

SMALL GROUPS THAT

ROCK



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OSDE Program Manager, Comprehensive School Counseling

- Supporting Oklahoma school counselors, educators, and administrators
- OSDE Crisis Response & Recovery Team
- Prepare Crisis Trainer
- Assistance and coaching in areas of academic advisement, credits, graduation, college and career readiness, MTSS, and comprehensive school counseling.

Counseling Background

- Elem, MS and HS Counselor, 26 years
- Licensed MFT, 26 years
- Adjunct Professor, 23 years

Education

- B.A. Psychology, OBU
- M.S. Marriage and Family Therapy, OBU

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Amy L. Whitewater, M.Ed.

Student Support Specialist, OSDE

- Multi-Tiered Systems of Support
- School-Based Mental Health Integration
- College & Career Readiness
- State Crisis Response & Recovery Team
- Youth Mental Health First Aid Trainer
- Handle with Care Trainer
- PREPaRE Crisis Trainer
- Family & Community Engagement
- Academic Advisement

Woodward Public Schools

- 8th Grade Language Arts Teacher
- School Counselor
- School-Based Mental Health Integration Specialist
- 2010 Teacher of the Year



Education

B.A. English Education & Journalism
M. Ed. School Counseling
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Student Development Specialist

- PREPArE Trainer
- OSDE Crisis Response Team
- Coaching Through Implementing Sustainable Systems/Frameworks
- Supporting school counselors

Moore and OKCPS Districts

Classroom Teacher (K-8), Counselor(K-12),
Literacy Coach, MACU Adjunct , Principal (K-12)

Oklahoma State Department of Education

Office of Accountability and Student Development Office

Education

- B.A. Elementary Education, UCO
- M.S. Elementary Education, UCO
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Housekeeping Tidbits



- Content can be heavy or triggering - Take a **break** if you need it
- Tend to your personal needs
- Participation is encouraged!
- Judgement-free zone
- Feel free to interrupt for questions or comments
- You will get a copy of the presentation
- Additional resources will be provided at the end

Small Groups that Rock!

What is Small Group Counseling?

From the Oklahoma Comprehensive School Counseling Framework:

- School counselors work with **small groups** of students to provide counseling.
- Counseling is professional assistance and support provided during times of transition, heightened stress, critical change, or other situations impeding student success. It is **short-term** and based on counseling theories and techniques that are effective in a school setting to promote development in the areas of **academics, college/career readiness, and life skills/wellbeing**.
- Small group counseling takes a **preventive approach**, addressing concerns early on and reducing the likelihood of more significant issues emerging.

Why Small Groups?

Small group counseling...

- 1** allows counselors to tailor interventions to individual student needs, addressing specific concerns and promoting personalized growth.
- 2** helps schools adopt a preventive approach by addressing potential issues before they escalate, fostering a positive school climate.
- 3** facilitates the development of essential soft skills which promote students' academic, career, and personal/social development.
- 4** ensures that students from diverse backgrounds have an opportunity to share experiences, bolstering empathy and understanding.
- 5** enables counselors to measure the impact of interventions and make informed decisions in conjunction with a commitment to evidence-based practices.

Appropriate and Inappropriate Activities for School Counselors

Appropriate and Inappropriate Activities for School Counselors

| Appropriate Activities for School Counselors | Inappropriate Activities for School Counselors |
|--|--|
| <ul style="list-style-type: none">■ advisement and appraisal for academic planning | <ul style="list-style-type: none">■ building the master schedule |
| <ul style="list-style-type: none">■ orientation, coordination and academic advising for new students | <ul style="list-style-type: none">■ coordinating paperwork and data entry of all new students |
| <ul style="list-style-type: none">■ interpreting cognitive, aptitude and achievement tests | <ul style="list-style-type: none">■ coordinating cognitive, aptitude and achievement testing programs |
| <ul style="list-style-type: none">■ providing counseling to students who are tardy or absent | <ul style="list-style-type: none">■ signing excuses for students who are tardy or absent |
| <ul style="list-style-type: none">■ providing counseling to students who have disciplinary problems | <ul style="list-style-type: none">■ performing disciplinary actions or assigning discipline consequences |
| <ul style="list-style-type: none">■ providing short-term individual and small-group counseling services to students | <ul style="list-style-type: none">■ providing long-term counseling in schools to address psychological disorders |
| <ul style="list-style-type: none">■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data | <ul style="list-style-type: none">■ covering classes when teachers are absent or to create teacher planning time |
| <ul style="list-style-type: none">■ interpreting student records | <ul style="list-style-type: none">■ maintaining student records |

TIER THREE

Intensive, Individualized Interventions

Behavioral Interventions:

- Functional behavior assessment (FBA) and Behavior intervention plan (BIP)
- Safety plan
- Restorative conferences

Academic Interventions:

- Modified instruction/assessments
- Alternate assignments
- Individualized instruction
- Specialized instruction

Social/Emotional Interventions:

- Individual counseling
- Threat assessment
- Safety plan
- Restorative conferences
- Suicide screening
- Referral to community agency

College/Career Interventions:

- Referral to community agencies to assist with FAFSA, support and resources for undocumented students, and other unique needs relating to college and career

TIER TWO

Targeted Interventions

Behavioral Interventions:

- Check in, check out
- Small group counseling
- Restorative circles
- Skill building
- Mentoring
- 2x10

Academic Interventions:

- Targeted evidence-based interventions
- Tutoring
- Check in, check out
- Mentoring
- Specialized instruction

Social/Emotional Interventions:

- Small groups for anger management, conflict resolution, impulse control, etc.
- Restorative circles
- Support groups
- 2x10

College/Career Interventions:

- Consultation/collaboration with college/career counselors
- Small groups on college/career readiness
- Mentoring

TIER ONE

Universal Strategies

Behavior Supports:

- Schoolwide expectations
- Differentiation
- Classroom management system
- Equitable classroom practices
- Restorative processes

Academic Supports:

- Differentiation
- Classroom instruction on organization skills, study skills, responsibility, etc.
- Transition to the next grade

Social/Emotional Supports:

- Teacher-led SEL integration
- Classroom instruction
- Bullying prevention
- Suicide prevention
- Substance use prevention

College/Career Supports:

- Student appraisal and advisement
- Classroom instruction on career development and college knowledge
- College and career day

Small group counseling is a Tier Two Intervention

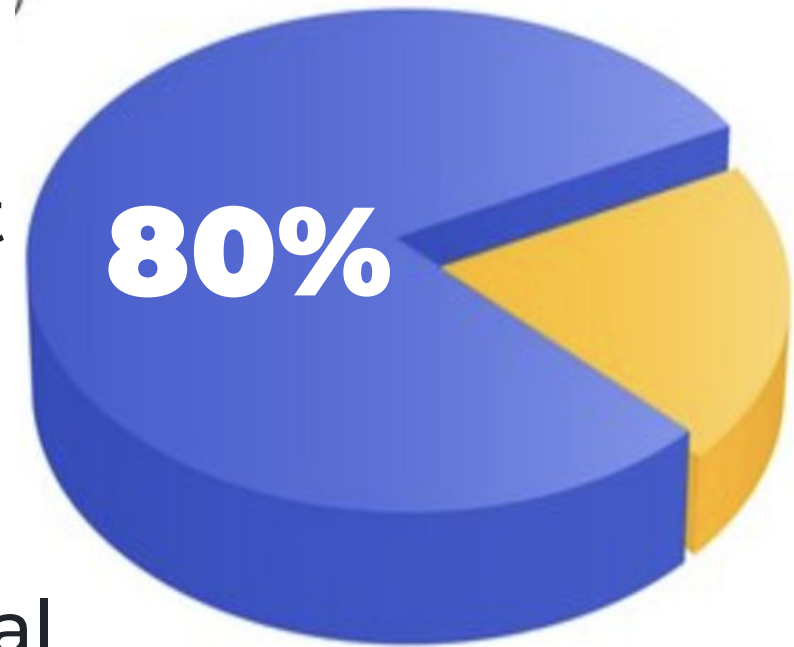
It is appropriate for *all School Counselors* to offer small group counseling.

Direct & Indirect Student Services

The industry standard suggests that we should spend **80% of our time on direct and indirect services to students.**

Direct student services include activities that help improve **student achievement, attendance, and discipline.**

Direct student services are delivered in several ways to allow the professional and the student to work toward a specific goal: **instruction, appraisal and advisement, and counseling.**



Small Group Student Impact

Life Skill & Wellness Development: Small group counseling provides a platform for students to develop essential life skills, such as communication, empathy, and self-regulation, fostering overall well-being.

Increased Self-Awareness: Group activities and discussions encourage self-reflection, helping students gain a deeper understanding of themselves, their strengths, and areas for growth.

Improved Communication: Through guided discussions in small groups, students enhance their communication skills, learning to express thoughts and feelings constructively while respecting others' perspectives.

Small Group Student Impact

Coping Strategies: Small group counseling equips students with effective coping strategies to navigate various stressors, enhancing their resilience and ability to manage academic and personal challenges.

Peer Support: Group settings create a supportive environment where students can connect with peers facing similar challenges. This shared experience fosters a sense of belonging and reduces feelings of isolation.

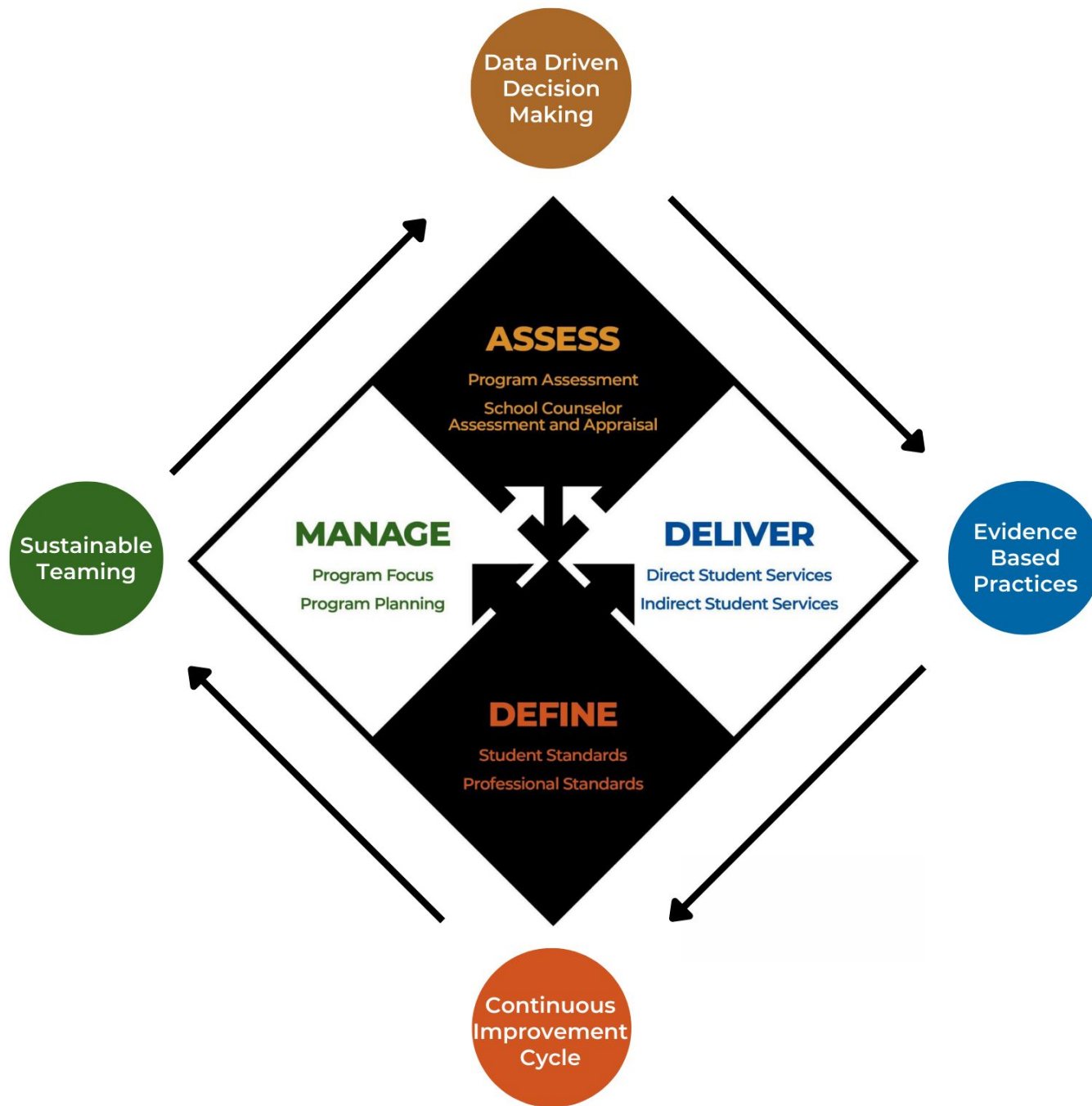
Conflict Resolution Skills: In a safe and facilitated environment, students learn conflict resolution skills, promoting healthier interpersonal relationships and reducing disruptive behaviors.

Small Group Student Impact

Academic Success: Improved social and emotional well-being positively correlates with academic success. Small group counseling can address barriers to learning, allowing students to better focus on their studies.

Sense of Empowerment: Participation in small group counseling empowers students by providing them with a voice, allowing them to actively contribute to discussions and solutions, promoting a sense of agency.

Positive School Climate: As students develop positive social skills, the overall school climate benefits, contributing to a more inclusive, supportive, and respectful learning environment.



***Define**
Manage
Deliver
Assess

Considerations

- What are the relevant topics/areas of need?
- What resources do I have available? (curriculum, school-based professionals, personal skills & knowledge)
- What are the goals?
- What kind of group will best serve the demonstrated need?
- How will I measure the success of the group?
- How much time/how many sessions will be necessary?



Step One - Gather Relevant Data

Identifying Needs

Data helps us identify specific needs and challenges that students may be facing, ensuring that the group addresses relevant issues.

Targeted Interventions

Understanding the data allows for the development of targeted interventions, tailoring the small group counseling sessions to meet the unique needs of the participants.

Measuring Progress

Data serves as a baseline to measure the effectiveness of the small group counseling over time. Counselors can track students' progress and make necessary adjustments to ensure positive outcomes.

Evidence-Based Practice

In line with best practices, data-driven decision-making ensures that interventions are grounded in evidence, enhancing the overall quality of the counseling program.

Resource Allocation

By analyzing data, counselors can allocate resources efficiently, directing efforts toward areas with the greatest need and maximizing the overall impact.

Informed Planning

Data informs the planning process, helping counselors set realistic goals, choose appropriate activities, and establish clear objectives.

*Don't overlook
qualitative
data!!*



What data is available to you?

- Needs Assessment Survey Results
- Universal Screeners
- OPNA
- School Report Card
- Academics (ineligibility reports, RTI reports, etc.)
- Attendance
- Discipline
- Teacher/Parent Input
- Referrals
- Student Interviews (minutes meetings, individual sessions)

Attendance



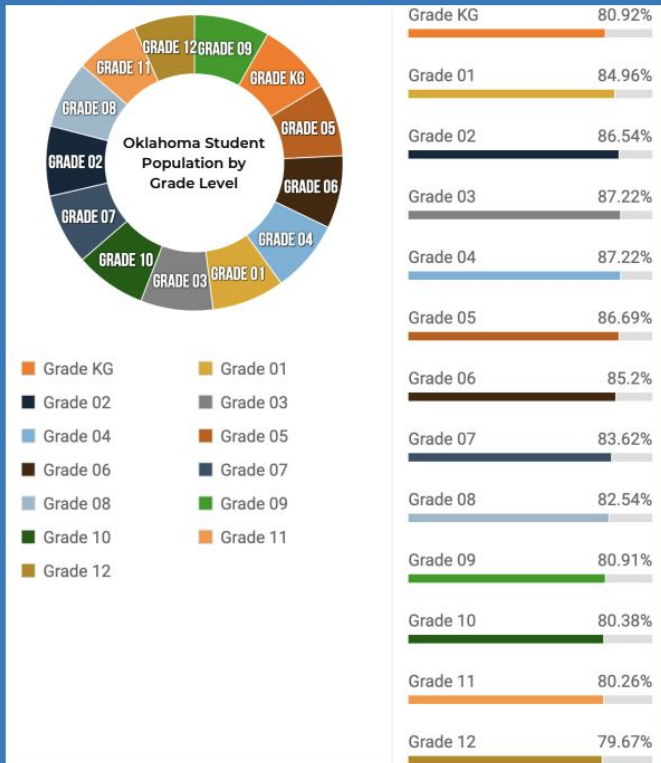
**OKLAHOMA
Report Card Data
2018-2019**

The circle graphs represent the overall Oklahoma student population, by demographic. The bar graphs represent the percentage of students within the assigned demographic who were identified as having good attendance (90%+ attendance).

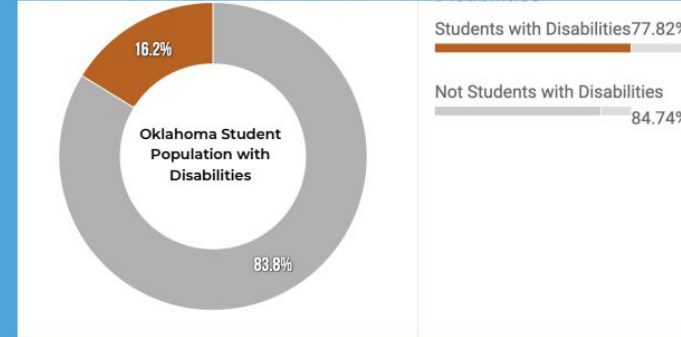


**Step Two-
Select Topics
(Data-Based
Decision
Making!)**

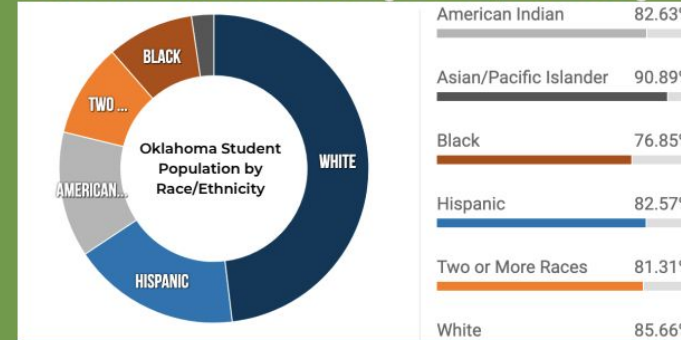
Attendance by Grade Level



Students with Disabilities



Student Attendance by Race/Ethnicity

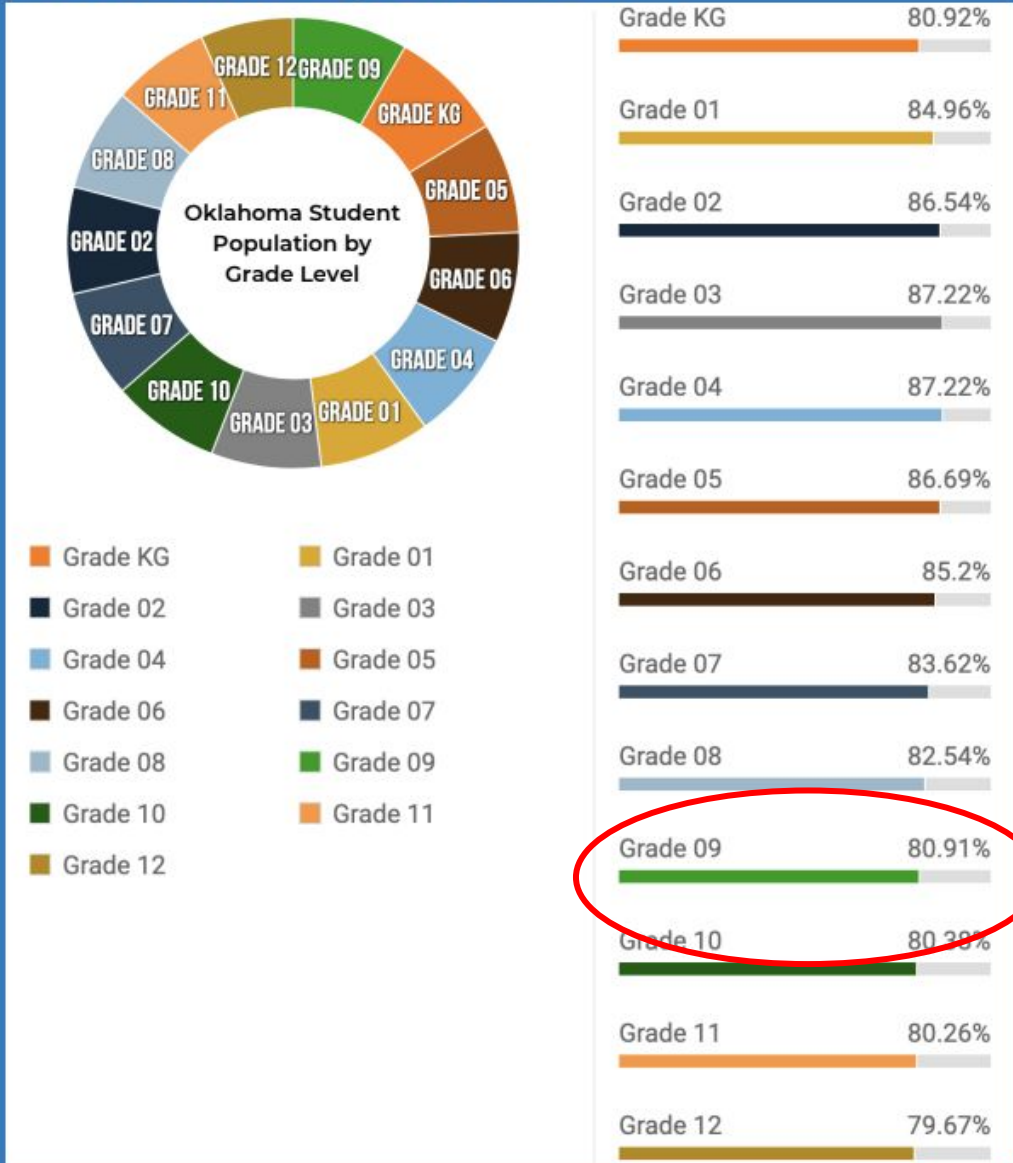


Attendance



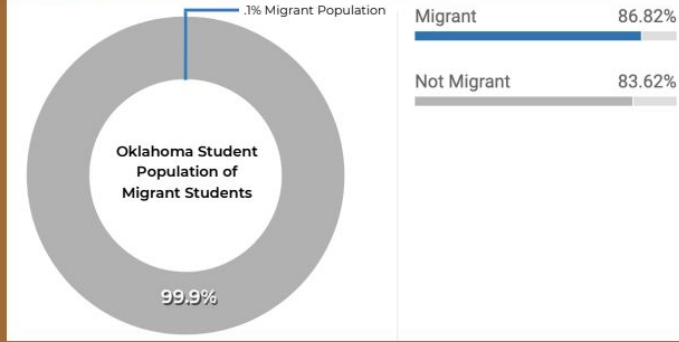
**What is the
demonstrated
need?**

Attendance by Grade Level

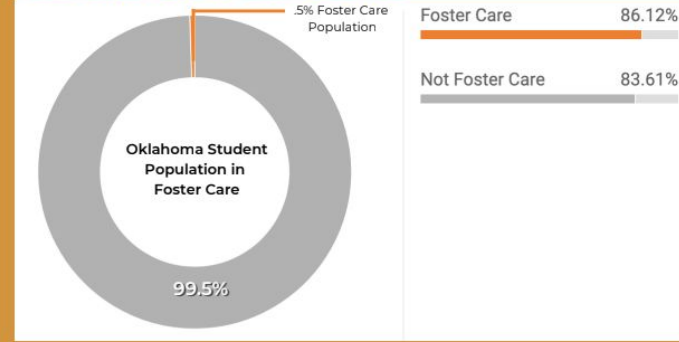


Targeted Demographics!

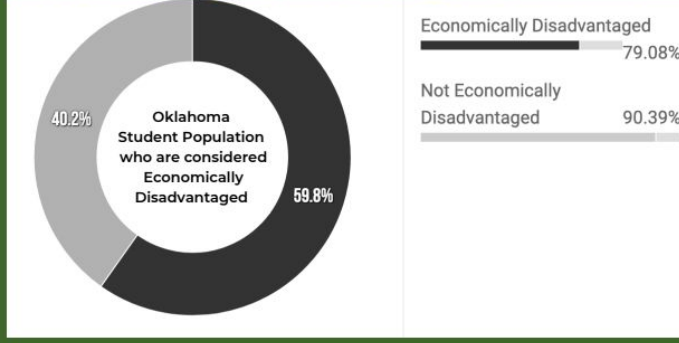
Migrant Students



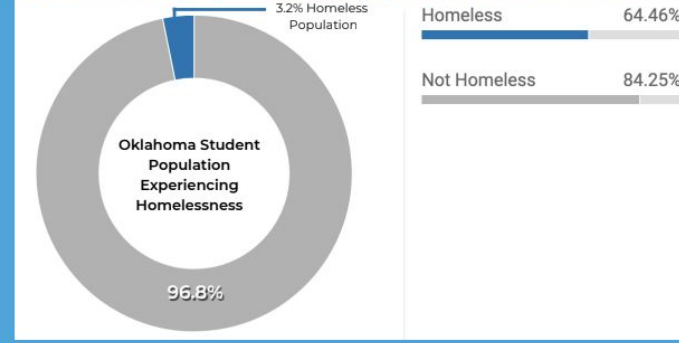
Students in Foster Care



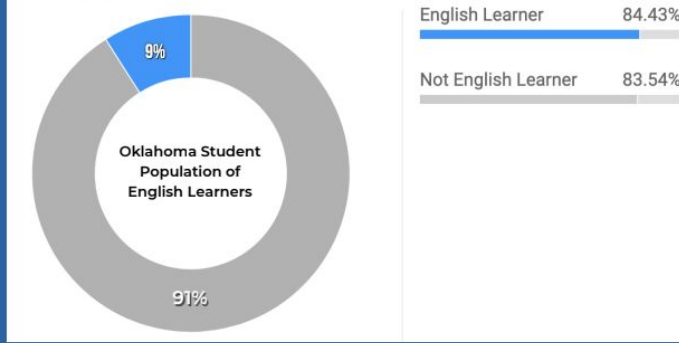
Economically Disadvantaged Students



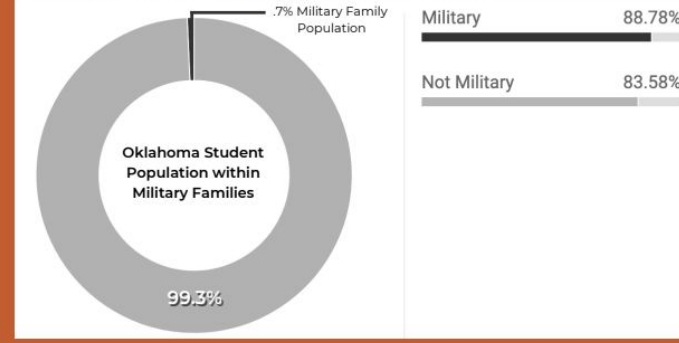
Students Experiencing Homelessness



English Learners



Students of Military Families



Attendance



What is the demonstrated need?

Achievement



OKLAHOMA Report Card Data 2018-2019

This graph shows the percentage of students in each "priority student group" that hit the target achievement score on their designated annual achievement tests.



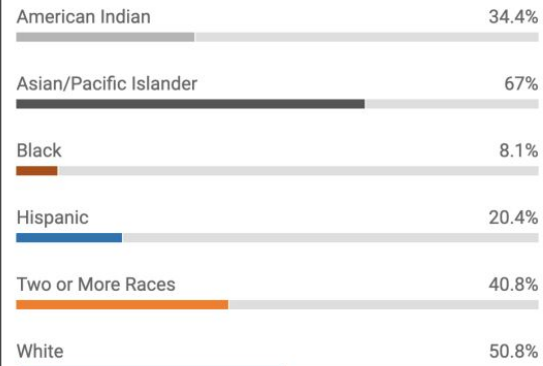
Understanding the Scores

ESSA requires all states to report test scores by specific student groups. For the Oklahoma School Report Cards, student groups are ordered based on the degree to which data show them to be related with academic achievement outcomes.

Each student is placed into the first group with which they identify; this becomes the student's "priority student group." Each priority student group has a target that is challenging, yet achievable and increases annually. Priority grouping ensure that each student is counted only once and that all students contribute equally to the academic achievement indicator score.

Race/Ethnicity

Score By Race/Ethnicity



Students with Disabilities

Score By Students with Disabilities



English Learners

Score By English Learner



Economically Disadvantaged

Score By Economically Disadvantaged



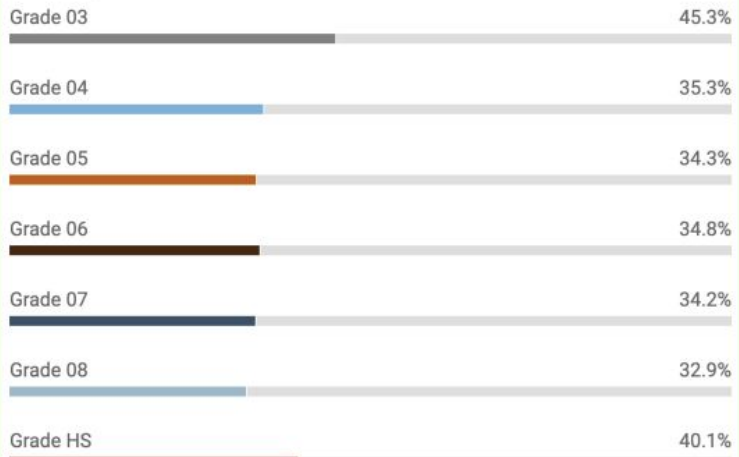
Achievement



What is the demonstrated need?

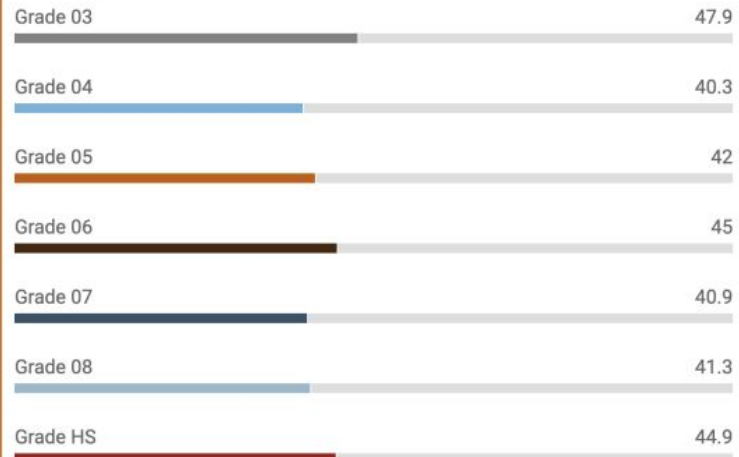
Composite

Score By Grade Level



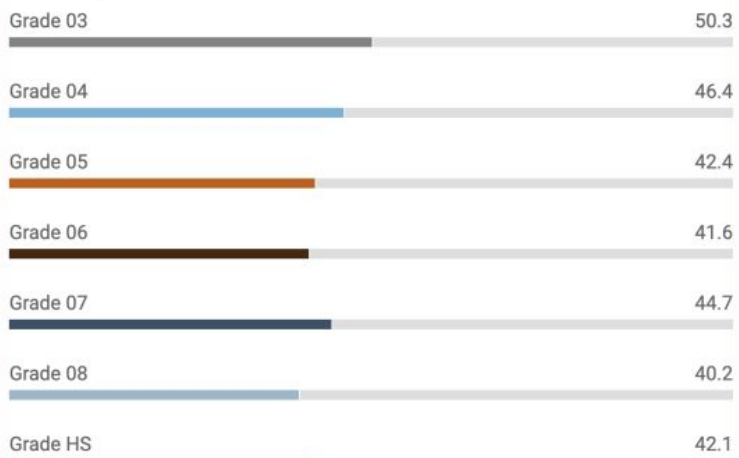
English

Score By Grade Level



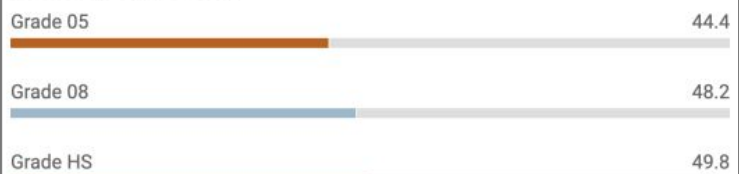
Math

Score By Grade Level



Science

Score By Grade Level



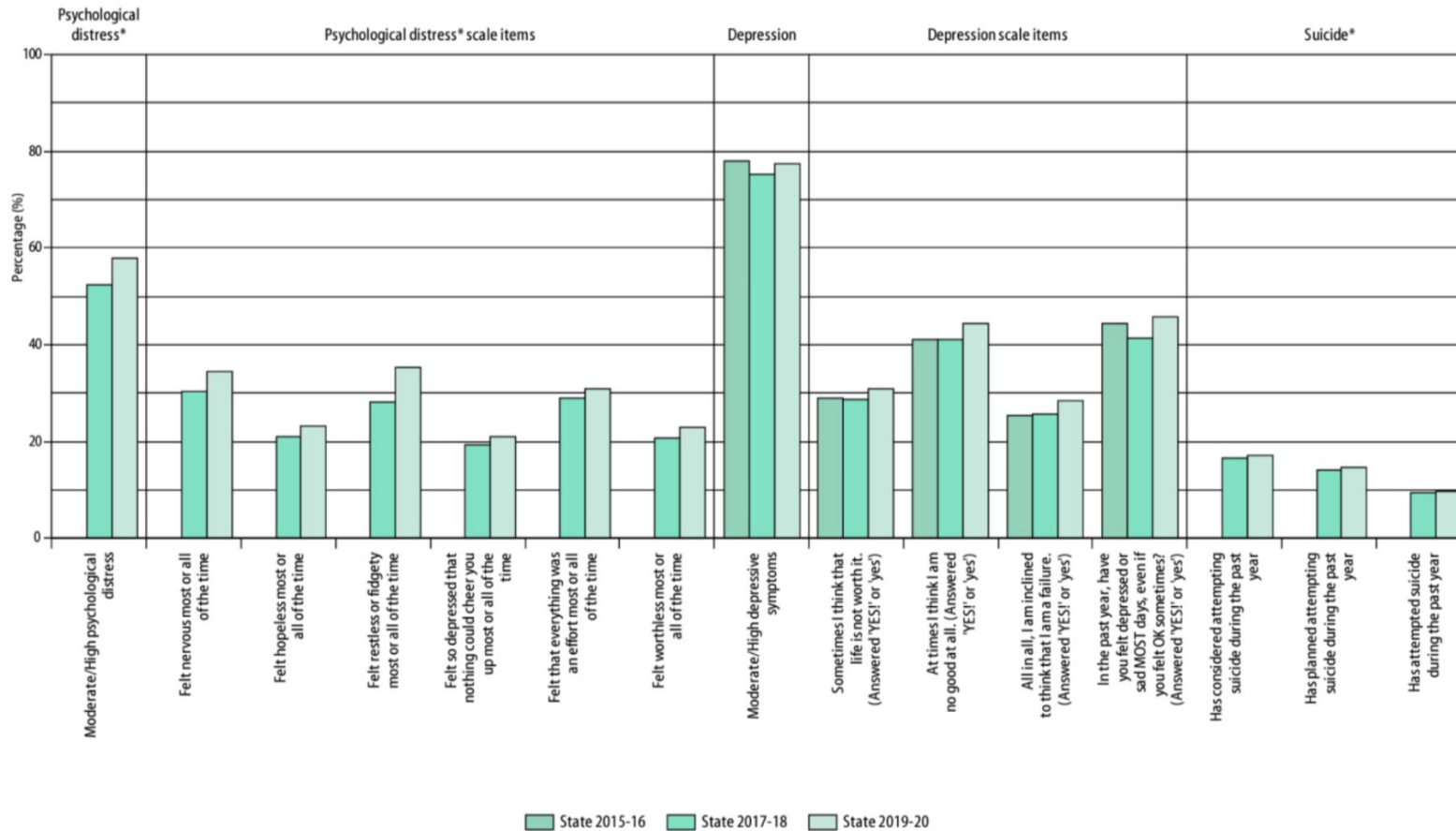
Achievement



What is the demonstrated need?

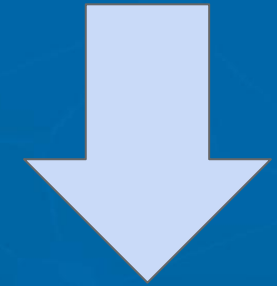
Mental Health

State of Oklahoma, School Year 2019-20, All grades



* Psychological distress and suicide items were introduced in the school year 2017-2018 OPNA.

Mental Health



What is the demonstrated need?

Step Three- What Kind of Small Group?

School counselors work with small groups of students to **provide instruction** and activities designed to improve student success. Examples include:

Academic small groups cover topics such as study skills, goal-setting, motivational support, or training for peer mentoring and tutoring programs that partner older students with younger students to support specific goals for success.

Career small groups focusing on specialized activities for in-depth experiences around specific career interests.

Life Skills and Wellbeing small groups on topics such as stress management, self-regulation, overcoming obstacles, or positive approaches for building self-management skills and social skills.

Defining Your Small Groups/What Kind?

Small groups can be instruction, appraisal and advisement, or counseling.

While not necessarily small groups (instruction, counseling, or appraisal/advisement), a school counselor can lead other types of groups that can be an appropriate addition to your school counseling program:

- **Book Clubs**
- **Kindness Club**
- **“No Place for Hate”**
- **Mindfulness/Yoga Club**
- **Gay/Straight Alliance**
- **Girls on the Run**
- **Student Council**
- **Multicultural Club**
- **Peer Mediation**
- **Affinity Groups**
- **Restorative Circles**
- **Friends of Rachel**

Step Four- Establish Goals

Outcome goals are statements that guide the implementation of counseling activities and interventions. These goals:



Are based on
outcome data



Are written prior
to beginning
the group



Give focus to
the school
counseling
program



Are written in
SMART Goal
format



Promote
improved student
achievement,
attendance, or
discipline

Writing SMART Goals

What are SMART Goals?

Specific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-Bound

By ,
End date Targeted Group

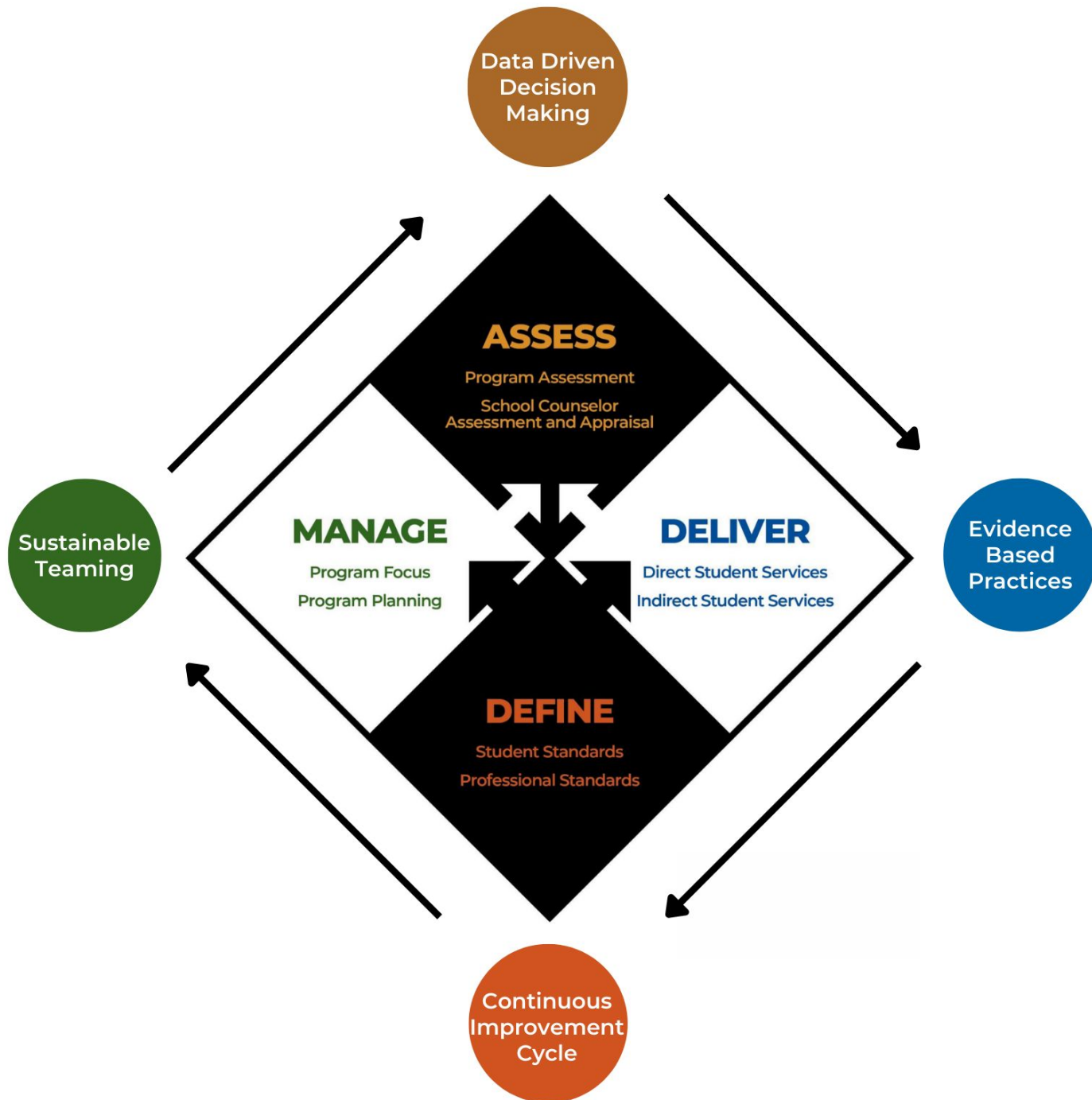
will
Increase/decrease something related to achievement, attendance, or behavior

by % from to
Measure of Change Baseline Data Target Data

Example SMART Goal

Example:

By the **end of the semester**, the **percentage of chronically absent ninth-grade students will decrease by 5% from 19% to 14%.**



Define
***Manage**
Deliver
Assess

Selecting Participants

- Use your needs assessment to guide your selection, especially around topic based groups.
- Teacher referrals, attend teacher PLC meetings, MTSS meetings
- Parent referrals, parent newsletters
- Consider group fit/cohesion and personalities
- Should group be co-ed or boys/girls only, multi-age?
- Consider readiness for group participation



Gaining Informed Consent for Participation

Talking to Parents:

- Discuss the content/topic
- Benefits of participation
- Length of the group (number of sessions)
- Time of day/what students might miss
- Limits of confidentiality
- Phone versus written consent
- Passive versus active consent

Talking to Students:

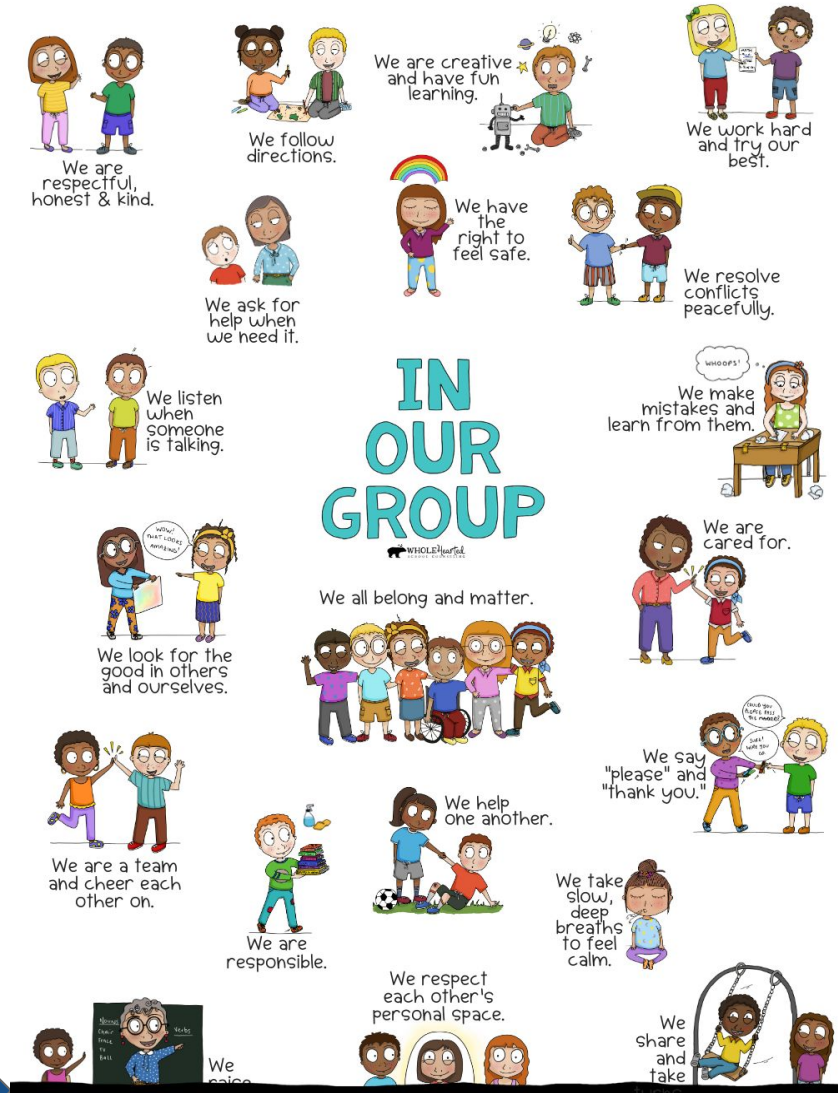
- Ensure they understand what the group is about
- Answer any questions they have about their participation
- Discuss how they will be expected to participate

Establishing Group Norms & Discussing Confidentiality

1. Determine your non-negotiables.
2. Each group should have a unique set of norms and guidelines.
3. Work with your group to establish safe parameters within the group.

Consider and Discuss:

| | |
|-----------------------|------------------------------|
| Confidentiality | Dignity and Respect |
| Listening vs speaking | Violence or intimidation |
| Gossip | Attendance and Participation |
| Follow Directions | Other: |



Establishing a safe environment from the beginning is critical to group success.

Scheduling

❖ **Determining Time of Day**

- Lunch bunches
- Recess groups
- During academic instruction

❖ **Finding a Place to Meet**

❖ **Size Considerations**

- Typical recommendations are 4-12, with an average size of 8
- Consider age and topic with lower group numbers for younger students or higher intensity topics.

❖ **Determining the Length of the Group**

- Typical session length = 30-45 minutes
- Recommended number of sessions
 - Many times depends on the evidence based resource
 - Time limited groups are most effective, usually 6-8 weeks



Missouri Small Group
Counseling Guide

Lesson Planning

Small Group Pre-Work:

1. Define your objective/targeted skill
2. What materials will you need?
3. Develop pre/post assessments

Small Group Lesson Structure:

1. Check-in/feelings check/ice-breaker
2. Teach the skill
3. Experiential activity
4. Debrief
5. Check-out



Measuring Success

- **Pre/post Surveys (Teacher, Parent and Student)**



Attitude Questions - measure student opinion and belief



Skills Questions - measure actual change in behavior



Knowledge Questions - measure what students know or have learned

- **Observational Data**

- What are you seeing in student behavior pre/post lesson?

- **School Data**

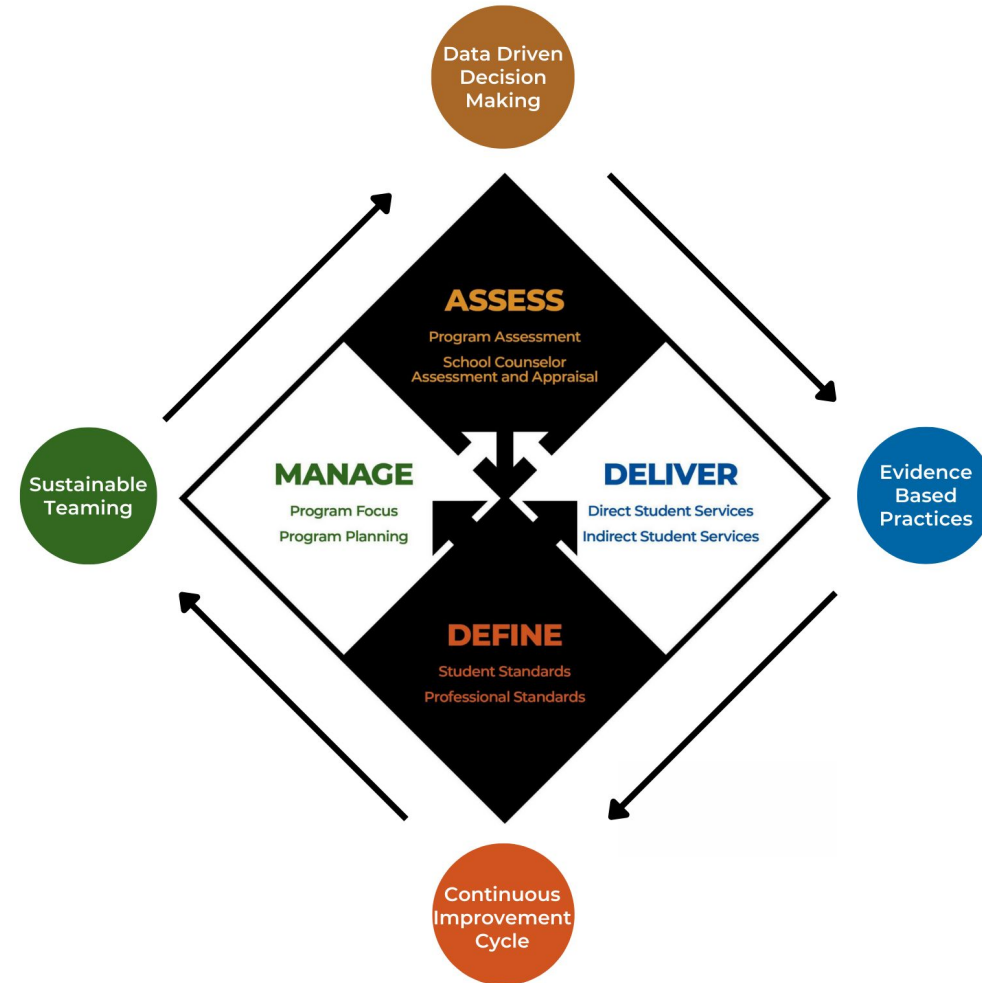
- Attendance, Behavior and Achievement - Outcomes

- **Progress Monitoring**

- Influences decisions about interventions and exit criteria
- Some programs will do this for you or you can create simple 3-4 question surveys you can send to teachers weekly to measure progress over time.

Evidence Based Practices

Evidence-based practices are activities, strategies, assessments, instruction, curriculum, and interventions derived from well-designed peer-reviewed studies demonstrating effectiveness.



Effectiveness of Practices

Evidence-Based Practices

- Determined effective by the **scientific method** and typically includes multiple peer-reviewed studies

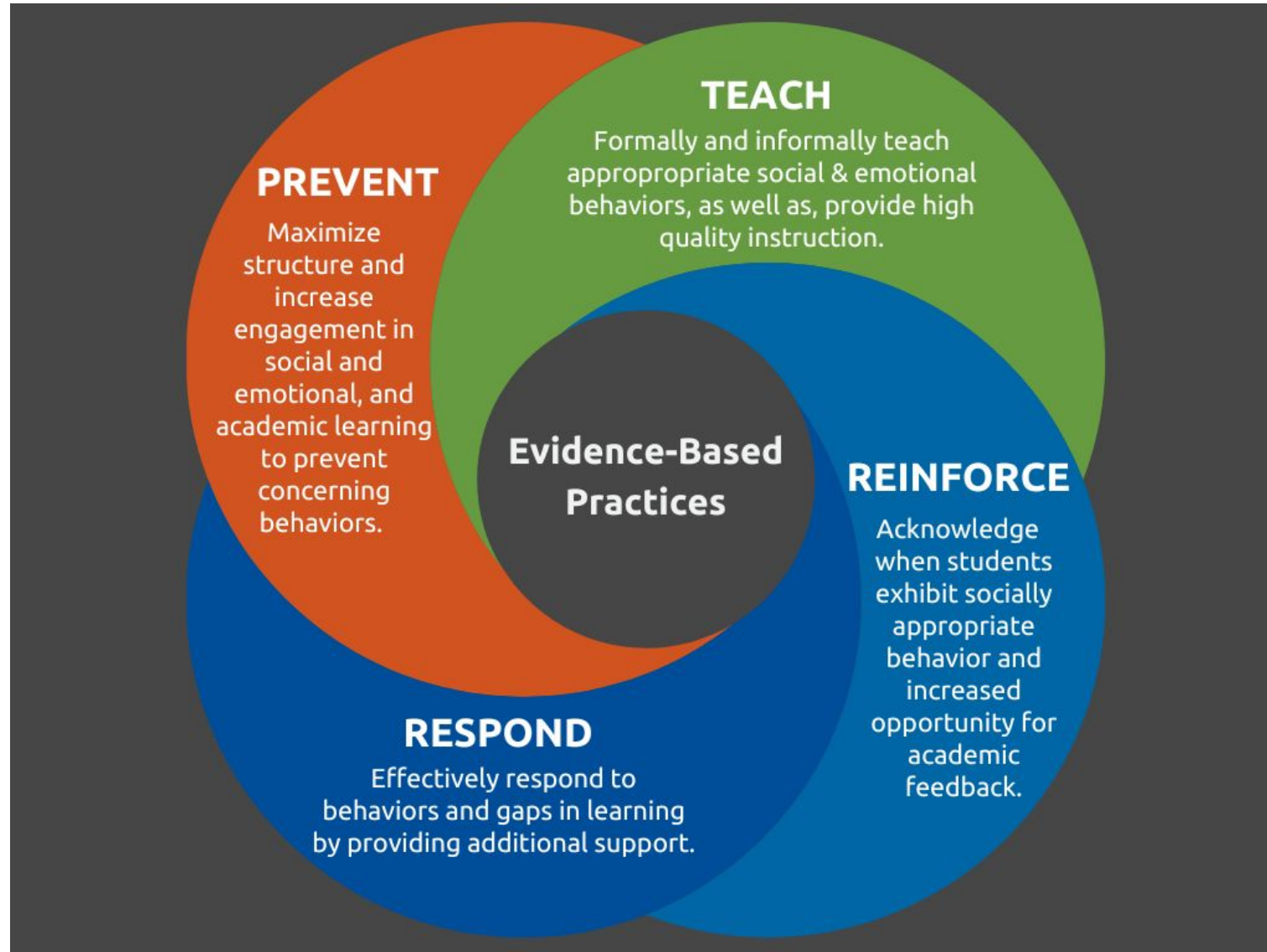
Research-Based Practices

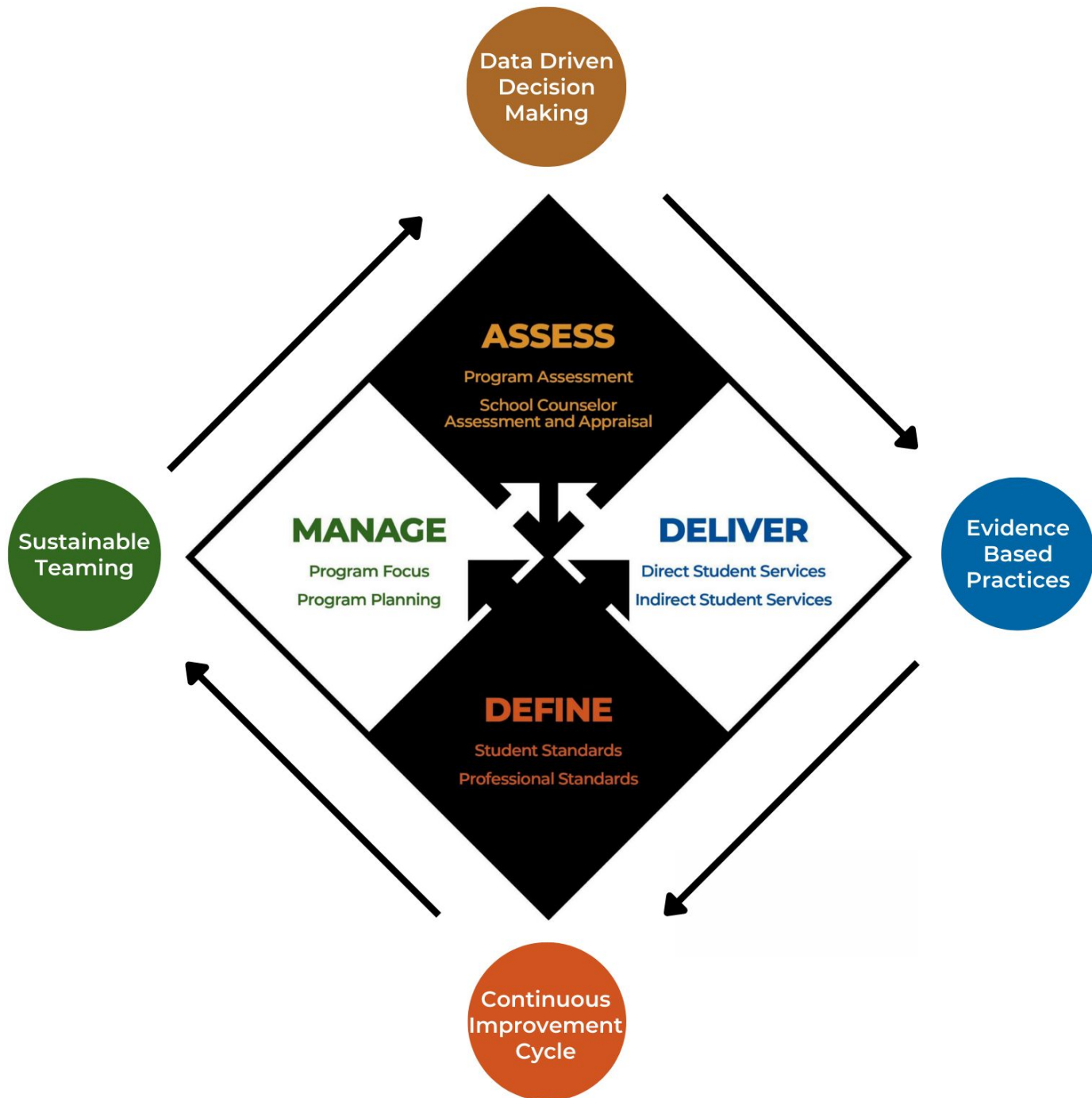
- Has **elements** that have been proven effective through research, but the specific practice has not yet been studied

Best Practices

- A **theory-based practice** backed by experts in the field, or it can be a phrase used by someone who **personally experienced success** with the practice

Evidence Based Practices





Define
Manage
***Deliver**
Assess

Small Groups : DELIVER

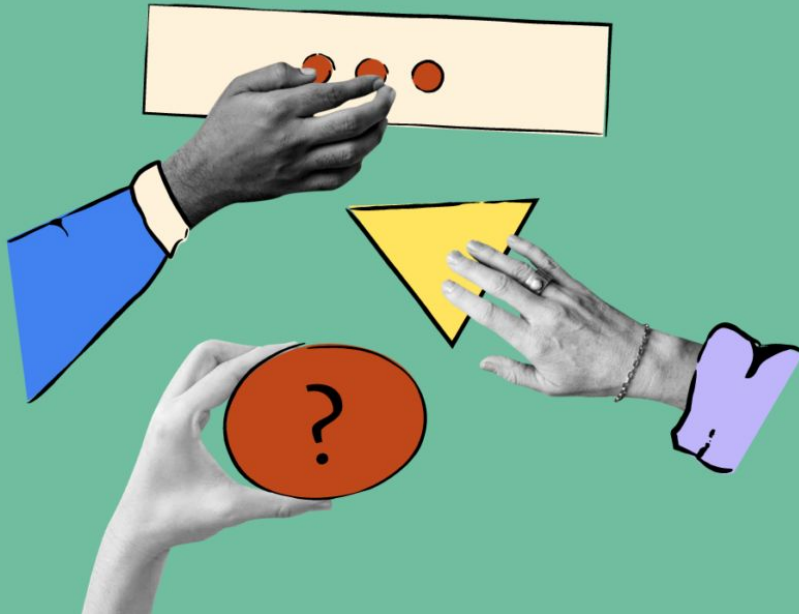
School counselors **deliver** developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

- ***Direct student services:*** in person interactions between school counselors and students.
 - Including **instruction, appraisal, advisement** and **counseling**
 - **K-12 College- and Career-Readiness Standards** for Every Student to help students improve **achievement, attendance** and **discipline**.

Check-Ins & Ice-Breakers

Ice Breakers

- Rose, Bud, & Thorn / Highs & Lows
- SOS (**S**low Down, **O**rient, **S**elf-Check)
- Two Truths & A Lie
- How “charged” are you?
- Would you rather?
- Group Handshake
- Friendly Debates: Reese’s or Snickers?
- Feelings Check-in
- Warm welcome question



Experiential Activity



- Role Play
- Games
- Simulation
- Practice the Skill
- Student Re-Teaches
- Think-pair-share
- Debate
- Graphic Organizers
- Illustrations
- Movement
- Presentations

Review

- What did you learn?
- How can it be beneficial to you?
- How can you apply this new skill?
- When will you apply this new skill?
- How will you know if it was successful?



Check-Out and Homework

Student CHECK-IN

Name _____



I'm G-R-E-A-T



I'm GOOD!



I'm okay



I'm struggling



I'm having a hard time



I need to talk

Checkout:

- How confident do you feel about implementing the skill you learned today?
- What is your comfort level?
- What are your short-term and long-term goals?

Homework:

- Tracking
- Interviews
- Journaling
- Practice with intentionality

Supplemental Activities

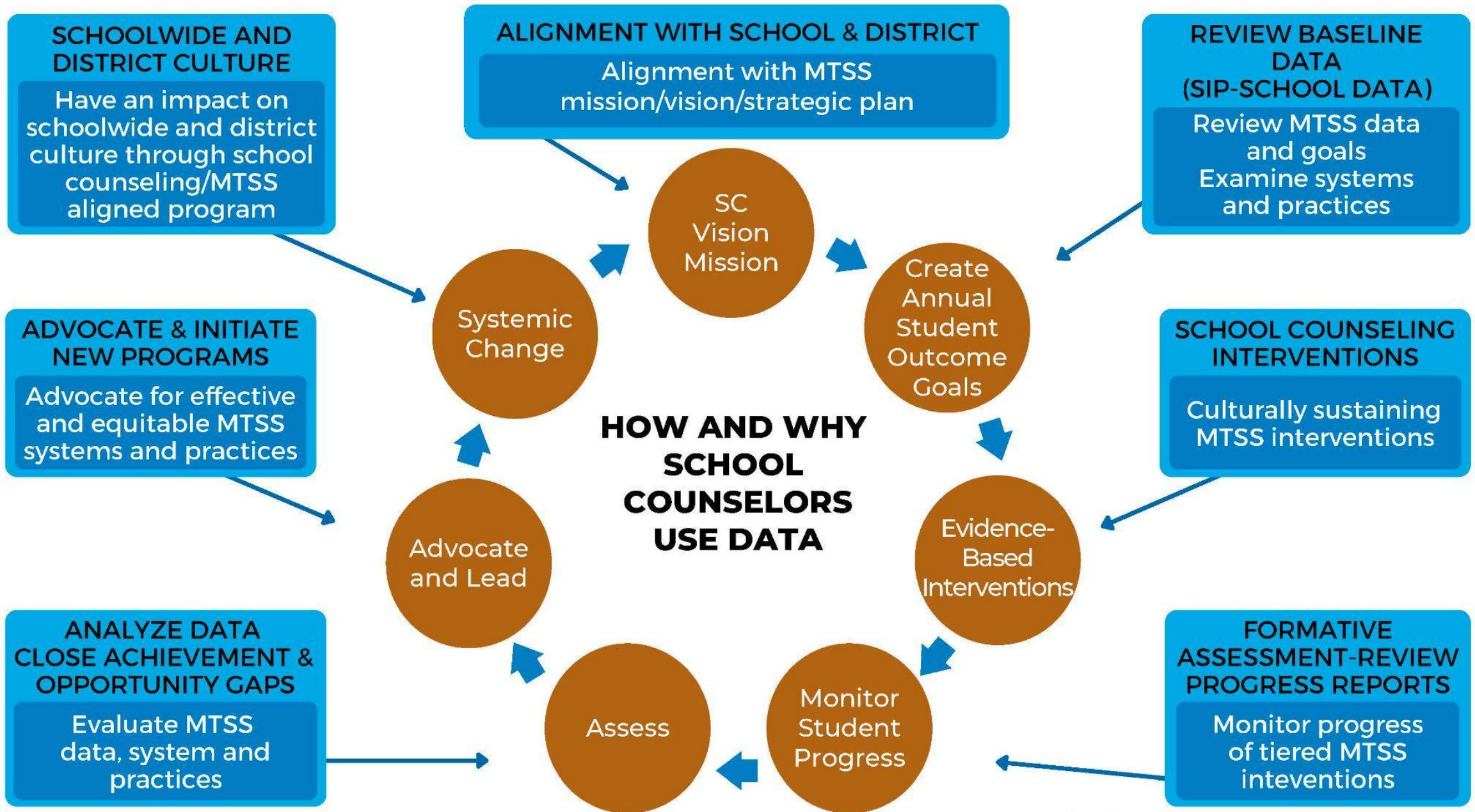
Supplemental -For building morale, expectations, trusting, positive culture

- Positive Self-Esteem Spray
- Literature
- Drawing, painting, acting, singing, dancing, self portraits
- Partner activities
- Circle of Control
- Creating Breathing Bottles
- Parachute

ENGAGING STRATEGIES FOR

LESSON PLANNING

- Think-pair-share
- Debate
- Graphic organizers
- Four corners
- Experiment
- Games
- Movement
- Breathing breaks
- Mindful moments
- Songs
- Presentations
- Utilize technology
- Role play
- Popcorn share
- Gallery walk
- Peer tutoring
- Centers
- Poems
- Partner work
- Videos
- Journaling
- Literature



Adapted from Making MTSS Work - Page 72 - Figure 3.3

Deliver: Small Groups



Topics

- Based on data
- Tier 1 school-wide curriculum
- Student need
- Values reinforced at school



Lesson Plan

- Use for classroom & SG lessons



Curriculum

- Skills for social & academic success
- Skillstreaming
- The Incredible Years
- Why Try
- Second Step
- Work Works
- Clearinghouse
- CSCORE

Deliver: Small Groups Continued



Strategies

- Think-pair-share
- Debate
- Graphic Organizers
- Games
- Movement
- Breathing breaks
- Songs
- Presentations



Small Groups

Instruction

To improve student success.

1. Academic
2. College & Career
3. Life Skills

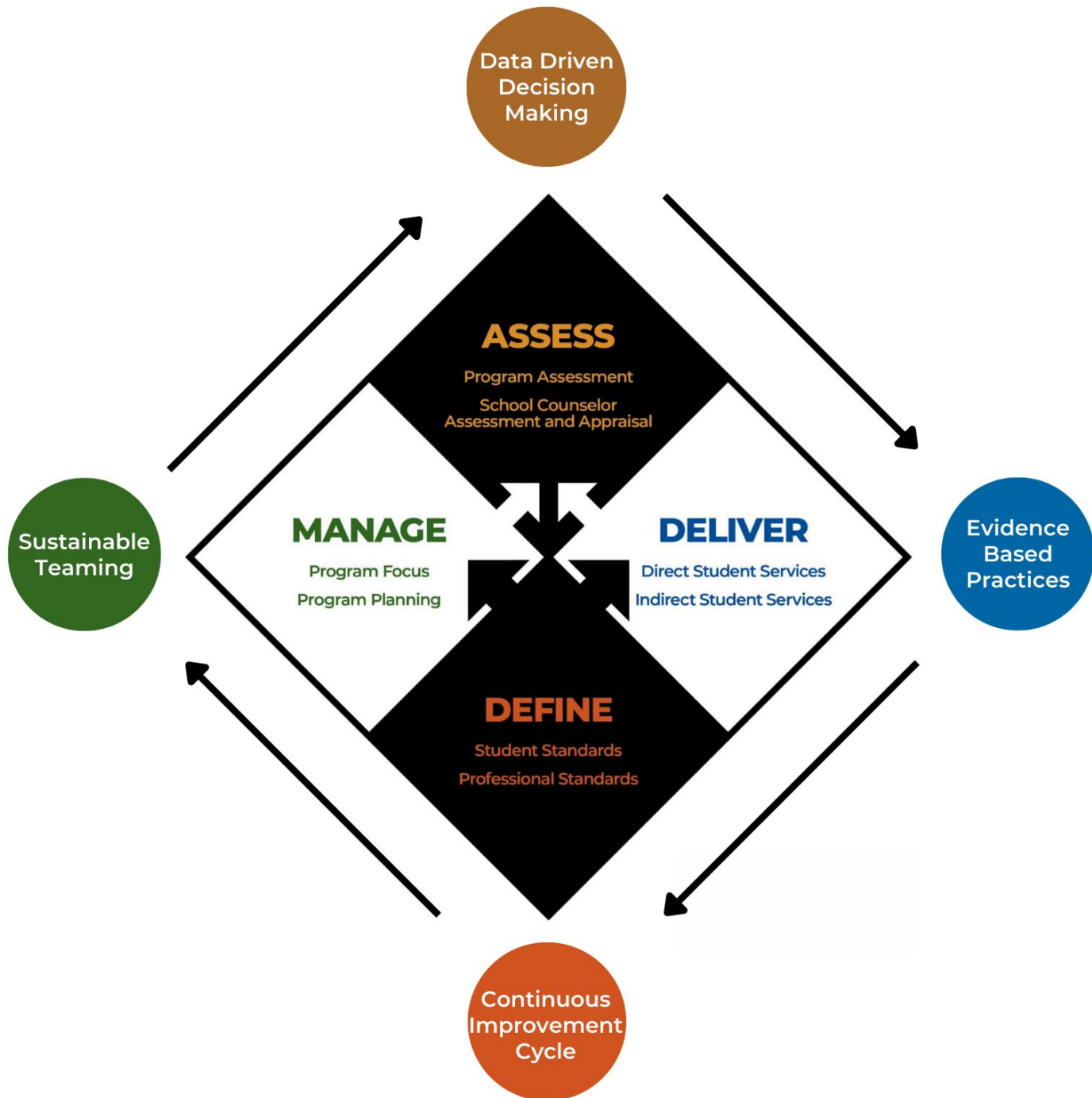
Appraisal

School Counselors analyze and assess students abilities, interests, skills and achievement.

Focus on a students test, inventory or other data

Advisement

School counselors make recommendations based on appraisal of tests, inventories & other data to help students make decisions for their future. It serves to inspire students to realize their maximum potential.



**Define
Manage
Deliver**
***Assess**

Without data, all we
have is an opinion.

-Edward Deming

Join at menti.com | use code **8213 0572**

Why Assess Small Group Student Outcomes?

Program is based on
“need” of your
students.

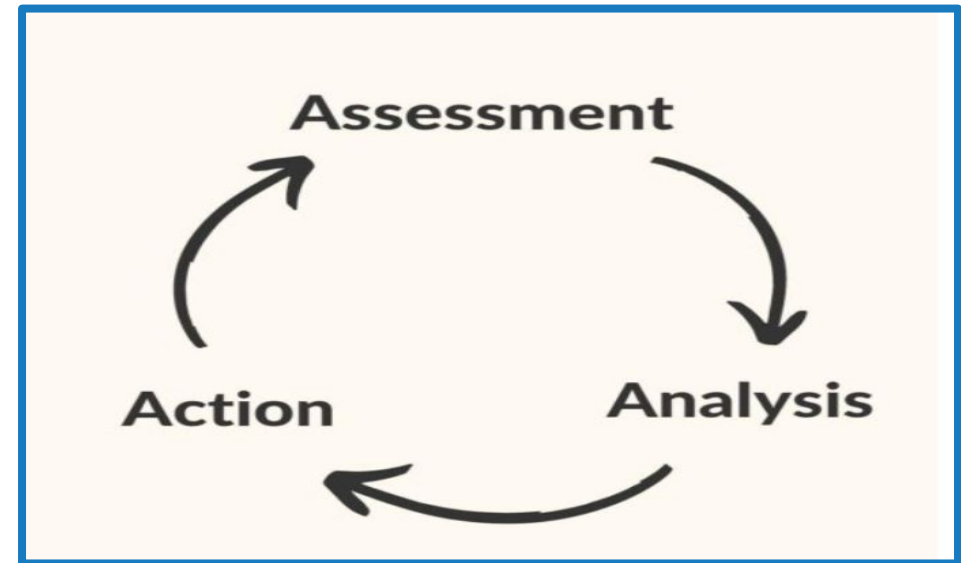
Program is built on
evidence-based
practice or research.

We want to know how students are different as a result of what we do. It is how school counselors measure the impact of their work.

Making Data Work

You don't have to have a background in statistics to use data effectively.

1. What is your goal?
2. How will you achieve it?
3. How will you analyze the data?
4. How will you use your results?



Types of Data are like an Oreo cookie:



Process Data

(Topic, number of students, number of groups)

Perception Data

(Information about students' attitudes, skills, or perceived knowledge)

Outcome Data

(Outcome data best highlights the results of your intervention because it relates to how the intervention affected identified goals, areas of growth, and achievement gaps)

Types of Data are like an Oreo cookie:



Process Data

(Topic, number of students, number of groups)

- **Description of the topic?**
- **Number of students who participated?**
- **How many groups did you run?**
- **How many students experienced Tier 2 intervention?**

Types of Data are like an Oreo cookie:



Perception Data/Mindsets & Behaviors

(Information about students' attitudes, skills, or perceived knowledge)

- in small groups
- core curriculum lessons
- surveys
- pre/post tests

Types of Data are like an Oreo cookie:



Outcome Data

(Outcome data best highlights the results of your intervention because it relates to how the intervention affected identified goals, areas of growth, and achievement gaps)

This data is often used to determine school-level programming.

- **Achievement data**
- **Attendance data**
- **Discipline data**

Quantitative vs. Qualitative?

Quantitative data relies on **numerical** or measurable data.

Qualitative data relies on personal accounts; an individual's thought or response.

Let's Look at an Example

School Improvement Goal:

By the end of the semester, the percentage of chronically absent ninth-grade students will decrease by 5% from 19% to 14%.

Small group to increase school engagement and attendance objective:

Eight ninth-grade students are identified as chronically absent and scored basic or proficient on the last OSTP. The student learning outcome is to change identified life skills and well-being.



Small Group Life Skills & Well-Being Learner Outcomes

- **Positive attitude toward work and learning** (mindset)
- **Ability to identify and overcome barriers** (self management skill)
- **Self-motivation and self- direction** (learning skill)

Assess Calculations

| | Never | Rarely | Often | Always |
|--|-------|--------|-------|-------------------|
| 1. I have reliable transportation to school. | 1 | 2 | 3 | 4 |
| _____ students answered "never" (1) | | | | _____ x 1 = _____ |
| _____ students answered "rarely" (2) | | | | _____ x 2 = _____ |
| _____ students answered "often" (3) | | | | _____ x 3 = _____ |
| _____ students answered "always" (4) | | | | _____ x 4 = _____ |
| _____ + _____ + _____ + _____ = <i>Sum of Scores</i> | | | | |
| <i>Sum of Scores/# of Participants</i> = _____ | | | | |

*Screenshot taken from unknown source.

Jot Your Thoughts



List what data you currently collect and identify any part(s) you may be missing.

Classroom and Small-Group Results Report

| | | |
|---|--|----------------|
| School Name | | |
| Results Report for: | <input type="checkbox"/> Unit of Classroom Lessons <input type="checkbox"/> Single Classroom Lesson <input type="checkbox"/> Small Group | |
| Grade Level | | |
| Topic | | |
| Targeted Student Standards <i>1–2 mindsets or behaviors per lesson</i> | M&B# | M&B Statement: |
| | M&B# | M&B Statement: |
| | M&B# | M&B Statement: |
| Student Standards Pre/-Post-Assessment Items <i>Two per mindset and behavior</i> | <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. | |

Classroom and Small-Group Results Report

Small Group Results Report

| DATA RESULTS | | |
|--|--|--|
| Participation Data | Number of students | |
| | Length of lessons/sessions | |
| | Number of lessons/sessions | |
| Mindsets & Behaviors Data | Pre-Assessment Data: (calculate average student response to each item) | Post-Assessment Data: (calculate average student response to each item) |
| | 1. | 1. |
| | 2. | 3. |
| | 3. | 4. |
| | 4. | |
| Outcome Data (Achievement, Attendance and/or Discipline Data) | Baseline Data: | Final Data: |
| | Percent Change: | |
| Reflection | <ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? | |

Record Pre-assessment data here.

Small Group Results Report

| DATA RESULTS | | |
|---------------------------|--|--|
| Participation Data | Number of students | |
| | Length of lessons/sessions | |
| | Number of lessons/sessions | |
| Mindsets & Behaviors Data | Pre-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4. | Post-Assessment Data: (calculate average student response to each item) 1. 2. 3. 4. |
| | Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i> Baseline Data: | Final Data: |
| | Percent Change: | |
| Reflection | <ul style="list-style-type: none"> How did the instruction/small group facilitate the attainment of identified Student Standards? How could the lesson/unit/small group be improved (e.g., consider timing, number and type of services, student access, and identified barriers)? | |

Record Post-assessment data here.



Final Take-Away for Assess

For the most valid student outcome data, include these 3 data results for the small group targeted intervention:

- **What did you do?**
- **Who attended small group?**
- **How are student outcomes different because of the small group?**
 - **Quantitative and qualitative**

Cultivate advocates for the counseling program with data:

- **Share with advisory committee, administrators, students, families, community, social media etc.**
 - **FERPA applies to all reporting. NEVER report information that could easily identify an individual(s).**

Parting Thoughts

Perfection impedes
progress

Start small

K.I.S.S.

Don't
overthink it!



menti.com | use code 89 05 43 2

Step-by-Step Summary

1. Analyze School Data
2. Write Goals and Action Plans to address specific Mindsets and Behaviors
3. Determine Participants
4. Caregiver Permission (if needed)
5. Create Lesson Plans
6. Data Collection Pre-Test
 - a. Students, Caregivers, Teachers
7. Begin Group
 - a. Group norms/expectations
8. Complete 4-12 sessions
9. Data Collection Post-Test
 - a. Students, Caregivers, Teachers
10. Small Group Results Report
11. Reporting results to stakeholders and school counseling advisory committee



Link to Slide Deck



Evaluation

2024 Winter Training Evaluation



References

Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). *The School Counselor's Guide to multi-tiered systems of support*. Routledge.

Goodman-Scott, E., Betters-Bubon, J., Olsen, J., & Donohue, P. (2020) *Making MTSS Work*. American School Counselor Association.

Young, A., & Kaffenberger, C. (2018) *Making Data Work*. American School Counselor Association.