



Comprehensive School Counseling Program

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(May 2020)

School Counselor

Ellen Bennett

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Foundation/Define

Who is on your team?

- School Counselor: Ellen Bennett
 - ebennett@hopeacademywa.org
- Principal: Jake Gibbs
 - jgibbs@hopeacademywa.org
- Executive Director: Rick Brazile
 - rbrazile@nwacs.org

The Hope Academy Mission:

Our school mission is to provide students with a safe, positive, trauma-informed academic environment that will nurture their love for learning and confidence in life.

Beliefs:

The Hope Academy comprehensive school counseling program believes that all students deserve a chance to achieve academic, career, and social emotional success in a safe and equitable environment to realize their true potential.

Vision:

The vision of Hope Academy comprehensive school counseling program is that all students realize their true value and worth and are successful advocates and learners, contributing meaningfully to society by building healthy relationships with others.

Mission:

The mission of Hope Academy comprehensive school counseling program is to deliver evidenced-based trauma informed counseling interventions in a safe environment to promote healing and learning. All students will have equitable access to individual counseling, small group counseling, and school counseling curriculum lessons to inspire confidence to be lifelong learners.

Program Goals

Discipline:

- **SMART Goal:** By May 2021, the student population will establish a baseline of maladaptive self-protecting behaviors by an initial goal of less than 50 referrals of maladaptive self-protecting behaviors in the first semester.
- **Supplemental Data:** Check with parents/guardians, teachers, and students to identify factors of self-protective behaviors.
- **Mindsets & Behavior:**

- M3- Sense of belonging in school environment
- BSMS 7- Demonstrate effective coping skills when faced with a problem
- M1- Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-SS 9- Demonstrate social maturity and behaviors appropriate to the situation and environment
- **Objectives**
 - Students will feel safe and a sense of belonging in their learning environment.
 - Students will learn coping skills to use when faced with a problem or conflict.
 - Students will demonstrate appropriate behaviors to the situation and environment.
- **Activities/Strategies/Interventions by School Counselors:**
 - Intervention meetings with administrators, teachers, and counselor to establish accordance of students' behavior and needs.
 - Teachers and school counselor will be trained in trauma based relational interventions and demonstrate mindfulness and breathing strategies to help students learn emotional self-regulation to minimize interruptions in the learning process.
 - The trauma informed counselor and teachers will integrate a trauma based relational interventions approach in the classrooms while providing a safe and welcoming learning environment.
 - Trauma informed teachers and counselor will foster co-regulation practiced among peers to form healthy attachment relationships.
 - The counselor will conduct small groups offering opportunities to co-regulate with peers as well as individual counseling and classroom lessons that are trauma based relational interventions.
- **Pre/Post Assessment:** rate from 1-4/ 1=rarely – 4=almost all the time
 - I know ways to calm down when I am upset.
 - I know coping skills that help me feel better when I am upset.
 - I trust my teachers to let them help me/I feel comfortable to ask them questions.
 - I feel safe in my school.
 - Brief response question: Name 2 adults that you know and trust at school.
 - Brief response question: Name 2 friends that you know and trust at school.

Attendance:

- **SMART GOAL:** By May 2021, student attendance at Hope Academy will increase overall by 10% when compared to the fall semester.
- **Supplemental Data:** In addition to school attendance data stating reason for absence, the school counselor will seek input from teachers, the school nurse, the community liaison, parents, and students to identify factors related to absences.
- **Mindsets and Behaviors:**
 - M3- Sense of belonging in the school environment
 - B-SS 2- Create positive and supportive relationships with other students
- **Objectives:**

- Students will develop a sense of belonging in the school environment.
- Students will identify positive and supportive peer relationships.
- **Interventions:**
 - The counselor will conduct small groups before, after, or during the school day.
 - Classroom lessons- scavenger hunt around school, interview a buddy.
- **Pre/Post assessment:** rate from 1-4/ 1=rarely – 4=almost all the time
 - I want to be at school.
 - I feel connected to my school.
 - Brief response question: I can name 2 people/peers that I have a positive relationship with:
 - Brief response question: What are some examples of supportive relationships?

Achievement:

- **SMART Goal:** By May 2021, students in K-3rd grade will improve the achievement of literacy by 20% based on the DIBELS given at the beginning and end of the school year (August and May).
- **Supplemental Data:** We will use the DIBELS to set a baseline. This will be given first in August and then in May.
- **Mindsets and Behaviors:**
 - M2 - Every Student should have access to and opportunity for a high-quality education
 - M1- Every student can learn, and every student can succeed
 - B-SMS6- Demonstrate ability to overcome barriers to learning
 - B-LS4- Apply self-motivation and self-direction to learning
- **Objectives:**
 - Students will demonstrate the ability to overcome barriers to learning.
 - Students will apply self-motivation and self-direction to learning.
- **Activities/Strategies/Interventions by School Counselors:**
 - The counselor will conduct classroom lessons, group and individual counseling.
 - The counselor will attend the development of intervention meetings to be held every two weeks. Principal, teachers, counselor and stakeholders should be included in meeting.
 - Invite members of the community to speak about their jobs and careers. Make sure it is a diverse group.
- **Pre/Post Assessment:** rate from 1-4/ 1=rarely – 4=almost all the time
 - I enjoy coming to school.
 - I enjoy learning new things.
 - I feel comfortable asking for help.
 - Brief response question: To me success looks like:
 - Brief response question: My goal this year is

Program Management/ Manage

Tools used to develop and assess program:

Arkansas Comprehensive School Counseling Self-Assessment (Pages 16-21)

http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Guidance_School_Counseling/Arkansas_School_Counselor_Toolkit.Post1.pdf

Use of Time Calculator

<https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources>

Direct, Indirect, and Administrative Activities

Direct services- 90%

Indirect services – 10%

Arkansas Annual Administrative Conference

<https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources>

Arkansas Advisory Council Meetings

<https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources>

Professional School Counseling Resources

<http://dese.ade.arkansas.gov/divisions/learning-services/guidance-and-school-counseling/professional-school-counseling-resources>

Advisory Council Invitation

Welcome to the Hope Academy School Counseling Advisory Council. The purpose of this meeting is to introduce the new school counselor, explain the role she will play, and talk about the kinds of things the school counselor will be doing for your kids this year. The council meeting will be on August 6th at 5PM.

Agenda

- **Welcomes and introductions**
- **School Tour**
- **Role of the Professional School Counselor:** The role of the professional school counselor at Hope Academy is to provide comprehensive trauma informed

counseling services to all students. These services will be provided by way of small group counseling, classroom lessons, and individual counseling.

- **School Counseling Beliefs:** The Hope Academy comprehensive school counseling program believes that all students deserve a chance to achieve academic, career, and social emotional success in a safe and equitable environment to realize their true potential.
- **School Counseling Vision:** The vision of Hope Academy comprehensive school counseling program is that all students realize their true value and worth and are successful advocates and learners, contributing meaningfully to society by building healthy relationships with others
- **School Counseling Mission:** The mission of Hope Academy comprehensive school counseling program is to deliver evidenced-based trauma informed counseling interventions in a safe environment to promote healing and learning. All students will have equitable access to individual counseling, small group counseling, and school counseling curriculum lessons to inspire confidence to be lifelong learners.
- Demographics
- Data Collection:
 - The school counselor will analyze yearlong data collection on attendance, achievement, and behavior.
- Needs assessments
 - Done in class with teachers and sent home to parents
 - Trauma symptom checklist, ACE score
 - Done at home with parents also
- The role of school counselor and services offered by the school counselor
 - Groups, individual counseling and classroom lessons
- Leading Members of Council Meeting
 - Chair: Ellen Bennett, School Counselor, ebennett@hopeacademyowa.org
 - Principal: Jake Gibbs, jgibbs@hopeacademyowa.org
 - Teacher: Katie Drake, Special Education Teacher, kdrake@hopeacademyowa.org
 - Kristi Perryman, Associate Professor in Counselor Education and Supervision and Director of the Office of Play Therapy Research and Training, klperry@uark.edu
 - Sarah McKenzie, Executive Director of the Office for Education Policy, scmcken@uark.edu
 - Christy Hendrix, Parent representative, 479-270-2400
 - Justin Defreese, Community representative, Director of Sourcing and Product Development at Wal-Mart, 479-795-2417
 - Stephanie Maass, Community representative, stephm53@sbcglobal.net
- How will the advisory council reach out to school community on updates and future events/meetings? (Administration, Parents and Teachers)
 - Email chain
 - Directory with phone numbers and emails

- Monthly newsletter
- Counseling website

Calendars (Weekly and Annual)

Hope Academy						
August 2020		School Starts! Intro to each class (first full week)				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 TWD	7 TWD	8
9	10 TWD Annual	11 TWD	12 TWD	13 First day	14	15
16	17 Intro to Kindergarten	18 Intro to 1 st grade (45 min)	19 Intro to 2 nd grade (45 min)	20 Intro to 3 rd grade (45 min)	21	22
23	24	25	26	27	28	29
30	31					

Calendar Template by calendarlabs.com

Hope Academy						
September 2020		Bullying Lessons K-3				
Sun	Mon	Tue	Wed	Thu	Fri	Sa
		1 Bullying lesson for K part 1	2	3 Bullying lesson for k part 1	4	5
6	7	8 Bullying lesson for 1 st part 1	9	10 Bullying lesson for 1st part 2	11	12
13	14	15 Bullying lesson for 2nd part 1	16	17 Bullying lesson for 2nd part 2	18	19
20	21	22 Bullying lesson for 3rd part 1	23	24 Bullying lesson for 3rd part 2	25	26
27	28	29	30			

Calendar Template by calend

Hope Academy						
October 2020		Fall Break Small Groups Start- 5 kids from each class per semester, groups run Mon-Thurs				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Group 1	6 Group 2	7 Group 3	8 Group 4	9	10
11	12	13	14 Fall Break TWD	15 Fall Break SD	16 Fall Break SD	17
18	19 Group 1	20 Group 2	21 Group 3	22 Group 4	23	24
25	26 Group 1	27 Group 2	28 Group 3	29 Group 4	30	31 Halloween

Calendar Template by calendarlabs.com

Hope Academy						
November 2020		Groups finish up Thanksgiving Break				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Group 1	3 Group 2	4 Group 3	5 Group 4	6	7
8	9 Group 1	10 Group 2	11 Veterans Day Group 3	12 Group 4	13	14
15	16 Group 1	17 Group 2	18 Group 3	19 Group 4	20	21
22	23 BREAK	24 BREAK	25 BREAK	26 BREAK	27 BREAK	28
29	30					

Hope Academy						
December 2020		Winter Break Plan advisory meeting with principal				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 Schedule fall advisory meeting with	8	9	10	11	12
13	14	15	16	17	18 Last day	19
20	21 BREAK	22 BREAK	23 BREAK	24 BREAK	25	26
27	28 BREAK	29 BREAK	30 BREAK	31 BREAK		

Calendar Template by calendarlabs.com

Hope Academy						
January 2021		Semester Starts				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 BREAK TWD	5 Back to school	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Calendar Template by calendarlabs.com

Hope Academy						
February 2021	Spring Groups start- other 5 kids from each class- Mon-Thurs					
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 NSCW Group 1	2 NSCW NPTW Group 2	3 NSCW NPTW Group 3	4 NSCW NPTW Group 4	5 NSCW NPTW	6
7	8 NPTW Group 1	9 Group 2	10 Group 3	11 Group 4	12 BREAK SD	13
14	15 BREAK	16 Group 1	17 Group 2	18 Group 3	19 Group 4	20
21	22 Group 1	23 Group 2	24 Group 3	25 Group 4	26	27
28						

Calendar Template by calendarlabs.com

Hope Academy						
March 2021	Spring Break					
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Group 1	2 Group 2	3 Group 3	4 Group 4	5	6
7	8 Group 1	9 Group 2	10 Group 3	11 Group 4	12	13
14	15	16	17	18	19	20
21	22 BREAK	23 BREAK	24 BREAK	25 BREAK	26 BREAK	27
28	29	30	31			

Hope Academy						
April 2021		Easter Career plans K-3				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 GoodFriday	3
4 Easter Sunday	5	6 Career lesson for K par 1	7	8 Career lesson for K part 2	9	10
11	12	13 Career lesson for 1 st part 1	14	15 Career lesson for 1 st part 2	16	17
18	19	20 Career lesson for 2 nd part 1	21	22 Career lesson for 2 nd part 2	23	24
25	26	27 Career lesson for 3 rd part 1	28	29 Career lesson for 3 rd part 2	30	

Calendar Template by calendarlabs.com

Hope Academy						
May 2021		Teacher Appreciation Day Last day Plan meeting with principal to go over goals before end of year				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Teacher Appreciation	5	6	7	8
9 Mother's Day	10 TESS	11	12	13	14	15
16	17 Plan meeting with principal	18	19	20	21	22
23	24	25	26	27	28 LAST DAY	29
30	31 Memorial's Day					

Calendar Template by calendarlabs.com

Hope Academy						
June 2021		Plan meeting with community and stakeholders to discuss action plan and goals for previous year				
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 TWD Plan meeting with community	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20 Father's Day	21	22	23	24	25	26
27	28	29	30			

Calendar Template by calendarlabs.com

<https://www.schoolcounselor.org/school-counselors/asca-national-model/templates-and-resources>

Data Use in Counseling

Sharing Data Results

- Include in the presentation what you have learned about the data, and how the data will impact your comprehensive school counseling program. Your communication method should be tailored to the audience you are presenting to.

Deliver

Direct Counseling services:

- Individual and small group counseling is available to all students (for Small Group Plans, see Appendix B)
- School counseling core curriculum lessons (See examples in Appendix A)
- Orientation/transition programs
- Academic advisement procedures:
 - Interpretation of student academic and educational assessment **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills): Administered three times a year. **DIBELS** is a series of short **tests** that assesses K-8 literacy. It is a set of procedures and measures for assessing the acquisition of a set of K-8 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension.

- **ACT ASPIRE:** Administered twice a year. **ACT Aspire** is a powerful tool to help students and their parents monitor progress toward a successful **ACT** test from third grade through tenth grade. The **Aspire** test assesses students' readiness in five areas covered by the **ACT** test: English, math, reading, science and writing.
- **Dynamic Learning Maps (DLM):** Administered three times a year. **MAP stands for** Measures of Academic Progress. **MAP** is an online assessment that is aligned to the Common Core standards. What is different about **MAP**? These computerized **tests** are adaptive and offered in Reading, Language Usage, Science, and Mathematics.
- Student support to develop understanding of the relationship between classroom performance and success in school.

In order to support all our students with equitable opportunities for success, Hope Academy has developed a plan to address any gaps in **Achievement, Attendance, and Discipline.**

- **Achievement:** Possible Activities/Strategies/Interventions by school counselor include:
 - Classroom lessons; group and individual counseling
 - Development of intervention meetings to be held every two weeks. Principal, teachers and stakeholders should be included in meetings.
 - Invite members of the community to speak about their jobs and careers to encourage achievement, goal setting, diversity, and inclusivity in their community.
- **Attendance:** Possible Activities/Strategies/Interventions by School Counselor include
 - Classroom lessons; group and individual counseling
 - Scavenger hunt in school to familiarize students to school and staff
 - A “buddy interview,” to inspire empathy, friendship, and belonging.
- **Discipline:** Possible Activities/Strategies/Interventions by School Counselors include
 - Intervention meetings with administrators, teachers, and counselor to establish rapport regarding student behavior
 - School counselor and teachers will implement mindfulness and breathing strategies in order reduce classroom disruption
 - Self-regulation techniques will also be implemented by staff to teach students co-regulation practices
 - Small groups and individual counseling, and trauma-informed conscious discipline practices are all interventions that will be used directly with the students.
- Counselor-led programs as defined in the G.U.I.D.E. for life (See Appendix A):
 - Classroom lessons will be conducted to address each principle.
 - Bullying prevention is developmentally appropriate in design and delivery to school.
 - Suicide prevention is developmentally appropriate in design and delivery to school. (See example in Appendix D)

- School counseling plan to assess students in age appropriate career planning: Refer to lessons in appendix and calendar can address time of year for career lessons to be conducted:
 - pre and posttests descriptions on the career lessons per grade
- School Counseling plan including accelerated learning, addressing academic deficits, accessibility to resources, providing surveys and inventories and using data to support students and show potential to engage in rigorous coursework. Achievement Needs Assessments: (see appendix E)
- Attendance Needs Assessments: (see appendix F)
 - Absenteeism/Truancy Assessment Interview for principals, teachers, and students.
 - How You Feel at School
 - Attendance Needs Assessment
- Discipline Needs Assessments: (see appendix G)
 - Behavior Needs Assessment
 - Trauma Behavior Tracker
- Resource Needs and Accessibility: (see appendix H)
 - Hope Academy Beginning of Year Needs Assessment
- SPED/Gifted Assessment:

The School Counselor will serve as a member on RTI and IEP teams. In accordance with the 2019 Arkansas Department of Education’s A Family’s Guide to Special Education in Arkansas:

A parent, other family member, teacher, or other individual who is worried about a child’s development, academic progress, or behavioral needs, and concerned a child may have a need for special education services, can make a referral for a special education evaluation. Parents in Arkansas can begin the referral process by talking with school staff such as: a principal, counselor, or teacher, who will complete a “Special Education Referral.” When making a referral, you may choose to talk about your concerns while a staff member writes what you say on the form.

The referral conference is a team meeting which includes the parent, the principal or a district representative, and one teacher directly involved in the education of the child. Others may attend as necessary. Team members review the data and concerns about your child then use the data to decide if an evaluation is appropriate to determine if your child is eligible for special education and related services under the IDEA. Conference decisions are noted on the “Referral Conference Decision” page of the referral. (p. 3-4)

- Building partnerships between parents and their students in the career planning process:
 - Letter to parents

Indirect Counseling Services will not exceed 10% of the counselors time and will include:

- Consultations on behalf of the student with parents/legal guardian, school staff, community agencies concerning discipline, behavior, academics, or attendance.
- Referrals for support services in the school and with community agencies (refer to community resources in appendices and name the appendices, page numbers, title page, table of contents)
- The counselor serves as a contributing member of decision-making teams. (consultation with principal, teachers, parents, and serving on IEP teams.)

Administrative Activities (**if any**):

- The counselor is assigned some supervisory duties in common areas of the school (playground, hallways, bus lines).

Accountability/Assess

- School Counseling Program Assessment
 - The comprehensive school counseling program self-assessment has been completed and areas to address are identified.
- Data Tracking
 - School Data results are analyzed – results over time will be considered and applied.
 - Trauma in the Classroom Behavior Tracker (See appendix G)
 - Use-of-time assessments will be analyzed
- Program Results (Participation, Mindsets and Behaviors, and Outcome Data)
 - Participation, Mindsets and Behaviors, and Outcome Data are analyzed
 - Program results are shared with stakeholders
- Evaluation and Improvement
 - The school counselor uses results from the program evaluation, and other data sources, to develop the comprehensive school counseling program, and uses the results annually to update the program as needed
 - Reflect on the comprehensive school counseling program and identify areas of strength and areas for improvement.
 - Evaluation results data are presented to others (school, district, and/or other stakeholders). - Identify how your data is shared with others.

Appendix A – Classroom Lessons

- **Counseling Led Programs G.U.I.D.E Goals**
 - Growth, Understanding, Interaction, Decisions and Empathy
- **Achievement Lesson Plans**
 - Skills for School Success
 - Goal Setting
 - Talk is Cheap
- **Attendance Lesson Plans**
 - Safe and Healthy Choices - bullying find another attendance
 - Shadow Lessons
 - Portrait of a First Grader
- **Positive Behavior Lesson Plans**
 - A New Me
 - Conflict Resolution
 - Stressed Out Sally
- **Bullying Prevention Lesson Plans (Fall Semester - All Grades)**
 - Many Faces of Me
 - ME Revisited
- **Career Development Lesson Plans (Spring Semester - All Grades)**
 - Working Together
 - Working Together lessons pre/posttest example
 - Personal Job Skills
 - Personal Job Skills lessons pre/posttest example
 - Parent Letter – Career Clusters

Counseling Led Program G.U.I.D.E. Goals

Pamphlet PDF: https://uark-my.sharepoint.com/:b:/g/personal/klperry_uark_edu/ESvB-D1fBzJEni_diNWBunIBRBKDjZxp8H5zs_NqKcCh8w?e=kQYk78

1. **Growth:** Manage Yourself
 - a. Develop problem solving skills
 - b. Practice mindfulness
 - c. Persevere
2. **Understanding:** Know Yourself
 - a. Increase self-awareness
 - b. Know your strengths and weaknesses
 - c. Develop critical thinking
3. **Interaction:** Build Relationships
 - a. Treat others with respect
 - b. Communicate effectively
 - c. Seek out others for help when needed
4. **Decisions:** Make Responsible Choices
 - a. Consider personal beliefs, safety and the situation
 - b. Think through potential consequences
 - c. Put your best self forward
5. **Empathy:** Be Aware of Others
 - a. See other perspectives
 - b. Value the feelings of others
 - c. Appreciate diversity

ACHIEVEMENT LESSON PLANS

Skills for School Success Lesson Plan 1

Lesson Plan for: **Skills for School Success- Body Basics**

School Counselor: Ellen Bennett

Target Audience: Kindergarten and 1st Grade

Mindsets & Behaviors: M 6, B-LS 4,

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom.
- Make decisions and act as responsible members of society.

Materials

- Lyrics to Body Basics song
- Flash card pictures (One set for each pair of students)
- Partnering Bracelets
- Song/flash card sheet for each student

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor initiates general discussion on what it means to be a responsible member of society

Communicate Lesson Objective:

- Students will learn what it looks like to be a successful learner and what happens when they don't do what is expected.

Teach Content:

- Students will follow the visual instruction three times and demonstrate participation skills such as: taking turns, asking questions, and participating at least once during a game.

Practice Content:

- Students will demonstrate their understanding of basic body skills by successfully performing actions written in visual format on flash cards presented by the counselor.

Summarize:

- Summarize lesson content through questioning with students.
- This unit is designed to teach students the essential skills needed to become successful learners. Lesson one teaches basic body skills such as eyes on teacher, hands to yourself, raise your hand when you want to speak, and criss cross legs.

Close: Lesson two will build on the skills learned in lesson one.

Data Collection Plan

Participation data:

Data will track if the students have learned how to take turns, ask questions and participate appropriately. This lesson will use direct, experimental, and interactive instruction.

Anticipated number of students: Kindergarten and First Grade Class, 10 students per class. 20 students total.

Skills for School Success Lesson Plan 2

Lesson Plan for: **Skills for School Success- The Envelope Guessing Game**

School Counselor: Ellen Bennett

Target Audience: Kindergarten and 1st Grade

Mindsets & Behaviors: M 6, B-LS 4,

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom.
- Make decisions and act as responsible members of society.

Materials

- Mystery envelopes containing pictures (one envelope per child)
- Partnering bracelets (also used in lesson 1)
- Scoring rubric for *Targeted Skills*
- Take-home activity sheet (includes directions for playing game)

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Review the main content of lesson one.

Communicate Lesson Objective:

- Students will demonstrate taking turns, communicating, questioning, and participating by playing the *Mystery Envelope Game*

Teach Content:

- Students will each receive a Mystery Envelope and a partnering bracelet. They will get with their partner and take turns guessing what picture is inside the other child's envelope. Each child will receive a score on the *Targeted Skills* scoring rubric.

Practice Content:

- Students will continue to guess what is in each other's Mystery Envelopes until each student has successfully guessed the picture inside of their partner's envelope.

Summarize:

- Summarize lesson content with students through questioning.
- This unit is designed to teach students the essential skills needed to become successful learners. Lesson two teaches students how to take turns, communicate effectively, and question others appropriately. Each student will also get a take-home sheet with which they can play a version of this game at home with their family.

Close: By the end of both lessons, students should have base level knowledge of the skills taught in each lesson. This should lead to them becoming better rounded learners. They will also be able to play a version of this game at home.

Data Collection Plan

Participation data: Data will track students' understanding and application of essential skills taught.

This lesson will use direct, experimental, and interactive instruction.

Anticipated number of students: A full first grade class.

Goal Setting Lesson Plan 1

Lesson Plan for: **Goal Setting- Talk is Cheap**

School Counselor: Ellen Bennett

Target Audience: 2nd Grade

Mindsets & Behaviors: M 2, B-LS 7,

Lesson 1 of 2

Learning Objective(s)/Competency

Students will

- Make decisions and act as responsible members of society.

Materials

- The Book: *The Tortoise and the Hare*
- Dry Erase Board/ Smart Board/ Other Visual Media

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor initiates general discussion on goals. Counselor's intention is to gauge students' understanding of the term 'goal' and its definition.

Communicate Lesson Objective:

- Students will identify strategies for goal setting and planning.

Teach Content:

- Read *The Tortoise and the Hare* out loud to the class and ask them to identify goals made in the story.
- Discuss strategies for goal setting and planning using listed six stages.

Practice Content:

- Each student will identify goals set by the characters in the book.
- Have students utilize strategies for goal setting and planning to identify characters' goals.

Summarize:

- Summarize lesson content with students through questioning.
- This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one teaches the student to identify strategies for goal setting and planning using the following six stages:

- 1) Set a goal and make a plan on paper
- 2) Tell someone about your plan and get that person's help to monitor your progress
- 3) Put the plan into action-practice
- 4) Reward small steps
- 5) Revise your plan if it is not working
- 6) Keep working until you've accomplished the goal.

- Close: Lesson two will build on the skills learned in lesson one.

Data Collection Plan

Participation data:

- Data will track students' understanding of the setting goals, and the usefulness of goals to students. The lesson will include direct, indirect, and interactive instruction.

Anticipated number of students: A full 2nd grade class, 10 students.

Goal Setting Lesson Plan 2

Lesson Plan for: **Goal Setting- Talk is Cheap** (part 2)

School Counselor: Ellen Bennett

Target Audience: 2nd Grade

Mindsets & Behaviors: M 2, B-LS 7,

Lesson 2 of 2

Learning Objective(s)/Competency

Students will

- Make decisions and act as responsible members of society.

Materials

- Student activity page- *Talk is Cheap*
- The book: *The Tortoise and the Hare*
- Brown and green crayons

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Review lesson one.

Communicate Lesson Objective:

- Students will identify and strategies for goal setting and planning.
- Students will use strategies for goal setting and planning to make their own short and long-term goals.
- Students will learn usefulness of goals

Teach Content:

- Read *The Tortoise and the Hare* out loud to the class and ask them to identify goals made in the story.
- Each student will identify goals set by the characters in the book. They will then label each goal with either a green or brown crayon indicating if it was the hare's goal or the tortoise's goal.

Practice Content:

- Students practice making their own short and long-term goals using strategies learnt in lesson one.

Summarize:

- Summarize lesson content with students.
- This unit is designed to teach students basic goal-setting skills needed to become successful learners. Lesson one taught the students to identify strategies for goal setting and planning utilizing five stages. In lesson two students were taught to utilize strategies to formulate their own short and long-term goals.

Close:

- At the close of both lessons, students will have learned to formulate their own long and short-term goals.

Data Collection Plan

Participation data:

- Data will track students' utilization of goals set to facilitate successful learning. The lesson will include direct, indirect, and interactive instruction.

Anticipated number of students: 10 students, 2nd grade class.

Talk is Cheap Lesson Plan

Lesson Plan: **Talk is Cheap**

School Counselor: Ellen Bennett

Target Audience: 2nd Grade

Mindsets & Behaviors: Achievement issues with second grade class. By May 2021, overall student scores on state testing will increase by 10%.

- B-LS3: Apply self-motivation and self-direction to learning.
- B-LS7: Identify long and short-term academic, career and social emotional goals.

Lesson 1

Learning Objective(s)/Competency

Students will:

- Identify achievable academic goals for the year.
- Recognize appropriate goal planning action steps.
- Communicate negative goal planning action steps.
- Identify appropriate problem-solving skills to reach goals.
- Identify appropriate teamwork skills to reach goals.

Materials

- Storybook: *The Little Engine That Could*
- Shoe box,
- White board
- Paper
- Markers
- Talk is Cheap Activity Sheet

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor will read the story, *The Little Engine That Could* to the students.

Communicate Lesson Objective:

- Counselor explains to students that in this session they are going to talk about goals

Teach Content:

- Counselor will ask the following discussion questions:
- Have you ever decided that you wanted to do something that might take a lot of time and practice? You may have said to yourself, “I want to ride my bike by the time school starts.” We call that setting a goal.
- What was the goal of the train in the story? What was the goal of the toys in the story? It sounds to me as if you are saying that they both had the same goal.
- Why do you think the train accomplished his goal?
- Do you think the train had a plan for the race? What do you think his plan was?
- If you were planning on winning a race, what would your plan be? How would you plan to accomplish your goal of winning the race?
- The counselor asks students to brainstorm strategies that helped the train accomplish his goal. The counselor will write the strategies on chart paper and give the strategies chart to the teacher to reinforce in the classroom.

Practice Content:

- The counselor and students will review the concept of goal setting and share the key points of the discussion.

Summarize:

- Counselor reviews Talk is Cheap Activity sheet.

Close:

- Counselor has students write down academic goals for year and puts them in time capsule.

Data Collection Plan

Participation data:

- A posttest will be completed on the Talk is Cheap activity sheet. Data pertaining to academic scores on state tests from first semester will be compared to second semester test results for this class after lesson interventions. The school counselor will follow up on all reports of academic struggles throughout the school year and conduct small groups to encourage positive goal setting and academic achievement.

Anticipated number of students: 10 students per class

ATTENDANCE LESSON PLANS

Safe and Healthy Choices Lesson Plan

Lesson Plan for: **What Are Safe and Healthy Life Choices and How Do I Keep Myself Safe?**

School Counselor: Ellen Bennett

Target Audience: 3rd Grade

Mindsets & Behaviors: B-SMS 10, B-SS 9, B-SS 4

Lesson 1 of 1

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom.
- Recognize and solve problems.

Materials

- Teacher permission to act out a skit in front of the kids
- Dry erase board/ Smart Board/ Paper to write down ideas from students

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Begin lesson by walking into the classroom teasing the class. Discuss their reactions.

Communicate Lesson Objective:

- Explain to students that this activity will go over hurtful behaviors/statements, helpful behavior/statements, and personal safety measures.

Teach Content:

- With permission get into the teacher's personal space and begin teasing/pestering the teacher. When students get confused, ask, "what's the problem?" Discuss students' reactions. Students should be able to answer questions about what they believe the teacher thought and felt during the skit.
- Students will contribute at least one example of a hurtful behavior/statement and one reason for a hurtful behavior/statement to the group to discuss.

Practice Content:

- Ask students what situations cause them to feel, or be, unsafe. Ask students how they can make safe and healthy choices at school. Ask students to begin to brainstorm ideas and offer suggestions about how to be happy and safe at school.
- The counselor will brainstorm with the children about things that make them feel afraid or unsafe and then ask how to best deal with those situations. The students will also practice empathy and attempt to understand why people act the way that they do by talking to/listening to them before making judgments.
- Talk about ways to get what you want by appropriately asking questions and talking to one another.

Summarize:

- Summarize and review lesson content with students.

Close:

- The counselor and the students will have made a list about feeling unsafe and how to deal with that, how to appropriately get what you want, and how to empathize with others to understand why they are acting out. The teacher will then keep this list to remind the students of their solutions when needed.

Data Collection Plan

Participation data:

- This lesson will use direct and interactive means of instruction. The data will be measured by the quality of the student's responses to the counselor's questions about safety.

Anticipated number of students: 10 students, A full third grade class.

Shadow Lesson Plan 1

Lesson Plan: **Everyone is an Important Worker in Our School**

School Counselor: Ellen Bennett

Target Audience: 2nd & 3rd Grade

Mindsets & Behaviors: Attendance, Community Building, and Career Development

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Gather, analyze and apply information, ideas and skills to different contexts as students, workers, citizens, and consumers.
- Make decisions and act as responsible members of society with a focus on attendance at school. Analyze the duties and responsibilities of individuals in societies.

Materials

- Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.
- Paper and writing materials for students to take notes.
- Activity Sheet: School Job Ranking

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the

wall. Ask the students: What is this? What is a shadow? What does a shadow do? Let some of the students make shadows in front of the flashlight.

Communicate Lesson Objective:

- Counselor explains to students that they will be listening to various community workers talk about their job functions this week.

Teach Content:

- Tell the students that in the coming days, they may have the opportunity to “job shadow” with school personnel of their choice. Ask students if they know what job shadowing means. Why would it be important for students to job shadow people in the working world? If it’s not possible to job shadow individually then the counselor can arrange for small groups or classes to visit different workers in the building (school cook, secretary, custodian, principal, counselor).
- Explain to the students that today (or this week) they will be listening to several speakers from the school community. These speakers will be discussing the skills needed to do their jobs as well as the tasks they perform daily.
- Students will listen to the speakers and take notes on the information.
- Introduce speakers to the class. Allow each speaker to talk for the time allotted (3-5 minutes). Speakers will introduce themselves, share their job title and speak of some important responsibilities they have with their job. Speakers will also talk about the school skills they use on the job (reading, writing, math...)
- Students will listen to the speakers and take notes on the information.

Practice Content:

- Allow students to discuss information heard as a class.
- Inform students that between now and the next class session, students need to rank their top three job choices and write a paragraph describing their reasons for the choices they made.
- Develop your own ranking sheet or use the one provided with the lesson entitled ‘School Job Ranking Activity Sheet’. The students can write their paragraph on the back of the ranking sheet.

Summarize:

- Review lesson content.

Close:

- During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.

Data Collection Plan

Participation data:

- Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question-answer, performance activity, etc. Students will identify the

skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Anticipated number of students: 20 Students

Shadow Lesson Plan 2

Lesson Plan: **Everyone is an Important Worker in Our School**

School Counselor: Ellen Bennett

Target Audience: 2nd & 3rd Grades

Mindsets & Behaviors: Attendance, Community Building, and Career Development

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Gather, analyze and apply information, ideas and skills to different contexts as students, workers, citizens, and consumers.
- Make decisions and act as responsible members of society with a focus on attendance at school.
- Analyze the duties and responsibilities of individuals in societies

Materials

- Paper for thank you notes
- Pencils, crayons, and markers.
- Activity Sheet: Thank you
- Activity Sheet: Job Shadow Reflection

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Communicate Lesson Objective:

- Explain to students that in this session we are going to talk about our job shadow experiences.

Teach Content:

- Instruct students to complete the Job Shadow Reflection activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the

overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced.

- Students will complete the activity sheet.
- Ask the students to share, with a partner, one thing he or she learned during the job shadowing experience.
- Each student will share one thing he or she learned during the job shadowing experience.

Practice Content:

- Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker using during the job shadow experience.
- Each student will share one skill he or she used or observed during the job shadow experience.

Summarize:

- Students will use the 'Thank You Activity Sheet' to write a thank you note to the person he/she job shadowed.
- Students write thank you notes to the school staff member he or she shadowed.

Close:

- Arrange for delivery of thank you notes to the appropriate people by students or you.

Data Collection Plan

Participation data:

- Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question-answer, performance activity, etc.
- Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced.
- After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Anticipated number of students: 20 Students

Portrait of a First Grader Lesson Plan

Lesson Plan: **What Do First Graders Look and Act Like?**

School Counselor: Ellen Bennett

Target Audience: 1st Grade Students

Mindsets & Behaviors: Attendance issues for first grade students.

- M 3- Sense of belonging in a school environment.

- B-LS 10- Participate in enrichment and extracurricular activities.
- B-SS 6- Use effective collaboration and cooperation skills.

Lesson 1

Learning Objective(s)/Competency

Students will:

- Gather, analyze, and apply information and ideas.
- Develop questions and ideas to initiate and refine research
- Communicate effectively within and beyond the classroom.
- Exchange information, questions and ideas while recognizing the perspectives of others.
- Make decisions and act as responsible members of society.
- Explain reasoning and identify information to support decisions.

Materials

- Large piece of bulletin board paper or two pieces of chart paper taped together,
- Puppet
- Markers

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- The counselor will trace a student’s body onto a large piece of paper, making “Freddie the first grader”, and have the students sit in a circle around the tracing.

Communicate Lesson Objective:

- Today we are going to talk about first graders’ experiences.

Teach Content:

- The counselor will ask the students, “what does a first grader think about play, schoolwork, and friends?”
- “What does a first grader do with friends, schoolwork, and play?”
- “What does a first grader feel about friends, schoolwork, and play?”
- The counselor will write students’ responses with markers on the silhouette. The counselor will look at the completed body silhouette and discuss the ideas that were generated with the class.

Practice Content:

- After discussing ideas, the school counselor will pass around a puppet so that each child can share something they like about first grade either to or through the puppet.

Summarize:

- Summarize lesson content with students through questioning.
- At the end of the lesson the school counselor will tell the students that during the next lesson they will be making their own body profiles and filling it with things they think and like about first grade.

Close:

- The outline of the first grader will be posted outside of the classroom so the teacher or counselor can follow up with students throughout the year and ask if they would like to add words.

Data Collection Plan

Participation data:

- Counselor will give students a brief pre and posttest of the lesson concerning their willingness and happiness at school. Students will record their answers by circling one of the expressive faces on the test.
- Attendance records of the Fall 2020 and Spring 2021 semesters will be compared to see if absence rates have gone down after the lesson.

Anticipated number of students: 10 students per class.

POSITIVE BEHAVIOR LESSON PLANS

A Newer, BETTER, Older Me Lesson Plan

Lesson Plan: **A Newer, BETTER, Older Me - *I'm Just a Bag of Feelings***

School Counselor: Ellen Bennett

Target Audience: 1st Grade

Mindsets & Behaviors: Social/Emotional Development, Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom
- Exchange information, questions, and ideas while recognizing the perspectives of others
- Identify at least eight feelings on the *Feelings Thermometer* worksheet.

Materials

- A fancy bag (may be made of decorated paper or material)
- 10 note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)
- *Feelings Thermometer* worksheet(attached)
- Stickers

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- The counselor comes into the classroom, holding the fancy feelings bag. Counselor shakes the bag mysteriously, asking the students to guess what's in the bag. Students offer guesses. Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay.

Communicate Lesson Objective:

- Counselor explains to students that in today's session we are going to talk about different feelings

Teach Content:

- Counselor explains that 10 students will have a chance to pull a feeling from the fancy bag. Each student is to act out the feeling written on the card. The class will have three tries to guess the feeling being acted out.
- Students listen to the directions. Chosen students will pull a feeling from the bag and act it out. Students guess feeling depicted on card. Counselor assist students having difficulty with reading card and/or thinking of acting ideas.
- After each role-play, counselor asks students for suggestions of when people might feel that way.

Practice Content:

- Counselor discusses other feelings with students. Students offer new examples.

Summarize:

- Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own...which makes them all ok.

Close:

- Counselor explains the *Feelings Thermometer* worksheet.
- Students work on the assignment

Data Collection Plan

Participation data:

- Assessment can be question answer, performance activity, etc. Students will complete a *Feelings Thermometer* worksheet.

Anticipated number of students: 10 students

A Newer, BETTER, Older Me Lesson Plan 2

Lesson Plan: **A Newer, BETTER, Older Me - Character Clovers**

School Counselor: Ellen Bennett

Target Audience: 1st Grade

Mindsets & Behaviors: Social/Emotional Development, Understanding Self as an Individual and as a Member of Diverse Local and Global Communities.

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom
- Exchange information, questions, and ideas while recognizing the perspectives of others.
- Identify at least eight feelings on the *Feelings Thermometer* worksheet.

Materials

- Clover Pattern—copies cut from green construction paper for each student.
- Crayons and/or markers
- Chart paper, whiteboard, SMART Board, etc.

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor initiates general discussion on the terms ‘roles’ and ‘character traits’

Communicate Lesson Objective:

- Counselor tells the students that today they will be talking about the roles that students have in school and the traits that accompany those roles.

Teach Content:

- Counselor tells the student that today they will be creating character clovers. In order to help the students create character clovers, counselor will begin with a brainstorming session on character traits that people generally possess.
- Counselor asks the students, “What roles do you have here at school?” As the student respond, counselor records the answers.
- Students respond (learner, friend, classmate, helper, line leader, etc.)
- Counselor says, “With each role that we have, we also have certain traits that we exhibit in those roles. For instance, as a counselor, I am caring, I am a good listener, I am friendly, I am responsible, etc. What traits do you exhibit in your school roles?” Counselor records students' responses on the board. Discussion follows.

Practice Content:

- Counselor explains that each student will be creating a character clover. On one side of the clover, students will list their school roles (one role on each of the leaves). On the back, the students will identify the trait that they use the most in that role and write it on the corresponding leaf.
- Students create character clovers.

Summarize:

- Have students share their favorite leaf of the clover and tell how they feel about having identified personal characteristics.
- Students share character clovers.

Close:

- Teacher may display the character clovers by punching a hole in the top and stringing them in the classroom. Teacher may refer to the clovers to reinforce positive behaviors.

Data Collection Plan

Participation data:

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

Anticipated number of students: 10 students

Conflict Resolution Lesson Plan 1

Lesson Plan: **Be a STAR- Conflict Resolution**

School Counselor: Ellen Bennett

Target Audience: Kindergarten to 2nd Graders

Mindsets & Behaviors: Self Confidence and the ability to succeed. Demonstrate effective coping skills when faced with a problem. Demonstrate social maturity and behavior appropriate to the situation and environment.

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Learn strategies that can be used to help them resolve conflicts.
- Interact with others in ways that respect individual and group differences.
- Understand self as an individual and member of a diverse local and global communities.

Materials

- Small Group Counseling Guidelines Poster
- Star name Tag Patterns

- Be a STAR Poster
- Role Play Cards,
- Pencils
- Group member's folders
- Teacher/Parent/Guardian Follow up form
- Have star name tags for each participant waiting at their seat.

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Initiate discussion on how students generally solve problems and/or resolve conflicts.
- Review Small Group Counseling Guidelines Poster

Communicate Lesson objective:

- Today we are going to talk about different ways we can resolve conflicts.

Teach Content:

- Hand out the Be a STAR poster to discuss steps to solve problems and conflict.
- Hand out role-playing cards with written problems to individual student, pairs or small groups of three students.

Practice Content:

- Have small groups/individuals act out their role-play and suggest ways to handle their given problem. Ask the big group for other suggestions.

Summary:

- Review ways for students to handle problems and/or conflicts appropriately in school. Students give other suggestions.

Group assignment:

- Have participants practice the STAR Problem-Solving Method throughout the week until the next session.

Data Collection Plan

Participation data:

- Use of classroom teacher assessment, parent/guardian assessment and student assessment. Student survey at the end of the lesson.

NOTE:

- All materials are put in the participants folder and filed until next group meeting.

- Distribute & explain Teacher/Parent/Guardian Follow-up Form. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group

Follow Up:

- The STAR problem solving method might be presented as part of a problem solving or conflict resolution unit in classroom guidance to all students so that this becomes common language throughout the building

Anticipated number of students: 10 students per class

Conflict Resolution Lesson Plan 2

Lesson Plan: **What Bugs You? Anger Management**

School Counselor: Ellen Bennett

Target Audience: Kindergarten – 2nd Grade

Mindsets & Behaviors: Belief in the development of whole self, including a healthy balance of mental, social/emotional, and physical wellbeing. Demonstrate self-discipline and self-control. Create positive and supportive relationships with other students.

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Develop strategies that will help them deal with anger.
- Develop an understanding of self as an individual and as a member of diverse local and global community.
- Interact with others in ways that respect individual and group differences.

Materials

- Small Group Counseling Guidelines Poster
- Things that “Bug” Me! Poster
- Ways to Handle my Anger
- Pencils
- Crayons
- Plastic Bugs
- Small Jars

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Review Small Group Counseling Guidelines Poster

Communicate lesson objective:

- Counselor tells students that in today's session they are going to talk about ways to deal with anger.

Teach Content:

- Ask the students to pick up a bug and tell the group one thing that "bugs" them.
- Hand out the *Things That "Bug" Me!* sheet and have students fill in one thing that they feel angry about on each bug.
- Have participants share at least two items from their worksheet about what bugs them.
- Hand out the *Ways to Handle My Anger* sheet (bug spray can).
- Lead discussion on ways to handle those things that bug them.

Practice Content:

- Ask students to list one more thing that bug them. Have them discuss ways to handle this anger/irritation.

Summarize:

- Review lesson content with students.

Data Collection Plan

Participation data:

- Use of classroom teacher assessment, parent/guardian assessment and student assessment. Student Survey at the end of Lesson.

Note:

- Have students place all materials in the folders to be saved.

Group assignment:

- Have students try some of the strategies that were listed on their bug spray cans.
- Distribute & explain Teacher/Parent/Guardian Follow-up Form. Send a copy home with each student and provide a copy to classroom teacher(s) of students.

Follow Up:

- After session the school counselor 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.

Anticipated number of students: 10 students per class, 40 students total.

Stressed Out Sally Lesson Plan

Lesson Plan: **Stressed Out Sally**

School Counselor: Ellen Bennett

Target Audience: 1st Grade Class

Mindsets & Behaviors: Predicted behavioral issues within students at Hope Academy.

- M 1 Belief in Development of whole self, including a healthy balance and mental, social/emotional, and physical well-being.
- B-SMS 7 Demonstrate effective coping skills when faced with a problem.
- B-SS 9 Demonstrate social maturity and behaviors appropriate to the situation and environment.

Lesson 1

Learning Objective(s)/Competency

Students will:

- Gather, analyze, and apply information and ideas.
- Communicate effectively within and beyond the classroom.
- Recognize and solve problems – identify problems and define their scope of elements.
- Make decisions and act as responsible members of society

Materials

- Story Printouts one copy for each student *Stressed Out Sally*.
- Blank paper
- Pencils, markers or highlighters

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Read story *Stressed out Sally* with the students as they follow along.

Communicate Lesson Objective:

- Counselor conveys to students that in today’s session we are going discuss proper communication, talk about feelings, anger management techniques, and conflict resolution.

Teach Content:

- After reading story, ask students what problems Sally had.
- Ask “Which ones were in her control?” Give each student a copy of “Stressed Out Sally” story and have students underline what Sally was in control of, using markers or highlighters.
- Discuss responsibility and taking responsibility for your actions.
- Discuss proper communication, talking about feelings, anger management techniques, conflict resolution, etc.

Practice Content:

- Say to the students, “Let’s go back to “Stressed out Sally” and rewrite her day so tomorrow will go better.”

Summarize and Close:

- Review main concepts of today's lesson.

Data Collection Plan

Participation data:

- Using a pre and posttest, students will identify their feeling about controlling their own emotions and coping with stress. Data related to student behavioral referrals will be collected as a baseline in the fall 2020 semester and compared to referral data from the spring 2021 semester.

Follow-up:

- The school counselor will follow up with teachers about students who are expressing behavioral struggles and designate individual counseling to further assist with behavior of these students.

Anticipated number of students: 10 students

ANTI-BULLYING LESSONS

The Many Faces of Me Lesson Plan 1

Lesson Plan: **The Many Faces of Me - *Happy, Sad, Scared and Mad: All Belong to Me***

School Counselor: Ellen Bennett

Target Audience: Kindergarten

Mindsets & Behaviors: Social/ Emotional Development, Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom
- Review and revise communications to improve accuracy and clarity
- Exchange information, questions, and ideas while recognizing the perspectives of others

Materials

- Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
- Construction or card stock paper
- Markers
- Worksheet: Feelings worksheet (attached)

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor facilitates general discussion on feelings.

Communicate Lesson Objective:

- Counselor tells students that today they will be talking about feelings. Each of the cards on the floor has one of the four feelings being talked about today.

Teach Content:

- There are 4 cards on the floor. With each card held up, the students will identify the feelings and demonstrate what that feeling looks like.
- Counselor randomly chooses a card and shows it to the group. “Tell me the feeling that is on the card. Now, show me how your face would look if you were feeling this way.”
- “What are some reasons that you might feel this way?”
- “What are some different ways that a person might show this feeling?” (Counselor should focus discussion on appropriate ways of expressing the feelings.)
- Students give examples.

Practice Content:

- Allow students to give other ‘feelings’ example. Repeat steps 2-4 for each feeling. Allow every student a chance to respond.

Summarize:

- Review why is it important for us to express our feelings. Counselor guides students to respond

Close:

- Students will complete the *Feelings* worksheet. Counselor may need to lead the students in completion of the worksheet
- Students draw their responses.

Data Collection Plan

Participation data:

- Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
- Students will draw the four basic feelings.

Anticipated number of students: 10 Students

The Many Faces of Me Lesson Plan 2

Lesson Plan: **The Many Faces of Me - *How I Act Is Who I Am***

School Counselor: Ellen Bennett

Target Audience: Kindergarten

Mindsets & Behaviors: Social/ Emotional Development, Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom
- Exchange information, questions, and ideas while recognizing the perspectives of others
- Make decisions and act as responsible members of society

Materials

- 2 puppets
- Posters of the words “Caring” “Responsible” “Respectful” “Cooperative”

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Initiate a general discussion on the concept of roles
- What roles do people have in families? How do people know how to act?

Communicate Lesson Objective:

- Inform students that they will share information about the roles they play in their families, and the accompanying character traits.

Teach Content:

- Puppets discuss the roles they play in their families. During class discussion, counselor will continuously refer to the roles that the puppets shared
- Puppet 1 says: “When I go home after school, I have to feed my dog.” (Helper role)
- Puppet 2: “I don’t have a dog, but I have to feed my goldfish.” (Helper role)
- “We would say that when they make sure that their pets are fed every day, they are being responsible. Someone tell me something that they do at home that shows they are responsible.” Counselor holds up the poster of “Responsible.”
- Allow 2 or 3 students to offer examples.
- Puppet 1: “After I feed my dog, I have to play with my baby sister while my mom fixes supper.” (Son/Daughter role)
- Puppet 2: “I don’t have any brothers and sisters, but I spend time with my grandma who lives with us.” (Grandson/Granddaughter role)
- “When Puppet 1 plays with his sister, and Puppet 2 spends time with grandma, they are being caring. Someone tell me something that they do at home that shows how caring they are.” Hold up poster of “Caring.”
- Allow 2 or 3 students to offer examples.

- Puppet 1: “Before I go to bed, I have to pick up my toys and my sister’s toys.” (Big Brother/Sister role)
- Puppet 2: “After supper, I have to help my mom with the dishes.” (Helper role)
- Puppets: We have a lot of things to do!!
- “When Puppet 1 picks up his toys and helps his sister pick up her toys, and Puppet 2 helps his mom with the dishes, they are being cooperative. Can someone tell me something they do at home that shows cooperation?” Hold up poster of “Cooperative.”
- Allow 2 or 3 students to offer examples.
- Puppet 1 looks at counselor and says, “You know, the boys and girls have listened so well, and have given such good answers today.” Puppet 2 pipes up, “You are right! These boys and girls have shown a lot of respect!” Hold up poster of “Respectful.”

Practice Content:

- Counselor initiate further discussion on the concepts ‘respectful’ ‘cooperative’ ‘caring’ and ‘responsibility’.
- Counselor: “We have talked about feelings before, and I’m wondering what kinds of feelings you have when you are respectful, cooperative, caring, and responsible. Who can give me some examples of feelings?”
- Allow several students to offer appropriate feelings (i.e. happy, glad, excited, proud, etc.).
- Counselor ask students, “How do you think others feel when you are respectful of them, or cooperate with them, or show caring, or are responsible?”
- Allow several students to offer their thoughts.

Summarize:

- Review lesson’s main concepts.

Close:

- End by thanking them for being such a caring, respectful, cooperative and responsible class. Students pat themselves on back.
- Teacher can catch students demonstrating these character traits, complimenting them for this behavior. Teacher can redirect those having difficulty exhibiting the traits, conferring with counselor as necessary.

Data Collection Plan

Participation data:

- Assessment can be question-answer, performance activity, etc. Students will share information about the roles they play in their families, and the accompanying character traits.

Anticipated number of students: 10 Students

Me Revisited Lesson Plan 1

Lesson Plan: **Goldilocks Revisited**

School Counselor: Ellen Bennett

Target Audience: 2nd and 3rd Grades

Mindsets & Behaviors: Anti Bullying. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities. Express a variety of feelings and Compare and contrast character traits needed for different situations.

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Identify at least three feelings of the characters in the story.
- Identify at least three-character traits of the characters in the story and label them as positive or negative.
- Determine Goldilocks' fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?

Materials

- A copy of the story of *Goldilocks and the Three Bears*
- Chart Paper or Smart Board
- Markers

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor enters the room and says: "Ladies and gentlemen of the jury, today I will present to you the case of Goldilocks. Your charge will be to determine the feelings of Goldilocks and her victims, the Bear Family, and to decide if she demonstrated positive character traits in the situation." Ask if students have heard the Goldilocks story.

Communicate Lesson Objective:

- In today's session we are going to talk about feelings and character traits of people.

Teach Content:

- After the introduction, counselor reads the story of Goldilocks or briefly summarizes the story.
- Students are broken into groups of four. Counselor explains that each group will deliberate about Goldilocks' fate. "Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?"
- Instruct each group to identify the actions that Goldilocks took in the Bear Family's home and the possible feelings that were exhibited by both Goldilocks and the Bear
- Students listen to directions and work in small groups to formulate responses.

- Counselor now needs to review the actions of Goldilocks (entering an unknown home, helping herself to food, sitting in and destroying furniture, sleeping in someone else's bed). Counselor asks for the character traits that Goldilocks exhibited, and feelings shown. Counselor records responses on the chart paper or SMART Board (titled "Goldilocks") in a compare/contrast manner.

Practice Content:

- Counselor asks the students to look back at the situations. "Identify the actions of the Bear Family and ask what feelings and character traits the Bear Family exhibited because of Goldilocks' actions." Counselor guides students and records students' responses on chart paper or SMART Board titled "Bear Family".
- The counselor asks for suggestions of better decisions Goldilocks could have made. "If Goldilocks' decisions had been different, how would the Bear Family's feelings be different?"
- Students listen to directions, and then work in small groups to formulate responses.

Summarization/Close:

- Review main content of lesson
- The counselor explains that every individual has a variety of feelings and that every individual will use different character traits in different situations. "What is most important is that each person chooses wisely and positively, keeping in mind the impact that personal choices have on those around us?" Counselor then reviews the charge of the "jury" and has students deliberate. Did she consider the feelings of the Bear Family and did she demonstrate positive character traits?
- Students deliberate and report their decisions.

Data Collection Plan

Participation data:

- Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Each cooperative learning group will determine Goldilocks' fate: did she consider the feelings of others and did she demonstrate positive character traits in her decisions?
- If there is an issue that the classroom is dealing with, teacher could follow the same format as described above using "the jury of peers" to resolve the issue. During the process, teacher will emphasize the character traits and feelings of the parties involved.

Anticipated number of students: 10 students per class, 20 students total

Me Revisited Lesson Plan 2

Lesson Plan: **The Many Roles I Play in My Community**

School Counselor: Ellen Bennett

Target Audience: 2nd and 3rd Grades

Mindsets & Behaviors: Anti-bullying. Understanding Self as an Individual and as a Member of Diverse Local and Global Communities. Identify personal roles in the community.

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Identify at least four community roles they fill.
- Complete a personal community role web.

Materials

- Chart Paper or Smart Board
- Markers/ Pencils
- Community Role Web Directions
- Plain paper for student webs

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Have the teacher or principal join the counselor. The counselor has a large web on chart paper or SMART Board (see directions for student web). The counselor asks the partner, what roles he/she plays in the community. Partner shares his/her roles (father/mother, church member, voter, coach, farmer, Sunday School Teacher, etc.). As the teacher/principal responds, counselor records responses on the chart paper or SMART Board. (If teacher or principal is not available, then the counselor will implement the lesson independently. This will serve as a model for the activity the students will complete.)

Communicate Lesson Objective:

- Today we are going to talk about the various roles we play beyond the classroom and school.

Teach Content:

- Counselor explains that just as the principal/teacher has many roles outside the school walls, the students do as well.
- Counselor breaks the students into cooperative learning groups.
- Counselor has the students brainstorm the roles they play in their community within the cooperative learning groups. Teacher records roles offered by students on board. General discussion ensues.

Practice Content:

- Following the brainstorming, counselor distributes the blank paper. Each student is to draw and complete a personal community role web. Counselor guides students.
- Students individually complete their community role web.
- Counselor directs students to share their webs with their groups and then discuss the feelings and character traits that they exhibit in these roles. Counselor moves from group to group listening/coaching the sharing of the students.
- Teacher displays student webs in the classroom.

Summarize/Close

- Counselor reviews main concepts of lesson with students through questioning.

Data Collection Plan

Participation data:

- Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Each student will complete a personal community role web.

Anticipated number of students: 10 students per class, 20 students total.

CAREER DEVELOPMENT LESSONS

Working Together Lesson Plan 1

Lesson Plan for: **Working Together- Cooperative Puzzles**

School Counselor: Ellen Bennett

Target Audience: Kindergarten and 1st Grade

Mindsets & Behaviors:

- B-SS 4- Demonstrate empathy.
- B-SS 2- Create positive and supportive relationships with other students.
- M 6- Positive attitude toward work and learning.

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom.
- Recognize and solve problems.
- Make decisions and act as responsible members of society.

Materials

- Floor puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4
- Puzzle- 1 puzzle for every 4 students.

Evidence Base

- Best Practice

- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- The counselor enters the classroom with puzzles in bags, and asks, “Who likes puzzles?” The counselor hands 3 of the puzzle bags to 3 students. Counselor stops and says, “Oops! I don’t have enough puzzles for everyone to have his or her own puzzle bag. I want everyone to work on a puzzle during our lesson. What shall I do?” The counselor then says, “Hold up your hand if you have a solution for me.” (Encourage and accept several responses and guide to share.)

Communicate Lesson Objective:

- Counselor explains to students that they will learn how to work cooperatively together to find solutions to problems.

Teach Content:

- When students agree on solution (sharing, working in small groups), assign students to cooperative work groups. Counselor gives each group one of the puzzle bags and instructs the group by role play on how to work cooperatively utilizing skills such as turn-taking; sharing; listening; exhibiting patience; and using kind words.
- Counselor circulates around the room observing group interactions for examples of cooperative skills. Counselor makes positive comments to reinforce desired behavior. If conflicts or inappropriate interactions occur, counselor encourages students to solve the problem independently, intervening only if conflict seems to escalate. When group puzzles are completed, counselor says: “You helped your group be successful. ‘Thumbs up’ if you are proud of your work. What cooperative skills did your group find important in this activity?”

Practice Content:

- Counselor initiates discussion on other cooperative skills students can use to work cooperatively.

Summarize/Close:

- Summarize the skills that were learned during the lesson.
- Allow students to share their closing thoughts. Counselor will pick up all the puzzle pieces.

Data Collection Plan

Participation data:

- The student will use his/her cooperative skills by working with a group and by identifying skills used to complete a puzzle.

Anticipated number of students: 10 students

Working Together Lesson Plan 2

Lesson Plan for: **Working together- Helping Others**

School Counselor: Ellen Bennett

Target Audience: Kindergarten and 1st Grade

Mindsets & Behaviors:

- B-SS 4- Demonstrate empathy.
- B-SS 2- Create positive and supportive relationships with other students.
- M 6- Positive attitude toward work and learning.

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Communicate effectively within and beyond the classroom.
- Exchange information, questions, and ideas while recognizing the perspectives of others.

Materials

- A story or book about helping (e.g. Bernstein Bears: Lend a Helping Handbook)

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor introduces a puppet friend who has helped picked out a book to read to the class. The counselor will then ask the class for a student helper to turn the pages of the book while the puppet “reads” the book.

Communicate Lesson Objective:

- Students will identify and list the names of the classroom helper jobs.
- Students will also learn about respect, compassion, and helping others.

Teach Content:

- Counselor reads the book (via the puppet) to the children asking questions periodically to check for comprehension.
- After reading the book, counselor will say to the students, “I would like each of you to describe one time you were a helper at school and at home. (e.g., in the line, on the bus, on the playground, in the cafeterias, home chores). Record and discuss students’ responses.
- Counselor ask students to describe one time someone else was helpful to them. Discuss students’ responses.

Practice Content:

- The counselor will ask, “How did it feel in your heart when you helped? How did it feel to be helped?” and “Our class depends on each of us being helpers. In your classroom, there

are jobs every student takes turns doing. What are those jobs? Why are they important?"
Discussion follows.

Summarize:

- The counselor will summarize lesson and encourage students to be helpers at home and at school.

Close:

- Students will share closing comments.

Data Collection Plan

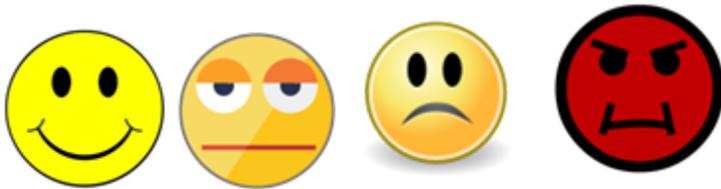
Participation data: The student will use his/her cooperative skills by working with a group to complete a puzzle. The student will tell the group at least two classroom helper jobs.

Anticipated number of students: 10 students

Kindergarten & 1st Grade Pre-test and Post-test

Circle how you feel!

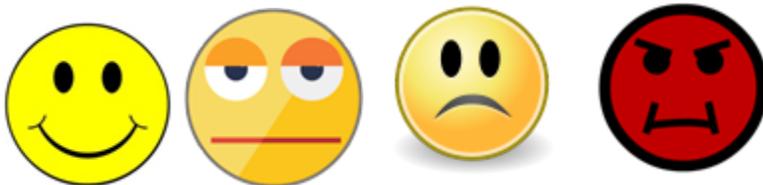
When I think about helping my classmates:



When I think about helping my teacher:



When I am working with others:



When I am working alone:



When I think about the jobs I have in the classroom:



Personal Job Skills Lesson Plan 1

Lesson Plan: **Personal Job Skills**

School Counselor: Ellen Bennett

Target Audience: 2nd and 3rd Grades

Mindsets & Behaviors: Applying Skills for College and Career Readiness and Success. Identify personal, ethical, and work habit skills needed for workers in the community.

Lesson 1 of 2

Learning Objective(s)/Competency

Students will:

- Demonstrate knowledge of personal, ethical, and work habit skills by indicating personal, ethical and work habit skills on an activity sheet.
- Identify three skills he/she models in each of the three skill areas: personal, ethical, and work habits.

Materials

- Poem *I Am Wonderful!* Written by Annie Moffatt.
- Activity Sheet *Personal Skills for School Success* (one copy for each child)
- Crayons, Pencils and Markers

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Initiate general discussion on the concepts personal, ethical, and work habits or on the three terms to gauge students understanding of the terms.

Communicate Lesson Objective:

- Today we are going to learn about personal, ethical, and work habit skills.

Teach Content:

- Counselor says, “I am going to read a poem called, I Am Wonderful! - Watch me as I act it out.”
- Counselor reads the poem aloud and teaches students how to act it out.

- The counselor continues by saying, “I am going to say it again, this time you say with me.”
- The counselor says, “This poem is about Personal, Ethical and Work Habit Skills. Personal, ethical, and work habit skills are very important every day. Let’s say the poem together again.”
- Students say the poem and act it out.
- The counselor continues with the discussion by saying, “These are skills that help you to be successful in school or on the job. We’ve talked a lot about personal skills...Do you know what ethical skills are? Do you know what work habit skills are? Instructor writes the terms on the board and continues leading discussion with student examples. Review these skills if they are not shared during the discussion:
 - Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.
 - Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.
 - Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.
- Students give examples of ethical work habit skills (honesty, doing your own work, showing up on time) and positive work habit skills (being organized, completing work, neat work).

Practice Content:

- Counselor says, “Now we are going to do an activity sheet about personal, ethical and positive work habit skills. We will do the activity sheet together.
- Students complete activity sheets.
- The counselor facilitates discussion of each type of skill as students complete activity sheet as a group. For example: “Both are personal choices. The best answer is capital A because taking a bath and wearing clean clothes’ is a part of being healthy. You feel better when you are wearing clean clothes, too. “Wearing clean clothes” is a Personal Skill that will help you do better in school because you will look and feel better. If you did not mark capital A, erase the mark you made and make a new mark after capital A “Taking a bath and wearing clean clothes”. Then put your pencil down.
- Students will participate in discussion as they complete activity sheet as a group.
- The counselor reads directions aloud for Part 2 and reviews responses with the class. Correct answers will be discussed.
- Students continue to complete the activity sheet and discuss answer with the counselor and rest of the class.

Summarize:

- Review main content of lesson.

Close:

- In closing, the counselor shares that during the next guidance lesson the class will be discussing classroom jobs.
- Students share closing comments.

Data Collection Plan

Participation data: Student Surveys after the lesson has been completed. The teacher can write the words Personal, Ethical and Positive Work Habits on the chalkboard. Have students make a list of three skills they model in the three skill areas.

Anticipated number of students: 10 students per class. 20 students total

I Am Wonderful!

By Annie Moffatt and Friends

I am...

Smart

Happy

Healthy

Snappy!

(Snap fingers three times.)

I am...

Learning

Sharing

Helping

Caring!

(Cross hands over your heart.)

I am ...

Honest

Thoughtful

Tidy

Wonderful!

(Make W's with both hands-first 3 fingers and use that to accentuate each syllable of wonderful.)

Activity Sheet

Name _____

Personal, Ethical and Work Habit Skills for School Success

Part 1: Mark an X by the PERSONAL, ETHICAL AND WORK HABIT SKILLS that will help you be successful in school. Choose the best choice on each row.

Part 2: Once you have completed the checklist go back over the list together with your teacher and classmates and decide whether the skills are Personal Skills (P), Ethical Skills (E) and Work Habit Skills (WH). Discuss your answers. (Some Personal, Ethical and Work Habit skills may overlap.)

P.E. WH	Skills	Skills	P.E. WH
	A. Taking a bath and wearing clean Clothes	a. Wearing dirty clothes.	
	B. Shouting out your thoughts	b. Waiting your turn to speak	
	C. Not listening to others talk	c. Listening to others talk	
	D. Looking at others when they speak.	d. Not looking at others when they speak	
	E. Copying another person's work	e. Doing your own work	
	F. Asking questions when you don't understand your schoolwork.	f. Not understanding and sitting quietly in class.	
	G. Being bossy	g. Asking how you can help	
	H. Washing my hands	h. Not washing my hands	
	I. Completing your work on time	i. Turning your work in late	
	J. Not brushing my teeth	j. Brushing my teeth	
	K. Cheating on a test	k. Studying for a test with a friend	
	L. Organizing your work	l. Having a messy desk	
	M. Being respectful to others	m. Being rude to others	
	N. Keeping a promise	n. Breaking a promise	
	O. Using someone's markers without permission	o. Asking if you can borrow someone's pencil.	

Personal Job Skills Lesson Plan 2

Lesson Plan: **Personal Job Skills**

School Counselor: Ellen Bennett

Target Audience: 2nd and 3rd Grades

Mindsets & Behaviors: Applying Skills for College and Career Readiness and Success. Identify and apply the steps to obtain helper jobs within the classroom.

Lesson 2 of 2

Learning Objective(s)/Competency

Students will:

- Complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior
- Complete a job application using their knowledge of personal, ethical and work habit skills

Materials

- Activity Sheet: *Classroom Helper Job Application* (one copy for each student)
- Dry Erase board/SMART board or other visual display
- Blank Pieces of paper for several small groups

Evidence Base

- Best Practice
- Action Research
- Research-Informed
- Evidence-Based

Procedure

Introduction:

- Counselor and another adult staff member engage in a role-playing situation to show the differences between appropriate interviewing behavior and behavior that will not lead to being hired.

Communicate Lesson Objective:

- Inform students that they are going to use knowledge acquired on personal, ethical, and work habits skills to complete job application.

Teach Content:

- Counselor engages in a brainstorming activity in which classroom jobs are written on the dry erase board/SMART board/other visual display. The instructor will erase one of the jobs and discuss what would happen if someone quit and there was one else to do that job. What would the consequences for the classroom be?

- The students brainstorm, listing classroom jobs such as: line leader, board eraser, paper passer, etc.
- The counselor divides the class into small groups. Group roles are reviewed and assigned.
- The counselor assigns each group one of the classroom jobs from the brainstormed list on the board. The students are asked to come up with personal and work habit skills that would be important to have when assigned this job.
- The recorder is assigned to write down group answers on a blank piece of paper.
- The counselor gives the class time to work and informs them that they will be sharing their ideas.
- A group leader is asked to share the ideas for each job that the group came up with.

Practice Content:

- The counselor will hand out the Classroom Helper Job Application Activity Sheet and instruct the students to apply for one of the jobs listed on the board by completing the application.
- Students will use their knowledge about personal, ethical and work habit skills to complete the Classroom Helper Job Application Activity Sheet.

Summarize:

- Review Lesson content with students.

Close:

- The students turn in their job application to the teacher. The teacher reviews the job applications and gives feedback to the student. The teacher may want to assign jobs related to personal skills of the students

Data Collection Plan

Participation data: Career Development classroom Surveys. Teacher surveys at the end of lesson weeks.

Anticipated number of students: 10 students in each class. 20 Students total.

**Classroom Helper Job
Job Application**

First Name _____

Last Name _____

Age _____ Grade _____ Date _____

Teacher's Name _____

I would like to do these classroom jobs: _____

I want to be a helper because: _____

I would be a good helper because: _____

Circle your qualities:

Honest	Responsible	Reliable
Neat	Clean	Helpful
Follows Rules	Good Listener	Kind

Teacher Use Only

Page Break

2nd & 3rd Grade Pre-test and Post-test

Self-Assessment

My Name is _____ **Date:** _____

Not Yet I'm Learning Yes Always
1 2 3 4

1.	can follow directions.	   
----	------------------------	--

2.	can work nicely with others.	   
3.	can complete my work by myself.	   
4.	like to share my thinking with others.	   
5.	like to read.	   
6.	like to write.	   
7.	like to come to school.	   
8.	feel safe in my class.	   

Turn the paper over and draw/write about your favorite thing to do in school.

Parent Letter

Hope Academy Career Clusters

Dear Parents and Guardians,

On April 30th, we will have a career day at Hope Academy. This is a great opportunity to provide our students with information about the importance of education, going to college, and pursuing careers that may be unfamiliar to them.

As the school counselor, I will be doing career lessons with every class to get them thinking about future careers and what they may want to do when they grow up. I would love for you to join us! You may come and present your career to the class so that they can get real life examples of different jobs.

I encourage you to come and be a part of this educational experience with our students at Hope Academy. If you would like to participate, please email me at ebennett@hopeacademynwa.org.

Respectfully,

Ms. Ellen Bennett

Hope Academy School Counselor



Appendix B: Small Group Plans

Grade Level	K-2, 3-5	K-2	K-2	K-2
Group Topic	Anger Management The Many Faces of Me	Emotional Functioning and Control Social belonging	Anger Management: Things that Bug Me	Be A STAR Conflict Resolution
ASCA Domain and Mindsets & Behaviors Standard(s)	M1 M3 B-SS-9 B-SMS-7	M3, M6 B-LS 4 B-SMS 2 B-SS 9	M 1. B-SMS 1 B-SS 2	M 3 B-SMS 7 B-SS 9
Curriculum and Materials	MO Comprehensive Guidance -Students will identify via role play how anger affects each of them physically and emotionally. - Students will generate group and individual lists of positive anger management strategies and demonstrate the three strategies that work best for them individually.	- Students will meet and discuss feelings and appropriate reactions relating to these emotions. - Later lesson allows students to identify their roles in school and their own traits Lesson 1: I'm Just a Bag of Feelings. In lesson one, students identify a variety of feelings and complete a situational feelings	MO Comprehensive Guidance – Ask the students to pick up a bug and tell the group one thing that “bugs” them. Hand out the Things That “Bug” Me! sheet and have students fill in one thing that they feel angry about on each bug. Have participants share at least two items from their worksheet about what bugs them.	Students will learn strategies that can be used to help them resolve conflicts. Have star name tags for each participant waiting at their seat. Hand out the Be a STAR poster to discuss steps to solve problems and conflict. Hand out Role-Playing Cards to each student (and helps those who need it to read their card.) This can be done in pairs or

	<p>Materials: Chart paper, markers, crayons, pencils, poster board for each group member, 8 ½ x 11 piece of paper for each group member.</p>	<p>thermometer worksheet. Materials/Special Preparations Required - A fancy bag (may be paper or material—just decorated) 10 Note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared) Feelings Thermometer worksheet (attached) Stickers Lesson 2: Character Clovers In lesson two, students identify personal school roles and accompanying character traits. Students then create character clovers. Materials/Special Preparations Required Clover Pattern worksheet – have copies cut from green construction paper for each student. Crayons and/or markers, Chart paper,</p>	<p>Lead discussion on ways to handle those things that bug them and hand out the <i>Ways to Handle My Anger</i> sheet (bug spray can). Materials: Small Group Counseling Guidelines Poster, Things That “Bug” Me!, Ways to Handle My Anger, pencils, crayons, plastic bugs, small jars.</p>	<p>three if helpful. Have small groups/individuals act out their role-play and give one or two ways to handle the problem. Ask the big group for other suggestions. Closure/Summary Review ways for people to handle problems and/or conflicts appropriately in school and have students give suggestions. Materials: Star Name Tag Patterns, Be A STAR poster, Role Play Cards, Pencils, Group member’s folders, Teacher/Parent/Guardian Follow-up Form.</p>
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		whiteboard, SMART Board, etc.		
Projected Start/End	9/2020- 12/2020	9/2020- 12/2020	9/2020- 12/2020	9/2020- 12/2020
Process Data (Projected number of students affected)	Data pertaining to discipline referrals will be obtained at the end of the 2020/2021 school year and will be assessed to determine a baseline for discipline referrals.	Data pertaining to student belonging and Data pertaining to discipline referrals will be collected by the end of the 2020/2021 School year.	Data pertaining to discipline referrals will be obtained at the end of the 2020/2021 school year and will be assessed to determine a baseline for discipline referrals.	Teacher/Staff consultation will be performed to identify students.
Perception Data (Type of surveys/ assessments to be used)	A post-test will be administered to teachers, parents/guardians, and students. Teachers will complete a pre and post-test.	Pre-test post-test assessments evaluating the students' evaluation of their own social belonging and emotional control will be administered.	A post-test will be administered to teachers, parents/guardians, and students. Teachers will complete a pre and post-test.	Use of classroom teacher assessment, parent/guardian assessment and student assessment.
Outcome Data (Achievement, attendance and/or behavior data to be collected)	Data pertaining to discipline referrals will be obtained at the end of the 2020/2021 school year and will be assessed to determine a baseline for discipline referrals.	Data pertaining to student belonging and Data pertaining to discipline referrals will be collected by the end of the 2020/2021 School year.	Data pertaining to discipline referrals will be obtained at the end of the 2020/2021 school year and will be assessed to determine a baseline for discipline referrals.	Data pertaining to referrals for Conflict will be obtained at the end of the 2020/2021 school year and will be assessed to determine a baseline for referrals.

Appendix C: Community Resources

HARK: The Help Desk for Human Service

www.harknwa.com

211 Organization

www.211.org

Located on One Drive:

Food Pantries List

Washington County Resources List

Resource List-Zip

In-patient Placement Information

Vantage Point

4253 Crossover Rd.

Fayetteville AR. 72703

(855)601-0239

Mobile Assessor for Benton County:

Amy Slyter-You can call her directly

(479)422-7609

Springwoods Behavioral Health

1955 Truckers Drive

Fayetteville AR.

(479)316-6307

(888)521-6014

They do not do mobile assessments

Valley Behavioral Health

10301 Mayo Drive

Barling AR.

(855)757-3065

Appendix D: Suicide Assessment

HOPE ACADEMY SUICIDE RISK ASSESSMENT

STUDENT NAME: _____

DATE: _____

Depression:

1. Have you been feeling sad? Overwhelmed? Upset?
2. Are you finding that your moods are up and down or feeling out of your control?

Stress:

1. Are there things in your life that are hard to handle?
2. Are there things that you have trouble seeing that they will get better?

Demeanor: (Interviewer will make this assessment based on responses throughout the interview.)

Attendance:

1. How is your attendance? (Interviewer will verify with school records)

Hopelessness:

1. What are you looking forward to?
2. What activities are you involved in or want to get involved in?

3. What do you see yourself doing in the future?

Discipline/Legal:

1. How are things going at school?
2. Have you had any referrals to the office? (Interviewer will verify with school records.)
3. What about outside of school – any trouble with the police? (Interviewer will verify with police records.)

SUICIDE PLAN

Details, Availability of Means, Time, Chance for Intervention:

1. Have you thought about how you might hurt yourself? Do you have a plan? If so, what is it?
2. Do you have access to the things you mentioned in your plan?
3. When would you do this?
4. How long have you been thinking about hurting yourself?
5. Have you talked to anyone about this?

PRIOR ATTEMPTS

1. Have you hurt yourself before? If so, when was that? Any other times?
2. Have you been hospitalized? If so, when?

MEDICAL HISTORY:

1. How has your health been? Have you been sick lately?
2. When was your last check-up?
3. Are you taking any medications right now?

PROTECTIVE FACTORS/RESOURCES:

1. Are there people in your life that you feel would be worried about you right now? Are those people willing to help you?
2. Do they know/have you told them how you are feeling? Can you talk to them today?
3. Which adults do you know that you can trust and talk to?
4. Who do you go to when things are hard and/or you get upset?
5. Are you in counseling now? Have you ever been to counseling before?

Coping Behaviors:

1. How many hours do you think you sleep at night? When do you sleep?
2. How about school – are you doing as well as you would like in school?
3. Has your appetite changed?

4. Are there any significant changes to your daily routine?
5. What do you like to do in your free time?
6. What activities, organizations, community, religious, etc. are you involved in?

Lifestyle:

1. How are things at school?
2. Are you getting along with friends?
3. How about your teachers?
4. Describe your home environment and who you live with.

NOTES

Student Self-Assessment

1. How is your energy?

Hard to get out of bed **1** **2** **3** **4** **5** Best day ever

2. How stressed do you feel?

Relaxed **1** **2** **3** **4** **5** Overwhelmed
Tense

3. Do you have hope?

I will always feel this bad **1** **2** **3** **4** **5** I will get better

4. Have you thought about ways you could hurt yourself?

No **1** **2** **3** **4** **5** I have a detailed plan
Kind of

5. How often have you thought about hurting yourself?

Almost never **1** **2** **3** **4** **5** Almost always
Once or Twice

6. How do you feel right now?

Strong **1** **2** **3** **4** **5** Weak

7. How are you sleeping?

Less than usual

1 2 3 4 5

More than usual

SUICIDE RISK OBSERVATION

This form is intended to be completed after the interview takes place. If the student maintains an attitude of non-compliance and/or hostility about answering the interview questions, the interviewer should assume moderate/high risk.

Performance/Degree	Risk Present	Moderate Risk	High Risk
Depression	Mild/Feels Slightly Down	Moderate, sadness, irritability, loneliness and decrease in energy	Overwhelmed with sadness and feelings of worthlessness
Demeanor	Direct expression of feelings and/or suicidal intent, sadness or crying	Hostile or angry	Flat affect, little to no emotion expressed, matter-of-fact statement of intent
Attendance	No change noted, attendance pattern is not consistent	Increasing number of absences over previous 6 weeks	Significant absences/truancy
Hopelessness	Ambivalent towards future	Verbalizes that things will not get better	Cannot give reasons for living
Discipline/Legal	No significant school discipline issues/legal involvement	Prior significant school discipline issues/legal involvement	Current school consequences/legal consequences
Details	Vague	Some specific threats	Well thought out, knows when, where, how

Availability of means	Not available, will have to get	Within a few hours	Have on Hand
Time	No specific time	Within a few hours	Immediately
Prior Attempts	Any reported concern by adult or student/friend)	Repeated Threats	Previous attempt
Medical History	No significant history	Short term illness, currently under doctor's care/prescription	Chronic or Debilitating Illness
Protective Factors	Help available, significant others concerned and willing to help	Family and friends available but unable to consistently help	Family and friends not available, exhausted, or unable to intervene
Coping Skills	Daily activities continue as usual with little change	Some daily activities disrupted; disturbance in eating, sleeping, schoolwork	Severe disturbances in daily functioning.
		Recent acting out behavior and acute suicidal behavior, unstable personality	Suicidal behavior Difficulty with peers, family and teachers

Appendix E: Attendance Needs Assessment

Needs Assessment- Attendance

Younger kids (thumbs up v thumbs down)

1. I like school.
2. I feel safe at school.
3. I do my best to learn/come to school.
4. I feel safe on my way to school.

Older kids (Likert scale 1-5)

1. I enjoy school.
2. I enjoy my friends at school.
3. I like my teachers at school.

Absenteeism/Truancy/Assessment Interview for Principals, Teachers, and Students.

How you feel at School:

When I am at school I usually feel:

Happy sad scared mad excited

My teacher makes me feel:

Happy sad scared mad excited

My teacher keeps our class safe:

Yes no

My friends make me feel:

Happy sad scared mad excited

My principal and assistant principal makes me feel safe

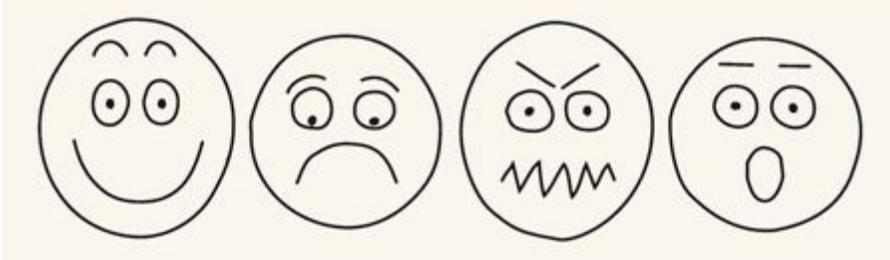
Yes no

If I had a problem at school I would talk to my teacher, principal or counselor to get help.

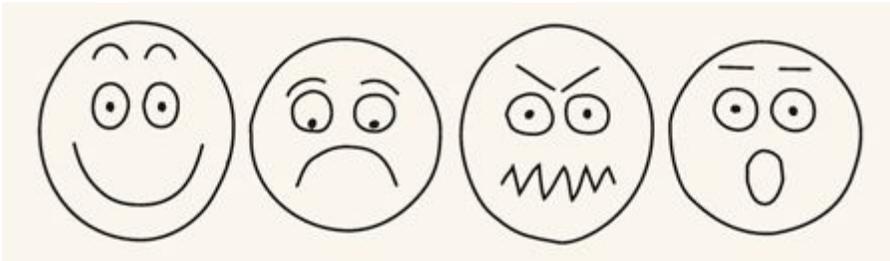
Yes

no

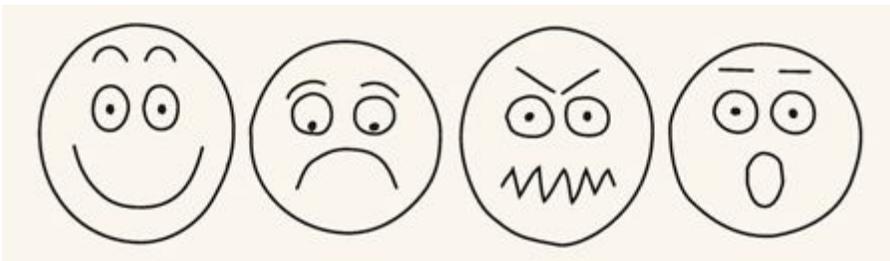
Circle how you feel when you are at school



Circle how you feel about your teacher



Circle how you feel about your friends



Appendix F: Behavior Needs Assessment

4 questions for Needs Assessments based on Behavior/discipline:

- Assess M3: Sense of belonging in school environment
 1. I like school. 1 2 3 4 5
 2. I feel safe at school. 1 2 3 4 5
 3. My teachers value me. 1 2 3 4 5
 4. I put in my best effort at school. 1 2 3 4 5
 5. I have friends. 1 2 3 4 5
 6. My friends value me. 1 2 3 4 5
 7. I am a good friend. 1 2 3 4 5
- B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment.
- M1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being
- BSMS 7 Demonstrate effective coping skills when faced with a problem
 1. I know ways to calm down when I am upset.
 2. Name 1 way to calm down when you are angry.
 3. I know what a coping skill is.
 4. Name 1 coping skills you use when you are sad.

Appendix G: Trauma in the Classroom Behavior Tracker

Trauma in the Classroom

"Students often exhibit behaviors that are a result of trauma but that can be *misinterpreted* by a teacher as willful disobedience, or that the child has greater controls over his/her behavior than he/she does. Potentially further complicating interpretation of behavior are cultural factors which may be difficult for the teacher to identify and understand."

-Teachers' Strategies Guide for Working with Children Exposed to Trauma

Children exposed to trauma may struggle to:

- Accurately perceive danger
- Self-regulate (behavior, emotions, attention)
- Hold a positive self-image (believe they matter)
- Succeed academically/socially

Before assessing, consider the following:

- What do you know about this student's family?
- What do you know about this student's history at school?
- What do you know about his/her culture? (Unspoken rules about eye contact, personal space, gender roles, role of the individual vs. group)

Behavior Exhibited	Number of occurrences:	Describe further:	Response:
Acting out when work is hard			

Aggression towards classmates/staff			
Arguing with classmates/staff			
Attention seeking			
Bullying			
Clinging to staff			
Deep withdrawal			
Destroying things			
Distracting others			
Frequent absences			

Impatient			
Impulsive			
Inability to focus			
Inability to follow a series of instructions			
Lack of boundaries			
Low or absent organizational skills			
Not following directions			
Pains, body complaints, nurse visits			
Restless/out of seat			

Sexualized behavior			
Sleeping in class			
Threatening staff/peers			
Trouble with transitions/change in schedule			
Verbal outbursts			

Appendix H:

Hope Academy Beginning of the Year Needs Assessment Hope Academy General Student Information

First Name: Middle Name: Last Name:
Nickname: Gender: Birthdate:
State of Birth: Birth Country:
City of Birth:

Language Spoken at Home:

Will you need the use of an interpreter?

Which of the following best describes your relationship to the child?

- Biological parent
- Adoptive parent
- Foster parent
- Stepparent
- Other relative:
- Other:

Number of other children/siblings in the home and corresponding ages:

(Ex: if there are two other siblings in the home ages 3 and 7, then mark the "2" box and write in 3 and 7)

- None
- 1:
- 2: ,
- 3: , ,
- 4: , , ,
- 5: , , , ,
- 6: , , , , ,
- 7+:

Race

Please answer the following in accordance with standards issued by the US Department of Education.

Please select all applicable races.

(Ex: if child has one black parent and one white parent, mark both the "black" and "white" boxes.)

- American Indian or Alaska Native
(a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment)
- Asian
(a person having origins in any of the peoples of Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippines, Thailand, Vietnam, etc.)
- Black or African American
(a person having origins in any of the black racial groups of Africa)
- Latinx/Hispanic
- (a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture)
- Pacific Islander
(a person having origins in any of the original peoples of Hawaii, Guam, Samoa, the Marshall Islands, or other Pacific Islands)
- White
(a person having origins in any of the original peoples of Europe, Middle East of North Africa)
- Other: _____

Office Use Only

Is or has your child received any mental health services previously?

- | | |
|---|--|
| <input type="checkbox"/> Yes, currently | <input type="checkbox"/> Yes, previously |
| <input type="checkbox"/> Not that I am aware of | <input type="checkbox"/> No |

If yes, what is/was the duration of those services?

If yes, previous services consisted of:

Have there been any major transitions for the child recently including:

- Moving to another region
- Change in family Composition
- Incarceration
- Change in diet or activity levels
- Other

Household Yearly Income:

- Less than \$15,000
- \$15,000 - \$25,000
- \$25,000 - \$35,000
- \$35,000 - \$45,000
- \$45,000 - \$55,000
- \$55,000 - \$65,000
- \$65,000 - \$75,000
- \$75,000 and above

Did you or other household members ever skip a meal because there was not enough money to buy food over the last 12 months?

- Once a week
- Once a month
- Once in 3 months
- Once in 6 months
- Never skipped a meal
- Don't know

Did you or other household members ever not eat for a whole day because of lack of money to buy food?

- Once a week
- Once a month
- Once in 3 months
- Once in 6 months
- Never skipped a meal
- Don't know

"I worried whether our food would run out before we got money to buy more." What was the frequency of this situation?

- Once a week
- Once a month
- Once in 3 months
- Once in 6 months
- Never skipped a meal
- Don't know

Check all that apply:

- Doubled Up with another family or other person because of loss of housing or as a result of economic hardship
- Hotel/Motel Living in what is NOT an emergency or transitional shelter and involves payment
- Other Temporary Living Situation Trailer park, campground, car, park, public places, abandoned building, street, or any other inadequate living space

- Permanent Housing Student who is living in a fixed, regular, and adequate housing situation

Is this student's home address a temporary living arrangement?

- Yes
- No

Is this a temporary living arrangement due to loss of housing or economic hardship?

- Yes
- No

Is this student in a temporary foster care placement or awaiting foster care?

- Yes
- No

As a student, are you living with someone other than your parent or legal guardian?

- Yes
- No

Where is this student currently living?

- Motel: If yes, name
- Transitional housing: If yes, name
- In a shelter: If yes, name
- Group home: If yes, name
- With more than one family in a house or apartment
- Moving from place to place
- In a location not designed for sleeping accommodations (car, park, campsite)

Address of Current Residence:

Name of Motel/Shelter of Current Residence:

Name of "General Area" of Current Residence:

Check boxes that most represent your feelings regarding your neighborhood.

Crime

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't know | |

Schools

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Noise

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Trash

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Shopping

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Traffic

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Residents

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Poor Maintenance

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Vandalism

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

Unsupervised Children

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Adequate | <input type="checkbox"/> Big Problem | <input type="checkbox"/> Somewhat Problem |
| <input type="checkbox"/> Small Problem | <input type="checkbox"/> Don't Know | |

The school counselor will provide classroom lessons, individual counseling, parent/teacher/outside provider consultation, and small group counseling. Mark areas that apply below:

My child could benefit from (check all that apply) the following school counseling services:

- Individual counseling
- Small group counseling

My child could benefit from (check all that apply) the following topics In classroom lessons, individual counseling, or small group counseling:

- Self-confidence
- Positive attitude towards work and learning
- Belief in using abilities to their fullest to achieve high-quality results and outcomes
- Senses of belonging in the school environment
- Learning strategies
- Self-management skills
- Social skills/ Friendships
- Family Changes
- Grief

Are you interested in receiving individual counseling for yourself?

- Yes No

Is your child currently in counseling?

- Yes
 No
 If yes, how long and with whom?

Is your child on medication?

- Yes No

Parent/Guardian Name

Parent/Guardian Signature

—
Date