

**Benchmark Case Conceptualization & School Counseling Services Treatment Plan**

**Practicum Student Name:** Davina Schoulten

**Practicum Site:** ☒ Elementary School ☐ Middle School ☐ High School ☐ Clinical

**Student/Client Pseudonym:** David **Session** 3 **of** 6

| Case Conceptualization & School Counseling Services Treatment Plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Points        |
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| <p><b>Component #1: Case Conceptualization and Appraisal</b></p> <ul style="list-style-type: none"> <li>At the start of session one, I will ensure that I inform the student that what we discuss in our sessions remains between us, confidential, unless there is reason to believe he or others are in danger or at risk of harm, or if I am legally required to disclose information to the courts.</li> <li>The parent, in this case his mother, was contacted to obtain parental permission for group and individual counseling services. This is legally required since the student I am counseling is a minor. This also creates a level of trust and communication between his parent and me.</li> <li>Based on the student's observable behaviors, there are discipline concerns. This student exhibits reactionary behaviors to unwanted or unexpected events. He often resorts to aggression first, before thinking through situations for a more suitable alternative.</li> <li>I have consulted with the principal, the teacher, his parent, previous counselor documents, ground duties, and student records. I will also implement a preassessment for the teacher and the student to obtain more data regarding quantity of behavioral events.</li> <li>Identifying antecedent events will help inform where the behavior is coming from. In addition, it may help to note if there are older siblings that are aggressive to him (learned behavior) and any diagnosis of health impairments or learning disabilities.</li> <li>Counseling services I will provide include emotion regulation and conflict resolution.</li> <li>It is not listed in the district's online data base, but I located an email from his mother to his teacher and me. She disclosed that he is diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD) by his neuropsychiatrist. If his ADHD seems to be a long-term barrier, it may be appropriate to refer outside for specific therapy when dealing with this exceptionality.</li> <li>SMART Goal: By April 14, 2023, I will reduce the number of physical and verbal altercations with other students 20%, from twice a week (eight times a month) to once a week (four times a month). [I have not implemented the preassessment yet, so I am not exactly sure what the numbers will be].</li> <li>I will involve the student in the creation of the SMART Goal by consulting with him to see if he believes it is attainable. If not, we can adjust the goal to what he considers attainable and still reasonable. We will also discuss the parameters of verbal and physical altercations; those where adults are involved and where he could have exhibited alternative behaviors to prevent reprimand or harming another student's feelings.</li> </ul> | <p>___/40</p> |

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| <p><b>Component #2: Developmental, Ethical, and Multicultural Considerations</b></p> <ul style="list-style-type: none"> <li>• The student is Caucasian.</li> <li>• Multi-social/cultural considerations could be spirituality/religion and potential low-socio economic status. It is my understanding that this family is a member of the Church of Jesus Christ of Latter-Day Saints (LDS/Mormon religion). I do not anticipate that this will present a barrier to counseling, but understanding this specific worldview can prove beneficial to counseling. Studies show that failure to address religion and spirituality in counseling is, in turn, failing to address an essential component of the client's life (Osborn &amp; Jones, 2020).</li> <li>• Based on observations of the student and siblings, this family may fall into the low socio-economic status category. I cannot confirm this, but I will remain sensitive to the possibility. This may prove to be prohibitive academically, over time. Will he seek postsecondary opportunities? Will it seem unattainable? Research indicates that adolescents from working class families have lower expectations of pursuing a bachelor's degree than upper middle-class families (Keung &amp; Ho, 2020).</li> <li>• I must also remain sensitive and alert to the fact that although this student doesn't have an IEP or 504 plan in place for his diagnosis of ADHD, it may prove to be a barrier to him socially, emotionally, and academically. In fact, this may be a significant reason for his impulsivity and emotion regulation. ADHD is the most common behavioral condition and the second most common chronic illness in children (American Academy of Pediatrics, 2020). Inattention and hyperactivity are major factors for students living with ADHD, but we often overlook impulsivity. Impulsivity can be characterized as actions to get immediate results, inability to delay gratification, may be socially intrusive, and may result in social problems in childhood and adolescence (Vernon &amp; Schimmel, 2019). They continue to explain that ADHD affects emotion regulation since these children have higher emotional responses with lower frustration tolerance. Integrating social skills into counseling sessions may help, as well as structure, support, and understanding. Cognitive Behavioral Therapy is recommended for children with ADHD (Haugan et al., 2022). It is also noted that 24-50% of children with ADHD also exhibit emotion dysregulation (ED) and aggressive behaviors are one of the most problematic behaviors of those with high ED (Vacher et al., 2022).</li> <li>• All 2022 ASCA Ethical Standards apply to every student I work with, however, specific 2022 ASCA Ethical Standards that are more relevant to this case:             <ul style="list-style-type: none"> <li>○ A.1 Supporting Student Development. Specifically, A.1.c.: do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success. A.1.e.: concern for student's social/emotional needs and encourage student's maximum development. A.1.f.: respect student's values, beliefs, and cultural background and avoid imposing personal beliefs or values rooted in one's religion...</li> <li>○ A.2. Confidentiality. A.2.d. explain the limits of confidentiality in developmentally appropriate terms.</li> </ul> </li> </ul> | <p>___/30</p> |
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| <ul style="list-style-type: none"> <li>○ A.3. Comprehensive Data-Informed Program. A.3.d. use data to determine needed interventions. A.3.f. use data collection tools adhering to confidentiality standards.</li> <li>○ A.6. Appropriate Referrals and Advocacy. A.6.a. collaborate with stakeholders.</li> <li>○ A.10. Underserved and At-Risk Populations. A.10.g. recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.</li> <li>○ A.12. Student Records. A.12.a. Abide by FERPA.</li> <li>○ A.13. Evaluation, Assessment and Interpretation. A.13.a. use only valid and reliable tests and assessments with concern for bias and cultural sensitivity. A.13.d. consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.</li> <li>○ B.1. Responsibilities to Parents/Guardians. B.1.a. recognize that providing services to minors in a school counseling setting requires school counselors to collaborate with students' parents as appropriate.</li> <li>○ D. School Counseling Intern Site Supervisors. D.c. Use a collaborative model of supervision that is on-going and includes promoting professional growth, supporting best practices, consulting on specific cases and assisting in the development of a course of action.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |
| <p><b>Component #3: <i>Counseling Theory &amp; Techniques</i></b></p> <ul style="list-style-type: none"> <li>• I will utilize cognitive behavioral therapy (CBT) with this student. CBT tends to be culturally sensitive because it uses the individual's belief system as part of their self-exploration (Corey, 2021). This also bodes well with this student's developmental level. The goal of this CBT program, as studies indicate it is beneficial for children with anger and aggression problems, is to reduce hostile interpretations, improve emotion regulation, and anger management (Vacher et al., 2022). The student will identify anger producing situations and techniques to manage his emotions. He will also learn to identify signals that his body gives him (thoughts, physiological indicators, behaviors) and infuse coping skills or solutions to solve the problem. He will learn to peacefully solve conflicts and determine whether an outburst is justified.</li> <li>• Positive interventions include rewards for the utilization of coping strategies when he recognizes his triggers or identifies physiological reactions (heart racing, fists clenched, etc.) and resolves potential conflicts before it becomes a larger issue. It's a strength to become self-aware and use his safety plan to prevent disruptive altercations. Every effort towards self-regulation deserves a reward and studies show that children with ADHD are particularly sensitive to the reward system and have aversion to delay (Vacher et al., 2022).</li> <li>• While group sessions seem plausible for this student, as articles that I have read indicate, I have engaged in a group session with student and three of his peers. Although he seemed to be the most receptive in the group, the dynamics among the boys led to distractions. I do not feel as though our time was utilized to its full potential due to arguing, need for attention, and inability to focus.</li> </ul> | <p>___/40</p> |

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| <ul style="list-style-type: none"> <li>Positive reinforcement can be implemented at school and at home. We can easily celebrate small successes among sibling conflict as well as minimized conflicts as school. When the teacher, ground duty, or parents recognize that he is utilizing coping strategies and implementing self-regulation, he can receive an award. This will help him reach his SMART Goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |
| <p><b>Component #4: Individual Appraisal and Outcomes Assessment</b></p> <ul style="list-style-type: none"> <li>The student will identify coping and conflict resolution strategies to implement when his anger is triggered. He will utilize these strategies to prevent maladaptive behaviors. His teacher and the student will complete a preassessment to determine how often he is involved in a verbal or physically escalating situation. Throughout our sessions, he will be rewarded for using various coping strategies to help with his emotion regulation and impulsivity. This approach takes into account his abilities and backgrounds, therefore there is no barrier for success.</li> <li>Progress will be measured by the student's ability to utilize coping strategies and conflict resolution skills. I will collaborate with the teacher to ensure that progress is being made in class. I will also collaborate with ground duties to ensure that the frequency of altercations have reduced during recess time, too.</li> <li>Outcome data will include comparison of the preassessment survey and the post assessment survey. The goal is to reduce the number of verbal and physical altercations by 20%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 | ___/20 |
| <p><b>Component #5: Professional/Scholarly Writing</b></p> <p>References:</p> <p>American, A. O. P. (Ed.). (2020). <i>ADHD: Evaluation and care</i>. American Academy of Pediatrics.</p> <p>Corey, G. (2021). <i>Theory and practice of counseling and psychotherapy</i> (10<sup>th</sup> ed.). Cengage.</p> <p>Haugan, A. J., Sund, A., Young, S., Per, H. T., Lydersen, S., &amp; Torunn Stene Nøvik. (2022). Cognitive behavioural group therapy as addition to psychoeducation and pharmacological treatment for adolescents with ADHD symptoms and related impairments: A randomised controlled trial. <i>BMC Psychiatry</i>, 22, 1-18. <a href="https://doi.org/10.1186/s12888-022-04019-6">https://doi.org/10.1186/s12888-022-04019-6</a></p> <p>Keung Chrysa, P. C., &amp; Ho Esther, S. C. (2020). Structure and agency in adolescents' expectations of pursuing post-secondary education. <i>Research in Higher Education</i>, 61(2), 270-295. <a href="https://doi.org/10.1007/s11162-019-09574-8">https://doi.org/10.1007/s11162-019-09574-8</a></p> <p>Osborn, B., &amp; Jones, I. (2020). Evaluating counseling student competence: The Christian counseling supervision instrument (CCSI). <i>Journal of Psychology and Christianity</i>, 39(3), 214-228. <a href="https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/evaluating-counseling-student-competence/docview/2470410213/se-2">https://go.openathens.net/redirector/liberty.edu?url=https://www.proquest.com/scholarly-journals/evaluating-counseling-student-competence/docview/2470410213/se-2</a></p> | ___/20 |

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| <p>Vacher, C., Romo, L., Dereure, M., Soler, M., Picot, M. C., &amp; Purper-Ouakil, D. (2022). Efficacy of cognitive behavioral therapy on aggressive behavior in children with attention deficit hyperactivity disorder and emotion dysregulation: Study protocol of a randomized controlled trial. <i>Trials</i>, 23(1). <a href="https://doi.org/10.1186/s13063-022-05996-5">https://doi.org/10.1186/s13063-022-05996-5</a></p> <p>Vernon, A. &amp; Schimmel, C. J. (2019). <i>Counseling children and adolescents</i> (5<sup>th</sup> ed.). Cognella Academic Publishing.</p> |         |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ___/150 |

# Friendships and Emotion Regulation

Davina Schoultens

COSC 698: School Counseling Practicum



# 4<sup>th</sup> Grade Friendship and Emotion Regulation Small Group

Students will learn skills to:

- Build positive and supportive relationships
- Exhibit self-control and self-regulation
- Utilize responsible decision making
- Demonstrate social responsibility
- Implement effective coping skills when faced with relational problems





# Boys Group

## Session #1: Welcome

| Objective(s):                                                                                   | ASCA Mindsets/Behaviors:                                                            | Materials:                      |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------|
| Students will begin building rapport with one another and counselor and establish expectations. | Self-confidence in ability to succeed; Create positive and supportive relationships | Pre-survey, expectations poster |

## EMOTION CHECK-IN



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## GROUP RULES

- Only one person talks at a time. Listen to them!
- Show respect.
- Stay in the group.
- Be safe.
- Follow directions.

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## Spectrum Responses

- Boys can wear pink.
- Being a boy means loving sports.
- Boys are not allowed to feel sad.
- Being strong means fighting others.
- It's ok to cry.
- All boys like fighting.

**STRONGLY AGREE**



**Disagree**



**STRONGLY DISAGREE**



**Agree**



# Boys Group

## Session #2: Self-Awareness

| Objective(s):                                                    | ASCA<br>Mindsets/Behaviors:                                                         | Materials:                                                                                             |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Students will identify their own strengths, supports, and goals. | Self-confidence in ability to succeed; Create positive and supportive relationships | Road Trip board game (Self Esteem Road Trip Game.pdf file in resource folder, print, cut and assemble) |

You got a flat tire but everyone in the car helped and got it changed quickly. Move ahead 1 space.

What can you tell yourself ...  
When someone is mean to you and you're considering revenge?

One time I was really successful was when...

Tell about how you are a good friend.

I feel proud of myself in class when...

How do you show that you care about others?

What can you tell yourself ...  
If you get in trouble and think your teacher is really mean?

### ROAD TRIP

**Game Play:**

- Each player selects a vehicle playing piece.
- Players take turns rolling the die (or spinning the spinner), starting with the youngest student.
- Move however many spaces the die or spinner states.
- If you land on a:
  - Construction Cone: Pull and read a CHANCE card. Move forward or backward however many spaces it says.
  - Camera: Pull and read a LOOK + SEE card. These cards ask you to come up with helpful self-talk.
  - Stop Light Sign: Pull a STOP + GO card. Read what it says and finish the sentence. These cards ask you to share information about yourself.
  - Gas Station: Pull, read, and answer a FILL UP card. These cards ask about your goals, social support, and coping strategies.
  - "Shortcut": Move across the black and yellow pole to the orange cone! Pull and read a CHANCE card.
- It is ok for players to be on the same spot.
- The first player to reach the beach wins!

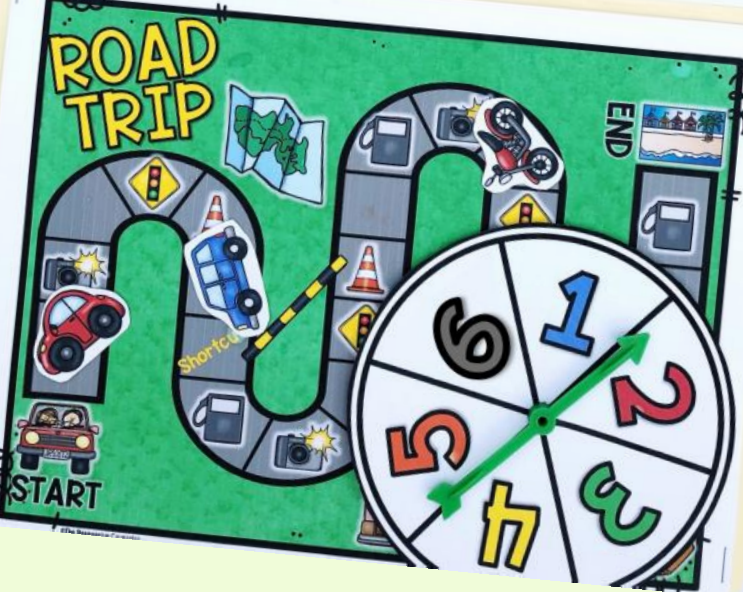
Land on one of these? Pick a card and read what it says!

CHANCE  


LOOK+SEE  


STOP + GO  


FILL UP  

The board game map shows a winding road starting from a 'START' line with a car icon and ending at an 'END' line with a beach icon. Along the road are various icons: a camera, a gas station, a traffic light, a construction cone, and a shortcut path marked with a black and yellow pole. A spinner with numbers 1 through 7 is shown in the bottom right corner, with a green arrow pointing to the number 1.

# Boys Group

## Session #3: Self-Control Part 1

| Objective(s):                                                                           | ASCA Mindsets/Behaviors:                                                                   | Materials:                                        |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------|
| Students will identify what self-control means and practice it given various scenarios. | Demonstrate self-discipline and self-control; Demonstrate ability to assume responsibility | Self-control coins, bubbles or JENGATM (optional) |



# Boys Group

## Session #4: Self-Control Part 2

| Objective(s):                                                                           | ASCA Mindsets/Behaviors:                                                                   | Materials:                                           |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------|
| Students will identify what self-control means and practice it given various scenarios. | Demonstrate self-discipline and self-control; Demonstrate ability to assume responsibility | Self-control task cards, candy or fidgets (optional) |

### CONTROL YOURSELF



How can you show self-control if you saw something really interesting in the hallway while you are working?



Someone just called you a mean name. What would you do if you didn't have self-control? What would the consequences be?



You have had your hand up for a long time and the teacher still hasn't called on you. What does self-control look like in this situation?



How can you show self-control if you're feeling disappointed about the students your teacher put you in a group with?



# Boys Group

## Session #5: Self-Control Part 3

| Objective(s):                                                                                                                  | ASCA Mindsets/Behaviors:                                                                   | Materials:                                                      |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Students will identify the consequences of different choices and identify situations to use different self-control strategies. | Demonstrate self-discipline and self-control; Demonstrate ability to assume responsibility | Gaming signs, self-control prompts, controller worksheet copies |



Your teacher is reading to your class but you really, really want to tell your friend about the new game your aunt bought you.

You want everyone to think you're funny and you were going to make fun of someone but you think now you should make a joke that doesn't hurt anyone's feelings.

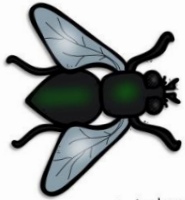
You think the 'no toys in school' rule is kind of dumb, so you've been sneaking a couple things in your backpack each day to play with at dismissal time.

# Boys Group

## Session #6 Emotional Expression

| Objective(s):                                             | ASCA Mindsets/Behaviors:                                                              | Materials:                                                               |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Students will practice expressing uncomfortable emotions. | Create positive and supportive relationships with other students; Demonstrate empathy | Boundaries visual, characters visual, scoot cards, scoot recording forms |

### FRUSTRATED FLY



Frustrated is how we feel when things just aren't going our way. Maybe we tried to do something and it failed, or we asked someone for something and they said no. It can also be related to thinking something is unfair.

#### Examples:

- Frustrated your art project isn't turning out how you wanted
- Frustrated a classmate keeps interrupting you

### WORRIED WASP

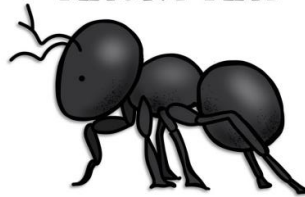


Worry is the feeling you get when your brain is thinking something bad might happen or thinking over and over again about something bad that already happened. Our brains sometimes get stuck in worry thoughts.

#### Examples:

- Worried about what grade you'll get on a test
- Worried about your parent forgetting to pick you up from school

### ANGRY ANT



Anger is a feeling that can come quickly when you feel like someone has done something wrong to you. Sometimes you can catch anger before it explodes by paying attention to how your body feels: tight muscles, clenched fists, racing heart, etc.

#### Examples:

- Angry when someone called you a mean name
- Angry when your teacher got onto you about something you didn't do

### DISAPPOINTED DRAGONFLY

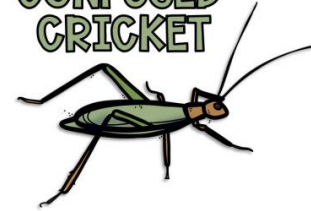


Disappointed is the feeling you have when you were really hoping something would happen a certain way and it doesn't. Someone can be disappointed in themselves, in a situation, or in another person.

#### Examples:

- Disappointed about not getting picked to do something
- Disappointed about your parent not taking you somewhere

### CONFUSED CRICKET



Confused is when you don't understand what's going on or why something happened. You can also be confused about someone else's feelings or actions.

#### Examples:

- Confused about why your teacher is frustrated with you
- Confused about how to do an assignment

### SAD SPIDER



Sad is the opposite of happy. Sad happens a lot when we get bad news about something, but sadness can also come without a reason we know about. One of the hard parts of feeling sad is thinking it will never go away.

#### Examples:

- Sad when no one is talking to you at lunch
- Sad when you see your mom crying about something



# Boys Group

## Session #7: Coping With Strong Feelings

| Objective(s):                                                                      | ASCA Mindsets/Behaviors:                                      | Materials:                                                              |
|------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------|
| Students will practice 3 strategies for coping with strong uncomfortable feelings. | Demonstrate effective coping skills when faced with a problem | Square breathing visuals, bug breathing cards, 3-6 binder clips, 1 ball |

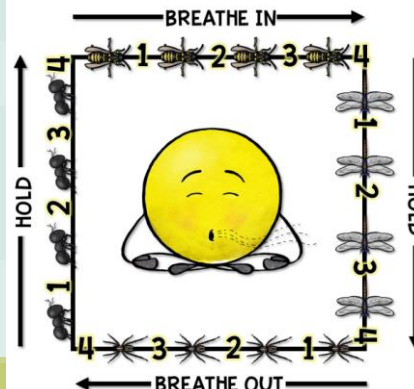
What could you tell yourself if you just got a test back and you got a bad grade on it?

What could you tell yourself if there's a substitute and you're worried you're going to get in trouble like the last time there was a sub?

What could you tell yourself if your teacher picks someone else to be the class leader, even though you had asked her if you could be it?

What could you tell yourself if no one will talk to you at recess?

**When I feel BUGGED, I can do square breathing.**



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# Boys Group

## Session #9 Friendship Boundaries

| Objective(s):                                                                                                                | ASCA Mindsets/Behaviors:                                                              | Materials:                                                               |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| Students will identify boundaries in friendships that are frequently broken and discuss how crossing them makes others feel. | Create positive and supportive relationships with other students; Demonstrate empathy | Boundaries visual, characters visual, scoot cards, scoot recording forms |

## FRIENDSHIP In and Out of Bounds



**Touch**  
Playful vs. Hurtful

**Joking**  
Funny vs. Mean



**Pride**  
Sharing Being Proud vs. Bragging



**Exclusion**  
BFFs vs. "No One Else"



**Silly**  
Having Fun vs. Being Annoying



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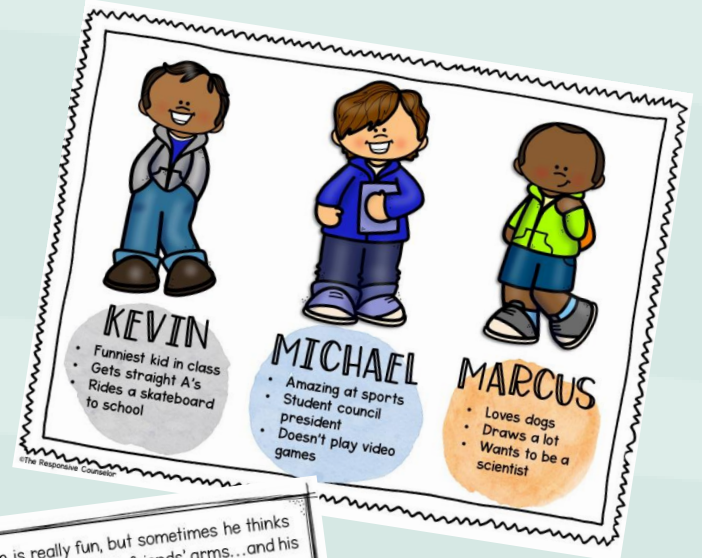
Michael's team won the soccer game in PE – they beat Marcus and Kevin's team by a lot. Michael said "We DESTROYED you! I am the ultimate best soccer player in the world. Too bad you guys have zero skills."

What friendship boundary did Michael cross?

How do you think Marcus and Kevin were feeling?



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Kevin is really fun, but sometimes he thinks it's funny to punch his friends' arms...and his friends don't. Today on the rug, he kept punching Michael in the arm. Michael wasn't laughing and asked him to stop but Kevin kept saying "I'm just playing!"

What friendship boundary did Kevin cross?

How do you think Michael was feeling?



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Marcus was absent from school yesterday. When he came back, Michael and Kevin kept looking at each other and cracking up and talking about everything that happened the day before. When Marcus asked them to tell him about it, they said "sorry, you had to be there."

What friendship boundary did Michael and Kevin cross?

How do you think Marcus was feeling?



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# Boys Group

## Session #10: Conflict Resolution

| Objective(s):                                                                                       | ASCA<br>Mindsets/Behaviors:                                                                                                     | Materials:                                                                                       |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Distinguish between positive and negative problem-solving strategies and practice using I-messages. | Create positive and supportive relationships with other students; Demonstrate ethical decision-making and social responsibility | Helpful/unhelpful mat and cards, I-message map mat, I-message sentence pieces, and problem cards |

### HELPING OR HURTING?

Makes the Problem **BETTER**  
and Scores  
Friendship  
**GOALS**



Makes the Problem **WORSE**  
and Causes  
Friendship **FOULS**



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Telling other people that you're mad at someone

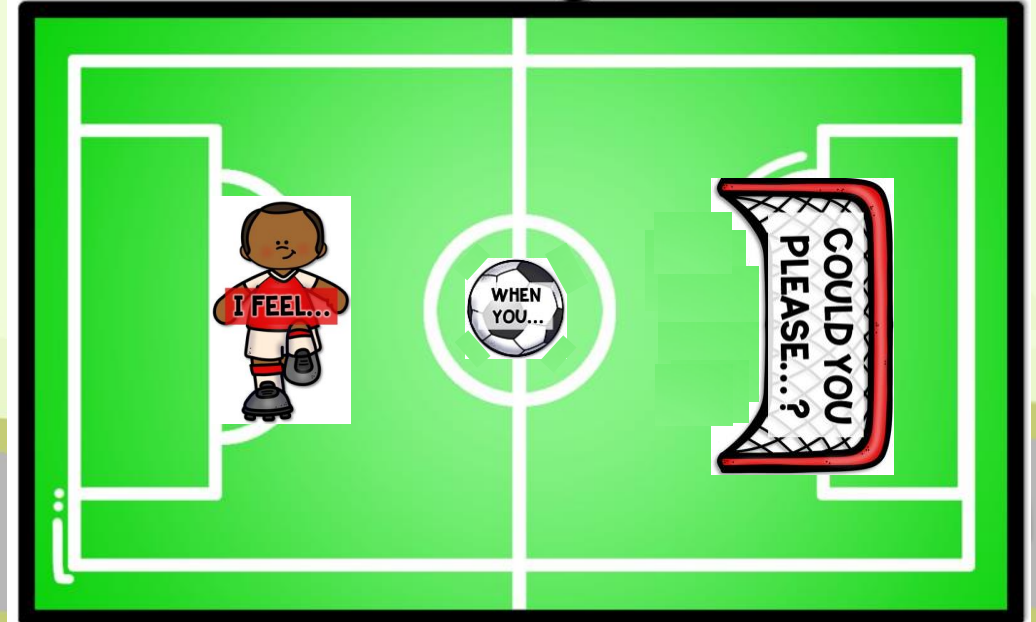
Getting other people to ignore the person you're mad at

Wait and cool off for a little bit, then talk it out with them

Telling the other person how you feel

Listening to the other person's side of things

### I-Message Field



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Your friend is always bragging and saying their stuff is best.



Your friend gets mad at you whenever you talk with other friends.



Your friend pushes you whenever you're playing soccer.



| Boys Group                                                          |                                                                                                                      | Session #11:<br>Being a Good S.P.O.R.T.                                                               |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Objective(s):                                                       | ASCA<br>Mindsets/Behaviors:                                                                                          | Materials:                                                                                            |
| Students will identify behaviors associated with being a good SPORT | Create positive and supportive relationships with other students; Use effective collaboration and cooperation skills | Good SPORT story, good SPORT visual, good SPORT question cards, speech bubble cards, bean bag or ball |

| Boys Group                                                                           |                                                                                                         | Session #12:<br>Termination                                                                      |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Objective(s):                                                                        | ASCA<br>Mindsets/Behaviors:                                                                             | Materials:                                                                                       |
| Students will process and reflect on their time in the group and the group's ending. | Create positive and supportive relationships with other students; Self-confidence in ability to succeed | Helpful/unhelpful mat and cards, I-message map mat, I-message sentence pieces, and problem cards |



Elijah kicked Ethan out of the talent show group because Ethan didn't want to do the song Elijah wanted. How could Elijah have respected Ethan's ideas and opinions?

It's hard to lose. It can be tempting to blame others or threaten to quit. What are 3 things you can do if you are losing or if you lost to help yourself feel better?

Lately Antonio has been constantly saying how lame everyone in his class is. He's always saying their clothes, their gaming skills, and their brains are worse than his. How can he put people up instead of putting people down?

Malachi has a really hard time with math and your class is having a math competition. How do you think Malachi is feeling? How can you be a good sport and show you care?

### Roll and Respond

- Before the group I...
- After our group I...
- My favorite thing we did was...
- I learned how to...
- One thing I wish we would have talked about more is...
- I want to remember...

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# Data Justifying Implementation



- Discipline referrals
- Interventions listed by teacher and previous counselors/administration
- Parent/teacher emails
- Conferences with administration, teacher, and parents

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                |                            |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------|---------------------------|-------------------------|--------------------------------------|-------------|--|-----------------------------------------------|------------------------------------------------|--|-----------------------------------|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| Intervention Date<br>2/9/2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Entered By<br>[REDACTED]                       | Entry Date<br>2/9/2022     | Tier<br>1 | Incident:<br>Fighting                                                                                                                                                                                                                                                                                                              | Incident Date: 09/08/2022<br>Incident Time: 12:30 PM                                    |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| Intervention Type<br>Behavior                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                |                            |           | Created By: [REDACTED]<br>Incident Participant Type: Respondent/Aggressor<br>Incident Time Frame: During lunch/recess                                                                                                                                                                                                              | Updated By: [REDACTED] on 09/09/2022<br>Incident Location: Athletic field or playground |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| <b>Note:</b><br><p>Talked with [REDACTED] about appropriate classroom behavior (not talking out) and why it's important to not talk out. We discussed why we need to let others learn and how talking makes it harder for them to learn and for us to learn as well.</p> <p>[REDACTED] stayed in for 5 minutes of morning recess to discuss this and practice appropriate classroom behavior.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                            |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| Intervention Date<br>12/14/2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Entered By<br>[REDACTED]                       | Entry Date<br>12/14/2022   | Tier<br>1 | Intervention Type<br>Behavior                                                                                                                                                                                                                                                                                                      |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Updated by<br>[REDACTED]                       | Updated Date<br>12/14/2022 |           | <b>Note:</b><br><p>[REDACTED] was elbowed by another student for teasing during class. [REDACTED] the other student, and I talked about using kind words, more appropriate ways to handle teasing, and options if it happens again. Both boys apologized to each other, and both felt good about the result of our discussion.</p> |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| <b>Note:</b><br><p>[REDACTED] and another boy were pushing each other during recess while playing soccer. We talked about appropriate behavior at recess and the importance of keeping our hands to ourselves. Both boys apologized and felt good about the situation after our discussion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                |                            |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| <table border="1"> <tr> <td>Incident:<br/>Fighting</td> <td>Incident Date: 01/31/2023</td> <td>Incident Time: 12:00 PM</td> </tr> <tr> <td>Created By: [REDACTED] on 01/31/2023</td> <td>Updated By:</td> <td></td> </tr> <tr> <td>Incident Participant Type: Complainant/Victim</td> <td>Incident Location: On-campus other inside area</td> <td></td> </tr> <tr> <td>Incident Time Frame: During class</td> <td></td> <td></td> </tr> <tr> <td colspan="3">Investigation Report:<br/>On January 31st, 2023, [REDACTED] and [REDACTED] were brought to the office during PE. During PE [REDACTED] stated that [REDACTED] missed a shot in the basketball hoop, and he whispered to his friend [REDACTED] that he was not shooting right. He then stated that [REDACTED] slapped him hard in the face. [REDACTED] stated that they were playing basketball and when he missed his shot, [REDACTED] started whispering and giggling to the student next to him and he got frustrated and slapped him in the face. [REDACTED]</td> </tr> </table> |                                                |                            |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         | Incident:<br>Fighting | Incident Date: 01/31/2023 | Incident Time: 12:00 PM | Created By: [REDACTED] on 01/31/2023 | Updated By: |  | Incident Participant Type: Complainant/Victim | Incident Location: On-campus other inside area |  | Incident Time Frame: During class |  |  | Investigation Report:<br>On January 31st, 2023, [REDACTED] and [REDACTED] were brought to the office during PE. During PE [REDACTED] stated that [REDACTED] missed a shot in the basketball hoop, and he whispered to his friend [REDACTED] that he was not shooting right. He then stated that [REDACTED] slapped him hard in the face. [REDACTED] stated that they were playing basketball and when he missed his shot, [REDACTED] started whispering and giggling to the student next to him and he got frustrated and slapped him in the face. [REDACTED] |  |  |
| Incident:<br>Fighting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Incident Date: 01/31/2023                      | Incident Time: 12:00 PM    |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| Created By: [REDACTED] on 01/31/2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Updated By:                                    |                            |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
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| Incident Time Frame: During class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |                            |           |                                                                                                                                                                                                                                                                                                                                    |                                                                                         |                       |                           |                         |                                      |             |  |                                               |                                                |  |                                   |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
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# Needs Assessment

## Individuals surveyed

- Teacher
- Administration
- Parent

## Summary of survey

- Students were low on
  - Self-control
  - Appropriate behavior
  - How to calm themselves down
  - Problem solving
  - Kind and respectful to peers

| Guys Group          |                                                                                 | Pre/Post Survey                                                                                           |
|---------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Teacher Name: _____ |                                                                                 |                                                                                                           |
| Student Name: _____ |                                                                                 |                                                                                                           |
| 1                   | This student feels good about themselves.                                       | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 2                   | This student shows self-control.                                                | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 3                   | Overall, this student has appropriate behavior.                                 | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 4                   | This student can express how they are feeling.                                  | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 5                   | This student knows how to calm themselves down when they feel worried or angry. | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 6                   | This student has some good friendships.                                         | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 7                   | This student knows how to solve problems with other kids.                       | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |
| 8                   | This student is kind and respectful to other kids.                              | <input type="checkbox"/> Rarely<br><input type="checkbox"/> Sometimes<br><input type="checkbox"/> Usually |

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# Screening Process

- All students are the same age and gender
- Survey results indicated all students were low in similar areas
- Pre-interviews indicated all students were willing to participate
- Parent interview
- Administration and teacher agreement
- Parent consent

# Consent Form

Hello!

Part of the counseling program at our school includes small groups that meet weekly and help students with specific topics. Your child has been referred to a group to help boys work on showing good sportsmanship, solving conflict peacefully, being confident, and being their best, most awesome selves. We will begin meeting soon, usually weekly, for approximately eight sessions. Together we will talk, play games, and practice being good friends. Please sign and return the attached permission slip if you would like your child to be a part of this group.

Please feel free to call or email me with any questions or concerns. I'm looking forward to working with your child.

Dina Schoulten  
School Counselor



School \_\_\_\_\_

## LETTER OF PERMISSION GROUP COUNSELING

\*Date: \_\_\_\_\_

I (or we) \_\_\_\_\_ intend to discuss the following subjects in  
(class or course name):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

During the course of this activity students may be encouraged to discuss their personal views and experiences as appropriate so that the class will have greater personal relevance and interest. Every effort will be made to respect family privacy, and there is no intent to discuss sensitive issues; however, the law requires that we remind you that unexpected subjects\*\* may arise as children express their feelings. Individuals who may have access to protected student information disclosed by students during our session(s): \_\_\_\_\_

The materials that I plan to use for our discussion are available for your review. If you desire to review the materials, you may contact me at \_\_\_\_\_ to arrange to discuss the planned curriculum and/or review the materials.

Please understand that under the law, your child cannot participate in the scheduled activity unless and until this signed letter of permission is returned to me.

**I give permission for my child \_\_\_\_\_ to participate in the scheduled activities as described above.**

Parent Signature \_\_\_\_\_  
Date \_\_\_\_\_

### FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

\*Section 53A-13-302, Utah Code, provides that parents must be notified at least two weeks prior to a school activity which is intended to cause a student to reveal private information.

*Two week requirement waived:*  
Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\* Subjects, as written in Utah State Law, may include: politics; emotional or psychological difficulties; income, sexual behavior, orientation or attitudes; illegal, anti-social, demeaning or self-incriminating behavior; critical appraisals of family relationships; religious affiliations or beliefs, and/or legally recognized privileged and analogous relationships.

--School Year --

\_\_\_\_\_

# Pre-AIA Specialty Standards

## Foundations B.1.

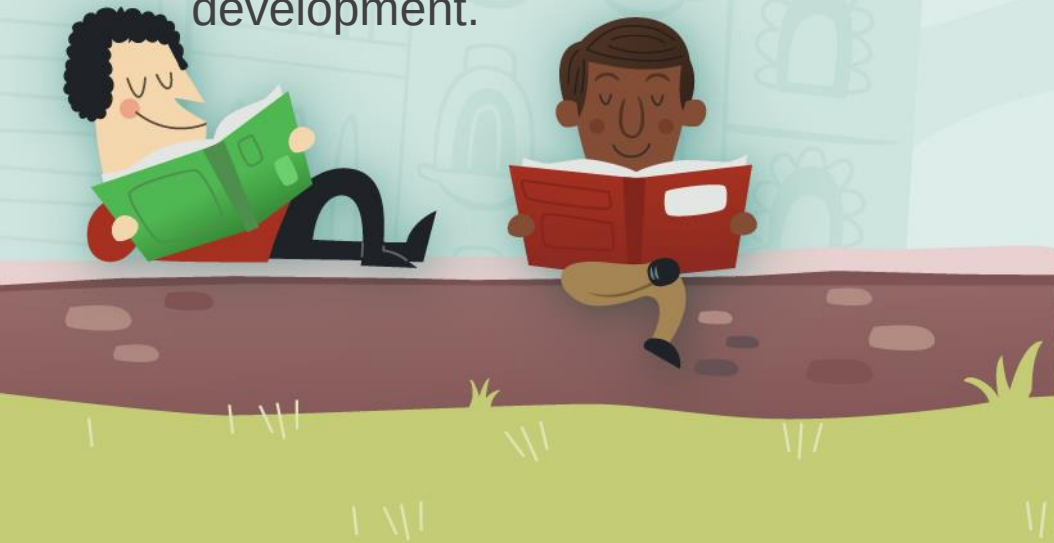
- As in all counseling, this psychoeducational group will apply and adhere to ethical and legal standards.

## Diversity and Advocacy F.1, F.2, F.4.

- The counselor will demonstrate multicultural competencies in this group by exhibiting awareness of members' background, ethnicity, and belief systems while enhancing a positive school climate that is equitable and responsive.

## Preventions and Intervention D.2, D.3.

- The counselor provides group counseling to promote the social-emotional development of students. This psychoeducational group will help students with self-regulation and group counseling is an effective method for this type of group and specifically this age group as issues arise among peers (Vernon & Schimmel, 2019). This group will support their social-emotional development and factors of resiliency on student learning development.



# Pre-AIA Specialty Standards

Assessment H.1, H.2, and H.3.

- Through the pre-survey, this group addresses the students' strengths and needs, and through analysis of the information, valid inferences will be made when evaluating the needs of individual students and the effectiveness of the program. The counselor will use school data to determine the need for this group intervention.

Research and Evaluation J.1, J.2, J.3.

- This small group will analyze and use data (and relevant technology) to identify group members and enhance the school program. Pre/post surveys will be utilized as well as school data to determine effectiveness and opportunities to realign objectives. This is aligned with ASCA Ethical Standards (2022).

Collaboration and Consultation N.1 and N.3.

- The counselor will work with stakeholders to build an effective counseling program as it directly affects students' social-emotional development and school success.



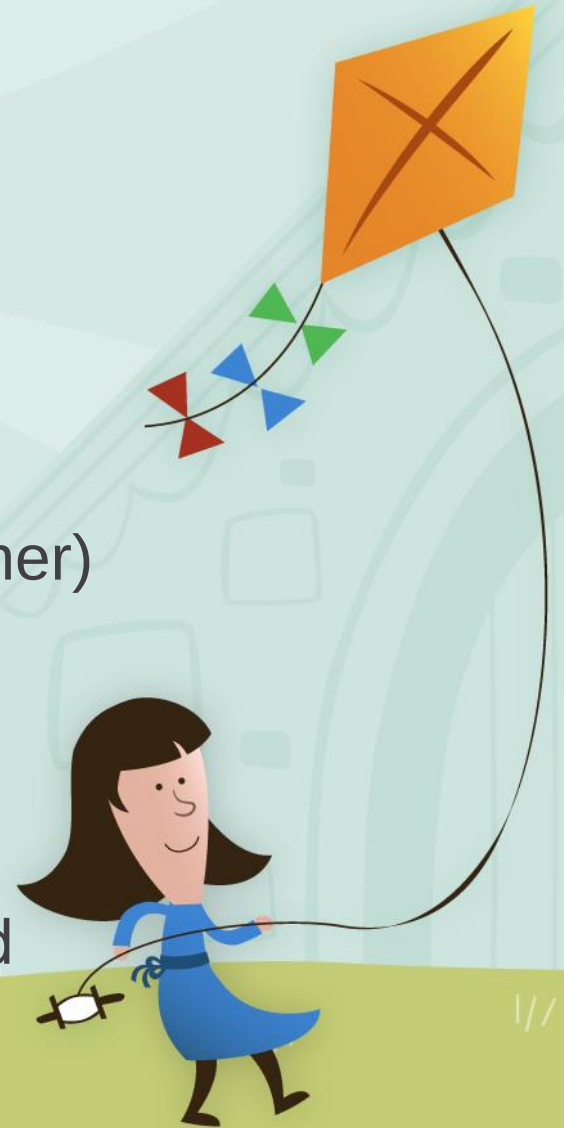
# Cultural Sensitivity

- Gender differentiation for our specific objective
  - Movement-based, hands-on, boy-centered
- Equitable for various disabilities and cultures
  - Names and visuals are inclusive
  - Activities consider a range of abilities, attention spans (ADHD), and spectrum disorder
- Positive, caring, and safe environment
  - Emotional check-in to begin each session
  - Review of group norms



# Evaluation

- Pre/Post surveys implemented
- Results will validate comprehension/implementation of skills addressed
- Results will guide instruction for program improvement
- Monitor behavior referrals post group to identify reduction, maintenance, or increase
- Follow-up with teacher for in-class behavior post group.
  - 3 out of 4 students showed growth in most areas (per teacher)
- Student post surveys
  - 2 out of 4 students stated growth
  - 2 out of 4 students stated they were lower on survey skills after the group
    - Although there is room for growth, I don't think I lowered their ability to implement the skills, are they now more aware of the skills they should be implementing (?)



# References

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