



Friendship Club Small Group Presentation



Linnea Puckett



The small group topic and participants

Topic of the Small Group: social/emotional development and relational awareness.

Grade level of participants: 1st and 2nd Grade

Number of participants involved: 6 participants

Number of students expected: 10

Small Group goal

The students will demonstrate and articulate appropriate ways to communicate and build connections/relationships as a result of participating in this Small Group.

Data collection

Existing data resources that prove the need for this Small group

Needs Assessment: a Needs Assessment performed at the beginning of the school year

Behavioral reports and teachers survey: direct behavioral reports that show issues that are covered in the small group, and teacher surveys of reasons they think their student would benefit from this type of group.

Needs Assessment:

<https://docs.google.com/document/d/1veAAFskkouaZIrTRBPKwQFC2I4PRvLpIL-CUPvEvO7k/edit?usp=sharing>

Teacher Survey:

<https://docs.google.com/spreadsheets/d/1zCO3XlBcW33-NDRIAvnESPqnKmwZ3RmAoQGVbaDSCU/edit?usp=sharing>

Needs Assessment

Participants and stakeholders

Teachers

Administration

Faculty/Staff

(All Professionals that are in the school including custodian had access to the Needs Assessment)

Screening Process and Consent

How students were chosen and
consent forms for parents.

The choice of Grade level was narrowed down by the needs Assessment and what Grade level would need this particular group the most. After that a letter was sent out to teachers of first grade classes and students were selected as a results of responses to letters. Consent from were sent via email for students the teachers had recommended. Permission was granted for six students.

Consent Form Example:

Dear Parents/Guardians,

The counseling program at Brookhill Elementary is designed to be preventive and developmental. In addition to seeing students individually and in classroom counseling, we teach skills and information in small-group settings.

[REDACTED] has been recommended for our Relationship Building group.

We emphasize to students that groups are for everyone, and participating does not indicate a problem. All students can benefit from learning how to accept responsibility, manage stress, communicate effectively, make decisions, and solve problems. Students can learn from one another and enhance their self-concepts in a small-group setting.

Participation in each group will involve weekly meetings. The group consists of 4-6 sessions, meeting once per week for about 30 minutes. Group time will meet during the regular school day. Our meeting format will include discussion and activities. Students will be expected to respect the confidential nature of our discussions when they return back to their classes.

If you have any questions regarding the group, please feel free to contact me by calling (256) 233-6603 or email me at melitta.malone@acs-k12.org. I look forward to working with your child and helping him or her through this process. Thank you for your support in our mutual goals of raising competent, and successful children.

Sincerely,

Melitta Malone

Pre-AIA Specialty Standards Covered

Foundation- Practicum Student looks to ASCA National Model as a guidance document. (ASCA National Model and Implementation book were used in the process of creating lesson plans for the group to ensure the lessons were aligned with ASCA Standards for Student Success.)

Counseling Prevention & Intervention - Provides group counseling to promote social/emotional development in students. Demonstrate the ability To recognize his/her limitations as a school counselor.

Diversity- Demonstrates multicultural competencies. Advocates for the learning and academic experiences.

Assessment - Assess barriers that impede students' academic. Career, and social/emotional development

Pre-AIA Specialty Standards Covered Cont.

Research & Evaluation - Applies relevant research findings to inform the practice of school counseling.

Collaboration & Consultation - Consults with teachers and staff to promote students academic, career, and social/emotional development.

Leadership - Participates in the design, implementation, and management of the small group counseling sessions.

Identifying Cultural sensitivity in Small group

Throughout the entirety of the small group students were taught skills that would help them be more sensitive to their peers. We cover topics of conflict, bias and prejudice through lessons on perspective, and bullying. The lesson on bullying also covers topics such as oppression and discrimination in a grade-level appropriate way. Every lesson taught used strategies to encourage peer growth and understanding. Some examples would be the cultural show and tell, a video called the Judgemental flower (read aloud), our team project to teach collaboration and conversational skills, and our conflict resolution cards with scenarios that challenge students regarding bullying or conflict issues. The next few slides will show the examples from each lesson taught during this six week group counseling session

Lesson 1: Introduction & Group rules

Formal Assessment

Handwritten assessment sheet with four items, each with a cartoon illustration and a response box.

Item 1: Illustration of two children talking. Statement: "I can tell others how I feel". Response: Always ☒ Sometimes ☐ Never ☐

Item 2: Illustration of four children standing in a line. Statement: "I am nice to others who are different than me". Response: Always ☐ Sometimes ☐ Never ☒

Item 3: Illustration of three children sitting at a table. Statement: "I can be a good teammate in a group activity". Response: Always ☐ Sometimes ☒ Never ☐

Item 4: Illustration of two children, one holding a soccer ball. Statement: "I can be mean to others". Response: Always ☒ Sometimes ☐ Never ☐

Item 5: Illustration of two children, one standing and one sitting. Statement: "I can stand up when others are being mean". Response: Always ☒ Sometimes ☐ Never ☐

Group Rules

Handwritten list of rules for the Friendship Club.

The Friendship Club Rules

1. Be Kind
2. Be Calm
3. Raise your hand
4. Be Friendly
5. Hands + feet to yourself
6. Be good to your classmates

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Lesson 2: Expressing Emotions and Needs

Little Spot of Feelings: Emotion Detective Video

<https://youtu.be/YC3SQnoggjM?si=28Bm8rYyXk4yyxWT>

Little Spot of feeling faces used for role play activity:

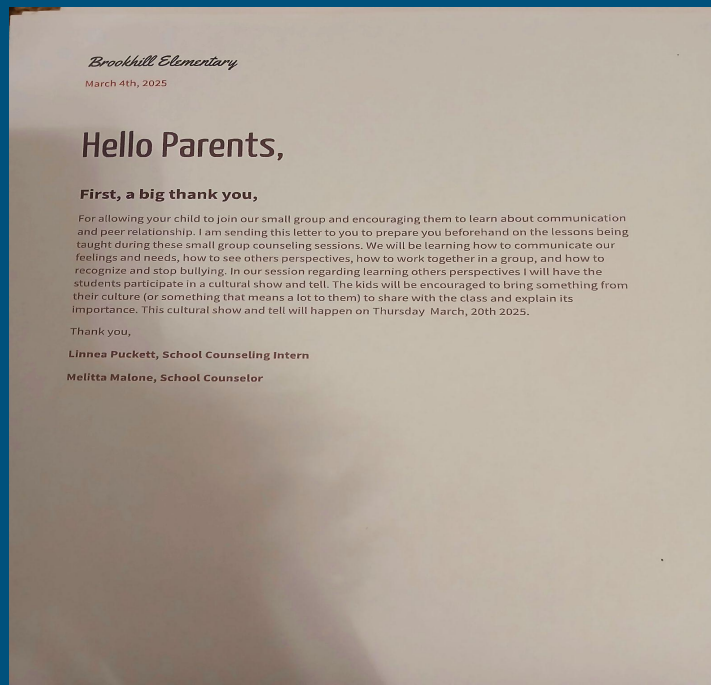


Lesson 3: Perspective Taking; Understanding differences

Video: The Judgemental Flower

<https://www.youtube.com/watch?v=A4cjvAjlAXo>

Cultural Show and Tell letter to parents

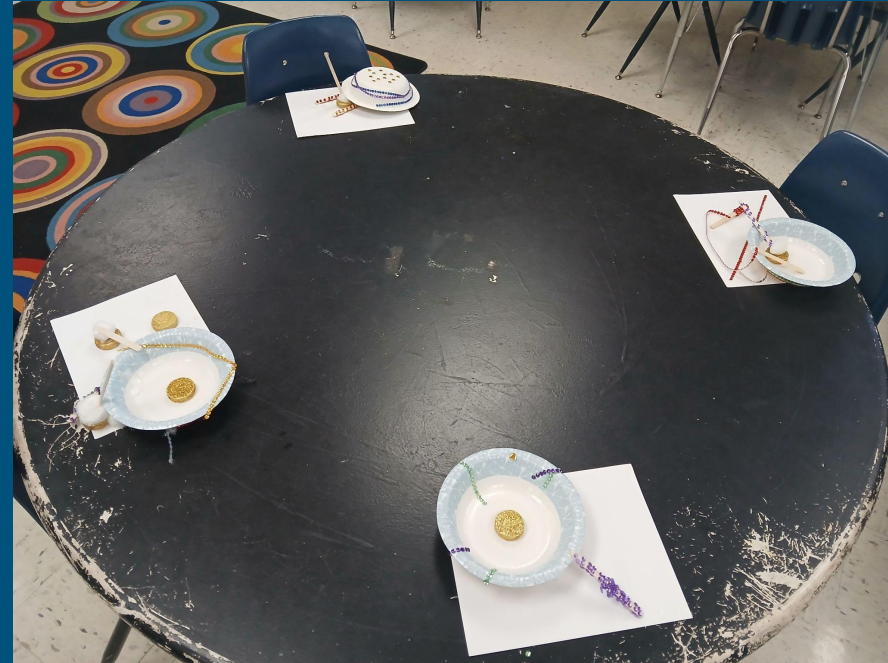


Lesson 4: Collaboration and Conversation

Working on project



Finished Project



Lesson 5: Bullying and Harassment

Example 1 scenario:

I see someone being mean to another student and they seem upset. What do I do?

- A. I also be mean to the other student
- B. I tell the mean student to stop
- C. I get an adult to deal with it
- D. I ignore it and walk away

Example 2 scenario:

I hurt my friends feelings when I was mad and now they won't talk to me. What do I do?

- A. I ignore them too, I can make new friends
- B. I apologize and ask for forgiveness.
- C. I confront them and order them to talk to me

Evaluation Data

Informal assessments: For session 2 through 5; Questioning. I questioned the students about their knowledge of the lesson content before beginning the lesson, then after the lesson was completed I asked them to demonstrate the new skills taught to give me visual and verbal confirmation of skills learned in lesson. This showed me what was not learned and what was grasped.

Formal Assessments: Teacher Survey and Student Formal Assessments; In the beginning and at the end I had the students participate in a formal assessment (picture shown on lesson 1) and I had Teachers participate in a survey. (first survey located above, Second survey located below).

End Survey Results

What unmet expectations could have been addressed more to improve student behavior?

1 response

With problem solving skills and the students learning to be responsible for themselves.

How (if at all) do you see improvement in the students involved in this group?

1 response

I can definitely tell that impulse control has improved for some students. I can also tell with their emotions that they have done better kind of explaining those emotions.

Do you believe the student would benefit from more small groups in the future?

1 response

Yes I think this being continued would definitely help.

End Survey Results

Have you noticed any change in behavior good or bad as a result of your student being a part of the small group?

1 response

I have noticed some change in behavior.

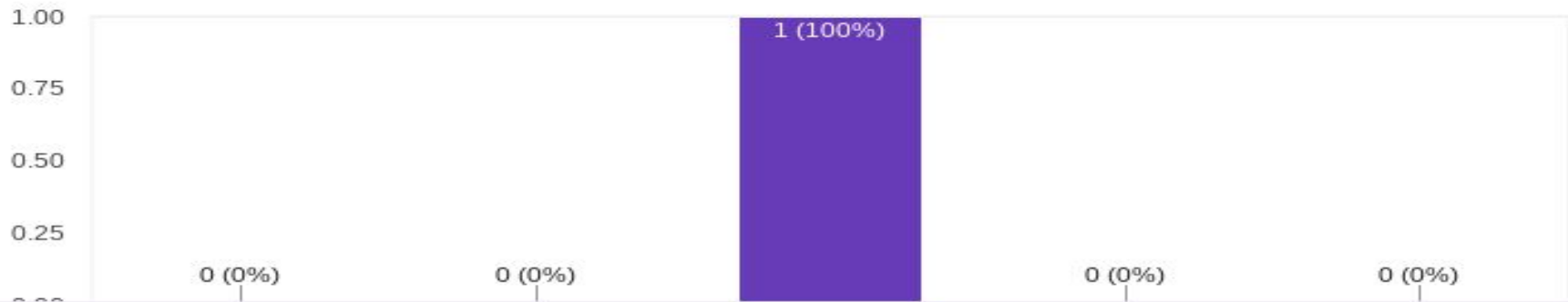
One a scale of 1 to 5, how did this small group meet your expectations in terms of student behavior?



Copy

chart

1 response



Reference

American School Counselor Association (2019). The National Model: A Framework for School Counseling Programs, Fourth Edition. Alexandria, VA: Author

American School Counselor Association. (2019). *ASCA Mindsets & Behaviors for Student Success: K-12 College-, Career- and Life-Readiness Standards for Every Student*.

Needs Assessment:

<https://docs.google.com/document/d/1veAAFskkouaZIrTRBPKwQFC2I4PRvLpIL-CUPvEvO7k/edit?usp=sharing>

Teacher Survey :

<https://docs.google.com/document/d/1veAAFskkouaZIrTRBPKwQFC2I4PRvLpIL-CUPvEvO7k/edit?usp=sharing>

Reference 2

Lesson 1 Lesson link:

<https://docs.google.com/document/d/1SmKuhmdcWnHrnA7t5Hy0kFZCCvEU03EkZmRdqpQpr4Q/edit?usp=sharing>

Lesson 2 Lesson Links:

<https://docs.google.com/document/d/1McvpaxkKJCCXxpzMm4LQ60ljMyBVRi1mwBAiWiNm69Y/edit?usp=sharing>

Moomi Family. (2020).  A Little Spot of Feelings - Emotion Detective By Diane Alber READ ALOUD. In *YouTube*.

<https://www.youtube.com/watch?v=YC3SQnoggiM>

Lesson 3 Lesson Links:

<https://docs.google.com/document/d/1xbT4Ewk9TBGp64lvYyXZWZGMlCz2lV6CDHflsyPPmgc/edit?usp=sharing>

Reading Time With CJ. (2021, May 12).   Kids Book READ ALOUD | Storytime for Kids | Books for Kids | THE JUDGMENTAL FLOWER.

YouTube. <https://www.youtube.com/watch?v=A4civAilAXo>

Reference 3

Lesson 4 Links:

https://docs.google.com/document/d/1j5rWa4T7PsXzx5G_1wLmr4sHIZKhEvvYF8W7FW0aTgw/edit?usp=sharing

Free. (2024). *Free Leprechaun Trap Activity for St. Patrick's Day*. TPT.

<https://www.teacherspayteachers.com/Product/Free-Leprechaun-Trap-Activity-for-St-Patricks-Day-3057122>

Lesson 5 Link:

<https://docs.google.com/document/d/1THHnxcE--NO63fe4NvWuhK4dbMYg3oMMH1fOSQio8e0/edit?usp=sharing>

Lesson 6 Link:

https://docs.google.com/document/d/1pQX39vsQK8VyDwV0ptwdUrbWhF_etMEhwJlJ_X8dfaM/edit?usp=sharing

End of Group Teacher Survey:

https://docs.google.com/spreadsheets/d/1NWIploQUyIBFPRCt1vcrPv5OzfZBPf5v_Jl4Gb8BDJo/edit?usp=sharing