

Pathways to the Future- 8th grade Intervention Group

Created and implemented by: Taryn
Morales



Holistic Student Success

Data Sources:



- Attendance Data

-Shows trends of students not valuing their education

- Academic Data

-Shows trends of slipping grades, as a direct result of poor attendance

Needs Assessment-

Question 1

I have a high sense of self-esteem, and I believe I can be a successful individual *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

Question 2

I know what stressors cause me to have a lowered level of success and how to deal with these stressors in a healthy way *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree



Needs Assessment-

Question 3

I can identify whether or not a friendship is healthy for me and how to set boundaries *

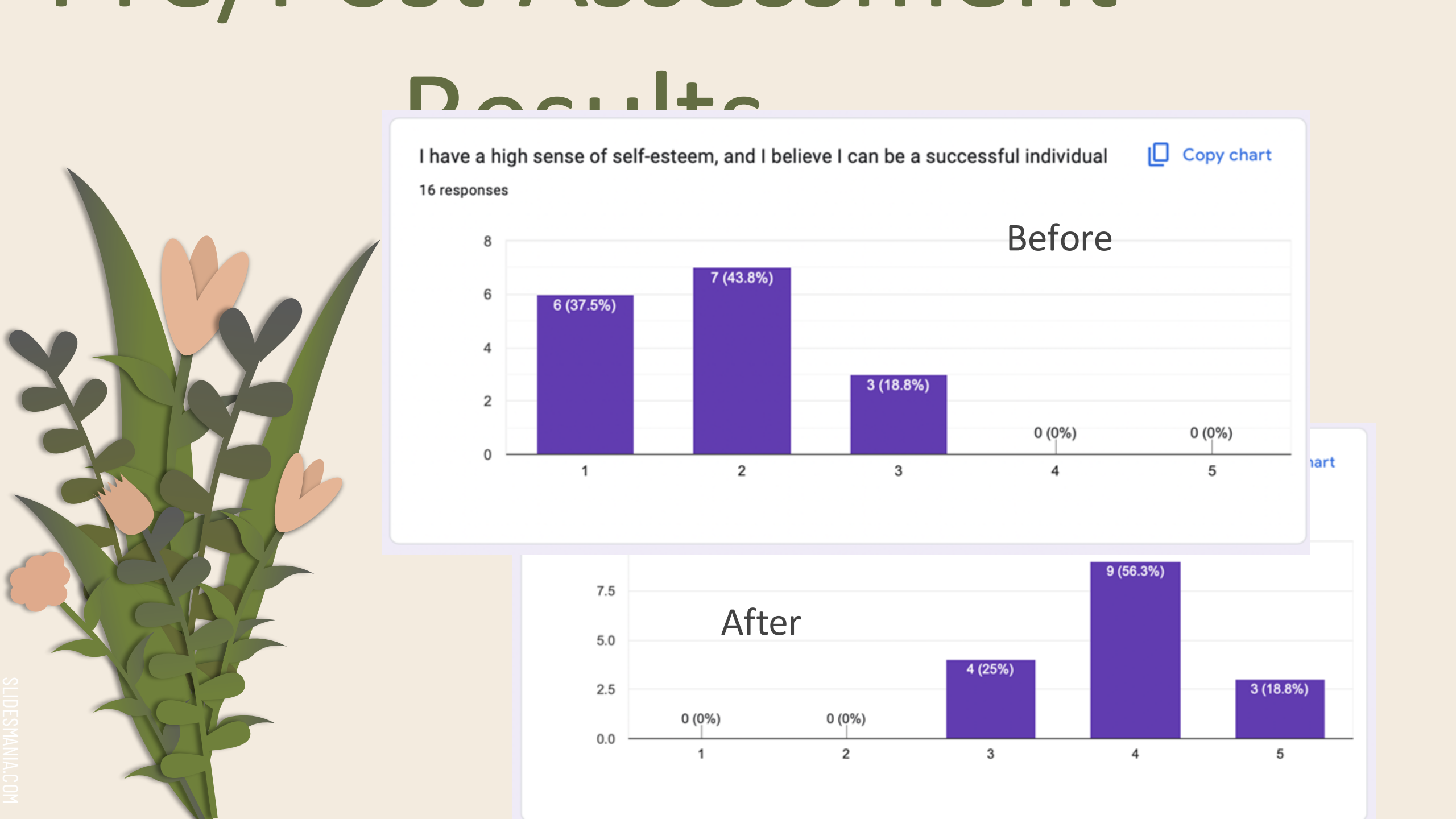
	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree

Question 4

I have an understanding of how to set SMART goals and I feel comfortable with planning for my future success *

	1	2	3	4	5	
Strongly Disagree	☐	☐	☐	☐	☐	Strongly Agree



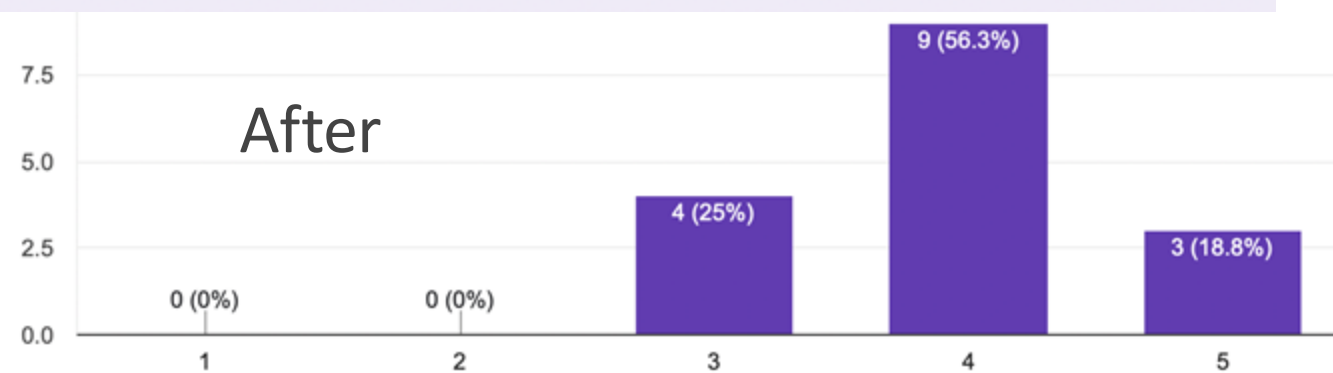
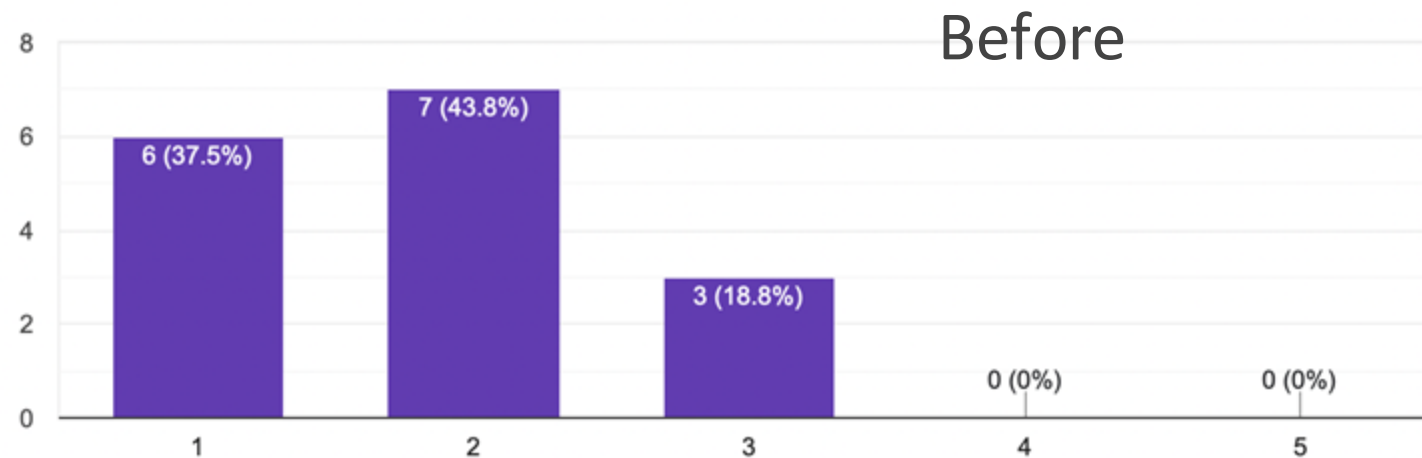


Results

I have a high sense of self-esteem, and I believe I can be a successful individual

 [Copy chart](#)

16 responses



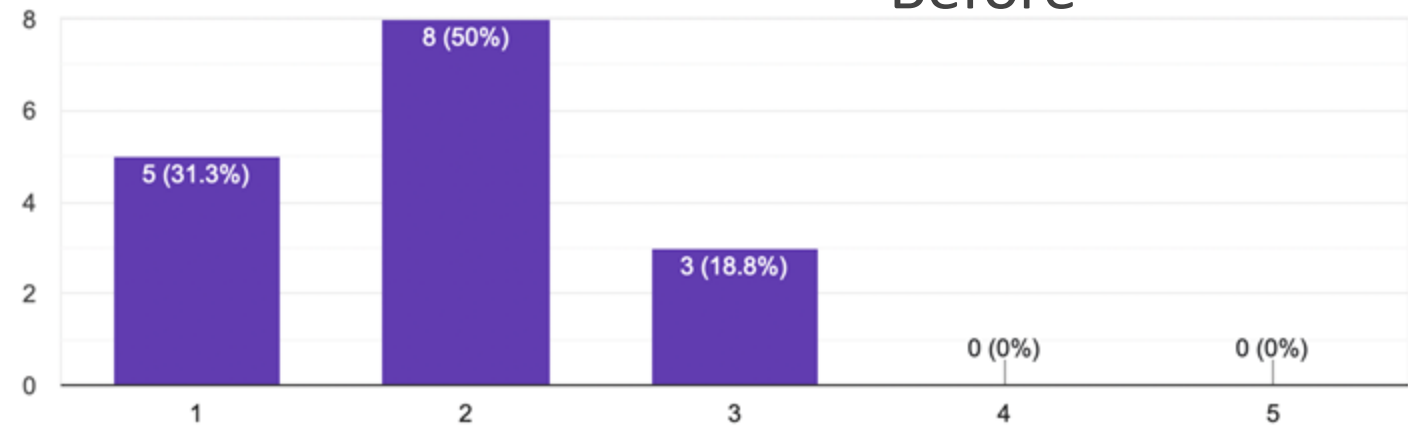
Results

I know what stressors cause me to have a lowered level of success and how to deal with these stressors in a healthy way

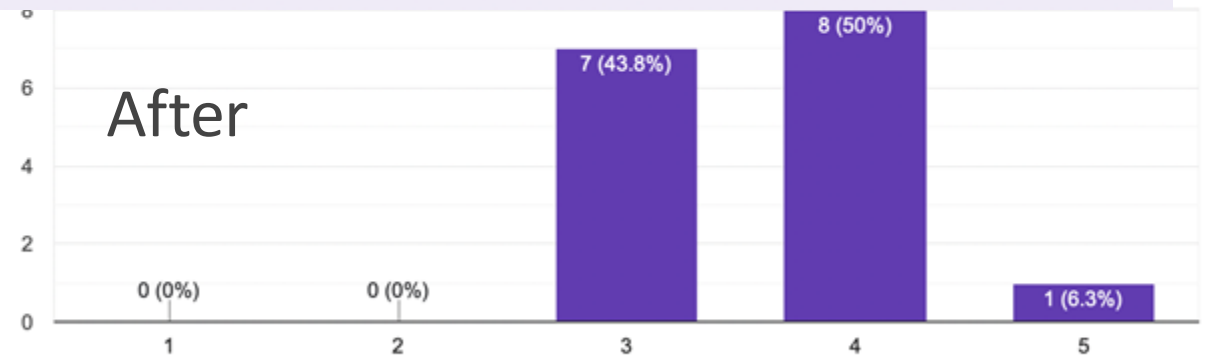
 Copy
chart

16 responses

Before



After



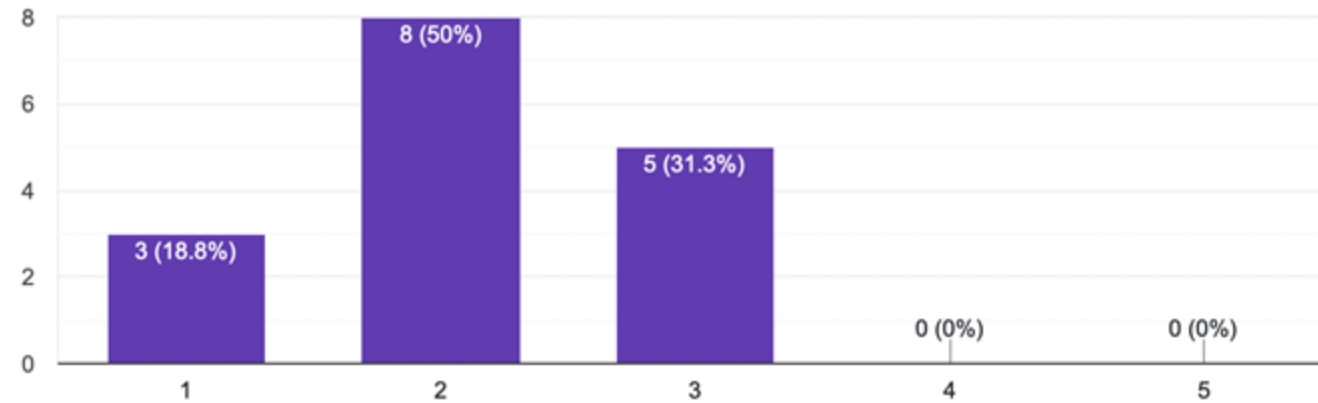
Results

I can identify whether or not a friendship is healthy for me and how to set boundaries

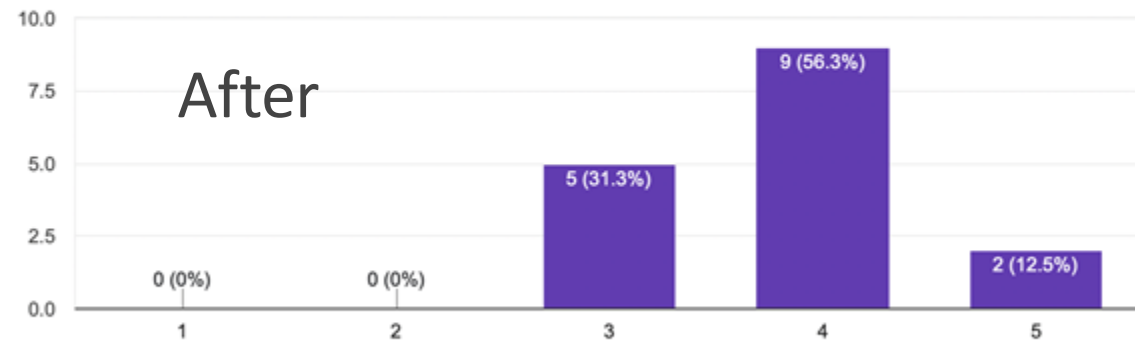
[Copy](#)
[chart](#)

16 responses

Before



After



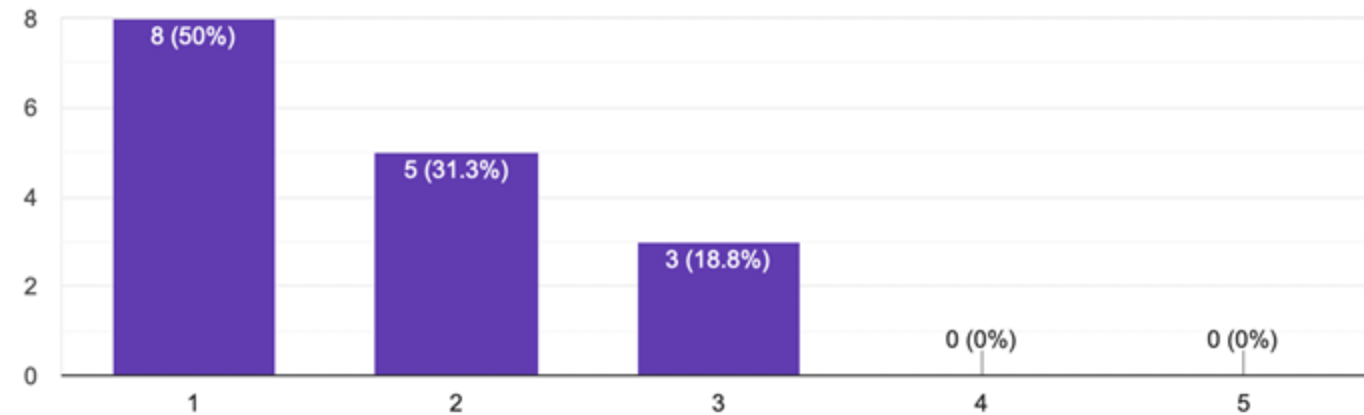
Results

I have an understanding of how to set SMART goals and I feel comfortable with planning for my future success

 Copy
 chart

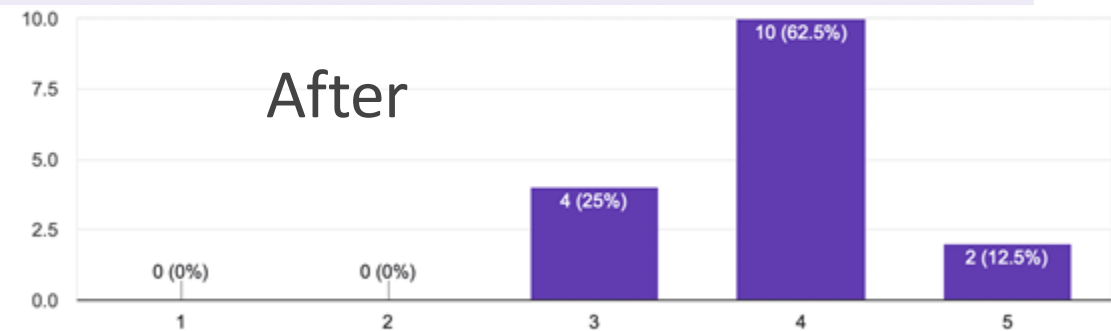
16 responses

Before



 Copy
 chart

After



AIA Alignment

❖ Foundations

-Utilizes norms and standards of practice to ensure students have equitable access to proper intervention.

❖ Counseling Prevention & Intervention

-This group seeks to prevent future adversity from causing deep effects on young women by focusing on interventions tailored toward problems these individuals usually deal with.



ment Continued...

❖ Diversity & Advocacy

-This group is comprised of young women that come from various backgrounds and are given the opportunity to advocate for their needs.

❖ Assessment

-Pre and Post Assessments will be administered prior to and after the 6 week intervention, to measure the impact it had on participants and its overall effectiveness.



AIA Alignment Continued...

❖ Research & Evaluation

-A research based curriculum that targets this specific age group will be utilized. The evaluation of effectiveness will be measured through the post assessment at the end of the 6 week intervention period.

❖ Academic Development

-Focus on future academic development by utilizing organizational and goal-setting skills.



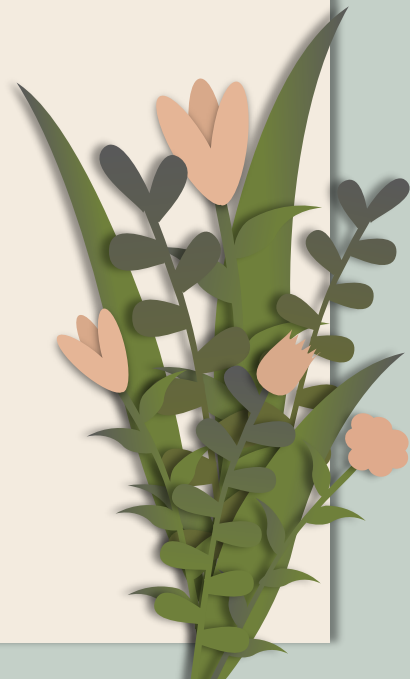
AIA Alignment Continued...

❖ Collaboration & Consultation

-Collaboration and consultation is gathered from teacher recommendation, academic data, and attendance data.

❖ Leadership

-Students will learn vital leadership and self-advocacy skills for future endeavours and overall success.



ASCA Mindsets and Behaviors



M1: Belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.

M2: Sense of acceptance, respect, support, and inclusion for self and others in the school environment.

M4: Self confidence in the ability to succeed.

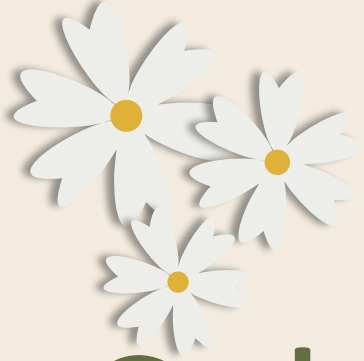
M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes.

B-SMS1: Responsibility for self and actions.

B-SMS6: Ability to identify and overcome barriers.

B-SS9: Social maturity and behaviors appropriate to the situation and environment.

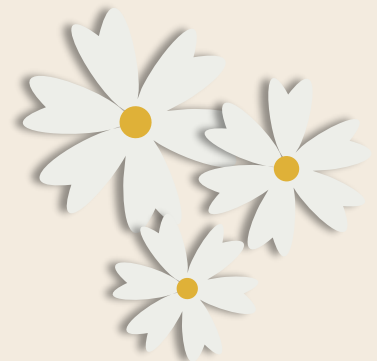
B-LS7: Long- and short-term academic, career, and social/emotional goals.



Cultural

Sensitivity

The identification of diverse group members, the inclusion of cultural background considerations, and the appreciation of various perspectives all account for this intervention being culturally sensitive and responsible.



Fostering a positive group environment and experience



**Agreed
Upon
Norms**

**Clear
Expectations**

**Openness &
Willingness**

evaluation

Student identification of self-esteem and belief in ability to succeed INCREASED

Student identification of stressors and coping skills INCREASED

Student identification of healthy friendships and appropriate boundaries INCREASED

Student understanding of SMART goals and future planning INCREASED

Student participation and attendance to school INCREASED



Evaluation- room for improvement

- Extended group time to allow for more discussion.
- Extended period of time to allow deeper exploration of each topic.
- Ability to build off of intervention to dive more deeply into areas of fine tuning.
- Ability to expand knowledge school-wide for equitable access.

