



Table of Contents



...why we wrote this	1
...getting started	5
Most Commonly Asked Questions About Creative Coaching.....	6
Behavioral Needs Assessment	15
What are the “nuts and bolts” of implementing the group?.....	16
Sample Outline for Parent Introductory Meeting	24
Typical Session Format	27
...of what if’s and, yes, but’s?	31
“WHAT IF’S...”- AT A GLANCE.....	33
A Comparison of Curriculum	
Based Educational Support Groups and Therapy Groups	40
Session 1 - GO FOR THE GOLD!.....	43
Objectives	44
Act. 1.1-Introduction	45
Act. 1.2-Everybody Up	51
Act. 1.3-Learning About My Teammates	52
Act. 1.4-The Name Game	54
Act. 1.5-A What?	56
Act. 1.6-Well I Never... ..	57
Act. 1.7-Tug of Friendship.....	58
High Five’s (Teacher Feedback Form)	61
Home Practice (Parent Backing)	62
High 5’s (GenericTeacher Feedback Form)	63
Home Practice (Generic Parent Backing)	64
Session 2 - I’M ALL EARS COACH	65
Objectives.....	66
Act. 2.1-I’m Going on a Road Trip	67
Act. 2.2-Emmit Goes to Training Camp	69
Act. 2.3-Catching a Glimpsel	72
Act. 2.4-Score with Listening.....	73
High 5’s (Teacher Feedback Form) for Listening	77
Home Practice (Parent Backing) for Listening.....	78



Session 3 - HANGING IN THERE	79
Objectives	80
Act. 3.1-Spotlight.....	81
Act. 3.2-The Dream Team Goes to the Olympics	83
Act. 3.3-Mirrors and Webs	85
Act. 3.4-Focused Memory	87
High 5's (Teacher Feedback Form) for Paying Attention.....	93
Home Practice (Parent Backing) For Paying Attention	94
 Session 4 - NO PAIN, NO GAIN!	 95
Objectives	96
Act. 4.1-Card Relay Race	97
Act. 4.2-Shaping Up	98
Act. 4.3-Putting Things Together	105
Act. 4.4-Keeping My Desk in Order	110
Act. 4.5-Keeping My Notebook in Order.....	115
High 5's (Teacher Feedback Form) for Organization	117
Home Practice (Parent Backing) for Organization.....	118
 Session 5 - I'M AN ALL-STAR!.....	 119
Objectives	120
Act. 5.1-I'm O.K.	121
Act. 5.2-The Spring Training Catastrophe	123
Act. 5.3-All About Me.....	126
High 5's (Teacher Feedback Form) for Self-Concept	131
Home Practice (Parent Backing) for Self-Concept.....	132
 Session 6 - THE LIFELONG JOURNEY - BEGINNING THE JOURNEY (UNDERSTANDING ADHD PART 1)	 133
Objectives	134
Act. 6.1-Books and Bags	135
Perceptions, Realities & Myths about ADHD	137
Act. 6.2-It's in the Bag.....	141
High 5's (Teacher Feedback Form) for Understanding A.D.H.D. part 1	143
Home Practice (Parent Backing) for Understanding A.D.H.D. part 1	144
 Session 7 - AIMING HIGH	 145
Objectives	146
Act. 7.1-Balancing and Believing (Dowels and Potatoes)	147
Act. 7.2-Clearing the Hurdles	149



Act. 7.3-A Tale of Two Boys.....	153
High 5's (Teacher Feedback Form) for Goal Setting.....	161
Home Practice (Parent Backing) for Goal Setting.....	162

Session 8 - GET A GRIP! 163

Objectives	164
Act. 8.1-Feeling Faces	165
Act. 8.2-Acting Out Feelings	167
Act. 8.3-Firecrackers!	169
Act. 8.4-Bricks in Bags.....	171
Act. 8.5-The Fence	173
Act. 8.6-Stay Cool	177
High 5's (Teacher Feedback Form) for Handling Feelings	181
Home Practice (Parent Backing) for Handling Feelings	182

Session 9 - DON'T JUMP THE GUN! 183

Objectives	184
Act. 9.1-Group Juggle	185
Act. 9.2-"The Spit Wad" Story	186
Act. 9.3-Pacing.....	189
Act. 9.4-Game Playing (Lengthy!)	194
Act. 9.5-Controlling Yourself.....	197
High 5's (Teacher Feedback Form) for Controlling Impulsivity.....	199
Home Practice (Parent Backing) for Controlling Impulsivity.....	200

Session 10 - TAKING A BREATHER.....201

Objectives.....	202
Act. 10.1-Breathing	203
Act. 10.2-Guided Relaxation	205
High 5's (Teacher Feedback Form) for Relaxation	211
Home Practice (Parent Backing) for Relaxation	212

Session 11 - GETTING THE SIGNALS STRAIGHT.....213

Objectives	214
Act. 11.1-Gestures, Postures, and Facial Expressions (Lengthy Activity).....	215
Act. 11.2-Back to Back	222
Act. 11.3-Verbal Communications Strategies	224
Act. 11.4-"I"-Messages	230
High 5's (Teacher Feedback Form) for Communication.....	235
Home Practice (Parent Backing) for Communication	236

Session 12 - TEAMING UP WITH FRIENDS	237
Objectives	238
Act. 12.1-Bubbles/Space Invaders	239
Act. 12.2-Shark Attack	241
Act. 12.3-Sink or Swim	243
Act. 12.4-Diving Through Hoops	246
High 5's (Teacher Feedback Form) for Friendship	249
Home Practice (Parent Backing) for Friendship	250
 Session 13 - THE LIFELONG JOURNEY - GOING THE DISTANCE (UNDERSTANDING ADHD PART 2)	 251
Objectives	252
Act. 13.1-Doctor-s Visit	253
Act. 13.2-Famous Flops	261
High5-s (Teacher Feedback Form) for Understanding A.D.H.D. part 2	263
Home Practice (Parent Backing) for Understanding A.D.H.D. part 2.....	264
End-of-Group Celebration Activity	265
All-Stars Group Evaluation	278
 INVOLVING PARENTS AND TEACHERS.....	 279
...characteristics	281
...theories and perspectives.....	285
...what the research says	287
...broaching the subject with parents	291
...developing a plan of action.....	297
...giving learning differences a chance	301
...issues with medication	313
...getting behavior in line	319
...a final word for creative coaches	327
 Bibliography.....	 329
Parent Resources	330
Professional Resources	331
The Creative Coaching Team	332



OBJECTIVES

Students will participate in activities that emphasize the following concepts and skills:

Everybody has strengths and weaknesses and that's ok!

As I get older, I can improve upon my strengths by caring enough to practice skills.

I might not be the best at something, but I can always get better!



PROCEDURE



Pregame Warmup

- ☆ As students enter the room, accept "High 5" forms and completed Home Practice sheets.
- ☆ Tally points using your selected method.
- ☆ Wearing your coach's hat and whistle, review group rules and point system.
- ☆ Briefly discuss completed Home Practices from previous week.
- ☆ Review "Connecting to the Real World" and Objectives.
- ☆ Then introduce the selected activity for the week.

Activities

(choose one or more of the following)

- Activity 5.1 I'm OK
- Activity 5.2 The Spring Training Catastrophe
- Activity 5.3 All About Me



Post Game Commentary

- ☆ Tally and record individual points gained during group.
- ☆ Encourage students to give one another "High 5's" by verbalizing ways in which they have seen each other be especially positive or helpful in group that day.
- ☆ Announce housekeeping details (any change in meeting date and time).
- ☆ Give students "High 5" reinforcement sheets to give to their teachers.

EXTENSIONS

High 5's for Teachers
Home Practice Backing for Parents

Activity 5.1 - I'm OK

(Best for primary students)



EQUIPMENT

A wrapped gift box with a removable lid onto the bottom of which a mirror has been taped
A book highlighting some aspect of self-esteem, like *Quick as a Cricket* or *Stellaluna* (see bibliography)
Soft modeling clay (small amount for each student)
“My Playing Field” Home Practice sheets



GAME PLAN

1. Write the word “unique” and show it to the students. Ask if anyone knows the meaning of the word (Make sure the definition includes at least one of the following: something special, one-of-a-kind, the only one in the whole wide world, so valuable that it could never be exactly replaced, and must be handled with great care!)
2. Ask students if they can keep a surprise for a short time. Then have each child come to peek in the box to get a look at something “really unique!”
3. After all have had a turn, ask what it was they saw in the box that was unique. Some will say, “a mirror.” Others will realize, “Each one of us is really unique.”
4. Reinforce the concept of being unique by selecting a favorite children’s book like *Quick as a Cricket* or *Stellaluna* (see bibliography). The first book emphasizes that it is okay to act a lot of different ways, depending on where you are. *Stellaluna* tells the story of how a young bat had to adapt himself to “bird” life and eliminate his “bad” bat characteristics before coming to an understanding that there are lots of ways of being!
5. As students discuss the story, have each one create an animal in clay that reminds them of themselves. Be sure to emphasize the session objectives during the discussion.
6. If time allows, student can make their favorite sports cap out of clay and put it on their animal.

DISCUSSION

- ☆ Discuss how character(s) in the book were unique.
- ☆ Have each child share one way in which they believe they are unique.
- ☆ Talk about the way circumstances and settings (home, classroom, etc.) can dictate which traits are useful or appropriate and which are not. (for example: If you were playing baseball, would it be better to be quick as a cricket or slow as a snail?... loud as a lion or quiet as a mouse?)
- ☆ Ask students to select a picture or idea from the story that reminds them of themselves.
- ☆ Go back through the book and have students pick a picture that shows one way each one would like to be more often. When would that be and how come?
- ☆ Then, have students pick a picture that shows a way they don’t like to be. Process the effect of behavioral consequences on their choices. How could they avoid being this way?

HOME PRACTICE

Have students take “My Playing Field” Home Practice sheets to complete with their parents. Return for points.



My Playing Field

Name

Draw a picture
or use words to
complete all parts

I'm good at

I'm not good at

I like

I don't like

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