Psychoeducational Small-Group

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Overview

This presentation will cover the psychoeducational small group focused on self-esteem that was put on at Boushall Middle School (BMS) by Sarah DeVoe, a practicum student.

Group Topic: “Strengths Group”

- After reviewing data and consulting with school counselors and teachers, I chose the **topic** of self-esteem which I called “strengths”.
- **Group participants** were 7th grade female students as my site supervisor is the 7th grade school counselor at BMS.

- Our group was called the “Strengths Group” as the **goal** was to have students build their self-esteem by focusing on learning their own strengths and encouraging others by identifying their strengths.

Existing Data Sources

Data

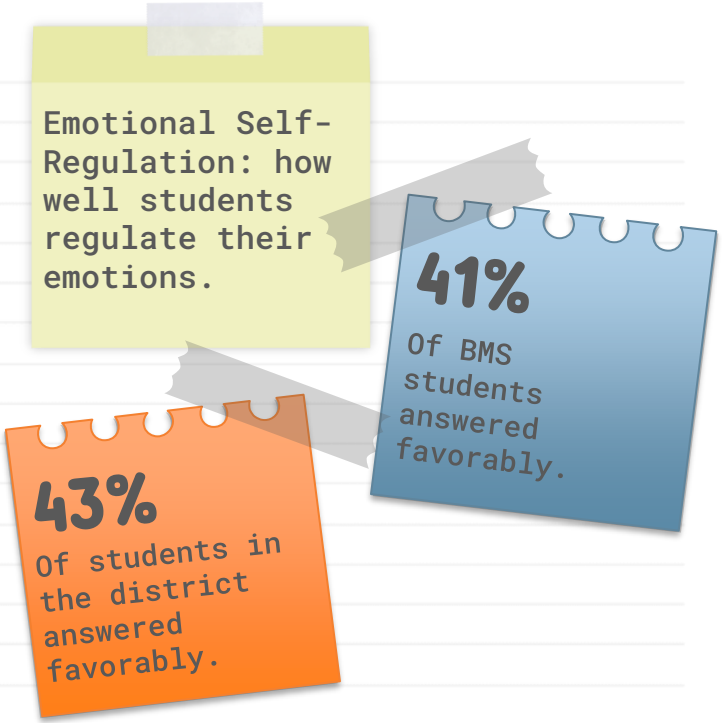
- Studies have shown that emotional self-regulation and academic engagement have been positively correlated to self-esteem (Gomez, Quiñones-Camacho, & Davis 2018; Zhao et al., 2021).

- To support the need for this group, I focused on data regarding emotional self-regulation and school attendance from the Panorama report and VDOE school profile.

Panorama Report

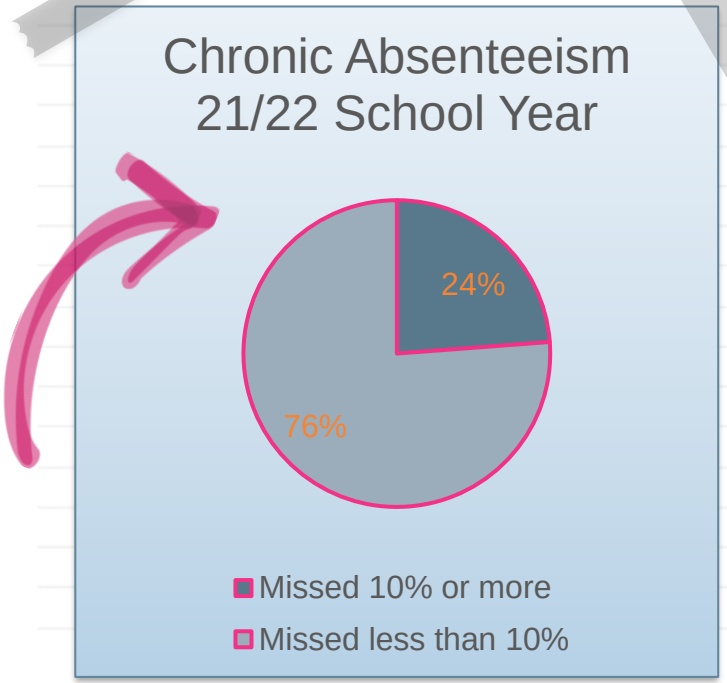
- The Panorama Survey indicated a lack of emotional self-regulation skills in students at BMS.

- BMS students responded 41% favorably on questions about emotional self regulation (Panorama Education, 2022).



VDOE School Profile

- The Virginia Department of Education (VDOE) school quality profile for BMS indicates a problem with chronic absenteeism.
- 23.8% of students missed 10% or more of days enrolled (Virginia Department of Education, 2022).



Data Connection

By learning to build a positive self-image, students will be better able to regulate their emotions and show more interest in academic activity (Gomez, Quiñones-Camacho, & Davis 2018; Zhao et al., 2021).

Needs Assessment

Needs Assessment

Three groups were surveyed to assess the need for a group on self-esteem at Boushall Middle School.

7th Grade girls

7th Grade Teachers

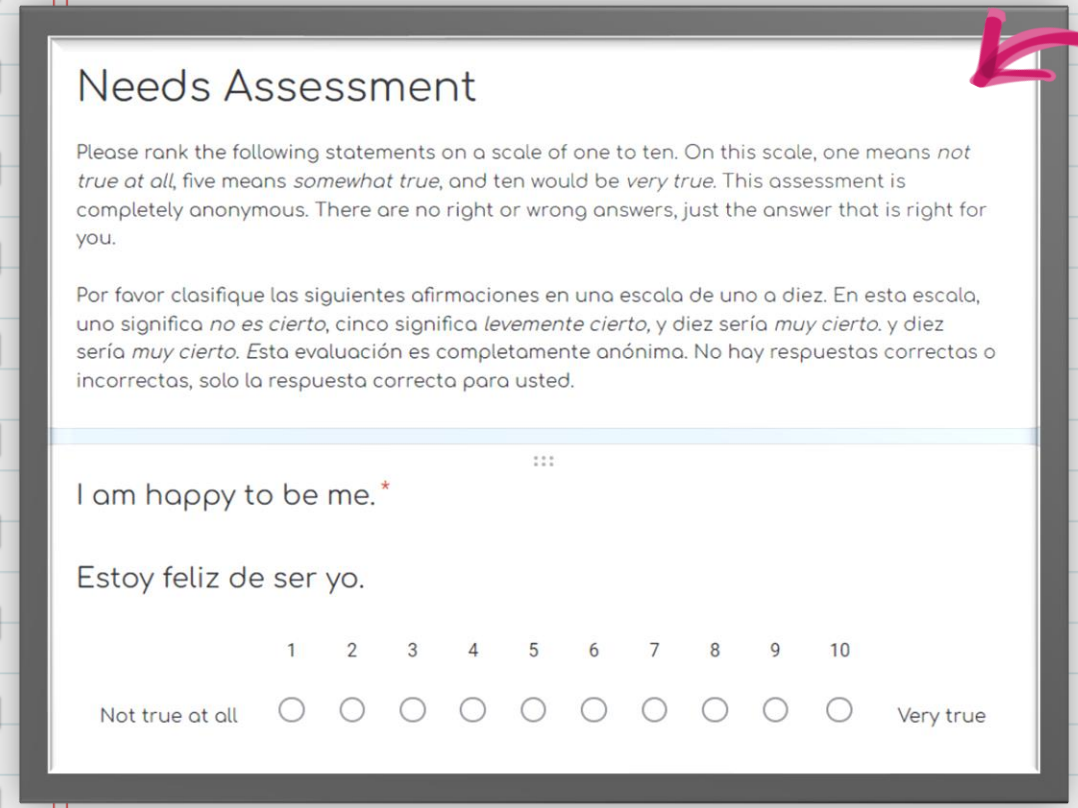
Mental Health Support Staff (School-counselors and social workers)

Needs Assessment

The needs assessment featured questions adapted from the Rosenberg self-esteem scale, which is a reliable and widely used instrument to measure self-esteem (Monteiro et al., 2022).

On a scale of one to ten, students ranked whether they agreed or disagreed with the following statements and more:

- I am happy to be me.
- I know my good qualities.
- I know how to uplift others.



Needs Assessment

Please rank the following statements on a scale of one to ten. On this scale, one means *not true at all*, five means *somewhat true*, and ten would be *very true*. This assessment is completely anonymous. There are no right or wrong answers, just the answer that is right for you.

Por favor clasifique las siguientes afirmaciones en una escala de uno a diez. En esta escala, uno significa *no es cierto*, cinco significa *levemente cierto*, y diez sería *muy cierto*. y diez sería *muy cierto*. Esta evaluación es completamente anónima. No hay respuestas correctas o incorrectas, solo la respuesta correcta para usted.

I am happy to be me.*

Estoy feliz de ser yo.

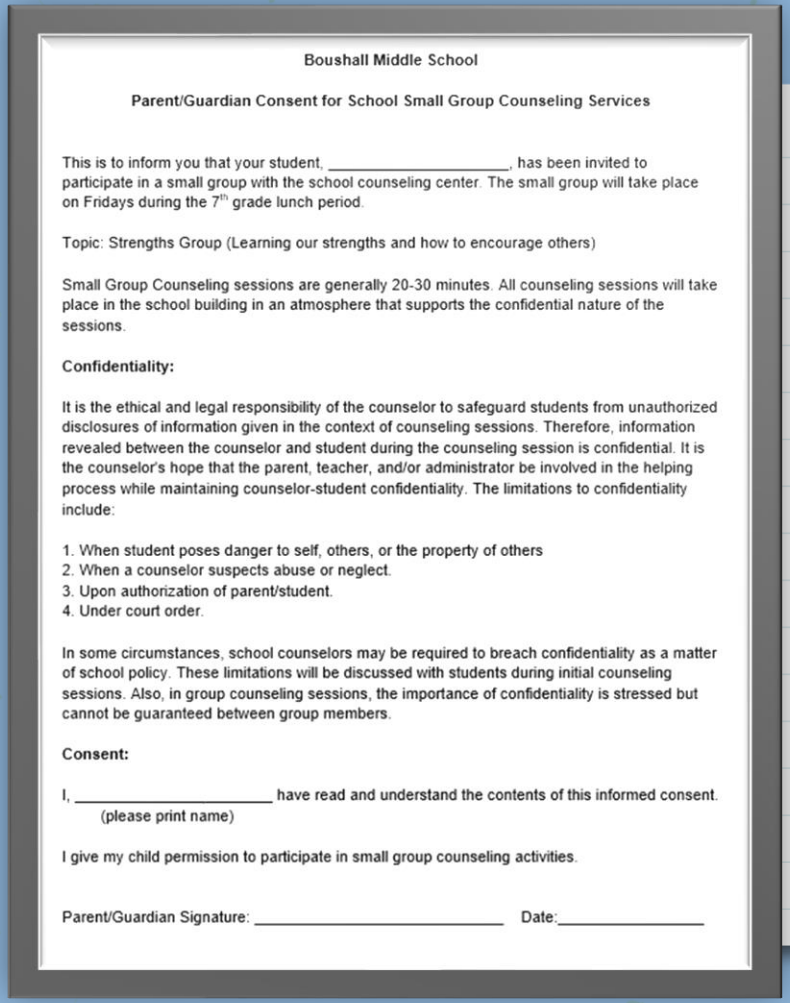
	1	2	3	4	5	6	7	8	9	10	
Not true at all	○	○	○	○	○	○	○	○	○	○	Very true

Needs Assessment

The needs assessment was distributed to students, teachers, and mental health support staff via an anonymous google form.

Screening Process

- Students were able to indicate their interest in the group on the needs assessment.
- Students who tended to disagree with statements on the assessment and who indicated interest in the group were given consent forms to take home.



Boushall Middle School

Parent/Guardian Consent for School Small Group Counseling Services

This is to inform you that your student, _____, has been invited to participate in a small group with the school counseling center. The small group will take place on Fridays during the 7th grade lunch period.

Topic: Strengths Group (Learning our strengths and how to encourage others)

Small Group Counseling sessions are generally 20-30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others
2. When a counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances, school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

Consent:

I, _____ have read and understand the contents of this informed consent.
(please print name)

I give my child permission to participate in small group counseling activities.

Parent/Guardian Signature: _____ Date:_____

Consent Form

This consent form was sent home with students who indicated interest in participating.

Pre-AIA Standards

Pre-AIA specialty Standards

2. COUNSELING PREVENTION & INTERVENTION

Group counseling was provided that promoted social/emotional development and resiliency.

3. DIVERSITY AND ADVOCACY

Educational equity was advocated for by providing translation of all materials for English learners.

5. RESEARCH & EVALUATION

School and needs assessment data was interpreted and applied. Post assessment demonstrated measurable outcomes.

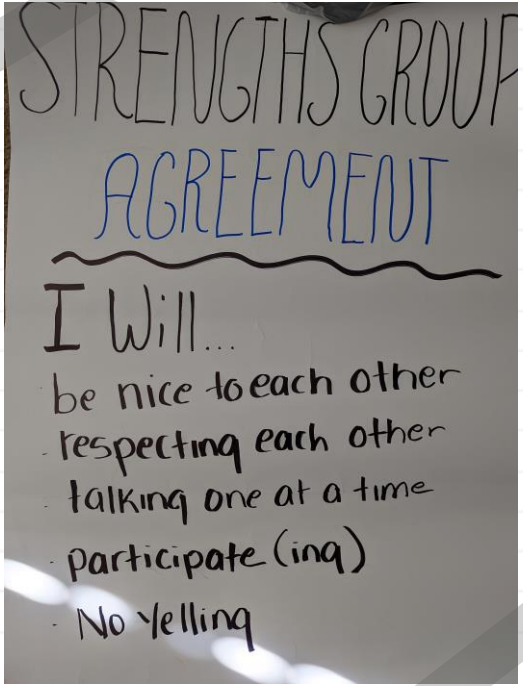
7. COLLABORATION & CONSULTATION

Consulted with teachers and staff to promote social/emotional development.

Implementation Artifacts

Implementation- Strengths Group Agreement

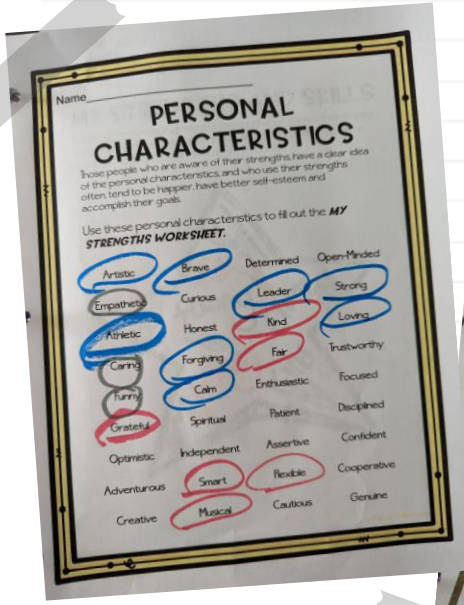
- During the first group, students brainstormed and wrote down group rules that they all agreed on.
- The group agreement was reviewed during each group session

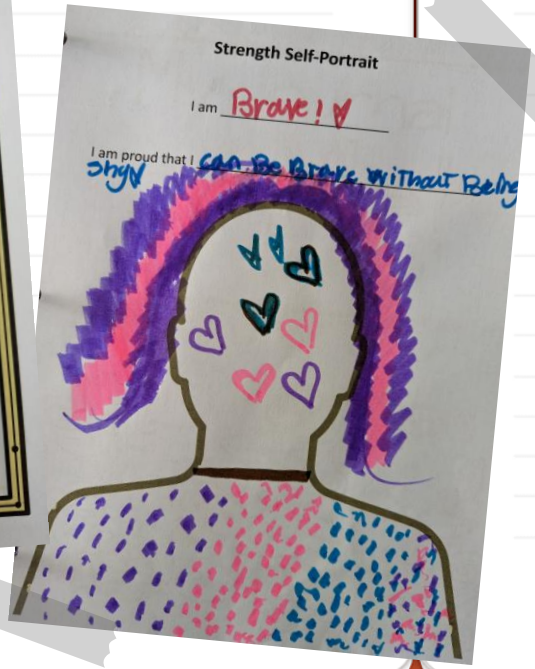


Implementation- Journals

- Students were given journals to decorate as a way of introducing themselves to the group.
- This is where students kept worksheets completed during group.
- Self-esteem building activities were included at the back of the workbook for students to complete during downtime.

Implementation- Strengths self-portrait





- Students selected their personal strengths from a list of characteristics. They were encouraged to share what they felt was their biggest strength and drew a self portrait of how this strength made them feel.

Implementation- SEL Jenga

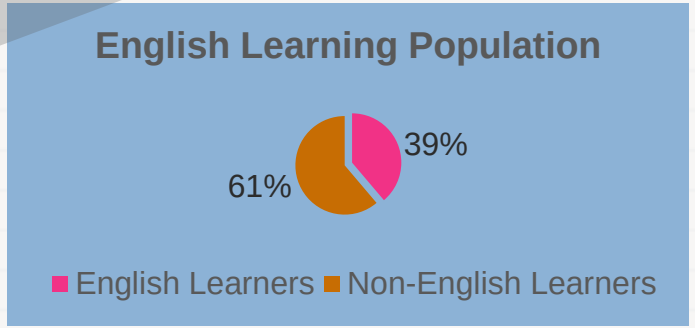
- Students played a game of Jenga with SEL questions concerning self-esteem and strengths.

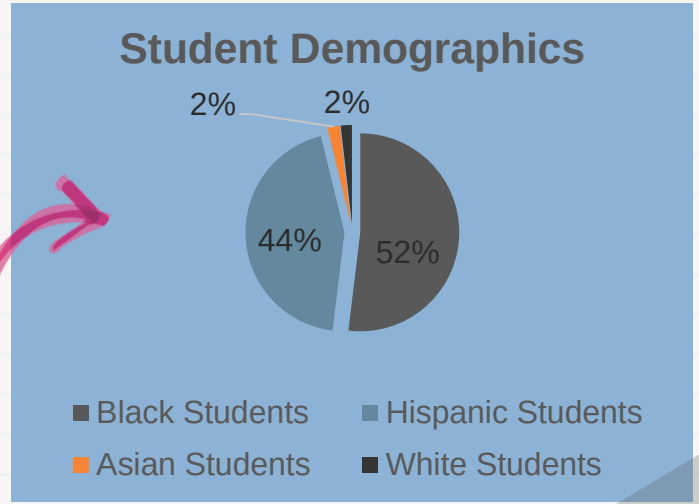
- Each time a student pulled a Jenga block, they would answer the question on the block. Some blocks included questions meant to uplift other group members.

Cultural Sensitivity

Cultural Sensitivity

- The strengths group was composed of Black and Hispanic students.
- Although I had anticipated having English learners in the group and prepared translations for all group materials, there were no English learners in the group.





Cultural Sensitivity

- As a white woman leading a small group of only minority students, I made sure to examine any biases I had regarding the students and ensure that I was treating everyone with equity and respect. It was important to me to set the standard for group behavior through my own actions.

- The group agreement highlighted respecting one another, which I reminded the students of at each group session.

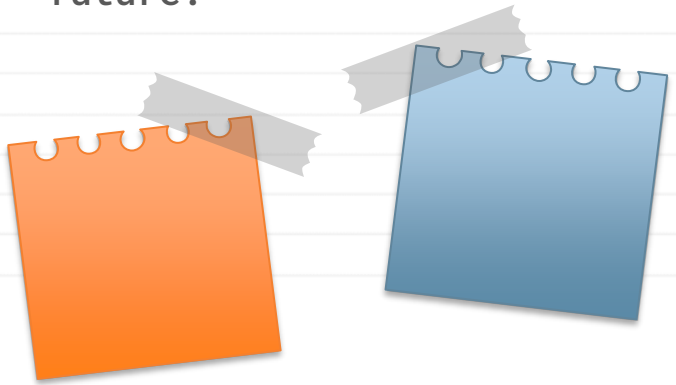
- As students were often encouraged to share their strengths, there were a few occasions where students would giggle at one another or make comments on one another's skillset. I always made sure to address these moments and point back to our group agreement. The goal was to focus on positively uplifting one another.

Project Evaluation

Post Assessment

- The needs assessment that I developed for the students also functioned as a post assessment.
- The post assessment provided data on the change in student's self-reported levels of self-esteem, ability to self-regulate, and uplift others.

- To determine areas of improvement, students were able to provide feedback on what they liked or disliked about the group and what they might like to learn in the future.



Measurable Outcomes

After participating in the group, all students self-reported either unchanged or higher scores on the assessment than before they had participated in the group.

Areas for improvement:

Reviewing data from the pre- and post-assessment indicated a few areas for improvement.

Student feedback

- Students who participated in the group gave feedback that they like to have done more physical games and vary our meeting place.

Data

- The most disagreed with statement on the needs assessment was: “When I am feeling down, I know positive ways to feel better.”
- In the post-assesment, this area showed the least growth.
- Emotional self-regulation needs to be better tied in with learning strengths in the future.

Resources

Gomez, T., Quiñones-Camacho, L., & Davis, E. (2018). Building a Sense of Self: The Link between Emotion Regulation and Self-Esteem in Young Adults. *UC Riverside Undergraduate Research Journal*, *12*(1). https://doi.org/10.5070/RJ5121039160

Monteiro, R. P., Coelho, G. L. de H., Hanel, P. H. P., de Medeiros, E. D., & da Silva, P. D. G. (2022). The efficient assessment of self-esteem: Proposing the brief rosenberg Self-esteem scale. *Applied Research in Quality of Life*, *17*(2), 931–947. https://doi.org/10.1007/s11482-021-09936-4

Resources

Panorama Education. (2022). *Boushall middle school fall 2022 panorama social-emotional learning: Student competency & well-being measures.*

Virginia Department of Education. (2022). *Thomas c. boushall middle quality profile.*

Zhao, Y., Zheng, Z., Pan, C., & Zhou, L. (2021). Self-esteem and academic engagement among adolescents: A moderated mediation model. *Frontiers in Psychology*, *12*. https://www.frontiersin.org/articles/10.3389/fpsyg.2021.690828