Documentation of Impact

The Professional School Counselor

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Counseling and Educational Psychology

Purpose for Completing: Building Self-Esteem Within 6th Grade Girls

**Study** Group Social Skills

**Location** Smokey Road Elementary School

 Coweta County School System

**Counseling Supervisor** Edna Bridges

# Semester of Study Fall 2013

## Section I. *Introduction*

**Purpose:** I am completing a DOI in order to increase social skills/self-esteem in a group of seven 6th grade females. Their teachers who believed they could use a little more attention to develop their self-esteem referred the clients to me. Before I met the clients I received background information from their school counselors and teachers for a better understanding.

# Origin of the Study:The problem lies in the lack of self-esteem of a group of 6th grade girls. I developed an eight week initiative drawing lessons from the Dove campaign and the American School Counselor Association sites. I administered a pre-test and posttest of Rosenberg’s Self-Esteem Scale.

### A. Goal(s) of the Study

I would like for the girls to increase their self-esteem. I would like for them to recognize the connection between their self-concept now and how it correlates with their future successes.

### B. Characteristics of the Study

I met with the clients once per week for group social skills counseling. In these sessions, I began with an icebreaker followed by a short lesson and discussion. The sessions were each assigned to one of the following characteristics:

* Promoting Self-Esteem
* Handling Peer-Pressure
* Planning for the Future
* Creating a positive self-image
* Being a role model for other girls
* Leadership skills

### C. Who is involved in the Study?

Seven female 6th grade students were the subjects of this study. I was provided with relevant background information by his school counselor prior to our first session. I met individually with their teachers to discuss their strengths and weaknesses.

**D. Outcome Measures**

The impact of this study will be determined by a pre-test, Rosenberg’s Self-Esteem Scale, given on October 16, 2013 compared with the results from the same scale posttest administered on December 5, 2013 grades at the termination of group counseling.

Rosenberg’s Self-Esteem Scale

1. I feel that I am a person of worth, at least on an equal plane with others.
2. I feel that I have a number of good qualities.
3. All in all, I am inclined to feel that I am a failure.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I take a positive attitude toward myself.
7. On the whole, I am satisfied with myself.
8. I certainly feel useless at times.
9. At times I think I am no good at all.

**E. School Counselor and other Faculty Roles *and Responsibilities***

### The school counselor candidate was the facilitator for the group sessions. Teachers gave relevant information regarding each student’s individual social challenges, which led to a referral for this group plan. The teachers also provided updated information to the school counselor as they felt necessary. The student’s parents were given a comprehensive list of goals and asked to consent. The administration was kept abreast of progress during the course of the group and results following the cessation of the group.

#### **Section II. Results**

### A. Results of Implementation Measures

Measures were taken prior to the onset of the group sessions as well as at the last group meeting.

**Demographics:**

|  |  |  |  |
| --- | --- | --- | --- |
| Case ID | Grade  | Gender | Age |
| 1 | 6 | Female | 12 |
| 2 | 6 | Female | 11 |
| 3 | 6 | Female | 12 |
| 4 | 6 | Female | 11 |
| 5 | 6 | Female | 11 |
| 6 | 6 | Female | 11 |
| 7 | 6 | Female | 11 |

**Pre-Test and Post-Test Scores**

|  |  |  |  |
| --- | --- | --- | --- |
| Case ID | Pre-Test | Post-Test | Change |
| 1 | 28 | 30 | +2 |
| 2 | 14 | 17 | +3 |
| 3 | 19 | 25 | +6 |
| 4 | 26 | 29 | +3 |
| 5 | 25 | 27 | +2 |
| 6 | 26 | 26 | 0 |
| 7 | 20 | 25 | +5 |

**Pre-test**

Mean: 22.57

Std. Deviation: 5.03

**Post-test**

Mean: 25.57

Std. Deviation: 4.23

\*See attached Graph Analysis

### B. Results of Outcome Measures

As expected, Six out of seven students participating in the peer support group reported higher levels of self-esteem on their post-test survey that they reported on their pre-test survey. One student remained the same. This concludes that participation in a peer support group can significantly improve their self-esteem and in turn potentially improve school performance.

**C*.* Evaluation of the DOI**

The data clearly shows an improvement in self-esteem as reported by students in Rosenberg’s Self-Esteem Scale.

### D. Informal Results

I have noticed a greater self-confidence in the girls’ attitudes. I have observed a greater willingness to share with the group as well as stand and speak before the group. Many of the teachers have shared incidences in which a student in my group has shown initiative and confidence that wasn’t there prior to the beginning of this group.

#### **Section III. Conclusions and Recommendations**

### A. Conclusions

The main thing I took away from this is that all students can benefit from the attention of small group and individualized counseling.

One activity of special note yielded unexpected results. When asked to comment on items such as intelligence, relationships, body image and personality the students reported that their representation of themselves was very positive, yet the way they perceived others to view them was extremely negative.

**B. Barriers/Limitations**

* Number of Participants
* Time Constraints
* Participant Self-Reports

**C.** **Recommendations**

Rather than filling the group with students all in need of self-esteem training I would incorporate one or two students to serve as models for the group. This would also be effective in initiating sharing within the group setting. The group I had was extremely reserved and reluctant to participate in group discussions.

**D. Effective Use of Data**

As school counselors we can provide individualized and small group attention to students to promote academic and social/emotional success in a more relaxed setting than the classroom. We can assist the students in setting their own goals, discussing difficulties, and reaching solutions. The use of data aids in clearly showing how much the student is improving.