



BENCHMARK CULMINATING PROJECT:

PSYCHO-EDUCATIONAL SMALL GROUP POWERPOINT ASSIGNMENT

Annalise Shaffer
COSC 692 Fall 2024
grade level placement: elementary

GROUP TOPIC

TOPIC

student success skills and executive functioning

NAME

Brain Boosters: Student Success Squad

SUB-TOPICS

Goal setting & planning

Time management & organization

Self-regulation & focusing

Positive decision making

Coping skills

Attendance

EXECUTIVE FUNCTIONING AND STUDENT SUCCESS



GROUP DETAILS

GRADE LEVEL: 3

**NUMBER OF
PARTICIPANTS: 7**

2 girls, 5 boys

GOALS OF SMALL GROUP

- Introduce/teach/improve skills that are related to student success and executive functioning
- It is intended for student participants to gain the knowledge and ability to implement the material/skills outside the counseling group setting

WHY?

By building these essential executive functioning skills, students will become more confident and capable learners, better prepared for academic success, and personal growth

DATA TO SUPPORT THE NEED FOR THIS GROUP

Test Scores

Achievement data on The Florida Assessment of Student Thinking (FAST) state test

Spring 2024: 36% of third graders at Turner-Bartels K-8 School scored in level 3 or below in English Language Arts

Spring 2024: 37% of third graders at Turner-Bartels K-8 School scored in level 3 or below in Mathematics

Discipline data

School Environmental Safety Incident Report (SESIR) Final Survey 5 for 2022-2023 school year

77 recorded discipline reports

33 of them were for fighting (~43%)

Discipline data specific to TBK-8

NEEDS ASSESSMENT

Who did I gather information from to support the need of this group?

- My supervisor
- Upper-level school counselor
- Teachers

SCREENING PROCESS

How did we select group members?

- Supervisor input
- Grades
- FAST scores and state percentiles
- Attendance data (# of absences)

CONSENT FORM

School Board
Nadia T. Combs, Chair
Henry "Shake" Washington, Vice Chair
Lynn L. Gray
Stacy A. Hahn, Ph.D.
Karen Perez
Patricia "Pat" Rendon
Jessica Vaughn



Interim Superintendent
Van Ayres
Principal of Turner/Bartels K-8
R. LaMar Buggs
Assistant Principal
Jacqueline Ellis
Cynthia Quintia
Briana Siquillo

Turner/Bartels K-8 School School Counseling Consent Form

Child's Name: _____ Teacher: _____ Grade: _____

Dear Parent/Guardian,

The counseling program is designed to help students develop good educational/social emotional skills to help them succeed at school and beyond. Skills and information are often best taught in individual/small group settings. Your child has been referred for group/individual counseling by a classroom teacher, an administrator, parent, or self-referred.

School counseling is short-term and problem-solving oriented. Confidentiality is important to develop a positive counseling relationship and is only broken in cases of indicated concerning activity or threats of harm to himself/herself or others by the student. **School counselors are not therapists and do not provide therapy or psychological diagnoses.** Your student has been recommended for...

A Specific Behavior	Emotional Management	Decision Making	Social Skills
Conflict Resolution	Study Skills	Life Transition	Self-Regulation
Positive Communication Skills	Friendship	Grief Counseling	Other: _____

It is VITAL that the bottom portion be signed and returned to indicate consent. Your child will be met for up to thirty minutes once a week in a small group/individually with the School Counselor **and the School Counseling Intern (Mrs. Shafter)**. If you have any questions regarding your child receiving counseling, please contact Akshita Kaplay, TBK8 School Counselor at akshita.kaplay@hps.net. Thank you!

Please tear and return the portion below to your child's teacher.

☐ Yes, I give my permission for my child, _____, to participate in counseling provided by Mrs. Kaplay and I understand the purpose of the counseling service.

☐ No, I do not wish for my child to participate in this service.

Parent/Guardian Signature: _____ Date: _____

Comments: _____

PRE-ADVANCED INTERNSHIP ASSESSMENT (PRE-AIA) STANDARDS

Counseling Prevention and Intervention

The intention behind this group is to implement this standard of providing group counseling to positively impact and promote the academic, career, and social/emotional development of students

Diversity and Advocacy

The group is designed to be an inclusive, safe space that is responsive to the presenting needs of the students as well as advocate for student academic, social-emotional, and career development

Academic Development

The overarching goal of this group is to meet this need!

CULTURAL SENSITIVITY

- Differentiated activities foster inclusive design (reading, writing, physical movement, cognitive challenges, etc.)
- All activities are adaptable to meet cultural norms, learning styles, cognitive ability, physical ability, and levels of language proficiency (Bluth et al., 2016)
- There is no requirement for parents to buy supplies, send in \$, etc.
- Group population is diverse at a glance- making positivity, inclusivity, and diversity a top priority
- Presents opportunities for interpersonal contact and mutual respect between group members (Killen & Rutland, 2022)
- Small group size which offers opportunity to creating meaningful relationships and model group engagement (Rusticus et al., 2023)

GROUP TIMELINE



1. WELCOME AND
TOPIC
INTRODUCTION



2. CONTENT
(LESSON)



3. ACTIVITY



4. CLOSE GROUP

LESSON/GROUP ARTIFACTS

GROUP RULES

- BE RESPECTFUL
- BE KIND
- BE ENGAGED
- BE RESPONSIBLE
- LISTEN AND LOOK WHEN OTHERS ARE TALKING
- KEEP YOUR HANDS TO YOURSELF

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SMART Goal Planning



What EXACTLY do you want to accomplish?



How will you know when you meet your goal?



Is it possible to meet this goal with effort by your timeline?



Is this goal worth working hard to accomplish?



What is the deadline you set to meet your goal?

A goal without a plan is just a wish. --Antoine De Saint Exupery

S.M.A.R.T Goal Planning Form

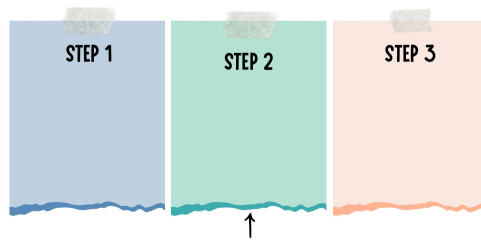
Specific – WHO? WHAT?

Measurable – HOW?

Attainable – REASONABLE?

Relevant – EXPECTED RESULT?

Timed Oriented – WHEN?

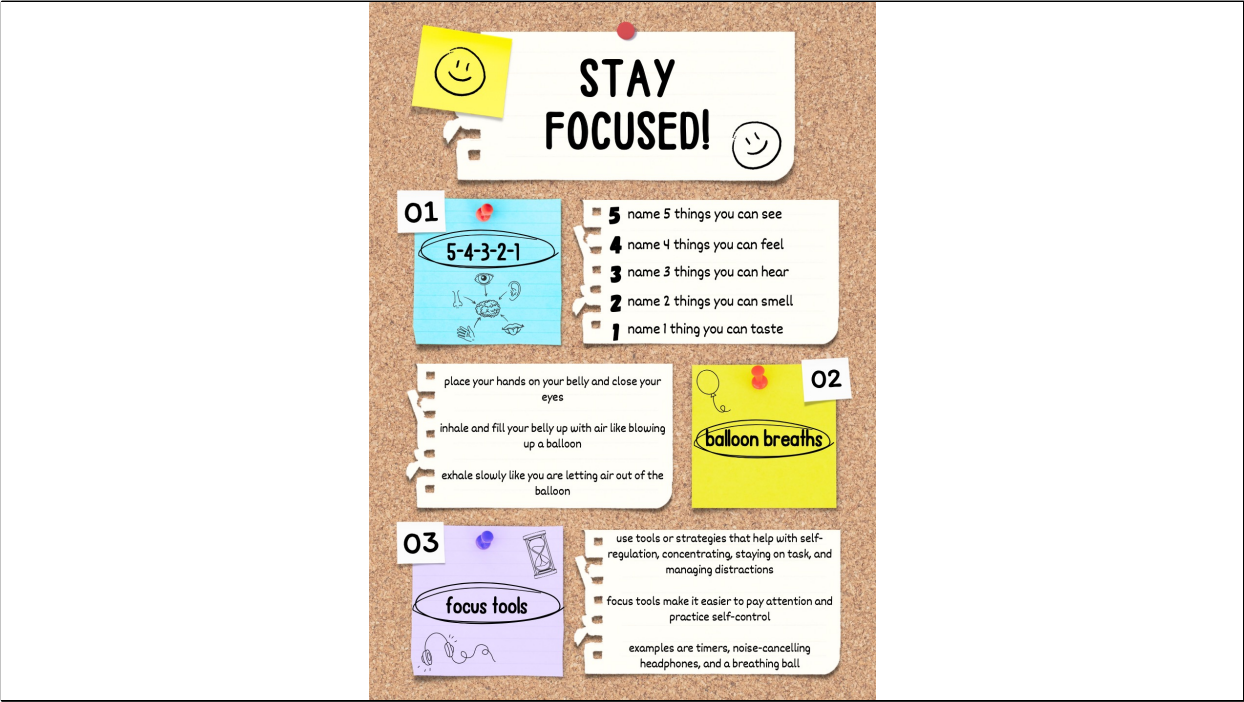


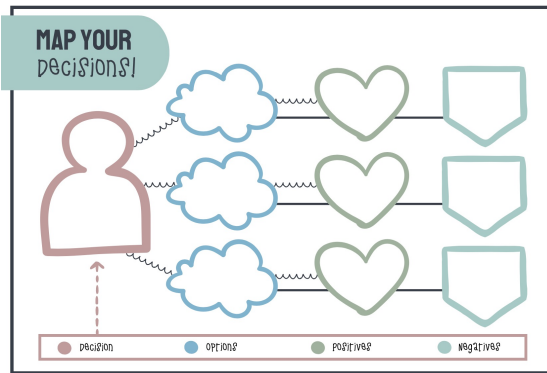
TASK 1:



TASK 2:







STOP and think!
IS THIS A GOOD CHOICE?

it's okay to make mistakes!
the important thing is to learn from
them :)

- 1 Identify the decision/choice you have to make
- 2 Identify your options
- 3 Identify the positives of each option
- 4 Identify the negatives of each option
- 5 Decide which option is best (which is safe, kind, responsible, etc.)
- 6 Act
- 7 Reflect on your choice



EVALUATION: GROUP PARTICIPANT SURVEY DATA

SURVEY ADMINISTERED AT BEGINNING OF GROUP

- Largest percent of “completely disagree” was on #7 (42.9%)
- Largest percent of “completely agree” was on #6 (57.1%)

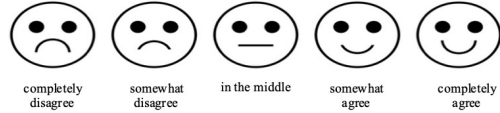
These highlight areas of self-reported student need

SURVEY ADMINISTERED AFTER GROUP COMPLETION

- Largest percent of “completely disagree” was on #5 (14.3%)
- Largest percent of “completely agree” was on #2 (83.3%)

Brain Boosters: Student Success Squad Survey

Read each statement. Color in the smiley face that matches how you feel about each statement. There is no right or wrong answer, so please be honest. I want to know how you're feeling right now!



1. I know how to set goals, and I can achieve (reach) them.



2. I have good time-management, organizational, and study skills.



3. I have a positive attitude toward work and learning.



4. It is easy for me to focus and control my behavior.



5. I know I can make good decisions.



6. I know my strengths and I can use them to study.



7. I feel I can overcome hard times and challenges.



Also wanted to note, the survey administered after group:

#7: completely agree jumped to 71.4%

EVALUATION: PRE- & POST- TEST DATA

LESSON 1: 83% (5/6 [one absent member]) of group showed improvement or remained at their pre-test score

LESSON 2: 71% (5/7) of group showed improvement or remained at their pre-test score

LESSON 3: 71% (5/7) of group showed improvement or remained at their pre-test score

LESSON 4: 100% (7/7) of group showed improvement or remained at their pre-test score

LESSON 5: 100% (7/7) of group showed improvement or remained at their pre-test score

LESSON 6: 71% (5/7) of group showed improvement or remained at their pre-test score

Lesson 3: Focus and Self-Regulation
PRE-test

Name: _____

1. Which is a good way to bring back your focus if you're feeling distracted in class?
 - a) Ask for extra homework.
 - b) Use the 5-4-3-2-1 exercise
 - c) Close your eyes and fall asleep
 - d) Get up and walk around the room
2. What is mindfulness?
 - a) Paying attention on purpose
 - b) Making a plan for later
 - c) Ignoring your surroundings
 - d) Thinking about what makes you happy
3. Which are ways to manage distractions?
 - a) 5-4-3-2-1 exercise
 - b) Balloon breathing
 - c) Use a focus tool (timer, headphones, breathing ball)
 - d) All of them

Lesson 5: Calm & Collected: Coping Skills
POST-test

Name: _____

1. What is a coping skill?
 - a) Something you use to make you feel more tired.
 - b) A way to make other people do what you want.
 - c) Something you can do to help feel better when you're upset or frustrated
 - d) A tool used to help build things, like a hammer or a wrench.
2. There are both positive and negative coping skills.
 - a) True
 - b) False
3. Which is true about coping skills?
 - a) Coping skills only work if everyone uses the same ones.
 - b) Different coping skills will work for different people
 - c) Only 5 coping skills exist.
 - d) Coping skills can only be used at school.

LESSONS & FUTURE CHANGES

- Signal group start and finish with either a visual, physical, or auditory signal
- For this group in particular, I could tell they enjoyed movement. I tried to adapt to this finding as I continued to plan the group lessons
- Time of day matters!
- It is possible to still work 1:1 with students within a group (to an extent)

In the future, I would change...

- Increase allotted time (if possible)
- Use session 1 purely as an ice breaker and include some sort of activity that builds safety and trust
- Incorporate more teamwork in activities to foster real friendships between group members
- Create lesson plan activities around the interest of the group (i.e., not a one size fits all type of approach)

Dear Parents/Guardians,

I am writing to share with you the positive growth and progress I've seen in our psycho-educational counseling group over the past several weeks. It has been a privilege to work with your child and to see their active participation and personal growth as we explored skills and strategies to support their success.

Our group was designed to focus on the overarching theme of executive functioning. Within the group, we also worked on developing essential skills for academic, social, and emotional well-being. Each week, we concentrated on a specific topic and engaged in fun, interactive activities to make the learning process meaningful and engaging.

Below, I have outlined the topics we covered:

Week 1: Goal setting

- SMART goal organizer

Week 2: Time management and organization

- "Are you on track?" organizer

Week 3: Self-regulation and focus

- Simon-says game focusing on mindfulness skills and active listening
- Distraction managing techniques handout

Week 4: Positive decision making

- Choose your own adventure game: students decided between two outcomes for a given scenario
- Decision-making graphic

Week 5: Positive coping skills

- Coping skills scavenger hunt
- We have provided each student with a ring of coping skills

Week 6: Attendance

- Personal and peer strengths chain

The skills and habits we discussed (see above) can have a long-lasting impact when practiced consistently. I encourage you to ask your child about their experience and what they've learned, and I'd be happy to provide additional resources if you'd like to reinforce these skills at home. The activities and resources from group are provided within this folder as well.

Thank you for allowing me the opportunity to support your child through this group experience. If you have any questions or would like to discuss your child's participation further, please don't hesitate to reach out.

I also wanted to share some data collected from the group experience. Your child was asked to complete a survey at the beginning and the end of group that assessed their personal confidence in each of the lesson topics. Group members also completed a pre- and post-test for each lesson, allowing me to see where I can improve the lessons for the future. **These pre- and post-tests do not count for a grade!** They are for me as I continue to develop group curriculum for the future, as I want to ensure I am upholding data-driven decisions.

PRE- AND POST-TEST DATA

- **Lesson 1:** 83% (5/6 [one absent member]) of group showed improvement or remained at their pre-test score
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- **Lesson 5:** 100% (7/7) of group showed improvement or remained at their pre-test score
- **Lesson 6:** 71% (5/7) of group showed improvement or remained at their pre-test score

SURVEY DATA

- Overall, the survey data showed an increase in student belief and ability to (1) utilize time-management, organizational, and study skills, (2) foster a positive attitude toward work and learning, (3) focus and control behavior, (4) identify strengths and apply them to academics, and (5) overcome hard times and challenges.

Warm regards,

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Under the supervision of:

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School Counselor
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**PARENT LETTER
(ADVOCACY)**

References

- Bluth, K., Campo, R. A., Pruteanu-Malinici, S., Reams, A., Mullarkey, M., & Broderick, P. C. (2016). A school-based mindfulness pilot study for ethnically diverse at-risk adolescents. *Mindfulness*, 7(1), 90–104.
<https://doi.org/10.1007/s12671-014-0376-1>
- Killen, M., & Rutland, A. (2022). Promoting fair and just school environments: Developing inclusive youth. *Policy Insights from the Behavioral and Brain Sciences*, 9(1), 81–89. <https://doi.org/10.1177/23727322211073795>
- Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the key elements of a positive learning environment? Perspectives from students and faculty. *Learning Environments Research*, 26(1), 161–175.
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