



Culminating Project

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Bunn High School

Site Supervisor: Guy Edwards

A photograph of three young women sitting closely together on a tufted grey couch. The woman on the left has dark curly hair, wears glasses, and a pink sweater. The woman in the middle has dark hair pulled back, wears a green sweater, and has her arm around the woman on the right. The woman on the right has long red hair, wears a grey sweater with a white fur collar, and is smiling. A large magenta arrow-shaped graphic points from the left towards the right, partially obscuring the lower half of the image.

Anxiety Small Group

High School Girls – CARE group (Confident and Resilient Everyday)

5 – 10th graders, 2 - 11th graders



6 Sessions:

Introductions/
Welcome

Triggers &
Self-Calming

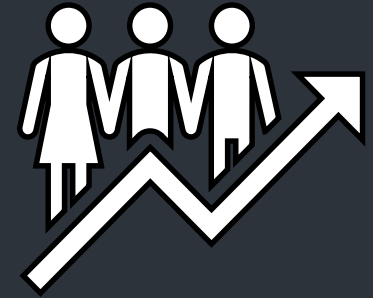
Overthinking
& Decreasing
Stress

Self-Care

Gratitude

Coping Skills
& Reflections

Goals for the group:



- This group will help students know what triggers their anxious moments while at school.
- They will also learn new coping skills for grounding themselves.
- Lastly, they will learn what self-care looks like and what works best for them.

Needs Assessments:



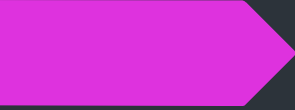
COUNSELORS



TEACHERS



STUDENTS



Simple Assessment questions:

- Do you think STUDENT would benefit from additional SEL support?
- Any comments regarding STUDENT?

Student Needs Assessment

I can identify at least 3 of my anxiety triggers: *

- ☐ 3 = Yes
- ☐ 2 = Unsure
- ☐ 1 = No

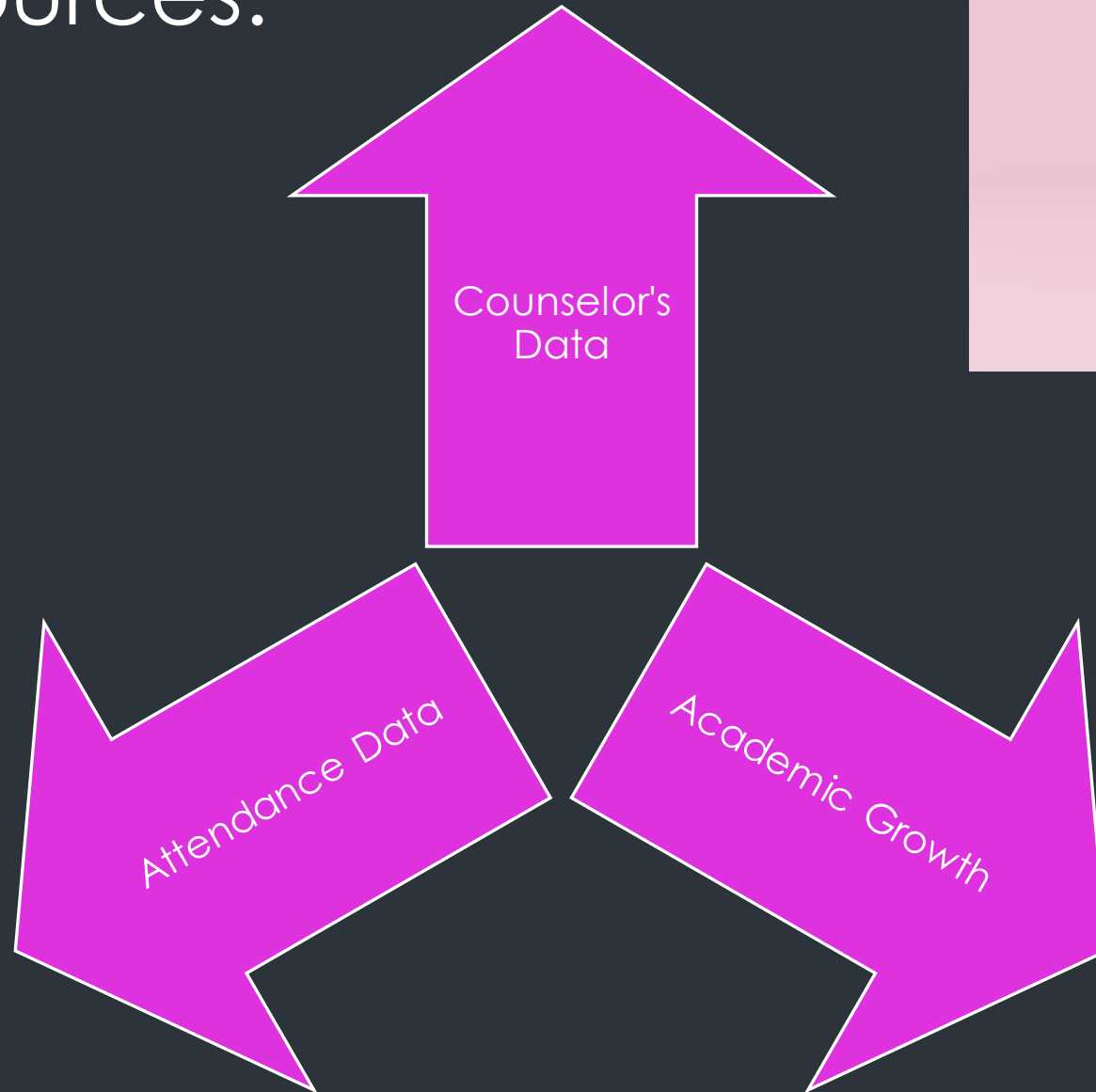
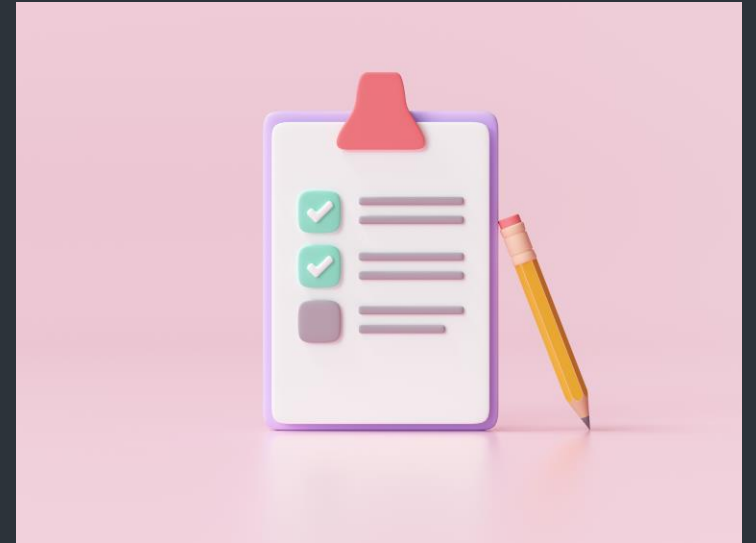
I can identify at least 3 healthy coping skills to use when I am feeling overwhelmed: *

- ☐ 3 = Yes
- ☐ 2 = Unsure
- ☐ 1 = No

The last time I felt anxious, I remembered to use a healthy self-calming technique: *

- ☐ 3 = Yes
- ☐ 2 = Unsure
- ☐ 1 = No

Data Sources:



Additional Research:

Perfectionism & Test Anxiety

- This article discusses how anxiety affects testing and scores. According to the article testing anxiety is a common issue for many high school students (this study was done with 8 high schools). In this study, there were no findings of one gender being more anxious than the other. The study did confirm that students are extremely hard on themselves and lack confidence when a test is in front of them (Abdollahi et al., 2016).

Anxious & Absent

- From this article, there are findings of anxiety leading to the cause of frequent absences during the school year. The study shows that students view school as displeasing and they suffer from social anxiety, generalized anxiety, as well as separation anxiety and more (Schlesier et al., 2023). Students rather not be at school in an uncomfortable setting.

AIA Specialty Standards:



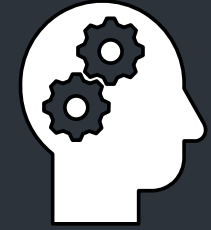
Foundations:

B. 2	Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.
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Counseling Prevention & Intervention:

D. 1	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
D. 2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

AIA Specialty Standards:



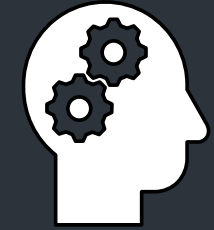
Diversity & Advocacy:

F. 1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
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Assessment:

H. 1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
H. 2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.

AIA Specialty Standards:



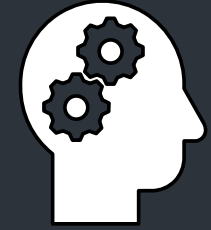
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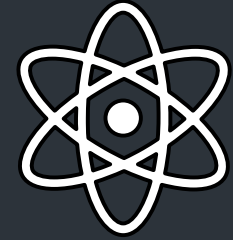
Research & Evaluation:

J. 3	Analyzes and uses data to enhance school counseling programs.
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Collaboration & Consultation:

N. 3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
N. 4	Uses peer helping strategies in the school counseling program.

ASCA Mindsets & Behaviors:



Mindset Standards:

M 1.	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 4.	Self-confidence in ability to succeed

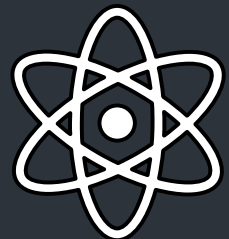
Behavior Learning Standards:

B LS 1.	Critical thinking skills to make informed decisions
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ASCA Mindsets & Behaviors Cont...

Behavior Self-Management Skills:

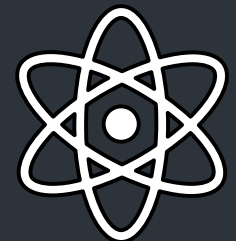
B – SMS 1.	Responsibility for self and actions
B – SMS 2.	Self-discipline and self-control
B – SMS 4.	Delayed gratification for long-term rewards
B – SMS 6.	Ability to identify and overcome barriers
B – SMS 7.	Effective coping skills
B – SMS 10.	Ability to manage transitions and adapt to change



ASCA Mindsets & Behaviors Cont...

Behaviors: Social Skills

B – SS 2.	Positive, respectful and supportive relationships with students who are similar to and different from them
B – SS 3.	Positive relationships with adults to support success



Cultural Sensitivity

- All are welcome!
- Everyone will be respectful.
- All students will be treated the same and given equal opportunities.
- We remain mindful of each student's different background.



Evaluation



- Pre & Post Test data is used to determine the effectiveness of the group sessions.
- I will also use feedback from my site supervisor.
- Feedback from the students will be welcomed and used as well.

Academic Growth Data

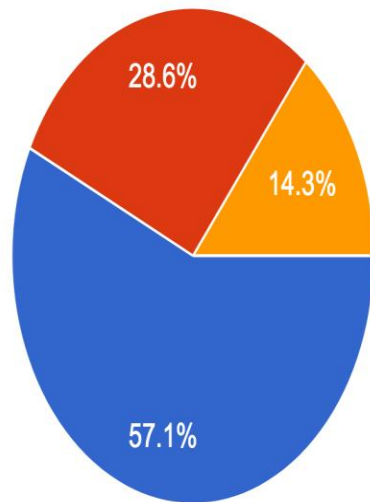
Student	Grade	Q1				Q2				Absences		Tardies		Academic Growth
										S1	S2	S1	S2	
KA	10	83	83	79	99	96	79	75	96	10	7	1	1	
BP	10	96	63	100	94	78	69	99	99	14	6	1	0	
EQ	10	75	96	72	46	88	39	84	60	18	14	2	2	
KST	10	52	81	61	62	21	50	1	4	75	56	1	3	
JS	10	95	81	85	94	92	75	88	91	23	10	1	1	
BT	11	100	87	77	97	()	88	()	77	18	16	3	1	
KW	11	94	93	98	83	81	89	95	99	53	8	0	0	

Student Responses:

Pre-Test

I can identify at least 3 of my anxiety triggers:

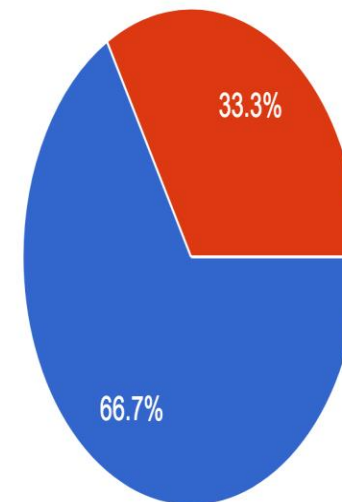
7 responses



Post-Test

I can identify at least 3 of my anxiety triggers?

6 responses

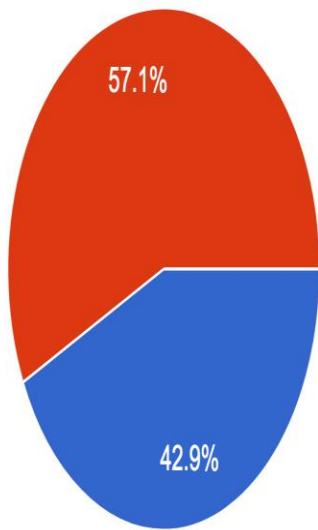


Student Responses:

Pre-Test

I can identify at least 3 healthy coping skills to use when I am feeling overwhelmed:

7 responses

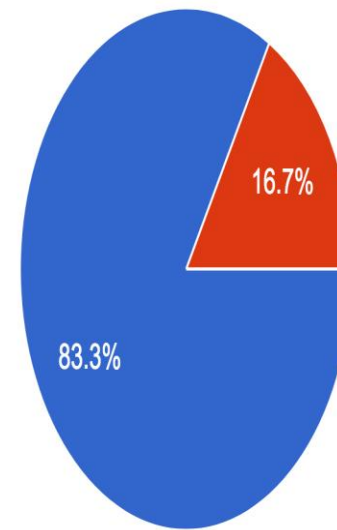


- 3 = Yes
- 2 = Unsure
- 1 = No

Post-Test

I can identify at least 3 healthy coping skills to use when I am feeling overwhelmed?

6 responses



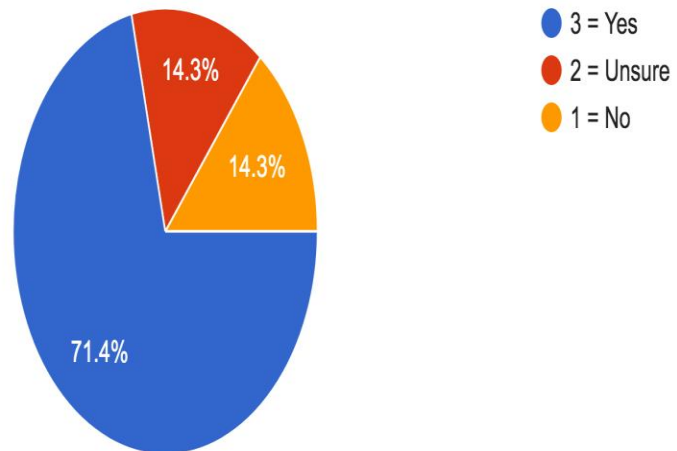
- 3 = Yes
- 2 = Unsure
- 1 = No

Student Responses:

Pre-Test

I understand how "avoidance" can make my anxiety worse over time:

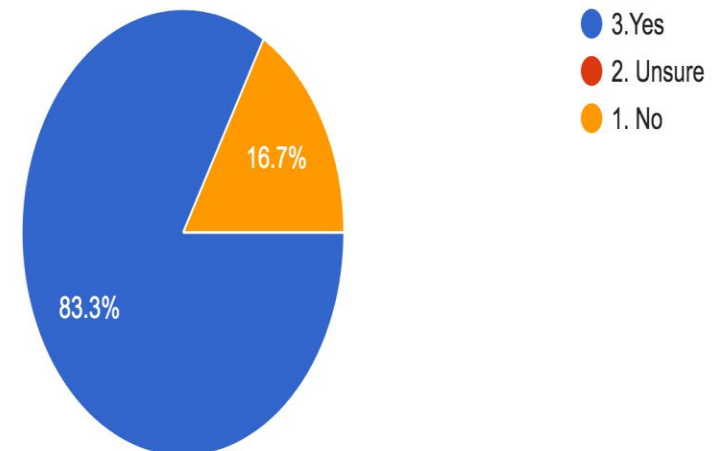
7 responses



Post-Test

I understand how "avoidance" can make my anxiety worse over time?

6 responses

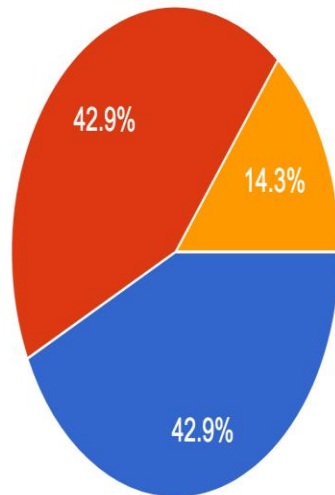


Student Responses:

Pre-Test

I know what mindfulness is:

7 responses

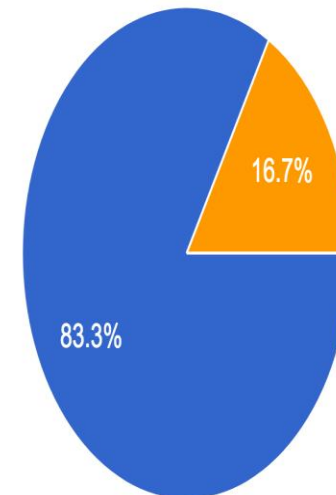


- 3 = Yes
- 2 = Unsure
- 1 = No

Post-Test

I know what mindfulness is?

6 responses



- 3. Yes
- 2. Unsure
- 1. No

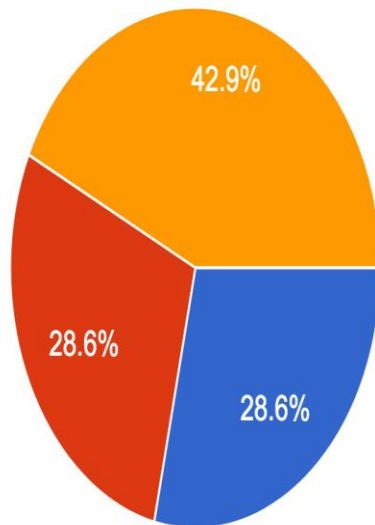
Student Responses:

Pre-Test

Post-Test

I intentionally practiced self-care in the past week:

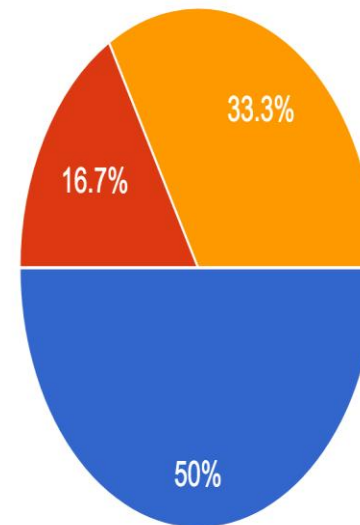
7 responses



● 3 = Yes
● 2 = Unsure
● 1 = No

I intentionally practiced self-care in the past week?

6 responses



● 3 = Yes
● 2 = Unsure
● 1 = No

Student feedback...

What growth have you seen in yourself since starting this group a few weeks ago?

I've become more mindful of my anxiety and taking better care of my mental and physical health.

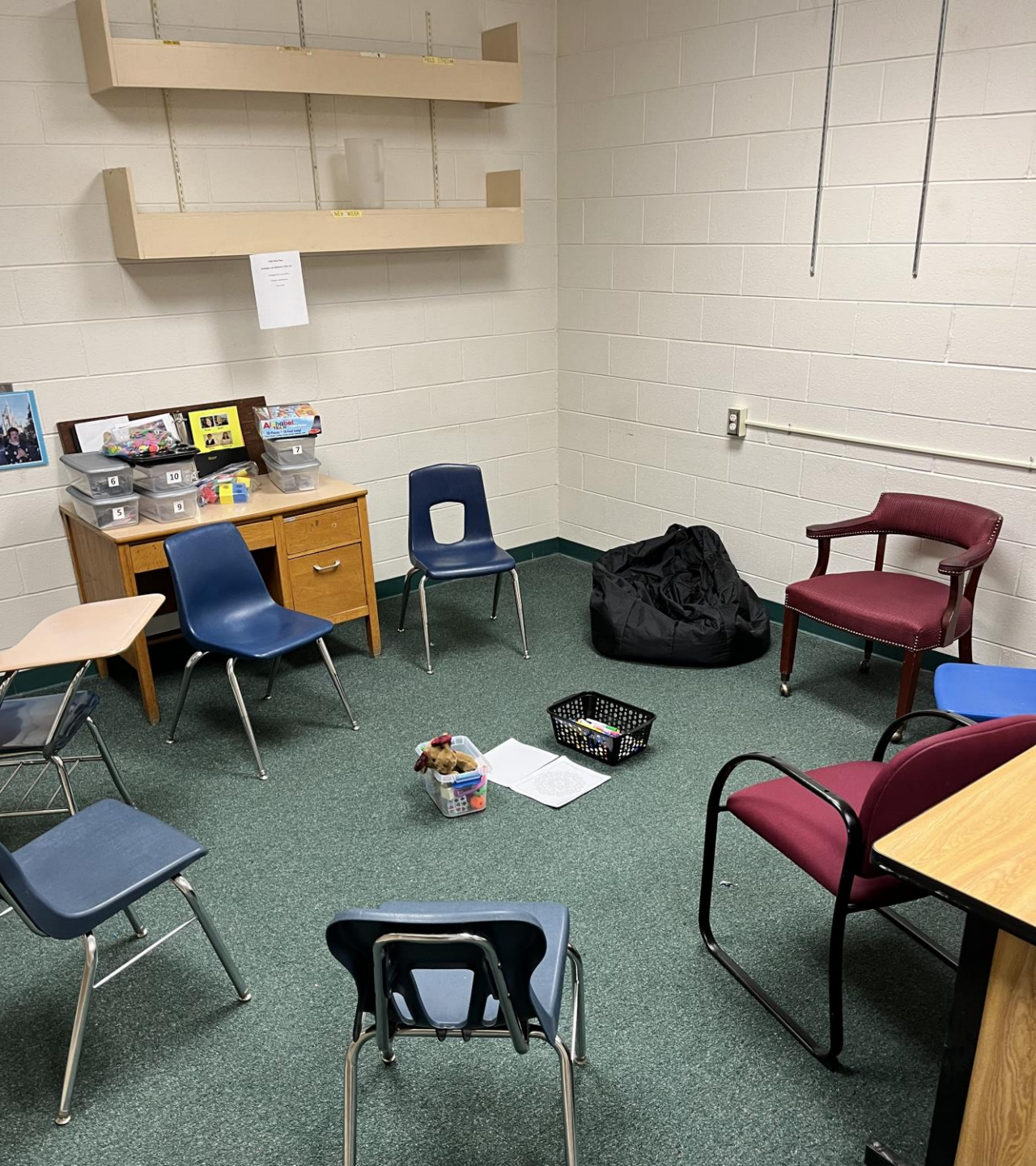
I've been given more anxiety coping skills and stress management skills.

Can't really comment on personal growth but I don't absolutely hate Monday mornings anymore.

I can identify what helps me when I am going off the deep end or my stress and anxiety is worsening.

.

It makes me happy and grow little by little to be in a class with a positive teacher that has good energy and bright images.



Artifacts:

This was our
Group Room.



CARE Group Rules

- 1. Be Respectful to one another.**
- 2. Respect confidentiality.**
- 3. Be on time.**

Artifacts:

“Art Therapy”
- Anxiety



Brooklyn Perugini
2024



Artifacts:

“Visualizations”
– Person, Place, or Pet

Music & Nature



Gideon.

He audibly breathes; I've gotten
used to it in the 10 years I've
had him but now he's gone
and it almost feels too quiet.

1. home ~ mamma

Artifacts:

GRATITUDE JOURNAL PROMPTS

Adopting a grateful attitude can impact almost every aspect of your life in a positive way — your relationships, your mood, your job satisfaction, your health and so on. Gratitude can help you put a positive spin on stressful times and turn them into valuable lessons. In positive psychology research, gratitude is consistently linked to greater measures of **happiness**.

Physical Health:

What's an aspect of your physical health that you feel grateful for?

- Fast metabolism
- Not overweight
- Not bogged down by any physical conditions.

Relationships:

What relationships are you grateful for? Pets count.

- My dog Gideon
- My dad
- My two aunts.

Environment:

What aspects of your city or neighborhood are you grateful for?

- It's quiet now.
- Have my own bathroom
- No more walking on eggshells.

Don't really care
for this area.
Just the relations.

Circumstances:

What's a hard lesson that you were grateful to learn?

•

N/A.

GRATITUDE JOURNAL PROMPTS

Adopting a grateful attitude can impact almost every aspect of your life in a positive way — your relationships, your mood, your job satisfaction, your health and so on. Gratitude can help you put a positive spin on stressful times and turn them into valuable lessons. In positive psychology research, gratitude is consistently linked to greater measures of **happiness**.

Physical Health:

What's an aspect of your physical health that you feel grateful for?

- Strength
- Being able to see
- Being able to talk

Relationships:

What relationships are you grateful for? Pets count.

- My girlfriend
- My parents
- My family

Environment:

What aspects of your city or neighborhood are you grateful for?

- The sight seeing
- getting to meet my partner at school
- growing up

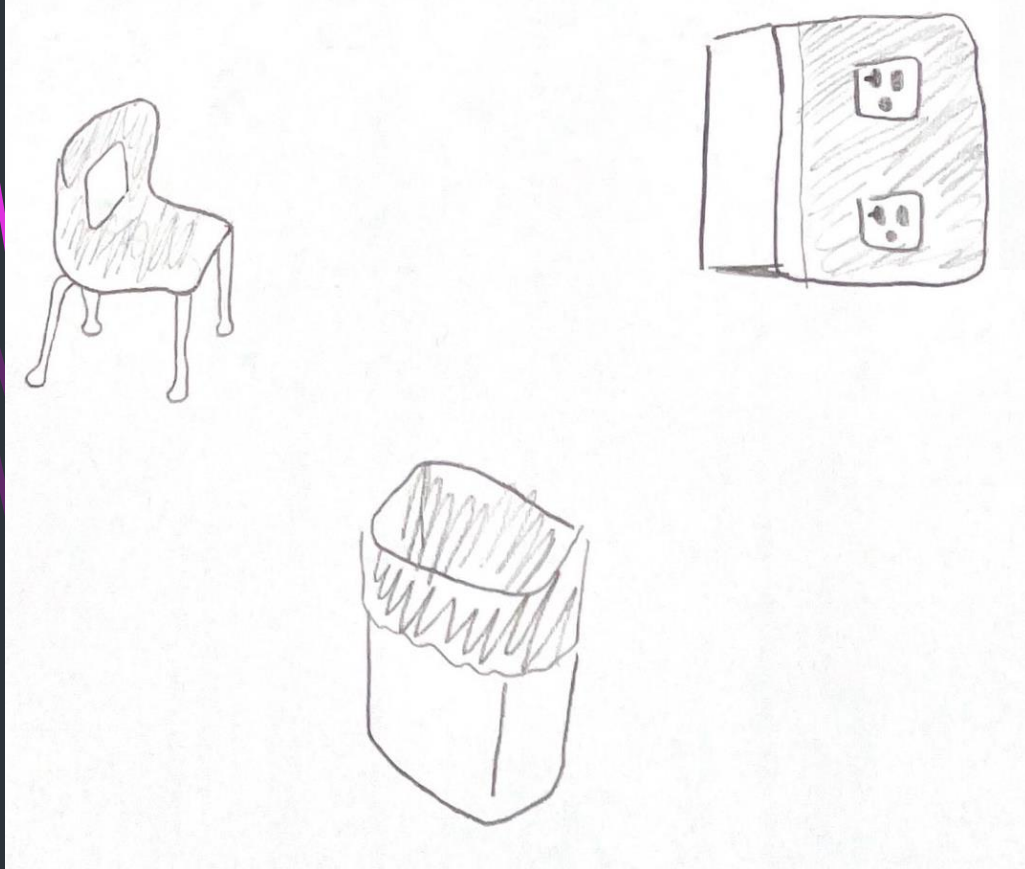
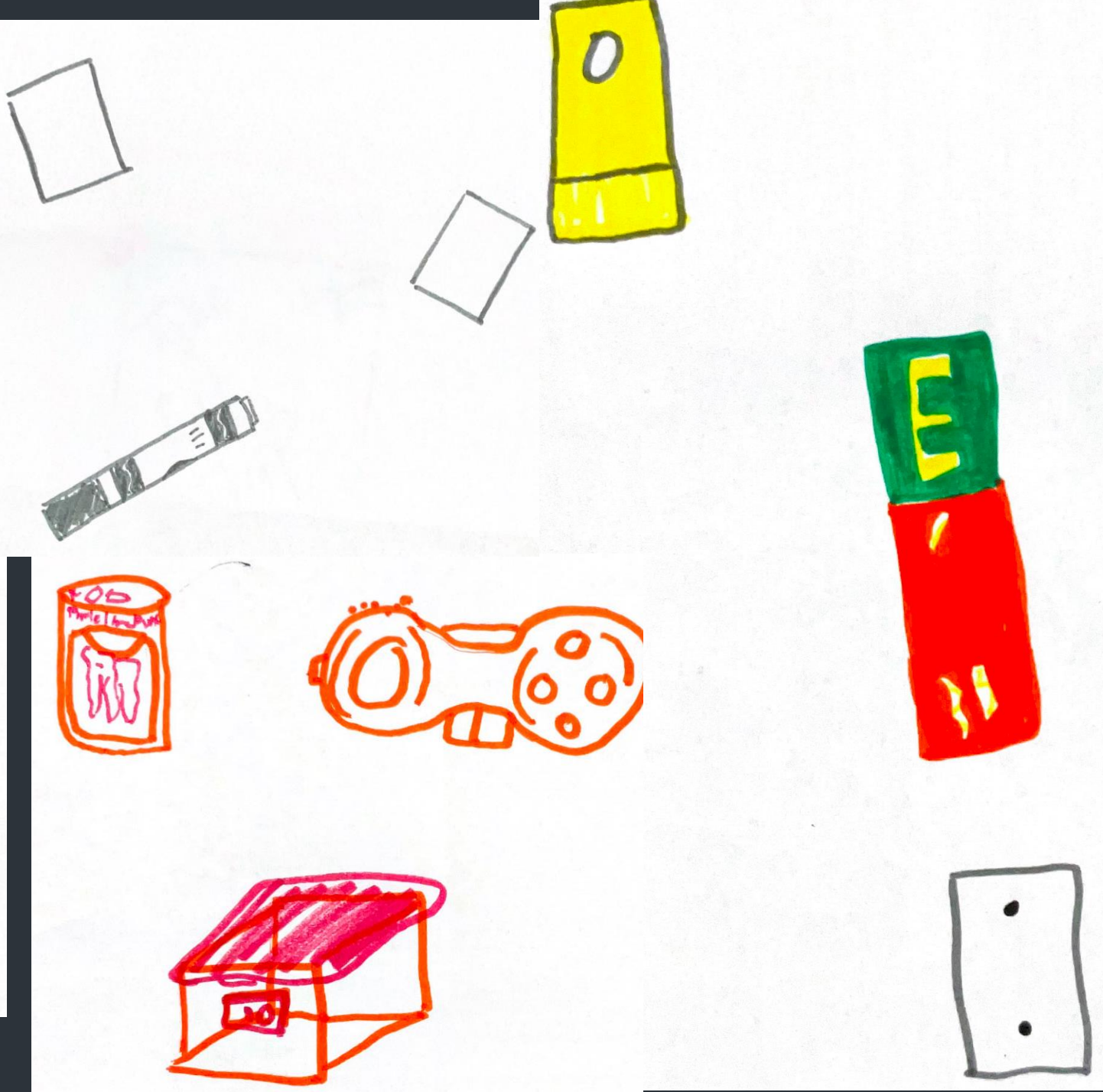
Circumstances:

What's a hard lesson that you were grateful to learn?

- the world revolves even when you feel like everything's stopped

Artifacts:

“Grounding techniques”



References:

Abdollahi, A., Carlbring, P., Vaez, E., & Ghahfarokhi, S. A. (2016). Perfectionism and test anxiety among high-school students: The moderating role of academic hardness. *Current Psychology*, 37(3), 632–639. <https://doi.org/10.1007/s12144-016-9550-z>

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

Schlesier, J., Vierbuchen, M.-C., & Matzner, M. (2023). Bullied, anxious and skipping school? the interplay of school bullying, school anxiety and school absenteeism considering gender and grade level. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.951216>

Teachers Pay Teachers



Thank you!

Megan Arnold