

**Small Group Counseling Title/Theme:** Test Busters Unit 2

**Grade Level(s):** 3-5

**Small Group Counseling Description:** Given strategies, interventions, and resources, students will identify, develop, and implement study skills to improve test scores.

**Number of Sessions in Group:** Introduction, 5 Sessions, and Optional Follow-up Session

**Session Titles/Materials:**

**Session # 1: Studying for Tests**

Materials needed:

[Study Skills Poster](#)

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

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

**Session # 2: The Keys to Learning**

Materials needed:

Index cards and pencils

Two sets of keys (a set of real keys and a set of plastic toy keys)

Student text book for each group member

[Study Skills Poster](#)

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

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

**Session# 3: Investigate for Understanding**

Materials needed:

Students bring text books.

[Study Skills Poster](#)

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

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

**Session # 4: Finding the Facts**

Materials needed:

Paper and pencils

Students bring text books

Chart paper and markers

[Study Skills Poster](#)

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

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

[Taking Notes Worksheet](#)

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 \(Document 16\)](#)

**Session # 5: Test Busters Commercial**

Materials needed:

Blank Sheet of Chart Paper and Markers.

Paper and pencils.

Students bring text books and notes.

[Study Skills Poster](#)

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

[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 \(Document 17\)](#)

**Post Small Group Follow-up Session (Optional):**

Materials needed:

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

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

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

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

**Missouri Comprehensive Guidance and Counseling Concept(s):**

AD.4.B Self-management for Educational Achievement

**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 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)**

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

**Formative Assessment**

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

**Assessment can be question answer, performance activity, etc.**

### **Follow Up Ideas & Activities**

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

A letter and written summary of the skills taught will be shared with the teacher and parents so they can reinforce the skills in the appropriate settings.

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
					<b>Academic Development</b>					
					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					
					<b>Personal and Social Development</b>					
					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)					
					<b>Career Development</b>					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					<b>Add Other Concerns:</b>					

**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
<b>Additional Comments for Counselor:</b>					

**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?	<b>5=Strongly Agree</b> <b>3= Neutral</b> <b>1=Strongly Disagree</b>				
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
<b>Additional Comments:</b>   					

**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.

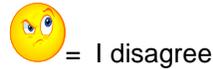
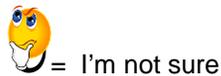
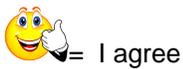
**STUDENT FEEDBACK FORM**

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

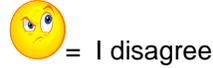
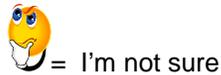
Name: \_\_\_\_\_ (optional) Date: \_\_\_\_\_

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

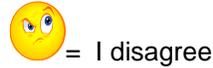
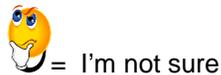
**Instructions:** Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



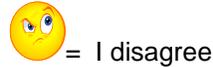
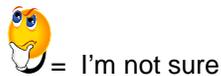
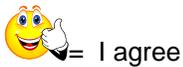
1. Overall, I would rate my experience in the counseling group as:



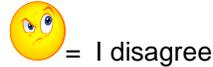
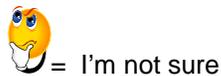
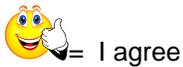
2. I enjoyed working with other students in the group



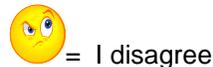
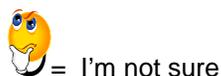
3. I enjoyed working with the counselor in the group.



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

**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.

**Missouri Comprehensive Guidance and Counseling Concept(s):**

AD.4.A Improvement of Academic Self-concept Leading to 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**

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<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 <a href="#"><u>Small Group Counseling Guidelines (Document 18)</u></a>. 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 <a href="#"><u>Small Group Counseling Guidelines (Document 18)</u></a>, 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 of 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"> <li>• 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.</li> <li>• 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.</li> <li>• Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.</li> </ul> <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses for future reference.</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> <li>• We treat others as we would like to be treated.</li> <li>• Everyone gets a turn.</li> <li>• Nobody gets left out.</li> <li>• No put-downs.</li> <li>• Take turns when speaking.</li> <li>• Everyone has a chance to share.</li> <li>• Listen when others are speaking.</li> <li>• Put away equipment when you are finished.</li> <li>• Respect each other’s differences.</li> </ul> <p>3. Students share ideas about what they would like to learn or achieve.</p>

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
<p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session. Distribute <a href="#"><u>Teacher Pre/Post-Group Perception Form</u></a> to all teachers of students in the group.</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.

**Session #1**

**Small Group Counseling Title:** Test Busters

**Session Title:** Studying for Tests

**Session #** 1 of 5

**Grade Level:** 3-5

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** This group will help students to develop study skills necessary to improve academic achievement and test performance.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**  
Academic Development: 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 . of 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.

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

- [Study Skills Poster](#)
- [Small Group Counseling Guidelines Poster \(Document 18\)](#)
- [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 use the study skills presented to study and prepare for tests, take notes, make a key words file, and make a presentation of the skill to the classroom.

**Session #1 Preparation**

**Essential Questions:** Why do we need study skills? (To understand the work presented at school, prepare for tests, learn information independent of teachers, etc.)

**Engagement (Hook):** Ask students to share with the group one thing that they do that is helpful when studying.

**Session # 1 Procedures**

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
1. Discuss the <a href="#">Small Group Counseling Guidelines</a> with students. Emphasize confidentiality and when you might have to break confidentiality. Add any guidelines the students want to add. Display the poster to reference during each group session.	1. Students review the guidelines by telling what each one looks and sounds like.

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>2. The focus of this group is to develop and improve study skills. What are some reasons why we need to have good study skills?</p> <p>3. Introduce the <a href="#">Study Skills Poster</a>. Discuss in detail specific skills.</p> <p>4. Closure/Summary: Share one idea that you have learned about study skills. (Refer to the <a href="#">Study Skills Poster</a>.)</p> <p>5. Group assignment: Ask students when, where, and how these activities are used. Ask students to bring the book or assignment of their most difficult subject to the next session.</p> <p>6. Distribute and explain <a href="#">Teacher/Parent/Guardian Follow-Up Form</a>. <i>Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</i></p>	<p>2. Student responses may include: To get good grades, studying helps us to learn; studying helps us to learn information independent of others; to prepare for tests, etc.</p> <p>3. Students listen and discuss study skills.</p> <p>4. Closure/Summary: Students raise hands and share a study skill learned.</p> <p>5. Group assignment: Students respond: Studying or preparing for the next test, quiz, or homework assignment. Students will bring the book or assignment of their most difficult subject to the next session.</p> <p>6. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-Up Form</a>.</p>

**Session # 1 Follow-Up Activities (Optional)**

Check with teachers and parents to identify students’ strengths and weaknesses.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

# Study Skills Poster

## Study Skill Behaviors

- Listen to directions
- Pay attention to the speaker
- Ask questions
- Schedule time to study
- Stay on task



## Read Assigned Work

- Read the questions first
- Identify key words
- Make vocabulary cards
- Review new vocabulary each day

## Materials

- Paper, pencils, books, and assignments
- Scissors, crayons, or markers

## Environment

- Enough light
- Quiet area
- Table or desk with a chair

**Session # 2**

<b>Small Group Counseling Title:</b> Test Busters	
<b>Session Title:</b> The Keys to Learning	<b>Session #</b> 2 of 5
<b>Grade Level:</b> 3-5	<b>Estimated time:</b> 30 minutes
<b>Small Group Counseling Session Purpose:</b> This group session will assist students in developing study skills necessary to prepare for tests.	
<b>Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:</b> Academic Development: AD.4 Applying Skills Needed for Educational Achievement	
<b>Missouri Comprehensive Guidance and Counseling Concept(s):</b> AD.4.A Improvement of Academic Self-concept Leading to Life-long Learning AD.4.B Self-Management . of Life-long Learning	
<b>American School Counselor Association (ASCA) National Standard:</b> Academic Development: A. Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.	

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

Index cards and pencils. Two sets of keys (a set of real keys and a set of plastic, toy keys) Student text book for each group member <a href="#"><u>Study Skills Poster</u></a> <a href="#"><u>Small Group Counseling Guidelines Poster (Document 18)</u></a> <a href="#"><u>Teacher/Parent/Guardian Follow-up Form (Document 12)</u></a>
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**Session # 2 Formative Assessment**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLEs.</b>  <b>Assessment can be question answer, performance activity, etc.</b>                  Students will use the study skills presented to make <i>key word files</i> to prepare for a test.</p>
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**Session # 2 Preparation**

<p><b>Essential Questions:</b> Why are study skills important? (To understand the work presented at school, to prepare for tests, to learn information independent of teachers, etc.)</p> <p><b>Engagement (Hook):</b> Show students the two sets of keys. The set of keys we used when we were younger do not work as we get older. We need different keys to achieve academic success.</p>
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**Session # 2 Procedures**

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
1. Welcome and introduce group members. Discuss the <a href="#"><u>Small Group Counseling Guidelines</u></a> .	1. Students review the guidelines by telling what each one looks and sounds like.
2. Ask students to share with the group examples of	2. Students share with the group examples of

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>successful study skills they have used since the last group session.</p> <p>3. Tell students: Today, we will work on making a <i>key word file</i> in one of the subjects that is difficult for you or that you would like to improve in. Words are the keys to learning and understanding. Ask students to share the school subject that he or she will be working to improve.</p> <p>4. Focus the discussion on the <i>Read Assigned Work</i> section of the <a href="#">Study Skills Poster</a>. Additional discussion points:                     <ul style="list-style-type: none"> <li>• Starting at the beginning, when is the best time to study?</li> <li>• When starting a new skill or chapter, read the questions at the end, the summaries, the headings, etc.</li> <li>• Preview the chapter for key words.</li> <li>• Make a <i>key word file</i> of the new or key words in the chapter. Include the word and the definition or why it is important in the chapter. Review key words at least once per day.</li> </ul> <p>Note: PSC should demonstrate using a student’s text book</p> <p>5. Give students index cards and pencils to make the key word file. Assist students as needed in identifying the key words in a passage from their texts. Remind students to write the word and the definition or why it is important on individual index cards.</p> <p>6. Closure/Summary: Ask students to share one new idea that they learned today about study skills.</p> <p>7. Group assignment: Direct students to continue to use study skills discussed. Encourage the students to keep track of which subjects were more difficult and report back at the next session.</p> <p>8. Distribute and explain <a href="#">Teacher/Parent/Guardian Follow-Up Form</a>. <i>Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</i></p> </p>	<p>one or two study skills used and how these have been helpful in their learning.</p> <p>3. Students listen and share examples of subject areas they will be working to improve.</p> <p>4. Students discuss as a group.</p> <p>5. Using the texts that students brought to the group apply the skills and make the key word file.</p> <p>6. Closure/Summary: Students share one new study skill they learned.</p> <p>7. Group assignment: Students use study skills while studying or preparing for the next test, quiz or homework assignment. Students report on progress of their most difficult subject during the next session.</p> <p>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-Up Form</a>.</p>

**Session # 2 Follow-Up Activities**

Check with teachers and parents to identify academic progress of the group members.

**Session # 2 Counselor reflection notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

### Session # 3

**Small Group Counseling Title:** Test Busters

**Session Title:** Investigate for Understanding

**Session #** 3 of 5

**Grade Level:** 3-5

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** This group session will assist students in developing the study skills necessary to improve academic achievement by identifying key words and headings, questions at the end of a chapter, and summaries within text to prepare for tests and complete homework assignments.

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

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

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

Students bring text books.

[Study Skills Poster](#)

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

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

### Session # 3 Formative Assessment

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

**Assessment can be question answer, performance activity, etc.**

Students will use the study skills presented to “investigate the text” by identifying key words and headings to prepare for a test.

### Session # 3 Preparation

**Essential Questions:** Why is identifying key words and headings important when preparing for tests and homework assignments?

**Engagement (Hook):** Ask students, “What does investigate mean? What does an investigator do?” Allow students to share answers. Refer to popular characters who are considered investigators during the discussion.

**Session # 3 Procedures**

<b>Session 3 Professional School Counselor Procedures</b>	<b>Session 3 Student Involvement</b>
<ol style="list-style-type: none"> <li>1. Welcome and introduce group members. Discuss the <a href="#">Small Group Counseling Guidelines</a>.</li> <li>2. Ask students to share with the group the ways they used Study Skills since the last group session. Review the <a href="#">Study Skills Poster</a> with the group.</li> <li>3. Today, we are investigating the text in a subject that is difficult for you or that you can improve in.</li> <li>4. Using an excerpt from a student text or assignment, assist students as needed in identifying and writing the headings, questions at the end of the chapter, and summaries. This should include at least one heading, one question, and one sentence from the summary.</li> <li>5. Closure/Summary: Share one idea that you have learned about study skills.</li> <li>6. Group assignment: Continue to use study skills discussed.</li> <li>7. Distribute and explain <a href="#">Teacher/Parent/Guardian Follow-Up Form</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students review the guidelines by telling what each one looks and sounds like.</li> <li>2. Students share with the group the ways they used study skills since the last group session.</li> <li>3. Ask students to share the subject that he or she will be working to improve.</li> <li>4. Students open the text book and identify at least one heading, question, and one sentence from the summary in the text.</li> <li>5. Closure/Summary: Students raise hands to share one example of information learned.</li> <li>6. Group assignment: Students use the study skill strategies while studying or preparing for the next test, quiz, or homework assignment. Students will report on progress of their most difficult subject during the next session.</li> <li>7. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-Up Form</a>.</li> </ol>

**Session # 3 Follow-Up Activities (Optional)**

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.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**Session # 4**

**Small Group Counseling Title:** Test Busters

**Session Title:** Finding the Facts

**Session #** 4 of 5

**Grade Level:** 3-5

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** This group session will help students to develop the study skill of taking notes from the text to identify and record important information necessary to improve academic achievement and test performance.

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

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

**Missouri Comprehensive Guidance Counseling Concept(s):**

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

AD.4.B Self-Management of 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.

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

Paper and pencils

Students bring text books

Chart paper and marker

[Study Skills Poster](#)

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

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

[Taking Notes Worksheet](#)

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 \(Document 16\)](#)

**Session # 4 Formative Assessment**

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

**Assessment can be question answer, performance activity, etc.**

Students will use the study skill of taking notes from the text to identify and record important information needed to improve test scores.

**Session # 4 Preparation**

**Essential Questions:** Why is note taking important?

**Engagement (Hook):** What are some words which help us identify important information? Students respond with: Who, What, Where, When, Why, and How?

**Session # 4 Procedures**

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<ol style="list-style-type: none"> <li>1. Welcome and introduce group members. Review the <a href="#"><i>Small Group Counseling Guidelines</i></a>.</li> <li>2. Quickly review the previous week’s session by reviewing <i>key words</i> and <i>headings</i> to check for understanding.</li> <li>3. Introduce the session’s focus on taking notes and using the question words: Who, What, Where, When, Why, and How, to help us find important facts.</li> <li>4. Instruct students to open their textbooks to the current chapter they are studying. Give each student a copy of <i>Taking Notes</i> worksheet and a pencil.</li> <li>5. Instruct students to identify <i>Who</i> (person, place, or thing) from a passage in the chapter and record the details on the <i>Taking Notes</i> worksheet about that person on the right column of the paper. Model this on the chart paper.</li> <li>6. Continue modeling the process by answering what, when, where, why and how by prompting students and writing responses on the chart paper.</li> <li>7. Closure/Summary: Share one idea that you have learned about study skills today.</li> <li>8. Group assignment: Continue to use note taking skills to find important facts.</li> <li>9. Explain that the following session is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how they would</li> </ol>	<ol style="list-style-type: none"> <li>1. Students review the guidelines by telling what each one looks and sounds like.</li> <li>2. Students review <i>key words</i> and <i>headings</i>.</li> <li>3. Students listen.</li> <li>4. Students follow directions and open their text book to the current chapter.</li> <li>5. Students identify from their reading the <i>Who</i> and write the important person, place, or thing in the chapter.</li> <li>6. Students continue the process of reading and recording the important facts in the chapter in the left column, and record details in the right column.</li> <li>7. Closure/Summary: Students share one idea that they have learned about study skills.</li> <li>8. Group assignment: Students continue taking notes using this skill while studying for the next test, quiz, or homework assignment. Students report on progress of their most difficult subject during the next session.</li> <li>9. Students acknowledge understanding that there will be one more session and decide how to celebrate the completion of the group. Students provide topics they want</li> </ol>

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>like to celebrate the completion of their group. Remind them to tell you if they want to discuss something before the group ends.</p> <p>10. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing a feedback form.</p>	<p>to discuss.</p> <p>10. Students commit to taking forms home to their parents/guardians.</p>

**Session # 4 Follow-Up Activities (Optional)**

Check with teachers and parents to identify progress of group members.

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## Taking Notes Worksheet

### Finding Important Facts

<b>Who</b>	<b>Details</b>
<b>What</b>	<b>Details</b>
<b>Where</b>	<b>Details</b>
<b>When</b>	<b>Details</b>
<b>Why</b>	<b>Details</b>
<b>How</b>	<b>Details</b>

**Session # 5**

**Small Group Counseling Title:** Test Busters

**Session Title:** Test Busters Commercials

**Session #** 5 of 5

**Grade Level:** 3-5

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** In this session, students will have the opportunity to demonstrate their understanding of study skills previously learned.

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

**Missouri Comprehensive Guidance 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.

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

Blank Sheet of Chart Paper and Markers.  
Paper and pencils.  
Students bring text books and notes.  
[Study Skills Poster](#)  
[Small Group Counseling Guidelines Poster \(Document 18\)](#)  
[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 # 5 Formative Assessment**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**  
**Assessment can be question answer, performance activity, etc.**  
Students will make a commercial to present to the class using the study skills learned

**Session # 5 Preparation**

**Essential Questions:** Why is it important to learn study skills?  
**Engagement (Hook):** If you could develop a commercial to advertise how to teach other students study skills, what would you say?

**Session # 5 Procedures**

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
<ol style="list-style-type: none"> <li>1. Welcome and introduce group members. Discuss the <a href="#"><i>Small Group Counseling Guidelines Poster</i></a>.</li> <li>2. Ask students if these study skills sessions are helping them feel more successful? Ask students to share success stories.</li> <li>3. Today’s session will focus on making commercials about the study skills learned. Prompt student ideas with questions such as: What do you think the commercial can consist of? Why is it important to use good study skills? What are some good techniques that students have tried that really work? When is the best time to start studying for the test?</li> <li>4. Distribute paper and pencils to students. Encourage students to be as creative as they want, i.e. using cartoon characters, comic strips, etc. Students may choose to either create an individual study skills commercial or a group commercial.</li> <li>5. Closure/Summary: If time permits, arrange with the classroom teacher for the commercial to be presented to the entire class.</li> <li>6. Group assignment: Continue to use study skills to improve academic achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students review the guidelines by telling what each one looks and sounds like.</li> <li>2. Students respond with ways the study skills are helping them feel more successful.</li> <li>3. Students listen and respond with ideas of what information the commercials can contain.</li> <li>4. Students develop their study skills commercial.</li> <li>5. Closure/Summary: Students present the commercial to the classroom.</li> <li>6. Group assignment: Group members will continue studying or preparing for the next test, quiz or homework assignment.</li> </ol>

**Session # 5 Follow-Up Activities (Optional)**

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.

**Session # 5 Counselor reflection notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**OPTIONAL FOLLOW-UP SESSION**

**Group Title:** Test Busters

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

**Missouri Comprehensive Guidance and Counseling Concept(s):**  
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.

**OPTIONAL FOLLOW-UP SESSION**

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

8 ½ x 11 paper for each participant; crayons/markers/pencils

**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.

**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	Student Involvement
<p><b>Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes.</b></p> <p>1. Welcome students back to the group. Remind them again about the <i>Small Group Counseling</i></p>	<p>1. Students review the guidelines with the school counselor.</p>

Professional School Counselor Procedures	Student Involvement				
<p><u><a href="#">Guidelines Poster</a></u>, which still hold true!</p> <ol style="list-style-type: none"> <li>Ask each student to tell one thing they remember from the group meetings. “I remember _____.”</li> <li>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.</li> </ol> <table border="1" data-bbox="180 583 802 879"> <tr> <td data-bbox="180 583 492 732">1. With a picture or words, demonstrate what you learned from group.</td> <td data-bbox="492 583 802 732">2. With a picture or a word, describe the most useful thing you learned from the group.</td> </tr> <tr> <td data-bbox="180 732 492 879">3. With a picture or words, describe a skill you need to practice.</td> <td data-bbox="492 732 802 879">4. With a picture or words, explain how you have changed.</td> </tr> </table> <p>Ask student to share one quadrant at a time and discuss their answers.</p>	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.	<ol style="list-style-type: none"> <li>Students will contribute a concrete example of something they remember about the group.</li> <li>Students follow directions of school counselor, asking clarifying questions as needed. They will share their words/drawings. On topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.</li> </ol>
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.				

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

Use completed [Student Post-Group Follow-Up Interview Form](#) 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 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?*