Plan to Monitor Student Progress:

Coping with Divorce

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**Plan to Monitor: Coping with Divorce**

**Rationale**

For this plan to monitor I aim to help a small group of students, grades 3-5, on a bi-weekly basis during their “Specials” class time as requested by their teachers. These students have shown a decrease in interest in school work, decrease in self-esteem, showing less interest in social interactions with classmates, and are experiencing lower grades, all of which are believed to be related to their parents’ divorce. The students were chosen based on teacher and parent referrals.

**Perception Data**

One of the forms of perception data used for this program will be a pretest and posttest, given at the first and last meeting respectively. Some of the questions will include: “School is interesting to me”, “I have at least 2 or 3 friends”, “I enjoy spending time with my friends”, and “I know at least 3 good qualities about myself”. The pretest and posttest was given to every student in the group and is located in Appendix A at the end of this paper.

Along with the pretest and posttest, the students’ report cards will be reviewed to determine if their grades have improved since beginning the program.

Another perception data used will the anecdotal notes taken by the professional school counselor each week. The notes will include improvements and/or set-backs seen in the students’ by the professional school counselor. Along with the counselor’s anecdotal notes, the parents and teachers of each student will be given a comment journal to make notes changes within the students seen by the parents and teachers in order to measure student achievement in areas where the professional school counselor is unable to observe.

**Goals**

The goals for the students attending the Coping with Divorce group are to improve in their academic interest and higher grades by at least 75 percent. The students will also improve their social interest and self-esteem by at least 85 percent.

**Action Plan**

The aforementioned goals for this program will be achieved by the students by attending the Coping with Divorce group, which meets once every other week during their “Specials” class time for thirty minutes held by the professional school counselor. The group will last for nine weeks.

During each meeting, each student will effectively improve their social and academic interests, as well as their self-esteem. They will do so by effectively learning how and when to use appropriate coping skills and a daily basis. A different lesson plan will be introduced each meeting that deal with various topics, such as, why school is important, how to deal with emotions, how to improve friendships, how to love oneself, etc. One lesson plan example can be found in Appendix B; the lesson plan indicates the American School Counseling Association (ASCA) National standards used, the procedure, and all materials needed for the lesson.

The professional school counselor will also meet one-on-one with each student. The meetings will begin to take place weekly and will last about 10-15 minutes and will be set up according to the individual teacher’s preferred time. This will be a time for the individual student to discuss their feelings in more detail. The professional school counselor and the student will work together to improve their coping skills and the student will set a goal to accomplish each week, which will also be assessed in this one-on-one meeting.

The parents and teachers of each child will been sent home with a comment journal. This page will allow the professional school counselor to collect anecdotal notes from areas in which they cannot observe the child. The comment journal will be collected and reviewed at the end of the program to assess the achievement of the student. However, at the request of the parent, teacher, or professional school counselor, the journal can be reviewed at any other time. It will be explained to the teachers and parents to make note of things such as, but not limited to the student’s interest in school work, as well as their grades (whether they are increasing, decreasing, or staying the same), the student’s attitudes towards and attempts as social interactions, and the student’s perceived level of self-esteem.

**Domain, Standards, and Competencies**

The Coping with Divorce group and the one-on-one weekly meetings with the professional school counselor meet two of the three domains in the ASCA National Standards for Students. One domain met is Academic Development – standards A and C. Under standard A, competency A:A1: Improve Academic Self-concept was met. Furthermore, under A:A1, two legends are met: A:A1.2: Display a positive interest in learning and A:A1.3: Take pride in work and achievement. Under standard C, competency A:C1: Relate School to Life Experiences is met. Legend A:C1.1: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life is met under competency A:C1.

The other domain met by the group is Personal/Social Development, where standards A, B, and C are met. Under standard A, both competencies are met; PS:A1: Acquire Self-knowledge and PS:A2: Acquire interpersonal Skills. The specific legends under PS:A1 met were, PS:A1.1: Develop positive attitudes toward self as a unique and worthy person, PS:A1.10: Identify personal strengths and assets, and PS:A1.12: Identify and recognize changing family roles. The specific legends under PS:A2 met were, PS:A2.8: Learn how to make and keep friends. Under standard B, competency PS:B1: Self-knowledge Application is met. The specific legend met are, PS:B1.4: Develop effective coping skills for dealing with problems. Under standard C, competency PS:C1: Acquire Personal Safety Skills is met. The specific legend under PS:C1 met is, PS:C1.11: Learn coping skills for managing life events.

**Data on Coping with Divorce Program**

**Process data.** There will be 10 students that meet together with the professional school counselor for about thirty minutes during their “Specials” class time every other week. These students will learn how to effectively use coping skills in their daily lives in order to reach the goals previously mentioned, as well as their individual goals discussed in their one-on-one meetings.

**Perception data.** A pretest and posttest consisting of the same questions will be given to each of the ten students taking part in the Coping with Divorce group. The test will measure the students’ attitudes towards school, social interaction, and their own self-esteem. At the end of the program, the test will show if the students improved in any of these areas. As aforementioned, the pretest and posttest can be viewed in Appendix A.

Additionally, anecdotal notes will be used. These notes will come from the professional school counselor, taken while observing the small group as well as the one-on-one meetings, in addition to the comment journals given to the teachers and parents of each student. A form will be created for each student that displays their weekly goals; the form will allow the student see a concrete example of how they are growing and achieving their goals each week. This form can be viewed in Appendix C. The form will be evaluated at the end of the nine weeks to determine if the goals were met and examine their effectiveness.

**Outcome data.** Report cards will be evaluated from the first nine weeks to the second nine weeks. In order to determine if the goal of increasing grades were met, a percentage will be compiled that represents the comparison of the report cards. A review of the Coping with Divorce pretest and posttest will conclude if the students’ improved in their academic and social attitudes/interests as well as if they have an improved level of self-esteem. In order to evaluate the lesson plans delivered at group meetings, the students’ personal goals will be examined. To view the entire Small group Action Plan, see Appendix D (ASCA, 2012).

References

American School Counselor Association (2004). ASCA National Standards for Students.

Alexandria, VA: Author

American School Counselor Association (2012). The ASCA National Model: A Framework for

School Counseling Programs, Third Edition. Alexandria, VA: Author.

Molinari, Pauline (2012, January 3). Rock, Paper, Scissors – You win! Create your own Vision

Rocks! Retrieved from: <http://club.chicacircle.com/vision-rocks/>

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<http://www.elementaryschoolcounseling.org/sg-divorce.html>

**Appendix A: Pre and Post Test for Coping with Divorce Program**

**Coping with Divorce Group Pre/Post Test**

Name:­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The purpose of this survey is to see how you are coping (personally, academically, and socially) with the divorce of your parents. Circle the number that you feel **best** answers the statement.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strongly Disagree** | **Disagree** | **Undecided/Not Sure** | **Agree** | **Strongly Agree** |
| **1. School is interesting to me** | **1** | **2** | **3** | **4** | **5** |
| **2. I have at least 2 or 3 close friends** | **1** | **2** | **3** | **4** | **5** |
| **3. I enjoy spending time with my friends** | **1** | **2** | **3** | **4** | **5** |
| **4. I know at least 3 good qualities that I have** | **1** | **2** | **3** | **4** | **5** |
| **5. Getting good grades is important to me** | **1** | **2** | **3** | **4** | **5** |

**Appendix B: Lesson Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| School Corporation: | Delaware Community Schools | | |
| School Name: | Royerton Elementary School | | |
| Contact: | Samantha Lamb (sjlamb@bsu.edu) | | |
| **Indiana Student Standards for Guidance Addressed** | | | |
| Standard(s) addressed: | Personal/Social Development A, B & C | Indicator(s)  addressed: | PS:A1.1, PS:A1.10, PS:B1.4, PS:C1.11 |
| **Instructional Development** | | | |
| Grade Level(s): | 3-5 (10 students) | | |
| Title: | I Rock | | |
| Rationale: | To help students recognize the good qualities within themselves to help strengthen their level of self-esteem. | | |
| Time Frame: | 30 minutes | | |
| Procedure: | 1. Ask the students to close their eyes. Ask them to answer a series of questions by giving a thumbs up or thumbs down with their eyes still closed:   * Do you feel good about yourself? * Do you think you are a good person? * Do you like yourself? * Do you know how to make yourself feel better when you’re sad? * Are you feeling overwhelmed?   2. Instruct the students to make a list of the things that they like about themselves (give examples)  3. Discuss the importance of liking yourself with the students   * “If you like you, other people will like you too!” * It can help you cope in stressful times, because it creates positive thoughts   4. Ask the students to share some of the things they like about themselves  5. Distribute magazines to the students to look through and instruct them to find pictures of things that remind them of what they like about themselves.  6. Distribute a small rock to each student, as well as Modge Podge and a brush  7. Instruct the students to place the pictures on the rock with the Modge Podge  8. Explain to the students that the rock is small enough to keep with them all of the time. Anytime they are feeling a negative emotion, they can take the rock out and look at it to remind them of what a great person they are.  9. Ask the students to close their eyes and answer the same questions that were asked at the beginning of the lesson by giving a thumbs up or thumbs down. | | |
| **Evaluation** | | | |
| How will mastery of the guidance indicator(s) be evaluated? | By comparing the answers to the questions asked at the beginning and end of the lesson. Also, by examining the rocks the students made, by looking at the pictures they picked out. | | |
| **Learning Resources** | | | |
| Resources needed:  e.g., technology resources, media resources, books, web sites | 10 Rocks, Modge Podge, paper plates, 10 brushes, lots of magazines, 10 pairs of scissors, pencils, paper  Molinari, Pauline (2012, January 3). Rock, Paper, Scissors – You win! Create your own Vision Rocks! Retrieved from: <http://club.chicacircle.com/vision-rocks/> | | |
|  |  | | |
| Collaborative Partners:  e.g., advisory teachers, other teachers, community resource people | Professional School Counselor and teachers. | | |

**Appendix C: Student Weekly Goals Form**

Student Name: ­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Meeting #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | Goals | Notes |
| Week 1 |  |  |
| Week 2 |  |  |
| Week 3 |  |  |
| Week 4 |  |  |
| Week 5 |  |  |
| Week 6 |  |  |
| Week 7 |  |  |
| Week 8 |  |  |
| Week 9 |  |  |

**Appendix D: Small Group Action Plan**

School Name: Royerton Elementary

Year: 2013

Group Name: Coping with Divorce

Target Group: 10 students who have shown a decreased interest in school, lower grades, a decreased interest in social interaction, and lower levels of self-esteem.

Date used to identify Students: Report cards from 1st and 2nd nine weeks, anecdotal notes, pre and post test, and individual student goals.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Small Group Action Plan   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | School Counselor (s) | ASCA domain, standard and student competency | Outline of group sessions to be delivered | Resources needed | Process data (projected # of students affected) | Perception data (type of surveys to be used) | Outcome data (achievement, attendance and/or behavior data to be collected) | Project start/  project end | | Samantha Lamb | Academic Development Standard A&C:  A:A1.2, A:A1.3, A:C.1  & Personal/  Social Development Standard A, B & C:  PS:A1.1, PS:A1.10, PS:A1.12, PS:A2.8, PS:B1.4, PS:C1.11 | Thirty minutes bi-weekly lesson plans about coping skills specifically for divorce for 9 weeks. Weekly one-on-one meetings between counselor and student about goals and achievement. | Lesson Plans, ASCA national Standards for Students and Teachers. | 10 students in grades 3-5 for nine weeks. | Pre and post test, anecdotal notes, and parent & teacher comment journals | Report card from 1st and 2nd nine weeks and weekly personal goals. | October 21st through December 23rd | |