**Closing the Gap Intervention**

**Title:** Budlong Buddies

**Slogan:** “We put the *BUD* in Budlong!”

**ASCA Competencies/Indicators:**

PS:A1 Acquire Self-knowledge

*PS:A1.5*Identify and express feelings

PS:A2 Acquire interpersonal skills

*PS:A2.3* Recognize, accept, respect and appreciate individual differences

*PS:A2.4* Recognize, accept and appreciate ethnic and cultural differences

*PS:A2.8* Learn how to make and keep friends

PS:B1 Self-knowledge Application

*PS:B1.2* Understand consequences of decision and choices

*PS:B1.3* Identify alternative solutions to a problem

*PS:B1.4* Develop effective coping skills for dealing with problems

*PS:B1.5* Demonstrate when, where and how to seek help for solving problems and making decisions

*PS:B1.6* Know how to apply conflict resolution skills

*PS:B1.8* Know when peer pressure is influencing a decision

PS:C1 Acquire Personal Safety Skills

*PS:C1.5* Differentiate between situations requiring peer support and situations requiring adult professional help

*PS:C1.6* Identify resource people in the school and community, and know how to seek their help

*PS:C1.8* Learn about the emotional and physical dangers of substance use and abuse

*PS:C1.9* Learn how to cope with peer pressure.

**Common Core Standards:**

English

*CCSS.ELA-Literacy.SL.1.4* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

*CCSS.ELA-Literacy.SL.1.5* Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

*CCSS.ELA-Literacy.SL.2.1a* Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**Program Context:**

The “Budlong Buddies” student ambassador program is the product of three interrelated contextual factors within the school environment: student needs, school priorities, and available peer resources. Through our needs assessment, we learned that first and second grade students needed further education on healthy interpersonal relationships and the school resources available to help address issues related to such relationships. Though students lacked knowledge, they communicated a collective interest in learning how to make friends. Similarly, Budlong’s counseling team communicated the need for interpersonal work, particularly anti-bullying interventions, in order to address some recent incidents that occurred during students’ recess.

The counseling team also brought to our attention that Budlong has a volunteer program at the 7th and 8th grade levels for student leaders who have an interest in volunteer service. As it stands, this program exists as an informal student council at the school. We recommend using students from this council or recruiting other students with similar leadership skills to serve as the “Budlong Buddies”. This cohort of seventh and eighth grade students will help the counseling staff meet some of the needs for younger students that were identified in our school assessment. Indirectly, this program will enrich the leadership, service, and communication skills of the student ambassadors.

**Program Resources/Materials:**

* Schedule of “Buddy” workshops (provided)
* Program pre/post tests (provided)
* Hardcopy training materials for annual “Buddy” training
* Hardcopy recruiting materials for “Budlong Buddies” program
* Permission slips for “Buddies”
* Games and activities (as needed) for individual workshops
* Workshop evaluation forms for students, teachers and “Buddies”
* Teacher buy-in and facilitation support for biweekly/monthly “Buddy” workshops during students’ recess

**Program Supervisor:**

This program would ideally be supervised by Liza Reed with administrative support from a counseling intern.

**Program Supervisor Responsibilities:**

* Collaborate with parents/guardians, teachers and school staff to identify and recruit “Buddies”
* Provide contextual framework and training for “Buddies” that includes, but is not limited to: interpersonal relationship development, effective communication, role modeling, peer mediation and conflict resolution
* Partner with counseling intern and school staff to schedule “Buddy” workshops and events throughout academic year
* Design and oversee counseling intern’s role in implementation of “Budlong Buddies” program
* Evaluate and refine program goals on an annual basis, or as needed, based on student, teacher, and “Buddy” feedback

**“Buddy” Requirements:**

* Exemplary behavioral/interpersonal competency
* Above average academic performance and attendance record
* Strong connection to school culture
* Commitment to service
* Time availability for “Buddy” workshops during recess periods (see calendar/schedule)
* Formal recommendation from at least (2) members of faculty/staff

**“Buddy” Responsibilities:**

* Serve as a leader, educator, and peer mentor for lowerclassmen
* Complete initial “Buddy” training offered at the beginning of the academic year by Site Supervisor
* Attend monthly follow-up trainings/check-ins with Site Supervisors
* Co-lead biweekly and/or monthly workshops with assigned first or second grade class
* Provide Site Supervisor with brief written summary of all workshops

**Program Schedule:**

*Buddy Recruitment:* For the first year, we recommend that the Program Supervisor (Liza Reed) leverage student participation in Budlong’s current “student council” group to secure “Buddies”. Moving forward, promotion and recruitment should occur in the spring of each academic year. As the program stabilizes, we propose that the “Budlong Buddies” program exist as a separate entity from the current “student council” group.

*Buddy Initial Training/Orientation:* We recommend that the “Buddies” undergo a skills/competencies training at the beginning of the academic year. To provide enough time for role-playing, questions, and reflection, this training (or series of trainings) should be *at least* 90 minutes in length. A series of short trainings may be more congruent with students’ attention spans and knowledge retention.

*Ongoing Buddy Trainings:* In order to prepare for each months theme and related workshops, “Buddies” will undergo training with the Program Supervisor that will be *at least* 45 minutes in total length (per month). Due to time/scheduling constraints, this training may need to be broken up into smaller segments at the Program Supervisor’s discretion.

*Biweekly/Monthly Buddy Workshops:* The “Buddy Workshops” will provide boy/girl (*preferred)* “Buddy” pairs the opportunity to co-facilitate a game, conversation, or lesson with a pre-assigned 1st or 2nd grade classroom twice monthly. All “Buddy Workshops” will be built around pre-assigned monthly themes. Based on the needs that we have identified at Budlong, we have included proposed themes for the next academic year. Please refer to the “Program Calendar” for more information.

Ideally, each classroom’s teacher with be on-hand during “Buddy Workshops” to provide discipline/behavioral support. As needed, the Program Supervisor (or counseling intern) may also participate in this capacity during workshops.

We propose that these workshops be held during each classroom’s pre-assigned recess time twice a month. After each workshop, “Buddy” pairs and participating 1st and 2nd grade teachers will jointly submit workshop evaluations to the Program Supervisor.

**Proposed 2013-2014 Buddy Workshop Calendar:**

**September:** *Introductions*

Due to the need for “Buddy” recruitment and “Buddy” initial training/orientation, we recommend only (1) workshop at the end of September to introduce 1st and 2nd grade classrooms to their “Buddy” pairs.

**October:** “*Be A Buddy, Not A Bully”*

“Buddies” teach students anti-bullying vocabulary and behavior through coloring/drawing exercise and reflection. (*Lesson plan available upon request.)*

**November:** *“Every Buddy Needs Back-up”*

“Buddies” work with their classrooms to identify school support services.

**December:** *“Buddies Know How To Say No”*

“Buddies” lead programming on healthy decision making and conflict resolution.

**February:** *“Every Buddy Is Different”*

“Buddies” educate students on diversity through role-playing and anecdotes.

**March:** *“Buddies Care About Budlong”*

“Buddies” educate students on volunteering and brainstorm brief Budlong-based service project with classes. (The project may be pre-assigned by Program Supervisor.)

**April:** *“Buddies Care Budlong”(Part Two)*

“Buddies” and classes implement/complete brief service project.

**May:** *“Buddies I Look Up To”*

“Buddies” and classes discuss healthy role-models and mentors.

**June:** *“Best Buddy Awards”*

“Buddies”, teachers, and Program Supervisor devise awards for classes and an in-school celebration.

**Assessment:**

*Process Data:*All first and second classrooms (c. 170 students) will participate in this program. Each classroom will have a two-person male/female “Buddy” team. The “Buddy” team will meet with their pre-assigned classroom at least once a month.

*Perception Data:*Through pre/post testing, all first and second grade students will demonstrate knowledge of at least (1) skill in each of the following areas: conflict resolution, healthy friendship cultivation, and bullying intervention. They will also identify at least (1) adult in the school environment that they can go to for support. All first and second grade students will also correctly identify the school’s counselor and at least (2) services the school counselor provides.

*Outcome Data:* A 75% reduction in school infractions related to interpersonal misconduct at the 1st and 2nd grade levels. A 25-30% increase in 7th and 8th grade students’ involvement in leadership service to Budlong.

**Closing the Gap Pre/Post Test**

**Grade Level:** *(Pick one)*

* **1st Grade**
* **2nd Grade**

**Teacher:** *(Pick one)*

* **Ms. Braun**
* **Ms. Morrelle**
* **Mr. Guercio**
* **Ms. Savakis**
* **Ms. Balaskas**
* **Ms. Koss**
* **Ms. Anderson**

**What should you do to make friends?** *(Pick all that are true)*

* Invite someone to play with you
* Make fun of someone
* Thank someone for helping you
* Say nice things to someone
* Make someone feel bad
* Get to know someone
* I do not know how to make friends.

**What is bullying?** *(Pick all that are true)*

* Making someone feel bad
* Hugging someone
* Hitting, kicking or pushing someone
* Thanking someone for helping you
* Making fun of someone
* Not including someone in activities
* Taking someone else’s stuff

**When someone is being bullied, what should you do?** *(Pick all that are true)*

* Tell a teacher, principal, or other adult at school.
* Tell my friends.
* Tell the bully to stop.
* Hurt the bully’s body.
* Nothing, I do not know what to do.
* Nothing, I am too scared to help.
* Mrs. Reed

**When someone does something you don’t like, what should you do?** *(Pick all that are true)*

* Tell a teacher, principal, or other adult at school.
* Get angry at the person.
* Tell my friends.
* Tell the person that I did not like what he/she did.
* Nothing, I do not know what to do.
* Nothing, I am too scared to do anything.

**Do you think adults help stop bullies?** *(Pick one)*

* Yes
* No

**When you are in trouble, which adults can you ask for help?** *(Pick all that are true)*

* My teacher
* The school counselor
* The school nurse
* The principal
* The case worker
* The school psychologist
* My parents or guardians
* No one

**Who is your school counselor?** *(Pick one)*

* Mrs. Nakayama
* Mr. Jimenez
* Mrs. Reed
* Mr. Meyer

**What can the school counselor do for you?** *(Pick all that are true)*

* Get me help if I start falling behind in class
* Listen to me when I am having a bad day
* Work with me if I get in trouble at school
* Help me talk to my parents about difficult issues
* Teach me how to make friends

**What can you do to help your school?** *(Pick all that are true)*

* Clean up after myself
* Ignore my teacher
* Follow school rules
* Volunteer to help my teacher
* Be a role model for other students