

Small Group Counseling Title/Theme: Tools for Success

Grade Level(s): 9-12

Small Group Counseling Description: Tools for Success is an academic achievement group for students who are experiencing academic difficulties that emphasize grade importance, time management, stress management, goal setting and an award incentive to help motivate students to reach their fullest potential.

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

Session Titles/Materials:

Introduction: [Establishing Small Group Norms](#)

Establishing norms is important to the group process. This introduction should be used prior to Session #1.

Materials needed:

Chart Paper

Markers

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

Session # 1: Grade Importance

Materials needed:

School's Grading Scale

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

Keys

[Tools for Success Pre-Survey](#)

[Teacher/Parent/Guardian Small Group Session Follow-up \(Document 12\)](#)

Session # 2: Time Management

Materials needed:

Student Planner/assignment books and Personal Plan of Study

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

[Student Assignment Log](#) (adapt if student planner/assignment books are not provided)

Clock

[Teacher/Parent/Guardian Small Group Session Follow-up \(Document 12\)](#)

Session # 3: Goal Setting

Materials needed:

Student Planner/assignment books

Gold coin or gold covered chocolate for each student

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

Paper and pencil/pen

[Teacher/Parent/Guardian Small Group Session Follow-up \(Document 12\)](#)

Session #4: Stress Management/Reduction of Test Anxiety

Materials needed:

Paper and pencil/pen

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

Unit Assessments (attached to the Unit Plan)

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

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

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

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

Session: #5: Awards Breakfast

Materials needed:

Donuts/Milk/Juice and certificates for students who meet set goal

Tools for Success Post-Survey

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

[Student Feedback Form: Overall Effectiveness of Group \(Document 16\)](#)

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

[Alternative Procedure: Complete the Student Post-Group Perception Form \(Form 16\)](#)

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

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

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

American School Counselor Association (ASCA) National Standard:

Academic Development

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

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
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

Summative Assessment:

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

Grade, discipline and attendance reports will be monitored throughout the year. Students will be given a pre-survey about the topics to be discussed and a post-survey. Report cards will be analyzed and reviewed upon completion of program to determine overall success.

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 Perceptions: Individual Student Behavior Rating Form (Document 14)* for each student before the group starts and after the group has been completed.
- *Teacher Pre-Post-Group Perceptions: Individual Student Behavior Rating Form (Document 14)* will be given to teacher to complete at the end of the group unit.

Parent Assessment:

- *Parent/Guardian Feedback Form: Overall Effectiveness of Group (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.
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Results Based Data Collection:

The PSC 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 P_RoB_E Model (Partnerships in Results Based Evaluation). For more information about P_RoB_E, 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.

The PSC may monitor the students weekly by checking in with them in the hallways or dropping by their classrooms.

The PSC and teacher(s) work collaboratively to meet and discuss the student's behavior and grades.

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

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

May 2015

Group Title: Introduction

This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

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

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

American School Counselor Association (ASCA) National Standard:

Academic Development

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

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

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

Chart paper

Markers

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

INTRODUCTION Formative Assessment

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

INTRODUCTION Session Preparation

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

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

INTRODUCTION Procedures

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

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

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

SESSION #1

Group Title: Tools for Success

Session Title: Introduction/Grade Importance

Session # 1 of 5

Grade Level: 9-12

Estimated time: 30 Minutes

Small Group Counseling Session Purpose: Get acquainted, explain and discuss the importance of grades. This group is for students who are experiencing academic difficulties.

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

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

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

American School Counselor Association (ASCA) National Standard:

Academic Development

A. Students will acquire the attitudes, knowledge 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 are attached)

School's Grading Scale

Keys

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

[*Teacher/Parent/Guardian Small Group Session Follow-up \(Document 12\)*](#)

[*Tools for Success Pre-Survey*](#)

SESSION #1 Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Students will discuss and demonstrate an understanding of the grading scale.

SESSION #1 Preparation

Essential Questions: Why is school success important?

Engagement (Hook): Show your keys and explain how they open doors.

Procedures

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
1. Welcome students as they enter. Review the <i>Small Group Counseling Guidelines Poster (Document 18)</i> .	1. Students introduce themselves and review the guidelines.
2. Distribute <i>Tools for Success Pre-Survey</i>	2. Students will complete <i>Tools for Success Pre-Survey</i> .

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<p>3. Ask students to explain how grades are like keys (demonstrate using your own keys to your home, car, and office) that open doors to opportunities.</p> <p>4. Give each student a copy of the school grading scale. Discuss how grades build over time.</p> <p>5. Closure and Summary: Discuss how high school grades build over time and are a foundation for future opportunities in school.</p> <p>6. Group assignment: Bring planner/assignment book and personal career plan to the next session.</p> <p>7. Distribute & explain <u>Teacher/Parent/Guardian Session Follow-up Suggestions (Document 12)</u></p>	<p>3. Students explain how grades are keys to academic success.</p> <p>4. Students discuss grades as they relate to them personally.</p> <p>5. Closure and Summary: Students offer their opinions and ideas.</p> <p>6. Group assignment: Prepare for next group by bringing planner/assignment book and personal career plan.</p> <p>7. Students commit to giving their parents/guardians the <u>Teacher/Parent/Guardian Session Follow-up Suggestions (Document 12)</u>.</p>

SESSION #1 Follow-Up Activities

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

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?

TOOLS FOR SUCCESS PRE-SURVEY/POST-SURVEY

Circle the number that best represents your own situation.

1. How important to you are your grades?

LOW/ NOT IMPORTANT				HIGH/ VERY IMPORTANT
1	2	3	4	5

2. How often do you use a planner/assignment book?

Never	Rarely	Sometimes	Weekly	Daily
1	2	3	4	5

3. How often do you set goals?

Never	Rarely	Sometimes	Frequently	Daily
1	2	3	4	5

4. Do you use stress management techniques?

Never	Rarely	Sometimes	Frequently	Daily
1	2	3	4	5

SESSION #2

Group Title: Tools for Success

Session Title: Time Management

Session # 2 of 5

Grade Level: 9-12

Estimated time: 30 Minutes

Small Group Counseling Purpose: Review and discuss each student’s time management skills and study skills.

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

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

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

American School Counselor Association (ASCA) National Standard:

Academic Development

A. Students will acquire the attitudes, knowledge 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 are attached)

Student Planner/assignment books and Personal Plan of Study

Student Assignment Log (adapt if student planner/assignment books are not provided)

Clock

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

[Teacher/Parent/Guardian Small Group Session FollowUp \(Document 12\)](#)

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 bring planner/assignment books and discuss how they manage their time and what skills they have to study and what skills need improvement.

SESSION #2 Preparation

Essential Questions: Why do people study?

Engagement (Hook): Have students watch a clock for 1 minute. Students discuss how time flies when they are enjoying themselves but may seem to drag when they have difficult tasks to do.

SESSION #2 Procedures

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
1. Review Small Group Counseling Guidelines (Document 18) .	1. Students review and/or discuss the Small Group Counseling Guidelines Poster (Document 18) and share individual successes and challenges.

Session 2 Professional School Counselor Procedures	Session 2 Student Involvement
<p>2. Have students explain how they manage their time now and what they may need to do to manage their time more effectively. How will this help them be more successful academically?</p> <p>3. Refer students to their Personal Plan of Study. Discuss how planning now will affect their future career goals.</p> <p>4. Ask students to refer to their Personal Plan of Study and assignment book/planner/assignment book. How do these relate to each other?</p> <p>5. Closure and Summary: Remind students to use personal planner/assignment books daily so that they can manage their time for personal success.</p> <p>6. Group assignment: Instruct students to carry planner/assignment books and use them during the school day. Bring planner/assignment book to next session with entries of homework and test/quiz dates. Bring planner/assignment book to next group session.</p> <p>7. Distribute & explain <i>Teacher/parent/Guardian Session Follow-up Suggestions (Document 12)</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>2. Students discuss how managing their time might help them be more successful academically. Students can discuss how they can get things done and still have time to reach their academic goals.</p> <p>3. Refer to Personal Plan of Study and discuss how having a career plan can keep them on track.</p> <p>4. Discuss how managing time in their school work now will help them reach their career goals.</p> <p>5. Closure and Summary: Students look through planner/assignment books and write the next group meeting in so they won't forget.</p> <p>6. Group assignment: Carry planner/assignment books and use during the school day. Bring planner/assignment book to next session with entries of homework and test/quiz dates.</p> <p>7. Students commit to giving their parents/guardians the <i>Teacher/parent/Guardian Session Follow-up Suggestions (Document 12)</i>.</p>

SESSION #2 Follow-Up Activities

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

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?

STUDENT ASSIGNMENT LOG

Subject: _____ **Page #** _____

Problems/Question#’s _____

Assignment Instructions _____

Due _____

Subject: _____ **Page #** _____

Problems/Question#’s _____

Assignment Instructions _____

Due _____

Subject: _____ **Page #** _____

Problems/Question#’s _____

Assignment Instructions _____

Due _____

SESSION #3

Group Title: Tools for Success

Session Title: Goal Setting

Session # 3 of 5

Grade Level: 9-12

Estimated time: 30 Minutes

Small Group Counseling Session Purpose: Provide opportunities for students to set obtainable realistic (short-term) goals.

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

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

American School Counselor Association (ASCA) National Standard:
Academic Development:
A. Student will acquire the attitudes, knowledge, 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)

Paper and pencil/pen
Student Planner/assignment books
Gold coin or gold covered chocolate
Small Group Counseling Guidelines (Document 18)
Teacher/Parent/Guardian Small Group Session Follow-up (Document 12)

SESSION#3 Formative Assessment

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
Students are to write 3 short term goals that they want to achieve by the next session.

SESSION# 3 Preparation

Essential Questions: Why set goals?

Engagement (Hook): “What does ‘Going for the Gold’ mean to you?” Give each student a gold coin or gold covered chocolate.

Procedures

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i> with students.	1. Students review and discuss the <i>Small Group Counseling Guidelines Poster (Document 18)</i> .
2. Review planner/assignment book and check for student progress.	2. Students will review their planners/assignment books and discuss

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<p>3. Ask students to think of how reaching for goals is like “going for the gold”. Suggestions might include visualization, preparation, hard work, time management, self-discipline, etc.</p> <p>4. Have students write 3 short-term personal goals they plan to reach by next meeting so that they will be more successful in school.</p> <p>5. <u>Closure and Summary</u>: Discuss how goal setting, time management, and understanding the importance of grades are essential in achieving academic success.</p> <p>6. Group assignment: Ask students to document throughout the week steps they take to reach their goals.</p>	<p>their progress.</p> <p>3. Students discuss and share what steps it takes to get the goal they are trying to reach. Then discuss how reaching personal goals uses the same principles as those needed for a race or competition of some kind.</p> <p>4. Students write (in planner/assignment book) 3 personal goals and steps they need to take to reach those goals.</p> <p>5. <u>Closure and Summary</u>: Students share thoughts and feelings.</p> <p>6. Group assignment: Students will be prepared to discuss how they reached each of their goals at next session.</p>

SESSION #3 Follow-Up Activities (Optional)

Check on students during the week to see how they are progressing on their assignment. After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #4

Group Title: Tools for Success

Session Title: Stress Management/Test Anxiety

Session: #4 of 5

Grade Level: 9-12

Estimated time: 30 minutes

Small Group Counseling Session Purpose: Students will learn to identify anxiety and develop stress management for successful test taking.

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

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life-long Learning

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

American School Counselor Association (ASCA) National Standard:

Academic Development:

A. Student will acquire the attitude, knowledge, and skills contributing to effective learning in school and across the lifespan.

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

Paper and pencil/pen

Unit Assessments (attached to the Unit Plan)

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

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

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

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

SESSION #4 Session Formative Assessment

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

Assessment can be question answer, performance activity, etc.

Students will be able to demonstrate one stress management technique.

SESSION #4 Preparation

Essential Questions: How do I manage and cope with test anxiety?

Engagement (Hook): What are some feelings you have before and during a test?

SESSION #4 Procedures

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
<ol style="list-style-type: none"> 1. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i> with students. 2. Review students' progress on goals discussed last session. Offer encouragement to students to continue working toward their goals. 3. "What is test anxiety?" Have the students brainstorm a list of physical and emotional symptoms of test anxiety. 4. Define stress and discuss results of long-term stress. 5. Ask the students to identify various ways to deal with stress. 6. Teach students a stress management technique. (Ex. deep breathing, aromatherapy, visualization, meditation, etc.) 7. Closure/Summary: Have the students practice stress management techniques. 8. Group assignment: Have students keep a log of their stressful situations and techniques they use to alleviate the stress during the week. Distribute & explain <i>Parent/Guardian Post Group Perception Form (Document 15)</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing the <i>Group Summary Form (Document 17)</i> explaining that the group will be ending after the next session and requesting feedback about the group. 	<ol style="list-style-type: none"> 1. Students review and discuss the <i>Small Group Counseling Guidelines Poster (Document 18)</i> 2. Students share their results. 3. Students will discuss test anxiety and the physical and emotional symptoms. 4. Students discuss personal experiences with stress. 5. Students identify and develop a personal stress management program. 6. Students participate and give feedback on their current state of relaxation. 7. Closure/Summary: Students practice stress management techniques. 8. Group assignment: Students keep a log of their stressful situations and techniques they use to alleviate the stress during the week.

Follow-Up Activities (Optional)**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.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION #5**Group Title:** Tools for Success**Session Title:** Awards Breakfast**Session:** #5 of 5**Grade Level:** 9-12**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** To reinforce and celebrate the knowledge of new tools to increase academic achievement.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

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

Missouri Comprehensive Guidance and Counseling Concept(s):

AD.4.A. Life-long Learning

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

American School Counselor Association (ASCA) National Standard:

Academic Development

A. Student will acquire the attitude, knowledge, and skills that contribute to effective learning in school and across the life span.

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

Donuts/Milk/Juice and certificates for students who meet set goal

[Small Group Counseling Guidelines \(Document 18\)](#)[Student Post Group Perception Form \(Document 16\)](#)**SESSION #5 Formative Assessment/End-of-Group Perceptual Assessment****Assessment should relate to the performance outcome for goals, objectives and GLEs.****Assessment can be question answer, performance activity, etc.**

Students will demonstrate the use of these tools in the classroom.

SESSION #5 Preparation**Essential Questions:** How do study skills, time management, goal setting and stress management coincide with academic achievement?**Engagement (Hook):** What new skill has helped you in school?**SESSION #5 Procedures**

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
1. Review Small Group Counseling Guidelines (Document 18) with students.	1. Students review and discuss the Small Group Counseling Guidelines (Document 18)
2. Set-up for breakfast.	2. Students eat and socialize.

Session 5 Professional School Counselor Procedures	Session 5 Student Involvement
<p>3. Review stress management logs from last week and discuss coping skills used.</p> <p>4. Review concepts that have been discussed in past group sessions including time management, goal setting, coping skills and managing stress. “How do these relate to academic and career success?”</p> <p>5. Ask students to share what skill(s) have been the most beneficial to their success in the classroom or with schoolwork.</p> <p>6. Closure/Summary: Invite students to come and share if academic issues continue after group is over.</p> <p>7. Group assignment: Encourage students to use the tools and skills they have learned in group.</p>	<p>3. Students discuss their personal experiences.</p> <p>4. Students will discuss topics from previous sessions.</p> <p>5. Students share.</p> <p>6. Closure/Summary: Students know where to go for support.</p> <p>7. Group assignment: Students use the tools and skills they have learned in group.</p>

SESSION #5 Follow-Up Activities

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

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?

OPTIONAL FOLLOW-UP SESSION**Group Title:** Personal Planning**Session Title:** How Are You Doing?**Session:** Follow-up (4-6 weeks after last session)**Grade Level:** 9-12**Estimated time:** 30-45 minutes

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

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

Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

OPTIONAL FOLLOW-UP SESSION**Materials (activity sheets and/ or supporting resources are attached)**

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

Alternative Procedure: Complete the *Follow-Up Feedback Form for Students (Document 16)*. Discuss after completing.**OPTIONAL FOLLOW-UP SESSION Formative Assessment**

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

Alternative Procedure: Use the *Follow-Up Feedback Form for Students (Document 16)* 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):** What changes have you noticed as a result of this group?

OPTIONAL FOLLOW-UP SESSION PROCEDURES

Professional School Counselor Procedures: Optional Session

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

Welcome students back to the group. Remind them again about the *Small Group Counseling Guidelines (Document 18)*.

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

2. 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 *Follow-Up Feedback Form for Students (Document 16)*. Discuss with students after they have completed the form.

Student Involvement: - Optional Session

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

2. Students follow directions and ask clarifying questions as needed. Additionally, they share their words/drawings.

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

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) *Follow Up Session Feedback Form (Document 16)*, 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 have all students’ lives improved as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work ?

POST-SMALL GROUP FOLLOW-UP WITH STUDENTS

(OPTIONAL SESSION scheduled 4-6 weeks after group ends)

Level: Elementary/Middle School/High School

Note to Professional School Counselor: *The Follow-up Session Feedback Form for Students may be used in several ways, e.g., as an alternative "Procedure" for the post-group follow-up session, as a discussion guide, or (if post-group follow-up session is NOT scheduled) as a guide for interviewing individual students 4-6 weeks after the group ends. Adapt as appropriate for developmental level of students.*

FOLLOW-UP SESSION FEEDBACK FORM FOR STUDENTS

Name: _____ (optional) Date: _____

Questions:

1. What specific skills are you practicing now that the group is over?
2. What was the most useful thing you learned from the group?
3. What could you use more practice on?
4. How are things different for you now?
5. What Progress have you made toward the goals you set for yourself at the end of our group meetings?
6. How are you keeping yourself accountable?
7. What suggestions do you have for future groups?
8. Circle your overall experience in the group on a scale from 1 → 5 _____

1=Most positive activity in which I have participated for a long time
2=Gave me a lot of direction with my needs
3=I learned a lot about myself and am ready to make definite changes
4=I did not get as much as I had hoped out of the group
5=The group was a waste of my time
9. What specific "things" contributed to the ranking you gave your experience in the group?
10. What would have made it better?

Additional comments you would like to share with the school counselor:

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

DOCUMENT 12:

TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

Note: The Professional School Counselor has the option of sending this form to teachers/ parents/guardians after each group session to keep these individuals informed of student's progress in the group.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

- | | | |
|------------|--------------------|--------------------|
| Friendship | Study Skills | Attendance |
| Feelings | Behavior | School Performance |
| Family | Peer Relationships | Other _____ |

Group Assignment:

I will complete or practice the following at school and/or at home before our next session:

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at _____ if you have further questions or concerns.

DOCUMENT 14:

**TEACHER PRE/POST-GROUP PERCEPTION FORM
(SAMPLE 1 OF 2)**

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

**Sample 1: Individual Student Behavior Rating Form
(Adapted from Columbia Public Schools' Student Behavior Rating Form)**

STUDENT _____ GRADE _____ TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

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

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher’s perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students’ relationship with the professional school counselor and other participants in the group and your observations of students’ behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher’s Name (optional): _____ Date: _____

Professional School Counselor’s Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

While students were participating in the group I noticed these changes in their behavior/attitude

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

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

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTION FORM
(Sample 1 of 2)

Note: This student feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the secondary level form.

STUDENT FEEDBACK FORM

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

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

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

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

DOCUMENT 17:

GROUP SUMMARY FORM

Note: This letter may be sent home with students after the last group session.

*(Print on **SCHOOL LETTERHEAD**)*
Comprehensive Guidance and Counseling Program

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

I have enjoyed getting to know your student in our small group counseling sessions. This week was the last session for our group. During the group sessions we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

Comments from the school counselor about your student's progress:

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

Sincerely,

Professional School Counselor