Wade Hampton High School

By: Christopher Vazquez

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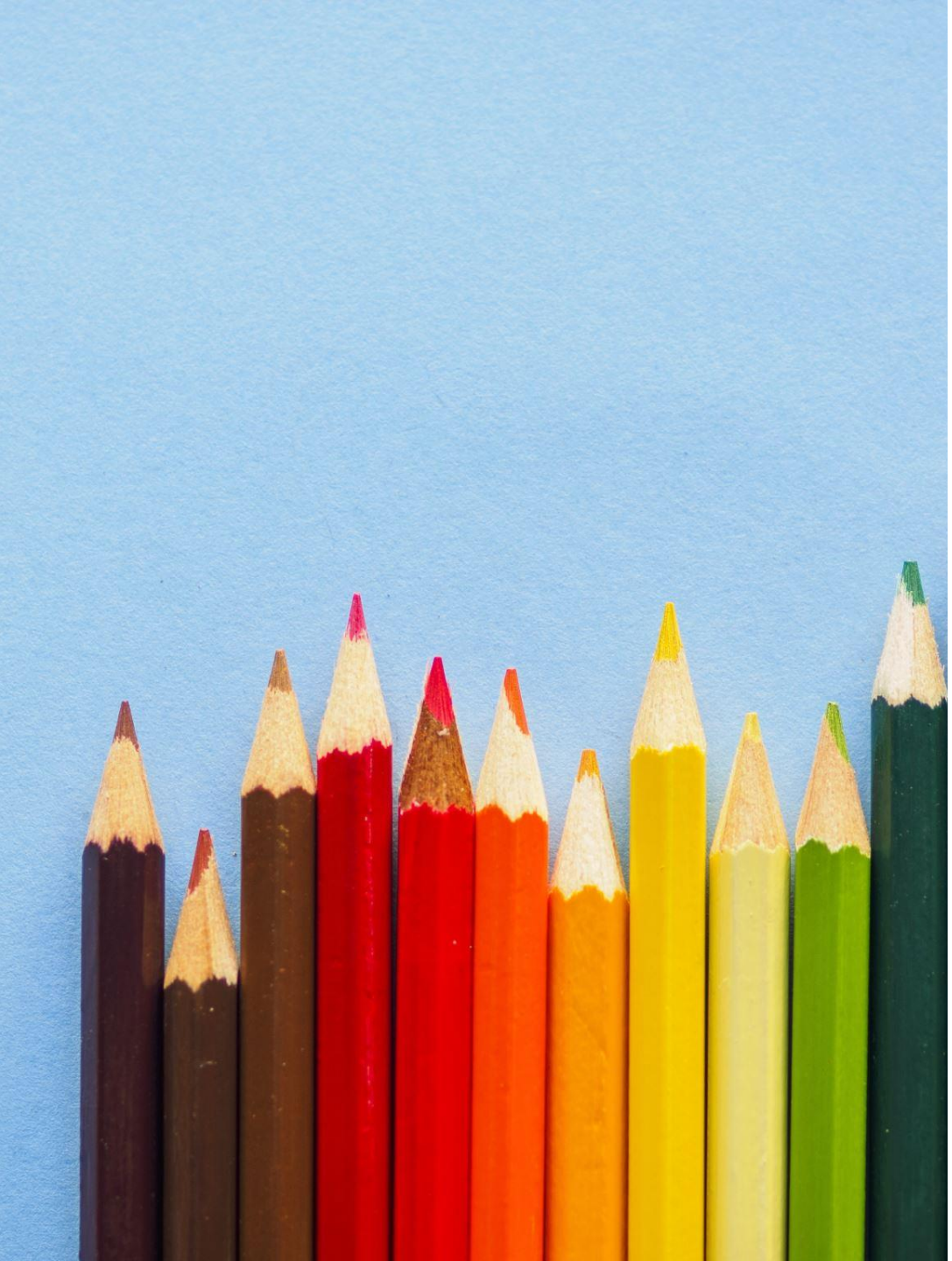
Academic Small Group

The goal for this group is to provide students with time management tools and skills to help them throughout their time in high school. Older students who are graduating high school and are entering into the work force or college will be able to use these time management skills now to have a more successful future. Students will learn how to create a working schedule and be able to use it to stay on track in their daily routine.

Data Sources

Two data sources:

- 1) Grade reports from 1s semester. Students in 9-12 graders who are in general education, have an IEP/504 or are identified as an ML student.
- 2) Absence reports for the selected target group and behavior report for the selected target group.



NEEDS ASSESSMENT

- In preparation for this group, I reached out to the following stakeholders:

- Parents and guardians
- Administration
- School counselor advisory committee

AIA Alignment & ASCA

- AIA: ACADEMIC DEVELOPMENT: CAEP (A1.1.d, e,f): Conducts programs
- designed to enhance student academic development. (M-1; M-2; M-3; M-4; M-7; B-PA 3; B-PA 4-) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. ASSESSMENT: (VDOE: 2; 3; 8a-b; Ga-c; 7; 8a-b; 10)- Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. ACADEMIC DEVELOPMENT: (CACREP-G.1.b; G.1.c; G.2.c; G.3.b; G.3.c; G.3.d; G.3.e; G.3.g; G.3.h;
- G.3.i; G.3.j; G.3.k) Evaluates existing programs, services, and strategies making suggestions that result in improved differential instruction, student achievement, and postsecondary opportunities.
- ASCA Mindsets and Behaviors: M.4 Self-confidence in ability to succeed. M5. Belief in using abilities to their fullest to achieve high-quality results and outcome. M6. Understanding that postsecondary education and lifelong learning are necessary for long-term success. B-SMS .5 Perseverance to achieve long and short-term goals. B-SMS 8. Balance of school, home and community activities. B- LS 9. Decision-making informed by gathering evidence, getting other perspectives and recognizing personal bias.

Cultural Sensitivity

This group is made up of both young men and young women and consists of different races, cultures, economic standings and religious beliefs. We will be communicating how all people can learn and succeed regardless of their background, upbringing or personal- religious beliefs. We also discuss how al people are created equal and deserve to be respected by their peers.

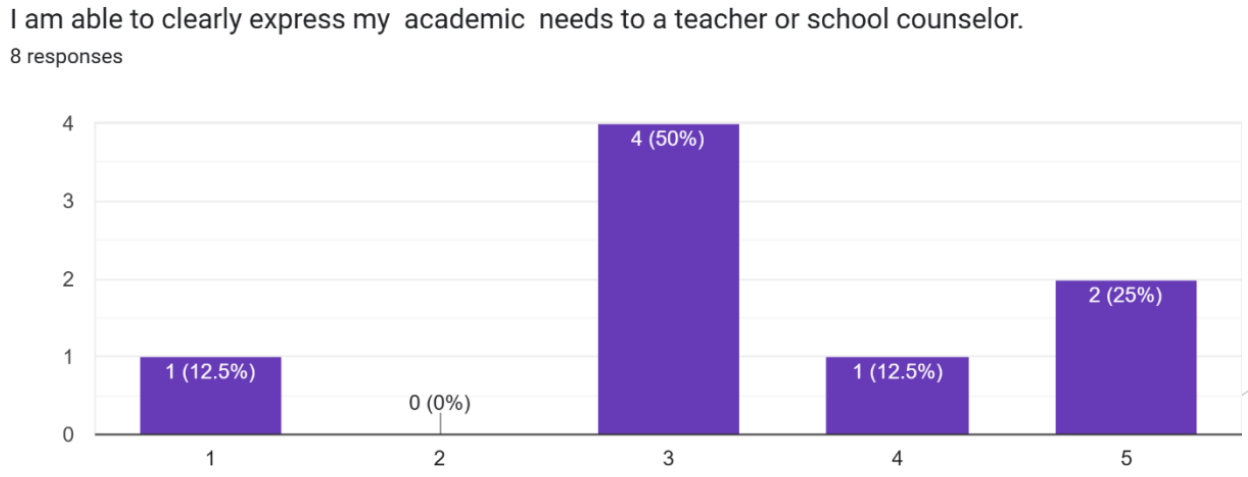
Evaluation

1				5
Strongly Disagree				**Strongly Agree**

Questions:

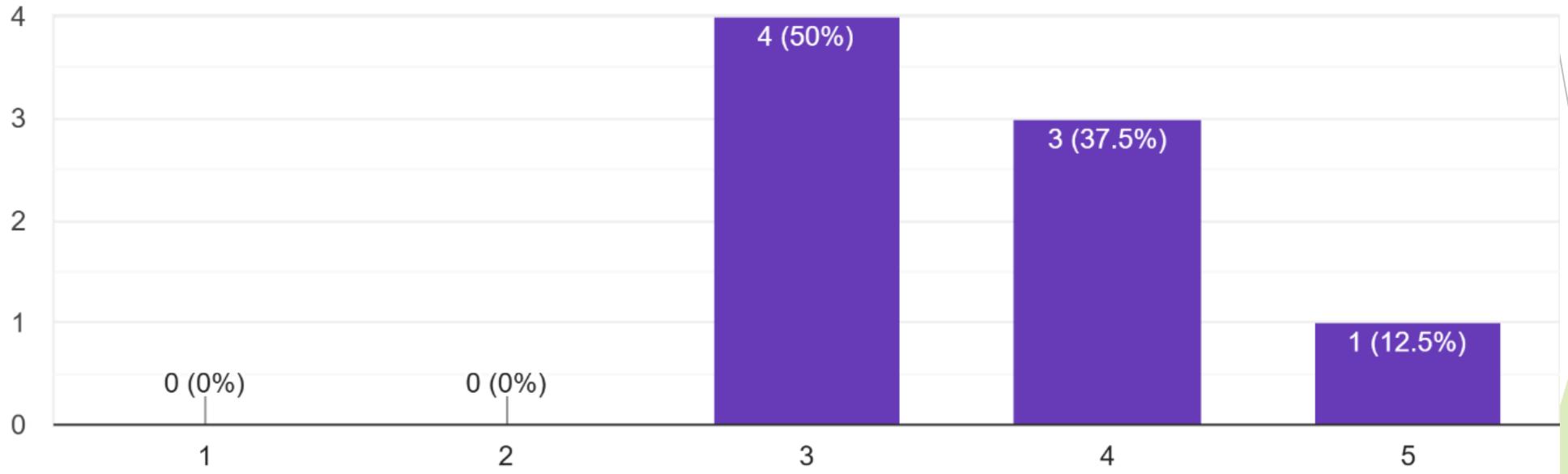
- I am able to clearly express my academic needs to a teacher or school counselor.
- I am able to create a to-do list and complete it within a given time setting.
- I have ability to create an organizational list ranging from most important to least importance.
- I know what a SMART goal stands for.
- I know how to write an academic SMART goal.

Pre-test Data



I am able to create a to-do -list and complete it within a give time setting.

8 responses



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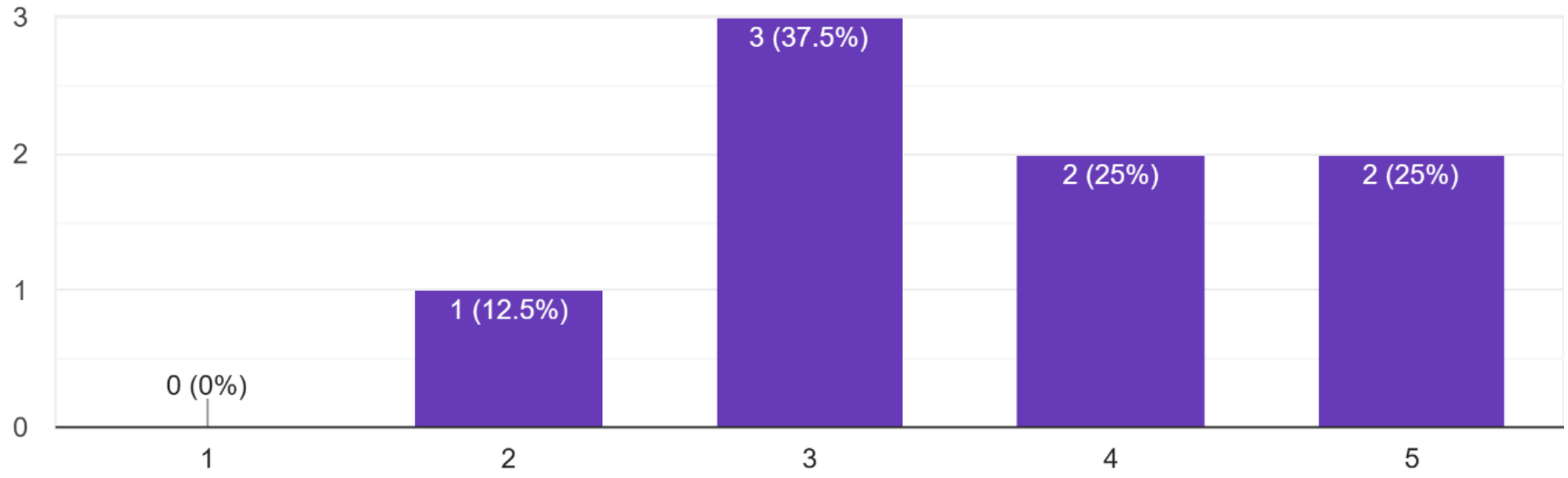

I know how to write an academic SMART goal

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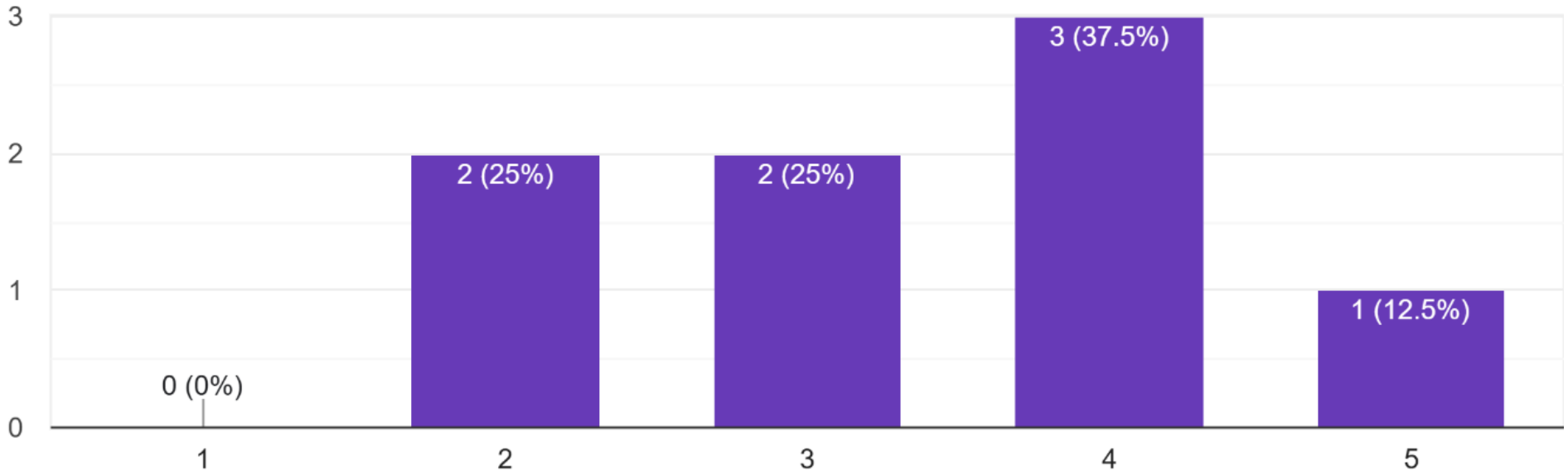

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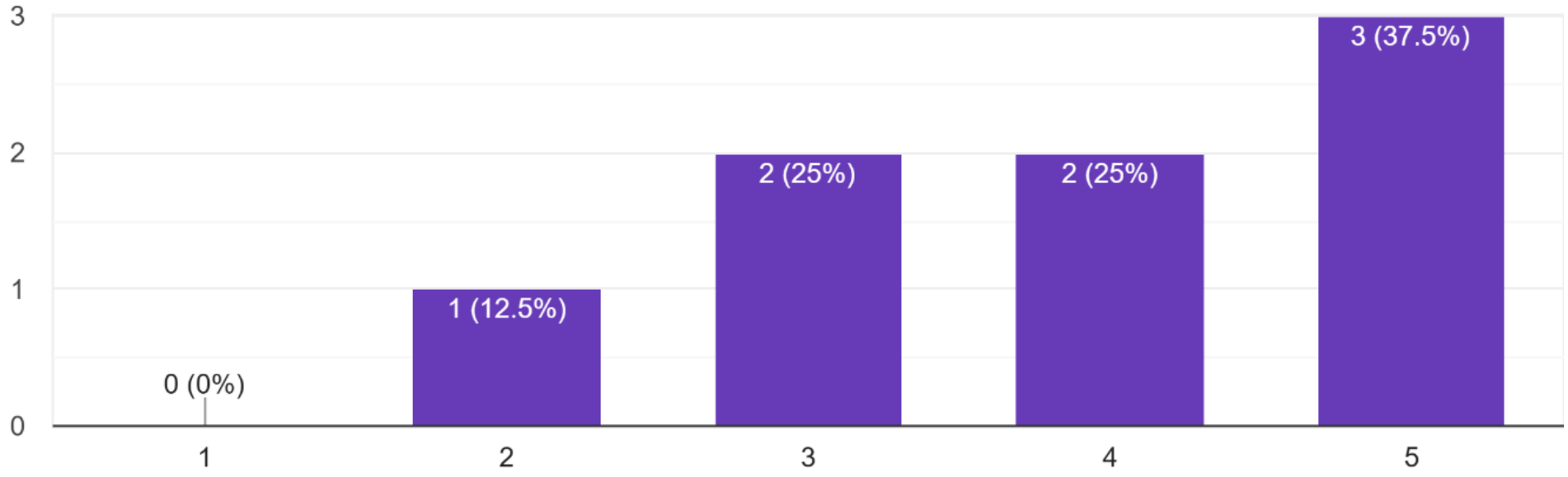
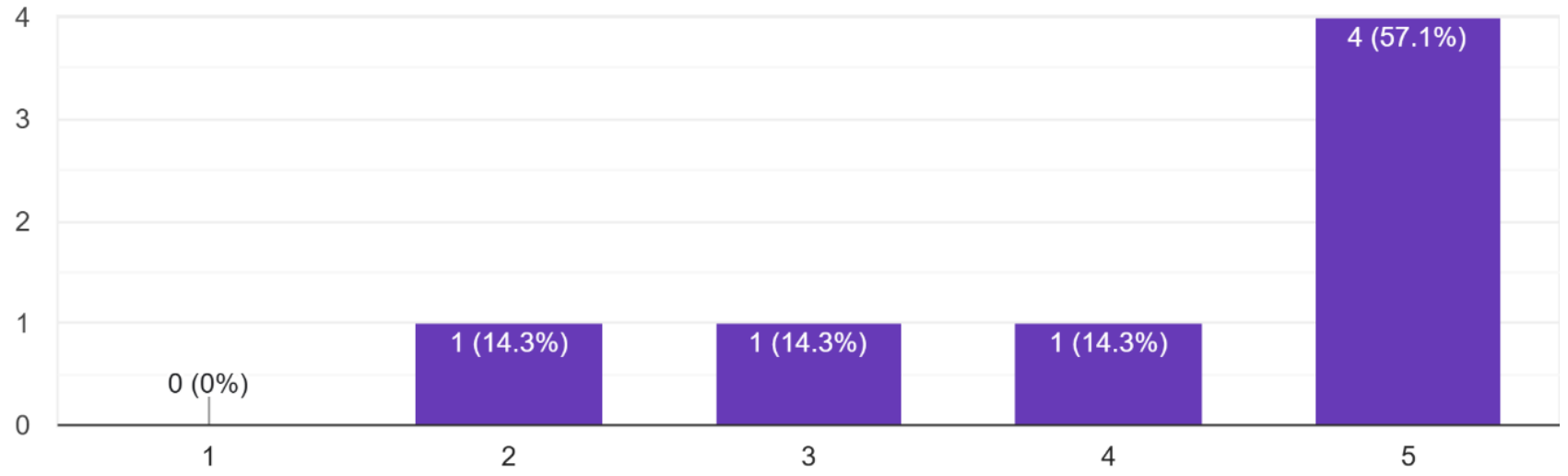


Post-Test Data

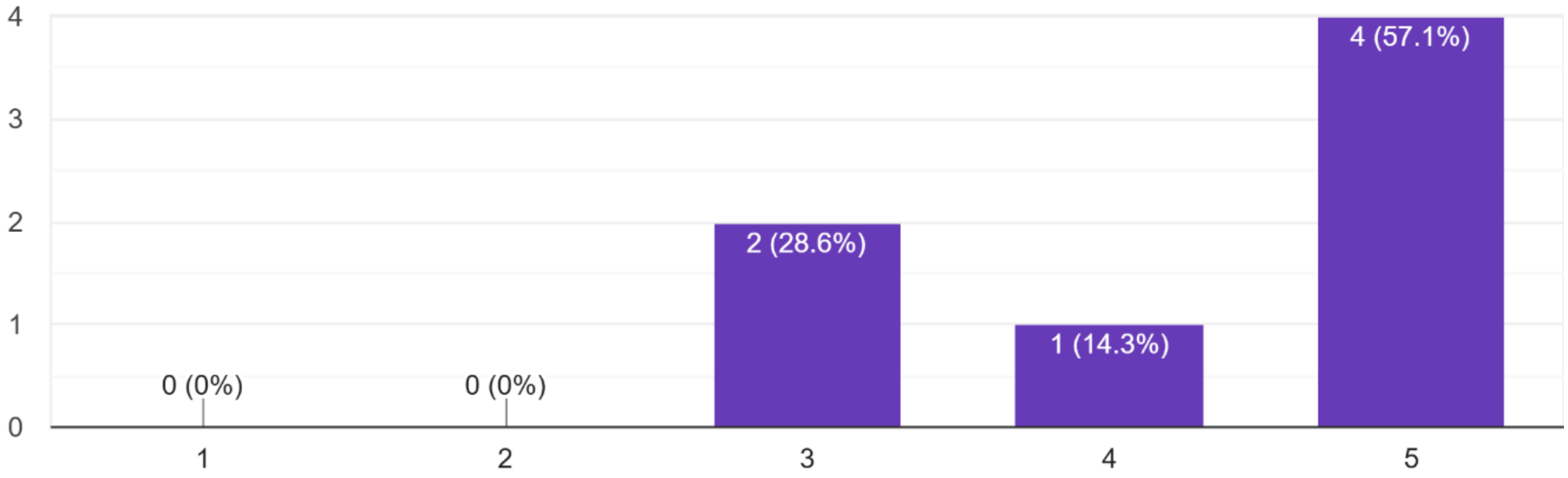
I am able to clearly express my academic needs to a teacher or school counselor.

7 responses



I am able to create a to-do -list and complete it within a give time setting.

7 responses



I have the ability to create an organizational list ranging from most important to least importance.

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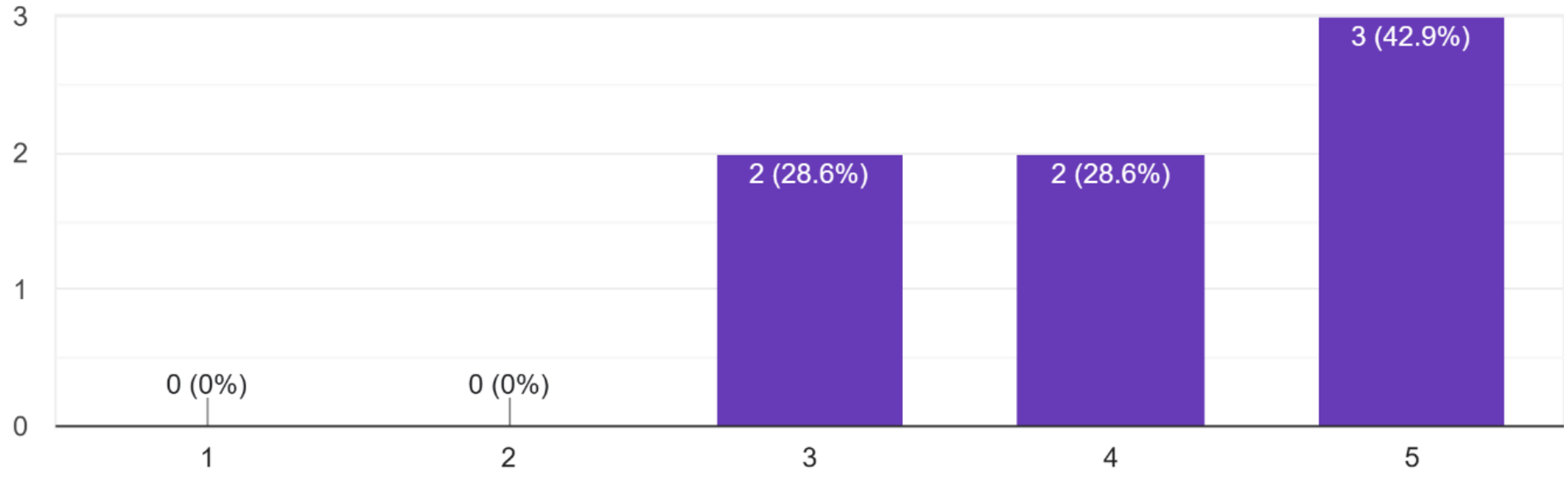

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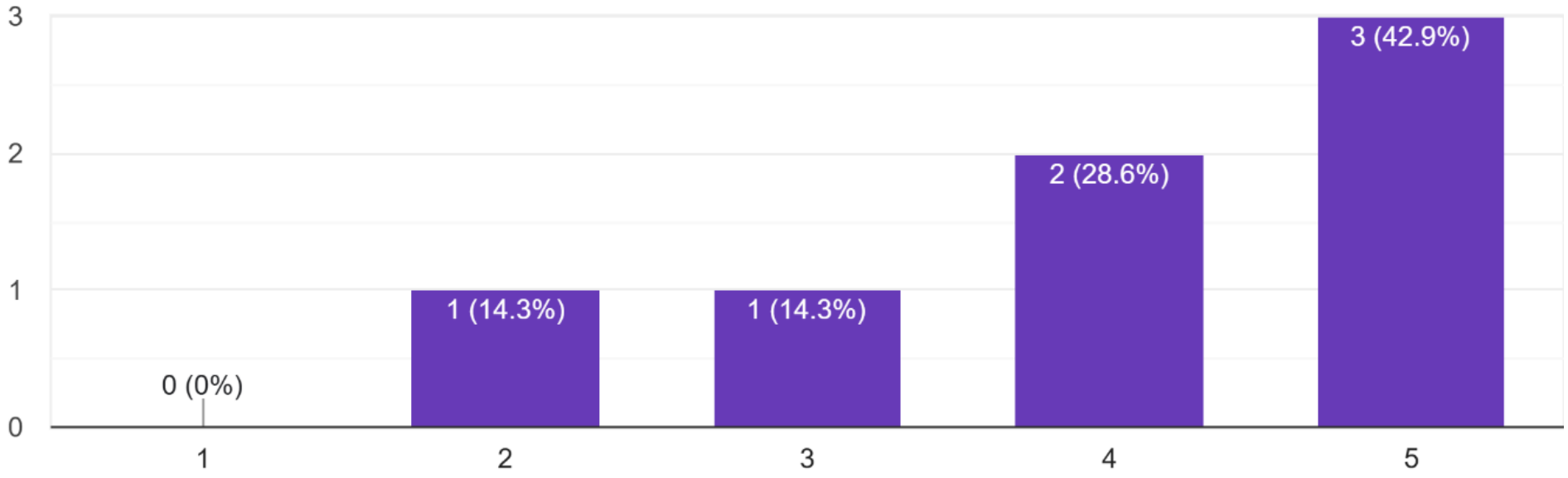

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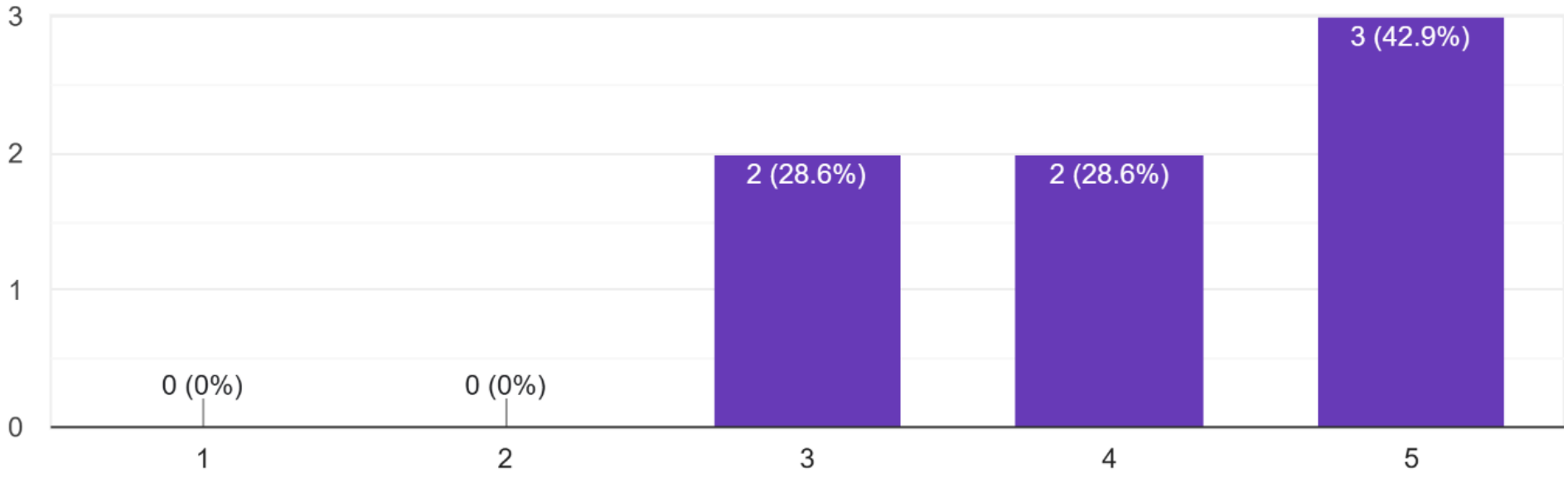
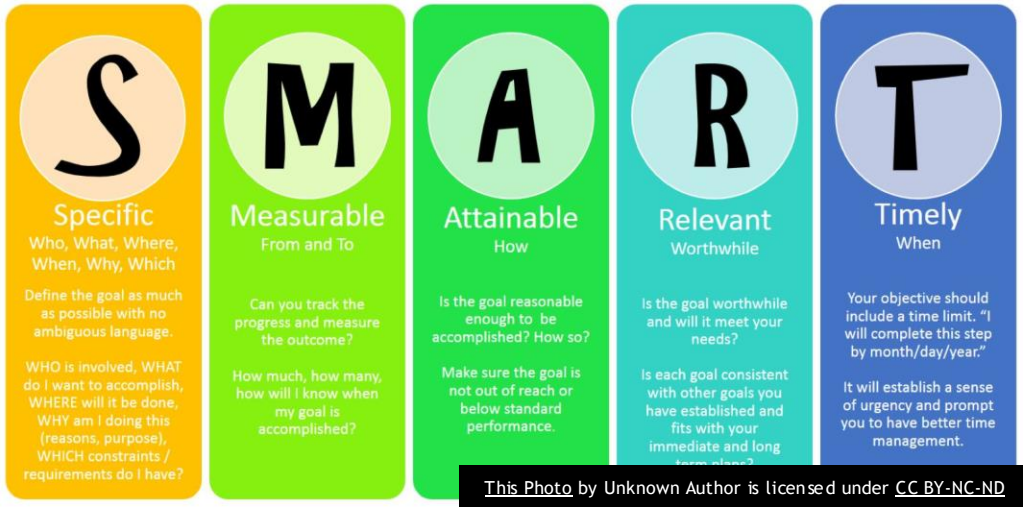


Artifacts

- Group Rules:
- No Phones.
- Respect each other.
- No talking when someone else is talking.
- No cursing.
- Participate.



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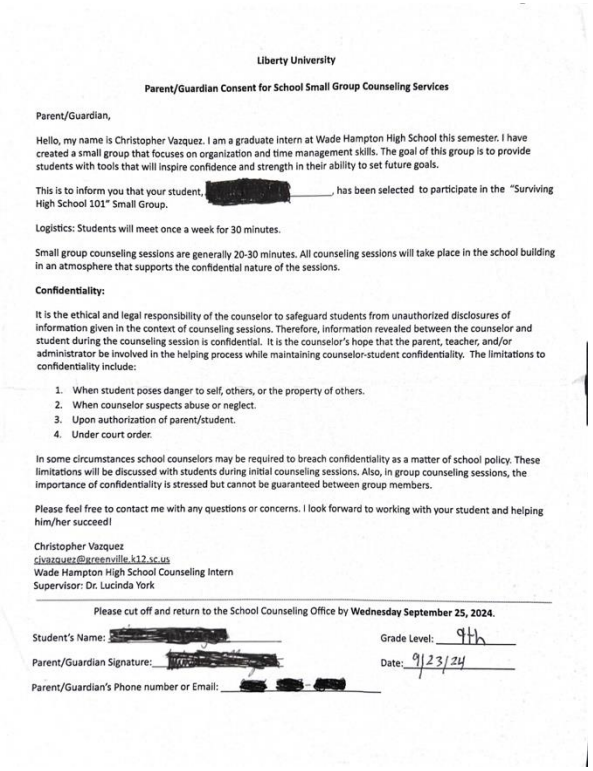

Liberty University

Parent/Guardian Consent for School Small Group Counseling Services

Parent/Guardian,

Hello, my name is Christopher Vazquez. I am a graduate intern at Wade Hampton High School this semester. I have created a small group that focuses on organization and time management skills. The goal of this group is to provide students with tools that will inspire confidence and strength in their ability to set future goals.

This is to inform you that your student, [redacted], has been selected to participate in the "Surviving High School 101" Small Group.

Logistics: Students will meet once a week for 30 minutes.

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 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.

Please feel free to contact me with any questions or concerns. I look forward to working with your student and helping him/her succeed!

Christopher Vazquez
cjvazquez@greenville.k12.sc.us
Wade Hampton High School Counseling Intern
Supervisor: Dr. Lucinda York

Please cut off and return to the School Counseling Office by **Wednesday September 25, 2024.**

Student's Name: [redacted] Grade Level: 9th

Parent/Guardian Signature: [redacted] Date: 9/23/24

Parent/Guardian's Phone number or Email: [redacted]

Artifacts (continued)

References

- Data provided by Wade Hampton High School through:
- Behavior Referrals from Greenville County School sources, Attendance data from Power School Services and Incident reports provided by Back-Pack- a resource also provided by Greenville County Schools.
- https://www.greenville.k12.sc.us/Parents/main.asp?titleid=backpack
- https://schoolcounselor.org/About-School-Counseling/ASCA-National-Model-for-School-Counseling-Programs