

**Psycho-Educational Small Group**

**Practicum Student Name:** Nancy Langberg

**Practicum Site:** Farmwell Station Middle School

**Practicum Site Supervisor:** Ann Neri

Please note: The following psycho-educational small group project is to align clearly with the standards for school counseling and are to be related to improving student academic achievement. Collaborate with your site supervisor to ensure that the project is beneficial to the group members and meaningful for you. Your project will need to align with the standards listed on the **Pre-Advanced Internship Assessment (Pre-AIA Practicum Competencies)**. It is possible for a project to align with more than one standard listed on the **Pre-AIA**. List all standards (number of the standard is sufficient) that align with your project.

**Psycho-Educational Small Group Topic:** Girls Leadership Group

**Grade Level of Small Group Participants:** 6

**Briefly Describe Goal of Small Group:** *(What skills, knowledge, or behaviors will your students take away from participating in this group?)*

**Our participants will be able to identify what leadership qualities they have and how they can harness their qualities to be a positive influence on their peers. Our participants will understand the importance of lifting each other up/celebrating each other's successes vs. bring each other down. Our participants will understand the power their words and actions have on those around them. It will be important to focus on how identities shape confidence and discipline which can act as protective factors, or tools, to help girls succeed (Nuamah, 2018).**

- A. Provide two existing data sources to identify and support the need for this group at this practicum student's particular site. *(Examples: behavior data, attendance data, academic achievement data, grades, test scores, etc.)*
- **Behavior data from teacher input – Teachers shared that girls who are popular are demonstrating behavior issues with peers (rudeness, standoffish).**
  - **Pre Test Survey to participants – questions about girls' understanding the impact they have on their peers, empathy, confidence.**
  - **Participants input on what they hoped to gain from the group.**
- B. Needs Assessment: Discuss who will be surveyed to support the need for this group at this practicum student's particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*
- **Core subject teachers – verbally demonstrated the need for an uplifting positive leadership group because they observe girls being negative towards others.**
  - **Social worker – verbally demonstrated the same need for an uplifting positive leadership group because she has observed certain girls displaying a lot of drama towards each other.**

C. Identify which Pre-AIA Specialty Standard(s) the group aligns with and provide rationale for this identified alignment. (*Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.*)

- My group aligns with the AIA specialty standard, counseling prevention and intervention because I am providing guidance and leadership skills to participants which will help to enhance their social emotional and academic development. M-7 (ASCA, 2019).
- My group also aligns with the AIA standard, diversity and advocacy because our goal is to teach our participants to celebrate their peers' differences. To be advocates for leadership and change and be a role model to peers. B-PF 6 (ASCA, 2019).
- My group aligns with the AIA specialty standard, assessment because we identified the need for a girls leadership group through our needs assessments and pretest survey. I am developing and implementing action plans aligned with the program goals for improving the participants' leadership abilities and self-confidence. We will assess and report results to the participants' teachers along with receiving feedback from participants via conversations and post test data. B-PE 2, B-PE 4, B-PE 5 (ASCA, 2019).

D. Identify how the culminating project: psycho-educational small group is culturally sensitive. Describe how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during the group's implementation. Identify strategies included in the group that promote a positive, caring, and safe learning group environment.

Our first session will be spent getting to know each other and learning about everyone's unique cultural and diverse backgrounds. I will then be open to adapting my approach accordingly. I will incorporate diverse resources where applicable re: videos and other materials to reflect the diversity of the group. My curriculum will be flexible to adapt to the needs of the group. If an issue arises, I will allow space for participants to share their perspectives and experiences in a regulated atmosphere. I will regularly seek feedback from participants about the program and be open to making adjustments based on the feedback received. Va. Code. Ann. § 22.1-208.02 (2020).

E. Describe how you plan to evaluate your group for data to show success as well as areas to enhance and/or improve. (*Helpful hint: which data- from your initial data sources- will you re-evaluate to show growth, learning, or will be positively impacted by your small group program?*)

- Post test – same as pretest
- Participant feedback on what they gained and learned from the group
- Teacher follow-up – collect data on if the girls are demonstrating better leadership, confidence, and kindness towards peers since the group.

F. References

American School Counselor Association. (2019). *ASCA National Model: A framework for school counseling programs* (4th ed.)

Nuamah, S. A. (2018). Achievement Oriented: Developing Positive Academic Identities for Girl Students at an Urban School. *American Educational Research Journal*, 55(6), 1307–1338. <http://www.jstor.org/stable/26643859>

Virginia General Assembly. (n.d.). § 22.1-208.02 Powers and duties of the Board; participation in funding programs. Code of Virginia. <https://law.lis.virginia.gov/vacode/title22.1/chapter13/section22.1-208.02/>

Practicum Student Signature Nancy Longburg Date 2/14/24  
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Practicum Site Supervisor Signature Ann Neri Date 2/14/24  
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