

8th Grade Needs Assessment Data Presentation

Linnea Puckett
COSC 661



Explanation of Survey

- This Needs Assessment Survey was given to the 8th Grade students in Wildflowers International School for the purpose of discovering the Career/Post Secondary, Academic, and social/emotional needs/skills that this group of students may need support learning. The school counselor hopes to discover what supports/programs she can provide to meet the needs of these students.
- The Needs Assessment was created on google forms and was answered anonymously with scaling questions covering at the above mentioned skills/needs all students were given access to the form through a posted link that allowed them to record their responses.

Survey



Needs Assessment

* Indicates required question

Social/emotional skills

I have difficulty connecting to my peers *

	1	2	3	4	5	
Not much difficulty	☐	☐	☐	☐	☐	It is extremely difficult

It is easy to express my feelings, or advocate for my needs to others *

	1	2	3	4	5	
Not easy at all	☐	☐	☐	☐	☐	Easy Cheesy

I have faced discrimination/harassment/ peer pressure by peers *

	1	2	3	4	5	
No discrimination	☐	☐	☐	☐	☐	constantly attacked

I know who to talk to when I need care/support in the school *

	1	2	3	4	5	
I don't know	☐	☐	☐	☐	☐	I have all the names, numbers, and emails

Survey

I can work well in a group *

1 2 3 4 5

I work better alone ☐ ☐ ☐ ☐ ☐ I am a better team player

I help others out when I see them in trouble *

1 2 3 4 5

Not my business, not my problem ☐ ☐ ☐ ☐ ☐ You bet I am there!

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Next

Clear form

Academic Skills

I struggle to focus on the lesson/task in class *

1 2 3 4 5

Focus is impossible ☐ ☐ ☐ ☐ ☐ Focus Pocus, I got that!

I am organized and schedule ahead *

1 2 3 4 5

Chaos and Procrastination are my middle names ☐ ☐ ☐ ☐ ☐ Everything must be in order

Survey

I understand the best ways for me to study *

1 2 3 4 5

I don't know how to study ☐ ☐ ☐ ☐ ☐ I know my study style, like I know my birthday

I enjoy challenging my ability in the classroom and explore my learning *

1 2 3 4 5

Yeah... no, I'm okay ☐ ☐ ☐ ☐ ☐ I love a challenge

Back

Next

Clear form

Career skills

I can create short and long term goals toward my future career plan *

1 2 3 4 5

I don't have any goals for the future ☐ ☐ ☐ ☐ ☐ Got it all mapped out

I know what colleges, trade schools, or internships I could attend when leaving school *

1 2 3 4 5

I have no idea ☐ ☐ ☐ ☐ ☐ Yep, even have names and numbers



Survey

I can connect schoolwork to my long term goals and dreams *

1 2 3 4 5

There is no connection

☐☐☐☐☐

Connection is everywhere

I have an idea of what I want to do and how I can accomplish it *

1 2 3 4 5

I am lost

☐☐☐☐☐

I am already taking the steps

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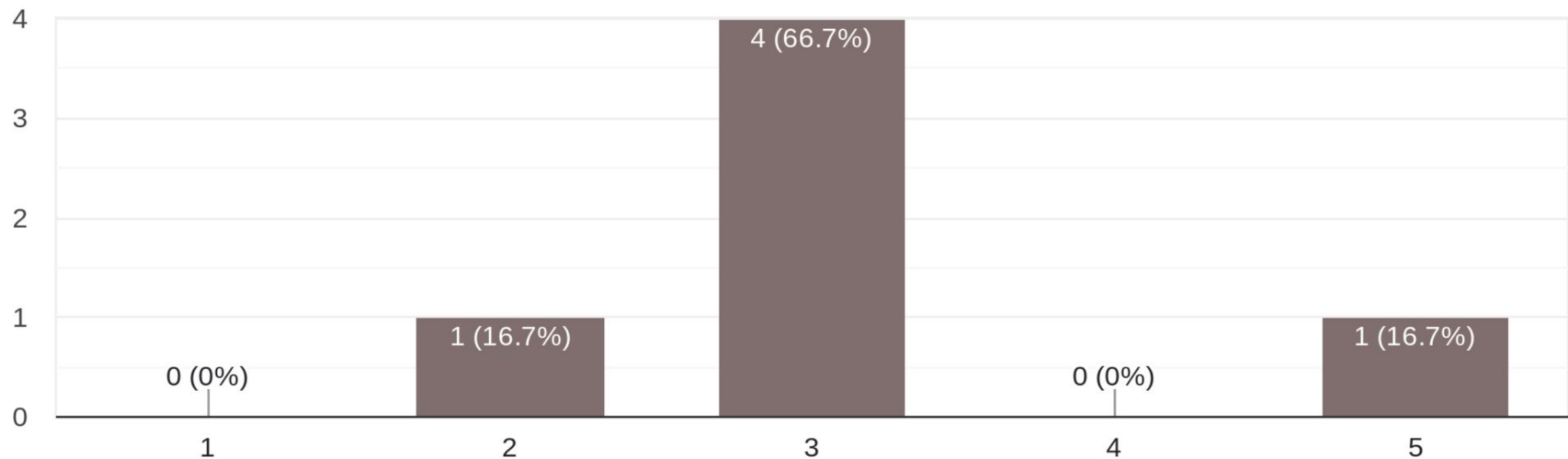
Submit

Clear form

Survey results Q1

I have difficulty connecting to my peers

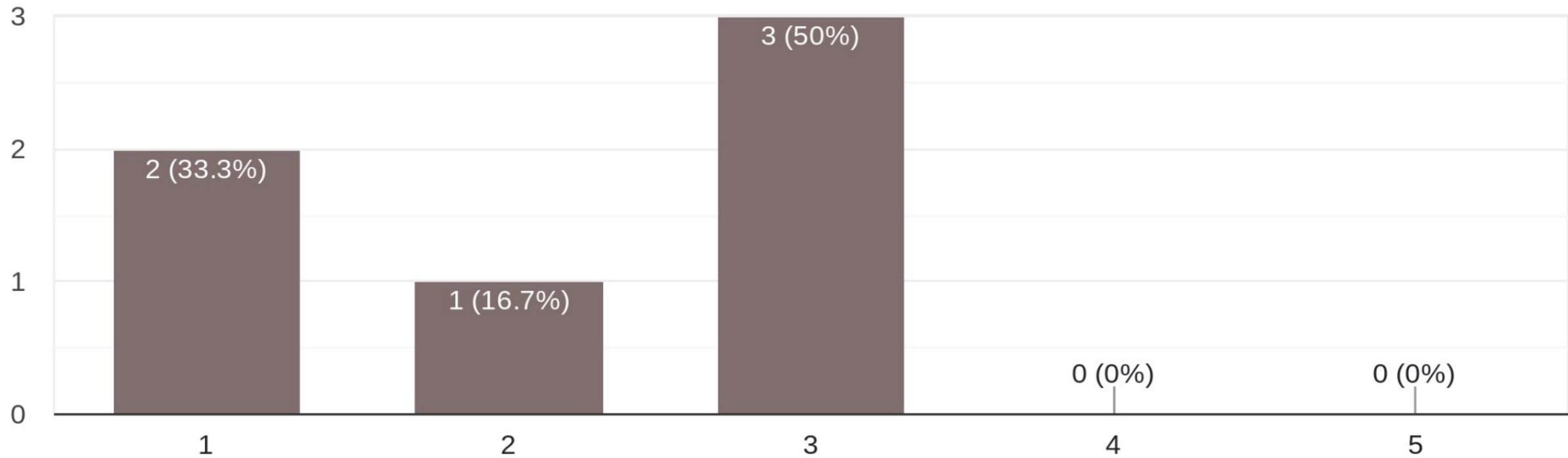
6 responses



Survey results Q2

It is easy to express my feelings, or advocate for my needs to others

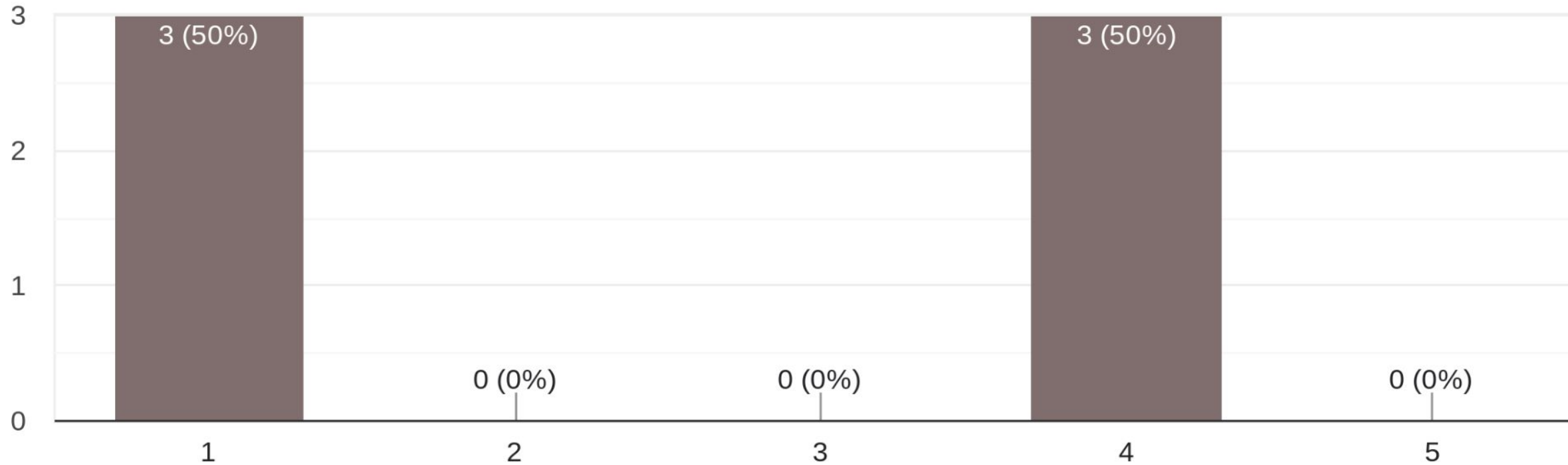
6 responses



Survey results Q3

I have faced discrimination/harassment/ peer pressure by peers

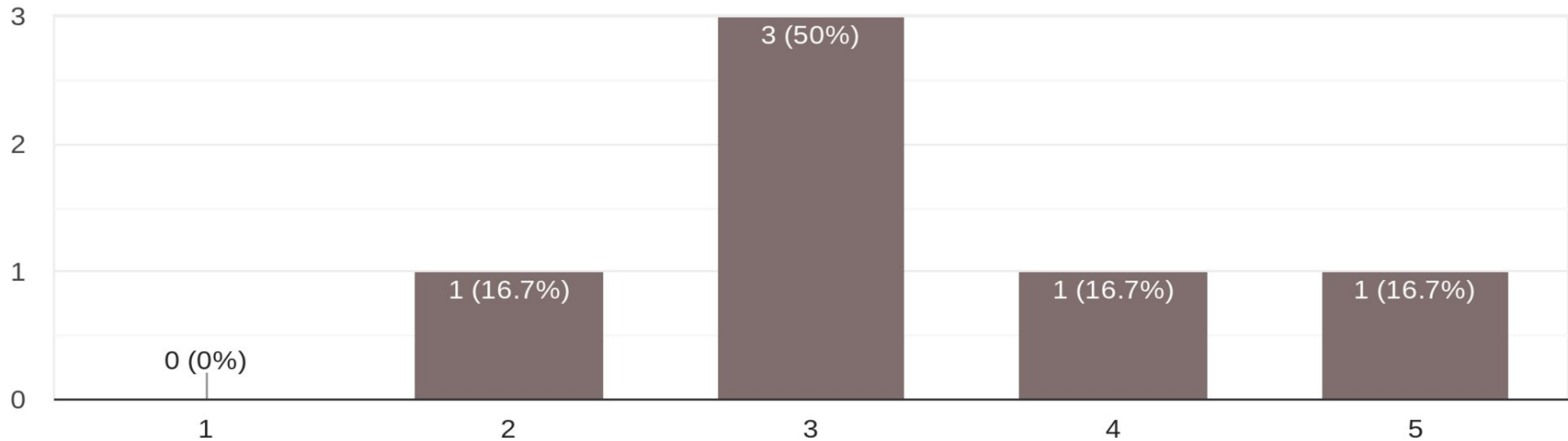
6 responses



Survey results Q4

I know who to talk to when I need care/support in the school

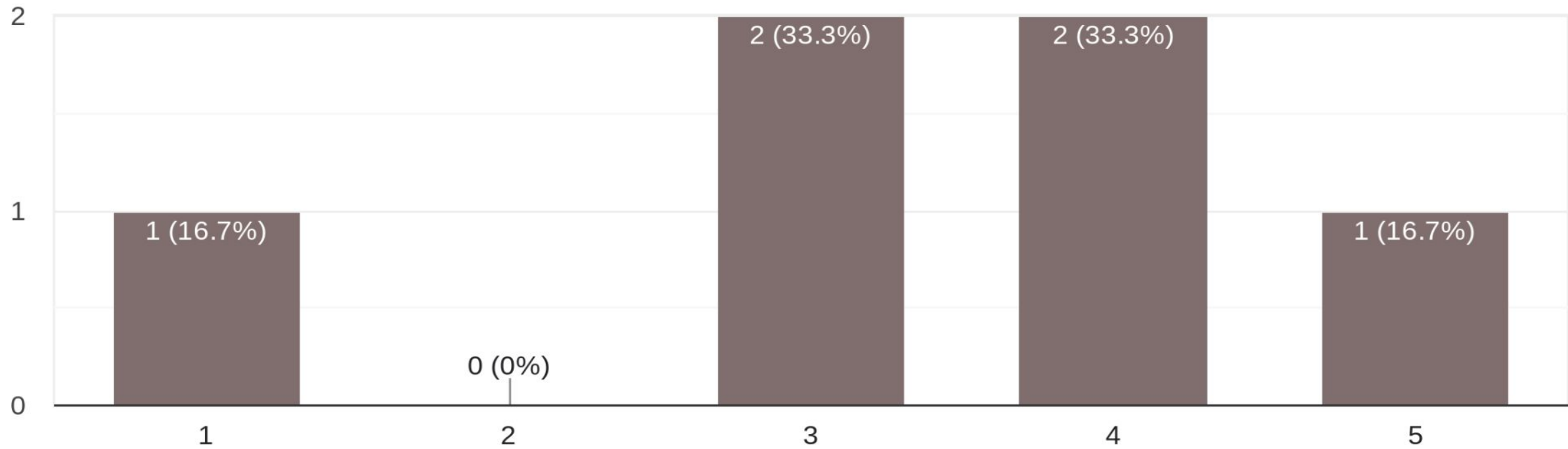
6 responses



Survey results Q5

I can work well in a group

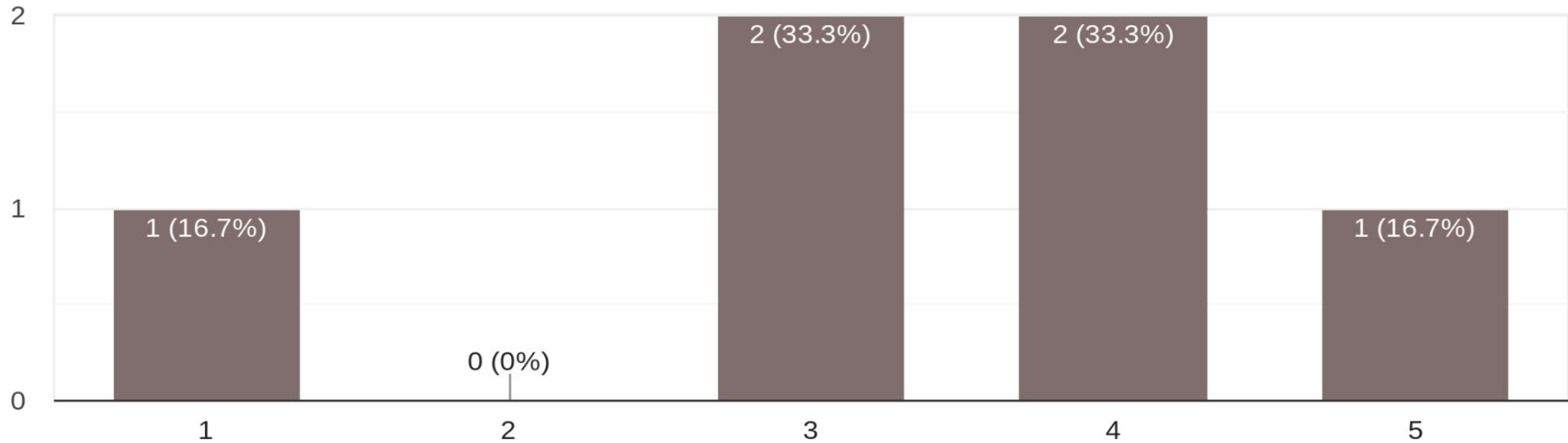
6 responses



Survey results Q6

I help others out when I see them in trouble

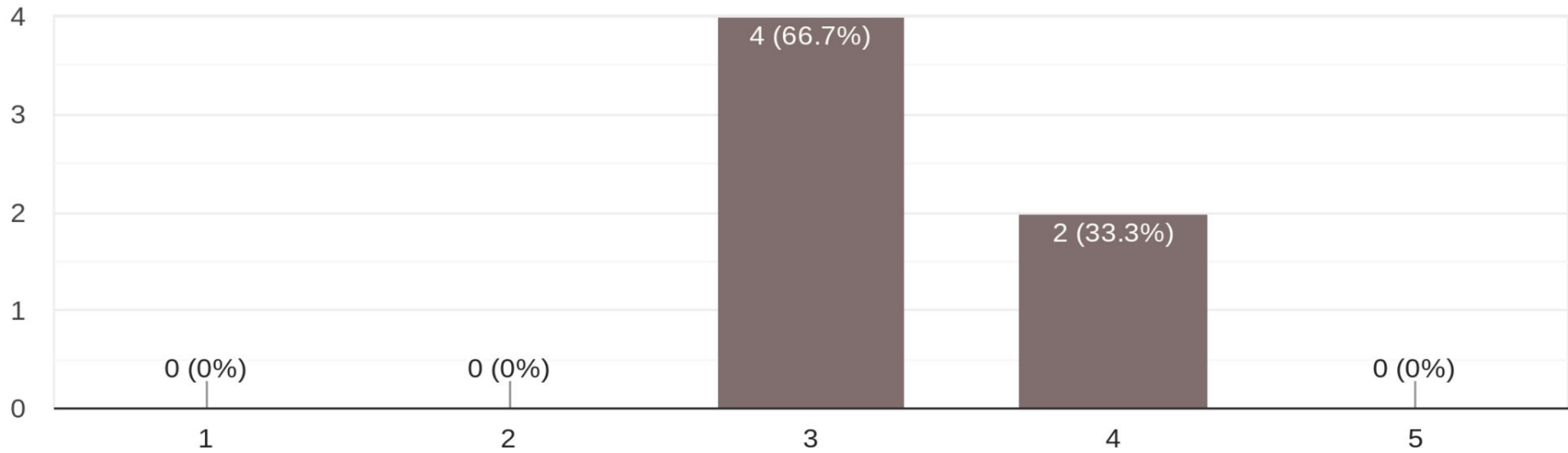
6 responses



Survey results Q7

I struggle to focus on the lesson/task in class

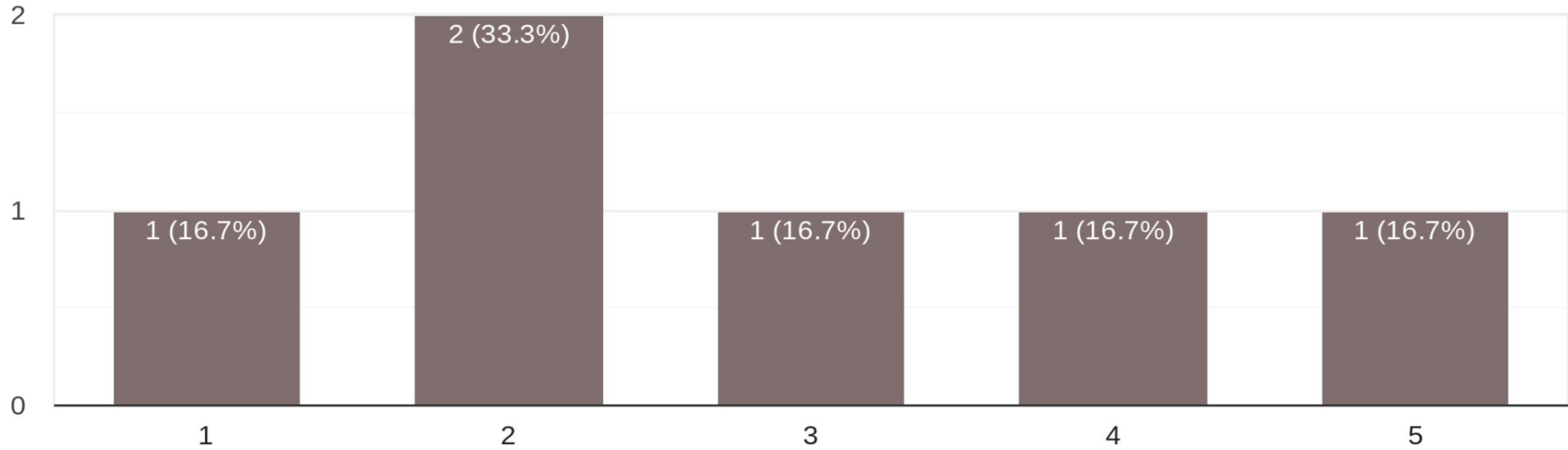
6 responses



Survey results Q8

I am organized and schedule ahead

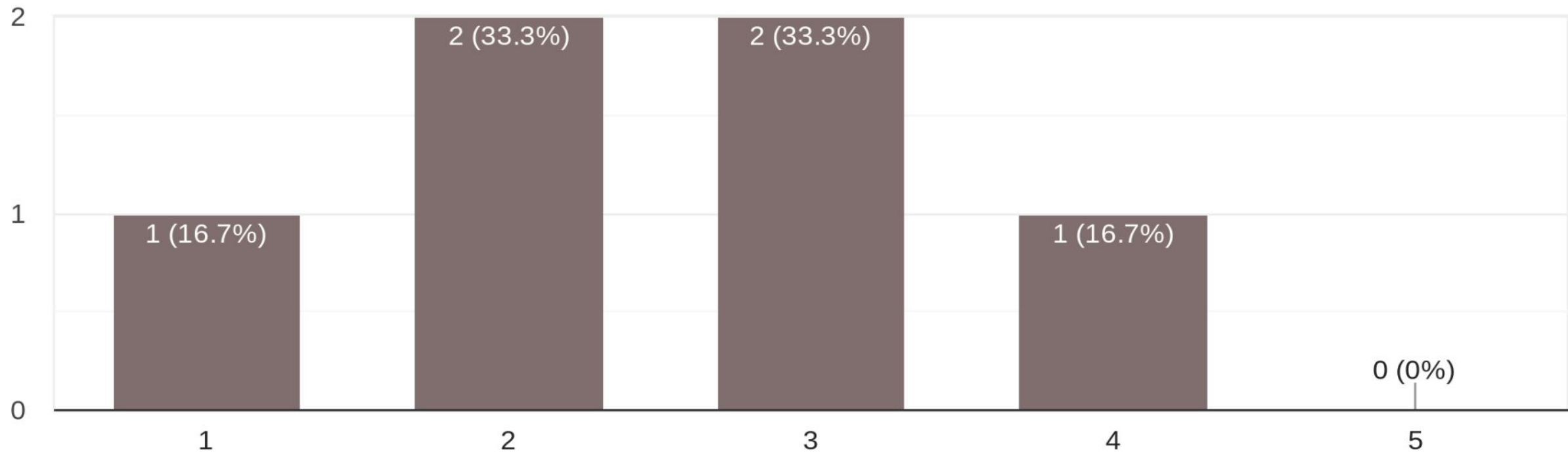
6 responses



Survey results Q9

I understand the best ways for me to study

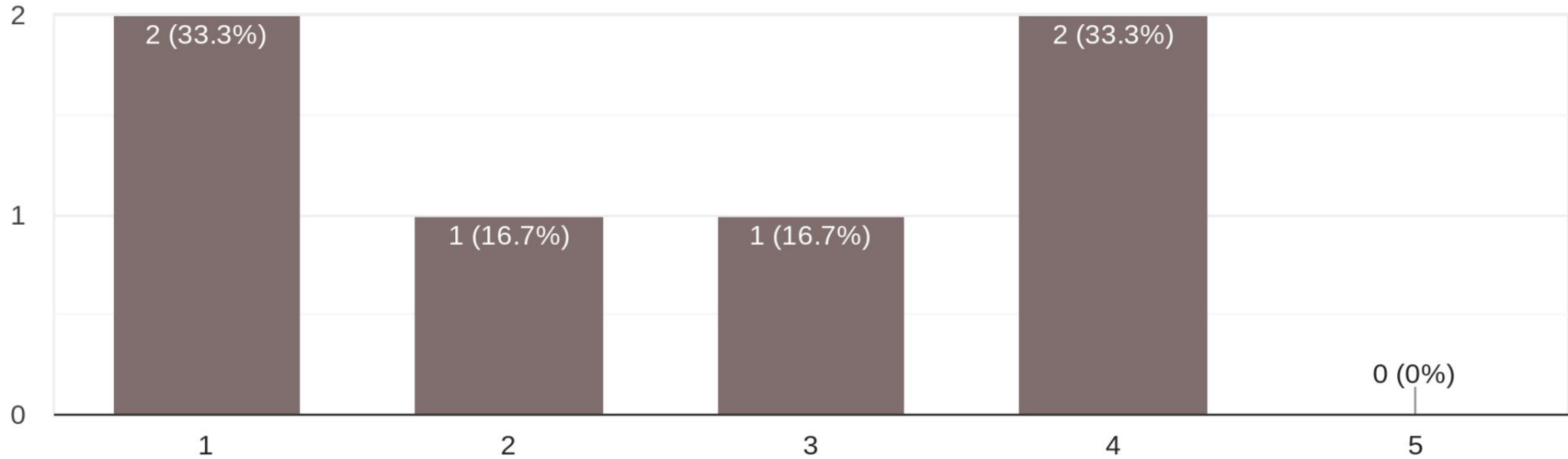
6 responses



Survey results Q10

I enjoy challenging my ability in the classroom and explore my learning

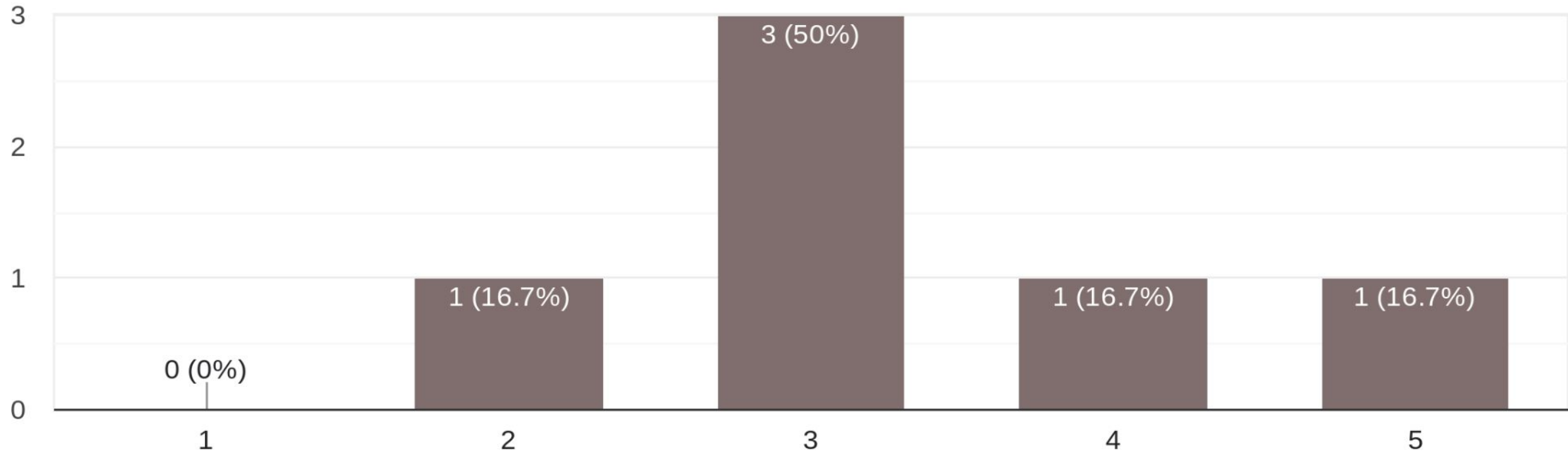
6 responses



Survey results Q11

I can create short and long term goals toward my future career plan

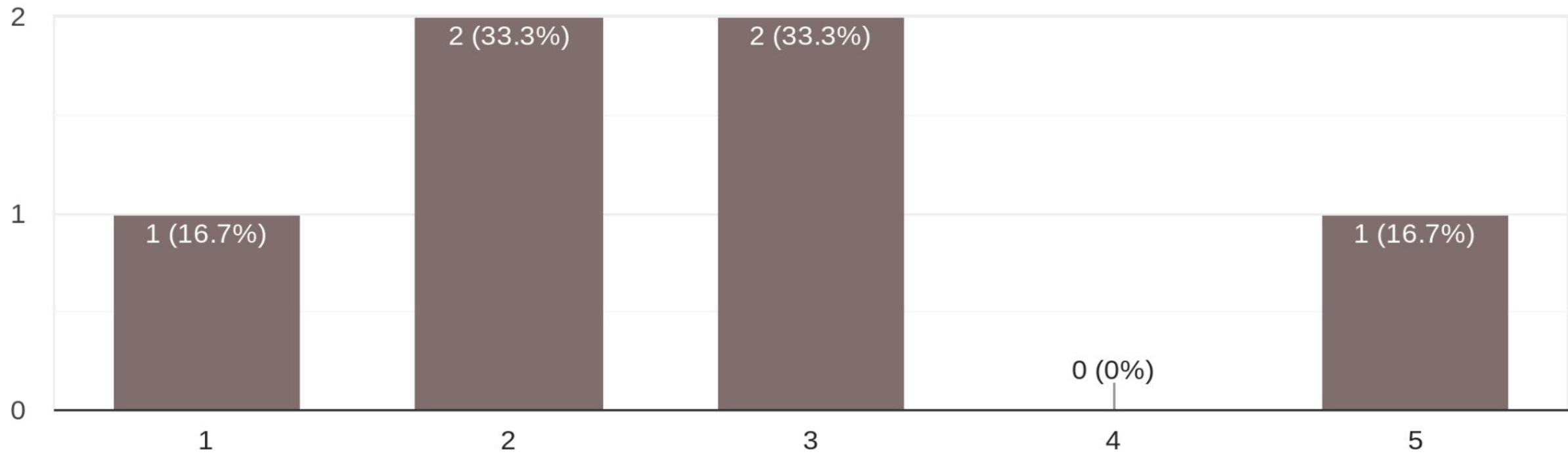
6 responses



Survey results Q12

I know what colleges, trade schools, or internships I could attend when leaving school

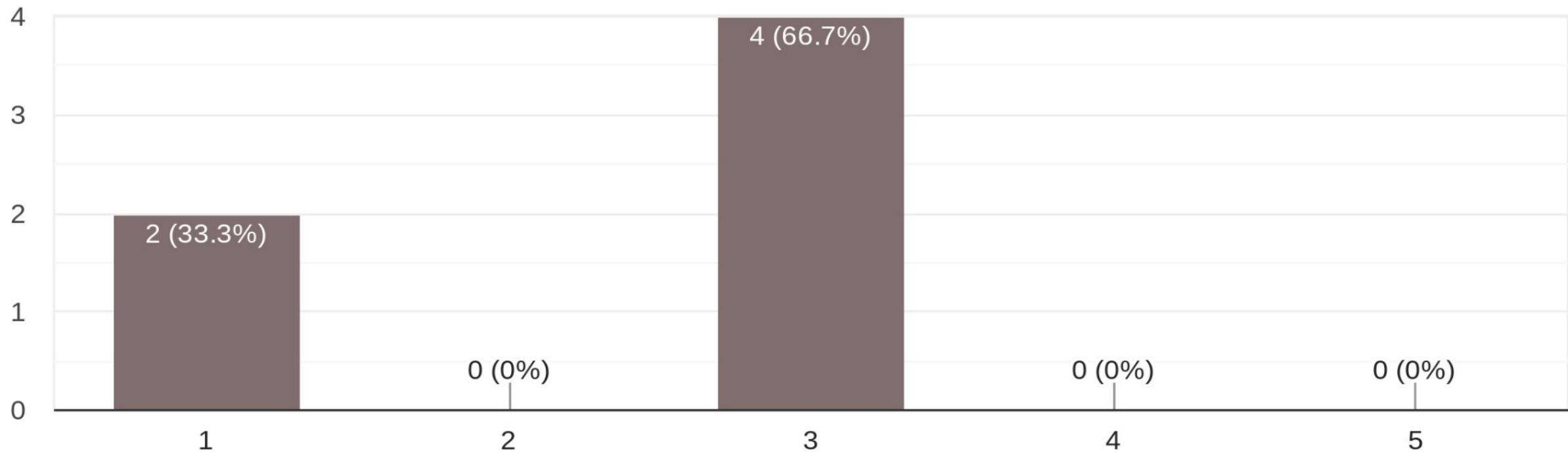
6 responses



Survey results Q13

I can connect schoolwork to my long term goals and dreams

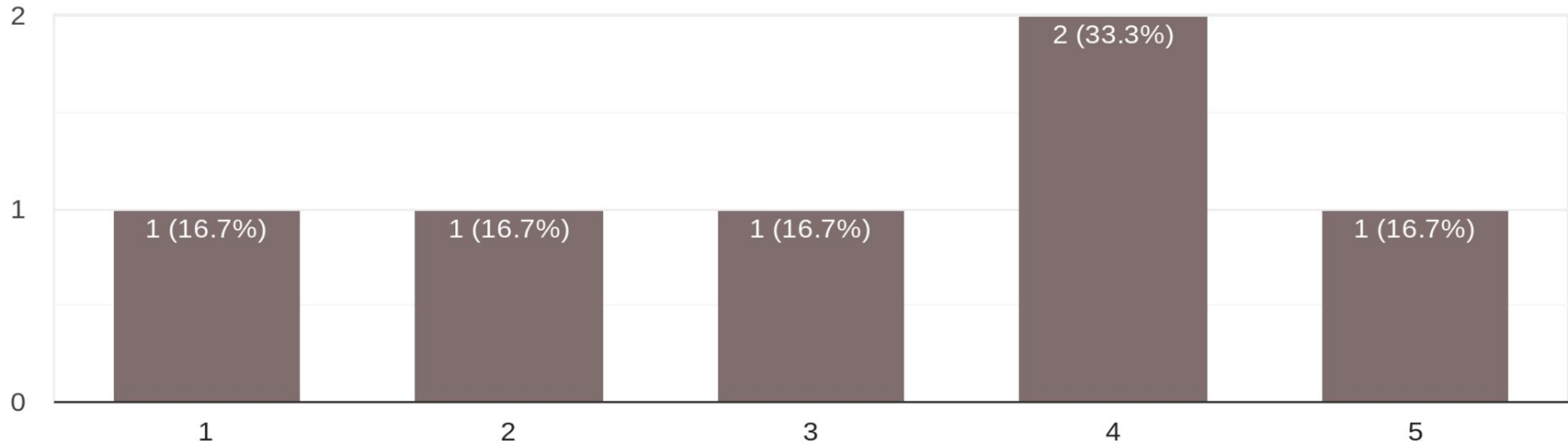
6 responses



Survey results Q14

I have an idea of what I want to do and how I can accomplish it

6 responses



Survey Results Summary

- Social/Emotional - Range from 1-3 mostly in answers and students expressed a 50% chance of bullying
- Academic -Range from 2-5 mostly, with a higher struggle rate in organization and study skills
- Career/Post-Secondary - Highest points at level 3 and 4 with the struggles of challenging coursework and knowledge of postsecondary options.

Interpretation of results

- After reviewing the data, I have learned there is a need for supports and services mainly in the areas of academic and social/emotional skills. I will use this data to modify the school counseling program to meet those needs through direct services such as classroom guidance lesson, small group counseling, and individual counseling interventions.
- I would recommend sharing data with teachers to collaborate with them on future lessons and teaching study skills. I also would recommend, as mentioned above, incorporating the data into classroom guidance lessons and small group counseling. Specifically focusing on small groups who may be suffering in achievement due to lack of academic skills. Lastly we can modify or include a peer mediation group for students who are struggling. (Young and Kaffenberger, 2018 revised 2022, p.118).

Interventions for addressing the need- must include 3 of each. These should be evidence-based.

Direct student services

1. Using mindfulness-based cognitive and solution-based approach in small group counseling to cover both academic and social/emotional needs. According to Naini et, al. (2021) Study “this study found that character enhancement can use mindfulness-based cognitive and solution-focused approach. Both of them have the characteristics of character strengths and applicable by school counselors.”
2. Incorporating Creative Cognitive-Behavior Counseling Model (CCBCM) into individual counseling session to teach self regulated learning (SRL). According to Saputra et. al.,(2020), study; “CCBCM can also effectively improve students' SRL. Counselors can use CCBCM as a counseling strategy to enhance students' SRL at school.”
3. Classroom Guidance Lessons in social emotional learning can encourage academic achievement. According to Green et, al. (2021) that used the Speaking to the Potential, Ability, and Resilience Inside Every Kid (SPARK) curriculum to incorporate social emotional learning into the classroom, found that students showed “significant improvements in knowledge of curriculum content and principles; communication, decision-making, and problem-solving skills; emotional regulation;

Indirect student services

1. Consulting teachers on mindfulness and SEL in coping with demands of teaching and building relationships with students. According to Molina et, al. (2022) study, “teachers might benefit from school counselor consultation that supports their use of mindfulness strategies and SEL skills in coping with the demands of teaching and in building relationships with students.”
2. Collaborating with other stakeholders to improve achievement in school settings. “Wadenya and Lopez’s (2008) findings indicate that parent–school counselor collaboration is critical because the presence or absence of parental involvement influences student outcomes.”
3. Tier 3 support by collaborating with mental health counselor to provide referrals for students who may need that extra support. According to Alvarez et, al. (2022) study, “Some students who experienced trauma may still require additional and personalized support. School counselors can collaborate with other providers in the school to provide Tier 3 services that are specific to the individual student; these services might occur in the school or the school counselor may need to advocate and collaborate with others to access community-based services.”

Systemic Focus

- Alabama has a long history of inequality in education and schools, particularly with the black culture students. According to Akiesha Anderson (2017), “Over the years, Alabama has remained one of the lowest and worst-ranked states in the nation on annual K–12 public school education quality assessment reports.” There is also inequalities evident in public school funding with SES determining the amount of funding is given to the school. “Because “almost ninety percent of Alabama’s public schools have grossly inadequate funding,” (Hamill, 2003) K–12 students receive a substandard education. Additionally, the education system failures within Alabama disproportionately impact poorer school districts and low-income students.” (Bell, 2014). This can affect my proposed interventions by not having the proper funds to incorporate all my interventions and also students may exhibit behaviors that are racially disrespectful and may cause issues if these students are put into a group of culturally diverse students.
- Including a culturally-aware, culturally sensitive peer mediation group that works to improve cultural awareness in the school.
- Advocating for funds to stakeholders by providing data-based informed program plans and potential impact of program on student achievement
- Including cultural sensitive/ trauma informed training programs for all staff

Implementation plan and how you will assess for effectiveness

Assessment plan MUST include the following types of data:

1. Participation data: 80% of Eighth Grade Students will participate in tier 1 and tier 2 interventions.
2. ASCA Mindsets and Behavior data: 80% of Eighth Grade student will demonstrate cultural-awareness/cultural sensitivity in the classrooms and outside school.
75% of students will demonstrate appropriate study habits and homework completion.
3. Outcome data: Middle School: Discipline referrals, GPA, Failure rate, and number of days absent.

(34-37 of the ASCA National Model Book (4th ed.) (2019)).

ASCA Mindsets and Behaviors

- B-LS 3. Time management, organizational and study skills
 - B-LS 4. Self-motivation and self direction in learning
 - B-LS 7. Long-and short-term academic, career, and social/emotional goals
 - B-LS 8 Engagement in challenging coursework
- B-SMS 1. Responsibility for self and actions
- B-SMS 2. Self-discipline and self-control
- B-SMS 7 Effective coping skills
- B-SS 2. Positive and supportive relationships with students who are like and different from them.
- B-SS 10. Cultural awareness, sensitivity, and responsiveness

Announce

1. Teachers/ administration: I would present this presentation explaining the data and implementation plan, language may only need a small change for teachers/administration to follow
2. Parents/ community members: I will announce my data in simple language still using this presentation but simplifying the wording and going into more detail on the evidence based data.
3. Students: After talking to the students about the needs assessment, I will hold a classroom meeting to discuss to them the results I received in language understandable to Eighth Grade students, I will explain what the data shows me and why the data is important, then explain what I plan to do with my data, and get their opinion on the services I suggested to use to help meet their needs in the school. I might show them the graphs and explain how these graphs help me decide what support I can offer to the students. Any student struggling to understand can ask for clarification and I will offer individual reviews at the end for students who might be too afraid to mention they don't understand the data.

Use of Data to Advocate for Programs and Students

- After reviewing the data and finding the key takeaways I implore our stakeholders to implement my following program intervention plan, understanding that by doing so, I, as a school counselor can meet and support our students needs and improve student engagement and academic achievement. Ultimately my data-informed program plan will strive to produce even more evidence of the program's ability to meet students needs and helps our school become more successful in providing the best educational experience for our students.

Use of Data to Advocate for Programs and Students

Design	The purpose of this survey was to determine Eighth Grade Students needs to improve Student success in the School environment.
Ask	The data was collected via Google Forms Needs Assessment using a Likert Scale and covering social/emotional, academic, and career skills
Track	Results show a need for School Counseling Program Interventions in academic and social/emotional skills
Announce	The implication of this data is that without implemented interventions students will suffer in academic achievement and peer interaction

- The Four-Step DATA Report Form (see Young and Kaffenberger, 2018, p. 121)

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