

Small Groups for High School

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"Educating Georgia's Future"
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Session Overview

- Logistics of Small Groups
- Academic Small Groups
- Social/Emotional Small Groups
- Career Small Groups
- Small Group Resources

Format Considerations

Number of Sessions:

- Typically 6 to 8

Length of Sessions will depend on:

- Developmental level/attention span of participants
- Schedule of the School
- Flexibility of students' schedules

Factors to consider when scheduling groups:

- Consult with classroom teachers to establish times for groups
- Consider school activities students may miss, such as lunch or advisement
- Minimize classroom interruptions

Small Group Options

- One session a day for # consecutive days.
- One session on a certain day for a certain # of weeks per group. Rotate groups over the course of the school year.
- Group sessions before school. (Transportation)
- Group sessions after school. (Transportation)
- Group sessions at all times of the school day, but stagger so students do not miss same class period.

(Session 1: 1st Period; Session 2: 2nd Period; Session 3: 3rd Period etc.)

- Group sessions during lunch.

Group Offerings

- Review Data
- Needs Assessment
- Counselor Comfort Level
- Three Domains
- School Climate...What's Happening in the School?
- Based on counseling standards



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Group Composition

- Heterogeneous groups:
 - Participants have different needs/problems or characteristics
 - Develop more slowly and tend to be less cohesive
- Homogeneous groups
 - Participants have same or similar needs/problems or characteristics
 - Develop more quickly and tend to be more cohesive
- Group Size
 - Recommended group size ranges from 4-10 participants, depending on age of participants and space available. Twelve is maximum I would take.



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Communication

Communicating Offerings

- Newsletter to Parents
- During Counselor Introductions
- Teacher Referral
- Self-Referral
- Your website

They're in...

Now let's get them to attend.

- Email distribution list
- Provide students in advance a list of dates & the times
- Remind (text messaging system)
- Passes the day before
- Passes the morning of
- Provide teachers with a list of students who should be attending.

To Screen or Not to Screen



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- **T**ell student about group
- **A**sk student about his or her level of interest/commitment to expectations of group
- **P**ick participants (consider role models, maturity, diversity, gender, compatibility)
- **Options to screening:**
 - Rely heavily on teacher's recommendation
 - Students who you may see in your office about a topic that will be covered in group
 - Offer multiple groups of same topic (allows more to participate)
 - Have students write a summary of why they feel this group would be a good fit for them. What do they hope to gain?

Rosemarie Smead

To Seek Permission or Not

What to Include in Letter:

- How was interest expressed
- Group Dates
- Group Times
- Group Description
- Voluntary
- Will be confidential
- Sign and return
- Just contact if not participating
- Contact Information

Typical Agenda

- Introductory Icebreaker
- Group Norms
- Review last session
- Content
- Activity
- Discussion
- Summarize
- Follow Up Activity
- Preview next session

Setting Group Norms

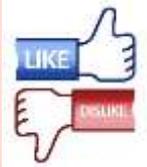
- starting and finishing on time
 - coming prepared
 - listening to others without interruptions
 - participating
 - saying when you don't understand
 - when anyone is speaking, addressing the whole group and not just the teacher
 - switching off mobile phones
 - treating others' contributions with respect
 - keeping personal issues out of the session
 - maintaining confidentiality within the group.
- 

Follow Ups

Session Follow-up

- You can send a follow up to parents/teachers after each group session, midway through or end of session to keep these individuals informed of student's progress in the group.
- Include if there is a follow up activity, next session, summary or goal of session

Post Group Follow Up

- Questions posed to students
- Likes/Dislikes 
- Goals they plan to implement/have implemented
- Suggestions for future groups
- Have students rank how they felt before group and after group
- Follow up with student either individually or in group setting 4-6 weeks after last meeting

Evaluating Groups

- Pre and Post survey related to topic of group perceived improvement
- School data related to attendance, behavior, etc. before and after the group
- Number of referrals
- Group sign-in sheets verifying attendance
- Number of groups held
- Number of participations in groups
- Teacher surveys indicating student improvements

ACADEMIC SMALL GROUPS

Helps students succeed academically

Academic Support

- Retained Students
- Attendance Matters
- Study Skills
- Push Until Grades Improve (for students who are failing academic classes)
- Freshman Transition
- [Building Skills for Academic Success](#)

SOCIAL/EMOTIONAL SMALL GROUPS

- Recognize and manage their emotions (Anger Management)
- Demonstrate caring and concern for others (Friendship)
 - Establish positive relationships (Friendship)
 - Make responsible decisions (Behavior related)
- Constructively handle challenging social situations (Bystander, Conflict Resolution)

- Peer Relationships ([activities](#))
- [Social Emotional Activities Workbook](#)
- [Relational Aggression in Girls](#)
- [Raise Boys](#) (Relational Aggression)
- [Stress Management](#)
- [Character Traits](#) (sign up to receive free lesson plans)
- [Choices](#) (adapt lessons to make it appropriate for HS)

CAREER SMALL GROUPS

Career awareness and motivational activities that empower participants in developing an educational plan with short-term and long-term academic goals.

- [College Awareness](#) Grades 9-11
- [College Awareness](#) Grades 11-12
- [College Board Session Guides](#)
- [College Awareness Activities](#)
- [Career Exploration Activities](#)
- [Track It! Curriculum](#)
- [Leadership Group](#) (Team Building)
- 17 Cluster Specific Groups...Focus on the pathways that your high school offers when determining what cluster to conduct group

Small Groups for Targeted Groups

The Student Athlete

- Session 1: What is NCAA?
- Session 2: [Transferrable Skills](#)
- Session 3: Select a realistic number of colleges...RESEARCH
- Session 4: Athletic Resume: Show Me the Talent
- Session 5: Experiential: Visit a College
- Session 6: Post-Playing Options

The Dreamers

- Session 1: Research College Options
- Session 2: Community Service Options
- Session 3: Show Me the Money (a look at private scholarships)
- Session 4: Project Based: DACA Documents
- Session 5: Experiential: [Invite a college admission rep in to answer these questions.](#)
- [Resources available](#)

I've Been Accepted... Now What?



- [Freshman Survival Guide](#)
- Session 1: Time Management
- Session 2: Show Me the Money: Financial Aid Awards & Opportunities
- Session 3: Advocating for Self & Conflict Resolution
- Session 4: [Understanding College Terminology](#)
- Session 5: [Packing for College](#)
- Session 6: Experiential Activity: Meet with current college students to discuss their experience



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First Generation College Bound Student

- Why College?
- Completing Sample College Applications
- Researching Colleges on the Internet & Mapping, Contacting and Requesting Information from Colleges
- Vocabulary Exercises with College Related Words and Definitions & Types of Colleges and Degrees
- College Costs, Financial Aid and Saving for College
- College Entrance Exams-PSAT, ACT & SAT
- Culminating Activities: Field trip to local college or to a college fair (depending on time of year group is held)

SAMPLE Careers

Small Group Unit



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- *Session 1:* Career Interest Inventory/ [Career Goals](#) / [Career Plans](#) / Introduce the Career Vision Board
- *Session 2:* Personal Strengths/Overcoming Weaknesses/Soft Skills
- *Session 3:* Show Me the Money: Understanding Salaries & [Cost of Living](#)
- *Session 4:* [Job Search](#) / [Job Interview Techniques](#) / [Resume Writing](#)
- *Session 5:* Experiential Activity: [Job Shadowing Opportunity](#)
- *Session 6:* Sharing of [Career Vision Boards](#) that students have been working on throughout the course of the group.

Sample Units with Lesson Plans



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- [More Career Lesson Plans](#) (9th and 10th Grade) (CA)
 - [Additional Career Lesson Plans](#) (9th Grade)
- [Teen Job Search Tutorial](#) (Information, advice and tools)
 - [Career Plan Project Workbook](#) (Appropriate for 9th...although some aspects of workbook are appropriate for upper grades)

SMALL GROUP Resources

ALL LEVELS

2:PM - 3:PM

9

2:PM - 3:PM

Supporting Your ELL Students

DECEMBER WEBINAR

**REGISTER TODAY!!
DON'T DELAY!!
Click on session's
topic to register.**

This webinar will discuss how school counselors can best support ELL students in their academics to help them succeed and eventually transition from high school.



THE END

THANKS FOR WATCHING

ANY QUESTIONS??