Counseling Review:
Girl’s Self-Esteem Tier 2 Intervention

WILLIAMSTOWN ELEMENTARY
Context

- Results from the beginning of the year Needs Assessment indicated that teachers as well as students believed Self-Esteem groups would greatly benefit students.
Rationale for Intervention

- Group counseling has been shown to positively impact students’ academic achievement and personal growth (ASCA, 2014).
- A Tier 2 small group intervention that focuses on social skills will prepare the students to be more successful in the classroom, both academically and socially.
- Students will be selected through a self-referral process as well as teacher recommendations.
The Goal

- Students will gain self-awareness, develop positive coping mechanisms, improve daily problem-solving skills, and feel connected with other students as measured by the pre/post assessment.
The Intervention

- 3 groups of girls: one from third, one from fourth, one from fifth. (20 girls total.)
- Pre-assessment given to girls first session. Post-assessment given to girls last session.
- Meetings for six weeks, thirty minutes apiece.
- Focused on the following topics:
  - Self-Discovery
  - Understanding Emotions
  - Healthy Friendships
  - Self-Esteem
  - Dealing with Difficult Issues
  - Asking for Help/ Reaching Out
Results

- The following slides illustrate the results of the Tier 2 Friendship (Social Skills) groups
- Results are based on student pre/post assessments (perception data)
3rd-5th Grade Self-Awareness

Pre Test
- Yes: 53%
- No: 7%
- Sometimes: 40%

Post Test
- Yes: 48%
- No: 10%
- Sometimes: 42%

Questions Regarding Self-Awareness
- I feel that I know myself and what makes me happy.
- I am happy with the way I look.
- I always know how I am feeling in different situations.
- I feel good about myself.
Questions Regarding Coping Skills

• I feel that I can talk openly to my friends and family about my true feelings.
• I know who to go to when I need support.
3rd – 5th Grade Problem-Solving Skills

Pre Test
- Yes: 47%
- No: 16%
- Sometimes: 37%

Post Test
- Yes: 66%
- No: 6%
- Sometimes: 28%

Questions Regarding Problem-Solving
- I practice good decision-making skills and don’t feel pressure from my friends to do things I don’t want to do.
3rd- 5th Grade On Being Connected with Others

Questions Regarding Being Connected with Others
• I feel that I am always a good friend and can be trusted.
• I know that other girls often have trouble with the same things that I do.
• I know that I am an important part of this world.
3rd Grade Self-Awareness

Pre Test

- Yes: 58%
- No: 4%
- Sometimes: 38%

Post Test

- Yes: 34%
- No: 16%
- Sometimes: 50%

Questions Regarding Self-Awareness

- I feel that I know myself and what makes me happy.
- I am happy with the way I look.
- I always know how I am feeling in different situations.
- I feel good about myself.
Questions Regarding Coping Skills

- I feel that I can talk openly to my friends and family about my true feelings.
- I know who to go to when I need support.
Questions Regarding Problem-Solving

- I practice good decision-making skills and don't feel pressure from my friends to do things I don't want to do.
3rd Grade Connectedness

**Pre Test**
- Yes: 44%
- No: 16%
- Sometimes: 40%

**Post Test**
- Yes: 33%
- No: 28%
- Sometimes: 39%

Questions Regarding Being Connected with Others
- I feel that I am always a good friend and can be trusted.
- I know that other girls often have trouble with the same things that I do.
- I know that I am an important part of this world.
Questions Regarding Self-Awareness
- I feel that I know myself and what makes me happy.
- I am happy with the way I look.
- I always know how I am feeling in different situations.
- I feel good about myself.
4th Grade Coping Skills

Pre Test
- Yes: 36%
- No: 14%
- Sometimes: 50%

Post Test
- Yes: 36%
- No: 7%
- Sometimes: 57%

Questions Regarding Coping Skills
- I feel that I can talk openly to my friends and family about my true feelings.
- I know who to go to when I need support.
Questions Regarding Problem-Solving
- I practice good decision-making skills and don’t feel pressure from my friends to do things I don’t want to do.
### 4th Grade Connectedness

#### Pre Test

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
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<tbody>
<tr>
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<td>62%</td>
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<tr>
<td>Sometimes</td>
<td>24%</td>
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<tr>
<td>No</td>
<td>14%</td>
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</table>

#### Post Test

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>52%</td>
</tr>
<tr>
<td>No</td>
<td>0%</td>
</tr>
</tbody>
</table>

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**Questions Regarding Being Connected with Others**

- I feel that I am always a good friend and can be trusted.
- I know that other girls often have trouble with the same things that I do.
- I know that I am an important part of this world.
Questions Regarding Self-Awareness

• I feel that I know myself and what makes me happy.
• I am happy with the way I look.
• I always know how I am feeling in different situations.
• I feel good about myself.
Questions Regarding Coping Skills

- I feel that I can talk openly to my friends and family about my true feelings.
- I know who to go to when I need support.
Questions Regarding Problem-Solving

- I practice good decision-making skills and don’t feel pressure from my friends to do things I don’t want to do.
Questions Regarding Being Connected with Others

- I feel that I am always a good friend and can be trusted.
- I know that other girls often have trouble with the same things that I do.
- I know that I am an important part of this world.
Summation of Results

- Each grade level made improvements on coping skills and problem solving skills
- The fourth grade is the only group that improved in self-awareness and connectedness
Implications

- The G.I.R.L.S. small group intervention helped increase coping skills and problem solving skills, however, it was only effective regarding self-awareness and connectedness in the 4th grade.

- Next year:
  - I will use the lessons on coping skills and problem solving skills but I will also implement more activities to help the girls bond and feel connected with one another.
  - In addition, I will allow time each session for the girls to explore some aspect of their lives to improve self-awareness.
Other Findings

- There was a correlation between the interventions the G.I.R.L.S. group received and attendance.
- There was no statistically significant correlation with G.I.R.L.S and changes in Reading or Math MAP scores.
Reading MAP Scores
X axis: 1 = Fall, 2 = Winter, 3 = Spring
Y axis: Mean of Test Score

Math MAP Scores
X axis: 1 = Fall, 2 = Winter, 3 = Spring
Y axis: Mean of Test Score