Program Evaluation

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Overview of Group

○ 9 Students
~ 5 girls and 4 boys
~ 8 seventh graders and 1 eighth grader
~ Hispanic, Black, White

○ 1 Student Teacher

○ 3 Facilitators

Establishing Rapport

- Each session we allowed the students to ask the main facilitator a "personal" question about themselves

- Played name games/activities for the first 2-3 sessions so everyone could remember names

- We would participate in activities and discussions to demonstrate that we cared about the students and the topics being discussed

S.M.A.R.T. Goals

○ Our overall SMART Goal was by the end of our five sessions, each student would be able to identify one helpful "tool" that they could implement into their everyday lives.

Session Topics

- Introduction Day – Games, Rules, Expectations

- Reality Ride – How choices comes with consequences

- The Motivation Formula – How to turn challenges in life into motivation

- Jumping Hurdles – How to deal with tough obstacles life throws at you

- Termination and Coping Mechanisms – Pizza party and discussed positive/negative coping mechanisms students can use

Weekly Agenda

- Open with random question for facilitator
- Go over group rules and expectations
- Play an opening activity
- Introduce topic and discussion points
- Closing activity
- Introduce the topic for the next week

Successes and Challenges

What worked?

○ Throughout our sessions the students seemed to open up more and go deep with the selected topics.

○ Our "disruptive child" started participating after talking with them.

○ Students seemed to understand the topics and could practically apply them to their own lives.

What didn't work as well?

○ Hard to get some students to share, while other students loved to share.

○ Separating friend groups did not help as much as we thought it would.

○ Asking "who would like to share" does not yield the results we wanted.

Greatest Learning Moments

- ○ Most disruptive students are just seeking attention
- ○ Pulling a student aside privately worked in ending some disruptive behavior
- ○ These students have minds of their own and are capable of giving deep answers
- ○ Having support facilitators is very helpful when trying to run a successful group
- ○ The students take more away from our group sessions then we realize

Termination Analysis

- The students seemed to have a positive reaction to the termination

- The group members commented on how the group had went well for the most part and how they wish that the groups could continue mainly so that they could get out of class

- The group facilitator response to termination was very professional. It was stated that our time was enjoyed but that we would not be able to do more group sessions. No negative feelings or feelings of attachment were experienced by the group facilitators

- What was learned from termination
  - It does not have to be a predominantly negative experience
  - Termination can be helpful for both sides in creating a realization of the importance of the groups they participated in

Group Stages: Garland, Jones, and Kolodny Model

Preaffiliation: In the first session the group members were hesitant to open up to us and were eager to talk to their own friends but not mingle with other members in the group unless they had to

Power and Control: Over the next two group sessions there were group leaders that emerged, primarily two people, that talked the most and led the conversations when questions were asked by group facilitators

Intimacy: In the fourth sessions, there was a feeling of closeness that had been established between the members of the group and the facilitators to the point where they talked about things that were personal to them

Differentiation: This stage occured throughout the groups in regards to the fact that the design of the group and how we did things shifted depending on who the facilitator was

Separation: The separation stage occured in the last session and was not painful but rather more joyful and satisfactory

Process Evaluation

Survey

- Using Yes/No answers
- What can facilitators improve for future groups?
  - Ask more questions
  - more activities
  - look series/ deeper conversations
  - more interesting subjects
  - Left blank/nothing comes to mind

Process Evaluation cont...

Strengths

- Topics presented
- We met the groups expectations

Area of growth

- Presentation
- Activities
- Group involvement

Outcome Evaluation

Survey

- Using Yes/No questions
- Did this group help prepare you to face problems that life will throw at you?
  - 7 yes
  - 1 yes/no
  - 1 student did not take the survey

Outcome Evaluation

Strengths
- Topics were informative and relatable
- Allowed students really think about the topic
- Activities related with the lesson

Areas of Growth
- Possibly asking students not just one tool they have gained from our sessions, but how they plan on using that "tool" in their everyday lives.

Questions

1. From our questionnaire, some students wrote that we did not get "deep enough" with our topics. How do we get deeper without sharing our whole personal story?
2. What were some ways that you all had to address disruptive behavior?
3. When asking students questions, how did you illicit deeper responses?
4. When you suspect that there are problems in a student's home, how do you address that?

Feedback/Questions

Do you have any feedback or questions for us?