



OSCEOLA SCHOOL DISTRICT #1

COMPREHENSIVE SCHOOL COUNSELING PLAN

History of School Counseling

The history of school counseling in the United States follows changes in education as our schools adapted to the needs of society and to national policy. So, too, has the role of the school counselor evolved. Multiple forces, including industrialization, immigration, and social reforms, impacted the delivery, approach, and access to education. The number of schools expanded quickly and by 1918, elementary school education was compulsory in all states (Graham, 1974). While public schools have existed in the U.S. since 1821, the earliest forms of school counseling did not emerge until the early 1900s. School counseling traces its roots to Frank Parsons, a social reformer committed to the cause of organized and intentional vocational guidance. He was instrumental in founding the Bureau of Vocational Guidance in Boston in 1908 (Jones, 1994). The Vocational Bureau helped young people transition from school to work and worked with Boston schools to incorporate vocational guidance. Concurrently, Jesse B. Davis, a high school principal in Michigan, began to integrate vocational guidance into the classroom. In 1913, the National Vocational Guidance Association was established. By 1918, over 900 schools had some form of vocational guidance support. During this early period, counseling duties were typically carried out by classroom teachers (Jones, 1994).

In the decades that followed, guidance counseling was impacted by developments in psychology and by significant events, such as World Wars I and II, the Great Depression, and other international developments. Guidance counseling expanded beyond vocational support as standardized assessments and new counseling theories emerged (Aubrey, 1977). In the 1920s, counselor certification began in Boston and New York. Early in the decade, the emphasis on vocational concerns continued to be evident in the development of vocational assessments and as the nation addressed the needs of veterans. However, progressive shifts in theories of education

and emerging trends in human development and personality later in the decade expanded the purview of counselors (Gladding, 2012).

Organizational changes to the ways in which counseling services fit into schools began to occur during the 1930s, and the professional role of counselors and the services they offered continued to expand during the 1940s and 1950s. The role of counseling was reinforced with the 1958 National Defense Education Act (NDEA), an act intended to strengthen education and the nation's international leadership position in technology, defense, and security (Gladding, 2012). The NDEA provided assistance for the improvement of guidance counseling, testing programs, and counselor training. By the late 1950s and early 1960s, full-time counselors replaced many teacher-counselors and the number of school counselors tripled, spurring the advancement of school counseling as a profession and the growth of counselor education training programs (Gladding, 2012).

The role of school counselors continued to develop in parallel to changes in education and society. As the momentous social issues of the 1960s arose, the field focused increasingly on the developmental, personal, and social issues of students and on cultural sensitivity. In the late 1960s and the 1970s, the work of counselors became more entwined with central school goals for student academic success (Gladding, 2012). Counselors were also increasingly called on to provide mental health services, fill administrative roles, and respond to a variety of political initiatives designed to promote particular career pathways (ASCA, 2005). Over the years, the diverse duties assigned to school counselors led to role confusion within the profession and in the eyes of the stakeholders who worked with counselors.

Development of the ASCA National Model

Recognizing a critical problem, prominent leaders in the late 1990s such as Norman Gysbers and national organizations, including ASCA and the Transforming School Counseling Initiative, coalesced around an initiative to sharpen the professional focus of guidance and counseling programs. First, content standards were written to define student competencies in the areas of academic, career, and social/emotional development. The resulting document called “Sharing the Vision: The National Standards for School Counseling Programs” was published by ASCA in 1997 (Campbell and Dahir, 1997).

Within a few years, a landmark document, “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2003) emerged through a collaborative effort to create a vision and define “best practice” for all school counselors. According to the ASCA, “The ASCA National Model reinforced the idea that school counselors help every student improve academic achievement, navigate personal and social development and plan for successful careers after graduation.” The model also provided a framework for counseling services to create uniform services with flexible delivery. In addition, the ASCA National Model reinforced the role of school counseling as central to education goals for student success and academic achievement. A second edition of the national model was published in 2005, followed by a third edition in 2012.

Research Supporting Comprehensive School Counseling and Guidance Programs

A growing body of research supports the implementation of comprehensive counseling and guidance programs across states, districts, and schools. Studies continue to show that school counseling programs have a positive impact on student standardized test scores, grades, career development, parental satisfaction, school climate, and college preparation (Brigman & Campbell, 2003; Lapan, Gysbers & Petroski, 2001; Lapan, Gysbers & Sun, 1997; Lapan &

Harrington; Sink & Stroh 2003). The following studies provide further evidence of students who participate in comprehensive counseling and guidance programs have greater success with academics, social/emotional issues, and career planning.

Student Academic Outcomes, Plus Other Outcomes

1. Results reveal that the combined school counselor interventions of group counseling and classroom guidance were associated with a positive impact on student achievement and behavior.

Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 7, 91–99.

2. Action research data providing evidence that school counselors develop and lead programs that contribute to systemic change and improved learning success for students.

Dahir, C.A., & Stone, C.B. (2009). School counselor accountability: the path to social justice and systemic change. *Journal of Counseling & Development*, 87, 12–20.

3. Missouri students attending high schools with more fully implemented school counseling and guidance programs have significantly higher 10th grade MAP math scores.

Lapan, R.T., Gysbers, N.C., & Kayson, K (2007). Missouri school counselors benefit all students: how implementing comprehensive guidance programs improves academic achievement for all Missouri students. Retrieved from Missouri Department of Elementary and Secondary Education, Division of Career Education:

https://dese.mo.gov/sites/default/files/gnc_SchoolCounselorsStudy_Jan2007.pdf

4. More fully implemented school counseling programs significantly predicted (a) student perceptions of being safer in their schools (b) better relationships between students and teachers (c) greater satisfaction of students with the education they were receiving in their

schools (d) perceptions that one's education was more relevant and important to one's future, and (e) earning higher grades.

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 & Development*, 79, 320–330.

5. Results provide evidence for Chicago school counselors' impact on students' academic achievement, college readiness, and transition into high school. In addition, this report identifies particular actions that a school district can undertake to better utilize and support school counselor professionals. Specifically, it recommends ways to enhance collaboration between principals and school counselors and to reduce the burden of non-counseling tasks.

Lapan, R., & Harrington, K. (2010). Paving the road to college: How school counselors help students succeed. Retrieved June 18, 2017, from <https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

6. Over time, elementary students in schools with Comprehensive School Counseling Programs exhibit higher scores on academic achievement tests than their peers in schools without a CSCP in place. These reviewers concluded that students are helped academically and interpersonally by attending schools with elementary counselors in place.

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, 352–364.

7. Students in high-implementing Comprehensive Guidance schools achieve higher levels of academic achievement and make better decisions about education and career planning.

Nelson, D. E., Fox, D. G., Haslam, M., & Gardner, J. (2007). An evaluation of Utah's comprehensive guidance program: The fourth major study of Utah's thirteen-year program. Utah State Office of Education. (2007). An evaluation of Utah's comprehensive guidance program: the fourth major study of Utah's thirteen year program. Retrieved from Utah State Office of Education, Comprehensive Counseling and Guidance Program Publications: [http://www.schools.utah.gov/CTE/ccgp/DOCS/Publications-\(1\)/Research_Nelson2007.aspx](http://www.schools.utah.gov/CTE/ccgp/DOCS/Publications-(1)/Research_Nelson2007.aspx)

Social/Emotional/Relational Outcomes

8. Students who have access to counseling programs reported being more positive and having greater feelings of belonging and safety in their schools.

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.

School Counselor Role and Responsibilities

9. School counselors in higher-achieving schools spent more time on program management, coordination, and aligning programs with professional standards.

Fitch, T.J., & Marshall, J.L. (2004). What counselors do in high achieving schools: A study on the role of the school counselor. *Professional School Counseling*, 7(3), 172–177.

The Role of the School Counselor

The professional school counselor is a certified/licensed educator holding a master's degree or higher in school counseling who possesses unique qualifications and skills to address all

students' academic, social /emotional and career development needs. Professional school counselors implement a comprehensive, developmental school counseling program that promotes and enhances student achievement. Professional school counselors are employed in elementary, middle/junior high and high schools and in district supervisory, counselor education and postsecondary settings. Their work is differentiated by attention to developmental stages of student growth, including the needs, tasks and student interests related to those stages.

Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community. Collaborating with other stakeholders to promote student achievement, professional school counselors address the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program. To achieve maximum program effectiveness, the American School Counselor Association recommends a counselor-to-student ratio of 1:250.

The Osceola School District Comprehensive School Counseling Program

The Osceola School District comprehensive school counseling program reflects an approach to program foundation, management, delivery and accountability. The program provides the mechanism with which school counselors and school counseling teams design, coordinate, implement, manage and evaluate programs for students' success. When implementing a comprehensive school counseling program, school counselors switch their emphasis from service-centered for some of the students to program-centered for every student. This switch not only answers the question, "What do school counselors do?" but requires school counselors to respond to the question, "How are students different as a result of what we do?" Our high quality school counseling program is comprehensive in scope, preventive in design and developmental

in nature. It is organized and administered in this comprehensive approach to ensure that every student benefits from the program.

Comprehensive in Scope

School counseling programs which are designed and implemented in a comprehensive fashion focus on what all students need to know and understand in order to be successful. The Osceola School District school counseling program is organized around three domains: academic, career and social/emotional. The emphasis on academic success is paramount for every student, not just those who are motivated and ready to learn. Our program assists all students in finding success in school which in turn allows them to develop into contributing members of our society.

Preventive in Design

OSD's comprehensive school counseling program allows students to learn specific skills in a proactive, preventive manner ensuring all students can find school success. To provide this quality experience, certified school counselors use their time and skills on program delivery and direct counseling services.

Developmental in Nature

Comprehensive school counseling programs, like the one offered by the Osceola School District, meet the needs of students at various growth and development stages. By establishing goals, expectations, support systems and experiences for all students, school counselors enhance student learning. Student content standards are public statements of what students should know and be able to do as a result of participating in a school counseling program. The Arkansas Comprehensive School Counseling Program Model is based upon the ASCA National Model which:

1. establishes the school counseling program as an integral component of the academic mission of a school
2. ensures equitable access to the school counseling program for all students provided by a certified school counselor
3. identifies the knowledge and skills all students might acquire as a result of the K-12 school counseling program
4. ensures the school counseling program is comprehensive in design and delivered in a systematic manner to all students
5. establishes data-driven decision making
6. is provided by a certified school counselor

Student Content Standards

The content of a comprehensive school counseling program is the overall umbrella of services and curriculum provided to students. Content standards for the Osceola School District Comprehensive Counseling Program are designed around the three domains: academic, career and social/emotional.

Each student content standard is followed by a list of 35 mindset and behavior standards that define the specific knowledge, attitudes and skills students should obtain or demonstrate as a result of participating in a comprehensive school counseling program. The competencies offer the foundation for what a standards-based program should address and deliver and are used as a basis to develop measurable indicators of student performance.

Academic Development

The standards for academic development guide the school counseling program in implementing strategies and activities to support and maximize student learning. Academic

development includes acquiring attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan. Important components include employing strategies to achieve school success and understanding the relationship of academics to the world of work.

Career Development

The standards for career development guide the school counseling program in providing a foundation for the acquisition of skills, attitudes and knowledge to make successful transitions from school to postsecondary training to the world of work throughout the lifespan. Employing strategies to achieve future career success, job satisfaction and an understanding of the relationship between personal qualities, education and the world of work is an integral part of this domain.

Social/Emotional Development

The standards for social/emotional development provide a foundation for the school counseling program to assist students as they progress through school and into adulthood. Social/emotional development contributes to academic and career success. The acquisition of skills, attitudes and knowledge that helps students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society are key to this domain.

ASCA Mindsets & Behaviors for Student Success

ASCA has also developed a research-based set of standards specifying both the desired psychosocial attitudes or beliefs that students should hold in relation to academic work (mindsets) and the related behaviors that are typically associated with being a successful student. School counselors encourage the standards that make up the student's belief system (mindset) through the provision of direct services and use the associated behaviors as standards to be demonstrated

by students. The behavior standards are divided into learning strategies (e.g. demonstrate critical thinking skills to make informed decisions), self-management skills (e.g. demonstrate perseverance to achieve long- and short-term goals) and social skills (e.g. use effective oral and written communication skills and listening skills), aligning easily with the ASCA domains of academic, career and social/emotional.

School counselors incorporate these standards through a number of school counseling activities, including classroom lessons and individual or small-group counseling. A more detailed listing of the ASCA mindset and behavior standards is provided in Appendix B. A useful database developed by ASCA to aid school counselors in identifying specific competencies based on developmental needs and aligning them with academic content can be found at www.schoolcounselor.org/studentcompetencies.

Multi-Tiered System of Support

A Multi-Tiered System of Support (MTSS) is a systematic way of delivering a range of interventions, based on demonstrated levels of need. The Osceola School District's framework incorporates a three-tiered model that is consistent with the structural frameworks for Response to Intervention (RTI) and for Positive Behavioral Intervention and Support (PBIS). The tiers provide for increasingly intensive interventions in response to student need:

Tier 1 is prevention-oriented. All students in Tier 1 receive high quality, evidence-based services and guidance curriculum.

Tier 2 is intervention. In Tier 2, a smaller set of identified students receive additional services and guidance curriculum to meet their individual needs.

Tier 3 is intensive intervention. In Tier 3, identified students receive highly focused interventions that often require collaboration with community-based services.

Using a basic MTSS framework, Trish Hatch developed the Multi-Tiered Multi-Domained System of Supports (MTMDSS) to reflect the three domains of the school counseling: Academic Success, Career and College Readiness, and Social/Emotional Development. The three levels of the MTMDSS include:

Tier 1: Core Program with Universal Supports. All students (100 percent) receive standards- and competency-based school counseling core curriculum, individual planning, and school-wide activities

Tier 2: Targeted Intervention for Some Students. A smaller set of students (20 percent), identified by data screening, receive targeted, data-driven interventions.

Tier 3: Intensive Intervention for a Few Students. Tier 3 provides a limited number of high needs students (5 to 10 percent) with supports of a greater intensity specifically tailored to meet individual needs. MTSS and Response to Intervention (RTI) work in a complementary fashion to identify students in need, to provide support, to monitor student outcomes, and to modify support as needed.

Examples of activities and interventions aligned with Academic Success, Career and College Readiness, and Social/Emotional Development for each tier include:

Tier 1

- Academic Domain
 - Classroom guidance lessons on study skills; organization skills
 - Guidance lessons on test-taking strategies
 - Guidance lessons on graduation/college entrance requirements
 - Guidance lessons on scholarships and financial aid
 - Learning styles assessment and interpretation

- Career Domain
 - Administration/interpretation of career interest/aptitude surveys
 - Career fairs
 - Implementation of Career Guidance WA or other career guidance curricula
 - Community collaborations such as Junior Achievement Program
- Social/Emotional Domain
 - School-wide implementation of Positive Behavior Intervention and Support(PBIS) or other program
 - Character Education curricula or program
 - Social-Emotional Learning (SEL) curricula implementation
 - Bullying Prevention and intervention curricula
 - Suicide and Self-Harm Prevention and intervention curricula
 - Alcohol, Tobacco, and Drug prevention and intervention curricula
 - Other social skills curricula determined by school-wide needs assessment
 - Crisis Response/Management training for school staff
 - Cultural Competency/Diversity training for students/staff
 - Peer Conflict Mediation Programs
 - Curricula regarding personal and sexual safety

Tier 2

- Academic Domain
 - Small group instruction/support with study skills
 - Small group tutoring/peer tutoring with struggling students

- Adult mentoring/peer mentoring assistance with academics
- Content area study and support groups
- Individual intervention with academic placement of concerns
- Small group of individual assistance with test anxiety coping strategies
- Career Domain
 - Collaboration support programs such as Gear Up or Upward Bound
 - Small group/individual assistance with college/scholarship applications
 - Small group/individual assistance identifying strengths and interests
 - Career/job-related adult mentoring programs
 - NCAA Clearinghouse assistance
- Social/Emotional Domain
 - Small group support/instruction with social skills development
 - Small group support with grief and loss issues
 - Small group support/intervention with alcohol, tobacco, and drug prevention
 - Small group/individual follow-up with depression, self-harm, and suicidal ideation
 - Support groups or sponsorship for LGBTQ students
 - Small support groups organized around ethnic or racial identify issues
 - Peer conflict mediation programs
 - Small group or individual support for pregnant and parenting teens
 - Small group or individual support for victims of abuse

Tier 3

- Academic Domain

- Referral to intervention team for intensive assessment
- Referral for IEP assessment and potential placement
- Individual planning to address class placement or academic deficiencies
- Individual assessment of strengths and learning styles
- Develop individualized academic intervention plan
- Career Domain
 - Letters of recommendation or support for individuals
 - Individual assessment of strengths, interests, and deficits or barriers
 - Individual planning to support transition to post-secondary job training
- Social/Emotional Domain
 - Referral to RTI or similar team for intensive behavioral assessment
 - Design and implement individual behavior plan
 - Refer to mental health professional for intensive therapy
 - Solution-focused brief counseling with school counselor
 - Refer to inpatient/outpatient alcohol, tobacco, and drug treatment
 - Small group school re-integration following treatment program
 - Referral for IEP assessment and possible placement

SCHOOL COUNSELING PROGRAM CALENDAR

Summer

- Establish counselor calendar for building/district
- Create and/or update counselor web page
- Attend summer conferences and workshops
- Assist with registration
- Meet and register new students
- Evaluate transcripts for placement
- Check transcripts of seniors for graduation purposes
- Develop goals and objectives for the year
- Set up office systems
- Check child protective services for updates
- Check for updates regarding the Arkansas Department of Education and graduation requirements
- Renew membership in Arkansas Counseling Association (ArCA) and Arkansas School Counselor Association (ArSCA)

September

- Establish a counselor corner in student paper
- Introduce counseling staff to parent organization
- Assist in class/schedule changes
- Start classroom units or visit classes
- Develop and maintain contact log
- Put together a professional development schedule, including joining professional

- organizations or renewing memberships, putting together leave forms to be submitted to
- principal for professional development absences, identifying available webinars and
- trainings and developing a workable budget
- Add name to important mailing lists
- Serve on task forces/committees
- Attend Fall School Counselor Workshop
- Participate in orientation for new students and parents
- Participate in back-to-school night/open house
- Prepare school counseling pamphlets
- Review Professional Growth Plans
- Coordinate testing dates (PSAT, ASVAB)

October

- FAFSA night for parents
- Begin or continue student group sessions
- Plan public relations activities
- SAT/ACT registration and testing
- Early acceptance for college scholarship
- Attend college fairs/career fairs
- Prepare for ACT Aspire, PSAT & ASVAB

November

- College applications/scholarships to mail
- SAT/ACT testing and registration
- Check ASCA web site for monthly activities

- Career Awareness Month activities

December

- Plan activities for National Counselor's Week (held in Feb.)
- SAT/ACT registration and testing
- College applications and recommendations due
- Check transcripts of seniors for graduation purposes

January

- Scholarship applications due
- Complete FAFSA forms
- Start planning transition activities

February

- National School Counselor's week
- Help plan registration process
- SAT/ACT testing and registration

March

- Continue with registration process
- Parent teacher conferences
- Boys and Girls State representatives selected

April

- Begin transition process for students
- Prepare for graduation
- Prepare for awards night

May

- Finalize class registrations
- Complete scholarship list
- Final transcript requests
- Update records
- Preparation for graduation
- Evaluate year and plan for next year

Ongoing

- Make pertinent articles and research available to staff
- Keep accurate, confidential log
- Attend parent conferences
- Keep administration informed of activities
- Contact students at risk
- Plan public relations activities
- Advisor/advisee activities
- Character education activities
- Attend IEP meetings
- Parent education activities
- Staff development consultation
- Write counselor article for parent newsletter
- Parent teacher conferences
- Student Interpretation of assessments
- Contact parents of students at risk

- Attend IEP meetings for annual review
- Update Personal Learning Plans
- Check scholarship deadlines and availability

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