

Avaxat Elementary School Intentional Small Group Counseling Results Report

To reduce "n's" (needs improvement) in work habits and social skills; Increase Math scores supporting Program Goal #1); Reduce office referrals by the next progress report; Improve Attendance Rates
(Supporting Program Goal #2)

Goal:

Activities	ASCA Domain and Mindsets & Behaviors Standard(s)	Project Start/End	Process Data (Number of students affected)	Perception Data (Data from surveys/assessments)	Outcome Data (Achievement, attendance and/or behavior data)	Implications
2 nd Grade Small Group Counseling using the Skits are a Hoot for Little Toots Book in the following Social Skills topics: -Impulsivity -Competitiveness -Being Respectful -Being Responsible -Bossiness -Motivation	SE M 6 SE B LS 4 SE B SMS 2 SE B SMS 4 SE B SMS 7 SE B SMS 8 SE B SMS 9 SE B SS 9	Oct 2017-Dec 2017	Eight sessions 40 minutes 1-2 times a week Five Students	Attitudes 2.6 % increase in students who believe there are adults that care about them (3.8 to 3.9) 2.6 % increase in students who believe adults want them to do their best (3.9 to 4.0) 8 % increase in students who feel happy at school (3.7 to 4.0) No change in beliefs about stopping and thinking before acting (3.5 to 3.5) Knowledge 300 % increase in definition of motivation (from 20% to 80%) No change in knowledge of the three school rules (from 80% to 80%) Skills No change in identifying a social skill to use, connected to impulsivity (from 100% to 100%)	Achievement-Related 70% Drop in Needs improvement grades for Work Habits and Social Skills (from 10 to 3) from Q1 to Q2 10% decrease in Absences (from average 2.0 to 1.8 absences) from Q1 to Q2 66% Drop in Office Discipline Referrals (from 3 to 1) from Q1 to Q2 Achievement 5% increase in Math Inventory scores (from 387 to 407) from Q1 to Q2	Effectiveness of Results: Behavior for group participants tremendously improved; however, their knowledge gain from the lessons was minimal. Note: Students were taking a new assessment that varied from the one given in years past. Per teacher consultation, many students struggled in both math and reading assessments; nevertheless, students in the small group showed growth. Data Collection: Collaboration with counselors in partner schools as well as with teachers must be used in the future to improve the quality of pre/post questions. Data from teachers were easy to collect and analyze; and show mid-range data on trends of the students with respect to behavior. Mindsets and Behaviors: All lessons were guided by the Mindsets and Behavior standards. Recommendations: Be sure to collaborate with teachers & librarian regarding reading level and align with curriculum. Because reading is critical to this curriculum, it is better tailored for middle 2nd grade and 3rd grade reading levels. Improvements: Because this is a group focused on behavior, classroom management and norms are critical for the success of the group. The perception data was not an accurate indicator of success in the group. Consultation for improvement of evaluation is critical to evaluate effectiveness. Students had conflicting behaviors entering and leaving the group so it would be helpful to consider doing a pre/post meeting with students individually to ensure buy-in for the group. Continuation: The group demonstrated a large impact on behavior & attendance, which supported program goals. With changes mentioned above, I recommend implementing this group for grades 2 & 3 in the future.

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