

PSYCHO-EDUCATIONAL SMALL GROUP POWERPOINT ASSIGNMENT

Katharine Sandvick



PSYCHO-EDUCATIONAL SMALL GROUP TOPIC:

EMOTIONAL
REGULATION

GRADE LEVEL OF SMALL GROUP PARTICIPANTS:

FIVE 1ST GRADE STUDENTS

4 BOYS

1 GIRL



GOAL OF SMALL GROUP

- Focus is on developing appropriate strategies to deal with emotions and outbursts.
- Learned how to verbalize and recognize how they are feeling in a calm, clear manner.
- Responding to emotions by using positive coping skills
- Addressing the size of a problem and appropriate responses
- Understanding others perspective and the impact of decision making
- By the end of the small group sessions the goal was that students will have improved in the Behavior Standard B-SMS7, effective coping skills and B-SS 9. Also, Social Maturity and behaviors appropriate to the situation and environment (ASCA, Mindsets & Behaviors for Student Success).



DATA SOURCES



- ❖ Needs assessment by way of Google Form sent out by the school counselor. It was also specifically noted by this teacher that self-regulation and managing feelings was an area of “high need” for interventions on the needs assessment
- ❖ Teacher referral based upon observations of anger outburst and inappropriately responding to teachers and peers.
- ❖ Referral from Behavioral Specialist- concerns about the same 1st grade students

ASSESSMENTS

The teacher was surveyed to support the need for this group. The teacher completed the Likert scale pre/posttest to identify more in-depth skills and behaviors that are needed for this group. The scale also informed me on how developed or undeveloped the skills were and which regulating skills needed immediate focus.

The student version pre/post test encourages them to reflect on how well they think they do at regulating and managing their feelings. This survey is developmentally appropriate to best help the young students be reflective.

Name 

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

Small Group Teacher Survey

Student: [REDACTED]

Grade: 1

Completed by: Fox

Circle: Pre-Group

Post-Group

Anger Management Skills

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	3	1

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Small Group Teacher Survey

Student: [REDACTED]

Grade: 1

Completed by: Fox

Circle: Pre-Group

Post-Group

Anger Management Skills

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	3	1

not towards peers, just objects

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

CONSENT FORM EXAMPLE

KIDS can COPING SKILLS GROUP



When: FRIDAYS 8:45-9:15
SIX WEEKS

Where: SCHOOL
COUNSELOR'S OFFICE

WHY: YOUR STUDENT HAS
BEEN INVITED TO
PARTICIPATE IN A GROUP
FOCUSING ON LEARNING
COPE WITH EMOTIONS.
PURPOSE OF THE GROUP
TO INCREASE THEIR
ACADEMIC, PERSONAL
SOCIAL SUCCESS.

FOR MORE INFORMATION CONTACT
WAGONWHEEL SCHOOL COUNSELOR
MONIKA YOUNT OR KATIE SANDVICK, INTERN,
686-1060 OR myount@ccsd1schools.net

HOW: WE WILL HAVE
ENGAGING LESSONS,
DISCUSSION, ACTIVITIES
GAMES, WHILE IDENTIFYING
EMOTIONS AND WORKING
THROUGH PROBLEMS &
CONFLICTS.

PLEASE RETURN THIS PORTION FOR PARENT/GUARDIAN PERMISSION:
I GIVE PERMISSION FOR MY STUDENT, _____

STUDENT NAME

TO PARTICIPATE IN THE "1ST GRADE COPING SKILLS GROUP"

PARENT SIGNATURE

PARENT NAME PHONE: _____

PRE-AIA SPECIALTY STANDARDS

FOUNDATIONS: During implementation of the group, I adhered to ASCA Ethical Standards for School Counselors. Specific standards include A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling, A. 7.a Group Work, and A.2. Confidentiality. A.4. Academic, Career and Social/Emotional Planning (d.) Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self management and social skills and an understanding that lifelong learning is part of long-term career success.

COUNSELING PREVENTION & INTERVENTION: Provides individual and group counseling and classroom guidance to promote the academic, career and social/emotional development of students. This group focused on emotional development for the students and skills that needed intervention and improvement.

DIVERSITY AND ADVOCACY: Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students. – Behavioral challenges can interfere and impede academic learning. By identifying and intervening with a behavioral challenge, students have improved opportunities and time to learn in the classroom.

ASSESSMENT: Assesses barriers that impede students' academic, career, and social/emotional development. Through data collection and surveying stakeholders, I was able to assess specific barriers that are impeding students' learning. ii. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. – The effectiveness of the group was assessed based on comparing data collected at the beginning, middle and end of the group.

CULTURALLY SENSITIVE IMPLEMENTATION

We had conversations about how everyone goes through trials no matter what you look like or where you are from, and we can use similar tools to overcome difficulties. Additionally, I chose interactive activities that included representation of other races.

The students had moments of conflict in the small group that provided opportunity to talk about how we treat others with respect. The students were very sweet to each other when emotions were evoked.

Play was heavily incorporated in the small group because it was a developmentally appropriate strategy to integrate these topics. According to Parker et al., “The play therapy room is a nonjudgmental environment wherein children can process their experiences” (2021, p. 4).

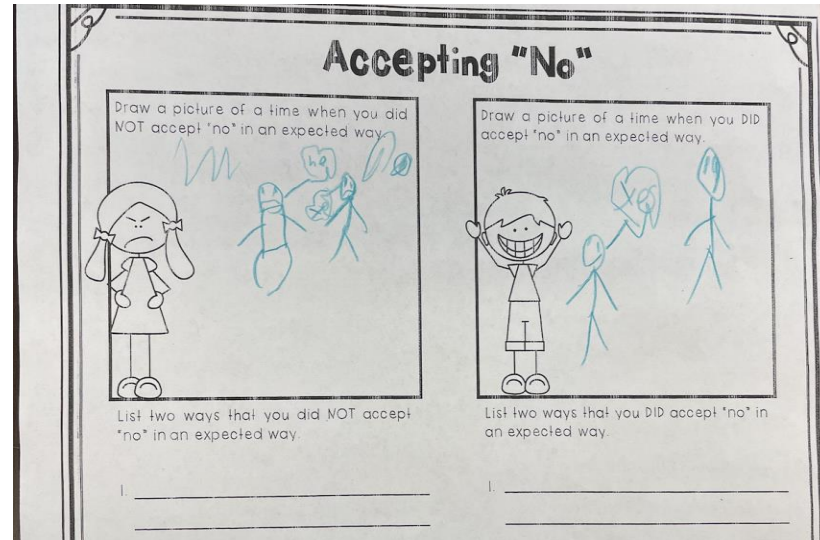
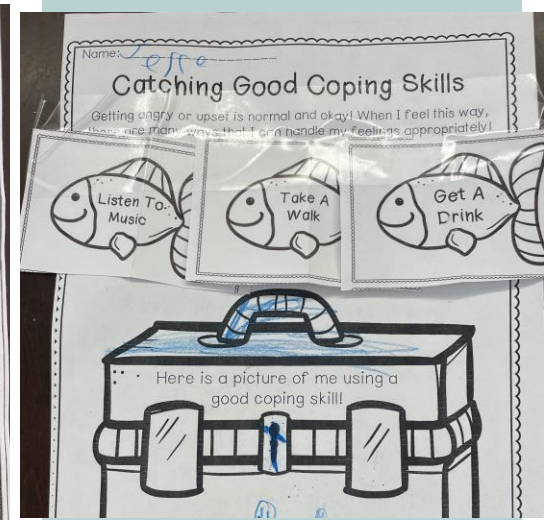
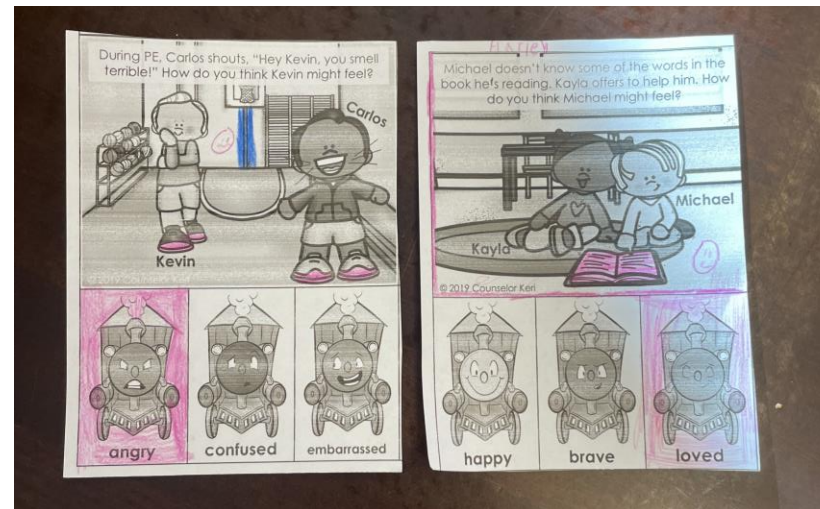
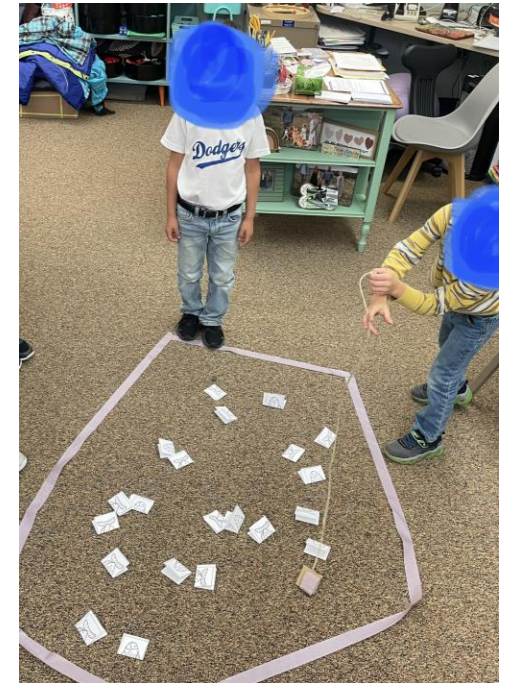
When evaluating the behaviors pre and post small group, I took into consideration what I knew about student's socioeconomic status and how their home life impacts the behaviors and choices made at school.



Small Group Implementation & Artifacts

Small Group Lessons:

1. Erupting Volcanoes/Emotions
2. Size of a Problem
3. Fishing for Coping skills
4. Perspective Taking
5. Accepting No
6. Reflective meeting/Evaluating Growth



Results

- ❖ In order to evaluate the effectiveness of the group, data was collected and analyzed.
- ❖ Data includes the post small group teacher survey that was initially completed at the beginning of the group. The scores were added up to determine whether growth was achieved.
- ❖ Additionally, I evaluated the student's self-reflective posttest that identified whether they feel like they have improved on the focused skills that we have been working on.
- ❖ **Areas of improvement**
 - ❖ More sessions/More than once a week
 - ❖ Increased communication with the teacher to hone in on problems arising in the classroom and identify consistent roadblocks as well as let the teacher know the skill were practicing for the week
 - ❖ Outline expectations of the group more clearly to students during the first session
 - ❖ Follow through in the classroom and practicing skills at home/Communication with parents



Results from Teacher Survey

Student 1

20 pre group

Small Group Teacher Survey

Student: ~~_____~~ Grade: 20/40

Completed by: ~~_____~~

Circle: Pre-Group Post-Group Anger Management Skills

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	3	1

not towards peers, just 1 strike

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Student 2

24 pre group

Small Group Teacher Survey

Student: ~~_____~~ Grade: 24/40

Completed by: ~~_____~~

Circle: Pre-Group Post-Group Anger Management Skills

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	3	1

very rude

if they don't do because they are scared of him

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Results from Teacher Survey

Student 3

25 pre group

Small Group Teacher Survey

Student: [redacted] Grade: 25/40

Completed by: [redacted]

Circle: Pre-Group Post-Group

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	2	1

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Student 4

32 pre group

Small Group Teacher Survey

Student: [redacted] Grade: 32/40

Completed by: [redacted]

Circle: Pre-Group Post-Group

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	2	1

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Results from Teacher Survey

Student 5

28 pm group

Small Group Teacher Survey

Student: [REDACTED] Grade: 1 28/40

Completed by: [REDACTED]

Circle: Pre-Group Post-Group

Anger Management Skills

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	3	1

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Small Group Teacher Survey

Student: [REDACTED] Grade: 23/40

Completed by: [REDACTED]

Circle: Pre-Group Post-Group

Anger Management Skills

Behavior	None of the time	Occasionally	Most of the time	All of the time
1) Has conflicts with peers at recess	4	3	2	1
2) "Holds a grudge"	4	3	2	1
3) Has difficulty calming down when angry	4	3	2	1
4) Gets in argument with others	4	3	2	1
5) Becomes angry very quickly	4	3	2	1
6) Makes negative comments toward others	4	3	2	1
7) Other students complain about student's behavior	4	3	2	1
8) Doesn't accept responsibility in a conflict	4	3	2	1
9) Becomes aggressive when angry	4	3	2	1
10) Has difficulty seeing others point of view.	4	3	3	1

On back, please list additional friendship behaviors the student is demonstrating that you would like to see addressed in group. Please rate the behavior according to the chart.

Results from Student Survey

Name: [REDACTED]

STUDENT SELF SURVEY

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

Name: [REDACTED]

STUDENT SELF SURVEY

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

Name: [REDACTED]

STUDENT SELF SURVEY

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

Results from Student Survey

STUDENT SELF SURVEY

Name: [redacted]

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

STUDENT SELF SURVEY

Name: [redacted]

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

STUDENT SELF SURVEY

Name: [redacted]

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

STUDENT SELF SURVEY

Name: [redacted]

I respond kindly to teachers and classmates.   

I can take responsibility when I make the wrong choice.   

I know how to calm down when I am angry or upset.   

I can explain how I feel without yelling.   

REFERENCES

ASCA student standards: Mindsets & Behaviors for student success. (n.d.). <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abbafed78ec77870cd/Mindsets-Behaviors.pdf>

ASCA ethical standards for school counselors. (n.d.). <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Levy, I. P., & Adjapong, E. S. (2020). Toward Culturally Competent School Counseling Environments: Hip-Hop Studio Construction. *The Professional Counselor*, 10(2), 266-284. <https://doi.org/10.15241/ipl.10.2.266>

Ortiz, F. A. (2020). Self-Actualization in the Latino/Hispanic Culture. *Journal of Humanistic Psychology*, 60(3), 418–435. <https://doi.org/10.1177/0022167817741785>

Parker, Hergenrather, K., Smelser, Q., & Kelly, C. T. (2021). Exploring childcentered play therapy and trauma: A systematic review of literature. *International Journal of Play Therapy*, 30(1), 2–13. <https://doi.org/10.1037/pla0000136>

Small group assessments - anger management. TPT. (2023). <https://www.teacherspayteachers.com/Product/Small-GroupAssessments-Anger-Management-3000109>

Tulluck, D. (n.d.). Brick-Based Counseling (Vol. Grades PK-8, Ser. Strategies and Activities for Supporting Skills Related to Executive Function and SelfRegulation).