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

Follow Up Ideas & Activities

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

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

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, 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.

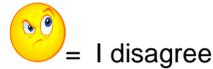
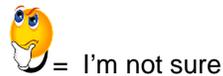
STUDENT FEEDBACK FORM

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

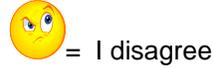
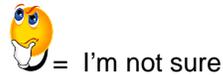
Name: _____ (optional) Date: _____

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

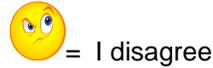
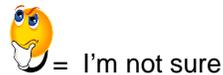
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



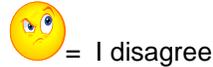
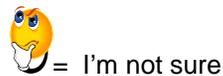
1. Overall, I would rate my experience in the counseling group as:



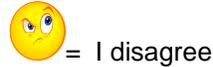
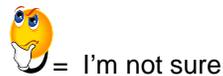
2. I enjoyed working with other students in the group



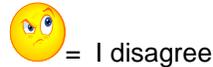
3. I enjoyed working with the counselor in the group.



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):

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

Academic Development: AD.5 Applying the Skills of Transitioning Between Educational Levels

Academic Development: AD.6 Developing and Monitoring Personal Plan of Study

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Improvements of Academic Self-concept Leading to Life-long Learning

AD.4.B. Self-management for Life-long Learning

AD.5.A. Transitions

AD.6.A. Personal Plan of Study for Life-long Learning

American School Counselor Association (ASCA) National Standard:

Academic Development:

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

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

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

Chart paper

Markers

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

INTRODUCTION Formative Assessment

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

INTRODUCTION Session Preparation

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

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

INTRODUCTION Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>1. Today we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the Small Group Counseling Guidelines (Document 18). Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post Small Group Counseling Guidelines (Document 18), 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>

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

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

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: Homework Express

Session Title: Time Managers **Session #** 1 of 4

Grade Level: 3-5 **Estimated time:** 30 minutes

Small Group Counseling Session Purpose: Students will develop skills and strategies to increase the amount of homework completed and submitted.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
AD.4 Applying Skills Needed for Educational Achievement.

Missouri Comprehensive Guidance and Counseling Concept(s):
AD.4.A. Improvement of Academic Self-concept Leading to Life-long learning.
AD.4.B. Self-Management for Life-long Learning

American School Counselor Association (ASCA) National Standard:
Academic Development
A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)
[*Time Management Survey*](#)
 Pencils for each group member
[*Teacher/Parent/Guardian Follow-Up Form \(Document 12\)*](#)

SESSION #1 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will be able to identify the importance of time management.

SESSION #1 Session Preparation

Essential Questions: How does time management and organization aid in homework completion and in turn improve grades?

Engagement (Hook): How many of you would like to make better grades and have more time to have fun too?

SESSION #1 Procedures

Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
1. Welcome students to the group. Explain the purpose of the group: We are here to learn strategies to improve time management in order to make homework less stressful for you.	1. Students listen.

Session # 1 Professional School Counselor Procedures:	Session # 1 Student Involvement:
<ol style="list-style-type: none"> 2. Discuss the group guidelines Small Group Counseling Guidelines Poster (Document 18). 3. Give each student the Time Management Survey and a pencil. Separate students to encourage independent work time and responses. Collect as each student completes. 4. Ask students how they manage their time right now?" Use a copy of the Time Management Survey to see current behavior trends. 5. Ask students which areas on the Time Management Survey they would like to improve? 6. Ask students to highlight the areas they would like to improve on their Time Management Survey. These are their "no" or "sometimes" responses on the survey. What strategies would you like to use to improve time management? Strategies may include: selecting clothes the night before, regularly going to bed early enough to get enough sleep regularly, setting the alarm clock, packing the backpack the night before and placing it in the same spot, using a calendar/planner, dividing a project into sections and setting time daily to complete small segments, and working in a group/team with other students. 7. Closure/Summary: Why is time management an important skill? Each student will share one strategy they listed. 8. Group assignment: Bring a list of major assignments and due dates to next session. Try one of your new time management strategies before the next session. 	<ol style="list-style-type: none"> 2. Students may add guidelines. 3. Students complete the Time Management Survey and give them to you. 4. Students discuss how they currently manage their time. 5. Students discuss desired areas of improvement. 6. Students develop a list of strategies that are not working and working for them. 7. Closure/Summary: Students respond to why time management is an important skill and share one strategy listed. 8. Group assignment: Members choose at least one strategy to try and bring their assignment list to the next session.

SESSION #1 Follow-Up Activities

Check with students to see how their new strategy is working for them.

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

Time Management Survey

Directions: Circle "Yes", "No", or "Sometimes" in response to the following statements about time.

- | | | | |
|--|-----|----|-----------|
| 1. I am on time for school. | Yes | No | Sometimes |
| 2. I get up in time to get ready and eat breakfast. | Yes | No | Sometimes |
| 3. I turn in my assignments on time. | Yes | No | Sometimes |
| 4. I have time for fun activities. | Yes | No | Sometimes |
| 5. I use work time in class or study time wisely. | Yes | No | Sometimes |
| 6. I work on projects days before they are due. | Yes | No | Sometimes |
| 7. I turn in special projects on time. | Yes | No | Sometimes |
| 8. I keep appointments I have made. | Yes | No | Sometimes |
| 9. I keep appointments and show up on time. | Yes | No | Sometimes |
| 10. I have time to do my chores at home responsibly. | Yes | No | Sometimes |

Group Title: Homework Express

Session Title: Planning for Success

Session # 2 of 4

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will develop skills and strategies to increase the amount of homework completed and submitted through the use of their planner/calendar.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
AD.4 Applying skills needed for educational achievement.

Missouri Comprehensive Guidance and Counseling Concept(s):
AD.4.A Improvement of Academic Self-Concept Leading to Life-long learning.
AD.4.B Self-Management for Life-long Learning.

American School Counselor Association (ASCA) National Standard:
Academic Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

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

Chart paper and markers

Pencils

Copies of a planner or calendar pages for each group member

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

SESSION #2 Formative Assessment

Students will increase the amount of homework completed and turned in.

SESSION #2 Session Preparation

Essential Questions: How does time management and organization aid in homework completion?
How does homework completion affect grades?

Engagement (Hook): “How do you feel about homework?” Record responses on chart paper.

SESSION #2 Session Procedures

Session #2 Professional School Counselor Procedures:	Session #2 Student Involvement:
<ol style="list-style-type: none"> 1. Review the <i>Small Group Counseling Guidelines Poster (Document 18)</i>. 2. Remind students that the goal of this group is to develop strategies to help them to be more successful. One strategy for successful time management is using a calendar or planner. Tracking homework assignments and other activities is a great starting point. 3. Give each student a calendar or planner. Ask students to enter projects and major assignments. Have students share one project or assignment from the list and work as a group to enter that assignment into the planner. 4. Ask students since they know when the assignments are due now, when are they going to work on the assignments? Discuss the importance of setting aside a homework time in their daily schedules. Have students write a homework time in their planner. 5. Explain to students that homework is not the only activity you have. Ask students to list some other activities they are involved in. Instruct students to include these events on the planner/calendar as well. 6. Ask students why it is important to write down each assignment and activity in the planner. Ask students if there are other activities they would want to record in their planner. 7. Ask students who else besides students use planners and calendars and why do they use these planning tools. 8. Closure/Summary: Ask students to share one way they will use their planner this week. 9. Group assignment: Continue to use the planner. Ask students to have their parent/guardian sign their planner each day. Bring the planner to the next session. 	<ol style="list-style-type: none"> 1. Students listen and describe what it looks and sounds like to meet those expectations. 2. Students listen. 3. Students write projects and major assignments into their planner or calendar. 4. Students discuss and choose a homework time that is recorded in their planners. 5. Students share some of the additional activities with the group and add those activities into their planner. 6. Students offer responses of why using a planner is important. 7. Students discuss different careers and other life roles in which planners and calendars are used. 8. Closure/Summary: Students share one way to use their planners. 9. Group assignment: Students will bring their signed planners and report on using the calendar/planner during the next session.

SESSION #2 Follow-Up Activities (Optional)

Check with teachers and parents to identify progress of the members of the group in using the calendar/planner.

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?

Group Title: Homework Express

Session Title: Supply Surprise

Session # 3 of 4

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will develop skills and strategies to increase the amount of homework completed and submitted.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
AD.4 Applying Skills Needed for Educational Achievement.

Missouri Comprehensive Guidance and Counseling Concept(s):
AD.4.A Improvement of Academic Self-concept Leading to Life-long Learning.
AD.4.B Self-Management for Life-long Learning.

American School Counselor Association (ASCA) National Standard:
Academic Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

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

Pocket folder with completed assignment/worksheet

Sharpened pencils

Erasers

Paper/notebook

Ruler

Pencil sharpener

Crayons

Dictionary

Clock or watch

Planner

School books

Book light (optional)

Healthy snack

Backpack or box for storing supplies

Distracters (e.g. cards, games, electronics, toys, candy, phone)

Students bring calendars/planners

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

Unit Assessments (attached to the Unit Plan)

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

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

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

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

SESSION #3 Formative Assessment

Students will increase the amount of homework completed and turned in.

SESSION #3 Session Preparation

Essential Questions: What tools are needed to complete and submit homework?

Engagement (Hook): Pretend we are making a cake. We have everything in the bowl except the eggs. We look in the refrigerator and there are no more eggs. We won't be able to finish our cake! Just like cooking, you need to make sure you have everything you need to do your homework.

SESSION #3 Procedures

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
<ol style="list-style-type: none"> 1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i>. 2. Ask students to share how the calendar/planner pages worked during the interim. 3. Spread all of the items out on a table or on the floor: <ul style="list-style-type: none"> Pocket folder with completed assignment/worksheet Sharpened pencils Erasers Paper/notebook Ruler Pencil sharpener Crayons Dictionary Clock or watch Planner School books Book light (optional) Healthy snack Cards Games Electronics Toys Candy Phone Backpack or box <p>Have each student choose items that are important for completing homework.</p>	<ol style="list-style-type: none"> 1. Students listen and describe what it would look and sound like to meet these expectations. 2. Students will share how they have used their calendar/planner during the past week. 3. Students select items that are important for doing homework.

Session # 3 Professional School Counselor Procedures:	Session # 3 Student Involvement:
<p>4. Ask students to share which items they have selected and why. Have students place the items in the backpack or box and record each item on a piece of paper.</p> <p>5. Ask students to think about the <i>place</i> where they do their homework and <i>when</i> they do their homework. Ask students to share this with the group.</p> <p>6. Tell students that having a regular place and time for doing homework is important to successfully completing it. It is important to study in a place that is quiet and away from distractions. It is also important to make sure that you have the materials you need to complete the assignment.</p> <p>7. Ask students why is it important to have these materials no matter when or where they choose to do homework. Instruct students to take their list back to the classroom and place it in their backpack or take home folder.</p> <p>8. Closure/Summary: Ask students to share when and where they plan to do their homework.”</p> <p>9. Group assignment: Bring a box or bag for homework supplies to the next session. Distribute & explain Parent/Guardian Post Group Perception Form (Document 15). 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 the Group Summary Form (Document 17) explaining that the group will be ending after the next session and requesting feedback about the group.</p>	<p>4. Students respond stating why each item is needed for doing homework and place the items in the box or backpack. Students will record each item on their own piece of paper.</p> <p>5. Students discuss where and when homework is completed.</p> <p>6. Students listen.</p> <p>7. Students respond and take their list back to the classroom and place it in their backpack or take home folder.</p> <p>8. Closure/Summary: Students share when and where they plan to do their homework.</p> <p>9. Group assignment: Students record the assignment in their planners of bringing a box or bag to the next session in order to fill it with supplies.</p>

Session #3 Follow-Up Activities (Optional)

Check with teachers and parents to identify progress of the members of the group in using the calendar/planner, scheduled homework time, and supply list.

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?

Group Title: Homework Express

Session Title: A Safe Return

Session # 4 of 4

Grade Level: 3-5

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will develop a plan to ensure that their homework is completed and returned to school on time.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
AD.4 Applying skills needed for educational achievement.

Missouri Comprehensive Guidance and Counseling Concept(s):
AD.4.A Lifelong learning.
AD.4.B Self-Management skills for educational achievement.

American School Counselor Association (ASCA) National Standard:
Academic Development

A. Students will acquire the knowledge, attitudes and interpersonal skills that contribute to effective learning in school and across the life span.

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

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

Students bring a bag to pack supplies in
Assignments that have been stepped on, crumpled, and/or wet.

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

[Group Certificate of Completion](#)

Provide basic supplies useful for homework, i.e. pencils, erasers, pocket folders, etc

SESSION #4 Formative Assessment

Students will submit a note from the teacher verifying homework was completed on time.

SESSION #4 Session Preparation

Essential Questions: How does organization aid in homework completion?

Engagement (Hook): Counselor enters the room with a backpack full of tools/items and asks students if they can guess what is in the backpack.

SESSION #4 Procedures

Session #4 Professional School Counselor Guidelines	Session #4 Student Involvement
<ol style="list-style-type: none"> 1. Review group guidelines see Small Group Counseling Guidelines Poster (Document 18) 2. Review with students the previous sessions by helping students to pack supplies that will be provided (for example: erasers, pencils, pencil sharpeners, paper, folder, etc.) from the list written during the previous session. As the bags are packed, review the importance of each item for completing assignments. 3. Show students a report that has been damaged (stepped on, ripped, etc.). Tell students, “This is a report that the principal has asked me to complete. How do you think he/she will react when I turn it in?” 4. Discuss the importance of completing assignments to the best of our ability and returning them in good condition as a student and as a worker. 5. Discuss with students what happens when we get to school and do not have the correct assignment? The correct book? The correct materials? 6. Explain why it is important to make sure our backpacks have what we need when we get back to school and that our assignments are completed to the best of our ability. Brainstorm some ways to make sure students’ homework gets back to school in good condition and is completed to the best of their ability. 7. Ask the students what they should do when the teacher assigns a math worksheet. 8. Closure/Summary: Allow each student an opportunity to talk about how the sessions have 	<ol style="list-style-type: none"> 1. Students describe what it will look and sound like to meet those expectations. 2. Students pack bags with supplies and discuss the importance of these items for completing assignments. 3. Students discuss the condition of the report and the possible consequences of turning the damaged report in to the principal. 4. Students listen and discuss. 5. Students may respond that this causes problems with the teacher and their grades. They will not be prepared that day. They will get behind in their work. Accept other responses that apply. 6. Students’ discussion may include: Our homework place needs to be clean and dry. When we get done with the homework, check it over or have a parent or older sibling check it. It should be put in a binder or folder in the backpack. The backpack needs to be put in the same place every day, so that when we leave for school, we take it with us. 7. Students may respond: Write the assignment on the calendar/planner. Make sure we understand what to do. Take the math worksheet home. Make sure that we have the supplies to complete the assignment. Turn assignment into teacher on time. 8. Closure/Summary: Students talk about how the sessions have improved their completing

Session #4 Professional School Counselor Guidelines	Session #4 Student Involvement
<p>improved them completing and turning in homework assignments. Give each student a <i>Group Certificate of Completion</i> for completing the group. Celebrate the closing of the group.</p> <p>9. Group assignment: Practice the skills you have learned to improve homework completion and get your homework turned in.</p>	<p>and turning in their homework assignments.</p> <p>9. Group assignment: Students use the skills they have learned to improve homework completion and get their homework turned in.</p>

Session #4 Follow-Up Activities (Optional)

Check with teachers and parents to identify progress of the members of the group in using the calendar/planner, setting up a homework time and area, including necessary items in their backpack for homework completion, and retuning assignments in good condition.

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?

Group Certificate of Completion



Student's Name

successfully completed the

Homework Skills Group!

One awesome skill used by _____
was _____



WAY TO GO!

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION

Group Title: Homework Express

Session Title: How Are You Doing?

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

Grade Level: 3-5

Estimated time: 30-45 minutes

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):
 PS.3.A. Safe and Healthy Choices
 PS.3.B. Personal Safety of Self and Others
 PS.3.C. Coping Skills

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

OPTIONAL FOLLOW-UP SESSION

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

8 ½ x 11 paper for each participant; crayons/markers/pencils
 Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form](#).

OPTIONAL FOLLOW-UP SESSION Formative Assessment

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

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](#) 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 Guidelines Poster \(Document 18\)](#).
2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.”
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4 Give the directions for the quadrants one at a time. Complete all quadrants. Invite students to share one quadrant at a time; discuss responses before going to the next quadrant.

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

Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the [Student Post-Group Follow-Up Interview Form](#). 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. School counselor will acknowledge on-topic sharing

Alternative Procedure: Students complete the form and discuss their responses.

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) *Follow Up Session Feedback Form*, use the responses to prepare a data summary and report of group’s effectiveness.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?