Counseling Review: Second-Grade Tier 2 Intervention

Rachel Anderson
Professional School Counselor
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.
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**

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>165</td>
</tr>
<tr>
<td>Post</td>
<td>232</td>
</tr>
</tbody>
</table>

p = .00
RESULTS...

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

Number of Students

Pre-Test (Dec 2014)
Post-Test (Apr 2015)

p = .02
RESULTS...

Second-Grade Social-Skills Groups — Involvement in Fights

Second-Grade Social-Skills Groups — Involvement in Fights

p = .00
RESULTS...

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

Number of Students

- never
- rarely
- sometimes
- usually
- always

Pre-Test (Dec 2014)
Post-Test (Apr 2015)

p = .02
RESULTS…

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

Shows Understanding of Others’ Feelings
RESULTS…

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

![Bar chart showing the comparison of Pre-Test and Post-Test data for Second-Grade Boys social problem-solving groups. The chart compares the frequency of taking turns/shares across different frequency levels: never, rarely, sometimes, usually, and always. The Pre-Test data (Dec 2014) is represented by gray bars, and the Post-Test data (Apr 2015) is represented by orange bars. The chart indicates a significant increase in the frequency of taking turns/shares from the Pre-Test to the Post-Test.]
Additionally, our groups resulted in a 53% decrease in behavior referrals for group members.
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.