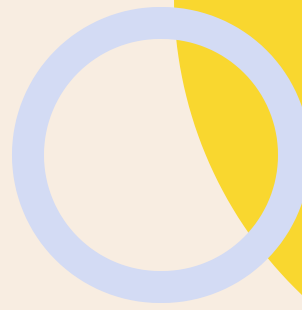




SCHOOL COUNSELING CURRICULUM



IMPACT Curriculum Sample

Real pages from four IMPACT resources: a Tier 1 classroom lesson, a Tier 2 small group, a Tier 3 individual counseling curriculum and a progress monitoring tool.

INSIDE THIS DOCUMENT

- Tier 1 classroom lesson: Self-Regulation Classroom Lesson
- Tier 2 small group: Middle School Friendship and Conflict Resolution Group
- Tier 3 individual counseling: Self-Control Individual Counseling Curriculum
- Data and progress monitoring tool: Behavior Surveys for Progress Monitoring
- What each full resource includes
- How to bring IMPACT to your school

What you will see

The best way to judge a curriculum is to look at it. These are real pages from four IMPACT resources, shown exactly as counselors receive them, so you can see the quality, structure and tone your counselors will be working with.

Resource	Tier	Grade level	Pages
Self-Regulation Classroom Lesson Self-Regulation Lesson for Social Emotional Learning and School Counseling	Tier 1 classroom lesson	Elementary (2-5)	4-11
Middle School Friendship and Conflict Resolution Group Friendship & Conflict Resolution Group Counseling Lesson Plans for Middle School	Tier 2 small group	Middle School (6-8)	13-19
Self-Control Individual Counseling Curriculum Self-Control Individual Counseling Curriculum + Data Tracking Tools	Tier 3 individual counseling	Elementary (2-5)	21-26
Behavior Surveys for Progress Monitoring Data Collection Behavior Surveys - School Counseling Data Tracking Forms	Data and progress monitoring tool	All grades	28-31

How the four samples fit together

A counselor teaches the **Tier 1 lesson** to every class and uses its self-assessments to see who needs more practice. Those students join a **Tier 2 small group** like the middle school friendship group. A student who needs more support works one-on-one through a **Tier 3 individual curriculum**, and the **behavior surveys** show growth from before to after counseling.

Good to know

- Each sample is a short excerpt. The full resources include every session, activity, journal and data tool listed on each sample's introduction page.
- Pages appear at their original size. The classroom lesson pages are square and print on standard paper.
- The lesson, the group and the individual curriculum each list the ASCA Student Standards they address in the counselor's guide.

I created IMPACT so counselors can print and go: clear outlines, kid-friendly activities and simple data tools that show results. I hope these pages give you a real feel for it. If you would like a sample from a different topic or grade level, email me at rachel@brightfutures-counseling.com and I will send one.

Rachel

Rachel Davis, MA PPS
 Founder, Bright Futures Counseling

Self-Regulation Classroom Lesson

Full title: Self-Regulation Lesson for Social Emotional Learning and School Counseling

TIER 1 CLASSROOM LESSON

ELEMENTARY (2-5)

Students learn to describe their energy and emotions as a "temperature" (cold, cool, warm or hot), and match each one to a coping strategy that helps them get back to the "cool spot."

GRADE LEVEL

Designed for grades 1-6; the cover marks it as a 2-5 guidance lesson

FORMAT

One classroom lesson with pre and post self-assessments

TIER

Tier 1 classroom lesson

STANDARDS

ASCA M 1, B-SMS 2, B-SMS 7, B-SMS 10; CASEL Self-Management

What's included in the full resource

- Counselor's guide with ASCA and CASEL aligned objectives
- Detailed outline with script, suggested student answers and extension activities
- Interactive icebreaker and movement-based discussion
- Group breakout activity and cut-and-paste reflection
- Pre and post lesson self-assessments

In this sample (pages 4-11)

- Counselor's guide: standards, objectives, materials
- Lesson outline (three pages)
- Coping strategy slides: deep breathing and physical activity
- Self-regulation playbook and strategy cut-outs



Counselor's Guide

ASCA Mindsets & Behaviors

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 2. Self-discipline and self-control

B-SMS 7. Effective coping skills

B-SMS 10. Ability to manage transitions and adapt to change

CASEL Framework

Self-Management

- Managing one's emotions
- Exhibiting self-discipline and self-motivation

Objectives

To define self-regulation.

To understand the four different temperatures associated with levels of energy.

To identify appropriate self-regulation strategies for each temperature.

Data Tools

Pre & Post

Self-Assessments

Materials

sticky notes

scissors & glue

Supplemental Resources:

This is a link to a helpful NPR video featuring the Cookie Monster that your students may enjoy:

https://www.youtube.com/watch?v=j0YDE8_jsHk&t=1s

This article would be helpful for educators as well as parents. It is titled, "Teaching Self-Regulation Skills in the Classroom: A 3-Step Approach."

<https://www.positiveaction.net/blog/teaching-self-regulation-skills>

Outline

Introduction (2 minutes)

- Pass out the pre-lesson self-assessments and have students fill them out. Remind them that there are no right or wrong answers. Collect the self-assessments and put them to the side.
- Next, tell students that they will be learning about self-regulation today. Say, "Today we will be learning about self-regulation, but first how would you define self-regulation?" Assess students' prior knowledge of self-regulation by calling on students who raise their hand. Then, share the self-regulation definition sheet with students (see below.).

Icebreaker (3 minutes)

- Explain to students the four different temperatures using the image below. Say to students, "Whatever temperature you find yourself in depends upon your energy level." (Have students act out the temperature while you explain them. For example, fan themselves when you describe "hot" or shiver when you describe "cold".)
- Continue by saying, "For example, if you have a low energy level, you are most likely in a cold temperature. A normal amount of energy means you're in the cool spot. More energy than normal is the warm temperature, and more energy than you can handle is the hot temperature."
- Say to students, "Likewise, there are corresponding emotions that relate to each temperature as well. For example, when we have a low amount of energy and we are in the cold temperature, it may be because we are tired, sick, or sad. We have a normal amount of energy when we are in the cool spot and feel happy, calm, or relaxed. When we are in the warm temperature it could be for various reasons. Perhaps we are excited, embarrassed, or frustrated. Whatever the emotion, we have more energy than our normal amount. And when we're in the hot temperature we have an excessive amount of energy because we are extremely angry or afraid."

Outline

Discussion (3 minutes)

- Post the included "What Temperature Am I?" pictures around the room. Give each student 4 sticky notes. Instruct them to walk around the room, view the pictures, and write which temperature is revealed in the picture on the sticky note and place it on the picture.
 - **Note:** In order to keep all students' answers confidential, you can instruct students to write on the sticky side of their sticky note so that when they place their note on the poster, they will not be sharing their answers.
- After students place their sticky note on the papers around the room, instruct students to return to their seats, then review their answers by asking the following questions:
 - What were the clues that showed you that the people in this picture were in the cold temperature?
 - Possible answers: *The people in the pictures looked sad, sick or tired, they had a low amount of energy, etc.*
 - What were the clues that the people in this picture were in the cool spot?
 - Possible answers: *The people in the pictures looked happy, calm, etc.; they had a normal amount of energy, etc.*
 - What were the clues that the people in this picture were in the warm temperature?
 - Possible answers: *The people had more energy than normal; the people looked nervous, embarrassed, or silly, etc.*
 - What were the clues that the people in the pictures were in the hot temperature?
 - Possible answers: *The people had an excessive amount of energy; the people looked scared, angry, or upset, etc.*
- You may also use this time to correct any misconceptions students have. For example, if many students wrote the incorrect color on a sticky note, you could ask for students to explain why they believed it to be that temperature and gently correct any misconceptions.

Outline

Activity (15 minutes)

- After the discussion questions, split students into groups of four to six students.
- Tell students they will now learn how to return to the cool spot when they are in the cold, warm, or hot temperatures.
- Assign each group a different coping strategy by giving them a strategy sheet.
- The strategies include:
 - Deep breathing
 - Physical Activity
 - Hobby/Craft
 - Talk/Write it out
 - Calm Down Corner
- Tell students they will practice their strategy with their group, then they will share their strategy with the class using the Teaching Tips page.

Reflection (5 minutes)

- Students will complete a "Getting Back to the Cool Spot Playbook" as a reflection. They will cut and paste the strategies they will use in each temperature to get back to the cool spot.

Data Collection (2 minutes)

- Pass out the post-lesson self-assessments and have students fill them out. Remind them that there are no right or wrong answers. Collect each sheet for data collection purposes.

DEEP BREATHING

If you are ever in the cold, warm, or hot temperature, taking deep breaths is a helpful strategy to get back to the cool spot.

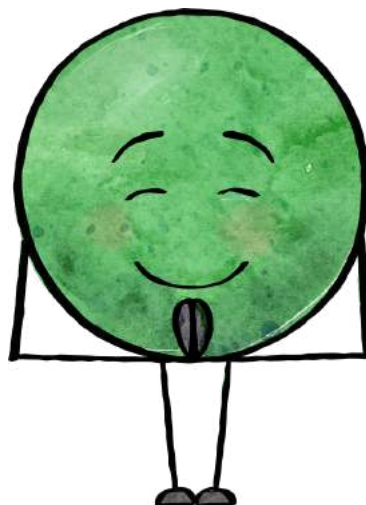
Begin by relaxing and taking a deep breath in through your nose. Hold your breath for a few seconds. Then, exhale by releasing your breath through your mouth.



Challenge: After taking a few practice breaths, increase the timing for inhaling, holding your breath, and exhaling by one second during each try.

For example, begin by inhaling for 3 seconds, holding for 3 seconds, and then exhaling for 3 seconds.

Next, try all three steps for 4 seconds, then 5 seconds, until you reach 10 seconds for each step.



After completing the deep breathing activity, discuss these questions with your group:

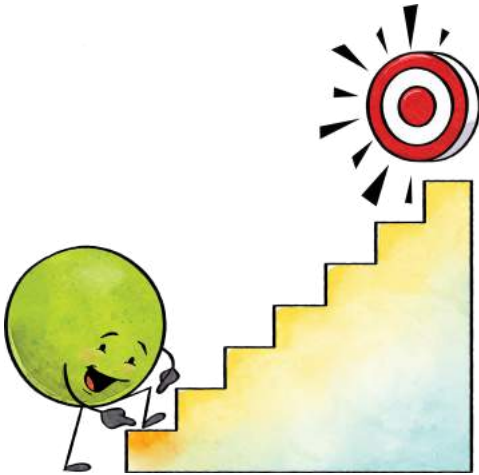
1. How did you feel after taking several deep breaths?
2. When is a time that you could see yourself using this strategy?
3. In which temperature will you use this strategy?

PHYSICAL ACTIVITY

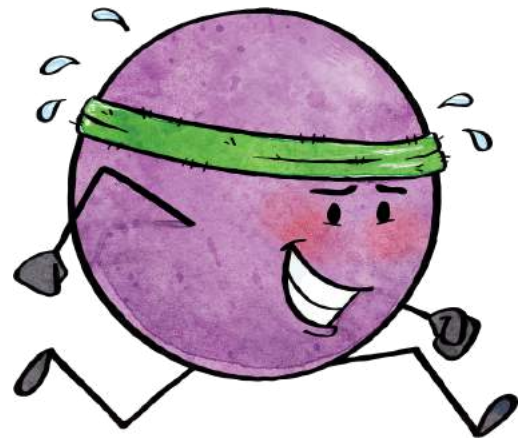
If you are ever in the cold, warm, or hot temperature, doing some physical activity can be a helpful strategy to get back to the cool spot.

Check out the strategies below (and practice the stretching one) with your group then answer the discussion questions.

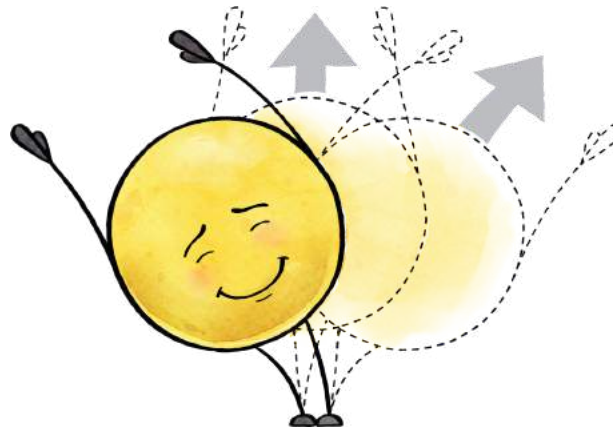
CLIMB SOME STAIRS OR LIFT SOMETHING HEAVY



GO FOR A RUN



STRETCH



Stand nice and tall. Reach up as high as you can while slowly breathing in and out. Bend at the waist and try to touch your toes while slowly breathing in and out. Repeat. Stand with your feet shoulder-width apart. Reach down and touch your right foot. Hold for 10 seconds. Then reach down and touch your left foot. Hold for 10 seconds.

After completing the stretching activity, discuss these questions with your group:

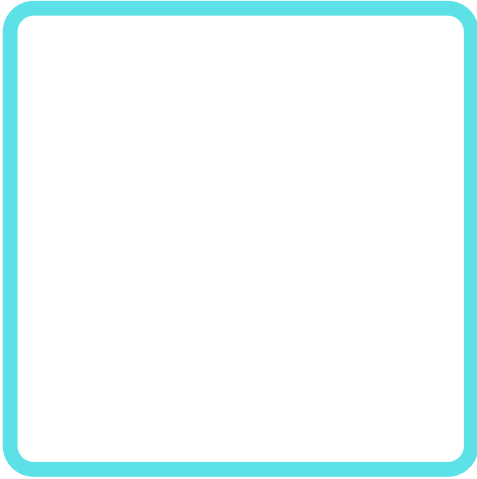
1. How do you feel after going for a walk, run, climbing stairs, or stretching?
2. When is a time that you could see yourself using physical activity as a coping strategy?
3. In which temperature will you use this strategy?

SELF-REGULATION PLAYBOOK

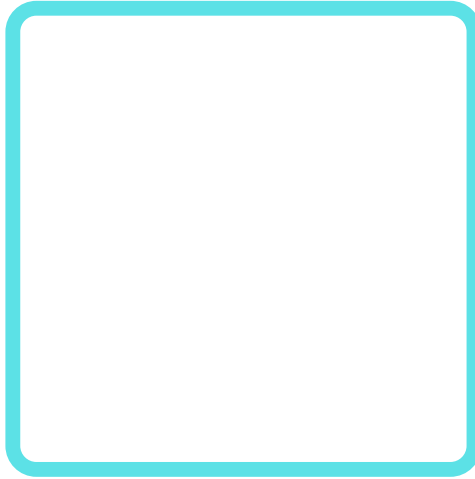
How will you get back to the cool spot?

Directions: Cut out the strategies you will use when you are in each temperature to help you get back to the cool spot.

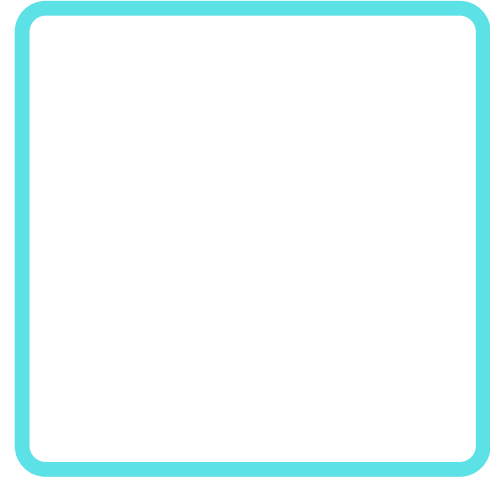
When I am **cold**, I will:

A large, empty square box with a thick teal border, intended for writing a strategy to cope with feeling cold.

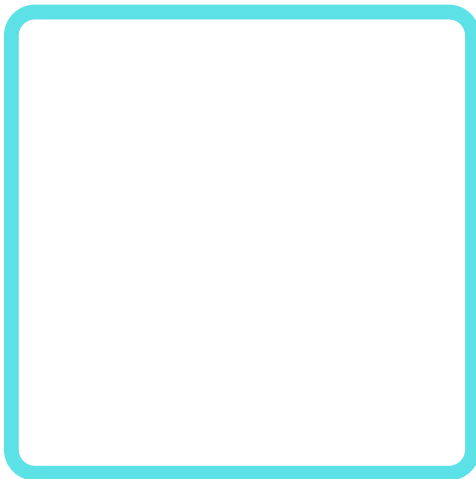
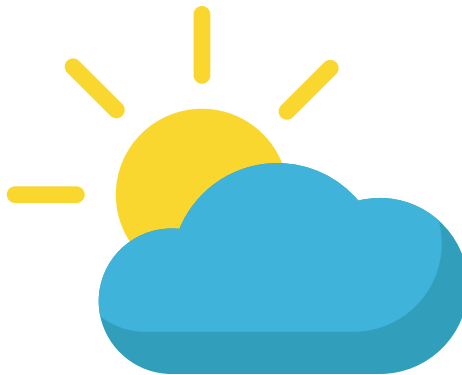
When I am **warm**, I will:

A large, empty square box with a thick teal border, intended for writing a strategy to cope with feeling warm.

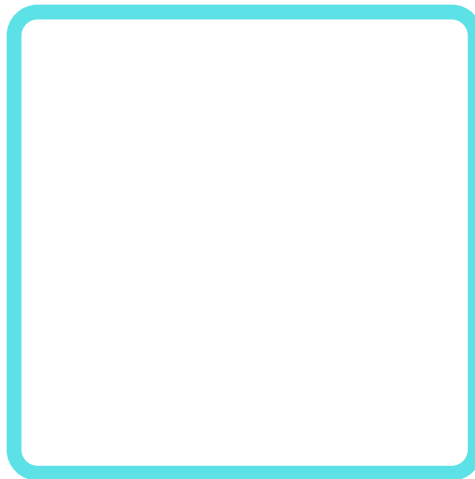
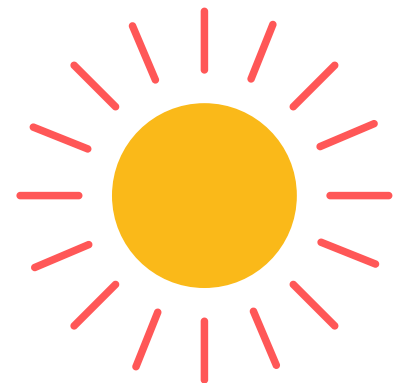
When I am **hot**, I will:

A large, empty square box with a thick teal border, intended for writing a strategy to cope with feeling hot.

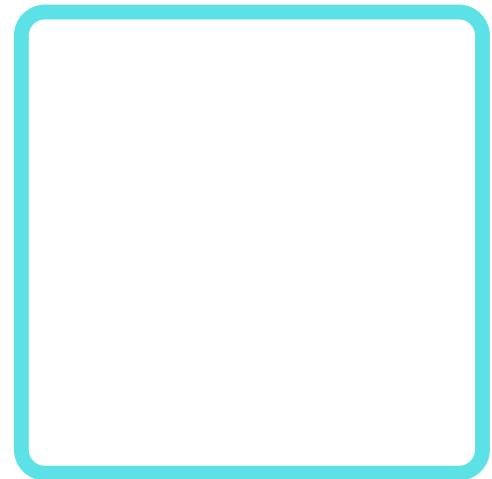
When I am **cold**, I will:

A large, empty square box with a thick teal border, intended for writing a strategy to cope with feeling cold.

When I am **warm**, I will:

A large, empty square box with a thick teal border, intended for writing a strategy to cope with feeling warm.

When I am **hot**, I will:

A large, empty square box with a thick teal border, intended for writing a strategy to cope with feeling hot.

SELF-REGULATION STRATEGIES

Directions: Cut out the strategies you will use to help you get back to the cool spot. Paste them in the boxes in the self-regulation playbook.



TAKE SOME DEEP BREATHS

A cartoon yellow character with its eyes closed and mouth open in an 'O' shape, with dashed lines indicating air being inhaled and exhaled.

CLIMB SOME STAIRS OR LIFT SOMETHING HEAVY

A cartoon green character is climbing a set of yellow stairs. At the top of the stairs is a red target with a bullseye.

GO FOR A RUN/WALK

A cartoon purple character is running, wearing a green headband and having sweat droplets around its head.

STRETCH

A cartoon yellow character is stretching its body, with dashed lines and arrows indicating the movement.

COLOR OR DRAW

A cartoon blue character is holding a large purple crayon.

READ A BOOK

A cartoon orange character is sitting and reading a pink book.

SHARE SOMETHING WITH A FRIEND

Two cartoon characters, one orange and one purple, are sitting together and looking at a tablet computer.

TALK IT OUT/ WRITE IT OUT

Two cartoon characters, one pink and one teal, are standing and talking. The teal character is holding a notepad and a pencil.

GO TO A CALM DOWN CORNER

A cartoon purple character is sitting on the floor, looking calm and relaxed.

Middle School Friendship and Conflict Resolution Group

Full title: Friendship & Conflict Resolution Group Counseling Lesson Plans for Middle School

TIER 2 SMALL GROUP

MIDDLE SCHOOL (6-8)

A seven-week group that helps middle schoolers start and keep friendships: getting to know someone new, qualities of a good friend, listening, responding to feelings, disagreeing respectfully, resolving conflicts with I-statements and the power of words.

GRADE LEVEL

Grades 6-8

FORMAT

7 weekly sessions with pre and post self-assessments

TIER

Tier 2 small group

STANDARDS

ASCA M 2, B-SS 1, B-SS 2, B-SS 9; CASEL Relationship Skills

What's included in the full resource

- Weekly session outlines with ASCA and CASEL aligned objectives
- Group rules poster (suggested and student-created)
- Feelings check poster for the start of each session
- Pre and post group self-assessments
- Games and activities for every session
- Weekly journal reflections with writing prompts

In this sample (pages 13-19)

- Counselor's guide: standards, objectives, materials
- Friendship self-assessment (pre and post)
- Session five: standards and outline
- How to disagree poster
- Truth or dare game: disagreement edition
- Journal #5



COUNSELOR'S GUIDE

STANDARDS

ASCA Mindsets & Behaviors

M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them

B-SS 1. Effective oral and written communication skills and listening skills

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

CASEL Framework

Relationship Skills

- Developing positive relationships
- Resolving conflicts constructively

data tools

Pre & Post Self-Assessments

objectives

- To learn how to initiate friendships
- To learn the qualities that make a good friend
- To communicate and listen with respect
- To practice responding to my friends' feelings in an appropriate way
- To practice disagreeing respectfully
- To practice resolving conflicts appropriately
- To discuss the effect of words

Materials

- pencils,
- colored pencils, crayons, or markers
- scissors
- tape
- game markers
- 2 apples
- blank paper or a whiteboard
- a small mirror for each student*
- dry erase markers*
- **recommended*

SUPPLEMENTAL RESOURCES

This is an article that explains some of the difficulties that middle school friendships bring. It could be a helpful resource to your students' parents: <https://www.verywellfamily.com/the-ups-and-downs-of-middle-school-friendships-3288397>

This is a video that explains what quality friendships are and why they are important. Your students may enjoy watching it: <https://www.youtube.com/watch?v=bNzFPPMnFIY>

FRIENDSHIP SELF-ASSESSMENT

Directions: Answer each question honestly. There is no right or wrong answer.

Name: _____

Date: _____

I know how to make friends easily. Yes No Don't Know

I know the qualities that make a good friend. Yes No Don't Know

I communicate with respect. Yes No Don't Know

I know what it means to be a lucid listener. Yes No Don't Know

I know the right way to respond to my friends when they are experiencing strong feelings or have problems. Yes No Don't Know

I know how to disagree respectfully. Yes No Don't Know

I can easily resolve conflicts with my friends independently. Yes No Don't Know

I know the effect my words have on my friends. Yes No Don't Know

SESSION FIVE

STANDARDS

ASCA Mindsets & Behaviors

M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment

B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them

CASEL Framework

Relationship Skills

- Developing positive relationships
- Resolving conflicts constructively

OBJECTIVE

To practice responding to my friends' feelings in an appropriate way

MATERIALS NEEDED

- scissors

SESSION FIVE

OUTLINE

- Group Rules
- Feelings Check
- How to Disagree Poster
- Truth or Dare: Disagreement Edition
- Journal #5

COUNSELOR'S S guide

- After each student responds to their truth or dare prompt, allow students to give feedback to one another regarding their responses. You may model what appropriate feedback sounds like ("That was a great way to resolve that disagreement! If this situation were real, I am sure that you would remain friends with that person.")

HOW TO DISAGREE

and still be friends

STEP 1

Remain calm.

STEP 2

Disagree with the idea, not the person.

STEP 3

Use one of these sentence stems:

- I see what you're saying, but I think...
- Hmm. That's an interesting point of view. This is how I see it...
- I can see that this is really important to you. This is what is important to me...
- I think this is what you're saying... Is that correct? With all due respect, I have to disagree with that. Here's why..
- I agree with you about this point, but unfortunately, I have to disagree with you about this...



TRUTH OR DARE GAME

DISAGREEMENT EDITION

Directions: Cut out the cards below. On each student's turn, they must respond to the scenario by choosing truth or dare.

Your friend thinks you should do a presentation on your computer for your group project. You think your group should make a poster.

TRUTH OR DARE?

Truth: How would you resolve the conflict? Share with the group.

Dare: Resolve the conflict using the steps on the "How to Disagree" poster.

Your friend loves reading Science Fiction books. They really want you to read one, but you aren't interested and you don't want to read it.

TRUTH OR DARE?

Truth: How would you resolve the conflict? Share with the group.

Dare: Resolve the conflict using the steps on the "How to Disagree" poster.

You have two close friends. One of them is jealous and thinks you've been spending too much time with the other friend. But both friends are important to you.

TRUTH OR DARE?

Truth: How would you resolve the conflict? Share with the group.

Dare: Resolve the conflict using the steps on the "How to Disagree" poster.

You are ordering a large pizza to share with your friends. You really want ham and pineapple, but your friends want pepperoni.

TRUTH OR DARE?

Truth: How would you resolve the conflict? Share with the group.

Dare: Resolve the conflict using the steps on the "How to Disagree" poster.

You are at a friend's house and they really want to watch a movie. You are reading the book that the movie was based on and you really want to finish the book before you watch the movie.

TRUTH OR DARE?

Truth: How would you resolve the conflict? Share with the group.

Dare: Resolve the conflict using the steps on the "How to Disagree" poster.

Your friend is at your house. You really want to go to an indoor theme park with them but your friend wants to stay at your house and play video games.

TRUTH OR DARE?

Truth: How would you resolve the conflict? Share with the group.

Dare: Resolve the conflict using the steps on the "How to Disagree" poster.

JOURNAL #5

A good friend knows how to respectfully disagree.

How do you think your friends feel after you have a disagreement with them? How can you ensure that they feel respected after your disagreement?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Self-Control Individual Counseling Curriculum

Full title: Self-Control Individual Counseling Curriculum + Data Tracking Tools

TIER 3 INDIVIDUAL COUNSELING

ELEMENTARY (2-5)

One-on-one sessions that help a student understand self-control, notice when outbursts are likely, and practice coping skills and replacement responses for difficult moments.

GRADE LEVEL

Elementary (2-5)

FORMAT

Five one-on-one sessions with a student journal and data tracking tools

TIER

Tier 3 individual counseling

STANDARDS

ASCA M 1, B-LS 4, B-SMS 1, B-SMS 2, B-SMS 7, B-SS 9

What's included in the full resource

- Five individual counseling activities: social story and dice game, coping strategies craft, matching game, interactive worksheet, role play cards
- Student journal with five self-control prompts
- Feelings check posters
- Guide to best practices for individual counseling sessions
- Counselor's implementation guide with supplemental videos
- Data tracking tools: self-assessments, student rating scales and behavior progress monitoring forms

In this sample (pages 21-26)

- Counselor's guide: standards and objectives
- What is self-control?
- Golden ticket coping strategies
- Coping strategies cards
- Responding with self-control scenario cards
- Student rating scale



Counselor's Guide

ASCA Student Standards - Mindsets and Behaviors:

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

B-LS 4. Self-motivation and self-direction for learning

B-SMS 1. Responsibility for self and actions

B-SMS 2. Self-discipline and self-control

B-SMS 7. Effective coping skills

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

Objectives

- To understand the meaning of self-control
- To identify helpful coping skills
- To determine when outbursts are likely to happen
- To identify appropriate replacement strategies
- To practice appropriate responses to difficult or stressful situations

Supplemental Videos:

NPR has a fun video for kids that discusses both self-regulation and self-control. You can find it [here](#).

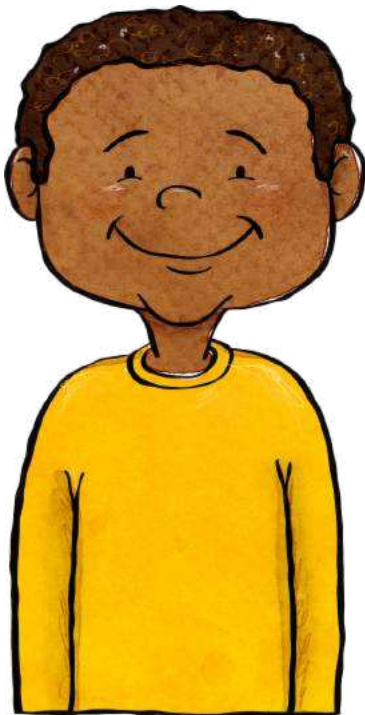
Or you can check out this Cookie Monster video [here](#).

SELF-CONTROL

Definition:

Self-control is being in control of my feelings and actions.

Having self-control means I know how to control my words and body even when I am very upset.



Staying in control allows me to make smart choices.

GOLDEN TICKET COPING STRATEGIES

Self-Control means controlling our bodies and emotions. Which strategies will you use?

Directions: Cut out the coping strategies on the next page. Paste them in the boxes where you will use them. Then use this foldable to remind you of your strategies.

COPING STRATEGIES FOR CONTROLLING MY EMOTIONS

--	--	--

COPING STRATEGIES FOR CONTROLLING MY BODY

--	--	--

BONUS COPING STRATEGIES

--	--	--

COPING STRATEGIES

Self-Control means controlling our bodies and emotions.

Which strategies will you use?

Directions: Cut out the coping strategies. Paste them in the box where you will use them.

Count to 10



Take a deep breath



Go for a walk



Take a drink of water



Speak with an adult



Read a book



Hug a loved one



Do a puzzle



Yoga



Stretch



Calm Down Corner



Think happy thoughts



Use a stress ball



Journal



Color or draw



Listen to music



RESPONDING WITH SELF-CONTROL

Directions: Cut out and shuffle the scenario cards. Draw a card and act out an appropriate response.

IS IT OVER YET?



Jorge is in class. He is getting tired of listening to the teacher. He feels like he needs to move around for a minute. Act out what he should do.

WHAT DID YOU SAY?



Isabella overheard one of her friends whispering about her. She is getting very upset. Act out what she should do.

AWW, MAN!



Victoria received her progress report back from her teacher. She is failing math. Act out an appropriate response.

WORDS HURT



Alexandria is upset at Antonio for calling her a mean name. Act out what she should do.

FAST HANDS



Samuel has a difficult time controlling his hands during class. Act out what he should do.

CONVERT THE BLURT



Josie knows every answer the teacher asks in class. She usually blurts out the answer as soon as the teacher asks a question. What should she do instead?

WHERE DID YOU GET THAT?



Tyler sees James wearing his coat that he lost last week. What should he do? Act it out.

HMM....



Jack overhears Tony tell an inappropriate joke. Act out what he should do.

WAIT, WHAT?



Jenny notices that Jackie is wearing the same clothes to school that she wore yesterday. Act out how she should respond.

STUDENT RATING SCALE

Directions: Color in the number that best describes your self-control today. Be honest. There is no right or wrong answer.

Name:

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

Date:

1 2 3 4 5 6 7 8 9 10

Behavior Surveys for Progress Monitoring

Full title: Data Collection Behavior Surveys - School Counseling Data Tracking Forms

DATA AND PROGRESS MONITORING TOOL

ALL GRADES

Counselors send a short survey to a teacher or parent before a student starts a small group or individual counseling, and again when sessions end. The before and after ratings show growth and help decide whether more support is needed.

GRADE LEVEL

All grades (not grade-specific)

FORMAT

Teacher and parent rating surveys, before and after counseling

TIER

Data and progress monitoring tool

STANDARDS

Supports data-informed practice: the Assess component of the ASCA National Model

What's included in the full resource

- Behavior surveys on five topics: self-regulation, self-esteem, relational aggression, friendship and new students
- Print version with before (phase 1) and after (phase 2) ratings
- Editable Google Forms version that collects responses online

In this sample (pages 28-31)

- Resource cover
- Self-regulation behavior survey
- Self-esteem behavior survey
- Friendship behavior survey



SCHOOL COUNSELING BEHAVIOR SURVEYS

Counseling Services Data Collection: Self-Regulation

Student Name: Aidan

Rater Relationship: Teacher

Rater Name: Nicole

Date: 2/11

DIRECTIONS: Circle: PHASE 1 (Before Counseling) OR PHASE 2 (After Counseling)

•PHASE 1 RATINGS: Please answer this segment of the survey to reflect the student's behavior *before* counseling/intervention. Simply rate based on your observations and interactions with the student and circle the most accurate response.

•PHASE 2 RATINGS: Please answer this segment of the survey to reflect the student's behavior *since* the counseling/intervention was implemented. Only answer the survey based on the student's behavior during the period of time from the last rating to this rating. Be mindful that you are not letting past behaviors or reputation influence your ratings.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Is able to identify how they are feeling.	0				
Manages frustration appropriately.	0	1	2	3	4
Requests for help appropriately.	0	1	2	3	4
Is able to self-regulate when experiencing strong emotions.	0	1	2	3	4
Has appropriate sized reactions to problems.	0	1	2	3	4
Uses coping strategies to manage emotions independently.	0	1	2	3	4
Is able to maintain composure until the appropriate time.	0	1	2	3	4
		1	2	3	4
			2	3	4
				3	4
					4

Counseling Services Data Collection: Self-Regulation

Student Name: _____ Rater Name: _____

Rater Relationship: _____ Date: _____

DIRECTIONS: Circle: PHASE 1 (Before Counseling) OR PHASE 2 (After Counseling)

•PHASE 1 RATINGS: Please answer this segment of the survey to reflect the student's behavior *before* counseling/intervention. Simply rate based on your observations and interactions with the student and circle the most accurate response.

•PHASE 2 RATINGS: Please answer this segment of the survey to reflect the student's behavior *since* the counseling/intervention was implemented. Only answer the survey based on the student's behavior during the period of time from the last rating to this rating. Be mindful that you are not letting past behaviors or reputation influence your ratings.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Is able to identify how they are feeling.	0	1	2	3	4
Manages frustration appropriately.	0	1	2	3	4
Requests for help appropriately.	0	1	2	3	4
Is able to self-regulate when experiencing strong emotions.	0	1	2	3	4
Has appropriate sized reactions to problems.	0	1	2	3	4
Uses coping strategies to manage emotions independently.	0	1	2	3	4
Is able to maintain composure until the appropriate time.	0	1	2	3	4

Counseling Services Data Collection: Self-Esteem

Student Name: _____ Rater Name: _____

Rater Relationship: _____ Date: _____

DIRECTIONS: Circle: PHASE 1 (Before Counseling) OR PHASE 2 (After Counseling)

•PHASE 1 RATINGS: Please answer this segment of the survey to reflect the student's behavior *before* counseling/intervention. Simply rate based on your observations and interactions with the student and circle the most accurate response.

•PHASE 2 RATINGS: Please answer this segment of the survey to reflect the student's behavior *since* the counseling/intervention was implemented. Only answer the survey based on the student's behavior during the period of time from the last rating to this rating. Be mindful that you are not letting past behaviors or reputation influence your ratings.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Demonstrates self-confidence.	0	1	2	3	4
Has high self-esteem.	0	1	2	3	4
Advocates for self.	0	1	2	3	4
Voices opinion in a respectful manner.	0	1	2	3	4
Effectively communicates with others.	0	1	2	3	4
Is comfortable sharing feelings.	0	1	2	3	4
Is motivated to reach goals.	0	1	2	3	4

Counseling Services Data Collection: Friendship

Student Name: _____ Rater Name: _____

Rater Relationship: _____ Date: _____

DIRECTIONS: Circle: PHASE 1 (Before Counseling) OR PHASE 2 (After Counseling)

•PHASE 1 RATINGS: Please answer this segment of the survey to reflect the student's behavior *before* counseling/intervention. Simply rate based on your observations and interactions with the student and circle the most accurate response.

•PHASE 2 RATINGS: Please answer this segment of the survey to reflect the student's behavior *since* the counseling/intervention was implemented. Only answer the survey based on the student's behavior during the period of time from the last rating to this rating. Be mindful that you are not letting past behaviors or reputation influence your ratings.

ITEMS	Never	Rarely	Sometimes	Often	Almost Always
Cooperates with classmates.	0	1	2	3	4
Accepts classmates' ideas.	0	1	2	3	4
Is able to resolve conflicts with peers.	0	1	2	3	4
Shows kindness to peers.	0	1	2	3	4
Demonstrates the qualities of a good friend.	0	1	2	3	4
Engages in conversations with peers.	0	1	2	3	4
Initiates conversations with peers.	0	1	2	3	4

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Resource Catalog	Every resource by topic and grade level
PK-8 Scope and Sequence	Month-by-month Tier 1, Tier 2 and Tier 3 plan
Research Summary	The research behind IMPACT and how results are tracked (meets ESSA Tier IV for grants)
Funding Guide and Procurement Packet	Funding options, pricing, W-9, data privacy and sole source statement

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Rachel Davis, MA PPS
Founder, Bright Futures Counseling