

School-Wide Culminating Project

Psycho-Educational Small Group

Practicum Student Name: Hailie Gerhardt

Practicum Site: Gretna Middle School

Practicum Site Supervisor: Priscilla Reynolds

Please note: The following psycho-educational small group project is to align clearly with the standards for school counseling and are to be related to improving student academic achievement. Collaborate with your site supervisor to ensure that the project is beneficial to the group members and meaningful for you. Your project will need to align with the standards listed on the **Pre-Advanced Internship Assessment (Pre-AIA Practicum Competencies)**. It is possible for a project to align with more than one standard listed on the **Pre-AIA**. List all standards (number of the standard is sufficient) that align with your project.

Psycho-Educational Small Group Topic: Your Attendance Matters

Grade Level of Small Group Participants: 6-8th

Briefly Describe Goal of Small Group: *(What skills, knowledge, or behaviors will your students take away from participating in this group?)* Students participating in the group will learn interventions on creating healthy friendships. Topics explored will be bullying, reasons students miss school, and how their absenteeism affect grades, as well as, their future plans.

- A. Provide two existing data sources to identify and support the need for this group at this practicum student's particular site.
- Attendance records to find correlation between absenteeism from the attendance clerk.
 - TIP meeting with Mr. Jim Tolbert, attendance officer for the Gretna school district, and judge for J&D court, as they discussed the differences between chronic absenteeism and truancy. Attendance ties into school performance and accreditation.
- B. Needs Assessment: Discuss who will be surveyed to support the need for this group at this practicum student's particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*
- School wide surveys including anti-bullying, and school climate survey. The school climate survey included questions about absenteeism, bullying, friendships, etc.
 - Students were surveyed for interest and what they would like to gain from the group. Teachers and administration questionnaire to determine some specific topics discussed in the group and students they feel would benefit from this group.
- C. Identify which Pre-AIA Specialty Standard(s) the group aligns with and provide rationale for this identified alignment. *(Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT,*

RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.)

- Foundations: Considerate of ethical and legal guidelines of ASCA and county policies. Advocate for the students in the group within the school with their teachers and school administration.
 - Counseling Prevention and Intervention: Advocate for socio-emotional growth of group members. Advocating for school programs to enhance a positive school environment.
 - Diversity: Express multicultural competencies within the group. Advocates for policies, programs, and services that are accessible for all students.
 - Assessment: Uses appropriate assessments to determine group members. Assess barriers that could impede on group and individual group member success.
 - Research and evaluation: Apply relevant research, determines measurable outcomes, activities, and interventions. Analyzes and uses data appropriately.
 - Collaboration and Consultation: Works with parents and families to address student concerns. Consults with teachers and staff to promote the group members growth.
 - Leadership: Participates in design, implementation, management, and evaluation of the group.
- D. Identify how the culminating project: psycho-educational small group is culturally sensitive. Describe how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during the group's implementation. Identify strategies included in the group that promote a positive, caring, and safe learning group environment.
- The psychoeducational group will have students with various demographical backgrounds.
 - The group will be instructed on the importance of listening and learning from their peers. Confidentiality will be addressed in each session with the group. We will also sign a confidentiality agreement that promote a positive, caring, and safe learning group.
- E. Describe how you plan to evaluate your group for data to show success as well as areas to enhance and/or improve.
- I plan to evaluate the success and overall change within the group of students. I want to evaluate the effectiveness of a psychoeducational group with the students at this school.
 - I will evaluate student growth and use our county's "SWIS" system to see if there is any correlation between the students in my group and their attendance and disciplinary record.
 - I will use weekly group member surveys to evaluate how the students feel they are progressing individually and as a group. (Example questions: "What have you

learned this week?” “How can you use what you have learned this week to create better relationships?”)

- A enter and exit ticket to evaluate the growth from beginning to end.
- Report data findings to counseling department and school administration.

F. References

Dorio, N.B., Clark, K.N., Demaray, M.K. (2020)., School Climate Counts: A Longitudinal Analysis of School Climate and Middle School Bullying Behaviors. *Int Journal of Bullying Prevention* **2**, 292–308 (2020). <https://doi.org/10.1007/s42380-019-00038-2>

Knifsend, C. A., Camacho-Thompson, D., Juvonen, J., & Graham, S. (2018). Friends in Activities, School-related Affect, and Academic Outcomes in Diverse Middle Schools. *Journal of Youth and Adolescence*, *47*(6), 1208-1220. <https://doi.org/10.1007/s10964-018-0817-6>

Practicum Student Signature _____

Date _____

Practicum Site Supervisor Signature _____

Date _____