



How (and Why) to Get Students Talking

**78 Ready-to-Use Group Discussions About Anxiety,
Self-Esteem, Relationships, and More (Grades 6-12)**

ASCA Alignment

Alignment by Dr. Danielle Schultz

Book Title: *How (and Why) to Get Students Talking: 78 Ready-to-Use Group Discussions About Anxiety, Self-Esteem, Relationships, and More (Grades 6–12)* by Jean Sunde Peterson, Ph.D.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

| | |
|----|--|
| 1. | Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being |
| 2. | Self-confidence in ability to succeed |
| 3. | Sense of belonging in the school environment |
| 4. | Understanding that postsecondary education and life-long learning are necessary for long-term career success |
| 5. | Belief in using abilities to their fullest to achieve high-quality results and outcomes |
| 6. | Positive attitude toward work and learning |

Category 2: Behavior Standards

Learning Standards

| | |
|-----|---|
| 1. | Demonstrate critical-thinking skills to make informed decisions |
| 2. | Demonstrate creativity |
| 4. | Apply self-motivation and self-direction to learning |
| 5. | Apply media and technology skills |
| 6. | Set high standards of quality |
| 7. | Identify long- and short-term academic, career and social/emotional goals |
| 8. | Actively engage in challenging coursework |
| 9. | Gather evidence and consider multiple perspectives to make informed decisions |
| 10. | Participate in enrichment and extracurricular activities |

Self-Management Skills

| | |
|-----|--|
| 1. | Demonstrate ability to assume responsibility |
| 2. | Demonstrate self-discipline and self-control |
| 3. | Demonstrate ability to work independently |
| 4. | Demonstrate ability to delay immediate gratification for long-term rewards |
| 5. | Demonstrate perseverance to achieve long- and short-term goals |
| 6. | Demonstrate ability to overcome barriers to learning |
| 7. | Demonstrate effective coping skills when faced with a problem |
| 8. | Demonstrate the ability to balance school, home and community activities |
| 9. | Demonstrate personal safety skills |
| 10. | Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities |

Social Skills

| | |
|----|--|
| 1. | Use effective oral and written communication skills and listening skills |
| 2. | Create positive and supportive relationships with other students |
| 3. | Create relationships with adults that support success |
| 4. | Demonstrate empathy |
| 5. | Demonstrate ethical decision-making and social responsibility |
| 6. | Use effective collaboration and cooperation skills |
| 7. | Use leadership and teamwork skills to work effectively in diverse teams |
| 8. | Demonstrate advocacy skills and ability to assert self, when necessary |
| 9. | Demonstrate social maturity and behaviors appropriate to the situation and environment |

ASCA MINDSET AND BEHAVIOR STANDARDS: MS.1, MS.2, MS.3, MS.4, MS.5, MS.6, BS.LS.1, BS.LS.2, BS.LS.4, BS.LS.5, BS.LS.6, BS.LS.7, BS.LS.8, BS.LS.9, BS.LS.10, BS.SMS.1, BS.SMS.2, BS.SMS.3, BS.SMS.4, BS.SMS.5, BS.SMS.6, BS.SMS.7, BS.SMS.8, BS.SMS.9, BS.SMS.10, BS.SS.1, BS.SS.2, BS.SS.3, BS.SS.4, BS.SS.5, BS.SS.6, BS.SS.7, BS.SS.8, BS.SS.9