



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success

K-5 Power Up Self-Management (Executive Functioning)

Scope & Sequence

Session Name	Purpose	Learning Goals
Session 1: Intro to Group	Orient students to the purpose of the group & what to expect, energize motivation around being more Responsible through self-management, and establish community agreements regarding safe and supportive space.	By the end of this session, students: <ul style="list-style-type: none">• Can describe the purpose of the group• Are able to describe why it is important to complete Responsibilities on their own and what brain challenges may get in the way• Can describe the community agreements
Session 2: Our Brain and Getting Better	Normalize challenges with completing Responsibilities on one's own. Teach students how their brains work to influence differences in Responsible behavior, increase the need for self-management skills, and cultivate a positive mindset towards how their brains can change and how self-management can improve through their effort to practice using skills.	By the end of this session, students: <ul style="list-style-type: none">• Can describe how their brain works and how it changes• Feel more confident in putting in the effort to use and improve self-management skills



Session 3: Setting Goals and Planning	Teach students about Responsibility and its connection to self-management skills, identify the situations and routines where Responsibility is most necessary, and learn the process for setting Responsibility goals.	By the end of this session, students: <ul style="list-style-type: none">● Can describe what Responsibility is, what it looks like, and its connection to self-management● Are able to describe why establishing goals and coming up with plans are important● Practice a Responsibility goal setting process
Coaching Session 1: Develop Your Plan	Coach each student in developing a personalized plan that includes their Responsibility goals, the situations and routines where Responsibility goals are needed, and the self-management skills that can help them improve and achieve their Responsibility goals.	By the end of this coaching session, students: <ul style="list-style-type: none">● Will have an initial Responsibility Plan that includes<ul style="list-style-type: none">○ Responsibility Goals○ The specific situations where Responsibility and self-management skills are needed the most (in school & outside of school)○ An outline for where and when self-management skills can be used
Session 4: Keeping Organized	Teach students why keeping their space and things organized is important for being Responsible and how they can use an Organization Checklist to organize space and things.	By the end of this session, students: <ul style="list-style-type: none">● Can describe why it is important to organize space & things● Know how to use an Organization Checklist● Practice using an Organization Checklist to be Responsible & organized



Session 5: Following Directions	Teach students the importance of keeping track of Responsibilities and how to do so using visual to-do lists that involve identifying the routine, knowing the directions or expectations they are Responsible for, and breaking the Responsibility down into To Do steps.	By the end of this session, students: <ul style="list-style-type: none">• Can describe why it is important to keep track of Responsibilities• Are able to explain the power of creating a visual to-do list to keep track of Responsibilities (Routine, Directions/Expectations, To Dos)• Practice creating visual to-do lists for specific routines
Session 6: Staying Focused	Teach students the importance of staying in the zone in order to finish and complete tasks/Responsibilities they started and how to use self-monitoring to stay in the zone to complete tasks or Responsibilities.	By the end of this session, students: <ul style="list-style-type: none">• Can describe the importance of staying in the zone, resisting distractions, and completing tasks/Responsibilities• Can describe how to use self-monitoring to stay in the zone• Practice staying in the zone using self-monitoring until task/Responsibility completion
Session 7: Stopping Before Acting	Teach students about stopping before acting (impulse control) and how to use the Stop, Think, Act, Review power tool (visual cue) which directs students to first stop by taking a breath, then think about the impulse and act Responsibly, and finally to review how it went.	By the end of this session, students: <ul style="list-style-type: none">• Are able to describe why it is important to stop and think before acting (i.e., impulse control)• Can describe how to use Stop, Think, Act, Review as a self-management tool• Practice how to use S.T.A.R. power as an impulse control strategy



Coaching Session 2: Finalize Your Plan	Spending individual time with each student to finalize their Responsibility Plans with the skills they find most helpful to improve their self-management and progress towards achieving the goals they set for themselves.	By the end of this coaching session, students: <ul style="list-style-type: none">● Revise goals and/or situations/routines where Responsibility and self-management skills are needed the most● Finalize the Responsibility Plan to include the specific self-management skills that are most helpful for improving Responsibility during the specific situations/routines where it is most necessary● Completed the plan to share with the school mentor and family to promote skill generalization
Session 8: Ceremony and Celebration	Review what was learned, hold a ceremony to provide each student with a certificate that symbolizes their achievements, and celebrate by having fun together.	<ul style="list-style-type: none">● Students celebrate the mindset and skills they learned by participating in the group● Students feel proud about the sense of achievement in graduating from the group● Students have fun celebrating the achievement together



CharacterStrong Tier 2 (CST2)

Small Group Skills Instruction for Student Success



Small Group for Self-Management (Executive Functioning Skills)

Grades 6-12 Scope & Sequence

Session Name	Purpose	Learning Goals
<p>Session 1: Intro to Group</p>	<p>The purpose of this intro session is to build connections among students, orient them with the goals of this group, energize their motivation towards improving their Self-Management, and establish Community Agreements that set norms for creating a safe and supportive space where each person can learn and improve.</p>	<p>By the end of this session, students:</p> <ul style="list-style-type: none"> • Can describe the purpose of the group. • Are able to describe what motivates them to improve responsibility and Self-Management. • Can describe the Community Agreements.
<p>Session 2: Self-Management and Our Brains</p>	<p>The purpose of this session is three-fold:</p> <ul style="list-style-type: none"> • Teach students about the links between Self-Management, Expectations, and Executive Functions (Self-Management Process) • Normalize challenges with self-management by learning about the brain • Cultivate a positive mindset towards being capable of overcoming challenges with effort, support, and the use 	<p>By the end of this session, students:</p> <ul style="list-style-type: none"> • Are able to explain how Self-management is the ability to regulate attention, motivation, and behavior in order to consistently perform responsible behaviors during daily responsibilities inside and outside of school. • Can describe how it is okay that all brains are different and how brains can change with support from Self-Management tools and compassionate adults.



	of tools.	<ul style="list-style-type: none"> ● Endorse a positive mindset about improving Self-Management with effort, support, and the use of tangible tools.
Session 3: R.E.A.L. Goals (Delaying Gratification)	The purpose of this session is to teach students a goal-setting framework that helps visualize and externalize motivation to delay gratification for a better future. This framework supports students in identifying specific daily responsibilities where the use of Self-Management tools are needed to consistently perform responsible behaviors.	By the end of this session, students: <ul style="list-style-type: none"> ● Can explain why having both goals and a plan are important. ● Are able to explain each step of the R.E.A.L. Goals framework. ● Will practice each step of R.E.A.L. Goals. ● Are prepared for Coaching Session 1 to develop their personalized plan.
Coaching Session 1: Develop Your Plan	Coach each student in developing a personalized plan using the R.E.A.L. Goals framework by identifying the Point of performance (PoP) where improving Self-Management is most necessary, creating short-term and bigger picture goals, starting a PoP Plan, and learning what to do if their plan does not work out initially.	By the end of this coaching session, students will have a plan that includes: <ul style="list-style-type: none"> ○ Specific Point of Performance (PoP) where they want to improve Self-Management. ○ Short-term and bigger picture goals. ○ Executive function obstacles that get in the way of meeting PoP Expectations. ○ Initial outline for a PoP that includes the tool(s) for improving Self-Management.



Session 4: Following & Remembering Tasks	The purpose of this session is to teach students the importance of understanding and remembering directions the first time and how to use a Self-Management tool to follow and remember directions.	By the end of this session, students: <ul style="list-style-type: none">• Can describe the importance of following and remembering Tasks to complete responsibilities.• Can describe how to create and follow a To Do List in order to remember Tasks.• Practice creating To Do lists in preparation for using this tool as part of a plan if needed.
Session 5: Keeping Organized	The purpose of this session is to support students through reflecting on and identifying why keeping organized is important for completing responsibilities and how to use a routine checklist for organizing Tasks, Things, and Time.	By the end of this session, students: <ul style="list-style-type: none">• Can describe why it is important to organize Tasks, Things, and Time (3Ts).• Can describe how to create a Ready Routine using a checklist to organize Tasks, Things, and Time.• Practice using the Ready Routine Checklist in preparation for using this tool as part of plan if needed.
Session 6: Staying Focused	The purpose of this session is to support students in identifying the reasons why it's important to stay focused on a Task, duty or assignment until it's completed and how to use a Self-Monitoring Chart to stay focused, on track, and accountable for following through with specific Expectations.	By the end of this session, students: <ul style="list-style-type: none">• Can describe why it is important to stay focused and ignore distractions when completing Tasks associated with important daily Expectations.• Are able to explain how Self-Monitoring works for staying focused and on track with finishing and completing an Expectation.• Practice using the Self-Monitoring Tool in



		preparation for using it as part of the plan if needed.
Session 7: Controlling Impulses	The purpose of this session is two-fold: <ol style="list-style-type: none">1. Support students through reflecting on the reasons why it is important for them to control impulses.2. Teach students the steps for impulse control (Stop, Think, Act, Review) and how to create a Performance Cue for remembering to control impulses at the place and time it's needed.	By the end of this session, students: <ul style="list-style-type: none">● Are able to describe why it is important to have impulse control in certain situations to avoid engaging in behaviors that are disruptive to self, others, or the environment.● Can describe how to control impulses and create a Performance Cue as a reminder to control impulses.● Practice creating a Performance Cue and following the steps for controlling impulses in preparation for using this tool as part of the plan if needed.
Coaching Session 2: Finalize Your Plan	Coach each student through finalizing their personalized plans with the tools they find most helpful for improving Self-Management and overcoming and completing obstacles on their own.	By the end of this coaching session, students will: <ul style="list-style-type: none">● Revise goals and/or situations/routines where responsibility and Self-Management skills are most necessary.● Finalize the Responsibility Plan to include the specific Self-Management skills that are most helpful for improving responsibility during the specific situations/routines where it is most necessary.● Will have a completed plan to share with the school mentor and family to promote skill generalization.



<p>Session 8: Ceremony & Celebration</p>	<p>The purpose of this session is to review key topics and tools learned throughout the group, hold a ceremony to provide each student with a certificate of achievement, and celebrate this achievement by having fun together.</p>	<ul style="list-style-type: none">● Students are able to accurately recall key topics and tools they learned in this course.● Students feel proud about the effort they put into the group.● Students have fun celebrating their achievements as a group.
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