



# Eastern Suffolk BOCES Student Assistance Service Group Scope and Sequence

This chart represents the scope and sequence for SAS groups K-12. The intent of the group program is to provide support and education for students who are beginning to show signs of distress academically and/or are lacking in prosocial skills. Techniques utilized are developmentally appropriate\*, solution-focused, and come from a strengths-based perspective. Students either self-refer or are referred to the SAS counselor by a teacher, counselor, administrator, parent, or friend. The counselor assesses each student before inviting them to participate in a group and, if necessary, parent permission is obtained. The groups are designed to last from 8 to 12 sessions depending on the makeup of each group. At the end of the group there is closure with students or referral for additional services if deemed appropriate or necessary by the counselor.

The outline reflects the program's guiding ideas about resiliency and the importance of building protective factors in the lives of young people in order for them to thrive and ultimately lead a successful life. Emphasis is placed on areas that research has shown to be effective in making positive differences in students' lives. It is important to note that the outline has been aligned with the NYS Standards for Education and meet many of the requirements for performance indicators under English Language Arts, Health, Physical Education and Family and Consumer Sciences, Career Development and Occupational Studies, and Social Studies. Our work also incorporates the five core groups of social and emotional competency as outlined by the collaborative for Social and Emotional Learning (CASEL). These include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In addition, many topics incorporate or include lessons/activities that are character education related.

\*Based on Erik Erikson's theory of psychosocial development.

# Eastern Suffolk BOCES SAS Resiliency–Based Groups

## SCOPE and SEQUENCE

<i>SAS GROUP TOPICS</i> →	<b>Self-Image</b>	<b>Social Competency</b>	<b>Coping Skills</b>	<b>Decision Making</b>	<b>Substance Abuse</b>	<b>Media Influences</b>	<b>Personal Safety</b>
<i>GROUP OBJECTIVES</i> →	Group focus is on assisting students to develop a healthy sense of self and explore the idea of self-concept.	Emphasis is on effective communication and establishment of positive relationships.	Ability to manage stress and pressure in healthy ways.	Focus is on acquisition of a variety of problem solving skills and self-reflection.	Education regarding the dangers of ATOD use and identifying individual risk factors for use/abuse.	Understanding the influences of advertising and other media, including cyberspace, on behavior.	Assisting students to feel empowered and equipped to deal with situations.
<b>Social and Emotional Learning Competencies Addressed (SEL)</b> →	<b>Self-Awareness, Self-Management, Relationship skills</b>	<b>Relationship Skills, Social Awareness</b>	<b>Self-Management, Relationship Skills, Self-Awareness</b>	<b>Responsible Decision Making, Relationship Skills</b>	<b>Self-Management, Self-Awareness, Relationship Skills, Decision-Making</b>	<b>Responsible Decision Making, Self-Management</b>	<b>Self-Awareness, Self-management, Social Awareness, Relationship Skills, Decision Making</b>
<b>N.Y. State Learning Standards Addressed</b> →	English Language Arts - Standards 1,3,4; Social Studies – Standard 5; Health etc. – Standard 1,2,3; Career Dev/Occupational Studies – Standards 1, 3a	English Language Arts – Standards 1,3,4; Social Studies – Standard 5; Health etc. – Standards 2,3; Career Dev/Occupational Studies – Standards 1, 3a	English Language Arts – Standards 1,4; Social Studies – Standard 5; Health etc – Standard 1,2; Career Dev/Occupational Studies – Standards 1,3a	English Language Arts – Standards 1,4; Social Studies – Standard 5; Health etc – Standard 1,2; Career Dev/Occupational Studies – Standards 1,3a	English Language Arts – Standards 1,4; Social Studies – Standard 5; Health etc – Standard 1,2; Career Dev/Occupational Studies – Standards 1,3a	English Language Arts – Standards 1,4; Social Studies – Standard 5; Health etc – Standard 1,2; Career Dev/Occupational Studies – Standards 1,3a	English Language Arts – Standards 1,4; Social Studies – Standard 5; Health etc – Standard 1,2; Career Dev/Occupational Studies – Standards 1,3a
<i>Group Activities</i> → <i>Middle Childhood 4-5 yrs. Initiative v. Guilt “I am what I Imagine I will be”</i>	Activities that emphasize a beginning awareness of a self-concept such as things that they like to do and/or are good at.	Emphasis on making friends, identifying feelings and prosocial skill building.	Activities that explore ways to handle anger, sadness, hurt feelings, stress, etc.	Identifying problems and talking concretely about problem solving strategies.	Talk about care of self including what we put in our bodies.	Explain the purpose of ads and how advertisers sell to children	Current info on good touch/bad touch and stranger danger.
<i>Group Activities</i> → <i>School Age 6-11 yrs. Industry v. Inferiority “I am what I Learn”</i>	Activities that allow for self-expression that are creative & interactive.	Higher level of understanding and communicating feelings.	Identify coping methods and utilize role plays to come up with ways to deal with stressors. Introduce mindfulness techniques.	Teach and reinforce a problem solving model. Role plays, work in pairs, etc. various scenarios to solve.	Enhanced discussions about respect for self and dealing with pressure in healthy ways. Basic info on consequences of ATOD use.	Allow students to speak about how media influences them. Have them bring in ads. Go over the internet.	Talk about various situations i.e. latchkey kids, stranger danger, bicycle safety, etc. Cover cybersafety, elicit students’ stories/concerns and allay fears.
<i>Group Activities</i> → <i>Adolescence 12-18 yrs. Identity v. Role Confusion “Who Am I?”</i>	Increased ability to be introspective lends itself to activities such as journal writing, etc.	Emphasis on healthy ways for self-expression & making positive connections w/peers and adult role models. Understanding non-verbal communication.	Identify common, normative life events and stressors & ways to deal with them including mindfulness techniques.	Activities that reflect increased cognitive functioning and allow for emphasis on creative solutions.	Continued education and discussions about individual potential to develop problem ATOD use.	Emphasis on ways to identify and counter advertising appeals.	Advanced discussions about recognizing and being prepared to handle high risk situations.

### MEANINGFUL INVOLVEMENT