

INTERNSHIP 2 CULMINATING PROJECT

**JUNIOR HIGH 7TH-8TH GRADE
SMALL GROUP**

KATHARINE SANDVICK

EXISTING DATA SOURCES

- Behavioral Data Plans

- The Behavioral Data Plans follow the students from their Elementary School. The plans outline the specific behaviors that this group of students need to work on. These include behaviors like using class time appropriately and others described in the outlined sessions. This data source shows the need to address achievement and discipline.

- Attendance Data/Missing Class Time

- The attendance data is collected from the first few weeks of the quarter and shows the amount of time these students are missing class time due to behaviors. The outburst or consequences from behaviors are taking the students out of class and they are missing learning time.

The two existing data sources that identify the need for this small group are the Behavioral Data Plans and attendance data. The Behavioral plans follow the students from their Elementary School. The students in this group have Behavioral plans that outline specific behaviors that they need to work on. These include behaviors like using class time appropriately and others described in the outlined sessions. This data source shows the need to address achievement and discipline.

The amount of time missed looked different for each student. For example, one student was averaging 5 incidents per week/10-20 min per incident. Another student was 6 total incidents/5-10 min. The next student was 15 incidents total/10-15 min. (work refusal). The next student was average of 3 incidents per class for a 20 min. average of missing class time. (yelling, self-talk).

NEEDS ASSESSMENTS- TEACHER

- Google Form Survey: Rate the student's skills or behaviors on a scale of 1-4. 1 being the student demonstrates this skill/behavior All of the time, 2 Most of the Time, 3 Occasionally, and 4 None of the Time.

- Student asks for help when he needs it. 4 students were scored a 3
- Student becomes angry easily. 3 students scored a 2, one student scored a 3
- Student has a hard time accepting no. 3 students scored a 3 and 1 scored a 2.
- Student uses their class time appropriately. 2 students scored a 3 and 2 scored a 2.
- Student is able to take accountability for his/her actions. 2 students scored a 2 and 2 scored a 3
- Student perseveres to overcome obstacles. 2 students scored a 3 and 2 students scored a 2
- Student distracts himself and/or others during class. 2 students scored a 2, 1 student scored a 3 and 1 student scored a 1.

Easton asks for help when he needs it.



The needs assessment given to the teacher was provided in a google form survey. She individually rated each student in the group when it came to the following actions and behaviors. I added up how many students in the group were rated a 1, 2, 3 or 4.

STUDENT NEEDS ASSESSMENT PRE-ASSESSMENT

3	2	1	
			RESPECT: MY BEHAVIOR SUPPORTS THE TEACHING AND LEARNING PROCESS.
			I respect myself by speaking positively about my abilities even when I am confronted with a challenge.
			I respect my time to read and work.
			I respect others' time to read and work without interruptions.
			I respect the teacher's time to teach without interruptions.
			RESPONSIBILITY: MY WORK IS COMPLETED ON TIME AND AT A QUALITY THAT I WOULD BE PROUD TO SHOW OFF.
			I have all my material to class. (AR book, pencil, homework, behavioral self-grade)...
			When given work, I perform my best on the assignment, knowing that every assignment is evidence to show my current level of understanding.
			My work is completed on time, so I can get quick feedback.
			I take care of school property. (I have left it the same/better condition)
			When my work is difficult, I ask for help and/or persevere to complete my work.
			KINDNESS: I AM POLITE TO ADULTS AND PEERS
			I show evidence of kindness to peers through my words and actions.
			I show evidence kindness to adults through my words and actions.
			I am able to take accountability for my choices and actions.

Pick one skill you need to improve on and explain why the skill is important in life:

Getting stuff that you need.

E. 20/36

J. 28/36

This is the student needs assessment. Each student completed a written Likert scale form where they had to self-reflect on the specific behaviors prior to the group. At the bottom the students had to pick one skill that they felt they needed to improve on and why that skill is important for success. For the pre-assessment score, I added up the total they scored themselves out of the total possible score.

Student Needs Assessment Pre-Assessment

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			RESPONSIBILITY: MY WORK IS COMPLETED ON TIME AND AT A QUALITY THAT I WOULD BE PROUD TO SHOW OFF.
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			When my work is difficult, I ask for help and/or persevere to complete my work.
			KINDNESS: I AM POLITE TO ADULTS AND PEERS
			I show evidence of kindness to peers through my words and actions.
			I show evidence kindness to adults through my words and actions.
			I am able to take accountability for my choices and actions.

Pick one skill you need to improve on and explain why the skill is important in life:

read and work

R. 21/36

3	2	1	
			RESPECT: MY BEHAVIOR SUPPORTS THE TEACHING AND LEARNING PROCESS.
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K. 34/36

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DESCRIPTION OF THE PROJECT

Lessons

1. Asking for Help & Self Assessment
2. Choices and Consequences
3. Taking Accountability
4. Time Management
5. Perseverance
6. SMART Goals and Setting Goals

perseverance

pur-suh-veer-uhns noun

persistence in doing something despite difficulty, obstacles, or delay in achieving success, the ability to finish what you started even when all seems lost.



This is the breakdown of the small group and the specific lessons. The lessons were created based off of the data because the numbers identified there was a need for more work in these topics.

AIA SPECIALTY STANDARDS AND RATIONALE

- **Counseling Prevention and Intervention**
 - Promotes academic, career and social/emotional growth
- **Assessment**
 - Assessing strengths and needs, evaluating progress
- **Collaboration and Consultation**
 - Collaborated with teachers and school counselor and implemented peer helping strategies

The small group aligns with this AIA standard because the interventions are targeted for student learning and development. The small group promotes their academic, career and social/emotional growth.

The small group aligns with this AIA standard because prior to the beginning the small group I assessed and interpreted the students' strengths and needs and developed assessments that evaluates their progress.

I demonstrate this AIA standard by collaborating with teachers and the school counselor to identify needs and develop the appropriate small group topics. Additionally, the small group utilized peer helping strategies such as shared discussion, coping strategies and empathy.

ASCA MINDSETS & BEHAVIORS AND RATIONALE

M 3. Positive attitude toward work and learning

- This ASCA Mindset is appropriate because overall this is what the students need cultivated in their learning. A positive attitude toward their work and learning will lead to pride and motivation in their academics.

B-SMS 1. Responsibility for self and actions

- This Behavior Standards is applicable because the students need to understand how the choices they make impact themselves and others. Specifically, we talk about consequences for their choices and actions.

B-SMS 5. Perseverance to achieve long and short-term goals.

- We ended our last two sessions with this topic. This group of students will benefit from learning how to push through difficulties to reach success in their long- and short-term goals.

These are the ASCA Mindsets and Behavior Standards that align with the small group and the rationale.

ARTIFACTS/PICTURES/EXAMPLES

Choices and Consequences

Directions: With your group, look at your scenario and identify the choices and consequences that comes with each decision.

Scenario: B

My Choices: Dont Drink or Drink

Pros-Positive Consequences: leave and dont get into trouble

Cons-Negative Consequences: Do it and you will be in trouble

Blame or Claim!

READ THE STATEMENT CAREFULLY AND DECIDE - ARE THEY POINTING FINGERS OR ARE THEY OWNING THEIR ACTIONS AND SOLVING THE PROBLEM? PLACE EACH ONE IN THE RIGHT SPOT!!

Blaming Statements	Problem Solving Statements
I forgot my homework, so I couldn't go to school and get home.	I was playing too rough, so I got sent to the principal's office.
I was hungry, so I ate the food that was in the trash can.	I didn't study hard enough, so I failed the test.
I was tired because I had to work late.	I didn't listen to my teacher, so I got in trouble.
I didn't have time to go to the gym, so I was out of shape.	I didn't understand the problem, so I asked for help.
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STUDENT
work samples

Directions: It's time to use your time management skills! You need to plan out a project that is important to you. This project can be real or made-up. Be creative!

The project I am going to plan is: Take out the dog

First, make a to-do list!

- get a leash
- put in a leash on the dog
- go out side with the dog

Next, underline or highlight the tasks that need to be prioritized.

Then, write down ABOUT how long each task will take!

Directions: It's time to use your time management skills! You need to plan out a project that is important to you. This project can be real or made-up. Be creative!

The project I am going to plan is: fix the roof with dad

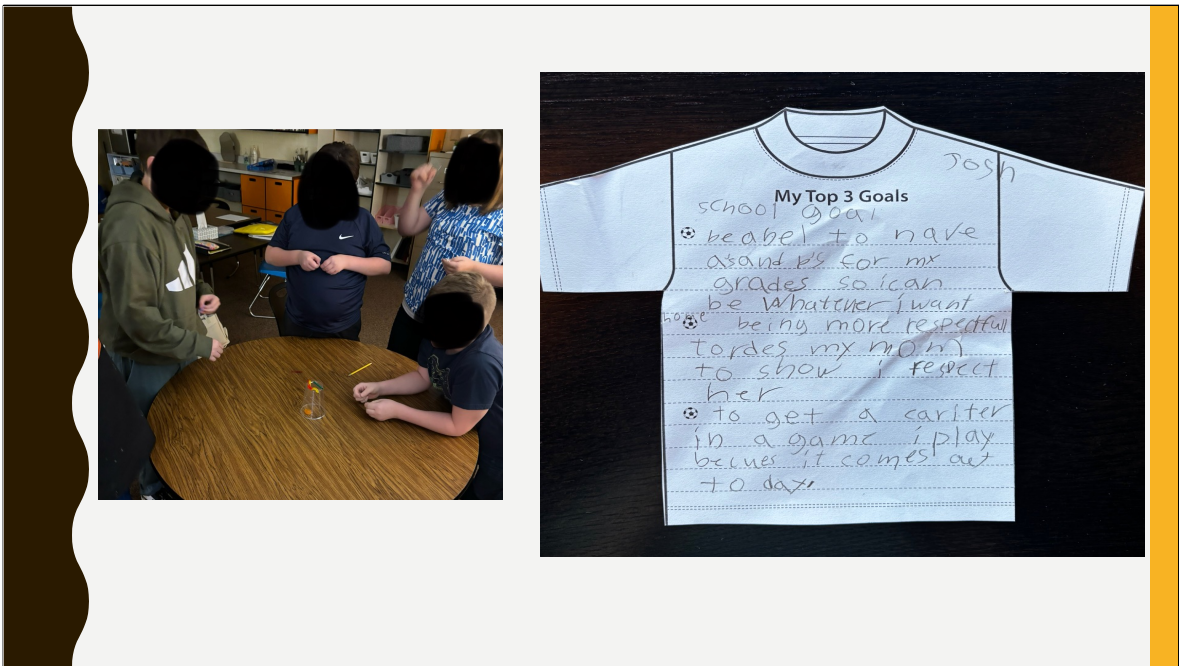
First, make a to-do list!

- get supplies
- call tools
- nails
- shovel

Next, underline or highlight the tasks that need to be prioritized.

Then, write down ABOUT how long each task will take!

These are the student work samples from each of our different sessions.



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CULTURAL SENSITIVITY

- Respect, Self-Reflection, and Addressing Biases
 - Cultural humility
 - Safe environment to share
 - Open minded and challenging biases
- Peer Helping Strategies
 - Shared experiences and common ground
- Encourage Differing Perspectives
 - Talking Stems
 - Think-Pair-Share



The program is culturally sensitive because we discussed respect and how each person in the group is unique. We practiced cultural sensitivity by addressing our own biases and being self-reflective. We had discussions about others experiences, differences and challenges.

We engaged in conversations about similar difficulties and students were able to support each other through that. One example of this, was the students shared similar struggles with listening to their parents at home and following through on instructions and consequences. This encouraged peer to peer support as students related to one another and found shared experiences.

One point of focus in the small group was how to respectfully disagree or encourage other perspectives. There were moments where two students had conflicting ideas and had to calmly work through the disagreement and collaborate. Specifically, when the students were trying to “Save Sam” there were moments when one student wanted to take over. I purposefully did not get involved in this conflict and the group was able to work through the situation to

find a solution on their own.

NEEDS ASSESSMENTS- TEACHER POST ASSESSMENT

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- Student distracts himself and/or others during class. 2 students scored a 2 and 2 students scored a 3

Easton asks for help when he needs it.



This is the results form the google form post assessment completed by the teacher. Green-improved, Yellow- no improvement

EVALUATION-STUDENTS POST ASSESSMENT

3	2	1	RESPECT: MY BEHAVIOR SUPPORTS THE TEACHING AND LEARNING PROCESS.
☒	☒	☒	I respect myself by speaking positively about my abilities even when I am confronted with a challenge.
☒	☒	☒	I respect my time to read and work without interruptions.
☒	☒	☒	I respect others' time to read and work without interruptions.
☒	☒	☒	I respect the teacher's time to teach without interruptions.
☒	☒	☒	RESPONSIBILITY: MY WORK IS COMPLETED ON TIME AND AT A QUALITY THAT I WOULD BE PROUD TO SHOW OFF.
☒	☒	☒	I have all my material in class. (AR book, pencil, homework, behavioral self-grade)
☒	☒	☒	When given work, I perform my best on the assignment, knowing that every assignment is evidence to show my current level of understanding.
☒	☒	☒	My work is completed on time, so I can get quick feedback.
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Skills we have worked on: Asking for help when needed, decision making and consequences, taking accountability, time management, perseverance, setting goals.

Pick one skill that we have worked on that you feel you have improved on and explain why the skill is important in life:

Asking for help I've gotten better at it everyday

E. 34/36

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Skills we have worked on: Asking for help when needed, decision making and consequences, taking accountability, time management, perseverance, setting goals.

Pick one skill that we have worked on that you feel you have improved on and explain why the skill is important in life:

Asking for help because I've needed help on lots of things that were hard for me.

J. 26/36

This is the post assessment completed after all 6 of the lessons. The names highlighted in green are students who improved their self-reflection score. Yellow means the student did not improve. Students were also asked to pick one of the skills that we have worked on that they have found improvement in and why that skill is important. $\frac{3}{4}$ students said the skill they improved in was "asking for help".

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Skills we have worked on: Asking for help when needed, decision making and consequences, taking accountability, time management, perseverance, setting goals.

Pick one skill that we have worked on that you feel you have improved on and explain why the skill is important in life:

ask for help

R. 36/36

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I M
H A P P Y

K. 36/36

Post assessments

EVALUATION



- **How did you evaluate your intervention?**
 - I evaluated the effectiveness of my intervention by comparing the teacher google form pre/post assessment.
 - I also compared the student's self-reflection pre/post assessment.
- **How effective was your intervention?**
 - I would say overall the small group intervention was mildly effective. There was growth that was displayed with the student's self-reflection and the teacher's post assessment. I was pleased to see that the teacher saw growth in the areas of asking for help, anger outbursts, and distracting behaviors as these were some of the most concerning areas for the students.
 - The self reflections were also encouraging to see that the students themselves saw improvement and could identify a specific skill as well.

The data overall from the teacher and student pre and post assessments showed areas of growth. Areas I would have done differently include the teacher google form. I don't believe that was the most effective way to measure growth for each student. It was somewhat difficult to see the individual growth from student to student. I was more looking at the class as a whole.

REFERENCES

ASCA Mindsets and Behaviors:

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

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- <https://www.teacherspayteachers.com/Product/Asking-for-Help-Lesson-for-Junior-High-and-High-School-Teens-6419530>
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References