

# REGROUP YOUR SMALL GROUP



Erika L Zamora



# About Me

Erika L Zamora

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ROSEMARY KENNEDY ELEMENTARY SCHOOL

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# Today's Objectives

**By the end of this workshop, participants will be able to:**

- ✚ Identify the components of data driven small groups
- ✚ Strategize ways to implement effective small groups
- ✚ Explain how to collect data and report small group results

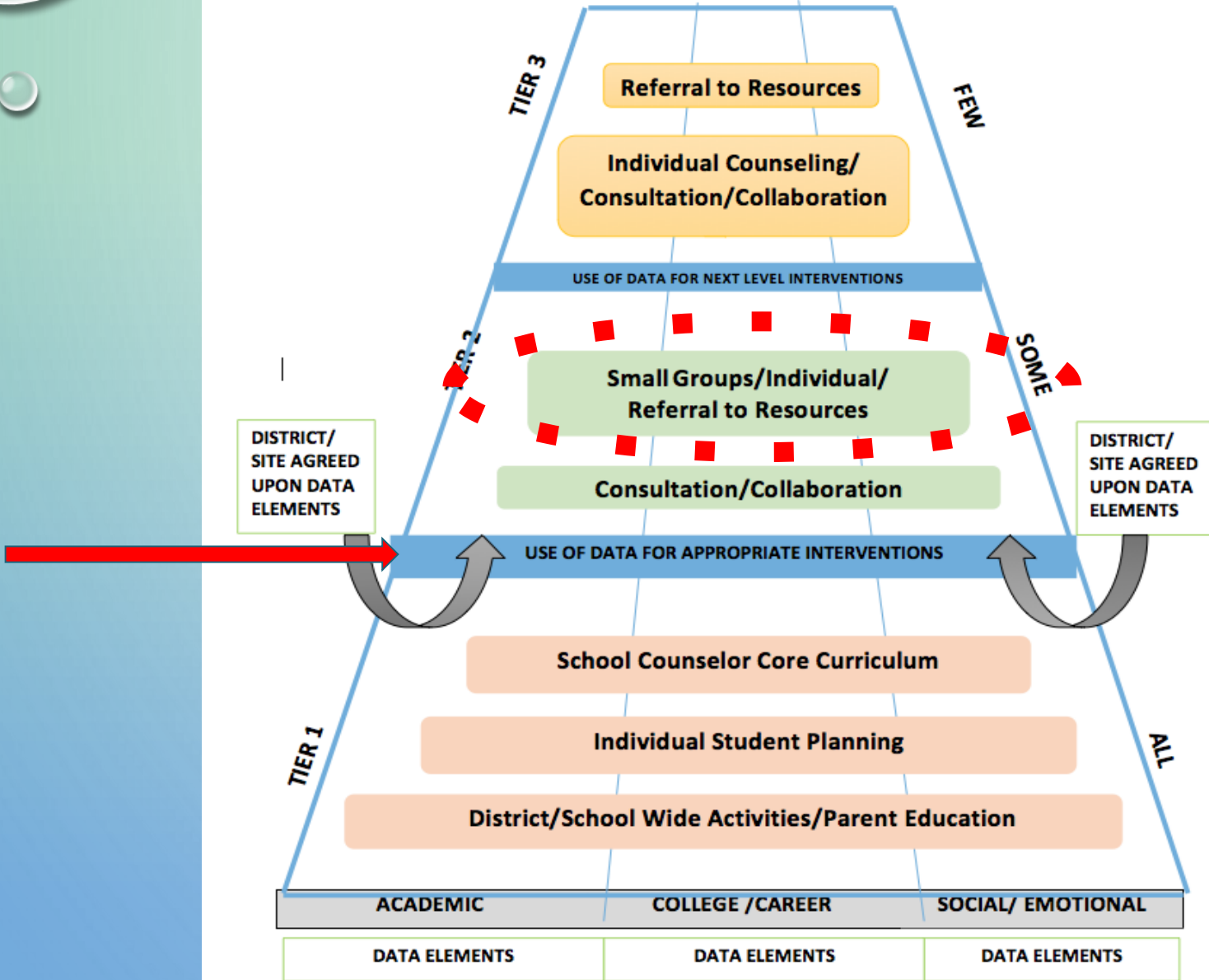


# Group Counseling

- ⚓ “Group counseling is vital in the delivery of the ASCA National Model” (ASCA, 2012)
- ⚓ “Group services offered...are based on student needs and assessed through survey data, a referral process or other relevant data” (ASCA, 2012)
- ⚓ Group Counseling, a DIRECT service, is planned and goal-focused, and it is short-term in nature (approx. 6-8 sessions)



# MULTI-TIERED SYSTEM OF SUPPORTS DELIVERY MODEL (Direct and INDIRECT)







# SHOW OF HANDS

YOU HAVE RAN SMALL GROUPS BEFORE

YOU ARE PLANNING TO THIS SEMESTER

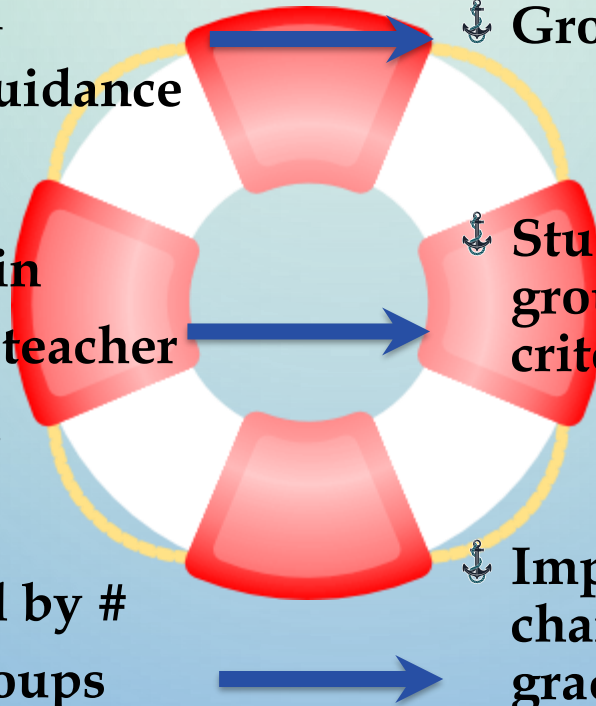
# Group Counseling...Then and Now

## Old Way

- ⚓ Groups based on random acts of guidance
- ⚓ Students placed in groups based on teacher recommendation
- ⚓ Impact measured by # of students in groups

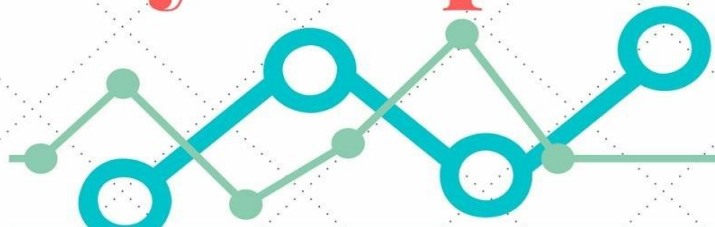
## New Way

- ⚓ Groups based on data
- ⚓ Students qualify for groups based on set criteria
- ⚓ Impact measured by change in behavior/grades/attendance





**Data is not about  
adding more to  
your plate. Data  
is about making  
sure you have  
the right things  
on your plate.**





DATA METRIC	DESCRIPTION	ELEMENTARY SCHOOL DATA (Sample)
PROCESS DATA	<i>Answers the question "What did you do for whom?"</i>	<ul style="list-style-type: none"> <li>● Number of student attendance conferences conducted</li> <li>● Number of classroom lessons delivered</li> <li>● Number of small groups</li> <li>● Number of parent engagement activities</li> </ul>
PERCEPTION DATA	<i>Pre-post Assessments Of curriculum and small group interventions</i>	<ul style="list-style-type: none"> <li>● Attitudes</li> <li>● Knowledge</li> <li>● Skills</li> </ul>
STANDARDS AND COMPETENCY RELATED DATA	<i>Mastery of ASCA Standards (Skills) <u>ASCA's</u> mindsets and behaviors. For a comprehensive list see Appendix ...</i>	<ul style="list-style-type: none"> <li>● Category 1 Mindset Standards Items 1-6</li> <li>● Category 2 Behavior Standards <ul style="list-style-type: none"> <li>▪ Learning Strategies 1, 3, and 5</li> <li>▪ Self-Management 1-10</li> <li>▪ Social Skills 1-9</li> </ul> </li> </ul>
ACHIEVEMENT RELATED DATA	<i>Data correlated to academic achievement</i>	<ul style="list-style-type: none"> <li>● Study Habits (Report card)</li> <li>● Citizenship (Report Card)</li> <li>● Office/School referrals</li> <li>● Attendance rates</li> <li>● Parent or guardian involvement</li> <li>● Students involvement/engagement</li> <li>● CHKS Data</li> </ul>
ACHIEVEMENT DATA	<i>Measures student academic progress and outcomes</i>	<ul style="list-style-type: none"> <li>● Semester Assessments</li> <li>● Benchmark Assessments</li> <li>● API/AYP</li> <li>● 3rd grade reading and math scores</li> <li>● SBAC</li> <li>● CELDT and Redesignation rates</li> </ul>
DISAGGREGATED DEMOGRAPHIC DATA	<i>Data which shows the performance of subgroups</i>	<ul style="list-style-type: none"> <li>● Ethnicity</li> <li>● Gender</li> <li>● Socio-Economic Status</li> <li>● English Language Learners</li> <li>● AVID*</li> <li>● Foster and Displaced Youth</li> <li>● Grade Level</li> <li>● Teacher</li> </ul>

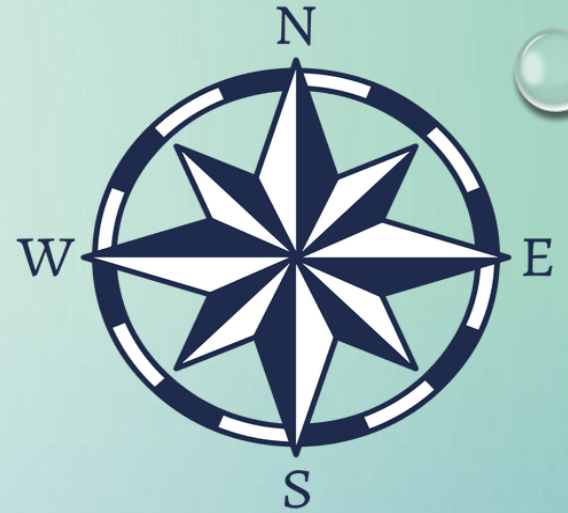
# Types of Data

# EXAMINE DATA

- ⚓ **ATTENDANCE REPORTS**
- ⚓ **REPORT CARDS**
  - ⚓ **“U” “N”s**
- ⚓ **DISCIPLINE QUERIES**
  - ⚓ **Office Referrals, Suspensions**
- ⚓ **CALIFORNIA HEALTHY KIDS SURVEY**
- ⚓ **COUNSELOR CREATED FORMS - EXAMPLE**



# CHOOSE DOMAIN



**What needs to be addressed?**

**Academic, behavior, attendance**

**Look at your site plan...**

**What are your goals?**

**Be specific with %, grade level, etc.**

**(Example: to lower 3rd grade office referrals, to improve attendance amongst EIs)**

# Counselor Created Forms

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

	Never/ Rarely U	Sometimes N	Usually S	Always O	Comments
Uses time productively	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Demonstrates academic effort/motivation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Follows Directions	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Is able to work independently without redirection	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Works cooperatively in a group	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Stays on Task	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Demonstrates responsible behavior- In Classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Demonstrates responsible behavior- Out of Classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Completes assignments on time- Classroom	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Completes assignments on time- Homework	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			

Please fill this out and return to me as soon as possible.





## Just Checking in.... (pre-group survey)

Please rate \_\_\_\_\_ on the skills listed below and return to my box as soon as possible.

1) Able to stay on topic.

1	2	3	4	5
Poor		Ok		Excellent

2) Able to positively interact with peers.

1	2	3	4	5
Poor		Ok		Excellent

3) Able to positively interact with adults.

1	2	3	4	5
Poor		Ok		Excellent

4) Able to accept not getting what he/she wants.

1	2	3	4	5
Poor		Ok		Excellent

5) Able to positively manage his/her own failures and challenges in the classroom.

1	2	3	4	5
Poor		Ok		Excellent

Additional Comments (optional):

# PRE & POST TESTS

# GROUP TOPICS

## Small Group Topics & Students

Grade(s)	Topic
Kinder	<p><b>Making Good Choices:</b>            Slowing your Motor Down            Stop &amp; Think- Impulse Control &amp; Problem Solving            Relaxation &amp; Feelings Management            Getting Along With Others</p>
2 <sup>nd</sup> / 3 <sup>rd</sup>	<p><b>Social Skills/Friendship:</b>            Positive Attributes            What is a Friend?            Qualities of Friends            Understanding Conflict            Building Empathy            Ways to be a Friend</p>
2 <sup>nd</sup>	<p><b>Study/Social Skills:</b>            Skills for Paying Attention &amp; Following Directions            Slowing Your Motor Down            Stop &amp; Think: Impulse Control &amp; Problem Solving            Relaxation and Feelings Management            Getting Along With Others</p>
4 <sup>th</sup>	<p><b>Self-Esteem &amp; Friendships</b>            What's Inside Matters            Diversity            Media and it's idea of Beauty            Valuing Ourselves            Encouraging our Friends</p>
5 <sup>th</sup>	<p><b>Friendships &amp; Self-Esteem</b>            Am I a Good Friend?            Friendship Qualities            Valuing Ourselves            Encouraging our Friends &amp; Peers            Being Positive            Conflict Resolution</p>

# TIPS

PLAN YOUR SMALL GROUP LESSONS/ACTIVITIES BASED ON THE DATA YOU ARE TRYING TO “CHANGE”

6-8 SESSIONS OF 25-35 MINUTES EACH

NO MORE THAN 6 STUDENTS (2-3 STUDENTS K-1ST)

SCHEDULING - WHAT ARE SOME SETBACKS?



# SCHEDULING

- ⚓ Give teachers options
- ⚓ Consider recess, lunch, PE, speech/RSP services times
- ⚓ Friendship skills groups are often times okay during lunch
- ⚓ Reminders in the AM for students

SMALL GROUP TODAY

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Go to Mrs. Zamora's office in  
Building G at \_\_\_\_\_ AM.

Don't Be Late!



# STUDENT BUY IN

- ⚓ It's not a punishment!
- ⚓ Explain the reason
- ⚓ Let them name their group
- ⚓ Have fun!



# PARENT BUY IN



- ⚓ Offer during parent conferences, SSTs, IEPs, etc.
- ⚓ Notify parent with specific information – try not to let it be the first time they have heard from you
- ⚓ Let them know small groups are not therapy groups

# PARENT NOTIFICATION

Dear Parent/Guardian,

At Rosemary Kennedy Elementary School we are always looking for ways to better support children's growth and learning.

I will be offering a Study Skills small group for 2<sup>nd</sup> - 3<sup>rd</sup> grade students. The group will meet once a week for 30 minutes for six-eight weeks total. The following topics and skills may be addressed in the group:

- Following Directions and being a good Listener
- How to be an Organized Student
- Completing Classwork and Working With Others
- Test Taking Strategies
- Working Independently

I think your child could benefit from small group attention on these skills. If you could please fill out the form below and return it to school, I would really appreciate it. During the course of group meetings information will be sent home on helpful tips and discussion topics.

Thank you for your continuing support of your child's education!

*Erika L Zamora*  
School Counselor



PLEASE READ, CHECK BOX, SIGN AND RETURN THIS PORTION

- I CONSENT to have my child \_\_\_\_\_ participate in the group.
- I would like MORE INFORMATION about this group. PLEASE CALL me at \_\_\_\_\_
- I DO NOT give permission for my child to participate.

PARENT GUARDIAN SIGNATURE:

Dear Parent/Guardian,

At our school we are always looking for ways to better support children's growth and learning.

I will be offering a Social Skills Small Group for 3<sup>rd</sup> grade students. The group will meet once a week for 25-30 minutes for six-eight weeks total. The following topics and skills may be addressed in the group:

- Positive Attributes
- Stop & Think: Impulse Control & Problem Solving
- Building Empathy
- Understanding Conflict

I think your child could benefit from small group attention on these skills. If you could please fill out the form below and return it to school, I would really appreciate it. During the course of group meetings information may be sent home on helpful tips and discussion topics.

Thank you for your continuing support of your child's education!

*Erika L Zamora*

# SMALL GROUP PLANNING

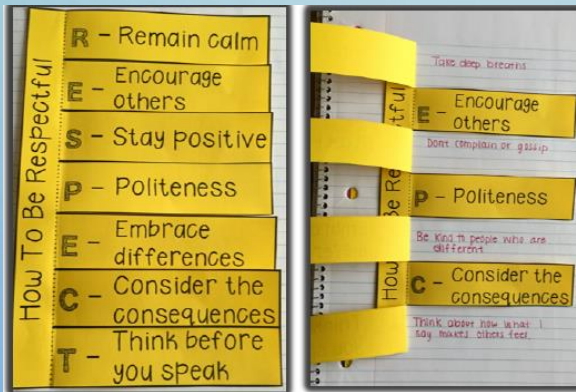
⚓ Plan all sessions, but be prepared for adjustments

⚓ 1<sup>st</sup> session- introductions, setting group norms, confidentiality, etc.

⚓ Allow students to have input

⚓ Pre-test - 5-8 questions kids can take

⚓ Include activity for students to practice what they learned



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RATER: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Read the following statements and circle the response that best describes the student.

The student is connected to other girls at school.	Never	Sometimes	Always
The student shows respect to other girls at school.	Never	Sometimes	Always
The student cares about how others are feeling and doing.	Never	Sometimes	Always
The student shows support/compassion to female peers.	Never	Sometimes	Always
The student tries to understand how others are feeling.	Never	Sometimes	Always
The student embraces and respects diversity.	Never	Sometimes	Always
The student demonstrates empathy toward peers.	Never	Sometimes	Always
The student builds up female peers.	Never	Sometimes	Always

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## SMALL GROUP ROSTER + PLANNING

GROUP TOPIC: \_\_\_\_\_ DAY/TIME: \_\_\_\_\_

STUDENT NAME	TEACHER	PS	1	2	3	4	5	6	7	8

SESSION 1 DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_  
LOGGED \_\_\_\_\_

MATERIALS NEEDED:  
\_\_\_\_\_  
\_\_\_\_\_

LESSON/ACTIVITY:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NOTES:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SESSION 2 DATE: \_\_\_\_\_ TOPIC: \_\_\_\_\_  
LOGGED \_\_\_\_\_

MATERIALS NEEDED:

Document-  
what you do,  
what works,  
what doesn't

## Academic Study Skills Group Grades K- 3<sup>rd</sup>

Small group intervention for grades Kindergarten through 3<sup>rd</sup>

Referral Process and criteria:

Students will be selected for the group based on either of the following

- A. Combination of 5 N's or U's on their report card in the "Work Habits" section  
\* or \*
- B. Combination of 5 N's or U's from the teacher ratings on the "Behavior Chart" form that will be provided to teachers that do not complete the report card section.

Counselors will also access other related information to determine appropriate students for the group intervention. Other items to access include; report card academic grades, CHKS Data and discipline interventions in aeries.

Resources: Behavior Chart

- Boys Town materials
- Julia Cook Books
- Second Step Materials

Week	Lesson Topic
1	Introduction: Being prepared and Goal Setting Group norms and rules pre-survey
2	Listening and Following Directions
3	Organizational skills (activity Backpack scavenger hunt)
4	Completing Classwork and working with others In a group
5	Completing Homework and Study Strategies
6	Test Taking Strategies
7	Working independently/ review and Wrap up
8	Closing/ Post-Survey/ Assessment and group certificate

### SESSION 1:

- Student will become acquainted with group members and School Counselor
- Student will identify one goal for changing the way she interacts with other girls

### SESSION 2:

- Student will generate ideas about what it means to be a community
- Student will identify at least one actionable step to take this week to promote community

### SESSION 3:

- Student will demonstrate compassion through group activity
- Student will set goal for showing compassion during the week to another member of the girl community

### SESSION 4:

- Student group will reframe viewpoints in optimistic way
- Student will identify situation she needs help reframing into an optimistic viewpoint

### SESSION 5:

- Student will identify at least 2 factors making up her unique background
- Student will set goal for reaching out to someone with different background/interests

### SESSION 6:

- Student will reflect feelings back to peer in empathy exercise

### SESSION 7:

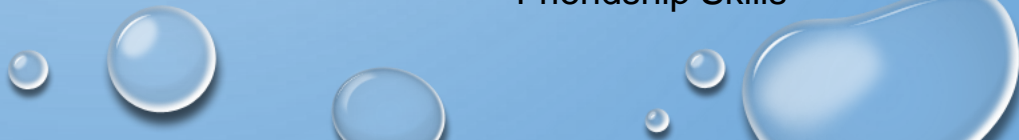
- Student group will identify ways girls tear each other down
- Student group will identify alternative behaviors for building others up

### SESSION 8:

- Student will reflect on group experiences
- Student will write encouraging messages to group members

# SAMPLE

## Friendship Skills



# LAST SESSION

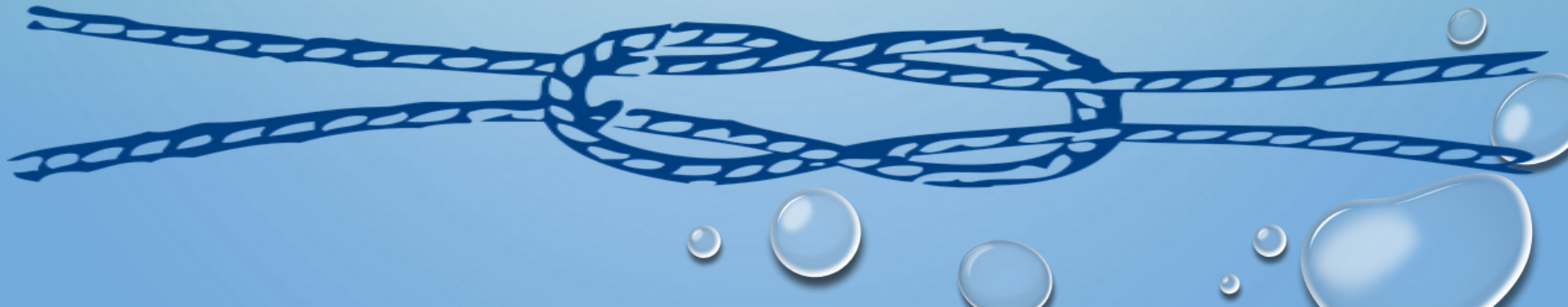
- ⚓ Post-test survey for students
- ⚓ Make it fun – lunch time
- ⚓ Certificates/small prizes
- ⚓ Check in regularly



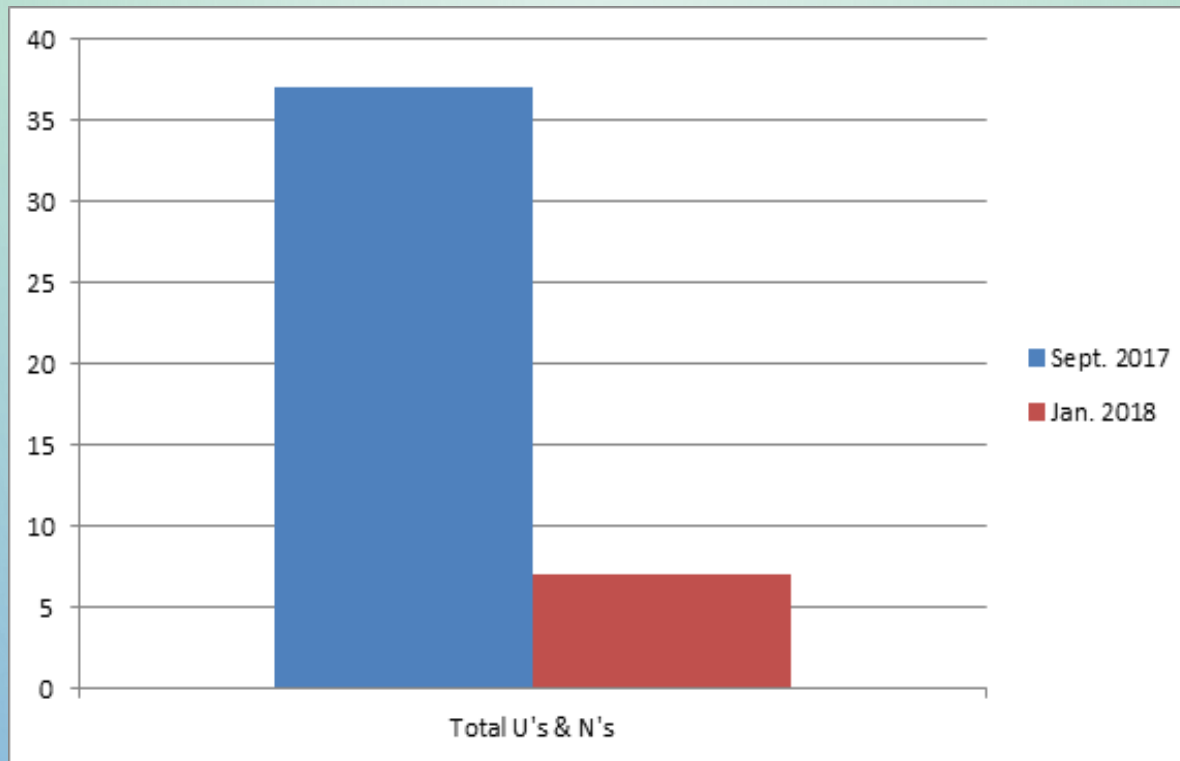
# MEASURE IMPACT & SHARE RESULTS

- ⚓ Change in # or % of STUDENTS who met criteria
- ⚓ Change in # of % of ITEM tracked
- ⚓ Compare to last month, last quarter, last school year
- ⚓ SHARE your data- admin, stakeholders, parent groups, staff, school district/board

***Consider: who is your audience?***



# Academic-study skills intervention



- ⚓ Criteria- must have at least 10 u's/ n's on counselor created form
- ⚓ Six 4th grade students participated

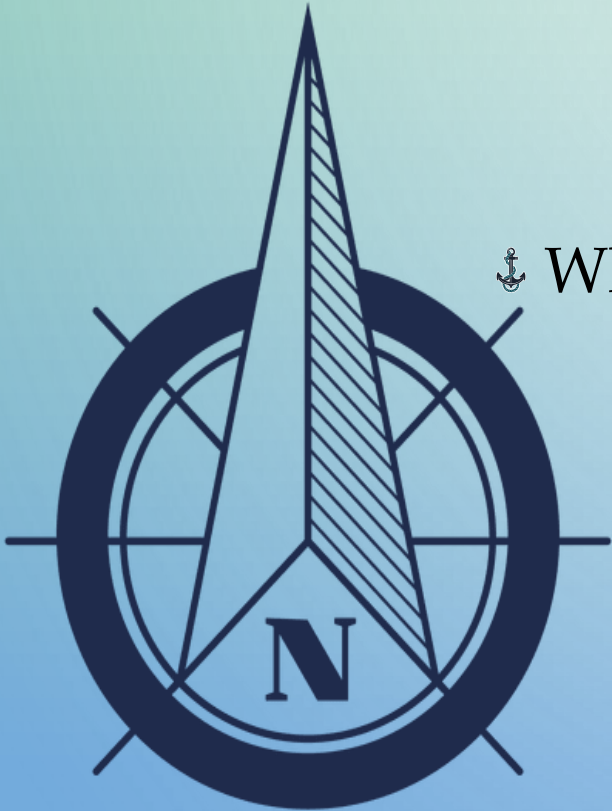


## NEXT STEPS...

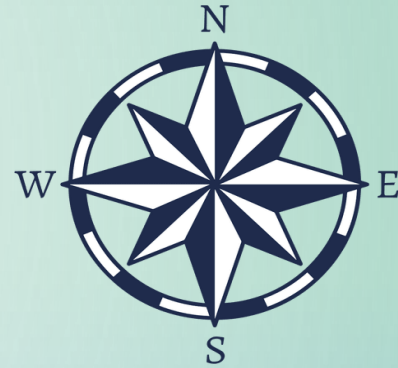
⚓ With someone near you, discuss which area(s) are a concern at your site.

⚓ What would be a good first step for you?

⚓ Which step(s) would you need additional support with?



# RESOURCES



⚓ My editable forms- download on [www.rcec.us](http://www.rcec.us)

Small Group Curriculum & Ideas

⚓ The Use of Data in School Counseling, Trish Hatch

⚓ The 7 Habits if Happy Kids, Sean Covey

⚓ Small Group Counseling For Children, Diane S. Senn

⚓ GIRLS- Girls In Real Life Situations K-5, Shannon Trice-Black & Julia V. Taylor

⚓ Dove Self-esteem Project <https://www.dove.com/us/en/dove-self-esteem-project.html>

⚓ TeachersPayTeachers.com Counselor Keri, CounselorChelsey, EduKate and Inspire

# QUESTIONS?

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