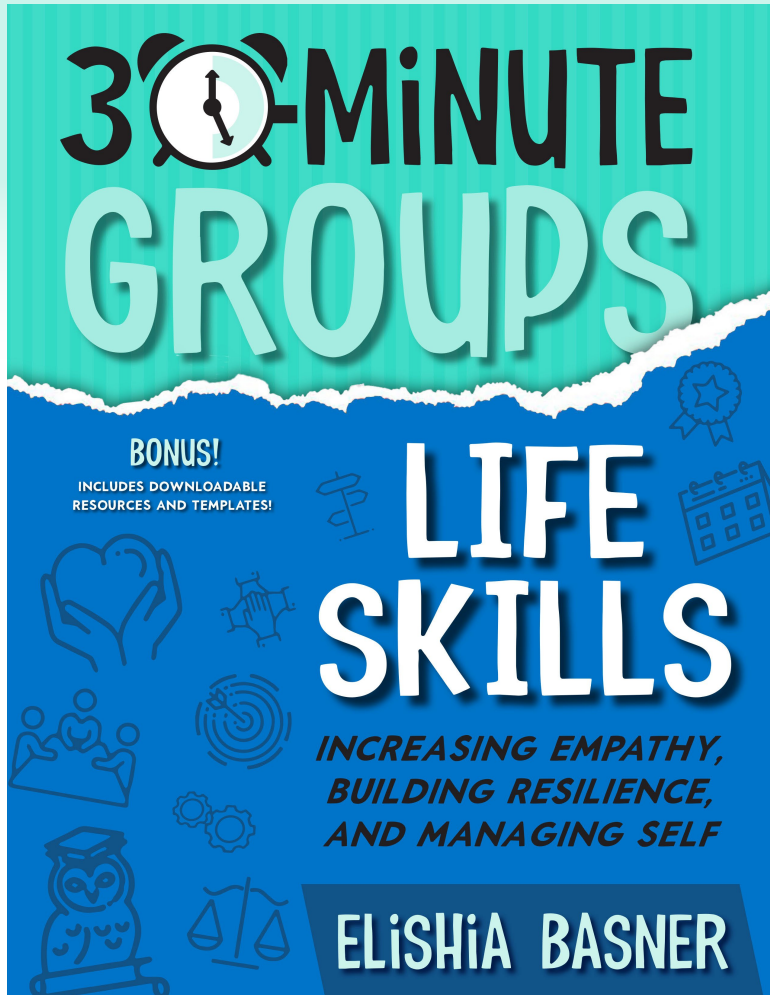


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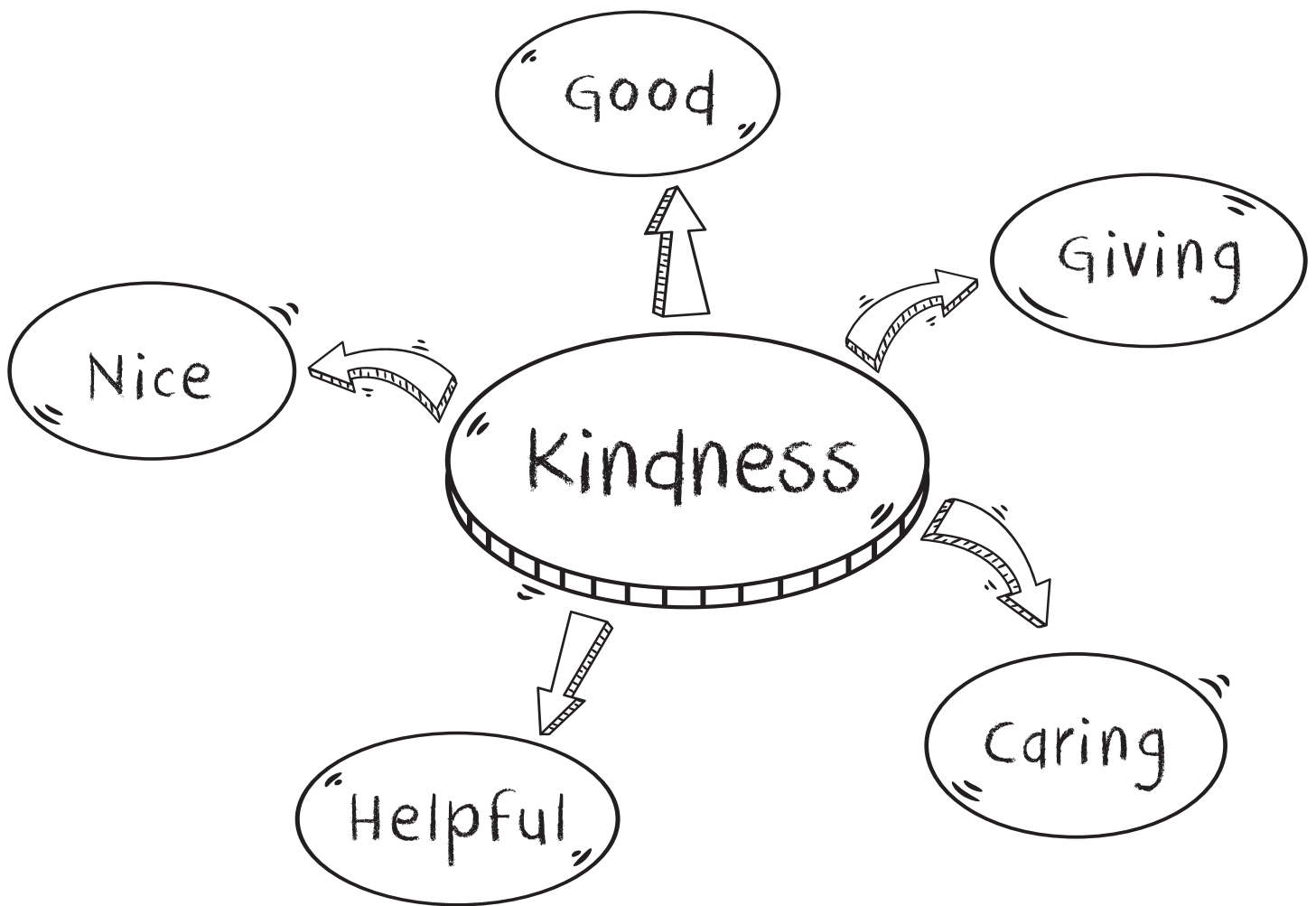


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KINDNESS: a kind nature; being kind rather than doing harm; gentle; a kind act.



Would You Rather?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER BE GIVEN
\$10 TO BUY YOUR GROWNUP
A GIFT OR GIVEN \$10 FOR
YOURSELF?**

**WOULD YOU RATHER HOLD
THE DOOR OPEN FOR THE
PERSON BEHIND YOU OR LET
IT SLAM ON THEM?**

**WOULD YOU RATHER HELP
A FRIEND WITH THEIR
SCHOOLWORK OR PRETEND
YOU DIDN'T HEAR THEM ASK
FOR HELP?**

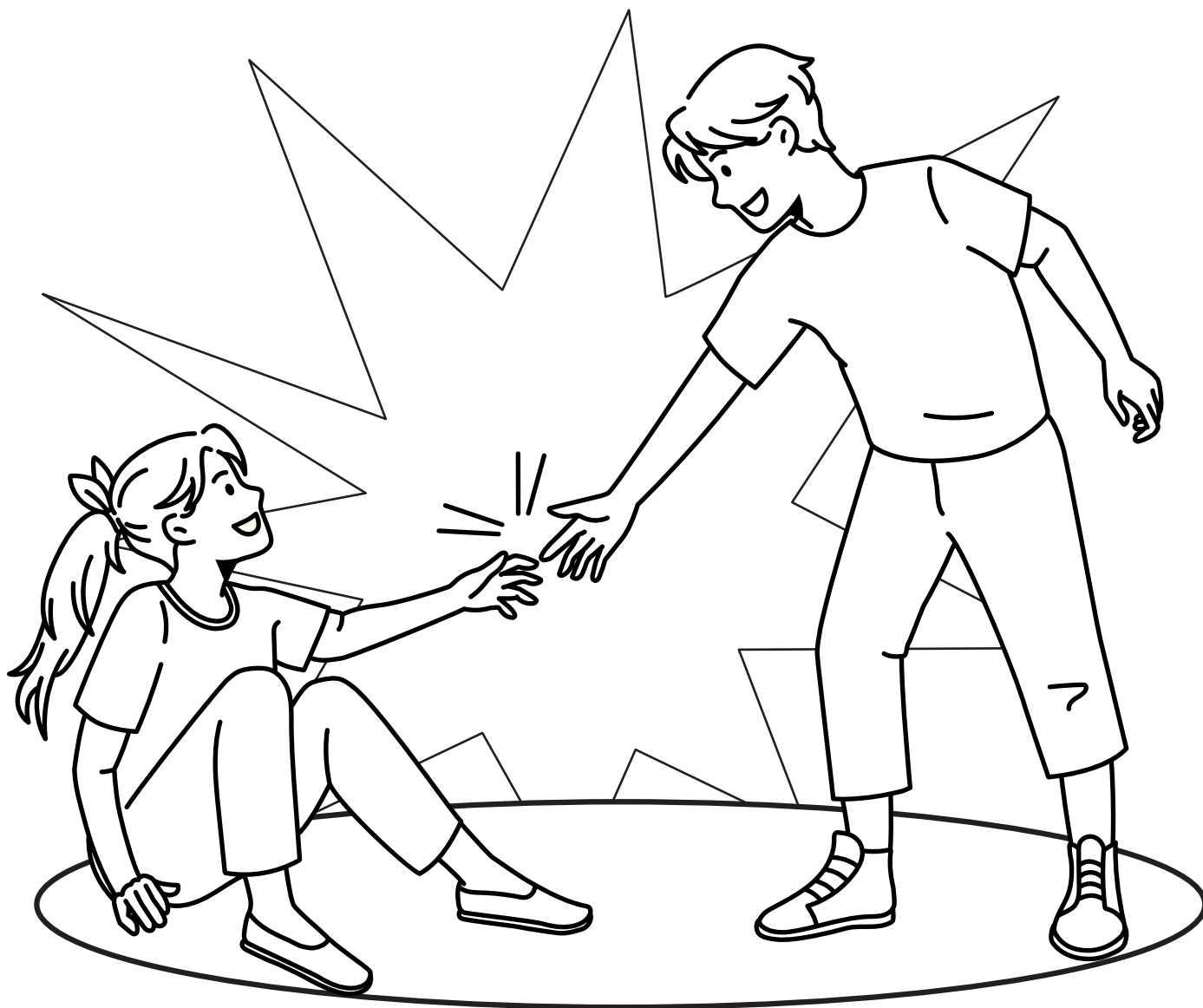
**WOULD YOU RATHER
DONATE YOUR OLD CLOTHES
TO CHARITY OR KEEP THEM FOR
YOURSELF?**

**WOULD YOU RATHER SMILE
AT A CLASSMATE WHO IS
HAVING A BAD DAY OR NOT
LOOK IN THEIR DIRECTION?**

**WOULD YOU RATHER PICK
UP LITTER YOU SEE IN THE
HALLWAY OR IGNORE IT
AND KEEP WALKING?**

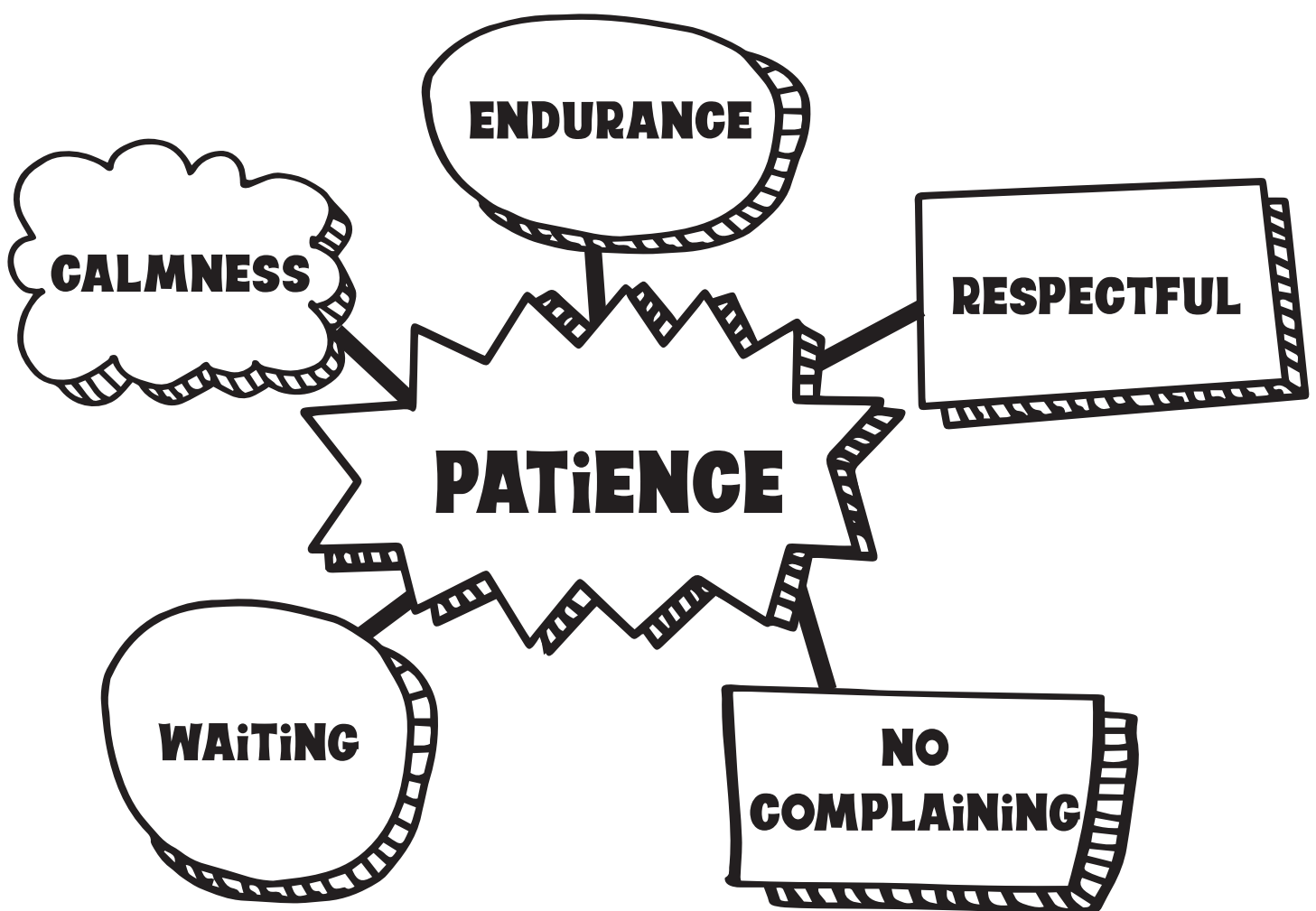
"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

MAYA ANGELOU



KINDNESS

PATIENCE: a willingness to put up with waiting, pain, or trouble; a calm bearing of anything that annoys or hurts.



WOULD YOU RATHER?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

WOULD YOU RATHER HAVE
TO WAIT TO GO TO THE PARK
OR PATIENTLY WAIT WITHOUT
COMPLAINING?

WOULD YOU RATHER
WAIT QUIETLY OR EXPRESS
YOUR FRUSTRATION TO LET THE
PEOPLE MAKING YOU WAIT KNOW
YOU'RE UPSET?

WOULD YOU RATHER
LISTEN TO A FRIEND'S STORY
OR INTERRUPT THEM TO OFFER A
SOLUTION TO THEIR PROBLEM?

WOULD YOU RATHER
SNEAK AND WATCH TV
OR WAIT AND WATCH IT AFTER
YOU'VE FINISHED YOUR HOMEWORK?

WOULD YOU RATHER
COMPLAIN THAT YOU WERE
THE LAST ONE TO GET A TREAT
IN YOUR CLASS OR SAY
"THANK YOU" TO THE TEACHER
PASSING IT OUT?

WOULD YOU RATHER
PLAY BY YOURSELF OR
PLAY A GAME YOU DON'T LIKE
WHILE WAITING FOR YOUR FRIENDS
TO PLAY THE GAME
YOU WANTED TO PLAY?

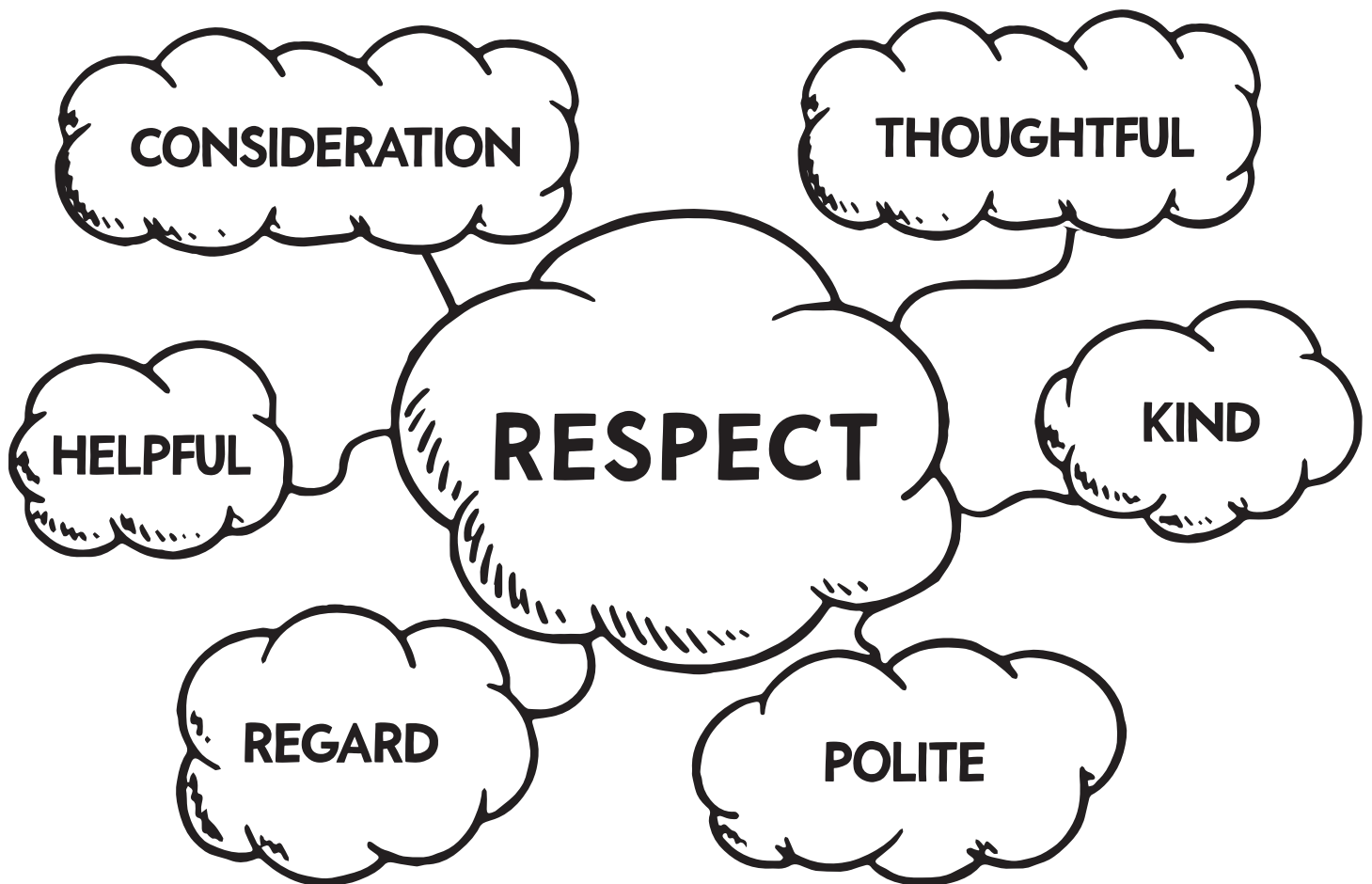
Never give up on a dream just because of the time it will take to accomplish. The time will pass anyway.

EARL NIGHTINGALE



PATIENCE

***RESPECT: to feel or show honor or esteem for;
to care for; show consideration for.***



WOULD YOU RATHER?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER
RETURN SOMETHING YOU
BORROWED FROM A FRIEND THAT'S
BROKEN OR ADMIT YOU BROKE IT
AND APOLOGIZE?**

**WOULD YOU RATHER
TALK LOUDLY IN THE HALLWAY
WITH YOUR FRIENDS OR BE QUIET
SO YOU DON'T BOTHER THE
STUDENTS IN THEIR CLASSROOMS?**

**WOULD YOU RATHER
FOLLOW THE FIRST REQUEST FROM
YOUR TEACHER
OR ARGUE?**

**WOULD YOU RATHER
SHOW RESPECT FOR YOUR
COACH BY STAYING FOCUSED DURING
PRACTICE OR GOOF OFF AND CHAT
WITH FRIENDS?**

**WOULD YOU RATHER
SHOW RESPECT FOR YOUR
CLASSMATES BY HELPING
THEM WITH THEIR WORK OR LAUGH
AT THEIR MISTAKES?**

**WOULD YOU RATHER TALK
WHILE YOUR TEACHER IS
TALKING OR WAIT UNTIL
THEY'RE FINISHED TO SAY
WHAT YOU WANT TO SAY?**

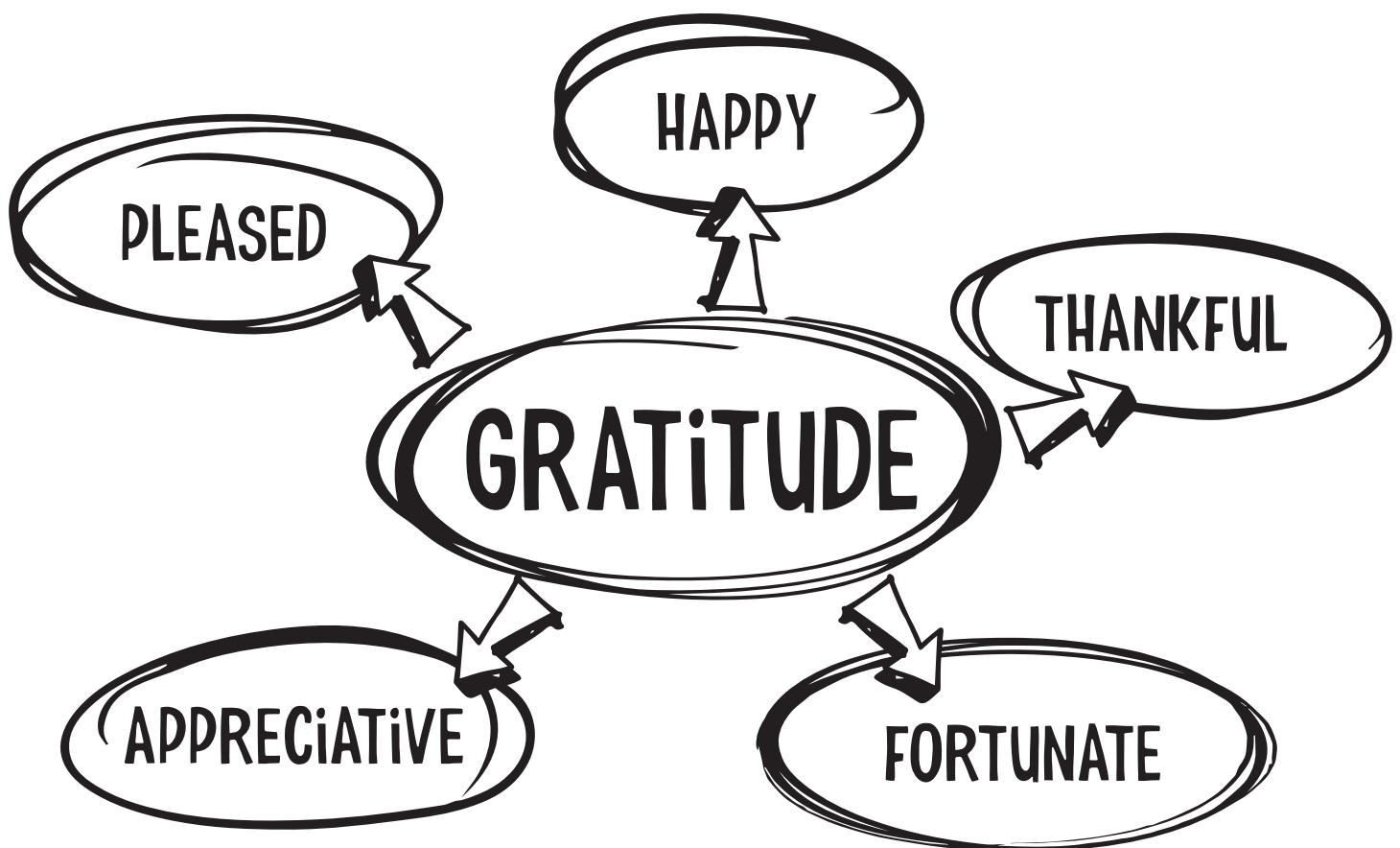
***Treat people the way you want to be treated.
Talk to people the way you want to be talked to.
Respect is earned, not given.***

KING USSEIN NISHAH



RESPECT

GRATITUDE: being thankful for the big and little things, events, and people in our lives.



WOULD YOU RATHER?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER SAY
"THANK YOU" FOR A GIFT YOU
DON'T LIKE OR TELL THE GIVER
YOU DON'T LIKE IT?**

**WOULD YOU RATHER DO
SOMETHING NICE FOR YOUR FRIEND
WHO HELPED YOU OR WRITE A
"THANK YOU" NOTE?**

**WOULD YOU RATHER
IGNORE SOMEONE WHO
PICKED UP YOUR PENCIL OR SAY,
"THANK YOU?"**

**WOULD YOU RATHER
SOMEONE THANK YOU FOR
HOLDING THE DOOR OPEN
FOR THEM OR BE IGNORED?**

**WOULD YOU RATHER
SOMEONE SAY "THANK YOU"
FOR THE COOKIES YOU
BROUGHT OR COMPLAIN
THAT THEY AREN'T GOOD?**

**WOULD YOU RATHER
GIVE A GIFT TO SOMEONE
WHO IS GRATEFUL OR
SOMEONE WHO FEELS THEY
DESERVE IT?**

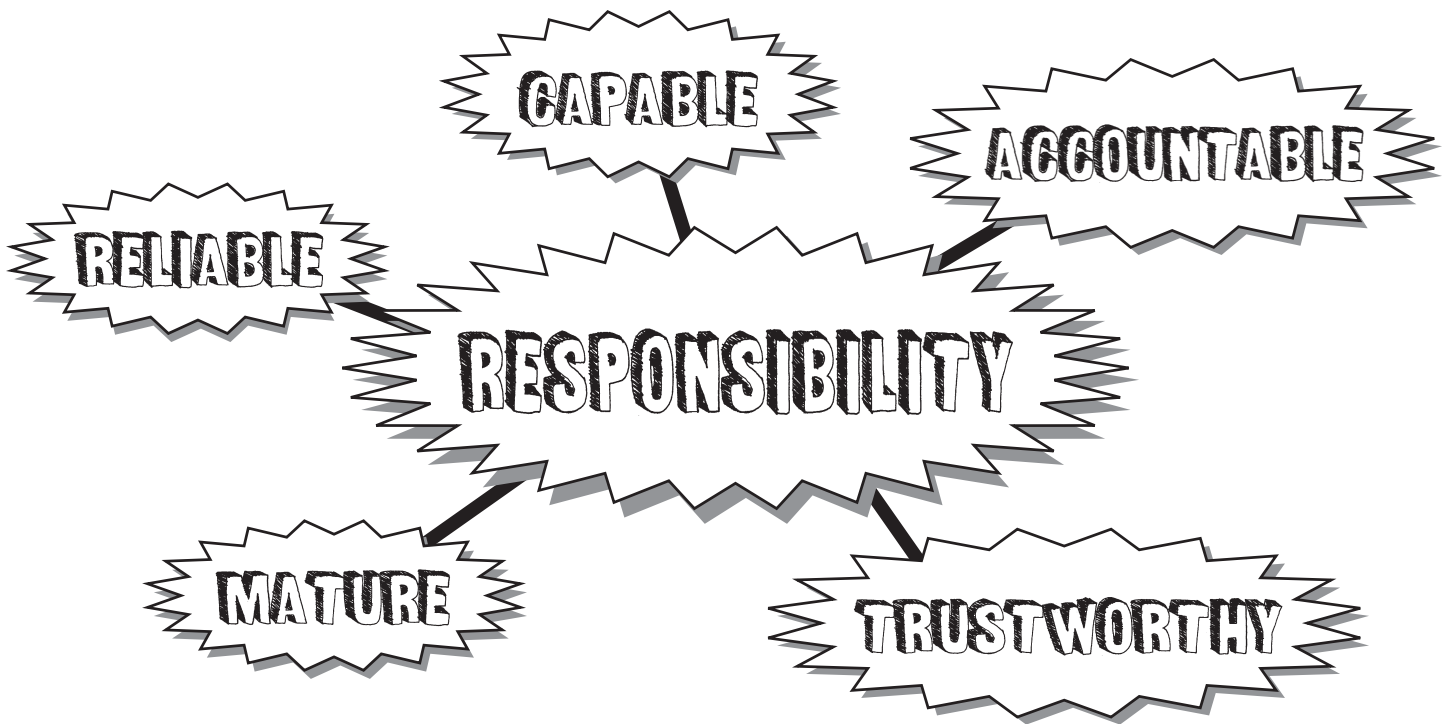
*You cannot do a kindness too soon,
for you never know how soon it will be too late.*

RALPH WALDO EMERSON



GRATITUDE

RESPONSIBILITY: sense of duty or obligation of taking care of someone or something; trustworthy; reliable; involving duties and obligations.



WOULD YOU RATHER?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER
TELL YOUR TEACHER YOU
BROKE THE PENCIL
SHARPENER OR PRETEND IT DIDN'T
HAPPEN?**

**WOULD YOU RATHER
SET A REMINDER TO
DO YOUR HOMEWORK
OR HOPE YOU
WON'T FORGET?**

**WOULD YOU RATHER
SET AN ALARM CLOCK
TO WAKE YOURSELF UP ON
SCHOOL DAYS OR ASK
YOUR GROWNUP TO
WAKE YOU?**

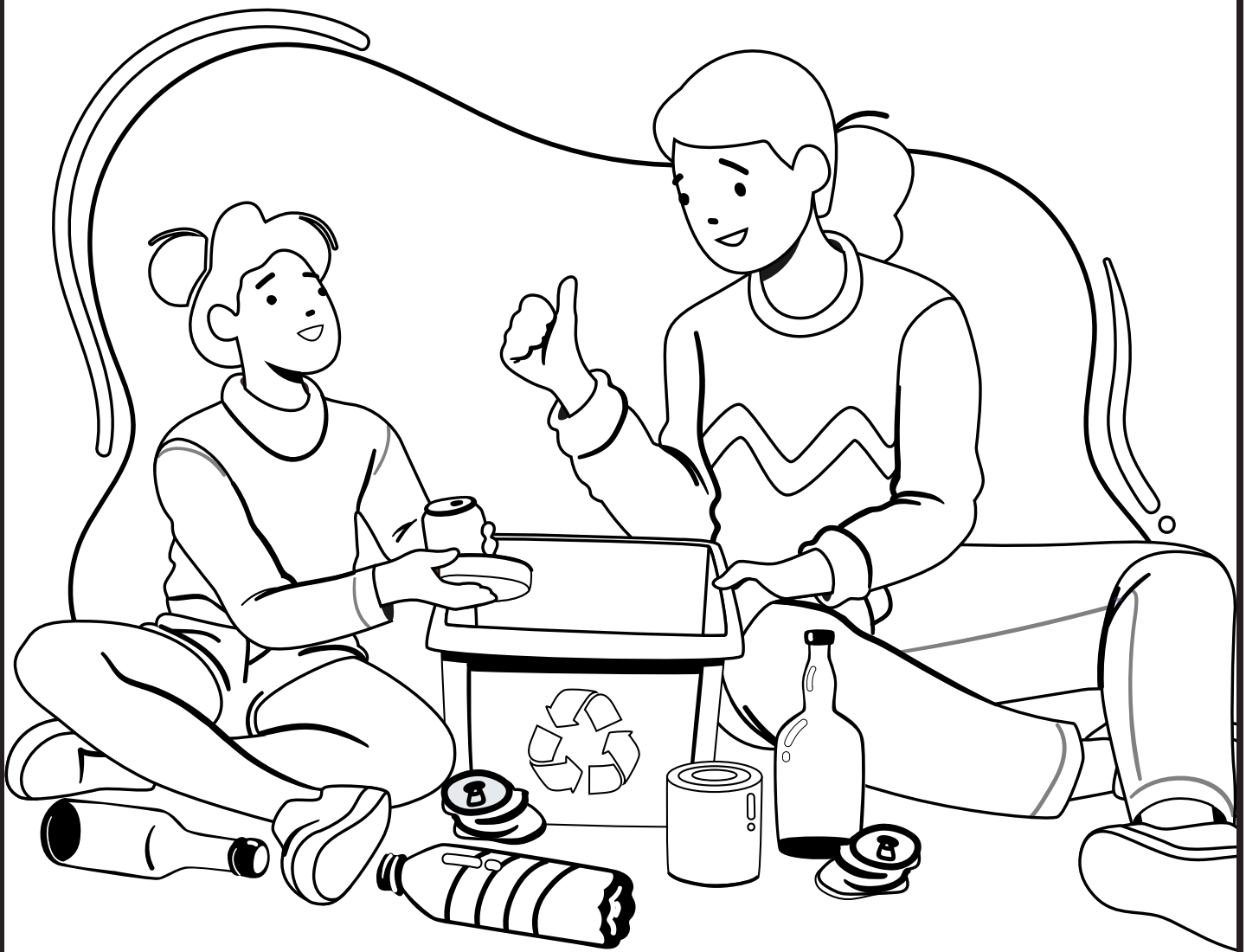
**WOULD YOU RATHER
HANG YOUR JACKET
WHEN YOU GET HOME
OR THROW IT ON
THE FLOOR FOR SOMEONE
ELSE TO PICK UP?**

**WOULD YOU RATHER
GIVE YOUR PET WATER
WHEN THEY NEED IT
OR WAIT TO BE TOLD?**

**WOULD YOU RATHER
GET YOURSELF READY
FOR BED OR WAIT
UNTIL YOUR GROWNUP
TELLS YOU IT'S TIME?**

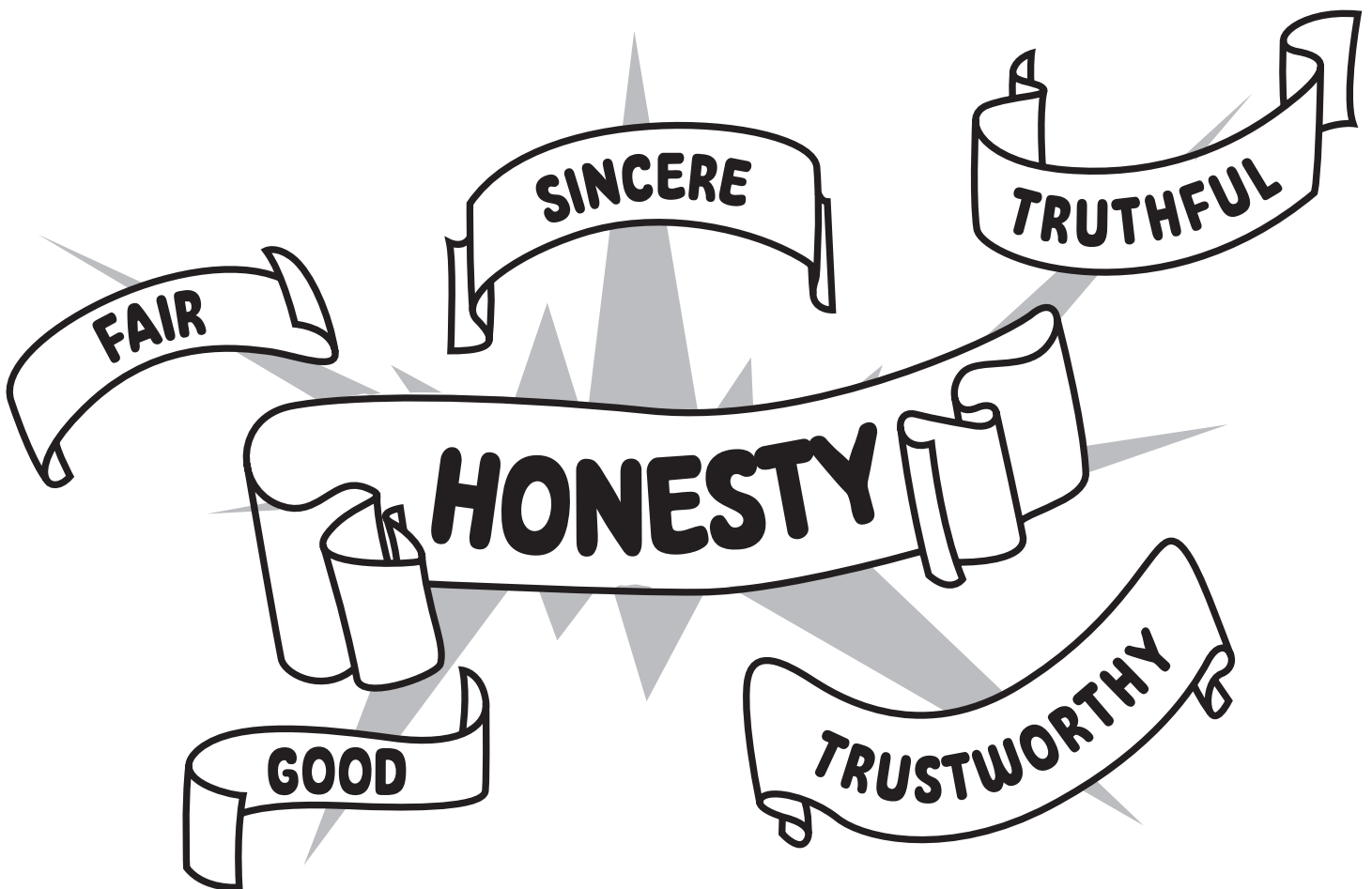
It is not only for what we do that we are held responsible, but also for what we do not do.

MOLIERE



RESPONSIBILITY

HONESTY: truthful and genuine; fair and upright; not lying, cheating, or stealing; obtained by fair means; not hiding one's real nature; frank and open.



Would You Rather?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER TELL
THE TRUTH, EVEN IF IT HURTS
SOMEONE'S FEELINGS OR
LIE TO KEEP FROM HURTING
SOMEONE'S FEELINGS?**

**WOULD YOU RATHER BE
HONEST, EVEN IF IT GETS YOU
INTO TROUBLE OR LIE TO GET
OUT OF TROUBLE?**

**WOULD YOU RATHER ADMIT
WHEN YOU DON'T KNOW
SOMETHING OR PRETEND TO
KNOW SOMETHING YOU DON'T?**

**WOULD YOU RATHER KEEP YOUR
PROMISE AND NOT SHARE A
SECRET OR PRETEND YOU DIDN'T
SHARE SOMEONE'S SECRET?**

**WOULD YOU RATHER PRETEND
YOU DID BETTER ON A TEST
THAN YOU ACTUALLY DID OR
TELL THE TRUTH THAT YOU
DIDN'T DO WELL?**

**WOULD YOU RATHER KEEP A
COOL TOY THAT YOU FOUND IN
THE HALLWAY OR RETURN IT TO
THE LOST AND FOUND?**

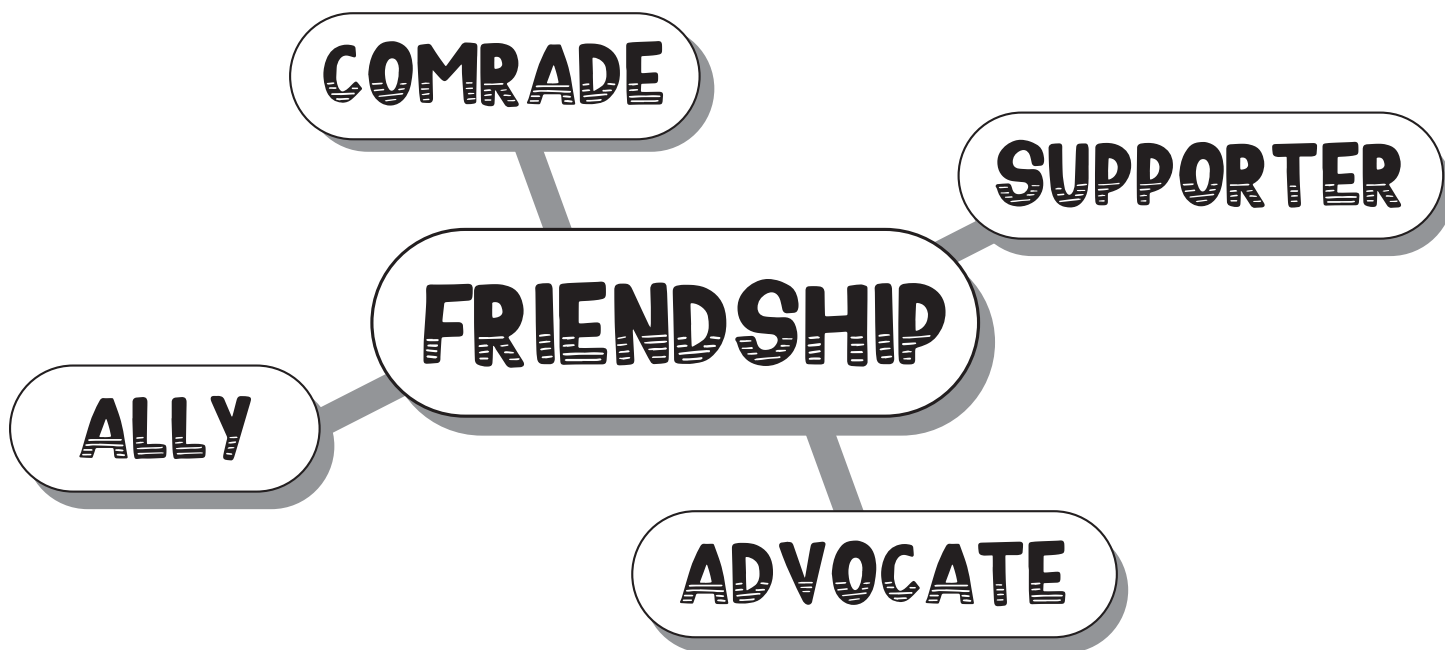
*Honesty is often very hard. The truth
is often painful. But the freedom it can
bring is worth the trying.*

FRED ROGERS



HONESTY

***FRIENDSHIP: having a close personal companion;
having mutual respect for someone.***



Would You Rather?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER
HAVE ONE CLOSE FRIEND
OR MANY PEOPLE YOU DON'T
KNOW THAT WELL?**

**WOULD YOU RATHER
HAVE A FRIEND WHO'S SUPER
OUTGOING OR A FRIEND WHO
PREFERS QUIET ACTIVITIES?**

**WOULD YOU RATHER
HAVE A FRIEND WHO ALWAYS
AGREES WITH YOU OR
A FRIEND WHO CHALLENGES YOU
WHEN YOU'RE WRONG?**

**WOULD YOU RATHER
HAVE A FRIEND WHO SHARES
ALL YOUR INTERESTS AND
HOBBIES OR SOMEONE
WHO DOESN'T LIKE THE
SAME THINGS YOU LIKE?**

**WOULD YOU RATHER
HAVE A FRIEND WHO'S
WILLING TO APOLOGIZE WHEN THEY
HURT YOUR FEELINGS OR A FRIEND
WHO REFUSES TO APOLOGIZE?**

**WOULD YOU RATHER
HAVE A FRIEND WHO HAS
OTHER FRIENDS OR SOMEONE WHO
ONLY EVER WANTS TO SPEND TIME
WITH YOU?**

*A friend is someone who knows all about you,
and still likes you.*

ELBERT HUBBARD



FRIENDSHIP

COMPASSION: *being aware of others' troubles
and wanting to help; empathy.*



Would You Rather?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER SIT WITH
YOUR CLASSMATE WHO IS ALONE
AT LUNCH OR LEAVE THEM TO EAT
ALONE?**

**WOULD YOU RATHER
LISTEN TO YOUR FRIEND AS THEY
TELL YOU ABOUT THEIR BAD DAY
OR INTERRUPT TO TELL ABOUT
YOUR BAD DAY?**

**WOULD YOU RATHER
HELP A CLASSMATE WHO IS BEING
BULLIED OR JOIN IN AND MAKE
FUN OF THEM?**

**WOULD YOU RATHER
YELL AT YOUR CLASSMATE FOR
STEPPING ON YOUR SHOES OR
ACCEPT THEIR APOLOGY?**

**WOULD YOU RATHER
SIGN A GET-WELL CARD
FOR YOUR SICK TEACHER OR
SKIP IT BECAUSE OTHER
PEOPLE WILL SIGN IT?**

**WOULD YOU RATHER
GIVE A COMPLIMENT TO
A CLASSMATE WHO LOOKS
SAD OR IGNORE THEM?**

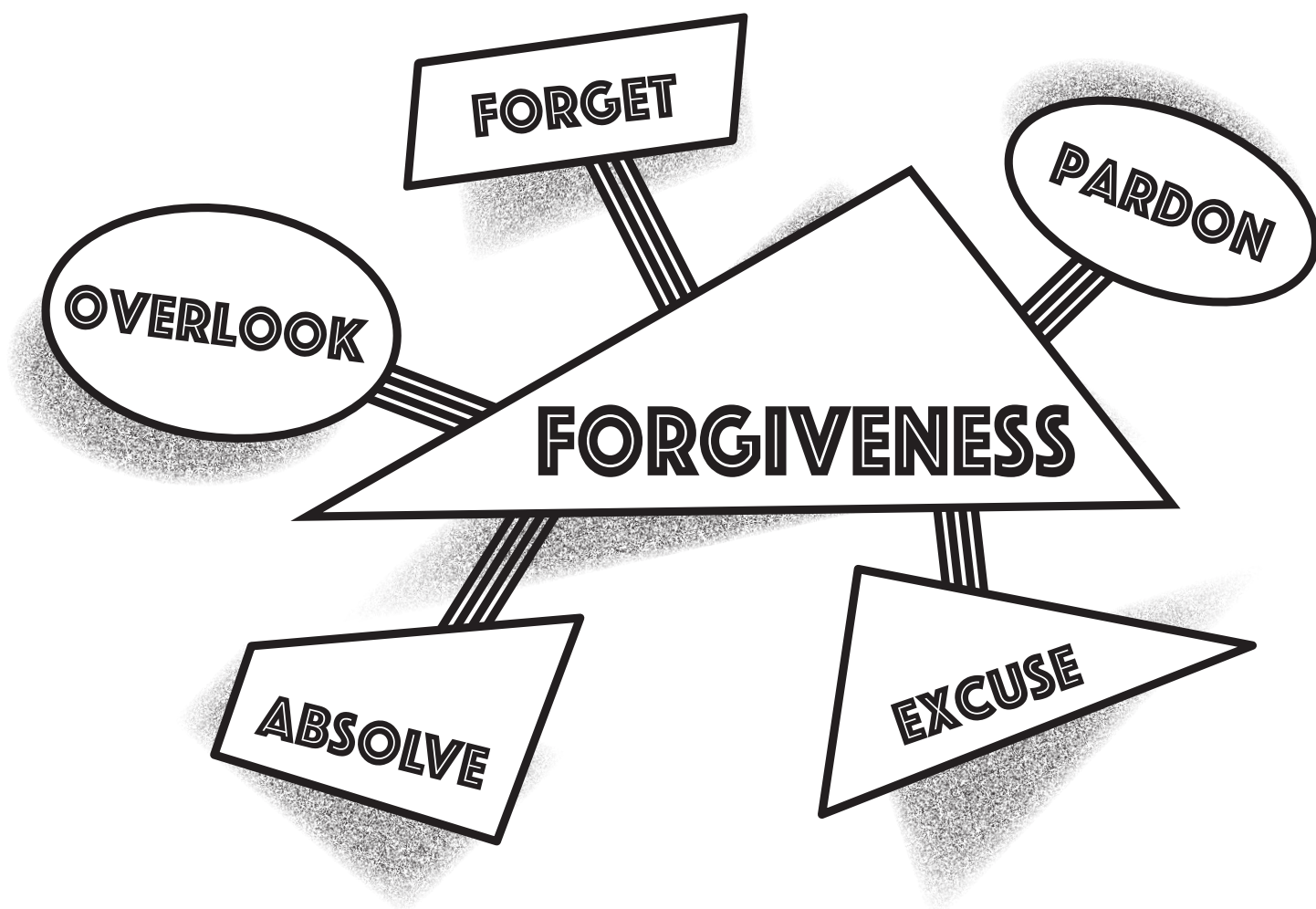
True compassion means not only feeling another's pain, but also being moved to help relieve it.

DANIEL GOLEMAN



COMPASSION

FORGIVENESS: the act of forgiving; pardon; overlook; let go; excuse or absolve; to stop blaming or feeling resentment against.



WOULD YOU RATHER?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

**WOULD YOU RATHER FORGIVE
SOMEONE AND GIVE THEM
ANOTHER CHANCE OR NEVER
TRUST THEM AGAIN?**

**WOULD YOU RATHER BE FORGIVEN
FOR A MISTAKE OR WANT THE
OTHER PERSON TO REMAIN HURT
AND ANGRY?**

**WOULD YOU RATHER GIVE
YOURSELF FORGIVENESS AFTER
MAKING A MISTAKE OR STAY MAD
AT YOURSELF?**

**WOULD YOU RATHER FORGIVE
SOMEONE WHO HAS WRONGED YOU
OR FIGHT THEM?**

**WOULD YOU RATHER ASK YOUR
FRIEND WHY THEY WERE UNKIND TO
YOU OR ASSUME THE WORST AND
NOT TALK TO THEM?**

**WOULD YOU RATHER TRULY FORGIVE
SOMEONE OR BRING UP THEIR
MISTAKE EACH TIME YOU'RE UPSET
WITH THEM?**

Forgive others, not because they deserve forgiveness, but because you deserve peace.

JONATHAN LOCKWOOD HUIE



FORGIVENESS

PERSEVERANCE: sticking to a purpose or an aim; never giving up on what one has set out to do; try, try again; persist.

continue

try

work

perseverance

endure

persist

WOULD YOU RATHER?

Copy and cut out the questions for small groups to discuss, or have each person stand in the center of the room and move towards one side or the other to show their vote for either option as the facilitator reads the questions aloud.

WOULD YOU RATHER TRY
TO SOLVE A BIG MATH
PROBLEM ON YOUR OWN
OR ASK FOR HELP BEFORE
YOU TRY IT?

WOULD YOU RATHER
PRACTICE AN INSTRUMENT
FOR 15 MINUTES EVERY
DAY OR NOT BOTHER
TRYING TO LEARN AN
INSTRUMENT?

WOULD YOU RATHER
GIVE UP ON LEARNING TO
PLAY A SPORT YOU WANT
TO LEARN BECAUSE
EVERYONE ELSE IS BETTER
OR KEEP TRYING?

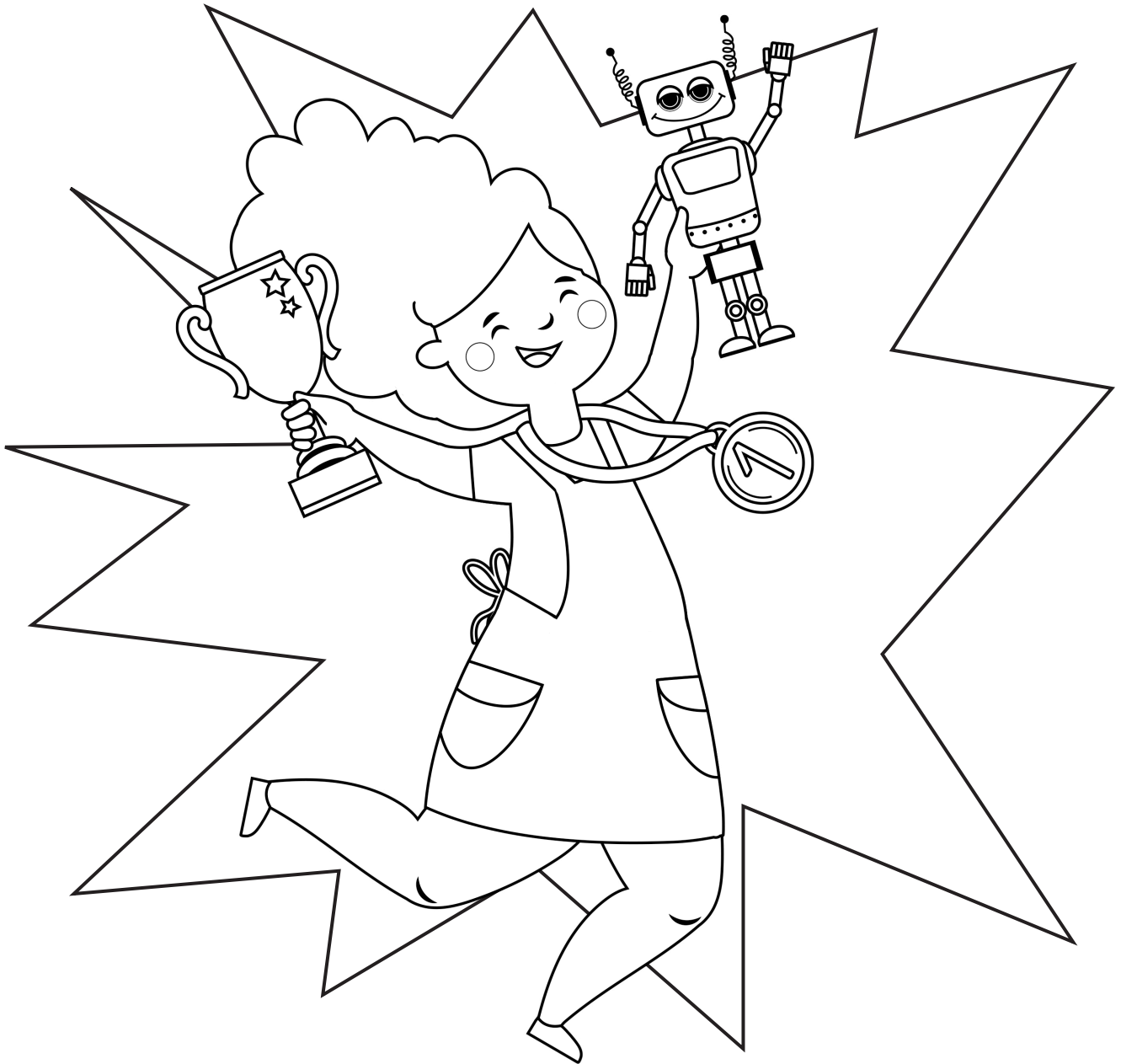
WOULD YOU RATHER
QUIT WHEN YOU'RE BORED
WITH YOUR HOMEWORK
OR TAKE A BREAK AND
THEN FINISH IT?

WOULD YOU RATHER
THINK KIND WORDS TO
YOURSELF WHEN YOU'RE
TRYING SOMETHING DIFFICULT
OR THINK MEAN THINGS
BECAUSE IT DOESN'T COME
EASILY?

WOULD YOU RATHER
GET IN TROUBLE
BECAUSE YOU SKIPPED
YOUR CHORES OR
ASK FOR HELP?

*It's not that I'm so smart.
It's just that I stay with problems longer.*

ALBERT EINSTEIN



PERSEVERANCE

SMALL GROUP ACTION PLAN GUIDE

GRADE LEVEL

The curriculum is ideal for 2nd through 8th grade students.

GROUP TOPICS

Kindness	Honesty
Patience	Friendship
Respect	Compassion
Gratitude	Forgiveness
Responsibility	Perseverance

10-12
Group
Sessions



CURRICULUM & MATERIALS

Curriculum:

Use this Life Skills Workbook to facilitate your groups.

Materials:

Copies of surveys, coloring sheets, and “Would You Rather?” game. Crayons, pencils, and scratch paper.

ASCA STUDENT BEHAVIOR STANDARDS

19

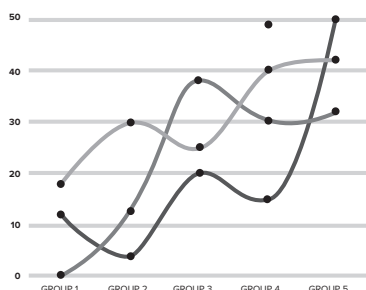
B-SS2.
B-SS4.
B-SS10.
B-SMS 2.
B-SMS 4.
B-SMS 1.
B-SS 8.
B-SS 9.
B-SMS 1.
B-SMS 8.
B-SS 5.
B-SMS 1.
B-SS1.
B-SMS 7.
B-SS 5.
B-SS6.
B-SS 5.
B-SMS 5.
B-SMS 6.

NUMBER OF STUDENTS AFFECTED

Small group is ideal for up to six students. Fewer students if goals are related to behavioral issues.

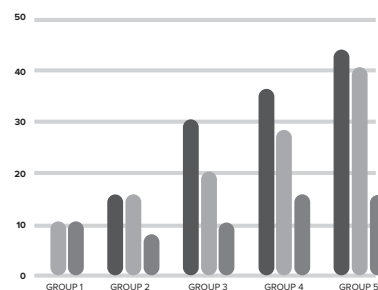
Life Skills can be used for classroom lessons.

PERCEPTION DATA



Use Life Skills survey data to create a visual representation of their progress using their pre- and post-group data.

OUTCOME DATA



Use achievement, attendance, and behavior data to measure the progress of your students. Compare pre- and post-group impacts.

LIFE SKILLS GROUP PERMISSION FORM

Greetings, Caregivers of: _____,

This form invites your student to attend a Life Skills group. Our counseling department offers various services, including class lessons, small groups, and individual sessions with students. There are lots of reasons we invite students to attend groups. We invite students who might need help connecting with their peers, help with skills to manage conflict or big emotions, to improve their grades, or simply because we think their involvement will allow them to be more successful in their education journey. Your student is not in trouble, and being part of this group is meant to be a positive time for all attendees.

This group will focus on building life skills related to kindness, patience, respect, gratitude, responsibility, honesty, friendship, compassion, forgiveness, and perseverance. Small groups are a fun way for students to learn valuable skills and connect with their peers.

We will meet for approximately thirty minutes during the school day ____ times per week. I will work with your child's teacher to select an appropriate time that minimizes interruptions to their learning. When the students have completed all the group sessions, they will receive a Certificate of Completion.

I am excited to be working with your child! Please don't hesitate to contact me with any questions or concerns.

Warm regards,



Please complete and return by: _____

Student's Name: _____

Teacher's Name: _____

☐ YES, I agree to allow my child to attend the Life Skills Group.

☐ NO, I do NOT agree to allow my child to attend the Life Skills Group.

Signature of Caregiver

LIFE SKILLS GROUP EXPECTATIONS

CONFIDENTIALITY

In our group, we will keep what we talk about confidential. Confidentiality means keeping something a secret and not telling anyone else about it. We know that some things are private, and not everyone needs to know about them. However, because we are a group, we can't promise that everyone will keep your secrets, so please be mindful of what you share with the group. If you share that you plan to hurt yourself or someone else, or that someone is hurting you, I will have to break our confidentiality rule to keep you safe.

EVERYONE GETS A TURN

Everyone will have a chance to speak during each session.

LISTEN WITH RESPECT

We will give our full attention to the person speaking without raising our hands, thinking about what we want to say, or talking to others.

BE KIND

Disagreements are allowed, but we won't yell or call names to share opinions. We will use calm and safe hands and words.

CREATE YOUR OWN

Group Attendance Form

Group: _____ Day/Time: _____

	1	2	3	4	5	6	7	8	9	10	11	12
DATE												

SESSION 1
SESSION 2
SESSION 3
SESSION 4
SESSION 5
SESSION 6
SESSION 7
SESSION 8
SESSION 9
SESSION 10
SESSION 11
SESSION 12

Group Attendance Form (Example)

Group: 5th Grade Lunch Day/Time: Thursday@12:30

	1	2	3	4	5	6	7	8	9	10	11	12
DATE	3/2	3/9	3/16	3/23								
Jane/Ms. W's Class	X	X	X	X	X	X	X	X	X	X	X	X
George/Mr. Day's Class	X	X		X	X	X	X	X	X	X	X	X
Sami/Ms. Smith's Class	X	X	X	X	X	X	X	X	X	X	X	X
John/Ms. Lee's Class	X		X	X	X	X	X	X	X	X	X	X
Malik/Ms. Lee's Class	X	X	X		X	X		X	X	X	X	X
Prishna/Ms. Smith's Class	X	X	X	X	X	X	X	X		X	X	X

SESSION 1 Intro/Surveys/Group Rules and Norms/Discussed expectations/Played game.

SESSION 2 Kindness

SESSION 3 Patience

SESSION 4 Respect/They're starting to get along.

SESSION 5 Gratitude/Played game.

SESSION 6 Responsibility/M. shared about his dad.

SESSION 7 Honesty/The girls are now friends outside the group.

SESSION 8 Friendship/The did a great job practicing the Magic Formula.

SESSION 9 Compassion/S&G conflict outside of group resolved.

SESSION 10 Forgiveness/Reminded them that we only have two more groups.

SESSION 11 Perseverance/Plans for final group.


SESSION 12 Check-ins/Post-Group Survey/Process group experience & Certificates awarded.


Pre- and Post-Group Survey

My name is: _____

Date: _____

Life Skills Survey Pre-/Post-

Circle  if the statement is **true** for you.

Circle  if the statement is **NOT true** for you.

There are no right or wrong answers!

I can usually get along with almost anyone.



I am typically good at staying calm while waiting.



I usually use manners and say thank you.



I typically take responsibility if I do something wrong.



I am usually truthful even when I know I might get in trouble.



I am usually a good friend.



I am typically thoughtful of other people's feelings.



I usually forgive others when they make a mistake.



I typically want to help if I see someone in need.



I typically keep trying even if something is hard.



I have positive feelings about the group.



Anything else you would like to share about the group? Write it below.

Post-Group Survey Results

Life Skills Group Data

GROUP GOAL:

STUDENT STATEMENTS:

GPA Results

Increase the total GPA following group intervention for group participation by ____%

____%

Attendance Results

Decrease the number of absences by ____% following group intervention for group participants

____%

Discipline Results

Decrease the number of conduct referrals by ____% following group intervention

____%

STUDENTS ATTENDED

NUMBER OF SESSIONS

OVERALL IMPROVEMENT

(See Formula Lower Right)

Pre-Group % True Post-Group % True



- I can usually get along with almost anyone.
- I am typically good at staying calm while waiting.
- I usually use manners and say thank you.
- I typically take responsibility if I do something wrong.
- I am usually truthful, even when I know I might get in trouble.
- I am typically thoughtful of other people's feelings.
- I usually forgive others when they make a mistake.
- I typically want to help if I see someone in need.
- I typically keep trying even if something is hard.
- I have positive feelings about the group.

OVERALL IMPROVEMENT FORMULA

$$\left(\frac{\text{Post-Group Total} - \text{Pre-Group Total}}{\text{Pre-Group Total}} \right) \times 100$$

Post-Group Survey Results (Example)

Life Skills Group Data

GROUP GOAL:

Reduce the number of discipline referrals by 10% for a group of six students who had more than three discipline referrals last year.

STUDENT STATEMENTS:

"I really like group."
 "I learned how to share my feelings."
 "I didn't have to feel embarrassed."
 "I think I'm a better friend now."
 "I know how to be patient now."

GPA Results

Increase the total GPA following group intervention for group participation by 5 %



Attendance Results

Decrease the number of absences by 53 % following group intervention for group participants



Discipline Results

Decrease the number of conduct referrals by 42 % following group intervention



STUDENTS ATTENDED

6

NUMBER OF SESSIONS

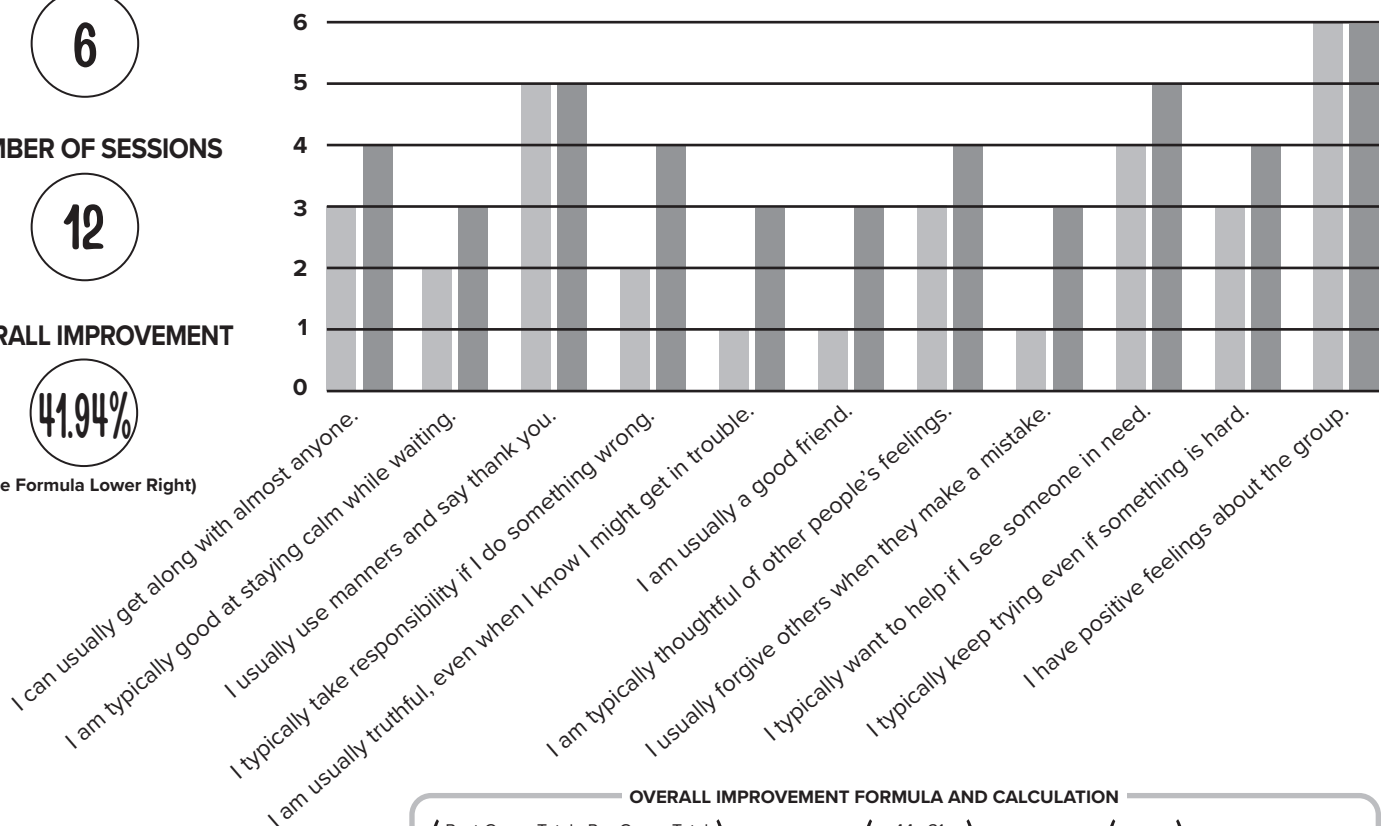
12

OVERALL IMPROVEMENT

41.94%

(See Formula Lower Right)

Pre-Group % True Post-Group % True



OVERALL IMPROVEMENT FORMULA AND CALCULATION

$$\left(\frac{\text{Post-Group Total} - \text{Pre-Group Total}}{\text{Pre-Group Total}} \right) \times 100 \quad \left(\frac{44 - 31}{31} \right) \times 100 \quad (.4194) \times 100 = 41.94\%$$

CERTIFICATE OF COMPLETION

This Certificate is Presented to:

For Participating in the **Life Skills Group!**

Facilitator: _____



LIFE SKILLS GROUP COMPLETION LETTER

Date: _____

Hello!

Today was the final session in our Life Skills Group, and we wanted to let you know that your student has been presented with a Certificate of Completion.

Over the past ten sessions, we have reviewed the following topics:

- Kindness
- Patience
- Respect
- Gratitude
- Responsibility
- Honesty
- Friendship
- Compassion
- Forgiveness
- Perseverance

I am still their counselor and will still be available to them as needed in the future. However, we will no longer be meeting every week. Please don't hesitate to contact me with any questions or concerns.

I am so proud of them and excited they were able to attend. Thank you so much for allowing them to participate in our Life Skills Group!

Warm regards,

School Counselor

REFERENCES

American School Counselor Association. "Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student." American School Counselor Association. <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf> Accessed September 21, 2023.

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ABOUT THE AUTHOR



Connect with Elishia at
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Elishia Basner is a former school counselor with a decade of experience aiding children and adolescents in navigating life challenges such as grief, loss, divorce, emotional regulation issues, and transitions. Elishia is passionate about helping schools become more resilient-centered and helping school counselors create comprehensive programs that align with the ASCA National Model. Elishia has over 14 years of experience in counseling and education; she has a Master's degree in the Science of School Counseling and a Bachelor's degree in Psychology.

In her 14+ year career in the helping profession, she has done everything from working as a school counselor for a decade with every grade level from pre-k through college, in-home counseling with children at risk of removal from social services, managing a 24/7 women's crisis center, and teaching psychology to undergraduates. Elishia is an enthusiastic speaker who helps audiences connect to the information they need to help children thrive.

A Brief Look at Elisha's Workshop Sessions

De-Escalating Crises in the Classroom: Strategies 101

Learn how to better manage and diffuse a crisis with De-Escalation Strategies 101. In this session, you'll gain an understanding of why students lose control of their emotions and the best strategies for addressing difficult situations. You'll also learn proactive skills to help children of all ages develop regulation and coping skills to prevent future crises. With these tools, you'll be better equipped to ensure the safety and well-being of everyone in the classroom.

The Playlist for Creating a Trauma-Informed School

Do you wonder if your school is supportive of students who have experienced trauma? We understand that not all of our students have had the same experiences and many may be struggling in the Survival Brain, unable to access the Learning Brain. That's why it's so important to create an environment that promotes the learning brain, regardless of past trauma. See how you can help build a trauma-informed school atmosphere that is safer, calmer, and more conducive to learning for all students.

Empowering Educators: Unlocking the Keys to De-Escalation and Self-Regulation in the Classroom

When students' emotions are dysregulated, they can struggle to learn and distract those around them from learning. In this workshop, participants will uncover why students lose control and learn twelve scientifically-backed coping strategies that can be instantly implemented. Upon returning to your school, you'll be equipped with tangible skills to foster awareness, self-reflection, and connection with students.

ncyionline.org/speakers



About NCYI

National Center for Youth Issues provides educational resources, training, and support programs to foster the healthy social, emotional, and physical development of children and youth. Since our founding in 1981, NCYI has established a reputation as one of the country's leading providers of teaching materials and training for counseling and student-support professionals. NCYI helps meet the immediate needs of students throughout the nation by ensuring those who mentor them are well prepared to respond across the developmental spectrum.

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