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Documentation of Impact
Counseling and Educational Psychology

Purpose for Completing:

Board of Regents (BoR) Principle IIA (1). Advocate for school policies, programs and services that are equitable and responsive to cultural differences among students.

BOR Principle IIA (5). Use student outcome data to facilitate academic success.

BOR Principle IIA (6). Provide individual and group counseling and classroom guidance that promotes academic success, social-emotional development, and career preparedness for all students.

Study	Extended Family For Kids Small Group: Measuring Changes in Grades and Discipline Referrals of Participants in the 8th Grade
Location	Coosa Middle School Floyd County
School Counselor	Susan Bradshaw *Site Supervisor*
Semester of Study	January 20, 2009- April 24, 2009

Introduction

Purpose

The purpose of this quantitative Documentation of Impact (DOI) Study is to determine changes in the participants' grades and discipline referrals before, during, and after the group sessions of a new small group program. The use of small groups in the schools is not always looked on favorable by administration or teachers. This study will show that the small group process has positive impact beyond the topic of the group. The program used, Extended Family for Kids (EFK), has not had any studies of this nature completed on it. This study will hopefully spark more on this curriculum.

Origin of the Study

The Board of Regions mandates that all School Counseling Candidates (SCCs) provide group counseling to promote academic success and social/emotional development ([BoR, IIA (6)]. There are numerous students in schools who have family members incarcerated. Since not all students experience this,

classroom guidance is inappropriate. However the number is such that individual counseling, while effective, is inefficient time wise. The best way to approach the subject is through small group.

Extended Family for Kids, "a ready-to-use program for kids who have an incarcerated family member," (Clemons, 2008) was presented at a Fall 2008 training sponsored by the Northwest Georgia Regional Educational Service Agency (RESA). My site supervisor, Mrs. Susan Bradshaw, and I attended. This program consists of nine sessions that can be used with any age group. It was designed by Laure E. Clemons- whose husband was incarcerated, Lorie Schmid Conrad- a teacher of emotionally disturbed students, Christy Swansbrough-a school social worker, and Elaine Thomas-a middle school counselor. It purports to "...build self-esteem, ease feelings of shame and isolation, decrease stress, address anger issues, and strengthen communication skills." (Clemons, 2008).

I am taking it a step further to see if it can also impact grades and discipline referrals. Since this program was developed and implemented in 2008 there have been no studies of this kind. Though the program does not specifically focus on improving behavior and increasing grades, I expect to see these things happen as a side effect of dealing with the issues of having an incarcerated family member.

Goal(s) of the Study

The goals of the study are threefold. The first two are to increase academic performance and reduce discipline referrals. Low grades and high discipline referrals may not be an issue for all students, but was tracked for all. The third goal is to have the students effectively talk about their situations in a supportive environment. This goal, while central to the program, is secondary to the DOI study and will not be given much attention in it. A built-in evaluation in the last session showed how effective the students thought the program was based on its own merits.

The nine sessions of Extended Family each have specific goals. They are as follows:

1. *What's Your Story?*: To introduce the group to each other through the sharing of personal stories, giving students the opportunity to feel comfortable talking about the fact that they have an incarcerated family member.
2. *Who's to Blame?*: To help kids realize that the family member is incarcerated because of

the bad choices and behaviors of that family member, and that it is not the child's fault.

3. *We Don't Have to Do Their Time*: To help students understand that when a family member is "doing time" in prison, the rest of the family often feels like they are also "doing time" (because of new restrictions, changes, and problems that occur), and to help students learn ways to avoid this way of life.
4. *COPS!*: To help alleviate fear of police officers, especially for children who have witnessed a family member being arrested
5. *You Are Not Alone*: To introduce students to adults or older teenagers who went through this experience, and still worked toward a successful future, and to demonstrate that the students are not alone in this situation.
6. *Can you Keep a Secret?*: To teach students to indentify feelings of anger, and to provide tools for communication emotions more effectively, in order to help resolve anger issues.
7. *Stress Busters*: To teach students to identify signs of stress within themselves, along with various technique for releasing stress in health manners, and to address extra stresses which often over during holidays.
8. *Picture This*: To have students think about what they would like to accomplish in their future, and to let them know that they do not have to be limited by their loved ones' incarceration
9. *Tell It Like It Is*: To give students an opportunity to reflect on the lessons they have learned through Extended Family for Kids program, and to recognize students for their participation.

(Clemons, 2008)

Characteristics of the Study

The activities of the DOI study consisted of 9 SCC-led small group sessions. The site supervisor co-led some of the lessons. The sessions took place during the students' connections classes and alternated between first period (8:05 a.m.-8:55 a.m.) and second period (8:55 a.m.-9:45 a.m.). They consisted of student discussion,

activities, and guest speakers. Each student was provided with a folder where they compiled materials given throughout the lessons. The folders were turned in to the SCC after each session but given to the students to keep at the last session. The study began in January 2009 and concluded in April 2009. The sessions were held Jan. 20, 2009 - March 24, 2009.

Participants

There are 10 student participants in the study: 6 male and 4 female. All of the students are in the 8th grade and between the ages of 13 and 14. All of the students appear to have good hygiene and clean clothes at every session. The family members that are incarcerated are as follows: six biological fathers, one biological mother, one biological brother, and one step dad.

The two 8th grade science teachers assisted in gathering the candidates for the group. They passed out index cards to each student in their classes and asked them to write down either the word "no one" or the relationship to a family member incarcerated that they would like to talk to the counselor about it. Twelve students responded identifying incarcerated family members. Of these 12, nine decided to participate in the group. A 10th student (Student F) was added at the second session and an 11th student (Student C) at the 4th session. One student dropped out after the second session, leaving the total number of participants at 10. I would like to note that Student G attended the first 6 sessions before his guardian became opposed to his participation. He did not want to leave the group but did out of respect of his guardian. Since he completed the majority of the sessions, his data is included in the findings.

Other participants include me, the SCC, my site supervisor-Mrs. Bradshaw, Mike Bell-the school resource officer for the *COPS!* session , and Dwayne Madden the guest speaker for the *You are Not Alone* session.

Outcome Measures

I tracked two sets of data. The first is the average of the Language Arts, Mathematics, Social Studies, and Science grades of the students involved. I used the grades on the January 9th report card; these grades were calculated before the program started. I measured changes between these averages and the averages from the progress reports issued on February 5th. This was after 3 sessions. These averages were compared to averages

from the report cards issued on April 13th, after 8 sessions. The final grades were calculated 4 weeks after the conclusion of the program, the progress reports issued on April 21. I compared these averages to the most recent and the starting report card grades.

The second set of data is discipline referrals. I used the SchoolMAX program to track changes in the number and type of discipline referrals for each student during the 2008-2009 school year. I categorized them into three timeframes: before the students' involvement in the program, during their involvement, and after the sessions completed (up until April 24, 2009-my last day at the school).

The third set of outcome measure is for the qualitative portion of measuring the EFK effectiveness. I will analyze the answers of the forced choice yes/no questions #1 and #5 on the built in EFK "*Tell It Like It Is Survey*" given during the last session.

School Counselor and other Faculty Roles and Responsibilities

As a SCC I have the responsibility to ensure that all students are meeting their full potential academically and social/emotionally. I am responsible to identify and advocate for select groups within the general population. My primary role was to conduct the group sessions, write session summaries evaluations (Appendix A), and collect and analyze data. As aforementioned, the science teachers helped identify the students after the site supervisor asked them for help. My site supervisor also assisted in emailing connections teachers to inform of a group and with which students, securing the location for the groups, the cafeteria, and making a schedule for each student. In addition she contacted the school resource officer for the *COPS!* session and found a speaker for the *You Are Not Alone* session. We both searched for a speaker but hers worked out to be the better fit.

Results

Results of Implementation Measures

Overall the implementation of the group went well. All nine sessions took place. I led or co-led all except for the last session- Mrs. Bradshaw led it because I was out due to illness. I had to slightly adjust the order of the sessions from the original design. This was due to the availability of our guest speakers. I do not perceive that as a hindrance in the overall study. An evaluation of each session can be found in Appendix A.

Results of Outcome Measures

The first set of outcome measure data comes from the averages of the Language Arts, Mathematics, Social Studies, and Science grades of the students involved. There were four benchmarks: one before the sessions began (Jan. 9 Report Card), two during the sessions (Feb 5 progress report and March 15 report card) and one after the sessions concluded (April 21 progress report). I expected to see the averages increase between markers 1 and 2, stay the same or drop between 2 and 3, and increase between 3 and 4 for an overall increase of 2-3 points. During the working phase of a small group, students are dealing with their issue. For the students who are ready to do this, it could positively impact other areas of their life. For the students who are resisting, it could not. By the end of group process, students should have had more clarity on how to deal with issues associated with having a family member incarcerated, thus be able to focus more positive energy on other areas of their life. For these reasons I expected to see an initial drop followed by an overall increase of grade averages.

In actuality the averages increased at every benchmark for an overall increase of almost 4 points (3.675). The average of averages went from 81.175 before the sessions to 84.85 after the sessions concluded. The below chart summarizes the findings. For a complete chart including students grades per subject area see Appendix B.

Averages calculated from Science, Social Studies, Language Arts, and Math grades on Report Cards (R.C) and Progress Reports (P.R.)

	Jan. 9 R.C.	Feb. 5 P.R.	Difference	March 15 R.C.	Difference	April 21 P.R.	Difference	Total Difference (Jan.9 and April 21)
Average of Averages	**81.175**	**81.7**	**0.525**	**82.1**	**0.4**	**84.85**	**2.75**	**3.675**

The second set of data for outcome measures is the number of discipline referrals. These were measured using three timeframes during the 2008-2009 school year. First-before the students entrance into the group, Second-during their time with the group, and Third-after their exit. I did not know how many discipline referrals to expect as a group before the students began the program. I did however expect to see a slight increase in referrals as a whole during the first weeks of the sessions. Again, I though that dealing with the issues of having a family member incarcerated might cause disruptions in other areas of their life. I expected to see discipline referrals decline as the group continued and an overall less number of referrals during the third

timeframe in relation to the first.

As a whole the group reduced their discipline referrals from 11 before the extended family sessions to 1. There was a reduction of 7 referrals between timeframe one and two. There were a total of 4 referrals during the students' time with EFK, one of those was from Student E who previously had not had any. Four students had 0 discipline referrals for each timeframe. The following chart shows more detail.

Discipline Referrals from August 4, 2008-April 24, 2009

Student	Before Extended Family	During Extended Family	After Extended Family
A	1	0	0
B	2	2	0
C	0	0	0
D	1	1	0
E	0	1	0
F	2	0	1
G	5	0	0
H	0	0	0
I	0	0	0
J	0	0	0
Total	**11**	**4**	**1**

The types of referrals can be found on the chart below. Only one student (Student B) repeated the same type of an offense.

Type of Discipline Referrals from August 4, 2008-April 24, 2009

	Before Extended Family	During Extended Family	After Extended Family
A	Dishonesty		
B	2 Bus Misconducts	Bus misconduct, Inappropriate classroom behavior	
D	Inappropriate Display of Affection	Possession/Use of Electronic Device	
E		Failure to Attend D-Hall	
F	Skipping Class, Failure to Attend D-Hall		Possession/Use of Electronic Device
G	Stealing (minor offense), Possession/Use of Electronic Device, Disruption of Education Process, Inappropriate classroom behavior, Threatening Property of Others		
Total	**11**	**4**	**1**

The final outcome measure was to qualitatively measure the effectiveness of EFK based on its own merits. Eight students attended the last session and 8 surveys were collected. Below is a chart of data collected. It can be seen that, as I anticipated, the majority of the students felt they could effectively talk about their issues in a supportive environment.

Tell it Like It Is Survey

"Did you find Extended Family for Kids helpful?" (Clemons, 2008)	"Did you feel supported in the group?" (Clemons, 2008)
Yes: 8 No: 0	Yes: 7 No: 1

Evaluation of the DOI

I evaluated the DOI for success based on if the actual outcomes met or exceeded my expectations and if the curriculum was properly executed in the sessions. I believe this DOI was a success. I feel that Mrs. Bradshaw and I did keep intact the integrity of EFK based on the training we receive. It is important that we adhered to the model in order for the results not to be jeopardized. The results of the grade averages, discipline referrals, and final survey exceeded my expectations.

Informal Results

Throughout the group process, Mrs. Bradshaw and I both felt that it was having a positive impact on the students' lives. The two guest speakers also felt the same. Mr. Madden was very energetic and passionate in sharing his story so that the students could learn from his mistakes and help their incarcerated family member.

The students also thought the program to be of value. After the first session, a feedback survey was passed out. Some of the students wrote comments about what they learned. Comments included "almost everyone is dealing with the same problems" and "someone we love is not in our lives." Student H wrote "It's not my fault." On the last survey she wrote that her favorite thing about EFK is "I got to let out my feelings about my problems." She added the most helpful things about the sessions are "when we took turns talking about our problems, I felt better to let it out." Not only did she feel better, she performed better. She increased her grade average by 12.25 points by the end of the EFK sessions! Another amazing increase was 12.5 for student G. He also reduced his discipline from 5 to 0! These should serve as testament that this program helps on the quantitative and qualitative levels.

Conclusions and Recommendations

Conclusions

I had three goals for this study, all of which I learned were achievable. I debated about rather to incorporate all three into one study. In the end I think it was best as this gave a good snapshot of how an effective program can be beneficial beyond its purported purpose. More detailed studies can be completed on each of my three goals, but this study served my purposes as a SCC of showing documentation of positive impact and providing basic data to the program creator.

Barriers/Limitations

I did encounter unforeseen barriers while completing this study, three of which involved group members and could have impacted the group process. I had to comply with a guardian's objection of student participation. One student had his family member released from incarceration during sessions, but after encouragement stayed in the group. There were two late entrances into sessions due to students being absent or nor yet having family member incarcerated on the day the students filled out the initial info cards. The last limitation was a logistical one. It was challenging to secure an interference-free location large enough to accommodate for meetings. We did find a corner of the cafeteria that was far from loud machines and people in the hall. In gathering the data for the outcome measures, I encountered no barriers.

Recommendations

As with all studies there is room for improvement. At the first session it should be explained that even if the family member is released from incarceration, the student should still participate in the group; the sessions are in large part helpful to anyone-not just those who have a family member incarcerated. One student lets us know his stepdad was no longer incarcerated and wanted to know if he "still had to come". He did continue after I explained this to him.

It would be interesting to look at the grades from the semester before the sessions started, though the January 9th report card did reflect the nine weeks before the sessions began. It would also be beneficial to find out if the students were receiving any extra academic help this semester. If they are not, this could help bolster the findings of this study. Progress reports sometimes reflect incomplete grades. The students may have been

missing an assignment. The students may have turned it in in time to get credit for it but not in time to credit on the progress report. If repeating this study, I would have meet with the teachers of students who had questionably low grades on progress reports.

All discipline students receive does not become a referral. To better analyze discipline, I could find out any discipline problems that were handled by the teachers instead of the Assistant Principal. To add another dynamic to the study, sociodemographic data could be included.

Effective Use of Data

The school counselor has a valuable role in this study. It is my job to hold small groups and in today's data gathering obsession, it is my job to gather data and prove that my small groups are valuable to the school's success. I must show evidence that interventions I use are increasing academics and positively affecting social and emotional areas. At the beginning of the study all of these students had two things in common-they had a loved one incarcerated and needed someone to talk to about it. At the end of it, they had even more in common. This study shows that students who received this intervention did increase their academic averages. It also shows that they lowered their discipline referrals.

This study was relatively uncomplicated to undertake. It will hopefully show that we can help remove barriers that impede student success. I believe a school counselor can use this basic study to advocate for the use of this curriculum in his or her school. She may also choose to incorporate my aforementioned recommendations to enhance a study of her own. In sum, I am encouraged with the results of this DOI and how feasible it is for a school counselor to incorporate data into their program.

Reference

Clemons, L.E. (2008) *Extended family for kids*. Centre, AL: Extended Family. www.extendedfamilysupport.org

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date Jan.20, 2009

Session Number This Group 1 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: What's your story?-To introduce the group to each other through the sharing of personal stories.
   I prepared by reading the lesson, gathering supplies, and making the appropriate copies.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   1. Lay down group rules and discuss group process: we achieved it by coming to a consensus on the rules.
   2. Let them know schedule: did and gave them the schedule to tape in their agendas.
   3. Introduce to curriculum we are using: did this by giving background of lady who wrote it and what it is all about.
   4. Have students share their story of who they have incarcerated: We did a go around and students shared. Some shared more than others.
   5. Let them know they'll be in the DOI study: I did.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?
   Getting everybody to share at a pace they felt comfortable with. I should have scouted out better the place for us to meet. We meet in the cafeteria and the ice cream machines were really loud so we couldn't hear each other well. I need to work on my skills of managing bigger groups (9) kids.

4. What did you learn about *yourself* as a counselor and the helping process from this session?
   I learned that I enjoy sharing my story. I also was reminded that students mimic what they here. So if I can a little more detail then they might as well. Or they may only present the same type facts I give them.

5. Were there any ethical/legal/other concerns? How were they handled?
   None

Your evaluation of your work: 5 (excellent) to 1 (poor) 3.5. Please discuss how you came to this evaluation of your work. I think we did well but I would have liked for the students to speak up more. Also there were a few supplies I forgot and had to go back and get them.

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date Jan.27, 2009

Session Number This Group 2 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: Who's to Blame? Teaching students that they are not to blame for their family members' incarceration
   I prepared by reading the lesson, gathering supplies, and practicing skit with Mrs. Bradshaw.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).

We co-led this session because of the introductory skit: She spills my tea on me and blames me for holding my cup to close.

6. Go over group rules: we did well
7. Help them to realize that the family member is incarcerated b/c of the bad choices and behaviors of that family member and it is not the child's fault: we did this through going through the session outline.
8. New goal: Encourage them to be on time. ½ were late or forgot. I reminded them to look at their schedules.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?

We moved to a quieter part of the lunchroom so we could hear each other better. I think I did good allowing the students to interact while interjecting when needed. I need to improve on remember finer details of the lesson over just main jest. I forgot what came after the opening skit.

4. What did you learn about *yourself* as a counselor and the helping process from this session?

I was reminded that I need to look at the details more of what were doing and not just the overall idea. Helping process: I enjoy watching the students learn from each other.

5. Were there any ethical/legal/other concerns? How were they handled?
   None

Your evaluation of your work: 5 (excellent) to 1 (poor) 3.5. Please discuss how you came to this evaluation of your work.
They are starting to share well, with some resistance as expected for a 2nd session. I still need to work on managing a larger group and involving everyone. A couple didn't speak at all.

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date Feb. 3, 2009

Session Number This Group 3 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: We don't have to do their time
   I prepared by reading the lesson and gathering supplies. Mrs. Bradshaw also made a morning announcement reminding students to come to small group.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).

We co-led this session because of the introductory skit: She spills my tea on me and blames me for holding my cup to close.

   1. To help students understand that when a family member is "doing time" in prison, the rest of the family often feels the effects or feels like they are "doing time" and to help them avoid this way of life: completed by going through lesson.
   2. Have nontalkers talk: I didn't get to do b/c nontalkers didn't show up. I met with one of them later who said he forgot. 3 students didn't come. We'll remind them the day before and morning of next time. We also told group members to remind them.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?

Getting the group started well and the group members talking amongst themselves. I need to improve on how to handle heavy issues in a group setting: one student revealed that her died is out of jail put tried to commit suicide and was in the hospital.

4. What did you learn about *yourself* as a counselor and the helping process from this session?

I need to learn if applying individual counseling techniques is appropriate for groups. (attempted suicide) I didn't get to see much of the helping/group process b/c I was pulled out to interpret for a parent teacher conference. Mrs. Bradshaw finished last ½ of session.

5. Were there any ethical/legal/other concerns? How were they handled?
   Group's reaction to student's revelation of father's attempted suicide. Mrs. Bradshaw said she talked it through with the group.

Your evaluation of your work: 5 (excellent) to 1 (poor) 3. Please discuss how you came to this evaluation of your work. For the time I was there I think I did good but felt inadequate when students revealed aforementioned. Fortunately (for me) she was open and talked about it more and I had to leave before she finished talking about it. (Mrs. Bradshaw was there

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date Feb. 10, 2009

Session Number This Group 4 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: COPS!
   This lesson is designed to help alleviate fear of police officers, especially for children who have witnessed a family member being arrested or have a negative conception of police. I prepared by reading the lesson and recruiting the school resource officer to come.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   Goals were:
   1. Find out if anyone has been arrested or seen someone arrested: I achieved this goal. The students were open to sharing.
   2. Have the students come up with questions for the police officer and but in bucket.
   3. The resource officer share a little about professional and personal career (to help humanize him). He did a good job.
   4. The resource officer answers questions from the bucket. He didn't get to answer all the questions because he got called to the high school. I screened the rest of them and he answered the most frequent questions. After he left I asked the students if they wanted their questions answered we can get them to him. They all felt satisfied by his answers and didn't want to ask anymore. He did a thorough job of answering questions.
   5. Another goal was to introduce a new participant in the group. I introduced him. He will be the last addition to the group.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?
   At the first of the session when students were sharing their experiences with cops, I normalized some of them by helping them see how their stories were similar to others in the group. I helped the facilitator transfer to new questions when he got a bit long winded. I also checked with the students to make sure that they could all hear them and that no longer had questions for him. I need to improve on knowing how to understand more where their coming from when the give a scenario I can see the logic behind as to why their loved one/ them had a brush with the law.

4. What did you learn about *yourself* as a counselor and the helping process from this session?
   I learned I should've pointed out more to the guest speaker that some of the questions may be offensive or uncomfortable and he doesn't have to answer them.

5. Were there any ethical/legal/other concerns? How were they handled?
   No

Your evaluation of your work: 5 (excellent) to 1 (poor) 4 Please discuss how you came to this evaluation of your work. I think I did a good job setting up the students for the guest speaker then debriefing them after he left.

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date Feb. 17, 2009

Session Number This Group 5 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: You Are Not Alone
   This lesson is designed to introduce students to adults or older teenagers who went through the experience or being incarcerated or having a family member incarcerated, and have worked toward a successful future, and to demonstrate that the students are not alone in this situation. I prepared by reading lesson and making copies of Amanda's story. My site supervisor faxed a copy of the lesson to the guest speaker.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   1. Have a guest speaker share his experience about family relations and an incarcerated person. The guest speaker attended Coosa Middle. He was a rebellious preteen and adolescent resulting in 18 trips to the local jail, 4 birthdays celebrated in jail and time served in 8 different jails or prisons. He has now turned his life around, owns his own company, and is engaged to be married. He explained his story well and helped the students share their feelings about the person they have incarcerated. The students listened well and asked questions. After the group he stayed and talked with 5 other students, each discipline problems, about his story.
   2. I also wanted to keep the guest speaker on track about discussing the familial aspect over what he had done wrong or life while incarcerated. He had been faxed a copy of the session and prepared accordingly. I was able to keep him on tract during it by prompting him with a few questions asking him to describe relationship with parents/family before, during, and after incarceration and how his family dealt with the incarceration.
   3. During the session I decided to add the goal of helping him process his thoughts after the session concluded. I didn't get to do because former teachers were talking to him. I did thank him and told him that I could tell he was processing his experience with the students and that it is a good thing for him to share his experience. My site supervisor did get to speak with him later. She told me that he was having a catharsis when he talked to the students individually. I could tell he was on the verge of one during the group session.
   4. Another goal was to remind students to remember to come! 4 students didn't show up so we had to call them out individually. One said she ignored the prior announcement b/c she thought we would just sit there today. She didn't ask any questions today but did talk. I will try to pull her aside before we meet as a group again.
3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?
   I think I did good giving the speaker opportunities to relate his story to the students' experience. I also did good challenging the reason for being tardy with a couple of students. I need to improve on being more assertive.

4. What did you learn about *yourself* as a counselor and the helping process from this session?
   I learned that being assertive can help connect parts of the session together. However, contrary to

my close relationships, I am still not very comfortable interrupting (are almost interrupting) a guest or teacher. I have become more comfortable being assertive with students.

5. Were there any ethical/legal/other concerns? How were they handled?
   Three of the students taking writing test. One of those came in late but the other two didn't make it. I apologized to the speaker. I should've checked the calendar beforehand to make sure all could attend meeting.
   We were pushed for time at the end to read a short story from the notebook. But got to read it quick but not process it much.

Your evaluation of your work: 5 (excellent) to 1 (poor) ___4.5__ Please discuss how you came to this evaluation of your work.
Other than the short on time piece, I think I did a good job interacting with students and the guest speaker. I enjoyed facilitating this session and stepping out of my comfort zone.

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date Feb. 24, 2009

Session Number This Group 6 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: Can you keep a secret?
   This lesson is designed to teach students to identify feelings of anger, and to provide tools for communication emotions more effectively, in order to help resolve anger issues. I prepared by reading the lesson and making appropriate copies. Mrs. Bradshaw also drew the continuum on a poster board.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   1. Have students define anger and share personal situations of when they've gotten angry: the curriculum gave a good way of talking through what anger is and three students shared their anger stories.
   2. Discuss the Emotional Continuum: Each student had a copy and I had the poster board. We talked through them pausing with each emotion. The students were interested in the "jumping over the line" One walked us through his emotional continuum of a recent situation with a soccer coach.
   3. Give them the Secret-Communication: We discussed how and when to discuss continuum with others.
   4. Teach other coping strategies: this was not explicitly discussed in the curriculum. I pointed out physical signs we do when we are getting upset and ways we can calm ourselves down. The students came up with good ways to calm down: journal, ignore, draw, and talk to somebody.
   5. Relate the shutdown/numb part of continuum to how they may deal with any anger they have about their loved one being incarcerated and share that the continuum may occur again when the person is released. I encouraged them to work through that by talking with us or another confidant. I developed this goal during the session.
3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?

I think I did better with being more assertive. There were two students who get angry with each other on the bus and I tried to get them to talk through their continuums during the session. The girl talked through it some, but the guy didn't. I need to improve on getting their on time. I got to school late (session starts at 8:05) b/c of my wonderful son he didn't want to sleep last night. Mrs. Bradshaw got us started.

4. What did you learn about *yourself* as a counselor and the helping process from this session?

I enjoy the psycho educational aspect of teaching them a topic-the continuum. Helping process: I think some of the students are in the working stage. Some are uncomfortable with the work on their selves, but for the most part they are doing well.

5. Were there any ethical/legal/other concerns? How were they handled?
   No

Your evaluation of your work: 5 (excellent) to 1 (poor) 3.5 Please discuss how you came to this evaluation of your work.
I wish I'd been there from the start. I think the students understood the topic. One of the students said this session was "Very Helpful!"

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date March 3, 2009

Session Number This Group 7 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: Stress Busters
   This lesson is designed to teach students to identify signs of stress within themselves, along with various technique for releasing stress in health manners, and to address extra stresses which often over during holidays. I prepared by going over the lesson, making copies, gathering white board and markers, and ensuring there were enough water bottles for all students

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   1. Have students evaluate weight of water bottles at beginning of session and how heavy (stressful) their arm felt after holding it up a long time: We did this through discussion and having the students hold the water bottles in the air as long as possible. Two of the students kept theirs in the air even after the session ended. The students seemed to enjoy this hands-on activity.
   2. Discuss three different types of stress: Mental, Emotional, and Physical. I did this by using the white board and examples I gave and students offered.
   3. Discuss common signs of stress, stress continuum and review emotional continuum. Each student had their own handout of signs of stress. They did well coming up with examples.
   4. Learn Stress Busters: In random order the students pointed out the ones they use or would use. The discussion flowed well.
   5. Review "Stressed for the Holidays" handout. We ran out of time and I was just able to mention it. In hindsight I don't think I would have tried to cut back any of the other discussions just to fit this one in. The students conversed openly today. They really tried to help each other.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?
   I did well at facilitating the discussion and connecting students' comments to each other. I think I could have been stronger at connecting last week's session to this one.

4. What did you learn about *yourself* as a counselor and the helping process from this session?
   I am reminded how good prep work can help me relax and enjoy the sessions more.

5. Were there any ethical/legal/other concerns? How were they handled?
   Two students dropped out. One decided not to come anymore because his stepdad is no longer incarcerated. The other wants to come but grandmother has decided he shouldn't anymore. I talked to the first one and encouraged him stay since we only had 3 more sessions and he may still be dealing with some of the topics we are to discuss. Since he decided not to, I encouraged him to come see us on an individual basis. Mrs. Bradshaw talked to the later. She plans to meet on an individual basis with him.
   Your evaluation of your work: 5 (excellent) to 1 (poor) 4.5 Please discuss how you came to this evaluation of your work. This session was very productive despite losing two members. I think the students enjoyed it. I know I did.

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date March 10, 2009

Session Number This Group 8 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: Picture This
   This lesson is designed to have students think about what they would like to accomplish in their future and to let them know that they do not have to be limited by their loved ones' incarceration. I prepared by reading the lesson and gathering markers, colored pencils, and legal sized paper.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   1. Have the students evaluate their life 10 years from now (what they will be doing): I had them draw pictures of themselves 10 years from now.
   2. Each student shares their drawing with the others: We did a go around, and I pointed out something positive about each drawing. All students had a positive outlook.
   3. Help students think of what they are or are not doing now to work towards their future: I asked them to share this as we did the go around.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?
   I gave students good directions for the drawing. I didn't lead them into what to drawing but simply said to draw themselves and what their doing 10 years from now. I should have managed my time better during the go around.

4. What did you learn about *yourself* as a counselor and the helping process from this session?
   I learned that I always learn more each time I do the activity. I did this activity during training. This time I drew the same picture but added on!

5. Were there any ethical/legal/other concerns? How were they handled?
   No

Your evaluation of your work: 5 (excellent) to 1 (poor) 4.5 Please discuss how you came to this evaluation of your work.
Once the students got started drawing, they enjoyed it. I think the "relative" silent period served them well.

Appendix A

PRACTICUM & INTERNSHIP
GROUP SESSION SUMMARY

School Counseling Candidate Emily Ceballos Date March 24, 2009

Session Number This Group 9 Type of Group: Extended Family for Kids: 8th graders.

1. Describe the focus of the session and how you prepared for this session.
   Focus: Tell It Like It Is
   This lesson is designed to give students an opportunity to reflect on the lessons they have learned through Extended Family for Kids program, and to recognize students for their participation. I prepared by reading the lesson, making copies of the evaluation, getting pencils, and making sure the students had their folders to take home with them.

2. List the goals you had for this session. Were you/ the group able to achieve these goals? How? Did anything happen *during* the session to cause you to reconsider these goals? Describe how you resolved this change (if a change occurred).
   1. The students share with each other what they liked about the program and lessons they learned through a go around
   2. Students evaluate program through written evaluation: The students each filled out an evaluation which Mrs. Bradshaw collected.
   3. Recognize each student for completing the program: There was a small ceremony in which we presented the students with certificates and refreshments were served.

3. What were the positive counseling behaviors you demonstrated in this session and what might you need to improve?

Unfortunately I did not get to attend the last session because I was out due to medical reasons. I did type up words of inspiration for each student to be read during the ceremony. Mrs. Bradshaw said the students enjoyed the ceremony and missed me. They made me a "Get Well Soon" card.

4. What did you learn about *yourself* as a counselor and the helping process from this session?

5. Were there any ethical/legal/other concerns? How were they handled?

Your evaluation of your work: 5 (excellent) to 1 (poor) 5 Please discuss how you came to this evaluation of your work. I wish I could have been there, but I guess the students thought I did a good job overall because they made me huge get well card.

Appendix B

Grades on Report Cards (R.C) and Progress Reports (P.R.)

Student	Jan. 9 R.C.	Feb. 5 P.R.	Difference	March 15 R.C.	Difference	April 21 P.R.	Difference	Total Difference (Jan.9 and April 21)
A								
Science	83	76		83		93		
Social Studies	91	100		72		70		
Language Arts	73	87		70		82		
Math	82	89		90		89		
Total Average	82.25	88	5.75	78.75	-9.25	83.5	4.75	1.25
B								
Science	67	61		66		79		
Social Studies	96	96		73		83		
Language Arts	70	44		60		66		
Math	60	73		71		90		
Total Average	73.25	68.5	-4.75	67.5	1	79.5	12	6.25
C								
Science	93	82		87		87		
Social Studies	93	84		87		97		
Language Arts	93	97		93		92		
Math	91	95		93		92		
Total Average	92.5	89.5	-3	90	0.5	92	2	-0.5
D								
Science	79	79		82		87		
Social Studies	99	100		96		79		
Language Arts	83	77		78		85		
Math	82	81		82		91		
Total Average	85.75	84.25	-1.5	84.5	0.25	85.5	1	-0.25
E								
Science	87	89		87		96		
Social Studies	95	100		100		82		
Language Arts	87	78		78		88		
Math	85	95		93		99		
Total Average	88.5	90.5	2	89.5	-1	91.25	1.75	2.75
F								
Science	60	46		86		61		
Social Studies	75	87		62		39		
Language Arts	74	78		78		88		
Math	75	71		71		66		
Total Average	71	70.5	-0.5	74.25	3.75	63.5	-10.75	-7.5

Grades on Report Cards (R.C) and Progress Reports (P.R.) continued

Student	Jan. 9 R.C.	Feb. 5 P.R.	Difference	March 15 R.C.	Difference	April 21 P.R.	Difference	Total Difference (Jan.9 and April 21)
G								
Science	62	79		73		79		
Social Studies	63	72		70		76		
Language Arts	60	55		70		75		
Math	74	78		78		79		
Total Average	64.75	71	6.25	72.75	1.75	77.25	4.5	12.5
H								
Science	72	86		77		82		
Social Studies	75	70		84		89		
Language Arts	72	90		81		96		
Math	85	86		88		86		
Total Average	76	83	7	82.5	-0.5	88.25	5.75	12.25
I								
Science	92	67		95		96		
Social Studies	85	88		90		95		
Language Arts	95	90		88		100		
Math	86	90		91		90		
Total Average	89.5	83.75	-5.75	91	7.25	95.25	4.25	5.75
J								
Science	84	85		90		96		
Social Studies	97	87		94		93		
Language Arts	82	94		88		81		
Math	90	86		89		100		
Total Average	88.25	88	0.25	90.25	2.25	92.5	2.25	4.25
Average of Averages	81.175	81.7	0.525	82.1	0.4	84.85	2.75	3.675