

Group Title/Theme: Organization and Study Skills Preparation

Grade Level(s): 6-8

Group Description: This group might be started mid-quarter to allow students to monitor their progress more effectively. The group will focus on improving academic success through goal-setting, study skills, and test-taking strategies. It is an opportunity for academic skill-building and a time for sharing and relating to peers on a social level. Students will enhance their self-concept through increased personal responsibility.

An important aspect of this group is obtaining teacher input regarding student progress at critical junctures in the process.

Number of Sessions in Group: Introduction, 8 Sessions and Optional Follow-up Session

Session Titles/Materials:

Session # 1: Getting Your Act Together

Materials needed:

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

[*Counselor Information Sheet—Teacher Version*](#)

[*Counselor Information Sheet—Student Version*](#)

Jenga Blocks®, dominos, building blocks, etc.

Chart Paper (Optional)

Pocket Folders (Optional)

Assignment Book or Planner or Small Notebook

[*Setting Up a Planner with a Plan*](#)

[*Student Assignment Log*](#)

Session # 2: Where Does the Time Go?

Materials needed:

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

[*Counselor Information Sheet—Teacher Version \(from Session #1\)*](#)

[*Counselor Information Sheet—Student Version \(from Session #1\)*](#)

Markers or Colored Pencils

Assignment Notebook or Planner

[*Pie of Life*](#)

[*How I Spend My Day*](#)

[*Planning My Week*](#)

Before Session 3: Schedule individual sessions with the students, regarding their homework from Session #1, [*Counselor Information Sheet-Student Version*](#), along with the [*Counselor Information Sheet-Teacher Version*](#) that the counselor has obtained from teachers.

Session # 3: Where Are We Now?

Materials needed:

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

Markers or Colored Pencils
 Assignment Notebook or Planner
 Personalized Cards (Optional) or Notes the Counselor Has Taken from Teacher Conferences (see follow-up from previous session)

[*Pie of Life*](#)

[*How I Spend My Day*](#)

[*Planning My Week*](#)

Session # 4: Checking Out Your Personal Study Habits

Materials needed:

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

Notebook paper

Water bottle/water

Glitter

[*Checking Out Your Personal Study Habits*](#) Survey

Session # 5: Making the Most of Your Assignments

Materials needed:

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

Social Studies or Science Text

Worksheets or Reading Guides from Class

Notebook Paper and Pencils

[*SQ3R Reminder*](#) (The counselor may need to review the information.)

[*Good Working Habits Improvement*](#) Tracking Chart from Previous Session

[*A Key to Improving Assignments*](#)

Web Resource: www.wisc-online.com Title: SQ3R-Learning Activity

Session # 6 & 7: This Is Only a Test!

Materials needed:

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

NOTE: For these sessions, the counselor will need to solicit support from core subject teachers to obtain tests that the students recently have taken along with the materials that led up to the tests. The tests should be made up of as many types of items as possible: multiple choice (selected response), short answer/fill in the blank, matching, essay, etc.

[*Becoming Test Wise*](#)

[*Counselor Information Sheet-Student Version*](#)

[*Counselor Information Sheet-Teacher Version*](#)

Session # 8: That's a Wrap!

Materials needed:

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

[*Counselor Information Sheet-Student Version*](#) from last session

[*Counselor Information Sheet-Teacher Version*](#) from last session

[*Planner Self-Check*](#) worksheet

Items for celebration

Optional Follow-up Session (to be held 4-6 weeks after last group session)

Materials Needed:

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

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

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

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

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life-long learning

AD.4.B. Self-management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning 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 MCGP 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)

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

Outcome 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: The counselor will meet with students individually, following Session #8 to discuss [Counselor Information Sheet-Student Version](#) and [Counselor Information Sheet-Teacher Version](#) worksheets from Session #1 and Session #7. Student progress and need for continued improvement will be discussed.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of session four and five; 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.

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 students to complete at the end of the group unit.
- Alternative Procedure: [Student Post-Group Perception Follow-Up Interview Form \(Document 13\)](#)

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 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				
	5	4	3	2	1
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:					

Note to Professional School Counselor: Send this COVER LETTER and parent feedback form home with students after session four.

SCHOOL LETTERHEAD
Comprehensive Guidance Program

Request for Feedback from Parents/Guardians.

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear Parent,

I have enjoyed getting to know your child in our small group counseling sessions. Next week will be 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: _____

Comments about your child's progress:

Attached is a feedback form. I would appreciate input from you about your child's experience in the small group. Please complete the attached **Parent/Guardian Feedback Form** and send the completed form back to school with your child by _____.

Thank you for your support and feedback. Please contact me if you have questions or concerns.

Sincerely,

Professional School 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				
	5	4	3	2	1
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.


 = I agree


 = I'm not sure

 = I disagree


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


 = I agree


 = I'm not sure

 = I disagree


2. I enjoyed working with other students in the group


 = I agree


 = I'm not sure

 = I disagree


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


 = I agree


 = I'm not sure

 = I disagree


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


 = I agree


 = I'm not sure

 = I disagree

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

 = I agree

 = I'm not sure

 = I disagree

Additional comments you would like to share with the counselor:

Group Title: Organization and Study Skills Preparation

Session Title: Getting Your Act Together

Session #1 of 8

Grade Level: 6-8

Estimated time: 45 minutes with individual follow-up sessions of 15 min.

Small Group Counseling Session Purpose: To help students organize their backpacks/lockers; to set up an assignment notebook/planner; to assist students with personal evaluation and to begin the process of goal-setting through individual follow-up sessions. If feasible, include lockers in this plan.

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning 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 \(Document 18\)](#)

Jenga Blocks®, dominos, building blocks, etc.

Chart Paper (Optional)

Pocket Folders (if needed)

Assignment Book/Planner/Small Notebook

[Counselor Information Sheet-Student Version](#)

[Counselor Information Sheet-Teacher Version](#) (to be distributed to teachers before group begins)

[Setting Up a Planner with a Plan](#)

[Student Assignment Log](#) (for use if student does not have a planner)

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’ assignment books/planners/small notebooks will be checked at each session to monitor continued upkeep. Students’ backpacks/lockers will be checked at random to monitor organization. Students may be rewarded for individual effort. The students may also work together toward a group goal to earn a group reward and to ensure group accountability.

SESSION #1 Session Preparation

Essential Questions: Why is organization important for academic success?

Engagement (Hook): Arrange Jenga blocks in a stack before students arrive. Ask students: How can these blocks represent organizational skills?

SESSION #1 Procedures

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>1. Welcome students as they enter. Discuss the Small Group Counseling Guidelines Poster (Document 18). Distribute the Counselor Information Sheet-Student Version and ask students to rate themselves honestly.</p> <p>2. Introduce the visual/kinesthetic activity. “This stack of blocks represents everything you have to do to prepare for a class. I am going to read some statements. As I read each statement, one of you will be asked to remove a block from one of the levels below the top blocks.” To increase the suspense, present the following statements as quickly as possible:</p> <ul style="list-style-type: none"> • “Monday, Fred is late for class, so he doesn’t have time to look for his homework. He doesn’t turn in the assignment, even though he had completed it.” • “That night, a program is on television that Fred really wants to see. He stays up late to watch the show, and forgets to read the material for class.” • “Tuesday, Fred is really tired. He can’t pay attention. He has a hard time staying awake and dozes while the class is watching a video that goes with the chapter.” • “The teacher has an outline for the students to fill out that goes with the video, so the students can take notes more effectively. Since he dozed off, Fred plans on calling a friend about the notes. Instead, when Fred 	<p>1. Students introduce themselves and review the guidelines. Students complete the Counselor Information Sheet-Student Version and return to the counselor.</p> <p>2. Students remove the blocks as they are called on to participate.</p>

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>calls, he and his friend start talking about their plans for the weekend. He forgets about the assignment in his excitement about the weekend plans.”</p> <ul style="list-style-type: none"> • “Wednesday, Fred goes to an orthodontist appointment and misses school.” • “Thursday, the teacher gives a chapter review quiz. Fred leaves most of the quiz blank.” • “Friday, during a group project, Fred starts joking around. After repeated warnings, the teacher removes him from the group. The teacher pulls him aside to say that Fred is keeping the group from completing the project. He says that Fred has four assignments that have not been turned in. He hands Fred the assignments and says that they are due Monday or else the grades will all be zeros.” • “The teacher suggests that Fred use the rest of the class time, to work on the late assignments. Fred is angry because he has been removed from the group. He pretends to work on the assignments and writes a note instead, asking Mandy if she wants to go out with him.” • “Fred has plans for the weekend with his friends. He ditches the assignments in his locker as he leaves school.” • “Monday rolls around, and Fred is not feeling well after a busy weekend. He convinces his dad to let him stay home.” • “Tuesday, the teacher is really steamed. He asks about the missing assignments, which he gave Fred the previous week. Fred doesn’t know what the teacher is talking about.” • “The teacher gives Fred a worksheet and says that the class got the assignment the previous day. He says that Fred’s class will have a test tomorrow, and the worksheet is a review for the test.” • “The teacher reminds Fred that he tutors students after school on Tuesdays. He offers to call Fred’s parents to see if they will allow him to stay for tutoring. He reaches Fred’s mom and sets up the tutoring session. Fred ditches his book and assignment in his locker, slips past the teacher, and rides home on the 	

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>bus.”</p> <p>3. Ask the students: “This stack—or what is left of it (don’t be alarmed if the stack has collapsed)—represents Fred’s chances for success in this class. What predictions can you make?”</p> <p>4. “How do you plan for success? Complete this sentence: If I were Fred, I would…” As the students answer, ask them to elaborate. Write the students’ responses on chart paper.</p> <p>5. “Fred could not find his worksheet the first day. It would have helped if he were organized. To avoid troubles similar to Fred’s it is important to organize your backpacks/lockers.”</p> <p>6. Note: Extra folders should be available for students to use for organizing their papers/assignments.</p>	<p>3. The group discusses their views of Fred’s chances for success and what he might have done differently. Suggestions might include the following:</p> <ul style="list-style-type: none"> • Attendance • Reading the material • Completing assignments on time • Paying attention in class • Participating in group activities • Taking notes • Keeping track of assignments <p>4. Students clean out their backpacks/lockers. Unnecessary items are to be taken home that night. Students may need to go through papers and organize them in folders or a binder. Students can work together to get things in order. Partners can help determine which papers need to be completed and which are over due.</p> <p>5. Students share how they keep track of assignments.</p> <p>6. Students compare and contrast the positive example on the page on the left with the negative example on the right.</p> <ul style="list-style-type: none"> • Day and date are missing. • Math has the page number, but what is the assignment? • What does “review” mean for the Social Studies assignment? Is there a chapter review to finish? Is the student supposed to review a selection of the text? • It would be easy to miss the Reading assignment since it isn’t lined up with the other subjects. What chapter is the student supposed to read? • What does “nothing” mean for English? Was there no class that day? Was there an in-class project? Was there no homework given by

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>7. “Fred did not do a good job of keeping track of his assignments. How do you keep track of your assignments?”</p> <p>8. Students review the worksheet, Setting Up a Planner with a Plan. Point out the positive example on the left and the negative example on the right. “Can you tell me how the example on the right could be improved?”</p> <p>9. “Now it is your turn to check out your planner/ assignment notebook. When someone looks at your planner, they should be able to tell what is due and when it is due.” (Student Assignment Log can be used if the student(s) do not have planners.)</p> <p>10. Closure/Summary: Review expectations for backpacks/lockers and express that students are to complete their planners/notebooks every day. If they are absent, students are to ask teachers or fellow students about missing assignments. Give students time and date of the next session. Individual sessions may also be set up at this time (note follow-up activity).</p> <p>11. Group assignment: Students are to keep backpacks/lockers organized. Students are to complete planners/notebooks everyday. These expectations will be carried throughout the rest of the group meetings.</p> <p>Establish both group and individual goals. For instance, if all the students in the group come with completed planners or notebooks for three sessions, the group earns a reward predetermined by the counselor and the group. Students who complete</p>	<p>the teacher?</p> <ul style="list-style-type: none"> • What is the student supposed to study for Science? • “Bring money.” How much? What for? Is it due to a teacher or student by a certain date or time? • There is not enough room between the assignments to write notes. <p>7. Students begin setting up their planners using information they have already acquired. (If the group meets first thing in the morning, students may not have much to write.)</p> <p>8. Closure/Summary: Students review expectations for backpacks/lockers and their planners/notebooks. Students discuss options with the counselor.</p> <p>9. Group assignment: Students keep backpacks/lockers organized. Students complete planners or notebooks everyday. (Student Assignment Log can be used if the student(s) do not have planners.)</p> <p>10. Closure/Summary: Students are to complete their planners/notebooks every day. If they are absent, students are to ask teachers or fellow students about missing assignments.</p> <p>11. Group assignment: Students are to keep backpacks/lockers organized. Students are to complete planners/notebooks everyday. These expectations will be carried throughout the rest of the group meetings.</p>

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>their assignment books every day may earn some type of individual reward for their effort.</p> <p>Have random, unannounced “Backpack/Locker-Check Day”. Backpacks/lockers that have deteriorated may need to be reorganized; perhaps during a time that is not convenient for the students, such as when they finish eating lunch and enjoy hanging out with their friends. Those backpacks/lockers in good order may earn a reward.</p>	

SESSION #1 Follow-Up Activities (Optional)

The counselor arranges times to meet with each group member individually to discuss both versions of the [Counselor Information Sheet](#). As the counselor discusses the student and [teacher](#) information, student strengths should be emphasized, while discussing, “How can we make it possible for you to improve?”

Planners or notebooks may be checked regularly. If students are not keeping track of assignments, they may have a requirement that teachers are to initial their planners or notebooks before leaving class to determine that assignments are getting written down correctly. [Student Assignment Log](#) can be used if the student(s) do not have planners.

As the group progresses, if homework assignments are incomplete, parents may be asked to initial that they reviewed the assignment book each night verifying that the student worked on the assignments.

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?

DOCUMENT 18:

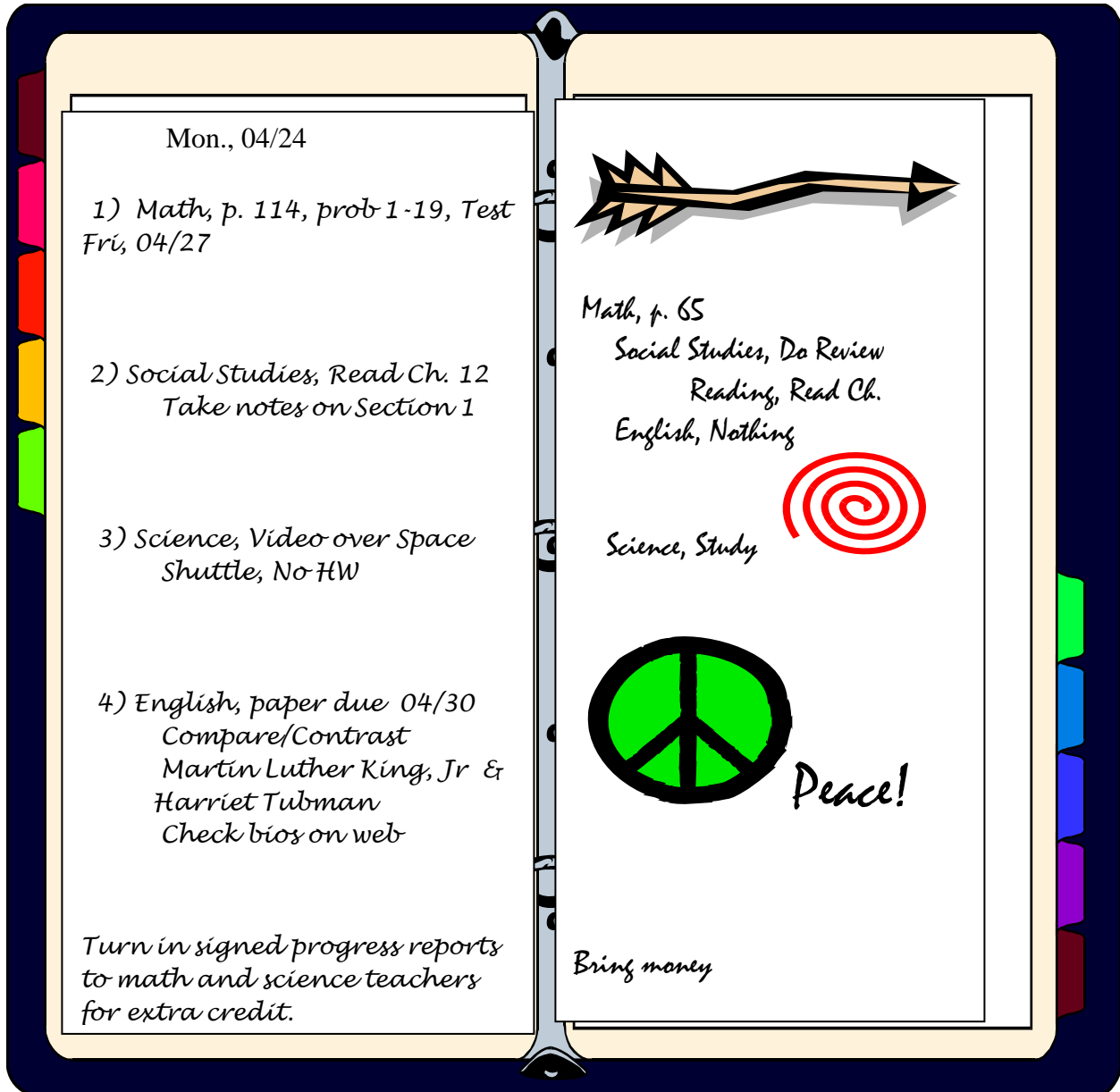
Small Group Counseling Guidelines Poster

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.

Setting Up a Planner with a Plan



STUDENT ASSIGNMENT LOG

(Adapt as needed)

Subject: _____ **Page #** _____

Problems/Question#’s _____

Assignment Instructions _____

Due _____

Subject: _____ **Page #** _____

Problems/Question#’s _____

Assignment Instructions _____

Due _____

Subject: _____ **Page #** _____

Problems/Question#’s _____

Assignment Instructions _____

Due _____

Group Title: Organization and Study Skills Preparation

Session Title: Where Does the Time Go?

Session # 2 of 8

Grade Level: 6-8

Estimated time: 45 minutes

Small Group Counseling Session Purpose: To evaluate students' current time management practices and to develop a schedule including your personal activities.

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning 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)

Markers or Colored Pencils

Assignment Notebook/Planner

[*Pie of Life*](#)

[*How I Spend My Day*](#)

[*Planning My Week*](#)

SESSION #2 Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Students will track their progress toward goals.

SESSION #2 Session Preparation

Essential Questions: How do we use our time to our benefit? How can we plan so that we have time for all of the things we have to do and all of the things we want to do? How do you distinguish between the two?

Engagement (Hook): I know everyone is excited about the new movie that was released last night, how many people went to see it? Did you do your homework first?

SESSION #2 Procedures

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<ol style="list-style-type: none"> 1. Briefly review the Small Group Counseling Guidelines Poster (Document 18) with the students. Have students complete the How I Spend My Day worksheet. 2. Present the Pie of Life activity, asking the students to complete the chart to illustrate use of time during their day. “Using the table, fill in the number of hours you spend on each activity. On the pie, color in the number of hours for each activity. Each slice represents 1 hour.” 3. While students are working on the chart, check student planners for completeness. Work with students whose planners are incomplete. Other students in the group may be able to offer tips to help those whose planners are not complete. 4. Discuss the pies with the students, using the questions at the bottom of the Pie of Life worksheet. 5. Distribute the Planning My Week worksheet. Address each of the Helpful Rules For Studying (on the Planning worksheet) and ask students the following questions: <ul style="list-style-type: none"> • What does “studying regularly” mean? Does a teacher have to give an assignment in order for you to study? What role do worksheets, reviews, study guides, etc. take part in “studying?” • What types of activities interfere with studying at least an hour a day? What are some of the ways we could get around those? What is the difference between a reason and an excuse? • How do you decide how to prioritize the time spent on assignments? • Why should you begin with and spend more time on the hardest assignment? 6. “Is it possible to adjust your schedule so that you have adequate time for activities that you enjoy as well as family and school responsibilities? If possible, what would that schedule look like? Complete the Planning My Week chart balancing 	<ol style="list-style-type: none"> 1. Students review the guidelines. Students complete the worksheet. 2. The students complete the Pie of Life. 3. Students present counselor with planners as requested. Students will make corrections and additions to their planners as needed. 4. Students respond to the questions as they are posed. 5. Students respond to questions. Some students may be determined to present obstacles. Students discuss reasons for those obstacles. 6. Have students schedule their week using the Planning My Week chart.

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>fun activities with responsibilities.”</p> <p>7. Closure/Summary: “Based on the chart you just completed, what changes can you make over the next week?” Ask students to write their goal(s) in their planners. Give students the time and date of the next session.</p> <p>8. Group Assignment: “As you go through the week, check your goal(s). Ask yourself: ‘Am I making progress?’ Be sure to fill out your planner so you know if you are following your proposed schedule.”</p>	<p>7. Closure/Summary: Students evaluate their proposed schedule, write their goal(s) for the next week, and schedule the date for the next meeting.</p> <p>8. Group assignment: Students will work toward their goals, using their planners and the schedules.</p>

SESSION #2 Follow-Up Activities (Optional)

In the meantime, follow up on those students who are still having difficulty keeping track of assignments in their planners. What interventions might be available?

Before the next session, ask teachers about the students’ progress and any “brags” about the students that may be shared at the next session. You may want the teachers to list their comments on personalized cards for each student.

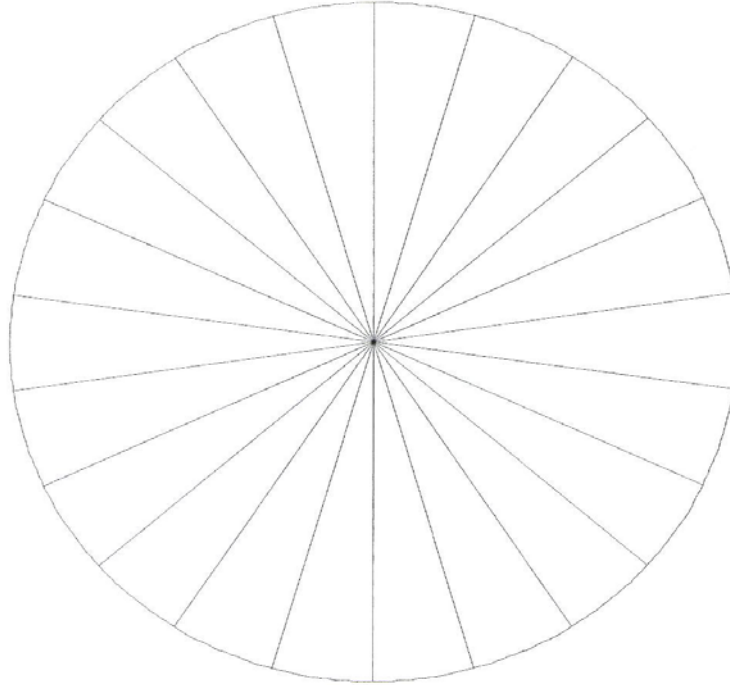
SESSION #2 Counselor reflection notes (completed after the session)

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?

The Pie of Life



Fill in the hours you spend on each activity listed on the next page. On the pie, color in the number of hours for each activity. A single slice equals one hour. Label the activity slices.

Think About It:

Are there any things you are spending time on that you are surprised about?
What would you need to spend more time on to reach your academic goals?
What would you have to spend less time on?

How I Spend My Day

Activity	Hours
Sleeping	
Meals	
School	
Playing Video Games	
Homework	
Chores	
Time with Friends	
Time Watching TV	
Other (Explain)	
Other (Explain)	

"Pie of Life" Chart Activity suggested by Jordan Alexander, Columbia School District

Planning My Week

Weekly Schedule	
Monday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Tuesday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Wednesday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Thursday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Friday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Saturday (Choose your own hours.)	
Sunday (Choose your own hours.)	

Helpful Rules for Studying

- Make sure you study regularly.
- Set aside enough time to do all your homework (at least one hour each day).
- Decide how much time you need to spend on each subject.
- Spend the most time on the subject that is most difficult for you.
- Do the hardest assignment first.



Adapted from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-383; M/JH-431

Group Title: Organization and Study Skills Preparation

Session Title: Where Are We Now?

Session #3 of 8

Grade Level: 6-8

Estimated time: 45 minutes

Small Group Counseling Session Purpose: To evaluate students' progress toward goals and to review information from previous sessions.

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 Educational Plans

Missouri Comprehensive Guidance Counseling Concept(s):

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning 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)

Assignment Notebook or Planner

Personalized Cards (Optional) or Notes the Counselor Has Taken from Teacher Conferences (see follow-up from previous session)

[Planner Self-Check](#)

[Planning My Week](#) from Session #2

[Planning My Week Self-Check](#)

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 review their current progress and make adjustments based on the results.

SESSION #3 Session Preparation

Essential Questions: Where are we now? What progress has been made regarding organizational skills? Are the students recognizing change? Are the teachers recognizing growth? Are the students proud of their accomplishments?

Engagement (Hook): Have you ever done a reality check? What does that mean?

SESSION #3 Procedures

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<ol style="list-style-type: none"> 1. Briefly review the Small Group Counseling Guidelines Poster (Document 18) with the students. “During the last few weeks, we have discussed several topics related to organization and planning. Today, we are going to do a reality check to see how everyone is doing.” Do a backpack/locker check to see how the students have progressed. 2. “Now let’s review how you are doing with your planners.” Distribute the Planner Self-Check. Once the students have completed the self-check, ask them to make any needed changes in their planner. 3. “Last week, we worked on a schedule. Let’s review how you did.” Have students pull out their copies of the Planning My Week Self Check worksheet from the previous week. Discuss the students’ successes and areas of concern as a group. 4. “Let’s try to plan next week’s activities and study time. What improvements can you make next week?” Distribute new copies of the Planning My Week Self-Check worksheet. 5. “Today is ‘Brag Day.’ I have asked your teachers how each of you are doing, and I want to share a few of their comments with you.” Share teacher comments, giving students their cards when finished (if used). 6. Closure/Summary: Ask students to consider what improvements can be made during the next week. Give students the time and date of the next group session. 7. Group assignment: Ask students to work toward their goals. 	<ol style="list-style-type: none"> 1. Students discuss and review small group guidelines. Students open their backpacks/lockers for counselor inspection and make any necessary changes. Those whose backpacks/lockers are in good shape may help those who are still struggling. 2. Students complete the self-check and note where improvement is needed. Students make appropriate changes in their planners. 3. Students discuss how they did with their schedules and ways each could improve. The group members may offer hints for improvement. 4. Students list their scheduled activities identifying areas where improvement might be needed. 5. Students listen to comments. 6. Closure/Summary: Students consider improvements. They make notes in their planners as a reminder and schedule the next group session. 7. Group assignment: Students work toward personal goals.

SESSION #3 Follow-Up Activities (Optional)

Check in with students who are struggling to offer support through the week.

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?

Planner Self-Check

Are the days and dates listed?
 yes no

Are all subjects listed?
 yes no

Are pages listed along with the problems and/or questions to be answered?
 yes no

Are worksheets identified by numbers or titles?
 yes no

If there is no homework, did you list the activity that took place during class that day?
 yes no

Did you list your tests on the dates they are to take place?
 yes no

Did you number your assignments in the order you planned to work on them?
 yes no

Did you space your assignments so that you could write in notes later?
 yes no

Did you allow space at the bottom of the page to allow for important notes?
 yes no

How do you need to improve?

Planning My Week Self-Check

Weekly Schedule	
Monday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Tuesday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Wednesday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Thursday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Friday	
3:00	7:00
4:00	8:00
5:00	9:00
6:00	10:00
Saturday (Choose your own hours.)	
Sunday (Choose your own hours.)	

Helpful Rules for Studying

- Make sure you study regularly.
- Set aside enough time to do all your homework (at least one hour each day).
- Decide how much time you need to spend on each subject.
- Spend the most time on the subject that is most difficult for you.
- Do the hardest assignment first.



How can you improve?

Adapted from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-383; M/JH-431.

Group Title: Organization and Study Skills Preparation

Session Title: Checking Out Your Personal Study Habits **Session #** 4 of 8

Grade Level: 6-8 **Estimated time:** 45 minutes

Small Group Counseling Session Purpose: To evaluate students' personal study habits and to plan for improvement by developing personal goals.

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

- AD.4.A. Life Long Learning
- AD.4.B. Self Management for Educational Achievement
- AD.5.A. Transitions
- AD.6.A. Educational Planning 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 #4 Materials (include activity sheets and/ or supporting resources)

- Notebook paper
- Water bottle/water
- Glitter
- [Checking Out Your Personal Study Habits](#) Survey
- [GoodWorkingHabitsImprovement](#) Tracking Chart

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 develop a plan to improve their study habits. They will track their progress through the week.

SESSION #4 Session Preparation

Essential Questions: Why do some students get better grades on assignments and tests than others?

Engagement (Hook): Is there a magical formula for doing better in school? If I mix a little water and a little glitter in this bottle and spray each of you, could you magically become better students?

SESSION #4 Procedures

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>1. Briefly review the Small Group Counseling Guidelines Poster (Document 18) with the students. Ask the students to perform the following tasks, using notebook paper:</p> <ul style="list-style-type: none"> • Write your name—first and last—as many times as you can in 30 seconds. • Count your results. • Write your name again and see if you can improve. You will have 30 seconds. • Count your results. How many of you made a gain? • This time, write your name—first and last—as many times as you can in 30 seconds, BUT this time you must spell your name backwards. So that, “John Smith” would be “Htims Nhoj.” (The counselor may choose to have the students write their names out backwards once to have something to refer to.) • How did you do this time? Did you improve over your first two attempts? • For most people the last attempt is harder, why do you think this would be? • How many of you kept trying to write your name correctly and having to change your spelling? • If we tried this part of the exercise three more times, would you expect to do better than the first time? Why? <p>Habits are hard to break, whether it’s chewing your fingernails or tapping your pencil on your desk. Those tend to be viewed as “bad habits.” BUT if we develop “good habits” they can be as difficult to break <u>and</u> can help us be more successful.</p> <p>2. Ask the questions listed below.</p> <ul style="list-style-type: none"> • Is there some type of magic formula for doing better in school? • If there is no magic formula, then why do some students get better grades on assignments and tests than others? • If there is no magic formula, then what is keeping you from doing even better in school? 	<p>1. Students discuss and review small group guidelines. Students participate in the activity, responding to questions from the counselor.</p> <p>2. Students will respond to the counselor’s questions, while avoiding put-downs and/or other negative statements/behaviors. Some students tend to be negative or use negative defense mechanisms during this type of discussion.</p>

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>3. “We are going to do a self-check to see where you have good study habits and where you may need to improve. Try to look at yourself as objectively as you can.” As students are working on the survey, offer examples or help with the questions.</p> <p>OPTIONAL: If the students are not being realistic when filling out the survey, ask them to consider the following questions: “What would the results be if a teacher were to fill out the survey about you? What would the results be if your parent(s)/guardian(s) filled out the survey about you?” Lead discussion to help students consider the reasons that others’ views might differ from theirs.</p> <p>4. Lead discussion concerning those areas where students may have marked either “I never do this” or “I’ve done this in the past.”</p> <ul style="list-style-type: none"> • If you developed those habits, how would your relationship with the teacher(s) change? • How would these habits help you do better in class? (Solicit responses from those students who answered, “I am doing this now,” for hints and suggestions.) • If you have had one of these habits in the past, what happened that you chose to give it up? <p>Note: students may indicate some of the habits are things that they can do in the future.</p> <ul style="list-style-type: none"> • When do you plan to begin one of the new habits? • What has prevented you from taking up that habit in the past? <p>5. There are some habits that the students are doing now. Do they still have some room for improvement?</p> <p>6. Closure/Summary: “There are habits listed on the survey that many students use to be more successful. Although we may think it would be much easier to have some magic formula, these habits are essential for making good grades and understanding the information that will be given on tests.”</p>	<p>3. Students complete the survey, <i>Checking Out Your Personal Study Habits</i>.</p> <p>4. Students share their opinions as to possible outcomes.</p> <p>5. Students share their views. Students discuss successes and/or means of improvement.</p> <p>6. Closure/Summary: Students contribute any thoughts related to the counselor’s summary.</p>

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<p>7. Group assignment: Using the <i>Good Working Habits Improvement</i> tracking chart, ask the students to list the skill(s) that they plan on improving during the week. They should track progress through the week. Announce the next meeting date and time.</p> <p>For next week: Ask students to bring their social studies text, along with worksheets or reading guides.</p>	<p>7. Group assignment: Students practice the new skills and track their progress. Students write the next meeting date and time in their planners.</p>

SESSION #4 Follow-Up Activities (Optional)

Solicit teacher input regarding student improvement. The PSC may need to check on those students who appeared reluctant when setting up goals to offer support and/or encouragement.

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?



Checking Out Your Personal Study Habits

Name: _____ Date: _____

Directions: Read each question about your study habits and place a check mark in the appropriate box(es). You may choose more than one answer that accurately describes your habits.

<i>What is my habit?</i>	I never do this.	I've done this in the past.	I'm doing this now.	I can do this in the future.	I need help to do this.
I bring the materials I need to class each day.					
I pay attention in class.					
I do not disturb my neighbors.					
I make sure that I can see the board.					
I make sure that I can hear assignments.					
I appear interested in what the teacher is saying.					
I display a positive attitude about class and school.					
I use class time wisely, beginning work after it is assigned.					
I ask my teacher for help when I do not understand.					
I write down assignments so that I will not forget them.					
I take advantage of tutoring opportunities when they are offered.					
I have set aside time each day to study after school.					
I keep materials such as pencils, pens, and paper at home to do homework.					
I plan my study time in order to finish all of my assignments.					
I keep working until I know the answers.					
I try not to waste time.					
I do the hardest assignment first.					
I turn in assignments on time.					
When studying for tests, I plan ahead so that I do not have to cram at the last minute.					
When studying for a test, I review reading material, quizzes, worksheets, and other assignments.					

Modified from "The Box Model," Missouri Comprehensive Guidance, 1998, M/JH-447

Good Working Habits Improvement

Name: _____ Date: _____

Directions: Write in the work habits that you intend to improve. Each time that you do something to improve that habit, place a check mark under that day on the chart. This will help you keep track of how much you are improving.

Habits I'm Improving	Mon.	Tues.	Wed.	Thurs.	Fri.
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Some helpful hints:

- Turn off the TV and keep any music low.
- Organize your materials before starting.
- Review your classroom notes before starting the assignment.
- Read the directions carefully before starting.
- Study the hardest subject first.
- Do the easiest assignment last.
- Take short breaks after finishing each assignment.
- Reward yourself by planning a favorite activity, once you have completed all homework.

Revised from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-426.

Group Title: Organization and Study Skills Preparation

Session Title: Making the Most of Your Assignments

Session # 5 of 8

Grade Level: 6-8

Estimated time: 45 minutes

Small Group Counseling Session Purpose: To help students develop and improve study skills by implementing the SQ3R note and test-taking method.

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life-long learning

AD.4.B. Self-management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning 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 #5 Materials (include activity sheets and/ or supporting resources)

Social Studies or Science Text

Worksheets or Reading Guides from Class

Notebook Paper and Pencils

[*SQ3R Reminder*](#) (The counselor may need to review the information.)

[*Good Working Habits Improvement*](#) Tracking Chart from Previous Session

[*A Key to Improving Assignments*](#)

Web Resource: www.wisc-online.com Title: SQ3R-Learning Activity

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 employ skills outlined in this lesson to improve their study power.

SESSION #5 Session Preparation

Essential Questions: Why do teachers give assignments? How can we benefit from completing assignments correctly?

Engagement (Hook): Write “SQ3R” on chart paper or board. Ask the students what they think this means.

SESSION #5 Procedures

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
<p>1. Briefly review the Small Group Counseling Guidelines Poster (Document 18) with the students. Review the previous week’s lesson, asking students to rate themselves on their improvement of their study habits. Offer encouragement for students’ continued efforts. Remind students that habits are not developed overnight and that they can only improve with continued practice. Offer examples of sports heroes, musicians, or others who must practice their techniques regularly in order to be successful.</p> <p>2. Explain to the students how they are going to use “SQ3R” to improve their study skills. This method can help them study more effectively and help them as they prepare for tests. Offer the following questions:</p> <ul style="list-style-type: none"> • Why do teachers give assignments? • How can we benefit from completing assignments correctly? <p>NOTE: Generally social studies and science texts have study guides, worksheets, and/or reading guides, which follow the chapter. Ask the classroom teacher(s) for assignments that can be used in the group. The students may bring their own assignments, but it never hurts to have materials on-hand 😊.</p> <p>3. Write the word “survey” on the board for the students to see. Explain that the term, “survey,” means skimming over the assignment. Ask the students to skim the social studies/science chapter; noting section titles, headings, and terms in bold print.</p> <p>4. Write the word “question” on the board. Explain that after you skim the assignment, it is valuable to question the titles, headings and terms and to ask yourself, “What might this be about?”</p> <p>5. Write the word “read” on the board. Ask the students to read for meaning a portion of the text.</p> <p>NOTE: Some students may need help with reading and with understanding some terms. Be attuned to the</p>	<p>1. Students review and discuss guidelines. Students report on their successes and cite areas where they need to improve.</p> <p>2. Students respond to the questions.</p> <p>3. Students comply with the counselor’s request pointing out the section titles, etc.</p> <p>4. Students question the titles, headings and terms in the assignment which are in bold print.</p> <p>5. Students read text with the purpose of specifically understanding what they read.</p>

<p>students' needs.</p> <ol style="list-style-type: none"> 6. Write "recite" on the board. After reading the assignment, ask students to state the main points. 7. Write "review" on the board. Explain that the review process is ongoing and may include re-reading the assignment, reviewing notes, identifying the main points, and discussing the reading on a daily basis before your test. 8. Ask students to repeat the process for another part of the assigned reading. 9. Ask students to share their normal study routine and to compare that routine to the SQ3R method. Which method will help the students remember the material more effectively? Remind the students that they will only improve through practice and patience. 10. Distribute and discuss the handout, A Key to Improving Assignments, with the students. 11. Closure/Summary: Ask the students to share at least one thing that they can use which they learned during the session. 12. Group assignment: Hand out the SQ3R Reminder to students. Challenge the students to continue practicing good study habits incorporating the SQ3R method. Ask the students to explain what they have learned to at least one person during the next week. The person is to sign the student's planner with a brief note of what they learned from the group member. 	<ol style="list-style-type: none"> 6. Students share answers and write responses to the questions. 7. Students share information that has been gained. 8. Students work on the next reading selection described by the counselor. 9. Students participate in the discussion. 10. Students discuss the information. They may realize that they are already doing many of the steps though group work. 11. Closure/Summary: The students share what they learned. 12. Group assignment: The students use those skills and suggestions offered during this session. They explain the technique(s) learned in group to someone and ask them to sign their planner with a brief note stating what that person has learned from the student.
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SESSION #5 Follow-Up Activities (Optional)

Work with those students who are struggling with the procedures demonstrated in this session. The students may need help from student mentors, tutors, etc. to become more proficient in this technique.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

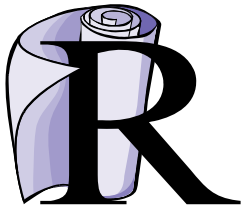
SQ3R Reminder



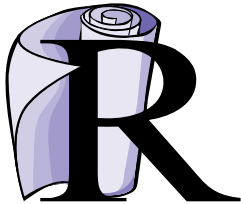
Survey: Skim through the material noting chapter title, subheadings, highlighted words, words written in bold print, etc.



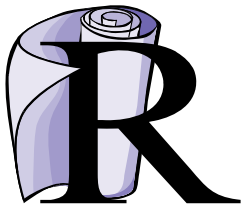
Question: Before you read, ask yourself questions about the information that you expect to learn from the reading. Use the questions at the end of the sections or chapter to help you. You can also use any worksheets, study guides, or reading guides from your teacher.



Read: Concentrate on what the words are telling you, focusing on major concepts and paying attention to ideas that are mentioned more than once. Don't forget that picture captions, graphs, charts, diagrams, etc. are also part of the reading.



Recite: At the end of each section, stop to think—silently or out loud—about what you just read. Which of your questions does this selection answer? Jot down the answers while they are fresh.



Review: Scan your reading materials again. Check over your notes or other materials that go with the chapter or selection. This "R" should be repeated every day, even for a few minutes.

SQ3R was developed by Francis P. Robinson.



The Key to Improving Assignments

1. **Keep an assignment book.** Your grades will show it, if you get mixed up and do the wrong homework or if you forget to study for a test. Develop the habit of keeping a daily assignment notebook. Write down everything you need to remember. This way, you will always know what you need to do.
2. **Learn to follow directions.** Some students get low grades simply because they don't follow directions. Read all directions carefully, especially on a test. Also, learn to be a careful listener. When the teacher explains an assignment, pay close attention. If you still don't understand what you are expected to do, ask again and write it down.
3. **Use your textbook to your advantage.** Know how to use the chapter summary, headings, terms in bold print, the glossary, and/or the index. Are sample problems in the back of the book, so that you can check a new procedure?
4. **Write neatly and accurately.** Remember, your teachers see your homework as a reflection of your ability and attitude. Sloppy papers make you seem careless. Take pride in your work.
5. **Learn to check over work before turning it in.** Spend a few minutes proofreading your homework or tests before turning them in. Learn to catch your own errors. Learn to use the dictionary if you have trouble spelling words correctly.
6. **Once you receive a graded worksheet or quiz, look it over for errors.** You can improve your studying capability by correcting errors. Some teachers review answers with students, so they can correct their mistakes. Class work, homework, and quizzes are all part of test preparation. Keep graded assignments handy to study in the days leading up to the test.
7. **Learn to manage your time.** Learn to use your spare time wisely. Put study time to use, don't waste it.
8. **Assume responsibility for your own actions.** Do you blame your teachers for low grades? Forget it! No one else is responsible for your failures or successes but YOU. Going to school is like a job. You attend each day and give 100%.
9. **Aim for success.** If you aim for the minimum, you will get minimal results. When you start thinking that you can be successful at school, you will be.

Group Title: Organization and Study Skills Preparation

Session Title: This Is Only a Test!

Sessions # 6 and 7 of 8

Grade Level: 6-8

Estimated time: 2 sessions of 45 minutes

Small Group Counseling Session Purpose: To learn about and apply test-taking strategies.

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life Long Learning

AD.4.B. Self Management for Educational Achievement

AD.5.A. Transitions

AD.6.A. Educational Planning 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 #6 & 7 Materials (include activity sheets and/ or supporting resources)

NOTE: For these sessions, solicit support from core subject teachers to obtain tests that the students recently have taken along with the materials that led up to the tests. The tests should be made up of as many types of items as possible: multiple choice (selected response), short answer/fill in the blank, matching, essay, etc.

[*Becoming Test Wise*](#)

[*Counselor Information Sheet—Student Version*](#)

[*Counselor Information Sheet—Teacher Version*](#)

SESSION #6 & 7 Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Students will apply test-taking skills to example tests.

SESSION #6 & 7 Session Preparation

Essential Questions: Can test taking strategies help us score higher on tests?

Engagement (Hook): What does an owl and a high-achieving student have in common? The owl is often associated with wisdom because its large eyes make it look very knowledgeable. But the truth is that an owl's brain is very small. Its head, to accommodate those large eyes, has a small brain cavity, so an owl actually is not the smartest of birds. On the other hand, if the owl didn't have those large eyes, night hunting would not be possible.

When we are in class, some students may appear smarter than others because their grades are better. But the truth is that often those students are not any different from us. They have simply learned how to use the information from class and from homework to make better grades on the tests. They are test-wise. That means they understand that there is a way to work through a test that earns more points.

Like the owl, students who do better in class have adapted to their world to become more successful.

SESSION #6 & 7 Procedures

Sessions 6 & 7 Professional School Counselor Procedures	Sessions 6 & 7 Student Involvement
<p>1. Briefly review the Small Group Counseling Guidelines Poster (Document 18) with the students. Ask the students about their group assignment from last session. How have they been using SQ3R? Was sharing of the SQ3R method helpful?</p> <p>NOTE: If the majority of the group “forgot” to do the group assignment, there is no time like the present. Allow a few minutes for the group to teach members one new skill from the last session.</p> <p>2. “Taking a test is a lot like going on a long trip for vacation. When is the best time to prepare for a long trip?” Work with the students to discuss details that have to be covered when planning a long vacation trip. Guide the group somewhat by incorporating test preparation terms and ideas into the conversation or pointing out those terms/ideas as students express them. Write those key words on the board or chart paper.</p> <p>NOTE: Feel free to use another analogy that best fits the interests and backgrounds of the students with whom he/she works. If the school setting is in a rural area where hunting and fishing are the main pastimes, use an analogy such as going on a fishing trip or turkey hunting. The idea is to engage the students as experts in a conversation that involves a process of planning and preparation to achieve a goal.</p> <p>3. “How well a trip goes depends a lot on what happens before you get in the car. How well you do on a test depends a lot on what you do before you enter the classroom. Let’s think about the trip we just discussed. How are taking a test and planning a trip similar?” (Adapt this if using a different analogy.)</p>	<p>1. Students review and discuss the guidelines. Students respond with their stories.</p> <p>2. The students brainstorm the process of planning a long vacation trip (or other analogy).</p> <ul style="list-style-type: none"> • Preparing ahead of time • Dividing the trip into manageable parts • Getting packed • Organizing “stuff” • Knowing how to get there • Knowing what you plan to do when you get there • Making sure you have the right things for your destination • Once you are there, use your time wisely • Have a plan of activities <p>3. Students draw the parallels between test taking and taking a trip (or other analogy).</p>

Sessions 6 & 7 Professional School Counselor Procedures	Sessions 6 & 7 Student Involvement
<p>4. “When we discussed the scenario in one of the first sessions, involving a student named Fred, most of us knew that Fred was not going to pass that test. How did we know that he was not going to pass?”</p> <p>“How students perform on tests usually has very little to do with how smart they are. Instead, how they do on tests depends on how they prepare. Just like planning for a trip, how we do on a test has a lot to do with what happens in the days before the test takes place. Last week, we talked about SQ3R and ways to make the most of our homework. A key element in doing well on tests is preparing in advance by doing homework assignments.” Ask students to take out homework materials that were assigned during the time leading up to the test. Pass out test materials.</p> <p>NOTE: When working with multiple grade levels, use materials for one grade level as an illustration.</p> <p>5. “Today, we are going to work through a test that was given recently. We will work through the test, using the homework assignments that were given prior to the test and the worksheet, Becoming Test-Wise.</p> <p>Work with the students to show how the information from class relates to the test questions. Lead discussion on how each of the types of test questions requires different strategies for determining the answers.</p> <p>NOTE: Due to the amount of material covered in this session, the PSC may use his/her discretion to divide the material for two sessions. Session 6—Review the information covered at this point in the session. Session 7—Review the information from both sessions 6 and 7.</p> <p>6. Closure/Summary: Ask students to write the date and time of the next meeting in their planner.</p> <p>7. Group assignment: Encourage students to use the information from session 6 and 7 for any upcoming tests.</p>	<p>4. Students respond with various suggestions, such as:</p> <ul style="list-style-type: none"> • Fred didn’t do his homework. • He didn’t participate in group work. • He ditched assignments in his locker. • He didn’t go to tutoring. • He missed class. <p>5. Students will work through the test, using the homework assignments that were given prior to the test and the worksheet, Becoming Test-Wise.</p> <p>6. Closure/Summary: Students write the next meeting date and time in their planner.</p> <p>7. Group assignment: Students utilize the information gathered from the last two sessions.</p>

Sessions 6 & 7 Professional School Counselor Procedures	Sessions 6 & 7 Student Involvement
<p>At the end of session 7, students complete a blank Counselor Information Sheet-Student Version for the same class as used in lesson 1.</p>	<p>Upon conclusion of session 7, students complete Counselor Information Sheet-Student Version for session 8.</p>

SESSION #6 & 7 Follow-Up Activities (Optional)

Following session 7, the counselor will gather information from teachers, using [Counselor Information Sheet-Teacher Version](#). The counselor will also ask teachers for any “brags” they may have for the students.

SESSION #6 & 7 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?

Becoming Test-Wise

True/False Statements

Use extreme care when reading each statement. Consider the meaning of the statement, giving it your full attention. If you have time, go back and try a new approach. What was said about this in class? Did the teacher point out something special about this? Check for key words, such as "always" or "never" in the statements; they are usually false.

Multiple Choice or Selected Response Items

Be sure to read the item stem and the answer choices carefully. After careful study of the stem, look at the proposed answer choices. Mark through the choices, which you know are not correct. Choose the one answer choice that you think is best. If you cannot come up with an answer, go on to the next item. Sometimes, coming back to an item later, allows you to look at it in a new way. Relax between each question so that you will be fresh for the next one.

Matching Items

Read through the column with the longest answers first. This is the column that contains the clues that work with the matching items in the other column. Take care of the matches that you know first. Cross off the matches as you use them. Match the harder items last. Consider whether the clues are referring to a person, place, date, or idea. Choose the best answer from the remaining choices. For example, if the statement on the left refers to a person, check the names that are listed. Which name seems to be correct? Beware! Sometimes, teachers will use the same answer more than once just to make the test a little more complicated. Check the directions carefully! Usually, the directions will state that some answers may be used more than once, if this is the case.

Fill-In the Blank/Short Answer Items

Before you start, check out that section of the test. Does the test have a word bank, which gives you answer choices? Read the test items through quickly. Finish the items that you know first. Come back to items that you don't know. Try to think of the homework that you have done and class discussion. Come up with as much information as much as you can and write it in. Sometimes, you are able to get partial credit if your answer is on the right track. Write neatly! If the teacher cannot read your response, it is very likely that your answer will be counted as incorrect.

Open-Book Tests/Open-Note Tests

Some students do not study for open-book or open-note test, which is a mistake. They spend too much time looking up answers and often do not finish the test. When taking an open-book or open-note test, it is important to be familiar with the material. In the days before your test, go through your text—or notes—so that you know where to find the answers. In the case of your textbook, know how to use headings, the index, the glossary, etc. Read the captions under the pictures, and be familiar with any graphs, charts, or diagrams. In the case of an open-note test, make sure you have organized your notes for the material to be tested. If you are missing information, get with the teacher or another student to ensure that you will have the material you will need. This takes planning and should not be done as you are walking in the classroom to take the test. Go through the test and answer the questions that you know without looking them up. Flag those questions and come back to them later if you have time at the end of the testing session. Use your text or notes to answer those questions you are unsure of.

Essay Tests

First glance over the questions. Check the number of questions and decide how much time to allow for each. Look at each question. What does it ask you to do? Be sure you understand what the question is asking. Restate the question as the topic sentence. Organize your thoughts and outline what you are going to say. After you finish, if time allows, review your essay to see if anything needs to be added. Look for misspelled words and grammatical errors.

Problem-Solving and Performance-Assessment Tests

Study and analyze the problem. Ask yourself, "What did the teacher ask in this problem? Which of the principles, which we have studied, can be used to solve this problem? Which steps are to be used in the solution?" Thinking in words will help you select the correct process. Use proper notations and solve the problem as completely as possible. Leaving out steps may lead to mistakes. Keep thinking in words about what you are doing as you solve the problem. This helps keep your thoughts centered on the task and helps avoid errors. When finished, relax and go back through the reasoning for your answers.



Modified from "The Box Model," Missouri Comprehensive Guidance, 1998, M/JH-475.

Counselor Information Sheet—Student Version

Name _____ Grade _____

Teacher _____ Class/Block _____

Please comment on the following:

My work habits _____

My attitude toward the class _____

Please rate the following behaviors or skills, as they relate to your participation in the class, on a scale of 1 to 5.

- 1 = No chance to use the behavior/skill.
- 2 = Poor—I rarely meet teacher expectations.
- 3 = Fair—I sometimes meet teacher expectations.
- 4 = Good—I often meet teacher expectations.
- 5 = Excellent—I always meet teacher expectations.

Skill or Behavior	1	2	3	4	5
Homework handed in					
Homework grades					
Get to class on time					
Courteous to teacher					
Courteous to classmates					
Bring materials to class					
Test scores					
Work is neat					
Pay attention					

Current grade in this class: _____ Grade I want to work toward: _____

What can you do to reach your grade goal? _____

Counselor Information Sheet—Teacher Version

Student _____ Grade _____

Teacher _____ Class/Block _____

Please comment on the following:

Student's work habits _____

Student's attitude _____

Please rate the following behaviors or skills, as they relate to the student, on a scale of 1 to 5.

- 1 = No chance to see the behavior/skill.
- 2 = Poor—rarely meets teacher expectations
- 3 = Fair—sometimes meets teacher expectations
- 4 = Good—often meets teacher expectations
- 5 = Excellent—always meets teacher expectations

Skill or Behavior	1	2	3	4	5
Homework handed in					
Homework grades					
Gets to class on time					
Courteous to teacher					
Courteous to classmates					
Brings materials to class					
Test scores					
Work is neat					
Pays attention					

Present grade in class: _____

Thanks for your help!

Modified from "The Box Model," Missouri Comprehensive Guidance, 1998, EI-421

Group Title: Organization and Study Skills Preparation

Session Title: That’s a Wrap!

Session # 8 of 8

Grade Level: 6-8

Estimated time: 45 minutes with individual follow-up sessions of about 15 minutes each

Small Group Counseling Session Purpose: To review and celebrate student growth in the areas of organization and study skills.

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 Educational Plans

Missouri Comprehensive Guidance and Counseling Concept(s):

- AD.4.A. Life Long Learning
- AD.4.B. Self Management for Educational Achievement
- AD.5.A. Transitions
- AD.6.A. Educational Planning 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 #8 Materials (include activity sheets and/ or supporting resources)

- [*Counselor Information Sheet-Student Version*](#) from last session
- [*Counselor Information Sheet-Teacher Version*](#) from last session
- [*Planner Self-Check*](#) worksheet
- Items for celebration

SESSION #8 Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Students will state at least three study skills and three test taking skills they can apply to their class work.

SESSION #8 Session Preparation

Essential Questions: What progress has been made in developing and improving study skills?

Engagement (Hook): Students enter into a room that is decorated for celebration. “In the last few weeks, we have covered several topics. At this point, we will look at where we started; where we have improved; and where we need to continue working toward improvement.”

SESSION #8 Procedures

Session 8 Professional School Counselor Procedures	Session 8 Student Involvement
<ol style="list-style-type: none"> 1. Briefly review the Small Group Counseling Guidelines Poster (Document 18) with the students. Begin the session with, “We have discussed several topics related to organization and planning. We are going to do a final check to see how everyone is doing.” Do a backpack/locker review to check organizational progress. 2. When the group is finished with backpack/locker checks, congratulate those who have made improvement in organizational skills. Those who are still struggling need encouragement to keep trying. Ask the students to respond to the following questions: <ul style="list-style-type: none"> • How have you improved from the beginning of the group? • What hints could you offer someone who struggles with organization? • What is the hardest part of keeping organized? And what can be done to make it less difficult? • What could you do to keep working toward being organized? 3. Distribute the Planner Self-Check worksheet. “We have worked on setting up an assignment notebook or planner as part of our plan to improve our study skills. Let’s see how you are doing with your assignment notebook or planner.” 4. Offer congratulations to those who have made improvement. Those who are still struggling will need encouragement to keep trying. Ask the students for their thoughts on the following: <ul style="list-style-type: none"> • How have you improved from the beginning of the group? • What hints could you offer someone who struggles with keeping track of assignments? • What is the hardest part of keeping an assignment notebook or planner? And how can you combat this problem? • What could you do to keep working toward being organized? 5. We have worked on time management skills in 	<ol style="list-style-type: none"> 1. Students review and discuss counseling guidelines. Students check their backpacks/lockers and make any necessary changes. Those whose backpacks/lockers are organized may help those who are still struggling. 2. Students discuss their organizational struggles and/or hints for improvement. 3. Students work through the self-check and note where they need to improve. Students make any needed changes in their notebook or planners. Students offer their study skills tips, hints, and ideas. 4. Students share supportive hints with the group. 5. Students share their thoughts and feelings

Session 8 Professional School Counselor Procedures	Session 8 Student Involvement
<p>order to balance school work, family responsibilities, and time for you. Ask students to assess their improvement:</p> <ul style="list-style-type: none"> • How have you improved from the beginning of the group? • What hints could you offer someone who struggles with all the demands on their time? • What is the hardest part of scheduling your time? What have you done to improve on this situation? • What could you do to continue working on managing your time? <p>6. Recently, we have worked on making the most of your classroom assignments.</p> <ul style="list-style-type: none"> • What can you share with the group about your improvement? • Are you starting to see more success in some of your classes? What is taking place there? • Which classes continue to be a challenge? What makes those classes more difficult? • How do you feel about your classes now compared to your feelings about those classes when we started? <p>7. We talked about test-taking strategies and how to use them.</p> <ul style="list-style-type: none"> • What did you learn that perhaps you didn't know before? Or what are you doing differently now that you weren't doing before our group started to help with test success? • Have you been able to use any of the strategies, yet? If so, how did it go? • Do you feel more confident about taking tests now that we have covered this information? What has made a difference for you as you approach test taking? <p>Others have noticed a difference in what you are doing.” Without getting into grade issues or information that is too personal, the counselor may offer “brags” from the group members’ or teachers. Some gains may be small, but they are still gains to be celebrated.</p>	<p>regarding their progress.</p> <p>6. Students participate in discussion about keeping up with assignments.</p> <p>7. Students participate in discussion about test-taking strategies and their use. Students may offer congratulations for fellow group members.</p>

Session 8 Professional School Counselor Procedures	Session 8 Student Involvement
<p>8. Closure/Summary: Celebrate (food, fun or games).</p> <p>Optional activity: During this time, the students may prepare “thank you” cards for those people, including group members, who have helped them make improvement through the past few weeks.</p> <ul style="list-style-type: none"> • How has that person helped you? How has that made a difference in your outlook? • What have you appreciated about that person’s help? • What words of encouragement can you offer that person? <p>9. Group assignment: To continue working toward goals and to seek help if they encounter obstacles along the way.</p>	<p>8. Closure/Summary: Students participate in celebration.</p> <p>Optional: Students work on “thank you” cards. Students take a few minutes to share their appreciation with group members before group ends. Cards may be given to other recipients after group.</p> <p>9. Group assignment: Students will check in from time to time to report on progress toward goals.</p>

SESSION #8 Follow-Up Activities (Optional)

The PSC will set up times to meet with each group member individually to discuss both versions of the [Counselor Information Sheet](#) from Session 7. As the PSC discusses the student and [teacher](#) information, he/she should have the original forms from Session 1, as well as the forms that were just completed. Student strengths should be emphasized, while discussing, “Where have you improved? How can we help that improvement continue? Where are you still having difficulty? What help do you need to improve in those difficult areas?”

SESSION #8 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?

OPTIONAL FOLLOW-UP SESSION

Group Title: Organization and Study Skills Preparation

Session Title: How Are You Doing?

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

Grade Level: 6-8

Estimated time: 30-45 minutes

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

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

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

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 Perception Follow-Up Interview Form \(Document 13\)](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation

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

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

OPTIONAL FOLLOW-UP SESSION PROCEDURES

Professional School Counselor Procedures: Optional Follow-up Session

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

1. Welcome students back to the group. Remind them again about the [Small Group Counseling Guidelines Poster \(Document 18\)](#) - they still hold true!
2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.”
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4 Give the directions for the quadrants one at a time. 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 Perception Follow-Up Interview Form \(Document 13\)](#). Discuss with students after they have completed the form.

Student Involvement: Optional Follow-up Session

1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean
2. Students contribute a concrete example of something they remember about the group.
3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. 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) [Student Post-Group Perception Follow-Up Interview Form \(Document 13\)](#), use the responses to prepare a data summary and report of group’s effectiveness.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

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?