



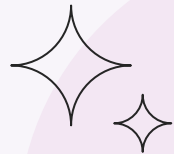
Culminating Project: Classroom Guidance Lessons

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Overview:

This presentation covers the classroom guidance unit “Kelso’s Choice” focused on conflict resolution that was presented by Sarah DeVoe, Internship student, to the Kindergarten students at W. W. Gordon Elementary.





01

Existing Data Sources:

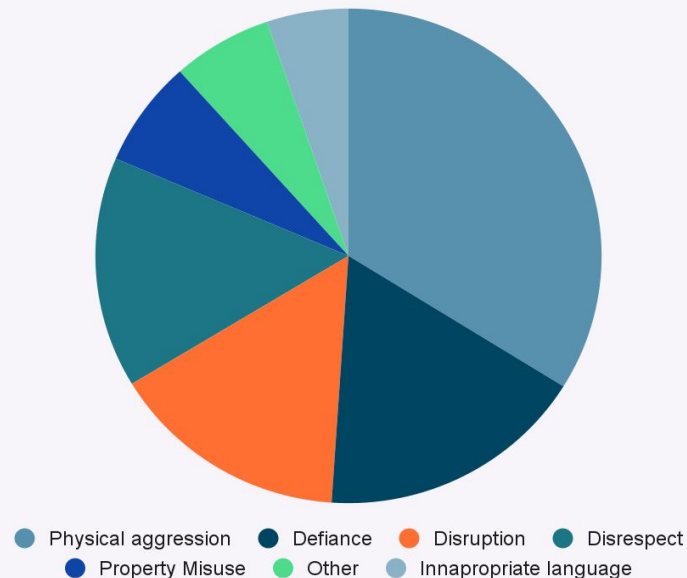
- School discipline data,
- Student self-referral data
- VDOE school profile data

School Discipline Data

School discipline data for the 2022–2023 school year indicated that the most frequent disciplinary incidents were conflict issues that students can be taught to solve appropriately with skills learned through the Kelso's choice program.

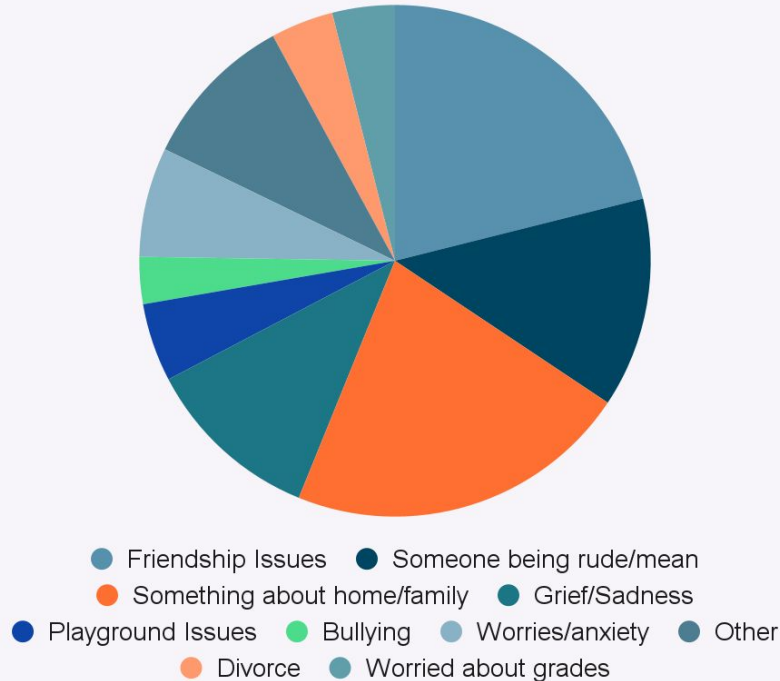
- 46% of major incidents involved behaviors of a safety concern including fighting with other students.
- 16% of major incidents involved relationship behaviors.
- Of minor incidents, 38% involved physical contact or physical aggression.

Minor Incidents



Student Self-Referral Data

Student Self-Referral

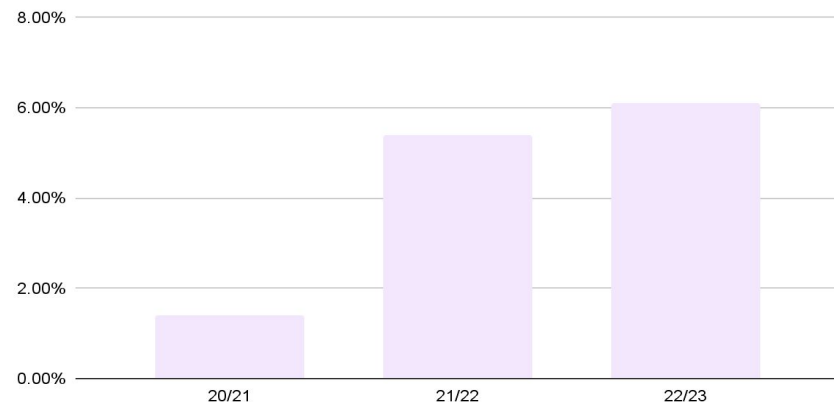


- At Gordon Elementary, students can self-refer to the counselor using an online form. This form asks students to choose the topic which the student would like to discuss with the school counselor.
- According to this self-referral data, 21.3% of students saw the counselor about friendship issues, and 13.4% saw the counselor about someone being rude or mean.
- Both of these issues are directly addressed through Kelso's conflict management choices.

VDOE School Profile Report Data

- VDOE school profile data for Gordon Elementary indicates a rise in chronic absenteeism in the past few years (VDOE, 2022).
 - For the 2020–2021 school year, 1.4% of students missed 10% or more of school.
 - For the 2021–2022 school year, 5.4% of students missed 10% or more of school.
 - for the 2022–2023 school year, 6.1% of students missed 10% or more of school.
- By implementing Kelso's choice, students will learn skills that create a more positive learning environment and improve student outcomes such as increased academic engagement and reduced chronic absenteeism (Durlak, Mahoney, & Boyle, 2022).

Chronic Absenteeism



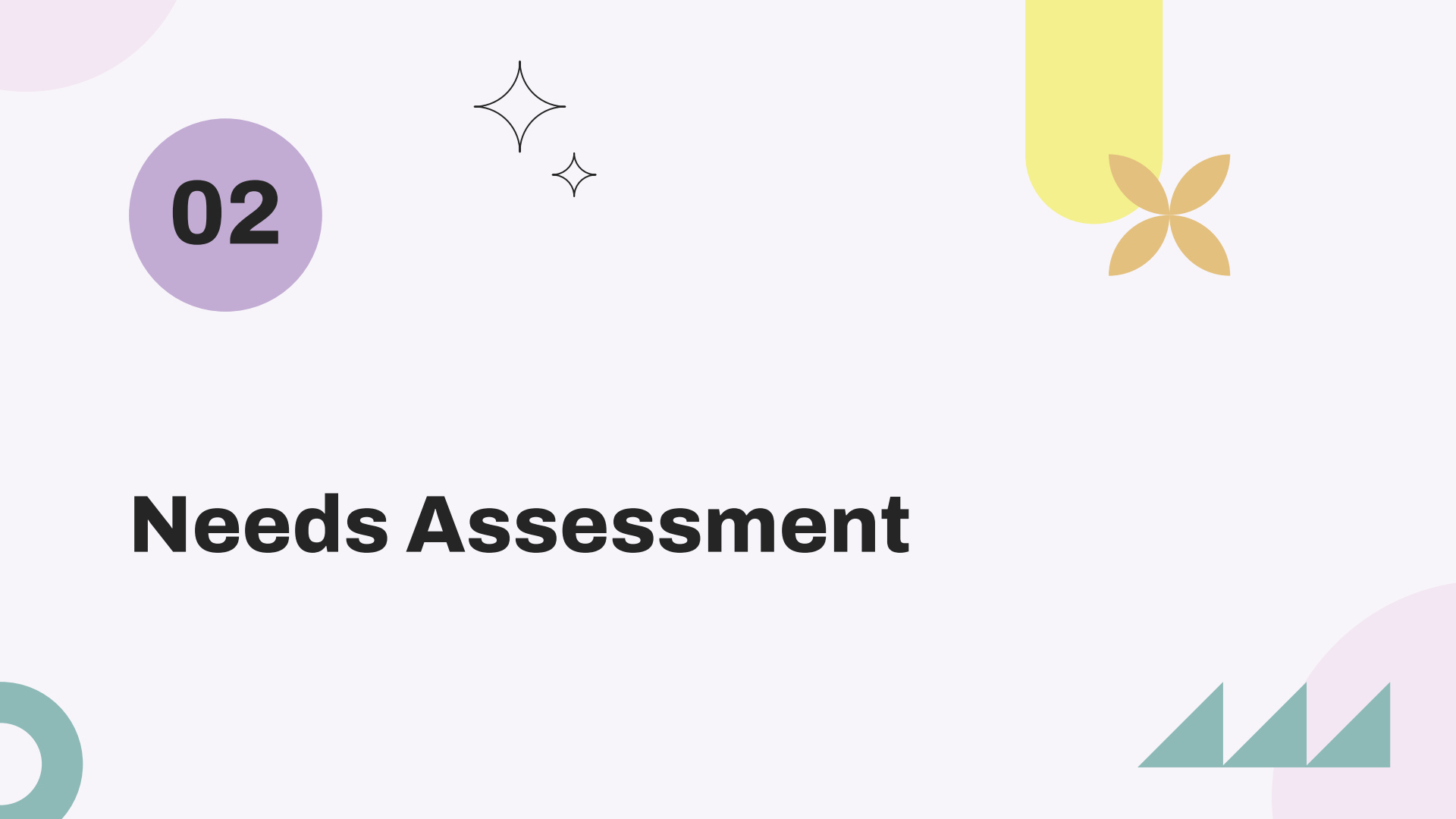
Data Connection

A review of multiple studies on social emotional learning indicate that it has a positive impact on:

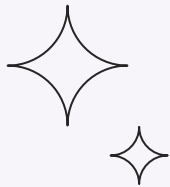
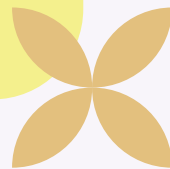
- academic achievement
- decreased conduct problems
- reduction of chronic absenteeism (Durlak, Mahoney, & Boyle, 2022).

The Kelso's choice curriculum addresses the Collaborative for Academic, Social, and Emotional Learning's five core competencies:

- self-awareness,
- Self-management
- social awareness
- relationship skills
- responsible decision-making (Lawson et al., 2019).



02



Needs Assessment





Needs Assessment

- The needs assessment featured four statements on students knowledge, skills, and beliefs relating to conflict management.
- Stakeholders ranked each statement on a likert scale.
- The three stakeholders surveyed were as follows:



01 Parents



02 Teachers



03 Student Support Staff



Parent Needs pre-Assessment- Kelso

Thank you for taking the time to complete the following form on behalf of your Kindergarten student! These questions will help us determine the effectiveness of our conflict management program, Kelso's Choices. Your response is completely anonymous.

Please answer each statement on a scale of one to five, with one meaning *not true*, three meaning *somewhat true*, and five meaning *very true*.

My child knows positive choices they can make when faced with a small problem. *

	1	2	3	4	5	
Not True	☐	☐	☐	☐	☐	Very True

My child can solve a small problem on their own. *

	1	2	3	4	5	
Not True	☐	☐	☐	☐	☐	Very True

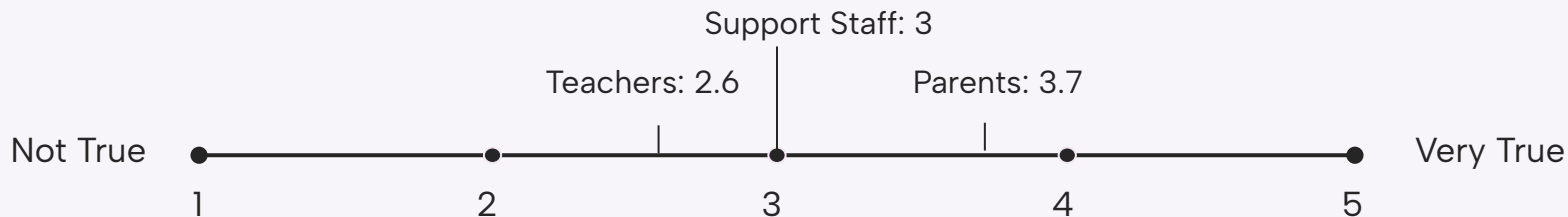
Needs Assessment

- The four question needs-assessment was distributed to stakeholders via a google form.
- Questions related directly to the material that would be taught through the Kelso's choice program.

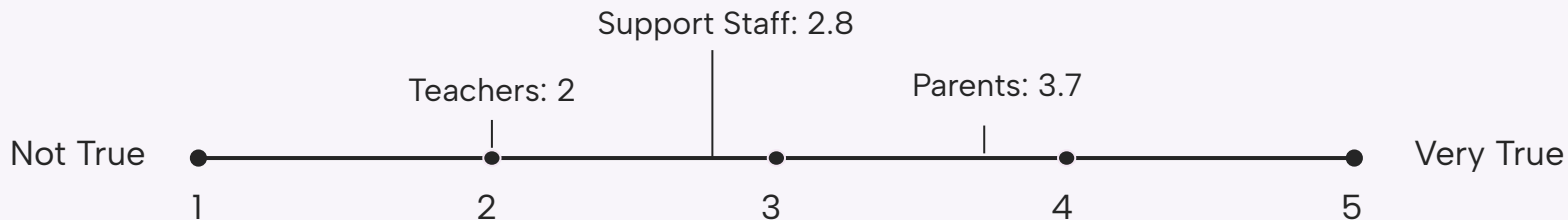
Needs Assessment Results

(answers averaged on a likert scale)

1. "My child/students knows positive choices they can make when faced with a small problem."



2. "My child/students can solve a small problem on their own."



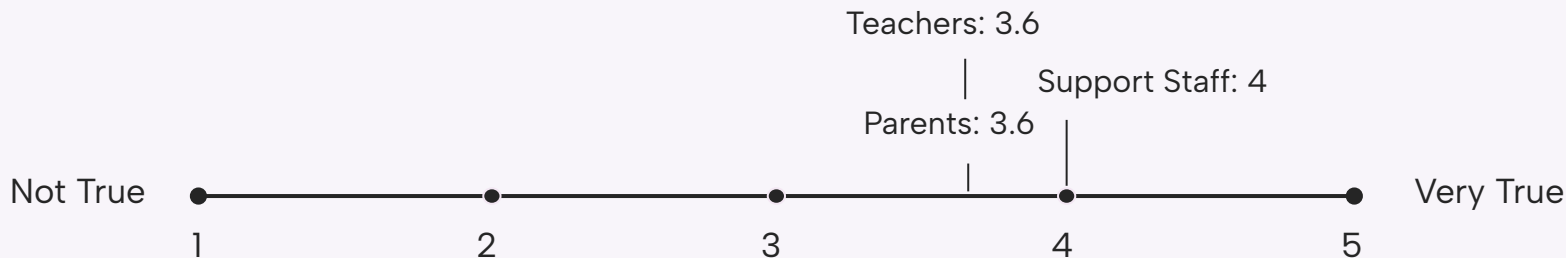
Needs Assessment Results

(averaged on a likert scale)

3. "My child/students know they should come to an adult with their big problems."



4. "My child/students believes it is important to solve conflicts with others."



Needs Assessment Results

The results of the Needs Assessment were positive overall, but indicated areas where growth was needed. Specifically, independent problem solving and knowledge of conflict resolution choices were where students were rated lowest by stakeholders.





03

Classroom Guidance Implementation & Artifacts

Implementation- Overview

The four classroom guidance lessons were as follows, with the nine Kelso's choices broken up into three choices at a time:

Lesson #1: Introducing Kelso's choices– Big vs. Small Problems

Lesson #2: Share & take turns, Go to another game, Apologize

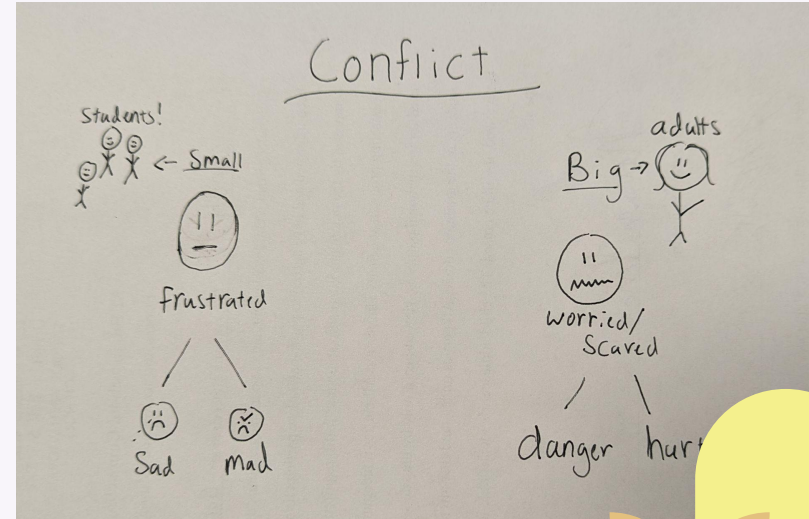
Lesson #3: Walk away, Tell them to stop, Ignore it

Lesson #4: Make a deal, Talk it out, Wait & cool off

Lesson #1-

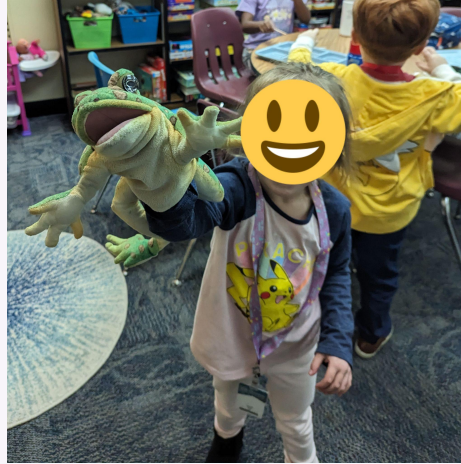
Big Vs. Small Problems

- Students are shown an age-appropriate video teaching them the definition of conflict.
- The diagram shown on the right is drawn on the whiteboard as the counselor walks through each part.
- Small problems are not insignificant, but they are problems that make you feel frustrated and can be solved independently.
- Big problems can make you feel worried or scared, and students should always go to an adult with big problems.



Lesson #2- Share & take turns, Go to another game, Apologize

- Review of big vs. small problems
- Students are introduced to the Kelso's choice wheel, and are shown where this wheel is in their classroom
- Each of the three choices in this lesson are demonstrated by acting them out with the Kelso puppet and student volunteers



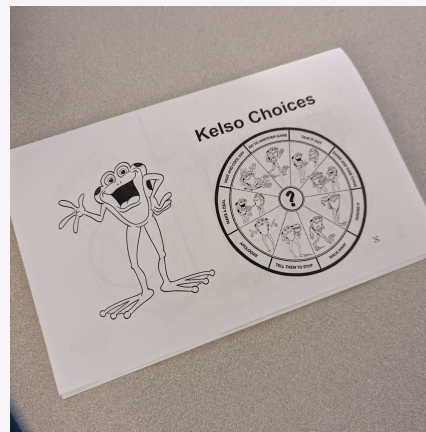
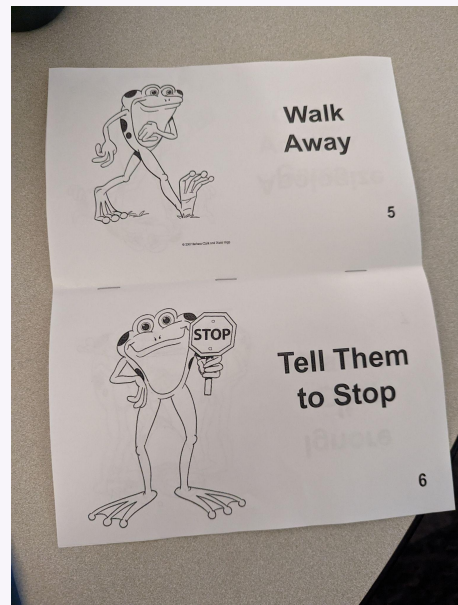
Lesson #3- Walk away, Tell them to stop, Ignore it

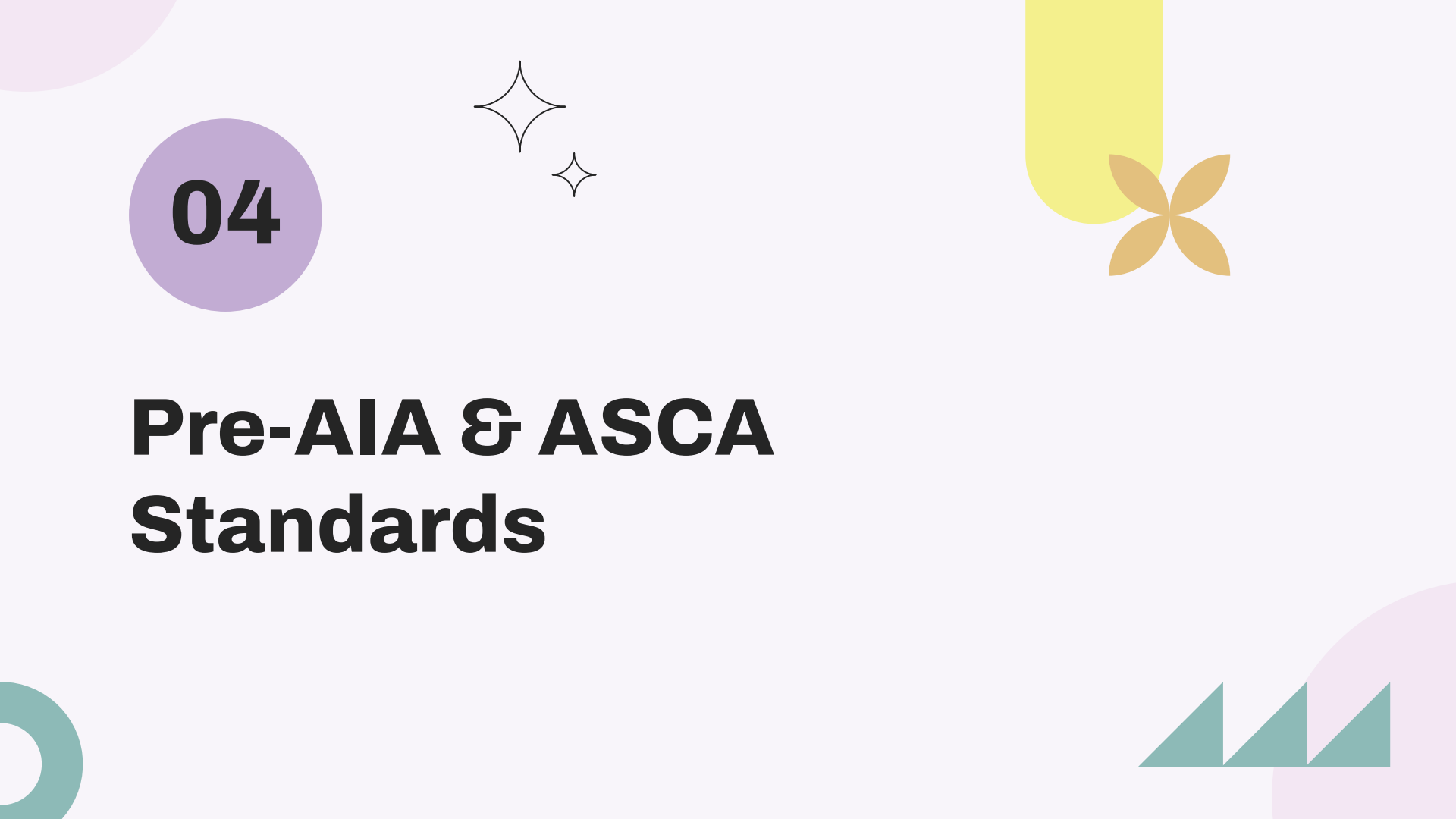
- Review of big vs. small problems
- Students are introduced to the three new Kelso's choices and taught movements for each choice.
- Students use those movements in a game of freeze dance to help them remember each choice.



Lesson #4- Make a deal, Talk it out, Wait and cool off

- Review of big vs. small problems.
- Students are introduced to three new choices through a coloring book with every choice featured.
- Students are given time to color as they answer review questions about the nine Kelso's choices.





04

Pre-AIA & ASCA Standards



Pre-AIA Specialty Standards

1. Foundations

“Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.”

- An appropriate school counseling role was modeled to the students in the emphasis on school counselors as trusted adults to come to with problems students cannot solve independently.

2. Counseling Prevention & Intervention

“Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.”

- The Kelso program promoted conflict resolution in all three domains, with an emphasis on social/emotional development.



Pre-AIA Specialty Standards

5. Research & Evaluation

“Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.”

- Classroom guidance lesson outcomes were measured through post-assessment.

8. Leadership

“Plans and presents school-counseling-related educational programs for use with parents and teachers.”

- The Kelso program was presented to parents during a monthly “coffee chat” where parents are invited to participate online and in-person. Teachers are also educated in the Kelso program, and related materials are displayed throughout the school and sent home.



ASCA Mindset & Behavior Standards

B-LS 2. Creative approach to learning, tasks and problem solving (ASCA, 2021).

- Students learned nine different creative strategies to solve their own problems.

B-SMS 2. Self-discipline and self-control (ASCA, 2021).

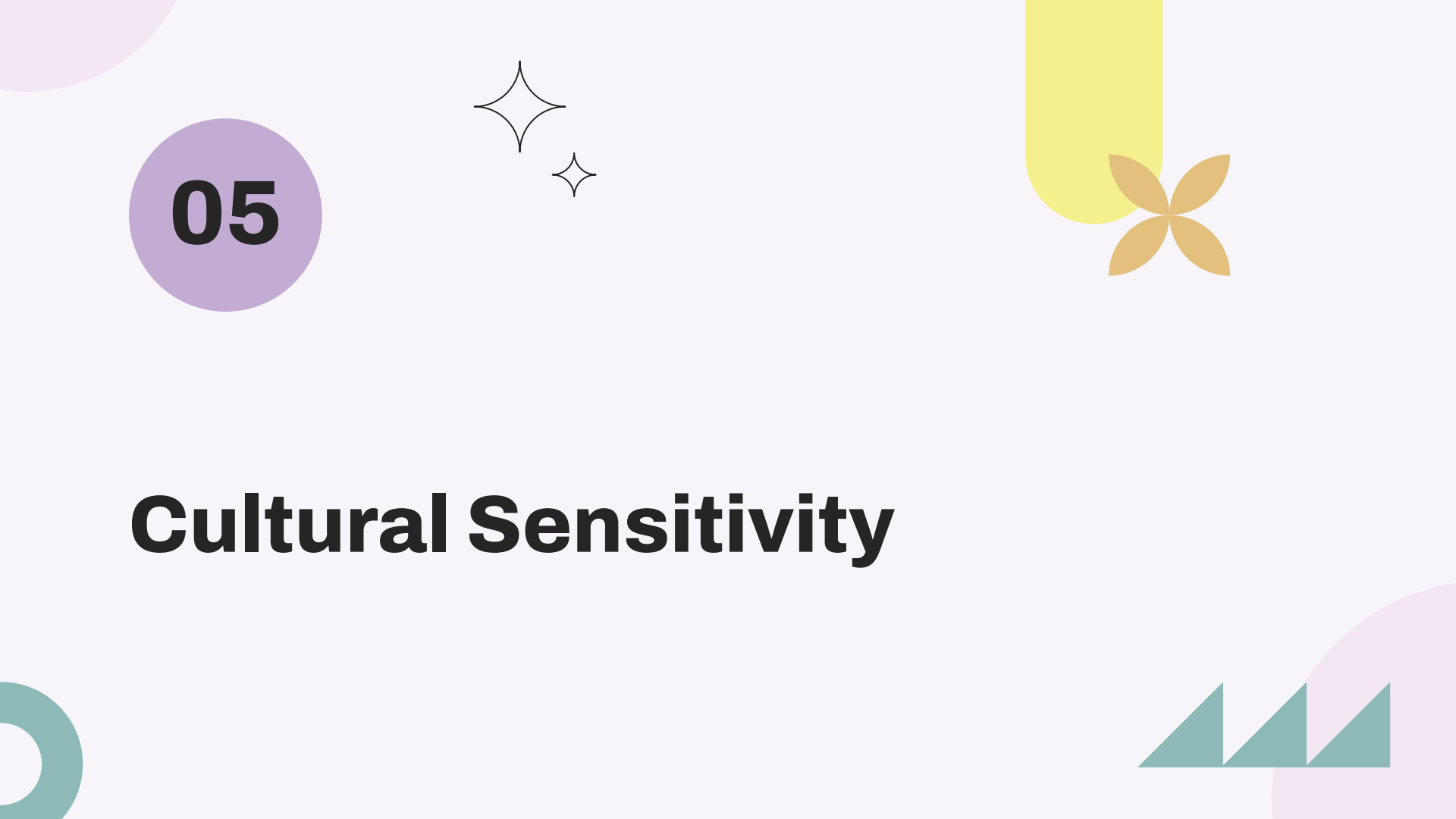
- Students learned about controlling their emotions in the face of a conflict.



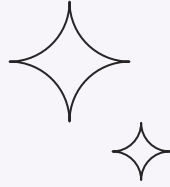
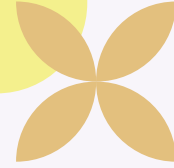
ASCA Mindset & Behavior Standards

B-SS 9. Social maturity and behaviors appropriate to the situation and environment (ASCA, 2021).

- Students learned to make positive, mature choices in the face of conflict.



05



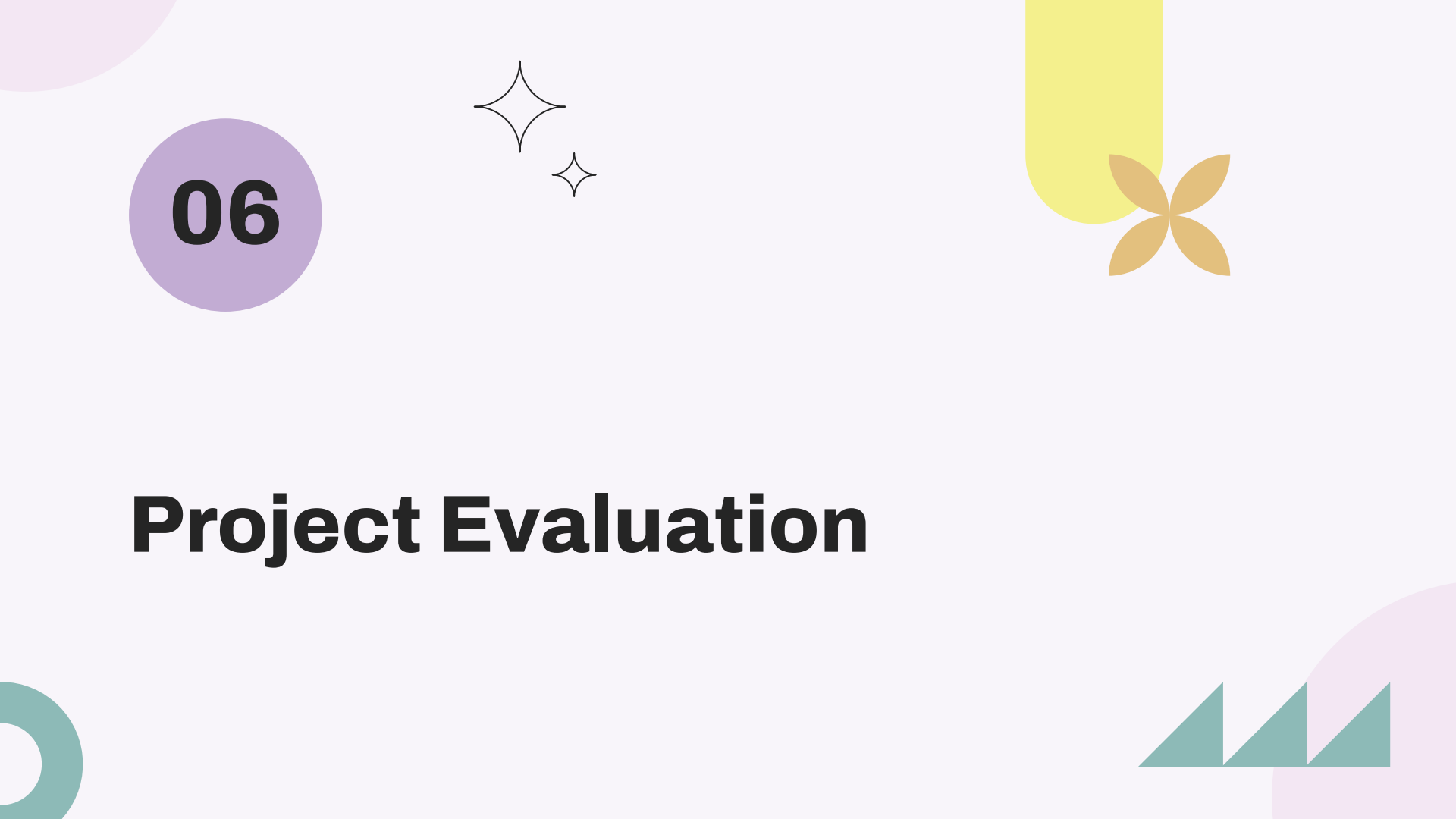
Cultural Sensitivity



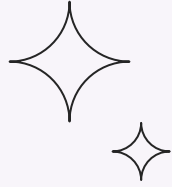
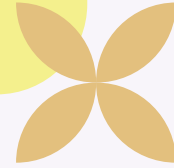
Cultural Sensitivity

Gordon Elementary is made up of a population of 76% white, 8% Hispanic, 7% Black, and 5% multiple race students (Virginia Department of Education, 2023). While the school is not extraordinarily diverse, there are still many cultures and backgrounds that are represented. The language and concepts taught through Kelso are easy to understand and impart to those coming from a variety of different cultural backgrounds. Examples, stories, and materials used in the teaching of Kelso are not culturally specific and can be made relevant to almost any student. **The language taught through Kelso provides students with a common language for solving their problems.**





06



Project Evaluation



Project Evaluation:

- To measure student growth at the conclusion of the Kelso's choice program, the same pre-assessment questions were sent to all stakeholders.

Measurable Outcomes:

- All three stakeholder groups rated students higher on all assessment questions.
- On average, students rated .75 higher out of five on each question.

Post Assessment Results

(answers averaged and compared to pre-assessment results)

1. "My child/students knows positive choices they can make when faced with a small problem."

Pre-assessment result	Vs.	Post-assessment result
• Parents: 3.7		4.2
• Teacher: 2.6		4
• Student support: 3		4

2. "My child/students can solve a small problem on their own."

Pre-assessment result	Vs.	Post-assessment result
• Parents: 3.7		3.9
• Teacher: 2		4
• Student support: 2.8		4.2

Post Assessment Results

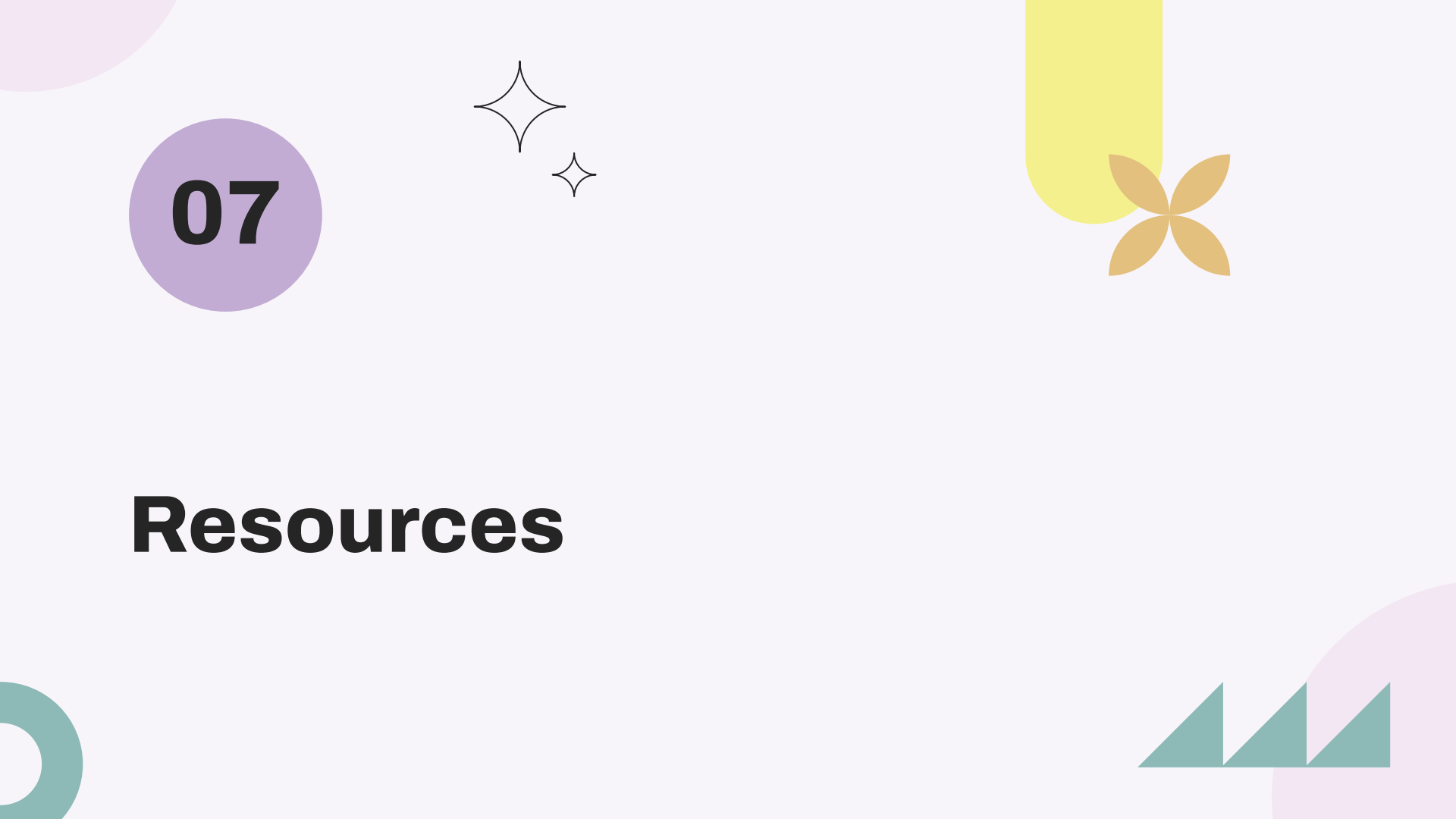
(answers averaged and compared to pre-assessment results)

3. “My child/students know they should come to an adult with their big problems.”

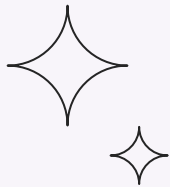
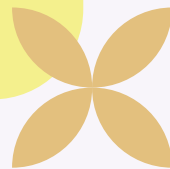
Pre-assessment result	Vs.	Post-assessment result
• Parents: 4.2		4.7
• Teacher: 4.3		4.5
• Student support: 3.5		4

4. “My child/students believes it is important to solve conflicts with others.”

Pre-assessment result	Vs.	Post-assessment result
• Parents: 3.6		4.1
• Teacher: 3.6		4
• Student support: 4		4.5



07



Resources





Resources

American School Counselor Association. (2021). *ASCA student standards: Mindsets & behaviors for student success*.

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

Board of Education, Virginia Commonwealth. (2010). *English Standards of Learning Curriculum Framework*.

Durlak, J., Mahoney, J., & Boyle, A. (2022). *What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research*. 148, 765–782. <https://doi.org/10.1037/bul0000383>

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Resources

Lawson, G. M., McKenzie, M. E., Becker, K. D., Selby, L., & Hoover, S. A. (2019). The Core Components of Evidence-Based Social Emotional Learning Programs. *Prevention Science : The Official Journal of the Society for Prevention Research*, 20(4), 457–467. <https://doi.org/10.1007/s11121-018-0953-y>

Virginia Department of Education. (2023). *W W Gordon Elementary school quality profile*.

Young, A. & Kaffenberger, C. (2018). *Making Data Work* (4th Ed.). ASCA National Model.