

A decorative pattern of overlapping green squares and rectangles, some of which are rotated 45 degrees, creating a complex geometric design on the right side of the slide.

Small Group: Conflict Resolution/Regulation “Level Up”

Data Sources

Educators Handbook:
Referrals

Teacher Behavior
Tracking Documents

1 UB: Inappropriate Behavior

17

68



0.53

38.51



72

1 UB: Disruptive Behavior

14

47



0.67

40.86



61

Needs Assessment: Teachers/Admin

Needs Assessment Small Group 3rd Grade

This form is to identify the need for a small group with boys in the 3rd grade. Please vote based on your thoughts of what would be the most beneficial.

This form is automatically collecting emails from all respondents. [Change settings](#)

Small Group Topics

☐ Conflict Resolution

☐ Organization

☐ Friendship

☐ Self Esteem

☐ Add option or [add "Other"](#)



Multiple choice

×

×

×

×



Required



Description

The goal of this group was to help a group of 3rd grade boys learn to deal with conflict, regulate emotions and make the best decision. The selected students were pulled in as options for the group by admin, counselors and teachers.

We hope that by implementing this group, the classroom environment as well as the school environment would be impacted positively based on these students learning.

Small Group Selection

Target Group

3rd Grade Boys

Top 6 based on conflict referrals

Due to grouping and space available, we took the top 6 boys from 3rd grade based on conflict natured referrals.

4

Students returned signed permission slips

2

Students declined to participate

Consent Form

Estes Elementary Parent/Guardian Consent for School Small Group Counseling Services

This is to inform you that your student, _____, has been invited to participate in a "Control, Calm, Choose" lesson on self-regulation small group for 4 sessions.

Topic: This small group will be students that have been selected to participate by the teachers, admin and school counselors. The goal of this group is to teach skills on self-regulation and decision making. Teaching students about tools they can use in the classroom/outside the classroom is a great way to enhance their lives and help them understand emotions.

Logistics: (Counseling Office/Theater for 2 weeks, 4 sessions total)

Small Group Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

Consent:

I, _____, have read and understand the contents of this informed consent.
(please print name)

I give my child permission to participate in small group counseling activities.

Parent/Guardian Signature: _____ Date: _____

AIA/ASCA Alignment

COLLABORATION & CONSULTATION

Working with all the stakeholders to create this group.

COUNSELING PREVENTION & INTERVENTION

Working on techniques to ensure that students are getting interventions that are to prevent further issues.

Mindsets and Behaviors

- **M 1** – Belief in development of whole self, including mental, social/emotional and physical well-being.
- **M 2** – Sense of self-confidence in ability to succeed.
- **M 3** – Sense of belonging in the school environment.
- **M 4** – Understanding that postsecondary education and lifelong learning are necessary.
- **M 5** – Belief in using abilities to their fullest to achieve high-quality results.
- **M 6** – Positive attitude toward work and learning.
- **B-SMS 1** – Demonstrate ability to assume responsibility
- **B-SMS 2** – Demonstrate self-discipline and self-control
- **B-SMS 7** – Demonstrate effective coping skills when faced with a problem
- **B-SS 3** – Create relationships with adults that support success
- **B-SS 4** – Demonstrate empathy
- **B-SS 5** – Demonstrate ethical decision-making and social responsibility

Pre/Post-test

Name: Jatziel

Date: _____

CIRCLE THE FACE THAT DESCRIBES HOW YOU FEEL RIGHT NOW

I CAN SHARE AND TAKE TURNS WITH MY FRIENDS.			
I KNOW HOW TO APOLOGIZE WHEN I HURT SOMEONE'S FEELINGS.			
I USE KIND WORDS WHEN I TALK TO OTHERS.			
I CAN STAY CALM WHEN I DISAGREE WITH A FRIEND.			
I INCLUDE OTHERS IN GAMES OR ACTIVITIES.			
I CAN SAY "NO" TO A FRIEND WITHOUT BEING MEAN.			
I KNOW HOW TO SOLVE PROBLEMS WITH FRIENDS WITHOUT FIGHTING.			
I FEEL CONFIDENT BEING A GOOD FRIEND TO OTHERS.			
I THINK ABOUT HOW MY ACTIONS MAKE OTHERS FEEL.			
I TRY TO LISTEN TO MY FRIENDS WHEN THEY ARE TALKING.			

Name: Mica n

Date: _____

CIRCLE THE FACE THAT DESCRIBES HOW YOU FEEL RIGHT NOW

I CAN SHARE AND TAKE TURNS WITH MY FRIENDS.			
I KNOW HOW TO APOLOGIZE WHEN I HURT SOMEONE'S FEELINGS.			
I USE KIND WORDS WHEN I TALK TO OTHERS.			
I CAN STAY CALM WHEN I DISAGREE WITH A FRIEND.			
I INCLUDE OTHERS IN GAMES OR ACTIVITIES.			
I CAN SAY "NO" TO A FRIEND WITHOUT BEING MEAN.			
I KNOW HOW TO SOLVE PROBLEMS WITH FRIENDS WITHOUT FIGHTING.			
I FEEL CONFIDENT BEING A GOOD FRIEND TO OTHERS.			
I THINK ABOUT HOW MY ACTIONS MAKE OTHERS FEEL.			
I TRY TO LISTEN TO MY FRIENDS WHEN THEY ARE TALKING.			

Name: Kannon

Date: _____

CIRCLE THE FACE THAT DESCRIBES HOW YOU FEEL RIGHT NOW

I CAN SHARE AND TAKE TURNS WITH MY FRIENDS.			
I KNOW HOW TO APOLOGIZE WHEN I HURT SOMEONE'S FEELINGS.			
I USE KIND WORDS WHEN I TALK TO OTHERS.			
I CAN STAY CALM WHEN I DISAGREE WITH A FRIEND.			
I INCLUDE OTHERS IN GAMES OR ACTIVITIES.			
I CAN SAY "NO" TO A FRIEND WITHOUT BEING MEAN.			
I KNOW HOW TO SOLVE PROBLEMS WITH FRIENDS WITHOUT FIGHTING.			
I FEEL CONFIDENT BEING A GOOD FRIEND TO OTHERS.			
I THINK ABOUT HOW MY ACTIONS MAKE OTHERS FEEL.			
I TRY TO LISTEN TO MY FRIENDS WHEN THEY ARE TALKING.			

Artifacts

SOMEONE TELLS YOU YOU'RE "NOT SMART ENOUGH" TO BE IN THEIR READING GROUP.



YOUR FRIEND TAKES YOUR BALL DURING RECESS AND DOESN'T GIVE IT BACK.



DURING A GROUP PROJECT, A CLASSMATE BLAMES YOU FOR NOT FINISHING SOMETHING THEY DIDN'T DO.



Name: _____

Date: _____

LEVEL-UP FEEDBACK WORKSHEET

PLAYER NAME(S): _____

One thing you did really well was:

"I liked how you _____

because _____."

One thing you could work on is:

"Next time, you might try _____

so that _____."

PLAYER NAME(S): _____

One thing you did really well was:

"I liked how you _____

because _____."

One thing you could work on is:

"Next time, you might try _____

so that _____."

YOU'RE EXCLUDED FROM A GAME AT RECESS BECAUSE "THERE ARE ALREADY ENOUGH PLAYERS."

BANNED

A CLASSMATE MAKES FUN OF YOUR ANSWER IN CLASS, AND OTHERS LAUGH.



DURING A GROUP TEXT, SOMEONE SAYS SOMETHING MEAN ABOUT YOU, AND YOUR FRIEND DOESN'T STICK UP FOR YOU.



Artifacts/Worksheets

Name: _____ Date: _____

CONFLICT RESOLUTION CHEAT CODES

Directions: Draw a line matching the conflict scenario with the best healthy responses.

YOUR FRIEND IS
YELLING AT YOU &
BEING UNKIND



YOUR FRIEND IS
THREATENING YOU
ON A GROUP TEXT



YOUR FRIEND SAID
YOU CAN'T PLAY
SOCCER BECAUSE THEY
HAVE TOO MANY
PEOPLE



YOUR OTHER FRIENDS
ARE GOING TO A
PARTY YOU DIDN'T
GET INVITED TO



SUGGEST TAKING A
BREAK AND TRY
TALKING LATER WHEN
YOU FEEL CALM



SAY "I UNDERSTAND.
CAN I JOIN THE NEXT
GAME?"



TELL YOUR FRIEND
"THIS IS NOT OKAY.
IF THIS KEEPS
HAPPENING, I'LL HAVE
TO TELL AN ADULT."



TELL THE HOST YOU
FEEL LEFT OUT AND
ASK "WHY DIDN'T YOU
INVITE ME?"



RULES

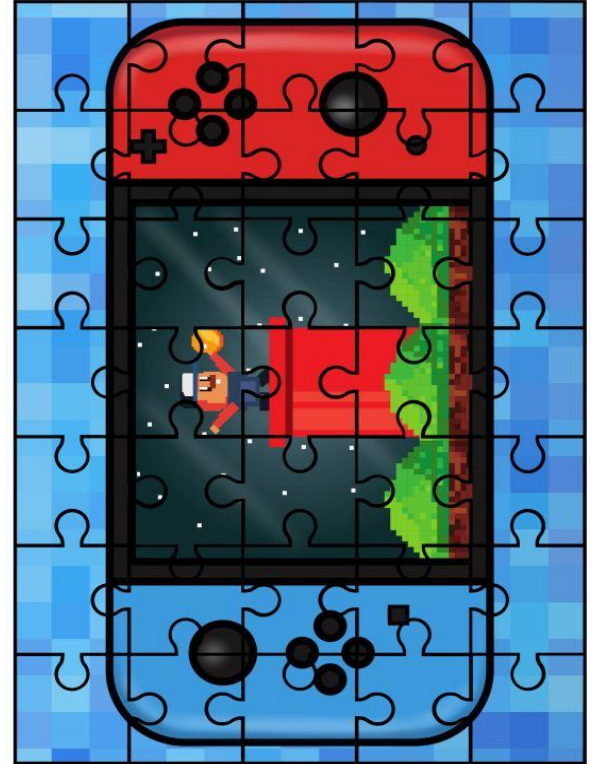
- EVERYONE MUST PARTICIPATE! NO ONE CAN SIT OUT.
- USE TEAMWORK AND COMMUNICATION TO SOLVE THE PUZZLE.
- FOLLOW THE CHALLENGE RULES IF ONE IS INTRODUCED.
- COMPLETE THE PUZZLE BEFORE TIME RUNS OUT!
- YOU HAVE 5 MINUTES. READY? GO!

RULES

- EVERYONE MUST PARTICIPATE! NO ONE CAN SIT OUT.
- USE TEAMWORK AND COMMUNICATION TO SOLVE THE PUZZLE.
- FOLLOW THE CHALLENGE RULES IF ONE IS INTRODUCED.
- COMPLETE THE PUZZLE BEFORE TIME RUNS OUT!
- YOU HAVE 5 MINUTES. READY? GO!

RULES

- EVERYONE MUST PARTICIPATE! NO ONE CAN SIT OUT.
- USE TEAMWORK AND COMMUNICATION TO SOLVE THE PUZZLE.
- FOLLOW THE CHALLENGE RULES IF ONE IS INTRODUCED.
- COMPLETE THE PUZZLE BEFORE TIME RUNS OUT!
- YOU HAVE 5 MINUTES. READY? GO!



Artifacts/Student Work

Name: Satish Date: _____

CONFLICT RESOLUTION CHEAT CODES

Directions: Draw a line matching the conflict scenario with the best healthy responses.

YOUR FRIEND IS YELLING AT YOU & BEING UNKIND 	SUGGEST TAKING A BREAK AND TRY TALKING LATER WHEN YOU FEEL CALM 
YOUR FRIEND IS THREATENING YOU ON A GROUP TEXT 	SAY "I UNDERSTAND. CAN I JOIN THE NEXT GAME?" 
YOUR FRIEND SAID YOU CAN'T PLAY SOCCER BECAUSE THEY HAVE TOO MANY PEOPLE 	TELL YOUR FRIEND "THIS IS NOT OKAY. IF THIS KEEPS HAPPENING, I'LL HAVE TO TELL AN ADULT." 
YOUR OTHER FRIENDS ARE GOING TO A PARTY YOU DIDN'T GET INVITED TO 	TELL THE HOST YOU FEEL LEFT OUT AND ASK "WHY DIDN'T YOU INVITE ME?" 

Name: KAN-HON Date: _____

DEFEAT THE RUMOR BOSS

Directions: You're on a mission to defeat the Rumor Boss! Each question gives you a chance to earn points and move closer to victory. For every correct answer, give yourself 10 points. Reach 100 points to defeat the boss!

1. During a soccer game, someone says you cheated when you scored a goal. What's the best way to respond?

- a. Yell back and accuse them of cheating.
- b. Calmly explain the rules and ask to talk after the game.
- c. Stop playing and walk off the field.
- d. Ignore it and keep playing without saying anything.

2. A classmate says on social media that you don't have any real friends. What should you do?

- a. Post a mean comment about them in return.
- b. Tell a trusted adult and avoid engaging online.
- c. Text them angrily to stop spreading lies.
- d. Ask other friends to start spreading rumors about them.

3. At lunch, someone whispers to others that you got in trouble with the teacher. You didn't. What should you do?

- a. Shout across the cafeteria that it's not true.
- b. Quietly confront them in front of everyone.
- c. Ignore it and talk privately with the person later.
- d. Start spreading a rumor about them to get even.

4. Your friend tells you another classmate said you're bad at video games. How should you handle this?

- a. Confront the classmate and demand they stop.
- b. Ask your friend why they're telling you this and what they think.
- c. Challenge the classmate to a game to prove them wrong.
- d. Let it go and move on with your day.



Name: KAN-HON Date: _____

DEFEAT THE RUMOR BOSS

5. Someone says you pushed them during a soccer game when you didn't. What's your best response?

- a. Calmly say it wasn't true and offer to replay the game.
- b. Argue with them loudly to prove your innocence.
- c. Walk away from the game and refuse to play anymore.
- d. Push them back to make it fair.

6. A rumor spreads at school that you said something mean about a friend. What's the best way to address it?

- a. Deny it loudly and make a scene.
- b. Talk directly to your friend and clarify the misunderstanding.
- c. Ignore your friend until they bring it up.
- d. Start a new rumor to shift attention away from you.

7. A friend texts you in a group chat saying they're mad you didn't pick them for your recess soccer team. What should you do?

- a. Apologize and explain it wasn't personal.
- b. Tell them they're overreacting and it's just a game.
- c. Ignore the message and wait until they're over it.
- d. Remove them from the group chat.

8. Someone posts online that you are the reason your team lost a game. What's the best way to respond?

- a. Respond with a comment explaining why it's not your fault.
- b. Talk to a teacher or coach about how it's affecting you.
- c. Post your own comment blaming another teammate.
- d. Confront the person in front of your team.

9. During lunch, a rumor starts that you were caught cheating on a test. How should you handle this?

- a. Say nothing and let the teacher address it if needed.
- b. Stand up in the cafeteria and yell that it's not true.
- c. Go straight to the person spreading it and confront them.
- d. Spread a different rumor to distract everyone.

10. During recess, someone tells you your best friend was making fun of you. What should you do?

- a. Ask your best friend if it's true and share how it made you feel.
- b. Stop talking to your friend immediately.
- c. Confront them angrily in front of others.
- d. Ignore it and assume it will go away.

TOTAL POINTS: _____

Cultural Sensitivity

To ensure cultural sensitivity, students voted on their own group rules. We ensured every voice was heard, resulting in a collaborative set of expectations. In group one we discussed how we all may make different decisions and how that is okay and we can respect each other.

Student-Created Rules

- ✓ Be respectful
- 🗣️ Everyone gets a chance to speak
- 👂 Listen when others talk
- 🎮 Participate in the games

Evaluation

In 6 sessions, students demonstrated significant progress in conflict resolution and classroom regulation.

Decreased Referrals

Data from 6-week group intervention:

Student A: 4 Referral

Previously: 1 referral per week

Student B & C: 0 Referrals

Achieved complete turnaround

Student D: 2 Referrals

Previously: 8 in prior months

Behavioral Change

Teachers reported students actively practicing new tools and skills on the playground and in the classroom.

Program Outcome

Successful regulation in the classroom for all participating students.

Reflections & Future Changes

Key adjustments identified for future iterations of the program:

Program Expansion

- Increase student capacity and adjust group size
- Include both boys and girls across more classrooms

Timing & Structure

- Schedule program at the start of the academic year
- Allow for more preparation and development time

Evaluation Improvements

- Enhance pre/post tests for accurate progress tracking
- Encourage more honest student self-reporting

Core Curriculum Focus

Deepen focus on psychoeducation of emotions to address root causes of behavior issues.