Start here: the delivery plan

Two groups · Three older students each · Six weekly meetings per group

Purpose: Children discover their strengths, practice kindness, and build confidence through helping and learning with 4K partners. Every child already belongs. Adults keep responsibility for safety and conflict.

Use this guide in two parts

Pages 16–18 contain the revised setup, assessment protocol, and evidence map. Pages 19–24 provide the six timed session plans. Use those plans to lead the group; pages 2–15 supply the matching teaching scripts and reference pages.

Plan time before you begin

Meet for 20–25 minutes weekly. Arrange private starting checks before week 1 skill teaching and private ending checks after week 6 practice, in separate brief appointments. They are additional to the six meetings. Tell families and referring teachers when these check-ins will happen.

Visits are planned inside weeks 3–6 only when preparation, actual travel time, an eight-minute activity, and reflection fit. Otherwise arrange a separate supported visit block or shorten the activity with the 4K teacher. Do not rush a child or remove reflection to meet a page count.

Keep the student journal intact

Do not cut journal pages 25 or 30. Page 25 has an ending assessment on its reverse; page 30 has the certificate on its reverse. Print a separate single-sided copy of page 25 for loose tool cards. Use the standalone Kindness Helper Badges PDF for badge cutouts.

One reflection route, not two

Use the journal visit reflection OR a slip from the Practice and Follow-Up Companion. Children may point, draw, tell, dictate, or pass. Select one goal and one action to notice for each child; every response space is optional. Choose a follow-up date 2–3 weeks after the group.

The message and first pages

Student pages 1–4 · Belonging before performance

Read the group mission together · page 3

“I belong. I have something to offer. I can make a difference.”

“Kindness means noticing others and choosing caring actions. Confidence grows when I try and learn, even with help. In our group, we share our strengths, practice kindness, and take brave little steps.”

“You already belong. Helping is one way to share your strengths. You can help others and receive help, too. Together, we make our school a place where more people feel they belong.”

Personalize the journal

Invite children to write a name or initials on the cover and draw themselves beside the hornets on page 3. Use initials in shared displays. The drawing is an invitation, not a test of drawing skill.

READ ALOUD · Page 2 · Mission trail

Each mission is a chance to practice. Trying with help counts. After we practice, add a sticker or mark. We are learning how our strengths and kindness can make a difference.

Children choose a personal mark, sticker, or small drawing for each mission space. Mark practice or participation with support. Do not withhold the mark because a child needed help or a younger partner declined.

READ ALOUD · Page 4 · Practice goal

You already have strengths. We can also choose a skill to practice. Which one would help you at school or with your partner? You can choose your own idea. We can change the goal as we learn.

Explain the group plan

Make room for everyone; keep bodies and words safe; try with support; respect each other’s stories. Read the safety message: “I will listen and help. If someone may not be safe, I will get help from other grown-ups. You can always talk with me privately.”

Strengths and speaking up

Student pages 7–8 · Missions 1 and 2

READ ALOUD · Page 7 · Strength Detective

A strength can be something you enjoy, something you practice, or a way you treat people. You do not have to be the best at it. What could you share or teach? I can help you get started.

Practice a teachable rhythm

Model: tap your knees twice, then clap once. Try together. Invite each child to lead one part while the others follow. Choose a different comfortable motion if needed. Notice persistence, creativity, listening, and asking for help as strengths.

Ask: “What did you do that helped someone learn?” Children can draw something they can teach. Help turn a broad strength into an action: “I am good at building” becomes “I can show one step, then let my partner try.”

READ ALOUD · Page 8 · My Voice Matters

Your words can welcome someone and tell what you need. You can be kind and still say no or ask for space. Let’s choose a phrase and practice it. If someone does not listen, a grown-up can help.

Choose a phrase and act it out

Offer a short situation: joining play, wanting a turn choosing, needing space, or needing adult help. Let the child point to or circle a phrase, then practice it with you or another group member. A clear, firm “No, I don’t like that” can be kind and appropriate.

If the other person does not listen, model moving toward a grown-up and saying, “I need help.” Do not make access to help depend on using a perfect phrase or a calm tone.

Specific feedback

“You used words to say what you needed.”
“You waited while someone else tried. That gave them room to learn.”
“You asked for help when it felt hard. That was a way to keep practicing.”

Trying with support and helper jobs

Student pages 9–10 · Prepare before the first 4K visit

READ ALOUD · Page 9 · One Small Step

These are choices, not levels. You can watch first, try together, or try one part. You can watch again or ask for help at any time. Which choice would help you start?

The three pictures are equal participation choices, not ranked levels. A child may watch again, try together, or try one part. Model a tiny job with blocks, a simple drawing, or a familiar classroom task. Invite the child to circle the way they want to start.

READ ALOUD · Page 10 · Our Kindness Helper Jobs

We take turns with helper jobs. If your partner says “no thanks,” say “Okay,” give them space, and ask your grown-up what to do next. Turning away or moving away can mean they need space, too.

Practice the three jobs

Welcome Helper: offer an invitation and respect the answer.
Materials Helper: offer two available materials and let the partner choose.
Show One Step Helper: ask, “Would you like to watch or try?” Show one part, then rest your hands and wait.

Rotate fairly across visits

With three older students and three jobs, rotate jobs for the first three visits so each student can practice each role. For the fourth visit, choose a supported repeat or preferred role. A child can share a role or take a break with adult help.

A response to “no thanks”

Model: “Okay.” Give space. Ask your grown-up what you can do next. Turning away or moving away can also mean a younger child needs space. The younger child does not owe participation, touch, thanks, or a smile.

Teach expectations explicitly

Student page 11 · The Hornet Way

READ ALOUD · Page 11 · How I Help in 4K

Our job is to help younger children feel welcome. A kind leader listens, waits, and lets others try. We will practice together. If you feel frustrated or unsure, tell me. Show me how you would ask for help.

Model and rehearse all four expectations

Be Respectful: use a calm voice. Ask and wait before helping or touching. Respect “no thanks” or moving away; stop and give space.

Be Responsible: follow the grown-up’s directions and the helper job. Share materials and help clean up.

Be Safe: use walking feet and gentle hands. Stay with the group. Tell a grown-up if someone is hurt or needs help.

Be a Friend: use kind words, listen, and take turns. Let the partner choose, try, and teach.

Practice the frustration plan before a visit

“Pause my hands and feet. Tell my grown-up. We can choose a tool, a break, or a different helper job.” Rehearse asking for a break and where the child will go with the adult. Rehearse returning when ready with support.

Adults keep the responsibility for safety

Older students are helpers. Adults handle discipline, conflict, safety, and any child who needs more support. Older students do not lift or carry younger children, physically guide their bodies, or manage unsafe behavior. Pause or change a role when support is needed; frame it as problem solving.

Give one brief reminder before every visit: “Kind words. Gentle hands. Wait. Ask for help.”

Build a relationship both children own

Student page 12 · Our Partner Routine

READ ALOUD · Page 12 · Our Partner Routine

We will use this routine each time we visit. Your partner can choose, try, and teach you something too. Let’s practice a greeting and a kind goodbye before we go.

Use the same five steps each visit

1. Say hello: “Hi! I’m ____. What’s your name?” Offer a wave, fist bump, or no thanks.

2. Offer a choice: “Would you like to draw or build?” Use two options the 4K teacher has approved and made available.

3. Learn from the partner: “Can you show me how you do it?” Watch while the younger child teaches one part.

4. Make something together: each person adds an idea or a part.

5. Notice and say goodbye: “I noticed you ____.” “Thank you.” “What did you like doing together?”

Keep the younger child an active partner

Let the 4K child choose, reach, hold, build, demonstrate, or decline. Wait long enough for them to respond. Accept pointing, drawing, speech, gestures, and passing. Help older students describe what they see instead of guessing feelings.

Use familiar partners when practical

Coordinate with the 4K teacher and keep partners familiar across visits when that works for both children. Either child may ask for a change. Adults make adjustments based on comfort and support needs; familiarity is not an obligation.

The older student’s success is practicing a helpful action, respecting the response, and getting support. It is not making the younger child comply.

Before and after each visit

Student pages 13–14, 16–17, 19–20, and 22–23

READ ALOUD · Before We Visit · All four visits

Let’s plan our visit. What is your job? Who can help you? You can watch, try together, or try one part. We will offer your partner a choice and respect their answer.

Use the picture choices to prepare

Write the activity in “Today we will.” Circle a helper job, identify a feeling, and choose Watch, Together, or One part. Name the adult helper. Help the child offer two realistic choices to the 4K partner. Revisit the brief helper check.

READ ALOUD · After We Help · All four visits

What did you try? What did you learn from your partner? You can draw, point, or tell me. Examples: “They like blocks,” “They showed me a new way,” or “They wanted more time.”

Let pictures lead to a conversation

The student can point to or circle welcoming, waiting, sharing choices, or asking for help. More than one picture may fit. The examples are cues, not the only possible answers. Invite a drawing or a dictated sentence about what happened.

Learning from a partner can be ordinary and specific: “They like blocks,” “They showed me a new way,” or “They wanted more time.” If the child is unsure, describe one observed moment and invite their perspective. Do not require a positive outcome.

Say what you noticed

Use: “I noticed you ____. That helped ____.” For example: “You waited while they chose. That gave them a turn.” The final student prompt invites this as an oral exchange; a written adult comment is optional.

Shared choices and calming tools

Student pages 15 and 18 · Missions 4 and 5

READ ALOUD · Page 15 · We All Get a Say

Helping does not mean making every choice. Show one part, then let your partner try. We can take turns showing, trying, and noticing. What could you say when you want a turn choosing?

Show one match, then wait

Point to two shapes that match. Show one match, then let the partner find a match. Take turns showing, trying, and noticing. Practice: “You choose this time. I choose next time.” “Would you like a clue?” Do not take over the task to make it faster.

READ ALOUD · Page 18 · My Tools for Tricky Moments

Our bodies give us clues when something feels hard. A clue is a signal to notice. Any clue can go with any tool that helps you. Let’s try a tool together. You can always ask for help.

Name a clue and try a tool

Possible clues include tight hands, a fast heart, and a busy mind: lots of thoughts making it hard to focus. A child can point, circle, or describe a different clue. Any clue can go with any tool that helps them; there is no one-to-one matching answer.

Practice a comfortable stretch, a slow breath, or asking an adult for help. A tool may help a little; it does not have to remove the feeling. “First, I pause and choose a tool or help. If I still need help, I tell my grown-up.” Support a break or a changed job when needed.

Making a repair and finishing the group

Student pages 21–23 · Mission 6 and visit 4

READ ALOUD · Page 21 · Rewind and Repair

A repair is something helpful I do after my action causes a problem. Homer grabbed a crayon. He can give it back. If he knocked down a tower, he could help rebuild it. What repair could he try?

Use the three pictures as a practice story

Notice: what happened?
Name my action: “I grabbed it.”
Offer a repair: “I can give it back.”

A repair is a helpful action after my action causes a problem. It could be returning something, helping rebuild, or cleaning up. An apology may be part of a repair; do not force physical affection or make the other child accept it.

Help the child identify their own part

Use the four response spaces: What did I feel? What did I do? What could I try or repair? Who can help me? Feelings matter; children are responsible for their own actions with adult support, not another person’s choices.

Use the final visit to practice, not perform

Return to pages 22–23 for planning and reflection. Offer familiar materials and roles. Look for a small action the child practiced with support. Close with a specific strength and contribution, rather than a general label such as “best helper.”

Leave time for the ending check-in

Use pages 26–27 with the same neutral instructions as the starting check-in. If the visit fills the group time, arrange a separate brief check-in for the assessment and keepsake conversation.

Starting and ending check-ins

Student pages 5–6 and 26–27 · Keep wording and support consistent

READ ALOUD · Use the same directions at both check-ins

I will read each sentence. Choose Not yet, Sometimes, or Often. There are no right or wrong answers. Point or circle one answer. You can pass.

Read each item exactly as printed

Use the same wording, order, and answer choices: Not yet / Sometimes / Often. Let children point, circle, or pass. Avoid suggesting that one response earns praise, a sticker, a badge, or a chance to visit. Keep the conversation private from peers when possible.

Core statements

I have things I am good at.

I can learn something that feels hard.

I can choose kind words or actions.

I can help someone.

When I make a mistake, I can try again.

Skills I am practicing

When I feel frustrated, I can choose a tool or ask for help.

I can try one small part of something new with help.

I can say what I need or ask an adult for help.

I can name my action and try to make it right.

Review item-by-item alongside the child's goal, reflections, and your observations. Record the support the child used and concrete examples of practice. A change in an answer is a conversation starter; do not treat it as the child's value or a performance grade.

Shared creations, tools, and growth

Student pages 24–25 and 28–29

READ ALOUD · Page 24 · We Made This Together

Choose something to make together. Both partners get to add an idea or a part. You might draw or build something that helps someone feel welcome. Afterwards, notice what each person contributed.

The page can hold a shared drawing or a drawing of what they built. Let the younger partner add their own mark or dictate an idea. Notice both contributions. Make a copy for the 4K child if they want one; ask before displaying names or work.

READ ALOUD · Page 25 · My Tool Cards

These tools belong to you. We can practice one together. You can point to a card when words are hard to find. A grown-up can help you choose what to try.

Children can point to a card to ask for support. Keep journal page 25 intact. Print a separate single-sided copy if cutting tool cards.

READ ALOUD · Page 28 · Look How I Am Growing

Let’s look for real moments of growth. Maybe you tried, listened, waited, asked for help, or made a repair. What strength did you use? What would you like to keep practicing? You can tell or draw.

Use one concrete moment from a visit to help the child describe a strength and how they used it. Asking for help, waiting, and trying again are meaningful examples.

READ ALOUD · Page 29 · Super Hornet Certificate

You brought your ideas and strengths to our group. Let’s name one way you practiced and one way you helped our school. You can keep learning, helping, and asking for help.

Let the child draw themselves and name a practiced strength. Add a specific contribution or observation. The certificate recognizes belonging and practice, including practice with support.

Keep kindness going

Student pages 30–32 · Badge, next mission, and back cover

READ ALOUD · Page 30 · My Kindness Helper Badge

This badge reminds us that helpers can ask for help too. Before a visit, we can read the reminder together. Your kindness and your partner's ideas both matter.

Read the badge and reminders together: Ask. Wait. Let them try. Get help. Keep journal page 30 intact so the certificate on its reverse stays whole. Use the separate Kindness Helper Badges PDF for cutout badges.

The separate badge sheet provides six smaller matching sets, each 3.5 × 2.02 inches. Print its two pages double-sided on Letter paper, flip on long edge, at 100%, then cut along the dotted lines.

READ ALOUD · Page 31 · My Next Kindness Mission

Where could you use kindness next? You might welcome someone, listen to an idea, share a turn, or ask for help. Draw or tell one small thing you want to try.

The child draws themselves helping and circles where to try: classroom, playground, lunchroom, or another place. Choose one manageable action and name an adult who can support it. Revisit the idea in a later brief check-in.

Close with the same message

"You already belong. You can help and receive help, too."

Small acts of kindness. Growing confidence. A better school together.

Printing the student journal

Use the Print Ready PDF on Letter paper, landscape, double-sided, flip on short edge, at 100%. Print one PDF page per side. The file is already arranged in booklet order; do not apply booklet mode a second time. Fold the eight-sheet stack in half and staple along the fold.

Use the Reading Copy PDF to preview the 32 pages in order. This adult guide uses standard Letter portrait pages.

Desired student outcomes

Six-week goals · Growth through meaningful contribution

Students see themselves as capable, caring members of RCPS who can make a meaningful difference. Belonging and worth are already theirs; helping offers a place to practice and share strengths.

Recognize strengths

Name a strength and describe one way to use it to help.

Show thoughtful kindness

Notice a need, ask before helping, wait, and respect the answer.

Try with support

Take one small step with something new; choose help when needed.

Handle frustration

Notice a body clue, use a tool or ask for help, and choose a next step.

Use a confident voice

Express a need or boundary respectfully and seek adult help.

Take responsibility

Name their own action and practice a helpful repair after a mistake.

Be a dependable helper

Follow the classroom plan, respect space, and leave discipline and safety to adults.

Recognize their impact

Describe a specific way their action helped someone or made school better.

Look for increasing skill and willingness to practice, including practice with support. A student can feel nervous or frustrated and still make meaningful progress. Adapt goals to each child; do not require independent mastery of every skill.

Share the purpose and notice growth

Family and teacher communication · Keep individual reasons private

Student message

“We will discover our strengths, practice being brave and kind, and help our school.”
“I already matter. I can use my strengths to help others, and I can receive help, too.”

Families: introduction and closing update

Use the parent letter to explain the purpose, practical skills, supported 4K visits, and how growth will be noticed. At the end, send an individual update naming one strength, a concrete example of progress, and one next practice step. Include the child’s perspective when possible.

4K teachers: purpose and adult support

Use the Teacher Overview to agree on activities, visit timing, adult roles, and partner needs. Older students invite, offer choices, wait, and ask for help. Adults supervise, support both partners, and handle discipline and safety. Both children can decline or request a change.

Referring teachers: one or two useful observations

Choose one or two behaviors tied to the student’s goal, such as asking before helping, using words to request a turn, trying one part with help, or making a repair. Ask for an ordinary classroom example, including what adult support helped. Avoid labels such as “good” or “bad.”

Use several sources of information

Compare the identical pre/post items on student pages 5–6 and 26–27, the child’s reflections, and brief activity or visit observations. The check-ins are informal self-reflections, not standardized measures or proof that the group caused a change. A lower rating may reflect new awareness; invite the child’s explanation.

Record: date / setting / target skill / action observed / support used / child’s perspective / next step. Share only information needed to support that child; keep other children’s stories and individual referral reasons private.

Family progress update

Copy for an individual family · Complete privately after the group

My Ways to Shine: Kindness Helpers
Student: _____ Date: _____

Dear Family,
Your child practiced using their strengths, showing kindness, and building confidence through our six-week group. Here is one part of their learning to celebrate.

A strength your child shared

_____
_____

A specific moment of growth

I noticed _____
_____
The support that helped was _____

Your child's perspective

"_____
_____"

One skill to keep practicing

_____
A small next step: _____
A way adults can help: _____

You might ask: "What helped you try?" or "How did your action help?" Every child already belongs and has something valuable to offer. Asking for help is part of growing, too.

Warmly,
Sarah Iverson · School Counselor

Before the first meeting

Adult setup and partner arrangements

Agree on the setting and adults

Default: one shared table or station with three older helpers and up to three familiar 4K partners. The counselor leads and stays close enough to support the station. The 4K teacher coordinates partners, remains responsible for the classroom, and agrees who will support the other children if the counselor helps a child pause. Confirm this arrangement before every visit; adapt the group size when needed.

Use a nearby supervised pause place. An adult accompanies a child who needs to step away; the remaining children stay with a designated adult. Helpers move back and ask for help with conflict or unsafe behavior. They do not correct, lift, physically guide, or manage younger children.

Prepare the small jobs

Rotate Welcome, Materials, and Show One Step across the first three visits. In each eight-minute activity all three contribute, while younger partners choose, try, or decline. The fourth visit allows a supported preferred role. Roles are contributions, not ranks. Co-doing a role and watching remain valid choices.

Protect stories and access

Use pretend characters for practice. Say: “We practice with pretend stories. You can tell me personal worries privately. We ask everyone to respect stories, but other children may forget that rule. If someone may not be safe, I will get help.” Follow school participation, family communication, and safety procedures.

Materials and missed meetings

Have journals, pencils/crayons, scrap paper, approved activity materials, and the separate badges if useful. Arrange actual days, travel time, and family contact details before starting. After an absence, offer a short supported rehearsal of the missed skill before a visit. A missed visit is not a failure; use a familiar adult or peer practice if rescheduling is not practical.

Notice growth consistently

Private check-ins and observations · Keep the nine student items unchanged

Starting and ending checks

Schedule each child privately before the first skill lesson and after the last practice period. Use journal pages 5–6 and 26–27. Read every statement, instruction, and choice exactly as printed, in the same order. Keep the same school setting and adult reading support where practical. Record the date, context, and any support used.

Keep the current “lately at school” wording for this edition. Do not introduce a new time window or explain answers differently at the second check. Pointing, circling, and passing are allowed. Record a pass or uncertainty separately; do not convert it to “Not yet.” Do not coach toward a higher answer or tie answers to visits, badges, or praise.

Interpret as a conversation

These are informal self-reflections, not a standardized measure. The items mix perceived ability and frequency, so do not add them into a diagnostic, self-esteem, or program-effectiveness total. Compare each item with the child’s goal, words, recent opportunities, and observations. A lower response may show new awareness or a difficult recent experience.

Choose one or two actions per child

Use companion page 2 across four visits. Record a real action or exact words, the setting/opportunity, and support that helped. “Not observed” means no example was captured, not that the child cannot do it. Adult help is a useful tool, not a lower grade. Keep observations, student perspective, and adult interpretation distinguishable.

Closing and follow-up

Use guide page 15 for a private family update: one strength, a concrete example, and a next practice step. Arrange a five-minute check-in 2–3 weeks later using companion page 3. Ask about an ordinary classroom/playground example and agree on continued support. Store completed records privately through school procedures.

Match each outcome to evidence

Use several sources; no single questionnaire measures every outcome

Strengths

Journal 7 and 28–29; self-view item 1. Ask for one strength and an example of using it.

Thoughtful kindness

Journal 10–12 and 15. Observe asking, waiting, sharing a choice, or respecting “no thanks.” The broad kindness item alone does not show all these skills.

Trying with support

Journal 9; learning/trying items. Notice a chosen small step and the support used; watching can be today’s step.

Frustration

Journal 11 and 18; frustration item. Notice a clue, a tool, a pause, or asking for help during an available opportunity.

Voice and boundaries

Journal 8; voice/help item. Notice a request, clear boundary, or adult-help request. A perfectly calm tone is not a prerequisite for receiving help.

Responsibility

Journal 21; repair item. Notice naming one’s own action and attempting a relevant repair. Trying again alone is not evidence of taking responsibility.

Dependable helping

Journal 10–12. Notice following an agreed role, respecting space and choices, and leaving safety/conflict to adults.

Recognizing impact

Journal visit reflections and 28–29. Ask for an action and a concrete effect: “I waited, so they had a turn to choose.” Do not require a smile, thanks, or compliance.

Week 1 · I have strengths

Journal 1–7 · No 4K visit · Materials: journals and pencils

0–3 · Welcome and choice

Say: “You already belong. Today we will discover something each person can share.” Offer a feeling word, point, or pass.

3–6 · Our group plan

Read journal page 3. Explain private worries can wait for a private check-in. Model asking for a turn and respecting “no thanks.”

6–9 · Say and show

Model tap, tap, clap, then a harmless mistake. Say: “I can pause, ask for help, and try one part.” Offer another comfortable movement.

9–18 · Three supported rounds

Rotate Show, Try, and Notice for three minutes each. Each child can co-show, watch, or choose one movement. Notice names an action, not a score. Another child copying correctly is not the leader’s measure of success.

18–23 · Goal and close

Choose a goal on page 4 and one small classroom try. Draw or dictate a strength on page 7 if useful. Ask: “What helped you try?” Read the belonging message. Starting checks occur separately before this lesson.

Week 2 · My voice and my support plan

Journal 8–12 · No 4K visit · Materials: two pencil characters

0–3 · Reconnect

Revisit each child’s goal. Say: “Kindness includes saying what you need and asking for help.”

3–6 · Model voice and boundaries

With pencil characters, model an invitation, “I want a turn choosing,” “No, I don’t like that,” and “I need help.” The adult responds respectfully even if the child sounds upset.

6–12 · Rotate practice

Each child voices one character, tries a response, or notices an action; rotate twice. Practice both accepting a refusal and moving toward adult help when a boundary is ignored. Keep personal sibling/home stories private.

12–18 · Rehearse before visiting

Each child chooses a stretch, comfortable slow breath, or adult-help request. Practice pausing and asking for a break. Pretend Homer grabs a crayon: name the action, give it back, and ask. Do not create frustration for a child.

18–23 · Preview the actual visit

Name the adults, station, activity, roles, pause place, and route. Use pages 9–12 orally; every drawing is optional. Choose Watch/Together/One part, without treating them as ranks. Rehearse hello, “Okay” to no thanks, and goodbye.

Week 3 · One small step: visit 1

Journal 9–14 · Default activity: shared welcome drawing

0–4 · Prepare

Name the goal, adult helper, job, and participation choice on page 13. Rehearse asking before helping, waiting, the chosen tool, and asking for a pause. Say: “We can feel unsure and try with help.”

4–6 · Travel

Use the actual supervised route. These two minutes are an estimate; adjust the visit block if your route takes longer.

6–14 · Visit

Offer two crayon colors and ask each younger partner to choose a mark or picture for a shared welcome drawing. Welcome invites; Materials offers choices; Show One Step demonstrates one mark then waits. Younger children may add their own ideas or decline. The counselor models and co-does jobs.

14–16 · Return

Adults support the return and material collection. Helpers do not manage younger children’s behavior.

16–21 · Reflect and plan

Use page 14 OR one companion slip, orally if preferred. Ask: “What did you think might happen? What happened? What helped?” A hard experience is useful information; a positive conclusion is not required.

21–23 · Close

Name a real action and its effect. Ask the 4K partner’s next-time choice during the visit if practical. Record one observation per older child privately after the meeting. If a visit cannot fit safely, arrange a separate visit block or rehearse the same activity in group.

Week 4 · Make room for another idea

Journal 15–17 · Default activity: another shared drawing with turn-taking

0–4 · Prepare

Practice “You choose this time; I choose next time.” Each child shows one mark and waits. Rotate helper jobs and choose support on page 16. Use the matching shapes on page 15 only if helpful; completing that page is optional.

4–6 · Travel

Use the agreed supervised route and actual travel allowance.

6–14 · Visit

Return to familiar drawing materials. Offer two choices and invite both partners to add an idea in turn. Welcome invites, Materials offers, Show One Step models then waits. Adults support disagreements. Do not complete a partner’s work to make it faster.

14–16 · Return

Keep the group with its assigned adult; use the pause plan if needed.

16–21 · Reflect

Use page 17 OR a companion slip. Ask: “Where did you leave room for someone else’s idea? What could you say next time?” Accept pointing, dictation, or passing.

21–23 · Close

Choose one classroom turn-taking try. Notice a request, a wait, or a respected refusal and the support used. If a partner declines, respect the answer and follow the teacher-approved alternative: observe or draw beside the adult.

Week 5 · Tools for tricky moments

Journal 18–20 · Default activity: familiar drawing with optional stretch

0–4 · Prepare

Point to a body clue and rehearse a comfortable tool or help request. A tool may help a little; it does not have to remove a feeling. Rotate jobs. Choose support on page 19.

4–6 · Travel

Use the agreed supervised route. If time is short, shorten drawing rather than the support or return plan.

6–14 · Visit

Continue the familiar drawing. Offer “Would you like to stretch with me or watch?” for up to one minute, with the counselor modeling. The younger child chooses whether to join. Materials then offers two drawing choices; Show One Step models one part and waits. Children do not direct another person’s breathing or feelings.

14–16 · Return

Adults support a pause, changed job, or a break whenever needed.

16–21 · Reflect

Use page 20 OR a companion slip. Ask: “What clue did you notice? What tool or help did you use? What was your next step?” If no frustration occurred, say so; do not invent a problem or provoke one.

21–23 · Close

Pick one ordinary classroom opportunity for a tool/help request. Record the observed action and support, not how still or cheerful the child looked.

Week 6 · Repair, contribute, and keep growing

Journal 21–24, 28–31 · Default activity: finish a shared welcome picture

0–4 · Prepare and repair

Use page 21 with pretend characters: “I felt frustrated. I grabbed it. I can give it back and ask.” Name one’s own part. A repair does not require forgiveness, a hug, or an immediate smile. Choose roles and support on page 22.

4–6 · Travel

Use the agreed supervised route and actual travel allowance.

6–14 · Visit

Offer familiar drawing choices. Each partner contributes to a shared welcome picture if they wish. Use page 24 or ordinary paper; completing both is unnecessary. Adults handle conflict and support any needed repair. Let each older child repeat a preferred job with support.

14–16 · Return

Close with a chosen goodbye, including a wave or no touch.

16–21 · Reflect and celebrate

Use page 23 OR a companion slip. Name a strength, a real contribution, and one next step. Use pages 28–29 as a conversation or later keepsake, not extra required writing. Every child’s practice with support is recognized.

21–23 · Plan continued support

Choose a classroom kindness action and helper on page 31. Confirm the private ending-check appointment and the 2–3 week follow-up date. Ending assessments occur separately after the final practice; they do not compete with this visit or celebration.