

Becoming your best self

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Agenda



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- Description of Project
- A.I.A Specialty
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Existing data sources

Data

- **Panorama Social-Emotional Learning: Student Competency and Well-Being Measures**
 - A survey of grades 3-5 given by the school psychologist
 - Measures the needs of the school climate
- **Allowed the counselor to see the needs of the**
- **2022-2023 Counseling S.M.A.R.T Goals**
 - Use of the previous year's S.M.A.R.T goals as they align with the needs in the Panorama Social-Emotional Learning assessment
- The S.M.A.R.T goals correlated positively with the need for self-efficacy support

Needs Assessments

Needs Assessments & Collaborations

- Survey of the elementary students to determine the highest need
 - Grades 3-5. 4th Grade was the highest need.
- Questions in the needs assessment included:
 - self-esteem, school success, social situations, and physical/emotional needs.
- The school counselor, classroom teachers, the school psychologist, and administration collaborated on this project.

Description of Project

Becoming Your Best Self

- This guidance unit aimed to improve the self-efficacy of fourth-grade students. The students will learn skills and gain knowledge of four out of the five components of self-efficacy. **Self-efficacy is the belief in one's capabilities to perform the necessary actions to achieve their goals.** (Vaughan-Johnston., et. al., 2020).
- Four lessons on:
 - Performance Outcomes (previous experiences): Focused on school success.
 - Vicarious Experiences (observed experiences by others): Focus on peer pressure.
 - Verbal Persuasion (coaching and feedback): Focused on resilience.

A.I.A Specialty Standards and Rationale

Standards and rationale

- **Foundation:** “Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.” (AIA, 2023). AND “Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.” (AIA, 2023) Understanding the legal and ethical standards of school counselors and using ASCA national model to build a needs-based guidance lesson unit.
- **Counseling Prevention and Intervention:** “Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.” (AIA, 2023). This guidance lesson unit provides students with the tools they need to be successful in their academia, career planning, and their socio-emotional well-being.
- **Diversity and Advocacy:** “Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.” (AIA, 2023). The lesson delivered in this unit is applicable to students of all multiculturalism and can allow space for students to be open about their personal

Standards and Rationale

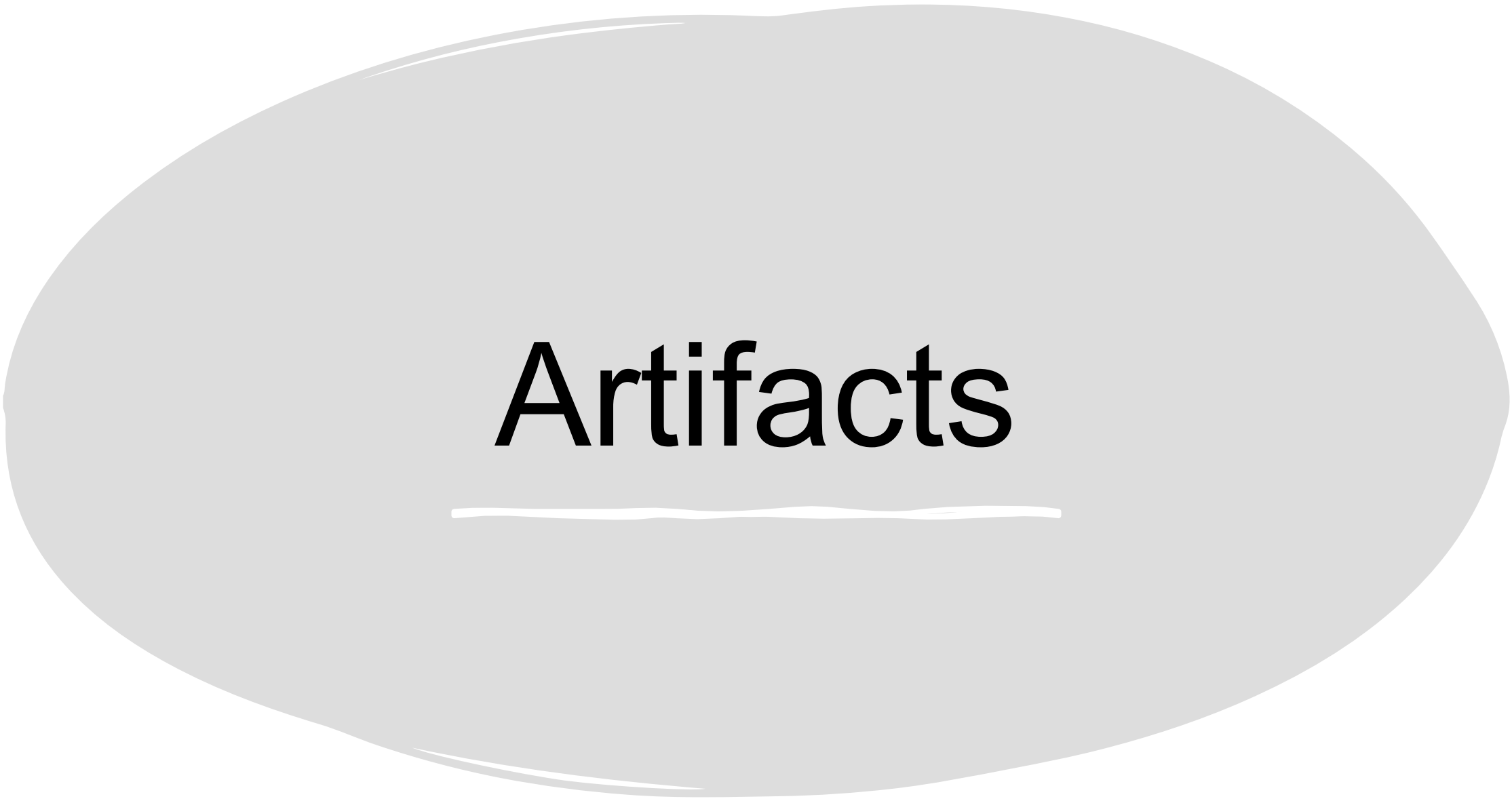
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- **Research and Evaluation:** “Analyzes and uses data (and relevant technology) to enhance school counseling programs.” (AIA, 2023). Use of different types of data to determine the need and the focus of the group.
- **Academic Development:** “Conducts programs designed to enhance student academic development.” (AIA, 2023). Guidance lesson unit focuses on school success.
- **Collaboration and Consultation:** “Consults with teachers, staff, and community -based organizations to promote student academic, career, and social/emotional development.” (AIA, 2023). Collaborated with site supervisor, classroom teachers, and school psychologist.
- **Leadership:** “Participates in the design, implementation, management,

ASCA Mindsets & Behaviors

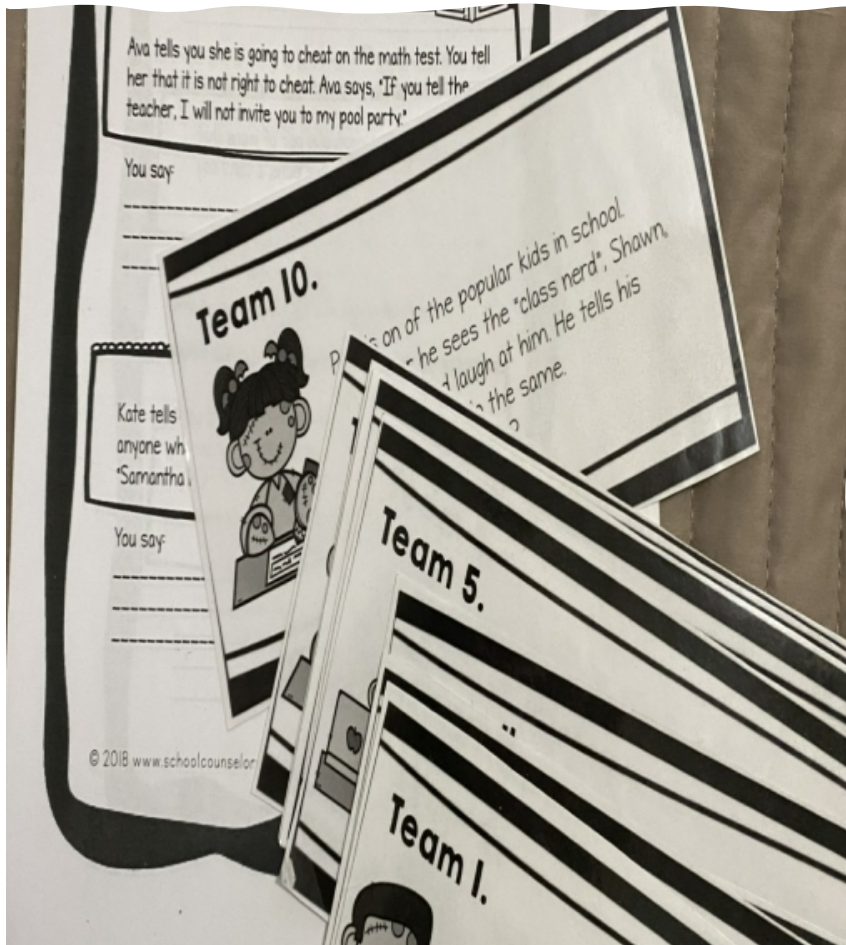
Mindsets and Behaviors

- M1. “Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.” (ASCA, 2022).
- M 3. “Positive attitude toward work and learning.” (ASCA, 2022).
- M 5. “Belief in using abilities to their fullest to achieve high-quality results and outcomes.” (ASCA, 2022).
- B-LS 7. “Long-and short-term academic, career, and social/emotional goals.” (ASCA, 2022).
- B-SMS 1. “Responsibility for self and actions.” (ASCA, 2022).



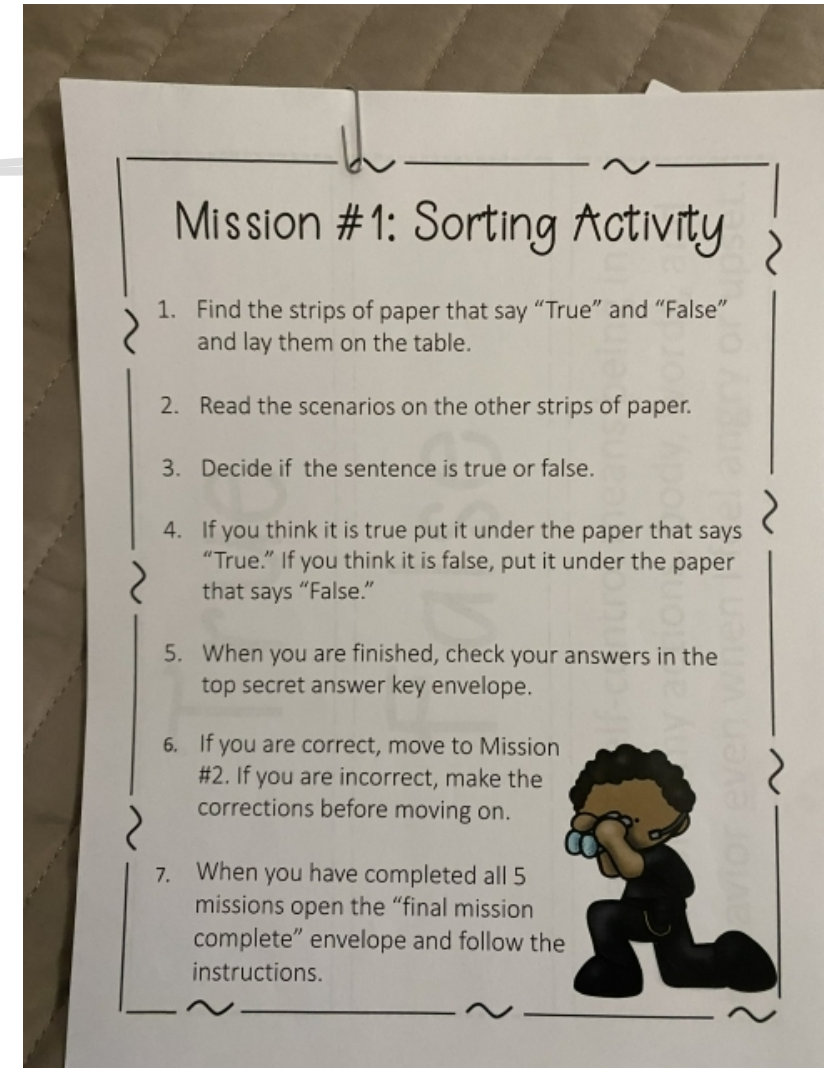
Artifacts

Check out our work!

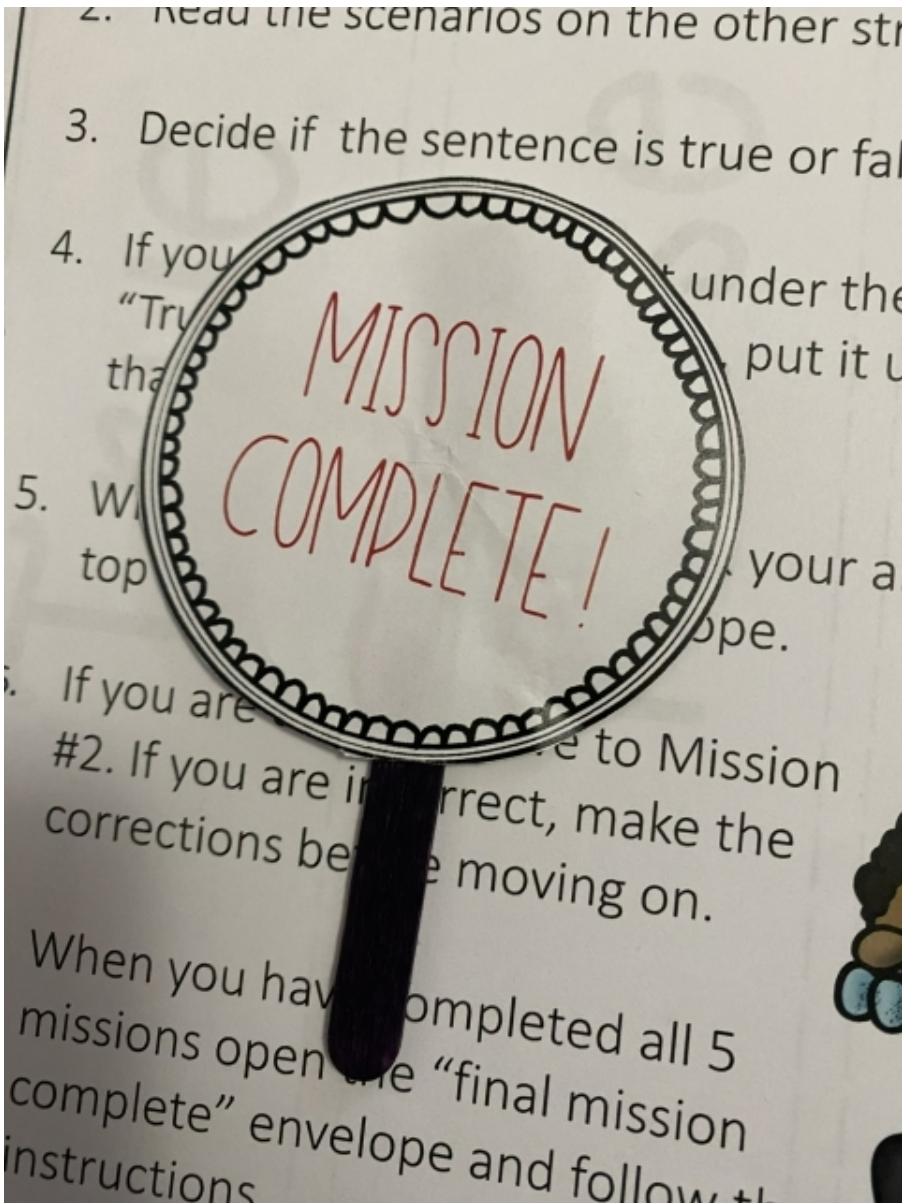


2. Have you ever felt like you have failed at school?
3. Have the words of others hurt you?
4. When you see other people making bad choices does that make you want to make bad choices too?
5. What's something that adults (parents, grandparents, teachers, etc.) say to you that has really stuck with you? Do you think they're right?
6. Who do you talk to when you have a problem? How do they help?
7. Where do you feel safest?
8. How are you different?

More artifacts



Artifacts



Cultural Sensitivity

Cultural Sensitivity

- This unit was culturally sensitive because it applied to all multiculturalism. Studies have shown that students begin to develop self-efficacy issues at the elementary level. (Gallagher, 2018).
- In the first lesson, I promoted a positive, caring, and safe learning group by establishing group norms. We also reviewed these norms at the beginning of every lesson. Making the students aware that a classmate may share a personal struggle and that it is not to leave our safe meeting space.

Evaluation

Evaluation of Intervention

- A pre-/post-test was given to the students. I could see their growth and the new things they have learned.
- Using the same questions, the students were familiar with the assessment, which was truly standardized. The assessment showed growth in 2 out of 4 areas for growth.
 - To improve upon their skills, I continued lessons on self-control and peer pressure.

References

- AIA, (2023)., “Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.”, Liberty University.
- AIA, (2023)., “Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.”, Liberty University.
- AIA, (2023)., “Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.”, Liberty University.
- AIA, (2023)., “Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.”, Liberty University.
- AIA, (2023)., “Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.”, Liberty University.
- AIA, (2023)., “Analyzes and uses data (and relevant technology) to enhance school counseling programs.”, Liberty University.
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- ASCA., (2022)., ASCA Student Standards: Mindsets & Beliefs for Student Success, M 5. “Belief in using abilities to their fullest to achieve high-quality results and outcomes.”
- ASCA., (2022)., ASCA Student Standards: Mindsets & Beliefs for Student Success, B-LS 7. “Long-and short-term academic, career, and social/emotional goals.”
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- ASCA., (2022)., ASCA Student Standards: Mindsets & Beliefs for Student Success, B-SMS 6. “Ability to identify and overcome barriers.”
- ASCA., (2022)., ASCA Student Standards: Mindsets & Beliefs for Student Success, B-SS 8. “Advocacy skills for self and others and ability to assert self when necessary.”
- Gallagher, M. W., & Gallagher, M. W. (2018). Chapter 4. In *The Oxford Handbook of Hope*. essay, Oxford University Press
- Klassen, R.M. and Usher, E.L. (2010), "Self-efficacy in educational settings: Recent research and emerging directions", Urdan, T.C. and Karabenick, S.A. (Ed.) *The Decade Ahead: Theoretical*