

Galactic

Guidance

Goodies

**SOLUTION
FOCUSED**



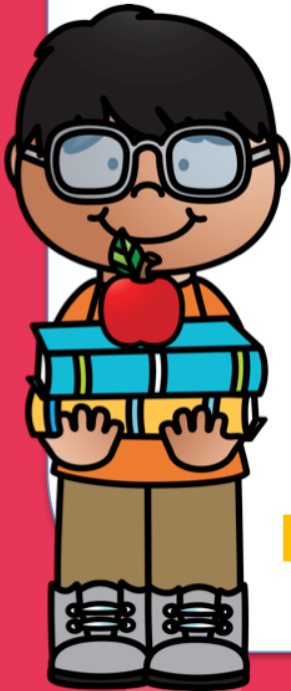
Presented by:

Amber Barbee, LPC-S, CSC, CART

2020-2021

Re-SOLUTION BOOKS

"Band-Aid Books"



**Other names-
Lapbooks/Interactive notebooks/Toolkit**

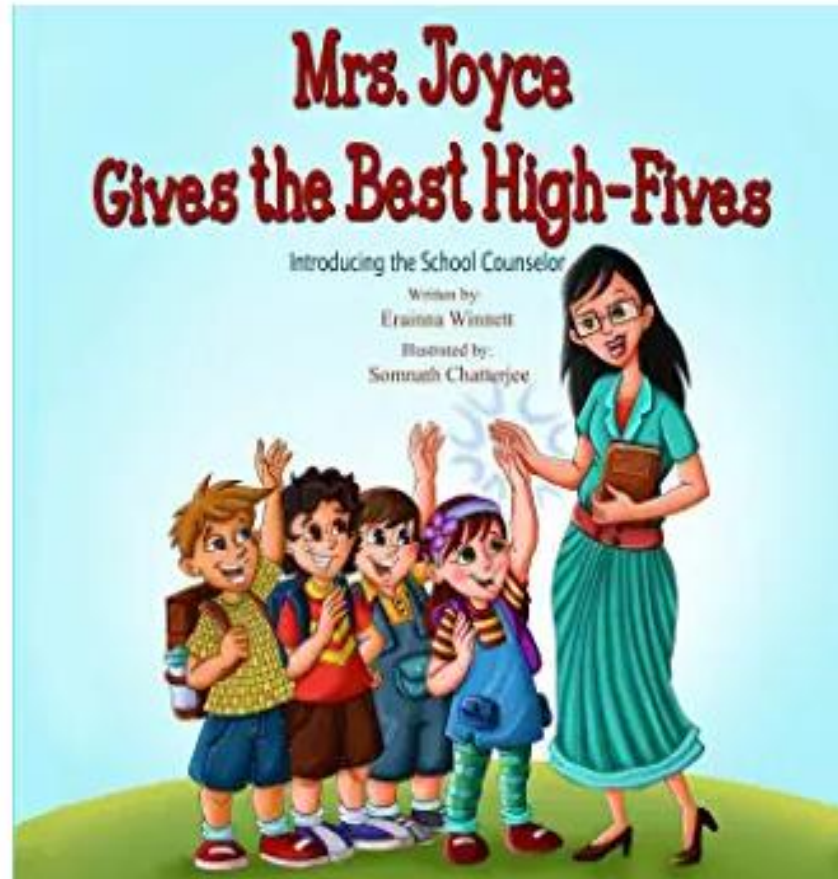
Re-SOLUTION BOOK



Band-Aid Book

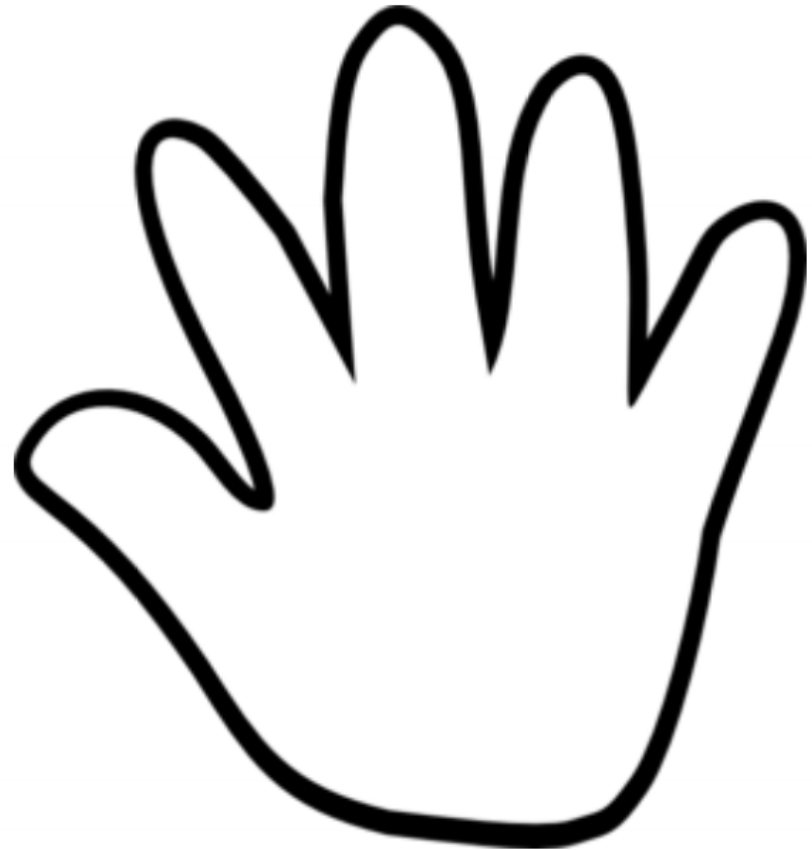
<https://www.youtube.com/watch?v=20tFU8BX8E4>

<https://www.facebook.com/710917492273159/videos/884950585268835>





list 5 ways that a school counselor
can help a student.
After making your list you can
decorate your hand.





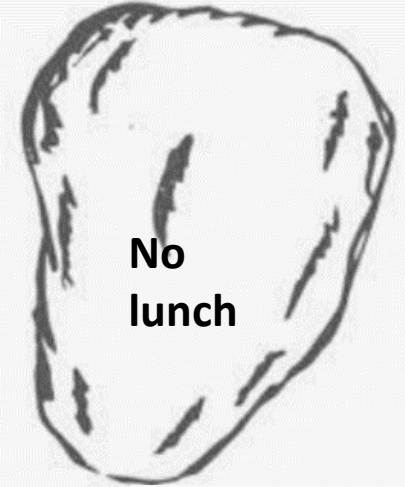
Divorce



Dad
died



Failed a
test



No
lunch



Tardy



Friend
moved
away



Grandma
has
cancer



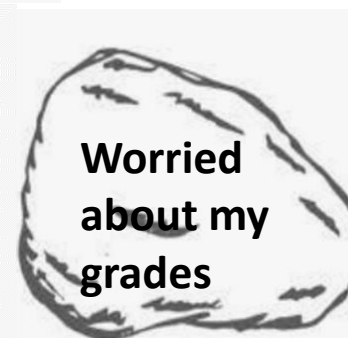
Always
feel
sad



What are you
carrying around
in your
backpack?



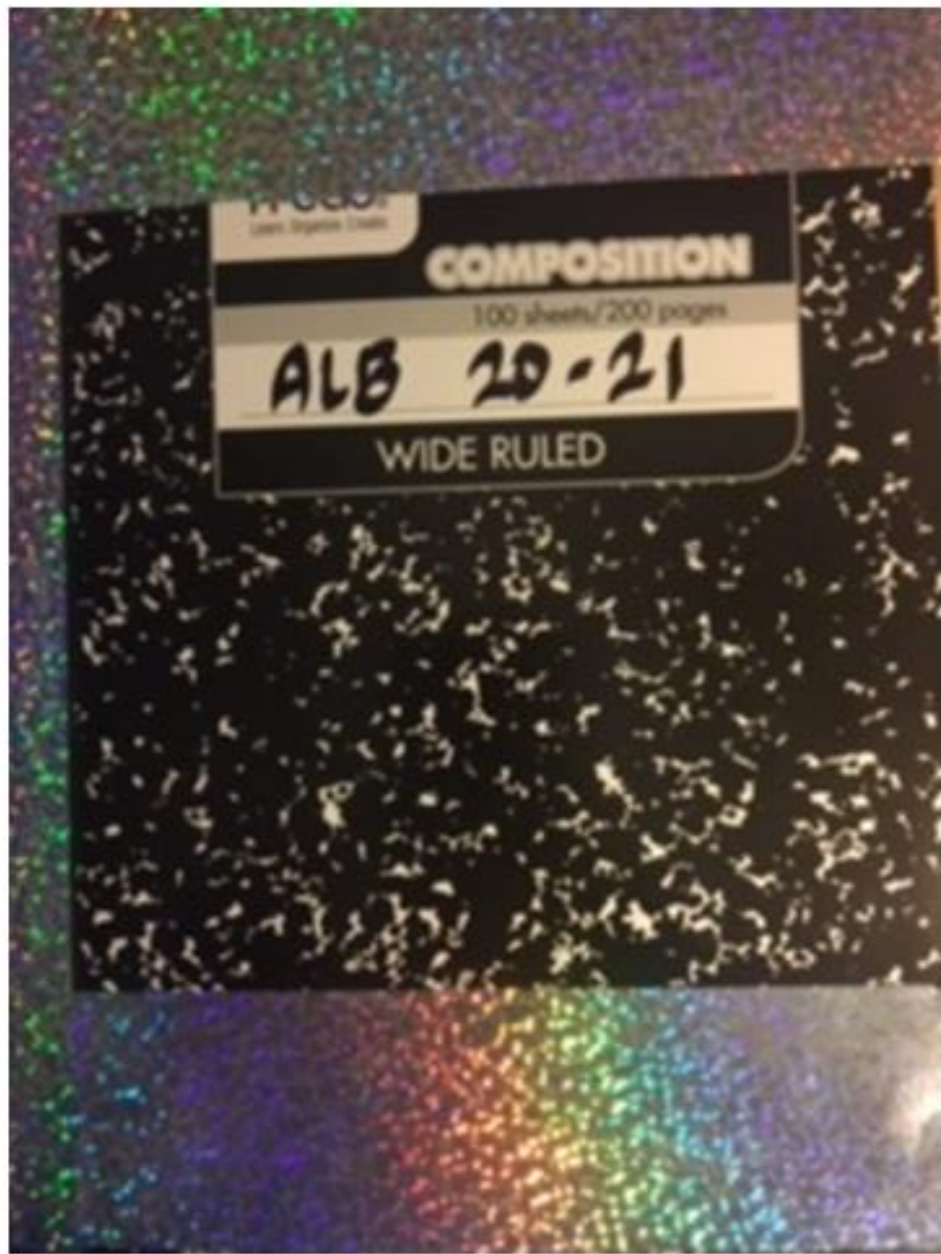
Mom
lost her
job



Worried
about my
grades



House
was
flooded



WESCO
Learn. Organize. Create.

COMPOSITION

100 sheets/200 pages

ALB 20-21

WIDE RULED

RESOLUTION

BEI I WONG BUI IS BOLDLY COMING
COP LAY IS BRUING.
ALAY MONGKE YONG BEI YONG CON
APCHONG YONG LONG.



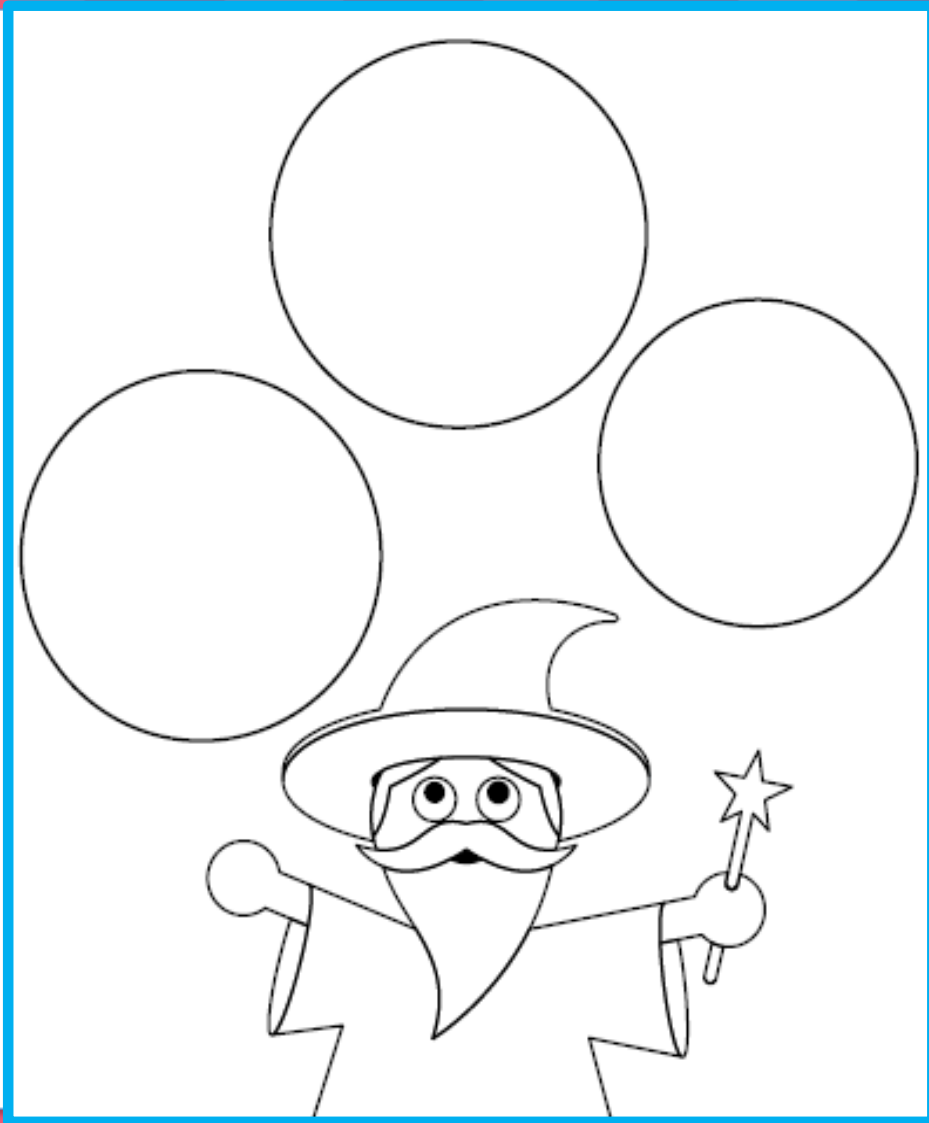
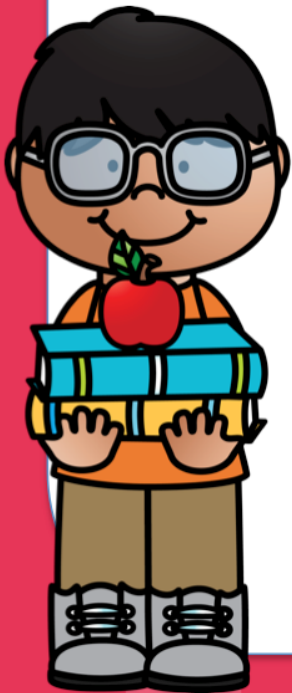
Re-SOLUTION BOOK

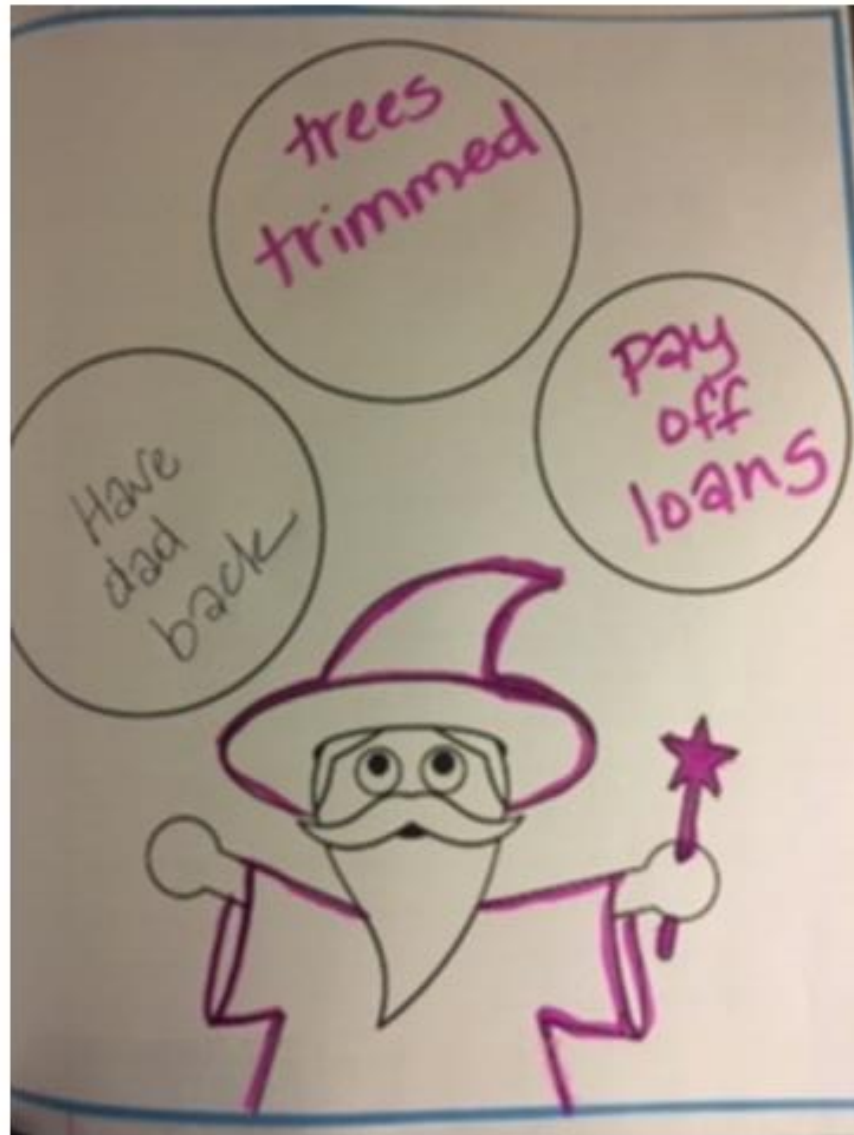


My

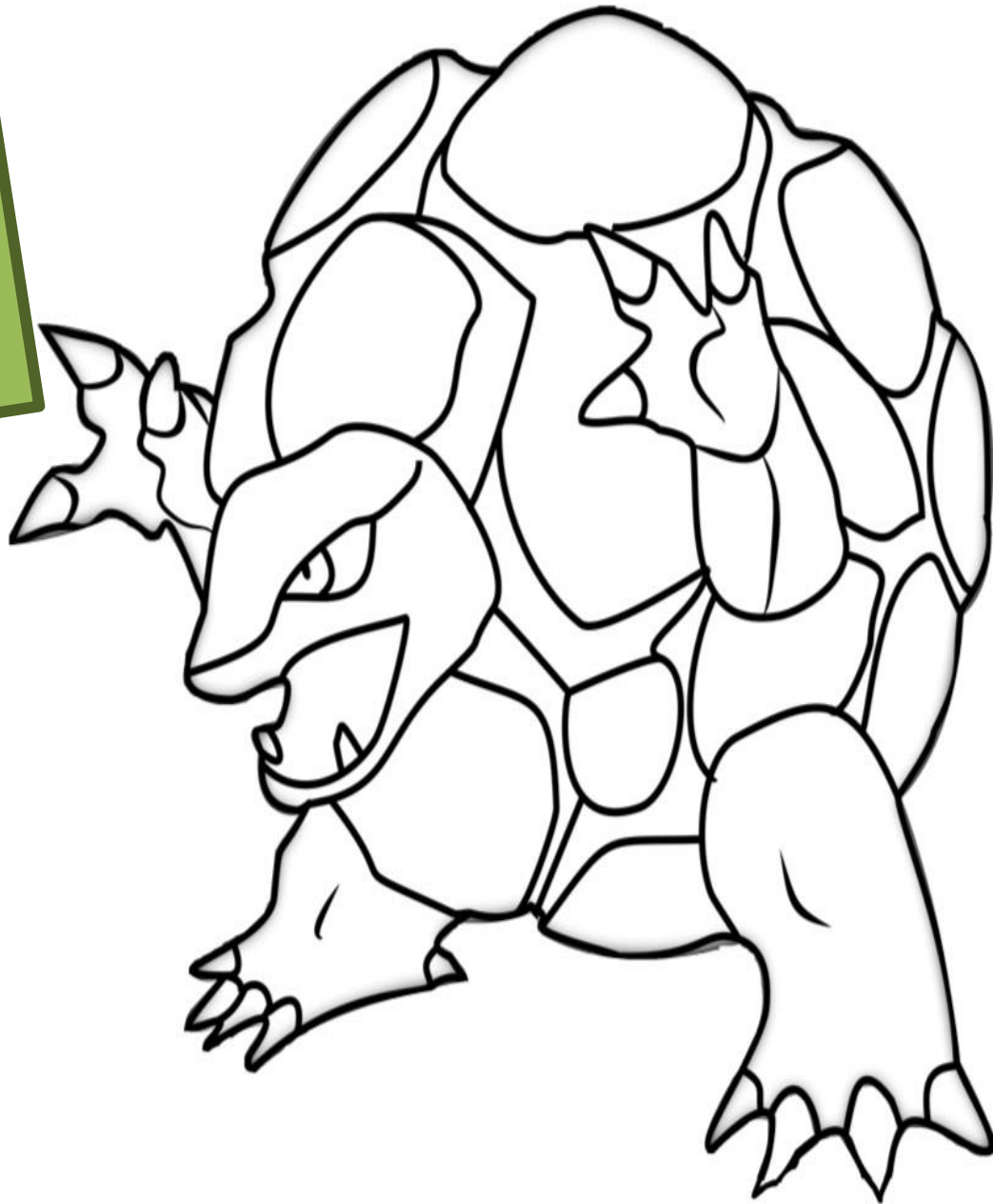
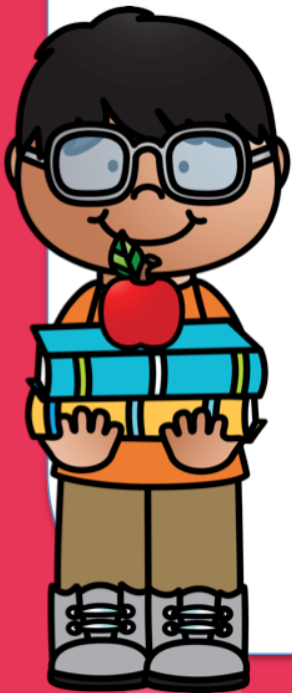
Band-Aid Book

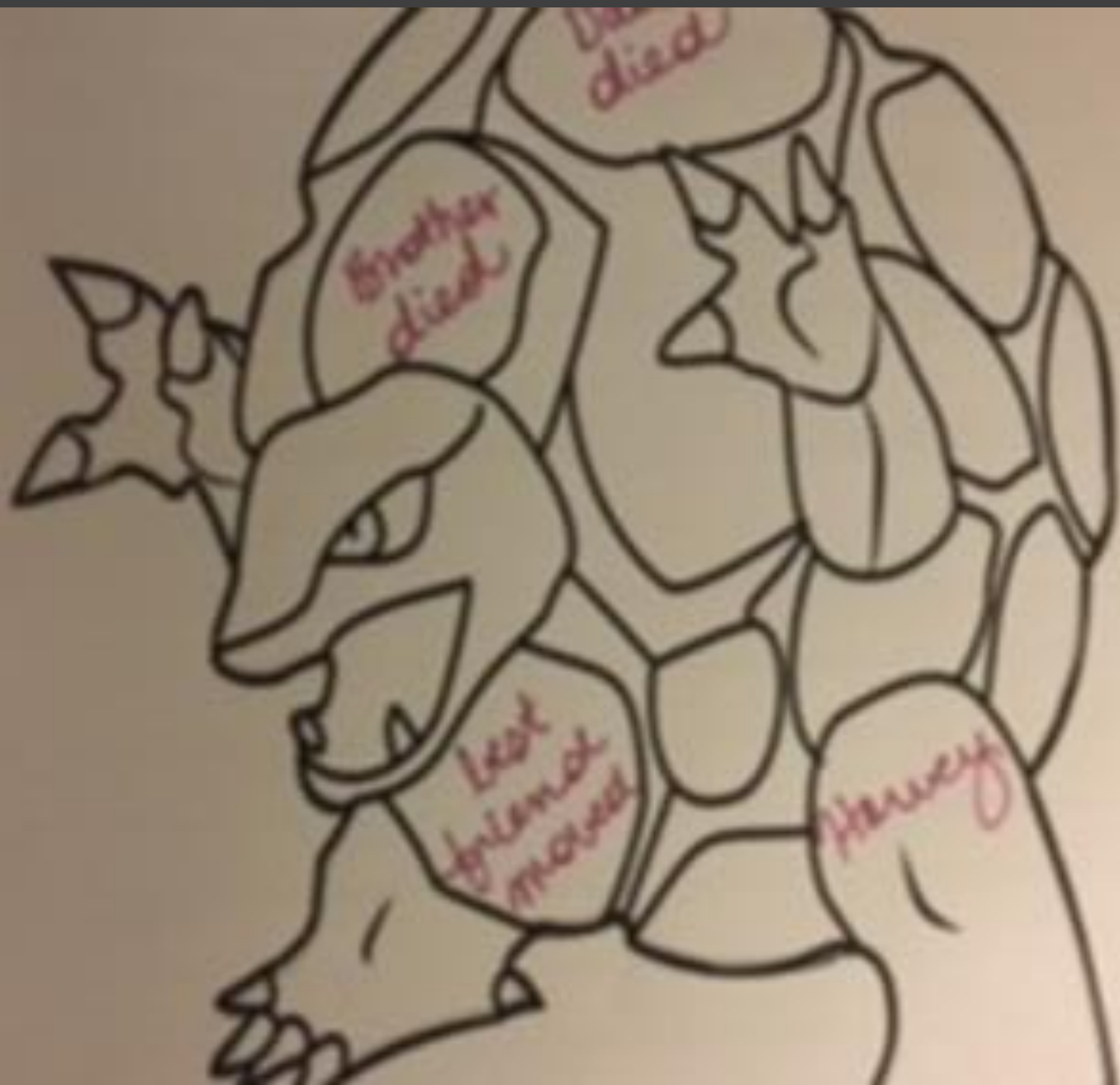
Mrs. Barbee





GOLEM
Rock
type



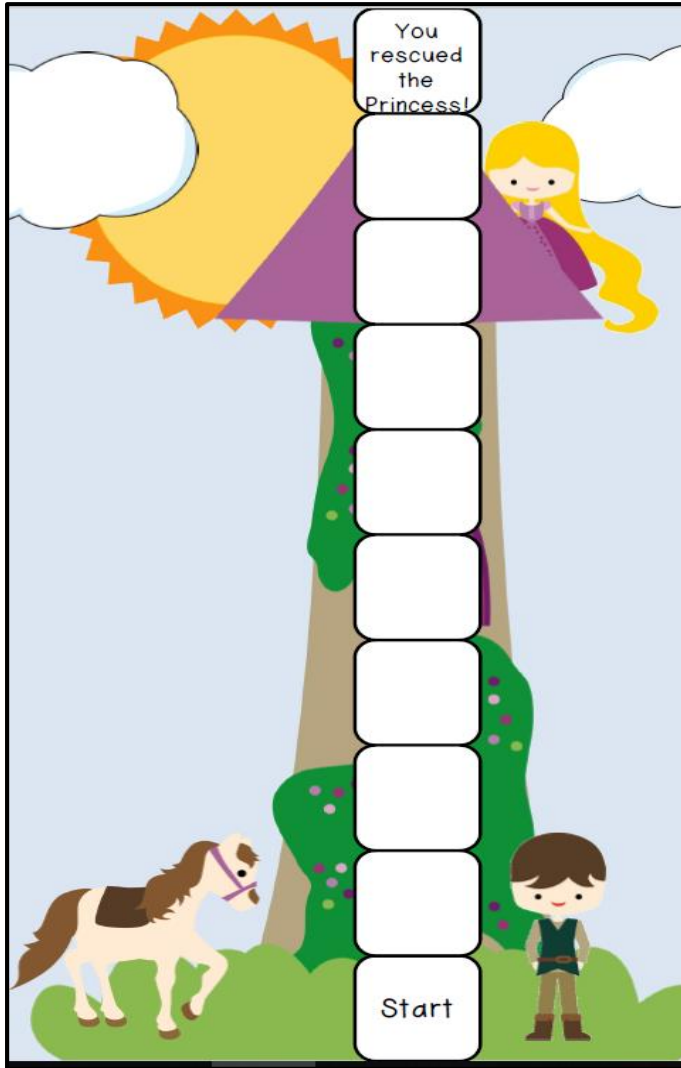
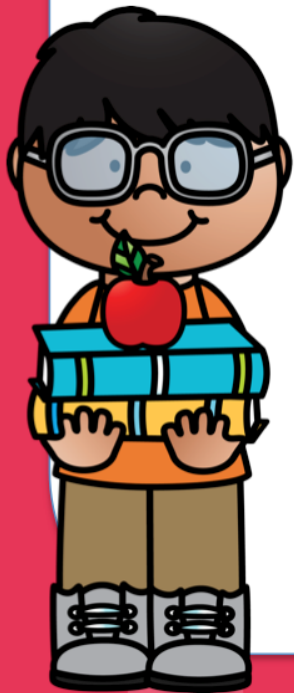


Dad died

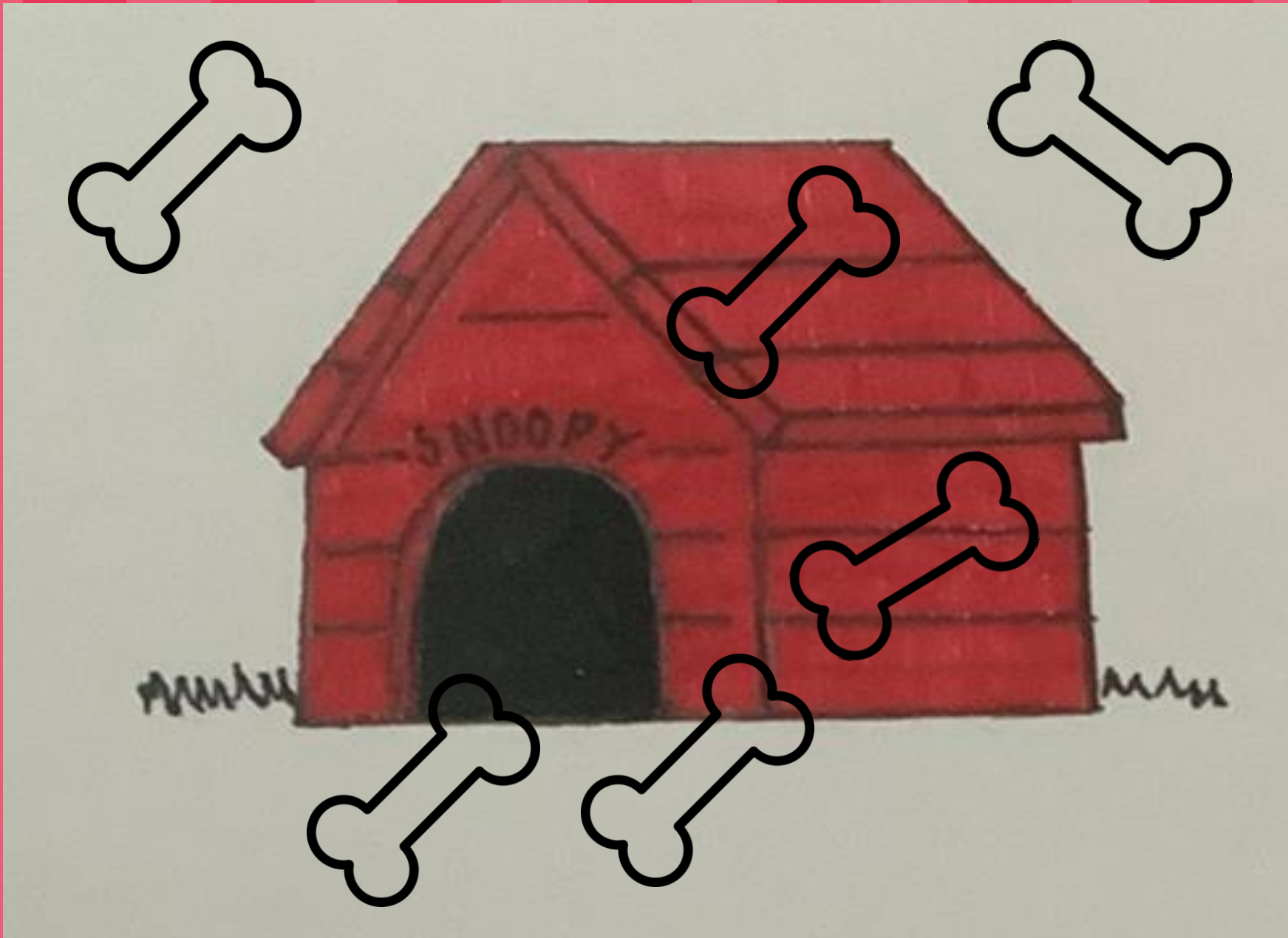
Brother died

Best friend moved

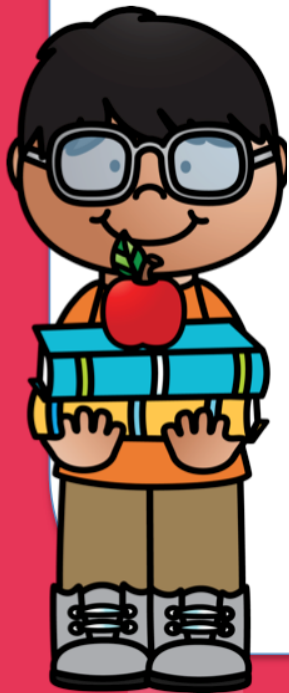
Harvey



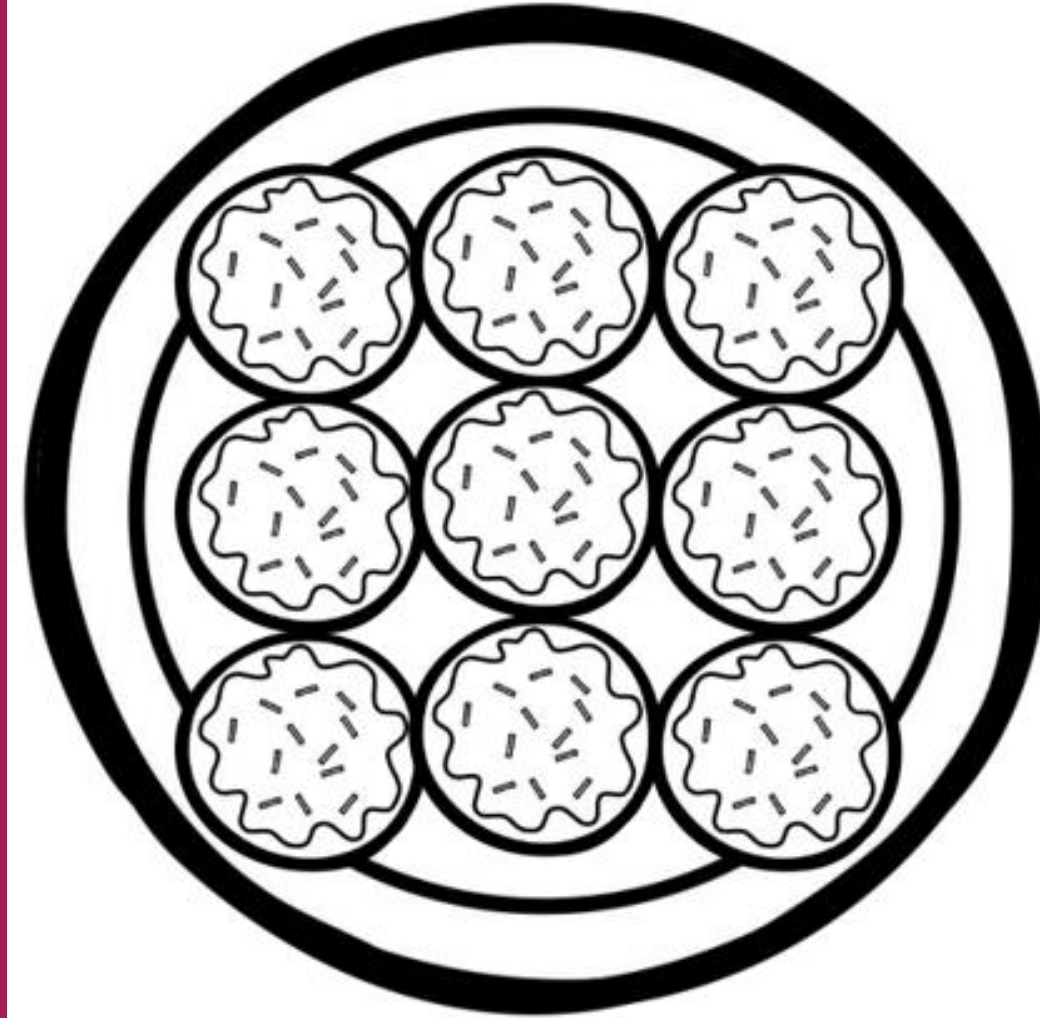
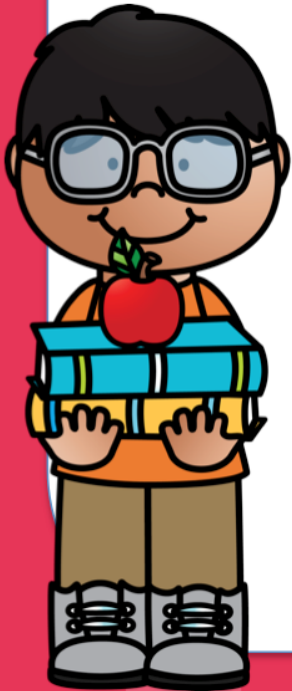
What's your
number?
1-10

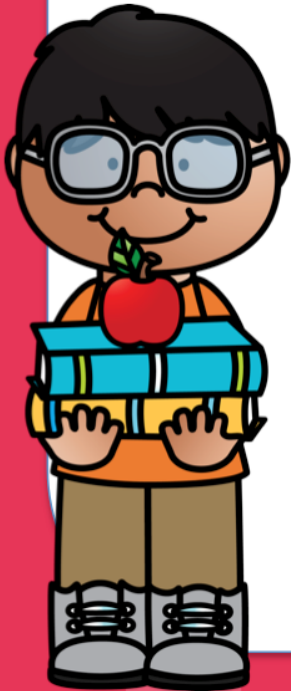


TRACKING ATTENDANCE



ACHIEVE GARD





Name: _____

Problem Solving Steps

When there is a problem, it is best to stop and think before you act. If you try to **solve** the problem instead of simply reacting to it, you can make better choices. Use these four steps to help you solve your problems.

Step 1: Identify what the problem is.

Step 2: Identify multiple ways to solve the problem. Make sure that your choices really help to solve the problem! For example, hitting someone because you want a turn on the computer will not get you a turn on the computer.

Step 3: Think about what will happen after you make each choice, and how you will feel about it.

Step 4: Choose the best choice.

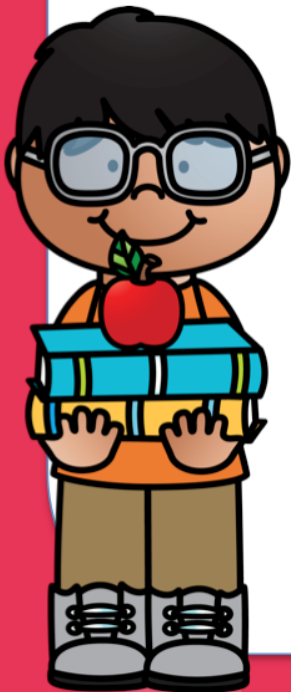
Using the four problem solving steps can help me because:

The step that I am best at is: _____

The step that is the most difficult for me is: _____

I can get better at the step that is most difficult for me by:

©CounselorChelsey



Name: _____

Problem Solving Strategies

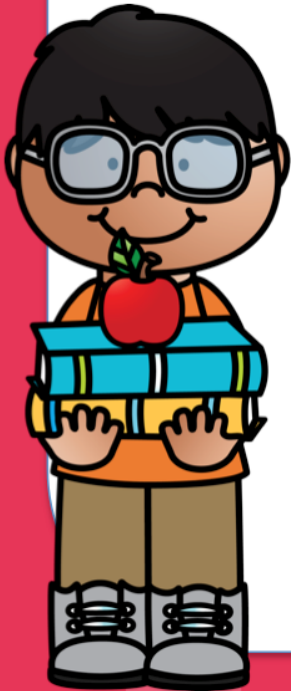
When you have a problem, there are many strategies that you can use to solve it. Look at the ones listed below. Underline the strategies that you have used before, and **circle** the strategies that you think will be helpful to you!

Find a compromise	Calmly tell the other person how you feel	Use an I-Statement
Move your things to another place	Ask an adult to help you fix the problem	Take turns
Try a different way	Go somewhere else	Find something else to do
Make sure you are calm	Ask the other person to stop	Don't react, ignore it
Think about the problem from the other person's point of view.	Wait or take a break	Apologize for anything you did that was wrong

Which strategy do you think will work the best for you? Why?

Are there any other problem solving strategies that you can think of that were not on this list?

©CounselorChelsey



Name: _____

Think of a problem that you may experience in the future. Use the problem solving steps to solve it.

What was the problem?

What were three possible solutions to your problem?

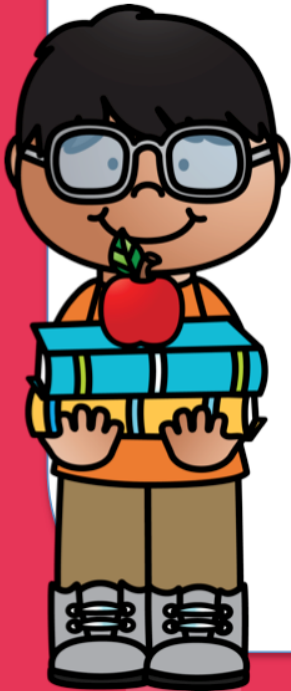
1. _____
2. _____
3. _____

Which solution did you choose?

What happened afterward?

How did you feel afterward?

©CounselorChelsey



Name: _____

Use the problem solving steps to solve the following problem:

You spent three days building a class project, and your little sister or brother messed it up.

What is the problem?

What are three possible solutions to your problem?

1. _____
2. _____
3. _____

Which solution is the best?

What will happen afterward?

How will you feel afterward?

©CounselorChelsey

Solution Focused Games

Kerplunk
Gas Out
Exploding Kittens
Candyland
Don't Break the Ice
Chutes and Ladders
Uno
Yeti in My Spaghetti
Hedbandz
Deck of Cards

Sorry
Connect Four
Ants in the Pants
Pick Up Sticks
Jenga
Suspend
Rummikub
Pretty Pretty Princess
Guess Who
Trouble



Solution Focused Game Questions



Introduction:

- Tell us your name?
- What do you like to be called?
- What do you want to get out of being here?

What's the problem you brought here today?

- What has been going on?
- How often does that happen?
- Has it happened before?
- How do you deal with it?

- What is said/done?
- Who says it or does it?
- Who notices?
- And then what happens next?
- What else?



- Have there been any changes since you decided to do something about this?

Better or Worse

- Who else noticed?

Goal Questions?

- What has been going on?
- How often does that happen?
- Has it happened before?
- How do you deal with it?

- What is said/done?
- Who says it or does it?
- Who notices?
- And then what happens next?
- What else?



Exceptions:

- Are there times when the problem is not happening?
- When is it less?
- If a day is better, what is it like?
- What are you doing instead?
- What else is better?
- Who notices first when times are better?
- What do they notice?
- Who else notices?
- What else?



Scaling Questions:

- Think of a scale from 1-10
If ten is as good as it can be right now.
- Where are you on the scale?
- Are you closer to 2 or 3?
- How long will it take to get to 10?
- Is 10 too big of a goal?
- How will you notice when you are one point up?
- What else will be different when you move up a point?
- Who will notice?
- How long will it take to move up a point?



Miracle Question:

- Suppose while you sleep a miracle happens and the problem you brought here today is solved BUT you are asleep and don't know it has been solved
- What would be one of the first small signs that the miracle has happened?

Dealing with Today: Key Questions:

- How will you get through the rest of the today?
- How have you kept going so far?
- What else helps?
- Is there anyone else who shares this with you?
- What is happening now that you want to go on happening?



Low Self-Esteem/Self-Worth:

- Do you see your progress?
- If you think it's a good idea, maybe we can try it?
- How did you do that?
- Who noticed?
- What time of day was it?
- How did you accomplish that?

Conflict Resolution:

- How are we all contributing to solutions?
- How are we all contributing to peace?



Suicidal/NSSI student:

- On a scale of 0-10, how badly did you want to hurt yourself?
- When is it slightly better?
- How are you able to stop?
- How did you stop it from going to a 4/5, etc.?



Meeting a Student in the Hallway

(unknown name/challenges):

- How would you rate yourself?

(The scale can be 0-10 or use faces or have students create their own scale.)

- If you could let me know what's on your heart because our emotions are meant to be out- not in.
- It looks like you are going through some tough things right now.
- I would really like to get to know you. Is that okay with you?



LGBTQ+ Community:

- How would you rate them for acceptance on a scale of 0-10, if 10 is accepting and 0 is not accepting?
- How will you know when it is the right time to come out?
- Who are your allies?
- You are the expert in your life. How would you define yourself for yourself?
- If you go down a path to change your body, how would you know this is still right for you?
- As a counselor, it is not my job to pressure you or tell you the right time to come out. What difference would it make if I could?
 - How have you begun to do this already?
 - Who would you like to notice?



Depressed Student:

(Try not to use the word proud- use impressed or amazed)

- What's working for you? What's different here?
- How did you turn that cloud upside down into a sun?
- What does it look like when you are proud of yourself?
- How does calling yourself depressed help you?
- How would you like them to see you?
- This is what I see in you. How are they not seeing all the beautiful things I see in you?
- Make a list of depressed/not depressed times.
- List 20 things you like about yourself? List 20 things other people like about you?
- If you could tell that person one more thing, what would it be?



Solution Focused Guide Book



This resource guide is designed to help counselors and administrators incorporate the practice of Solution Focused Therapy into the everyday life of the school community. This competency based approach builds on the strengths of people and things they are able to do even though they may not realize it yet.

The approach:

- 1) Find out what they want
- 2) Ask- What if they would be doing?
- 3) Ask- How have you done this before/ accomplished something?

Guiding Approach



- What would you suggest doing? What has been done in the past?
- Can you bring the student, so we can all talk together?

Learning Communities



What's different in the morning/afternoon/night?

Grief/Loss:

- Tell me about who he/she was.
- What did you love about him/her?
- What difference would it make if your parents were together again?
- What could we talk about in here that might be helpful?
- When he/she was around, what did he/she love watching you do?
- If we look through her/his eyes right now, what does he/she really love watching you do?
- What are some things you can do to get through the rest of the day?
- What's different since they are not there?



Drugs/Addiction:

- Tell me about a day when you were at your very best/what did you do?
- How big is your anger/frustration?
- What does it allow for you to do?
- What would happen on a day when you are not as stressed?
- What do you do to get through?

Anxiety * Grief * Addiction

Student/Teacher/Counselor/Administrator Conference:

- What has gone so well that tomorrow you hope it happens again?
- How do you hope you come across to him/her/them? Can you keep that in mind as we talk?
- How does you being a part of this meeting make you feel?
- How can you let your teachers know what you are trying out?
- Can you try these things and you come back in a few weeks and see how you've done?
- How did you make it on those days?
- What did the teacher see?
- What do you think about what the teachers said?
- What will it take to get you back on track?
- What do you think your teacher needs to see to show him/her you are back on track?
- How would you know your teacher likes you?
- How would you know your teacher knows you are paying attention?
- How will you know your teacher understood about you?
- What do you wish they understood about you?

Parent/Student/Counselor Conference:

- Is it okay if mom sits in here with us?
- Mom/dad tell me how you want things to go for him/her?
- If mom/dad says in here, is there something you don't want them to do?

Parent/Counselor Conference:

- What did you want to discuss?
- What would you like to see instead?
- Would it be okay if we tried it as an experiment?
- How often do you think you can try this?
 - How do you want things to be?
- (I'm here for you as much as I am for your child)
- What do you think your child would say they need from you?
- What would you do to help that behavior happen?
- What could you do to help that behavior happen?
- How do you want things to be different for your daughter?
- What would you say it is taking from your child as better?
- What would be happening to show you things with your child are better?
- So, what are your best hopes of me talking to your son/daughter?
- I want to have that conversation together because you are the expert on your own...

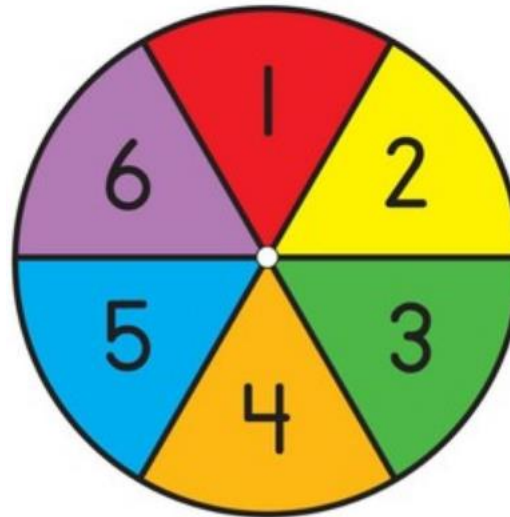
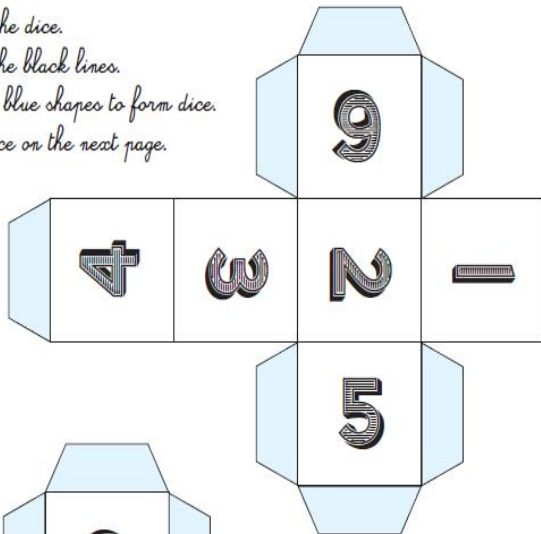
- What would you say your parents could do differently for a better home life?
- Is this something you experienced or heard about?
- If you could make a wish for something different, what would your wish be?
- What does it do when it is around?
- If I was watching, when it comes around, what would I see happen?
- On a scale of 0-10, where is it in regard to being in charge of you?
- What would you plan on doing until you saw it again?
- How big is "it" when mom does that?
- What you be willing to try a different approach when we talk to them?
- Take me back to a time when you overcame a challenge.

Overcoming Challenges



Solution Focused Flip Book

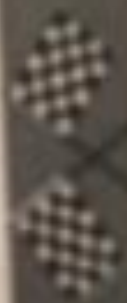
Cut out the dice.
Fold on the black lines.
Glue the blue shapes to form dice.
Blank dice on the next page.



GAME PIECES



GAME PIECES



With a deck of cards you
can play:

Go Fish: Do you have any 10's?

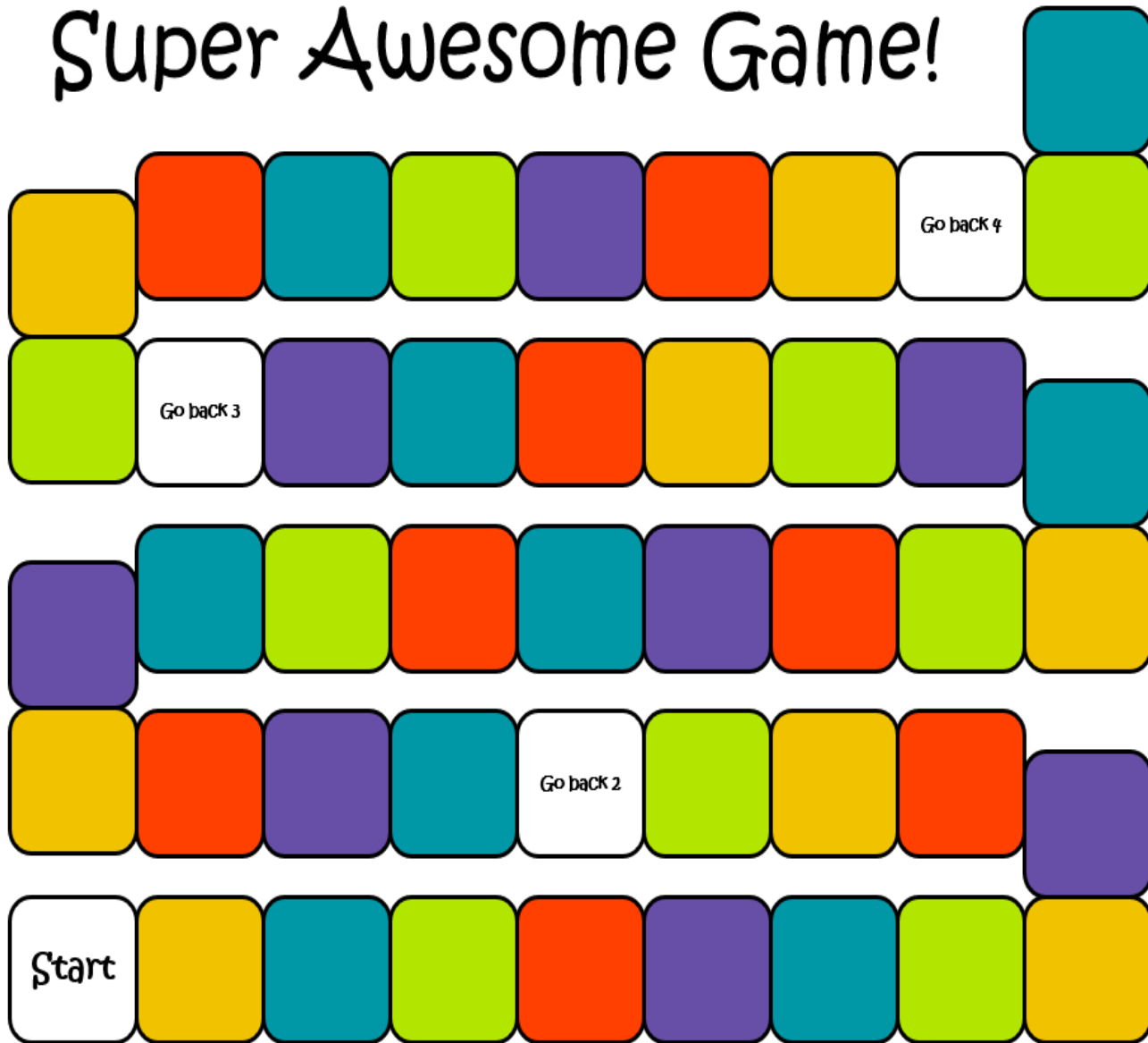
Old Maid: The joker = Old Maid

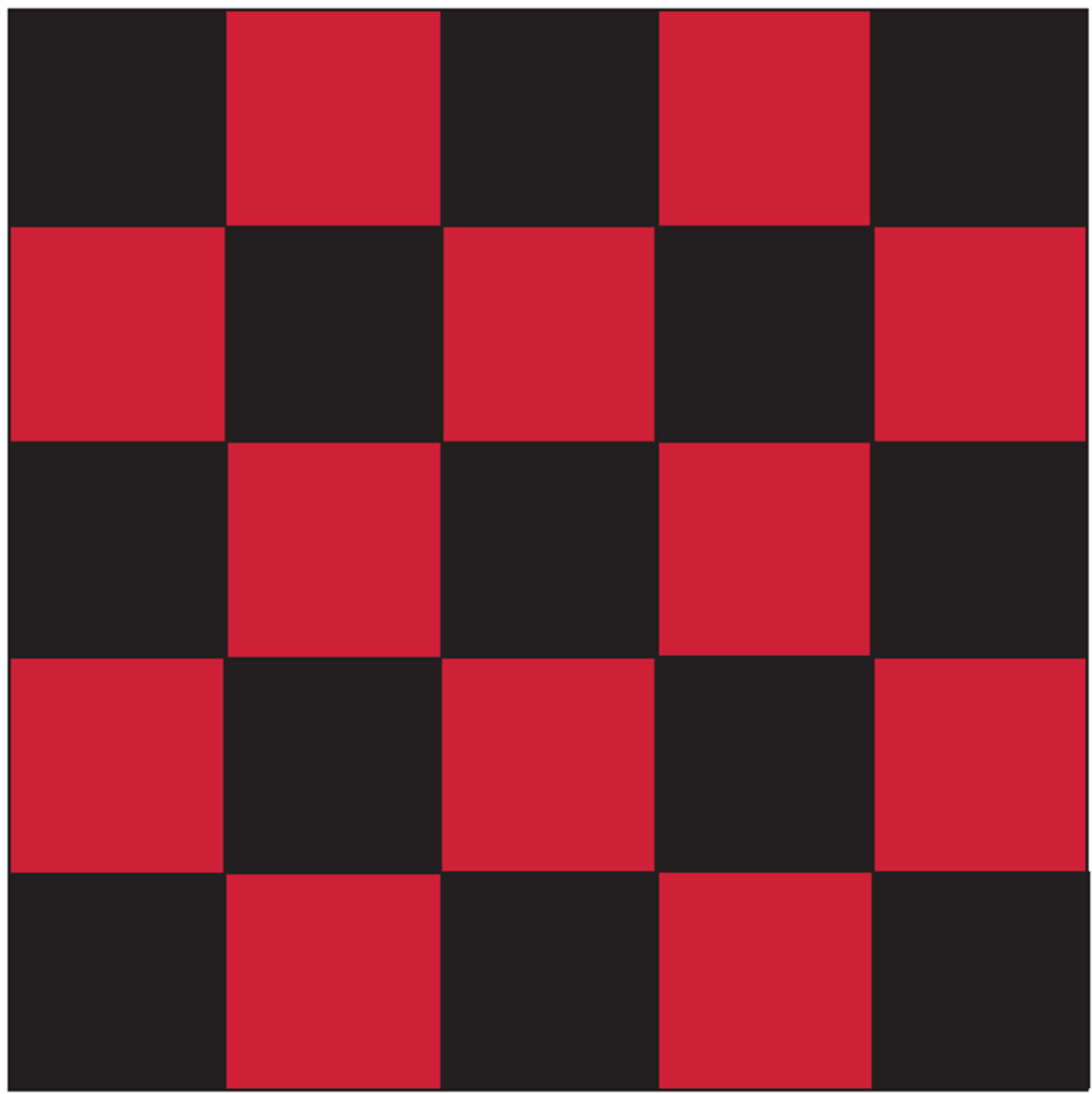
Slap Jack: All jacks are Jack

Crazy 8's: 8 is the wild card



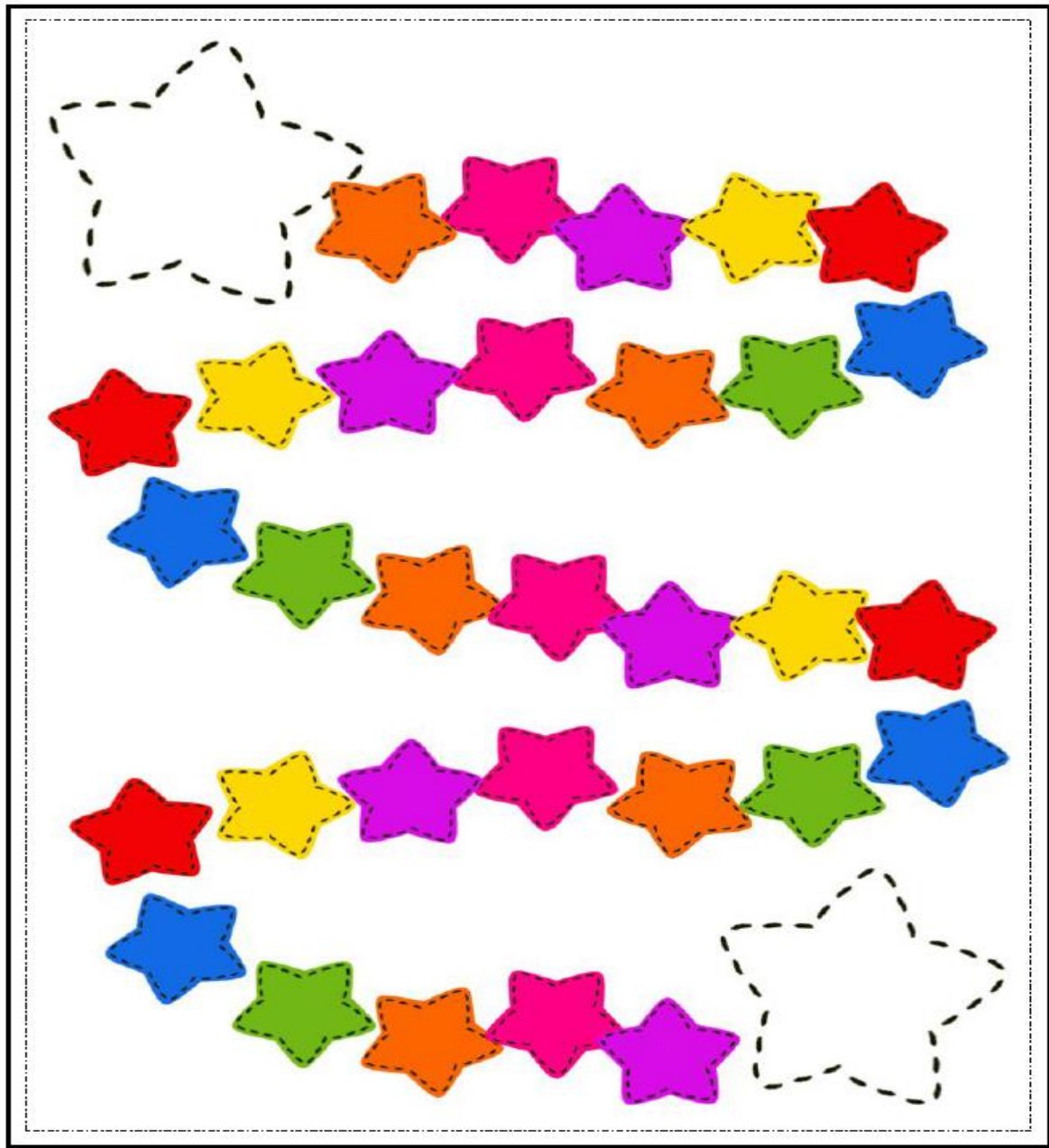
Super Awesome Game!

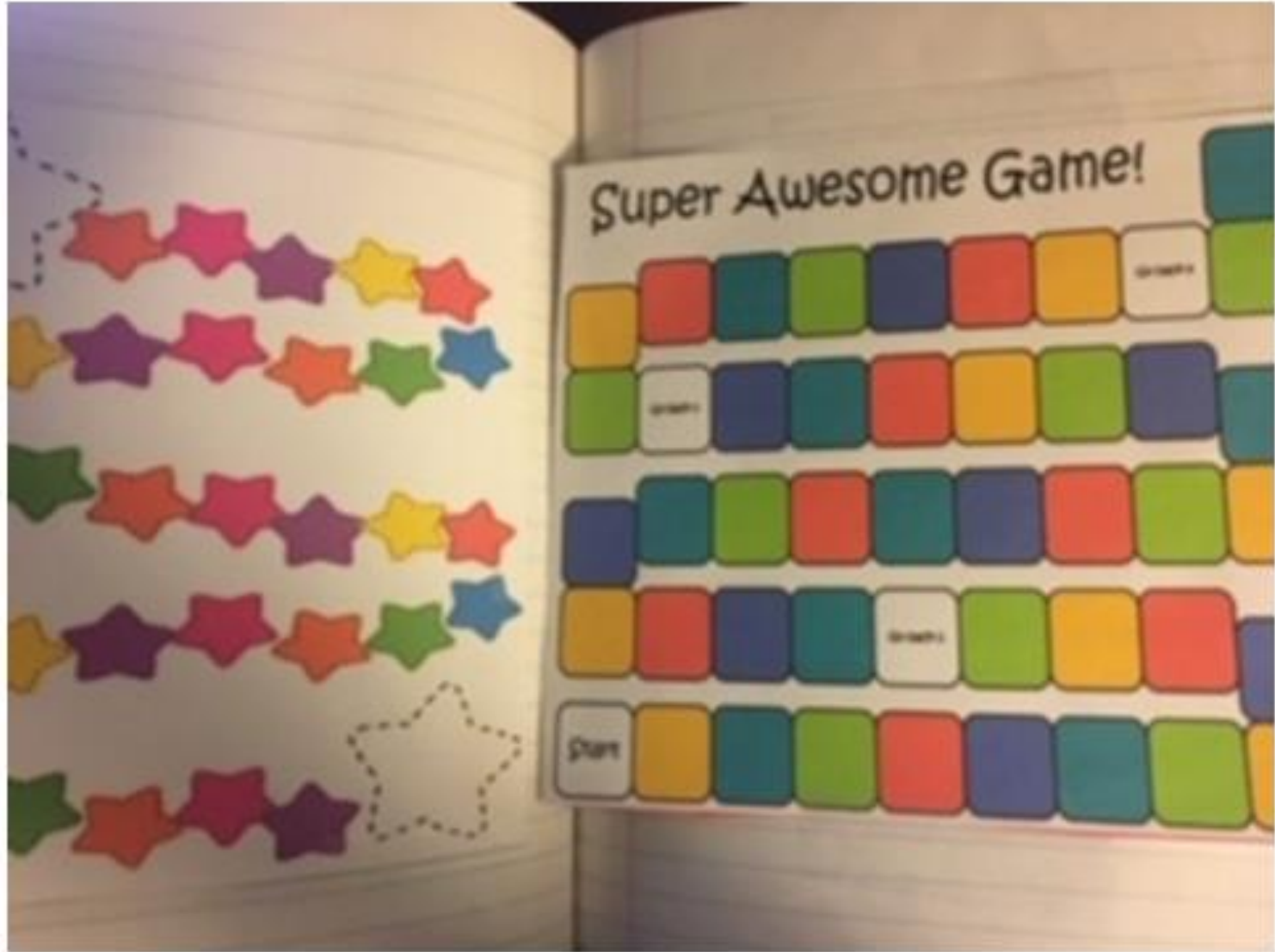


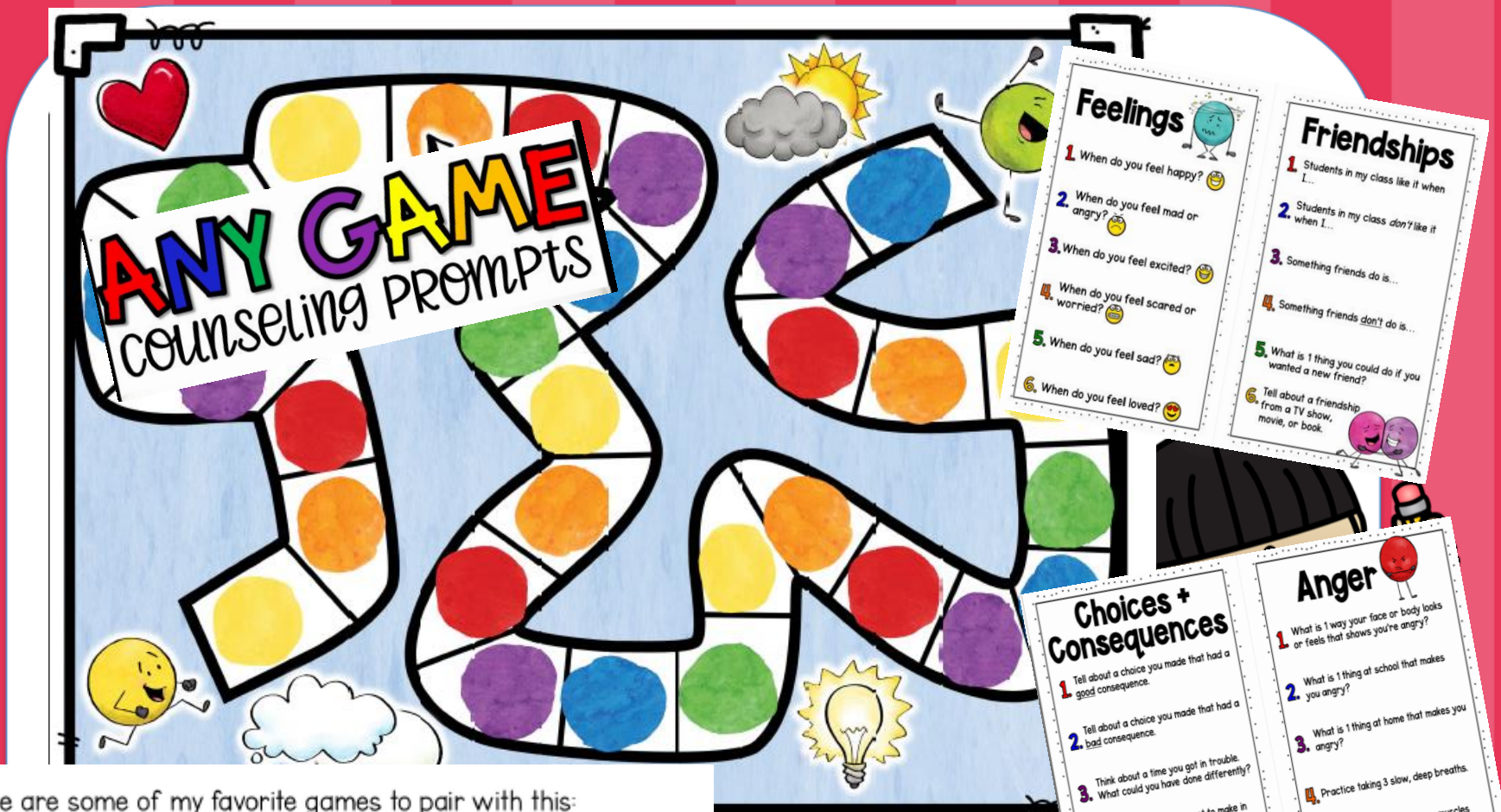


A tracing activity sheet for a race track. At the top center, two checkered flags are crossed. Below them are five vertical lanes, each containing a dashed yellow line for tracing. At the bottom of each lane is a small car: blue, red, white, yellow, and orange. The entire activity area is enclosed in a dashed border.









These are some of my favorite games to pair with this:

- CandyLand
- Chutes and Ladders
- Don't Break the Ice
- Ants In My Pants
- Uno
- Go Fishing!
- JENGA
- Connect Four
- Pop Up Pirate

Feelings

1. When do you feel happy? 😊
2. When do you feel mad or angry? 😡
3. When do you feel excited? 😄
4. When do you feel scared or worried? 😨
5. When do you feel sad? 😞
6. When do you feel loved? 😍

Friendships

1. Students in my class like it when I...
2. Students in my class don't like it when I...
3. Something friends do is...
4. Something friends don't do is...
5. What is 1 thing you could do if you wanted a new friend?
6. Tell about a friendship from a TV show, movie, or book.

Choices + Consequences

1. Tell about a choice you made that had a good consequence.
2. Tell about a choice you made that had a bad consequence.
3. Think about a time you got in trouble. What could you have done differently?
4. Tell about a choice you get to make in the classroom - something you have control over.
5. Tell about a choice you made this week and how it made you feel.
6. Name 1 choice that adults make. What are the consequences of the choice?

Anger

1. What is 1 way your face or body looks or feels that shows you're angry?
2. What is 1 thing at school that makes you angry?
3. What is 1 thing at home that makes you angry?
4. Practice taking 3 slow, deep breaths.
5. Practice making all of your muscles tight for 3 seconds and then relaxed for 3 seconds.
6. What is 1 thing you can tell yourself in your brain to make yourself feel better when you're angry?

Character Counts



My Character



Counts

True blue

Character Trait Focus:

Trustworthiness
Blue (true blue)



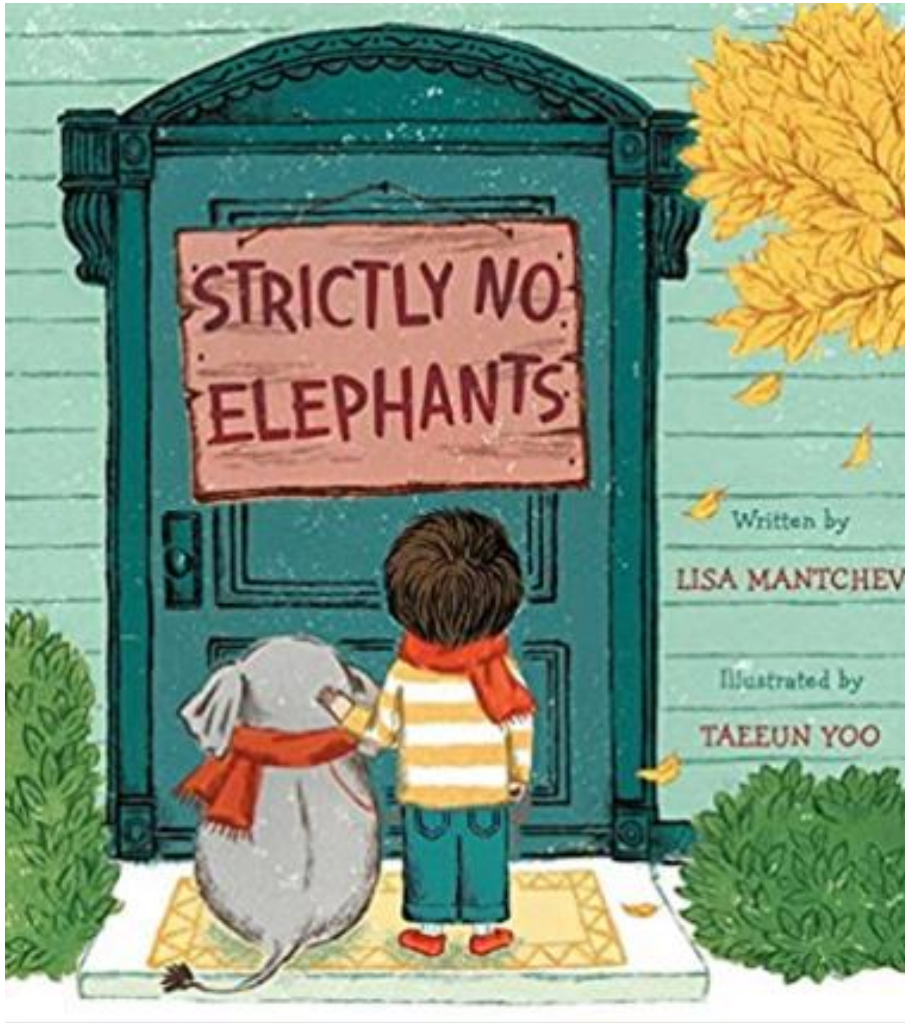


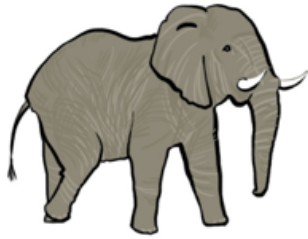
TRUSTWORTHINESS

Be honest • Don't deceive, cheat, or steal • Be reliable – do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal – stand by your family, friends, and country



<https://www.youtube.com/watch?v= 0yJOKdvRrg>





Strictly No Elephants

A kind friend is a trusted friend

The problem/worry/fear	The solution
Never quite fit in	Enjoy standing out Start your own club
Excluding others	
Leaving others behind	
Putting others down	
Discouraging people in your class	
Avoiding scary things	
Watching others make mistakes	

Solution bank:

Giving directions

Including others

Lifting others up

Stay with friends at all times

Encourage others

Brave the scary things



Name: _____



I can

I can be thoughtful!





TRUSTWORTHINESS

Be honest - Don't deceive, cheat, or steal - Be reliable - do what you say you'll do - Have the courage to do the right thing - Build a good reputation - Be loyal - stand for your family, friends, and country

STRICTLY NO
ELEPHANTS



Definitely No Elephants

A Good Friend Is a Trusted Friend

The problem/sorry if we	The solution
Never says "I do"	They shouldn't tell that your own web
Excluding others	
Leaving others behind	
Putting others down	
Discouraging people at your class	
Smiling every thing	
Watching others make mistakes	

Solution bank:

Being inclusive

Including others

Lifting others up

Help with friends at all times

Encourage others

Share the every thing





Character Trait Focus:

Respect

Yellow (the Golden Rule)





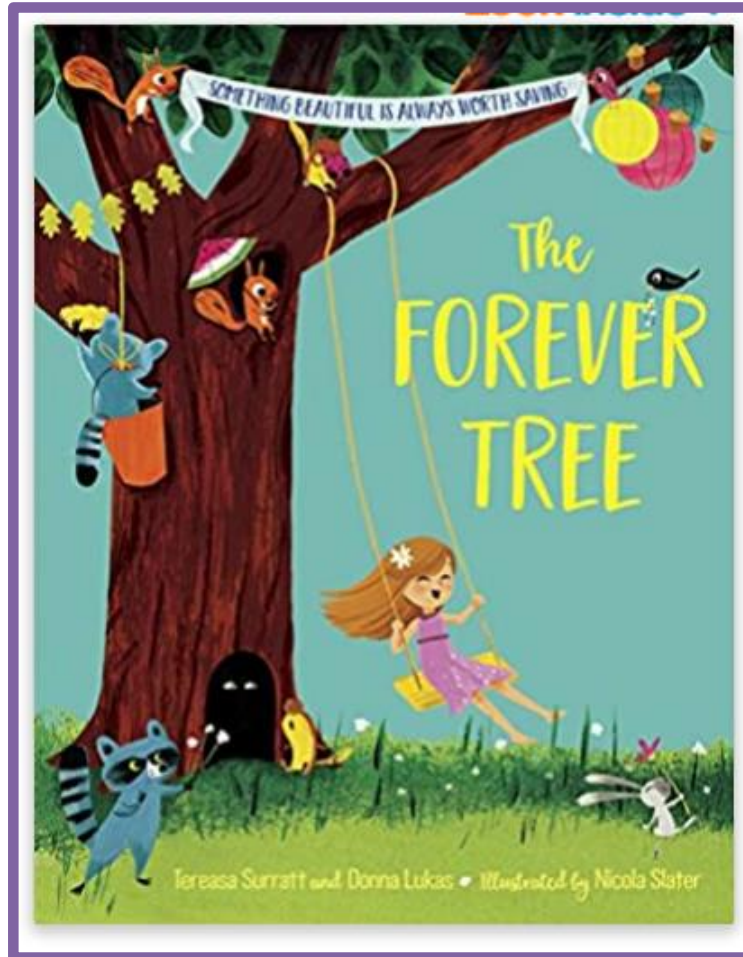
RESPECT

Treat others with respect; follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements



<https://www.youtube.com/watch?v=TKnUHiD7IV8>

Glean
Books and games
Party supplies
Weddings
Hide and Seek
Graduations
Treehouse
Children
Adults
Animals worried
Kind to animals
Share
Noticed it
Kept it safe
Grew from love
Bingo
Swing
Good neighbors

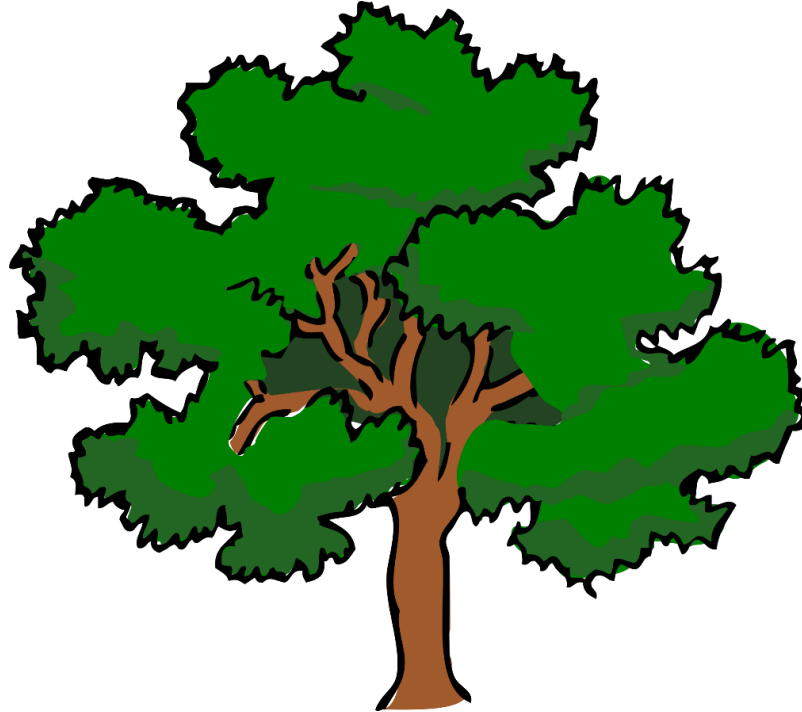


How can we respect the treehouse?

The Forever Tree
Showing Respect



Character Trait Focus:
Responsibility
Green (like an Oak)



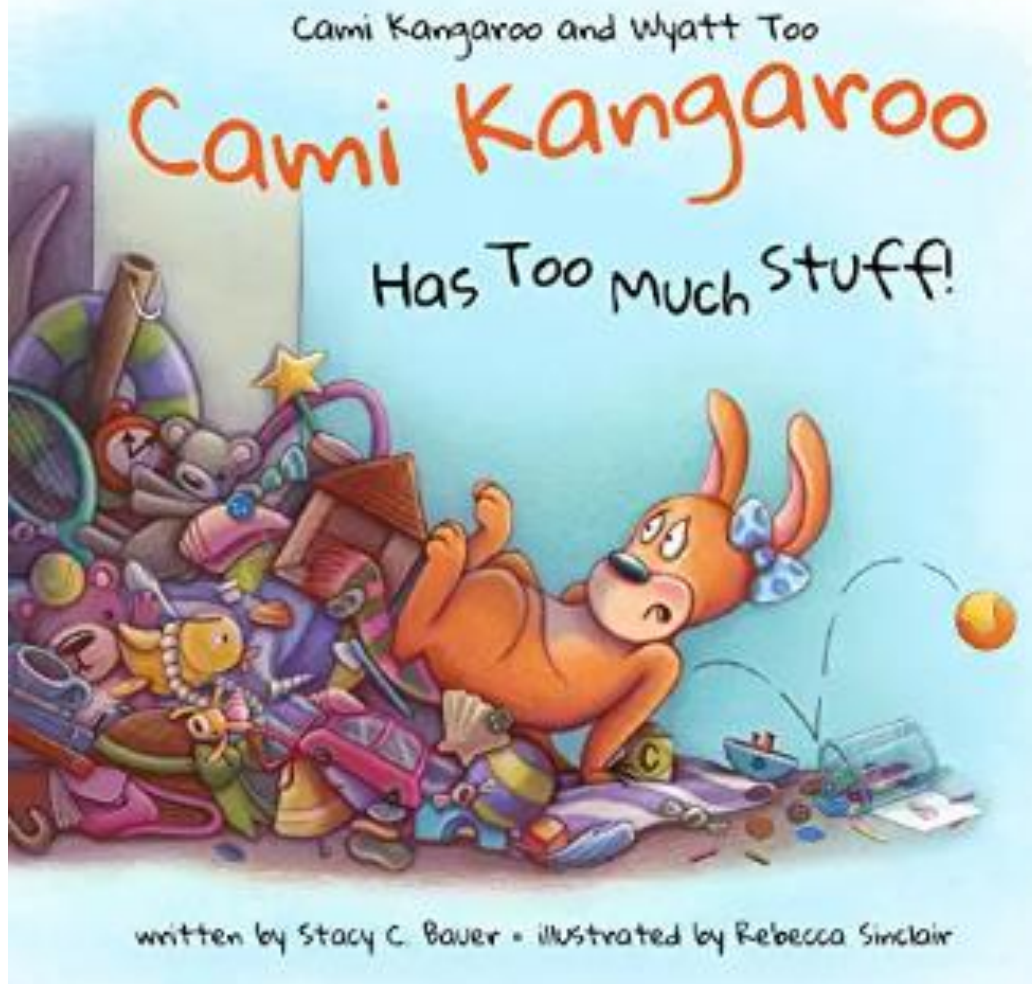


RESPONSIBILITY

Do what you are supposed to do • Plan ahead • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act – consider the consequences • Be accountable for your words, actions, and attitudes • Set a good example for others

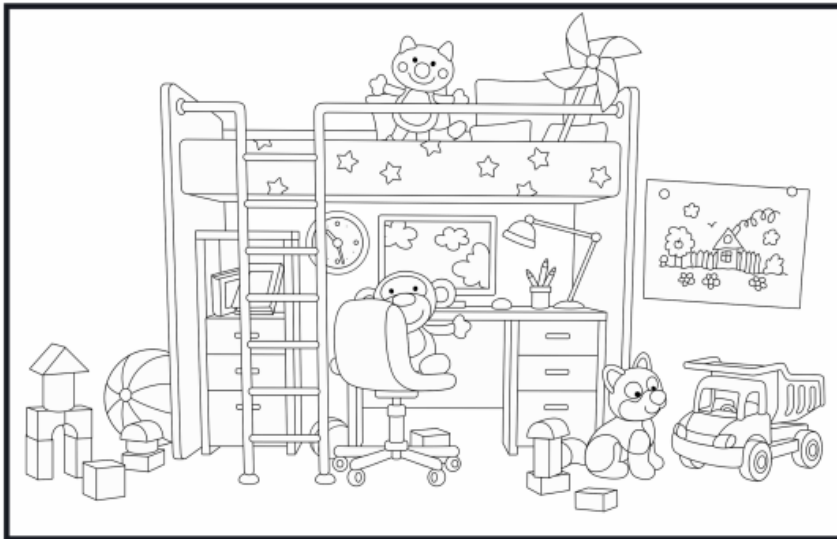


<https://www.youtube.com/watch?v=SyOc6QTKVPQ>



Cami Kangaroo Has Too Much Stuff

Find the 7 differences in the rooms!



How would you like to be helped if you need it?



Cami Kangaroo Has Too Much Stuff

Help Cami get through her messy room to her bed.

START

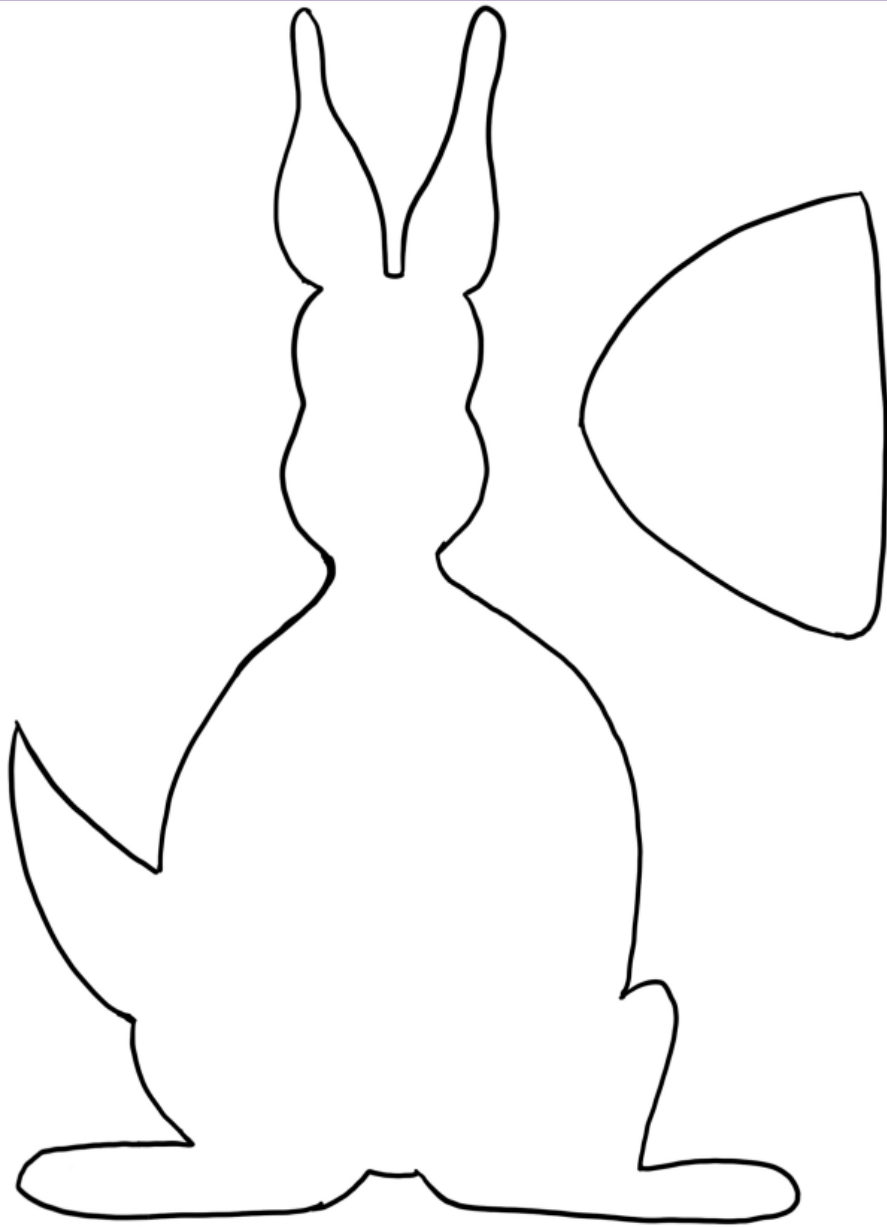


FINISH



How were you able to do that? Would you show me?

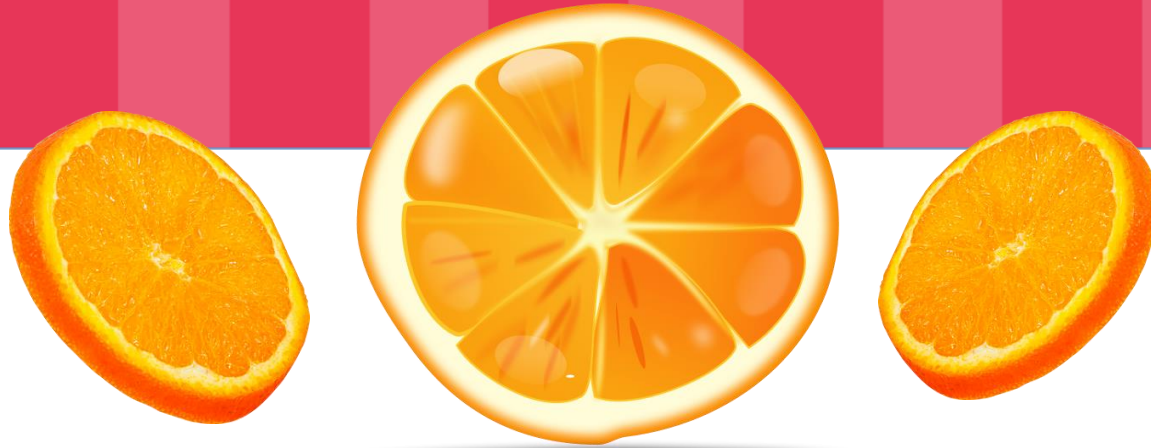




What have you
achieved that you are
proud of?

What are you good at?





Character Trait Focus:
Fairness

Orange (dividing an orange to share)

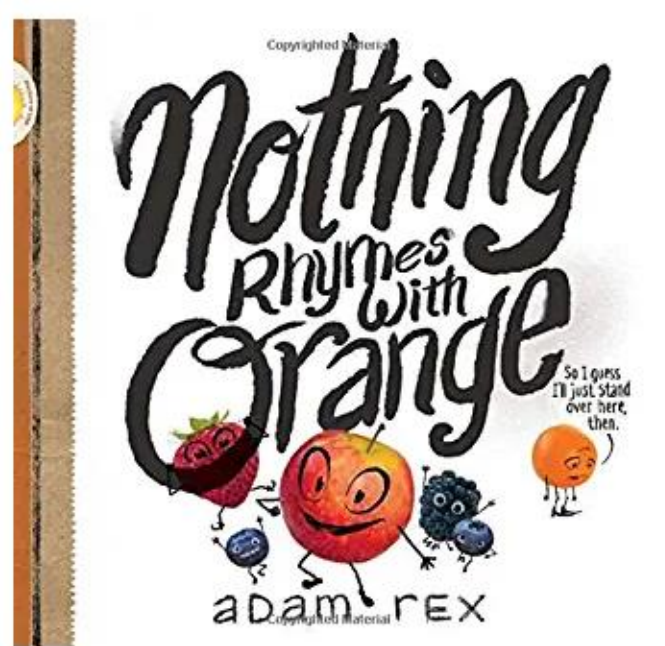




FAIRNESS

Play by the rules • Take turns and share • Be open-minded;
listen to others • Don't take advantage of others • Don't blame
others carelessly • Treat all people fairly





You are a Smorange friend!







Old Orange!



This game is based on the classic kids' card game, "Old Maid."

Either print the cards on cardstock, or laminate, to make them sturdier for repeated use.

Distribute all of the cards evenly among players. (If there will only be 2 or 3 players, you may want to remove some of the pairs of cards to make them more manageable, but make sure to remove rhyming pairs! And, don't remove the orange!)


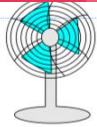








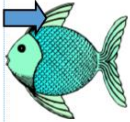


























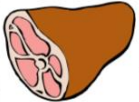

















Players hold their cards with the words/pictures facing them. Don't show your cards to other players! Remove any sets of rhyming words and set them aside together.

The first player, without looking, takes one card from the hand of the player to his left. Remember, don't peek! If the card you take rhymes with one you have, remove the two rhyming cards and set them aside together,

Repeat the process, going around and around. Players try to make as many rhyming matches as they can. But don't get stuck with the orange... because *nothing* rhymes with orange!

The game is over when all matches have been made and one person is left holding the "old orange."



 can	 fan	 dog	 frog	 pig	 dig
 bed	 red	 pop	 mop	 fin	 win
 hen	 ten	 hot	 pot	 kid	 lid
 net	 pet	 tub	 cub	 sit	 hit
 lip	 rip	 bug	 rug	 cab	 crab
 cat	 bat	 sun	 run	 bell	 well
 Clam	 ham	 car	 star	 clock	 sock
 map	 tap	 bee	 tree	 orange	
 dad	 mad	 box	 fox		
 bag	 rag	 tall	 ball		

dog mop pot cub rug

Old Orange!

This game is based on the classic word card game, "Old Maid."

Either print the cards on cardstock, or laminate, to make them sturdier for repeated use.

Distribute all of the cards evenly among players. (If there will only be 2 or 3 players, you may want to remove some of the pairs of cards to make them more manageable, but make sure to remove rhyming pairs! And, don't remove the oranges!)

Players hold their cards with the words/pictures facing them. Don't show your cards to other players! Remove any sets of rhyming words and set them aside together.

The first player, without looking, takes one card from the hand of the player to his left. Remember, don't peek! If the card you take rhymes with one you have, remove the two rhyming cards and set them aside together.

Repeat the process, going around and around. Players try to make as many rhyming matches as they can, but don't get stuck with the orange... because nothing rhymes with orange!

The game is over when all matches have been made and one person is left holding the "old orange."



Character Trait Focus:
Caring
Red (of a heart)



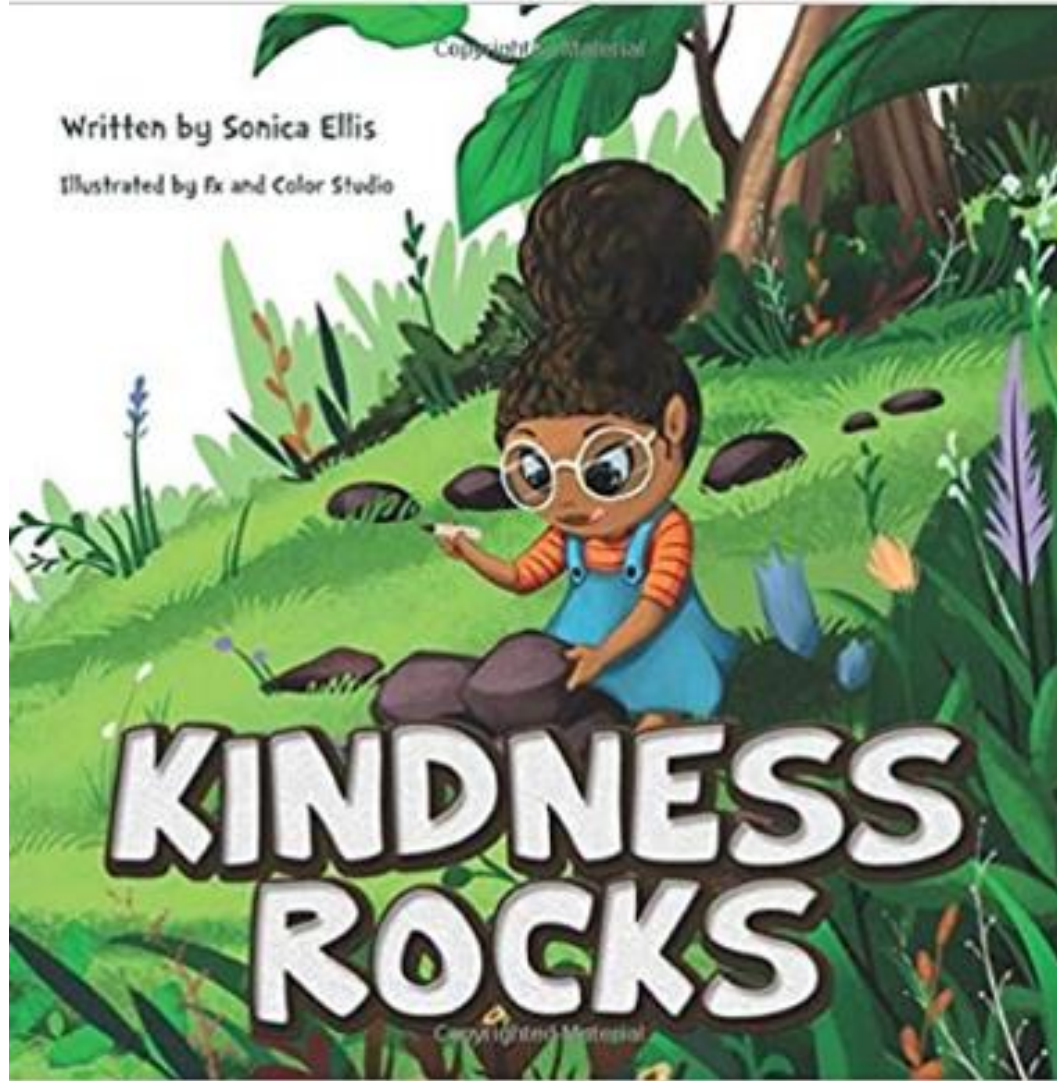


CARING

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need • Be charitable and altruistic



<https://www.youtube.com/watch?v=KIRv6Cyev2k>

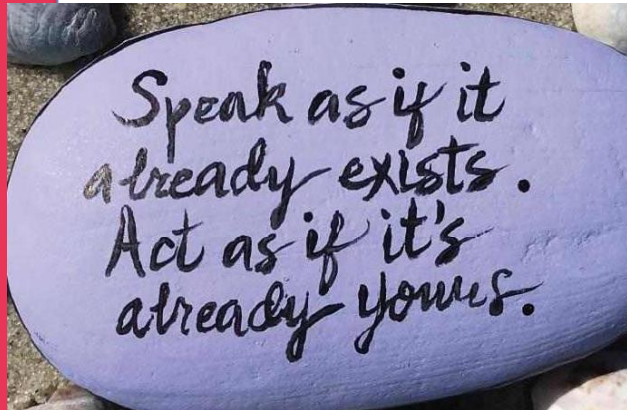




“These mountains that you are carrying,
you were only supposed to climb.”

—Najwa Zebian

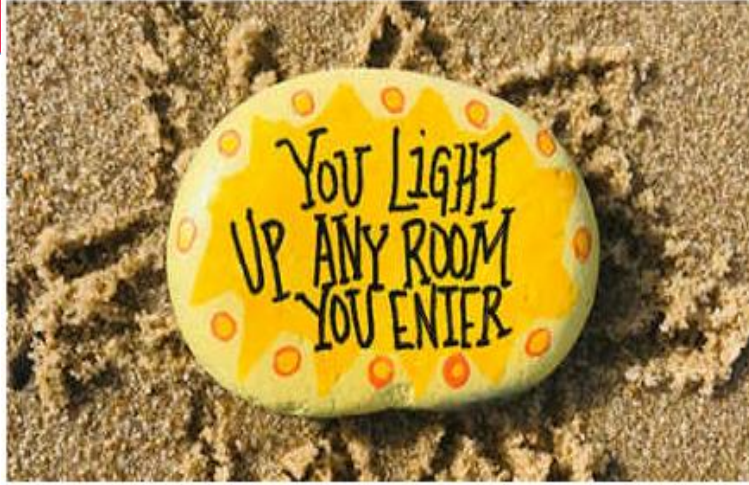
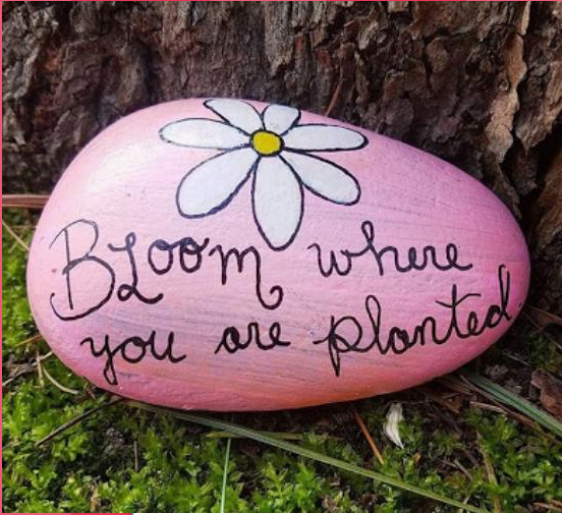
We all feel overwhelmed from time to time. Reflect upon a time when you felt overwhelmed and how you overcame that feeling. What steps did you take? How did you feel when that moment passed?



KINDNESS ROCKS JOURNAL

An Interactive Space to Work Through
Difficult Times and Create Inspiring
Messages to Share with Others







Teacher
Buy
In



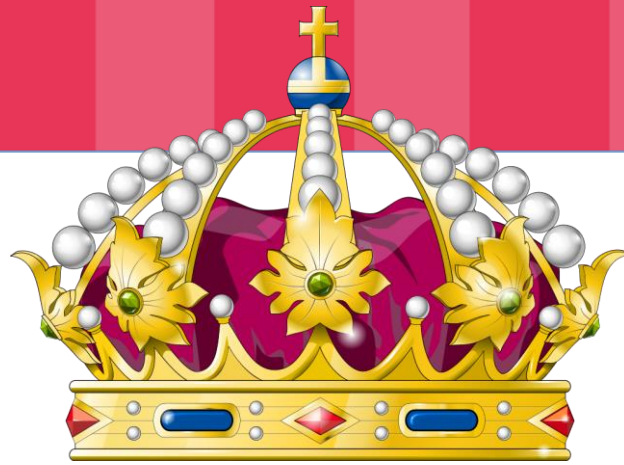
Teacher Talk: Question of the Week

- How would your life be different if your wishes came true?
- If you could change anything about school, what would you change?
- If you could change anything about your family, what would you change?
- What do you dream of?

- What is one of the nicest, most meaningful things someone has said to you?
- Who in your life reminds you that you matter and are important?

- Describe what a perfect day would look like for you.
- What are you curious about?
- What is something that you can teach others about?





Character Trait Focus:
Citizenship
Purple (regal)



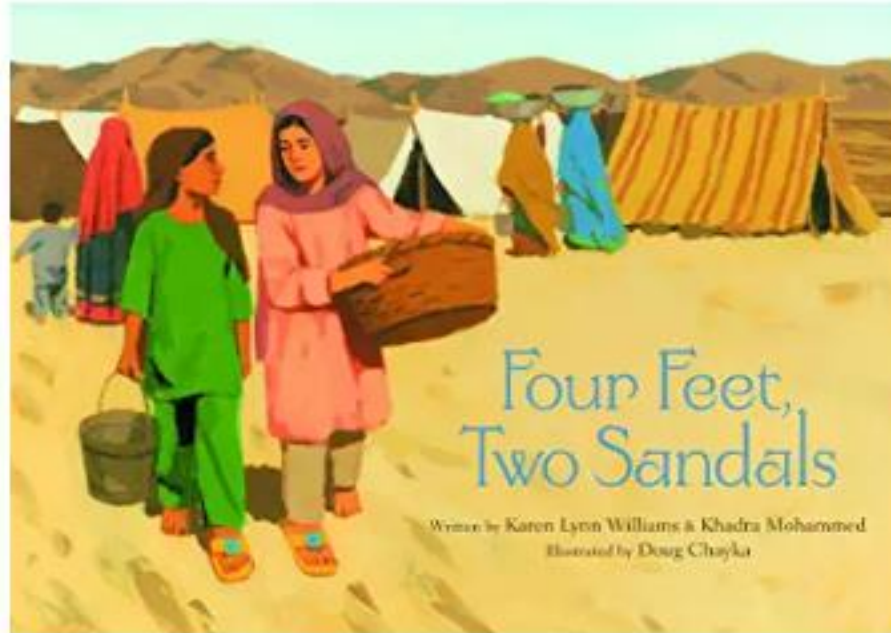


CITIZENSHIP

Do your share to make your school and community better • Cooperate
• Get involved in community affairs • Stay informed; vote • Be a good
neighbor • Obey laws and rules • Respect authority • Protect the
environment • Volunteer



<https://youtu.be/qGwRkPX8ETY>



In the end of the book, Lina and Feroza are separated. Have you ever had to be separated from someone who is important to you? How did that feel? Do you think Lina and Feroza will see each other again? Do you think they have hope? How does hope help?

Write a story about a time you helped a friend or a friend helped you. Or think of a time that you saw someone who needed help but you did not do anything to help. Tell what you would do differently.

Everyone in the class can design a sandal and draw a mating one. Cut the two sandals apart. Mix them up. Can you match the sandals? Make a pattern for this activity by tracing a sandal.



CHARACTER COUNTS IN CINEMAS

CARING



RESPECT



RESPONSIBLE



TRUSTWORTHINESS



FAIRNESS



CITIZENSHIP



Rtl Resources

Student Rtl Data Sheet:

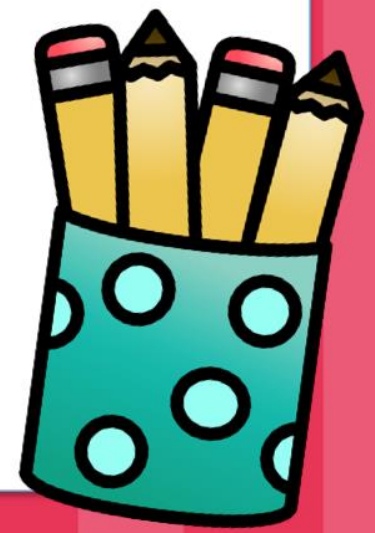
Area of concern: phonics fluency vocabulary comprehension writing content
 writing mechanics basic computation problem solving number sense behavior
 expressive language articulation dyslexia dysgraphia pragmatic/social language
 cognition receptive language voice social/emotional

Rtl folder start date: _____ Social Security Number: _____
 I.D. #: _____ Student Name: _____
 Grade: _____ Date of Birth: _____ Campus: _____

Developmental Concern: (check all that apply) Academic _____ Behavioral _____ Speech _____ Dyslexia _____ Dysgraphia _____ At Risk: Yes/No Reason: Gifted and Talented: Yes/No	Low DRA Level: Date: ____ / DRA Level ____ SPEECH: Yes/No SPED: Yes/No Fragile Student: Yes/No NSSI/SSI Date: _____ Hospitalized: Yes/No Reason: _____ Criminal Misconduct: Yes/No Type: _____ School Transfers: Yes/No Results of Health Screening: Hearing: _____ Vision: _____	Retained: Grade ____ Grade ____ ===== ESL: ____ Yes ____ No ===== Summer School: ____ Yes ____ No Year: _____ Attendance: 504: Yes/No Reason: _____	Failing Subject Areas: M ____ R/E ____ W ____ S ____ SS ____ EI ____ Conduct: S ____ N ____ U ____ Tardies:	Non-Mastery STAAR: Grade: _____ Subject: _____ Grade: _____ Subject: _____ Non-Mastery Benchmark: Grade: _____ Subject: _____ ===== Previous Rtl: Yes/No Reason: _____ Disciplinary Record: Yes/No
--	---	---	---	--

Subject:	1 st 6 Weeks	2 nd 6 Weeks	3 rd 6 Weeks	4 th 6 Weeks	5 th 6 Weeks	6 th 6 Weeks	Previous Evaluations/ Interventions/Accommodations:
Reading/English <i>Teacher input</i>							<input type="checkbox"/> Previously tested for Special Education Date: _____ Results: _____ Committee recommendations: _____
Writing <i>Teacher input</i>							
Math <i>Teacher input</i>							
Science <i>Teacher input</i>							
Social Studies <i>Teacher input</i>							

Rtl Form-00



RtI Resources

Behavior RtI Tiers				
TIER LEVEL	TYPE	MANAGED BY	INFORM	NOTES
TIER I	A	Teacher	Barbee	Student off of regular classroom behavior chart, and an individualized behavior plan is implemented
TIER II	B	Teacher	Barbee	Day blocked into sections
	C	Teacher	Barbee	Day blocked into sections; then separated into AM and PM - 2 rewards per day
TIER III	Counselor	Counselor/Tier 3 Interventionist	Barbee/J. Young	Specifications will be set and monitored by Barbee; behavior reflections sent home if the student is removed from the classroom
	Behavior Tech. referral	Teacher/Barbee	Barbee/J. Young	Request Behavior Tech. referral from J. Young; student completes a Think Sheet about misbehaviors; behavior reflections sent home if the student is removed from the classroom
<p>** Each new plan should be tried for a minimum of 2 weeks before a change is made. If the student is successful, continue the plan, but you can increase the requirements to receive the reward.</p> <p>** Rewards should ALWAYS be attainable so the students can experience success.</p> <p>** Students should choose their own rewards. It gives them meaningful goals to work towards.</p>				



SAND TRAY THERAPY



Sand Tray & Solution Focused Therapy



Three Aspects:

*Using the Sand Tray to Describe the **Problem**

“Create your world with the miniatures that speak to you.”

“Create your hope for the future.”

*Sand Tray and the **Miracle Question**

“Suppose this Wizard came along while you are sleeping tonight. He waves his staff and magically solves your problem.

I’d like you to show me in the sand tray what that world would look like for you.”

*Identifying **Exceptions** with the Sand Tray

“Show me in the tray a time when you do not experience this problem.”



Making a Sand Tray



Option 1:
A blue tub



Option 2:

A clear tub with blue tape/paint at the bottom or with a blue lid



Option 3:
Store bought



Supplies for Sand Tray



1) Indoor Play Sand

2) Miniatures to Represent:

- ✓ Animals
- ✓ Battle & Warfare
- ✓ Death & Grief
- ✓ Fantasy & Myth
- ✓ Household & Leisure
- ✓ Medical & Trauma
 - ✓ Nature
- ✓ Faith & Inspiration
- ✓ Transportation
- ✓ Popular Characters
- ✓ Treasures & Jewels
- ✓ Fences & Boundaries
 - ✓ People
- ✓ Structures & Houses
- ✓ Special Symbolism

Character Stations



Working together:
putting a puzzle
together each week



Dramatic play: Puppet
show on character
(variety of puppets)



Sand tray: creating
worlds with themed
pieces



Library: themed books
(family changes,
pandemic, anger
management)



Mindfulness:
breathing techniques,
headspace



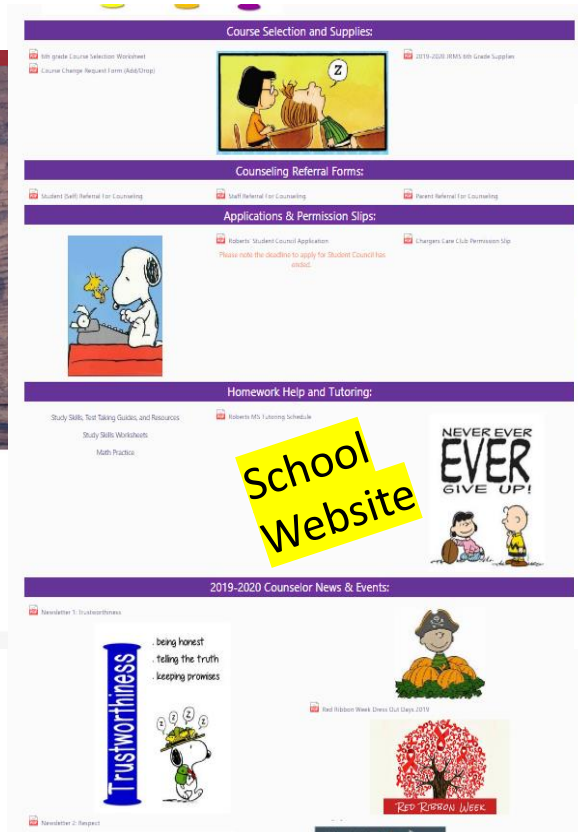
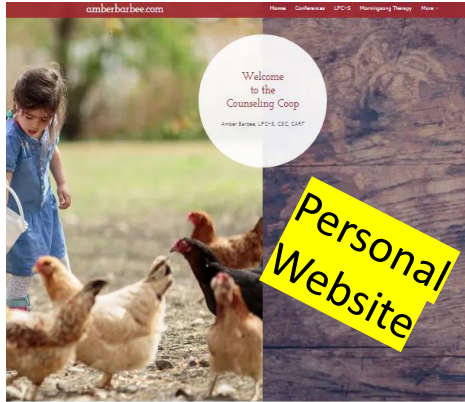
Art: coloring, kinetic
sand, play doh



Listening: audio books



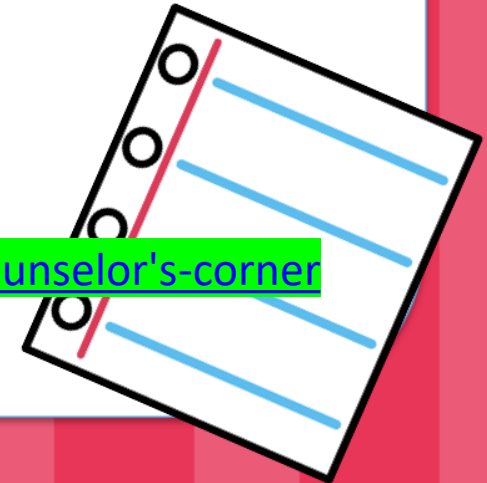
Other Ways To Get Ideas



Charged Up Counseling: Roberts ...
6th Grade Roberts MS

<https://www.lcisd.org/campuses/roberts/about/counselor's-corner>

www.amberbarbee.com



Thank you so much &
Keep in touch

abarbee@lcisd.org

amberbarbee@gmail.com



QUESTIONS

