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## TVG Summary Report

1 message

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Thu, Apr 30, 2026 at 9:35 AM

To: "edgefield.school.foundation@gmail.com" <edgefield.school.foundation@gmail.com>

### **Canvas of Feelings: Stories, Games & Strategies for K-5**

#### **Project Overview**

The students at JES have greatly benefited from the storybooks, games, and art activities purchased through the "Canvas of Feelings: Stories, Games & Strategies for K-5" grant. This funding provided the opportunity to support students needing additional assistance through engaging, hands-on interventions. Facilitating these sessions has been one of the most enjoyable and fulfilling experiences of this year.

#### **Implementation & Adjustments**

The small group format (6–8 students per group) created a safe, less intimidating environment, allowing students to receive personalized guidance while practicing essential social skills. While the original plan was to run these groups for six weeks, the timeline was extended to an eight-week span to ensure the students could fully engage with the material and complete the process.

#### **Key Outcomes & Success Stories**

It was incredibly rewarding to watch the students problem-solve through art and collaborate during gameplay. Specific success stories include:

**Improving Self-Control:** One student who previously caused frequent classroom distractions participated in our self-control group. Following the intervention, his teacher reported a noticeable decrease in disruptive behavior.

**Overcoming Test Anxiety:** A student experiencing severe test anxiety created a personalized coping sticker during our art activities to use as a reference tool. Her teacher reports that her recent test scores now accurately reflect her true academic ability. Before taking the SC Ready writing test, she even confidently stopped me in the hallway to declare, "I've got this!"

#### **Additional Observations**

Beyond the primary objectives, the small group format yielded several positive outcomes:

**Increased Engagement:** The intimate setting encouraged active participation and collaboration from quiet, reserved students who rarely speak up in larger classrooms.

**Peer Accountability:** Students began holding one another accountable for their behavior and coping strategies after leaving the group and returning to the general classroom.

**Meaningful Connections:** The shared activities fostered new friendships and strong bonds between students who might not have interacted otherwise.

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**5 attachments**



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191K



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172K



**IMG\_0882.jpeg**  
174K



**IMG\_1034.jpeg**  
187K



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