

Grade K1 – Girls**Following Directions/Accepting NO / Friendship***Thursday 9:40-10:20**February 14th – May 3rd*

Name	Strengths	Focus Area	Notes
xxx	Outgoing, eager to please, participates	Problems with Social Relationships, Family System Concerns	Big sister
xxx	Eager to please, bright, outgoing	Anger Management, Self Control, Problems with Social Relationships	Becoming Big sister

Group Goal: Practice following directions and pro-social behaviors. Students will be able to articulate “what makes a good friend” (3 things) and teacher will report increased compliance based on collaboratively created behavior checklist.

Group 1 2.14.13	Group Norms, Puzzle, Draw a picture of your family, favorite animal, favorite food.
Group 2 3.7.13	Q/A interview partners, what makes a good friend cards, star words in game.
Group 3 3.14.13	Candy opener; Read It’s Mine, Sharing Cards, _____ is sharing her _____ & picture
Group 4 3.28.13	Listening bunny book; Talking and listening rules for friends; model good listening in group share
Group 5 4.4.13	Start with group share (no questions just body/eye language) Recess queen: draw a picture of you making good choices as recess (narrate) what is hard?
Group 6 4.11.13	Read how to loose all your friends; if then exercise; trace + illustrate friendship story? Or Taking turns in a Game; use star words
Group 7 4.18.13	Read needing attention, verbalize actions that receive good instead of bad attention
Group 8 5.2.13	Termination: Big sister book + discussion. One nice thing about each person, three things that “make a good friend.”
Optional Group Session 4.25.13	Read I just don’t like the sound of no, practice accepting no (come up with what to do instead of disobeying) – I feel _____ when someone says NO/picture.

Group Results: Students were able to articulate “what makes a good friend” (3 things) and teacher reported qualitative improvements in both students’ social interactions with peers. Teacher reported increase in students’ compliance with “rug time” rules (self-control) but still believes both students need to improve on seeking positive attention.