Counselors' Pages

Forms, Activity Sheets, Sample Lesson Plans, And Letters
To Help Elementary School Counselors
Spend More Time Counseling Children And Less Time On Paperwork

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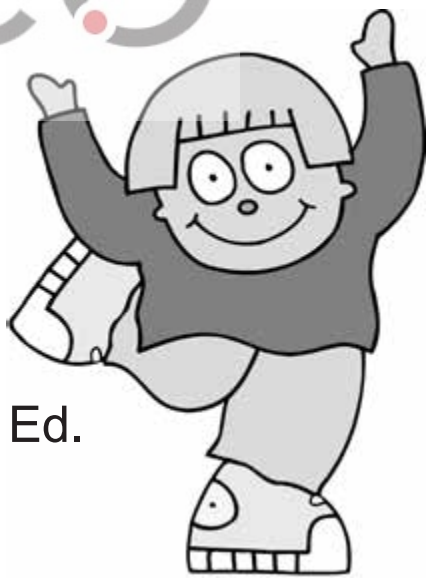

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COUNSELORS' PAGES

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INDIVIDUAL BEHAVIOR MANAGEMENT

This section is useful when working with individuals on behavior change.

THIS SECTION INCLUDES:

Reproducible Individual Behavior Plans
Reproducible Teacher Evaluations
Reproducible Parent Evaluations
Reproducible Student Handouts

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Fun Folders (pages 14-25) **IND**

A *Fun Folder* is a simple pocket folder that includes an individual behavior plan, a daily implementation plan, and a sticker calendar. A sheet of stickers is stapled to the inside of the folder. Each child chooses the color of his/her folder. The outside of the folder is decorated with colorful stickers and the title "_____'s Fun Folder."

Individual Behavior Plans (pages 14-19) **IND SH**

The counselor first chooses an individual behavior plan that targets the behaviors the teacher or parent want the child to improve (pages 14-19). Several of the included forms can be used for this purpose. One format lists the rules. In another, the rules must be identified. One format includes the number of stickers and rewards, and one is left open-ended for the counselor to insert the number of stickers required and what the rewards will be.

Before selecting a form, discuss with the student the rules to be followed. Once the rules have been identified, select one of the forms and, if necessary, complete it. The completed form should be placed in the student's *Fun Folder* and will identify the rules to be followed and the number of stickers required to receive a reward. This is the first part of the student's individual behavior plan.

Daily Plan Implementation (pages 20-25) **IND SH**

The forms on these pages show how the selected individual behavior plan will be implemented on a daily basis. There are several forms from which to choose. The first choice (pages 20-21) asks the student to monitor his/her behavior throughout the day by keeping track of the number of times an action was required and the number of times the student performed that action. For example, a student may write that he/she completed 4 out of 6 assignments on a particular day. The form on page 20 lists specific behaviors. The one on page 21 has been left blank for the counselor to fill in the appropriate behaviors.

The forms on pages 22-23 ask the student to keep track of behaviors for particular time slots. Using either the form in which actions are identified (page 22) or the one on which the actions must be filled in (page 23), divide the day into three time slots according to your school's particular time schedule. The first slot would be for time between arriving at school and when instructional time begins (e.g., 8:00-9:00). The second slot would be for morning instructional time (e.g., 9:00-11:30). The last slot would be for afternoon instructional time (e.g., 12:25-2:45). The student then writes down the number of times he/she performed each action in each time slot during the day.

Another type of form is the checklist (pages 24-25). Checklists are reminders to help the student keep track of his/her behaviors. If the behaviors on these lists are not the behaviors desired, counselors may make up their own checklists.

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Classroom Behavior Management

This section is useful when a teacher is having a difficult time with classroom discipline. It can be used with as many students in the classroom as the teacher deems necessary.

THIS SECTION INCLUDES:

Reproducible Behavior Checklists
Reproducible Parent Handouts
Reproducible Teacher Handouts
Reproducible Student Handouts

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Parent Letters (pages 36-37) **IND PH**

Since a weekly evaluation sheet is to be sent home to parents, a letter (page 36) should be sent home explaining the plan before you implement it. When the student's goals have been met, another letter (page 37) should be sent home to advise parents of their child's success.

Classroom Behavior Checklists (pages 38-41) **IND TH SH**

Three of these checklists (pages 38-40) target behavior management and the fourth (page 41) focuses on work completion. These easy-to-use forms keep a running tab on the student's progress. These checklists can be modified to correspond with Individual Education Plans (IEP) and used to help the teacher and counselor document the child's progress and when IEP goals are met. Notification should be sent home to advise parents of their child's success.

"Time Out" Sheets (pages 42-43) **IND SH**

These sheets are to be completed by students who are sent to a "time-out" area, a "Reflection Room," or who must serve in-school suspension.

Teacher/Counselor Communication (pages 44-46) **IND TH**

One of the most important aspects of school counseling is teacher-counselor communication. Having these communication forms readily available will make this task easier and help the teacher keep the counselor informed about the child's progress. The forms can be adapted to reflect the goals the student and the counselor are working toward each week.

Tattling (pages 47-49) **IND SG CG SH**

These forms are to be made available for the classroom teacher and used in the classroom. They are designed to keep students from tattling. When a student tattles, the teacher simply gives the student the *Tattling Form* and says, "You know what to do." The student is responsible for filling out each detail of the incident and returning the form to the teacher. The teacher can read and investigate the incident at a later time. Students should complete the forms during recess or other free time and not during class. The form is not to be used as a punishment for tattling, but as a deterrent.

Tantrums (pages 50-51) **IND PH**

Reproduce this script for use when meeting with parents whose children have tantrums at home.

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ORGANIZATIONAL SKILLS

SMALL-GROUP COUNSELING

Students often do not reach their potential because of their lack of organizational skills. These forms and suggested activities are intended to help students realize the value and importance of being organized.

THIS SECTION INCLUDES:

Reproducible Parent Handouts
Reproducible Teacher Handouts
Suggested Activities
Reproducible Award
Reproducible Student Evaluation

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Parental Permission Form (page 65) **PH**

This letter explains the purpose of the Organization Group to parents and provides a permission slip to be signed and returned to the counselor.

Pre-Group Parental Notification Form (page 66) **PH**

Reproduce this form for all parents whose children will be participating in the Organization Group. It notifies them of their child's inclusion, supplies needed, and the time of the group meeting.

Student Evaluation Form (page 67) **TH**

This form is distributed prior to the first session of the group. It gives teachers an opportunity to tell the counselor which organizational skills the student needs to improve. It can also be adapted and filled out by parents to let the counselor know what homework skills need improvement.

Suggested Organization Activities Grades 1-5 (page 68) **IND SG SA**

This guide includes three suggested activities for use with students participating in the Organization Group.

Parent Update Letter (page 69) **PH**

Reproduce this letter and have the students sign it and take it home. This will inform the parents about what their children are learning in the group.

Organization Updates (pages 70-71) **TH**

These forms given to teachers of the students in the Organization Group should be filled out once a week to keep the counselor informed of each student's progress and identify the skills that need improvement.

Organization Group Student Evaluation (page 72) **SG SH**

Feedback from students is an invaluable resource that helps counselors plan future group sessions. Reproduce and distribute the evaluation sheet at the final group meeting.

Certificate Of Graduation (page 73) **SG SH**

Reproduce this certificate for those students whose progress is recorded on the *Organization Updates* (pages 70-71) completed by the teachers and as explained in *Suggested Activity #3* (page 68).

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self-esteem

SMALL-GROUP COUNSELING
CLASSROOM GUIDANCE

Without positive self-esteem, a child's friendships, academic success, social interactions, and behavior can suffer. The following forms are supplements for a classroom or small-group counseling program.

THIS SECTION INCLUDES:

- Reproducible Parent Handouts
- Guidelines For Lesson Plans
- Suggested Activities
- Reproducible Student Activity Sheets
- Reproducible Poster
- Reproducible Student Evaluation

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Self-Esteem Group Parent Permission Form (page 100) **SG PH**

Distribute this sheet to parents of all children in the targeted grade levels.

Student Evaluation Form (page 101) **TH**

This form, given to teachers prior to the first session, provides an opportunity for them to tell the counselor the self-esteem issues which need to be addressed with the student.

Self-Esteem Lesson Plans Grades PK-5 (pages 102-108) **SG CG**

These three sample lesson plans are guidelines for presenting material to grades PK-K, grades 1-2, and grades 3-5. Each lesson includes a step-by-step presentation guide, discussion, and interactive activities.

Suggested Self-Esteem Activities Grades 1-5 (page 109) **SG SA**

This guide includes three suggested activities for use with students participating in the Self-Esteem Group.

What I Think Others Would Say About Me (page 111) **IND SG CG SH**

This activity will help the counselor determine the student's level of self-esteem by examining the student's perception of what others think of him/her.

20 Things I Like About Me (page 112) **IND SG CG SH**

This activity will help students recognize their positive traits. It can be completed in one lesson or used in several by adding traits as they are recognized.

Parents' Self-Esteem Homework (pages 113-114) **IND SG CG SH**

Parents are among the most, if not *the* most, important persons in a child's life. To be recognized by them is a significant self-esteem booster. Reproduce the activity sheets and have each student take them home along with a return envelope. Have the students return the completed activity sheets the following week in the sealed envelope. During the counseling session, open the envelopes and read the parents' positive comments aloud.

Self-Esteem Remote Control (page 115) **IND SG CG SH**

This activity sheet will help the members of the Self-Esteem Group realize that they have control over how they feel about themselves. When presenting the activity sheet, discuss each part of the remote control and how it relates to self-esteem.

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SELF-ESTEEM LESSON PLAN
GRADES PK-K

Materials Needed:

- ☐ Copy of prepared book (see Pre-Presentation Preparation), pencil, sticker, and crayons for each student

Pre-Presentation Preparation:

Write the following headings on the top of each sheet of paper:

Page 1: My name is _____ .
Page 2: This is what I could do well when I was one-year-old …
Page 3: This is what I could do well when I was two-years-old…
Page 4: This is what I could do well when I was three-years-old…
Continue this procedure until you reach the students' present age.
Last page: This is what I will be able to do well when I am older…

Copy these pages for each student, then staple the pages together. These are the books the children will be creating during the lesson.

Presentation:

- Have the students sit in a circle on the floor, legs crossed.
- Have the students take turns saying their name and what their favorite food is.
- Discuss how each child is different … their names are different, they like different foods, they look different, etc. These differences make all the children very special.
- Tell the students they are going to play a game. Explain that you are going to make some statements. If a statement you make applies to them, they are to stand. If it does not, they are to stay seated. Once they stand, they should remain standing until they hear a statement that does not apply to them. Then they should sit down until they hear another statement that applies to them.

  Stand if you have a dog.
  Stand if you have a cat.
  Stand if you have a pet bird.
  Stand if you like broccoli.
  Stand if you like flowers.
  Stand if you have a brother.
  Stand if you have a sister.
  Stand if you like ice cream.

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Anger Management

SMALL-GROUP COUNSELING
CLASSROOM GUIDANCE

Anger is a primary emotion that affects everyone. When we do not have the ability to control it, anger leads to destructive behaviors and destructive relationships. Use these forms and lessons to help children learn that being angry is okay and how to react to anger in positive ways.

THIS SECTION INCLUDES:

Reproducible Parent Handouts
Guidelines For Lesson Plans
Suggested Activities
Reproducible Posters
Reproducible Student Activity Sheets
Reproducible Student Evaluation Sheet

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Anger-Management Group Parent Permission Form (page 143) **SG PH**

Distribute this sheet to parents of all children in the targeted grade levels.

Student Evaluation Form (page 144) **TH**

This form, given to teachers prior to the first session, provides an opportunity for them to tell the counselor which anger-management behaviors need to be addressed with the student.

Anger-Management Lesson Plan Grades K-2 (pages 145-148) **SG CG**

This guideline for presenting material to grades K-2 includes a step-by-step guide for presentation, discussion, and interactive activities. Also included is the reproducible *Anger Busters* activity sheet and the reproducible *Anger Rules* poster.

Anger-Management Lesson Plan Grades 3-5 (pages 149-150) **SG CG**

This guideline for presenting material to grades 3-5 includes a step-by-step guide for presentation, discussion, and interactive activities. Also included is the reproducible *Anger Rules* poster.

Suggested Anger-Management Activities Grades 1-5 (page 151) **SG SA**

This includes three suggested activities for use with students participating in the Anger-Management Group.

Post Anger-Management Small-Group Counseling Letters For Parents (pages 152-153) **SG PH**

Sending letters to parents at the end of small-group counseling sessions is courteous and appreciated.

Anger-Management Group Student Evaluation (page 154) **SG SH**

Feedback from students is an invaluable resource that helps counselors plan for future group sessions. Distribute the evaluation sheet at the final group meeting.

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ANGER MANAGEMENT LESSON PLAN
GRADES 3-5

Materials Needed:

- ☐ Copy of *Anger Rules* (page 147)
- ☐ Drawing paper for each student
- ☐ Pencil, markers, and crayons for each student
- ☐ Stickers for each student

Pre-Presentation Preparation:

Display the *Anger Rules* poster in a place in the room where all the children can easily see it.

Presentation:

- Have the students sit in a circle on the floor, legs crossed.
- Have the students take turns saying their names, one thing that makes them happy, and one thing that makes them angry.
- Tell the children:

  It is okay to be angry. Everyone gets angry. When you are angry, your body fills up with angry energy.

  How does your body feel when you are angry? (Pause for responses.)
- Show the children the *Anger Rules* poster and tell them they must always follow these rules when they are angry.
- Choose three volunteers. Have each volunteer read one rule and state why he/she thinks it is important.
- Without using any names, have the students tell of times they have seen someone break an *Anger Rule.*

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THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

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_____'s FUN FOLDER

I will choose to follow these rules:

1. _____

2. _____

When I choose to follow these rules, I will get a sticker. Stickers add up to grown-up privileges, fun activities, and even prizes!

2 stickers = A surprise from the counselor.
(I get to call the counselor, be invited to his/her office, and receive an award. The phone number at school is _____.)

4 stickers = Choose what the family has for dinner.
(Be sure to choose from the five food groups.)

8 stickers = Play a game with the family for 20 minutes.

12 stickers = Help make dinner.

16 stickers = Choose a special TV show for the whole family to watch.

20 stickers = Choose a song for the family to dance to.

26 stickers = Sleep in a sleeping bag anywhere in the house you want, except Mom and Dad's room, for one night.

34 stickers = Choose three items at the Dollar Store.
(You have 20 minutes to make your choice.)

42 stickers = Choose a special reward or privilege.
(Make sure Mom and Dad say it is okay.)

54 stickers = Be the "parent" for 15 minutes and have Mom and Dad be the children.
(Set a timer so you will know when the time is up.)

68 stickers = Go to a store and choose something for $5.00.

80 stickers = Choose a parent-approved movie to see at the theater and invite a friend to join you.

If I choose not to follow these rules, I will have the following consequences:

_____

_____

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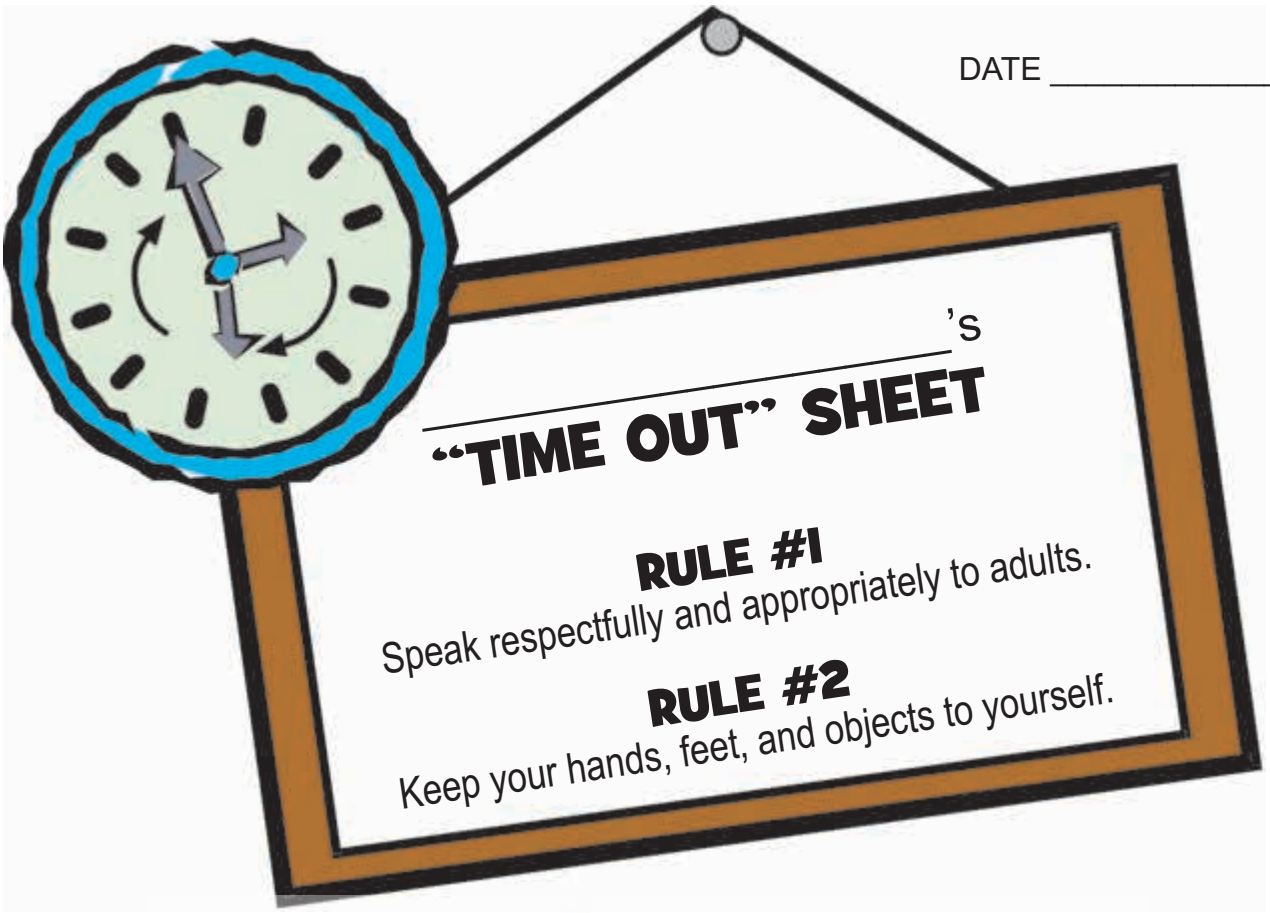

1. What rule did you break? _____

2. What did you do to break this rule? _____

_____

_____

3. What are you going to do when you return to your classroom? _____

_____

_____

4. What will happen if you choose to break a rule again during this class today? _____

_____

_____

5. Write two positive things that will happen at school and/or at home if you choose to follow the rules above.

_____

_____

_____

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ORGANIZATION UPDATE

Please check how _____ is doing with organization this week. Please return this form to me before our next session on _____. Thank you for taking the time.

1. **Clean desk**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
2. **Can find papers**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
3. **Is prepared with correct materials and supplies**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
4. **Turns homework in on time**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
5. **Brings notes, folders, etc. back to school on time**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM

ORGANIZATION UPDATE

Please check how _____ is doing with organization this week. Please return this form to me before our next session on _____. Thank you for taking the time.

1. **Clean desk**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
2. **Can find papers**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
3. **Is prepared with correct materials and supplies**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
4. **Turns homework in on time**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM
5. **Brings notes, folders, etc. back to school on time**
   ☐ YES ☐ NO ☐ NEVER HAD A PROBLEM

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Dear Parents,

I will be initiating BULLY PREVENTION small-group counseling sessions in the next month. During these sessions, we will discuss the meaning of *bullying* and what it means to be a *bully*, a *victim*, a *doormat*, and a *stand-upper*. In addition, we will discuss strategies students can use to stand up to bullies.

These sessions will meet once a week for _____ weeks. The ___-minute group may not be held on consecutive weeks, due to field trips, assemblies, holidays, etc.

If you feel bullying is interfering with your child's academics, please sign the following permission form and return it to your child's teacher by _____. The first group session will begin as soon as an appropriate schedule is worked out with your child's classroom teacher.

I would like to help you and your child make the rest of the school year as successful as possible. If you would like to discuss your child, or you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

_____

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WE CARE ABOUT KIDS

I, _____, give permission for my child to participate in the BULLY PREVENTION GROUP with the counselor.

Child's Name _____ Date _____

School _____ Grade _____

Teacher _____

Home Phone (_____) _____

Work Phone (_____) _____

Parent's Printed Name _____

Parent's Signature _____

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WHAT I THINK OTHERS WOULD SAY ABOUT ME

Name _____ **Date** _____

1. My best friend would say _____

   _____ .

2. My teachers would say _____

   _____ .

3. My brother/sister would say _____

   _____ .

4. The counselor would say _____

   _____ .

5. The person who sits next to me in class would say ___

   _____ .

6. People in my neighborhood would say _____

   _____ .

7. What I would say about myself is _____

   _____ .

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Dear Friend,

Making and keeping friends takes lots and lots of practice. Everyone wants to have more friends, so here is a list of things you can do to make and keep friends.

HOW TO MAKE FRIENDS:

1. Smile a lot.
2. Look people in their eyes when they are talking.
3. Use a friendly voice.
4. Use an inside voice.
5. Join games and let others join, too. Use some of these words:

> "May I play, too?"
> "When you have finished this game, may I play, too?"
> "What would you like to play?"
> "I'll share with you."
> "Would you like a turn?"
> "Congratulations on winning!"

6. Say nice things to other people about how well they did something or how nice they look. Use some of these words:

> "I like your haircut."
> "You did a great job on the spelling test."
> "You are really good at playing basketball. Good shot!"
> "I like your shoes. They are really cool."
> "I like you because you always play fair."

7. Treat other people just like you want them to treat you!

Once you make friends, you have to work very hard to keep them. Here is a list of things to do to keep your friends.

over➡

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DIVORCE GROUP STUDENT EVALUATION

NAME _____ **DATE** _____

TEACHER _____

Please answer the following questions about the Divorce Group **HONESTLY**:

1. I enjoyed coming to the counselor's office. (Please circle one.)

   A LOT **A LITTLE** **NOT AT ALL**

2. I learned things in this group that I didn't already know. (Please circle one.)

   A LOT **A LITTLE** **NOT AT ALL**

3. The thing I liked best about this group was:

   _____

   _____

4. The thing I didn't like about this group was:

   _____

   _____

5. Three (3) things I learned in this group were:

   A. _____

   _____

   B. _____

   _____

   C. _____

   _____

6. I would like to be a member of another group with the counselor. (Please circle one.)

   A LOT **A LITTLE** **NOT AT ALL**

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STUDENT JOB APPLICATION

What time do you arrive at school in the morning?

_____

If hired, how would you treat our customers? _____

_____

_____

Why do you think you would be a good employee? _____

_____

_____

Why do you want to work at our school store? _____

_____

_____

I promise I have been very honest when answering these questions, and I promise to do my very best as an employee in our school store.

Student's Signature _____ Date _____

Parent's Signature _____

Please understand this job will not be for the rest of the school year. Every few weeks, someone else will be chosen so that many students will have a chance to work in the store. If you are hired, I will tell you which mornings you will be employed. You will receive a pencil or eraser of your choice for every morning you work. Thank you.

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GUIDANCE SERVICES

COUNSELING SERVICES

1. What prompted you to use the guidance services? Please check as many as apply.

   ☐ Academic issues
   ☐ Behavioral issues

   Issues related to:

   ☐ Death
   ☐ Divorce
   ☐ Family changes
   ☐ Friendship
   ☐ Self-esteem
   ☐ Separation anxiety
   ☐ Other _____.

2. What counseling services do you use for your students most frequently?

   ☐ Individual counseling
   ☐ Small-group counseling
   ☐ Consultation regarding a student

3. What do you think is the most helpful aspect of the elementary guidance services at this school?

4. What changes would you make to the elementary guidance program at this school?

CLASSROOM GUIDANCE

1. How often do you think the guidance counselor should go into the classrooms for a 25-30 minute lesson?

   ☐ Weekly
   ☐ Bi-monthly
   ☐ Monthly
   ☐ Only if teacher requested
   ☐ Not at all
   ☐ Other _____.

2. What topics would you like the counselor to cover during classroom guidance lessons?

   ☐ Friendship
   ☐ Self-esteem
   ☐ Feelings
   ☐ Conflict resolution
   ☐ Responsibility
   ☐ Behavior
   ☐ Problem-solving
   ☐ Social skills
   ☐ Inappropriate language
   ☐ Peer pressure
   ☐ Study skills
   ☐ Self-control
   ☐ Manners
   ☐ Work habits
   ☐ Careers
   ☐ Goal-setting
   ☐ Drugs
   ☐ Family issues (Death)
   ☐ Good choices
   ☐ Work ethic

I teach _____ grade (optional) at _____Elementary School.

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