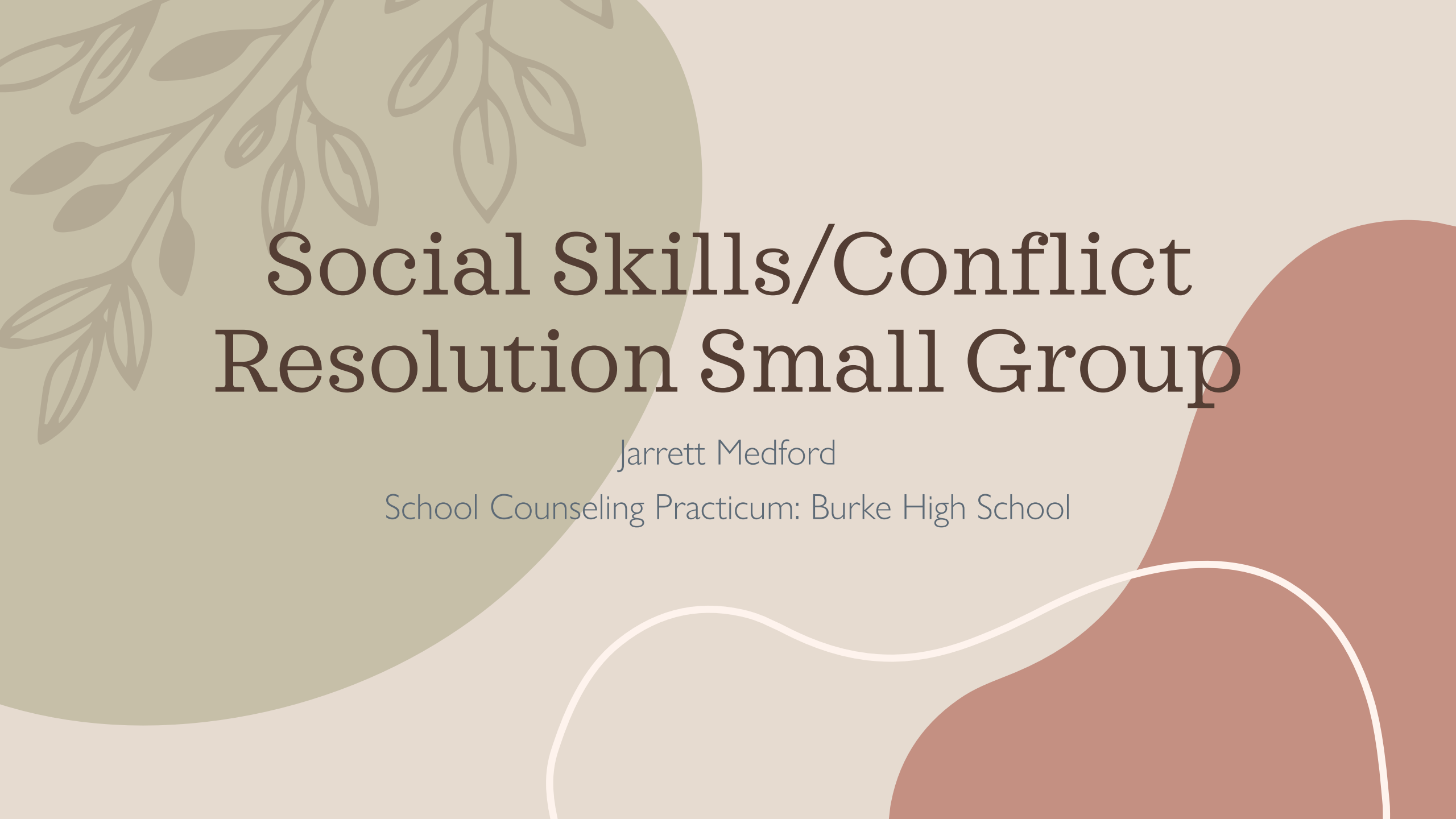




Social Skills/Conflict Resolution Small Group

Jarrett Medford

School Counseling Practicum: Burke High School

The Group

- 5 to 6 students in various grade levels (9th to 12th grade)

Group Goals

- Effective communication skills including:
 - Appropriately expressing their feelings verbally to others.
 - Listening and validating other's feelings.
 - Managing negative feelings/behaviors to prevent becoming escalated.
 - Decision making skills in situations of conflict.
 - Coping skills when experiencing negative feelings.
 - Advocating for oneself properly.

The Data

- “Restorative practices provide students and staff an opportunity to learn and strengthen capacity that can reduce conflict by addressing the root cause of issues, repairing relationships between those involved in conflict” (Watts & Robertson, 2022). Students/staff knowing how to properly process and resolve their own conflicts at the source before the conflict becomes larger and more serious.
- “Nonconfrontation is considered as a maladaptive conflict resolution strategy, related to low leadership status, social incompetence, job dissatisfaction, and poor marriage quality” (Wang, et. al., 2020). Students who have developed a healthy form of confrontation are more likely to succeed and be able to handle situations in the future.

Needs Assessment

- One student in group was referred by the counselors to the group due to history of fighting/conflict/anger.
- Four students were referred by a behavior specialist to the group due to recent hallway/neighborhood behavior issues.
- Two students were referred to the group by teachers for being involved with related conflict with other students in the group.
- Some examples of need expressed were fighting, verbal altercations, lack of emotional control in situations of conflict, disruption in school, instigating conflict

Screening

- Since the students were brought to the first session by a behavior specialist or voluntarily joined the group, a consent form was not given.
- Students were met with individually or in a small group to discuss reasons why they would like to participate in the group. Conversations discussed student's struggles with managing conflict. If students confirm instances of recent struggles with conflict and managing emotions, the group is seen as beneficial to the group.

Consent Form



Practicum Student School Counseling Consent Form

Student practicum counselor (Mr. Jarrett Medford) from Liberty University offers short-term in-school individual counseling and small group counseling at Burke High School. Some topics discussed in session are social skills, anxiety, sadness, self-control, career/college readiness and making good choices.

Parents/guardians and school staff can refer a student for counseling or the student may request counseling. These services are to ensure health, safety and wellness in school; however, these services are short terms and are **not** to be substituted for diagnosis and treatment of mental disorders.

To build trust, confidentiality with the student is a priority. However, since the students are minors, information can be shared on a need to know basis to parents/guardians and staff to ensure the students needs are met. The school counselors are mandated reporters and is bound by law to share information with parents and other in the situation that there is danger of harm to the student from themselves, harm others, or someone is trying to harm them. The student will be made aware in an age appropriate matter of the limitations to confidentiality.

Informed consent is needed from the parent/guardian in order for individual or group counseling with a student practicum counselor. Check the box(es) below to give permission to School Counseling services with a practicum counselor (Mr. Jarrett Medford) at Burke High School.

☐ Mentor/Student Interaction ☐ Group Counseling Sessions
☐ Individual Counseling Session(s) ☐ I do **not** consent for my child to participate

Student Name: _____ Grade: _____
School: _____ Teacher: _____

I am the legal parent/guardian and have read and agreed to the terms and conditions of school counseling and informed consent for the 20__ / 20__ school year. I understand that I may with withdraw my consent at any time.

Parent/Guardian Signature: _____ Date: _____
Parent/Guardian Phone: _____ Parent/Guardian Email: _____

AIA Specialty Standards

- Counseling Prevention and Intervention: preventing conflicts to escalate and become harmful, intervene in conflict areas that need resolution
- Diversity and Advocacy: cultural sensitivity, advocate for student's emotional/academic success
- Assessment: assess the areas of conflict a student struggles with and use scaling/open ended questions to determine effectiveness/mastery in new concepts regarding conflict resolution.

Cultural Sensitivity

- All students in group are of Black/African American descent.
- Burke High School student population is 96% Black/African American.
- Very community-oriented culture, family oriented, lack of respect directed toward one person is a lack of respect toward their loved ones as well, historically African American neighborhood in Downtown Charleston where families have lived for generations. Learning how students in their own decisions can advocate for themselves while being a part of an oppressed group of people.

Group Evaluation

- Group would go through real and hypothetical scenarios and discuss different ways to handle a situation. Students would answer scaling questions to determine a real/hypothetical situation and which route of resolution a student would take. In early sessions students would often side with the inappropriate response (ex. fighting, cursing). However, toward the end of the group students often would choose a better conflict resolution strategy (ex. Verbal emotional expression, friendly confrontation).
- Other scaling questions include how comfortable a student would feel making the better choice in a real-life situation. Students also showed improvement in these scaling questions as well.
- The frequency students came to group explaining they had a referral decreased.
- Students would answer the scaling questions themselves on the white board and the group would discuss the data and if they can see their own improvement or not.

References

- Wang, Z., Chen, X., Liu, J., Bullock, A., Li, D., Chen, X., & French, D. (2020). Moderating role of Conflict Resolution Strategies in the links between peer victimization and psychological adjustment among youth. *Journal of Adolescence*, 79(1), 184–192. <https://doi.org/10.1016/j.adolescence.2020.01.002>
- Watts, B. R., & Robertson, K. (2022). Impact of established restorative practices in an urban high-school environment. *Conflict Resolution Quarterly*, 40(1), 123–140. <https://doi.org/10.1002/crq.21353>