

GROUP
COUNSELING

SCHOOL SUCCESS

Skills

DESIGNED BY

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CHAPMAN UNIVERSITY
ATTALLAH COLLEGE OF EDUCATIONAL
STUDIES

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NEEDS ASSESSMENT

In order to learn more about the academic needs and school experience at Portola High School, the counseling department will survey PHS learners. Students will be encouraged to respond thoughtfully, and survey data will be evaluated to help the counseling department provide evidence-based support. The needs assessment survey is confidential and all individual student responses will not be shared with teachers or other students.

The results of this survey will be used to assist the counseling staff and interns to better support students in need of additional academic help.

Pre Assessment

The following survey will measure students' knowledge base surrounding time management, note taking, smart goals, and self-care. All are essential Student Success Skills. Information gathered here will help our counseling team learn more about our students' ability to assume responsibility for the organization of their school work, practice self-discipline, and aim to achieve in high-quality results and outcomes in school work.

These answers will be kept confidential. They will not be shared outside the counseling department, and we encourage you to answer honestly.

* Required

1. Name *

2. Grade *

Check all that apply.

- 9th
 10th
 11th
 12th

Survey Questions

3. I am confident I can set an achievable goal.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. I'm confident in my ability to balance studying so no one day or part of school feels like "too much"

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

5. I understand how to prioritize tasks and manage my time wisely *

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. I have a good system to help me recall important facts and concepts relevant to my assignments. *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. I complete work assigned on time, avoiding getting no or partial credit *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. I keep track of my assignments and other upcoming projects *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

9. I know strategies that help me manage stress.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10. When I'm struggling, I set goals to help me improve

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. I know how to set a SMART goal.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

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Google Forms

Participant Selection

As previously mentioned, Portola High School has a high-achieving student population. However, due to the stress involved with AP classes and an ongoing pandemic, there continues to be a growing number of students at-risk. As a result of at-risk students in need of Tier Two support, the Portola Counseling department closely monitors multiple data points. These specific data points identify D and F students appropriate for additional counseling interventions. The specific interventions offered include weekly academic goal planning with counseling interns, students assigned to counseling morning office hours during their scheduled on-campus day, Learning Lab, and Homework Lab.

Portola Counselors further identify each student's interventions based on evaluation of student transcripts, documentation of parental/guardian concerns, and educator feedback. Based on the learner's cumulative record review, counselor's recommend students to the Homework Lab, where they have the opportunity to work on assignments or projects with guidance. As one of the Portola Counseling Interns, I am further screening for Homework Lab students with multiple Ds and Fs and identifying needs through a survey assessment of this student group. Many of these students showed great potential academically before the pandemic, but they now struggle to navigate self-directed learning.

Reflection and Best Practices

Once identified, I will further recruit students for participation in the group through personal invitations and announcements during Homework Lab sessions encouraging students to join the group. Upon completion of recruitment; interested students will undergo a pre-screening to determine their developmental appropriateness, and they will receive the parent/guardian consent form detailing their voluntary participation in the group. The group will be designed for 6-10 students; however, 1-2 additional students will be recruited since some students may choose not to participate. Under the Counseling Department's direction, the School Success Skills group will cover study skills, time management, test anxiety, and assignment completion across six weekly sessions.

If a group topic and target student group are not predetermined, best practices would include a needs assessment rollout covering all three domains to identify students' needs. Data from this needs assessment would then guide group curriculum development and student recruitment.

CONSENT FORM

For this Group Counseling project, students were preselected for participation based on their parent or guardian's prior consent for Tier 2 Academic Support and the student's subsequent enrollment in counseling office hours and homework lab.

Under the supervision of a staff counselor, preselected students were notified via email of an upcoming small group series to focus on Student Success Skills. Students were encouraged to participate, but ultimately participation was voluntary. PHS Students were provided information regarding the small group series including the proposed start date and topics to be covered.

While alternate methods of informed consent were utilized for the purposes of this group counseling project, a sample consent form is provided below detailing what would have been provided to Parents and/or Guardians should one have been needed.



PORTOLA HIGH SCHOOL

1001 Cadence, Irvine, California 92618 • (949) 936-8200 • Fax: (949) 936-8209
Website: <http://www.portolahigh.iusd.org>

Date 02/21/2021

Dear Parent/Guardian,

The school counseling department at PHS is pleased to announce that beginning March 1st, a series of educational small group experiences will be offered for students. We are inviting your PHS student to be involved and need your written permission. Please carefully read this letter and sign it at the bottom in the space provided. Please return the signed permission form to the counseling office by no later than March 19th.

Your student will also be fully informed about the small group experience. This group is voluntary and is not required for any class. Students will have **6 weekly group meetings**, for approximately **30 minutes**, and no academic time will be used.

The group experience will address the educational needs of your PHS student and focus on skills such as time management, note-taking, and stress management. Here are a few answers to some common questions:

Does my student's teacher know about and approve of this small group experience? Yes. All teachers have been consulted and given their approval for your PHS student's participation in the group.

Can my student leave the group if they do not want to attend anymore? Yes. This is a voluntary experience your student will probably enjoy, but they can always leave the group without consequences.

Will the counselor or my student tell me what's going on in the group? Your student will most likely share some general information, but not always. All confidentiality laws will be followed. Student discussions in group settings are generally protected by law; however, if students talk about harming themselves or others or breaking state or federal laws, parents/guardians and appropriate authorities will be consulted.

What if I want to discuss this more? If you have any other questions or concerns about this exciting group opportunity, please do not hesitate to let us know! Feel free to contact the counseling office at **(949) 936-8222**.

Thank you for your support!

Melissa Gibson and Amber Navarro

Lead School Counselor and School Counseling Intern

Parent/Guardian Permission Form

I give my permission for _____ (student name) to participate in a small group counseling experience conducted by the school counselors during spring semester.

Please print your full name: _____

Signature: _____ Date: _____

Please return this form to the school's counseling office by **March 19th**. Thank you.



LITERATURE
REVIEW

Evidence-Based Academic Skills Group Counseling

Amber Navarro

Chapman University

CSP513: Group Counseling, Leadership, and Intervention

Dr. Sarah Golden

Spring 2021

Literature Review

Academic stress and poor academic outcomes are at an all-time high due to the ongoing educational impact of the Covid 19 Pandemic. According to current research, academic stress occurs when academic demands exceed a student's perceived ability to cope and is often associated with self-imposed or parental pressure to perform (Abdollahi, Panahipour, Tafti, & Allen, 2020). Now more than ever, it is critical that counselors evaluate their arsenal of supports for at-risk students to ensure they receive meaningful guidance. Tier Two interventions such as small group counseling offer counselors an ideal setting to alleviate academic stress by teaching techniques such as goal setting, Cornell note-taking, time management, and writing skills. This literature review aims to highlight the evidence for implementing these strategies to mitigate adverse academic outcomes and increase student success at the Tier two level.

Before examining specific learning strategies for implementation, an understanding of the definition of student success and its core characteristics is essential. In James Mbuvas' study, findings show student success occurs when students across all levels complete programs through either personal intrinsic motivation, school-organized advising interventions, tutoring programs, or counseling (2011). School counselors are the ideal professional on campus to implement advising strategies as they typically have established rapport with students and access to critical background information from teachers and parents (Berger, 2013).

Of the topics proposed for inclusion, goal setting offers several specific, lasting benefits to students. In a striking reveal, researcher Sara Estrapala and her colleague identified goal setting as a transferable life skill that elevates motivation, independence and increases access to the curriculum (2019). This evidence, which offers clearly defined benefits to students, further

supports the continued usage of SMART goals by school counselors to encourage student determination and explicitly teach at-promise students step-by-step goal setting.

Lessons devoted to time management, stress management, and progress monitoring skills have also proved to be a substantial addition to an academic small group curriculum. In Villares' 2011 study evaluating the School Success Skills curriculum, it was found that all students need a core set of social, self-management, and learning skills to succeed academically. Further, when students can learn, practice, and utilize these skills in an encouraging environment, they become more confident and motivated to continue mastering new skills (Villares & Lemberger, 2011). Built around the humanistic theory, SSS operates with the understanding that students possess the potential to succeed and become contributing community members (Villares & Lemberger, 2011). While teaching these skills effectively supports academic success, it also facilitates students' holistic growth in other areas such as career preparation and school retention (Villares & Lemberger, 2011).

Another remarkable study identified a strong positive relationship between students' time-management skills and academic achievement (Tsai & Liu, 2015). More specifically, researchers identified time-management as a skill that helps students effectively manage extracurricular activities that may impact academic performance, such as social media usage. Time management is especially relevant as students navigate distance learning in settings where educators may not be present.

In their practice guide, *Teaching Secondary Students to Write Effectively*, What Works Clearinghouse (2016) provides an evaluation of additional research that suggests teaching students specific note-taking and writing skills leads to success in and out of the classroom. Effective writing is a crucial component of students' achievement and ability to convey thoughts,

opinions, ideas, experiences, and analyze information (Mulatu, 2018). In keeping with these findings, researchers have also found that Cornell Notes significantly affects students' critical reading and writing skills (Ahmad, 2018).

Vital to student success is school counselors' pursuit of interventions that challenge students to grow and encourage increased academic effort. Providing data-driven interventions with specific mindsets and behaviors targeted for supporting student achievement is also directly aligned with the ASCA National Model: A Framework for School Counseling Programs (2019). It is evident that direct service interventions such as small group counseling can provide students with targeted guidance, and perhaps more notably, lessen the intense academic pressure during this naturally stressful time in their educational journey (Webb & Brigman, 2007).

INTERVENTION OUTLINE

Group Lesson Plan #1

Facilitator(s) Name	Amber Navarro
Group Title:	Student Success Skills: Introduction

Target Group (Grade, # of students, ability level):	Homework Lab students with multiple Ds and Fs, grades 9-12.
Length of time:	30 minutes
Overall Group Objective:	Students will learn about time-management, Cornell Notetaking, setting goals, managing stress and anxiety, and writing strategies. Strategies. Overall Group M&B: <ul style="list-style-type: none"> • M 6. Positive attitude toward work and learning • B-LS 3. Use time-management, organizational, and study skills • B-LS 4. Apply self-motivation and self-direction to learning • B-LS 7. Identify long- and short-term academic, career, and social/emotional goals
Lesson	1 Of 6

Learning Objective(s)/Competency for Group intervention lesson	
Group will:	Establish group norms and rules.
Group will:	Identify study skills and resources that will be addressed during each group meeting.
Group will:	Collaboratively create a definition of confidentiality and what it means to the group.
Lesson Procedure	
Overview of Plan <i>(provide a brief summary of overall lesson for session)</i>	<p>1) Individual introductions</p> <ul style="list-style-type: none"> • Confidentiality: the facilitator will go over confidentiality, what it means, and the limits. The students will also be asked what confidentiality means to them. <p>1) The goal is for the students to construct a collective definition of what confidentiality means to the group.</p> <p>2) Icebreaker: Explore and Expand from The Roadtrip Nation Experience Field Guide</p> <p>3) Group Norms: The facilitator will share the general rules for the group and ask the students if they'd like to add anything to the group norms.</p>

	4) Group members will take the pre-survey on their school issued laptop using the survey link sent by the facilitator .
Introduction/ Ice Breaker Activity <i>(Include instructions, materials, procedures)</i>	<p>1) Introduction 2 minutes</p> <p>a. I will introduce myself</p> <p>2) Confidentiality 1 minute</p> <p>a. In a group setting there are some limits, we can only promise confidentiality as much as everyone here agrees to keep what is shared here safe and abide by our established group norms.</p> <p>b. I will encourage each participant to maintain confidentiality, and I will explain to the group that I cannot guarantee confidentiality outside our group.</p> <p>3) Would you rather? Students will verbally share out, if location permits students can move to either side of the location to signify their choice 10 minutes</p> <p>Would you rather have to listen to only Justin Bieber or only Ariana Grande for the rest of your life?</p> <p>Would you rather tour with a famous band or tour with a famous comedian?</p> <p>Would you rather spend a day without your phone or a day with no people at all?</p> <p>Would you rather only use Netflix or only use Hulu?</p> <p>Would you rather sing in front of the whole school or be in a spelling bee in front of the entire school?</p> <p>Would you rather say the morning announcements or be the school sports commentator?</p> <p>Would you rather teach a class in high school or have your parents teach one of your classes?</p> <p>4) Activity: Explore and Expand from The Roadtrip Nation Experience Field Guide 10 minutes</p> <p>a. Before jumping into the activity facilitator will ask the group participants to share how they're</p>

	<p>currently feeling using thumbs up, down, or middle.</p> <p>b. Each student will participate in this icebreaker using their school issued laptop in an effort to be mindful of covid restrictions.</p> <p>c. Facilitator will prompt students to create a google doc or use a notetaking app on their device to participate</p> <p>d. Prompt: "Expanding your mindset about yourself and your future can lead you to a stronger understanding of who you are, in the space to the right, write about where you are right now, and how you can change your perspective. Keep in mind- Where are you starting from (include current circumstances) and how will you expand your view? Be specific about how you plan on taking the blinders off and seeing all your options, possibilities, opportunities, etc.</p> <p>e. Students will have 5 minutes to write</p> <p>f. 2 minute debrief. Ask if any students feel called to share what they've written down?</p>
Procedure and Lesson:	<p>3) Group Norms: The facilitator will share the general rules for the group and ask the students if they'd like to add anything to the group norms. 5 minutes</p> <p>2) Group Norms:</p> <p>(a) Respect your peers in the Group</p> <p>(b) What is said in this group stays in this group.</p> <p>(c) What is <i>learned</i> in this group CAN leave the group.</p> <p>(d) This a safe place to participate, share, and make mistakes, but it's also ok if you need to pass on the sharing here and there.</p> <p>4) Group member will take the pre-survey on their school issued laptop. 5 minutes</p> <p>3) Facilitator to provide instructions on accessing the pre-survey</p> <p>Webb, L., & Brigman, G. A. (2007). Student success skills: A structured group intervention for school counselors. The Journal for Specialists in Group Work, 32(2), 190-201</p>
Closing:	Facilitator will thank students for participating. Preview of the next groups topic: time management.

	Check-out question: Facilitator will ask the group to rate how they're feeling prior to closing the session. Students will share using a thumbs up, down, or middle. Ask the group if they have any questions or would like share anything with the group before we go.
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	
Anticipated number of students:	8
Planned length of lesson(s):	30 minutes
How will you measure the effectiveness of your discussion? What data will you collect?	
A pre-test will be administered during the first group meeting to collect feedback reflecting the students' level of knowledge of the study skills we will be focusing on across the six, weekly group sessions. During the final group meeting, a post-test will be provided to the students to measure how effective the small group was in delivering additional study skills.	

In our first group meeting, a total of 9 nine students were present. While several actively participated in the icebreaker, many appeared to lack interest in the overall group experience and the planned group worksheet activity. It was a good opportunity for learning to navigate silence.

Group Lesson Plan #2

Facilitator(s) Name	Amber Navarro
Group Title:	Student Success Skills: Time Management

Target Group (Grade, # of students, ability level):	Homework Lab students with multiple Ds and Fs, grades 9-12
Length of time:	30 minutes
Overall Group Objective:	Students will learn about time-management, Cornell Notetaking, setting goals, managing test-related anxiety, and writing strategies. Strategies. ● B-LS 3. Use time-management, organizational, and study skills
Lesson	2 Of 6

Learning Objective(s)/Competency for Group intervention lesson	
Group will:	Be able to prioritize school and home related tasks
Group will:	Understand the importance of managing their time
Group will:	Demonstrate creating a realistic plan for each day

Lesson Procedure

Overview of Plan <i>(provide a brief summary of overall lesson for session)</i>	<ol style="list-style-type: none"> 1) Confidentiality + Group Norms 2) Icebreaker 3) Transition 4) Time-Management Worksheet <ol style="list-style-type: none"> a) Help the students see how to prioritize daily activities, free time, sports, and other tasks, to the most meaningful to least b) connect how they can utilize the task-organization with their homework and for study for test or to help reach BIG goals 6) Close
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Introduction/ Ice Breaker Activity <i>(Include instructions, materials, procedures)</i>	<ol style="list-style-type: none"> 1) Confidentiality + Group Norms 2 minutes <ol style="list-style-type: none"> a) The facilitator will welcome back students, lightly discuss confidentiality again, and provide time for students to ask questions. Remind students of the group norms 2) Group participant check-in: 3 minutes <u>The</u> facilitator will ask each student in the group to describe how they're feeling using a single word and to share their name with the group. Facilitator will
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	<p>model the check-in prior to asking which student would like to share first.</p> <ol style="list-style-type: none"> 4) Icebreaker: How Long Is One Minute? 8 minutes <ol style="list-style-type: none"> a) Ask participants to stand up and close their eyes. b) Then ask them to sit down quietly (so that the other participants cannot hear them) when they think that one minute has gone. c) Once everybody is sitting, facilitator will start the discussion. d) What will happen is that participants will sit down at different times. So, you can point out to them that time depends heavily on perception. By asking participants when time goes faster for them and when, instead, time never seems to pass, you can introduce to them the idea that passion, time and productivity are connected
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Procedure and Lesson:	<ol style="list-style-type: none"> 4) Time-management worksheet: Each student will receive a copy of the HS Time-management worksheet to complete based on their current school, community, and daily living activities. 5 minutes <ol style="list-style-type: none"> a) Debrief- Based on each student's worksheet, ask Did <u>you</u> account for too much/not enough time to do fun activities you're passionate about? 5 minutes 5) Transition: facilitator will ask students what was easy or hard about planning out their schedules. Explain how breaking homework and project time into smaller, daily chunks can be helpful and keep them more on track. 5 minutes <p>Villares, E., Lemberger, M., Brigman, G., & Webb, L. (2011). Student Success Skills: An evidence-based school counseling program grounded in humanistic theory. <i>The Journal of Humanistic Counseling</i>, 50(1), 42-55</p>
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Closing:	Facilitator will remind students that breaking tasks into smaller steps and prioritizing what is most important is the largest part of time management. It can also help when balancing school and the activities they enjoy doing and connects with the future topics we'll cover in the group.
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	Check-out: facilitator will ask students to choose one word to describe how they're feeling after completing our second group session. Students will share out after prompting by the facilitator Preview of next week's lesson: Creating a SMART goal 2 minutes
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	
Anticipated number of students:	8
Planned length of lesson(s):	30 minutes
How will you measure the effectiveness of your discussion? What data will you collect?	
A pre-test will be administered during the first group meeting to collect feedback reflecting the students' level of knowledge of the study skills we will be focusing on across the six, weekly group sessions. During the final group meeting, a post-test will be provided to the students to measure how effective the small group was in delivering additional study skills.	

In our second meeting, there was a small decline among the seniors who originally accepted the invitation to participate in the group. Again, students seemed to enjoy the ice breaker activity. Since the students present were most responsive during the activity, I did my best to connect the activity to the lesson focus throughout our meeting.

Group Lesson Plan #3

Facilitator(s) Name	Amber Navarro
Group Title:	Student Success Skills: SMART Goals
Target Group (Grade, # of students, ability level):	Homework Lab students with multiple Ds and Fs, grades 9-12
Length of time:	30 minutes
Overall Group Objective:	Students will learn about time-management, Cornell Notetaking, setting goals, managing test-related anxiety, and writing strategies. Strategies. M&B: <ul style="list-style-type: none"> ● B-LS 4. Apply self-motivation and self-direction to learning ● B-LS 7. Identify long- and short-term academic, career, and social/emotional goals
Lesson	3 Of 6

Learning Objective(s)/Competency for Group intervention lesson	
Group will:	Identify SMART goals
Group will:	Set individual SMART goals
Group will:	Apply SMART goal technique to a project, habit, or assignment

Lesson Procedure

Overview of Plan <small>(provide a brief summary of overall lesson for session)</small>	<ol style="list-style-type: none"> 1) Welcome back and Confidentiality 2) Icebreaker 3) SMART GOALS <ol style="list-style-type: none"> a) Mini-Lesson b) SMART GOAL Worksheet 4) Wrap-Up
Introduction/ Ice Breaker Activity <small>(include instructions, materials, procedures)</small>	<ol style="list-style-type: none"> 1) Confidentiality + Group Norms + Check-in 5 minutes <ol style="list-style-type: none"> a) The facilitator will welcome back students, lightly discuss confidentiality again, and provide time for students to ask questions. Remind students of the group norms b) opportunity for student questions c) check-in: Thinking back to our time-management lesson last week, ask if any students would be willing to share a time management win or opportunity for improvement?

	<ol style="list-style-type: none"> 2) Icebreaker: What was your dream job when you were younger or what is your current dream job? You can be anything, no explanation needed! 5 minutes <ol style="list-style-type: none"> a) Facilitator shares first, and ask for a volunteer to share next. Each person will then popcorn to a peer until the group has shared 3) Transition Quote: "Do what you gotta do, so that when you get to do what you wanna do, you are able to" Aleks Zavaleta.
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Procedure and Lesson:	<ol style="list-style-type: none"> 4) What is a SMART goal? 5 Minutes <ol style="list-style-type: none"> a) Go over smart goal letters: Specific- state exactly what your goal is Measurable- how will you evaluate when you meet this goal? Achievable- challenging but something you can attain! Relevant- a goal that meets your current needs Time-bound- Choose a target completion date b) ask students to take a moment to think of a relevant goal that is a SMART goal 5) SMART goal worksheet 10 minutes <ol style="list-style-type: none"> a) each student will receive a worksheet and something to write with if needed. b) ask students to complete the worksheet using a project, homework assignment, or relevant goal. c) Take 3 minutes to ask for a volunteer to share the SMART goal they've created. <p>Sara Estrapala, D. (2019). <i>Goal-Setting instruction: A step-by-step guide for high school students</i> - Sara ESTRAPALA, Deborah K. Reed, 2020. Retrieved February 27, 2021, from https://journals.sagepub.com/doi/full/10.1177/1053451219881717.</p>
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Closing:	Ask students if they can apply the SMART goal technique to one task or goal in the next week and share at the next meeting. Using thumbs up, down, or middle to show how they feel about implementing this goal setting technique
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Preview: next meeting will cover Cornell Notetaking

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:

Anticipated number of students:	8
Planned length of lesson(s):	30 minutes

How will you measure the effectiveness of your discussion? What data will you collect?

A pre-test will be administered during the first group meeting to collect feedback reflecting the students' level of knowledge of the study skills we will be focusing on across the six, weekly

Our third session saw another drop in attendance. Again, students seemed to enjoy the ice breaker activity. Since the students present were most responsive during the activity, I did my best to connect the activity to the lesson focus throughout our meeting. Our group meetings take place on Mondays during Homework Lab and students do not have any required classes on campus that day. Perhaps attendance may have been better if the group took place during the on-campus day.

Group Lesson Plan #4

Facilitator(s) Name	Amber Navarro
Group Title:	Student Success Skills: Cornell Notetaking
Target Group (Grade, # of students, ability level):	Homework Lab students with multiple Ds and Fs
Length of time:	30 minutes
Overall Group Objective:	Students will learn about time-management, Cornell Notetaking, setting goals, managing test-related anxiety, and writing strategies. Strategies. M&B: <ul style="list-style-type: none"> ● M 6. Positive attitude toward work and learning ● B-LS 3. Use time-management, organizational, and study skills
Lesson	4 Of 6

Learning Objective(s)/Competency for Group intervention lesson	
Group will:	Identify Cornell notetaking technique
Group will:	Name the benefits of notetaking
Group will:	Apply this notetaking technique to a current assignment
Lesson Procedure	
Overview of Plan <small>(provide a brief summary of overall lesson for session)</small>	<ol style="list-style-type: none"> 1) Welcome back and Confidentiality 2) Icebreaker 3) Cornell Notetaking <ol style="list-style-type: none"> a) Mini-Lesson 4) Wrap-Up
Introduction/ Ice Breaker Activity <small>(Include instructions, materials, procedures)</small>	<ol style="list-style-type: none"> 1) Confidentiality + Group Norms 2 minutes <ol style="list-style-type: none"> a) The facilitator will welcome back students, lightly discuss confidentiality again, and provide time for students to ask questions. Remind students of the group norms b) opportunity for student questions 2) Check-in + Icebreaker 8 minutes <ol style="list-style-type: none"> a) share the peak and valley of your weekend. Facilitator will go first and select students as they are ready b) SMART goal follow-up: ask the group if they used the technique. If yes, is there a volunteer who will share what they did? If no, what were some obstacles they encountered that kept them from using the SMART goal techniques

Procedure and Lesson:	<ol style="list-style-type: none"> 3) Cornell Notetaking 10 minutes <ol style="list-style-type: none"> a) each student to receive a black sheet of paper to create their notetaking document b) facilitator will explain each section <ol style="list-style-type: none"> 1) questions, key ideas, vocabulary column 2) notes, answers, definitions, examples, sentences 3) Summary 4) Facilitator will now ask students to create a Notes sheet using the Cornell structure 5 minutes <ol style="list-style-type: none"> a) students will make their sheet specific to one class they are currently taking b) example: History- Key battles, main points relating to those battles, and a summary <p>Reference</p> <p>Ahmad, S. (2018, November 30). Impact of Cornell notes vs. reap on EFL secondary school students' critical reading skills. Retrieved February 27, 2021, from https://eric.ed.gov/?id=EJ1230649</p>
Closing:	Facilitator will open the group for any questions about using these notes for assignment and assessment preparation. Preview: next week we'll discuss self-care and how we deal with stress and anxiety. This will be the last lesson before our final group meeting!
Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	
Anticipated number of students:	8
Planned length of lesson(s):	30 minutes
How will you measure the effectiveness of your discussion? What data will you collect?	
A pre-test will be administered during the first group meeting to collect feedback reflecting the students' level of knowledge of the study skills we will be focusing on across the six, weekly group sessions. During the final group meeting, a post-test will be provided to the students to measure how effective the small group was in delivering additional study skills.	

The students were especially responsive and engaged during the Peak and Valley icebreaker for this group meeting. In an effort to utilize this momentum and build additional rapport with the group, I devoted more than the originally allotted time to this activity. Students really seemed to need a place to share their current experiences unrelated to school.

Group Lesson Plan #5

Facilitator(s) Name	Amber Navarro
Group Title:	Student Success Skills: Self-care

Target Group (Grade, # of students, ability level):	Homework Lab students with multiple Ds and Fs
Length of time:	30 minutes
Overall Group Objective:	Students will learn about time-management, Cornell Notetaking, setting goals, managing test-related anxiety, and writing strategies. Strategies. Group M&B: <ul style="list-style-type: none"> ● M 6. Positive attitude toward work and learning ● B-LS 3. Use time-management, organizational, and study skills
Lesson	5 Of 6

Learning Objective(s)/Competency for Group intervention lesson	
Group will:	Learn about the fundamentals of self-care
Group will:	Identify various self-care techniques
Group will:	Practice guided breathing

Lesson Procedure	
Overview of Plan <i>(provide a brief summary of overall lesson for session)</i>	<ol style="list-style-type: none"> 1) Welcome back and Confidentiality 2) Icebreaker 3) Self-care <ol style="list-style-type: none"> a) Mini-Lesson 4) Wrap-Up
Introduction/ Ice Breaker Activity <i>(Include instructions, materials, procedures)</i>	<ol style="list-style-type: none"> 1) Confidentiality + Group Norms 5 minutes <ol style="list-style-type: none"> a) The facilitator will welcome back students, lightly discuss confidentiality again, and provide time for students to ask questions. Remind students of the group norms b) opportunity for student questions 2) Icebreaker: Fill my cup 10 minutes <ol style="list-style-type: none"> a) students will receive a worksheet and write ideas for activities that fill their cup and activities/things that empty their cup b) facilitator will help get the activity rolling by sharing examples of both types of activities

	c) facilitator will open the group to volunteers. Each volunteer can name one example of each type of activity to share with the group
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Procedure and Lesson:	<ol style="list-style-type: none"> 3) Self-care mini lesson 10 minutes <ol style="list-style-type: none"> a) Ask the group- what are they currently doing to keep sane during hybrid learning and covid? b) Explain self-care is rooted in self AWARENESS of what our mind, body, and spirit need to thrive and function at their* best. Thriving looks different for everyone! Self-care is also directly related to our ability to succeed in school! Using time-management, notetaking, and goal setting techniques will help students have more time to practice self-care c) 1-minute guided breathing exercise <ol style="list-style-type: none"> 1) facilitator will play recording from their personal laptop 2) https://www.youtube.com/watch?v=cEqZthCaMpo 3) https://ggia.berkeley.edu/practice/mindful_breathing (backup exercise) d) ask students to share how it felt? Was it helpful? When could they use this breathing technique? Facilitator will explain that guided breathing is a helpful mindfulness practice. In moments of stress, it can be calming. f) facilitator will share free apps for meditation and guided breathing practice at home, etc.: ex. Headspace, Calm <p>Reference Abdollahi, A., Panahipour, S., Tafti, M., & Allen, K. (2020, January 18). Academic hardiness as a mediator for the relationship between school belonging and academic stress. Retrieved February 28, 2021, from https://onlinelibrary.wiley.com/doi/10.1002/pits.22339</p>
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Closing:	Facilitator will open the group for any questions or thoughts students have after the self-care discussion. Check-out: sometime in the next try to implement the breathing techniques or self-care practices we discussed. Thank students for participating in the group each week so far! Reminder: next week will be our final group meeting. 5 minutes
----------	--

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once	
Participation Data:	

Anticipated number of students:	8
Planned length of lesson(s):	30 minutes

How will you measure the effectiveness of your discussion? What data will you collect?	
A pre-test will be administered during the first group meeting to collect feedback reflecting the students' level of knowledge of the study skills we will be focusing on across the six, weekly group sessions. During the final group meeting, a post-test will be provided to the students to measure how effective the small group was in delivering additional study skills.	

Again, students seemed to enjoy the ice breaker activity. Since the students present were most responsive during the activity, I did my best to connect the activity to the lesson focus throughout our meeting. We spent more time than I originally planned to connect their self-care practices to their current experience in school.

Group Lesson Plan #6

Facilitator(s) Name	Amber Navarro
Group Title:	Student Success Skills: Group Closing

Target Group (Grade, # of students, ability level):	Homework Lab students with multiple Ds and Fs, grades 9-12
Length of time:	30 minutes
Overall Group Objective:	<p>Students will learn about time-management, Cornell Notetaking, setting goals, and practicing self-care. Strategies.</p> <p>Overall Group M&B:</p> <ul style="list-style-type: none"> ● M 6. Positive attitude toward work and learning ● B-LS 3. Use time-management, organizational, and study skills ● B-LS 4. Apply self-motivation and self-direction to learning ● B-LS 7. Identify long- and short-term academic, career, and social/emotional goals
Lesson	6 Of 6

Learning Objective(s)/Competency for Group intervention lesson	
Group will:	Review strategies covered in the group
Group will:	Create a self-care plan
Group will:	Identify and review SMART goals and why they are helpful
Lesson Procedure	
Overview of Plan <i>(provide a brief summary of overall lesson for session)</i>	<ol style="list-style-type: none"> 1) Group Norms & Confidentiality 2) Icebreaker 3) Transition 4) Group Review 5) Wrap Up 6) Post-survey
Introduction/ Ice Breaker Activity <i>(Include instructions, materials, procedures)</i>	<ol style="list-style-type: none"> 1) Confidentiality + Group Norms 5 minutes <ol style="list-style-type: none"> a) The facilitator will welcome back students, lightly discuss confidentiality again, and provide time for students to ask questions. Remind students of the group norms b) opportunity for student questions 2) Icebreaker and Check-in: Rose, bud, thorn? Facilitator will model sharing aloud the rose, bud, and thorn of the past week. Once the facilitator has demonstrated, a group member will be selected to

	share out. From here the group members will be instruction to popcorn around the group until all member have shared. 10 minutes
Procedure and Lesson:	<ol style="list-style-type: none"> 3) Transition once students have all shared. Facilitator will review the various strategies and topics covered during meetings. 10 minutes <ol style="list-style-type: none"> a) time management b) SMART goals c) Cornell notetaking d) self-care strategies and plans e) students will be asked to share one nugget of knowledge from the study and self-care strategies that was most helpful or meaningful to them. 4) Group members will take the post-survey on their school issued laptop. 5 minutes <ol style="list-style-type: none"> a) Facilitator to provide instructions on accessing the post-survey via Google forms. b) students will have several minutes to complete the survey during the closing group session.
Closing:	Facilitator will thank students for their participation. Congratulate them on completing the student success skills groups and provide them with additional templates of the Cornell notes and smart goals template, pens, and study tools to use going forward.

Data Collection Plan – For multiple lessons in a unit, this section only need be completed once

Participation Data:	
Anticipated number of students:	8
Planned length of lesson(s):	30 minutes

How will you measure the effectiveness of your discussion? What data will you collect?

A pre-test will be administered during the first group meeting to collect feedback reflecting the students' level of knowledge of the study skills we will be focusing on across the six, weekly group sessions. During the final group meeting, a post-test will be provided to the students to measure how effective the small group was in delivering additional study skills.

By the final group meeting, only two members were present. Both students actively participated in our review. I requested both students complete the post-assessment, but unfortunately, only one student submitted feedback.

HANDOUTS

LESSON 1

APRIL 2021

VOL. 01

EXPLORE & EXPAND

Student Success Skills

Now, expand your view

Take the blinders off, change your perspective and write a plan for seeing all of your options, opportunities, and possibilities

WHERE YOU ARE RIGHT NOW:

HANDOUTS

LESSON 2

APRIL 2021

VOL. 03



DAILY PLANNER

TOP 3 PRIORITIES

IMPORTANT TIMES

- 1.
- 2.
- 3.

OTHER TO-DO

SELF-CARE

NOTES

Urgent


Not Urgent

 **DO IT**

Things with clear deadlines and consequences for not taking immediate action.

Examples

- Finishing a client project
- Submitting a draft article
- Responding to some emails
- Picking up your sick kid from school

 **SCHEDULE IT**

Activities without a set deadline that bring you closer to your goals. Easy to procrastinate on.

Examples

- Strategic planning
- Professional development
- Networking
- Exercise

 **DELEGATE IT**

Things that need to be done, but don't require your specific skills. Busy work.

Examples

- Uploading blog posts
- Scheduling
- Responding to some emails
- Meal prep

 **DELETE IT**

Distractions that make you feel worse afterward. Can be okay but only in moderation.

Examples

- Social media
- Watching TV
- Video games
- Eating junk food

Important

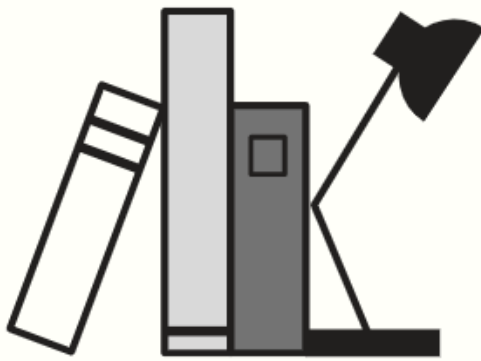
Not Important

LESSON 3

HANDOUTS

APRIL 2021

VOL. 02



SMART Goal Setting

Goal:

Tips:

- Avoid creating tasks that take multiple hours, unless necessary
- If you find a task is hard to start, it might be too big! See if you can break it down further
- Set a specific time limit for long tasks that cannot be broken down
- Be flexible! If a task is easy, go ahead and add more. If it's too hard, you can always break it down into smaller parts
- Protect the time you schedule for tasks! Put your phone away, and use a timer if needed

Goal Task

Time Required

Schedule

S specific, state exactly what the goal is
M measurable, how will you evaluate when the goal is met
A achievable, challenging for you but attainable
R relevant, a goal that meets your current needs
T time-bound, choose 1 or more target dates

LESSON 4

HANDOUTS

APRIL 2021

VOL. 03

CORNELL NOTES

KEY TERMS + VOCAB + IDEAS
+ QUESTIONS

NOTES + DEFINITIONS + ANSWERS + EXAMPLES

SUMMARY

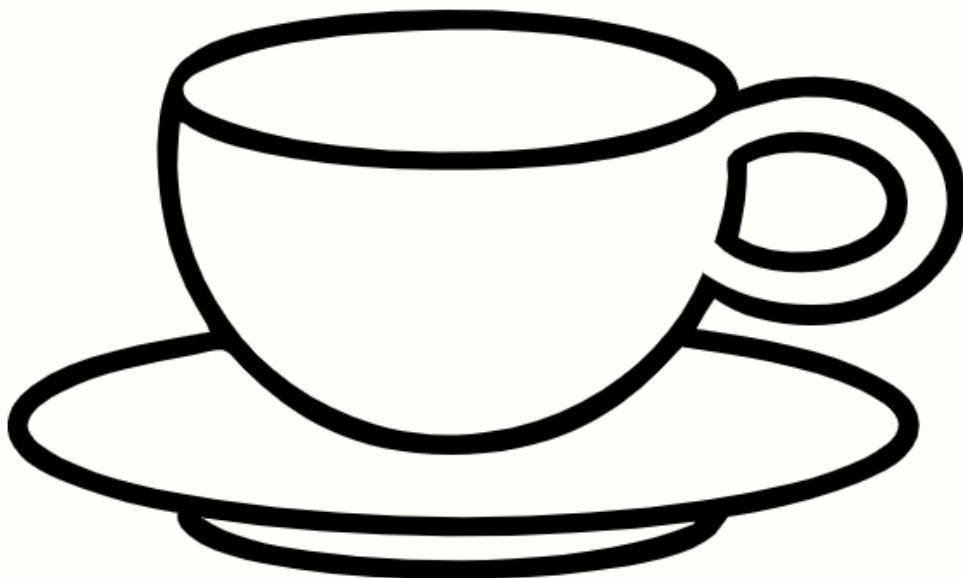
LESSON 5

HANDOUTS

APRIL 2021

VOL. 04

FILL MY CUP



LESSON 6

HANDOUTS

APRIL 2021

VOL. 05

SELF-CARE:

YOU GOTTA
nourish
to flourish



Self-care plan:

Grounding Techniques: Body Awareness

1. Take 5 long, deep breaths through your nose, and exhale through puckered lips.
2. Place both feet flat on the floor. Wiggle your toes. Curl and uncurl your toes several times. Spend a moment noticing the sensations in your feet.
3. Stomp your feet on the ground several times. Pay attention to the sensations in your feet and legs as you make contact with the ground.
4. Clench your hands into fists, then release the tension. Repeat this 10 times.
5. Press your palms together. Press them harder and hold this pose for 15 seconds. Pay attention to the feeling of tension in your hands and arms.
6. Rub your palms together briskly. Notice and sound and the feeling of warmth.
7. Reach your hands over your head like you're trying to reach the sky. Stretch like this for 5 seconds. Bring your arms down and let them relax at your sides.
8. Take 5 more deep breaths and notice the feeling of calm in your body.

EVALUATION PRE SURVEY

Pre Assessment

The following survey will measure students' knowledge base surrounding time management, note taking, smart goals, and self-care. All are essential Student Success Skills. Information gathered here will help our counseling team learn more about our students' ability to assume responsibility for the organization of their school work, practice self-discipline, and aim to achieve in high-quality results and outcomes in school work.

These answers will be kept confidential. They will not be shared outside the counseling department, and we encourage you to answer honestly.

* Required

1. Name *

2. Grade *

Check all that apply.

- 9th
 10th
 11th
 12th

Survey Questions

3. I am confident I can set an achievable goal.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. I'm confident in my ability to balance studying so no one day or part of school feels like "too much"

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

5. I understand how to prioritize tasks and manage my time wisely *

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. I have a good system to help me recall important facts and concepts relevant to my assignments. *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. I complete work assigned on time, avoiding getting no or partial credit *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. I keep track of my assignments and other upcoming projects *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

9. I know strategies that help me manage stress.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10. When I'm struggling, I set goals to help me improve

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. I know how to set a SMART goal.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

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EVALUATION PRE SURVEY: RESULTS

Data overview:

The small group originally consisted of nine students.

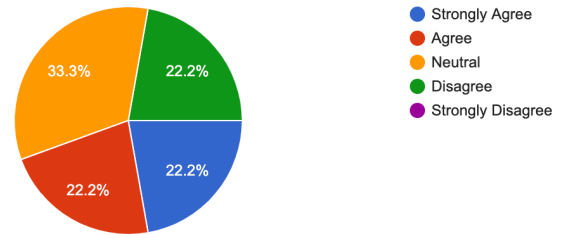
Four 9th grade students, two 10th grade students, one 11th grade student, and two 12th grade students.

All nine students participated in the group's pre-assessment evaluating SMART goal setting, time management, organization, and self-care.

During the first group session, students in attendance mentioned that teachers and counselors shared a great deal of information pertaining to these topics during emergency distance learning since the onset of the pandemic. I believe the feedback received via the pre-survey reflects their familiarity with these topics and ideas.

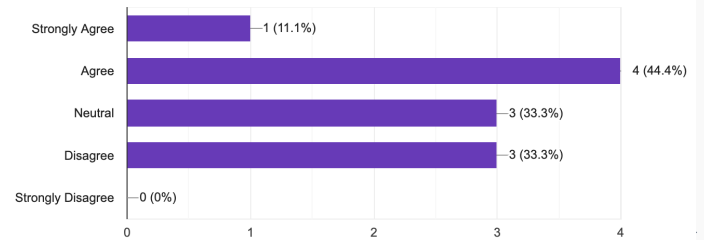
I understand how to prioritize tasks and manage my time wisely.

9 responses



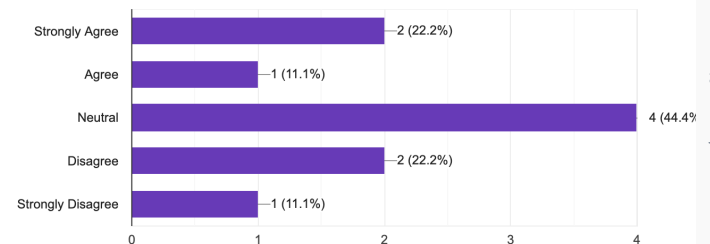
When I'm struggling, I set goals to help me improve

9 responses



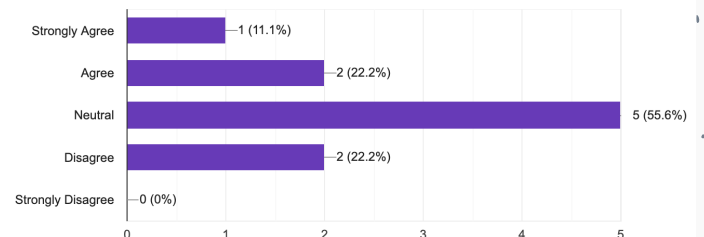
I know strategies that help me manage stress.

9 responses



I'm confident in my ability to balance studying so no one day or part of school feels like "too much"

9 responses



EVALUATION POST SURVEY

Post Assessment

The following survey will measure students' knowledge and the effectiveness of the lessons covering time management, note taking, smart goals, and self-care. All are essential Student Success Skills. Information gathered here will help our counseling team learn more about our students' ability to assume responsibility for the organization of their school work, practice self-discipline, and aim to achieve in high-quality results and outcomes in school work.

These answers will be kept confidential. They will not be shared outside the counseling department, and we encourage you to answer honestly.

* Required

1. Name *

2. Grade *

Check all that apply.

- 9th
 10th
 11th
 12th

Survey Questions

3. I am confident I can set an achievable goal.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

4. I'm confident in my ability to balance studying so no one day or part of school feels like "too much"

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

5. I understand how to prioritize tasks and manage my time wisely *

Mark only one oval.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

6. I have a good system to help me recall important facts and concepts relevant to my assignments. *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

7. I complete work assigned on time, avoiding getting no or partial credit *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

8. I keep track of my assignments and other upcoming projects *

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

9. I know strategies that help me manage stress.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

10. When I'm struggling, I set goals to help me improve.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

11. I know how to set a SMART Goal.

Check all that apply.

- Strongly Agree
 Agree
 Neutral
 Disagree
 Strongly Disagree

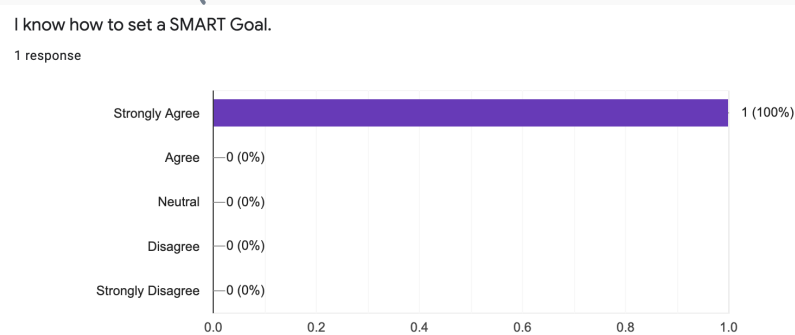
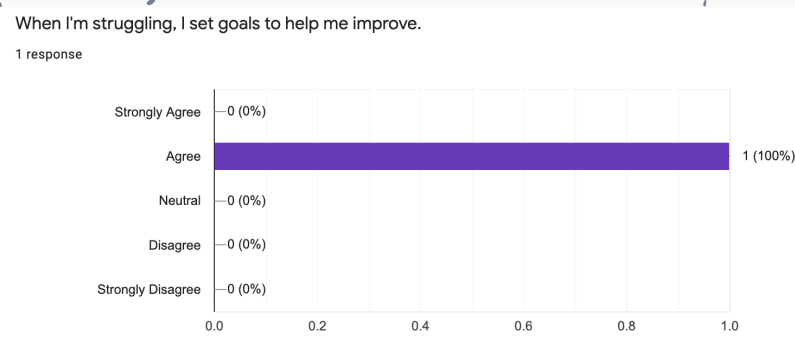
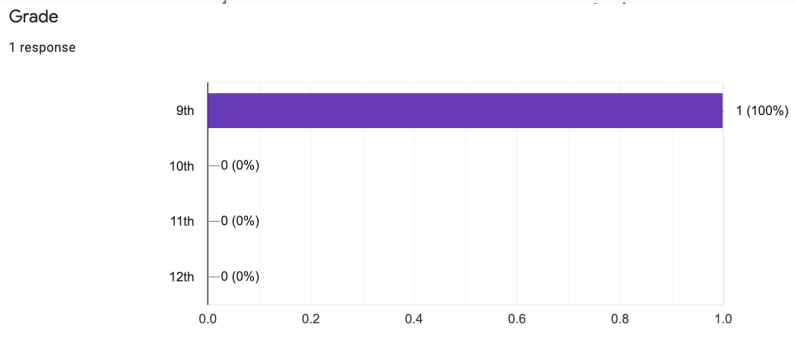
12. Things I appreciated about the group

13. Things about the group I feel could improve

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EVALUATION POST SURVEY: RESULTS



Data overview:

The small group originally consisted of nine students.

Unfortunately, early on both 11th and 12th-grade students decided not to continue with participation. By the group's final session, two 9th-grade students remained. Despite the limited opportunity for feedback, both students in attendance were invited to participate in the voluntary post-assessment during the 6th group meeting.



Classroom and Group Mindsets & Behaviors Results Report

School Name	Portola High School	
Results Report for:	<input type="checkbox"/> Unit <input type="checkbox"/> Lesson <input checked="" type="checkbox"/> Small Group	
Grade Level	All grades, 9-12	
Topic	Academic: Student Success Skills	
Mindsets & Behaviors	M 6. Positive attitude toward work and learning	
	B-LS 3. Use time-management, organizational, and study skills	
	B-LS 4. Apply self-motivation and self-direction to learning B-LS 7. Identify long- and short-term academic, career, and social/emotional goals	
Participation Data	9	# of students participating
	30	Length of lessons/sessions
	6	# of lessons/sessions
Mindsets & Behaviors Data	Pre-Intervention Data: Using a scale to measure statements of agreement (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) Students will rate their level of agreement to the following: <ul style="list-style-type: none"> • I am confident I can set an achievable goal • I am confident in my ability to balance studying so no one day or part of school feels like “too much” • I understand how to prioritize tasks and manage my time wisely • I have a good system to help me recall important facts and concepts relevant to my assignments. • I complete work assigned on time, avoiding getting no or partial credit 	Post-Intervention Data: Using a scale to measure statements of agreement (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree) Students will rate their level of agreement to the following: <ul style="list-style-type: none"> • I am confident I can set an achievable goal • I am confident in my ability to balance studying so no one day or part of school feels like “too much” • I understand how to prioritize tasks and manage my time wisely • I have a good system to help me recall important facts and concepts relevant to my assignments. • I complete work assigned on time, avoiding getting no or partial credit

	<ul style="list-style-type: none"> • I keep track of my assignments and other upcoming projects • I know strategies that help me manage stress. • When I'm struggling, I set goals to help me improve • I know how to set a SMART goal. 	<ul style="list-style-type: none"> • I keep track of my assignments and other upcoming projects • I know strategies that help me manage stress. • When I'm struggling, I set goals to help me improve • I know how to set a SMART goal. <p>Free response questions:</p> <ul style="list-style-type: none"> • Things I appreciated about the group • Things about the group I feel could improve
<p>Outcome Data <i>(Achievement, Attendance and/or Discipline Data)</i></p>	<p>Baseline Data: student responses to the pre-survey</p>	
	<p>Final Data: Achievement data measured by a comparison of the pre and post survey responses to determine if there has been any measurable change in knowledge or attitudes.</p>	
<p>Implications <i>Analyze your data. How will data inform future practice?</i></p>	<p>By measuring responses to the pre and post survey, changes in knowledge and attitudes may reveal which lessons and activities were most beneficial and effective. Data collected may also reveal which student groups were most impacted, offering guidance for future group implementation. Additionally, data depicting significant change may help counselor's advocate for increased funding for future academic supports or interventions. Similarly, data depicting little to no change following the group intervention may help counselor's focus resources, time, and support in a more effective manner.</p>	



REFLECTION

Amber M. Navarro

CSP 513: Group Counseling, Leadership and Intervention

Dr. Sarah Golden

Reflection: Self-analysis

Development and Planning

Portola High School Counselors identify student's in need of Tier Two Academic interventions based on the evaluation of student transcripts, documentation of parental/guardian concerns, and educator feedback. Based on the learner's cumulative record review, counselor's recommend students to the Homework Lab, where they have the opportunity to work on assignments or projects with guidance. Portola's Homework Lab takes place on campus every Monday, during what would typically be considered a virtual learning day. Many of the students assigned to the Homework Lab intervention showed great potential academically before the pandemic, but they now struggle to navigate self-directed, hybrid learning.

Limitations

The lead counselor requested the group curriculum target academic skills and be offered exclusively to students attending Homework Lab. The predetermined group topic and the audience were among the first limitations encountered while constructing the group intervention. In a typical year, best practices would include a needs assessment rollout covering all three domains to identify students' needs. Data from this general needs assessment would then drive group curriculum development. Data collection would also heavily impact the specific demographic of students targeted for group participation.

During the development and planning phase, I also took the school's current Hybrid cohort schedule and Covid-related safety precautions into consideration. Due to these precautions, location options were limited to those allowing proper social distancing during the group session. Additionally, individual lesson plans were limited to the inclusion of activities that followed all necessary covid protocols. Further, group sessions could not involve student spacing less than 6 feet apart, activities involving physical movement around the group space, or circle sitting. I believe these limitations heavily influenced the overall appeal and feel of the group environment for the students invited to participate. I look forward to exploring future small groups where students do not encounter as many physical barriers during participation. I believe this may also help build rapport and connection.

Attendance

Initially, nine students agreed to participate in the small group: four ninth-grade students, two tenth-grade students, one eleventh-grade student, and two twelfth-grade students. By the second group meeting, both seniors opted out of further participation. Each week I sent a reminder email and parent text or voicemail to prevent other dropouts. Unfortunately, by our final group meeting, attendance was limited to two ninth-grade students. I believe attendance may have been lacking for several reasons. First, the group took place on a day where students were not required to be on-campus for classroom-based learning. Perhaps holding a group during students' on-campus days would have positively impacted attendance rates. Second, students have been asked to pivot and adjust many times during this unprecedented school year. Many students seem disenchanted with school in the time of Covid, and I believe asking them to participate in a group targeting academic skills may not have been appealing. Lastly, there may have been other external factors, such as transportation to the campus, impacting student's ability

to maintain group attendance. If I have the opportunity to implement small group counseling during the next school year, I plan to consider this experience.

Leadership and Facilitation Skills

Given the unusual circumstances of this school year and the impact of the pandemic on students and school-based learning, students were primarily unmotivated to attend or participate. The implementation of this small group intervention allowed me the ability to practice drawing students out and modeling. I also feel that I've grown concerning my comfort with silence and flexibility in a group setting. I'm hopeful that as schools return to a new normal in the next academic year, future groups will provide more opportunities for growth and practice of facilitation skills.

Systemwide Considerations

While this group experience was challenging to implement and run, it offered a clear depiction of the merit of data-based decision-making. A small group intervention guided by a general needs assessment may have led to constructing a curriculum more appropriate for students' needs or revealed that most students were not eager to participate in an academic themed small group. The needs assessment may have also shown that group interventions were needed for a specific grade level versus offering the group intervention to all grades. I believe this experience reinforced the importance of data-driven counseling and not just offering interventions because they seem like a good idea. In our work, it's critical to meet students where they are. Data collection ultimately helps us advocate for school-wide policies, funding, and interventions designed for the students we have and their specific needs.



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