



Benchmark Culminating Project

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Data to Justify Implementing Project at School

Enrollment Data

- 17 New Students enrolled at BES in January. From the new students enrolled 8 happened to be girls in 4th grade.
 - Teacher referrals due to the large number of girls seeking friendships and trying to fit in.
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Needs Assessment

- For this specific counseling group, the 4th grade teachers were surveyed based on the data received about the new enrolled students. With 6 of the 8 females arriving and all being in the same teacher group in 4th grade it made sense to survey the teachers and see what they needed. After surveying the teachers, they agreed the new students could benefit from a group to help them engage and fit in. Several of the students are very shy and it is difficult for them to make new friends. For this group we will be working on making friends, fitting in, self-esteem, working hard, and meeting the teacher's expectations.



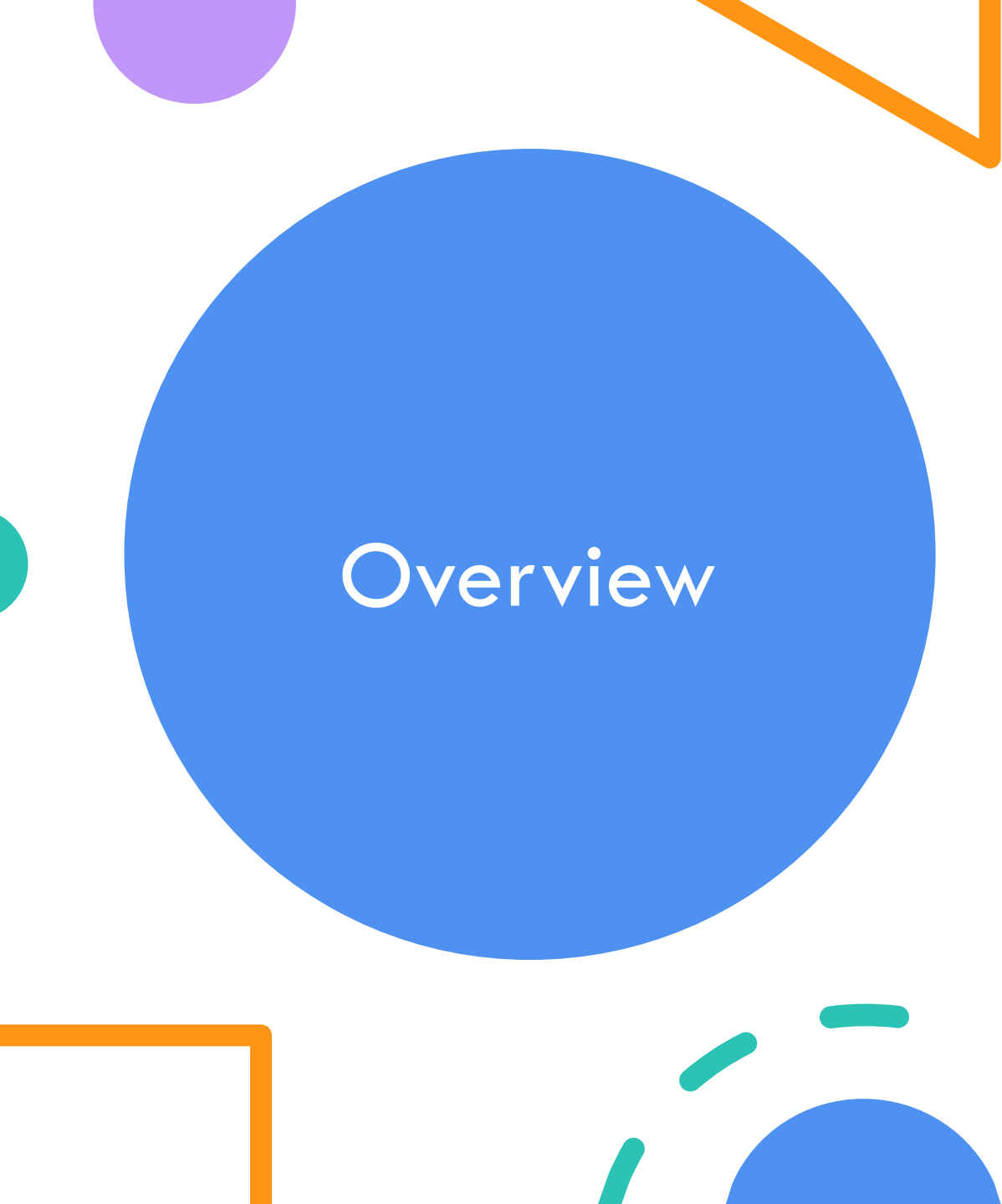
Pre-AIA Specialty Standards

•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 social/emotional development of students.

•Collaboration & Counseling

- (N.4) Uses peer helping strategies in the school counseling program.
- Students will gain necessary social skills needed from groups to help boost self-esteem to interact with their peers and make friends.



Overview

Our goal for this group was to create an atmosphere that is engaging and safe to encourage building friendships. In order to do this we decided a 4th grade girls lunch bunch was necessary. Permission slips were created and girls were invited to participate. We met one on one with each girl to explain to them what lunch bunch would be like and see if they were interested. With luck we sent home permission slips to communicate our excitement with the new parents.

From there we have met once a week for 5 weeks to play games, craft, and discuss what types of friendships they are looking for. Along with sharing positive friendship goals we have also talked about self-esteem, anxiety, asking for help, and working hard academically. I truly believe the girls have enjoyed their lunch bunch.



Culturally Sensitive

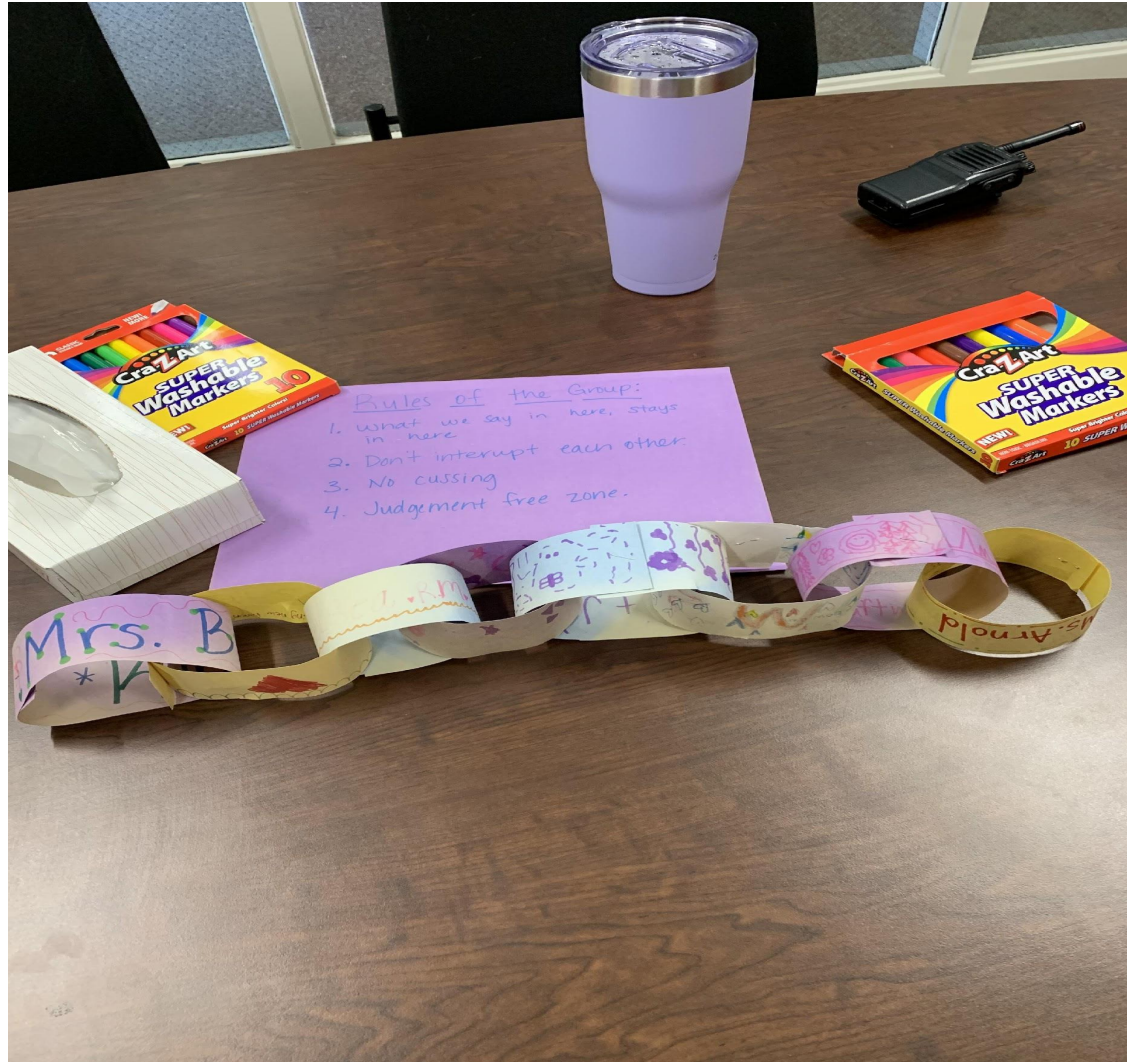
This group has been culturally sensitive by accepting and allowing students from many different backgrounds to have the opportunity to feel loved and a part of a group that has offered support and encouragement for the tough days where being the new student can be difficult.

Students who have a positive teacher student peer engagement tend to feel a sense of belonging which can increase their academics (Engels et al., 2016).

Was the group successful?

- I believe it has been successful because it is still meeting.
- As the group comes to an end I plan to evaluate by giving them anonymous surveys. A quick questionnaire on how they feel about the group. Do they think it is helpful and what did they learn from it?
- After a few weeks of group, success would look like students not self-reporting to see the counselor as often, less comments on loneliness and not fitting in, and teachers not making referrals for girl drama.







References

- American School Counselor Association. (2019). *Asca National Model: A Framework for school counseling programs*.
- Engels, M. C., Colpin, H., Van Leeuwen, K., Bijttebier, P., Van Den Noortgate, W., Claes, S., Goossens, L., & Verschueren, K. (2016). Behavioral engagement, peer status, and teacher–student relationships in adolescence: A longitudinal study on reciprocal influences. *Journal of Youth and Adolescence*, 45(6), 1192–1207.

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Thank you