

Evidence-Based School Counseling Intervention Plan for “All Star” Elementary

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Preface

This intervention plan is based on data found through the Indiana Department of Education's COMPASS database. The name "All Star" is used to protect the anonymity of the sample school. Other information was extrapolated for the purpose of this assignment.

School Description

Name of School..... All Star Elementary
 School Level..... Elementary (Grades K-6)
 Setting..... Urban, inner-city
 Number of Students..... 393
 Number of School Counselors..... 1
 Number of SC Interns (per year)..... 2
 Description of Student Population..... Predominately black, low SES households

All Star Elementary's Vision Statement

The school counseling department at All Star Elementary envisions a future in which all students succeed through improvements in academic, college/career, and personal/social skills. We look forward to a school culture that is healthy, positive, and encourages students to thrive. All students will receive equitable resources to allow them the full opportunities to receive a high quality education. Most importantly, students will understand the importance and value of becoming life-long learners and productive members of their community.

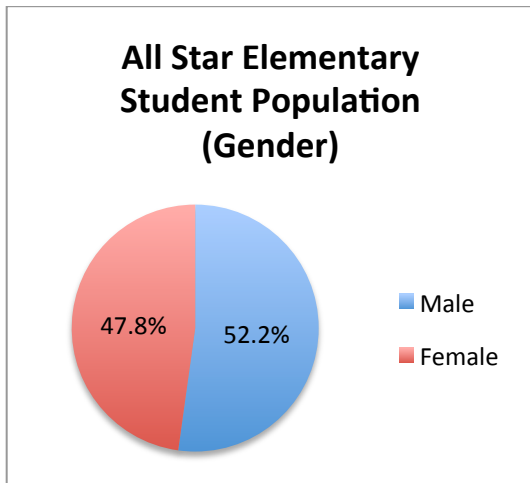
All Star Elementary's Mission Statement

Our mission at All Star Elementary is to support students in their journeys to becoming successful individuals. Our comprehensive school counseling program promotes students' college and career exploration and understanding, striving towards academic greatness, learning

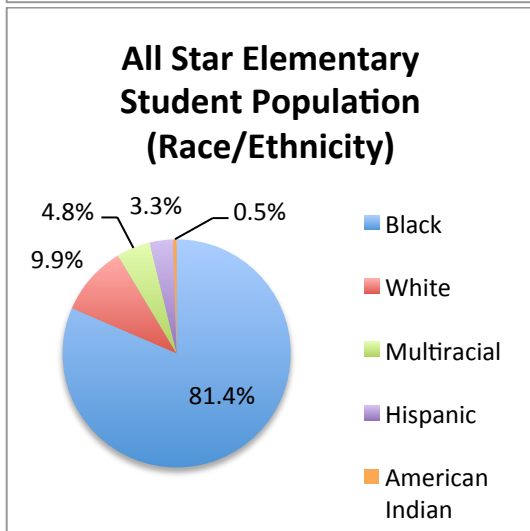
to understand feelings within the self and others, and enhancing abilities to work together as a team. These endeavors are accomplished through character education in the classroom, school wide campaigning, and individual support, advocacy, and assistance for all students. At All Star Elementary, our mission is to help each student reach their highest potential as an “all star.”

School Data Analysis

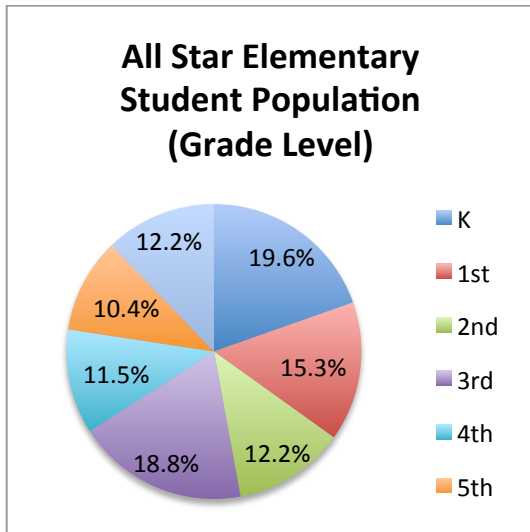
*unless otherwise noted, all data was gathered from the 2013-2014 school year



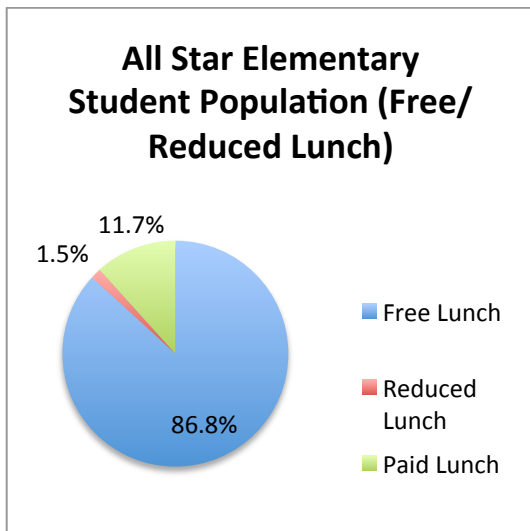
	Number	Percentage
Male	205	52.2%
Female	188	47.8%



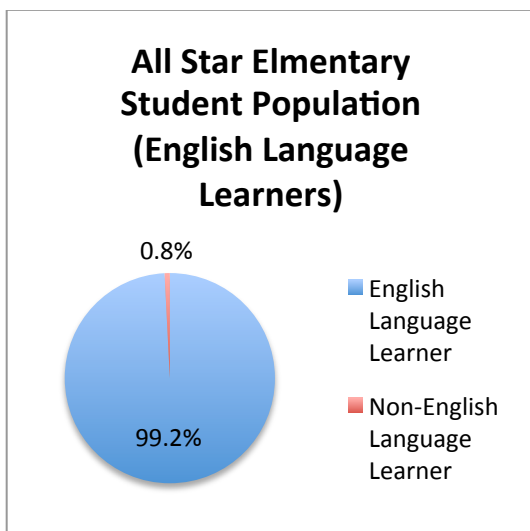
	Number	Percentage
Black	320	81.4%
White	39	9.9%
Multiracial	19	4.8%
Hispanic	13	3.3%
American Indian	2	0.5%



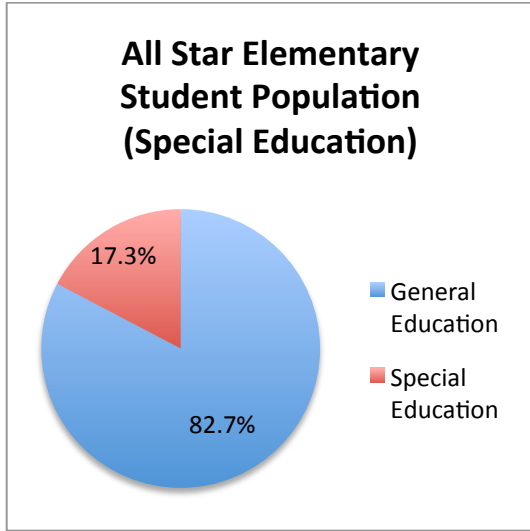
	Number	Percentage
Kindergarten	77	19.6%
1 st Grade	60	15.3%
2 nd Grade	48	12.2%
3 rd Grade	74	18.8%
4 th Grade	45	11.5%
5 th Grade	41	10.4%
6 th Grade	48	12.2%



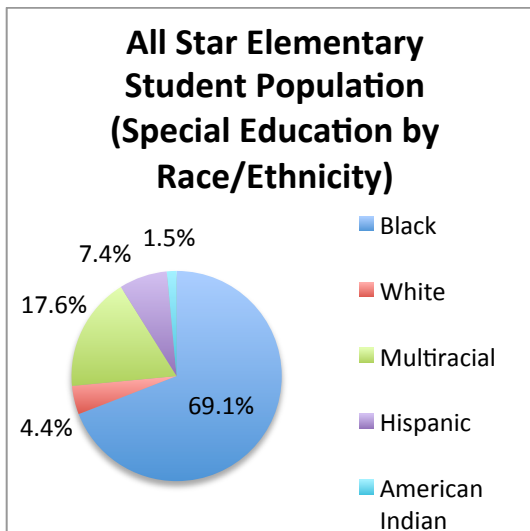
	Number	Percentage
Free Lunch	341	86.8%
Reduced Lunch	6	1.5%
Paid Lunch	46	11.7%



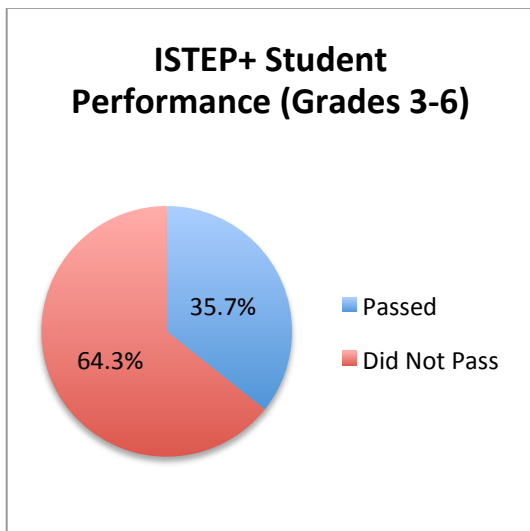
	Number	Percentage
ELL	390	99.2%
Non-ELL	3	0.8%



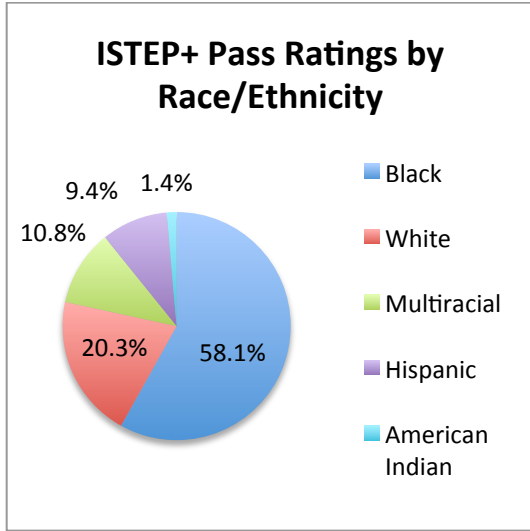
	Number	Percentage
General Ed	325	82.7%
Special Ed	68	17.3%



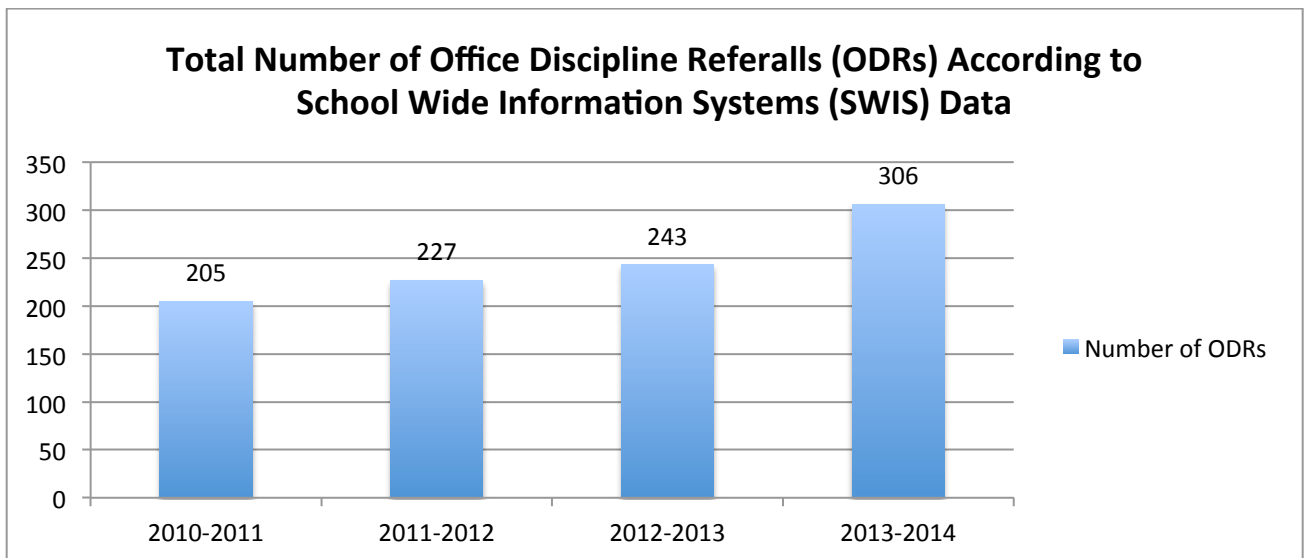
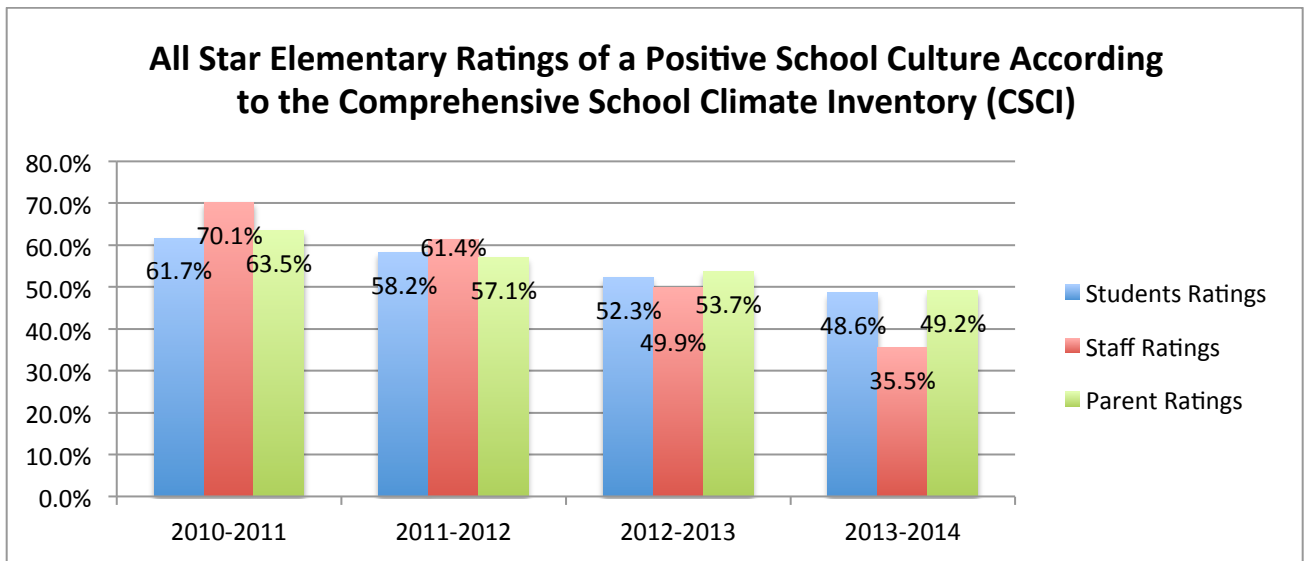
	Number (Total = 68)	Percentage
Black	47	69.1%
White	3	4.4%
Multiracial	12	17.6%
Hispanic	5	7.4%
American Indian	1	1.5%

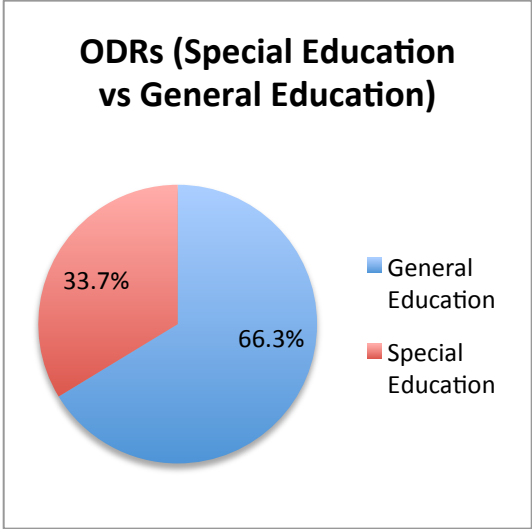


	Number	Percentage
Passed	74	35.7%
Did Not Pass	134	64.3%

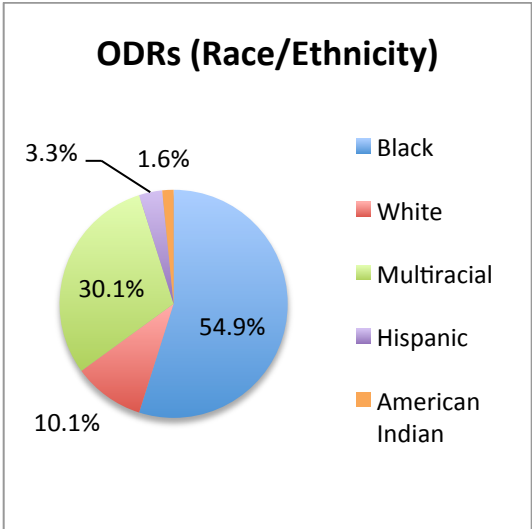


	Number (Total = 74)	Percentage
Black	43	58.1%
White	15	20.3%
Multiracial	8	10.8%
Hispanic	7	9.4%
American Indian	1	1.4%





	Number	Percentage
	*repeated ODRs result in more than # of students	
General Ed	203	66.3%
Special Ed	103	33.7%



	Number	Percentage
	*repeated ODRs result in more than # of students	
Black	168	54.9%
White	31	10.1%
Multiracial	92	30.1%
Hispanic	10	3.3%
American Indian	5	1.6%

Student and School Needs

- Multiracial students represent 4.8% of the overall population at All Star Elementary. However, these students represent 17.6% of the Special Education population, suggesting a systemic issue in the disproportionate representation of multiracial students in special education. This also shows a gap in students' access to appropriate education.
- Of all students at All Star Elementary, 64.3% did not pass ISTEP+ last year. Larger percentages of non-black students are represented in this portion of students not passing ISTEP+ than their general percentages of the overall population. This suggests a systemic issue of underachievement for all students, and a disproportionate representation of non-black students underachieving at All Star Elementary.
- Ratings of a positive school climate at All Star Elementary have steadily declined over the past four years. Staff members have experienced the largest decrease; 70.1% of staff members rated All Star Elementary as having a positive school climate in 2010-2011, while these ratings were only 35.5% in 2013-2014.
- Office discipline referrals (ODRs) for students at All Star Elementary have steadily increased over the past four years. Students in special education classes and multiracial students have been disproportionately represented in these ODRs. This suggests a systemic issue that special education students and “minority”/non-black students are being disciplined more frequently than black students.

School Counseling Program Goal Statements

- The number of “minority” (i.e. non-black) students included in Special Education in 2014-2015 will be reduced by 5%, approaching more appropriate representation by

race/ethnicity (i.e. the percentage of multiracial students in Special Education will be closer to 4.8%, Hispanic students will be closer to 3.3%, etc.).

- ISTEP+ passing rates will increase by 8% for the total student population in 2014-2015. The population of students not passing ISTEP+ will also be more representative of the overall school population (i.e. the percentage of non-black students passing will increase by 3% in 2014-2015).
- By the end of the 2014-2015 school year, positive school climate ratings will increase by 3% for students, staff, and parents.
- Overall ODRs will decrease by 5% by the end of the 2014-2015 school year. The percentage of special education and “minority”/non-black students receiving ODRs will decrease by 5% (i.e. closer to their representation in the total student population).

Plan for Comprehensive Needs Assessment

- General Student Needs Assessments (attached below)
 - The Local Counseling Needs and Identifying Your School Triggers documents will help students pinpoint certain struggles or difficulties which they might like assistance with from the school counselor. The School Triggers document will help identify the reasons behind the large number of ODRs and will allow us to develop a plan for accomplishing our goal of reducing ODRs.
- Comprehensive School Climate Inventory (CSCI) for students, staff, and parents (<http://www.schoolclimate.org/programs/csci.php>)
 - Administering the CSCI will allow us to analyze the results and develop a plan for accomplishing our goal of improving the positive school climate at our school.
- Bullying Survey for students (attached below)

- This survey will help us evaluate the occurrence of bullying in our school and will also allow us to further expand on our plan to improve our school climate.
- Social Skills Survey for students, staff, and parents (attached below)
 - By collecting information from all stakeholders, we will be able to develop a well-rounded plan to address the needs of our students while enhancing relationships and improving our school climate.
- School Counseling Program Review for staff (attached below)
 - This assessment will allow us to determine the perceived effectiveness of the school counseling program. Analyzing these results will drive program improvements in order to better serve our teachers and students.

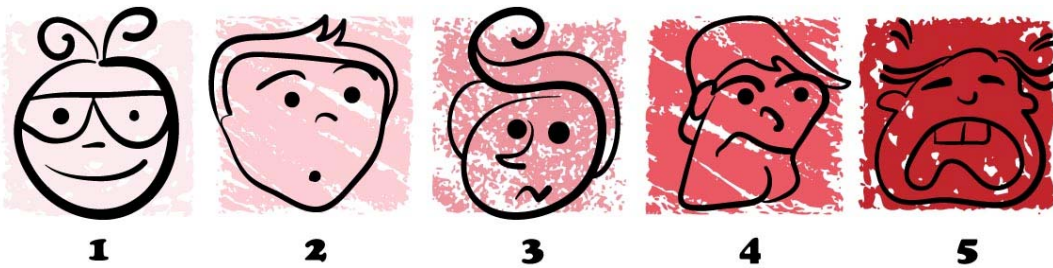
Identify Your School Triggers

Name: _____ Date: _____

Directions: Read each item and answer honestly. Take your time as you complete this. Ask for help if you don't understand an item.

Rate each item from 1 – 5.

- 1 = Does not bother me at all
- 2 = Makes me feel a little uncomfortable
- 3 = Makes me feel stressed
- 4 = This upsets me
- 5 = I'm going to explode!

















	1	2	3	4	5
A teacher gives me feedback / constructive criticism.					
Someone or something interrupts me while I am working.					
A teacher tells me to correct a mistake.					
When I don't understand what someone is saying to me.					
When I disagree with classmate.					
When a classmate asks for help.					
Homework.					
When a teacher tells me to do something.					
Group work with peers / classmates.					
When others make suggestions on how to do something.					
When one of my ideas is not included in a project / activity.					
When someone starts "small talk" with me.					
When I am excluded from an activity or conversation.					
Meeting new people.					

Indiana Gold Star School Counseling

Name of School

LOCAL COUNSELING NEEDS • ELEMENTARY STUDENT SURVEY

I am worried about:

1	Getting in fights	
2	Not getting along with my friends	
3	Being quiet and nervous around other people	
4	Being afraid to talk with the teacher	
5	Making friends	
6	Getting help when I have a problem at school	
7	Answering questions out loud in class	
8	Feeling good about what I have to say	
9	Standing up for myself	
10	Talking about things that bother me	
11	Knowing what to do when someone is picking on me	
12	Knowing what to do when I get mad	
13	Not knowing a grownup at school I can talk to if I need help	
14	Not feeling safe at school	

Bullying Survey

Please tell us if there is anyone bullying you and who the people are doing the bullying. Your information is confidential and you will not be identified .

Name (optional) _____ Date _____

Grade ____ Teacher _____ Boy ___ Girl ___

1. Do you feel safe at school?
2. Have you ever been bullied at school?
3. Did you tell anyone about the bullying?
If not please explain why?
4. Is anyone mean to you in class or at school?
5. Is anyone hitting or teasing you in the restrooms?
6. Are you bullied in the halls?
7. Are you being bullied on the playground?
8. Are you being bullied at lunch?
9. The last time you were bullied did you get help?
If not, why didn't you seek help?
10. Do you know anyone that is being bullied and not getting help at this time?
11. Please tell us who the bullies are in your grade so we can get the bullying stopped.

What do you think will help stop bullying in our school?

Thank you for taking a positive stand in helping stop bullying in our school.

Social Skills Survey

(Circle one) Student Parent Staff Grandparent

Please circle only 5 you think are most important for your student

Basic Level One Skill (K – 3)

- | | |
|--|-------------------------|
| 1. Looking | 9. Answering a question |
| 2. Listening | 10. Asking a question |
| 3. Following Instructions | 11. Accepting “NO” |
| 4. Waiting | 12. Joining in |
| 5. Greeting | 13. Reporting behavior |
| 6. Interrupting Appropriately | 14. Working together |
| 7. Accepting feedback or correction | 15. Making an apology |
| 8. Making a request | |
| 16. Getting the teacher’s attention or an adults attention | |

Please circle only 5 you think are most important for your student

Advanced Level Two Skill (4 – 6)

- | | |
|-------------------------------------|-----------------------------------|
| 1. Listening | 11. Making an apology |
| 2. Following Instructions | 12. Expressing yourself |
| 3. Accepting feedback or correction | 13. Joining in |
| 4. Accepting “NO” as an answer | 14. Giving feedback or correction |
| 5. Disagreeing | 15. Introducing yourself |
| 6. Greeting | 16. Volunteering |
| 7. Giving a compliment | 17. Engaging in conversation |
| 8. Making a request | 18. Reporting behavior |
| 9. Accepting a compliment | 19. Resisting peer pressure |

School Counseling Program Review

Thank you for taking the time to answer the questions in this survey. Your honest response to all questions will assist in the review of the School Counseling Program. All responses will be kept confidential and will be used to improve how the School Counseling Program helps our students, parents, teachers, and administrators.

What is your job position?

(Elementary, Middle, Admin, Staff)

How much contact have you had with the School Counselor this year?

(Daily, Weekly, Monthly, Very Little)

I have a clear understanding of the School Counselor's role in the school.

The School Counselor works cooperatively with administrators, teachers, and other staff.

Teachers, parents, and community are informed about the School Counseling Program.

The School Counselor helps students to develop socially and emotionally.

The School Counseling program helps to enhance the academic achievement of all students.

I believe students feel comfortable meeting with the School Counselor.

The School Counselor provides important services to the students of our school.

The School Counselor has worked with teachers to provide classroom guidance.

I feel comfortable collaborating with the School Counselor to help students.

Please list the strengths that currently exist within the School Counseling Program.

Please list the weaknesses that currently exist within the School Counseling Program. What would you change?

Selected ASCA Student Standards: Competencies and Indicators

*A complete list of the ASCA Student Standards can be found at

<http://www.ascanationalmodel.org/files/StudentStandards.pdf>

The ASCA Student Standards were established to help school counselors help students. The ASCA Student Standards identify and prioritize the specific attitudes, knowledge, and skills students should be able to demonstrate as a result of participating in a school counseling program. By adopting and implementing the ASCA Student Standards, school counselors change the way school counseling programs are designed and delivered across our country.

All Star Elementary's School Counselor is addressing the following standards in the 2014-2015 school year:

Academic:

- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:A2.4 Use communication skills to know when and how to ask for help when needed
- A:B1.2 Learn and apply critical thinking skills
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

Academic Rationale for Competencies:

Our primary academic goal was to increase the ISTEP+ passing rates. In order to accomplish this goal, it is important for students to develop the skills necessary to successfully learn and apply knowledge and critical thinking skills. Further, students should learn to feel comfortable

asking for help if they are struggling, as this will improve academic success. Thus, we chose competencies that emphasize students' abilities to develop and apply necessary learning skills.

Career/College:

- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.6 Learn how to set goals
- C:A1.9 Develop hobbies and vocational interests

Career/College Rationale for Competencies:

During elementary school, students must begin to become aware of career and college opportunities. In addition, young students need to understand some of the necessary qualifications for career and college success. These include cooperative group work and goal setting. Therefore, we chose competencies that emphasize self-exploration and growth, as well as exploring a variety of career opportunities.

Personal/Social:

- PS:A1.2 Identify values, attitudes, and beliefs
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.6 Use effective communication skills
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

Personal/Social Rationale for Competencies:

Our goal of enhancing the school climate at All Star Elementary directly relates to students' personal/social skills. In order to have a positive school climate, we want to reduce disruptive

behavior and ODRs. To do this, students need to learn responsibility, consequences, and acceptance of others. Thus, we chose competencies related to these qualities.

Core Curriculum Action Plan

In response to analyzing the data and establishing the student and school needs listed above, our counseling curriculum plan will focus on enhancing students' acquisition and development of the skills necessary to succeed across all ASCA National Model domains: academic, career/college, and personal/social. Specifically, the focus of this program will be to address the systemic issues discussed above. These include the disproportionate representation of "minority"/non-black students in special education and ODRs, and the achievement gap experienced by this group. This program will also work to enhance the overall school climate at All Star Elementary. This comprehensive school counseling program will consist of school-wide instruction including monthly core curriculum classroom lessons, group counseling, and individual counseling when appropriate. Although it is the counselor's responsibility to develop, organize, and implement this program, it is the responsibility of all students, staff, and parents to ensure the program's success and stability through cooperation and participation.

School Counseling Curriculum Lesson Plan

Title: I Can Be Super!: Positive Behaviors & School Success

Area of Student Development: Academic, Career/College, and Personal/Social

Grade Level: 4-6

School Counseling Program Goal the Lesson Addresses: By the end of the 2014-2015 school year, the percentage of students, staff, and parents who rate All Star Elementary as having a positive school climate will increase by 3% each.

ASCA Student Standards – Competencies and Indicators:

- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- PS:A1.2 Identify values, attitudes, and beliefs
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.6 Use effective communication skills
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

Objectives:

- Students will be able to identify 3 of their own strengths and weaknesses.
- Students will learn to define academic and social success.
- Students will be able to identify 1 way they can improve each of their weaknesses.
- Students will be able to identify 1 person they can go to for academic/social help.

Preparation:

- Computer with projector
- Superhero Success PowerPoint
- My Super Strengths Worksheet (attached below)
- Pre-test/Post-test

Lesson:

- Introduction: School counselor will conduct lesson in students' classroom during a time that has been pre-arranged with the teacher. School counselor will introduce topic of

lesson: identifying strengths, weaknesses, and skills that lead to academic and social success. School counselor will administer pre-test and explain that the test will not be graded and is only meant to see if the lesson was effective in helping students learn.

After students complete the pre-test and the tests are collected, the school counselor will lead a brief discussion with students about the topic. School counselor will ask students for examples of positive behaviors and possible strengths and weaknesses. School counselor and students will discuss “success” for different people in different situations.

- PowerPoint: School counselor will go through the Superhero Success PowerPoint with the students. School counselor will ask students if they can think of other superheroes not listed in the PowerPoint who have strengths and weaknesses. School counselor and students will discuss consequences of letting our weakness take over (i.e. low self-esteem) and positive consequences of using our strengths to be successful.
- Activity: School counselor will hand out My Super Strengths Worksheet and ask students to identify their own strengths that will lead them to success in the classroom, both academically and social. Also discuss how students can turn their weaknesses into strengths by working on them and asking for help.
- Conclusion: School counselor and students will discuss the difficulties they may have had with identifying strengths and or weaknesses. Name individuals that students can go to for help working on their weaknesses. Discuss ways students can help others by using their strengths and the importance of using our strengths for good purposes.

Adaptations/Extensions:

- Read pre-test/post-test aloud for students with hearing impairments.

- Allow students who may struggle with writing or spelling (and/or younger grade levels) to draw pictures of their strengths instead of writing them out.

Evaluation Method: School counselor will evaluate the results of the pre-test/post-test using EZAnalyze to determine if the lesson resulted in significant change among students' knowledge and understanding. School counselor will use these results to improve the lesson for future use.

Pretest/Post-Test: (attached below)

Reference: <http://www.elementaryschoolcounseling.org/positive-school-behaviors.html>

Name: _____



My SUPER Strengths:

1.

2.

3.

A picture of my SUPER self:





I Can Be Super!
Positive Behaviors and School Success Survey



Directions: Read each statement carefully.

Circle the answer you most identify with.

	No	Maybe/ Somewhat	Yes
1) I know how to define academic and social success.			
2) I know 3 things I am good at.			
3) I know 3 things I need to work on.			
4) I feel happy when I use my strengths to help people.			
5) I feel happy when other people help me work on my weaknesses.			
6) I believe it is important to be successful at school.			
7) I can ask for help when I need it.			
8) I can go to my school counselor for help.			
9) I can help a friend if they need help.			

Small Group Counseling Plan

Title: Successful Stars

Grade Level: 3rd grade

Number of students in group: 6-8

ASCA Student Standards – Competencies and Indicators:

- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:A2.4 Use communication skills to know when and how to ask for help when needed
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.6 Learn how to set goals
- PS:A1.2 Identify values, attitudes, and beliefs
- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.6 Use effective communication skills

Group Objectives:

- Students will be able to define academic and social success.
- Students will identify 3 people in their life they can ask for help.
- Students will learn and be able to identify 3 skills needed to be successful in school.
- Students will learn to work together and cooperate to accomplish a goal.
- Students will learn to set 1 measurable goal related to academic success.

Topic Selection: This topic was selected in order to satisfy our second goal: “ISTEP+ passing rates will increase by 8% for the overall All Star Elementary student population in 2014-2015.

The population of students not passing ISTEP+ will also be more representative of the overall school population (i.e. the percentage of non-black students passing will increase by 3% in 2014-2015).” In order to meet this goal, students must become aware of the skills necessary to succeed academically, how to set goals, and how to ask for help when they need it.

Participant/Student Selection: Participants will be selected based on teacher recommendation, current grades, and a short interview with the school counselor. The composition of the group should reflect the general school population in regards to race and ethnicity. Students will be selected from third grade classrooms in order to help stop the cycle of not passing ISTEP+ by targeting students before they take the test. Students should be cooperative and willing to improve their current work and study habits.

Group Leader Selection: The school counselor and one school counseling intern will lead the group lessons. The school counselor will be the head leader during all sessions, and the intern will be a supporting leader. Only one intern will be included in order to provide stability and consistency for the students. The other intern will be involved in a different group.

Sessions (30 minutes each)

1. Introduction

- Welcome everyone to the group.
- Discuss confidentiality: all group members’ responsibilities and counselor’s limits.
- Discuss and decide on group rules.
 - What happens in group stays in group.
 - Be respectful of all group members.

- Always try your best – participate!
- Have students sign the contract and agree to follow the rules
- Introductory/Icebreaker Activity
 - Students will sit in a circle with the school counselor and pass around a small beach ball. School counselor will begin by stating his or her name and one fact about himself or herself (e.g., I have a dog named Kenai). School counselor will toss the ball to another student in the circle. This student will repeat the previous person’s name and their fact before stating their own name and fact. This student will then pass the ball onto another student until all students have had a chance to introduce themselves. For younger students who may have trouble remembering the name and fact of everyone in the circle, they may ask for help from the group after completing some sort of challenge (e.g., saying “Sally sells sea shells by the sea shore” three times fast or anything else that will be fun and create laughter/reduce frustration). This will build rapport within the group and promote safe sharing.
 - Processing Questions for Activity
 - Was this activity difficult or challenging? Why or why not?
 - How did you feel about sharing information about yourself with the group? Nervous? Excited? Unsure?
- Closing
 - Briefly discuss topics for the rest of the sessions and procedure for leaving class and coming to group.

2. Succeeding in Third Grade (Part 1)

- School counselor will ask students how 3rd grade is going so far. What are the differences between 2nd grade and 3rd grade?
- School counselor will ask students to brainstorm skills of successful 3rd grade students. School counselor will write ideas on the white board as students brainstorm. Students will already be familiar with some skills that are continued from grade to grade. School counselor will highlight skills that are new for 3rd grade.
- School counselor will instruct students that they will be skit writers and actors. School counselor will divide students into small groups of 3 or 4 students. Each group will be given one of the skills on the board that the group just brainstormed. School counselor will instruct students to create a SHORT skit based on this skill. Remind students that it does not have to be an in-depth skit, just enough to explain their assigned skill. Students will be given 10 minutes to start planning their skits.
- School counselor will collect skit activity sheets and let students know that they will have 5 minutes during the beginning of our next session to finish up their plan before they present their skits.

3. Succeeding in Third Grade (Part 2)

- School counselor will divide students back into their skit groups. School counselor will instruct students to spend the next 5 minutes finishing up their plan and be ready to present their skit to the group.
- School counselor will instruct each group to present their skits. Before presenting, school counselor will remind all students to listen respectfully and be responsible group members.

- Processing Questions:
 - How was your experience working together as a group? Were there parts that were fun and helpful? Were there parts that were frustrating and difficult?
 - How did it feel to get up in front of your fellow group members and present your skit? Did you feel nervous? Excited? Proud?
 - Did you feel like practicing these expectations/skills will help you have an easier time doing them in real life? Why or why not?
- Closing: School counselor will congratulate all students on their hard work in creating and presenting their skits. Remind students that next week we will be talking about identifying specific skills needed to be successful academically and socially.

4. Identifying Skills for Academic and Social Success

- Check-in: School counselor will ask students if they used their expectation/skill from their skit since our last session.
- School counselor will create two large posters in two different corners of the room saying “Academic Success” and “Social Success.”
- School counselor will explain activity: “I have some slips of paper here with different skills on them. After I read a skill, I want you all to go to the corner of the room with the poster that lists the type of success that this skill will help you reach. For example, where would you go if I read the skill ‘getting to class on time’?”
Allow students to respond by raising their hands. Once the school counselor has gone through a few skills in this way, students should be ready to perform the activity.

- Second Activity: School counselor will ask students write down two of the skills we discussed today that they consider their own personal strengths, and two skills that they would like to work on.
- Processing Questions:
 - Was it more difficult to identify strengths or weaknesses?
 - What are some skills that you learned today that you didn't know before?
Maybe ones you didn't think would lead to academic or social success?
- Closing: School counselor will briefly discuss next week's topic of how students can turn their weaknesses into strengths by asking for help.

5. Identifying a Problem and Asking for Help

- Check-in: School counselor will ask students if they had any experiences with their own strengths and weaknesses since our last session that they would like to share.
- School counselor will divide the group into pairs. Give a red and blue crayon to one student and a green and brown crayon to the other student in each pair. Tell the group that every student should draw a picture of their house in the summer and color it. Tell them to draw and color the grass, trees, and flowers around their house. Explain to the class that, for this activity, no one may ask the school counselor any questions.
- When the students are finished, everyone will share with the group how they solved the problem of only having two crayons to color their pictures. Did anyone feel shy about borrowing a crayon? Tell them it is okay to want to do things by ourselves, but sometimes we need to ask for help to get something done or to solve a problem.

- Processing Questions:
 - School counselor will ask the group to think of a time when they found it hard to admit they couldn't do something? How did they feel? What did they do?
 - School counselor will say to the group: "Everyone needs help with something. We should never be embarrassed to ask another person for help. Can you think of a time when you had a problem and needed help?" Allow time for several students to suggest a time when they needed help. "It's important to know who you can ask to help you if you have a problem."
 - Remind students about their weaknesses they identified last week and ask them who they can ask for help with some of those.
- School counselor will briefly describe the next sessions' topic and remind students that we only have two more sessions of group.

6. Goal Setting and Self-Assessment

- Check-in: Would anyone like to share about a time they asked for help since our last session? Maybe you thought about asking for help but felt afraid or nervous?
- Activity: Bring a small basketball hoop, soft basketball, and three lines of tape on the floor at 1, 5, and 15 feet away. Ask students to shoot the ball from each piece of tape.
- Processing questions:
 - Was it a realistic goal to try to make the 15-foot shot? Why or why not?
 - What steps did you take to make your goal more realistic or attainable?
 - Could someone have helped you reach your goal? (e.g., passing the ball to someone else standing closer to the hoop and letting them take the shot?)

- Discuss SMART goals and realistic goals.
- Have students identify 3 SMART goals for themselves for the rest of the semester.
- Discuss how students will know if they reached these goals.
- Closing: Remind students that our next session will be our last meeting together.

7. Final Session/Termination

- Ask for volunteers to share what they learned in group. School counselor can provide own response for what he or she learned and how he or she grew as a result of group.
- Discuss what ending group will mean for the group members. “We will still see each other in school and can still talk to each other if we’d like. Confidentiality rules still apply and we should still respect everyone’s privacy.”
- Discuss common feelings regarding termination: sadness, worry, happiness, and feeling proud about progress. Ask students if they would like to share their feelings. Counselor can discuss own feelings of being proud of the students.
- Remind students that they can always come see the school counselor if they would like to talk or need help working on their goals or weaknesses. Thank everyone for their participation in group.

References:

- <http://dese.mo.gov/college-career-readiness/guidance-counseling/curriculum/Elementary-School-Unit-and-Lesson-Plans#3>
- http://www.counselorsroom.com/SC_CR_EL_Academic.php

*Additional Resources

<http://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=5593>

<https://ed.sc.gov/agency/programs-services/174/documents/SCCDGCPM06-23-08Final.pdf>

<http://www.do2learn.com/activities/SocialSkills/Stress/IdentifyStressTriggers.pdf>

<http://schoolcounselor.org/school-counselors-members/asca-resource-center/sample-school-counselor-forms-needs-assessments/sample-documents>

GROUP RULES

- 1. WHAT HAPPENS IN GROUP, STAYS IN GROUP.**
- 2. BE RESPECTFUL OF GROUP MEMBERS.**
- 3. ALWAYS TRY YOUR BEST. PARTICIPATE!**

CONTRACT:

I AGREE TO FOLLOW THESE RULES. IF I SHOULD BREAK ONE OR MORE OF THESE RULES, I KNOW THAT I MAY BE ASKED TO LEAVE THE GROUP.
