



PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

WHITLOWE R. GREEN COLLEGE OF EDUCATION

Dissertation Defense Announcement

ABSTRACT

An Examination of School Stakeholder Perceptions of
a TEKS-Based Small Group Counseling Curriculum

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Chair of Advisory Committee: Dr. Abul Pitre

This study utilized a single case study research design to capture the perspectives of a Texas Essential Knowledge and Skills (TEKS)–based counseling intervention on third-grade boys in a central Texas school district. Ten third-grade boys participated in a Response-to-Intervention (RTI) curriculum designed to address students’ needs as they related to academic achievement and behavioral modification. After completing the RTI, students, teachers, and the school counselor completed open-ended questions, individual and focus group interviews.

The research answered the following questions:

1. What is the perception of the TEKS-based small group counseling intervention as perceived by stakeholders (students, teachers, school counselor) in a central Texas elementary school?
 - a. How does a TEKS-based small group counseling intervention influence academic development in a central Texas elementary school?
 - b. How does a TEKS-based small group counseling intervention influence personal/social development in a central Texas elementary school?
 - c. How does a TEKS-based small group counseling intervention influence career development in a central Texas elementary school?

The findings from the research study indicate that the stakeholders perceived the RTI intervention used in this study had a positive impact on the student's academic, behavioral, and career development. Themes emerged from focus group interviews and from teacher feedback regarding the intervention tool. Both sets of stakeholders perceived the intervention in a positive manner. The adult participants focused on the academic component of the intervention. Based on their knowledge, the adult participants seem to place limits on the students based on their location/demographic or their educational language acquisition (ESL students). Students focused on the behavioral aspect of the intervention and talked about how the intervention has helped them to become better citizens causing them to display good character traits and manners. The themes that emerged as a result of stakeholder's perceptions can be synthesized as follows:

1. The need for the *ABC Counseling Workbook* to address ESL students in the text, the ESL students' need for visuals, and difficulty of language and definitions for ESL students
2. The benefit of student engagement with concepts using real-life experiences

3. The benefit of the higher level of critical thinking skills that the workbook required of students

While acknowledging the positive impact of the stakeholders also offered suggestion for improvement of the intervention. Stakeholder's perceived the intervention to be academically difficult for the third grade students. The intervention was written on a third grade level. A review of the rigor and difficulty of the curriculum is needed to address future groups using this TEKS based counseling program.

Date: August 13, 2014 **Department:** Educational Leadership and Counseling
11:00 a.m. **Location/Room:** Delco 220

Time:

Dissertation Chair: Abul Pitre, Ph.D.

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