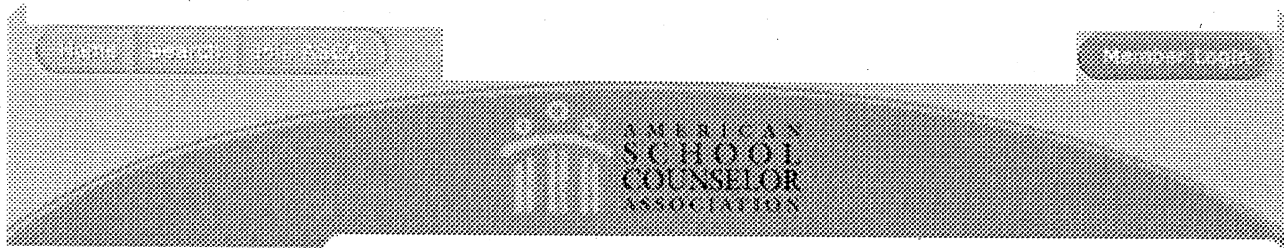


SDS 5010
Fundamentals of School Counseling

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Effectiveness of School Counseling

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Many states have made important strides in class-size reduction, higher academic standards, greater accountability and improved teacher preparation. The important missing link in these initiatives to improve student learning is the need for more school counselors and other student support services, such as school psychologists, school social workers, and school nurses. In many states, students' access to counselors varies by grade level, and some school districts have no counseling programs at all. When counseling programs exist, counselors are often asked to add administrative duties such as testing, supervising and class scheduling.

School counselors provide counseling programs in three domains: academic, career and personal/social. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Following is a collection of sources addressing the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

Reviews of the research on school counseling show that the services of school counselors have a positive effect on children.

Mosconi, J. & Emmett, J. (2003). Effects of values clarification curriculum on high school students' definitions of success. *Professional School Counseling*, 7 (2), 68-77.

Brigman, G. & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 7 (2), 91-98.

Schlossberg, S.M., Morris, J.D., & Lieberman, M.G. (2001). The effects of a counselor-led guidance intervention on students' behaviors and attitudes. *Professional School Counseling*, 4:3, 156-164.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling and Development*, 79, 320-330.

Riley, P.L. & McDaniel, J. (2000). School violence, prevention, intervention, and crisis response. *Professional School Counseling*, 4:2, 120-125.

Whitson, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: implications for practice. *Journal of Counseling & Development*, 76, 412-426.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling

programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.

St. Clair, K.L. (1989). Middle school counseling research: A resource for school counselors. *Elementary School Guidance & Counseling*, 23, 219-226.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance & Counseling*, 20, 39-48.

Gerler, E. R., Kinney, J., & Anderson, R. F. (1985). The effects of counseling on classroom performance. *Journal of Humanistic Education and Development*, 23, 155-165.

Quantitative analyses of research (meta-analyses) also substantiate the beneficial effects of school counseling programs.

Prout, H.T. & Demartino, R.A. (1986). A meta-analysis of school-based studies of psychotherapy. *Journal of School Psychology*, 24, 285-292.

Baker, S.B., Swisher, J.D., Nadenichek, P.E. & Popowicz, C.L. (1984). Measured effects of primary prevention strategies. *The Personnel and Guidance Journal*, 62, 459-464.

Sprinthall, N.A. (1981). A new model for research in the science of guidance and counseling. *The Personnel and Guidance Journal*, 59, 487-493.

Several studies find that elementary guidance activities have a positive influence on elementary students' academic achievement.

Sink, C. A. & Stroh, H.R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. *Professional School Counseling*, 6(5), 350-364.

Cook, J.B. & Kaffenberger, C.J. (2003). Solution shop: A solution-focused counseling and study skills program for middle school. *Professional School Counseling*, 7(2), 116-123.

Lee, R.S. (1993). Effects of classroom guidance on student achievement. *Elementary School Guidance & Counseling*, 27, 163-171.

Boutwell, D.A., & Myrick, R.D. (1992). The go for it club. *Elementary School Guidance & Counseling*, 27, 65-72.

Hadley, H.R. (1988). Improving reading scores through a self-esteem prevention program. *Elementary School Guidance & Counseling*, 22, 248-252.

Children who are experiencing family problems report being helped by school counselors.

Rose, C.C. & Rose, S.D. (1992). Family change groups for the early age child. *Special Services in the Schools*, 6, 113-127.

Omizo, M.M. & Omizo, S.A. (1988). The effects of participation in group counseling sessions on self-esteem and locus of control among adolescents from divorced families. *The School Counselor*, 36, 54-60.

School counselors help connect the family as a whole to the educational process. Bemak, F. & Cornely, L. (2002). The SAFI model as a critical link between marginalized families and schools: A literature review and strategies for school counselors. *Journal of Counseling and Development*, 80(3), 322-331.

School counseling programs designed to teach students peer meditation skills are highly effective. In fact, studies show that students trained in peer mediation use these skills in other settings (e.g., at home).

Tobias, A.K. & Myrick, R.D. (1999). A peer facilitator-led intervention with middle school problem-behavior students. *Professional School Counseling*, 3:1, 27-33.
Myrick, R.D. &

Morey, R.E., Miller, C.D., Rosen, L.A., & Fulton, R. (1993). High school peer counseling: The relationship between student satisfaction and peer counselors? style of helping. *The School Counselor*, 40, 293-300.

Sorensen, D.L. (1992). *Helping skills for middle school students*. Minneapolis, MN: Educational Media Corporation.

Diver-Stamnes, A.C. (1991). Assessing the effectiveness of an inner-city high school peer counseling program. *Urban Education*, 26, 269-284.

Robinson, S.E., Morrow, S., Kigin, T. & Lindeman, M. (1991). Peer counselors in a high school setting: Evaluation of training and impact on students. *The School Counselor*, 39, 35-40.

School counseling programs have significant influence on aggressive and hostile behaviors as well as discipline problems.

Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage Publications.

Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching children to cope with anger. *Elementary School Guidance & Counseling*, 22, 241-245.

Health and mental health care services can play an important role in violence prevention at all levels (primary, secondary and tertiary), including preventing problem behaviors from developing; identifying and serving specific, at-risk populations; and reducing the deleterious effects of violence on victims and witnesses.

Schaefer-Schiunio, K. & Ginsberg, A.P. (2003). The effectiveness of the warning signs program in educating youth about violence prevention: A study with urban high school students. *Professional School Counseling*, 7(1), 1-8.

Hermann, M.A. & Finn, A. (2002). An ethical and legal perspective on the role of school counselors in preventing violence in schools, *Professional School Counseling*, 6(1), 46-54.

Youth and Violence. Commission for the Prevention of Youth Violence, December 2000. Available on the Internet at <http://www.ama-assn.org/violence>.

School counselors were effective in reducing victimization by assisting victimized children, reducing bullying behaviors and modifying the school climate and structure.

Hanish, L.D. & Guerra, N.G. (2000). Children who get victimized at school: What is known? What can be done? *Professional School Counseling*, 4, 113-119.

Research indicates that school counselors are effective in teaching social skills.

Verduyn, C.M., Lord, W., & Forrest, G.C. (1990). Social skills training in schools: An evaluation study. *Journal of Adolescence*, 13, 3-16.

School counselors are very effective in assisting children in the area of career development.

Lapan, R.T., Tucker, B., Kim, S., & Kosciulek, J.F. (2003). Preparing rural adolescents for post-high school transitions. *Journal of Counseling and Development*, 81(3), 329-342.

Blackhurst, A.E., Auger, R.W., & Wahl, K.H. (2003). Children's perceptions of vocational preparation requirements. *Professional School Counseling*, 7(2), 58-67.

Student Poll. (2000). Art & Science Group, Inc. 4:2, 1-10. Available on the Internet at www.artsci.com

Peterson, G.W., Long, K.L., & Billups, A. (1999). The effect of three career

interventions on educational choices of eighth grade students. *Professional School Counseling*, 3:1, 34-42.

Whiston, S. C., Sexton, T. L., & Lasoff, D. L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane (1988). *Journal of Counseling Psychology*, 45, 150-165.

Mau, W.C., Hitchcock, R., & Calvert, C. (1998). High school students' career plans: The influence of others' expectations. *Professional School Counseling*, 2:2, 161-166.

Child group interventions such as Guidance/Educational, Counseling/Interpersonal Problem-Solving, and Psychotherapy/Personality Reconstruction have shown positive results in the school setting.

Shechtman, Z. (2002). Child group psychotherapy in the school at the threshold of a new millennium. *Journal of Counseling and Development*, 80(3), 293-299.

School counseling interventions have reported success for helping students reduce Test Anxiety.

Cheek, J.R., Bradley, L.J., Reynolds, J. & Coy, D. (2002). An intervention for helping elementary students reduce test anxiety. *Professional School Counseling*, 6(2), 162-164.

School counseling interventions have reported success for children with Attention Deficit Hyperactivity Disorder.

Webb, L.D. & Myrick, R.D. (2003). A group counseling intervention for children with attention deficit hyperactivity disorder. *Professional School Counseling*, 7(2), 108-115.

Schwiebert, V.L., Sealander, K.A., & Dennison, J.L. (2002). Strategies for counselors working with high school students with attention-deficit/hyperactivity disorder. *Journal of Counseling and Development*, 80(1), 3-10.

Studies show effective counseling programs are based on human development theories. Program content, goals, and interventions should reflect this theoretical foundation. A developmental program is proactive and preventive, helping students acquire the knowledge, skills, self-awareness and attitudes necessary for successful mastery of normal developmental tasks. Developmentally-based programs increase the visibility of the counseling program and ensure that more students are served (Myrick; Shaw & Goodyear). There is also substantial empirical evidence that these programs promote student development and academic success.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development*, 70, 487-498.

Myers, J.E., Shoffner, M.F., & Briggs, M.A. (2002). Developmental counseling and therapy: An effective approach to understanding and counseling children. *Professional School Counseling*, 5(3), 194-202.

Myrick, R.D. (1987). *Developmental guidance and counseling: A practical approach*. Minneapolis, MN: Educational Media Corporation.

Shaw, M.C. & Goodyear, R.K. (1984). Prologue to primary prevention in schools. *The Personnel and Guidance Journal*, 62, 446-447.

School counselors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students and portray suicide as a mental health problem, not a dramatic way of ending a life. It is essential that counselors involve the parents of troubled students in the counseling process.

Jones, R. (2001). Suicide Watch: What can you do to stop children from killing themselves? *American School Board Journal*, May, 16-21.

School counselors in collaborative efforts can implement both systemic and programmatic changes in schools and communities to prevent students from dropping out of school.

Stanard, R.P., (2003). High school graduation rates in the United States: Implications for the counseling profession. *Journal of Counseling and Development*, 81(2), 217-221.

Kaufman, P., Klein, S., & Frase, M. (1999). Dropout Rates in the United States, 1997. Statistical Analysis Report. U.S. Department of Education.

Studies on high school attrition indicate that preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later.

Hayes, R.L., Nelson, J., Tabin, M., Pearson, G., & Worthy, C. (2002). Using school-wide data to advocate for student success. *Professional School Counseling*, 6(2), 86-95.

Morey, R.E., Miller, C.D., Fulton, R., & Rosen, L.A. (1993). High school peer counseling: The relationship between student satisfaction and peer counselors' style of helping. *The School Counselor*, 40, 293-300.

Praport, H. (1993). Reducing high school attrition: Group counseling can help. *The School Counselor*, 40(4), 309-311.

Wirth-Bond, S., Coyne, A., & Adams, M. (1991). A school counseling program that reduces dropout rates. *The School Counselor*, 39, 131-137.

Bearden, L.J., Spencer, W.A., & Moracco, J.C. (1989). A study of high school dropouts. *The School Counselor*, 27, 113-120.

Counseling decreases classroom disturbances. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling services indicated that their classes were less likely to be interrupted by other students, and that their peers behaved better in school.

Mullis, F. & Otwell, P. (1997). Counselor accountability: A study of counselor effects on academic achievement and student behaviors *Georgia School Counselors Association Journal*, 1:4, 4-12.

Watts, V. & Thomas, B. (1997). Proving that counseling programs do count: The counseling accountability. *Georgia School Counselors Association Journal*, 1:4, 1-3.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

Sutton, J.M. & Fall, M. (1995). The relationship of school climate factors to counselor self-efficacy. *Journal of Counseling & Development*, 73 331-336.

Large Group Guidance or Classroom Guidance

Defined: 10 or more students less intensity, depth and less private than counseling

Organizing units: Balance ASCA Big Three: Academic, Personal/Social and Career

Examples: SSS for Academic,

Don't Laugh at Me (bully Prevention) for Personal/Social

Discovering my top career interest areas for Career

CCI Classroom Crisis intervention Help students deal with traumatic event: suicide, accidental death, horrific national or local tragedy such as 9/11 or Tsunami

Not therapy but psychological first aid

Six step model: intro, provide facts & dispel rumors, share stories, share reactions, empowerment, closure

Character Ed: Counselor Corner—closed circuit—linked to careers (elem)

NOTE: Now matter the topic, CG offers the opportunity to practice and teach communication and team work skills, listening and attending and peer relation skills.

Facilitation Skills:

- Accept all contributions
- Use eye contact and movement
- Reinforce participation w/o being overly evaluative
- Move to and away from students
- Set limits
- Give Tasks
- Have a plan

The Florida Classroom Project: 4 step model

- 1) Intro
- 2) Activity #1(counselor lead discussion)
- 3) Activity #2 (small group discussion)
- 4) Closure

Grouping students:

Rows, circles, semi circles, Discussion teams, and inner-outer circles

Individual Counseling

Case Study Format

Individual Counseling Tape review Form

Summary Notes

Facilitative Responses Series

Systematic Problem Solving

Dr. Greg Brigman

Case Study Format

Counseling Children and Adolescents in the School

Choose one student you will be working with over a period of at least five to six sessions and provide the following information. In addition, you will also be asked to provide individual counseling summary notes for each session (see following page).

- I. Background information on student
 - a. Referral source
 - b. Description of student characteristics (age, sex, grade, cultural background, etc.)
 - c. Academic functioning
 - d. Social functioning (peers/family)
 - e. Description of family
 - f. Traumatic events/stressors (academic, personal, social)

- II. Description of the problem
 - a. Presenting problem
 - b. History – frequency, duration, intensity of presenting problem
 - c. What has been tried?
 - d. Previous experience with counselor

- III. Treatment plan
 - a. Goal(s)
 - b. Action plan
 - c. Consultation with parent/teacher
 - d. Evaluation of effectiveness

Individual Counseling Tape Review Form

Graduate student name _____ Rater's name _____

Interview number: _____ Date of Review: _____

Age/Grade of student: _____

Please rate each of the following categories:

Structuring

1. Time frame and topic reviewed

1=Lowest

5=Highest

1 2 3 4 5

2. Explanation of counseling process

1 2 3 4 5

Core Conditions

Warmth, respect, positive regard, and
genuine caring communicated

1 2 3 4 5

Counselor Responses

1. Attending skills utilized

1 2 3 4 5

2. Content and feeling are reflected
accurately

1 2 3 4 5

3. Open vs closed questions used

1 2 3 4 5

4. Clarifying and summarizing

1 2 3 4 5

Problem Solving Model

1. Explore problem

1 2 3 4 5

2. Define concretely the problem and goal

1 2 3 4 5

3. Explore alternatives and consequences

1 2 3 4 5

4. Develop clear action plan

1 2 3 4 5

5. Evaluation and follow-up

1 2 3 4 5

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

THE FACILITATIVE RESPONSES

Handout #33

ADVISING/ EVALUATING	INTERPRETING/ ANALYZING	REASSURING/ SUPPORTING	QUESTIONING	CLARIFYING/ SUMMARIZING	REFLECTING/ UNDERSTANDING OF FEELING
1	2	3	4	5	6
LOW FACILITATIVE-----HIGH FACILITATIVE-----					

TO KEEP IN MIND

FACILITATIVE CONDITIONS

1. Caring
2. Understanding
3. Acceptance
4. Respect
5. Friendliness
6. Trustworthiness

CAREFUL LISTENING

1. Look at who is talking.
2. Pay attention to the person's words.
3. Be aware of the person's feelings.
4. Say something that shows you are listening.

PROBLEM SOLVING MODEL

1. What is the problem or situation?
2. What have you tried?
3. What else could you do?
4. What is your next step?

FACILITATIVE PROCESS

1. Self-disclosure
2. Feedback
3. Increased awareness and decision-making
4. Responsible action

FACILITATIVE RESPONSES

1. Feeling-focused response
2. Clarifying or summarizing response
3. Open question
4. Facilitative feedback: complimenting and confronting
 - a. Be specific about the behavior
 - b. Tell how the person's behavior makes you feel.
 - c. Tell what your feelings make you want to do.
5. Simple acknowledgement
6. Linking

PLEASANT FEELINGS

Accepted	Free	Relaxed
Admired	Friendly	Relieved
Amused	Grateful	Respected
Appreciated	Happy	Satisfied
Calm	Hopeful	Secure
Certain	Important	Settled
Challenged	Included	Special
Cheerful	Inspired	Stimulated
Close	Interested	Strong
Comfortable	Involved	Successful
Confident	Joyful	Supported
Contented	Liked	Supportive
Cozy	Loved	Sure
Delighted	Needed	Touched
Eager	Optimistic	Thrilled
Enthused	Peaceful	Trusted
Enthusiastic	Pleased	Trusting
Excited	Powerful	Warm
Fantastic	Proud	
Fascinated	Refreshed	

UNPLEASANT FEELINGS

Afraid	Dumb	Overwhelmed
Aggravated	Embarrassed	Picked-on
Alone	Exhausted	Pressured
Angry	Fearful	Put-down
Annoyed	Frightened	Rejected
Ashamed	Frustrated	Restless
Bitter	Furious	Sad
Bored	Gloomy	Scared
Cheated	Hated	Shocked
Confused	Helpless	Shy
Crazy	Hopeless	Startled
Defeated	Horrible	Stupid
Depressed	Hurt	Teased
Desperate	Idiotic	Tense
Disagreeable	Insecure	Terrible
Disappointed	Irritated	Tired
Discouraged	Left-out	Unconfident
Discourage	Lonely	Uncomfortable
Disgusted	Mad	Unloved
Disliked	Miserable	Unwanted
Distant	Mixed-up	Worried
Disturbed	Nervous	Worthless
Down		

FACILITATION SKILLS AND CONDITIONS

1) FACILITATIVE RESPONSES:

REFLECTING/RESPONDING
SUMMARIZING/CLARIFYING
LINKING
UNIVERSALING
STRUCTURING

2) FACILITATIVE CONDITIONS:

CARING
UNDERSTANDING
ACCEPTANCE
RESPECT
FRIENDLINESS
TRUSTWORTHINESS

3) FACILITATIVE NON-VERBALS:

EYE CONTACT
LEANING FORWARD
FACING SQUARELY
AVOIDING DISTRACTIONS
SHOWING INTEREST

SYSTEMATIC PROBLEM SOLVING

1. What is the problem or situation?

2. What have you tried?

3. What else could you do?

4. What is your next step?

Group Counseling for School Counseling

Dr. Greg Brigman

Research base

Format for group sessions

Group tape feedback form

Student success skills

Five keys

Tips for maximizing students gains

Group Attendance form

Focus group summary

Group manual resources

Tips for gaining access to students for group counseling

Research Supporting Group Counseling

Author(s) & Year	Article Title	Journal Title & Number	Page Numbers	Research Findings
Prout & Prout (1998)	A Meta-Analysis of School-Based Studies of Counseling and Psychotherapy: An Update	Journal of School Psychology, Vol. 36(2)	121 - 136	17 well controlled studies review found that students receiving group counseling in schools performed significantly better on a number of measures than 97% of comparison students (.97 effect size)
Weisz, Weiss, Granger, & Morton (1995)	Effects of Psychotherapy with Children and Adolescents Revisited: A Meta-Analysis of Treatment Outcome Studies	Psychological Bulletin, Vol. 177	450-468	150 outcome studies of psychotherapeutic interventions with children and adolescents found those who received counseling were better off than 71% of comparison group. Group counseling was found to be equally effective as individual counseling. (.71 effect size)
Hoag & Burlingame (1997)	Evaluating the Effectiveness of Child and Adolescent Group Treatment: A Meta-Analytic Review	Journal of Clinical Child Psychology, Vol. 26(3)	234-246	56 study review found that children and adolescents receiving group treatment were better off than 73% of comparison group. (.73 effect size)
Prout & DeMartino (1986)	A Meta-Analysis of School-Based Studies of Psychotherapy	Journal of School Psychology, Vol. 24	285 - 292	Based on a 33-study analysis, found that students receiving group counseling were better off than 65% of comparison students and that group was more effective than individual counseling. (.65 effect size)
Borders & Drury (1992)	Comprehensive school counseling programs: A review for policymakers and practitioners.	Journal of Counseling & Development, Vol. 70(4)	487 - 498	30-year review of literature found group treatment to be effective in benefiting student achievement, behavior, and attitude.

Student Success Skills Group Format

Begin:

Brain-gym and Keep Kool Tunes

Temperature Check:

Hi-Low (pair/volunteer share)

Rate energy for today

Mood (pick feeling word for today)

Goal Reporting (pair/volunteer share)

Life Skills:

Self-rate & share improvements

Select new goal (pair/volunteer share)

Middle:

Student Peer Coaching (social problem solving & anger management)

Choose typical situation

Gather background information

Brainstorm solutions & consequences

Try new solution out in role-play

Provide coaching feedback

End:

Seven Keys to Mastering Any Course

Self-rate & share successes

New goal setting and planning for improvement

Picturing success

Pair share/volunteer share goal & plan

Preview next session, Kaizen and group cheer

Group Counseling Tape Review Form

Counselor's name _____ Date _____

Name of group _____ Grade level _____ Session # _____

Session topic _____ Rater's name _____

Please rate the Graduate Student on the following categories:

Planning and recommended format

- | | | | | | |
|--|-----|----|---|---|---|
| 1. Was evidence of pre-group screening provided? | Yes | No | | | |
| 2. How closely was the recommended format for group sessions followed? | 1 | 2 | 3 | 4 | 5 |

Group Leadership Skills

Rate each of the following group discussion skills: *1 = Lowest* *5 = highest*

- | | | | | | | |
|----|--|---|---|---|---|---|
| 1 | Personalizing & structuring | 1 | 2 | 3 | 4 | 5 |
| 2 | Temperature check and goal reporting | 1 | 2 | 3 | 4 | 5 |
| 3 | Active listening & empathic responding | 1 | 2 | 3 | 4 | 5 |
| 4 | Clarifying, questioning, drawing out and cutting off | 1 | 2 | 3 | 4 | 5 |
| 5 | Connecting, linking, universalizing | 1 | 2 | 3 | 4 | 5 |
| 6 | Focus: Establish, maintain, shift, deepen | 1 | 2 | 3 | 4 | 5 |
| 7 | Involving everyone, rounds, dyads | 1 | 2 | 3 | 4 | 5 |
| 8 | Practice/Application of skill/information | 1 | 2 | 3 | 4 | 5 |
| 9 | Modeling & Coaching | 1 | 2 | 3 | 4 | 5 |
| 10 | Encouraging & supporting | 1 | 2 | 3 | 4 | 5 |
| 11 | Voice, eyes, posture, energy | 1 | 2 | 3 | 4 | 5 |
| 12 | Summarizing & goal setting | 1 | 2 | 3 | 4 | 5 |

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommend changes)

Student Success Skills

Three interrelated skill areas:

Academic Skills

Picking out most important information
Expert/novice
Noticing patterns

Boosting memory:
Organizing most important information
Chunking it into bite size pieces (5-9 note cards)
Reviewing at least six times

Handling test anxiety
Breathe, Picture, Focus

Goal setting

Monitoring progress

Social Skills

Social problem solving model
Student Peer Coaching
Win-Win solutions
Behavior rehearsal—role play

Self-Management Skills

Anger triggers
Anger management style
Healthy alternatives to managing anger
Turning on hope and motivation
Increasing confidence and effort
Using career awareness as a motivation tool

Five Keys to Group Counseling with Children and Adolescents

1. Playfulness/fun/movement
2. Kaizen Notice small improvements
Teach children, parents, teachers to notice
Peer coach—feedback model:
strengths/constructive/strengths
Focus on strengths/assets
3. “Begin with the end in mind”

Focus on most important topics—success skills
Cognitive, social, self-management
4. Maximize use of effective group leadership skills
5. Put each session in an effective format—package

Begin, Middle, End
Goal reporting ,
progress monitoring, active/experiential learning
ie. modeling,
meaning making & goal setting

Focus Group Summary Related To Group Counseling

Date of Focus Group: October 11, 2001

School Counselors working in Annenberg/Henderson Foundation/FAU Grant Schools
All three levels, three Elementary, one Middle, and two High schools were represented.

These counselors have been involved in the project either one or two years at the time of the Focus Group discussion. The focus group was lead by Dr. Linda Webb. Dr. Webb is new to FAU and has not been involved in the project and had not previously met the school counselors.

Key points:

Schools where there were no or little group counseling had significant increases in the number of groups offered.

Schools that had already been offering groups before, said their group topics had changed to focus more on academic support (examples were: student success skills, academic story telling and math confidence).

Counselors felt more committed to running groups as a result of participating in the grant project.

Counselors said teachers had a more positive attitude about students participating in groups.

Counselor confidence in leading groups increased due to counselors keeping a positive focus in groups, the peer coaching sessions, and staying focused on topics related to academic success, and positive behavior.

Feedback from other counselors during the peer coaching sessions has helped to increase confidence.

Seeing how others lead groups and deal with similar problems has increased confidence.

Counselors reported being more innovative because of having more time to plan with colleagues and the direction provided by the grant.

Counselors felt they were *really* contributing more in their schools

Counselors liked the opportunity to learn new strategies and try out new curriculum

Group Resources

Title	Author	Publisher	Cost	Notes
Group Counseling for School Counselors: A Practical Guide	Brigman & Early (2001)	Weston Walch Pub. www.walch.com 1-800-341-6094	\$34.95	Comprehensive group plans for High, Middle, and Elementary Schools. Topics most critical to school success and topics reflecting most common group referral areas are included for all three levels including structured plans for the following groups: Academic and social support (student success skills), social problem solving skills, refusal skills, anger management, handling conflicts, stress management, divorce, loss, and transition. Includes how to get started and build success into groups.
Support Groups for Children	O'Rourke & Worzbyt (1996)	Accelerated Development Ph #: (215) 269 - 0400	\$44.95	Provides background information, suggestions for facilitating, detailed session guidelines & activities, homework, and resources for support groups in the following areas: children of alcoholics, children of divorce, stepfamilies, latchkey children, anger management, conflict management, coping with death/grief/loss, self-esteem, social skills training, stress management, and diversity groups.
Skills for Living: Group Counseling Activities for Young Adolescents	Smead (2000)	Research Press www.researchpress.com	\$27.95	In a counseling group format, it assists students in developing self-esteem, prosocial skills, and coping strategies. Contains 64 agendas including role playing, social skills training, self-improvement exercises, relaxation training, and stress management.
Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children Grades 1 – 6 Grades 7 – 12	Vernon (1989)	Research Press www.researchpress.com	\$27.95	Comprehensive curriculum based on the principles of Rational Emotive Therapy to help students overcome irrational beliefs, negative feelings & attitudes, and the negative consequences that may result. Activities include simulation games, stories, role plays, written activities, brainstorming, and art activities.
The PASSPORT Program: A Journey Through Emotional, Social, Cognitive, and Self-Development Elementary (Gr. 1 – 5) Middle School (6 – 8) High School (9 – 12)	Vernon	Research Press www.researchpress.com	\$35.95	Learning activities covering key areas – emotional, social, cognitive, and self developments. Activities are designed to be used in classroom or small group setting (can be adapted to individual counseling). Curriculum includes games, stories, role plays, reading & writing activities, and discussion questions.

Tips for Gaining Access to Students for Counseling Groups

From approximately 60 Pasco County school counselors representing all three levels
(April 3-4, 2001)

1. Give rationale, explain and sell benefits
2. Ask teacher for convenient times, work with their schedule
3. Flexibility on your part-- fill teacher needs, not yours
4. Teacher referrals
5. Help teachers understand why some students misbehaving
6. Flexible scheduling
 - Rotating times for groups
 - Write time for groups in planners
 - Split period groups- 15 min from one period/ 15 min from next period
 - Accept junkie times for groups
 - Meet with teams and schedule regular and alternative times
 - Schedule during non-academic periods; at the end of the day
 - Afternoon groups
 - Lunch bunches (bag lunches), recess time
7. Letter from principal
8. Counselor calls room
9. Give teachers a schedule of groups /communicate
10. Counselor collects students
11. Surveys
12. Use of passes
13. Parent request
14. Administrator request
15. Have teachers select students= increase buy in
16. Provide copies of annual goals for teacher review
17. Explain group types
18. Team leader-meetings

Classroom Guidance Packet

**Topics
Skills
Format
Planning
Teacher Evaluation**

**Dr. Greg Brigman
Florida Atlantic University**

Student Success Skills Classroom Curriculum

Focus is on the most critical skills

High School

- Conflict/refusal skills/anger management/preventing depression
- Student success skills – goal set/cognitive strategies/study skills/Brainsmart
- Career plan/post secondary plan

Middle School

- Conflict resolution/refusal skills/anger management
- Student success skills – goal setting, cognitive strategies/Brainsmart
- Career exploration/interests/4 year plan

Elementary

- Conflict resolution/refusal skills/anger management
- Student success skills/Ready to Learn/Brainsmart/cognitive strategies
- Career/life skills

Curriculum Delivery Possibilities

Teacher/counselor/parent partnership – Follow-up activities in class

Closed circuit weekly skits – students as primary actors

Peer facilitators present classroom skits to model skills and facilitate small group discussions

Counselor in class to model and reinforce

Partner with CPI – Parent newsletter/workshops – Mega Skills/Active Parenting

Middle and High School – In addition to the above ideas: elective course for academic and social competence

Transition – identify those likely to need support – involve in summer jumpstart program – follow up in the fall - after first report offer after school and during school help to those with D or F

Partner with BTS – Increase tutoring and mentoring programs

Student Success Skills Small Group Counseling:

Focus is on most critical skills and dealing with blocks to learning

- Academic skills – underachievement
- Social skills
- Self management/anger control
- Dealing with divorce
- Dealing with grief and loss

Promoting Academic and Learning Skills
and
Student Motivation to Learn

Success coach speech	Set the tone that your job is to help every student master the course material and earn an A or B (mastery)
Clear communication and Expectations	Syllabus: Provide a clear written grading procedure and course requirement list so students know what is expected and how their final grade will be determined
Learning strategies	Use the "Ask, Tell, Show, Practice" method to explore effective learning strategies for this course. (see handout)
Goal Setting and Progress Monitoring	Use goal setting and progress monitoring at the beginning, middle and end of each grading period. (see handout) Encourage students to keep track of grades.
Skill at picking out most important information	Regularly discuss how to pick out the most important ideas from the text, lectures.
Expert/novice	Be sure the tests reflect the most important information from text and lectures.
Memory Systems: Outlines Concept maps Notes cards Acronyms	Each week provide time for students, in pairs or groups of 3-4, to review key concepts and make outlines or concept maps. Match those who are good at picking out key information with those who need help. Provide time for students to make note cards from the outlines or concept maps. Emphasis the importance of having accurate information on the cards and reviewing them at least six times before the test. Encourage students to share memory techniques, such as acronyms, and memory pegs.
Stress inoculation for test taking and encouraging language	Practice test anxiety reduction methods, such as the breathe, picture, focus method. Encourage positive self talk and encouragement. See "Positive Self-Talk Patterns"

Classroom Guidance Tape Review Form

Graduate student's name _____ Rater's name _____

Session topic _____ Lesson # _____ Grade level _____

Date of review _____

Please rate each of the following categories:

Planning

Lowest=1

Highest=5

- | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Recommended format for classroom guidance followed | | | | | |
| 2. Variety and pacing of activities | | | | | |
| 3. Clearly focused plan & maintaining focus | | | | | |
| 4. Materials, activities, language were age appropriate | | | | | |

Group discussion skills

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Structuring (time, topic, rationale-WIFM) | | | | | |
| 2. Active listening and empathic responding | | | | | |
| 3. Connecting/linking/universalizing | | | | | |
| 4. Clarifying, questioning, drawing out and cutting off | | | | | |
| 5. Practice/application and small group discussion built into classroom lesson | | | | | |
| 6. Encouraging and supporting | | | | | |
| 7. Eyes, voice, posture, expressions, energy | | | | | |
| 8. Summarizing and goal setting | | | | | |

I liked (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)

Classroom Guidance Format Template Developing Standards Based Programing

Title of Classroom Guidance Lesson:

ASCA Standard Addressed:

Materials:

I. Introduction/Attention Getter/WIIFM

Provide a reason/rationale for students to care about the topic.

Get students to share what they know: i.e. define topic, brainstorm ways to handle problem. Quotes, puppets, visual aides or other props are often used.

II. Present information on topic to large group (whole class).

Include active involvement of students in presentation. Use high facilitative responses and other group discussion skills to respond to student comments and to identify common themes and connect student ideas.

III. Students apply information in small group discussions

Provide time for students to explore topic further and discuss how they might apply ideas presented. With young children sharing in pairs may be preferred.

This personalizing of the lesson is essential. Counselor moves among small groups, listening and providing any needed clarification.

Small groups report to large group (whole class).

IV. Summary and goal setting

What did you do, What did you learn, How can you use.

Ask students to identify and share with partner one way they may use something learned from lesson in their life this week. Volunteers share how they plan to apply lesson.

Obtain written feedback on lesson from teacher and/or students

Classroom Guidance Program Overview

Counselor (graduate student) _____

School _____ Year _____

Grade Level	Classroom Guidance Topic to be Addressed	ASCA Standard (Academic, Personal/ Social or Career- A, B, C)	Number of Classroom Sessions	Begin Date/ End Date

Classroom Guidance Teacher Evaluation

Guidance Topic _____

Counselor (Graduate student) _____

Grade Level _____ Date _____

Please rate the classroom guidance lesson based on the following:

	Lowest=1			Highest=5	
1. The lesson addresses a need of most students this age.	1	2	3	4	5
2. My students seemed to enjoy the lesson.	1	2	3	4	5
3. My students were able to understand and apply the concept/skills involved in the lesson.	1	2	3	4	5
4. The lesson helped by students develop learning and/or social skills needed for school success.	1	2	3	4	5
5. The counselor involved all of the children in the lesson.	1	2	3	4	5
6. The subject and the way it was taught was appropriate for this age level.	1	2	3	4	5
7. The counselor used appropriate classroom management skills.	1	2	3	4	5

I liked: (strengths, helpful behaviors, strategies)

You may want to consider:

Classroom Guidance

10 Steps for Building in Success

- 1) Conduct a needs assessment tied to guidance goals.
- 2) Tie lessons to your guidance goals and needs identified through needs assessment.
- 3) Develop age appropriate lessons, which are high on involvement and application, to address identified needs.
- 4) Explain your program to teachers, students and parents at the beginning of the school year.
- 5) Work with teachers to tie topics to their objectives and have follow-up resources available.
- 6) Have your guidance committee help identify best times to offer guidance lessons.
- 7) Publish a schedule of lessons and stick to it.
- 8) Ask teachers to evaluate the lessons (which means they stay in the room while you are leading lessons).
- 9) Determine if students can understand and apply lessons evaluate the results of applying lessons.
- 10) Publish the results of teacher and student evaluations.

Consultation in the School

Packet for Fundamentals of School Counseling

*Dr. Greg Brigman
Department of Counselor Education
Florida Atlantic University*

CONSULTATION IN THE SCHOOLS

Consultation Guidelines

The following is an action flow chart for before, during and after a parent consultation.

Before Consultation:

1. Know why consultee is asking for consultation.
2. Look at permanent record
3. Gather information from teachers or parents
4. Decide what you hope to accomplish
5. Have a plan for how the consultation will go and some possible suggestions.

During Consultation:

1. Structure the consultation. "We'll have approximately 40 minutes for our meeting. As I understand it, the problem is . . . What I thought would be helpful is that together we get clear on what the problem involves and what is causing it or keeping it going. Then we will be able to put our heads together and develop an action plan to help you achieve your goals. Does that sound OK?"
2. Start with positives. Have the parent identify some strengths of the student being discussed. It is helpful for the counselor to add some positives from the information gathered from the permanent record, teachers, and contact with the student.
3. Use the following questions:
 - a. What is your main concern? (problem)
 - b. What changes would you expect to see if things begin to get better? (goal)
 - c. How long has this been a problem? How frequently does the problem occur?
 - d. What have you tried?
 - e. What was the child's reaction?
 - f. What else have you tried? How did child react?
 - g. What do you think might work? (recycle)

CONSULTATION IN THE SCHOOLS

4. Fill in background information gaps
 - a. Siblings (names and ages) and how they do in school, socially, athletically, being responsible and helpful.
 - b. How student does in same categories as above in 4(a). (Ask about opportunity for play with peers (neighborhood, school, activities).
 - c. How student gets along with siblings, mother, father, other significant adults at home, teachers.
 - d. How a typical day goes: getting up, dressing, breakfast, afternoon after school, dinner, homework, bedtime.
5. Offer suggestions after summarizing, "I've got an idea-what do you think would happen if...". Offer several suggestions and give consultee choice "which do you think would be most likely to be helpful to you?"
6. Focus on one to two issues at a time. Develop a plan that's clear, and possible.
7. Be encouraging to consultee and build in encouragement to child as part of the action plan.
8. Get a commitment and starting time for agreed upon action plan.
9. Summarize and set time for follow-up contact.

After Consultation

1. Make plan to follow through on any interventions involving you (counselor).
2. Contact parents if they do not contact you on agreed upon date for follow-up.
3. Be prepared to troubleshoot problems parents had in implementing plan.
4. Gather updated information from teacher or observation to share with parent.
5. Set time for second follow-up if needed.

Case Study for Classroom Behavior Collaborative Consultation

I Background information:

Reading and math level of student L M H

Social skills and peer relations L M H

Any recent traumatic events? (deaths, divorces, illnesses, moves, etc)

Strengths of student:

II Description of problem:

Describe main concern: in terms of behaviors that are causing a problem.

Describe what behavior changes would happen if problem began to improve.

Frequency and duration—how often does problem behavior occur and for how long has this been a problem?

III Description of previous interventions:

What has been tried? What was student reaction?

What else has been tried?

IV Developing new plan:

What do you think might work?

Offering suggestions:

What do you think might happen if.....?

Invite consideration of climate interventions, conferencing with student, logical consequences, and specific encouragement strategies.

Focus on 1-2 key aspects and interventions.

Consultation Tape Review Form

Graduate student's name _____ Rater's name _____

Date of review _____ Focus of consultation _____

Please rate each of the following categories:

Before consultation

PR review, information from parents,
teachers

Lowest=1

Highest=5

1 2 3 4 5

During consultation

- | | | | | | |
|--|---|---|---|---|---|
| 1. Structure meeting – time, topic, process | 1 | 2 | 3 | 4 | 5 |
| 2. Start with positives/strengths | 1 | 2 | 3 | 4 | 5 |
| 3. Clarify problem in concrete behavioral terms including duration and frequency | 1 | 2 | 3 | 4 | 5 |
| 4. Clarify goal of consultation in behavioral terms | 1 | 2 | 3 | 4 | 5 |
| 5. Clarify everything that has been tried and results – include examples and child's reaction to intervention and adult's emotional reaction | 1 | 2 | 3 | 4 | 5 |
| 6. Goal of student behavior identified | 1 | 2 | 3 | 4 | 5 |
| 7. Clarify what client things might work | 1 | 2 | 3 | 4 | 5 |
| 8. Gather missing information: Peer relations academic strengths/weaknesses, academic and peer performance of siblings, relationship to parents and siblings | 1 | 2 | 3 | 4 | 5 |
| 9. Recommendations/suggestions offered as additional alternatives for client to consider - put client in role of expert to evaluate suggestion | 1 | 2 | 3 | 4 | 5 |
| 10. Encouragement for student and parent/ teacher built in | 1 | 2 | 3 | 4 | 5 |
| 11. Commitment to implement plan obtained | 1 | 2 | 3 | 4 | 5 |
| 12. Follow-up meeting/phone conference set | 1 | 2 | 3 | 4 | 5 |

I liked: (strengths of consultation)

You may want to consider: (recommended changes)

Parent/Teacher Consultation Format

Graduate student's name _____ Consultation date _____

Parent or teacher _____ Grade of student _____

Problem/Concern

Background information:

Strengths of student:

Permanent record review - Standardized test score results, grades, medical concerns, special programs, etc.

Other information gathered prior to consultation – From teachers, parents, observations, direct student contact, etc.

Summary of consultation:

What has been tried:

Other plans/suggestions the parent/teacher agreed to try:

Follow-up

When:

Where:

Who:

Workshop Format

Graduate student's name _____

Workshop title _____ Date _____

Description of workshop participants _____

Workshop format _____

National standard development area(s) targeted: Academic Career Personal/Social
Standard(s) targeted: A B C

Warm-up The "warm up" activity should help participants get into the topic and get ready to become involved.

Ask before telling Participants should be asked to share some of their own ideas before information is given. How will you accomplish this? What questions might you ask?

Workshop content What information will you be sharing/facilitating during the workshop?
You might attach handouts, outlines, resources that you will be providing the participants.

Personalize/practice This would include asking participants to think about, write, or share some of their own experiences as related to the topic. It is also a chance to engage participants in an activity that will allow them to practice/apply the skills and information they have learned in the workshop. Describe the activities/process you will use to accomplish this.

Process/summarize Allow participants to process what they have learned or relearned. Some questions might include: What was it like to participate in the workshop experience? What did you learn or relearn? How can you use what you learned? Describe key questions you will pose.

Evaluation Allow participants an opportunity to evaluate their experience. This might include the level of helpfulness of the workshop, what participants liked, what participants might change, as well as an opportunity to provide other comments related to the workshop.

I. Peer Helping

II. Plans for Helping New Students

Dr. Greg Brigman
Florida Atlantic University

Introduction

Why You Need This Program

- A. Peer helpers extend your services.
- B. It provides a place for leadership training for youth.
- C. It prevents counselor/teacher burnout and offers you the opportunity to work with the most capable youth.
- D. It endears you to teachers because it provides a valuable resource for working with slow learners.

The Purpose of Peer Helping

This leadership training program for peer helpers can be offered in a variety of ways and times for different purposes. Some ways it may be used are:

- A. By the school counselor who wants peer helping to be an extension of the school's counseling program by offering services such as:
 - tutoring for the slow learner who does not qualify for special programs
 - co-leading structured small groups such as new student, friendship, and shyness
 - assisting counselors and teachers in leading small-group discussions, role play, vignettes, and short plays
- B. By the student council advisor who offers this leadership training to the officers and homeroom representatives. The group leadership skills and conflict management sections are particularly helpful for assisting officers in their meetings and other functions.
- C. By the drug-free-schools sponsor who trains student leaders for after-school projects and meetings.
- D. By the classroom teacher to learn the group leadership skills for a regular classroom discussion, for conducting a class meeting, or for an advisor-advisee program.
- E. By the classroom teacher to teach students communication skills, conflict management, and problem-solving, which will improve the class climate.
- F. By the classroom teacher or club sponsor who wants to train students in how to tutor.

The training can be offered as:

- an exploratory course for credit
- a three-day summer training program
- an off-campus workshop at a camp or recreation center
- an after-school program
- a daily course or one that meets once a week

This selection process is specific to the school counselor. For other uses of peer helpers discussed in the Introduction, you would use a selection process tailored to your specific needs.

General Procedure

1. Class Visit: Explanation of program to students. At the beginning of the last six weeks of each school year, a counselor visits each class to explain:

- a. what peer helpers do
- b. what the training involves
- c. the requirements
- d. the selection process

Students interested sign up. From approximately 300 to 400 students, 60 to 80 sign up.

2. Teachers Choose Top Students

We then ask the teachers for each class to narrow this group of volunteers down to 25 using the same criteria explained to the students. (See the requirements for peer helpers on page 5.)

3. Interview

Counselors interview 25 students and choose 10 to 12. Individual interview forms are provided on the following pages.

Training Overview

Program Outline

1. Building Cohesion—Small-Group Counseling Experiences	15
(Getting to know one another)	
Session 1: Thirty Personal Characteristics	15
Session 2: Stress	20
Session 3: Things I Like to Do	22
Session 4: Friendship	24
2. Understanding Behavior	26
The Four Goals of Misbehavior	
3. Communication Skills	31
Introduction to Communication Skills	31
Pretest	31
Problem Ownership	33
Reflective Listening	37
Exploring Alternatives	55
I-Messages	61
Handling Conflict	65
Posttesting and Reassessment	68
Video Rehearsals	68
4. Group Leadership Skills	69
(Practice in leading activities and discussions)	
5. Tutoring/Study Skills	75

Time required for training: 30 hours

Individual Sessions

Each session will include:

- an icebreaker
- a review of last session
- the new skill or activity
- journal writing
- summary: an "I learned..." statement

(continued)

NEW STUDENT PROGRAMS

There are many ways counselors can help facilitate a new student's adjustment to moving and getting started in a new school. We have developed a program that combines a small group meeting led by trained peer helpers, a peer buddy system and a classroom buddy. We have included an additional group lesson plan that we have used as an extension of the new student group for those who wanted more group time.

Peer Buddy System

Trained peer helpers lead small group meetings to welcome new students. Approximately 4-6 weeks after this meeting, (usually just after report cards), the peer helpers that led the group session meet individually with each group member. The meeting takes place during school with 2-3 peer helpers meeting with their individual new student in separate corners of an unused classroom. The peer helper completes the following structured outline as they discuss how things are going for the new student.

Peer Helper _____

New Student _____ Homeroom _____

1. How are your grades going? You have received a report card by now.

Math _____ Science _____ Social Studies _____ Lang Arts _____

Rate how satisfied you are with your grades on a 1-10, 1 meaning not at all satisfied and 10 meaning very satisfied _____.

If student rates satisfaction with grades at below 7, ask "would you like to have a peer tutor"? Explain peer tutoring. Yes _____. No _____.

What subject? _____

2. Rate how things are going with you and your teachers? 1-10 _____

If not satisfactory to student peer helper helps student explore what could be done to improve relations with the teacher. Peer asks, "Would you like to talk with a counselor about getting along with your teachers?" Yes _____. No _____. Explain who the counselors are and how to see them.

3. How satisfied are you with making friends here? 1-10 _____
Peer helper listens and explores if student is not satisfied, and includes discussing what activities they are involved in or might like to try. Talk about other activities in and out of school that are available.

4. Summary by Peer Helper of meeting and tells new student about next meeting in 6 weeks and any follow up before then such as "one of the counselors will get in touch with you regarding peer tutoring, or to discuss how things are going with teachers and friends."

Throughout this meeting the Peer Helper is using the listening and other communication skills taught in Peer Helper training. The goal is to have a warm, personal meeting and to give some positive life to the above structured outline.

Leading Structured Groups

Trained peer helpers can be used to lead structured groups. We provide here two models of structured groups a peer helper can lead: a new student group and a friendship group. You can adapt the models to fit your school or use them to design a different structured group appropriate for your circumstances.

Meet with peer helpers between group sessions to review the group experiences and provide reinforcement and guidance if necessary.

New Student Group: Overview

Purpose: To welcome students who have recently moved into our community and help them feel a part of our school.

To help students become acquainted with the resources and activities available to them at Five Forks and in the community.

To provide an opportunity for students to discuss problems or concerns about being new.

A Few Facts: New Student Group meets twice, and each meeting lasts 45 minutes. Participation in the group is voluntary. We have found students really enjoy the experience and benefit from the information they receive. The groups are led by trained 8th-grade peer helpers.

What we do in New Student Group:

1. Discuss:
 - a. similarities and differences between Five Forks and other schools students have attended
 - b. likes and dislikes about Five Forks
 - c. concerns and/or problems about being new in the community and school
 - d. advantages and disadvantages of moving frequently
 - e. ways to make new friends
2. Go over school and community resources.

Tutoring/Study Skills

In our school we have peer helpers five days per week for one class period. The students get credit for this class. After being trained, the peer helpers tutor two days per week. They also work with us in classrooms leading small group discussions or colead structured small groups two days per week. The fifth day is spent processing the week's activities and on additional training and team building.

Peer Helper Training Just for Peer Tutoring

If peer tutoring is the only service you plan to offer with your peer helpers, your training program can be shortened. The most critical skills for peer tutoring are communication skills and tutoring/study skills. Peer helpers can use their communication skills to encourage, support, and motivate students. They also need training in study skills and how to teach effective learning strategies to their tutees.

Often students who are referred for tutoring have personal, academic, or behavior problems or persistent problems in their studies. They often lack motivation and are resistant to being helped. Even the most capable students are not effective if they rely solely on their instincts. The situation can become frustrating and discouraging to the peer helper and the tutee. Therefore it is important to take the time to provide adequate training for peer tutors.

Our total training program presented in this book includes:

- group experience
- understanding behavior
- communication skills
- group leadership skills
- tutoring/study skills

For a tutoring-only program, we recommend the sections on:

- understanding behavior
- communication skills
- tutoring/study skills

We also recommend weekly meetings with all peer tutors and the counselor/teacher to discuss progress and concerns, and for team building. The Peer Helper Evaluation Forms can be useful here.

The team-building activities can come from many sources, including our "Building Cohesion—Small-Group Counseling Experiences" section. This is important in keeping your peer helpers encouraged. The themes for most team-building sessions are self-esteem, encouragement, and communication skills. See the bibliography section for other sources of team-building sessions.

When training for tutoring:

1. Ask peer tutors to brainstorm what good students do that helps them be successful in school. List on poster or chalkboard.
2. Ask what students who don't do well in school do that hurts their chances of doing well.
3. Ask how the tutors feel about students who don't do well. Discuss. Stress the need for acceptance and patience when their tutees don't get what the tutors are trying to teach. It's important that the tutors use their listening skills and slow down and go back to an area where the tutee does understand.
4. Go through the reproducible sheets in this section and/or other material with your peer tutors. Take enough time to discuss each item so your peer tutors feel comfortable with all materials you want them to use with their tutees.
5. Model the use of any reproducible sheet or tutoring technique you want your peer tutors to use.

Before students begin tutoring, some rehearsal time is needed. You can role-play the first tutoring session with a peer helper. The peer helpers can then role-play the first session in pairs. Videotaping the session is helpful. The first session would go something like this:

The peer helper goes to the classroom and picks up the student. (The teacher already knows the schedule and has talked with the student.) In the hallway, the peer helper introduces himself to the student. He asks the student to get his/her materials and book, and they walk to the room where the tutoring will take place.

The peer helper spends part of the first session explaining tutoring—how often, where, bring materials, and come to the designated room. (After the tutoring begins, the responsibility of meeting the peer helper in the room is left up to the student.) The peer helper would spend some time getting to know the student—interests, hobbies, family. He would ask the student to explain in what area he/she needs help. He would determine if he or she wants help and would get a commitment to work on a goal. They begin the tutoring.

Each session should include:

- personal talk time
- a review of the student's week in the subject (see the sample weekly goal sheet in this section)
- tutoring in the designated subject plus general study skills
- assignment for next meeting
- summary
- encouragement, a smile, and a pat on the back

We believe strongly that for the tutoring process to be effective, two components must be present. The first is to work on the area in which the student feels he or she needs the most help. The second is to provide some general training in effective study/learning skills.

We have found that it is more encouraging to help a student get ahead than always to focus on catching up. Therefore we recommend that some time each session be spent on what's currently being taught and what's coming up next. It is very helpful for the peer tutors to be in touch with their tutees' teachers to find out not only what they have missed in the past but also what is being covered next.

The student's needs determine the length of time she or he is tutored. A student who does well but was absent for two weeks because of illness may need just a few sessions. A student who recently moved to your school and is behind the rest of the class may need several months of tutoring. The student who is a slow learner, is at risk, or is developmentally handicapped may need tutoring services all year.

Coordination of School Counseling Services

Dr. Greg Brigman
Florida Atlantic University

Program Design and Management

Guidance Committee

Needs Assessment

Program Evaluation

Public Relations

Other Programs:

Peer Helpers

Transition/New Students/Orientation

Parent Education

Teacher Staff Development

Career Awareness

Classroom Guidance/TAP

Violence Prevention/Safe Schools

THE 3 C'S OF DEVELOPMENTAL SCHOOL COUNSELING

<u>Counseling</u>	<u>Consulting</u>	<u>Coordinating</u>
<p>Individual Counseling</p> <ul style="list-style-type: none"> • Brief • Focus on Strengths/Assets • Problem Solving Model <p>Small Group Counseling</p> <ul style="list-style-type: none"> • Structured and Goal Oriented • Focused on School Success and Coping Skills • Topics include: <ul style="list-style-type: none"> ◦ Academic and Social Support ◦ Social and Self-Management Skills ◦ Dealing with Divorce and Loss <p>Classroom Guidance</p> <ul style="list-style-type: none"> • Focused on School Success and Coping Skills • Tied to Mission of School and Aligned with National Standards • Topics include: <ul style="list-style-type: none"> ◦ Academic Skills ◦ Social Skills ◦ Career Awareness 	<p>Individual Consultation</p> <ul style="list-style-type: none"> • Parent • Teacher • Administrator <p>Group Consultation</p> <ul style="list-style-type: none"> • Parent/Teacher • Teacher Team • Student Support Team <p>Teacher & Parent Education</p> <ul style="list-style-type: none"> • Workshops • Courses 	<p>Program Design & Management</p> <ul style="list-style-type: none"> • Guidance Committee • Needs Assessment • Program Evaluation • PR <p>Other Programs</p> <ul style="list-style-type: none"> • Peer Helper • Transition/New Students/Orientation • Classroom Guidance/TAP • Parent/Teacher Education • Violence Prevention/Safe School • Career Awareness

3 KEYS TO DEVELOPMENTAL SCHOOL COUNSELING

- For All Students • Program/Curriculum Focused • Team Effort

PROGRAM DEVELOPMENT CHECKLIST

PLANNING

- ☐ Integrate the school district's philosophy and goals with state requirements.
- ☐ Meet with administration to gain support.
- ☐ Establish a guidance committee.
- ☐ Develop a time line for program implementation.

NEEDS ASSESSMENT

- ☐ Select and administer needs assessment instruments.
- ☐ Analyze appropriate data sources, such as drop-out rates, attendance patterns, accreditation reports, etc.
- ☐ Collect and summarize data.
- ☐ Prioritize needs of students.
- ☐ Assess the program's ability (what is being done now or has been done in the past) to meet the student's needs.
- ☐ Define changes to be made.

DESIGNING THE PROGRAM

- ☐ Write objectives to meet the student's needs (including state requirements).
- ☐ Prioritize objectives.
- ☐ Define strategies, functions and resources (in light of who does what, when, and where).
- ☐ Design an annual and weekly schedule for the counselor.
- ☐ Design a counselor log system.

PROGRAM EVALUATION

- ☐ Select measurement techniques.
- ☐ Collect and analyze data.
- ☐ Modify program strategies based on findings.
- ☐ Report evaluation findings to "customers" and appropriate groups.



DOWN TO BUSINESS

- TALK WITH YOUR PRINCIPAL ABOUT STEPPING INTO AN AUTHENTIC PROGRAM **ONE STEP AT A TIME**. DON'T ASK FOR TOO MUCH TOO SOON.
- BE SURE YOU KNOW A SPECIAL SKILL OR TECHNIQUE.
- FORM A GUIDANCE COMMITTEE
- RUN A NEED'S ASSESSMENT
- DEVELOP A PROGRAM ONE STEP AT A TIME.
- MAKE OUT A SCHEDULE.
- MAKE CONTACTS; TEACHERS, STUDENTS, PARENTS.
- BEGIN, IMPLEMENT, GO WITH THE RESPONSIVE PEOPLE.
- EVALUATE
- REWORK, ADD TO, CONTINUE

Guidance Committee Overview

Purpose

The main purpose of a guidance committee is to assist the counselor in identifying and prioritizing the guidance and counseling needs of the school and the various ways in which these needs could be met. Four related functions of a guidance committee are to:

- 1) act as a sounding board for the counselor to test ideas and receive feedback before involving the entire school community,
- 2) discuss management problems related to implementing the guidance program,
- 3) develop recommendations for reassigning non-guidance tasks, and
- 4) help the counselor evaluate the guidance program.

Composition of School Guidance Committee

Recommendations for the school guidance committee include several respected teachers, a representative from support personnel, such as a school psychologist or media specialist, and two or three parents.

Number of meeting

Typically the school guidance committee has three scheduled meeting per year: one at the beginning of the year to go over needs and goals for the year, one at the midpoint of the year to discuss progress in meeting the year's goals and to discuss any needs that may have emerged since the beginning of the year, and one at the end of the year to discuss the evaluation of the guidance program for that year and to make plans for the following year.

Counselor Self Evaluation

Please rate how confident you are in carrying out the following counseling services.

Rate each item on a 1-5 scale with 1=the lowest level of confidence and 5=the highest level of confidence.

- | | |
|---|-----------|
| 1) Conducting classroom guidance activities | 1 2 3 4 5 |
| 2) Leading small group counseling sessions | 1 2 3 4 5 |
| 3) Providing individual counseling | 1 2 3 4 5 |
| 4) Consulting with parents | 1 2 3 4 5 |
| 5) Consulting with teachers | 1 2 3 4 5 |
| 6) Providing crisis counseling | 1 2 3 4 5 |
| 7) Conducting needs assessments | 1 2 3 4 5 |
| 8) Conducting program evaluation | 1 2 3 4 5 |
| 9) Implementing a systematic public relations plan | 1 2 3 4 5 |
| 10) Managing a comprehensive developmental
school counseling program | 1 2 3 4 5 |
| 11) Coordinating a peer helping program | 1 2 3 4 5 |
| 12) Providing staff development activities | 1 2 3 4 5 |

Some areas of strength in my counseling program are:

Some areas in which I would like additional training are:

Seven Steps to Your Yearly Plan

1. Label key dates
Get monthly calendars and fill in all fixed holidays, teacher workdays, conference days, testing days, staff development days, report card days, PTO meetings and other important days.
2. Label group dates
Build in when to start 1st cycle of groups and when they end.
Add beginning and end of 2nd and 3rd cycle of groups.
3. Label classroom guidance dates
(Not necessarily who but get beginning and end of each grade level or cycle down so you know when counseling guidance letters to parents need to go out).
4. Label PR dates
When will 1st, 2nd, 3rd, and 4th newsletters go out; presentations to teachers/parents
5. Label principal meetings and guidance committee meeting
6. Label other important projects, events
7. Build tentative weekly schedule

PROGRAM PLAN

A daily schedule helps the counselor in making the most effective use of time. In each weekly schedule, specific periods should be allotted to include the following:

1. Individual one-to-one counseling
2. Small groups
3. Classroom guidance
4. Parent conferences
5. Parent groups
6. Meeting with administration
7. Consultation with teachers (by team, grade level, or individually)
8. Periodic counselor meetings
9. Local Advisory Committee or other special committee meetings
10. Meeting with special teachers (visiting, homebound, speech therapist, vision, hearing)
11. Returning telephone calls
12. Routine tasks/logging and supplementary files
13. Professional planning time

•§ SCHEDULING §•

•P PRINTING A SCHEDULE HAS MANY POSITIVE ASPECTS •••

- A FORM OF SELF-DISCIPLINE=KEEP IT AND YOU WILL ACCOMPLISH SOME OF THOSE THINGS YOU'VE ALWAYS WANTED TO DO.
- A FORM OF PUBLIC RELATIONS=TEACHERS AND STUDENTS DO NOT WONDER WHAT YOU ARE DOING.
- A FORM OF ACCOUNTABILITY=YOUR PRINCIPAL, TEACHERS, STUDENTS AND PARENTS WILL VALUE WHAT YOU ARE DOING.
- A FORM OF RECORD-KEEPING=A SCHEDULE WILL ASSIST YOU IN KEEPING UP WITH HOW MANY PEOPLE YOU SEE AND HOW OFTEN YOU ARE MAINTAINING VISIBILITY.

A SCHEDULE MUST BE REVISED OFTEN, POSTED OR SENT OUT TO TEACHERS, BE REASONABLE (KEEP IT IF YOU MAKE IT).

SUGGESTED SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:15	ADULT CONFERENCE	ADULT CONFERENCE	ADULT CONFERENCE	ADULT CONFERENCE	ADULT CONFERENCE
9:15-10:00	CLASSROOM GUIDANCE	CLASSROOM GUIDANCE	PARENT WORKSHOPS COMMITTEES	CLASSROOM GUIDANCE	CLASSROOM GUIDANCE
10:00-10:45					
10:45-11:30	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:45	SMALL GROUP	SMALL GROUP	SMALL GROUP	SMALL GROUP	SMALL GROUP
12:45-1:30	INDIVIDUAL COUNSELING	INDIVIDUAL COUNSELING	COUNSELORS MEETING OR MATERIALS PREPARATION	STUDENT PLACEMENT COMMITTEE	INDIVIDUAL COUNSELING
1:30-2:45	SPECIAL GROUP/CLASSROOM	SPECIAL GROUP/CLASSROOM			SPECIAL GROUP/CLASSROOM
2:45-3:00	CONFERENCES/CONSULTATION	CONFERENCES/CONSULTATION			CONFERENCES/CONSULTATION

Evaluation and Accountability

The following are suggestions for providing evaluation and accountability information regarding school counseling services.

Two key categories of evaluation and accountability data:

- 1) Impact of services and 2) Consumer surveys

The most important trend in evaluation deals with measuring the impact of school counseling services. Showing that counseling services have a positive impact on important student outcomes is crucial to continued support of counseling services. Another important component of effective evaluation is consumer surveys. Taken together these two categories of evaluation form a powerful tandem in promoting support for guidance and counseling services. Another critical reason for evaluating services is to provide feedback to counselors on what works and what needs changing.

Examples of types of data needed for evaluating effectiveness of counseling services:

- 1) Needs surveys from teachers, students, parents
- 2) Evaluation surveys from teachers, students, parents
- 3) Classroom Guidance evaluations by teachers
- 4) Group counseling evaluations by students
- 5) Case Study descriptions with outcomes of interventions
- 6) Impact of interventions on targeted outcomes (i.e. % of students showing increases in targeted outcomes related to group counseling, individual counseling, parent or teacher consultation, or classroom guidance.) Targeted outcomes could include attendance, grades, reading and math scores, behavior ratings of students by teachers or parents, incidence of fighting, failure rate, achievement test scores.

One way of organizing an evaluation/accountability plan is to think in terms of activities needed each year. Below is a set of five activities making up a school counselors evaluation plan:
Each year:

- 1) Paper/pencil needs survey of one of three groups(teachers, parents, students)
- 2) Paper/pencil evaluation of overall counseling services by one of three groups
- 3) Accountability project: Focus on one of four direct service--Individual and small group counseling, classroom guidance, and consultation. Measure impact of services on targeted outcomes
- 4) Write up example of typical cases including outcomes (cover four direct services above)
- 5) Report results in counselor corners and district news letters

Many experienced counselors find that a portfolio is the best way to give an administrator or school board a picture their program in terms of what services are provided to whom and what impact the services have. Examples of the types of items found in a school counselors's portfolio are listed below.

Portfolio:

- 1) Typical Weekly Schedule: showing number of small groups, classroom guidance sessions, consultations, and individual counseling
- 2) Yearly Plan: including number of classroom guidance sessions planned for each class, number of small groups planned per ten week cycle and year total (topics tied to needs assessments and district guidelines), special projects
- 3) Goals for Year
- 4) Needs assessment results including informal assessment by guidance committee
- 5) List of small groups conducted with roles of participating students and evaluations of groups by participants
- 6) Classroom guidance schedule and evaluations by teachers
- 7) Program overview in terms of % of time in each of the four components (Guidance Curriculum, Responsive Services, Individual Planning and System Support)
- 8) Evaluation survey results (teacher, parent, or student)
- 9) Guidance committee meetings summaries
- 10) Summaries of monthly meetings with principal

Counselors find that much of their portfolio has already been written up in the form of counselor corners, district newsletters, and monthly reports (of # of individual, small group, classroom guidance, and consultations)

PUBLIC RELATIONS AND THE SCHOOL COUNSELOR

WHO

WHAT

STUDENTS

ORIENTATION
CLASSROOM GUIDANCE
BULLETIN BOARDS

PARENTS

PTA PRESENTATION
COUNSELOR CORNER
DISTRICT NEWSLETTER
LETTERS REGARDING SMALL
GROUPS OR CLASSROOM
GUIDANCE
GUIDANCE COMMITTEE
PARENT NIGHTS/GROUPS/WORKSHOPS

TEACHERS

YEARLY PLAN/GOALS-FACULTY PRESENTATION
WEEKLY SCHEDULE
TEACHER WORKSHOPS
GUIDANCE COMMITTEE
NEWSLETTERS
CLASSROOM GUIDANCE
NEW TEACHER TEA

ADMINISTRATORS

MONTHLY MEETINGS
YEARLY PLAN/GOALS
WEEKLY SCHEDULE
NEWSLETTERS
YEARLY EVALUATION
ANNUAL REPORT

SCHOOL BOARD

DISTRICT NEWSLETTERS
ANNUAL REPORT
INVITE FOR CLASSROOM GUIDANCE OR CAREER DAY

COMMUNITY

NEWSPAPER ARTICLES COVERING SPECIAL EVENTS

Counselors Focus On Helping Children To Be Successful

Oconee elementary counselors provide classroom guidance lessons and offer small group activities that are designed to help all students learn more effectively. The guidance and counseling program's main goal is to help children develop the learning skills, social skills, and personal qualities needed for success in school and later in the world of work.

Counselors offer classroom lessons and small group activities organized around the following three categories:

School Success Skills:

- Motivation
- Learning skills
- Setting goals
- Listening skills
- How to ask questions

Personal/social Skills:

- Communication/interpersonal skills
- problem solving/ decision making skills
- Conflict resolution skills
- Responsible behavior

Career Awareness:

- Awareness of the importance of positive work habits
- Knowing how to work together
- Different jobs in my community
- Things I like and can do well

Results from recent surveys of Oconee parents and teachers strongly support the need and importance of the types of activities listed in the above three areas of focus. In addition to being rated as needed and important a separate survey asked teachers to evaluate the effectiveness of these types of activities. Teachers in all Oconee elementary schools were asked to complete the survey. The results showed that 93% of teachers stated that the counselor in their school helped students learn how to be successful in school through classroom guidance activities; 92% stated that counselors helped students develop problem solving skills; 91% stated that counselors helped students learn to communicate with peers and adults; 95% stated that counselors had a positive effect on school climate as a whole; and 98% stated that classroom presentations by counselors reinforce skills and attitudes that children should be learning.

Our thanks to Oconee parents and teachers for your input and support. Working together we make better schools and communities.

INTERVENTION SUMMARY

Small Group Counseling

Academic support and life skills or special concern groups: Minimum of two groups
Include all target students in a fall group and at least one other group

Small groups of 6 students x 5 groups: Five groups per week for 8 weeks-
First round starting first of October-- ends first of December-- Second round of groups starts mid January--ends mid March--Third round of groups starts first of April ends first of June

For the best results insure heterogeneous groups: balance male, female,--active and passive, and --ability levels in groups.

Mentoring or Tutoring

Coordinate with the BTS coordinator to insure that each target student has a mentor or tutor according to situation-

- If academic skills are weak then tutor is more appropriate--focus on math/language
- If motivation is low then mentor may be more appropriate

Consultation

Consultation with the math and language teachers and parents of the target students can have a very significant impact on student performance. We encourage consultation with both teachers and parents of each target student.

Coordinate with the CPI coordinator to insure that parents of target students are invited and encouraged to attend parent education and other parent involvement activities.

Coordination with other two DASC components is important

1. CPI- give list of target students to CPI coordinator and ask that she/he target students parents of the target students for parent involvement activities--especially achievement and parent education oriented activities.
2. BTS- give list of target students to BTS coordinator and ask that they line up either a mentor or a tutor. The SSS counselor list will specify whether a mentor or a tutor is most appropriate based on their knowledge of the student.

Data Collection:

Ask the math or language teacher, of each student in target group, to complete the School Social Behavior Scale in late September and again after second group. Record grades in math and language each grading period. Record FCAT math and language total scores from Spring 2000 and Spring 2001.

Program monitoring:

A list of target students showing what interventions were received and when is part of the monitoring process.

Evaluating Impact of the Developing Academic and Social Competence Project

Measures: A, B, Cs-- Achievement, Behavior, Climate

ACHIEVEMENT:

FCAT math and language totals: FCAT (Norm referenced--Stanford Achievement Test)
Spring 2000 and Spring 2001
Target Grade level average and target students

Math grade & Language Arts grade: Spring 2000 and Spring 2001 (Last reporting period)

BEHAVIOR:

Discipline referrals, suspension & expulsion rates, drop out rates and attendance rates--Use DOE reporting--no additional data collection needed

School Social Behavior Scale for targeted students
Fall 2000 and Spring 2001--math or language teacher rates both times--same teacher.

CLIMATE:

By grade level--using school climate form--use existing climate survey information--no additional data collection needed.

Comparison schools:

Achievement:

Compare average language and math increases in similar schools by grade level and with randomly selected students .

Behavior:

Compare suspension and expulsion rates, dropout rates and attendance with similar schools

Climate:

Compare within schools since different forms used.

Target and comparison students are randomly selected from all students scoring between the 25th and 50th percentile in math total and language total on the FCAT (normed reference--Stanford Achievement Test).

CATALOGS

The Wright Selections for the Gifted
Opportunities For Learning, Inc.
20417 Nordhoff Street, Dept. C.
Chatsworth, CA 91311
Phone (818) 341-2535

Pro-Ed
5341 Industrial Oaks Blvd.
Austin, TX 78735
Phone (512) 892-3142

Catalog of Scriptographic Booklets
Channing L. Beta Co., Inc.
200 State Road
South Deerfield, MA 01373

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

Sunburst Communications
Phone (800) 431-1934

AGS (American Guidance Association)
Circle Pines, MN 55014-1796
Phone (800) 328-2560

Active Parenting
Phone (800) 825-0060

Kids Rights
Phone (800) 892-KIDS

Health and Home Economics
Guidance Associates, Inc.
Phone (800) 431-1242

Mulberry Park
P.O. Box 4096, Dept. 45
Englewood, CO 80155

Learning Tree Filmstrips
P.O. Box 4116
Englewood, CO 80155

Sound Filmstrip Catalog
Guidance Associates, Inc.
Phone (800) 431-1242

Marco Publishing
Phone (800) 448-2197

Paperbacks for Educators
Phone (800) 227-2591

Educational Media
Box 21311
Minneapolis, MN 55421
Phone (612) 781-0088

Childsworld-Childsplay
Phone (800) 962-1141

Dear Mary Joe . . .



Dear Mary Joe:

I am finishing graduate school this quarter. Can I assume that because a school wants to hire me they are committed to developmental guidance?

Doubtful

Dear Doubtful:

You are right to question the commitment of a school. Many school principals say that they are supportive of school counseling, when actually they do not have a clear picture of what that involves. Some of them want another assistant who can take over some of the chores which the administration does not want to do; others see counseling as individual counseling and are simply uninformed about the necessity of classroom guidance and small group counseling for a wellrounded program. You must educate, educate, educate. As a counselor it is often your responsibility to teach the administration and the faculty what you have to offer. This takes time and patience and a lot of tact with diplomacy, but it can be done. Check out your willingness and skills in persuasion.

Dear Mary Joe:

With your experience, if you were starting all over, what would be the most important goal for the first year in school counseling? **Wondering**

Dear Wondering:

What a good thing to wonder about! It is decidedly important. Much of what I did, I would do again. Educate the primary supporters of the program about what you can do. Find opportunities to talk with the chief administrators. Become their friend. Take every chance to prove your support to the faculty. Offer encouragement and services to parents. Start with an announcement to the faculty about your program but count largely on individual contact. Start a group or classroom guidance that makes a difference to the primary issues of the school. This can be determined by running a needs assessment. Establish a guidance committee to assist you in making decisions and to support you in the faculty lounge. Be sure to find a way to let people know what you are doing. You are your best public relations.

Dear Mary Joe:

In general, how much of what is done by the school counselor is planned on a daily basis, and how much just happens minute by minute? **Uncertain**

Dear Uncertain:

If you wait for a counseling program to just happen, it won't. You may give some very satisfactory reactive responses, but you won't have a program. Your design for classroom guidance and small groups is very rigidly set into the schedule so that teachers and students know exactly what to expect. Individual counseling can be placed in between the scheduled activities on a more loose basis. When the teachers know that you have a planned curriculum and services, your rating will go up considerably.

Dear Mary Joe:

When you work in a school with more than one counselor, how do you resolve theoretical, philosophical and moral differences? **Caught in conflict.**

Dear Caught:

Wow! You are caught in one of the most difficult issues which I have seen school counselors face. Not only does this affect your daily enjoyment of your work, but your constituents soon pick up on the conflicts in the counselors' office—the place which advocates compatible human relations.

I would suggest only a few strategies: **PLAN A:** Try talking it out between you and reaching an agreement about the things you can accept and things which you must reject. **PLAN B:** Try talking it out with a third party present to act as a mediator; such as a lead teacher, or an assistant administrator. **PLAN C:** Make an agreement to accept each other's differences and work separately. **PLAN D:** Find another job or ask for a transfer.

Although I would like to encourage you, I have seen many counselors who had to opt for **PLAN D**. It is very hard to work successfully under those circumstances.

AT PHELPS WE'RE TEACHING 130 BOYS... ONE AT A TIME

We have more than 45 years experience in helping boys (grades 7-12) with basic learning deficiencies to succeed. Our classes are small. Our instruction is individualized. There is a daily tutorial for all students. Our program is so successful, it attracts students from around the world. And, more than 80% of our students continue their education after graduation. The curriculum at our 110-acre suburban Philadelphia campus includes:

- Instruction in computer science
- English as a second language
- Art, ceramics, photography
- Woodworking
- Seven interscholastic sports
- Equestrian program
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- Five week summer session

The Phelps School

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Needs Assessment for School Counseling

Dr. Greg Brigman
Florida Atlantic University

NEEDS ASSESSMENT

- KEY TO GOALS AND OBJECTIVES
- CRITICAL TO PROGRAM RELEVANCE
- BASIS FOR ACCOUNTABILITY
- CRITICAL STEP IN MANAGEMENT MODELS

NEEDS ASSESSMENT HIGH SCHOOL TEACHERS

You are being asked to assist in evaluating the effectiveness of your school in meeting student development. The results will be used to determine priorities for all students. Please do not put your name on this form.

**Please respond using the following
to rate your priority:**

- 5-Highest Priority
- 4-Very Important
- 3-Necessary
- 2-Optional
- 1-Not Needed

**Please indicate the schoolwide
effectiveness of each item:**

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Needs Improvement
- 1-No basis for judgment

I. Educational Development

<i>Students need to:</i>	Priority	Current Effectiveness
1. become more aware of educational alternatives after graduation.	5 4 3 2 1	5 4 3 2 1
2. receive help in selecting courses.	5 4 3 2 1	5 4 3 2 1
3. receive information about colleges, job training programs, financial aid, scholarships, etc. via junior/senior workshops, college fairs, visits from college representatives, and evening programs for parents.	5 4 3 2 1	5 4 3 2 1
4. be aware of services available in the school and community.	5 4 3 2 1	5 4 3 2 1
5. take responsibility for developing plans that will help reach educational and/or occupational goals.	5 4 3 2 1	5 4 3 2 1
6. acquire study skills to be successful.	5 4 3 2 1	5 4 3 2 1
7. be able to assess and evaluate their goals.	5 4 3 2 1	5 4 3 2 1
8. be able to make better choices.	5 4 3 2 1	5 4 3 2 1

II. Career/Vocational Development

<i>Students should:</i>	Priority	Current Effectiveness
9. be aware of the career training that is available while in high school.	5 4 3 2 1	5 4 3 2 1
10. determine their abilities, skills and aptitudes.	5 4 3 2 1	5 4 3 2 1
11. be familiar with employment outlook in their interest areas.	5 4 3 2 1	5 4 3 2 1
12. obtain some on-the-job experience in their interest areas.	5 4 3 2 1	5 4 3 2 1
13. develop career plans and goals.	5 4 3 2 1	5 4 3 2 1
14. be able to apply for a job both in writing and in person.	5 4 3 2 1	5 4 3 2 1
15. be aware of expectations and aptitudes employers have for employees.	5 4 3 2 1	5 4 3 2 1
16. be provided opportunities for interaction with community role models.	5 4 3 2 1	5 4 3 2 1

III. Personal/Social Development

<i>Students should:</i>		
17. be able to appropriately deal with conflict and anger.	5 4 3 2 1	5 4 3 2 1
18. be aware of the effects of the use/abuse of drugs including alcohol.	5 4 3 2 1	5 4 3 2 1
19. behave appropriately by exercising self-discipline.	5 4 3 2 1	5 4 3 2 1
20. become more tolerant of persons whose views differ from theirs.	5 4 3 2 1	5 4 3 2 1
21. be able to take action toward solving their own problems.	5 4 3 2 1	5 4 3 2 1

IV. Priority Areas

In your opinion, what are the top five (5) priority needs of students?

1.

2.

3.

4.

5.

V. Open Comment

Please comment on any of the above mentioned areas or make suggestions.

NEEDS ASSESSMENT MIDDLE SCHOOL TEACHERS

You are being asked to assist in evaluating the effectiveness of your school in meeting student development. The results will be used to determine priorities for all students. Please do not put your name on this form.

**Please respond using the following
to rate your priority:**

- 5-Highest Priority
- 4-Very Important
- 3-Necessary
- 2-Optional
- 1-Not Needed

**Please indicate the current schoolwide
effectiveness of each item:**

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Needs Improvement
- 1-No basis for judgment

I. Educational Development

Students need to:

	Priority	Current Effectiveness
1. develop good study/organizational skills.	5 4 3 2 1	5 4 3 2 1
2. know how to make decisions.	5 4 3 2 1	5 4 3 2 1
3. know more about the kinds of programs offered in high school.	5 4 3 2 1	5 4 3 2 1
4. develop responsibility skills.	5 4 3 2 1	5 4 3 2 1
5. begin development of an educational plan.	5 4 3 2 1	5 4 3 2 1

II. Career/Vocational Development

Students should:

6. know more about possible careers and the world of work.	5 4 3 2 1	5 4 3 2 1
7. explore jobs: careers related to interests and strengths	5 4 3 2 1	5 4 3 2 1
8. know more about their interests and abilities.	5 4 3 2 1	5 4 3 2 1

III. Personal/Social Development**Priority****Current
Effectiveness****Students should:**

- | | | |
|---|-----------|-----------|
| 9. understand and like themselves better on the inside and outside. | 5 4 3 2 1 | 5 4 3 2 1 |
| 10. learn how to make and get along with friends. | 5 4 3 2 1 | 5 4 3 2 1 |
| 11. develop more self-confidence. | 5 4 3 2 1 | 5 4 3 2 1 |
| 12. know how to get along with family members. | 5 4 3 2 1 | 5 4 3 2 1 |
| 13. know how to get along with teachers. | 5 4 3 2 1 | 5 4 3 2 1 |
| 14. learn how to appropriately deal with conflict and anger. | 5 4 3 2 1 | 5 4 3 2 1 |
| 15. understand the use/abuse of drugs including alcohol. | 5 4 3 2 1 | 5 4 3 2 1 |
| 16. develop a healthy awareness of their sexuality. | 5 4 3 2 1 | 5 4 3 2 1 |
| 17. exercise self-discipline and behave appropriately. | 5 4 3 2 1 | 5 4 3 2 1 |
| 18. become more tolerant of persons whose views differ from theirs. | 5 4 3 2 1 | 5 4 3 2 1 |
| 19. take action toward solving their own problems. | 5 4 3 2 1 | 5 4 3 2 1 |
| 20. learn how to cope with change. | 5 4 3 2 1 | 5 4 3 2 1 |

IV. Priority Areas

In your opinion, what are the top five (5) priority needs of students?

1.

2.

3.

4.

5.

V. Open Comment

Please comment on any of the above mentioned areas or make suggestions.

NEEDS ASSESSMENT ELEMENTARY SCHOOL TEACHERS

You are being asked to assist in evaluating the effectiveness of your school in meeting student development. The results will be used to determine priorities for all students. Please do not put your name on this form.

**Please respond using the following
to rate your priority:**

- 5-Highest Priority
- 4-Very Important
- 3-Necessary
- 2-Optional
- 1-Not Needed

**Please indicate the schoolwide
effectiveness of each item:**

- 5-Excellent
- 4-Very Good
- 3-Good
- 2-Needs Improvement
- 1-No basis for judgment

I. Educational Development

<i>Students need to:</i>	Priority	Schoolwide Current Effectiveness
1. develop good study skills.	5 4 3 2 1	5 4 3 2 1
2. learn how to make decisions.	5 4 3 2 1	5 4 3 2 1
3. learn to concentrate on what they are doing.	5 4 3 2 1	5 4 3 2 1
4. develop organization skills.	5 4 3 2 1	5 4 3 2 1
5. develop responsibility skills.	5 4 3 2 1	5 4 3 2 1
6. develop positive attitudes toward school.	5 4 3 2 1	5 4 3 2 1
7. learn to get their work done on time.	5 4 3 2 1	5 4 3 2 1

II. Career/Vocational Development

Students should:

Priority

Schoolwide Current Effectiveness

- | | | |
|---|-----------|-----------|
| 8. understand why people work. | 5 4 3 2 1 | 5 4 3 2 1 |
| 9. explore careers and the world of work. | 5 4 3 2 1 | 5 4 3 2 1 |
| 10. learn how subjects they are studying will help them in future jobs. | 5 4 3 2 1 | 5 4 3 2 1 |
| 11. begin recognizing their interests and abilities and how these relate to jobs. | 5 4 3 2 1 | 5 4 3 2 1 |

III. Personal/Social Development

Students should:

- | | | |
|--|-----------|-----------|
| 12. learn how to make and get along with friends. | 5 4 3 2 1 | 5 4 3 2 1 |
| 13. develop self-confidence. | 5 4 3 2 1 | 5 4 3 2 1 |
| 14. learn how to get along with family members. | 5 4 3 2 1 | 5 4 3 2 1 |
| 15. learn how to get along with teachers. | 5 4 3 2 1 | 5 4 3 2 1 |
| 16. become more aware of the feelings of others. | 5 4 3 2 1 | 5 4 3 2 1 |
| 17. learn to appropriately deal with conflict/anger. | 5 4 3 2 1 | 5 4 3 2 1 |
| 18. obtain an understanding of the use/abuse of drugs including alcohol. | 5 4 3 2 1 | 5 4 3 2 1 |
| 19. exercise self-discipline. | 5 4 3 2 1 | 5 4 3 2 1 |
| 20. learn how to take action toward solving their problems. | 5 4 3 2 1 | 5 4 3 2 1 |
| 21. learn how to cope with change. | 5 4 3 2 1 | 5 4 3 2 1 |

IV. Priority Areas

In your opinion, what are the top five (5) priority needs of students?

1.

2.

3.

4.

5.

V. Open Comment

Please comment on any of the above mentioned areas or make suggestions.

Student Survey of Needs

Grades 3-5

Circle your grade level 3 4 5

Directions to teacher: This instrument is designed to get input from students about needs related to the guidance program. Please read the following instructions and statements to your students. Thank you for your assistance.

Instructions: Listen to each statement and then circle either "yes" or "no".

- | | | | |
|-----|---|-----|----|
| 1. | I would like to learn more about getting along with others. | Yes | No |
| 2. | I would like to learn more about how to feel better about myself. | Yes | No |
| 3. | I would like to understand more about myself and why I do the things I do. | Yes | No |
| 4. | I would like to learn more about how to tell others what I think and how I feel. | Yes | No |
| 5. | I would like to learn more about how to make good grades. | Yes | No |
| 6. | I would like to learn more about making and keeping friends. | Yes | No |
| 7. | I would like to learn more about how to handle arguments and disagreements. | Yes | No |
| 8. | I would like to know more about jobs that match my interests. | Yes | No |
| 9. | I would like to know more about what I need to do to prepare for the kind of work I want to do in the future. | Yes | No |
| 10. | I would like to know more about how to work in a group at school. | Yes | No |
| 11. | I would like to know more about what to do if someone I love dies. | Yes | No |
| 12. | I would like to know more about what to do if my family changes (parents get a divorce or remarry) | Yes | No |

Teacher Survey of Student Needs for Classroom Guidance

Teacher _____

Grade _____

Date _____

Classroom guidance is an integral part of an elementary guidance and counseling program. It represents the preventive component of a comprehensive plan to help all students develop the skills and attitudes needed to succeed in the areas of living, learning, and working. Please take a moment to select two areas in each of the following three categories listed below. The two areas chosen should reflect what you see as the most critical for the students in your class.

Personal/Social (Living)

1. Understand and deal with their feelings and those of others
2. Learn how to make, keep, and be a friend
3. Learn to work in a small group
4. Learn how to solve conflicts
5. Learn communication skills

Please place a check beside
your top two choices

Academic (Learning)

1. Learn how to develop positive attitudes and motivation towards learning
2. Learn how to organize time better
3. Learn how to study better
4. Learn how to prepare for and take tests better
5. Learn how to make decisions and solve problems better

Please place a check beside
your top two choices

Career (Working)

1. Learn about their interests and how they relate to careers
2. Learn about their learning styles and how they relate to careers
3. Learn about how positive work habits relate to careers
4. Learn about how their personal skills and abilities relate to careers
5. Learn about personal safety and substance abuse

Please place a check beside
your top two choices

PARENT NEEDS ASSESSMENT

Dear Parent,

I would like to design the guidance program to meet the needs of our students, their parents, and our staff. In an effort to know your needs, we would appreciate your filling out the following questionnaire. If you have any questions or desire further information, please contact me at the school. (Phone number _____)

What kind of counseling services would you like to have available:

Mark 3 if very important

Mark 2 if moderately important

Mark 1 if not important

- _____ 1. Someone for my child to talk with if a crisis occurs at school
 - _____ 2. Someone for my child to talk with if a crisis occurs at home
 - _____ 3. Someone to encourage my child if school work is unsatisfactory
 - _____ 4. Someone to encourage my child if he/she seems depressed
 - _____ 5. Someone to give referral information if necessary
 - _____ 6. Someone to train parents in parenting skills
 - _____ 7. Someone to help my child adjust to a new school
 - _____ 8. Someone to counsel my child during a family change (i.e. new step-parent, separation, divorce)
 - _____ 9. Someone to help form a plan for more appropriate behaviors
 - _____ 10. Someone to teach systematic decision-making and problem-solving skills
 - _____ 11. Someone to teach study/learning skills
 - _____ 12. Someone to conference with parents
 - _____ 13. Someone to help my child know and accept himself/herself
 - _____ 14. Someone to offer small groups in areas such as divorce, coping with loss, friendship, school success skills
 - _____ 15. Someone to help my child develop a sense of responsibility for his/her behavior
 - _____ 16. Someone to help my child learn to work cooperatively with others
 - _____ 17. Other suggestions or comments (use back of necessary) _____
- _____
- _____

PLEASE CIRCLE YOUR FIVE TOP PRIORITIES FROM THE ITEMS ABOVE.

List the kinds of counseling services you have experienced with your child or heard about from another child/parent which you think are valuable.

Thank you for completing and returning this needs survey to your child's teacher by _____.

Sincerely,

School Counselor

Research Report



*Do High School
Preparation and
Advising Influence
College Plans and
Degree Completion?*

Mission Statement



The administration and staff accept the responsibility, both through example and instruction, of demonstrating the viability of faith and of following an educational process, which helps its students relate their learning to life and its transcendental goal.

The administration and staff recognize the importance of the growth of each individual by providing an educational atmosphere, which respects the right of everyone to learn.

The essential goal of the administration and staff is to assist in the education of the total person. The faculty accepts its joint responsibility with the parents to foster the moral, intellectual, physical, and social growth of each student. It recognizes that each student is a unique individual with different talents and different needs. The faculty strives to assist the students in the discovery of their individual potential and their own personal worth.

The administration and staff aim to be contemporary, knowing that it is their responsibility to meet the needs of their students in a changing society. The effort is reflected in the redesigning of curricula, the updating of methodology, the fostering of student initiative and the promoting of student leadership.

Do High School Preparation and Advising Influence College Plans and Degree Completion?

Most of our incoming freshmen have some type of plan to someday attend college. This is usually a vague echoing from parents who have been issuing this mandate for years. Throughout high school they accumulate grades and SAT scores that will inevitably dictate which college they will attend, which in turn directs their professional goals and future. Is there a way to somehow fast forward those freshmen minds and give them a glimpse of what they may be doing to their chances of getting into the school of their choice as well as limiting or expanding their college program options?

Throughout high school a step-by-step plan is laid out for helping our students realize their potential and to help them understand the value of what they are doing. We introduce them to the nitty-gritty of academic demands and to the courses available to them if they perform well. We try to give them a vision of what they can ascertain if they study and stay focused.

Research upholds our approach. There are several variables which have a significant effect on degree completion, intense science and math courses taken in high school, informing students on career choices, offering leadership opportunities and having students participate in a guidance counseling program for individual planning (Trusty, 2004).

It has also been shown that there is a need for AP and Honors course, the introduction of such courses in high school help prepare students for the rigors of college curriculums. The promotion of these advance classes also help students and teachers grasp the difficulty level of college work and reflect on ACT and SAT scores (Johnson, 2004).

High school preparation for college will also have a profound influence on the probability of completing a degree. The number of students attending college after high school has been on the rise over the past ten years, this rate is subject to the economic situation of the nation and the state of residence (Heller, 1998). Two simple words can spell success for young people with college aspirations: Plan ahead (Carter, 1999).

All students should be aware of what colleges expect from their high school careers. Only 22% of high school graduates took classes that would prepare them to be successful in college (Business Wire, 2004). It is therefore important that high school college advisors be knowledgeable about the trends in college admissions and the requirements of admittance.

If students struggle with core subject areas courses, advisor should act quickly to suggest tutors that can help students build skills (Carter, 1999). This gives students taking AP and honors classes a safety net. Offering group workshops on study skills and college expectations for those classes will help students (1) realize their potential and (2) prepare them for the competition of college admissions (College Is Possible, 2004).

Introducing programs such as Make High School Count and Making Your College Search Count give students a heads up on college expectations (Making It Count, 2004). With the competitive nature of college admissions today every little advantage that students can be given throughout high school is well worth the effort and time.

Most Helpful Ideas

(1) Organize weekly Success Groups to encourage and teach study skills

(2) Weekly check-ins with parents and teachers.

(3) Weekly updates on Edline.

(4) Early College intervention: Classroom Sessions--Group Advising—

(5) Individual meetings with students to discuss high school courses and college plans

(6) Monthly flyers on College Updates—Where are you? Timeline

(7) Classroom sessions to inform Freshmen-Seniors of Bright Future Criteria

(8) Evening meetings with parents to enlighten them on college process and financial aide

(9) AP (Advance Placement) evenings with parents, students and teachers to explain the advantages and course demands

(10) College Fair Night

(11) Freshman class presentation: Making High School Count;

www.makingitcount.com

(12) Using the computer to help students learn study skills;

www.schooldiscovery.com

www.agenda.com

<http://owl.english.purdue.edu>

www.columbia.edu/cu/augustine/study/

<http://www.d.umn.edu/student/loon/acad/strat/>

(13) Junior class presentation: Making Your College Search Count;

www.makingitcount.com



(14) Senior class presentation: Making College and Career Count;
www.makingitcount.com

(15) Using the computer to help students search for colleges and career information;

www.collegexpress.com

www.collegelink.com

www.collegeplan.com

www.collegequest.com

www.college-visits.com

www.collegiatechoice.com

www.commonapp.org

www.collegeboard.com

www.embark.com

www.gocollege.com

www.kaplan.com

www.sourcepath.com

www.collegeparents.org

www.heic.org

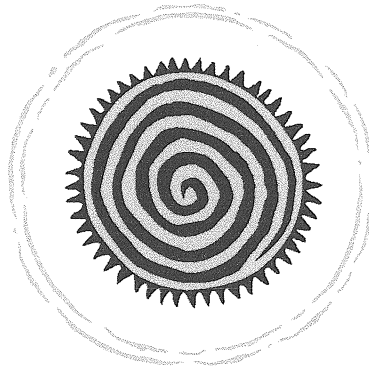
www.upwithpeople.org

www.wes.org

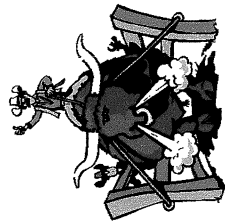
www.stats.bls.gov

www.ed.gov

www.cweb.com



Where are you?



Freshman Year

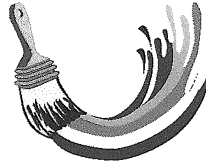
GPA
PSAT
SPORTS
CLUBS
INTERESTS



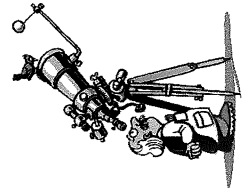
Sophomore Year

GPA
PSAT
ACTIVITIES
VOLUNTEER WORK
SAT/ACT PREP CLASS

Junior Year



PSAT
GPA
ACTIVITIES
RESUME
ESSAYS
RECOMMENDATIONS
TAKE SAT/ACT



Senior Year

GPA
SAT/ACT SCORES
COLLEGE APPLICATIONS

ATHLETICS
FSFA/BF

Summary Resource Table



Topic	Title & Author	Publisher & phone/web	Cost	Target audience	Notes
College leaders involved in recruitment	Bridging Elementary, Secondary and Higher Education through Executive Leadership	www.collegeispossible.org 12/04	⊖	Educators	College leaders encouraging high school students from less than stellar environments to apply to college.
Mapping your future	Ten Steps to Planning for Your Future	www.mapping-your-future.org/MHSS/	⊖	8 th through 12 th grade students	Giving 8-12 th graders a step by step guide to the road to college, from \$ to SAT
Making College Count/Making High School Count	Making College Count Reaches 500,000 High School Students	Business Wire 4/00	⊖	High Schools	Service given to high schools to promote college
Being prepared for college	Plan Now for College-how high school students should insure they have the right academic background	Kellye Carter 8/99 Meredith Corporation	⊖	School Counselors, Parents, high school students	Giving detailed advice and information about what a student, their parents and guidance counselor need to do to prepare for college admission
More students to college, more dropping out of high school	High School leads to college	Kythe Heller 7/98 Media Central, Inc	⊖	General audience	Statistics on drop out rates, college attendance rates and labor market
Relationship between middle and high school experience and completion of college	The Effects of Students' Middle-School and High-School Experience on Completion of the Bachelor's Degree	J Trusty 1/04 Amherst, MA Center for School Counseling Outcome Research	⊖	High School College Counselor	Lists several variable such as course selection, socioeconomic status, gender, ethnic, parents involvement and other factors that contribute to the picture

Topic	Title & Author	Publisher & phone/web	Cost	Target audience	Notes
College Success	Making Your College Search Count	www.makingitcount.com	⊖	High School Juniors	A large group presentation on the why and how's of college
Courses that prepare high school students for college	Experts Available to Discuss Report Claiming only 22% of High School Graduates are Prepared for College	www.businesswire.com Business Wire Goodwin & Johnson 2004	⊖	High School teachers and counselors	Sites several authors and authorities in the field of educational research

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Florida Atlantic University

Dr. Greg Brigman

Fundamentals of School Counseling SDS 5010

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