

Your Attendance Matters

Hailie Gerhardt

Liberty University, School Counseling, COSC 698

Overview

- 6th grade students
- 30 minutes, every Monday and Thursday
 - 6 Sessions
- The group consisted of 3 females and 2 male students
 - Multiculturalism included: African American, Caucasian, and Hispanic students.

Goal:

- Students participating in the group learned interventions on how to prevent chronic absenteeism. We explored topics of social stressors and learned what is and is not an appropriate reason for missing school. We learned how attendance affects friendships and academic performance.

Existing Data Sources

- Data Sources Used:
 - PowerSchool and T.I.P meeting with 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.
- Data sources used to determine the need for the group and its relevance at the school.

Needs Assessments

- Information for needs assessments provided by students, teachers, counselors, and school psychologists.
- Google survey sent to all students and teachers. I based my age group with the results from the Google surveys.

Questions Responses Settings

Your Attendance Matters-Small Group

Hello GMS teachers and administration! My name is Hailey Gerhardt and I am the school counseling intern. I am so excited to announce the launch of my small group for our students. "Your Attendance Matters" will be a small "lunch bunch" group for our students who are missing more school than they should. In this group, we will discuss the importance of attending school, the benefits like: better grades and healthier friendships.

If you have anyone who who recommend for my group, please fill out the questionnaire below. Please use student first and last names.

Your Name: *

Short answer text

Grade Level: *

☐ 6th

☐ 7th

☐ 8th

Questions Responses Settings



Small Group Interest-Your Attendance Matters

Lunch bunch with Miss. Gerhardt, school counseling intern at Gretna Middle School. We will discuss your attendance and how it affects your time at school. We will learn different things to improve your attendance and how it can affect your friendships.

This group will be held every Monday and Thursday, during lunch, from March 27-April 6th. We will meet in the conference room in the main office.

Your Name: *

Short answer text

Description of Project

- This group was designed to meet the needs of students who were chronically absent. Chronic absenteeism has been a concern district wide since the start of the COVID-19 Pandemic.
- Group Details:
 - Student participation and attendance was key for success of the group.
 - Screening and group member recruitment was determined based upon needs assessments and existing data sources.
 - Group goals included, learning why it is important to attend school and how to prevent unexcused absences.
 - Sessions consisted of ice breakers, group discussion, and activities to help them become more engaged.

Pre-AIA Specialties and Rationale

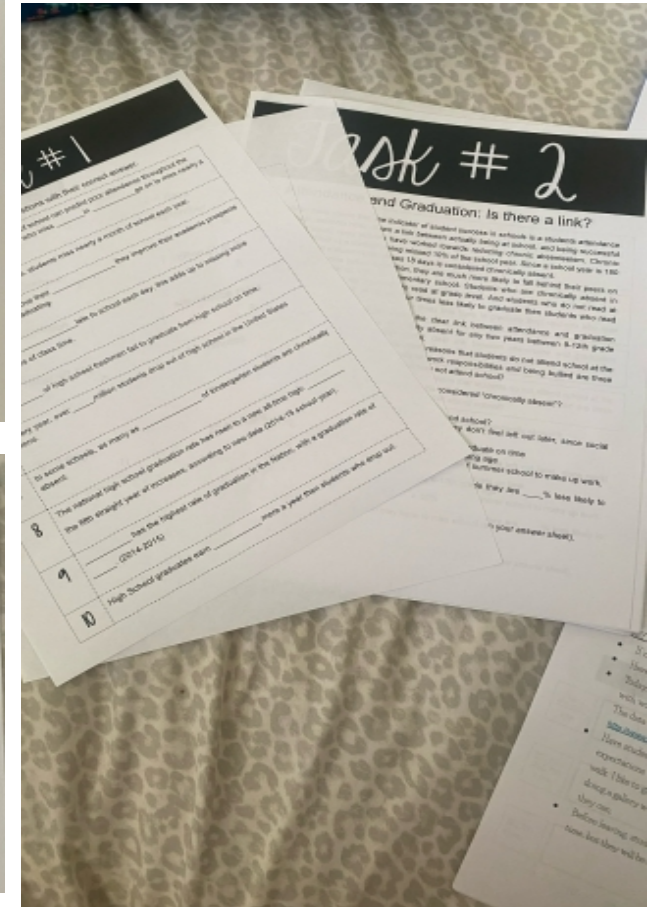
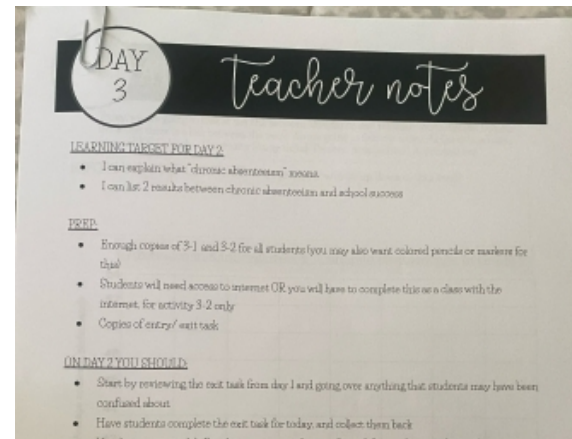
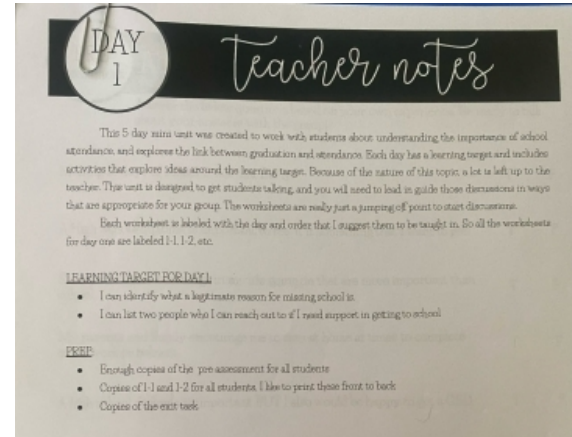
- (B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
- (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students
- (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
- (H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
- (J.1) Applies relevant research findings to inform the practice of school counseling.
- (L.1) Conducts programs designed to enhance student academic development.
- (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.

ASCA Mindsets and Behaviors Rationale

- **Mindset Standards:**
 - “M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.” (ASCA, 2022).
 - “M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment.” (ASCA, 2022).
 - “M 3. Positive attitude toward work and learning.” (ASCA, 2022).
- **Behavior Standards:**
 - “B-LS 1. Critical thinking skills to make informed decisions.” (ASCA, 2022).
 - “B-LS 4. Self-motivation and self- direction for learning.” (ASCA, 2022).
 - “B-SMS 1. Responsibility for self and actions.” (ASCA, 2022).
 - “B-SMS 6. Ability to identify and overcome barriers.” (ASCA, 2022).
 - “B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.” (ASCA, 2022).
 - “B-SS 6. Effective collaboration and cooperation skills.” (ASCA, 2022).

Artifacts

Take a look at our work!



DAY 4 *Teacher notes*

LEARNING TARGET FOR DAY 4

- I can explain what the link between graduation and income level is.

PREP:

- Enough copies of 4-1 for all students
- Materials ready for students to work on poster project. This can also be done digitally, but will need to be printed for the gallery walk on day 5. Expectations are on page 4-2. There is also a blank page if you would rather list your own expectations and rubric.
- Entry and exit tasks

ON DAY 4 YOU SHOULD:

- If needed, review the exit task from the previous lesson (day 3)
- Have students complete the entry task for today
- Today, students will be exploring more deeply the link between education level and attendance with worksheet 4-1. You can do this as a class or students can work thru the sheet on their own. The data they need to complete the graph is on the worksheet and the source for this data is: http://www.hamiltonproject.org/charts/highest_educational_attainment_of_family_head
- Have students begin on 4-2. This is a poster/public service announcement project. Review the expectations with them. They will have work time tomorrow to finish, and then complete a gallery walk. I like to give this assignment to students the day before (instead of completing the poster/doing a gallery walk the same day) so if students want to spend extra time and work on it at home they can.
- Before leaving, students can complete the exit task. Remind them that they will have some work time, but they will be sharing their PSA the next class period.

the small but MIGHTY teacher

DAY 5 *Teacher notes*

LEARNING TARGET FOR DAY 5

- I understand the importance of attending school
- I can define "chronically absent"
- I can list at least one positive impact of attending school

PREP:

- Copies of post assessments (enough for all students)
- Poster materials, if you're giving them work time
- As many copies of the self assessment as you're going to have students do

ON DAY 4 YOU SHOULD:

- Hand out the entry task for the day
- Remind them that they will have time to finish up posters. Give them time for exit, if you told them to be done by today!
- Set up the gallery walk and hand out student assessment forms. Students should each put their poster at a different point in the room. Go over expectations for kindness and grading.
- Set a time (usually 3-4 minutes works for me) and a timer. Have each student start at their own poster, and assess their work. Then, with as much time as you have, have them rotate thru and complete the student self assessment. They can either leave the assessment, or had it to either you or the student later - up to you how you think your students will feel most comfortable.
- With about 10 minutes left, wrap up the gallery walk and have students turn in their work.
- Have students complete the post assessment.

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PRE assessment **ATTENDANCE** Name _____ Date _____

Answer the below questions based on your own experience. Be ready to talk about your answers with the group!

Missing 18 days of school is not that many.	T	F
A High School diploma is important to me, if it something that I want to get.	T	F
Sometimes there are things in my life going on that are more important than school.	T	F
My parents and family encourage me to stay at home at times to complete other work or babysit.	T	F
A high school diploma is important BUT I also would be happy to get a GED.	T	F
I think that my attendance is generally pretty good.	T	F
When I am absent, I work with my teachers to get any work I may have missed.	T	F
When I am absent, I find it hard to come back into classes. I sometimes don't know what is going on.	T	F
I think that attending school right now is similar to having a job.	T	F
My family encourages me to go to school every day.	T	F

POST assessment **ATTENDANCE** Name _____ Date _____

Answer the below questions based on your own experience. Be ready to talk about your answers with the group!

Missing 18 days of school is not that many.	T	F
A High School diploma is important to me, if it something that I want to get.	T	F
Sometimes there are things in my life going on that are more important than school.	T	F
My parents and family encourage me to stay at home at times to complete other work or babysit.	T	F
A high school diploma as important BUT I also would be happy to get a GED.	T	F
I think that my attendance is generally pretty good.	T	F
When I am absent, I work with my teachers to get any work I may have missed.	T	F
When I am absent, I find it hard to come back into classes. I sometimes don't know what is going on.	T	F
I think that attending school right now is similar to having a job.	T	F
My family encourages me to go to school every day.	T	F

Artifacts Continued...

Cultural Sensitivity

- This group was designed to be goal-focused, evidence-based, well-planned, and short-term according to ASCA's School Counseling Framework. (ASCA, 2022).
- Ensuring the cultural sensitivity of the group, it was crucial to build rapport and make all the students feel welcome and safe in the meeting space.

Evaluation

- We looked at attendance rates from the beginning of our sessions through our stopping point. There was an increase in attendance amongst the group members.
- I gave a pre and post test which showed me the growth of the group and the interventions that we learned.

References

ASCA, (2022). National Framework Model, Alexandria, VA

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-LS 1: Critical thinking skills to make informed decisions.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-LS 4. Self-motivation and self- direction for learning.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-SMS 1. Responsibility for self and actions.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-SMS 6. Ability to identify and overcome barriers.”

References Continued...

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-SS 6. Effective collaboration and cooperation skills.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment.”

ASCA, (2022)., ASCA Student Standards: Mindsets and Behaviors for Student Success, “B-SS 6. Effective collaboration and cooperation skills.”