

Psycho-Educational Small Group

LISA M. KNIGHT

SCHOOL COUNSELING: LIBERTY UNIVERSITY

COSC698: SCHOOL COUNSELING PRACTICUM (A11)

DR. MOLLY JENKINS

APRIL 16, 2023

Needs Assessment



Completed a group interest survey, using google forms with students, to assist with identifying the different areas of needs.



Reviewed the staff discipline document tracking in google forms to assess the areas that certain students may need to have further support.



Met with different staff members to create a list of students in need of extra social and emotional support.

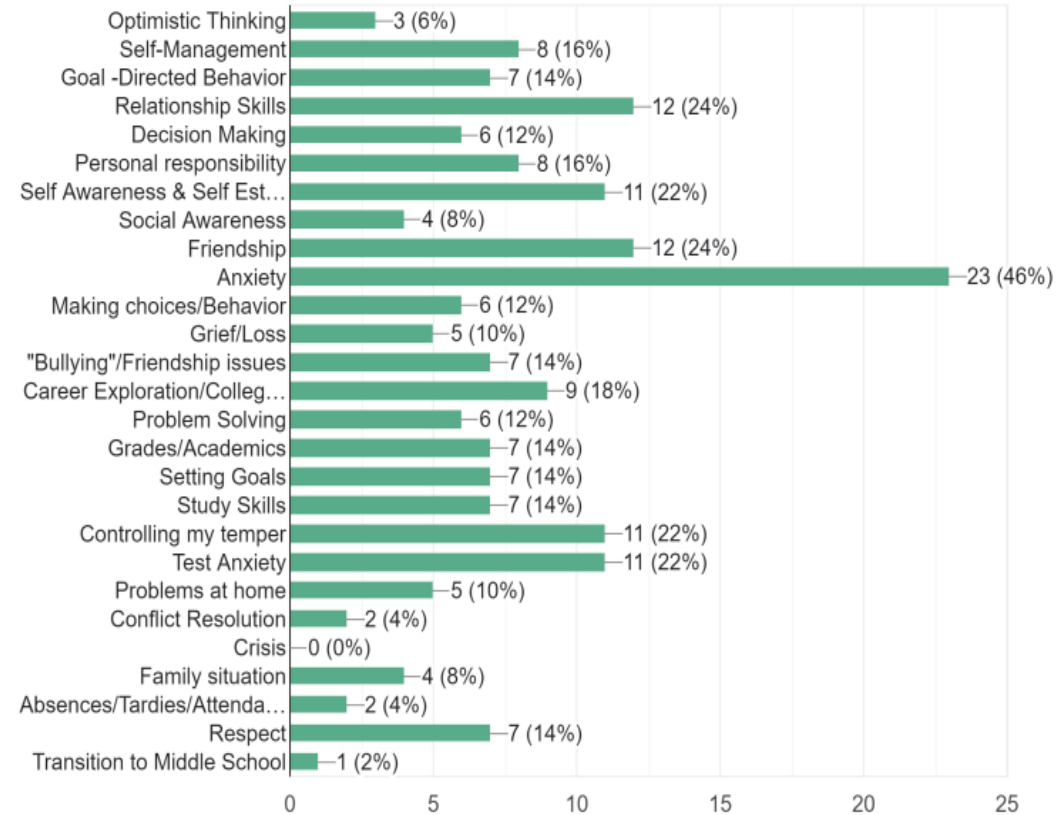


Communicated with each student's parent/guardian via to gather and collect more information as well as group approval.

Assessment Data

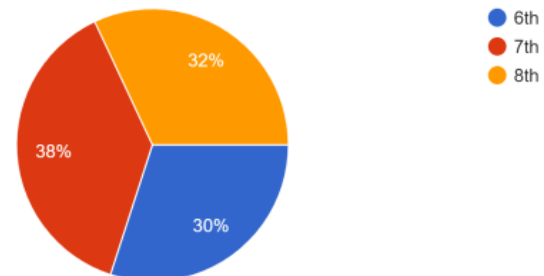
Topic

50 responses



Grade Level

50 responses



AIA Specialty Standards

- ▶ (H.5) Assesses barriers that impede students' academic, career, and social/emotional development.
 - ▶ Ensuring that each of the things we do in the group is assisting with some of those academic, SEL needs.
- ▶ (F.1) *Demonstrates multicultural competencies* in relation to diversity, equity, and opportunity in student learning and development.
 - ▶ The goal is to make sure no matter the student's cultural needs, they are met while ensuring the lesson is delivered.
- ▶ (F.2) *Advocates* for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students
 - ▶ Work with staff members (Intervention Specialist, General education team, and those other included in the special education process). Ensuring that the student's IEP/504 Goals were attainable in this group.
- ▶ (F.4) *Engages* parents, guardians, and families to promote the academic, career, and social/emotional development of students.
 - ▶ Collaboration with parents, guardians, and families to ensure that each student is developing in the selected area of need within the group setting.

ASCA Mindsets & Behaviors

M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment

M 4. Self-confidence in ability to succeed

B-LS 4. Self-motivation and self-direction to learning

B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

B-SMS 1. Responsibility for self and actions

B-SMS 2. Self-discipline and self-control

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

B-SS 1. Effective oral and written communication skills and listening skills

B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them

B-SS 3. Positive relationships with adults that support success

B-SS 4. Empathy

B-SS 5. Ethical decision-making and social responsibility

B-SS 6. Effective collaboration and cooperation skills

B-SS 7. Leadership and teamwork skills to work effectively in diverse groups

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary

B-SS 9. Social maturity and behaviors appropriate to the situation and environment

B-SS 10. Cultural awareness, sensitivity and responsiveness

Cultural Sensitivity

Think beyond race and ethnicity. A person's culture is shaped by more than the color of their skin or the way that they dress. It has shaped by the person's life experiences and traditions, which may be seen or unseen to the naked eye.

- ▶ Learn by asking. Do not be afraid to ask questions. People feel respected and appreciated when others take a genuine interest in who they are, so ask open-ended questions about their culture to learn more.
- ▶ Make local connections. Find local organizations or venues that work with a cultural group you are interested in and stop by. Organizations like advocacy groups, religious institutions, colleges and social clubs are a great place to learn more and make connections.
- ▶ Pay attention to non-verbal behaviors. Meaning behind body language can sometimes differ based on cultural norms. Pay attention to how your body language is being perceived by those around you
- ▶ Exchange stories. Storytelling is a great way to share experiences that go beyond culture. Initiate an open conversation by sharing a personal story or experience (Kapil, 2019).

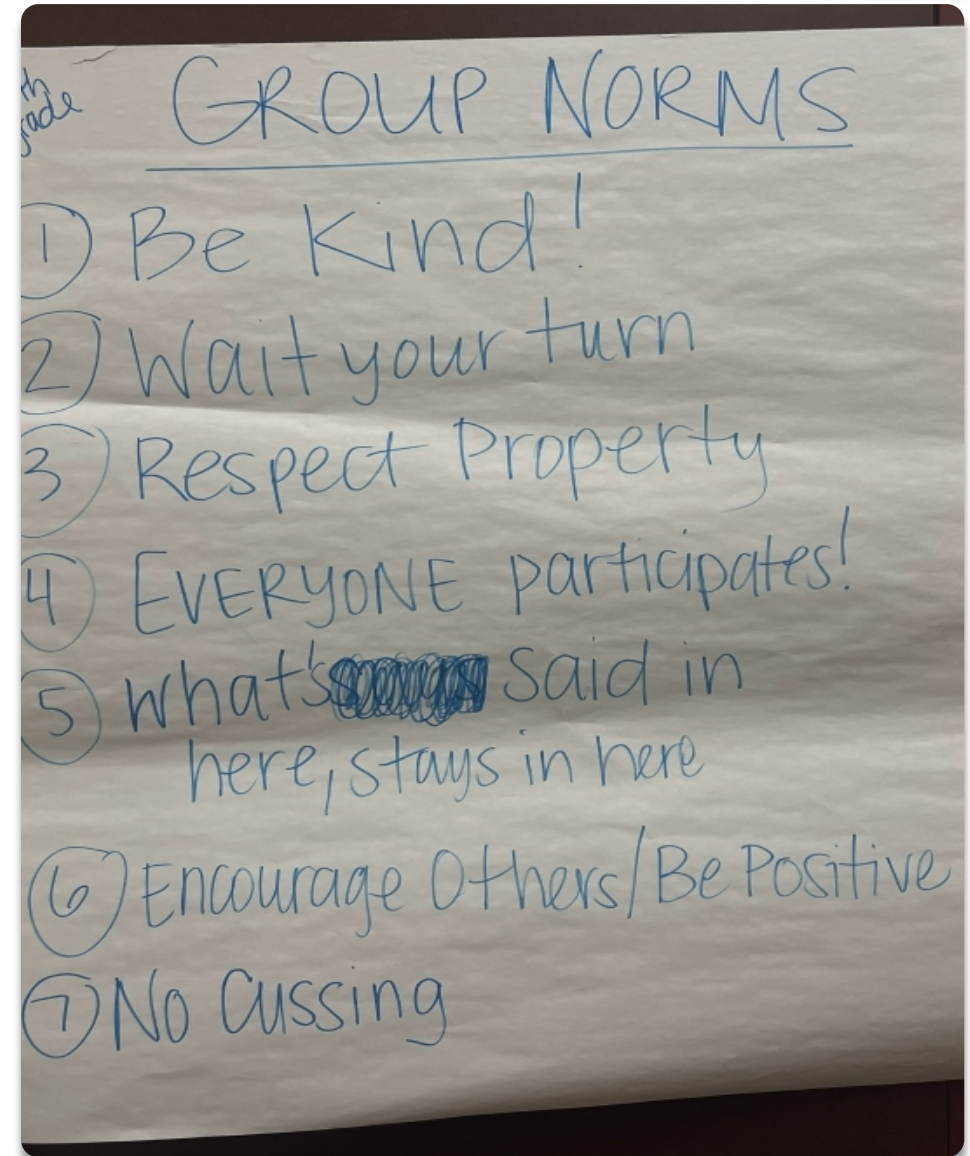


Turning **RED**: 6th Grade Group

SEL-Journey to Self-Awareness

Goals of Group

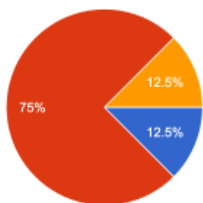
- Follow the group Norms
- Learn skills to respond to challenging emotions
- Understand that everyone goes through things sometimes.
- Talk things out when they are hard.
- Be able to be more supportive to others.



Pre-Group Assessment Survey

I feel comfortable in my own skin when I walk into a classroom.

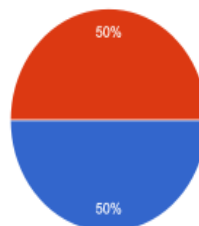
8 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

I know the characteristics of a good friend

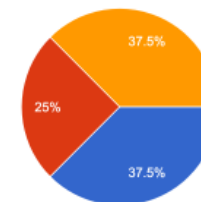
8 responses



● Strongly Agree
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● Disagree
● Strongly Disagree

I know the characteristics of a bad friend

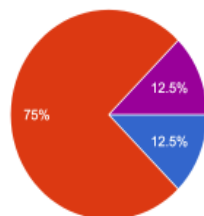
8 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

I believe I am good enough

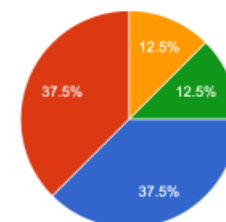
8 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree
● sometimes

I feel known and accepted when I talk about my hobbies and interests.

8 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

9:50



Dear Parent/Guardian,

This letter is to inform you of a variety of small group experiences that will be offered this semester. Small groups provide not only the opportunity for additional learning experiences, but also a time of sharing and a time of growing together with fellow students. Small groups give students a chance to belong, a chance to express themselves, and a chance to benefit from the support of group members. The groups that are currently being offered will include the following topics:

- **Dealing With Feelings** - providing tools that help students learn how to identify and appropriately express their emotions.
- **Friendship Connection** - helping students to identify the characteristics of a good friend, and how to proactively make and keep friends.
- **School Appropriate Behavior** - providing students with the opportunity to practice necessary social skills to aid in success at school, such as listening skills, body language, turn-taking, peer relationship, etc.

The groups will meet once a week, for 20-30 minutes during the school day for about five weeks (depending on the specific group). I will work with teachers to schedule groups at times that minimize the loss of instructional time.

Research states that many parents and teachers whose children have participated in groups like these have reported enhanced family and peer relationships, less frustration around school issues, and positive behavior changes in their children.

At this time, your child was referred to the following group, Social Emotional Learning X.

Please complete the form below to indicate whether or not you would like your child to participate in the group. If you have any questions, please do not hesitate to call me at the school (740) 969-7252 (extension is below) or send me an email: lknight@amanda.k12.oh.us.

Sincerely,

Lisa Knight, M.E.d., LPC
Middle School Counselor
Ext: 2205

Permission for small group counseling - Please email this

Permission for small group counseling - Please email this back by _____.

Date: _____ Student

Name: _____ Grade: _____

My child, _____, may participate in a small group.

OR

My child, _____, may **NOT** participate in a small group.

Parent/Guardian: _____

Group Permission slip form

Group Confidentiality Agreement

Part of being a member of this Group is to make sure everyone feels comfortable. We want everyone to feel they can trust one another and feel comfortable in sharing their thoughts and feelings with one another.

This means: Anything that is said while we are in our Group, **CANNOT** be repeated to another student outside of our Group. As participants, we need to be capable of being: Trustworthy and Respectful of each other's feelings. This is called, "Maintaining Confidentiality".

Most of the time in our group setting, I wouldn't ever need to talk with another adult about what has been said in group. However, there are some instances when I may need to talk with another adult. Please know, that I will always tell you before discussing with the other adult

what has been said in group. Some examples of reasons why I would need to talk with another adult about statements in group:

- If someone is threatening to hurt themselves
- If someone is threatening to hurt someone else
- If someone mentions that they are being hurt by someone else
- If I may need to talk to another professional adult (such as Mrs. Shipe or an outside counseling agency that you may see) to work with you here at school.

Consequences of breaking this Confidentiality Agreement may result in being unable to participate in this Group and/or Future Groups.

By signing this document, YOU promise to be (to both your peers and your School Counselor) : Respectful, Trustworthy and Caring students.

Student

Signature: _____

_Date: _____

Counselor

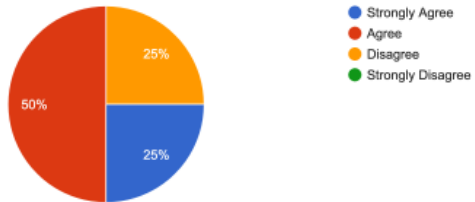
Signature: _____

_Date: _____

Pre-Group Assessment Survey

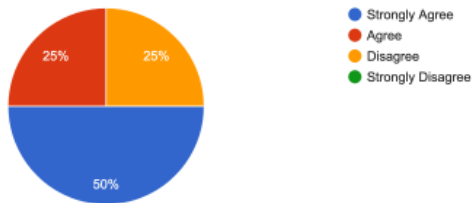
I know how to resolve conflicts with friends in healthy ways

8 responses



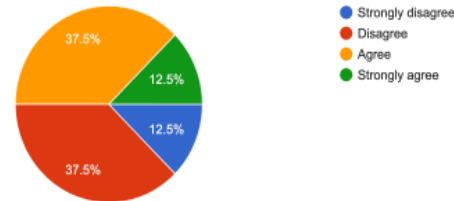
I don't need other people's approval to participate in something I enjoy

8 responses



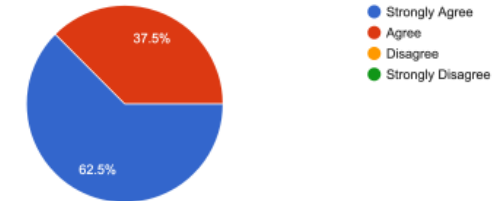
I know how to handle rejection from my friends

8 responses



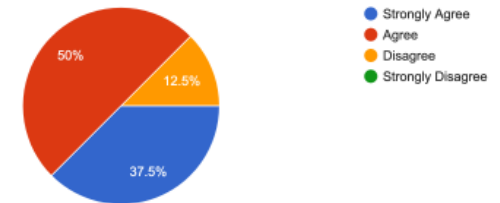
I know how to give compliments

8 responses



I know how to accept compliments

8 responses



Group Materials

Name: _____ Date: _____ Hr: _____

MOVIE GUIDE: TURNING RED

Pre-watch Questions

1. Would you say you get embarrassed easily? _____
 - a. What are some things that embarrass you? _____



During-watch Questions

2. What grade is Meilin Lee in? _____
3. Describe Mei's job: _____
4. What band is Mei in love with? _____
5. How does Mei turn back into a human? _____
6. What event led to Mei turning into her panda form at school? _____
7. How long is it until the next red moon? _____
8. Who does Mei have to think of in order to stay calm? _____
9. What is Tyler's offer? _____
10. When is the real date of the 4-Town concert? _____
11. Describe any event that happened at the ritual: _____
12. What classmate do the girls see at the concert? _____
13. Who does Mei find in the forest? _____
14. Ultimately, did Mei choose to keep her panda? _____

Post-watch Question

15. Do you think Mei made the right decision in the end? Why or why not? _____

(Teachers Pay Teachers [Miss Melanie], n.d.)

"Turning Red" – Movie Questions

Name: _____ Date: _____

Instructions: Complete the questions as you watch the movie. All questions are in order of the movie.

1. Without bragging, Meilin said that being 13 makes her an official what?
2. Why can't Meilin go karaokeing with her friends?
3. Ming Lee said that their ancestor, Sun Yee, was a scholar, poet, and a defender of what?
4. How old does Devon say that he is?
5. Who was outside of the window of Meilin's math class?
6. Meilin's father, Jin, says that the next red moon will be on what day?
7. When does Abby say that 4-Town will be coming (to Toronto)?
8. What was in the box that Jin set on the table in front of Meilin (to test her emotions)?
9. Who called on the phone shortly after Meilin asked her parents to go to the concert?
10. Meilin tells her friends that it isn't just their first concert, it's their first step into what?
11. How much money do the girls have to raise to buy four tickets for the concert?
12. For Tyler's birthday party, Meilin agrees to give him the panda for how long?
13. Who offered not to go to the concert so that the other three could go?
14. What does Miriam imagine that Jesse from 4-Town smells like?
15. What is the worst number according to Meilin's grandmother?
16. Jin said that Ming's panda was destructive and almost took out half of the what?
17. Meilin tells Miriam that she's been obsessed with her mom's what?
18. When Ming was crying (as a young girl), she tells Meilin that she's so sick of being what?
19. Ming tells Meilin to not hold back for who?
20. Meilin says that we've all got a weird part of ourselves hidden away and a lot of us never what?

Teachers Pay Teachers [Social Worker Pedro]. (n.d.)



Reflection Discussion

1. The moment that she ran from school to go home, does that remind of anything in your life that you have "ran away" from?

Student Responses (M.B)

"I know that I have avoided situations with my parents especially. Just because things at home can sometimes be hard. Especially living with both parents in separate houses."

2. Do her friends show her support throughout the movie? How do they do that?

Student Response (W.S)

"I feel like it is imporant to have friends like she has. They support her and when there is something that happens that they don't agree on, the work through it."

3. What does strong emotion, "forcing out the panda," make you think of in your life?

Student Response (K.W)

"I get super angry easy, and I know that I do not always do my best to not be mean when I am upset."



Reflection Discussion

1. Have you ever avoided interactions with family member(s) due to a lie that they have told, or you have told?

Student Responses

Almost all responded yes, but with little information or anything added to the answer.

2. Have you ever avoided an interaction due to big emotions and not understanding what is going on?

Student Responses (K.W)

"Yes, it is usually because of my siblings. I have to do a lot with them and do not like that they are always mean to me. So, I like to hide so I do not have to deal with them if I do not have to."

3. What internal changes have you seen take place over the last few years?

Student Responses (M.B)

"There have been a lot of family changes and I think that has caused some of my changes, you know with the divorce and everything."

4. How do you feel about all these changes? Excited? Scared? Why? What changes are you anticipating?

Student Responses (M.B)

"I know that sometimes I get scared because of the different things that go on at Dad's house and sometimes Mom's house. I just get stuck in the middle of some of their things or put in the middle and it is just not something I want to do. Or I have to be the parent because Dad is not, due to taking care of Whitney (Dad's girlfriend)."



Who are you?*



1. Take 5-mins and write down some of the things that make you WHO you are (ex: smart, athletic, helpful, thoughtful, kind, hurtful, angry and so on).
1. What are 3 things you can do differently each day that is positive?

Closing Group Discussion

Why do you feel it is important to learn about who you are as an individual?



I know the characteristics of a good friend
4 responses



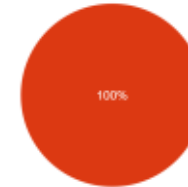
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I feel comfortable in my own skin when I walk into a classroom.
4 responses



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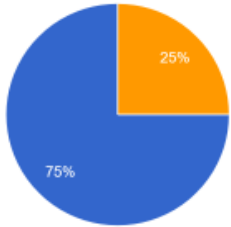
I believe I am good enough
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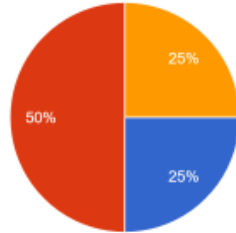
Post Test Results

I know the characteristics of a bad friend
4 responses



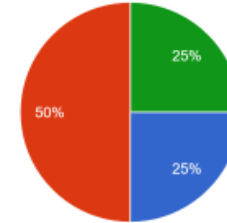
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I don't need other people's approval to participate in something I enjoy.
4 responses



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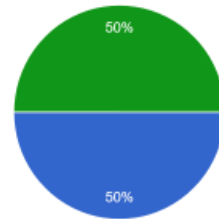
I feel known and accepted when I talk about my hobbies and interests.
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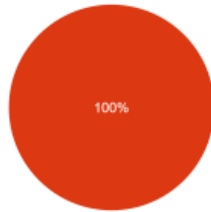
Post Test Results

I know how to give compliments
4 responses



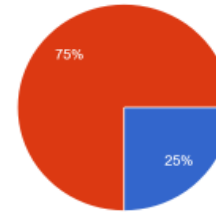
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I know how to handle rejection from my friends
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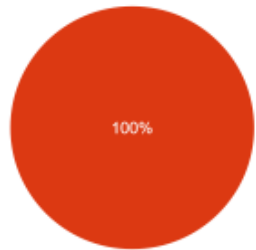
I know how to accept compliments
4 responses



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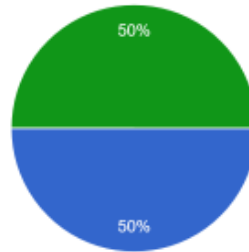
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4 responses



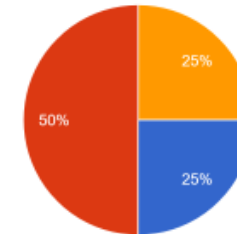
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I know how to give compliments
4 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

I know how to resolve conflicts with friends in healthy ways
4 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

Post Test Results

References

ASCA Mindsets & Behaviors for Student Success - American School Counselor Association (ASCA). (n.d.). [Www.schoolcounselor.org](http://www.schoolcounselor.org).

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