



Hello everyone! This is my presentation of my internship culminating project PowerPoint assignment. For this assignment, I taught a counseling unit consisting of 4 social-emotional (SEL) lessons in multiple kindergarten classrooms.

EXISTING DATA SOURCES

Achievement

- 56% of kindergarten students at TBK-8 scored in the “one grade level below” on the i-Ready language arts assessment administered at the beginning of the school year (August-September 2024)
- 38% of kindergarten students at TBK-8 scored in the “one grade level below” on the i-Ready mathematics assessment administered at the beginning of the school year (August-September 2024)

Discipline

- 46 total reports of bullying during school year at time of lesson proposal (February 2025)
- Top reported disciplinary descriptions: minor disruption, minor defiance, and minor physical contact/physical aggression

i-Ready: a web-based, criterion-referenced diagnostic assessment that helps identify student’s needs in math and reading) assessment scores highlighted the need for reading and language arts support

Achievement

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38% of kindergarten students at TBK-8 scored in the “one grade level below” on the i-Ready mathematics assessment administered at the beginning of the school year (August-September 2024)

Discipline

46 total reports of bullying during school year at time of lesson proposal

Top reported disciplinary descriptions: minor disruption, minor defiance, and minor physical contact/physical aggression

All of this data was collected using Synergy, Hillsborough County Public Schools data

collection online storage system.

NEEDS ASSESSMENTS

Survey (2 versions) sent to relevant school personnel (kindergarten teachers, school counselor supervisor, kindergarten para-professionals, administration, SLPs) and parents from 1 kindergarten class via Google Forms

1. How frequently do kindergarten students in your classroom/school struggle with identifying or expressing their emotions?
2. How often do you observe kindergarten students needing additional support with forming positive friendships or navigating social situations?
3. How well do kindergarten students manage frustration or other strong emotions in your classroom/school?
4. How important do you feel it is to teach teamwork and cooperative skills at the kindergarten level?
5. In your opinion, would a structured program focusing on emotions, friendships, calming strategies, and teamwork benefit your kindergarten students?
6. What areas do you believe should be prioritized in a social-emotional learning program for kindergarten students? (Select up to two)
7. Would you support the implementation of a short, developmentally appropriate social-emotional program in kindergarten classrooms?
8. Do you have any additional feedback or suggestions for a program like this? (Optional)

On this slide, the questions from the needs assessment are listed. As stated on the slide, 2 versions of this survey were sent out via Google forms, and I made sure to keep the responses anonymous for both.

The wording was changed from “students/your school” to “child/at home” for the parent survey. While the wording is slightly altered to fit the audience, the questions remained the same. Questions 1-5 used a Likert rating scale answer, question 6 allowed for respondents to pick up to 2 important topics from the list, question 7 was Yes/No/Unsure, and 8 was open-ended and optional.

NEEDS ASSESSMENT

- 5 school professionals filled out the survey
- 8 parents from a kindergarten classroom filled out the survey

(13 responses total)

Overall finding:

Both parents and teachers supported the implementation of a SEL targeted program for this age group and identified the following as their main concerns:

(1) identifying and expressing emotions and (2) managing frustration or stress

Here, I just want to brief touch on some of the needs assessment results. I wish I had the time to share everything with you, but that would take up my whole time slot! Just a couple quick things- I had 13 overall respondents between the two surveys (5 school personnel and 8 parents). After reviewing the data from both surveys, the overall finding is that both parents and teachers supported the implementation of a SEL targeted program for this age group and identified the following as their main concerns: (1) identifying and expressing emotions and (2) managing frustration or stress.

PROJECT DESCRIPTION

- 4 30-minute classroom lessons implemented in kindergarten classrooms
- Focus: Social-emotional (SEL) learning
- **Typical lesson layout**
 - Stretch break
 - Story & discussion
 - Activity
- **Unit: Learn and Grow Together- Big Feelings and Big Friendships**
 - Basic emotion identification
 - Coping skills
 - Positive peer interaction & kindness
 - Teamwork & paired problem solving

What did my project look like? As I said on my opening slide, this was completed in various kindergarten classrooms. The focus was social-emotional learning, but each lesson had a different topic. I tried to organize them in such a way that the content presented related to the previous lessons (the lessons “build on each other”) and incorporated the feedback from the needs assessment.

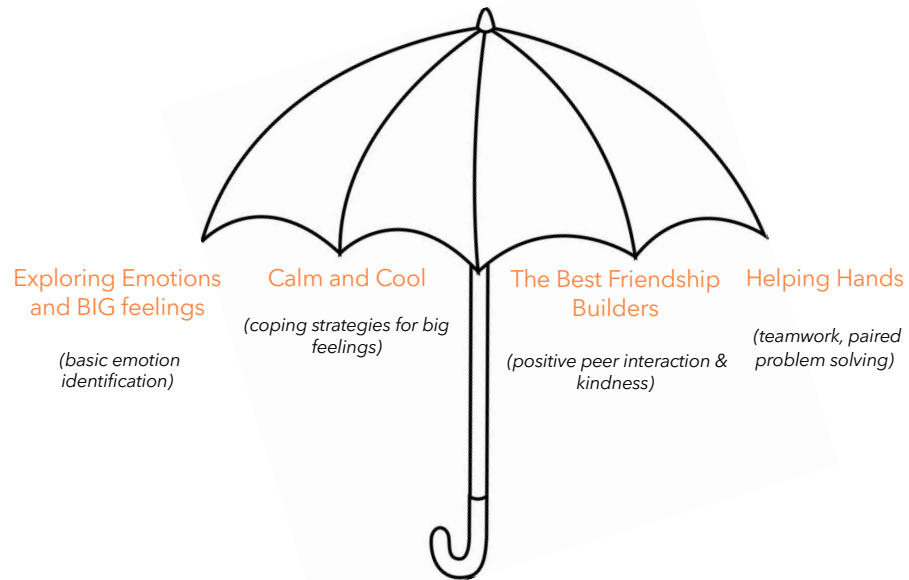
Typically, when I got into the classroom, I would do a stretch break with the students. From there, we would read a story relevant to the topic of the lesson and then complete an activity.

Unit: Learn and Grow Together- Big Feelings and Big Friendships

Lessons:

1. Basic emotion identification
2. Coping skills
3. Positive peer interaction & kindness
4. Teamwork & paired problem solving

LEARN AND GROW TOGETHER: BIG FEELINGS AND BIG FRIENDSHIPS



(overarching umbrella topic is social-emotional learning)

AIA STANDARDS



Assessment



Collaboration and Consultation



Counseling Prevention and Intervention



Diversity and Advocacy

Assessment

- I will be collecting data from is made up of students who have IEPs. This falls into assessing barriers that could impede students' academic, career, and social/emotional development
- Conducting a needs assessment also falls under this standard

Collaboration and Consultation

- Collaborated with teachers to get their input and incorporate their classroom goals are vital for this lesson as well
- Asking for the input of my supervisor and the classroom teachers, I can ensure that the lessons are developmentally appropriate and support classroom goals

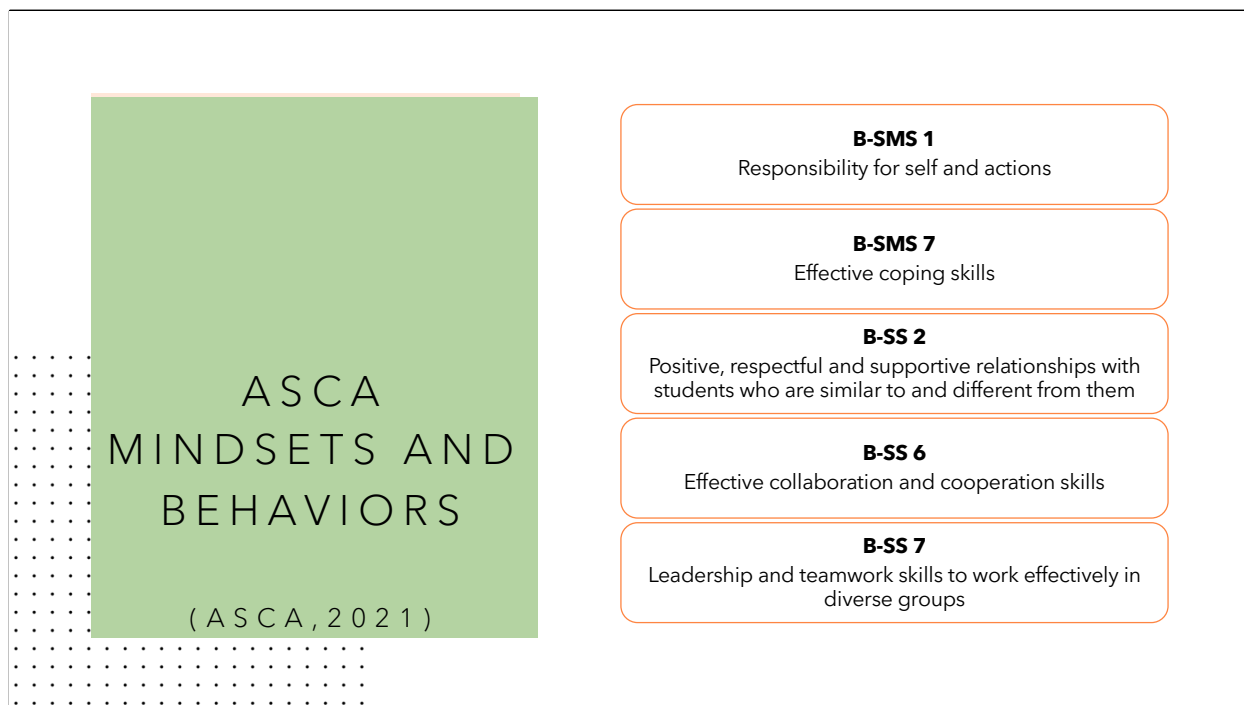
Counseling Prevention and Intervention

- Lessons is one of the as the main actions highlighted in this domain

Diversity and Advocacy

- I am seeking out stakeholders (i.e., needs assessment, discussion with classroom teacher) to engage them in my lessons and student development
- I highlights cultural sensitivity within the lesson plan themselves, which is on the

next slide



LESSON 1

B-SMS 1-responsibility for self and actions (ASCA, 2021)

By learning about what they're feeling and how to communicate this effectively, student gain responsibility in being able to express and advocate for themselves.

LESSON 2

B-SMS 7- effective coping skills (ASCA, 2021) (main content of lesson)

LESSON 3

B-SS 2- positive, respectful and supportive relationships with students who are similar to and different from them (ASCA, 2021). (peer interactions, kindness, giving each other complements)

LESSON 4

B-SS 6- effective collaboration and cooperation skills

B-SS 7- leadership and teamwork skills to work effectively in diverse groups (ASCA, 2021).

FLORIDA EDUCATIONAL STATE STANDARDS

ELA

(Florida Department of Education, 2014)

- **LAFS.K.SL.2.6** Speak audibly and express thoughts, feelings, and ideas clearly
- **LAFS.K.RL.4.10** Actively engage in group reading activities with purpose and understanding
- **LAFS.K.SL.2.5** Add drawings or other visual displays to descriptions as desired to provide additional detail

MATH

(Florida Department of Education, 2020)

- **MA.K.NSO.1.2** Given a number from 0 to 20, count out that many objects
- **MA.K.NSO.1.3** Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth”

On top of the ASCA Mindsets and Behaviors, I aligned the lessons with the educational standards for the state of FL as well.

ELA (Florida Department of Education, 2014)

LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly (all)

LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding (all)

LAFS.K.SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail (lessons 1,2, and 3)

MATH (Florida Department of Education, 2020)

MA.K.NSO.1.2 Given a number from 0 to 20, count out that many objects (lesson 1)

MA.K.NSO.1.3 Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth” (lesson 3)

TEACHER GOALS

Fine motor skills

(scissor use, coloring in the lines, glue sticks, etc.)

Groupings and patterns

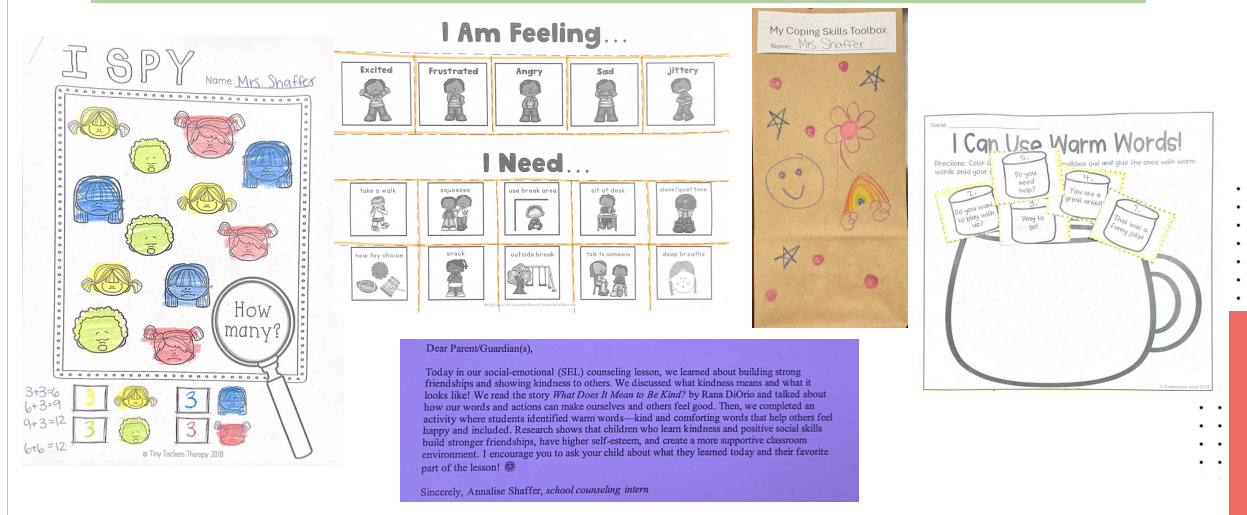
(color, main idea, etc. → critical thinking skills)

Following along with class-wide instruction

(active listening skills)

On top of the ASCA M&B and FL state academic standards, I wanted to collaborate with teachers and integrate some of their personal goals for their classrooms into the lessons. The teacher goals that were integrated and discussed are fine motor skills, identifying relevant groupings/patterns, and following along with class-wide instruction.

ARTIFACTS & ACTIVITIES



Here are some activities and artifacts from each of the lessons.

The emotion I-Spy was from lesson one- which focused on emotion identification. We had student practice using sorting the emotions by color, identifying what the emotion word is, as well as their basic math proficiencies at the end.

The I Am Feeling... and I Need... worksheet and the brown paper bag were utilized for a coping skills toolbox activity. Students cut along the highlighted lines to make skills and feeling to put in their toolbox (brown bag). Students were allowed to decorate their toolbox once all the pieces were cut out and explored.

The warm words activity was from lesson 3, where we focused on kindness and positive friendships. For this activity, there were 8 marshmallows total on the bottom. Students had to cut them out, and we worked as a class to determine if they were warm (kind) words. If they were warm words, we glued them to the top of the cup. Students were allowed to color their cups at the end.

The purple slip of paper is an example of the parent letter I sent home after each lesson.



This is a photo captured by the classroom teacher during my fourth and final lesson. As previously stated, this lesson focused on teamwork. To have students practice working with their classmates and teamwork in a fun way, we did an activity where students had to pass a hula-hoop through the entire circle without letting go of each other's hands. This helped the student actively practice problem solving and working as a unit to meet a goal.

CULTURAL SENSITIVITY

Diverse classroom environment

- Mixture of genders, learning abilities, races, ethnicities, strengths, weaknesses, special learning considerations (IEPs, 504, etc.), and interests

Ensuring diverse representation and open discussions

- Seek out books that showcase characters of different races, genders, ethnicities, etc.
- Express/explain how feelings are universal but may be expressed in various ways
- By being truthful about our differences and celebrating them within the lessons

Collaboration throughout lessons

- Input from parents, teachers, my supervisor, and students themselves as well

Make inclusion and positive interactions a priority

- Multiple teaching methodologies: the inclusion of visual aids, hands-on activities, independent work, teamwork, etc.

To promote a positive, caring, and safe learning environment for all students...

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EVALUATION

How did I evaluate my lessons/unit?

- Survey administered to one kindergarten class before lesson 1 and after lesson 4 (2 times total)
 - see here →
 - Quantitative data
 - Increase in "yes" responses for numbers 1, 3, and 8
- Evaluation survey completed by my supervisor and classroom teachers
 - Qualitative data

Kindergarten Pre- and Post-Lesson Survey

Name: _____ Date: _____

1. I can name different feelings.
YES 😊 NO 😊
2. I know what to do when I feel mad or sad.
YES 😊 NO 😊
3. I know how to be a good friend.
YES 😊 NO 😊
4. I can take deep breaths to help me calm down.
YES 😊 NO 😊
5. I can work together with others in a group.
YES 😊 NO 😊
6. If I have a problem with a friend, I know how to solve it.
YES 😊 NO 😊
7. I know who to ask for help when I have big feelings.
YES 😊 NO 😊
8. I know how to use kind words.
YES 😊 NO 😊

To evaluate my lessons, I administered a simple survey to one kindergarten class (see on slide). While this was technically a data collection source, I don't think I would do it again because the results showed low reliability. The goal of a survey is to see growth, but I knew that answers could change drastically depending on the day- especially given the students' ages. For example, the pre lesson survey had results of 100% yes on number 5 and number 7. and then for the post lesson survey, #5 had about 81% respond yes and #7 had about 94% respond yes.

EVALUATION: STUDENT SURVEY

SURVEY NUMBER	PRE LESSON % "YES"	POST LESSON % "YES"
1	86%	94%
2	71%	69%
3	93%	94%
4	93%	81%
5	100%	81%
6	86%	75%
7	100%	94%
8	93%	94%

Here are the specific percentages for the survey administered pre and post lesson. I won't go through them in detail for the sake of time, but I felt it was important to include these as well. The highlighted numbers show an increase in percentage.

EVALUATION: TEACHER SURVEY

- High teacher appreciation for investing time into these lessons and teaching students these skills that are often neglected in general education curriculum
- Overwhelming positive feedback... which was wonderful!
- Positive changes reported include:
 - Emotional regulation and improved communication
 - Students are more polite and respectful to each other

Teacher comments

- "I have several students who have lost their parents, and I feel that they have a better understanding of their emotions and coping strategies that they can now use both inside and outside the classroom."
- "We normally do not get to do these types of lessons with their social studies curriculum. I found them very helpful and would love for them to be done again in the future."

This slide shows results from the survey that I sent out to the kindergarten teachers. This is majority qualitative feedback with one Likert scale question.

EVALUATION DATA: ACHIEVEMENT & DISCIPLINE DATA

Achievement

- 24% of kindergarten students at TBK-8 scored in the “one grade level below” on the i-Ready language arts assessment administered at the beginning of the school year (December 2024-January 2025) (-32)
- 39% of kindergarten students at TBK-8 scored in the “one grade level below” on the i-Ready mathematics assessment administered at the beginning of the school year (December 2024-January 2025) (+1)

Discipline

- 134 total reports of bullying during school year as of now (+88)



Just to touch base on the data presented at the beginning of the lesson as a basis for the lesson, here are the updated numbers. While the achievement data does not necessarily reflect the content I teach, it is important to know what skills I can work on integrating.

MOVING FORWARD! 😊

MAIN TAKEAWAYS, PERSONAL REFLECTION, & MOVING FORWARD

- Layout of lessons and activities selected were successful
- Even when grade level is the same, you will have to acclimate to each unique classroom environment
- Content was age appropriate and accommodated for student diversity
- I really enjoyed working with this age group!

- *To improve in the future, I would...*

- Find a new way to quantitatively evaluate students (low survey reliability)

To end this presentation, I wanted to share my main takeaways and do some personal reflection

- Layout of lessons and activities selected were successful
- While the grade level is the same, you will have to acclimate to each classroom environment
- Content was age appropriate and accommodated for student diversity
- I really enjoyed working with this age group

To improve in the future, I would...

- Find a new way to quantitatively evaluate students (low survey reliability)

THANK YOU!

That concludes my presentation. Thank you all so much for listening. The next slide is my references

References

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

Florida Department of Education. (2014). *Language Arts Florida Standard*.

https://www.fldoe.org/core/fileparse.php/12087/urlt/GK_LanguageArts_Florida_Standards.pdf

Florida Department of Education. (2020). *Florida's B.E.S.T. Standards for Mathematics*.

<https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf>