Introduction

[Title of School Counseling Program’s Flashlight Presentation]

[School Name’s] School Counseling Department

[Insert school counselor(s) names]

School Counseling Classroom Lesson Results Presentation (4th & 5th Grades)

Don’t Blow Your Top: How to Control Your Anger

Alvin Dunn Elementary School Counseling Program
Danielle Duarte, M.S.
School Counselor

From The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession by Trish Hatch, PhD
Program Overview

School Counseling Program Overview

[Include school counseling program mission, overview of services, Multi-Tiered Multi-Domained System of Supports, or other information to introduce the school counseling program]

[Insert image of ASCA National Model or other image related to comprehensive school counseling]

Alvin Dunn School Counseling Program Overview

The mission of the San Marcos Unified School District Elementary School Counseling Program is to provide comprehensive and data-driven academic, career exploration, and social/ emotional services to promote active lifelong learning while celebrating diversity.

ASCA Domains

- Academic Development
- Career Development
- Social/Emotional Development

From The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession by Trish Hatch, PhD
Rationale for Lesson/Intervention

Rationale – Why Did We Teach This Lesson?

[Insert information about why you are teaching this curriculum/lesson using school data]

[Insert relevant data graphic from previous school years or complete this chart below]

<table>
<thead>
<tr>
<th>PREVIOUS SCHOOL YEAR DATA 20XX – 20XX</th>
<th>PREVIOUS SCHOOL YEAR DATA 20XX – 20XX</th>
<th>DATA GOAL 20XX – 20XX</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert previous school year data]</td>
<td>[Insert previous school year data]</td>
<td>[Insert school data goal]</td>
</tr>
</tbody>
</table>

Rationale – Why Did We Teach This Lesson?

Of the 287 behavior referrals last year, 130 were given to 3rd and 4th graders (45%)

37% of referrals included yelling, bad words, aggressive behavior, and/or fighting (behaviors related to anger)

This year, our goal is to reduce behavior referrals by 20% schoolwide.

From The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession by Trish Hatch, PhD
Supporting Research

**Rationale – Supporting Research**

“

[Insert quote from research or survey results]

--Name of Source Year

[Insert screenshots of article/research publications (OPTIONAL)]

”

**Rationale – Supporting Research**

“

Social-emotional competencies are key academic enablers that help form the bridge between instruction and learning.

--Flook, Repetti, & Ullman 2005

”

From *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession* by Trish Hatch, PhD
# Standards

## Student Standards: ASCA Domain + Mindsets & Behaviors

### ASCA DOMAIN

[Insert ASCA Domain – Academic, Career, and/or Social/Emotional]

### ASCA MINSET & BEHAVIOR STANDARDS

[Insert multiple ASCA Mindset and/or Behavior Standard(s) in format such as:
- Mindset 3. Sense of belonging in school environment
- B-SS 2: Create positive and supportive relationships with other students
- Behavior Self Management Skill 7: Demonstrate effective coping skills when faced with a problem]

## Student Standards: ASCA Domain + Mindsets & Behaviors

### ASCA DOMAIN

SOCIAL/EMOTIONAL

### ASCA BEHAVIOR STANDARDS

- **Mindset 1**: Believe in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **Behavior Self Management Skill 2**: Demonstrate self-discipline and self-control
- **Behavior Social Skill 1**: Use effective oral and written communication skills and learning skills

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From *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession* by Trish Hatch, PhD
<table>
<thead>
<tr>
<th>Other Standards, School Initiative, District Strategic Plan, or State Goals Aligned with Lesson (OPTIONAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[INSERT NAME OF STATE/LOCAL STANDARD]</strong>&lt;br&gt;[Insert identified standard(s)]</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td><strong>[INSERT INITIATIVE/STRATEGIC PLAN/GOAL]</strong>&lt;br&gt;[Include information about how the lesson aligns to or supports these goal]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting District Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Don’t Blow Your Top</strong> &amp; other school counseling classroom lessons align with Tier 1 services to support the following school district goal &amp; data:</td>
</tr>
<tr>
<td>“Provide a clearly defined tier of academic and behavioral interventions for students not progressing toward the expectation of college and career as noted by data.”</td>
</tr>
<tr>
<td>Measurement of goal includes reducing discipline referrals.</td>
</tr>
</tbody>
</table>
## Process Data

**[IDENTIFY STUDENT GRADE LEVEL OR GROUP]**
Insert bulleted list with details about how
- [Insert text: When? Days/months]
- [Insert text: What frequency/how often?]
- [Insert text: Lesson topics?]
- [Insert text: Where? Which class?]
- [Insert text: How many students impacted?]

**4th & 5th Grade Students**
- Lessons delivered in **February**
- All students receive lesson about **identifying feelings of anger & ways to calm down**
- Students wrote & shared letter about the lesson with their families
- 179 students received the lesson

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From *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession* by Trish Hatch, PhD
Perception Data – Attitudes

Perception Data – Attitudes Slide 1

[Insert statement regarding data & what students believe]

[May want to include arrows or text to highlight positive results]

Perception Data – What Students Believe

It’s okay for kids to feel angry

77% increase in students who strongly agree and agree that it’s okay for kids to feel angry.
Perception Data – More Attitudes

Perception Data – Attitudes Slide 2

[Insert statement regarding data & what students believe]

[May want to include arrows or text to highlight positive results]

Perception Data – What Students Believe

It’s wrong for grownups to be angry

79% of students disagree or strongly disagree, compared to 48% before the lesson
Perception Data – More Knowledge

Perception Data – Knowledge Slide 2

[Insert statement regarding data & what students know]

[May want to include arrows or text to highlight positive results]

Perception Data – What Students Know

Which of the following are appropriate ways to calm down?
- Taking slow deep breaths, counting backwards slowly
- Thinking calming thoughts, talking to myself positively
- [Graph showing percentage increase]

Which of the following is NOT an anger buster?
- Eating something
- [Graph showing percentage decrease]

From The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession by Trish Hatch, PhD
Perception Data - Skills

Perception Data - Skill

[Insert statement regarding data & what students can do/what skill they learned]

[May want to include arrows or text to highlight positive results]

Perception Data – What Students Can Do (Skill)

All students wrote a letter about how anger affects their body and what helps them calm down (supported by teachers – thanks!)

154 returned their signed letter by someone in their family (84%)

From The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession by Trish Hatch, PhD
Outcome Data

Outcome Data

Chart Title
- Series 1
- Series 2
- Series 3

<table>
<thead>
<tr>
<th>Category</th>
<th>Series 1</th>
<th>Series 2</th>
<th>Series 3</th>
<th>Series 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
<td>2</td>
<td>2.4</td>
<td>4.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Category 2</td>
<td>4.4</td>
<td>2.5</td>
<td>3.5</td>
<td>4.5</td>
</tr>
<tr>
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<td>1.8</td>
<td>3.5</td>
<td>2.8</td>
</tr>
<tr>
<td>Category 4</td>
<td>5</td>
<td></td>
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</table>

[Insert Statement Regarding Outcome Data]

Outcome Data - Discipline Referrals

SMART Goal: By the end of the school year there will be a
decrease in school-wide discipline referrals.
(From 287 referrals to 230 referrals or less)

Based on ALL the school’s work to decrease discipline referrals,
including the Don’t Blow Your Top Lesson, referrals have consistently
decreased this year and we are projected to reach our goal!

Only 95 discipline referrals at this point
in the year, compared to 196 last year

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## Summary & Implications

<table>
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<tr>
<th>Summary and Implications</th>
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</tr>
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<tbody>
<tr>
<td>- [Insert summary bulleted list of your results and the overall impact of your curriculum]</td>
<td>- All 4th &amp; 5th grade students received valuable information about how to identify anger and calm down</td>
</tr>
<tr>
<td>- Cont.</td>
<td>- Students showed growth in attitudes and knowledge related to the lesson, &amp; demonstrated a skill</td>
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<tr>
<td>- Cont.</td>
<td>- The Don’t Blow Your Top Lesson supports the reduction in discipline referrals by teaching students how to calm down</td>
</tr>
<tr>
<td>- Cont.</td>
<td>- Second Step lessons are continuing to reinforce students identifying emotions &amp; finding ways to calm down, along with teaching problem solving skills</td>
</tr>
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From *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession* by Trish Hatch, PhD
Limitations, Lessons Learned, & Next Steps

- [Insert bulleted list of challenges encountered]
- Cont.
- Cont.
- Cont.

Limitations, Lessons Learned, & Next Steps

- We have received positive feedback from teachers & families about the lesson & letter written home. Students were excited to share the letter with parents & Ms. Altieri’s class won a popcorn party for having all letters returned! We will continue take-home activities aligned with the school counseling lessons in the future.

- 4th grade students were confused about the pre/post question using NOT & the results were not as strong, so we won’t use this question in the future

- We will provide intentional interventions for students who have received 2+ significant behavior referrals
Thank You!!

Many thanks to administration, staff, and parents for contributions to these efforts and your support of the school counseling program!

The school counseling program is striving to guide all students to achieve their full potential & contributing to the academic success of all students.

Thank you to the staff, administration, & families for supporting & contributing to our program!!!