

A small group, with a plan

Choose one teachable skill. Build practice across sessions. Leave room to adjust.

1. Plan the group

Group focus and grade band

Need or school context informing this group

By the end, students will be able to...

Schedule, session length, and participation arrangements

Session	Skill or goal	Practice / materials	Check for learning
1			
2			
3			
4			
5			
6			

Use general group labels here. Keep names, attendance, and individual notes in your school-approved system.

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2. Prepare each session

Session number / date: _____

Session focus and observable goal

Opening and recall of the previous skill

Model and guided practice

Try it in a fictional school situation

Closing check and next step

What I noticed and what I will adjust

Group review: compare the same skill before and after. What will I revisit, and when?

Copy this page for each meeting. Use fictional scenarios and offer a choice to observe, draw, speak, or pass.

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3. Completed example

Joining in and asking for help

Illustrative example / Grades 3-5 / Six 20-minute sessions

Students practice a respectful invitation that accepts no, and a specific request for adult help. Use the same two fictional scenarios at the beginning and end; note demonstrated independently, with a prompt, or not yet observed.

1. Agreements and a first try

Agree on ways to participate and when adult help is needed. Invite a first try with two fictional scenarios.

Check: Record an initial observation of each target skill.

2. Offer an invitation

Model inviting a classmate to join a shared activity or watch. Partners switch roles; observing is welcome.

Check: Can the invitation offer a choice?

3. Respect the answer

Use role cards to rehearse yes, no, and maybe. Practice accepting the response without pressure.

Check: Can the student accept no and choose a next step?

4. Ask for specific help

For a made-up assignment, say what you tried, where you are stuck, and what help would be useful.

Check: Is the request clear enough for an adult to respond?

5. Try a flexible next step

Revisit an invitation and a help request. Rehearse what to do if a peer declines or an adult is busy.

Check: Can the student choose a workable alternative?

6. Combine and revisit

Repeat the two opening scenarios. Make a reminder card with an invitation and a help request.

Check: Compare observations; name the next practice opportunity.

Session 4 timing: 3 minutes recall and check-in; 4 minutes model; 9 minutes paired practice; 4 minutes closing check. Adjust pacing and participation options to the group.

Follow-up: Two weeks later, offer a brief practice opportunity and ask which strategy was useful. Review observations with relevant colleagues and adjust support. Keep individual records in your school-approved system.

Illustrative planning example, not an evaluated curriculum or official ASCA form. Follow your school process for participation and family communication.