

Small Group Counseling Title/Theme: Little Steps Study Skills

Grade Level(s): K- 2

Group Description: The group will focus on developing study skills to improve academic performance in the classroom. It is an opportunity for students to build independent skills, become better learners, and participate effectively in the classroom.

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

Session Titles/Materials:

Session # 1: Learning to Listen

Materials needed:

Pictures of people or students listening to directions

“Simon/Simone Says” Game prompts

Cue for listening: Hold hand to ear

A puppet, Simon/Simone

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

[*Rules of A Good Listener*](#)

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

Session # 2: Learning to Pay Attention

Materials needed:

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

Pictures of people or students in group situations

A tray, small towel or piece of paper to cover the items on the tray

Chalk, pencil, pen, paper

A small car or truck, a block, or other small items

A puppet, Simon/Simone

Drawing paper, pencils, and ink pens for the group

[*Rules of Paying Attention*](#)

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

Session# 3: Following Directions the First Time

Materials needed:

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

Pictures of people or students listening to directions

Brown paper lunch bags, crayons, markers, precut string or yarn, strips of construction paper, and glue

A puppet, Simon/Simone

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

Unit Assessments (attached to the Unit Plan)

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

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

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

Session # 4: Practice Makes Perfect

Materials needed:

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

Pictures of people or students listening to directions

Paper bag puppets made in Session 3

Individual index cards with the rules of listening and paying attention

A puppet, Simon or Simone

[Following Directions The First Time](#)[Teacher/Parent/Guardian Small Group Follow-up \(Document 12\)](#)[Group Summary Form \(Document 17\)](#)

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 \(Document 16\)](#)**Post Small Group Follow-up Session (Optional):**

Materials needed:

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

[Student Post-Group Follow-Up Interview Form \(Document 13\)](#)**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

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

Missouri Comprehensive Guidance and Counseling Concept(s)

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

American School Counselor Association (ASCA) National Standard:

Academic Development

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

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

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

Outcome Summative Assessment: acceptable evidence of student achievement

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

Summative Assessment of Student Achievement: Students will demonstrate an understanding of the rules for paying attention by following directions when completing the listed activities: A Connect the Dots Picture project; playing a brief game of Simon/Simone Says; playing *Following Directions the First Time* game; and making a paper bag hand puppet.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four and are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) for each student before the group starts and after the group has been completed.
- [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) will be given to teacher to complete at the end of the group unit.

Parent Assessment:

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

Student Assessment:

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

Results Based Data Collection:

The counselor will demonstrate the effectiveness of the unit via pre- and post-comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the P_RoBE Model (Partnerships in Results Based Evaluation). For more information about P_RoBE, 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

Provide a written summary of the skills taught to the teacher and parent(s)/guardian(s) so they can reinforce the skills in the appropriate settings.

DOCUMENT 12:

TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

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

GROUP TOPIC: _____ **Session #** _____

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

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

Session Goal: _____

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

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

Group Assignment:

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

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

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

DOCUMENT 13:

STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM

Note: This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

Follow-up Interviews/Session with Students

Potential Interview Questions:

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?

What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1 : _____

5 = Most positive activity in which I have participated for a long time

4 = Gave me a lot of direction with my needs

3 = I learned a lot about myself and am ready to make definite changes

2 = I did not get as much as I had hoped out of the group

1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?

DOCUMENT 14:

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

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

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

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

STUDENT _____ GRADE _____ TEACHER _____

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

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

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

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with all students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→ 1 = None)				
5	4	3	2	1		5	4	3	2	1
					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 PERCEPTION

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 PERCEPTION FORM

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

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

Professional School Counselor’s Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

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

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

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

DOCUMENT 15:

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Parent/Guardian Feedback Form

Your student participated in a small counseling group about _____. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of all students more effectively. The survey is anonymous unless you want to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: _____ Date: _____

Small Group Title: _____

Before the group started, I hoped my student would learn _____

I've noticed these changes in my student's behavior and/or attitude as a result of participating in the group:

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

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

DOCUMENT 16:

**STUDENT POST-GROUP PERCEPTION
(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:

DOCUMENT 17:

GROUP SUMMARY FORM

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

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

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

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

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

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

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

Sincerely,

Professional School Counselor

DOCUMENT 18:

Small Group Counseling Guidelines Poster

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

Small Group Counseling Guidelines

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

Group Title: Introduction

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

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

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

American School Counselor Association (ASCA) National Standard:

Academic Development

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

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

Chart paper

Markers

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

INTRODUCTION Formative Assessment

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

INTRODUCTION Session Preparation

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

Engagement (Hook): 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>
1. "Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together." Introduce the Small Group Counseling Guidelines (Document	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

Professional School Counselor Procedures:	Student Involvement:
<p><u>18</u>). Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <i>Small Group Counseling Guidelines (Document 18)</i>, 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 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>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> <p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor Reflection Notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:

Small Group Counseling Guidelines Poster

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

Small Group Counseling Guidelines

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

SESSION #1**Small Group Counseling Title:** Little Steps Study Skills**Session Title:** Learning to Listen**Session #** 1 of 4**Grade Level:** K-2**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students will identify the importance and benefits of listening to directions.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

Academic Development: AD.4

Missouri Comprehensive Guidance and Counseling Concept(s):

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

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

American School Counselor Association (ASCA) National Standard:

Academic Development:

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

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

Pictures of people or students listening to directions

“Simon/Simone Says” Game prompts

Cue for listening: Hold hand to ear

A puppet, Simon/Simone

[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)[*Rules of A Good Listener*](#)[*Teacher/Parent/Guardian Small Group Follow-up \(Document 12\)*](#)**SESSION #1 Formative Assessment****Assessment should relate to the performance outcome for goals, objectives and GLEs.****Assessment can be question answer, performance activity, etc.**

Students will use the cue for listening to oral directions, respond to the rules of listening, and play a brief game of “Simon/Simone Says.”

SESSION #1 Preparation**Essential Questions:** Why is learning to listen important? (To understand directions, safety and emergencies, expectations, etc.)**Engagement (Hook):** Introduce each student to Simon (or Simone), the puppet. Students respond to “Simon/Simone Says” prompts as follows. We are about to play “Simon/Simone Says”. When Simon/Simone says to do something, do it but be careful that Simon/Simone says it. Simon/Simone says: “Clap your hands once.” Simon/Simone says, “Clap your hands twice.” (Pause.) “Clap your hands three times.” When students clap, ask the students, what happened? Students respond that they were not listening carefully. Tell students that this lesson is about how to be a better listener.

SESSION #1 Procedures

Session 1 Professional School Counselor Procedures	Session 1 Student Involvement
<ol style="list-style-type: none"> 1. Welcome and introduce group members. Discuss the Small Group Counseling Guidelines Poster (Document 18). 2. Discuss: There are many reasons why we must be good listeners. What are some of the reasons? 3. Simon/Simone the puppet says: “Correct listening helps us to learn and understand what we are expected to do. Today we are going to learn some rules of listening and a cue to help us remember to be good listeners. Ready?” 4. Introduce the Rules of A Good Listener: <ul style="list-style-type: none"> • Listen to directions. • Ask questions if you don’t understand. • Follow the directions. • No blurting out. • Look at the speaker. 5. Simon/Simone the puppet puts his/her hands to his/her ears so that he/she can listen better. Teach students the listening cue. 6. Use the puppet to demonstrate and practice the listening rules and the cue. Simon/Simone says, “Stand up,” etc. 7. Closure/Summary: Ask students how they did. “Raise your hands if you used the listening rules every time, some of the time, not at all.” 8. Group assignment: Ask students to practice the listening rules and cues during the week. 	<ol style="list-style-type: none"> 1. Students review the guidelines by telling what each one looks and sounds like. 2. Students share reasons why it’s important to be good listeners. Possible responses: Listening helps us to learn. We know what to do for our school work. We know how to do our school work. We know when to do things. 3. Students listen and respond. 4. Students listen and comment/ask questions regarding the Rules of A Good Listener. 5. Students listen and demonstrate the listening cue the puppet is modeling. 6. Students practice using the cue and the listening rules by responding to Simon/Simone Says prompts. 7. Closure/Summary: Students raise hands to appropriate level of participation. 8. Group assignment: Students practice the listening rules and cues during class, at home, and with friends.

SESSION #1 Follow-Up Activities (Optional)

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

SESSION #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?

Rules of A Good Listener

The rules of a good listener are:

- **Listen to directions.**
- **Ask questions if you don't understand.**
- **Follow directions.**
- **No blurting out.**
- **Look at the speaker.**



Session #2**Small Group Counseling Title:** Little Steps Study Skills**Session Title:** Learning to Pay Attention**Session #** 2 of 4**Grade Level:** K-2**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students will identify the importance and benefits of paying attention.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s)**

Academic Development: AD.4

Missouri Comprehensive Guidance and Counseling Concept(s):

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

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

American School Counselor Association (ASCA) National Standard:

Academic Development:

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

Session #2 Materials (include activity sheets and/ or supporting resources)[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Pictures of people or students in group situations

A tray, small towel or piece of paper to cover the items on the tray

Chalk, pencil, pen, paper

A small car or truck, a block, or other small items

A puppet, Simon/Simone

Drawing paper, pencils, and ink pens for the group

[*Rules of Paying Attention*](#)[*Teacher/Parent/Guardian Small Group Follow-up \(Document 12\)*](#)**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 use the rules for paying attention to complete a connect-the-dots picture project.

Session #2 Preparation**Essential Questions:** Why do we need to learn to pay attention when directions or information is given? (To understand directions, safety and emergencies, expectations, etc.)**Engagement (Hook):** Uncover the tray with various items on it and allow students a brief look.

Remove or cover the tray. Ask students to share what was on the tray. Tell students that this lesson is about how to pay better attention.

Session #2 Procedures

Session 2 Professional School Counselor Procedure	Session 2 Student Involvement
<ol style="list-style-type: none"> 1. Review the Small Group Counseling Guidelines. Briefly review listening cue and rules from Session 1 with the students, using the Simon/Simone puppet. Have students assess how well they listened and used the cue by a show of hands. 2. Paying attention helps us to learn and do our work better. There are many reasons why we must pay attention when information or directions are given. Ask students to share examples of why it is important to pay attention when information and directions are given. 3. Simon/Simone the puppet says: “Correct, paying attention helps us to learn and understand what we are expected to do. Today we are going to learn some rules of paying attention. Ready?” <ul style="list-style-type: none"> • Introduce the Rules of Paying Attention: • All eyes on the teacher or speaker. • Ask questions. • Follow the directions. • Sit quietly. • Hands are folded and are on top of desk or in lap. 4. Simon/Simone puppet reviews the Rules of Paying Attention. 5. Tell students we are making our very own connect the dots picture. Review the rules of paying attention before doing the activity. Ask students to use a pencil to lightly draw a simple picture of a house, apple, or other item on a sheet of paper. Make dots in ink around the outline of the picture. Erase the pencil lines. (Demonstrate a model of the activity for the students.) 6. Closure/Summary: Ask students how they did. Raise their hands if they used the Rules of Paying Attention and the Rules of A Good Listener during the entire group time, some of the time, or not at all. 	<ol style="list-style-type: none"> 1. Students listen to the Small Group Counseling Guidelines and have an opportunity to ask questions/make comments about the guidelines. Students respond to Simon/Simone Says prompts for several directives. Students briefly share how the listening cue and rules were practiced outside of the group. 2. Students respond. Possible student responses: We pay attention so we know what to do, how to do our work, and when to do things. 3. Students listen and respond. 4. Students listen and respond. 5. Students practice using the Rules of Paying Attention by observing as the directions are given and the model is completed. Students make their own connect the dots picture and share with the group. 6. Closure/Summary: Students raise their hands to appropriate level of participation.

Session 2 Professional School Counselor Procedure	Session 2 Student Involvement
<p>7. Group assignment: Ask students to practice the <u>Rules of Paying Attention</u> and the <u>Rules of A Good Listener</u> throughout the week.</p> <p>8. Distribute and explain <u>Teacher/Parent/Guardian Small Group Follow-up (Document 12)</u>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>7. Group assignment: Students practice the <u>Rules of Paying Attention</u> and the <u>Rules of A Good Listener</u> throughout the week in class, at home, and with friends.</p> <p>8. Students commit to giving their parents/guardians the <u>Teacher/Parent/Guardian Small Group Follow-up (Document 12)</u> handout.</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?

Rules of Paying Attention

The rules of PAYING ATTENTION are:

- **All eyes are on the teacher or speaker.**
- **Ask questions if you don't understand.**
- **Follow the directions.**
- **Sit quietly.**
- **Hands are folded and are on top of desk or in lap.**



Session #3**Small Group Counseling Title:** Little Steps Study Skills**Session Title:** Following Directions The First Time**Session #** 3 of 4**Grade Level:** K-2**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students will identify the importance and benefits of following directions.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**
Academic Development: AD.4 Improvement of Academic Self-concept Leading to Life-long Learning**Missouri Comprehensive Guidance and Counseling Concept(s):**
AD.4.A. Improvement of Academic Self-concept Leading to Life-long Learning
AD.4.B. Self-Management for Life-long Learning**American School Counselor Association (ASCA) National Standard:**

Academic Development:

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

Session #3 Materials (include activity sheets and/ or supporting resources)[*Small Group Counseling Guidelines Poster \(Document 18\)*](#)

Pictures of people or students listening to directions

Brown paper lunch bags, crayons, markers, precut string or yarn, strips of construction paper, and glue
A puppet, Simon/Simone[*Teacher/Parent/Guardian Small Group Follow-up \(Document 12\)*](#)

Unit Assessments (attached to the Unit Plan)

[*Teacher Pre/Post-Group Perception Form \(Document 14\)*](#)[*Parent/Guardian Post-Group Perception Form \(Document 15\)*](#)[*Student Post-Group Perception Form \(Document 16\)*](#)**Session #3 Formative Assessment****Assessment should relate to the performance outcome for goals, objectives and GLEs.****Assessment can be question answer, performance activity, etc.**

Students will use the rules of listening and paying attention to follow directions of making a paper bag hand puppet.

Perceptual Data Collection:

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four and the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [*Teacher Pre/Post-Group Perception Form*](#)

[\(Document 14\)](#) for each student before the group starts and after the group has been completed.

- [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) will be given to teacher to complete at the end of the group unit.

Parent Assessment:

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

Student Assessment:

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

Session #3 Session Preparation

Essential Questions: Why is it important to follow directions the first time? (To understand directions, safety and emergencies, expectations, etc.)

Engagement (Hook): Simon/Simone, the puppet, prompts students with a few directions by briefly playing Simon/Simone Says, directing students to stand up, sit down, etc. to set the stage for following directions the first time. Simon/Simone asks the students what happens when students do not follow directions the first time.

Session #3 Procedures

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<ol style="list-style-type: none"> 1. Review the Small Group Counseling Guidelines Poster (Document 18) with students and ask students how they did at following the Rules of Paying Attention and the Rules of A Good Listener. 2. There are many reasons why we must follow directions the first time. What are some of these reasons? 3. Simon/Simone the puppet says: “Correct! Following directions the first time helps us to do better in our work and understand what we need to learn. Listening rules and paying attention rules are important in following directions the first time. These skills help us to learn and understand what we are expected to do. Today we are going to practice some rules of listening and paying attention to help follow directions the first time. Ready?” 4. Today, we make our very own puppet. <ul style="list-style-type: none"> • First, we write our name on the back of the 	<ol style="list-style-type: none"> 1. Students listen and give examples of times they followed the Rules of Paying Attention and the Rules of A Good Listener. 2. Students respond. Responses may include: We may not know how to do our work. The work may not be correct or understood. 3. Students listen and respond. 4. Students listen and review the directions for making paper bag puppets.

Session 3 Professional School Counselor Procedures	Session 3 Student Involvement
<p>paper bag like this.</p> <ul style="list-style-type: none"> • Second we use a pencil to draw a face on the puppet. • Next, we use crayons, markers, construction paper strips, yarn, and glue to make the puppet more colorful. • Then, we name our puppet and introduce him or her to the group. <p>5. Distribute the materials needed to make the paper bag puppet to the students. If students ask for directions to be repeated, remind them of the importance of listening to directions the first time.</p> <p>6. Closure/Summary: Allow students to introduce their puppet and ask students to share how following directions the first time was helpful in doing this activity.</p> <p>7. Group assignment: Ask students to notice throughout the week when and where following directions the first time is helpful.</p>	<p>5. Students practice following directions the first time by each making a paper bag puppet.</p> <p>6. Closure/Summary: Students introduce their puppets and talk about how following directions the first time helped them in creating their puppet.</p> <p>7. Group assignment: Students follow directions the first time during class, at home, and with friends and notice how this is helpful.</p>

Session #3 Follow-Up Activities (Optional)

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

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

Session #4**Small Group Counseling Title:** Little Steps Study Skills**Session Title:** Practice Makes Perfect**Session #** 4 of 4**Grade Level:** K-2**Estimated time:** 30 minutes**Small Group Counseling Session Purpose:** Students will identify the importance and benefits of focusing on directions.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**
Academic Development: AD.4**Missouri Comprehensive Guidance and Counseling Concept(s):**
AD.4.A. Improvement of Academic Self-concept Leading to Life-long Learning
AD.4.B. Self-Management for Life-long Learning**American School Counselor Association (ASCA) National Standard:**
Academic Development:

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

Session #4 Materials (include activity sheets and/ or supporting resources)[Small Group Counseling Guidelines Poster \(Document 18\)](#)

- Pictures of people or students listening to directions
- Paper bag puppets made in Session 3
- Individual index cards with the rules of listening and paying attention
- A puppet, Simon or Simone

[Following Directions The First Time](#)[Teacher/Parent/Guardian Small Group Follow-up \(Document 12\)](#)[Group Summary Form \(Document 17\)](#)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre/Post-Group Perception Form \(Document 14\)](#)[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)[Student Post-Group Perception Form \(Document 16\)](#)**Session #4 Formative Assessment****Assessment should relate to the performance outcome for goals, objectives and GLEs.****Assessment can be question answer, performance activity, etc.**Students will use the cue for listening to oral directions, respond to the rules of listening, and paying attention to [Following Directions The First Time](#).**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of sessions three and four and the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) for each student before the group starts and after the group has been completed.
- [Teacher Pre/Post-Group Perception Form \(Document 14\)](#) will be given to teacher to complete at the end of the group unit.

Parent Assessment:

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

Student Assessment:

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

Session #4 Session Preparation

Essential Questions: Why is it important to listen and follow directions the first time? (To understand what to do, safety and emergencies, save time and resources, reach goals and expectations, etc.)

Engagement (Hook): Use Simon/Simone, the puppet to speak to the group and their puppets that were completed in the last session. Tell students that in this session we will play a game that will include the skills that we have learned in the previous sessions.

Session #4 Procedures

Session 4 Professional School Counselor Procedures	Session 4 Student Involvement
1. Review the Small Group Counseling Guidelines Poster (Document 18) and the previous group session.	1. Students listen.
2. Explain, “There are many reasons why we must listen and follow directions. Let’s play a game to review listening and following directions.”	2. Students listen.
3. “I’m going to read some prompts. If they are good rules for listening and following directions, put your thumbs up. If they are not good rules for listening and following directions, put your thumbs down.” For each prompt that is a good rule, ask students to raise their hand if they use that rule all of the time, put their hand on their head if they use that rule some of the time, and put their hand on their knee if they have not used that rule.”	3. Students listen.
4. Draw a prompt card and read it to the students. Continue to play the game until all cards are used. Follow each prompt with some discussion.	4. Students respond appropriately to prompts.
5. After covering all the rules and rationale, tell	5. Students listen.

<p>students that they must continue these skills in class and in every situation.</p> <p>6. Closure/Summary: Ask students how they did. Tell why listening, paying attention, and following directions the first time are important skills in school and life. Instruct students to complete the Student Post-Group Perception Form (Document 16). Give each student a Group Certificate of Completion for completing the group. Celebrate the closing of the group.</p> <p>7. Group assignment: Ask students when and where these skills will be useful. Ask students to practice the listening and paying attention skills throughout the school day, at home and with friends.</p>	<p>6. Closure/Summary: Students raise hands to appropriate level of participation. Students complete the Student Post-Group Perception Form (Document 16). The students celebrate the closure of their group and accept their certificates.</p> <p>7. Group assignment: Students respond and practice the listening and paying attention skills during class, at home, and with friends.</p>
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Session #4 Follow-Up Activities (Optional)

Check with teachers to determine if the skills transfer to the classroom setting and improve the student’s academic performance.

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?

Following Directions the First Time

Game Preparation:

Prior to the group meeting, the counselor will prepare index cards with the prompts listed below. Shuffle the cards and tell the group that they may not blurt out the answers. During the activity go over the discussion points with the students as you present each prompt. For example, if you draw the “Follow the directions” prompt say to the students, “Follow the directions is one of the listening rules. Raise your hand if you use this listening rule all the time. Put your hand on your head if you use this listening rule some of the time. Put your hand on your knee if you have not used the listening rule at all.”

Responses and Discussion Points During the Game:

“Raise your hand if you use the listening rule all the time.”

“Put your hand on your head if you use the listening rule some of the time.”

“Put your hand on your knee if you have not used the listening rule at all.”

“How did you do following the rules the first time? Did you need reminders?”

Prompts:

Follow the directions.

Listen to the direction or question the first time.

If you know the answer to your teacher’s question, you should stand up.

Blurting out the answers.

Answer in an inside voice if you are called on by the teacher.

Ask questions if you do not understand.

Everyone must listen when another student is responding.

If you are called on, you may use the puppet to answer.



Group Certificate of Completion



Student's Name

successfully completed the

Little Steps Study Skills group on _____.

_____ shows self awareness by



WAY TO GO!

Professional School Counselor

OPTIONAL FOLLOW-UP SESSION

Group Title: Little Steps Study Skills

Session Title: How Are You Doing? **Session:** Follow-up (4-6 weeks after last session)

Grade Level: K-2 **Estimated time:** 30-45 minutes

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):
AD.4.B. Self-management for Life-long Learning

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

OPTIONAL FOLLOW-UP SESSION

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

8 ½ x 11 paper for each participant; crayons/markers/pencils
[Small Group Counseling Guidelines Poster \(Document 18\)](#)
[Student Post-Group 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.

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?
Engagement (Hook): How are you different as a result of this group?

OPTIONAL FOLLOW-UP SESSION Procedures

Professional School Counselor Procedures	Student Involvement
<p>Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes.</p>	

Professional School Counselor Procedures	Student Involvement				
<p>1. Welcome students back to the group. Remind them again about the Small Group Counseling Guidelines Poster (Document 18).</p> <p>2. Ask each student to tell one thing they remember from the group meetings. "I remember _____."</p> <p>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.</p> <table border="1" data-bbox="180 625 802 831"> <tr> <td data-bbox="180 625 492 743">1. With a picture or words, demonstrate what you learned from group.</td> <td data-bbox="492 625 802 743">2. With a picture or a word, describe the most useful thing you learned from the group.</td> </tr> <tr> <td data-bbox="180 743 492 831">3. With a picture or words, describe a skill you need to practice.</td> <td data-bbox="492 743 802 831">4. With a picture or words, explain how you have changed.</td> </tr> </table> <p>Ask student to share one quadrant at a time and discuss their answers.</p>	1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.	3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.	<p>1. Students review the guidelines with the school counselor.</p> <p>2. Students will contribute a concrete example of something they remember about the group.</p> <p>3. Students follow directions of school counselor, asking clarifying questions as needed. They will share their words/drawings. On topic sharing will be acknowledged by school counselor. Young students need encouragement as they learn to stay focused.</p>
1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.				
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.				

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

Use completed [Student Post-Group Follow-Up Interview Form \(Document 13\)](#) to prepare a data summary and report of group’s effectiveness.

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?