

<p><b>Title</b> – Stress Management</p> <p><b>Content Area</b> – School Psychologist</p> <p><b>Grade Level</b> – 9-10</p> <p><b>Students</b> – the 10 students in my Stress Management group</p> <p><b>Interval of Service Delivery</b> – I will run two groups—one in the fall semester and one in the spring semester. Each group will meet for two 45-minute session per week for 12 weeks.</p>		
Main Criteria	Element	Description
<p><b>Essential Questions:</b> What is the most important outcome that will enable students to have better access to education through your services?</p>		
Priority of Content	Objective Statement	Students in my Stress Management Group will increase their knowledge and use of stress management strategies in order to decrease the impact of stressors on their instructional time, thereby improving their long-term academic outcomes.
	Rationale	Both research and my personal observations in thirteen years as a school psychologist indicate that students' inability to manage stress has a negative impact on their academic performance. This is due to fact that some of these students must physically remove themselves from the classroom in order to reduce their stress. For others, stress prevents them from fully engaging in their academic work while in the classroom.
<p><b>Essential Questions:</b> Where are my students now with respect to the objective?</p>		
	Baseline Data / Information	<p>The students in this group have been referred to me because they have difficulty managing and responding appropriately to stress. Some struggle with anxiety (either academic or social) and others struggle to manage their anger when stressed. In order to get to know students better and understand their triggers and coping mechanisms, I used several information sources:</p> <ul style="list-style-type: none"> <li>▪ <b>Scenario-Based Self Assessment:</b> This written assessment includes descriptions of various stress-inducing scenarios (presenting in front of a class, having a valued personal item stolen from a backpack, being left out of social event, getting a bad grade on a test). For each scenario, students are asked the degree to which this scenario has recently caused them stress and how they would likely react.</li> <li>▪ <b>Stressor Tracking Sheet:</b> During the first two weeks of working together, I asked students to record every time they experienced a stressor of a 3 or higher (using our "Stress Scale"), how they responded to it (verbal outburst, emotional shut down, physical exit, etc.), and its impact on their academics (on a scale of 1 (no impact) to 4 (large impact).</li> <li>▪ <b>Teacher Logs:</b> During these same two weeks, I asked at least one of the students' teachers to note every time their academic performance appeared to be impacted by a stressor. They were asked to indicate what appeared to trigger the reaction and the degree to which the student's academic performance was impacted.</li> </ul> <p>I reviewed all of this information in order to identify what the students' key triggers seem to be and determine the degree to which stress is impacting their academic work.</p>

<b>Essential Questions:</b> Based on what I know about my students, where do I expect them to be by the end of the interval of service? How will I measure this?		
<b>Rigor of Target</b>	<b>Target(s)</b>	<ul style="list-style-type: none"> <li>▪ <b>Scenario-Based Self Assessment:</b> At the end of the interval of instruction, I expect that 100% students will be able to sufficiently describe a coping strategy that they can use to respond to a series of stressful scenarios.</li> <li>▪ <b>Stressor Tracking Sheet:</b> During the last two weeks of the course, I will ask students to record every time they experienced a stressor of a 3 or higher (on our “Stress Scale”), how they responded to it/what coping technique they used, and its impact on their academics (on a scale of 1 (little impact) to 4 (large impact). I expect all students will report at least 25% more positive or neutral responses and an average of at least 25% less impact on academics.</li> </ul>
	<b>Rationale for Target(s)</b>	<p>It is important for students to be able to identify stress management strategies and positive or neutral reactions to stressors because this will increase the likelihood that they will use them when stressful situations arise. Given how much of our group time will be spent reviewing and role playing these scenarios and responses, I am confident that students will be able to describe a series of coping mechanisms that they can use to respond to stressors.</p> <p>However, knowing an appropriate response is only the first step. Students also have to begin applying this knowledge. While it may not be possible to reduce the frequency of experiencing stress, I do expect that students will be able to change how they handle that stress and minimize the impact on their academics. I think a 25% reduction is attainable for all students and is in alignment with the gain I have seen similar students make in past years. If students remain in the group or continue practicing their stress-reduction strategies in the next semester, we can expect that they will reduce negative reactions and impact on academics by 50% within one year.</p>
<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<ul style="list-style-type: none"> <li>▪ Scenario-Based Self Assessment</li> <li>▪ Stressor Tracking Sheet</li> </ul> <p>The Scenario-based self assessment will be administered at the end of the 12-week course. I will score it using the scoring guide that was developed with the self assessment. I will also have 10-20% of the assessments double scored by the School Counselor.</p> <p>The stressor tracking sheet will be completed by students in the group during the final week of the course.</p>
	<b>Strategies</b>	<p>I will meet with these students twice per week for twelve weeks. In those sessions, students will be encouraged to identify and discuss their triggers through group discussion, group and partner activities, simulations, and self reflection exercises. I will provide direct instruction on stress reduction and management strategies, including breathing and visualization exercises, progressive muscle relaxation, tracking inner monologue, use of manipulatives, etc. I will also work with at least one of each student’s teachers to educate them about the student’s triggers and stress management strategies and check in with them at least twice per month to discuss the student’s progress. This awareness on the part of the teacher will help both by making those classrooms more sensitive to the student’s needs and by broadening the student’s support network among adults in the school.</p>