

THE ACHIEVING SUCCESS EVERYDAY GROUP COUNSELING MODEL: FOSTERING RESILIENCY IN MIDDLE SCHOOL STUDENTS

This article discusses a group counseling intervention used to develop and foster resiliency in middle school students by implementing the Achieving Success Everyday (ASE) group counseling model. The authors aimed to discover what impact this group counseling intervention, which focused on resiliency characteristics, would have on students' academic and personal-social success. To evaluate this, the authors used both qualitative and quantitative data. The results showed that some students achieved an increase in their GPA and personal-social functioning following the intervention. The article presents implications for practice and ideas for future research.

Generally speaking, resilience is described as the capacity to press beyond challenging risk factors. More specifically, educational resilience is defined as becoming academically successful even though numerous barriers are present (Bryan, 2005). Utilizing group approaches may help students dealing with various risk factors both in and out of school to improve their classroom grades and show gains in their personal-social development. Group counseling programs fall under the delivery services within school counseling programs that align with *The ASCA National Model: A Framework for School Counseling Programs* (American School Counselor Association [ASCA], 2012) and are an important component of a successful comprehensive developmental counseling program. For example, school counselors conduct groups despite facing some difficulty (Steen, Bauman, & Smith, 2007) because school-based prevention programs have great potential in reaching large numbers of students (Neil & Christensen, 2009). In the present study, the authors introduced the concept of resiliency to middle school students in an effort to foster the characteristics of resiliency using the Achieving Success Everyday group counseling model (ASE; Steen, 2011).

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RESILIENCY AND GROUP COUNSELING

Resilience has been described as the “positive adaptation of a system during or following significant disturbances” (Masten, Herbers, & Lefavor, 2008, p.76). When considered in reference to young people in school, resilience describes the ability to bounce back from challenging circumstances. As mentioned above, some researchers define educational resilience as children’s ability to be successful academically despite risk factors that might make it difficult to do so (Bernard, 1991; Bryan, 2005; Wang, Haertel, & Walberg, 1997, 1998). Many factors can impact resiliency in children. Bernard (1993) found four personal characteristics that are typically displayed in resilient children. These include social competence, problem-solving skills, autonomy, and a sense of purpose. Given these characteristics and the idea that educational resilience can be fostered through interventions aimed at enhancing learning, developing talents and competencies, and preparing students for environmental adversities (Wang et al., 1998), school counselors can use group work to enhance a student’s capacity for exhibiting both personal and educational resiliency.

School counselors can use group counseling programs to meet a wide variety of needs. For example, a psycho-educational group counseling model was used to help sixth graders identify their learning styles and personal strengths (Brannigan, 2007). In this group, the students also were taught communication skills and learned how to get along with their teachers and peers. School counselors have used groups to foster positive ethnic identity development in emerging adolescents (Holcomb-McCoy, 2005). In the current study, the Achieving Success Everyday group counseling model (ASE model) was used to target academic failure among middle school students by exploring

EDUCATIONAL RESILIENCE IS DEFINED AS BECOMING ACADEMICALLY SUCCESSFUL EVEN THOUGH NUMEROUS BARRIERS ARE PRESENT.

resiliency and the positive characteristics associated with this phenomenon.

Two prior studies have demonstrated empirical evidence of the impact of the ASE model on various student factors. Shi and Steen (2012) and Steen and Rose (2014) demonstrated the efficacy of the ASE model to enhance students’ school experiences. In the Shi and Steen study, school counselors helped English as a Second Language students discuss the meaning of self-esteem and the importance of performing well in school. The results showed an improvement in various aspects of the students’ self-esteem (e.g., global, at home, and in school). On the other hand, students’ academic self-esteem and GPA did not show statistically significant improvement postintervention (Shi & Steen, 2012). Steen and Rose (2014) used the ASE model to address school dropout with eighth-grade middle school students who were showing signs of academic failure during the first quarter. The goal was to increase the students’ school attendance, their perceptions of their learning behaviors, their course grades, and/or their standardized test scores. Some of the students improved their English Language Arts and Math grades and attendance was higher postintervention. However, there were no significant changes in the students’ learning behavior scores or their standardized test scores. For a more detailed description of the ASE model and its development, please see Steen, Henfield, & Booker (2014).

In the study presented here, the group intervention aimed to increase student grades and enhance students’ personal-social development by improving their capacity to exhibit both personal and educational resilience. The ASE model was used to facilitate the group intervention. The objectives of the group were for students to (a)

define resiliency and learn how to recognize it in themselves, (b) learn how resiliency can relate to their success in school, (c) develop resiliency skills necessary to reach their full academic potential, (d) increase positive learning behaviors, and (e) improve their grade point averages. The authors assessed these objectives using academic data (grades), student surveys, and narratives in order to evaluate the effectiveness of the group intervention at reaching these goals.

METHOD

The goal of this study was to increase the academic achievement (grades) and personal functioning (e.g., positive learning behaviors) of middle school students by focusing on educational and personal resiliency using the ASE model. The school counselor who facilitated the group is the first author of the article; the second author provided supervision and is developing the ASE model.

Participants and Setting

The school site where this group intervention occurred was an educational campus (grades 6-12) located in Washington, DC. The overall student demographics were 63% Hispanic/Latino, 33% Black, 2% Asian, and 1% White. Of the total student population, 85% received free/reduced lunch and 34% were English Language Learners. For the eighth-grade population, approximately 40% of the students had at least one failing grade in a core class (English Language Arts, Math, Spanish Language Arts) on their report card, and nearly 75% of the students had received at least one disciplinary referral by the end of the first marking period. Disciplinary referrals may be written for things such as walking out

of the classroom without permission, talking back to the teacher/blatant disrespect of authority, using cell phones in the classroom, or fighting with a classmate.

PERSONAL CHARACTERISTICS THAT ARE TYPICALLY DISPLAYED IN RESILIENT CHILDREN...INCLUDE SOCIAL COMPETENCE, PROBLEM-SOLVING SKILLS, AUTONOMY, AND A SENSE OF PURPOSE.

Based on grades, teacher referrals, and disciplinary issues, 12 eighth-grade students were invited to participate in the group shortly after the first marking period. Of the 12, eight received consent and agreed to join the group; however, one student moved during the course of the group so the final data does not include her information. Of the final seven participants, two were African Americans (one male and one female) and five were Latino/a (two male and three female). All of the participants received free/reduced lunch. The overall average GPA for these students was 2.05 on a 4.0 scale. On average, each of these students had at least three disciplinary referrals by the end of the first marking period. The largest number of referrals received by any one student was 10. The most common infractions were cursing at a teacher and walking out of the classroom without permission.

The Achieving Success Everyday Group Counseling Model

The ASE model has shown the ability to integrate academic and personal-social development in group work (Shi & Steen, 2012; Steen, 2011). This model is practical and provides a framework that is collaborative (working with both parents and teachers). It aims to remove barriers to student learning by helping students interact better with their peers, behave in the classroom, and feel better about themselves. The ASE model also involves

families by asking that they complete pre- and postsurveys.

In the present study, the group intervention consisted of eight sessions held once per week for 45 minutes.

Each session comprised an introduction, a personal-social component, an academic component, and a closing. The ASE model progresses through six phases: assessment, review, acquaintance, challenge, empowerment, and support. Although these phases are presented sequentially, they may not occur in this order in the life of every group. Which phases occur in each session is at the discretion of the school counselor implementing the model. For example, one group might progress through the first two phases by the time they meet for their third session. Another group might require three sessions to accomplish the goals of just the review phase.

Assessment phase. The assessment phase typically occurs before the start of the group. The purpose of this phase is to review student data to select students for the group and screen them to determine who will most likely benefit from the group experience. During the assessment phase of this intervention, the school counselor met with 12 students whom she had identified for this intervention based on grades (students with at least one D or F grade in Math and/or English Language Arts) and disciplinary issues (as evidenced by discipline referrals). During this meeting, the school counselor informed the students about the group's resiliency focus and why they were invited to participate. After describing the purpose to the students, the school counselor asked them to be a part of the group. This question

was posed to the students in an effort to gain stronger buy-in from them. The school counselor also explained that the group was not mandatory, but if the students chose to participate, they would be expected to participate consistently. The school counselor allowed the students a few days to think about whether or not they would be interested in participating and encouraged them to secure their families' permission to participate. Eight of the students agreed to participate and parent permission was received.

Review phase. The purpose of the review phase is to provide participants with information concerning the group, such as the agenda, the group and individual goals, and group norms. Reviewing this information at the start of each group session may be helpful. With the group in this study, the school counselor reviewed with the students the purpose of the group, which was to define resiliency and learn how it relates to their lives. The school counselor and students also generated group norms that included items such as: what we talk about in group stays in group, don't talk when someone else is talking, and don't make fun of each other.

Acquaintance phase. The school counselor uses the acquaintance phase to help students become familiar with the school counselor's leadership style, other students, and the overall group process. In this case, the school counselor introduced an activity that focused on helping students identify instances of being resilient in their past. Group members were asked to draw a timeline that charted important people and events in their lives, both positive and negative in nature. All students used their participation in the group as the final mark on the timeline and were encouraged to share with other group members one point from their timeline and what caused them to include that particular person or event.

Challenge phase. The purpose of the challenge phase is to use confrontation skills to point out inconsistencies between what the students have shared and the feedback that has been given

from their teachers regarding behavior and academic tendencies. As this occurs, the group becomes a safe place where students may feel free to share and receive feedback from others. In the present example, the school counselor revisited the timeline activity by asking students to mark places along their timeline when they had been resilient. Next, the school counselor asked the students to think about, and make note of what they thought helped them to be resilient in those times. Students then shared with the group members as they were willing.

Empowerment phase. During the empowerment phase, the school counselor teaches the students information and skills that will assist them in overcoming difficulties that were identified before the start of the group (academic, behavioral, and personal-social) and any difficulties or obstacles that come up for the students during the life of the group. In this case, the school counselor helped students brainstorm with their neighbor ideas about the causes of stress in their lives, and the school counselor listed these on the board. The school counselor then explained to the students I HAVE/I AM/I CAN resilience factors and asked students to give an example of each of these factors (as a check for understanding). Each student was asked to choose one stressor from the list on the board and to share which type of resilience factor would be most helpful in that situation. To close this activity, the school counselor facilitated a discussion around the different stressors and resilience factors that had been identified by students throughout the activity.

Support phase. This phase typically occurs toward the end of the group. During the support phase, the school counselor brings closure to the group and provides encouragement and assistance to the students as they prepare for and adjust to the pending closure of the group experience. One useful strategy is to link students to additional supports that extend beyond the group. In this intervention, the school counselor used the support

phase specifically to remind students about the things they had learned about resiliency over the course of the group. The timelines were returned to students as a tangible reminder and the school counselor facilitated a discussion around supports in the school and community that could help the students continue to increase their ability to be resilient as they move forward. The school counselor also encouraged the students to find other extracurricular activities to participate in once the group ended, such as soccer or an organized running group.

SCHOOL COUNSELORS CAN USE GROUP WORK TO ENHANCE A STUDENT'S CAPACITY FOR EXHIBITING BOTH PERSONAL AND EDUCATIONAL RESILIENCY.

In the present study, the ASE model (Steen, 2011) focused on fostering resiliency in the student participants. The intention was to examine this concept in their lives from the past, while exploring and learning strategies to be resilient in the future. Appendix A presents sessions two, three, and four. For the full lesson plan for this ASE group intervention, please contact the first author.

INSTRUMENTS

Data Collection

Grade point average (GPA) was used as a measure of student success. Grades at this school are based on a 4-point scale (A = 4, B = 3, C = 3, D = 1). The GPA is calculated based on the students' grades in each of the five classes they take at this school.

In addition to GPA, the school counselor utilized three surveys for data collection. First, the students completed the Learning Behaviors Scale (Myrick, 2003), which focused on classroom and academic-related behaviors. The original Learning Behaviors Scale (LBS) was a 29-item rating scale intended to measure the learning behavior tendencies of children and

adolescents ages 5 to 17 (McDermott, Green, Francis, & Stott, 1999). The items on the LBS consist of a 5-point Likert scale to indicate how often a child has engaged in the presented behavior (Schaefer & McDermott, 1999). For use in this group intervention, the language of the original scale was modified to be more understandable for a school-aged population and included only 10 items that students answered. For example, an item on the LBS was written as "I focus on my school work." The students are asked to respond based on the frequency

of the given statement; for example, *Always, Often, Sometimes, Rarely, Never*.

The other two student surveys were adapted from Resiliency in Action (Henderson, 2007) and aimed to assess and strengthen the resiliency-building conditions in students' lives. The first survey, simply entitled "Resiliency Survey," assessed characteristics of resiliency that are present in interpersonal relationships and consisted of 18 yes or no questions (e.g., I have many people in my life who love me, listen to me, and will always be there for me.). The questions were presented by topic: Caring, Beliefs, Working with Others, Helpful Relationships, Boundaries, and Life Skills. The second survey, entitled "Individual Protective Factors that Facilitate Resiliency," included 14 statements that assessed whether students believed that they possessed different individual protective factors that facilitate resiliency. The survey asked students to put a check mark by each statement that is true for them (e.g., I am able to be a friend to others and make friends easily; I do my work without being told to), indicating that they believe they possess that particular protective factor.

Critical Incidents Questionnaire

During the last group session, students completed the Critical Incidents Questionnaire (CIQ; Kivlighan & Goldfine, 1991). The purpose of the CIQ is to allow group members to reflect on the important experiences from the group process using short, written descriptions. Students were asked to share their reactions to the prompt, “Of all the events that occurred in the group, which one do you feel was most important to you? Describe the event. What took place? Who were the students involved? What were their reactions? Why was this impor-

postsurveys and then compared to determine if there was growth in the perception of academic and behavioral tendencies by students. Next, for the 18-item Resiliency Survey, the goal was to see if any ‘No’ responses preintervention became ‘Yes’ responses postintervention. The school counselor looked for any items that students answered ‘No’ on the postsurvey and used this as a focus in future individual counseling sessions as needed.

To analyze the Individual Protective Factors survey, the school counselor checked to see which statements were marked postintervention that had not

THE GROUP INTERVENTION AIMED TO INCREASE STUDENT GRADES AND ENHANCE STUDENTS’ PERSONAL-SOCIAL DEVELOPMENT

tant to you? What did you learn?” In order to gather additional information that could be used to improve future groups, the school counselor included other open-ended questions at the end of this questionnaire. Questions included: What did you learn in the group? Did the group help you improve your grades? What did you learn about yourself during the group? What would you change to make the group better?

Data Analysis

The impact of the intervention on the group was evaluated in three ways. First, student grade point average was compared pre- and postgroup (i.e., first and fourth marking periods) to evaluate any improvement that occurred and percent change was calculated.

Second, the group impact was evaluated by comparing the pre- and postsurveys (the LBS and the resiliency surveys) completed by the students. To analyze the LBS, each frequency category was given a number: *Always* = 1, *Often* = 2, *Sometimes* = 3, *Rarely* = 4, *Never* = 5. Therefore, the possible score range was 1–50. Total scores were calculated on the pre- and

postsurveys and then compared to determine if there was growth in the perception of academic and behavioral tendencies by students. Next, for the 18-item Resiliency Survey, the goal was to see if any ‘No’ responses preintervention became ‘Yes’ responses postintervention. The school counselor looked for any items that students answered ‘No’ on the postsurvey and used this as a focus in future individual counseling sessions as needed.

Finally, the overall group process was examined. The school counselor reviewed the qualitative student feedback provided from their responses on the Critical Incidents Questionnaire (CIQ). The student feedback could provide a sense of what was most meaningful about the group experience.

RESULTS

Outcome Data

Five of the seven group participants showed an increase in their GPA pre- to postintervention. For GPA overall, the results of the group intervention showed that the students’ collective group GPA increased by .35 points. Four of the seven participants’ GPA increased by .5 or higher. One student’s GPA increased by .14. Another student’s GPA decreased by .5 and one final student’s GPA decreased by .07 (see Table 1 for a comparison of each student’s pre- and postintervention GPA).

Perception Data

The perception data presented below was collected from the two students who completed all three of the surveys pre- and postintervention. First, following the intervention, the school counselor assessed the LBS surveys to track any changes in the students’ perception of their own personal classroom and academic behavior. One student’s score on the LBS doubled from 17 pre- to 34 postintervention while the other’s increased from 38 pre- to 40 postintervention. Thus, both had an increase in their perception of exhibiting positive classroom and academic behaviors.

The resiliency surveys were assessed pre- and postintervention. On the 18-item resiliency survey, one student participant went from 12 “Yes” and 6 “No” responses on the presurvey to 16 “Yes” and 2 “No” responses on the postsurvey. The items that changed for this student were “I believe I am smart and tell myself I can do my best,” “People listen to me and like my ideas,” “I like to help other people in my school and at home,” and “I know what it takes to do well in school.” The other student participant’s survey went from 15 “Yes” and 3 “No” responses on the presurvey to 17 “Yes” and 1 “No” response on the postsurvey. The items that changed were “I have many people in my life who love me, listen to me, and will always be there for me,” “Many people in my life believe I am responsible and can do well in school,” and “People listen to me and let me choose what we play.”

On the Individual Protective Factors survey, one student marked 13 out of the 14 items on the presurvey and 14 out of 14 on the postsurvey. This student marked the item “I like myself and I am proud of myself” on the postsurvey, which she had not identified as a statement true of her on the presurvey. The other student marked 13 out of 14 items on the presurvey but only 11 out of 14 items on the postsurvey. While this student’s number of marks decreased, the student did mark the item “I do my work without being told to” on

TABLE 1

GRADE POINT AVERAGE DATA

| Participant | GPA Preintervention | GPA Postintervention | GPA Difference | Percent Change |
|-------------|------------------------|-------------------------|-------------------|-------------------|
| 1 | 1.80 | 2.33 | .53 | 29% |
| 2 | 1.75 | 1.25 | -.5 | -29% |
| 3 | 1.60 | 2.33 | .73 | 46% |
| 4 | 2.20 | 2.71 | .51 | 23% |
| 5 | 2.00 | 2.14 | .14 | 7% |
| 6 | 3.20 | 3.13 | -.07 | -2% |
| 7 | 1.80 | 2.88 | 1.08 | 60% |
| Group Mean | 2.05 | 2.40 | .35 | 17% |

the postsurvey, an item she had not marked on the presurvey.

When responding to the CIQ, the students shared their understanding of what it means to be resilient, how they have done this in the past, and what skills they would need to help them continue to do this in the future. The feedback from students was that they enjoyed meeting on the same day each week because they liked knowing when the group was going to happen. Students also shared that they learned things about their past that were strengths for them and that they hoped they would be strong in the future as well.

DISCUSSION

For the purpose of this study, the school counselor explored resiliency with middle school students and assisted them in fostering characteristics of resiliency in themselves using the ASE model. Following the intervention, the group's average GPA as a whole showed an increase of .34 points, which is a 16% increase. Five of the seven students increased their GPAs; therefore, the intervention may have contributed a positive effect on the academic performance of the students. In looking at resiliency, some students who participated in this group intervention seemed to acquire greater knowledge of and skills for being resilient in school and at home.

Data was not collected from all seven students; therefore, determining whether the goal of developing resiliency skills was met is difficult.

However, in each session, students were able to define resiliency and identify ways that they had been resilient in their neighborhoods and at home. They were also able to state how they could exhibit similar characteristics in school. As noted by some of the students' remarks on the CIQ, they were able to make the link between the resiliency they had exhibited in the past and how this equipped them to demonstrate it in the future. It seemed that focusing on resiliency within a group counseling program may have potential to produce positive results for students, both academically and personally.

The school counselor reflected on the following questions at the conclusion of the intervention: "As the group leader, what was the most significant part of the group experience?" "What would you change about the process or specific intervention?" and "What would you do the same next time?" From the school counselor's perspective, the most significant activity was the resiliency timeline. This provided her with personal information regarding struggles the group members had experienced and created additional discussion topics that fostered deeper sharing among the group members during the later sessions. The timeline activity also seemed to provide insight

for the students as they reflected on the past. The school counselor felt that, when implementing the group in the future, she should be more diligent about retrieving postsurvey data from students and teachers while also making a more tenacious effort at getting feedback from the students' families. This could be accomplished by presenting background information to teachers and families about the benefits of and skills related to resiliency prior to implementing the group intervention, in order to acquire their support. Capturing pre- and postdata from students, teachers, and families is essential to maintain fidelity when implementing the ASE model. Finally, the school counselor felt that the ASE model served as a practical framework for the group intervention and she would continue to use this model when developing future group counseling interventions.

LIMITATIONS

This study had several limitations, including the small sample size, the potential for researcher bias, the limited data received from parents and guardians, and the short duration of the group. Regarding the small sample size, one participant from the group left the school. The group was small to begin with and a smaller sample makes it more difficult to conduct a true research design. Next, given that the co-author is also the creator of the ASE model, the potential exists for some bias in the evaluation of the effectiveness of the model. However, all of the data were collected and analyzed by the first author, which reduced the likelihood of the overall results being biased. Due to difficulty reaching parents and guardians, only limited survey data was gathered

THE SCHOOL COUNSELOR INTRODUCED AN ACTIVITY THAT FOCUSED ON HELPING STUDENTS IDENTIFY INSTANCES OF BEING RESILIENT IN THEIR PAST.

ONE USEFUL STRATEGY IS TO LINK STUDENTS TO ADDITIONAL SUPPORTS THAT EXTEND BEYOND THE GROUP.

and analyzed. Finally, this group was offered for 8 weeks. Ideally, the ASE Model suggests at least 12 sessions in order to provide the most optimal chance for success (Steen, 2011).

IMPLICATIONS FOR SCHOOL COUNSELORS

As the research shows, resiliency has implications for both the educational and personal success of students (Wang et al., 1998). Given this fact, the school counselor who implemented the group counseling intervention chose to integrate concepts of resilience into the ASE model. With the goal of improving students' academic achievement and personal-social functioning, the concept of resiliency was considered an important addition to the model and intervention.

This study has practical implications for professional school counselors. For example, the authors described the process of collecting school-related data and the importance of targeting academic achievement while integrating discussions on topics that align with school success more broadly. For example, resiliency can be seen as a personal-social topic and can be examined through an educational lens. Given the multiple applications of resiliency, it is implied that adding this topic as a discussion in the group can contribute to both personal-social and academic growth for students. The students' conceptualization of resiliency may have also improved during the group. Thus, the implication for practicing school counselors is that group work with a specific identified focus can be beneficial for students.

This study also has some implications for future research. Continued research in the area of resiliency, both

educational and personal, is needed in order to foster the development of its characteristics in students. When utilizing the ASE model in the future, an emphasis on various foci (e.g., study skills, emotional regulation, healthy relationships, etc.) is needed to provide the school counselor specific outcomes desired for the students. Future research could include adding a control group with similar students for comparison, or comparing a different group counseling intervention to the ASE model. The data presented here highlight that a resiliency focus within the ASE model could benefit students.

CONCLUSION

Focusing on resiliency using the Achieving Success Everyday group counseling model afforded students a space to reflect on past challenges and brainstorm how these challenges could become future strengths. The objective of this intervention was to expose students to the characteristics of resiliency in order to assist them in developing educational and personal resilience. It is clear that the students gained a deeper understanding of resiliency. They learned what it meant to be resilient, how they had done this in the past, and what they would need to be able to do it in the future. Less clear is whether or not this intervention improved classroom and academic behaviors. Essentially, the school counselor was able to facilitate a group intervention that made a positive, albeit small, impact on the students' academic achievement. The students also gained some self-awareness, which became evident through the discussions that occurred about resiliency throughout the life of this group. However, school counseling practitioners must continue to make the link between personal-social development and academic achievement

through their group interventions in order to justify implementing them in the future. ■

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ASE GROUP COUNSELING MODEL SAMPLE SESSIONS

| Session | 2 | 3 | 4 |
|----------------------------------|--|--|---|
| ASE Phase | Review/Acquaintance | Review/Challenge | Review/Empowerment |
| Materials | Blank paper, pens/ colored pencils | Cut-out stars, index cards, pens/colored pencils | Whiteboard and markers |
| Objectives | <ul style="list-style-type: none"> ● discuss resiliency as it relates to each individual student ● review the feedback provided by teachers through the presurvey | <ul style="list-style-type: none"> ● continue timeline activity from session two, focusing on resiliency ● set measurable goals, both academic and personal-social | <ul style="list-style-type: none"> ● define self-advocacy ● discuss the different factors that affect and can increase resiliency |
| Introduction | <ul style="list-style-type: none"> ● facilitate a review of group norms and goals that were established during the first session. | <ul style="list-style-type: none"> ● reintroduce timeline activity for further discussion | <ul style="list-style-type: none"> ● review what was discussed in the third session ● share with students that today’s discussion will be about resiliency and self-advocacy |
| Personal-Social Component | <ul style="list-style-type: none"> ● provide the students with paper and colored pencils ● instruct students to draw a timeline that charts important people and events in their lives (positive and negative) ● allow students to choose when they want their timeline to begin, but all group members put their current participation in the group as the final mark on their timeline ● allow students to share with the group one or two of the points on their timeline and why they chose to include them ● collect all timelines so they can be used again in the next session | <ul style="list-style-type: none"> ● hand back timelines to each student ● instruct students to mark on the timeline instances when they were resilient ● have students look back at these times and make notes of what helped them be resilient ● allow time for students to share with the group <p>* This activity helps students recognize times in their lives when they have been resilient, patterns around their resilience, and how they can continue to be resilient in the future</p> | <ul style="list-style-type: none"> ● have students brainstorm with their neighbor ideas of what causes stress in their lives ● list these on the board ● explain to the students I HAVE/ I AM/ I CAN resilience factors I HAVE: factors outside the student I AM: student’s feelings, beliefs and strengths I CAN: tools and skills that students can use to successfully interact with others ● ask students to give an example of each of these factors ● have each student choose one stressor from the list and share which type of resilience factor would be most helpful in that situation ● have students discuss and answer the following questions: (a) How would they feel in that situation? (b) What would they do? (c) What resilience factors would they be using? (d) What factors would be further developed as a result of this adversity? (e) What is the best possible outcome of this situation? |

ASE GROUP COUNSELING MODEL SAMPLE SESSIONS, CONT.

| Session | 2 | 3 | 4 |
|---------------------------|--|--|--|
| ASE Phase | Review/Acquaintance | Review/Challenge | Review/Empowerment |
| Academic Component | <ul style="list-style-type: none"> ● share with students some of the information gathered from presurveys completed by teachers ● discuss students' views of themselves and how these are similar or different to what teachers shared | <ul style="list-style-type: none"> ● provide students with 1 cut-out star, 4 index cards, and colored pencils ● reflect with the students back to the discussion of long- and short-term goals from the first session ● have students brainstorm one academic and one personal goal (long-term or short-term) ● write one goal on each side of their star ● instruct students to write on each index card one strategy toward reaching their goal | <ul style="list-style-type: none"> ● ask students to individually define self-advocacy and share out ● write examples on the board ● collectively decide on a working definition ● teach students strategies that could be used to self-advocate (e.g., I messages, active listening, persistence, respect, self-confidence, smiling, shaking a person's hand, saying thank you) |
| Closing | <ul style="list-style-type: none"> ● share with students how many group sessions are remaining ● ask each student to share one new insight they may have had within the group session that day | <ul style="list-style-type: none"> ● have students share one of the goals they wrote on their star and the steps it will take to reach the goals ● share with students how many group sessions are remaining ● ask each student to share one new insight they may have had within the group session that day | <ul style="list-style-type: none"> ● ask students to review the I HAVE/I AM/I CAN factors of resiliency ● inform students how many group sessions are remaining ● ask each student to share one new insight they may have had within the group session that day ● ask each student to share one positive attribute that he/she saw in another group member |