Small-Group Plan Planner

Draft each part in the order of ASCA's fifth edition Small-Group Plan and Data Report

RAMP Section 6: at least 4 sessions, 3 to 12 students, one behavior standard per session, not your gap plan group

School counselor _____ School _____ School year _____

Small group title or focus _____ Number of sessions (4 or more) _____

1. Reason for this group: check at least one in each column (RAMP 6.2)

Life-Readiness

- ☐ Learning Strategies
- ☐ Self-Management Skills
- ☐ Social Skills

Academic Success

- ☐ Failing grades
- ☐ Meeting benchmarks
- ☐ Meeting promotion/graduation requirements
- ☐ Low test scores

2. Baseline achievement data: number of students, checked issues only (6.3)

Failing grades _____

Low test scores _____

Not meeting graduation requirements _____

Not meeting benchmarks _____

Exact measure, window and date _____

Use the same measure in the data organizer (6.14) and on the academic success graph (6.11).

3. Contributing data for the same students

Attendance data (or NA) _____

Discipline data (or NA) _____

Other data (or NA) _____

4. Session plans: one behavior standard, one objective ("Students will..."), 1 to 2 items

#	Standard	Learning objective	Pre/post item(s), L or K
1			
2			
3			
4			
5			
6			

5. Session focus: what you teach, and how students practice it (6.7, 6.8)

#	Teaching content	How students practice
1		
2		
3		
4		
5		
6		

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Draft each part in the order of ASCA's fifth edition Small-Group Plan and Data Report

FILLED EXAMPLE · fictional school, counselor and students · Maple Hollow Elementary, 2028 to 2029

School counselor: J. Rivera

School: Maple Hollow Elementary (K to 5)

School year: 2028 to 2029

Small group title or focus: Cool and Ready: test worry and test skills (grade 5)

Number of sessions (4 or more): Six (Wed 1/17 to 2/21/2029)

1. Reason for this group: check at least one in each column (RAMP 6.2)

Life-Readiness

- [x] Learning Strategies
- [x] Self-Management Skills
- [ ] Social Skills

Academic Success

- [ ] Failing grades
- [x] Meeting benchmarks
- [ ] Meeting promotion/graduation requirements
- [ ] Low test scores

2. Baseline achievement data: number of students, checked issues only (6.3)

Failing grades	NA
Low test scores	NA
Not meeting graduation requirements	NA
Not meeting benchmarks	8
Exact measure, window and date	8 scored below benchmark on the winter math interim (window Dec 4 to 15, 2028)

Use the same measure in the data organizer (6.14) and on the academic success graph (6.11).

3. Contributing data for the same students

Attendance data (or NA)	NA: none of the 8 has missed 10% or more of school days this year
Discipline data (or NA)	NA: no office referrals this year
Other data (or NA)	All 8 marked "I worry a lot before tests" on the fall needs assessment; 6 of 8 visited the nurse on a fall math test day (nurse log)

4. Session plans: one behavior standard, one objective ("Students will..."), 1 to 2 items

#	Standard	Learning objective	Pre/post item(s), L or K
1	B-SMS 7 Effective coping skills	Students will name body signals of test worry and one way to calm down.	1. (K) Name two signs your body gives you when worried about a test. 2. (L) I know what to do to calm down.
2	B-SMS 7 Effective coping skills	Students will use a calming breath during a timed practice task.	3. (L) I can use a breathing tool to calm my body during a test.
3	B-LS 3 Time-management, organizational and study skills	Students will make a three day study plan for a math test.	4. (K) List two ways to study for a math test.
4	B-LS 3 Time-management, organizational and study skills	Students will use two strategies when stuck on a test question.	5. (K) Name two things you can do when you get stuck on a test question.
5	B-SMS 7 Effective coping skills	Students will change a worried thought into a helpful thought.	6. (L) I can change a worried thought into a helpful thought.
6	B-LS 3 Time-management, organizational and study skills	Students will write a get ready plan for the spring math interim.	7. (L) I have a plan for how I will get ready for my next math test.

5. Session focus: what you teach, and how students practice it (6.7, 6.8)

#	Teaching content	How students practice
1	Worry is a body alarm; body signals; one calm-down tool	Body map of their own signals; pick and practice one tool
2	Square breathing and 5-4-3-2-1 grounding	Breathe, then 5 min timed practice set; rate worry before and after
3	Spaced study: three short sessions beat one long one	Build a 3 day study plan for Friday's unit quiz with the math teacher's review sheet
4	Stuck strategies: reread, underline, skip and return, estimate	Practice on released items; partners coach each other out loud
5	Worried thought vs helpful thought; check the evidence	Thought swap cards; write a helpful thought for their own worry
6	Night before, morning and during-test routine	Write and share a get ready plan for April; post assessment and certificate

Small-Group Data Report Worksheet

Fill this in first, then copy into ASCA's data organizer and graphs

Participation (RAMP 6.9)

Expected to participate	Actually participated	Why the number changed (if it did)

Explain any change in one plain sentence, with no student names.

ASCA Student Standards data: one line per item (6.12, 6.13)

#	Item (same wording and scale pre and post)	L or K	Pre	Post	Change
1					
2					
3					
4					
5					
6					
7					
8					

Likert: add all responses, divide by students who answered. Knowledge: students correct / students assessed x 100.

Achievement data and percent change (6.14 to 6.16, graph 6.11)

Baseline (same as section 2)	Adjusted baseline*	Actual final	Final measure and date

Percent change = (final _____ - baseline _____) / baseline _____ x 100 = _____ %

A negative result is a decrease. Write the counts next to the percent: "from 7* to 4, a 42.9% decrease."

Contributing factors, baseline and final (only when applicable)

Factor	Baseline (window and number)	Final (window and number)	% change
Attendance			
Discipline			

Graph checklist (life-readiness graph 6.10, academic success graph 6.11)

- [ ] Bar charts only
- [ ] Subtitle: which students, which data
- [ ] X-axis label: what is compared, and when
- [ ] Pre and post side by side
- [ ] Likert and knowledge items on separate graphs
- [ ] Primary title from the template
- [ ] Y-axis label (define the Likert scale)
- [ ] Data point label on every bar
- [ ] Aggregate data only, no student bars
- [ ] Numbers match the data organizer

Reflections: the two questions on the template

How can you improve your small group? (timing, number and type of strategies, cultural responsiveness, access, barriers)

How do the results inform future small groups or the school counseling program?

RAMP Section 6 checks (fifth edition rubric item numbers, 16 points)

- [ ] 6.1 Title or focus and number of sessions
- [ ] 6.3 Achievement data for the group
- [ ] 6.5 Objective aligns with the standard
- [ ] 6.7 and 6.8 Teaching and practice fit
- [ ] 6.12 and 6.13 Averages or % for every item
- [ ] Not the achievement gap plan group
- [ ] 6.2 One Life-Readiness + one Academic box
- [ ] 6.4 One behavior standard per session
- [ ] 6.6 Each objective has an item
- [ ] 6.9 Expected vs actual, change explained
- [ ] 6.14 to 6.16 Baseline, final, % change
- [ ] Fifth edition template, unaltered, PDF

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