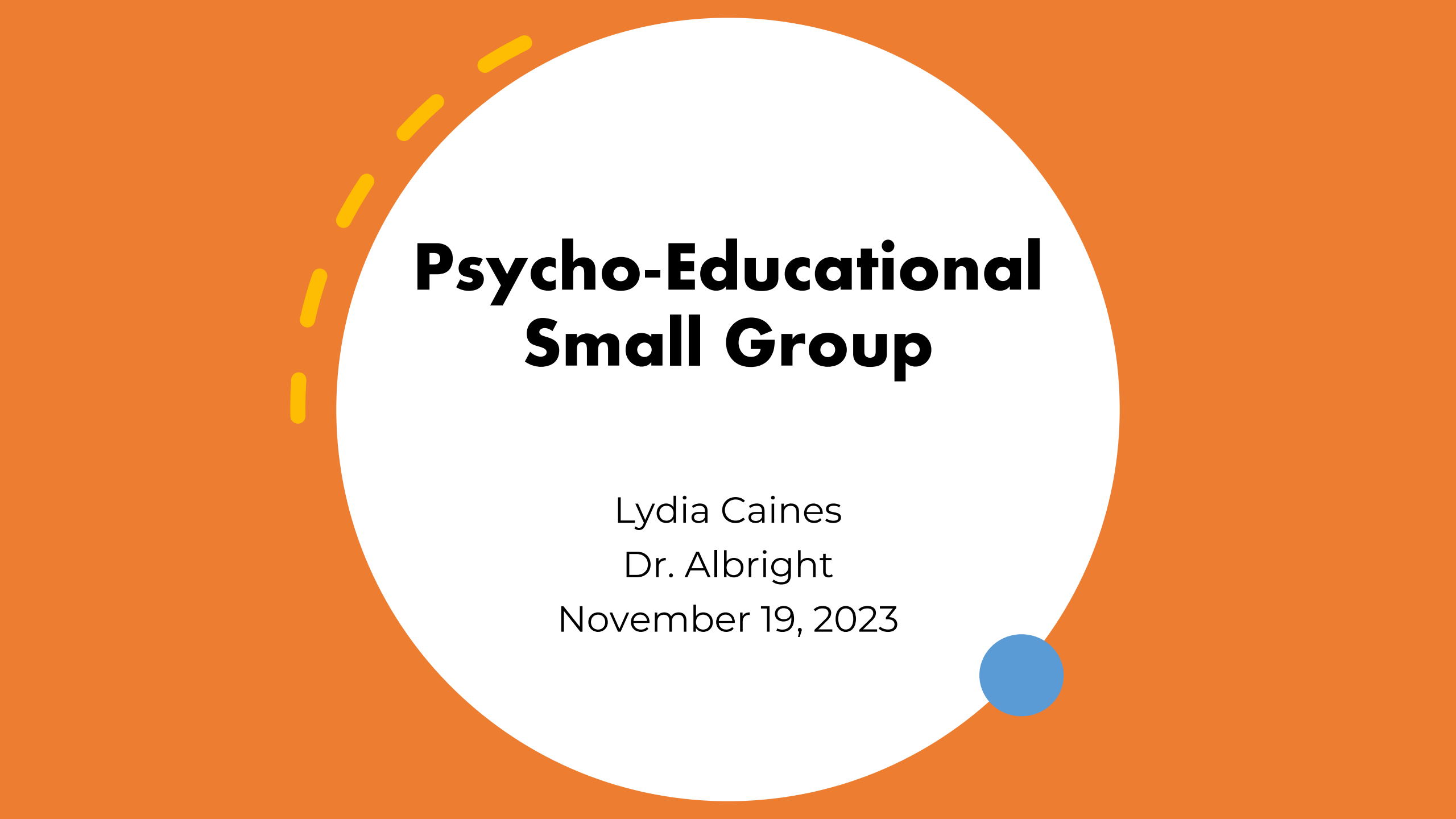


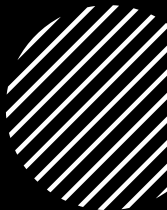


Psycho-Educational Small Group

Lydia Caines
Dr. Albright
November 19, 2023

- Topic: Anxiety
- Grade Level: initially just freshmen but expanded to 9-12th. We ended up having at least one kid from each grade.
- Thursday mornings at 8am
- Had about three to four boys consistently come.





Goals

To understand and recognize anxiety

To use effective coping mechanisms to help reduce anxiety



Data Sources

Mental Health Professional

My supervisor, the 9th grade counselor.

Pre-test & Post-test

Needs Assessment

- Initially posted and sent out a google form, but only one student filled it out
- Students were recommended by the mental health practitioner or my supervisor

I _____ feel anxious.

- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Managing anxiety is important for my health.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

I know what to do when I am anxious.

- ☐ Strongly Disagree

Screening Process

- I asked recommended students about their interest in an anxiety group, their history with anxiety, and if they were seeking to improve their management of it.
- The ones I did not interview the mental health professional had talked to several times previously and had determined if they were a good fit.



PARENT INFORMED CONSENT FOR GROUP COUNSELING SERVICES

Your permission is requested for your child _____ to receive group counseling services from the mental health practitioner at his/her school. This counseling will focus on issues that affect school functioning and performance, and will take place during the school day.

Please Check One:

_____ I consent for my child to receive group counseling services with the mental health practitioner for the _____ school year as needed. I understand that the school psychologist/school counselor is required by law to share information with parents or appropriate authorities when:

- There is a serious danger to my child or another person including, but not limited to, evidence or disclosure of abuse (physical or sexual) or neglect, or substance use
- There is a threat to school security
- Required by a subpoena or court order

I understand that the mental health practitioner may share other general information from the counseling sessions with the parent or appropriate school staff only after discussing such disclosure with the student.

I understand that these services are not a substitute for diagnosis or treatment of a mental health disorder. I acknowledge that it is my responsibility to determine whether additional or different services are necessary and whether to seek them for my child.

I understand that all group members must agree to respect the confidentiality of all members, and that my child must agree to refrain from discussing any issues shared in counseling with others outside of the group. I understand that my child will be aware of these limits to confidentiality and that he/she will be told if any information must be shared with others.

I understand that I may withdraw this consent at any time by sending a written note to the school psychologist/school counselor or school administrators.

_____ I decline group counseling services at this time.

Parent/Guardian signature _____ Date _____

Phone _____ Email: _____

I understand that all group members must respect the confidentiality of all members, and I agree to refrain from discussing any issues shared in group counseling with others outside of the group.



Pre-AIA & ASCA standards

Pre-AIA Standards

- Intervention

Mindset & Behavior Standards

- 
- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
 - B-SMS 7. Effective coping skills
- 
- 
- 

Diversity

- Encouraging the participants to engage with each others' answers respectfully.
- Creating levels of disclosure so that participants can be mindful of each others' ability to process trauma.
- Modeling respectful ways to interact with others that was mindful of each student's background (Sue, et al., 2009).
 - There was a lot of diversity within the group as pertains to grade, race, culture, and family/home life.



Evaluation

- Because of the difficulty getting kids to come, we have waited several weeks to run the post test.
- This was our biggest challenge.
- Another unexpected challenge was once we got all the boys together in a group, we realized that there were some major social deficits in the way they interacted. They were all respectful to each other but had difficulty engaging with one another on the same topic.
- Part of these deficits we thought could be addressed with anxiety coping mechanisms, especially as related to social anxiety.

Data from Pre/Post-tests

5 students took the pre-test, and 2 students took the post-test. The pre/post-test was one formulated by the MHP for a previous group on anxiety.

Examining from the 2 that took both, students A & B, there are many points that increased or stayed the same.

Data from Pre/Post-tests

1. Student A's score was reduced by two points, and student B's score was reduced by one point.
2. A's score increased by one, B's score stayed the same.
3. A's score increased by one, B's score stayed the same.
4. A's score increased by one, B's score stayed the same.
5. A's score stayed the same, B's score stayed the same.

Anxiety Group Pre test

Participant Initials:

How would you rate your overall anxiety on a scale of 1-10 (1= low anxiety, 10= high anxiety)?

1 2 3 4 5 6 7 8 9 10

1= not really 5= absolutely

I understand where anxiety comes from.

1 2 3 4 5

I have relaxation skills that I use to reduce my anxiety.

1 2 3 4 5

I understand the cycle of anxiety.

1 2 3 4 5

I understand how to manage negative self talk.

1 2 3 4 5

References

ASCA student standards: Mindsets & behaviors for student success.
American school Counselor Association. (n.d.).
<https://www.schoolcounselor.org/Standards-Positions/Standards/ASCA-Mindsets-Behaviors-for-Student-Success>

Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The case for cultural competency in psychotherapeutic interventions. *Annual review of psychology*, 60, 525–548.
<https://doi.org/10.1146/annurev.psych.60.110707.163651>