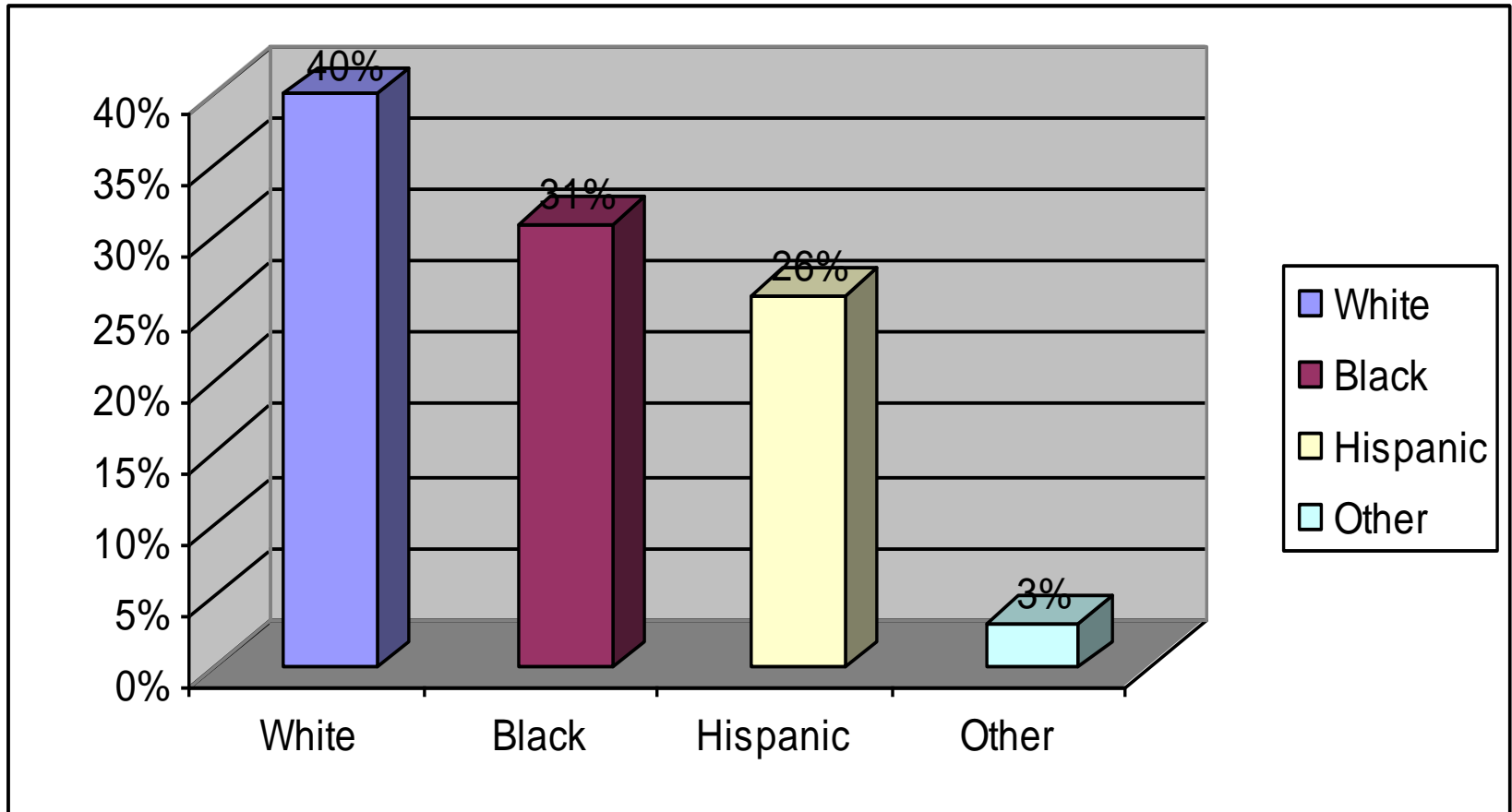


ADVOCACY SMALL GROUP ACTIVITY

SCHOOL DESCRIPTION

- **State Middle School is one of two middle schools located in a mid-size city with a diverse population. The middle schools reflect the demographic make up of the city.**
- **This middle school is comprised of 40% European American, 31% African American, 26% Hispanic American, and 3% other.**

STATE MIDDLE SCHOOL ETHNIC GROUPS

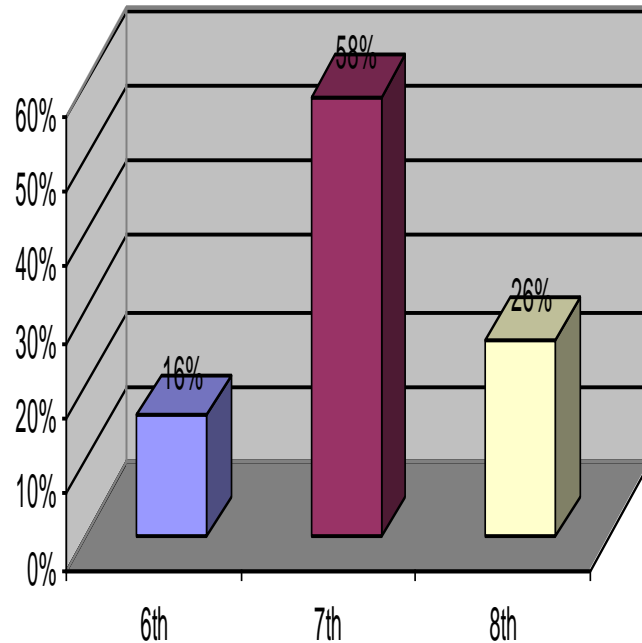


COUNSELING/ADVOCACY ISSUE

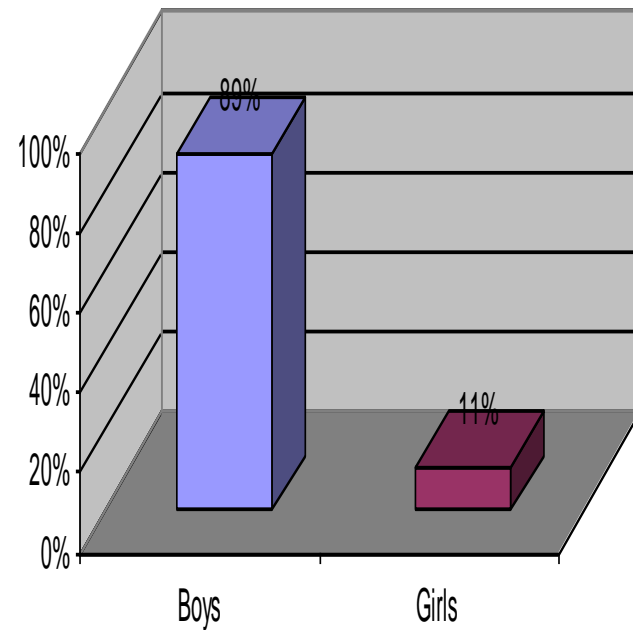
- **A number of referrals were made to the school principal regarding school violence.**
- **After disaggregating the data on school violence, the two school counselors discovered that the majority of violence occurred in the 7th grade, and the majority of those referred for violent acts were boys.**

COUNSELING/ADVOCACY ISSUE

SMS Violence Referrals by Grade Level



State Middle School Violence Referrals

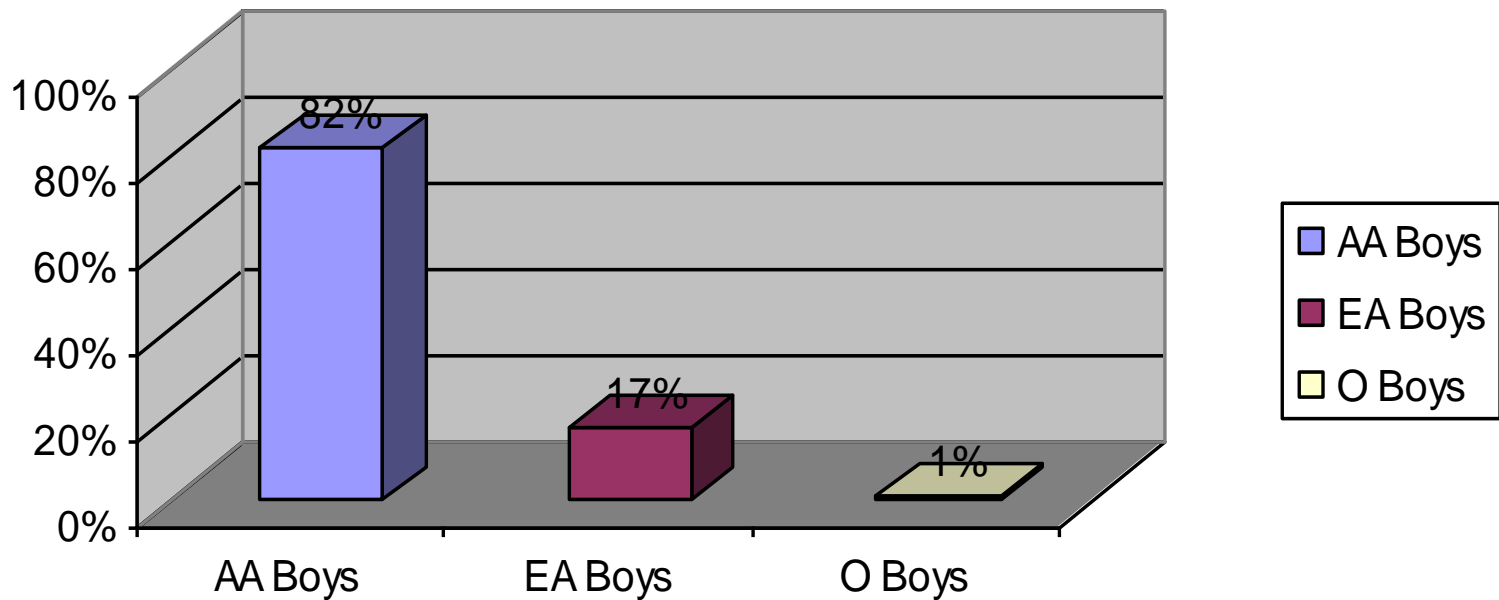


COUNSELING/ADVOCACY ISSUE

- **The data was further disaggregated revealing that most of the violence was done by 7th grade African American boys. This group was responsible for almost two-thirds of the number of violence done by boys and more than half of those done at State Middle School.**

COUNSELING/ADVOCACY ISSUE

SMS Boys in Violence by Ethnicity



COUNSELING/ADVOCACY ISSUE

- The school counselors also discovered that many of the boys were failing most of their subjects, had absentee problems, and were from disadvantaged homes.
- The counselors also determined that at SMS, African American boys were performing almost two grades lower than their European American counterparts and one grade lower than the girls.
- Many teachers at SMS had also written these boys off as academic failure, trouble-makers, and “potential” school drop-outs.

COUNSELING/ADVOCACY ISSUE

- **The School counselors decided to address this issue in their *comprehensive school counseling program*.**
- **In the area of Advocacy, the counselors decided to address the following standards:**
 - *Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.*
 - *Use student outcomes data to facilitate student academic success.*

COUNSELING/ADVOCACY ISSUE

- Intervention

- Small group counseling sessions focusing on *academic/study skills* and *conflict resolutions* were planned and set up for 7th graders.
- The target population was African American boys, however the groups were not exclusive.
- Students were selected based on teacher and/or administrator referrals with parental permission.

COUNSELING/ADVOCACY ISSUE

- **Informed consent forms were sent home to the parents of those referred and were returned signed for approval to be involved in small group counseling.**
- **The day and time for the group sessions were set based on the number of informed consents returned.**

COUNSELING/ADVOCACY ISSUE

- **Ten (10) groups consisting of 8 students to a group (5 per school counselor with the assistance of two school counseling interns), were set up.**
- **The groups would meet twice a week (Tuesdays and Thursdays), for 40 minutes immediately after school and would run for 4 weeks.**
- **Students who were absent for any group session would be responsible for making up the missed session at a later time arranged with the group leader.**

COUNSELING/ADVOCACY ISSUE

- **During the first session the counselors administered a pre-test along with an intake questionnaire about the students' family background, their perceptions of their academic progress, and personal/social behaviors.**
- **All students completed the pre-test and the questionnaire.**
- **Eight (64) of the groups were all boys and two (16) were all girls. They were all African Americans.**

COUNSELING/ADVOCACY ISSUE

■ Here are 2 examples of the responses students gave on their intake questionnaire.

● Student A - Male

- *Failing math, language, and science.*
- *Had 15 write up for behavior.*
- *Had missed 10 out of 25 days.*
- *Father was incarcerated.*
- *Mother was on crack cocaine but has been cleaned for 1 month.*
- *Lived with his grandmother .*
- *Want to be a professional basket ball athlete.*

● Student B - Female

- *Failing math, language, science, gym, music, and health.*
- *Had 9 write ups for behavior.*
- *Had missed 13 out of 25 days.*
- *Did not know her father.*
- *Lived with her mother, grandmother, her siblings, and their children – 14 to a 3 bedroom home.*
- *Want to be an flight attendant*

PRE-TEST

1. When I make a decision, I stop to figure out the problem, think about the choices and consequences and then make the best decision for me?

Yes No
2. When resolving a conflict, I often attack the person I disagree with by yelling at them or physically pushing or hitting them?

Yes No
3. When I am at school I have a good attitude about learning.

Yes No
4. I listen to my teachers and pay attention to what they say.

Yes No
5. When I know I have a test, I usually wait until the night before to study.

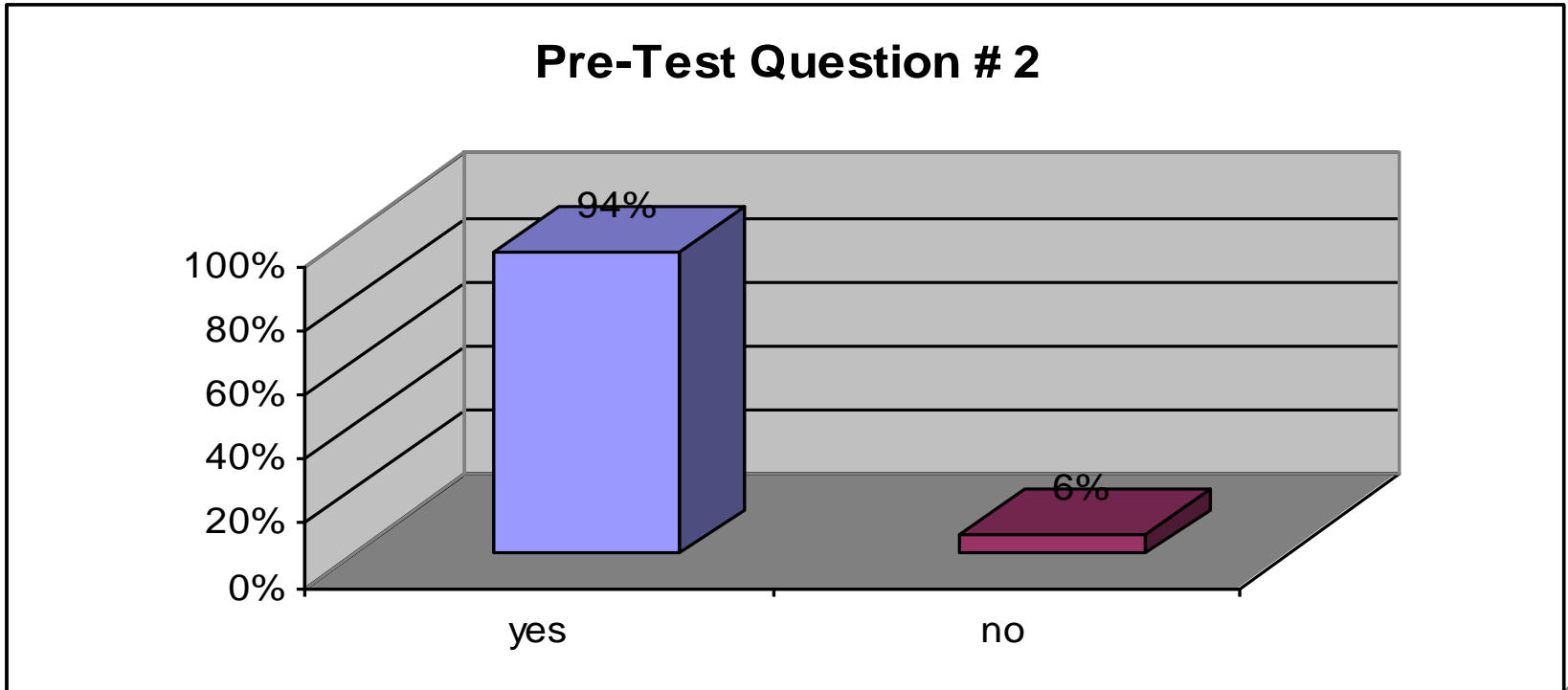
Yes No

PRE-TEST RESULTS

Question	Response	#	%
1	yes	59	74%
	no	21	26%
2	yes	75	94%
	no	5	6%
3	yes	46	58%
	no	44	42%
4	yes	23	29%
	no	57	71%
5	yes	69	86%
	no	11	14%

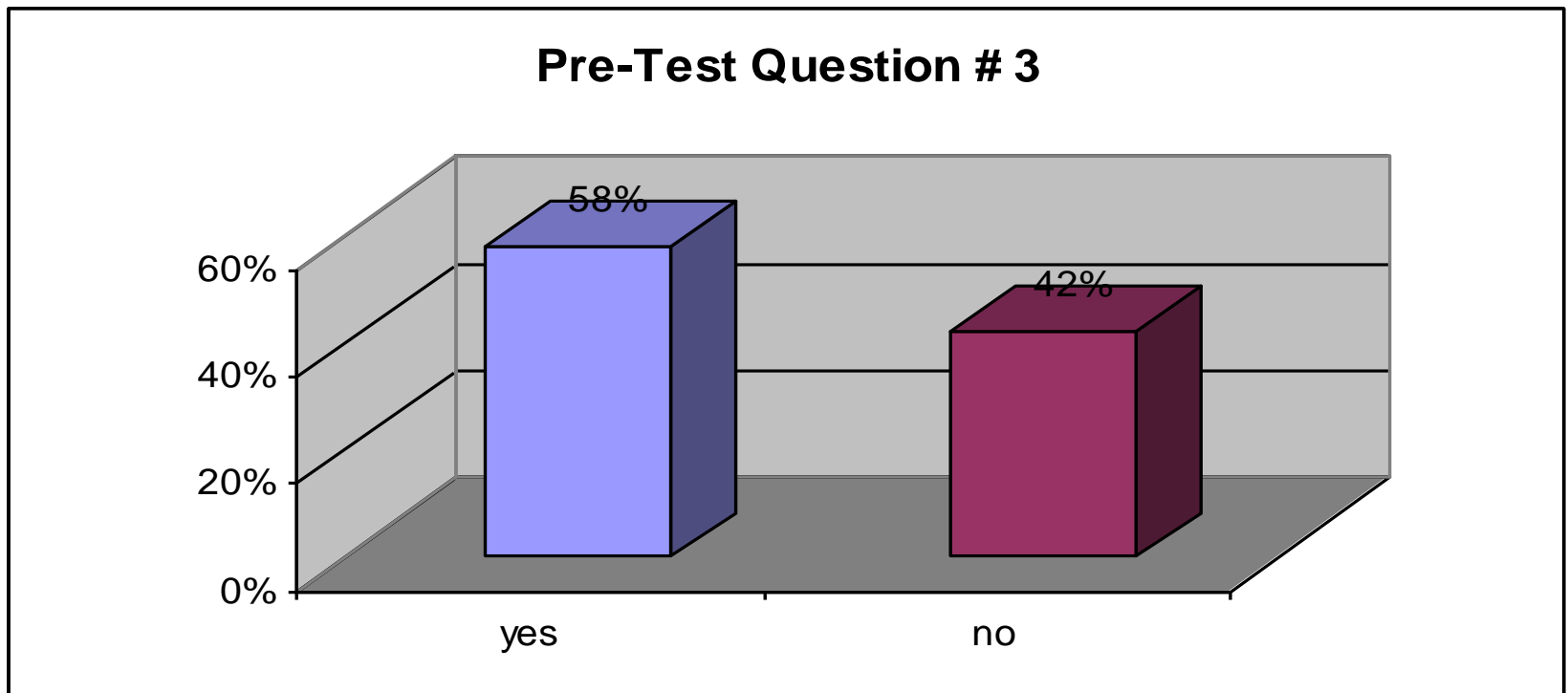
PRE-TEST RESULTS

- Here is a bar graph showing the results to one question.
- # 2: When resolving a conflict, I often attack the person I disagree with by yelling at them or physically pushing or hitting them?



PRE-TEST RESULTS

- Here is a bar graph showing the results to one question.
- # 3. When I am at school I have a good attitude about learning.?



COUNSELING/ADVOCACY ISSUE

- **The group counseling plans were made based on the results of the pre-test.**
- **The group counseling plans were as follows:**
 - **Session 1 – pre-test and introductory activity with ground rules set for the group.**
 - **Session 2 - 5 – conflict resolution**
 - **Session 6 - 8 – study skills**
 - **Session 9 – revision of conflict resolution and study skills.**
 - **Session 10 – closure activity and post test.**

COUNSELING/ADVOCACY ISSUE

- **During the course of the group the school counselors checked with the group members teachers periodically by having the teachers and group members complete a weekly report on their behavior and academic progress.**
- **Five of the 80 group members were absent at least one time and had to make up the missed group session.**
- **Four of the 5 absences were related to behavior write ups by teachers or bus drivers.**

POSTTEST RESULTS

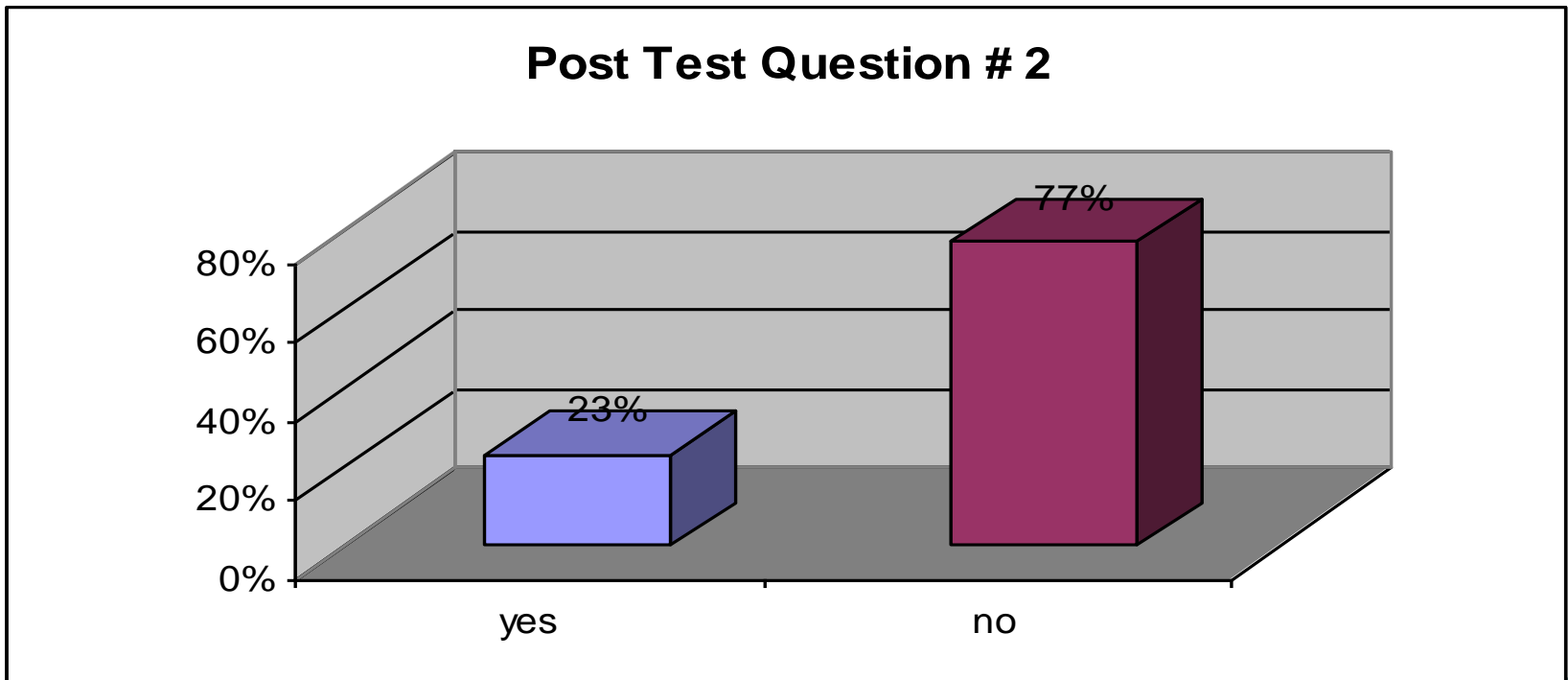
- **The same posttest was given to the groups during the last session.**
- **The results of the post test is provided in chart format and also bar graphs.**

POSTTEST RESULTS

Question	Response	#	%
1	yes	72	90%
	no	8	10%
2	yes	18	23%
	no	62	77%
3	yes	45	56%
	no	35	44%
4	yes	49	61%
	no	31	39%
5	yes	56	70%
	no	34	30%

POSTTEST RESULTS

- Here is a bar graph showing the posttest results to one question.
- # 2 : When resolving a conflict, I often attack the person I disagree with by yelling at them or physically pushing or hitting them?

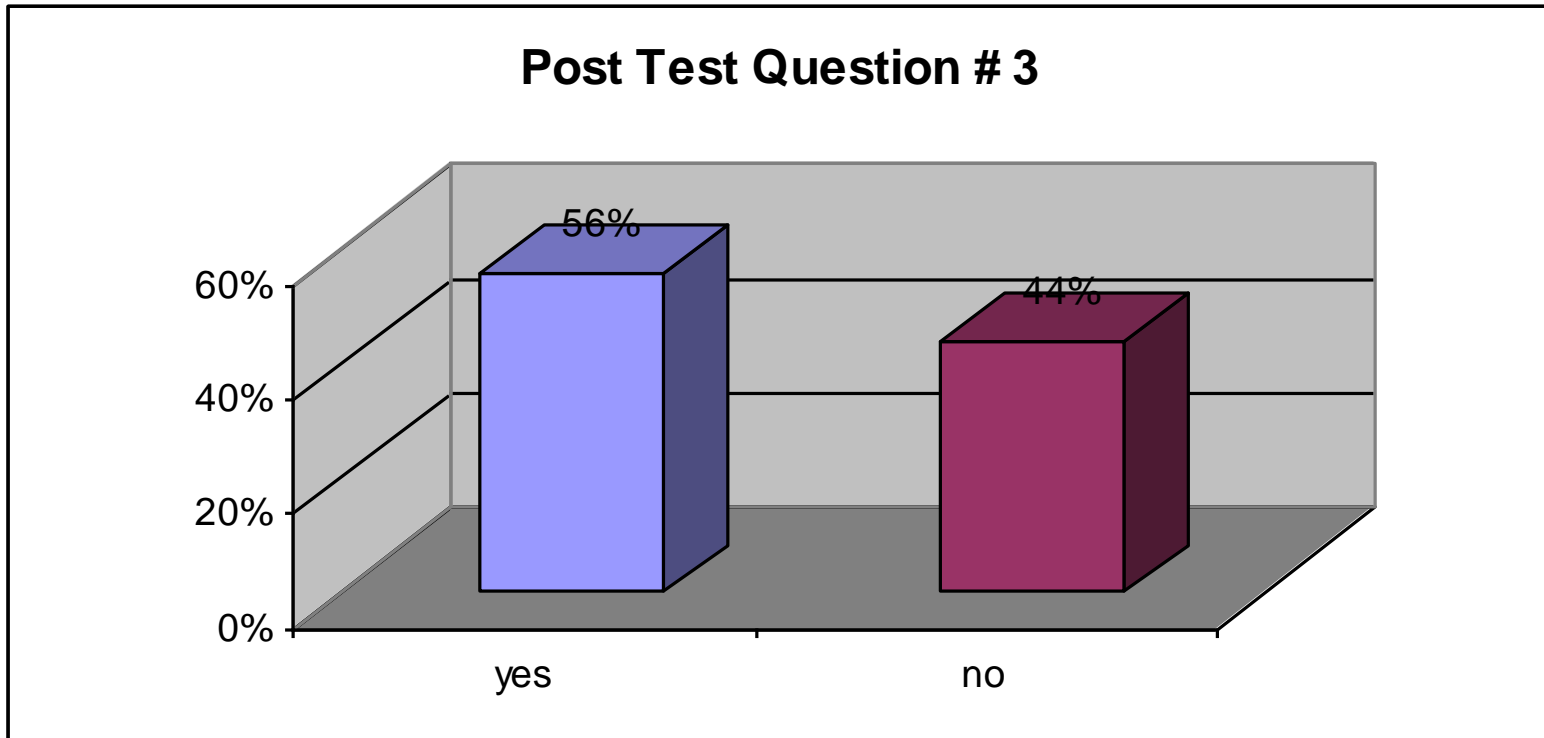


POSTTEST RESULTS

- This demonstrates a 71% decrease in students resolving conflicts negatively, which will impact the school violence referrals.
- *A smaller number of student referred for violent behaviors is expected as a result of participating in this small group counseling program.*

POSTTEST RESULTS

- Here is a bar graph showing the posttest results to one question.
- # 3. When I am at school I have a good attitude about learning.?



POSTTEST RESULTS

- Overall this question indicates that there was little change in students' attitude towards school as a result of participating in the group counseling experience.
 - The post test demonstrates that 2% of the students changed their attitude from positive to negative towards school. *This could impact the number of school violence referrals.*
- **Individual counseling will be used as a follow-up to the group counseling to identify those needing further help in conflict resolution, school spirit, and academic assistance.**

ADVOCACY CONCLUSION

- **A summary of the counseling advocacy activity including the results of the pre and post test would be included in the school counselor's annual self-evaluation indicating the positive results for student academic success of this activity.**