

Component #1: Needs, Goals & Objectives

1) Student identifies two existing data sources and one other approach for assessing student needs and describes how these data sources will be analyzed in order to identify needs and gaps in achievement.

On Wyoming's Department of Education website, I was able to discover data sources that exhibit student success at a particular elementary school. The first source is an "Overall School Performance Rating Report by Year" (WDE, 2021). For Wagonwheel Elementary in 2017-2018, the school as a whole was not meeting overall performance expectations (WDE, 2021). Secondly, data labeled, "Average Daily Attendance and Membership- School Year: 2017-2018", revealed that attendance was down overall at Wagonwheel Elementary compared to other school years (WDE, 2021). A study done by Siqueira, Santos, Pereira, et al., (2019) explains, "It was possible to observe an association between bullying and dissatisfaction with oral health and body image" (Siqueira, Santos, Pereira, et al., 2019). This could be a contributing factor as to why students were staying home.

Body image is a hot topic among young adolescents. Teachers in the 5th grade were noticing that the girls in the classes were skipping lunches and not eating, and therefore losing energy and focus in the afternoon. Along with that, some of the heavier set students in the 5th grade were missing more days than normal. They began to worry about their students and brought this issue to the school counselor.

The data shown above could explain why there is a gap in achievement at the elementary school over the years. Body image has become a distraction for many young adolescents. Students began staying home due to insecurities and bullying regarding their appearance, which is why we see a drop in attendance in the data as well.

2) Student develops one overarching goal for the group program based on identified need; the goal aligns with the academic mission of schools.

- The mission of Wagonwheel Elementary is, "What is in the best interest of all Wagonwheel students?" (Wagonwheel Elementary, 2021). The group goal aligns with this mission statement because after students participate in the Positive Body Image group, students will develop a healthy view of themselves, not only physically, but emotionally, academically and socially. They will see that they have more to offer than just their appearance.

3) Student develops two measurable objectives for session #1 of the structured group program that supports the established goal (one school counseling content and one mathematics content).

- Wyoming Math Standard for 5th grade- MP.2 Reason abstractly and quantitatively.
- ASCA Standard- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- Objective: The objective for the math content is, students are able to use and read graphing information to express their ideas in multiple numeral ways.
- Objective: The ASCA objective is that students will be able to identify positive body image attributes that improve on their whole self.

4) Student develops two measurable objectives for session #2 of the structured group program that supports the established goal (one school counseling content and one language arts content).

- Wyoming ELA Standard for 5th grade -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- ASCA Standard- M 2. Self-confidence in ability to succeed
- Objective for ELA: Students will be able to write a narrative summary about body image that they can present to other students.
- Objective for ASCA standard: Students will be able to identify healthy and appropriate practices to support positive self-esteem and success.

5) Student briefly describes the importance of data-driven, needs-based programming that clearly aligns professional school counseling with the mission of schools.

It is important to utilize school data to pinpoint discrepancies within student achievement. This is an Ethical Standard outlined by the American School Counselor Association (2019). School counselors should, “Use data to determine needed interventions, which are then delivered to help close the information, attainment, achievement and opportunity gaps” (ASCA, 2019). Without using data to support your program, your efforts could possibly be misdirected or in vain, as services may be needed in an area that the data clearly outlines.

Component #2: Research- Supported and Standards-Based Content

1) Student provides step-by-step process and activities to be covered in a math session (research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA's journal, *Professional School Counseling* . Cite/attach handouts to be used.

- First and foremost, the school counselor will repeat the group rules and remind students what the limits of confidentiality are in the group.
- The last session, students participated in an ice breaker, the counselor determined norms, and introduced the topic of Body Image, which will be discussed in this session.
- The counselor will give the definition of body image derived from Medical News Today, “Body image refers to a person’s emotional attitudes, beliefs, and perceptions of their own body” (Medical News Today, 2021).
- Have students brainstorm what their own personal beliefs and attitudes towards their own body looks like and how that may affect them on the day to day.
- To follow along with ASCA and Wyoming Math standards, the school counselor will start off by asking a question about the topic of body image.
- What are some examples of practicing positive body image that improves on the whole self? What are some examples of practicing negative body image?
 - Allow for discussion and the school counselor may list these on the board.
 - How do you feel when you focus on the negatives about your body?
 - Do you feel limited in your abilities?
 - How often during the day do you dwell on your appearance?

BEGINNING OF ACTIVITY: Supplies include: white board, dry erase marker, and each student gets the same colored pack of sticky notes. This is an idea that I came up with and did not find a resource for.

- The school counselor will have created a type of graph on the white board. On the y axis will be “Number of student guesses,” and on the x axis will be labeled “Positive and Negative Body Image Examples.” Ask students if they know which is the x and the y axis.

- Some of the positive examples will have been generated by the students and the school counselor will have also included negative examples such as, “depression, posting hurtful things on social media, bullying, etc.” Some examples may be more discreet like dressing provocatively, not eating very much, or skipping lunch. Positive examples may be eating three meals a day, or exercising 3 times a week.
- The goal for the school counselor is to determine whether or not the students can correctly identify examples of positive body image.
- Students will then go up in groups of 3 or so, and place a sticky note on the examples that are considered positive to improve on body image to form a bar graph.
- After every student has placed their sticky notes, we will discuss why they decided on those examples and why they left the other ones blank.
- The blended math question is, “How do we read data organized within a graph?”
- By the end of the activity students should have a basic foundation of negative and positive examples of things that affect body image.
- The post question will again be asked, “What are some examples of practicing positive body image that improves on the whole self”
- Lastly, before the students leave the session, the school counselor will conduct a scaling question. Toros, LaSala, & Medar, write, “Scaling helps the client to understand what is important for her/him and what resources are needed” (Toros, LaSala, & Medar, 2016). This will be asked as, “On a scale of 1-10 write anonymously on a piece of paper (for privacy) how satisfied you are with the image of your own body. 1 being the lowest and 10 being the highest”
- The school counselor will collect this and will help with guiding the next session.
- The counselor informs students that they will be exploring how body image affects our confidence in the next session.

2) Student provides step-by-step process and activities to be covered in an english session. Research support for theoretical orientation and techniques required from at least one scholarly peer reviewed counseling journal, preferably ASCA's journal, *Professional School Counseling* . Cite/attach handouts to be used.

- Initially, the school counselor will welcome the students and then go over group rules and confidentiality again to remind them.
- We will summarize what we discussed last session on the topic of body image.

- We will watch a video
 - https://www.youtube.com/watch?v=Fcy_VQZG5Dg
 - Open questions: Why was the girl editing her yearbook photo?
 - Why didn't the dog want to go into the park? Have you ever felt that way of not wanting to participate because of how you felt about your body?
 - What did the owner say about the dogs attributes or characteristics? Were they physical?
- Ask students where they may be influenced to appear a certain way. Ask, "How does that make you feel?" "What is self-esteem?" "Do you feel like you have a positive or negative view of yourself and why?"
- Take a moment to think quietly about how you view yourself and how social media or others have played a part in that. Students do not have to share if they do not want to.
- Brainstorm and discuss how viewing ourselves negatively impacts other areas of our lives.

BEGIN ACTIVITY: Supplies include- Printed out body diagram for students, magazines, newspapers or pictures brought from home.

- To begin the activity, the school counselor will pass out the diagram. "Imagine that is you. Think about what makes you, you. Do not focus on physical characteristics. For example, Amy has a great laugh and makes others happy. She could cut out a picture of a smile, or write the word laugh on her body diagram. The goal is to think about things that make you unique and make you feel positive about your own body and the gifts you possess.
- When the students are finished, the class will discuss.
 - How do you feel about yourself now?
 - Do you see positive characteristics?
 - Were you able to focus on your own self or were you comparing?
 - Notice the emotions and share if you would like.
- Point out how the majority of things written down were not appearance based, and how when we focus on what we look like we are missing all our gifts and talents that make us unique.
- Students may write in their journal about the experience and share with the other students if they would like. Writing can be so therapeutic for students. Veronese & Barola

write, "Children are viewed as the main architects of the solutions required to cope with the hardships they have to face..." (Veronese & Barola, 2018).

- The discussion will end with a summary led by the school counselor that reiterates the importance of positive body image and not reducing oneself to appearance only.
- The school counselor will use miracle questioning- "Imagine what you could accomplish in life, if you were so confident in who you were and your abilities? Where do you see yourself?" Do you see how you can hold yourself back if you only focus on what you look like?
- Diagram attached.

3) Student identifies ASCA Standards and core academic standards covered in math and english sessions.

MATH & ASCA-

- Wyoming Math Standard for 5th grade- MP.2 Reason abstractly and quantitatively
- ASCA STANDARD- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

English & ASCA-

- Wyoming ELA Standard for 5th grade -Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- ASCA Standard- M 2. Self-confidence in ability to succeed

4) Student discusses the importance of supporting theoretical orientations and techniques in school counseling prevention and intervention programs.

It is important to use theoretical techniques in group counseling sessions because they are proven to work. These are researched best practices that have data to support their success in group intervention and prevention. Other individuals have put in the time and effort to make sure these techniques accomplish their intended goals. As a school counselor it would be my job to utilize these techniques appropriately in focused group settings.

Attachments

- [Body image diagram .docx](#)

Component #3: Ethical, Legal, Multicultural

1) Student identifies ethical and legal considerations in group work with minors in the schools and those specific to this group program.

- It is imperative that school counselors first and foremost cover confidentiality with any group in the schools. Not only covering it with the students but informing the parents of the terms of confidentiality within their child's group and receiving written permission.
- ASCA (2019) writes, "Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students" (ASCA, 2019). This is an important consideration especially in elementary schools. It is the counselors job to make sure the students understand it clearly at their developmental level.
- Group members need to be made aware of the rights that they have when it comes to participating in a group (Gladding, 2016). This includes explaining to students that they do not have to share unless they are ready or want to.

2) Student creates a signed consent form to be distributed to parents of students prior to participation in group counseling to include limits to confidentiality in group work (attach as a supplemental form in LiveText for this section).

See attached consent form.

3) Student identifies how the group program is culturally sensitive, describes how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during group, and identifies strategies included in the group program that promote a positive, caring, and safe learning group environments.

- This specific program on body image is culturally appropriate, because body image issues do not only affect one specific group or culture. The activity in the group does not single out a specific individual. The initial session discussing body image would discuss how everyone is different in abilities, backgrounds as well as physical appearance. It would be a focus with students to never bully or degrade another student based on what they look like. I plan to make it a safe and caring place in the group by not forcing individuals to share. Students will also be encouraged to come to me individually if they want to further discuss the issue.

4) Student discusses the importance of carefully considering issues related to ethics, legal, professional, and cultural significance in the group process from making group opportunities available and member selection to group termination.

- As a school counselor, you must have a comprehensive understanding of the ethical and legal guidelines that are associated with the profession. That is a part of being a competent counselor. One must never stop progressing and learning about ethical and legal issues either.
- In terms of the group process, school counselors have a responsibility to do their own research and have a cultural understanding of the member's backgrounds. These form and shape the direction and theories that the counselor should implement in the group. This trickles through every aspect of the group process, because each step will resonate differently with diverse individuals that make up groups.

Attachments

- [Updated_consent_form.pdf](#)

Component #4: Program Evaluation

1) Student creates a pre-post measure for session #1 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

- Which one is an example of practicing positive body image that improves the whole self?
 - a) editing photos
 - b) healthy eating habits
 - c) saying negative things about your body
 - d) skipping meals
- We used graphing to document information. What kind of graph was it?
 - a) bar graph
 - b) pie chart
 - c) dot plot
 - d) box plot

2) Student creates a pre-post measure for session #2 that includes only one multiple choice item for each session objective for a total of two items (one for the school counseling content and one for the core academic content).

- What is an example of poor body image negatively impacting success?
 - a) healthy eating habits
 - b) not coming to school or trying something new
 - c) healthy exercising habits
 - d) trying out for a lead part in a play
- What kind of writing are you using when talking about your own experiences in your journal?
 - a) fiction
 - b) persuasive
 - c) narrative
 - d) compare and contrast

3) Student briefly describes the importance of program evaluation and outcome-driven programming in professional school counseling

- When forming a group the school counselor must have the end goal in mind right from the very beginning. This will help the counselor with screening, deciding on a theoretical

framework to use, and evaluation. This also goes back to utilizing appropriate data to guide your focus in selecting needed topics.

- The school counselor will be able to evaluate effectiveness by using strategies like exit tickets, scaling, etc. The school counselor must have measurable data to indicate whether the group has been successful in achieving the initial outlined goal. If not, the counselor will be able to pinpoint the ineffective aspects and tweak them for the next session.

Component #5: Scholarly Writing

Student uses correct grammar, punctuation, sentence structure, and spelling.

Student includes at least three peer-reviewed journal articles to support group content and choice of theoretical approach and techniques—best practices.

Students please contact the writing center, publisher of the journal, or research the journal using the Internet to determine if your selected journal is peer-reviewed.

Reference

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Group Facilitator Summary to Instructor
(PLEASE TYPE)

COSC 512 Student Name: Katharine Sandvick

Grade Level: 5th Grade

Group Program Topic: Body image

ASCA Standard for the specific session: M 2. Self-confidence in ability to succeed

Academic Standard for this specific session (Math or English): Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

GROUP FACILITATION:

Group session components to be covered:

- In the group session incorporating ELA, the students will be focusing on the objective of being able to identify healthy and appropriate practices to support positive self-esteem to set them on a trajectory towards success.
- The ELA component will be focused on using narrative techniques to journal and express their emotions through writing. Additionally, students will have the opportunity to present and share their experiences that they wrote about.

Primary theoretical orientation(s) used in developing this group session:

- Psychoeducational
- Solution focused techniques
- Narrative

Specific theoretical techniques to be used in this group session:

- Scaling questions
- Miracle questions
- Journaling

Specific group facilitation counseling skills to be used in this group session:

- Facilitating
- Modeling
- Suggesting
- Interpreting
- Clarifying
- Goal-setting
- Evaluating
- Protecting
- Blocking
- Linking
- Summarizing
- Self-disclosure
- Terminating