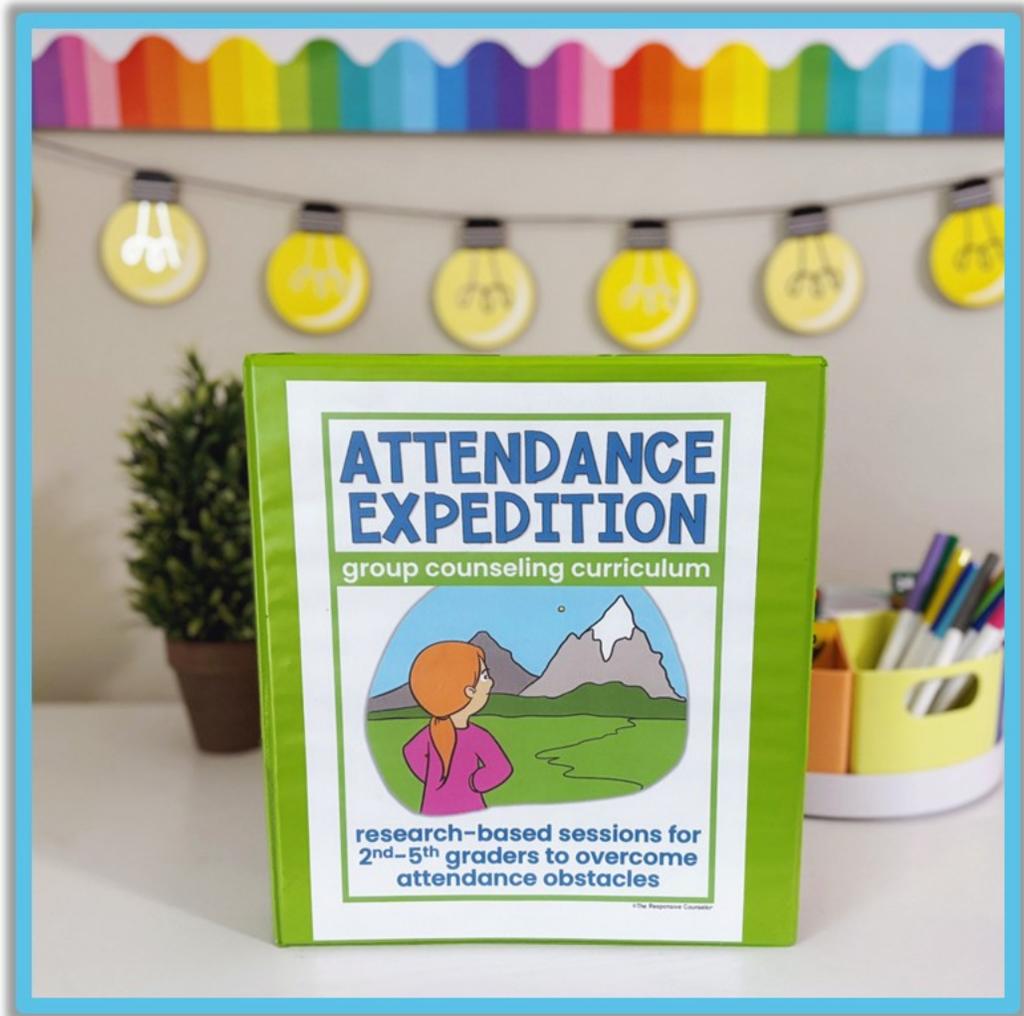


ATTENDANCE EXPEDITION

group counseling curriculum for 2nd – 5th



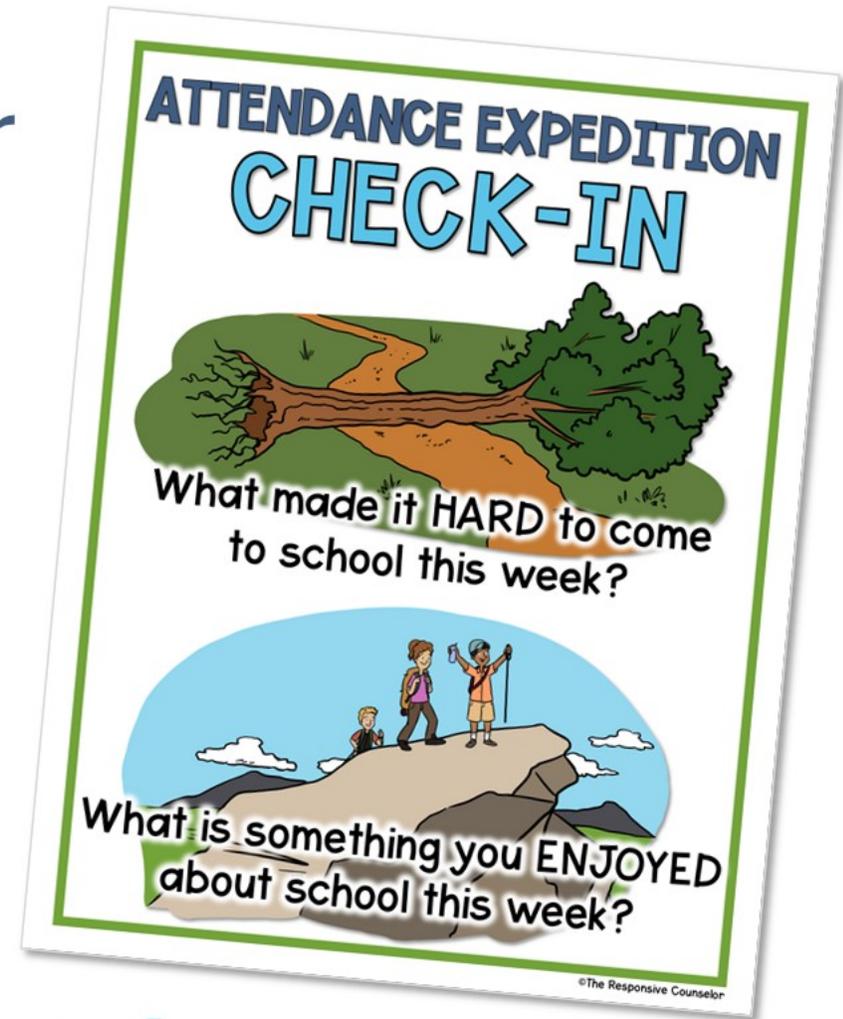
- ▶ Research-based
- ▶ Minimal prep
- ▶ Designed to be completed during lunch, but can be done anytime!

You know those students whose attendance is an issue because of **problems** like waking up late or a sibling staying home?

This is the support for them!

But what about those students whose attendance concerns are related more to **school anxiety** or **lack of school connection**?

This is *also* the support for them!



big picture overview

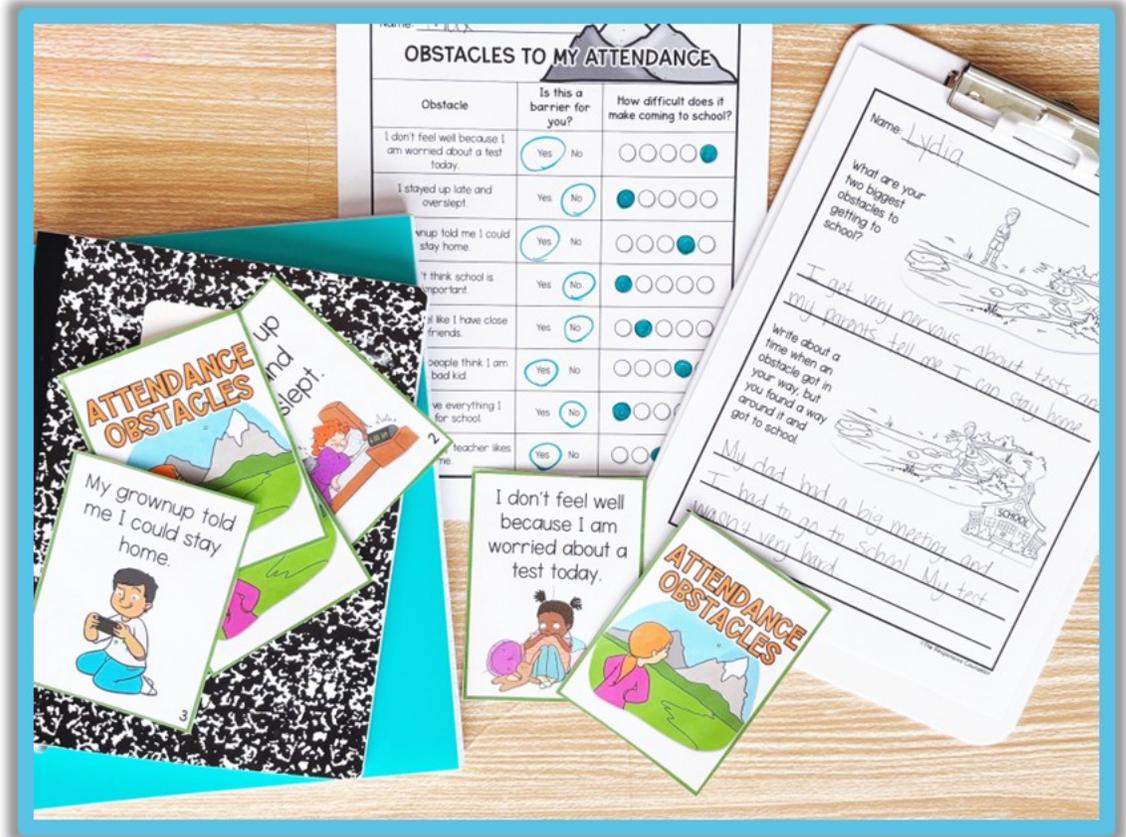
- ▶ Session 1: Introduction + Rapport Building
- ▶ Session 2: Identify Barriers to Attendance
- ▶ Session 3: Habits + Routines
- ▶ Session 4: Thoughts + Attitudes
- ▶ Session 5: Problem-Solving for Attendance
- ▶ Session 6: Social Supports
- ▶ Session 7: Change Talk
- ▶ Session 8: Closing

a closer look



session 1: introduction

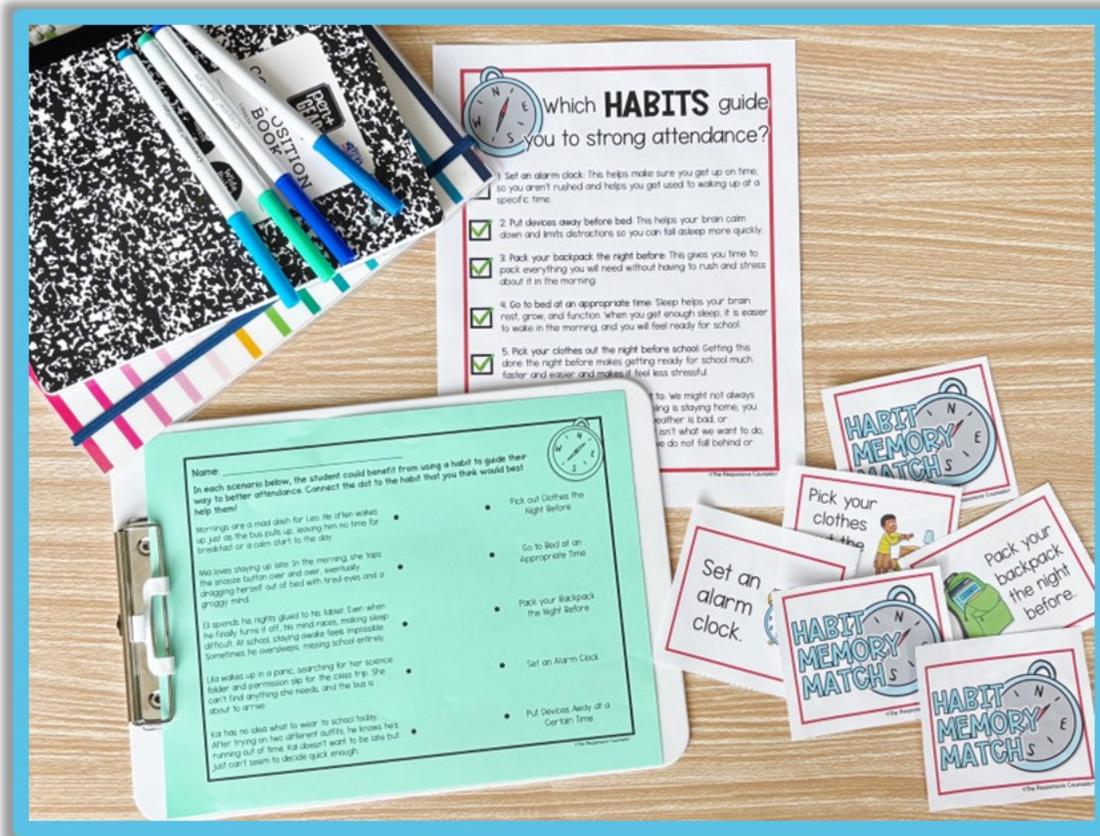
Building rapport, establishing expectations, learning opener and closer activities



session 2: barriers to attendance

Scatter activity to identify what gets in the way of attendance

a closer look



session 3: habits

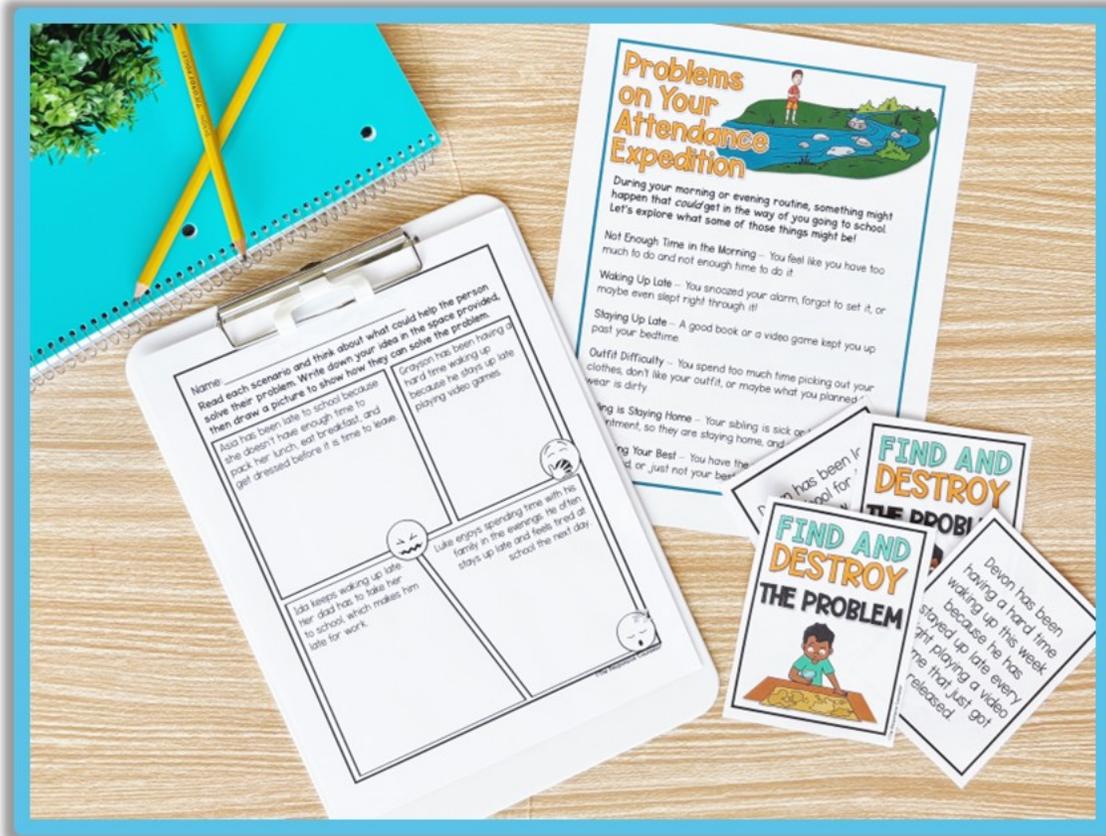
Memory match game to learn about important habits that support attendance



session 4: thoughts + attitudes

A choose-your-own-adventure style story that explores how thoughts and attitudes impact attendance

a closer look



session 5: problem-solving

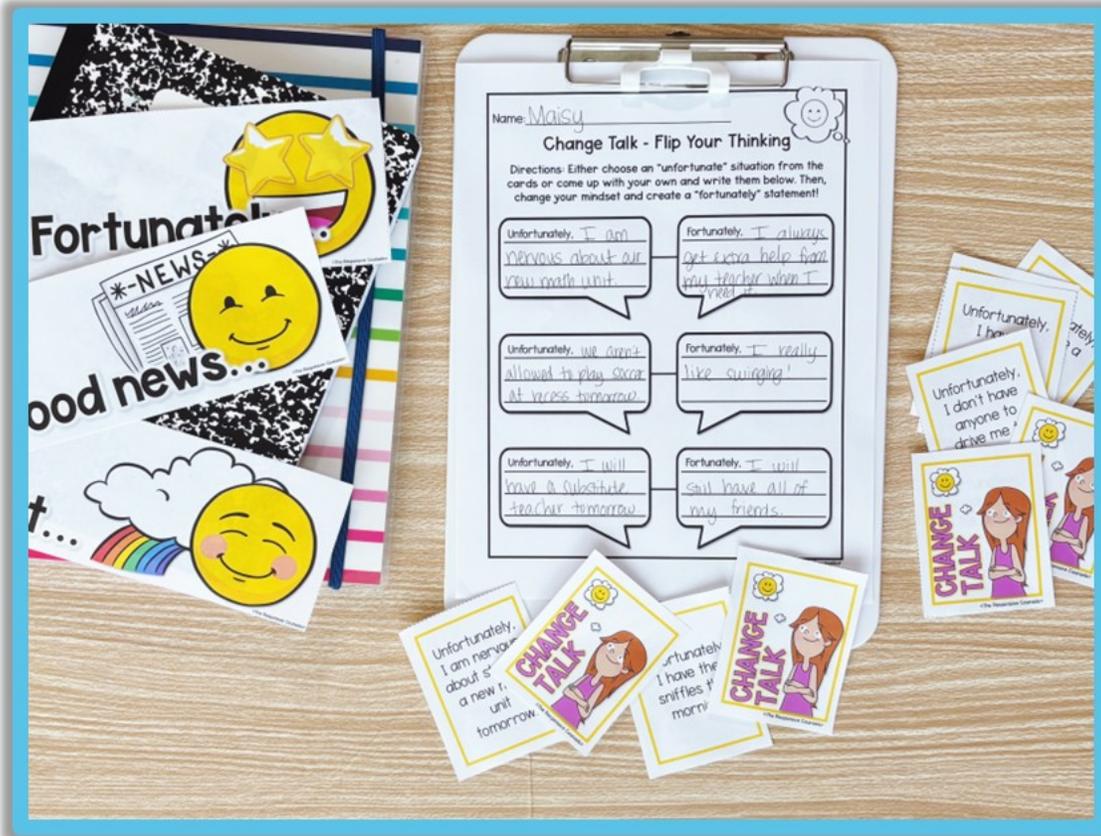
Learning how to overcome problems that come up in our morning or evening routines



session 6: social supports

Celebrating social connections through a game of bingo

a closer look



session 7: change talk
Learning how to change our thoughts from negative to positive



session 8: closing
A final group expedition including three challenges!

a closer look

Teacher and caregiver notes are included for each session to help the learning and growth “stick” and carryover outside of the counseling room!

Dear Parent(s)/Caregiver

Today was the first session of our **Attendance Expedition Group**. We discussed what we will do in group each week and explored how we currently feel about school and attendance.

If you want to follow up at home, ask your student about our group handshake. You can also ask them **“What is something that makes you excited to go to school?”** and/or **“What is something you do that helps you get to school on time?”**

Thank you for your continuous support of our students and our school counseling program!

Dear Classroom Teacher,

Today was the first session of our **Attendance Expedition Group**. We discussed what we will do in group each week and explored how we currently feel about school and attendance.

If you want to follow up in your classroom, ask your student about our group handshake! You can also ask them, **“What is something that makes you excited to go to school?”** and/or **“What is something you do that helps you get to school on time?”**

Thank you for your continuous support of our students and our school counseling program!

Querido/a padre/madre,

Hoy fue la primera sesión de nuestro **asistencia**. Hablamos sobre lo que vamos a hacer cada semana y exploramos lo que sentimos realmente en la escuela y la asistencia.

Si quiere hacer seguimiento en casa, pregúntele a su hijo/a sobre nuestro saludo grupal. También puede preguntarle: **“¿Qué le entusiasma de ir a la escuela?”** o **“¿Qué hace que le ayuda a llegar a tiempo a la escuela?”**.

¡Gracias por su constante apoyo a nuestros estudiantes y al programa de orientación escolar!

ATTENDANCE EXPEDITION

Teacher
Pre/Post Survey

Name: _____

1	This student is absent without an apparent reason.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
2	This student struggles to connect with peers at school.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
3	This student is able to catch up on missed work after an absence.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
4	This student is reluctant to persist through challenges at school.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
5	This student appears motivated to come to school.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
6	This student talks about challenges or issues that might keep them from attending school.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
7	This student appears anxious or stressed at school.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
8	This student's absences follow a specific pattern (ex., every Monday)	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always
9	This student's family has expressed challenges with attendance.	<input type="checkbox"/> Never	<input type="checkbox"/> Sometimes
		<input type="checkbox"/> Rarely	<input type="checkbox"/> Always

Additional tools included:

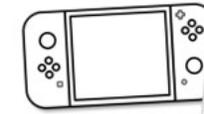
- ▶ Student pre/post survey
- ▶ Teacher pre/post survey
- ▶ Caregiver pre/post survey
- ▶ Progress monitoring
- ▶ Completion certificate
- ▶ Suggested book companions

Black and white pages included!

Set an alarm clock.



Put devices away before bed.



Name: _____

OBSTACLES TO MY ATTENDANCE

Obstacle	Is this a barrier for you?
I am worried about something happening at home.	Yes No
The schoolwork is really hard.	Yes No
Someone is unkind to me at school.	Yes No
I have issues getting to school.	Yes No

GROUP RULES

1. Only one voice at a time. Listen to them!
2. Respect...

ATTENDANCE OBSTACLES



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Pack your backpack the night before.



Go to bed at an appropriate time.




POSITIVE CONNECTIONS BINGO

Apologize for a Mistake	Include Someone in an Activity	Clean Up Something That Wasn't Your Mess
Smile at Someone	Try Something You Weren't Sure You Could Do	Help a Classmate
Someone Listening to Your Ideas	Solve a Problem with a Classmate	Share an Idea with the Class

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POSITIVE CONNECTIONS BINGO

Help a Classmate	Clean Up Something That Wasn't Your Mess
Someone Listening to Your Ideas	Try Something You Weren't Sure You Could Do
Share an Idea with the Class	Include Someone in an Activity

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Fortunately...



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Good news...



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But...



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questions & answers

Is this ASCA or CASEL aligned?

ASCA Standards

- ▶ Sense of acceptance, respect, support and inclusion for self and others in the school environment
- ▶ Positive attitude toward work and learning
- ▶ Belief in using abilities to their fullest to achieve high-quality results and outcomes

CASEL Competencies

- ▶ Self-Management
- ▶ Responsible Decision-Making
- ▶ Relationship Skills

What does research-based mean?

It means it was created using what peer-reviewed published research tells us matters and works when trying to support children's attendance!

Is this in the group counseling curriculums bundle?

It is not in that bundle, and will not be added to it. That bundle is complete.

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves. Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

B.A. from Michigan State University

Psychology and Anthropology

M.S. from Vanderbilt University

Community, Research, and Action

M.Ed. From Vanderbilt University

Human Development Counseling:
School Counseling & Mental Health

experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



let's connect:

