



HOWELL ELEMENTARY

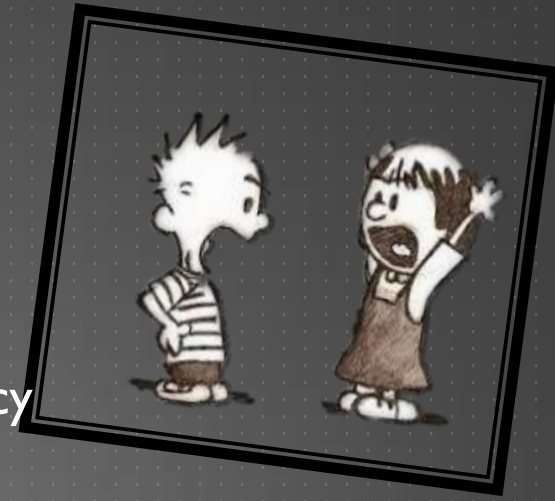
Counseling Review:
*Second-Grade Tier 2
Intervention*

Rachel Anderson
Professional School Counselor

CONTEXT

- ▶ Second-grade students are not at grade level academically.
- ▶ Second-grade students are not reaching the proficiency level in the PBIS realm of office behavior referrals.
- ▶ Teachers report behavior problems in their classroom, specifically that students in their classroom need improvement in the following areas:

- ▶ Social skills
- ▶ Problem-solving skills
- ▶ Metacognition skills



RATIONALE FOR INTERVENTION

- ▶ Group counseling has been shown to positively impact students' academic achievement and personal growth (ASCA, 2014).
- ▶ A Tier 2 small-group intervention that focuses on social problem-solving skills will prepare the students to be more successful in the classroom, both academically and socially.
- ▶ Students will be selected based on office behavior referrals and teacher recommendations.



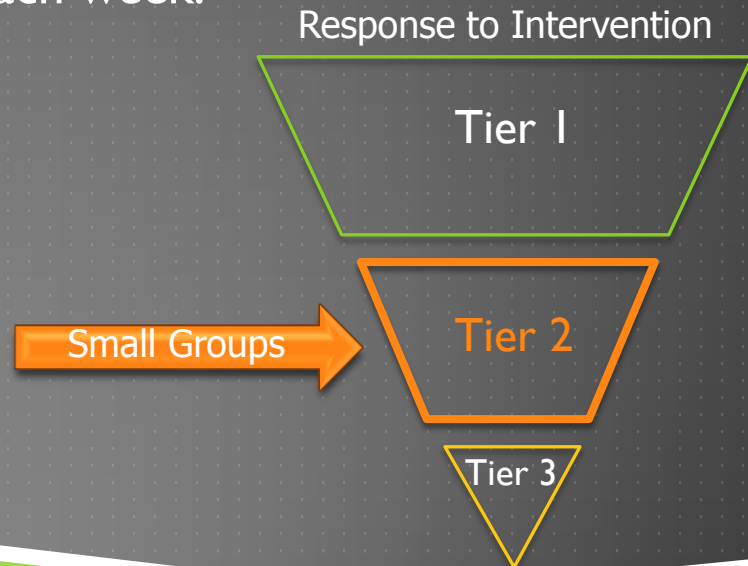
THE GOAL

- ▶ Reduce behavior referrals by 25% and increase teacher-reported social problem-solving skills by 15% as measured by pre-post evaluations in second-grade students identified as having issues with social skills, problem solving, and metacognition skills.



THE INTERVENTION

- ▶ Three groups of second-grade students met weekly for 10 weeks.
 - ▶ One group of four girls
 - ▶ Two groups of five boys
- ▶ Pre and post evaluations for each student were given to their teachers in December 2014 and April 2015.
- ▶ Meetings lasted approximately 30 minutes each week.
- ▶ They focused on the following topics:
 - ▶ Identifying emotions (in ourselves and in others)
 - ▶ Coping skills
 - ▶ Overreactions vs. appropriate reactions
 - ▶ Friendships
 - ▶ Conflicts



RESULTS

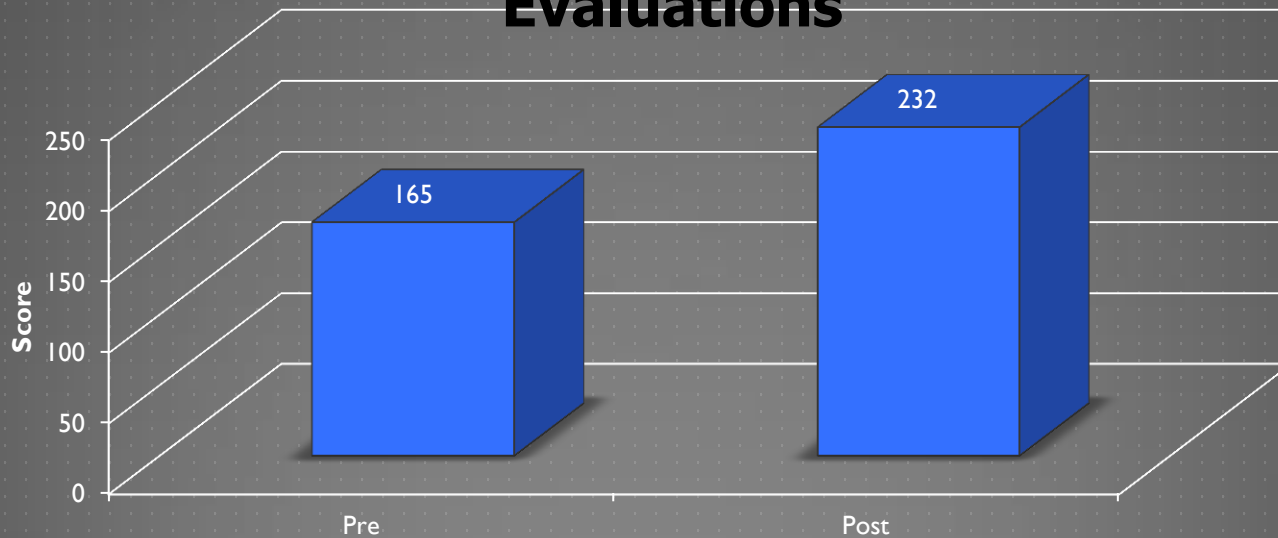
- ▶ The following slides illustrate results of the Tier 2 social-problem-solving skills groups.
- ▶ Results are based on teacher pre-post evaluations (**perception data**).
- ▶ Overall, the groups' social-problem-solving skills total score on the post evaluation increased by 16%.
 - ▶ Specifically, each of the following areas showed improvement and demonstrated statistical significance on a .05 level.
 - ▶ Taking turns/sharing
 - ▶ Working well in classroom
 - ▶ Frequency of overreactions
 - ▶ Involvement in fights
 - ▶ Distracting other children
- ▶ Additionally, the office referral data indicates a 53% reduction in office behavior referrals (**outcome data**).



RESULTS...

- ▶ Total scores of all post evaluations indicated a 16% increase in overall social problem-solving skills.

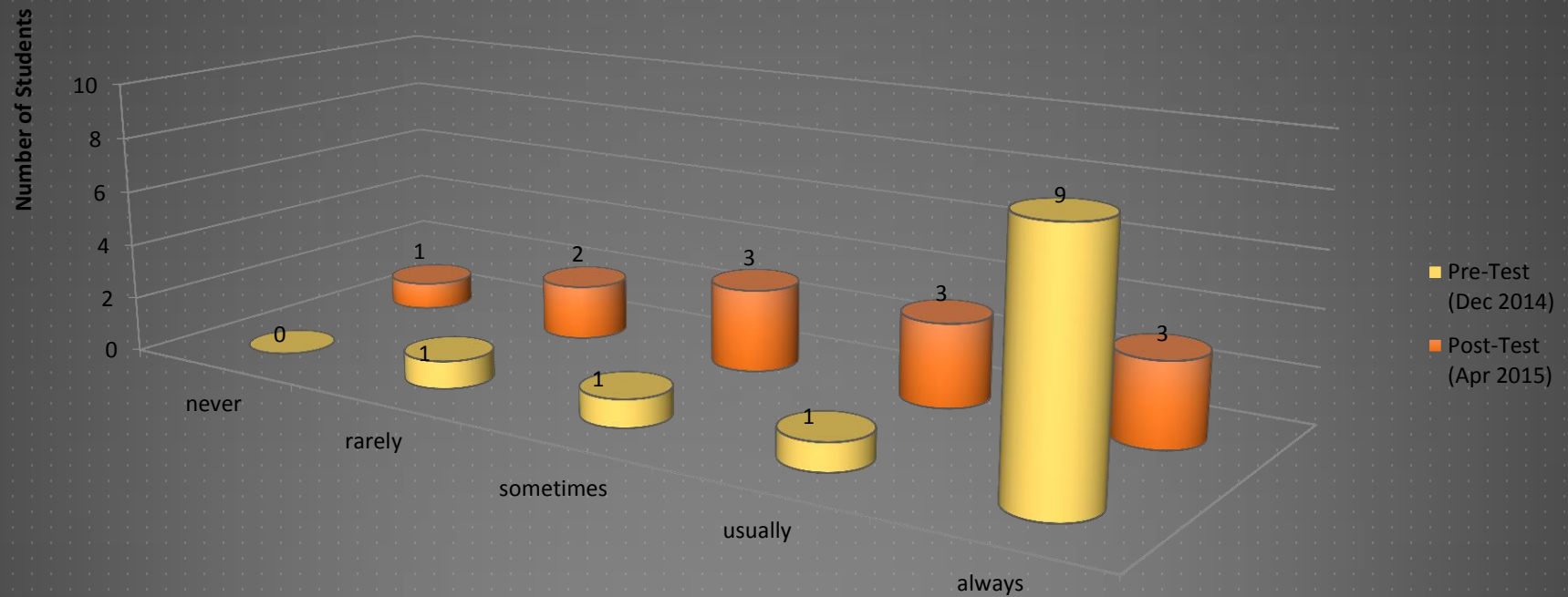
Second-Grade Social-Problem-Solving Skills Group — Overall Sum of Evaluations



$p = .00$

RESULTS...

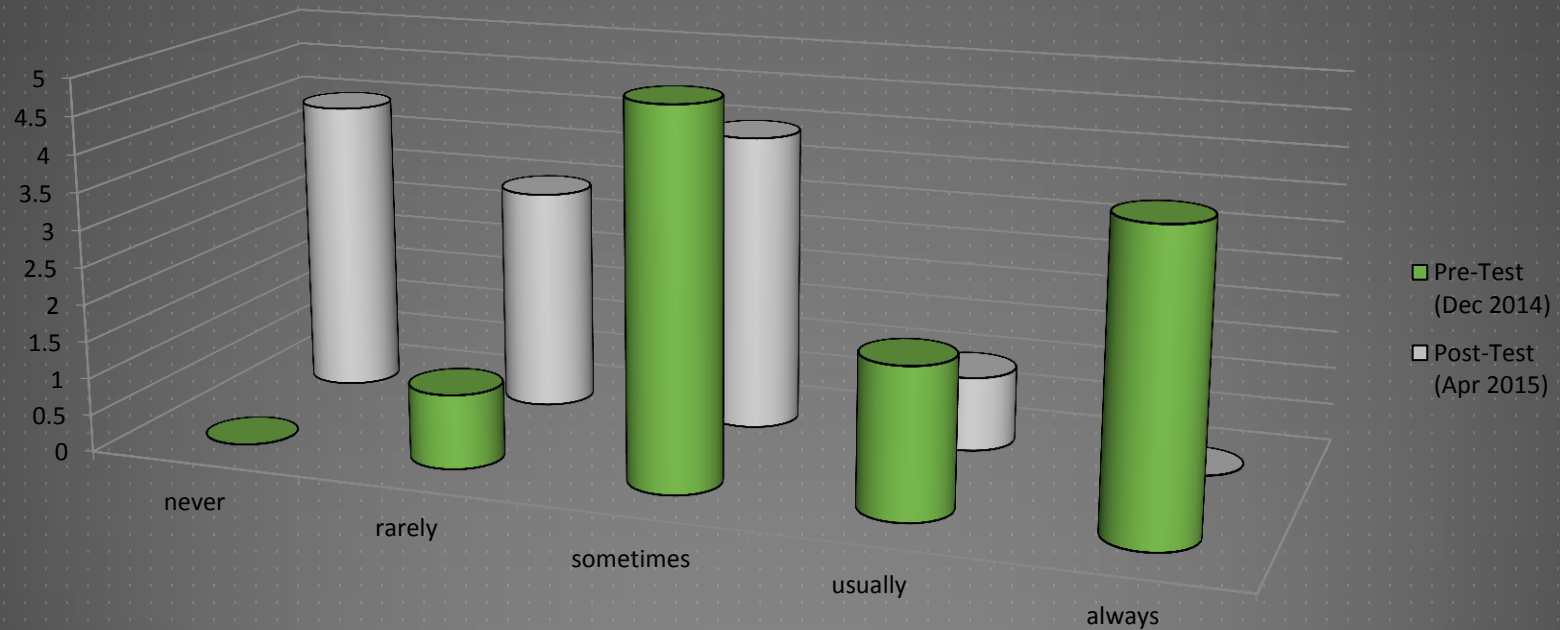
Second-Grade Social-Problem-Solving Groups — Distracts Other Children



$p = .02$

RESULTS...

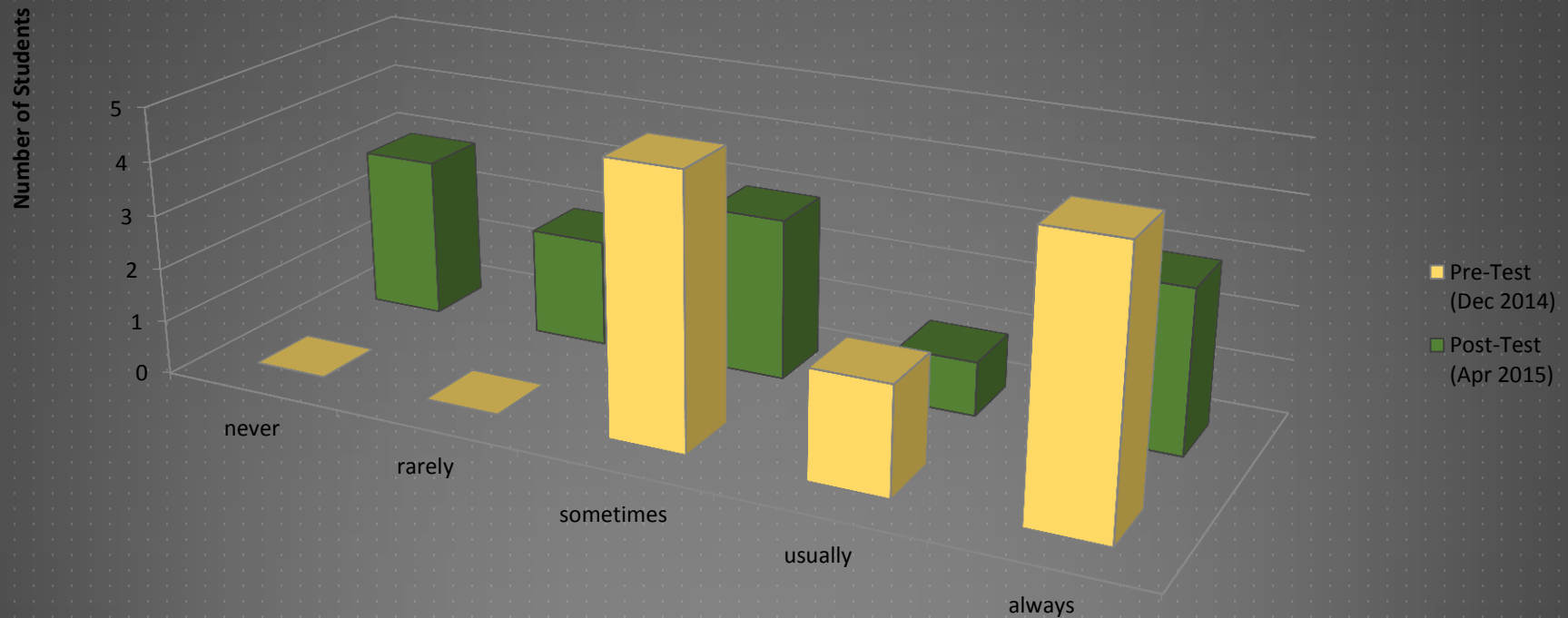
Second-Grade Social-Skills Groups — Involvement in Fights



$p = .00$

RESULTS...

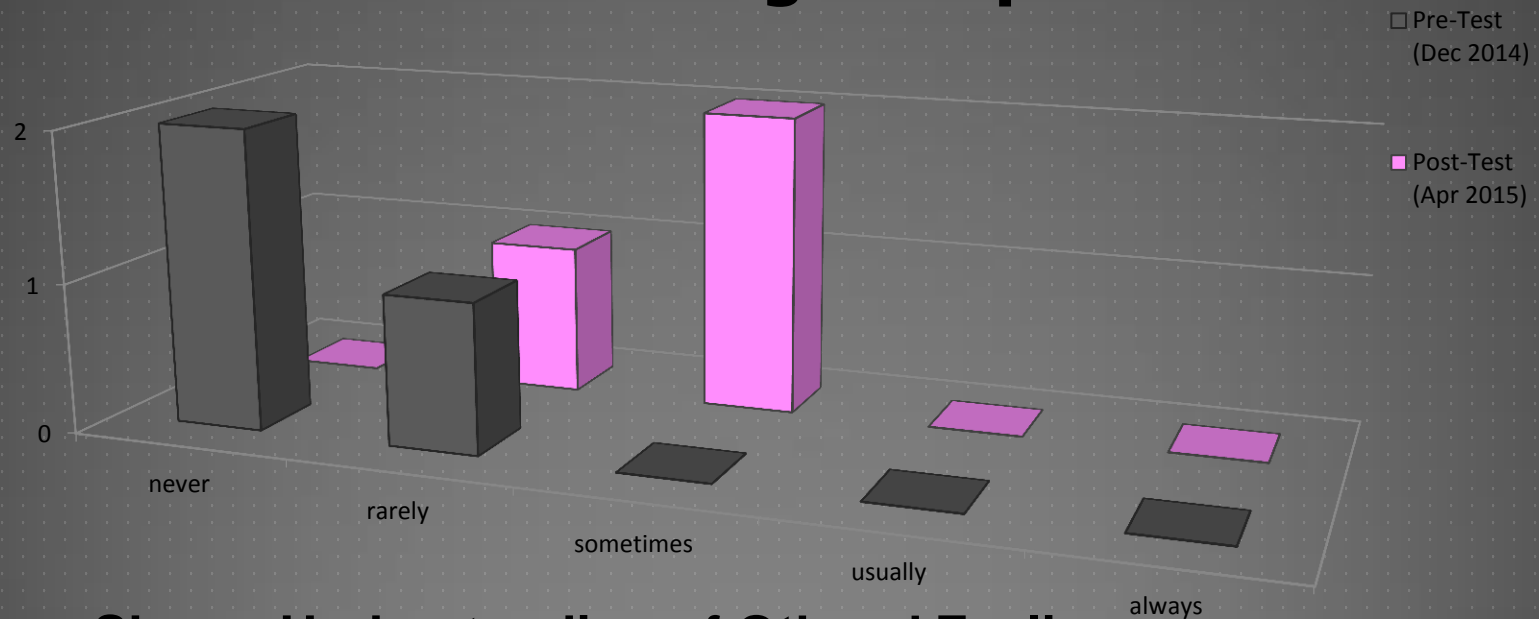
Second-Grade Social-Problem-Solving Groups — Frequency of Overreactions



$p = .02$

RESULTS...

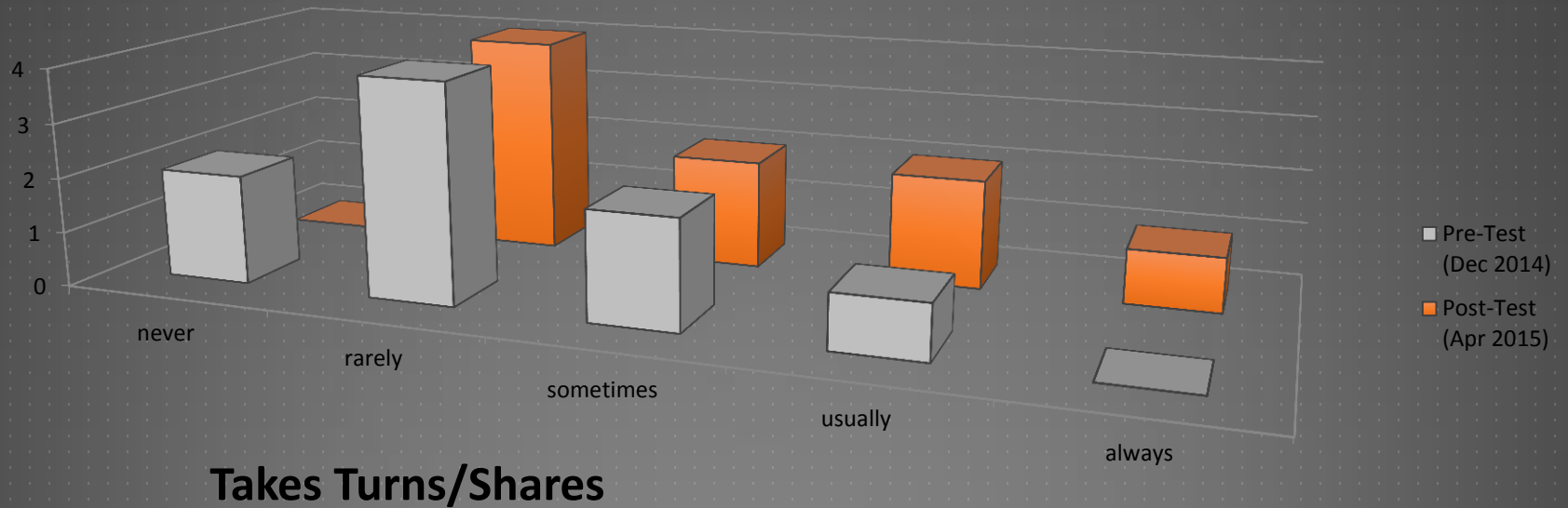
Second-Grade **Girls** Social-Problem-Solving Group



Shows Understanding of Others' Feelings

RESULTS...

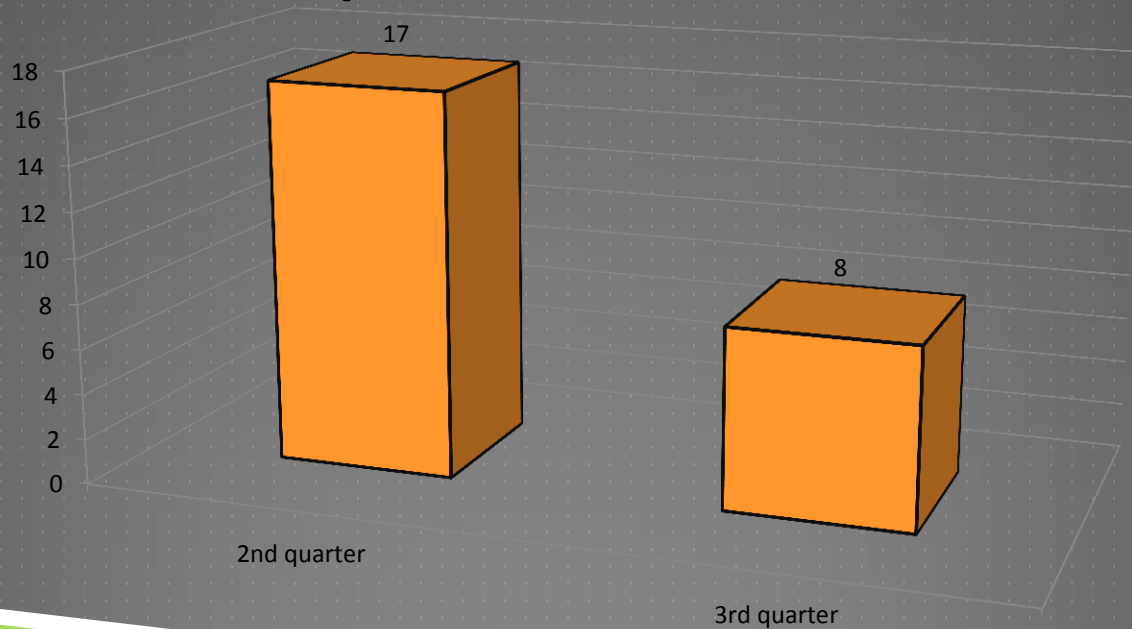
Second-Grade **Boys** Social-Problem-Solving Groups



RESULTS...

- ▶ Additionally, our groups resulted in a 53% decrease in behavior referrals for group members.

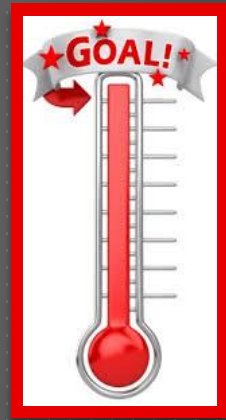
Second-Grade Social-Problem-Solving Skills Groups — Total Behavior Referrals



WHAT DOES THIS MEAN?



- ▶ We met our goal!!!
- ▶ Evidence shows that our Tier 2 intervention was successful.
- ▶ Social-problem-solving skills increased by 16%.
- ▶ Office behavior referrals were reduced by 53%.
- ▶ Teachers reported that group members showed improvement in each the following areas:
 - ▶ Students that took part in our intervention are now LESS likely to
 - ▶ Distract other children
 - ▶ Become involved in fights
 - ▶ Overreact to situations
 - ▶ Students that took part in our intervention are now MORE likely to
 - ▶ Show understanding of another person's feelings
 - ▶ Take turns/share





IMPLICATIONS

- ▶ Where do we go from here?
 - ▶ Because the evidence indicates that our program was effective with second graders, there are multiple next steps that we can take.
 - ▶ Attempt the same program with students in first and/or third grades.
 - ▶ Repeat the program in the next school year for second-grade students.
 - ▶ Repeat the program this year with a different group of second-grade students.
 - ▶ Continue to collect data on successive groups.
 - ▶ Further evaluate the impact of our program on other critical data elements, such as attendance, retention rates, and standardized test scores.
 - ▶ Continue to educate our stakeholders about the impact of our counseling program.
 - ▶ Communicate our results to other district school counselors at our monthly PLC meeting.

