"School Counseling Development".

In Section 1 of this course you will cover these topics:
' The Profession Of School Counseling
' The School Counselor: Promoting Academic Excellence For All Students
' School Counselor Competencies: Promoting Systemic Change

Topic : The Profession Of School Counseling

Topic Objective:

This chapter is intended to:

- Provide an overview of historical events that influenced the development of the school counseling profession
- Illustrate the evolution of school counseling from a service-oriented model to a comprehensive developmental model
- Explain the role of the school counselor in today's schools
- Outline the ethical responsibilities of the school counselor toward students, parents, colleagues, community, profession, and self

Definition/Overview:

School Counselor

A **school counselor** is a counselor and educator who works in K-12 schools to provide academic, career, college readiness, and personal/social competencies to all students and other stakeholders. Older, dated terms for the profession were "guidance counselor" or "educational counselor" but *School Counselor* is the preferred term in the United States due to professional school counselor role, skill, and identity advocacy from various professional organizations including the American School Counselor Association. Elsewhere in the Americas, Africa, Asia, Europe, and the Pacific various terms are used including school counsellor, school guidance counsellor, and guidance teacher with the traditional emphasis being career development.

Key Points:

1. The Profession of School Counseling

In the USA, the need for high-school counselors was traditionally emphasized moreso than school counselors in lower grades but a majority of USA states mandate school counselors at elementary, middle, and high school levels. Countries vary in how school counseling programs and services are provided based on economics, social capital, and School Counselor certification and credentialing movements in Education departments, professional associations, and national and local legislation. The major accreditation body for Counselor Education/School Counseling programs is the Council for the Accreditation of Counseling and Related Programs (CACREP) located in the United States, which also provides international program accreditation in Counselor Education disciplines including school counseling

2. School counseling history

The history of school counseling varies on how countries and schools provide academic, career, college readiness, and personal/social skills and competencies to K-12 children and adolescents based on economic and social capital resources in a school counseling program In the United States, the school counseling profession began with the vocational guidance movement at the beginning of the 20th century, now known as career development. Jesse B. Davis was the first to provide a systematic school guidance program. In 1907, he became the principal of a high school and encouraged the school English teachers to use compositions and lessons to relate career interests, develop character, and avoid behavioral problems. Many others during this time did the same. For example, in 1908, Frank Parsons, "Father of Vocational Guidance" established the Bureau of Vocational Guidance to assist young people in making the transition from school to work.

From the 1920s to the 1930s in the United States, school counseling and guidance grew because of the rise of progressive education in schools. This movement emphasized personal, social, moral development. Many schools reacted to this movement as anti-educational, saying that schools should teach only the fundamentals of education. This, combined with the economic hardship of the Great Depression, led to a decline in school counseling and

guidance. In the 1940s, the U.S. used psychologists and counselors to select, recruit, and train military personnel. This propelled the counseling movement in schools by providing ways to test students and meet their needs. Schools accepted these military tests openly. Also, Carl Rogers' emphasis on helping relationships during this time influenced the profession of school counseling.

In the 1950s, the government established the Guidance and Personnel Services Section in the Division of State and Local School Systems. In 1957, the Soviet Union launched Sputnik I. Out of concern that the Russians were beating the U.S. in the space race, which had military implications, and that there were not enough scientists and mathematicians, the American government passed the National Defense Education Act, which spurred a huge growth in vocational guidance through large amounts of funding. In the 1960s, the profession of school counseling grew as new legislation and professional developments were established to refine and further the profession and improve education.

The 1960s was also a time of great federal funding in the United States for land grant colleges and universities interested in establishing and growing what are now known as Counselor Education programs. School counseling began to shift from a focus exclusively on career development to a focus on student personal and social issues paralleling the rise of social justice and civil rights movements in the United States. It was also in the late 60s and early 1970s that Prof. Norm Gysbers began the work to shift from seeing school counselors as solitary professionals into a more strategic and systemic goal of having a comprehensive developmental school counseling program for all students K-12. His and his colleagues' work and research evidence showing strong correlations between fully implemented school counseling programs and student academic success was critical to beginning to show an evidence base for the profession especially at the high-school level based on their work in the state of Missouri.

But school counseling in the 1980s and early 1990s in the United States was not seen as a player in educational reform efforts buffeting the educational community. The danger was the profession becoming irrelevant as the standards-based educational movement gained strength in the 1990s with little evidence of systemic effectiveness for school counselors. In response, Campbell & Dahir consulted widely with school counselors at the elementary, middle, and high school levels and created the ASCA National Standards for School Counseling with three core domains (Academic, Career, Personal/Social), nine standards, and specific competencies and indicators for K-12 students. A year later, the first systemic meta-analysis of school counseling was published and gave the profession a wake-up call in terms of the

need to focus on outcome research and the small set of methodologically accurate school counseling outcome research studies in academic, career, and personal/social domains. Also in the late 1990s, a former mathematics teacher, school counselor, and administrator, Pat Martin, was hired by The Education Trust to start work on a project to focus the school counseling profession on helping to close the achievement gap overwhelming hindering the life successes of children and adolescents of color, poor and working class children and adolescents, bilingual children and adolescents and children and adolescents with disabilities. Martin was able to develop focus groups of K-12 students, parents, guardians, teachers, building leaders, and superintendents, and then interviewed professors of school counseling in Counselor Education programs. She hired a retired school counselor educator from Oregon StateUniversity, Dr. Reese House, and they worked to create what emerged in 2003 as the National Centerfor Transforming School Counseling at The Education Trust.

Their foci included both changing how school counseling was taught at the graduate level and by changing the practices of K-12 school counselors in districts throughout the USA in order to teach school counselors how to prevent and intervene to help close achievement and opportunity gaps for all students. In the focus groups, they found what Hart & Jacobi had indicated was accurate--that too many school counselors were working as gatekeepers for the status quo instead of advocates. Too many school counselors were using inequitable practices and unwilling to challenge inequitable school policies, which kept students from nondominant backgrounds getting the coursework and academic, career, and college readiness skills needed to successfully graduate from high school and pursue rigorous post-secondary options including college. They funded six $500,000 grants for six different Counselor Education/School Counseling programs, with a special focus on both rural and urban settings, to completely transform their school counseling programs to include a focus on teaching school counselor candidates advocacy, leadership, teaming and collaboration, equity assessment using data, and culturally competent program counseling and coordination beginning in 1998 (Indiana State University, University of Georgia, University of West Georgia, University of California-Northridge, University of North Florida, and Lewis& Clark University) and then over 25 other Counselor Education/School Counseling programs joined as companion institutions in the following decade. By 2008, NCTSC consultants had worked in over 100 US school districts and many major cities and rural areas to transform the work of school counselors to close achievement and opportunity gaps and challenge inappropriate policies and procedures through using data and assessing equity.

In 2002, the American School Counselor Association released the ASCA National Model framework for school counseling programs, written by Dr. Trish Hatch and Dr. Judy Bowers, comprising some of the top school counseling components in the field into one model--the work of Drs. Norm Gysbers, Curly & Sharon Johnson, Robert Myrick, Carol Dahir & Cheri Campbell's ASCA National Standards, and the skill-based focus for closing gaps from the Education Trust's Pat Martin and Reese House into one document.

In 2003, the Center for School Counseling Outcome Research was developed as a clearinghouse for evidence-based practice with regular research briefs disseminated and original research projects developed and implemented with founding director Dr. Jay Carey. One of the research fellows, Dr. Tim Poynton, developed the EZAnalyze software program for all school counselors to use as free-ware to assist in using data-based interventions and decision-making.

In 2004, the ASCA Code of Ethics was substantially revised to focus on issues of equity, closing gaps, and ensuring all students received access to a K-12 school counseling program Also in 2004, Pat Martin left the Education Trust and moved to the College Board. She later hired School Counselor Educator Dr. Vivian Lee and they developed an equity-focused entity on school counselors and college counseling, the National Office for School Counselor Advocacy (NOSCA) (http://professionals.collegeboard.com/policy-advocacy/educators/nosca). NOSCA has developed research scholarships for research on college counseling by K-12 school counselors and how it is taught in School Counselor Education programs.

In 2008, The first NOSCA study was released by Jay Carey and colleagues focusing on innovations in selected College Board "Inspiration Award" schools where school counselors collaborated inside and outside their schools for high college-going rates and strong college-going cultures in schools with large numbers of students of nondominant backgrounds. Also in 2008, the American School Counselor Association released School Counseling Competencies focused on assisting school counseling programs to effectively implement school counseling programs based on the ASCA Model.

The history of the school counseling profession internationally shifts as more parents, guardians, teachers, building and district leaders, and government officials support the changes in roles, expectations, and skills of current and future school counselor candidates and as the evidence base and equity-building skills of school counselors develop school counseling programs delivering academic, career, college, and personal/social competencies for every child and adolescent.

3. School counselor roles, school counseling program framework, and ethics

Professional School Counselors ideally implement a data-driven, evidence-based comprehensive school counseling program that promotes and enhances student achievement, career and college readiness, and personal and social competencies at the elementary, middle, and high school levels. A fully-implemented school counseling program ideally delivers academic, career, college readiness, and personal/social competencies to every student K-12just as the district's mathematics program is for 100% of the students. Professional School Counselors, in most U.S. states, usually have a Master's degree in school counseling from a Counselor Education graduate program.

They are employed in elementary, middle, and high schools and in district supervisory, counselor education faculty positions (usually with an earned Ph.D. in Counselor Education) and post-secondary settings doing academic, career, college readiness, and personal/social counseling, consultation, and program coordination. Their work is varied, with attention focused on developmental stages of student growth, including the needs, tasks, and student interests related to those stages.

Professional School Counselors meet the needs of student in three basic domains: academic development, career development, and personal/social development with an increasing emphasis on college readiness. Knowledge, understanding and skill in these domains are developed through classroom instruction, appraisal, consultation, counseling, coordination, and collaboration. For example, in appraisal, school counselors may use a variety of personality and career assessment methods (such as the Self-Directed Search (SDS) or Career Key (based on the Holland Codes) to help students explore career and college needs and interests.

Delivery methods include academic, career, college and personal/social planning for every student; developmental classroom lessons for all students; and individual and group counseling for some students who need more intensive assistance beyond classroom lessons or planning/advising sessions. Classroom lessons and the school counseling curriculum are designed to be preventive in nature and include academic, career, college, and personal/social skills and competencies including self-management and self-monitoring skills. The Responsive Services component of the Professional School Counselor's role provides

individual and/or small group counseling for students. For example, if a student's behavior is interfering with his or her achievement, the Professional school counselor will observe that student in a class, provide consultation to teachers and other personnel to develop (with the student) a plan to address the behavioral issue(s), and then work together (collaboration) to implement the plan. They also help by providing consultation services to family members such as college readiness, career development, parenting skills, study skills, child and adolescent development, and help with school-home transitions.

Additionally, professional school counselors may lead classroom lessons on a variety of topics within the three domains such as personal/social issues relative to student needs, or establish groups to address common issues among students, such as divorce or death. The topics of character education, diversity and multiculturalism, and school safety are important areas of focus for school counselors. Often counselors will coordinate outside groups that wish to help with student needs such as academics, or coordinate a state program that teaches about child abuse or drugs, through on-stage drama.

The ASCA National Model operationalize much of the above into four main areas of focus: Foundation (a written school counseling program mission statement, a beliefs and philosophy statement, and a focus on the ASCA standards and competencies and how they are implemented for every student; Delivery System (how lessons and individual and group counseling are delivered); Management System (use of calendars, time, building leader-school counselor role agreements, creation of action plans); and Accountability System (use of a SC program audit, results reports, and School Counselor Evaluations based on 13 key competencies. The model is implemented using key skills from the Education Trust's Transforming School Counseling Initiative: Advocacy, Leadership, Teaming and Collaboration, and Systemic Change.

School Counselors are also expected to follow a professional code of ethics in many countries. In the United States, they are primarily the American School Counselor Association Code of Ethics and the American Counseling Association Code of Ethics.

4. Job growth and earnings for school counselors

The rate of job growth and earnings for school counselors depends greatly on the country that one is employed in and whether the school is funded publicly or privately. School Counselors working in international schools or "American" schools around the world may find similar work environments and expectations to current best practices in the United States. Outside of

those schools, expectations (and pay) vary greatly based on the level of school counselor or school counselor roles, identity, expectations, and legal and certification requirements and expectations. In the United States, according to the Occupational Outlook Handbook(OOH) the median salary for school counselors in the United States in May 2004 was $45,570. The middle 50 percent earned between $34,530 and $58,400. Also, school counselors could earn additional money working summer jobs as counselors for schools or community agencies, and among all counseling fields, are currently paid the highest salary. Overall employment for counselors is faster than average, and school counselors should find a favorable job market because demand is higher than the graduation rates of school counseling programs. In the United States, rural areas and urban areas traditionally have been under-served by school counselors in public schools due to both funding shortages and often a lack of best-practice models. With the advent of No Child Left Behind legislation in the USA and a mandate for school counselors to be working with data and showing evidence-based practice, school counselors who are able to show and share their results in assisting to close gaps are in the best position to argue for increased school counseling resources and positions for their programs. For more international specifics, see external links.

5. International school counseling issues

How school counseling services are provided in K-12 schools varies on public versus private schools and divergent financial and social capital resources in various countries and communities. Worldwide, there are large achievement, opportunity, funding, and attainment gaps for who has access to a quality K-12 education and can pursue additional educational resources including college. In some countries, school counseling, frequently career education/development/counseling, is provided by educational specialists (for example, Botswana,Finland, Israel, Malta,Nigeria, Romania, Turkey, United States). In other cases, school counseling is provided by classroom teachers who either have such duties added to their typical teaching load or teach only a limited load that also includes school counseling activities.

In Korea, school counselors must teach a subject besides counseling, and not all school counselors are appointed to counseling positions. Even though Korean law has required school counselors in all middle and high schools.

There are groups in Africa, Americas, Asia, and Europe that have provided international counseling conferences but none have had an exclusive school counseling focus. The IAEVG focus is primarily on career development and has some international school counseling foci in publications and conferences.

Topic : The School Counselor: Promoting Academic Excellence For All Students

Topic Objective:

This chapter is intended to:

- Provide an overview of the governing bodies that oversee the educational system in the United States, as well as the functions served/roles performed by each of these bodies
- Describe school reform efforts
- Describe the concept of resilience and illustrate its relationship to student success
- Identify educational strategies and community resources that promote student success.

Definition/Overview:

School counselors are integral in developing a comprehensive school plan that establishes a safe learning environment. The provisions of the SAVE Legislation allow school counselors to create activities that educate students on codes of conduct thereby reducing suspension and detention, teaching civility, conflict resolution, tolerance and diversity and other areas of child development that promote safety. School counselors embrace opportunities to incorporate components of the SAVE Legislation at all levels of activities. If students are given a safer learning environment they are more apt to achieve success.

A comprehensive school-counseling program with developmental activities can provide the following:

- Safer environment
- Improved interpersonal relationships
- Improved behavior
- Problem solving strategies
- Increased positive self-awareness
- Prevention of disruption or violent incidents
- Reduced drop out rates

- Understanding of the importance of learning

Key Points:

1. Education and certification/credentialing of school counselors

The education of school counselors (school counsellors) around the world varies greatly based on the laws and cultures of specific countries and the historical influences of their respective educational and credentialing systems and professional identities related to who delivers academic, career, college readiness, and personal/social information, advising, curriculum, and counseling and related services.

In the United States, a professional School Counselor is a certified educator with a master's degree in school counseling (usually housed in a Counselor Education graduate program) with specific school counseling graduate training including unique qualifications and skills to address all students academic, career, college readiness and personal/social needs through the use of school counseling programs that deliver specific measurable competencies.

About half of all Counselor Education programs that offer school counseling are accredited by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and all but one are currently in the United States with one in Canada and one program under accreditation review in Mexico as of 2008 and maintains a current list of accredited programs and programs in the accreditation process on their website. CACREP has identified in 2008 an interest in accrediting more programs outside of the United States. According to CACREP, an accredited school counseling program offers specific coursework in Professional Identity and Ethics, Human Development, Counseling Theories, Group Work, Career Counseling, Multicultural/Diversity Counseling, Assessment, Research and Program Evaluation, and Clinical Coursework in a 100-hour practicum under the supervision of both a school counseling faculty member and a certified school counselor site supervisor (master's degree in school counseling or higher, and appropriate certification) and a 600-hour internship under the supervision of both a school counseling faculty member and a certified school counselor site supervisor (master's degree in school counseling or higher, and appropriate certification).

CACREP released the revision of the Standards for 2009 in 2008, and made a major change moving toward performance-based accreditation including evidence of school counselor candidate learning. In addition, in the 2009 standards, CACREP greatly tightened and enhanced the school counseling standards with specific evidence needed of how school counseling students receive education in foundations; counseling prevention and intervention; diversity and advocacy; assessment; research and evaluation; academic development; collaboration and consultation; and leadership in K-12 school counseling contexts. Certification practices for school counselors vary around the world. School Counselors in the United States may opt for national certification through two different boards. The National Board for Professional Teaching Standards (NBPTS) requires a two-to-three year process of performance-based assessment, and demonstrate (in writing) content knowledge in human growth/development, diverse populations, school counseling programs, theories, data, and change and collaboration. As of February, 2005, 30 states offer financial incentives for this certification.

Also based in the USA, The National Board for Certified Counselors (NBCC) requires passing the National Certified School Counselor Examination (NCSC), which includes 40 multiple choice questions and seven simulated cases which assess school counselors' abilities to make critical decisions on the spot. Additionally, a master's degree and three years of supervised experience are required. NBPTS also requires three years of experience, however, a master's degree is not required, but only state certification (41 of 50 require a master's degree). At least four states offer financial incentives for the NCSC certification. Both certifications have benefits and costs that a school counselor would want to consider for national certification. NBCC has credentials counselors in the United States.

2. Elementary school counseling

Elementary professional school counselors following best practices provide developmental school counseling curriculum lessons on academic, career, college readiness, and personal and social competencies, advising and academic/career/college readiness planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of young children K-6. Increased emphasis is starting to be placed on college readiness counseling at the elementary school level as more school counseling programs move to evidence-based work with data and specific results. Research has shown that school counseling programs help to close achievement and opportunity gaps in terms of

which students have access to school counseling programs and early college readiness activities and which students do not. To facilitate the school counseling process, school counselors use a variety of theories and techniques including developmental, cognitive-behavioral, person-centeredlistening and influencing skills, systemic, family, multicultural, narrative, and play therapy.Sink & Stroh released a research study showing the effectiveness of elementary school counseling programs in Washingtonstate.

3. Middle school counseling

In middle school counseling, professional school counselors following best practices provide developmental school counseling curriculum lessons on academic, career, college readiness, and personal and social competencies, advising and academic/career/college readiness planning to all students and individual and group counseling for some students and their families to meet the developmental needs of late childhood and early adolescence according to sources such as the ASCA National Model. Increasing emphasis has been placed on college readiness counseling at the middle school level as more school counseling programs move to evidenced-base work with data and specific results that show how school counseling programs help to close achievement and opportunity gaps in terms of which students have access to school counseling programs and early college readiness activities and which students do not.

Middle School College Readiness curricula have been developed by The College Board that can be used to assist students and their families in this process. To facilitate the school counseling process, school counselors use a variety of theories and techniques including developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy. Transitional issues to ensure successful transitions to high school are a key area including career exploration and assessment with seventh and eighth grade students.Sink, Akos, Turnbull, & Mvududu released a study in 2008 confirming the effectiveness of middle school comprehensive school counseling programs in Washington state.

4. High school counseling

In high school, professional school counselors following best practices provide developmental school counseling curriculum lessons on academic, career, college readiness, and personal and social competencies, advising and academic/career/college readiness

planning to all students and individual and group counseling for some students to meet the developmental needs of adolescents according to sources such as the ASCA National Model. Increasing emphasis is being placed on college readiness counseling at the early high school level as more school counseling programs move to evidence-based work with data and specific results that show how school counseling programs help to close achievement and opportunity gaps ensuring all students have access to school counseling programs and early college readiness activities. High School College Readiness curricula have been developed by The College Board to assist this process.

To facilitate school counseling, school counselors use varied theories and techniques including developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy. Transitional issues to ensure successful transitions to college, other post-secondary educational options, and careers are a key area. The high-school counselor helps students and their families prepare for rigorous post-secondary education and/or training options (e.g. college, trade school) by engaging students and their families in finding accurate and meaningful information on entrance requirements, financial aid, recommendation letters, test-preparation and so forth. Professional School Counselors at the high-school level spend much of their time helping students and their families monitor their progress toward graduation and being adequately prepared for post-secondary options including college. Some students now turn to private college admissions counselors specialized in college admissions but the ethics of so doing is open to great debate in terms of who has access to this funding and there is little research-based evidence of effectiveness on the part of these outside parties.

The fees for these college admissions counselors can be as high as $30,000. A framework for Professional School Counselor responsibilities and roles is outlined in the ASCA (American School Counselor Association) National Model. Lapan, Gysbers, & Sun's study showed correlational evidence of the effectiveness of fully implemented school counseling programs on high school students' academic success. Carey et al's 2008 study showed specific best practices from school counselors raising college-going rates within a strong college-going environment in multiple USA-based high schools with large numbers of students of nondominant cultural identities.

Topic : School Counselor Competencies: Promoting Systemic Change

Topic Objective:

This chapter is intended to:

- Identify the characteristics of a system
- Describe the process of systemic change
- Identify skills and styles associated with effective leadership
- Identify the characteristics of collaboration
- Describe the process of team building
- Describe school counselor activities that are associated with advocacy

Definition/Overview:

A comprehensive school-counseling program is an integral component of the total educational experience of all students. The program is designed to foster student achievement and school improvement and is developmental and systematic in nature, sequential, clearly defined and accountable. Professional school counselors must clearly establish and articulate the purpose and goals of school counseling and its relationship to the educational system, in order to become active participants in school improvement.

Key Points:

1.An educational program that is comprehensive, challenging, purposeful, integrated, and standards-based.
A comprehensive school-counseling program is an integral component of the total educational experience of **all**students. The program is designed to foster student achievement and school improvement and is developmental and systematic in nature, sequential, clearly defined and accountable. Professional school counselors must clearly establish and articulate the purpose and goals of school counseling and its relationship to the educational system, in order to become active participants in school improvement.

Mission of school counselors is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the Learning Standards and the American School Counselor Associations *National Standards for School Counseling Programs*. The *Comprehensive School Counseling Program* focuses on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community

members and employers, we prepare students to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of society.

The comprehensive school program addresses students needs in three domains: academic, career, and personal/social development throughout their PreK-12 schooling. This comprehensive school counseling program serves every student incorporates the *National Standards For School Counseling Programs* as its foundation, is data driven, proactive and prevention-based, developmentally appropriate and supports school improvement. The comprehensive school-counseling program promotes and enhances the learning process for all students.

The *Comprehensive School Counseling Program Crosswalk* aligns the American School Counselor Associations *National Standards for School Counseling Programs* with the State Learning Standards. School counselors can identify which competencies students learn from a comprehensive school counseling program and how they matches the content area key ideas for the State Learning Standards.

2. An organization and structure that support both academic excellence and personal development.

School counselors create opportunities for children in school, at home and in the community through a comprehensive program that addresses factors that influence youth development. Activities can be centered around, but are not limited to: self-esteem, building family relationships, improving peer communication, problem solving, personal goal setting, positive role model identification, reducing school absenteeism, and decreasing school failure. The chart provides the guidelines for percentage contact with students in each area as an evaluation tool and improvement.

3. Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.

The promotion of academics through a comprehensive school counseling program offers teachers the following benefits:

Provides an interdisciplinary team effort to address student needs and educational goals.

Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.

Provides consultation to assist teachers in their guidance and advisement role.

Positively impacts school climate and the learning community.

Supports classroom instruction.

- Encourages positive, calendared activities and supportive working relationships.
- Promotes a team effort to address developmental skills and core competencies.
- Increases teacher accessibility to the counselor as a classroom presenter and resource per**son.**

4. Strong educational leadership and a building administration that encourages, facilitates, and sustains involvement, participation, and partnerships.

In addition to their roles in counseling and coordination, school counselors are leaders, advocates, and collaborators. As leaders, they promote school-wide change to ensure student success. School counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access. School Counselor advocate for all students to achieve at a high level. School counselors remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment and access support systems. School counselors collaborate with teachers, administrators, staff, students, parents, and community members to impact system-wide changes. Most importantly, school counselors demonstrate that they are willing to share responsibility and accountability for student achievement and school improvement. In all of these roles, school counselors use local, regional, and national data to support their programs. Listed below are the roles of each member of the educational community in a comprehensive school counseling program:

- Counselors Role

    Provide proactive leadership required to ensure every student is served. They manage the comprehensive program and coordinate strategies and activities with others (e.g., teachers, parents, community agencies, business representatives) to meet the stated goals and standards/competencies

- Teachers Role

   Are partners with school counselors. They develop and infuse school counseling activities into the instructional program that are integral to good learning, *not* extraneous, disconnected added material. They may serve as advisors, mentors and in a number of other roles.

- Administrators Role

   Provide leadership in developing the program and in the ongoing program improvement.Administrators provide continuous support and emphasize the importance of the program to others. They promote cooperation between counselors, faculty and others. They also provide facilities, resources and allow time to facilitate the program process.

- Parents Role

   Work cooperatively with school personnel in delivering the program. They serve on committees and provide linkages to the community by communicating program goals to others.

- Students Role

   Actively participate and assume responsibility for meeting standards/developing competencies. They will be able to identify the skills, knowledge and attitudes they have gained in structured guidance sessions.

- Representatives Role

   Industry and others in the community serve on committees talk with classes, act as mentors, provide financial support and generally serve as partners in the education of youth.

   In Section 2 of this course you will cover these topics:
   ' Comprehensive School Counseling Programs: Planning, Implementation, Evaluation
   ' Data-Driven School Counseling Programs: Management And Accountability

Topic : Comprehensive School Counseling Programs: Planning, Implementation, Evaluation

Topic Objective:

This chapter is intended to:

- Describe the process of planning and implementing a successful school counseling program
- Identify methods of collecting data about the local school district using multiple sources
- Explain how data is used in the planning, implementation, and evaluation of a comprehensive, developmental school counseling program
- Describe the process of developing program goals and objectives
- Describe methods of evaluating program goals and objectives

Definition/Overview:

Personnel delivering the school counseling program are evaluated in the areas of professionalism, program implementation, and program evaluation. All too often, counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the form is also an important tool in the school counselors own self-evaluation and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

Key Points:

1. A network of academic and personal support available for students.

School counseling programs and the primary methods of delivery are determined by the extent of the academic, career, and personal/social developmental needs of students. The school counselor is in a key position to identify the issues that impact student learning and achievement by becoming involved at the core of school planning, developing programs, and impacting the climate. This cannot be accomplished unilaterally. The professional school counselor, implementing a national standards-based school counseling program uses a collaborative model as a springboard for success. School counselors do not work alone; all educators play a role in creating an environment promoting the achievement of identified student goals and outcomes.The school counselor facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, student service personnel, agencies, businesses, and other members of the community. Student success in school depends upon the cooperation and support of the entire faculty, staff, and student services personnel.

2. Professional training and staff development that are ongoing, planned, purposeful, and collaboratively developed.

School counselors are state certified professional educators holding a Masters Degree or higher. The State School Counselor Association provides ongoing professional development programs through state and regional workshops and conferences offering continuing education units. School counselors are highly qualified trained professionals.
A primary goal of the *State Comprehensive School Counseling Program* is to align with the objectives of, and the learning standards delineated by, the State Education Department. Comprehensive developmental school counseling programs, as outlined in the *Program*, are research based. They are continually refined based upon data indicating their effectiveness. The goal of such programs is to provide students with those skills not directly addressed in academic programs that will allow them to succeed in a dynamic world. Subsequently, these programs meet several of the performance indicators outlined by the Office of Elementary, Middle, Secondary, and Continuing Education in its strategic plan.

3. School Counselor Performance Evaluation

- **The professional school counselor plans, organizes and delivers the school counseling program**

o   A program is designed to meet the needs of the school.

o   The professional school counselor demonstrates interpersonal relationships with students.

o   The professional school counselor demonstrates positive interpersonal relationships with educational staff.

o   The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

- **The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.**

o   The professional school counselor teaches school guidance units effectively.

o   The professional school counselor develops materials and instructional strategies to meet student needs and school goals.

o   The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

- **The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.**

o   The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.

o   The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

- **The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.**

o   The professional school counselor counsels individual students and small groups of students with identified needs and concerns.

o   The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.

o   The professional school counselor implements an effective referral process with administrators, teachers, and other school personnel.

- **The professional school counselor provides systems support through effective school counseling program management and support for other educational programs.**

  o The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
  o The professional school counselor provides support for other school programs.

- **The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.**
  o The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
  o The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

- **The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.**
  o The professional school counselor meets with the advisory committee.
  o The professional school counselor reviews the school counseling program audit with the council.
  o The professional school counselor records meeting information.

- **The professional school counselor collects and analyzes data to guide program direction and emphasis.**
  o The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
  o The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
  o The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
  o The professional school counselor understands and uses data to establish goals and activities to close the gap.

- **The professional school counselor monitors the students on a regular basis as they progress in school.**
  o The professional school counselor is accountable for monitoring every students progress.

o The professional school counselor implements monitoring systems appropriate to the individual school.

o The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

- **The professional school counselor uses time and calendars to implement an efficient program.**

o The professional school counselor uses a master calendar to plan activities throughout the year.

o The professional school counselor distributes the master calendar to parents or guardians, staff and students.

o The professional school counselor posts a weekly or monthly calendar.

o The professional school counselor analyzes time spent providing direct service to students.

- **The professional school counselor develops a results evaluation for the program.**

o The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.

o The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

o The professional school counselor knows how to collect process, perception and results data.

- **The professional school counselor conducts a yearly program audit.**

o The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

o The professional school counselor shares the results of the program audit with the advisory committee.

o The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

- **The professional school counselor is a student advocate, leader, collaborator and a systems change agent.**

o The professional school counselor promotes academic success of every student.

o The professional school counselor promotes equity and access for every student.

o The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

o The professional school counselor understands reform issues and works to close the achievement gap.

o The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

o The professional school counselor builds effective teams by encouraging collaboration among all school staff.

o The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

Topic : Data-Driven School Counseling Programs: Management And Accountability

Topic Objective:

This chapter is intended to:

- Identify data sources that are useful in identifying students who are at risk for academic failure

- Explain how data can be used to plan interventions for students who are at risk for academic failure

- Explain how data collection can be used to illustrate how students change as a result of participating in the school counseling program

- Describe how to conduct a program audit

- Describe the annual evaluation process for school counselors

Definition/Overview:

School counseling programs must be built on beliefs and a vision for how the program fits into the schools mission. In constructing the program, decisions must be supported by three factors: data, data and more data. Although school counselors typically collect information about their activities and perceptions of students and staff, data should also demonstrate concrete results of the program. Through small-group and large-group discussion, participants learn to collect and analyze data that demonstrate program accountability. Data projects that demonstrate accountability and connect the school counselors work to academic success are shared.

Key Points:

1. Accountability

Rather than asking, What do school counselors do? the more important question is, How are students different *because* of what school counselors do? To answer this question, professional school counselors highlight the success of their school counselingprogram through result-based accountability. For example, professional school counselors may report that as a result of their anti-bullying program, 90% of the student population can recite the school anti-bullying policy, and as a result of their peer mediation program, 30% more students used peer mediators to resolve conflicts. Professional school counselors also use critical data elements, such as attendance rates, discipline referrals, graduation rates, and standardized test scores, to demonstrate the effectiveness of their programs. Stone and Dahir recommended that professional school counselors use the following six-step accountability process:

- Connect the school counseling program with the school's mission and improvement plan.
- Identify and examine critical elements of available data to the school's mission.
- Analyze critical data elements to establish baseline and set goals.
- Involve stakeholders in defining target results and strategies to improve the data.
- Reanalyze the data to see if target goals were met and to reassess strategies.
- Educate internal and external stakeholders by disseminating the data.

2. Data-based decision making

Data-based decision making (DBDM) has been defined as the "process of collecting, analyzing, reporting, and using data for school improvement". While the importance of using data to plan and evaluate school activities has been recognized for some time, formal models of DBDM have only recently emerged concomitant with the development of standards-based school reform approaches. Standards-based educational reform seeks to improve education through (a) the clear specification of desired student outcomes, (b) the measurement of student performance, and (c) the evaluation of the impact of educational practices on actual

student performance. Individual schools, school districts, state governments, and the federal government all use these three principles, albeit in different ways, to improve education. The rationale for implementing DBDM in schools is that using information to help clarify issues, identify alternative solutions to problems, and target resources more effectively will lead to better decisions.

The concept of using data in school counseling practice is not new. Traditionally, school counselors have used needs assessment instruments to gather data from students, parents, and school personnel to identify needed interventions and have used evaluation data to document the effectiveness of specific interventions and. More recently, school counselors have been urged to use school data to focus student advocacy initiatives and to use measurable results in the design and improvement of school counseling programs.

Interest in the formal incorporation of DBDM in school counseling has recently arisen concomitant with the development of the ASCA National Model. The ASCA National Model was developed to connect school counseling with current educational reform movements that emphasize student achievement and success (ASCA). Using data to plan and evaluate school counseling programs and interventions is a critical feature of the ASCA National Model's Management System, making DBDM an important management tool. Several process models for DBDM in school counseling recently have been developed. These models are similar in that they present a step-by-step process for DBDM implementation. The models differ from each other in the ways they address some common problems, in the extent to which they are compatible with more general "whole school" DBDM models of school reform, and in the extent to which they are explicitly connected to ASCA National Model concepts and terminology.

3. Data Use and Comprehensive Developmental Guidance: A Brief History

The use of data by school counselors today is critical to engage in effective school counseling practice. Generally speaking, data can be used in two ways; school counselors can use data to guide program development, and data can be used to evaluate program effectiveness. Practically speaking, using data to guide decision making and using data to provide accountability information go hand in hand, as the process for using data is similar for both. The context of education today promotes the use of data for accountability purposes and, therefore, has received the most attention in the literature. School counselors, who in the past

"have resisted efforts to systematically plan, implement, and evaluate their guidance programs, are today in a position to participate in school reform efforts and demonstrate accountability for their part in student achievement.

The use of data has become a cornerstone of effective school counseling practice because it allows counselors to identify areas in need of attention and then evaluate the effects of the remedy. While these uses of data are in the ASCA National Model today, evidence of the use of data as an effective school counseling practice is exemplified by the work of Gysbers and Lapan in the area of comprehensive guidance and counseling programs. In a succinct overview of Missouri Comprehensive Guidance Program Gysbers, Hughey, Starr, and Lapandescribed the history behind comprehensive guidance and counseling and presented a framework designed to serve as a model for other states to follow. Gysbers et al. asserted that evaluation of the MCGP is an ongoing process, providing feedback to counselors and administrators to use in improving and enhancing the program so that it can more effectively meet the needs of students, the school, and the community. This indicates that early descriptions of comprehensive developmental school counseling programs did include an evaluation component to ascertain the effectiveness of school counseling programs.

3. Management

Effective DBDM can only occur within a school context that facilitates the process. Therefore, school counselors need to be able to orchestrate and/or collaborate with other people in their school to establish the conditions necessary for engaging in DBDM. Any analysis of specific school counselor competencies in DBDM must include the identification of skills needed to establish these conditions. Once these "Enabling Conditions" are understood and addressed to the greatest extent possible, the actual process of DBDM can be engaged.

5. Stage 1: Identify a Question

Through data analysis, school counselors, administrators, faculty and advisory council members are able to create a current picture of students and the school environment. This picture focuses discussion and planning around students' needs and the school counselor's role in addressing those needs.

- **Task 1**

    Form the DBDM team. The primary factors determining the composition of the DBDM team, and the school counselor's role on the team will be the extent to which the process is a whole school reform initiative versus a component of the school counseling program's management and accountability systems. In whole school reform teams, the school counselor may be the designated leader of the team if he or she is perceived as having the appropriate expertise and centrality to school reform initiatives; overall DBDM team membership will include school personnel from a wide range of departments.

    If the DBDM process is confined to the school counseling program, a school counselor will typically lead the team, and team composition will consist of advisory group members and other school counseling program stakeholders such as administrators, teachers, parents, and students.

    In assembling a DBDM team, the leader ought to consider the following questions: (a) Does the team include all the needed perspectives to correctly identify problems and potential solutions? (b) Does the team include all the needed perspectives to correctly identify strategies and barriers to intervention implementation? (c) Do team members have the necessary data literacy skills? (d) Do team members show the capacity for effective collaboration?

- **Task 2**

    Identify the goals of the school counseling program. ASCA National Model school counseling programs have clearly articulated vision and mission statements, and they utilize the ASCA National Standards to provide goals. School counseling mission statements are integrated with district and school missions, and yearly agreements with school administrators specify the priority outcomes of the school counseling program. These can be used by the DBDM team to provide an initial focus. To keep the DBDM process manageable, it is important to identify a single, measurable goal of the school counseling program to investigate. To keep the focus on student outcomes, the goal selected should be measurable by student achievement data. achievement-related data (e.g., attendance rate, discipline referrals, homework completion rate), or standards--and competency-related data (e.g., percentage of students with 4-year plans). Sample goals of

the school counseling program that are appropriate for use in this task can be derived
from the ASCA National Standards, the National Career Development Guidelines, or they
can be specific to your school.

- **Task 3:**

    Collect and analyze data to describe current status. Once a goal has been identified, data
    need to be collected and analyzed to establish a baseline. n addition to collecting the
    results data (student achievement, achievement-related, or standards- and competency-
    related data) related to the goal, demographic data also will need to be collected to permit
    desegregation analysis. Disaggregation analyses involve reporting results data for
    different student subgroups to highlight discrepancies, and they include demographic
    variables such as ethnicity, gender, special education status, grade level, and English
    language learner status. All of these demographic data are routinely collected by schools
    to meet state and federal guidelines.

    Upon completion of this stage, the DBDM team will have a clear description of a specific
    question defined in terms of measurable student learning outcomes. Disaggregation
    analyses permit the DBDM team to describe the similarities and differences among
    different student subgroups, and to facilitate the identification of solutions.

6. Stage 2: Develop a Plan

School counselors must show that each activity implemented as a part of the school
counseling program was developed from a careful analysis of student needs, achievement and
related data

- **Task 1**

    Identify barriers to goal attainment. Once the results data are analyzed to describe the
    current status of the identified question, the DBDM team can begin to generate ideas
    regarding barriers to attainment of the goal. This will usually require collecting and
    analyzing additional perception data through surveys administered to parents, students,
    administrators, and/or teachers. For example, if the DBDM team believes that students'
    lack of connection to adults in school is affecting academic achievement, surveys to

assess how connected students feel to adults in school should be developed, and analyzed to supplement the results data describing the problem.

- **Task 2**

  Determine intervention to effect change in problem data. With the results and perception data, the DBDM team can now identify an intervention to solve the problem. The intervention can take many forms--changing a policy, implementing classroom-based lessons, or having focused individual counseling are all potential interventions. The team should strive to find an "evidence-based" intervention to solve the problem. Evidence-based interventions are interventions that research has proven to be effective, and they should be used to the greatest extent possible (for a review of evidence-based practices in school counseling. If an evidence-based intervention is not available, efforts should be made to determine what counselors with a similar problem have done to identify and implement a promising solution.

  The final steps of the Develop a Plan stage involve developing "blueprints" to guide the implementation and evaluation of the intervention.

- **Task 3:**

  Develop an action plan. The ASCA National Model provides sample "school guidance curriculum" and "closing the gap" action plans to assist with the planning of the intervention . School guidance curriculum action plans are useful for planning classroom-based interventions, while closing the gap action plans are useful for planning most other types of interventions. These action plans are useful tools for developing a timeline for intervention implementation, assigning responsibility to individuals, identifying resources needed to effectively implement the intervention, and identifying the data needed to evaluate the intervention.

- **Task 4:**

  Develop an evaluation plan. An explicit plan for conducting thhe evaluation of the intervention is developed to ensure appropriate data are collected to determine the

effectiveness of the intervention. Appendix A contains a sample evaluation planning tool that can be used to ensure these data are collected; it is an extension of the ASCA National Model action plans. The plan facilitates triangulation of data to be used in the evaluation by ensuring that process, perception, results, and demographic data are included in the evaluation, and a plan for analyzing the data is developed. Identifying the different types of data, their sources, and the method for analyzing the data is critical to ensure evaluation components are built into the overall plan for implementing the intervention.

7. Stage 3: Execute the Plan

The model recommends the use of disaggregated data to drive program and activity development, thus enabling school counselors to intentionally design interventions to meet the needs of all students and to close the gap between specific groups of students and theirpeers.

- **Task 1:**

  Implement action plan. After ensuring that all of the components of the action plan developed during the Develop a Plan stage are in place, the action plan is put into motion.

- **Task 2:**

  Monitor implementation. Once the intervention has been implemented, steps need to be taken to ensure the action plan is being executed appropriately. This includes conducting checks for "treatment fidelity." For example, if a classroom-based intervention is being implemented, checking for treatment fidelity entails making sure that what happens in classroom A is the same as what happens in classroom B, and that the intervention was implemented as it was designed to be implemented. For example, if the DBDM team decides to implement the "Second Step" curriculum to improve academic achievement in its elementary schools checking for treatment fidelity entails making sure that all students experience the Second Step program similarly. Because the Second Step program is evidence-based, checking for treatment fidelity also should include checks to make sure the program was implemented by the classroom facilitators as it was designed to be. At the end of this task, the "process data" identified in the evaluation plan should be

assembled. It should be possible to precisely describe who received what interventions, for what period of time, and under which conditions.

- **Task 3:**

    Formative assessments should be conducted while the intervention is being implemented to provide opportunities for adjustment to maximize the intervention's impact. The formative assessments can be formal, such as tests or quizzes to assess student knowledge, or informal, such as conversations with students, counselors, administrators, and/or teachers to obtain their preliminary perceptions of the intervention's progress toward meeting its goals. Information obtained from these formative assessments can provide valuable information to increase the likelihood * of implementing a successful intervention ordinarily. in terms of the ASCA National Model, this formative assessment consists of gathering perception data during the intervention. These data can be used to modify the intervention to address implementation shortcomings.

8. Stage 4: Answer the Question

Data collection provides the school counseling program with the information needed to evaluate the program as it related to students' progress.

- **Task 1:**

    Analyze the data. The evaluation plan developed in the Develop a Plan stage provides a roadmap to follow for analyzing the data gathered before, during, and after the intervention. To facilitate data analysis and reporting, technology tools such as EZAnalyze can be used to perform statistical tests and disaggregate data. This step is often the most difficult for school counselors. Ideally, at least one member of the DBDM team is facile in performing data analyses; if not, assistance with data analysis can often be obtained by contacting a local university with a school counselor education program or an organization such as the National Center for School Counseling Outcome Research.

- **Task 2:**

    Interpret the results. With the data analyzed, the DBDM team can make a determination about the success of the intervention. The decision to move to the Share Results stage or the Develop a Plan stage at this point will require the team to scrutinize the results of the data analyses. If the analyses reveal the intervention was successful with short term perception data indicators and long term results esults data indicators, the team can make the decision to move to the Share Results stage. If the analyses reveal that the intervention did not have the expected results, the team may decide to move back to the Develop a Plan stage, using the process, perception, and results data to problems with the intervention.

9. Stage 5: Share Results

Results reports ... ensure programs are carried out, analyzed for effectiveness and changed and improved as needed sharing these reports with stakeholders serves as an advocacy for the students and the program.

The results of the process the DBDM team embarked on should be disseminated broadly, but the DBDM team should be mindful of the audience as results reports are shared and communicated with the school counseling program's stakeholders. The school counseling program's stakeholders involve people within and outside of the school. Within the school, the school board, teachers, administrators, students, and other professionals and paraprofessionals are the stakeholders. Outside of the school, stakeholders include the community at large, such as parents and local businesses and agencies.

The ASCA National Model provides sample results reports that can be used to capture critical elements of a school counseling intervention for reporting. To communicate with school counseling program stakeholders within the school, faculty and school board meetings and a report distributed to faculty mailboxes provide excellent opportunities for sharing concrete successes. Communicating with stakeholders outside of the school can involve using the media (newspapers, television), a newsletter to parents, or a presentation to a parent organization. The Support Personnel Accountability Report Card provides an excellent template for sharing the outcomes of school counseling programs and includes graphs and figures, tables, and narrative descriptions of data.

Example/Case Study:

In Section 3 of this course you will cover these topics:
- Facilitating Academic Transitions
- Guidance Curriculum

Topic : Facilitating Academic Transitions

Topic Objective:

This chapter is intended to:

- Identify developmental issues and student competencies associated with transitioning from home to elementary school
- Identify developmental issues and student competencies associated with transitioning from elementary to middle school
- Identify developmental issues and student competencies associated with transitioning from middle school to high school
- Identify developmental issues and student competencies associated with transitioning from high school to various post-secondary options
- Illustrate how developmental issues and student competencies translate to desired student and program outcomes
- Describe the process of identifying program activities that address developmental issues and student competencies, as well as determining when and how these activities will be implemented at each grade level
- Identify "warning signs" that indicate a student may be struggling with academic transitions
- Discuss methods of assessing whether program objectives and student outcomes have been met

Definition/Overview:

The transition from elementary to middle school has become a frequent topic in the literature and is characterized as a risky endeavor. To date, much of the research has provided warnings about the influence and outcomes associated with the transition. The elementary to middle/junior high school transition has been found to be associated with a variety of

negative effects on adolescents including declines in achievement, decreased motivation, lowered self-esteem, and increased psychological distress.

Both academic and social concerns have been highlighted in research on student perceptions. Mitman and Packer reported more academic (e.g., having too much homework) than social (e.g., older student might bully or beat you up) concerns for junior high students, while, Diemert found that social (e.g., to make new friends) and procedural (e.g., to know school rules and the consequences for breaking them) as opposed to academic needs (e.g., to know how to get extra help from teachers) were most important for fifth grade students in a middle school. With varied concerns and diverse personal change with puberty, it is difficult to know where to begin in responding to students' transitional needs.

Key Points:

1. Transitions

   Organizational, academic, and personal/social issues have been highlighted as target areas of intervention to promote a successful transition to middle school. Counselors can also utilize both systemic and individual interventions. Most middle schools address organizational needs in a systemic way for all students with orientation programs by manipulating the school environment to match developmental needs (e.g., advisory programs, and doing team building). Tours of the middle school for elementary school students are another common systemic approach. Individual approaches have commonly included individual counseling and tutoring, mostly targeting students who struggle with adjustment in middle school. In sum, middle schools and middle school counselors have an important responsibility to foster a successful transition. But what is the responsibility for the elementary school counselor in preparing students for the transition

   Weldy suggested that those in "sending" schools should prepare students for the academic and social transition. Preparation might include addressing student's concerns about the transition prior to the move. Transition counseling groups at the elementary level are proactive by addressing students' needs, concerns, and questions prior to the transition and may ameliorate many of the negative outcomes research has attributed to the transition. Developmentally, as students look to peers for information and help for the upcoming move,

transition groups offer students the ability to work with peers in a structured environment with adult guidance and accurate information about the transition. Transition groups also help students build supportive networks among their peers that can potentially act as a buffer to the stress and anxiety that occurs during transition.

An excellent opportunity to promote a transition group is when fifth graders schedule classes for middle school. School counselors can utilize this opportunity to provide information to students and teachers about the availability of transition groups. Teachers and counselors can encourage those students who seem anxious about the transition to seek group counseling. In addition to self-referrals, teachers can nominate students, and it would be beneficial to send information about the group home to parents/guardians. This is especially important since research has demonstrated that parents remain an important source of guidance during the transition. Parents may be aware of their childs anxiety about the transition that goes unnoticed at school. The following is a sample for a transition group taken from previous research by Akos and Martin.

2. Introduction and the Pen Pal Activity

- Introduction of members, setting of rules, establishment of expectations, and orientation to the group format.
- Build a group awareness and sensitivity to the anxiety, stress, curiosity, and excitement about the transition.
- Establish a connection for students to the middle school. This component of the group can be extensive (i.e., a structure of email, phone calls, or letters to teachers and staff at the middle school, providing regular meetings with middle school students as part of group, or even conducting group sessions at the middle school) or more simple (i.e., fifth grade students write questions that are answered by student or faculty pen pals at current middle schools). This connection then can be utilized in each subsequent group section in a variety of ways.
- 3. The Academic Transition
- Topics may include information about classes, exploration of actual textbooks for middle school classes, teacher expectations for middle school, and information about testing in middle school. It may also be important to highlight study skills and the various resources

that are available to students in middle school (i.e., tutors, remediation classes, summer programs).

- Discuss managing multiple teacher relationships, multiple teacher expectations, learning styles, test taking, tracking, and collaborative learning. Make sure that discussions include information about academic classes that are not offered in elementary school, like exploratory classes (i.e., art, band, chorus, and technical education), physical education and health class, and homeroom or advisory classes.

4. Organizational Transition

Simulate the experience of students being left on their own to go from class to class by completing missions within the group with a four-minute time requirement (time between middle school class change). If available, counselors can play games with maps of the middle school to orient the students with major locations such as classrooms, main offices, nurse, and the cafeteria. It may be useful for students to practice opening combination locks, since students, for the most part, receive lockers for the first time in middle school.

- Discuss middle school rules (using handbooks from the middle school), concept of teams, looping (staying with teachers or teams multiple years), class schedules, an increased number of (and new) students, and being the youngest students in the school.
- Review teacher expectations for homework and classroom behavior and remind students of some of the similarities between the elementary and middle school.

5. Personal and Social Transition

Discuss personal growth, development, and social relationships. For example, students may be prompted to talk about physical development by comparing the height of students within the group. It would be important for the group counselor to prompt discussion about how aspects of puberty and development relate to popularity, rejection, intimate relationships, and well-being in middle school.

6. Summary and Termination

Attention to and focus on what was gained through group process is an important part of termination of group. Creating awareness among the students about identity formation and the exciting decisions they will make is an excellent way to apply the group experience to the future. For example, group counselors may terminate the group by having students forecast and provide projections about the transitions and have students envision what they will be like in middle school.

7. Evaluations

Just as the ASCA national model indicates, accountability and evaluation are an important part of what school counselors do. A post-group questionnaire or survey can include items about what was learned during group, what students learned about themselves and their peers, and recommendations for future transition groups (customer satisfaction). Pre- and post-test surveys can examine the effectiveness of the group by using responses to assess student anxiety, student questions, student concerns, student optimism, and overall feelings about the transition. Elementary school counselors can even follow their students' performance and adjustment in middle school.

Example/Case Study:

Topic : Guidance Curriculum

Topic Objective:

This chapter is intended to:

- Identify the defining characteristics of a guidance curriculum
- Identify student competencies associated with each of the three domain areas covered by a guidance curriculum
- Describe guidance units and lessons, and provide examples
- Describe the counselor skills/competencies that are needed to conduct classroom guidance lessons
- Provide an overview of outcomes research that illustrates ways in which guidance curriculum has been effective

Definition/Overview:

Guidance curriculum are structured lesson plans designed around student psychology principles and implemented in an effort to break down learning barriors and to help students acquire the necessary competencies for their particular age levels.

Developing productive guidance curriculum can be a highly complex and difficult task. Development of curriculum can vary depending on geographical regions, demographics, size of school, etc. Students develop differently based on the their environment and as a result, optimum student achievement can only be attained with guidance curriculum that is tailored for the particulars of individual schools.

Key Points:

1. Counseling & Guidance

Counseling is conducted with students individually and in small groups to help them resolve or cope constructively with their problems and developmental concerns. Counseling also is conducted with parents individually and in small groups regarding parenting concerns, child development, and methods parents may use to help children experience healthy development and success in school.

2. Classroom Guidance

Classroom guidance is a planned, developmental program of guidance activities to foster students academic, personal-social, and career development that is provided for all students through a collaborative effort by counselors and teachers. Counselors help teachers plan and conduct classroom guidance sessions and also conduct some of the sessions. The classroom guidance curriculum focuses on topics such as selfunderstanding, interpersonal skills, career awareness, problem-solving and decision-making techniques, as well as behavior and attitudes necessary for success in education, careers, and citizenship.

Classroom guidance lessons are planned and delivered by school counselors in the classroom setting. Here the counselor serves all students, not merely those in crisis. The lessons are focused on teaching related to the personal/social, academic, and career domains. Counselors are educated about human development, and they consider needs of students at different stages of development when designing lessons. School counselors develop guidance curricula that are based on sound developmental and educational principles. Often counselors have a regular schedule of classroom visits and presentations that are designed to teach useful skills

and behaviors. Experts recommend that guidance curricula be aligned with academic areas and include identified goals, objectives, specific competencies, and standards by which students' achievement of the competencies can be measured.

Elementary and middle school counselors spend much of their time doing classroom guidance lessons (35%-40%); whereas high school counselors spend less (20%). Topics vary with age. Elementary lessons may teach students about friendship, conflict, making choices, etc. At middle and high school, the focus shifts to more academic issues, such as selecting courses, test anxiety, effective interpersonal communication, etc. Typically, classroom teachers remain in the classroom and are then able to reinforce the lessons presented by the counselor.

The guidance curriculum may include prevention programs that focus on issues that interfere with student learning and with leading productive lives. Many schools are concerned about school violence and bullying and substance abuse, and the counselor is often the most prepared and best-informed person to coordinate school efforts to prevent such problems. Presenting classroom lessons enhances the visibility and credibility of the counselor. Thus, students who have needs are more likely to approach the counselor. Through frequent classroom participation, counselors also have an opportunity to observe students and note those that may need other services (individual or group counseling) without waiting for the student to seek out the counselor.

3. Consultation

Consultation is conducted with parents, teachers, administrators, school psychologists, social workers/ visiting teachers, medical professionals and community agency personnel. This provides for the mutual sharing and analysis of information as well as ideas to plan and carry out strategies that help students who are experiencing problems. Although counselors consult with these persons individually, a pupil personnel (child study) team approach also is used in our division.

4. Coordination

The Coordination component requires school counselors to perform the following functions: a) collaborate with other pupil personnel services professionals, using school and community resources to help students resolve problems which interfere with learning; b) assist parents in obtaining needed services for their children through a referral and follow-up process; c) serve

as a liaison between the school and community agencies so that they may collaborate in efforts to help students; d) plan and coordinate the counseling program, including periodic evaluations to determine program effectiveness; e) provide in-service for teachers and school staff regarding their roles and responsibilities in the counseling program; and f) coordinate the schools testing program, which includes interpreting test results to students, parents, and school personnel.

5. Guidance Curriculum

The purpose of the school is to provide a curriculum that is based on research which reflects the students needs and economic and social trends. We believe in instruction that is continuous, coordinated from one level to another, and enables students to read and to use all areas of language arts correctly and fluently. The curriculum should assist students to develop problem-solving abilities and to use mathematical operations and concepts with meaning and accuracy; to gain satisfaction from drawing conclusions based on analytical thinking; to understand social studies and science in relation to the environment and society; to develop personal integrity, self-discipline, a positive and realistic self-concept; and to acquire habits for sound health and safe living. The curriculum should incorporate the teaching of democracy and human relations and provide a model for citizenship, responsibilities, and purposeful living.

The responsibility of all educational personnel is to provide a sound education that develops individual personal/social, academic, and career development needs which lead to respect for learning, a desire for knowledge, and the development of collaborative contributors in a culturally diverse world. The educational program should be designed for each student to prepare for advanced study or the world of work. The success and value of the schools program is determined by its worth to the students and the society it serves.

6. Objective of Guidance Curriculum

- To provide a comprehensive educational program based on the interests, abilities, needs, and goals of the students;
- To involve the home and community in the total educational program;
- To emphasize and provide for student mastery of the basic skills of language arts and mathematics;

- To develop students skills of rational and critical thinking;

- To develop students abilities to apply and transfer knowledge;

- To enhance student acquisition of knowledge and process skills of science and technology, social studies, literature, and language;

- To develop in students the attitudes and skills for enhancing the quality of the environment;

- To teach skills and instill knowledge in students needed for education and/or employment beyond high school;

- To provide an educational program where students progress on the basis of achievement;

- To provide a program of continuing education based on professional, vocational, and vocational needs of adults;

- To provide for students development of habits and good sportsmanship, personal standards of ethical behavior and moral choice, sound mental and physical health, and safe living;

- To instill within students an appreciation and sensitivity for people with disabling conditions, and of different ethnic, racial and religious backgrounds;

- To develop students basic understanding and appreciation of country, and of the democratic process; and to instill in students respect for authority, for the law, and for others;

- To provide a program which encourages students to participate in society as responsible family members and citizens;

- To stimulate students creativity and the development of skills, knowledge, and attitudes for the fine arts;

- To help each student develop a positive and realistic concept of self and others, a recognition and acceptance of their potential and limitations, and self-discipline;

- To encourage research and innovations for continuous improvement in curriculum and instructional methods that provide a thorough educational program;

- To continue to re-evaluate and revise the philosophy and objectives;

- To involve business, industry, and government in the total educational program;

- To develop effective leadership and group skills which foster and sustain relationships with others in culturally diverse work, community, and family settings;

- To develop in young people and adults an awareness of the need for a quality education.

Example/Case Study:

In Section 4 of this course you will cover these topics:
Individual Planning

Responsive Services: Counselor-Delivered Interventions

Topic : Individual Planning

Topic Objective:

This chapter is intended to:

- Define individual planning
- Identify professional standards that are met through this program component
- Identify the goals associated with individual planning at the elementary, middle school, and high school level
- Identify the professional competencies that school counselors utilize to address this program component

Definition/Overview:

Individual student planning incorporates a school counselor's knowledge of the individual student, his/her personal goals and knowledge of the student's future education and career landscape.

This may be the most rewarding part of the school counselor's career. During individual student planning, school counselors are able to assess a particular student's current situation and actively work to motivate and create options for the student in academic and/or career environments.

The student planning process can incorporate everything from making sure the student is taking the appropriate classes to creating psychological assessments to determine what emotional issues may be keeping the student from performing at his/her best.

Key Points:

1. Individual Student Planning

The Individual Planning component of Comprehensive School Counseling Program requires school counselors to coordinate ongoing systemic activities. These ongoing activities are designed to assist the individual student in establishing, monitoring and completing personal goals as well as developing plans for their future. In this way, counselors help all students

plan and manage their own learning and help them to gain competencies in the Academic Domain, the Career Domain and the Personal/ Social Domain. This service includes advisement, assessment, placement and follow-up.

Individual planning will be an ongoing process. It will be integrated into the core curriculum by instructing students on setting short and long term goals, social skills, study skills, organizational skills, problem solving skills and decision making skills, and career awareness and career development. Students can utilize the counselor during one-on-one or group sessions for monitoring the progress of their individual planning.

School counselors are responsible for ensuring that all students have an individual plan for success and for monitoring and assisting students in the progression of their plan. The counselor, student and parents should collaborate in the planning, progression and documentation of the student's individual plan.

During the high school years this plan should be reviewed annually.

Some examples of topics within this component are:

- Study skills
- Goal setting
- Behavior planning and monitoring
- Social skills
- Bully prevention
- Promotion and retention information
- Transitions from school to school, school to work or school to higher learning
- Summer school programs
- Four-year or six-year plans
- Test score review, interpretation and analysis
- Career awareness
- Interests inventories
- Test taking strategies
- Yearly course selection
- Financial aid
- Senior exit interviews and surveys
- College selection
- Job shadowing, internships, entrepreneurship opportunities

2. How Individual Counseling Works

Individual counseling offers a chance for student to sit down and talk with a counselor about his/her academic worries and concerns. The counselor may ask some questions about a student and their family and what is worrying him the most. Finding out how student has resolved problems in the past, including what is or is not working now is useful in starting the process of helping you.

3. Interpersonal Difficulties

- Shyness
- Romantic Relationship Concerns
- Roommate Issues
- Problems with Anger
- Difficulty Keeping Friends
- Family Conflicts

As with individually distressing concerns, there may be other difficulties in forming and maintaining relationships. Many times, while struggles with interpersonal concerns can be addressed in Individual Counseling, Group Counseling may be more immediately applicable.

4. Social Environment Difficulties

One example of social environment difficulties involves dealing with cultural pressures that are common. Trying to gain acceptance in particular social circles and trying to succeed in certain academic areas that are unusually competitive or demanding can be cause distress for even the most successful students. Also, there are problems in our overall society cause pain for individuals or communities. These include, but are not limited to, the various isms and oppressions that exist in our world.

- Family Conflicts
- Dealing with racism
- Facing sexism or sexual harassment
- Facing homophobia
- Experiencing religious persecution or disrespect

For all the challenges described here, there is support in the context of individual counseling. Seeking that support is a sign of a resourceful student, one able to know when it's time to take action in order to move through the challenges of life.

5. Individual Counseling Theories

6.1 Psychoanalytic theory

It is a general term for approaches to psychoanalysis which attempt to provide a conceptual framework more-or-less independent of clinical practice rather than based on empirical analysis of clinical cases.The psychoanalytic theory focuses on dreams and the effect that the unconscious has on the individual.

6.2 Individual Psychology

Individual Psychology is a term used specifically to refer to the psychological method or science founded by the Viennese psychologist Alfred Adler. The term *individual psychology* can also be used more generally to refer to what is more commonly known as differential psychology or the psychology of individual differences. Usage of this term is likely to imply a more individualistic focus than is found in mainstream psychology of individual differences, where there is frequently a bias towards nomothetic research.

6.3 Person Centered Theory

Person-centered theory has become one of the most popular theories of counseling and therapy since it developed in the 1940s. It was first labeled nondirective by its originator, Carl Rogers. The theory offered a distinct alternative to the behavioral and psychoanalytic theories that dominated psychology at the time. Rogerslater broadened the concepts of the process and renamed it client-centered to de-emphasize the nondirective nature and emphasize a full understanding of all the client's dimensions. The person-centered concept evolved as issues relating to equality of participants in the relationship and a focus on the positive health of people became significant issues as opposed to a more unhealthy client status.

6.4 Behavior Theory

In counseling behavior therapies concentrate on changing patterns of behavior that can help manage clients symptoms better. Interpersonal therapies help examine the relationships with others, and how they impact on the mood disorder.

6.5 Rational emotive behavior therapy (REBT)

Rational emotive behavior therapy previously called rational therapy and rational emotive therapy, is a comprehensive, active-directive, philosophically and empirically based psychotherapy which focuses on resolving emotional and behavioral problems and disturbances and enabling people to lead happier and more fulfilling lives. REBT was created and developed by the American psychotherapist and psychologist Albert Ellis who was inspired by many of the teachings of Asian, Greek, Roman and modern philosophers. REBT is one of the first and foremost forms of cognitive behavior therapy (CBT) and was first expounded by Ellis in the mid-1950s and continues its development to this day.

6.6 Reality Therapy

Reality Therapy is a particular approach in psychotherapy and counseling. It has primarily been developed by the psychiatrist Dr. William Glasser since the mid-1960's. Reality Therapy is based on a concept called Choice Theory (originally called control theory). It has become well-established in the USand internationally and it has also been widely applied in education. The Reality Therapy approach to counseling and problem-solving focuses on the here-and-now of the client and how to create a better future. Typically, clients seek to discover what they really want and whether what they are currently doing (how they are choosing to behave) is actually bringing them nearer to, or further away from, that goal. Reality Therapy is a considered a cognitive-behavioral approach to therapy; that is, it focuses on facilitating the client to become aware of, and if necessary, change, his/her thoughts and actions.

6.7 Transactional Analysis

Transactional analysis, commonly known as TA to its adherents, is an integrative approach to the theory of psychology and psychotherapy. Integrative because it has elements of psychoanalytic, Humanist and Cognitive approaches. It was developed by Canadian-born US psychiatrist Eric Berne during the late 1950s.

6.8 Gestalt Therapy

Gestalt therapy is an existential and experiential psychotherapy that focuses on the individual's experience in the present moment, the therapist-client relationship, the environmental and social contexts in which these things take place, and the self-

regulating adjustments people make as a result of the overall situation. It emphasizes personal responsibility

Topic : Responsive Services: Counselor-Delivered Interventions

Topic Objective:

This chapter is intended to:

- Identify the immediate and remedial student concerns that are most commonly addressed by school counselors
- Describe the differences between students who may benefit from individual and group counseling and those students who are more appropriately served through indirect methods such as consultation and referral
- Describe the process of developing and implementing counseling plans for students who require remedial assistance
- Discuss considerations that need to be taken into account when scheduling individual and group counseling

Definition/Overview:

This component of a comprehensive school counseling program addresses the immediate needs and concerns of students. Responsive services are available to all students and incorporate both direct and indirect services. They may range from early intervention to crisis response to meet student needs. Responsive services are planned and goal-focused. Counselors have special training to respond to the needs and concerns of students, and the cooperation and support of the entire staff are necessary to address student needs. Students may self-refer or be referred for counseling services by parents or school staff. There are five methods of service delivery in responsive services. Those methods are: (1) consultation, (2) individual and group counseling, (3) crisis counseling, (4) referrals, and (5) peer facilitation.

Key Points:

1. Students Remedial Concerns

Often, students experience challenges that leave them feeling alone and unsure about where to get the support they need. Individual counseling can help students explore, understand, and work through these difficulties on a one-to-one basis. Often, simply having an objective person with whom to discuss things brings about a fresh perspective and a renewed sense of strength and confidence. Other times, the process helps students recognize different options.

- Struggles with depression
- Suicidal thoughts
- Severe anxiety
- Adjusting to College
- Recovery from Abuse and Trauma
- Grief and Loss Issues
- Disordered or Disruptive Eating Issues

Of course, there can be a variety of other difficulties that manifest themselves in the form of behaviors that cause distress or disruption in a students life.

2. Individual Counseling

Individual counseling is a direct service in which a counselor sees a student on a one-on-one basis. The counselor may choose to identify students to serve who are considered high priority due to personal or academic issues. If a student is in need of more intensive counseling, then a referral will be made to the appropriate agency. A release of information will be obtained so that the school counselor and the agency counselor can work collaboratively for the benefit of the student. In collaboration with the referred service provider the school counselor will continue to monitor the student intensively.

3. Group Counseling

Small group counseling will be conducted primarily as a remedial means of addressing specific issues. The need for a counseling group will be determined by collaboration between the counselor(s), administrators, teachers and parents. The counselor will select group members whose needs and goals are compatible with the goals of the group. The group members selected should not be students who will impede the group process. The well-being of the group members should be enhanced, and not jeopardized by the group experience.

Small groups may consist of 6-12 students meeting for 8-12 sessions, as needed. Counselors will work with teachers in scheduling the group so that the student's removal from the classroom is kept to a minimum. Counselors will follow the ethical and legal guidelines in providing group counseling services.

Small group counseling allows student to develop insight into themselves as well as others. It provides an effective and efficient way to deal with developmental and situational issues. The groups created by the counselor will deal with personal and interpersonal concerns. There are three types of group approaches; they are (1) Crisis Centered Groups, (2) Problem Centered Groups, and (3) Growth Centered Groups. The types of groups that could be formed under any of these approaches **are**:

- Self-concept issues
- Interpersonal relationships
- Social skills
- Problem solving/ decision making
- Study skills
- Communication skills
- Anger management
- Grief and loss
- Divorce
- School failure
- Disruptive and defiant behavior
- Maladjustment
- Self Esteem
- Stress Management
- Conflict Resolution

4. Crisis Counseling

A *crisis*as defined by school counselorsis an unpredictable event outside the normal school experience that creates extreme stress and disrupts the normal functioning of many students and staff in the school. The event might occur outside the school, but if it affects the school, a crisis response is needed. Typically, school counselors are members of a crisis response team and often serve on district-level crisis response teams. Because of their knowledge of students and staff, school counselors are in a unique position to provide crisis response services and to

advise administrators. Teachers often need support during and after a crisis, and counselors can provide teachers with accurate information and even prepare written instructions or scripts for communicating information to students. Counselors may conduct classroom discussions related to the crisis and provide support and referrals to teachers who are personally affected. Counselors use their knowledge of students to identify those most likely to need additional or emergency mental health services (typically those closest physically to an incident or emotionally to a deceased student or staff). They then make appropriate referrals and expedite those for students at high risk. They also often contact families to make them aware of the crisis and the need for close attention to their child. For many students, support groups and brief individual counseling with the school counselor will be sufficient. Counselors also monitor affected persons over the long term because a crisis has both immediate and long-term consequences that vary among exposed individuals.

School counselors strive to build trusting relationships with parents and guardians. These relationships position the counselor as the person that caregivers will best respond to when they need to be informed of a crisis. School counselors also ensure that the school's response is culturally appropriate and sensitive. For example, when there is a death of a student or staff member, school counselors demonstrate cultural awareness by responding to students and their families in a culturally sensitive manner. They may call upon outside agencies (or counselors from other schools) for assistance in a large-scale crisis. Having well-established relationships with those agencies and personnel expedites that process.

Crisis counseling is usually temporary in nature and is provided to students and families who are facing emergency situations. Counseling in a time of emergency includes prevention, intervention and follow up. Referrals to community agencies are made when appropriate. School counselors are important members of a school district's crisis intervention team. Written procedures should be in place in the school district for staff to follow during crisis situations.

In Section 5 of this course you will cover these topics:

- Responsive Services: Counselor-Supported Interventions
- System Support
- Legal And Ethical Concerns In School Counseling

Topic : Responsive Services: Counselor-Supported Interventions

Topic Objective:

This chapter is intended to:

- Identify the skills associated with effective consultation
- Describe the process of consultation
- Describe the counselor's role in developing, implementing, and evaluating different types of peer programs
- Describe strategies and procedures for referring students to outside agencies
-

Definition/Overview:

Rational emotive behavior therapy is a popular approach in counseling and psychotherapy that makes use of affective, behavioral, and cognitive methods to help bring about change. A primary focus of this approach is teaching clients to realize that feelings are derived from thoughts, not events.

REBT stresses role-play and homework assignments as well as recognition of thoughts. Disputations are employed to counteract faulty, irrational thinking and help clients take control of their lives. REBT is both a psychoeducational and a psychotherapeutic means of promoting change in clients.

Key Points:

1. Consultation

Consulting means the counselor works with someone other than the student in order to help the student. The person with whom the counselor consults might be a classroom teacher, an administrator, a caregiver, or a member of an outside agency that is working with the student. The goal of the consultation is to help the student. The school counselor uses his or her expertise and communication skills to provide help and information that will allow others to better serve the student.

The school counselor may gather information about the student to get a more complete picture of the student's needs. If a student is referred to the counselor because of classroom behavior problems, the counselor may consult with teachers and parents in addition to meeting with and observing the student. The counselor may also work with teachers to implement different strategies that might change the student's behavior. At an IEP, 504, or

child study team meeting, the counselor consults with team members and offers suggestions. The school counselor is an advocate for the student, ensuring that the student's interests are represented and that the outcomes are appropriate for the situation and the child. The counselor can also serve as a consultant to the entire school, and often does so when engaging in activities or plans to improve school climate or implementing new programs. Consultation is a cooperative process of sharing information and ideas to better serve our students. The counselor's goal in consultation with others is to gather information, disseminate information, and enhance the consultee's skills in interacting more effectively with our students. The counselor's role as a consultant is to assist others to think through problems and to develop skills that make them more effective in working with our students. Effective consultation requires skill in problem solving and the ability to form collaborative relationships with other experts.

2. Referral

School Counselors enlists the services of other school personnel, community agencies, and service providers. A referral for services will be made when a counselor is unable to meet the needs of the student on their own. As part of the NM Comprehensive School Counseling Program, counselors keep an up-to-date list of resources available to best meet the needs of the students.

3. How to Make a Referral

- Consult with colleague(s)
- Talk to student about the procedure and elicit their permission to consult with their parents and an appropriate agency/service provider
- Collaborate with parent(s)/guardians (if the student has consented), as appropriate.

o Inform parents of the procedure for referral, and elicit their permission to consult with the appropriate agency/service provider
o Inform them that you will be collaborating with the referral agency/service provider
o Inform them how the counselor and school will continue to support the student at the school
o Inform them of how they can also support the student at home
o Inform parents that if they do not take the student for services, it could be considered neglect. Let them know your responsibility and obligations in this process.

- Choose an appropriate agency/service provider to meet the students needs

- Have a two way (agency/service provider to school counselor and school counselor to agency/service provider) release of information signed to collaborate with agency/service provider as appropriate.

- Follow-up to make sure the student is receiving the services they were referred to. If not, consult with colleague(s), and parents to resolve any issues that are barriers to the student receiving the services.

- Make contact with the agency/service provider. Indicate reason for the referral. Provide the agency/service provider with the release. Collaborate on what type of information will be shared to meet the needs of the student. Develop a plan of action and follow up with the plan in writing.

- If a referral is made to Children, Youth and Families for abuse and/or neglect, the parent(s)/guardian(s) who are suspected of perpetrating the abuse/neglect will not be informed of the referral.

- The counselor has the important responsibility of documenting concerns and actions taken on behalf of the student.

4. Schools policy on obtaining parental/guardian permission for counseling in the school:

In school counseling minors have been given explicit authorization to consent to mental health and medical services. However, most school counselor recognizes that parent involvement and collaboration is, under normal circumstances, ideal. Therefore, the school counselors talk to the student and discuss the benefits and possible consequences of informing their parent(s)/ guardian(s). The counselor must have the student's permission to inform parent(s)/guardian(s) of any mental health counseling services or referrals. The exception to this is, if the counselor suspects harm to the student, or if the student is going to harm another, then parents and the authorities will be informed. Another exception: if the counselor suspects abuse and/or neglect by a person other than the parent(s)/guardian(s), then parent(s)/ guardian(s) will be informed.

5. Peer Facilitation

Another form of responsive services through group counseling is Peer Facilitation. Developmental skills need to be taken into account when creating peer helper groups. In this type of support system, counselors would train students as peer mediators, conflict managers, tutors, mentors, and peer counselors. The techniques that students would learn in peer

mediation, conflict resolution, tutoring, mentoring and peer counseling would help the students and their peers to make changes in the way that they get along with others and deal with their personal issues, as well as providing additional support among the peers.

Topic : System Support

Topic Objective:

This chapter is intended to:

- Discuss the importance of professional development for school counselors
- Describe the steps involved in developing a professional development action plan
- Discuss the importance of consultation, collaboration, and teaming
- Identify the characteristics of effective leadership and effective teams
- Identify the components of program management
- Identify counselor skills and qualities that are associated with effective program management

Definition/Overview:

System support consists of all the management activities that establish, maintain and enhance the total school counseling program. Counselors will use their leadership and advocacy skills to promote systemic change by contributing in three main arenas. Those three arenas are (1) professional development, (2) consultation, collaboration and teaming, and (3) program management and operation.

Key Points:

1. Professional Development

Professional Development is the regular involvement in updating and sharing of the counselor's professional knowledge and skills. Responsibility under this arena includes:

- **In-service training**

Ithelps counselors to update skills in curriculum development, effective teacher training, developmental issues, trauma issues, technology and data analysis, etc. Counselors also provide instructions on school counseling curriculum or other concerns to the school staff or community.

- **Professional association membership**

    It assists counselors in maintaining their level of competence. (American School Counselor Association, New Mexico School Counseling Association, etc.)

- **Post-graduate education**

    It helps to maintain and improve levels of competence by attending courses, conferences and meetings related to the counseling field.

2. Consultation, collaboration and teaming

Consultation, collaboration and teaming is an opportunity for counselors to receive information on the emerging needs of students and to provide important contributions to the school system which are in the best interest of our students.

- **Consultation** with parent(s)/guardian(s), teachers, administrators, and community experts. Activities would include Parent/teacher conferences, open house, Student Assistance Team, other meetings, etc.
- **Partnering with staff, parent(s)/guardian(s) and community relations.** Counselors will orient staff, parents and community businesses and organizations to the school counseling program. They will share information and opportunities through these partnerships, newsletters, local media, presentations, and trainings, etc.
- **Community outreach.** By visiting the sites counselors become knowledgeable of community resources for referral agencies, employment opportunities and labor market information.

- **Advisory councils** . The district's school counseling program may have an advisory council to allow for the community to provide input as well as to be informed about counseling curriculum and programming. Counselors may serve on advisory councils such as the Community Health Alliance, which could offer many opportunities to get information on resources and partner for student's success.
- **District committees** . In serving on committees such as Governance council, monthly counselor meetings, matrix development, and task forces, etc. counselors generate support for the school counseling program throughout the school or district.
-

3. Program management and operations

Program management and operations includes the planning and management tasks that are necessary to support activities conducted in the school counseling program. It also includes responsibilities that need to be fulfilled as a contributing and supportive member of the school staff.

- **Management activities** would include creating and utilizing a budget, accessing facilities, utilizing or changing policies and procedures, research and resource development.
- **Data analysis** such as student achievement, counseling program-related data, activity outcomes, testing scores, and gaps in services, etc.
- **Fair share responsibilities** monitoring to ensure that there is equal responsibility for the team members in the educational system.

All of these system support services activities support other programmatic initiatives by creating a structure for providing services, as well as an accountability for measuring the success or further needs of the district. It also provides us vital information to be able to write grants for funding of the school district's needs to better serve our students needs.

Topic : Legal And Ethical Concerns In School Counseling

Topic Objective:

This chapter is intended to:

- Identify ethical dilemmas and issues that are common in the school setting
- Describe procedures for ethical decision making

- Identify legal issues associated with working with minor clients in the school setting
- Identify ways that school counselors can minimize their risk of violating ethical codes and laws in the context of school counseling relationships

Definition/Overview:

Counselors and therapists, like other professionals, have established codes of ethics to guide them in the practice of helping others. The ethical standards of the ACA are the primary resources for counselors when they face ethical dilemmas. Acting ethically is not always easy, comfortable, or clear.

In making an ethical decision, counselors rely on professional values as well as ethical standards and legal precedents. They also consult professional colleagues, casebooks, and principles. It is imperative that counselors become well informed in the area of ethics for the sake of their own well-being and that of their clients. It is not enough to have an academic knowledge of ethical standards; counselors must also have a working knowledge and be able to assess the developmental level at which they and their colleagues are operating.
In addition, counselors must be informed about state and national legislation and legal decisions, for these will affect the ways in which they work. Counselors are liable for civil and criminal malpractice if they violate client rights or societal rules. One way for counselors to protect themselves legally is to follow the ethical standards of the professional organizations with which they are affiliated and operate according to recognized practices. Counselors must be able to justify what they do and they should also carry malpractice insurance.
Ethical standards and legal codes reflect current conditions and are ever-evolving documents. They do not cover all situations, but they do offer guidance beyond counselors' personal beliefs and values. The ethical and legal aspects of counseling will probably become more complicated in the future, and enforcement procedures will become stricter. No practicing counselor should be ignorant of ethics or the law.

Key Points:

1. Ethical Standards

Professional organizations provide their members with codes of ethics that serve as standards for their behavior. The Code of Ethics of the American Counseling Association and the Ethical Standards for School Counselors of the American School Counselor Association are the codes that govern the practice of school counseling.

2. Pertinent Legal Codes and Concepts

- **Federal Legislation**. Title IX which prohibits discrimination on the basis of sex, Title II of the Education Amendment Acts of 1976 which requires states to draw up plans to assure equal access to vocational education funds, and the Family Educational Rights and Privacy Act of 1974 which protects the privacy of school records are examples of federal legislation that has an impact on the practices of school counselors.

- **Legal Concepts**. Privileged communication, the client's right by law to have prior confidences to certain professionals maintained during legal proceedings; malpractice, practices in excess of a professional's training or ability that result in damage; negligence, a breach of legal duty resulting in damages; child abuse, a variety of acts leading to emotional or physical harm: libel, false statements that are published and cause damages; and slander, false statements that are transmitted verbally, are legal concepts about which school counselors are challenged to be well versed. There are unclear areas even though the legal concepts are designed to describe specific are responsibilities. The Tarasoff case is cited as an example of how difficult it may be to determine exactly the appropriate lengths to go in order to meet one's duty to warn potential victims of crimes. Advising minors without parental consent in the troublesome areas such as whether or not to continue or abort a pregnancy is another unclear area. Two suggestions for counselors confronted with such issues are to have policy statements for crises and challenging situations and to keep proper notes about one's actions and decisions. The most frequently reported legal issues are determining whether a client is suicidal, determining whether to report child abuse, and determining whether a client poses a danger to others.

- **Most Frequently Reported Legal Issues** Survey data indicate that the most frequently reported legal issues by school counselors are determining whether a client is suicidal, determining whether to report suspected child abuse, and determining whether a client posed a danger to others.

3. AmericanSchoolCounselor Ethical Standards

The code is designed to recognize the unique work setting of school counselors. The first section entitled Responsibilities to Students includes emphases on informed consent, keeping up to date, avoiding dual relationship, making appropriate referrals, confidentiality, duty to warn, and appropriate use of tests. The second section, Responsibilities to Parents, discusses informed consent for parents confidentiality, and sensitivity to family issues. The third section, Responsibilities to Colleagues and Professional Associates, deals with such matters as cooperative relationships with faculty, staff, and administration and appropriate referrals. A fourth section, Responsibilities to the School and Community, deals with standards for protecting the schools mission, personnel, and property, and assisting in the development of school programs and services. The final section links the ASCA *Standards* to the *ACA Code of Ethics.*

4. Avoiding Ethical Violations

DePauw offers guidelines for recognizing ethical considerations that are relevant at different phases in counseling relationships. During the *initiation* phase, counselors are challenged to determine if they are qualified to serve, and clients need to know about purposes, goals, techniques, procedural rules, and limitations. The chief ethical considerations during the *counseling*phase are confidentiality, consultation with others, and record keeping. When *crises* occur, counselors are challenged to assume responsibility for the clients' and others' welfare after carefully considering how serious the threats are. When *terminating*, counselors are challenged to determine whether the relationship is still productive and be willing to submit their work to review and evaluation.

5. Ethical Multicultural Counseling

Respect for individual differences and understanding the diversity of individual backgrounds are ethical expectations. A review of the professional literature led to recommendations that a clients unique frame of reference should be considered, the necessary information for informed choices should be provided, and client advocacy should be undertaken when necessary to protect them.

6. Making Good Ethical Decisions

The Transcultural Integrative Ethical Decision-Making Model (TIEDM) is presented as a more comprehensive approach than earlier approaches. The TIEDM employs components from other models into the following four stages: (a) interpret the situation through awareness and fact finding, (b) formulate an ethical decision, (c) weigh competing nonmoral values and affirm a course of action, and (d) plan and execute the selected course of action.

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