

Small Group – Study Skills

Rationale: Mastery of study skills is essential for students' academic achievement. Students must understand how to accomplish their work before they are able to tackle the subject-specific information found within the assignments (Anderson, Munk, Young, Conley, & Caldarella, 2008). The ability to complete both homework and classwork is imperative for students' academic success.

In previous studies, homework completion has been linked with academic achievement (Lynch, Theodore, Bray, & Kehle, 2009). Methods of increasing homework completion have included increased instruction in time-management skills as well as promoting self-monitoring behaviors (Busch, Uebelacker, Kalibatseva, & Miller, 2010). Focus on the relevant direction instruction beforehand also tended to increase homework completion (Lynch et. al., 2009).

Strong organizational skills were also found to be connected to academic success. Students who were doing poorly in school tended to be less focused and more disorganized than their peers (Lynch et. al., 2009). Organized students were able to find their materials more effective and were more likely to be prepared for class (Anderson et. al., 2008).

Because of these findings, this group will focus directly on the study skills of organization, listening and following directions, and time management. These skills have been linked to academic success both in and out of the classroom and lend themselves to increased homework completion.

Fourth grade students were selected for this study skills group because they would already have the shared experience of end-of-grade testing and increased classwork, but would still have another year of elementary school to practice these skills before middle school.

Advertising/screening/selection procedures: An email was sent out to all fourth grade teachers, asking for suggestions for students they believed needed additional study skills and help with homework. Three out of four of the teachers responded directly to the email while the fourth teacher was consulted in person. All twelve of the recommended students were given permission forms and those who returned signed forms from their parents were invited to join the group.

Group composition strategies and size: The group contained six students. An equal number of boys and girls were recommended for this group, and there ended up being two boys and four girls in the group after the selection process. The students came from multiple different classrooms, ensuring that they would have different experiences upon which they could draw for discussions.

Overall objectives:

ASCA: Academic Domain

- A:A2 – Acquire skills for improving learning
- A:A3 – Achieve school success
- A:B1 – Improve learning
- A:B2 – Plan to achieve goals

NCSCOS:

- Guidance Competency Goal 1: The learner will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Guidance Competency Goal 2: The learner will complete school with the academic preparation essential to choose from a wide variety of substantial postsecondary options
- Language Arts Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
- Language Arts Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Overall outcome goals: The overall goal of this group is for students to learn new strategies for completing homework and classwork effectively. Students should also be able to make short-term academic goals they can accomplish independently.

Evaluation plan: Discussions are held in group at the end of each session to discuss which study skills the students have learned during that meeting. These discussions incorporate the activities in which they have participated, as well as times in class they may have utilized these strategies. In a small group setting, it is easy to make sure each child is assessed in a round.

Additionally, every week, the group chose a goal towards which each student would work. Every day the student would work towards the goal and get his or her teacher's signature. For each signature students would earn a point. Students would also earn a point for bringing their goal sheet to class and for completing other previously chosen tasks. By the end of group, students would need to have reached a group-decided level of points (20) to attend a final group meeting with a reward.

Theoretical foundation: This group is based on Cognitive-Behavioral theory. Definitive, measureable goals are the central idea of this group. Students also discuss different study skills and why they work, as opposed to just being given the skills to use and told to use them for no reason. By learning the reason behind the skills while also being able to practice those with one another, the students were able to truly apply the skills to their school environments.

Multicultural considerations: This group does not include many considerations for multicultural populations since the material is generally applicable to all students. One must keep in mind, however, that when discussing homework strategies, children's home settings must be taken into account. Some students may not have access to quiet spaces in their homes or to adults who will help them at home due to their living situations outside of school.

Differentiation strategies: The group lessons involve auditory, visual, and kinesthetic activities to help reach a variety of learning styles. There are auditory discussions, visual lists and pictures, and kinesthetic interactive activities for the students to learn about, experience, and practice various study skills.

Rationale for sequence of sessions/activities: The group begins with goal setting and determining what members expect to get out of the experience. The next group allows students to determine whether certain activities are good or bad study skills. They have to be able to identify positive practices before they can learn how to use those procedures to their advantage. The next two lessons cover study skills such as listening to teachers, following directions, and organization. The final teaching lesson discusses time management and when the students can make time for homework and utilizing these strategies in their own lives outside of group. The last lesson overall is a reward session for those students who earned points from their goal. This lesson also allows for a final review and an overall evaluation of the group.

Session 1: Let's Be a Group!

Lesson objectives: Students will formulate group rules and expectations. They will also learn about the goal sheets and the incentive chart that will monitor progress throughout the group process.

ASCA: Academic Domain

- A:A3.2 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.

-A:B1.4 - Seek information and support from faculty, staff, family and peers

NCSCOS:

-Guidance Competency Goal 1

-1.06 – Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

-Language Arts Competency Goal 2

-2.02 – Interact with text before, during, and after reading, listening, and viewing

Lesson outcomes: Students will have set their own rules and expectations for group and will have started their study skills goal for the week.

Lesson assessment strategies: Students will have created a concrete written list of rules and expectations for group, with each student having contributed at least one rule. This lesson will also introduce the goal sheets which will be used as a method of assessment for future sessions.

Materials:

-Large piece of paper

-Markers

-“Bob’s Job” story

-Goal sheets

-Survey “How’s my Homework?”

Introduction/Review: Students will be welcomed to group and introduced to the idea of learning study skills. The large sheet of paper is rolled out and the facilitator/counselor should ask students for ideas for group rules.

Main Content/Experiential Activities: As students begin to name rules for the group, the facilitator writes them onto the large sheet of paper. Students should discuss their rules with one another to make sure everyone agrees with them. Once everyone agrees, each member should sign the sheet of paper.

After setting group rules, the counselor will read the story “Bob’s Job.” Then students will try and guess Bob’s job, which eventually is revealed to be a student.

Processing: Students will use the “Bob’s Job” story to discuss what Bob did wrong at school and what they, as students, are expected to be able to do. This discussion should also cover group expectations of which skills they feel they need to practice and work on during group.

Closing: The facilitator will go over the goal sheets each student will complete throughout the week and explain that each day they have a chance to get a teacher’s signature saying they completed their goal (ex. Turn in all homework, clean desk, etc.) and that each signature is a point towards a special final session. Students will also complete a pre-test/survey, “How’s my Homework?” which will allow the counselor to determine which study skills the students seem to already use as opposed to those they need to learn more about.

Session 2: What are Good Study Skills anyway?

Lesson objectives: Students will be able to distinguish between behaviors and determine whether they are positive or negative study skills.

ASCA: Academic Domain

-A:A2.4 - Apply knowledge and learning styles to positively influence school performance

-A:B2.1 - Establish challenging academic goals in elementary school

NCSCOS:

-Guidance Competency Goal 2

-2.02 - Distinguish study skills necessary for academic success at each level.

Lesson outcomes: Students will be able to label behaviors as either positive or negative study habits. They will also be able to list beneficial strategies on their own. Finally, they will have a first glimpse into goal setting and achievement of short-term goals.

Lesson assessment strategies: Students will have brought their goal sheets for the week and their number of positive daily checks will be recorded through the use of points on the incentive chart. Students will also each have a chance to name positive and/or negative study skills for the “Good/Bad Study Skills” Chart.

Materials:

-“Good/Bad Study Skills” Chart

-Labeled images of study skills

-Markers

-Goal sheets

Introduction/Review: Students will be welcomed back to group and the signatures on their goal sheets will be tallied on the incentive chart. The counselor will then introduce the subject of study skills and ask if they are familiar with any.

Main Content/Experiential Activities: Students are shown different pictures that are labeled as specific behaviors. They will vote on whether they think it is a positive or negative behavior and then take turns placing them on the correct side of the chart.

Processing: Students will discuss together which side of the chart onto which the pictures should be placed. Afterwards they will each get markers and be able to write their own ideas of behaviors, both positive and negative, and explain why they chose the side they did for their statements.

Closing: Students will be given new goal sheets and the group will decide on what goal they want to work on for that week. They will also be reminded that they have completed two sessions and that there are four more left before the conclusion of group.

Session 3: “Bears-and-Three-Goldilocks-the”: The Importance of Organization

Lesson objectives: This lesson will discuss the importance of organization of both abstract thoughts, specifically in writing, and the organization of physical objects, which can be applied to desks and notebooks.

ASCA: Academic Domain

- A:A2.4 - Apply knowledge and learning styles to positively influence school performance
- A:A3.2 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students

NCSCOS:

- Guidance Competency Goal 1:
 - 1.03 - Practice attitudes and behaviors which lead to successful learning.
 - 1.06 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- Guidance Competency Goal 2
 - 2.02 - Distinguish study skills necessary for academic success at each level.
- Language Arts Competency Goal 5
 - 5.08 - Demonstrate evidence of language cohesion by:
 - Logical sequence of fiction and nonfiction retells
 - Time order sequence of events
 - Sustaining conversations on a topic

Lesson outcomes: After this lesson, students will be able to come up with multiple methods of organizing their supplies and be able to apply those methods. They will also understand the importance of organizing ideas in their writing.

Lesson assessment strategies: Students will have brought their goal sheets for the week and their number of positive daily checks will be recorded through the use of points on the incentive chart.

Materials:

- “Goldilocks and the Three Bears” story strips
- Numbered, colored pieces of paper
- Goal sheets

Introduction/Review: Students will be welcomed back to group, and the goal sheets will again be evaluated. Students will get a chance to name some of the study skills they identified in the previous lesson. Then students will be split into dyads for their first activity.

Main Content/Experiential Activities: Each pair of students will get a set of strips of paper with sentences making up the story of “Goldilocks and the Three Bears.” They will have to put the strips in the correct order to make a sensible story. Afterwards there will be a discussion on whether the sentences made sense in the original order and how they were able to put the story back together.

The counselor will then take out the different sized, colored pieces of paper. They should set them down, number down so that the students only see the colors. Students will be given the chance to put the pieces of paper in specific orders. Afterwards the counselor will turn the pieces of paper over and the students will see another way to put the papers in order.

Processing: The discussion after putting “Goldilocks and the Three Bears” in order will allow the students to tell each other what methods they used to put the story together. They should also be able to see the difference in the story before (unorganized ideas) and the story afterwards (organized ideas).

The second activity will allow the students to work together and come up with different methods of ordering the paper (by color, by size, etc.). They will also put the pieces in number order once they see the numbers on the back. They will be able to give each other ideas for organization and also understand that there are many different ways to organize things.

Closing: Students will see that multiple organization techniques are not good or bad, just different; however, they will understand the importance of that organization after the first

activity. New goal sheets will be distributed and the group goal will be determined. Students will also evaluate their progress towards the group goal for the reward session.

Session 4: Follow the Leader

Lesson objectives: This lesson will focus on the importance of following both written and oral directions.

ASCA: Academic Domain

-A:A2.4 - Apply knowledge and learning styles to positively influence school performance

NCSCOS:

-Guidance Competency Goal 1:

- 1.03 - Practice attitudes and behaviors which lead to successful learning.

-Guidance Competency Goal 2

-2.02 - Distinguish study skills necessary for academic success at each level.

-Language Arts Competency Goal 2

-2.02 – Interact with text before, during, and after reading, listening, and viewing

Lesson outcomes: Students will be able to follow oral direction. They will also understand the importance of reading written directions completely before beginning an assignment.

Lesson assessment strategies: Students will have brought their goal sheets for the week and their number of positive daily checks will be recorded through the use of points on the incentive chart.

Materials:

-“Following Directions” worksheet

-Pens/pencils

-“Quiet, Cozy Town” story

-Goal sheets

Introduction/Review: Students will be invited back to group and goal sheets will be assessed for the week. Students will discuss whether they have utilized any of the organizational strategies learned in the previous lesson and which they used. Students will then be given the “Following Directions” worksheet.

Main Content/Experiential Activities: Students will be instructed to fill out the worksheet to the best of their abilities and that they will get an extra point on their incentives sheet for each question they answer correctly. The directions at the beginning of the worksheet instruct the students to read all the questions initially; the second to last question tells them to skip all previous questions, write their name at the bottom of the sheet, and then flip their paper over. The counselor will be able to easily determine which students did and did not read the directions beforehand. Discussions will follow.

Students will then be assign roles from the interactive story “Quiet, Cozy Town.” At the mention of certain words of the story the students will have a specific phrase or noise to make. The counselor will read the story and the students must react to their cue before the story can progress.

Processing: After completing the worksheet, the counselor will go over the questions and the one correct answer. Students will then be asked to discuss the importance of reading directions and how it saves time and frustration to read them before beginning.

Students will also have to work together to get through the story. If one person is not paying attention, none of the other students get a chance to say their lines. They students tend to work together well to get everyone paying attention to the story. The importance of listening is stressed by the students who are paying attention.

Closing: New goal sheets will be distributed and the group goal for the week will be determined. Students will assess their progress towards their point goal for the final reward session and decide whether they believe the goal is realistic or if it needs to be altered. Students will then be reminded that there are two more session left before the end of group.

Session 5: Making Time for School

Lesson objectives: Students will examine their responsibilities and learn to schedule their time to include study time outside of school.

ASCA: Academic Domain

-A:A2.1 - Apply time-management and task-management skills

-A:A2.4 - Apply knowledge and learning styles to positively influence school performance

NCSCOS:

-Guidance Competency Goal 1:

-1.04 - Demonstrate time management and task management skills.

-Guidance Competency Goal 2

-2.02 - Distinguish study skills necessary for academic success at each level.

Lesson outcomes: Students will be able to use planners and/or calendars to plan their daily activities. Students will have a better idea of their responsibilities and their desired activities throughout the day. They will also discuss strategies to rearrange their days to make more time for homework completion if necessary.

Lesson assessment strategies: Students will have brought their goal sheets for the week and their number of positive daily checks will be recorded through the use of points on the incentive chart.

Materials:

-Blank list for writing down responsibilities

-Blank daily schedules

-Goal sheets

Introduction/Review: Students will review study skills discussed in previous two lessons after being welcomed back to group. Then the final set of goal sheets will be examined and points will be tallied. The counselor will then hand each student a blank list and ask them to write down their responsibilities and the things they have to do every day.

Main Content/Experiential Activities: After writing down their daily duties, the group will go over what each person had and if they had anything in common. Students often do not list homework on that list, so the main discussion will concern where to fit homework into their day.

Students will also be given a blank schedules sheet so they can write out how much time each responsibility takes. More discussion will apply their previous lessons into the daily calendar.

Processing: Students will discuss with one another how much time each one has to focus on homework and if they have ideas for each other on how to better organize their day to fit everything in. Students will also have practice in scheduling activities for later use in fifth grade, when many teachers implement homework planning sheets.

Closing: Members' points on the incentive sheet will be evaluated and discussion of the final reward will take place. If any students did not reach the goal, the group can decide whether those students should be welcomed to the final group, and the students tend to always want to work with their friends to get them to share in the final session.

Session 6: The Grand Finale

Lesson objectives: This lesson will include a comprehensive program evaluation and work as a final review of session materials. As the final lesson, termination will be the main focus of this session.

ASCA: Academic Domain

-A:A2.4 - Apply knowledge and learning styles to positively influence school performance

-A:B1.3 - Apply the study skills necessary for academic success at each level

-A:B1.7 - Become a self-directed and independent learner

NCSCOS:

-Guidance Competency Goal 2

-2.02 - Distinguish study skills necessary for academic success at each level.

-2.03 - Choose to be self-directed and independent learners.

Lesson outcomes: This lesson will determine the group process's overall effectiveness in teaching students about various social skills.

Lesson assessment strategies: Along with assessing the students' perception of the group as a whole, the program evaluation worksheet also asks students to report what they have learned from the group process. Their responses will show what information they have retained and deemed important enough to report.

Materials:

-Program evaluation worksheets

-Previously discussed reward

Introduction/Review: Students will be welcomed back to the final group session. Time will be spent at the beginning reviewing all of the past sessions and which lessons each member remembers the most. The reward will also be implemented (i.e. popcorn, pencils, etc.).

Main Content/Experiential Activities: Students will fill out program evaluations which will ask them to recall the best and worst parts of group, as well as what they have learned from the group experience. This will help determine which lessons are most salient to them after time.

Processing: The discussion of previous lessons will act as an evaluation tool to see what they remember, but it will also act as a final review and give everyone a last chance at exposure to the material.

Closing: The final part of group should be spent attending to termination of the group and the feelings that triggers in members. Any resistance should be addressed with immediacy and the group members should be allowed to discuss with each other how group has affected them and how they can use their new knowledge in the classroom. The counselor will thank all the members for coming and group is finished.

Works Cited

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Appendix: Resources and Handouts

Bob's Job

Bob has a job that he reports to Monday through Friday. He works a 7 hour day. Part of Bob's job he goes independently and part is supervised by his boss. Basically he has to do what his boss tells him to do. But Bob is having problems. First, he is supposed to be at work at 7:30, but he usually arrives sometime around 7:45. By that time, his boss has already given out the duties for the day so he has to take time to go over Bob's with him again. Second, he usually arrives without his supplies that he needs to do his job. He tries to borrow from his co-workers, but they sometimes don't have things to lend him. Also, Bob is not being effective in his job. Many times while he is supposed to be working, he starts thinking about what he would rather be doing. Bob has a difficult time doing what his boss says to do. Sometimes this is because Bob isn't listening when his boss told him what to do and sometimes it's because Bob thinks he has a better way of doing the job. Most of the time, he ends up having to do things over. Sometimes Bob will talk nasty to his boss or his coworkers when he gets upset about having to do things over. Bob really doesn't seem to care, but his boss and his coworkers are getting tired of his ways.

What is Bob's job?

Name: _____ Teacher: _____ 

My goal is to _____

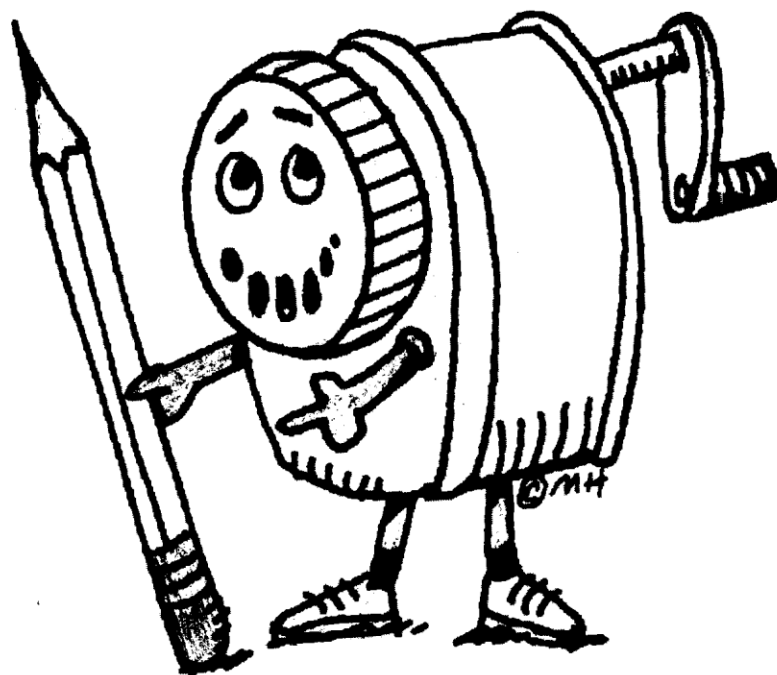
Required level of performance for the week: _____

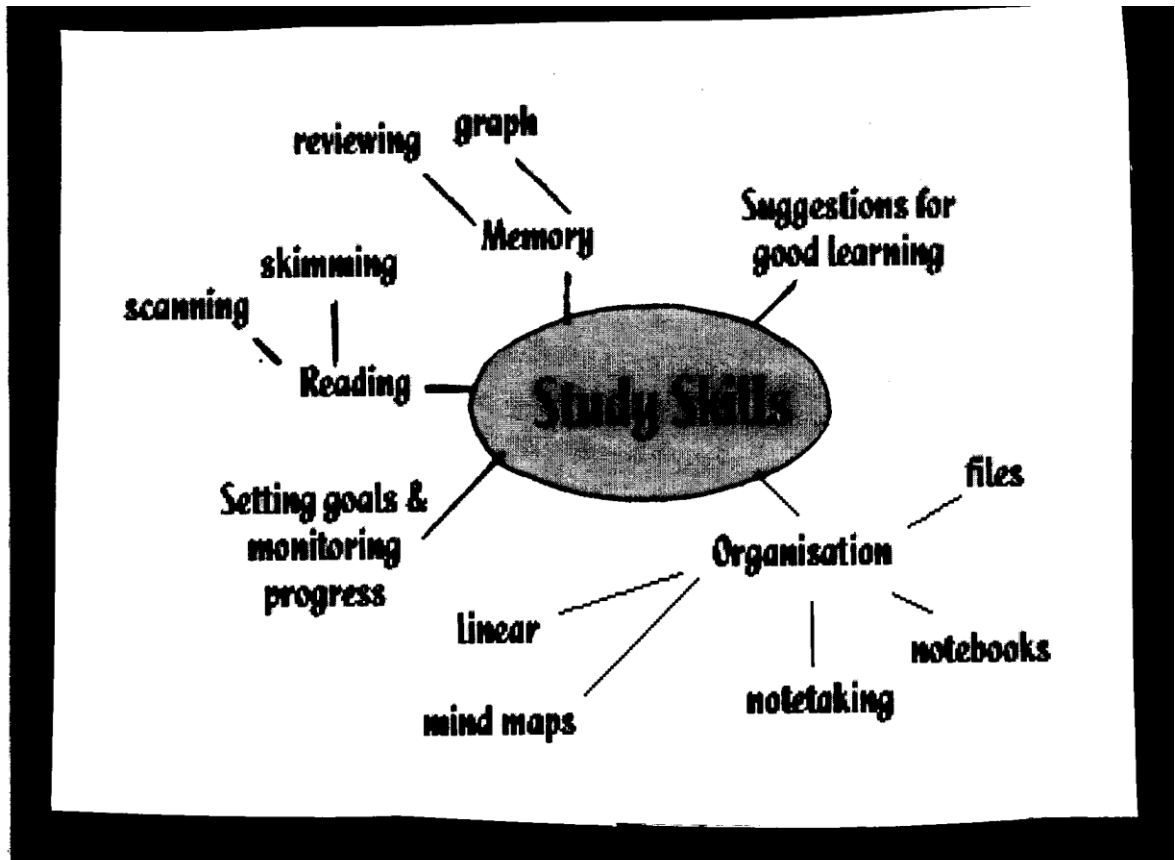
I am working on this goal from _____ to _____.

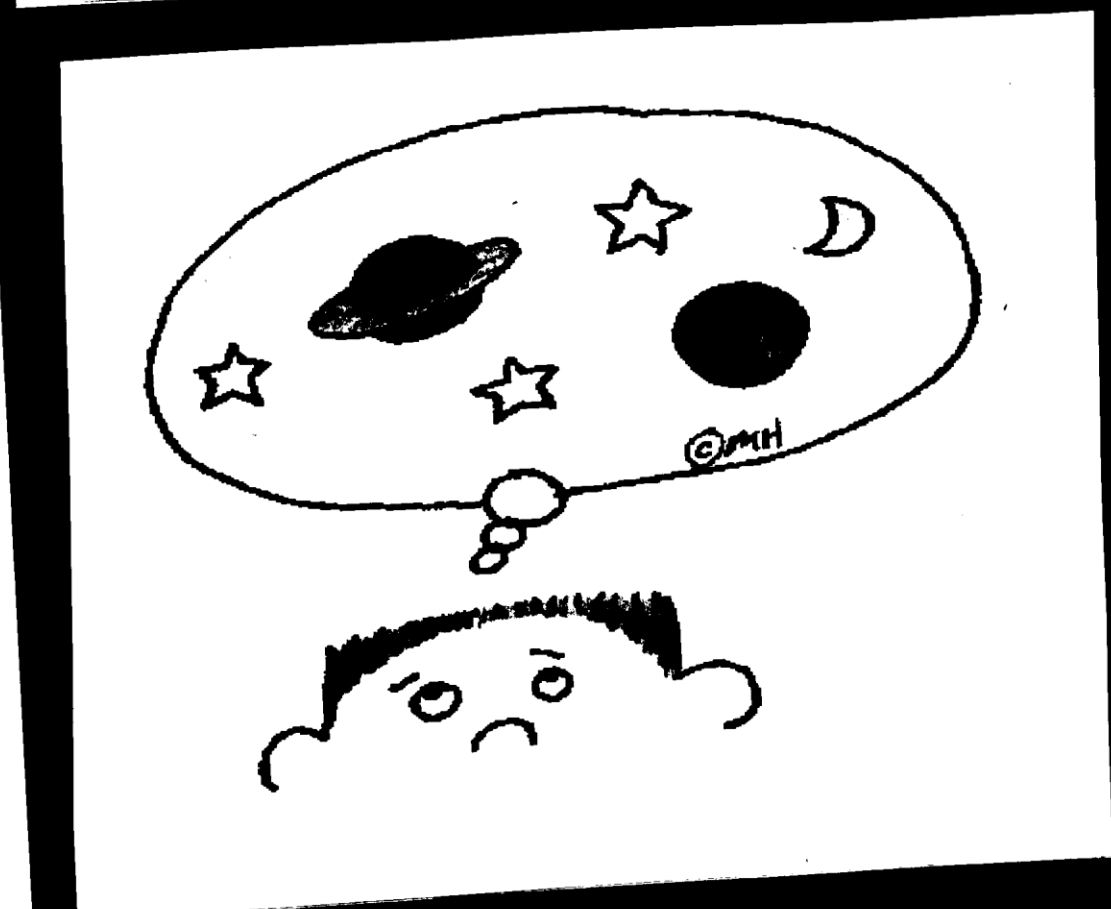
	Teacher Initial	Comments
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

How's my Homework?

1. I write down my homework assignments...
 - a. Always
 - b. Sometimes
 - c. Never
 2. I finish my homework...
 - a. Always
 - b. Sometimes
 - c. Never
 3. I am organized...
 - a. Always
 - b. Sometimes
 - c. Never
 4. Someone at home looks over my homework...
 - a. Always
 - b. Sometimes
 - c. Never
 5. I do my homework at the same time every night...
 - a. Always
 - b. Sometimes
 - c. Never
 6. I have a quiet place to work on homework...
 - a. Always
 - b. Sometimes
 - c. Never
 - ~~7. I bring everything I need to class...~~
 - a. Always
 - b. Sometimes
 - c. Never
 8. I take good notes in class...
 - a. Always
 - b. Sometimes
 - c. Never
-







Name: _____

Directions: Read all the questions on the page before you begin answering them.

1. What is your full name? _____

2. What is your address? _____

3. When was the last time you ate chicken? _____

4. What is the capital of North Carolina? _____

5. When is your birthday? _____

6. What is your favorite song? _____

7. Who is the president of the United States? _____

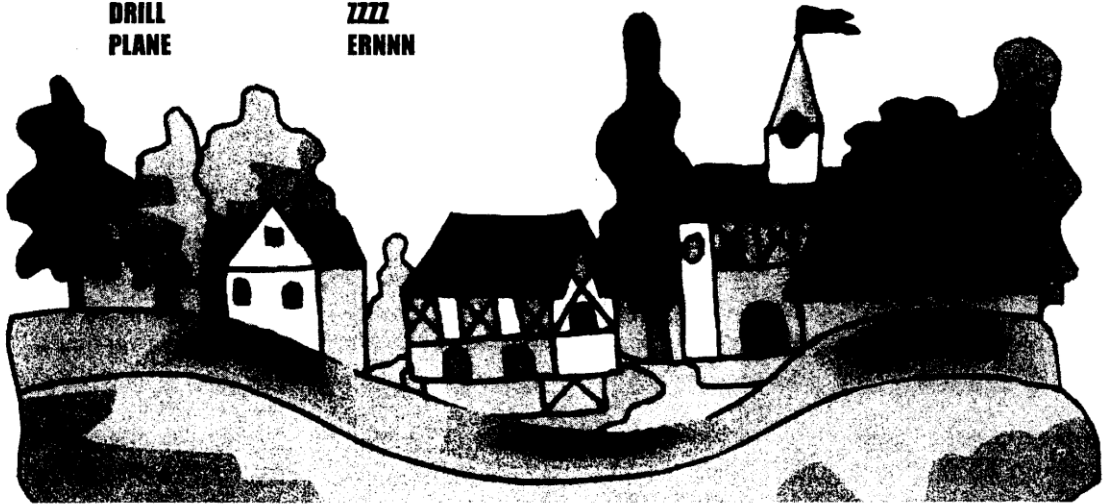
8. Do not answer questions 1-7. Sign your name at the bottom of this page. Put down your pencil. Turn your paper over. Sit quietly to see how many others follow directions. _____

QUIET, COZY TOWN

LISTENING ACTION STORY

***We are going to practice listening for certain words in this story.
When you hear these words, you should make certain sounds.
Now, let's practice the sounds you are going to make.***

PADDLEBOAT	SWISH, SWISH
COW	MOO, MOO
HORSE	NEIGH, NEIGH
CAT	MEOW, MEOW
GRANDMA'S ROCKER	CREAK, CREAK
LITTLE BOY	YEAH
STEAMBOAT	TOOT, TOOT
TRAIN	CHUG-A-LUG, CHUG-A-LUG, CHUG, CHUG, CHUG
CAR	ZOOM, ZOOM
TROLLEY CAR	DING, DING
FIRE SIREN	WHIR
TRUCK	RRROOMMM, RRROOMMM
POLICE WHISTLE	TWEET, TWEET
DRILL	ZZZZ
PLANE	ERNNN



Once upon a time, a long time ago, there was a pleasant, quiet, cozy town. It was located beside the banks of a big, lazy river. If you listened on a quiet afternoon, you could hear a paddleboat on the river go **SWISH, SWISH**; a cow in the field say **MOO, MOO**; a horse in the stable say **NEIGH, NEIGH**; a cat on the porch say **MEOW, MEOW**; and Grandma's rocker on the porch go **CREAK, CREAK**. And once in a while, a little boy would yell "**YEAH!**"

The cozy town was a very quiet town. Then, one day, the people heard a new noise. It was coming from the river. The new noise came from a steamboat that went **TOOT, TOOT**. All the people wanted to ride on the steamboat that went **TOOT, TOOT**. Now, on a quiet afternoon in the quiet, cozy town, you could hear a steamboat go **TOOT, TOOT**; the paddleboat go **SWISH, SWISH**; a cow in the field say **MOO, MOO**; a horse in the stable say **NEIGH, NEIGH**; a cat on the porch go **MEOW, MEOW**; and Grandma's rocker on the porch go **CREAK, CREAK**. And once in a while, a little boy would yell "**YEAH!**"

A long time went by. Then the people of the quiet, cozy town heard another new noise. It was a train. The train went **CHUG-A-LUG, CHUG-A-LUG, CHUG, CHUG, CHUG**. Now, on a quiet afternoon in the quiet, cozy town, you could hear a train go **CHUG-A-LUG, CHUG-A-LUG, CHUG, CHUG, CHUG**; a steamboat go **TOOT, TOOT**; the paddleboat go **SWISH, SWISH**; a cow in the field say **MOO, MOO**; a horse in the stable say **NEIGH, NEIGH**; a cat on the porch go **MEOW, MEOW**; and Grandma's rocker on the porch go **CREAK, CREAK**. And once in a while, a little boy would yell "**YEAH!**"

Many more years went by. Then the people in the quiet, cozy town heard another new noise. The new noise was made by a car. The car went **ZOOM, ZOOM**. People wanted to ride in the car that went **ZOOM, ZOOM**. Now, on a quiet afternoon in the cozy town, you could hear a car go **ZOOM, ZOOM**; a train go **CHUG-A-LUG, CHUG-A-LUG, CHUG, CHUG, CHUG**; a steamboat go **TOOT, TOOT**; the paddleboat go **SWISH, SWISH**; a cow in the field say **MOO, MOO**; a horse in the stable say **NEIGH, NEIGH**; a cat on the porch go **MEOW, MEOW**; and grandma's rocker on the porch go **CREAK, CREAK**. And once in a while, a little boy would yell "**YEAH!**"

Before many more years went by, many new noises came to the quiet, cozy town, one right after the other. A trolley car went **DING, DING**; a fire siren went **WHIR**; trucks going up a hill went **RRROOMMM, RRROOMMM**; a policeman's whistle went **TWEET, TWEET**; a drill went **ZZZZ**; and a plane up in the sky went **ERNNNN**.

"Why do they say that this is a quiet, cozy town?" a little boy named Sammy asked.

"Well," said his grandma, getting close enough for Sammy to be able to hear. "A long time ago, in the days of your great- great- great-grandmother, on a quiet afternoon, you could hear the paddle boat on the river go **SWISH, SWISH**; the cows in the field say **MOO, MOO**; the horse in the stable say **NEIGH, NEIGH**; the cat on the porch say **MEOW, MEOW**; and Grandma's rocker go **CREAK, CREAK**. And once in a while, a little boy would yell '**YEAH!**' "

Sammy yelled, "**YEAH!**" But no one in the once-quiet, cozy town heard him because the steamboats were going **TOOT, TOOT**; the train was going **CHUG-A-LUG, CHUG-A-LUG, CHUG, CHUG, CHUG**; and the cars were going **ZOOM, ZOOM**. The trolley cars were going **DING, DING**; the fire sirens were going **WHIR**; the trucks driving up the hill were going **RRROOMMM**; the policemen's whistle was going **TWEET, TWEET**; the drill was going **ZZZZ**; and a plane overhead was going **ERNNNN**.

The town was not a quiet, cozy town anymore. It was a busy, noisy town where new things happened every day.

Things to do...

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Date	Monday	Tuesday	Wednesday	Thursday	Friday
Time					
6:00-7:00am					
7:00-8:00am					
8:00am-3:00pm	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL
3:00-4:00pm					
4:00-5:00pm					
5:00-6:00pm					
6:00-7:00pm					
7:00-8:00pm					
8:00-9:00pm					
9:00-10:00pm					
10:00-11:00pm					

ALL STARS GROUP
Evaluation Form

1) Do you feel like this group was helpful to you and your experience? _____

If yes, how was it helpful?

2) What did you like **BEST** about the group sessions?

3) What did you like **LEAST** about the group sessions?

4) Did you learn anything during the group process? _____

If so, what did you learn?

5) Did you learn from other members? _____

If so, what did you learn?

