Relevancy of Counseling Lessons to the Student Population: Data Project 2003-2004

Shauna Jones
Antelope Elementary
Davis SD

The results of the comprehensive counseling program in Davis District have been tracked in the past and positive results noted. Likewise, the teachers and administration have been surveyed as to their perceptions of the impacts of the counseling program. However, the student population has not been surveyed as to the value they see or place on the lessons they are receiving. This area is one that needs to be examined given the educational understandings of the need for relevancy if the information is to be learned and retained.

Survey Information

This project was a beginning step to determine if the students themselves saw the curriculum as helpful to them. A simple two question survey was designed asking first, were the lessons helpful and second, asking the students to mark any particular lesson or lessons that they found particularly helpful in their own life. The lessons were designated by one very brief sentence or phrase i.e. How to calm down.

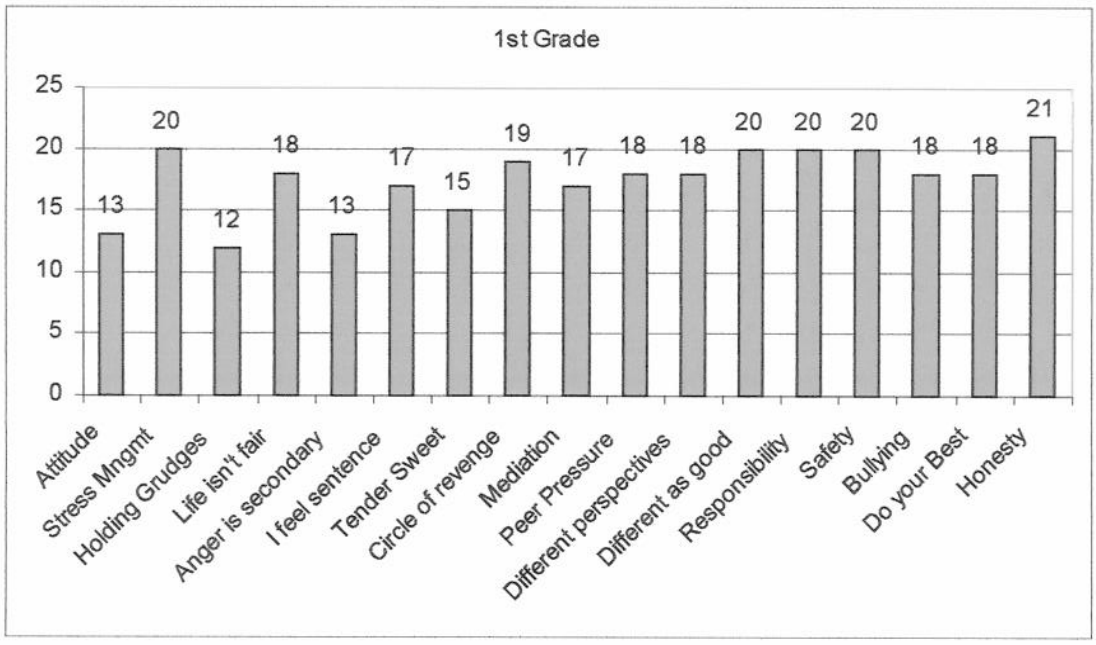
Procedures

The starting day for administration was randomly selected. After the date was identified the first classroom taught at each grade level was surveyed. Kindergarten was excluded because of low reading skills. Sixth grade was unavailable because of previous commitments. A total of five classes participated in the survey.

The students were instructed to put no identifying marks on the survey except for grade level. They were then ask to answer the questions. The instruction for the second question was to mark as many or as few as they felt were helpful to them. In first, second, and third the questions were read to the students to remove any reading level issues. The counselor was available to clarify any ambiguity in the lesson descriptions.

Results

The lessons were seen as valuable across all grade levels. Two of the more theoretical lesson, mediation and anger as a secondary emotion, were generally seen as less relevant as would be predicted. The results are given on the following pages in graph form for each grade as well as a graph of the accumulated totals.


1st Grade
25
20
15
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13
20
12
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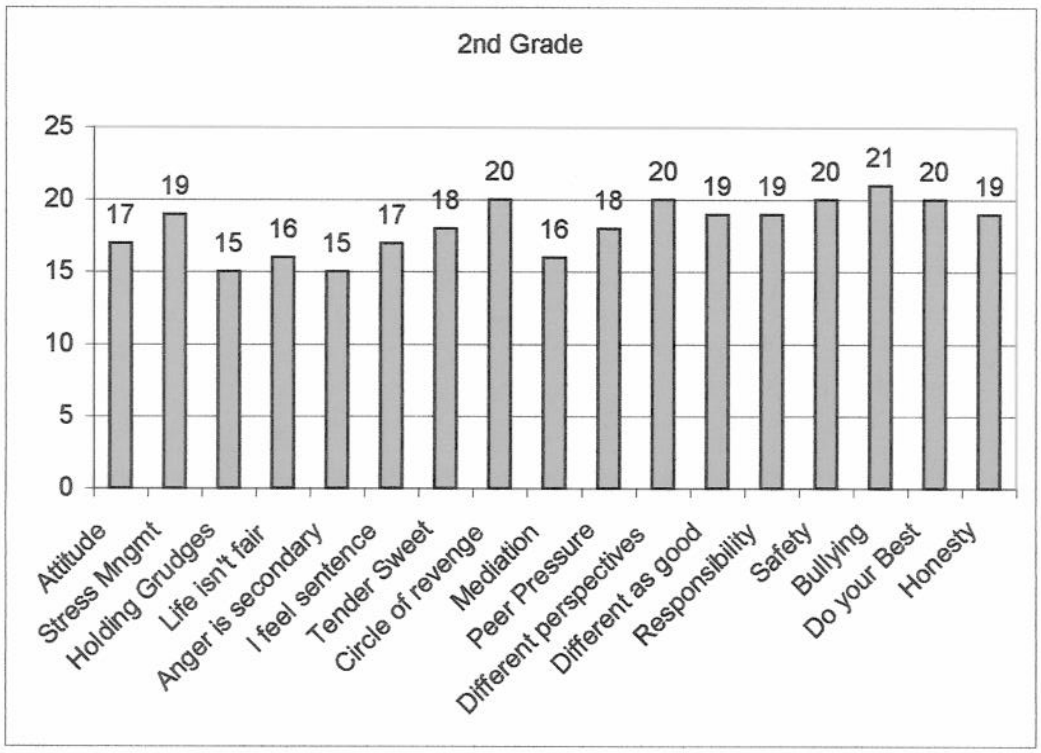
18
18
21
Attitude
Stress Mngmt
Holding Grudges
Life isn't fair
Anger is secondary
I feel sentence
Tender Sweet
Circle of revenge
Mediation
Peer Pressure
Different perspectives
Different as good
Responsibility
Safety
Bullying
Do your Best
Honesty


2nd Grade
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Attitude
Stress Mngmt
Holding Grudges
Life isn't fair
Anger is secondary
I feel sentence
Tender Sweet
Circle of revenge
Mediation
Peer Pressure
Different perspectives
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Responsibility
Safety
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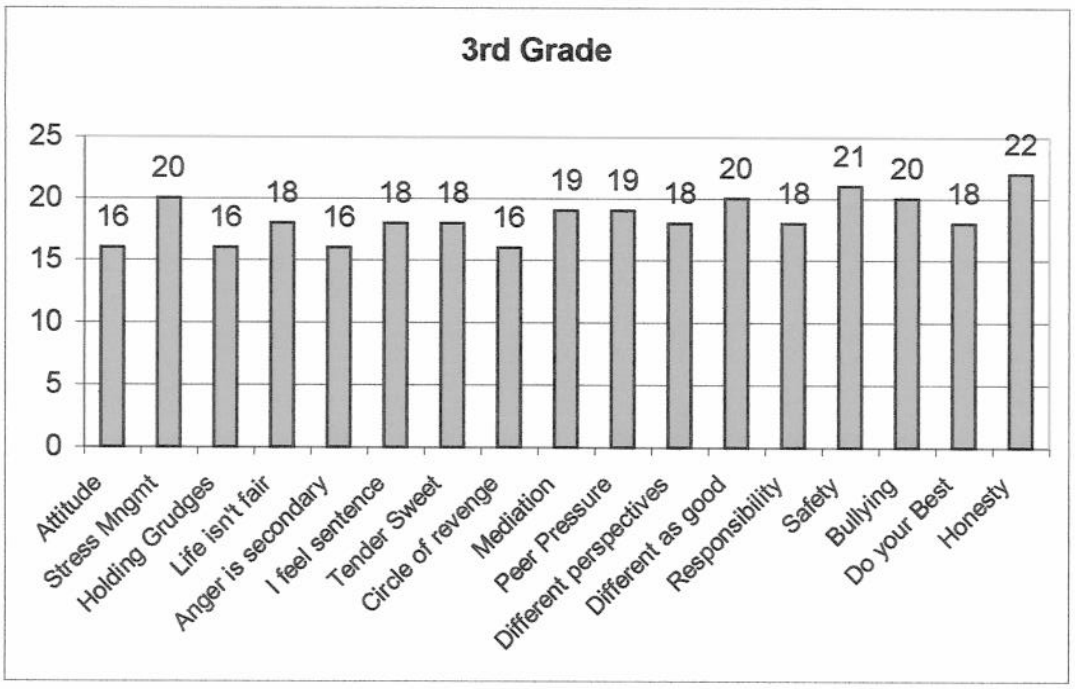
Honesty


3rd Grade
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18
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Attitude
Stress Mngmt
Holding Grudges
Life isn't fair
Anger is secondary
I feel sentence
Tender Sweet
Circle of revenge
Mediation
Peer Pressure
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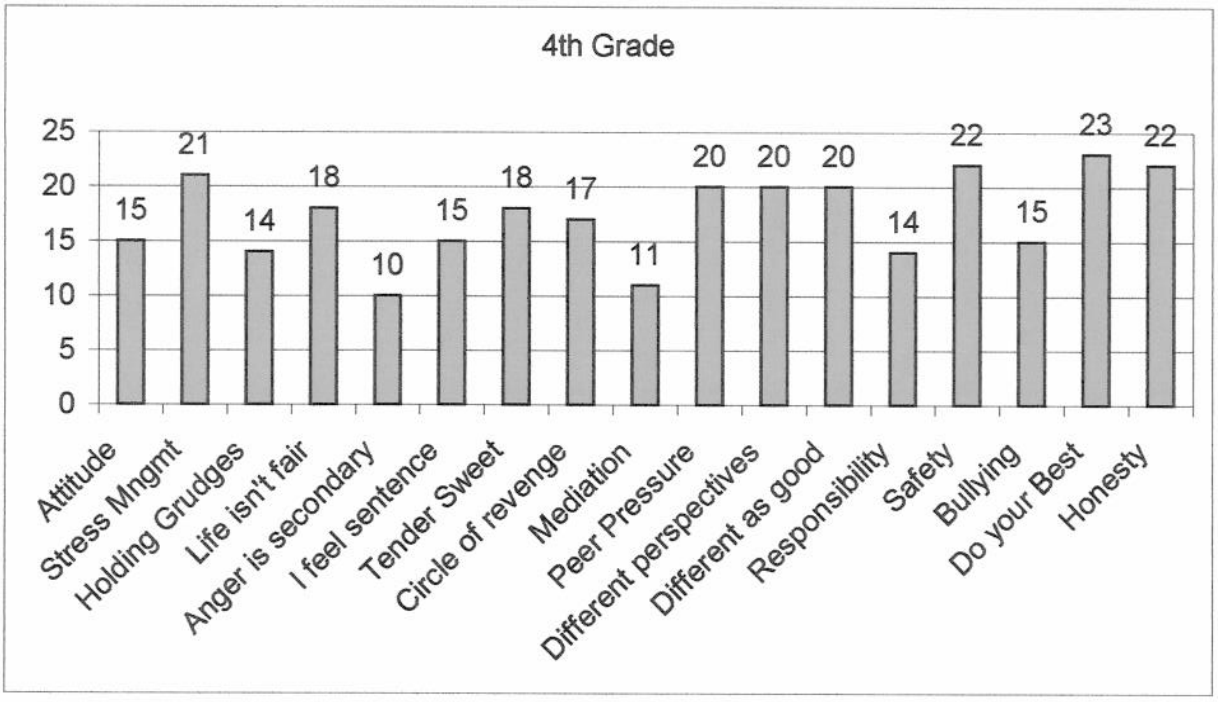
4th Grade
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20
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21
14
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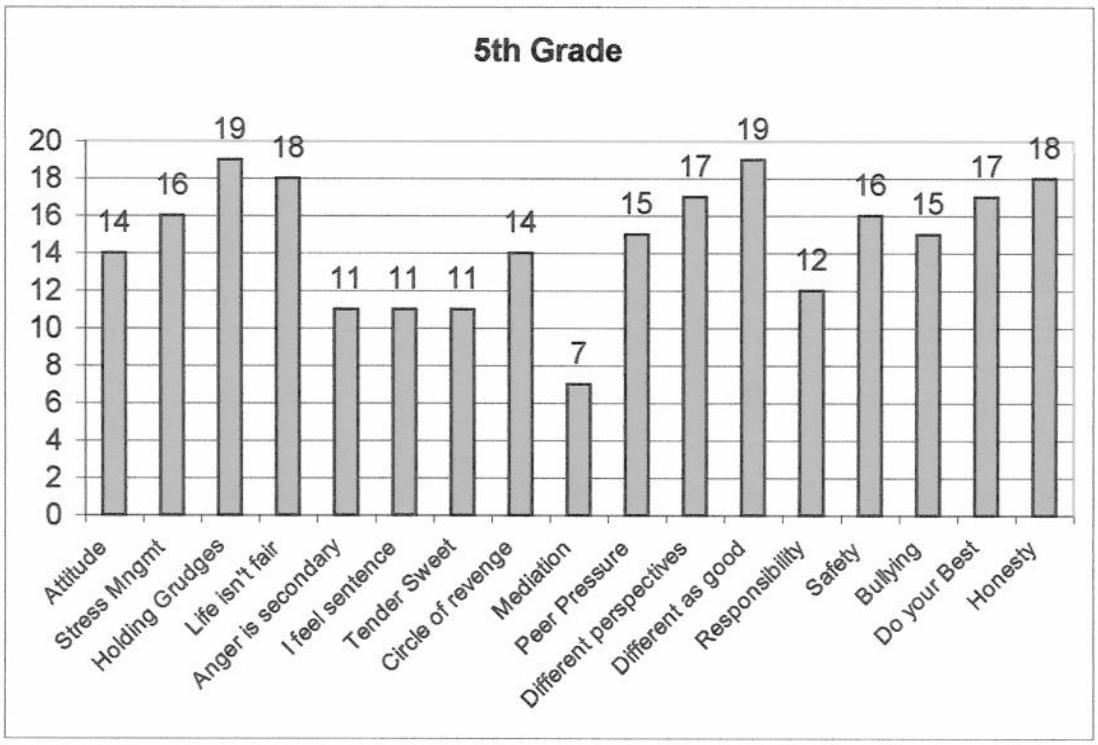
14
22
15
23
22
Attitude
Stress Mngmt
Holding Grudges
Life isn't fair
Anger is secondary
I feel sentence
Tender Sweet
Circle of revenge
Mediation
Peer Pressure
Different perspectives
Different as good
Responsibility
Safety
Bullying
Do your Best
Honesty


5th Grade
20
18
16
14
12
10
8
6
4
2
0
14
16
19
18
11
11
11
14
7
15
17
19
12
16
15
17
18
Attitude
Stress Mngmt
Holding Grudges
Life isn't fair
Anger is secondary
I feel sentence
Tender Sweet
Circle of revenge
Mediation
Peer Pressure
Different perspectives
Different as good
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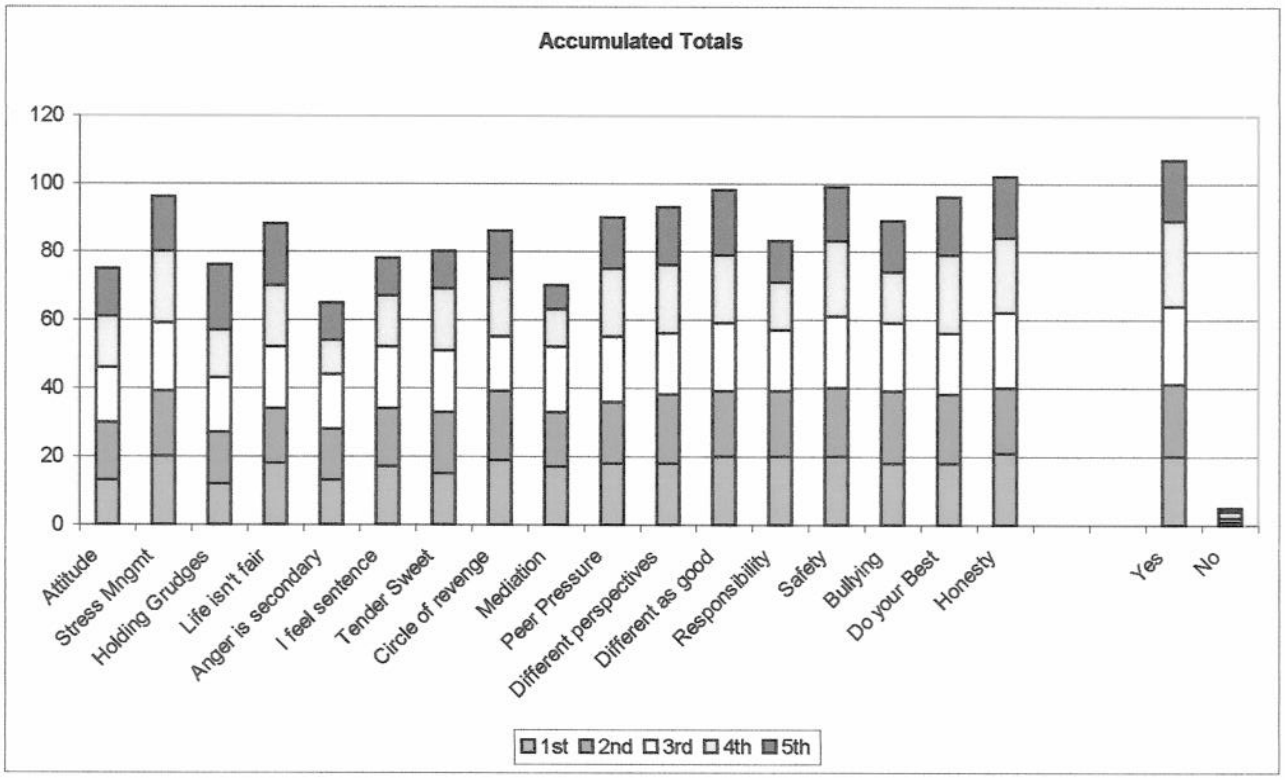
Safety
Bullying
Do your Best
Honesty


Accumulated Totals
120
100
80
60
40
20
0
Attitude
Stress Mngmt
Holding Grudges
Life isn't fair
Anger is secondary
I feel sentence
Tender Sweet
Circle of revenge
Mediation
Peer Pressure
Different perspectives
Different as good
Responsibility
Safety
Bullying
Do your Best
Honesty
Yes
No
1st
2nd
3rd
4th
5th

To: Dian Davis

From: Claire Chilton

Date: June 1, 2004

Regarding: Assessment used for the 2003 - 2004 Guidance Lessons

During the 2003 - 2004 school year, I presented Guidance Lessons weekly to every student attending Bountiful Elementary School. I was interested in finding a way to help the students remember subject matter, books read, main characters, and the important themes of the lessons. I decided to try COMPASS BOXES. After each Guidance Lesson Theme was covered, the students identified the *Theme, Main Characters, Book Title, and something they remembered from the lesson.* This information was written on a COMPASS BOX. The boxes were saved throughout the school year to be used during the Review Week at the end of the school year.

During our Review Week, students (grades 3 - 6) were asked to list everything they could remember from the Guidance Lessons. I allowed the students to work in small groups and to use their COMPASS BOXES as a guide. Once the lists were completed, the group with the longest list was asked to recite their list to the class. The other groups crossed off anything from their list that matched what they heard. Our long lists averaged about 45 things remembered per class from our 2003 - 2004 school year lessons. It was fun to hear the students reminding each other of the different themes, books, characters, and favorite lessons throughout their school year.

Please find attached a few lists from our students ranging in grades 3 - 6.

Gerilyn Jensen

DATA PROJECT

I taught a 5 week friendship unit in the 4th grade to 56 students. I gave a pre-test before I began teaching the unit. I gave the same test as a post-test after the 5 week unit. The results are as follows:

The following questions are True or False

1.	T	F	It is okay to give put downs to yourself or other people.
2.	T	F	One way to make a new friends is to introduce yourself to them.
3.	T	F	It's important to spend time with your friends.
4.	T	F	One of the do's of being a good friend is feeling good about yourself.
5.	T	F	It's important to have friends.
6.	T	F	Tattling is a good way to lose friends.
7.	T	F	You can talk to your friends about good things and not so good things.
8.	T	F	When your friend makes a mistake, you should say, "Anybody with half A brain could have done it right."
9.	T	F	It's not okay to have a disagreement with your friend.
10.	T	F	Showing appreciation for a friend helps your friendship become stronger.

Pre-test Results Percentage answered correctly	***Post-test Results***
1. 84%	89%
2. 100%	100%
3. 96%	96%
4. 96%	96%
5. 96%	96%
6. 90%	96%
7 86%	83%
8. 84%	85%
9. 52%	63%
10. 100%	100%

Enclosed are the tests from the students.

Katrina Beddes
Holt Elementary School Counselor
Davis School District

Target Group: General School Population
Curriculum and Materials: Davis School District Curriculum
Start Date: August, 2003
End Date: June, 2004
Number of students affected: 710

Data Collection:

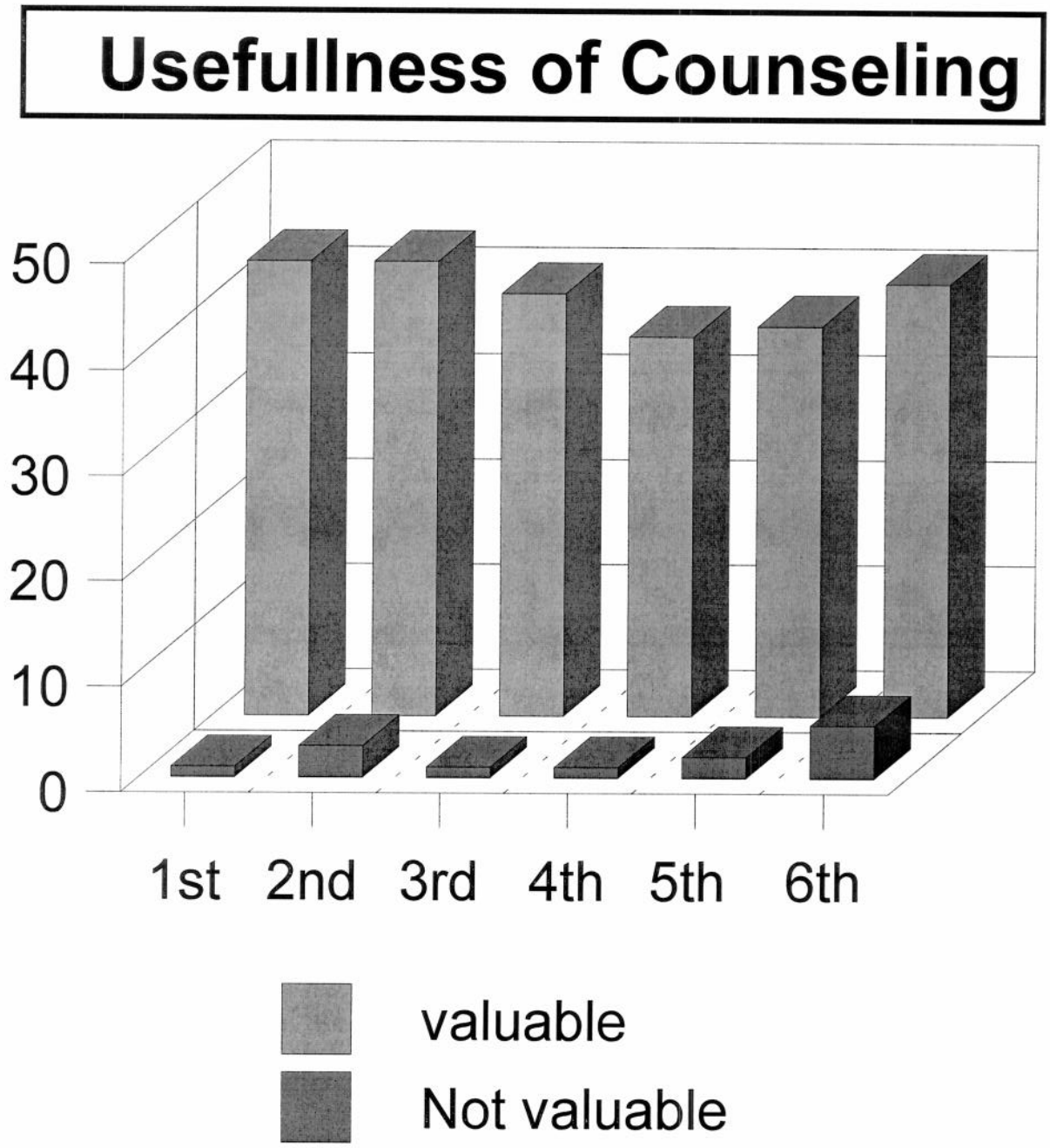
During the course of the school year the school counselor at Holt Elementary taught approximately twelve lesson topics in each classroom. Most of these topics had 1-3 lessons taught on it. At the end of the year, the counselor did a lesson review with the classes. Each class was asked to remember each of the lessons taught. Most classes were able to come up with a complete list of books, videos, games, and songs that were taught. After brainstorming this list students were asked to fill out an anonymous survey stating whether the counseling lessons helped them and which lessons were most helpful. Two classes from grades 1-6 were

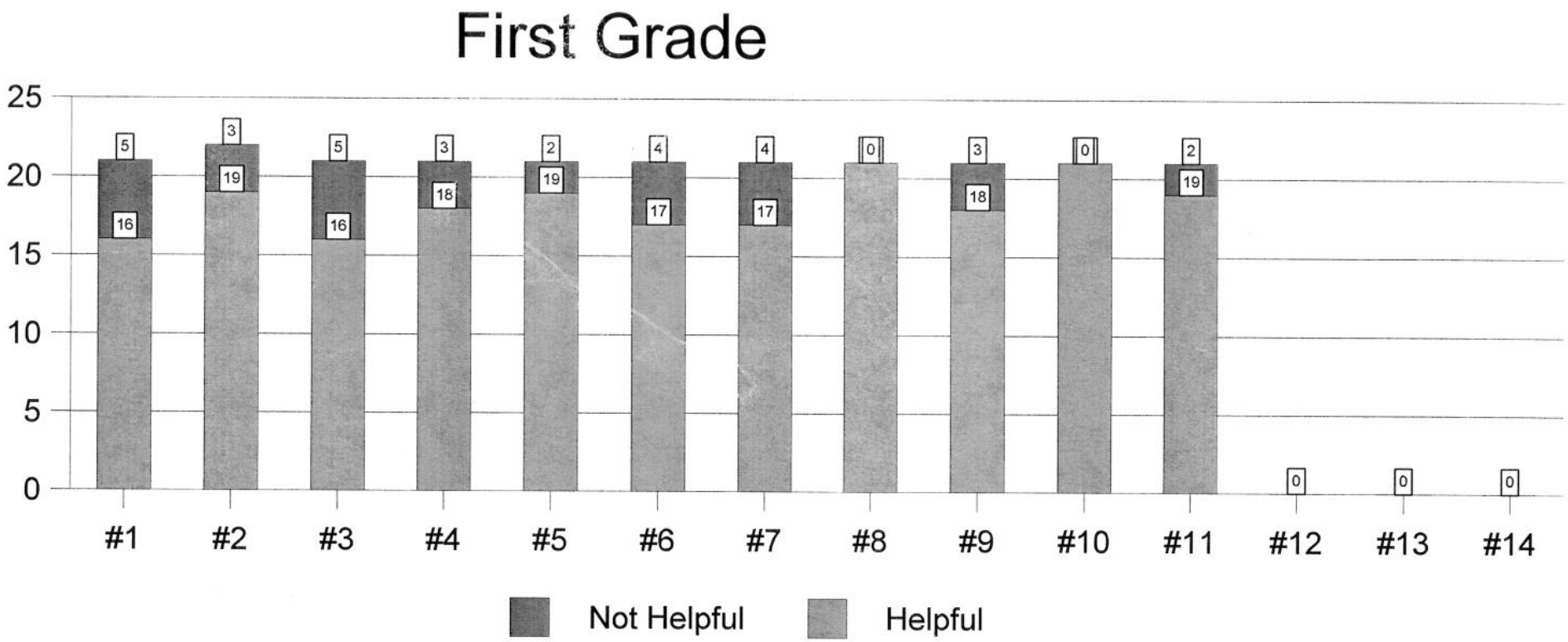
randomly selected for evaluation of this data. Kindergarten was not included due to the difficulty in administering a survey to non-readers.

Data Results:
See charts

Implications:

It was interesting to note that not all lessons were helpful to all students but most students marked at least one or two lessons which were helpful to them. Furthermore, the vast majority of students saw the lessons as being valuable or helpful to them in general. In fact, of the few students that marked the lessons as not being helpful to them, all but one went on to circle certain lessons that did help them. The lessons appeared to be extremely valuable to grades 1-3 with a slight decrease in helpfulness for students 4-5th grade, and a great decrease in the helpfulness for students in 6th grade. This would lead me to believe that Davis District might want to look at more data to determine if the lesson topics are developmentally appropriate or whether the presentation style (literacy based) needs to be evaluated.


Usefullness of Counseling
50
40
30
20
10
0
1st
2nd
3rd
4th
5th
6th
valuable
Not valuable



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

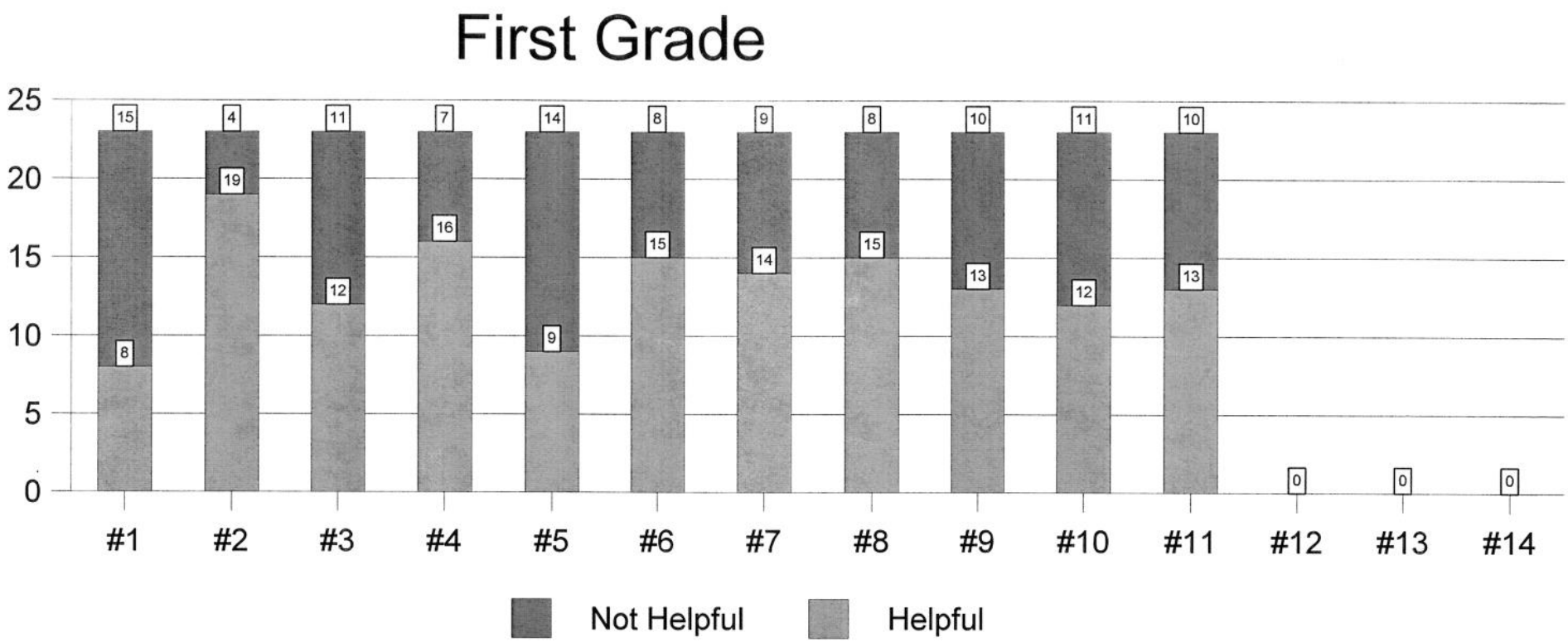
#8 I-statements

#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

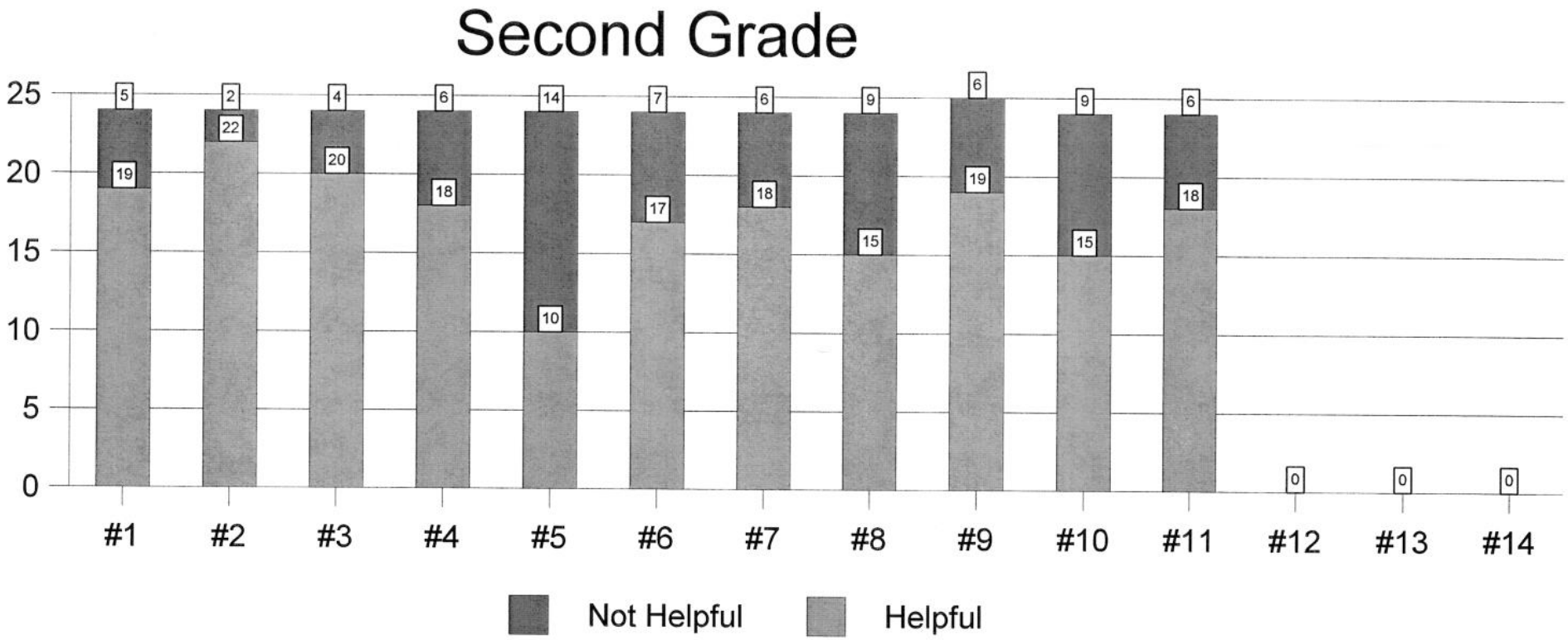
#8 I-statements

#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

#8 I-statements

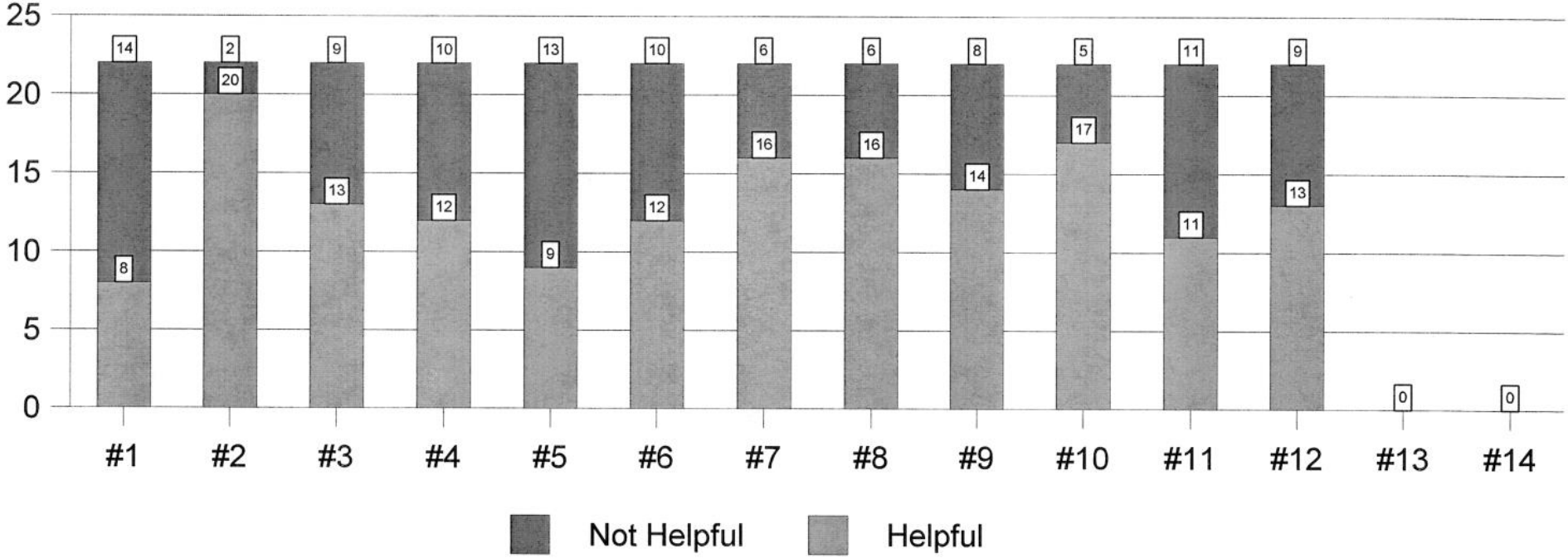
#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness

Second Grade



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

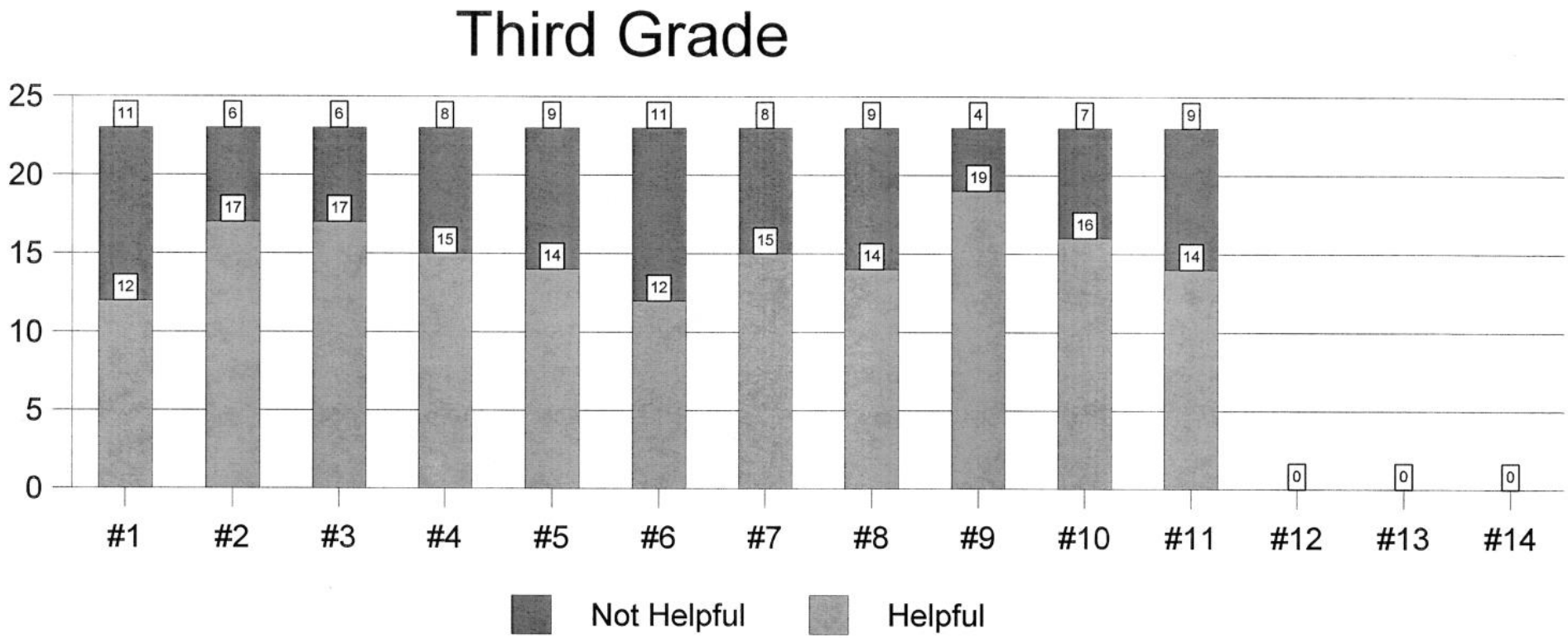
#8 I-statements

#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

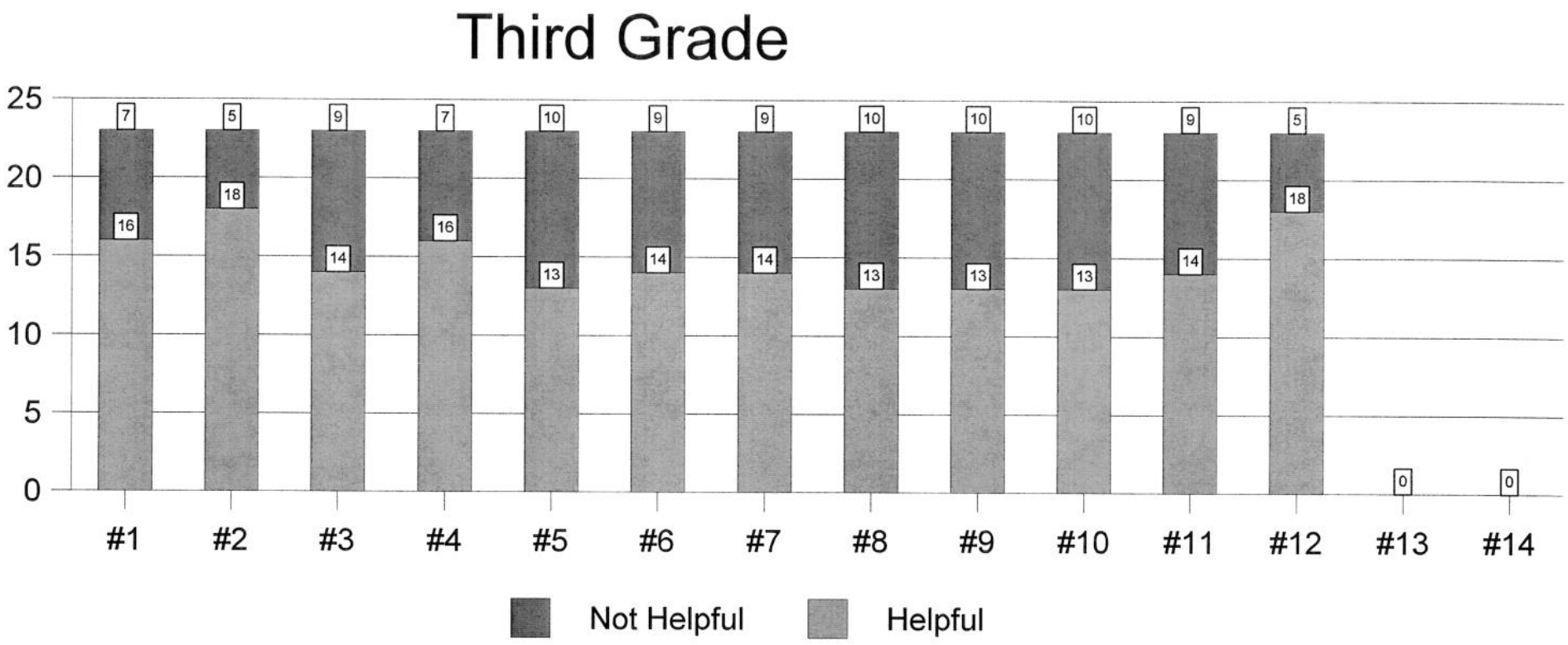
#8 I-statements

#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

#8 I-statements

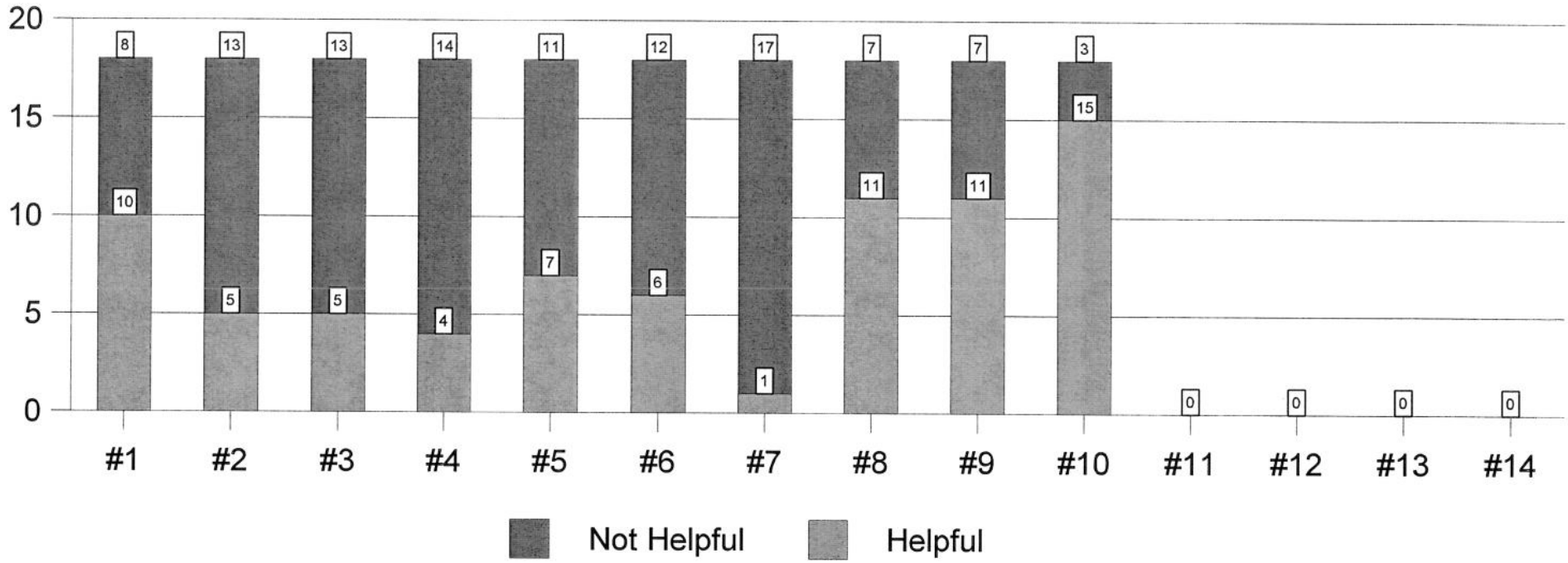
#9 Circle of Revenge

#10 Peer Pressure

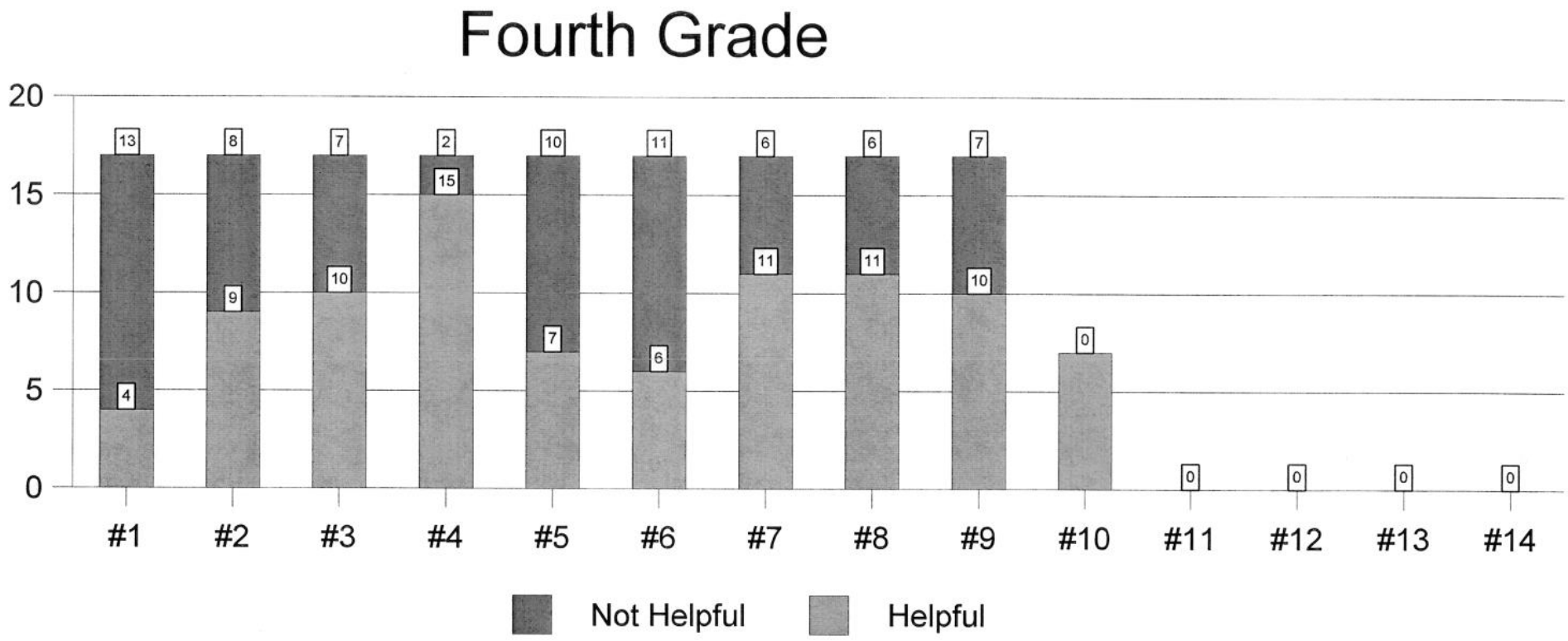
#11 Accepting Differences

#12 Fairness

Fourth Grade



#1 Compass
#2 Self-control
#3 Attitude
#4 Stress
#5 Grudges
#6 Mediation
#7 Bullying
#8 I-statements
#9 Circle of Revenge
#10 Peer Pressure
#11 Accepting Differences
#12 Fairness
#13 Hard Work
#14 Gossip



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

#8 I-statements

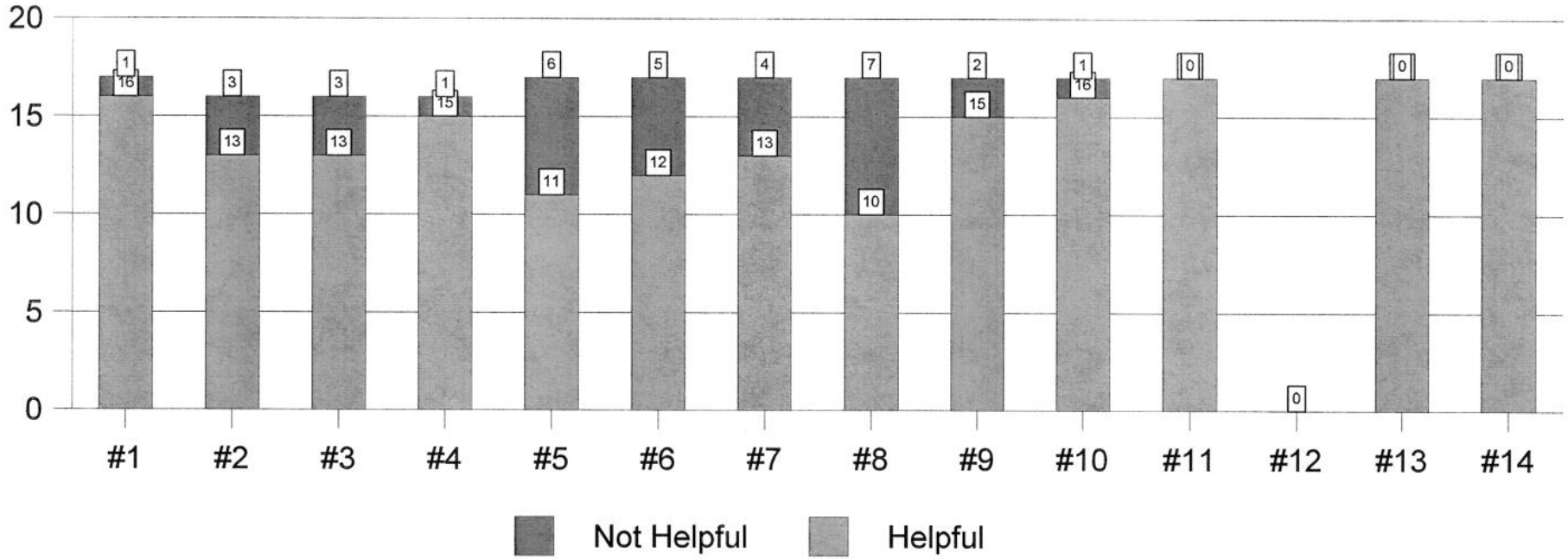
#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness

Fifth Grade



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

#8 I-statements

#9 Circle of Revenge

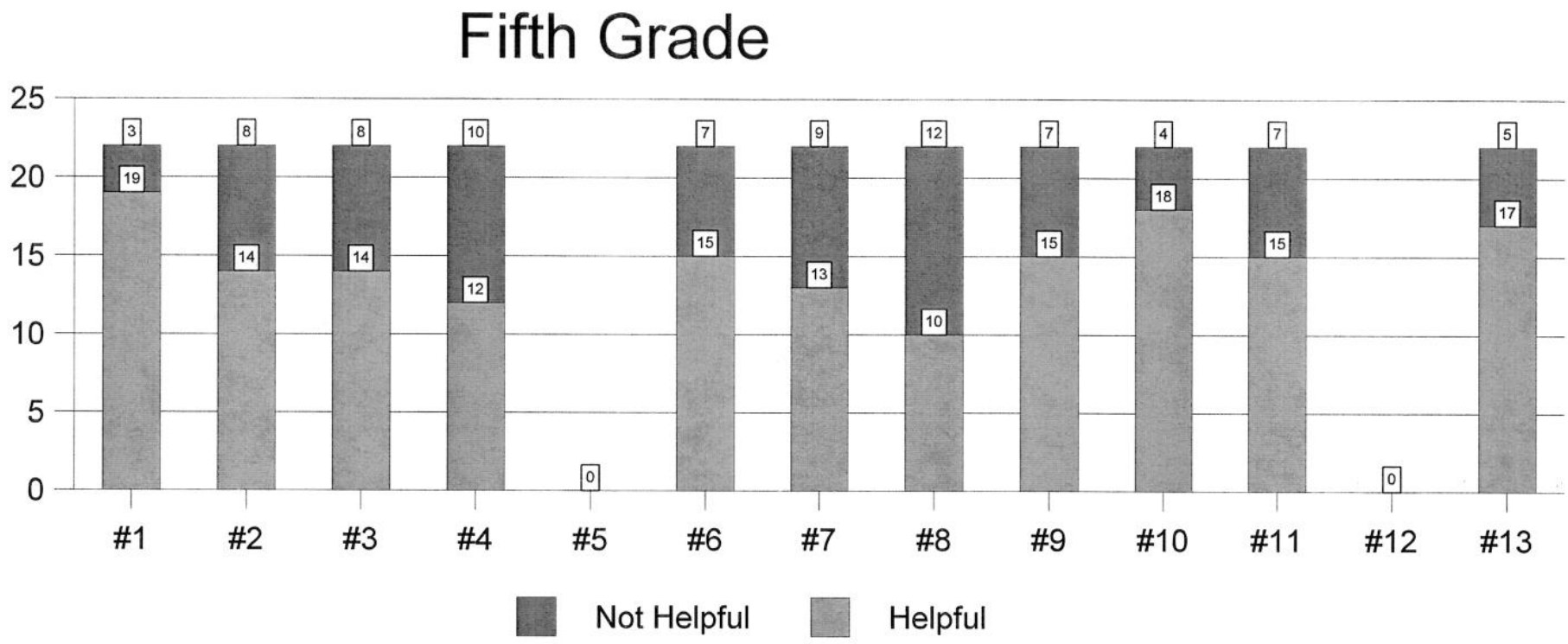
#10 Peer Pressure

#11 Accepting Differences

#12 Fairness

#13 Hard Work

#14 Gossip



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

#8 I-statements

#9 Circle of Revenge

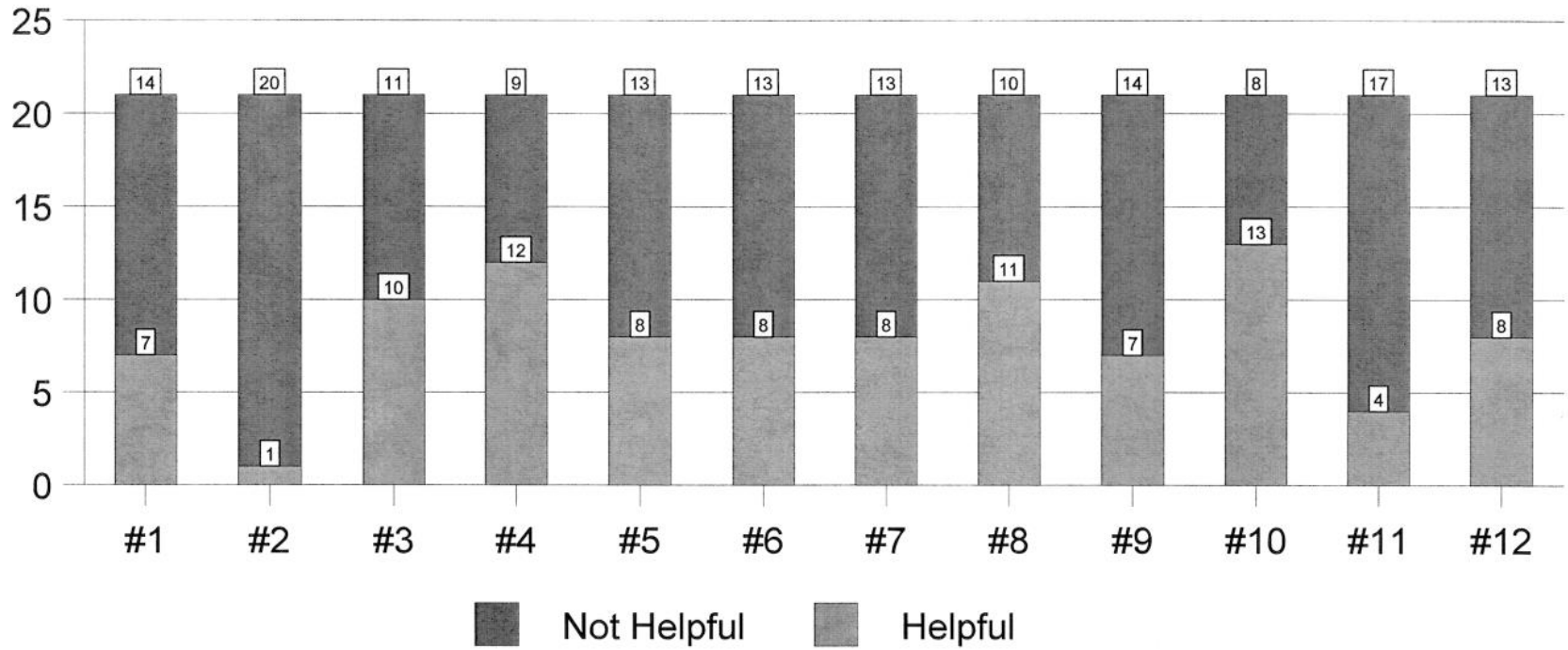
#10 Peer Pressure

#11 Accepting Differences

#12 Fairness

#13 Hard Work

Fifth-Sixth Grade



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

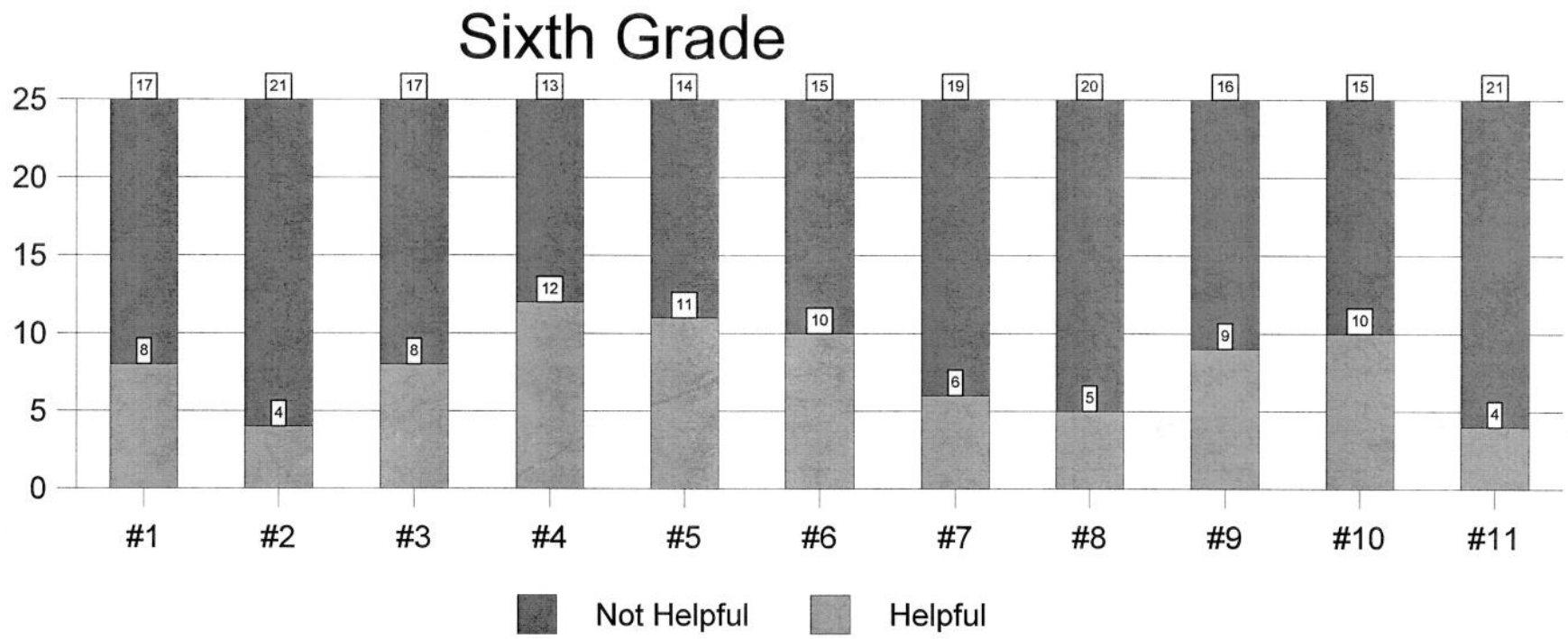
#8 I-statements

#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness



#1 Compass

#2 Self-control

#3 Attitude

#4 Stress

#5 Grudges

#6 Mediation

#7 Bullying

#8 I-statements

#9 Circle of Revenge

#10 Peer Pressure

#11 Accepting Differences

#12 Fairness

Kris Randle
Knowlton

DATA PROJECT

Objective: To determine what students learned and retained from the guidance lesson "Circle of Revenge."

Procedure: To conduct a pre and a postest for this particular lesson. Four classes were chosen that had a high number of students new to the school for this evaluation. A high percentage of these students had not heard this lesson and been taught these strategies in previous years.
The class was asked the question, **"What would you do to win a fight another student started by hitting you or calling you a name?"** The question was asked before the lesson and response taken and recorded. The lesson was taught to the class. Two weeks later the previous question was asked again with responses taken and recorded.

Outcome:	**Walk** Away	Pre/Post	Talk It Out	Pre/Post	Mediator	Pre/Post
Class #1		3 / 26		0 / 25		0 / 25
Class #2		5 / 27		1 / 24		2 / 23
Class #3		0 / 23		0 / 19		0 / 20
Class #4		4 / 25		2 / 23		2 / 24

Mountain View Student Learning Survey:
Counseling Lessons Data Project 2003-04

Carla Fritchie

The students have not ever been surveyed as to what they have learned from the comprehensive counseling program at Mountain View Elementary. I took the student survey idea from Shauna Jones, School Counselor at Antelope Elementary, as a way to find out what students have found valuable from the lessons I taught throughout the school year.

Survey Information

This project was a step to determine if the students themselves saw the curriculum as helpful to them. A basic two question survey was given to students. It asked first if lessons were helpful to them and second if there were specific lesson(s) they remembered that helped them in their life. Each lesson was written out in a one sentence format (see attached survey).

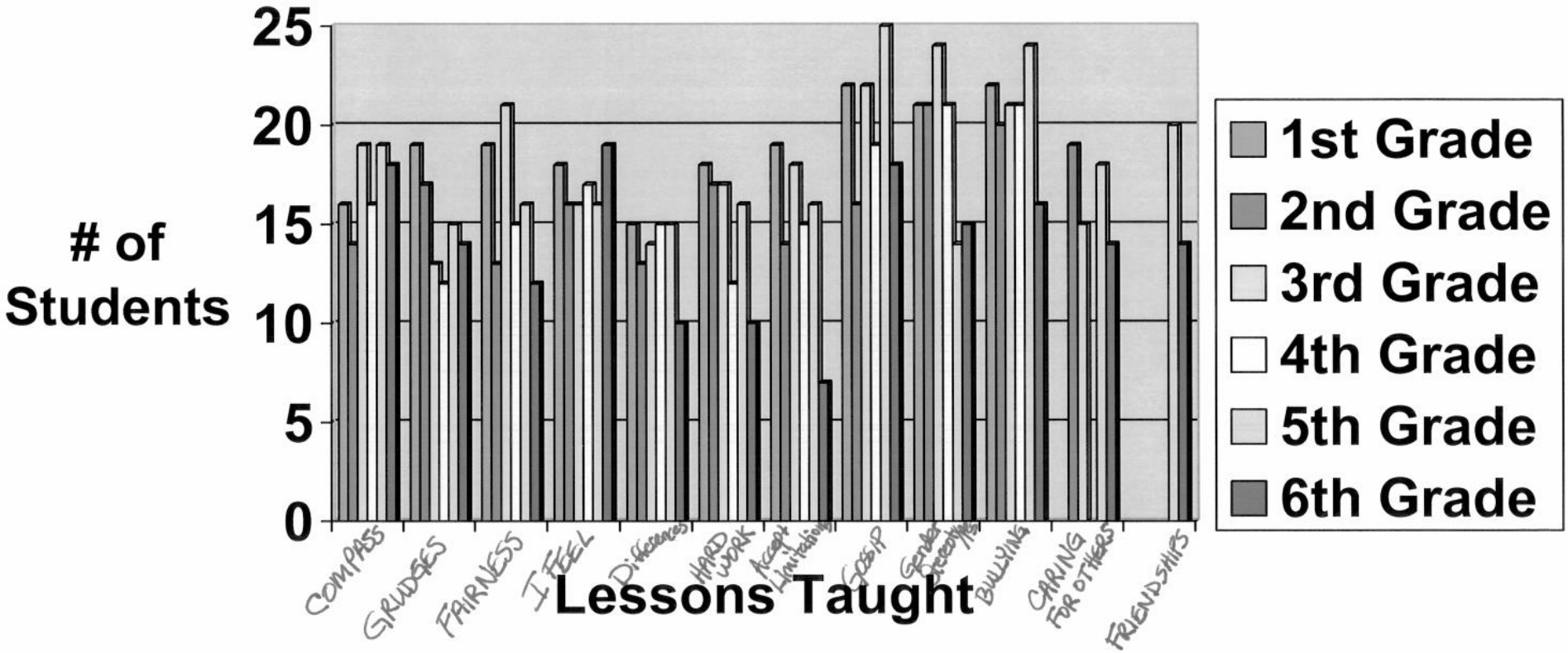
Procedures

One teacher at each grade level 1st through 6th grade agreed to give their students the survey. Kindergarten was excluded due to low reading skills. The teachers read the surveys out loud to students, who answered questions anonymously.

Results

The lessons were seen as valuable across all grade levels. Sixth grade students had the lowest reporting for lessons on differences, value of hard work, and accepting self-limitations. Lessons about bullying, gossip and gender stereotypes were selected at high numbers across most grade levels.

Mt. View Student Learning Survey: Counseling Lessons 2003-04



Comprehensive Counseling Classroom Lessons Survey: 2003-04

1. Have counseling lessons helped you out this year? (**Circle only one**).

YES or NO

2. Put an **X** by the lessons you remember learning this year: (Mark any amount)

_____ I can make good choices and solve problems by COMPASS.

_____ Holding grudges hurts the person holding that grudge more than at whom they're mad.

_____ Life is not fair, yet I do my best to be as fair as possible.

_____ Using "I feel ____when____" is a polite way to express strong feelings that allow you to be heard while not making a problem worse.

_____ The differences we have are the things that come together to make groups work best.

_____ Hard, honest work is valuable in school and outside of school.

_____ We may be faced with problems daily but everyone is of value with talents and abilities.

_____ Gossip is part of everyday life and we need to handle it appropriately.

_____ It's best to choose what you like to do or are good at based on who you are and not if you're a boy or girl.

_____ I know how to handle bullying appropriately and get it stopped.

_____ I know how to show my caring for others at school and outside of school.

_____ I know the value of healthy friendships which often depend on my choices and actions.

:

1ST GRADE:

YES = 22 NO = 1 23 TOTAL

12345678910123456	COMPASS
12345678910123456789	GRUDGES
12345678910123456789	FAIRNESS
1234567891012345678	I FEEL
1234567891012345	DIFFERENCES AS GOOD
1234567891012345678	HARD WORK
12345678910123456789	ACCEPTING LIMITATIONS
1234567891012345678910 12	GOSSIP
1234567891012345678920 21	GENDER STEREOTYPES
1234567891012345678920212 2	BULLYING

2ND GRADE:

YES = 17 NO=4 21 TOTAL

123456789101234	COMPASS
123456789101234567	GRUDGES
12345678910123	FAIRNESS
12345678910123456	I FEEL
12345678910123	DIFFERENCES AS GOOD
123456789101234567	HARD WORK
123456789101234	ACCEPTING LIMITATIONS
12345678910123456	GOSSIP
1234567891012345678920 21	GENDER STEREOTYPES
1234567891012345678920	BULLYING
12345678910123456789	CARING FOR OTHERS

3rd GRADE:
YES = 19 NO= 7 26 TOTAL

12345678910123456789	COMPASS
12345678910123	GRUDGES
1234567891012345678920 1	FAIRNESS
12345678910123456	I FEEL
12345689101234	DIFFERENCES AS GOOD
123456789101234567	HARD WORK
1234567891012345678	ACCEPTING LIMITATIONS
1234567891012345678920 12	GOSSIP
12345679810123456789201234	GENDER STEREOTYPES
1234567891012345678920 1	BULLYING
1234567891012345	CARING FOR OTHERS

4TH GRADE:

YES = 20 NO= 2 22 TOTAL

12345678910123456	COMPASS
1234567891012	GRUDGES
1234567891012345	FAIRNESS
123456789101234567	I FEEL
1234567891012345	DIFFERENCES AS GOOD
1234567891012	HARD WORK
12345678910123345	ACCEPTING LIMITATIONS
12345678910123456789	GOSSIP
1234567891012345678920 21	GENDER STEREOTYPES
1234567891012345678920 21	BULLYING

5th GRADE:

YES = 18 NO= 8 26 TOTAL

12345678910123456789	COMPASS
1234567891012345	GRUDGES
12345678910123456	FAIRNESS
12345678910123456	I FEEL
1234567891012345	DIFFERENCES AS GOOD
12345678910123456	HARD WORK
12345678910123456	ACCEPTING LIMITATIONS
1234567891012345678920 12345	GOSSIP
123456789101234	GENDER STEREOTYPES
1234567891012345678920 1234	BULLYING
1234567891012345678	CARING FOR OTHERS
1234567891012345678920	HEALTHY RELATIONSHIPS

6th GRADE:

YES = 13 NO= 8 21 TOTAL

1234567891012345678	COMPASS
123456789101234	GRUDGES
123457891012	FAIRNESS
12345678910123456789	I FEEL
12345678910	DIFFERENCES AS GOOD
12345678910	HARD WORK
1234567	ACCEPTING LIMITATIONS
1234567891012345678	GOSSIP
1234567891012345	GENDER STEREOTYPES
12345678910123456	BULLYING
123456789101234	CARING FOR OTHERS
123456789101234	HEALTHY RELATIONSHIPS

Kris Randle
Davis School District
Reading Elementary

DATA PROJECT

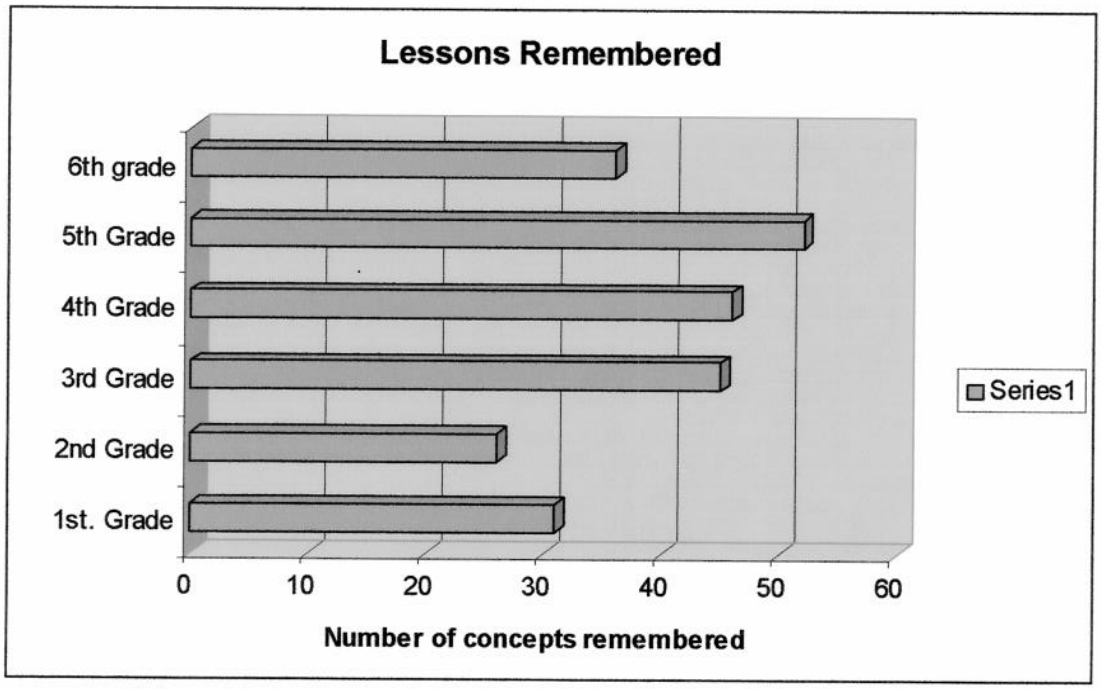
Objective: To determine how many ideas and strategies students remember from the fifteen lessons taught to their class during the school year.

Procedure:

Each class is divided into small groups of about four or five. They are asked to list as many of the strategies or ideas that they can remember from the guidance lessons taught during the year. The groups are given ten minutes to accomplish this task. Each group then takes turns reading their list to the class. The list is written on the board consolidating same or common ideas and strategies into one.

Outcome:

The graph on the following page represents the number of items created by one class on each grade level.


Lessons Remembered
6th grade
5th Grade
4th Grade
3rd Grade
2nd Grade
1st. Grade
0
10
20
30
40
50
60
Number of concepts remembered
Series1

The Impact of Teaching Children Empathy and Specific Strategies to Deal With Peers Who Taught and Tease

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Counselor
South Clearfield Elementary

June 2004

Abstract

Children in the 4th and 6th grades at South Clearfield Elementary were given a paper – pencil pretest designed to measure their knowledge of the virtue of empathy and they were also asked to list five strategies they would use to stop others from teasing and putting them down. After the pretest the school counselor taught the students about empathy using picture book stories, real life stories and discussion during two half hour sessions. The counselor later taught the students five specific strategies for handling peers who tease and taunt, using the picture book, Simon's Hook written by Karen Burnett. These strategies were also taught in two half hour sessions. A posttest was administered two weeks after the last lesson, a total of six weeks after the initial pretest. The hope was two-fold, first that the children would learn what empathy was and given this knowledge, would think more about how their actions affect others. The children did show a very large increase in their understanding of empathy as represented by the measure administered, and by counselor observation of their verbal reports in class discussions. The incidence of teasing reported to the counselor following instruction decreased. The children reported using the new skills to deal with their difficult peers. As a group they reported a 94% success rate in stopping the teasing using their new skills! At pretest ***no*** students could explain or define empathy and only 7% could give three or more appropriate responses to deflect teasing. Many at pretest indicated that they would kick, hit, tease and put-down their teasing peer in an effort to stop them. At post testing at least

90% knew and used the new strategies to deflect teasing appropriately, and 86% could define empathy indicating their understanding of it.

The Impact of Teaching Children Specific Strategies for Dealing with Peers Who Taunt and Tease

The students at South Clearfield Elementary School have reported numerous incidences of teasing and insensitivity by other children to their school counselor. The children have frequently become distraught over these situations, and the peer relationship problems they cause. Distresses caused by these problems have led many students to miss valuable class time to meet with the school counselor in an effort to share their worries and concerns and find a solution.

The counselor observed that the offended children often retaliate by teasing and insulting the student who leveled the verbal attack at them in the first place, in kind of a one-up-man-ship style. This typically resulted in the undesired consequence of actually escalating the cycle of teasing and put-downs. Some students responded with physical aggression and, or threats. There were some who appeared weak and powerless to respond which usually ensured that the teasing would continue until it progressed to the level of bullying.

The counselor realized that there appeared to be little empathy for one another's feelings among the students. Due to individual interviews the counselor had with children who were troubled over being teased, it was suspected that the students knew very little

about appropriate strategies for dealing with teasing in order to diffuse it. The children would respond to the question, "What did you do when they teased you?" with comments such as, "Kick them, hit them, tease them back, cry" and etc. When asked if the teasing stopped the usual response was no, and the children often stated that it had gotten worse.

The counselor determined that a consistent teaching plan must be implemented school wide. The desire was to teach the children about empathy in the hope of encouraging the children to consider other people's feelings, promote thoughtfulness, and subsequently discourage teasing and put-downs. As part of this effort the children would also be taught five specific strategies meant to empower them and appropriately diffuse the teasing. Several questions were intended to be answered by this study project. Can young children really understand the concept of the empathy? Will understanding lead to empathetic action? Can the children remember the five strategies, and then transfer this knowledge into actual application when confronted with the taunts, teasing and put-downs of their peers?

Method

Subjects

Two 6th grade classes comprising 43 students, and three 4th grade classes comprising 58 students from South Clearfield Elementary School participated in this study.

Design

A pretest-posttest design was used. Pre and post tests were administered to the child subjects, as a simple paper-pencil self report measure. The pretest established a

baseline before the experimental manipulation (instruction in empathy and response strategies to teasing). The percentage of correct responses were calculated on both pre and post measures to indicate any changes after counselor instruction, significance was determined by Correlation method. A Frequency distribution was determined and central tendency established.

Procedure On both pretest - posttest paper-pencil measures the student subjects were asked to explain what empathy means. The subjects were asked if they had been teased or put down at school in the last month. They were also asked if their response to the teasing caused it to stop, in other words did their strategy for dealing with the teasing work? They were asked to list five appropriate or good things they could do in response to the teasing. On the post test the students were additionally asked if they used one or more of the five specific "Don't Bite the Hook" strategies in responding this time to teasing, and if so, did the strategy work to stop the teasing. Guidance lessons were presented to the students following the pretest. In the lessons the students were shown examples of empathy. The school counselor used picture book stories, real life examples and class discussion to present this information. The information on empathy was presented in two separate half hour sessions one week apart. Three weeks after the initial pretest the counselor briefly reviewed the definition of what it meant to have empathy. Then the student subjects were presented with five strategies to use when being teased and put-down in order to diffuse it and put an end to it as quickly as possible. The strategies were intended to empower the students, increase resiliency, and help decrease the destructive impact of teasing. The picture book Simon's Hook , by Karen Burnett was used to teach the strategies. The strategies were presented in an entertaining way with a comparison to

fishing. The five strategies were then reinforced through role play. A poster was made and left in the classroom to remind the students of the helpful techniques. Two weeks later the counselor reviewed the message with the students. The students were given an opportunity to discuss its use, application and benefit if any during the past two weeks. One week after this (now 6 weeks after the administration of the pretest) the counselor administered the posttest.

Results

Pretest - 42 sixth graders

Correct definition of empathy given---------- 0%

Appropriate responses to teasing and putdowns:

All 5 correct responses	0%
4 correct responses	2%
3 correct responses	7%
2 correct responses	18%
1 correct response	33%
0 or no correct responses	40%

Posttest – 42 sixth graders

Correct definition of empathy given ---------- 87%

Appropriate responses to teasing and putdowns:

All 5 correct responses given	64%
4 correct responses given	32%
3 correct responses given	4%

Pretest – 58 fourth graders

Correct definition of empathy	0%
Appropriate responses to teasing and putdowns:	
All five correct responses	0%
4 correct responses	0%
3 correct responses	7%
2 correct responses	20%
1 correct response	26%
0 or no correct responses	47%

Posttest - 58 fourth graders

Correct definition of empathy	85%
All five correct responses	79%
4 correct responses	11%
3 correct responses	10%

A phenomenal 100 % of the student subjects knew three or more of the strategies upon posttesting as compared to only 9% of sixth graders and 7% of fourth graders at the time of the pretest, clearly indicating substantial knowledge gains. The data clearly support a strong gain in understanding of the concept of empathy. Virtually ***no*** students could define empathy at the time of pretest as opposed to 87% and 85% of sixth and fourth graders respectively upon posttest.

The school counselor and classroom teachers observed impressive gains in the children's comprehension of empathy within the classroom setting as they would often

refer to how they observed people including themselves showing empathy, and also spoke of times when it was apparently lacking. Even second grade students who were taught but not included in this study due to their limited writing ability to take the tests showed remarkable understanding of empathy. They made verbal comments in the classroom about empathy that were consistent with internalization of the principle. Their teachers informed the counselor of their pleasant surprise in the children's comprehension and subsequent use of empathy. The counselor noticed a reduction in student referrals for counseling due to teasing issues.

Students regularly reported that the strategies taught by the counselor from the book, Simon's Hook really did work to diffuse teasing.

Pretest – 42 - sixth graders

How many say they have been teased or put down in the last month? _____100%

Are you usually able to stop it as quickly as you would like? YES _32% NO_68%

Posttest - 42 sixth graders

How many say they have been teased or put down in the last month? _____ 71%

Of those responding yes they have been teased or put down, how many tried one or more of Simon's Don't Bite the Hook strategies to diffuse it? _____95 %

For those that tried these strategies, did it work, did the teasing stop? YES 93%

Pretest – 58 fourth graders

How many say they have been teased or put down in the last month? _____100%

Are you able to stop it as easily and quickly as you would like? YES 0% NO 100%

Posttest – 58 fourth graders

How many say they have been teased or put down in the last month? _____84%

Of those who answered yes, how many tried to use one or more of

Simon's Don't Bite the Hook strategies to try and get the teasing to stop?___92%

For those that tried these strategies, did it work, did it stop the teasing? YES _94%

The students were able to describe their success with the strategies after the posttest in a class discussion with the school counselor which further modeled the techniques and encouraged them to use the strategies all the more.

Discussion

Overall the teaching of empathy and strategies to deal appropriately with teasing and put-downs was incredibly successful. The children expressed great enthusiasm for the information and it appeared to be clearly needed. I was unsure initially if the youngest children in the school would be able to remember and use the strategies to deal with teasing, but they proved that they definitely could. The teachers expressed delight at the response the students had to the information and said they saw positive results. The counselor was overjoyed with the amount of learning the students reported in class discussions as well as the positive indications on the data at posttest. Empathy increased. The children were empowered by their newly acquired skills. The observations and test measurements indicated a profound increase in the students ability to deal with difficult children at school thereby increasing their confidence and sense of resiliency. Time spent away from class in counseling was reduced and the children truly appeared grateful for the change that was taking place in their social relationships.

Utah CGP– Individual Planning: SEOP Guidance Activities Action Plan 2003-2004*

School S. Weber Elementary **District** Davis

Target Group: K-6th Whole School

Target Group selection is based upon the following data/information/school improvement goals: South Weber School Improvement Plan Goal 4: S Weber will provide a safe environment of respect and rapport which is conducive to learning

Intended Behavior	NCD Guideline, Student Competency, ASCA Standard, Developmental Asset, Standard and Objective, Desired Result for Student Learning	Activity to be Delivered in What Manner?	Resources/Staff Development Needed	Evaluation Method (How will you measure results?)	Start/End Dates	Projected # of Students Impacted
Children will improve in tolerance increasing positive behaviors and reducing negative behaviors so that they feel safer & happier at school - See introduction in project summary	ASCA Personal/Social Development Standard A - Student will acquire attitudes knowledge & interpersonal skills to help them understand & respect self & others DSD - Purpose of Education - Personal Development	Counselor Lessons School wide assemblies & behavior plan	Teacher training luncheon January 20, 2004 Administration/JSSC development of school wide behavior plan	Banish Bullying Survey administered to all 4th graders in Nov 2003 & again in April 2004	January 2004 → April 2004	680

Marilyn Hales
Principal's Signature

5/24/04
Date

1/20/04
Date of Staff Presentation

Fae van Uitert
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Whitesides Elementary Student Summary
2003-2004

The students of Whitesides Elementary School, located in Layton, Utah were asked to identify the guidance lessons that had been helpful to them throughout the current school year. The student population is 464 students. However, a first grade class with 20 students was unable to participate.

The following table represents the student results from the 444 students that participated in the survey. The number of students per grade is identified below the grade level. Next to each lesson is the number of students in a particular grade that recognized that guidance lesson as being personally beneficial.

Whitesides Elementary Student Summary
2003-2004

	Kindergarten 69 students	First Grade 41 students	Second Grade 86 students	Third Grade 56 students	Fourth Grade 68 students	Fifth Grade 68 students	Sixth Grade 56 students
COMPASS	39	17	35	39	46	28	25
ATTITUDE	34	22	31	38	43	23	29
GRUDGES	33	21	32	36	40	24	32
FAIRNESS	41	15	33	39	47	24	34
ANGER	33	24	30	34	44	30	34
CAUSE OWN PROBLEMS	35	16	34	35	34	21	31
PEER PRESSURE	35	16	33	38	46	30	35
DIFFERENCES AS STRENGTHS	23	19	35	39	29	21	25
PHYSICAL APPEARANCE	33	8	29	35	29	22	33
ROLE STEREOTYPES	43	20	34	32	30	22	28
FRIENDSHIP	42	16	33	40	48	24	37
GENDER STEREOTYPES	42	8	24	10	7	11	9

Data Project Windridge Elementary, 2003-2004
Gayle Blamires, Counselor

The purpose of the lessons that are taught in classrooms is for the concepts to be retained and generalized in students lives. When we are spread as thin as we are it is hard to see how much of the content is being retained. My idea was to have one classroom journal one idea that they had learned from each lesson that was taught. The last five minutes of each class period was devoted to having the students take the time to reflect and write a sentence or two about what they had learned.

At the end of the year, a review lesson was presented which contained a brainstorming session in which the students were asked to recall some of the concepts taught over the year. In the class that kept journals, the students immediately got them out and began referring to them without prompting. I then had the students "popcorn" what they had written and we put the various lesson titles on the board.

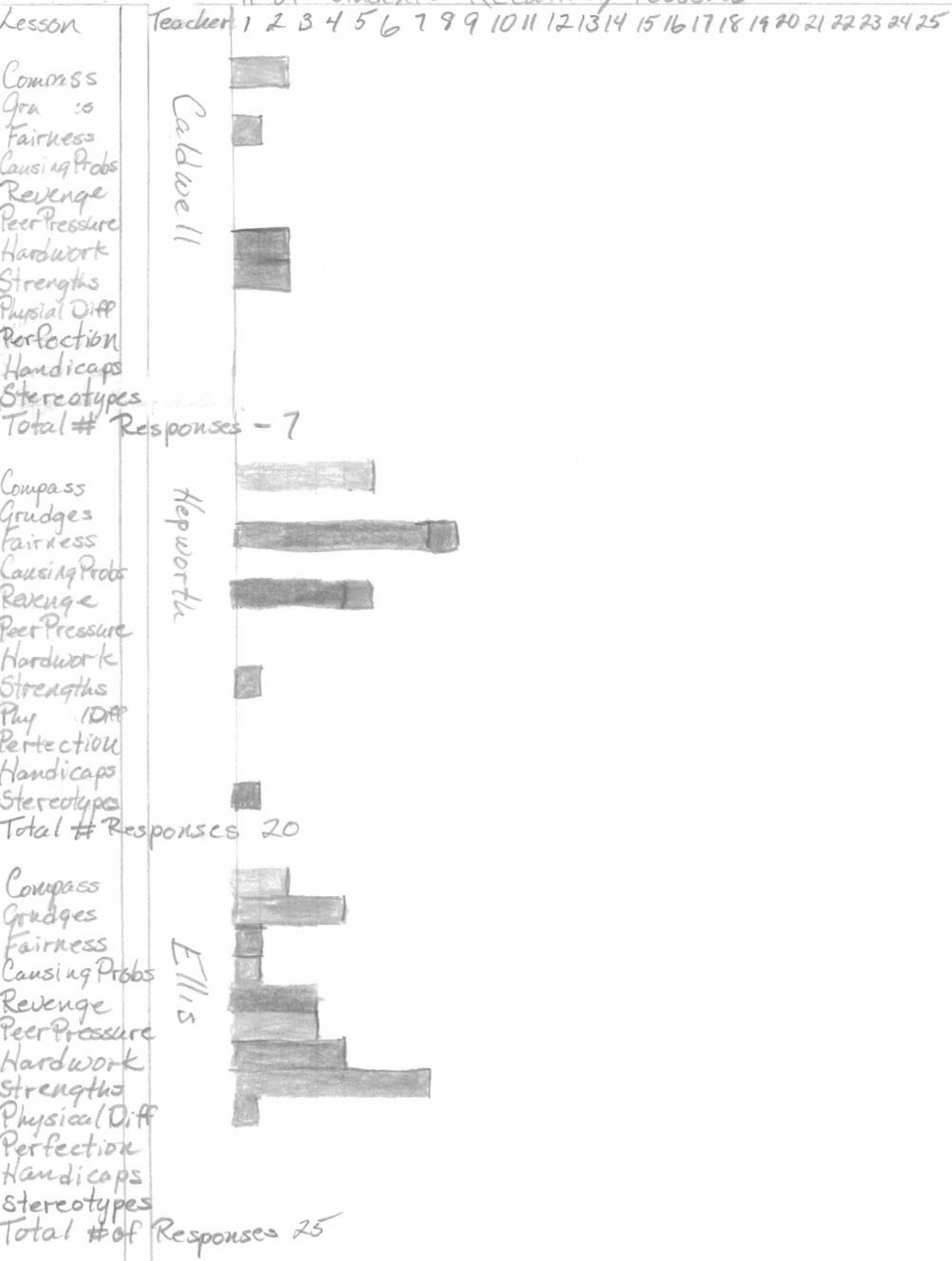
We then discussed each of the topics in turn and did a thorough review of each. The students were then given the opportunity to write me a note that told me specifically what they had learned and something that they would like to learn next year. They also gave me ideas of what they would like to do next year in terms of activities that would further the learning process.

The same procedure was followed with the other classes with the exception of the journal entries. The results were that the class that had kept journals had a higher rate of recall than the other classes. (See graph). It was also significant that during the review process a wider range of lessons were recalled orally than was written in responses.

An important component that must be present is the amount of "buy in" from the classroom teachers. Many times the lesson has a more profound impact on students when a teacher simply reminds the students of the lesson that has been presented. This is why it remains vital for teachers to remain in the classroom during our presentations.

For next year I plan to create a small ring bound journal made of index cards cut in half and put on a ring that can then be put on the students chair. Much like their reading words are. They will then be handy for the student to refer to and to review some of the concepts that are important to them. I also hope to be able to incorporate this into a learning strategy for other subjects by demonstrating some of my own adaptations for memorizing facts. I will also continue to have posters representing all of the lessons that will be left in the classrooms to serve as a visual reminder. By including the new flip cards and keeping the posters I am hoping to increase the retention of each of the lessons significantly.

of Students Recalling lessons



of Students Recalling Lessons

Lesson	Teacher	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Compass	Comments	
Grudges		
Fairness		
Causing Probs		
Revenge		
Peer Pressure		
Hardwork		
Strengths		
Physical Diff		
Perfection		
Handicaps		
Stereotypes		

Total # of Responses 30 - This Class kept journals of what they had learned.

Data Project 2004-2005
Sallie Weber
Woods Cross Elementary

A growth focus for our school this year was to address our bullying problems. I presented several bully lessons in the classrooms in the early part of the year, and then reinforced the concepts during other lessons.

One of my goals was to make the children feel safe to report bullying. Because of this, I tracked the children that I do NOT work with individually or in small groups that reported to me that they have been bullied at school.

I have done my best to include only those children who were suffering from ongoing or significant victimization. Many children report that kids are "being mean to me, " but I tried to differentiate between those reports and more serious ones.

THE NUMBER OF CHILDREN REPORTING BULLYING TO ME (after Christmas break.)

Kindergarten: 0

First Grade: 2

Second Grade: *2

Third Grade: 2

Fourth Grade: 3

Fifth Grade: *5

Sixth Grade: 1

*Other children informed me of the situation with one of the second graders and one of the fifth graders.

Although I did not specifically track this last year, this is great growth. I recall only one or two children who reported to me personally that they had been victimized by bullying behaviors. (I did not include the children with whom I work because most of these children have reported incidents of bullying or hurt feelings. I felt that reporting the children in the general population would be a more accurate demonstration of growth.)

Sallie Weber, 2003-2004