Process, Perception, and Outcome Data

Three types of data are collected thought the administration of lesson plans, small group and closing the gap interventions: process, perception, and outcome data. Through the pre- and post-tests, the counseling department can analyze the effectiveness of each intervention. Process data includes the number of participants involved and the number of times the intervention took place. Perception data measures self reports of attainment of competencies, attitudes and beliefs, and perceived gains in knowledge. Lastly, outcome data reports the extent to which the intervention has had a positive impact of the students.

**Lesson Plan: Personal/Social**

Process Data:

* Approximately 170 first and second grade students participated in a lesson about making and maintaining healthy relationships with friends and adults.

Perception Data:

* Students will have a better understanding of how to identify and utilize positive interpersonal skills to create and maintain healthy relationships with peers and adults.
* An interpersonal skills pre-test will be administered prior to the lesson and an interpersonal skills post-test will be given to the students directly after the completion of the lesson.

Outcome Data:

* Disciplinary infractions related to lack of interpersonal skills have decreased 20% in three months.
* 90% of first and second graders can name three interpersonal skills that will help them build healthy relationships.

**Lesson Plan: Career**

Process Data:

* This lesson plan will be conducted by a school counselor with the assistance of each class’s teacher in all 2nd, 3rd, and 4th grade classes for approximately 266 students, over two (2) 40-minute classes during regular school hours.

Perception Data:

* A verbal questionnaire will be given to students at the conclusion of the second day lesson.

Outcome Data:

* 70% of students will know 3 or more careers.
* 100% of students will pick at least one career option that they are interested in.
* 70% of students will pick at least 2 career options that they are interested in.
* 70% of students will know 3 responsibilities of the job they are interested in, 3 skills needed to do well in the job, 3 tools needed to do the job and the educational level that must be obtained.

**Lesson Plan: Academic**

Process Data:

* This lesson plan will be conducted by a school counselor with the assistance of each class’s teacher in all 4th, 5th, and 6th grade classes or approximately 219 students. It will be conducted over two (2) 40-minute classes during regular school hours.

Perception Data:

* A short, “Academic Skills Pre-Test” will be administered to the students prior to the lesson and a short, “Academic Skills Post-Test” will be administered to students at the end of the school year.

Outcome Data:

* 70% of students or approximately 105 students will be able to define what academic skills are.
* 70% of students or approximately 105 students will be able to provide at least 2 reasons why academic skills are important.
* 70% of students or approximately 105 students will be able to list 5 examples of academic skills that are necessary to succeed in school.

**Small Group**

Process Data:

* 4 – 6 members per group.
* 12 – 18 students total in a one-month period, if 3 groups can meet per week.

Perception Data:

* Pre/post-assessment completed by teachers to identify student strengths & weaknesses in friendships and groups.
  + Pre-assessment completed by selected students to determine knowledge of friendship skills.
  + Post-assessment completed by student group members to determine acquired knowledge & skills

Outcome Data:

* 100% of group members will be able to name 3 friendly behaviors needed to get along in groups.
* 75% of group members will be able to identify 1 listening skill.
* 75% of group members will be able to identify 2 ways their behaviors could affect their friends.
* 75% of group members will be able to name 2 solutions to conflicts.
* Teacher assessment will show a 50% improvement in friendly behaviors among group participants

**Closing the Gap**

Process Data:

* All first and second classrooms (c. 140 students).
* 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.