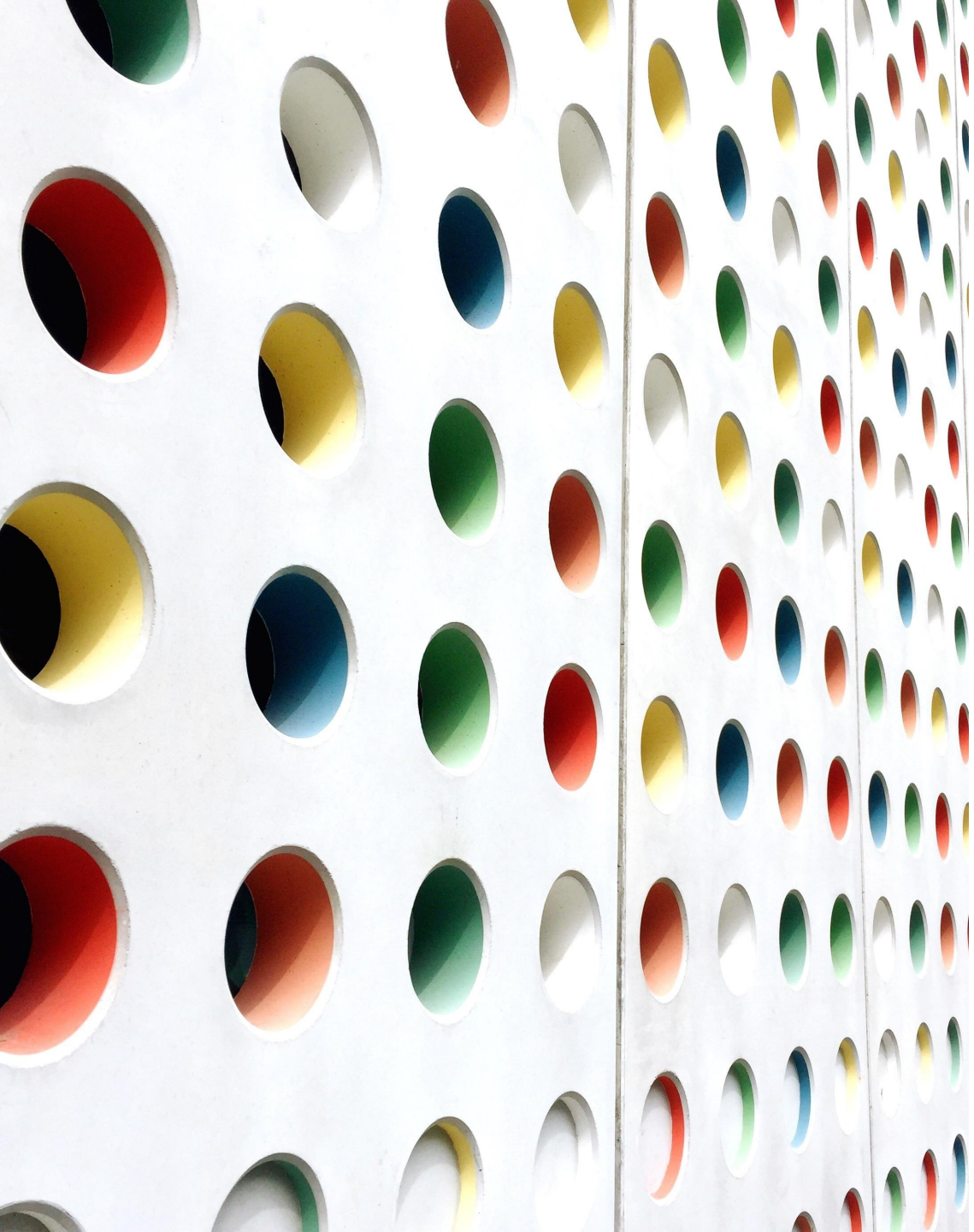

Culminating Project:

Life Skills

INTERN: MEGAN ARNOLD

SITE: BUNN HIGH SCHOOL

SITE SUPERVISOR: GUY EDWARDS

FACULTY SUPERVISOR: DR. BARKER

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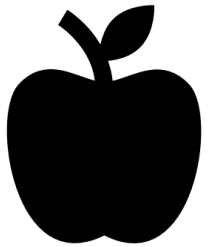

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Lesson 1:

Attendance & Time Management

Lesson 2:

Study Skills & Organizational Skills

Lesson 3:

Respect, Responsibility, & Self-Advocacy

Lesson 4:

Volunteering, Clubs, Work, & Goal Setting

Goal & Purpose

- To encourage and equip **10th Graders** with the skills they need to be successful in completing high school.
- To end with a goal in mind and to do well in the future with their post-secondary choices .

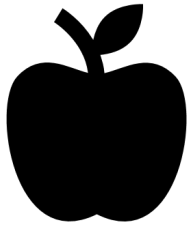
Data used

Teacher Input

Counselor Input

Data Manager: attendance and grades

Data Used



Teacher Input

Counselor Input

Data Manager: attendance and grades

- Students could benefit from some help to remind them how to be organized and study for upcoming assignments.
- A few short lessons on life skills in the school setting could help remind students of the importance of school.
- Student grades have been lowering continuously and attendance has rapidly increased.

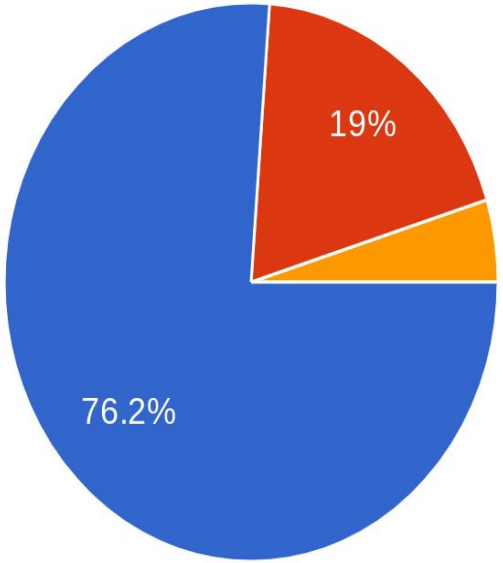
Needs Assessment

Data collected

PRE- TEST

Do you feel like it is important to be at school?

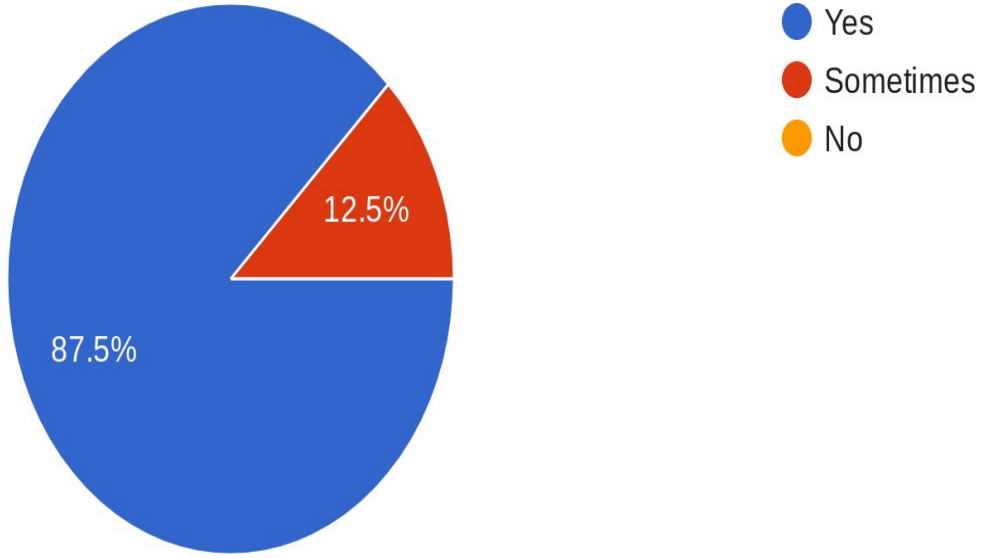
21 responses



POST - TEST

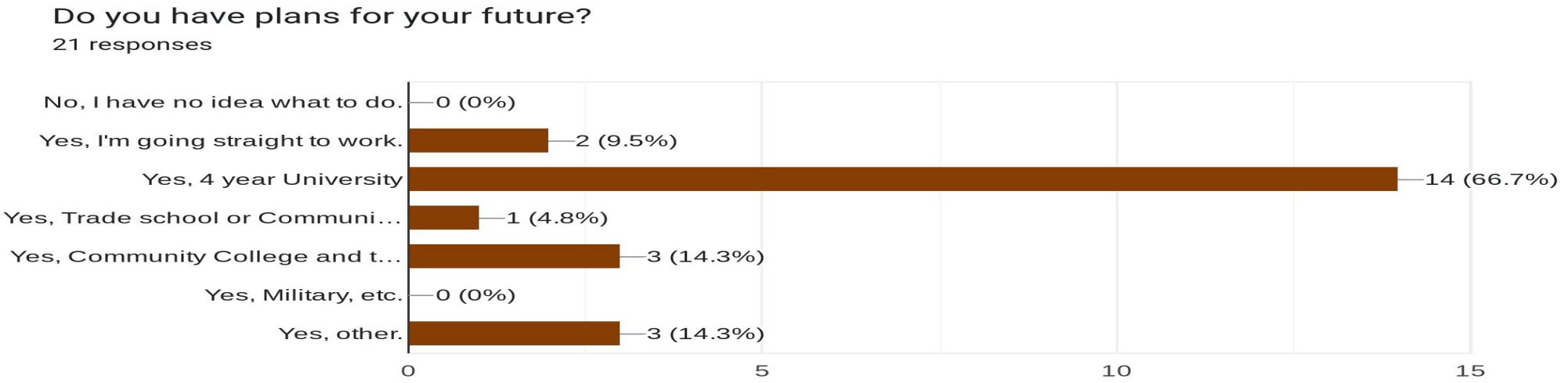
Do you feel like it is important to be at school?

16 responses

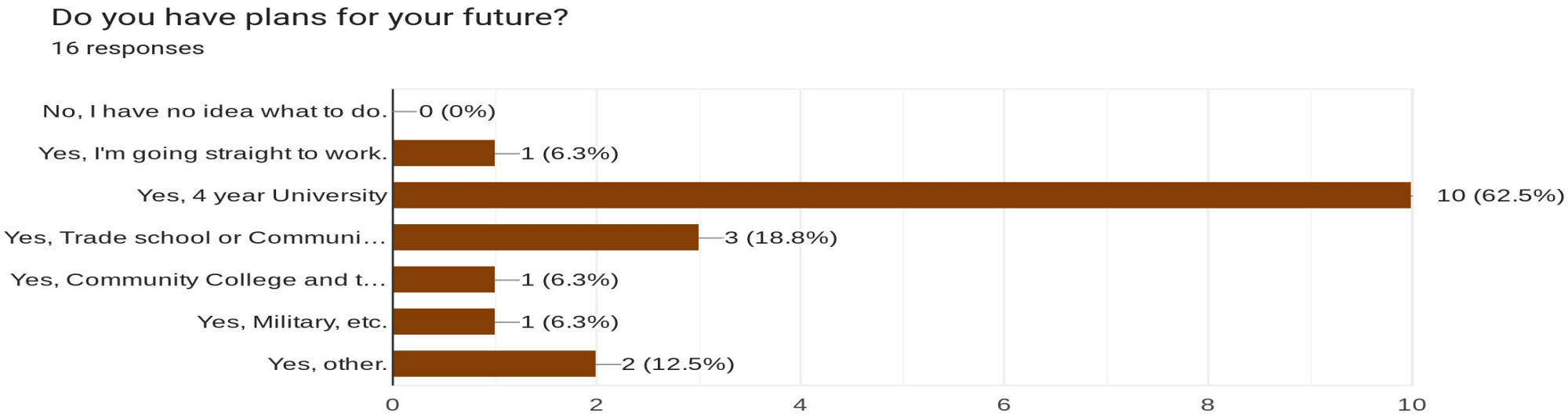


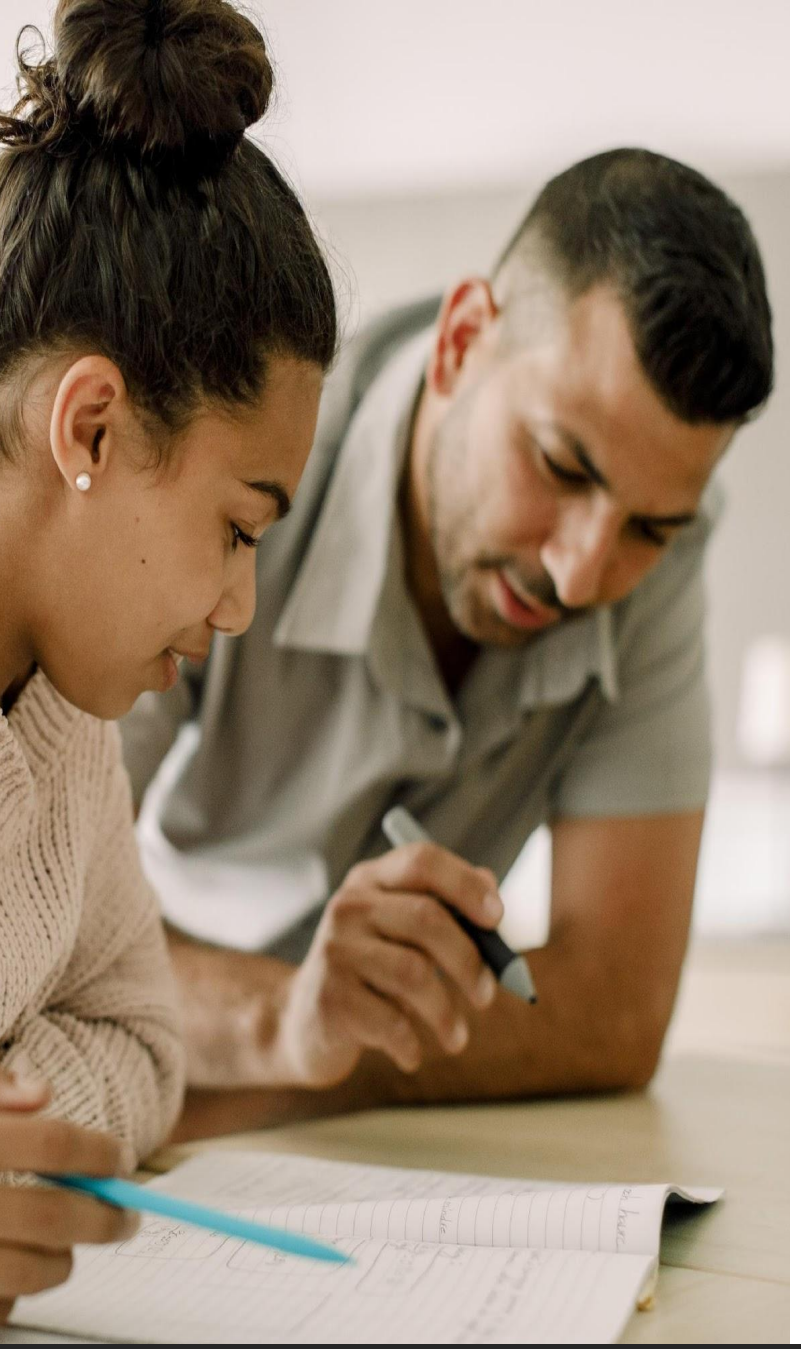
Data collected

PRE- TEST



POST - TEST





AIA Specialty Standards

Foundations:

B. 1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
B. 2	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

AIA Specialty Standards

Counseling Prevention & Intervention:

D.1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individual groups, and classrooms.
D.2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
D.3	Designs and implements prevention and intervention plans related to the effects of [a] atypical growth, and development, [b] health and wellness, [c.] language, [d] ability level, [e] multicultural issues, and [f] factors of resiliency on student learning and development.

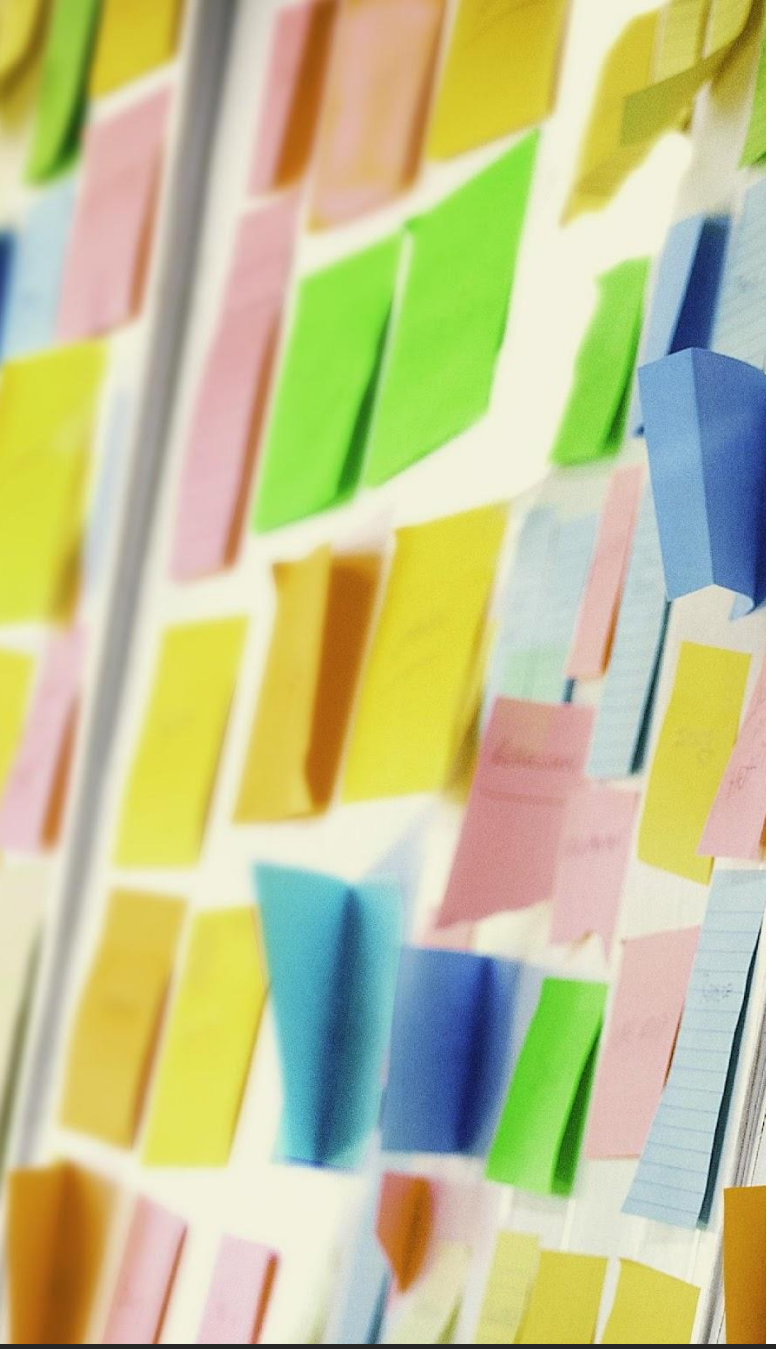
AIA Specialty Standards Continued...

Diversity & Advocacy:

F. 1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
F. 2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.

Assessment:

H. 5	Assesses barriers that impede students' academic, career, and personal/social development.



AIA Specialty Standards Continued...

Research & Evaluation:

L. 3	**Analyzes and uses data to enhance school counseling programs**

Academic Development:

L. 2	**Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities**

AIA Specialty Standards Continued...

Collaboration & Consultation:

N. 3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development

Leadership:

P. 7	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program

ASCA Mindsets & Behaviors

M2
Sense of acceptance, respect, support, and inclusion for self and others in the school environment

M4
Self-Confidence in ability to succeed

M5
Belief in using abilities to their fullest to achieve high-quality results and outcomes

M6
Understanding that postsecondary education and lifelong learning are necessary for long-term success

ASCA Mindsets & Behaviors

B-LS 3 Time-management, organizational and study skills	**B-LS 4** Self-motivation and self-direction for learning
B-LS 7 Long and short-term academic, career and social/emotional goals	**B-LS 10** Participation in enrichment extra-curric ular activities

ASCA Mindsets & Behaviors continued...

B-SMS 1	B- SMS 5	B-SMS 8
Responsibility for self and actions	Perserverance to achieve long and short-term goals	Balance of school, home and community activities

ASCA Mindsets & Behaviors continued...

B-SS 1 Effective oral and written communication skills and listening skills	**B-SS 3** Positive relationships with adults to support success	**B-SS 5** Ethical decision-making and social responsibility
B-SS 8 Advocacy skills for self and others and ability to assert self when necessary	**B-SS 9** Social maturity and behaviors appropriate to the situation and environment	**B-SS 10** Cultural awareness, sensitivity and responsiveness

State Academic Standards

EXTENDS STUDENTS' KNOWLEDGE OF CONTENT MATERIAL BY:

- Providing inquiry-based assignments to increase student engagement in learnin

State Academic Standards continued

IMPROVES COMPREHENSION AND APPLICATION OF CONTENT KNOWLEDGE BY:

- Supporting students in making connections between content and their personal experience and/or previous knowledge

State Academic Standards continued...

ORGANIZES INSTRUCTION AND PROVIDES MULTIPLE FORMS OF FEEDBACK BASED ON ONGOING OBSERVATION AND ASSESSMENT BY:

- Providing timely, specific, and formal feedback on skills and standards
- Analyzing instructional practices and making needed adjustments to improve student outcomes
- Providing opportunities for students to actively engage in the formative assessment process through self-assessment and data analysis

Culturally Sensitive

All students included.

Directed towards all student interests.

The power to choose future goals.

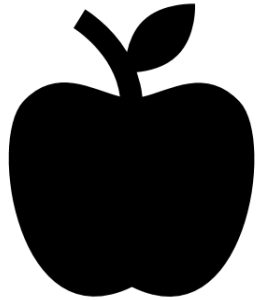
Supportive of all postsecondary choices.

Needs Assessment is private for student intake.

Plan to Evaluate

- Feedback
- Outcome Data Collected
- Pre/Post Assessment

Plan to Evaluate



Feedback

Outcome Data Collected

Pre/Post Assessment

- I used feedback from the teacher, students, and counselors on ways to better sharing and teaching life skills.
- From the data collected I was able to see what I could work on and better share ways to improve specific skills.
- From the pre and post-tests I was able to see what students knew before and what they learned. They were also about to add what they

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