Utah Comprehensive Counseling and Guidance  
Closing the Gap Results Report (Small Group) 2008-2009  
School: Heber Valley Elementary  
Target Group: Students who internalize behavior problems  
Target Group selection is based upon: The need to identify and help students who don’t manifest emotions externally, but rather keep everything inside. The internalizers are often overlooked because they don’t draw attention to themselves through disruptive behavior.

ABSTRACT  
The focus of this project is to identify students with internalizing behaviors and then provide and implement necessary resources to help them learn appropriate social skills, coping skills, and increase self-esteem. An internalizing student often suppresses emotions such as anger, grief, sadness. Those emotions will later manifest themselves as depression, anxiety, bullying, and school failure. This project will use the Systematic Screening for Behavior Disorders (SSBD) to identify students who are at risk for internalizing behaviors. From this, the data will be used to contact parents and offer school and/or community resources. The SSBD will be given again in the spring to determine progress.

PROJECT DESCRIPTION  
This is the Who, What, Where, When, Why, How section.

Introduction (the Why)  
- Personal/Social Development  
  - Standard A: Students will develop the skills to understand and appreciate themselves and others  
  - Standard C: Student will develop the resiliency skills necessary for safety and survival.  
- Intended Student Behavior: Students identified with internalizing behaviors will learn and use healthy ways to express their emotions and talk about issues that are frustrating, hurting, or discouraging them, allowing them to be more successful in the classroom.

Participants (the Who)  
- Students at risk for internalizing emotions and behaviors

Method (the What, When and Where and How)  
- Teachers will be trained on how to fill out the SSBD evaluation forms, and nominate the three most internalizing students in their class.  
- Utilizing the Interventions Plus grant, BYU students will enter and score the data from evaluations and report to counselor which students are at risk for internalizing emotions and behavior.  
- The counselor will make contact with parents and offer school resources or resources from Heber valley Counseling  
- School interventions could include, the following: school wide social skills instruction, smaller group social skills, individual counseling and parent consultation  
- A follow up evaluation will be administered at the end of the school year to determine progress made with these students  
- Counselor involved: Colleen Cummings

RESULTS
What are the results of the project (i.e. skills/competency data, changes in behavior, grades, attendance - including achievement data). You can insert graphs by selecting Insert/Picture/Chart. From there, you can input whatever data you would like. You can add text around the graph by right clicking on the graph, then selecting show picture toolbar. In the toolbar that pops up, click on the icon that looks like a dog with lines through it, then select tight.

**DISCUSSION**

This section is the place to talk about implications – What does the data tell you? What can the students do with this now? It is also the place to talk about anecdotal information, successes, improvements, and future directions.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007. Used and adapted with permission.