



PSYCHO-EDUCATIONAL SMALL GROUP

Ran & Presented By:

Taryn Butcher

PSYCHO-EDUCATIONAL SMALL GROUP TOPIC

Friendship Groups



GRADE LEVEL OF GROUP

3rd Grade Focus

Friendship Group

5 Session
Social Skills
Small Group
for
Grades 1-3



GOALS OF GROUP

1. I AM IN CONTROL OF

Teach students that they cannot control others and to focus on improving themselves!

2. OWNERSHIP

Teach students to take ownership for their actions!

3. HONESTY BUILDS TRUST

Teach students that trust between friends is earned through honest actions repeated over time!

4. NEGATIVE & GREAT FRIENDSHIPS

Teach students how to have great friendships rather than negative friendships!

5. GROW YOUR EMPATHY

Teach students to become more empathetic for others as we often do not know their struggles!

6. COMMUNICATION DOS & DON'TS

Teach students positive and negative ways to communicate as a friend!

7. DON'T FUEL THE DRAMA FIRE

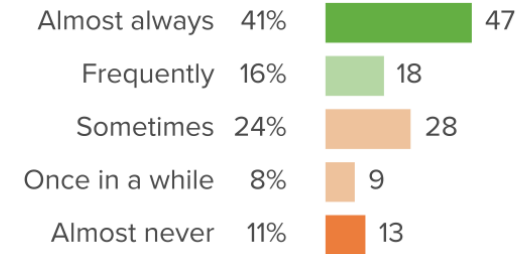
Teach students actions which lead to friendship drama and actions which lead to peaceful friendships!

8. BE THE BEST YOU

Conclude by having students set goals that focus on improving themselves as a person!

DATA SOURCES

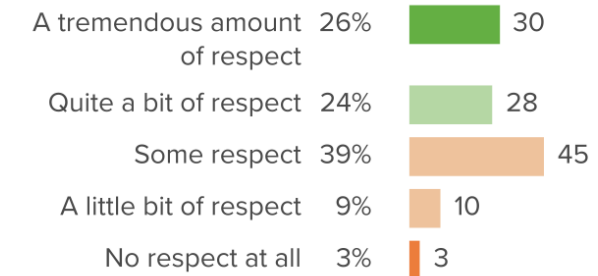
Q.3: During the past week, how often did you feel loved?



▲ 0 from last survey

Favorable: **57%**

Q.5: How much respect do students at your school show you?



▼ 2 from last survey

Favorable: **50%**

Questions Responses **10** Settings

What are your concerns? Please be specific.

10 responses

Emotion Regulation, Flexibility, coping skills

Student does not have many/any close friends. Needs help interacting peacefully when there is conflict.

█ is kind to all, but doesn't have friends that she likes to play with at recess. She tends to hang out with me. It would be great if she could connect with some friends. One idea: █

Struggles making friends. Jumps to blaming instead of talking over what happened. Struggles taking turns and sharing.

RATER: [REDACTED]
STUDENT NAME: [REDACTED] DATE: 02/05/24

Read the following statements and circle the response that best describes the student.

The student is connected to other girls at school.	<u>Never</u>	Sometimes	Always
The student shows respect to other girls at school.	Never	Sometimes	<u>Always</u>
The student cares about how others are feeling and doing.	Never	<u>Sometimes</u>	Always
The student shows support/compassion to female peers.	Never	<u>Sometimes</u>	Always
The student tries to understand how others are feeling.	Never	<u>Sometimes</u>	Always
The student embraces and respects diversity.	Never	Sometimes	<u>Always</u>
The student demonstrates empathy toward peers.	Never	<u>Sometimes</u>	Always
The student builds up female peers.	Never	<u>Sometimes</u>	Always

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NEEDS ASSESSMENTS

Pre & Post-assessments were given to both the student to measure their perspective on their friendships, as well as the teacher was given both to answer based on observable changes in behavior from the student.

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STUDENT NAME: [REDACTED] DATE: 02/05/24

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RECOMMENDATION

Utilized teacher recommendations and recorded observable behavior patterns, along with my own noticing behaviors of students, student specific Panorama survey answers, as well as friendship issues that have been documented.

OBSERVABLE BEHAVIORS

Observable behaviors are actions that can be seen with the naked eye. They are sometimes referred to as overt behaviors.

SCREENING PROCESS

CONSENT FORM EXAMPLE

Due to parents/guardians being unreliable with returning forms or communicating in general, I decided to do an opt out form to begin groups and then if families did not want their students in the intervention group, they would take the time to reach out and communicate that. This worked well, and I received no complaints.

Dear Parents/Guardians,

Your child has been referred for a small group at Four Corners Elementary School. My name is Taryn Morales, and I am the School Counselor here at 4C and I offer short-term individual and group counseling services to students on an as-needed basis. Every child is eligible to receive counseling services and can be referred for counseling by parents/guardians, school staff, or students may make a request to their teacher.

School counseling services are short-term services aimed at enhancing effective education and socialization of each child within the school's community. These services are not intended as a substitute for psychological counseling, which is not the responsibility of the school. It is a parent's responsibility to seek additional services for their child if necessary. If you would like a counseling referral you may contact me anytime.

In order to build trust with your child, I will keep information confidential with some possible exceptions. Because these services are provided to minor children in the school setting, I may share information with parents/guardians, the child's teacher, and/or administrators or school personnel who work with the child on a need to know basis so that we may better assist your child as a team. I am also required by law to share information with parents or others in the event that your child is in danger or they know of someone in danger or is a danger to themselves or others or if subpoenaed by the court. I will make sure your child is aware of these limits to confidentiality and will inform him/her when sharing information with others. If you would like me to share information with a third party, such as a community counselor, psychiatrist, social services worker, or pediatrician, you will need to sign an additional release of information form available in the front office.

I hope your child will enjoy and benefit from the services I offer, and I encourage you to contact me whenever you have a question, input or concern. Please let me or your child's teacher know if you do **NOT** want your child to participate in small groups at school.

Thank you,

Taryn Morales
Four Corners Elementary School Counselor
morales_taryn@salkeiz.k12.or.us
(503) 399-3145

PRE-AIA SPECIALTY STANDARDS

- Prevention and Intervention-----Instruction of healthy friendships and how to prevent and handle conflicts.
- Diversity and Advocacy-----Mix of 3rd grade girls from two different classrooms, will seek to celebrate and encourage their diversity in the group.
- Assessment-----Assessment data will be gathered both pre & post intervention group, from multiple sources.
- Collaboration and Consultation-----Gathering of school wide data, self-surveys from students, teacher perspective surveys, and referrals to consult on how to best teach these students skills.

CULTURAL SENSITIVITY

Agreed upon group work time norms were essential for a positive, safe, and caring learning environment. Any time there was a conflict or issue that arose, we would refer to our group guidelines and use them as a reference point for facilitating conversations.



EVALUATION OF GROUP

Data is collected from both the pre and post self-survey from the students on their overall view of their friendships with others. The pre and post teacher evaluation is also taken into consideration to cross examine results. Areas for improvement include more groups of different ages, measured overtime to understand results on impact.

NAME: _____ DATE: _____

Color or circle the thumb that best represents how you feel right now.

I feel connected to other girls at my school.			
I respect other girls at my school.			
I care about how others are feeling and doing.			
I believe that it is possible for girls to support one another.			
I believe I can make a positive impact on the girl community at school.			
I believe that having a diverse group of people in the school community makes it a better place.			
It is easy for me to understand how others are feeling.			
I know how to build other girls up and make them feel good about themselves.			

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REFERENCES

Teaching Resources & Lesson Plans. TPT. (n.d.).

<https://www.teacherspayteachers.com/>

Panorama Education: Supporting student success. Panorama Education |

Supporting Student Success. (n.d.). <https://www.panoramaed.com/>