Benchmark: Exploring Reliability and Validity

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I have no conflicts of interest to disclose.

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Exploring Reliability and Validity

Types of Reliability and Validity

The types of reliability and validity discussed in the Values and Motives Questionnaire (Psytech) were twofold. The author presents details on the usage of two specific measurements of reliability, such as the stability method, or the test-retest reliability method, and an internal consistency measurement (Psytech). The test-retest method can be effective to judge whether or not an individual will receive a similar score compared to the first time taking the test, which is to say whether or not test scores are stable over time (Shepperis, et al., 2020). This method is useful for measuring the reliability of a test over time, but too much or too little time between test administrations can hinder the stability of the test scores (Shepperis, et al., 2020). The second property of reliability stated on the VMQ is the property of internal consistency, specifically scale homogeneity (Psytech). This internal consistency measures whether or not the items on the questionnaire are similar, which is used to assess whether or not the test as a whole is accurately measuring the same construct (Shepperis, et al., 2020). If the questionnaire has low internal consistency, then it is unlikely that all the items on the test measure the same construct (Shepperis, et al., 2020).

In the same way, there are two types of validity described by the author. The first type of validity explained by the author of the VMQ is construct validity. This is whether the questionnaire accurately measures the characteristics of an abstract idea, or construct, without accidentally measuring another related construct that shares similar characteristics or failing to measure key characteristics of a construct (Shepperis, et al., 2020). This construct validity can be

tested by comparing whether the questionnaire scores are consistent with the scores from other comparable tests (Psytech). The other type of validity used in the VMQ is criterion validity (Psytech). This criterion validity is whether the questionnaire is able to relate to outside criterion, such as a specific behavior, either at the conclusion of the questionnaire or at a future time.

Reliability: Cronbach Alpha Coefficients

The Values and Motives Questionnaire measures eleven different constructs, each with a different Cronbach's alpha coefficient. The author reports that eight out of the eleven alpha coefficients are acceptable, but the remaining "fall slightly below." The VMQ scale construct "affiliative" holds an alpha coefficient of 0.74, which is adequate; the construct "altruistic" maintains the alpha of 0.74, which is adequate; affection's alpha coefficient is 0.79, which is on the higher end of adequate; achievement has an alpha coefficient of 0.53, which has very limited applicability; finance has an alpha coefficient of 0.83, which is rated good; security maintains an alpha coefficient of 0.79, which is on the higher end of adequate; aesthetics has a matching alpha with finance at 0.83, which is rated good; moral construct has an alpha of 0.68, which has limited applicability; traditional has an alpha of 0.70, which is adequate; independence has an alpha of 0.66, which has limited applicability; ethical has an alpha of 0.70, which is adequate; social desirability has an alpha of 0.64, which has limited applicability; and infrequency has an alpha of 0.52, which has very limited applicability. Two constructs maintained a good rating, and six constructs reached an adequate rating. This may mean that the constructs do not have high internal consistency.

Sample Size and Nature of the Population

Validity

The author of the VMQ stated that the construct validity of the questionnaire was tested through showing that the constructs scores were similar across comparable tests that measured similar constructs taken by comparable populations. The VMQ was taken by a group of 159 Psychology and MBA students, around 68 males and 87 females. One of the comparable tests was the MAPP, taken by 59 Psychology undergraduate students (Psytech). These two groups are similar in that they both comprise of students, and many of them are psychology students; however, one is a group of undergraduate psychology students, and the other is graduate psychology students. Additionally, the comparable group size is around 100 individuals fewer than the norm group. Another comparable group of 100 MBA students from a renowned London Business School completed both the VMQ and the 16PF version 5. This population is similar in that it is comprised of MBA students, which comprised part of the norm group. However, this group is a bit smaller than the norm group, does not include any psychology students, and is made up of students potentially from a different culture, which could impact the way they answer questions. The final comparable test was taken by 59 undergraduate psychology students who volunteered to complete the VMQ and OPP. The population did include psychology students, which is similar to the norm population. The differences include a much smaller sample size, the sample made up of undergraduate students, and the students volunteered instead of being assigned to take the questionnaire. These populations could potentially change the validity, as the students are not all on the same or comparable education level, as well as some of the students

reside in a different country and culture from the norm population. Additionally, the small sample sizes could affect validity as well.

VMQ Norming Population

The VMQ norming population contained quite a few women and men, who seemed to all be in graduate school. Because the values and motive questionnaire could be used for career assessments, and the test-taker is often examined against norm group, it is essential that the norm group adequately represent diverse populations, education levels, and socio-economic status (Gaddis. Et al., 2015). While there may have been racial and ethnic diversity present within the students as they took the assessment, the diversity was not mentioned, and may not have been adequate for generalization. The norming population may need to be larger to capture diversity.

Opinion of the VMQ

If the VMQ is a questionnaire for personnel assessment, then the norming population does not adequately represent the diversity of the broader population; thus the norming population needs to be larger so as to adequately represent the traits, ethnicities, and racial differences of personnel in the workforce. Looking at the different reliability and validity evaluations, the results were adequate, much like the majority of Cronbach's alpha scores. Overall, I do not think that the VMQ's reliability and validity were established. I think that the alpha scores need to all be at adequate (preferably good) or higher, and that the VMQ needs to be tested on a broader and more diverse population, so as to accurately generalize to the broader population; this may be accomplished through a larger sample with a more varied populations.

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Psytech, *Values and motives questionnaire*

Benchmark: Comprehensive Child and Adolescent Counseling

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Developmental Considerations in Counseling

Larissa's case is a tricky one, as she is dealing both with typical adolescent behavior, such as wanting to spend more time with friends, but also is struggling with a bilingual household and the cultural differences that she has to navigate. There are different patterns of acculturation, and one of them is *assimilation*, where the culture of origin is replaced by the dominant culture (Vernon & Schimmel, 2019). It seems as though Larissa is potentially navigating towards assimilation; however, it is important to remember that she is also experiencing typical adolescent developmental symptoms. She may be struggling with her ethnic background, and it would be important for a counselor to guide her to a positive self-image, which may include an integrated racial identity (Vernon & Schimmel, 2019). During this time of development, an adolescent's identity is forming, in addition to forming their ethnic identity as well (Vernon & Schimmel, 2019). This time of forming their ethnic identity is crucial to a healthy development into adulthood (Vernon & Schimmel, 2019). During this time of discovery and identity formation, adolescents often distance themselves from parents, and lean towards independence (Vernon & Schimmel, 2019). These things need to be considered during counseling Larissa, as they are part of a typical adolescent and multicultural development. The counselor needs to maintain an eye on how Larissa is developing, so as to encourage healthy growth into her multicultural identity.

As a child grows from a small child to adolescence, there are many significant changes cognitive, emotionally, and socially. Counselors need to be aware of the general expectations of each of these stages so as to ensure that students are progressing as normal, and not mistaking a behavior that is typical of that developmental stage to be out of the norm. For early childhood, young children from ages 4-5 struggle tend to be egocentric and struggle with understanding

others' points of view (Vernon & Schimmel, 2019). During this age, they also begin to develop more cooperative play, sharing, and taking turns (Vernon & Schimmel, 2019). As students begin to grow, they place more emphasis on their peer's opinion and peer relationships (Vernon & Schimmel, 2019). As they reach mid-adolescence, teens are focused on achieving independence, and may spend more time alone; they are more confident during this period of their life than in early adolescence. During this period of their life they try less to fit in, and try more to stand out from the crowd (Vernon & Schimmel, 2019). As students gain confidence as they grow older, this can benefit in them and their resiliency in many ways. Additionally, as they gain more cognitive skills, they are better able to handle emotions and cope with emotions so that they are less overwhelmed. Finally, as students are able to form more meaningful and deep relationships, they are able to continue to build resiliency. These resiliency traits are the goals of the Collaborative for Academic Social and Emotional Learning (CASEL), which demonstrates the core competencies of social-emotional learning. These resiliency traits are modeled in CASEL's goal of self-management, which involves regulating emotions through coping skills; relationship skills, which involves creating and investing in meaningful relationships; and self-awareness, which involves experiencing self-efficacy and a growth mindset (CASEL, 2020). The are all important factors for a student's healthy development.

Individual Counseling Process

The counseling process as detailed by Vernon & Schimmel states the process as beginning with intake and assessment, interventions, termination, and referrals (2019). These stages as related in Nancy, a 12-year-old who was recently adopted from the foster care system may look varied and a bit more complicated. During intake and assessment, the school counselor would know a bit about Nancy, such as her difficulty with her siblings which was the reason for

her referral, but try to get a better picture of who Nancy is. This process may begin with a phone call to a parent or guardian, then an in-person conversation with Nancy. During this time, informed consent is discussed and agreed upon. Additionally, the counselor may conduct a screening, obtain information from other care providers (upon the signed consent and release of the parent or guardian), such as potential diagnoses. This additional information will help the counselor have a broad idea of the intervention they may use and supports they may use. The counselor may also use the intake period to involve Nancy in planning the intervention, and how the counselor will evaluate the efficacy of the intervention. The intervention may involve many different approaches, but may involve metaphors, such as roller coaster friendships (but adapted for siblings), or bibliotherapy to help Nancy understand that she is not alone in this major transition, and that many others go through the same struggles (Vernon & Schimmel 2019). The intervention may also involve Rational Emotional Behavior Therapy to help Nancy understand the relationship between her emotions and actions (Vernon & Schimmel, 2019). The next step would be termination. The counselor would let Nancy know that they would be checking in at a later date, and that she can stop by as needed. The last step would be referrals, which might include the school counselor recommending Big Brother & Big Sister as a way for Nancy to receive mentorship and help her know she is not alone.

For students with diverse backgrounds, abilities, and different levels of development, I would explain that counseling first of all a collaborative, caring relationship, where the counselor works with the student to help them understand themselves better and to make choices that are beneficial for themselves and those around them. ASCA Code of Ethics A.2.C states that it is the counselor's responsibility to ensure that the client understand what the counselor's job is and the limits of confidentiality (ASCA, 2022). It is important that students understand what counseling

entails so that they can make an informed decision if they want to obtain counseling, and if they need help where to turn.

Termination of the counseling can be difficult, and the counselor needs to be aware of potential for emotional dependency within themselves or the client (Vernon & Schimmel, 2019). Counselors can help facilitate a smooth termination by foreshadowing the termination a week or two in advance, but not focusing on it. Additionally, focusing on the gains made by the client can be helpful so that the client can leave feeling accomplished and confident in the skills they were given (Vernon and Schimmel, 2019). Creating space for the client to verbalize their emotions about the termination is also a therapeutic help (Vernon & Schimmel, 2019). Reminding the student that they will be in the proximity and are available as needed is also helpful for the termination process (Vernon & Schimmel, 2019). The counselor can model a healthy goodbye and can prepare the client for shakiness as they are preparing to implement the skills they learned in counseling (Vernon & Schimmel, 2019). Although the termination step is difficult, the counselor can aide the student through these strategies.

Ethical Consideration and Theoretical Approaches

The theoretical approach that I would primarily use Rational Emotive Behavior Therapy (REBT) because it can help individuals see the connection between emotions and behaviors and use rational thought processes to help control destructive emotional patterns and detrimental thought patterns (Vernon & Schimmel, 2019). A good technique within REBT would be the ABC model, which stands for the activating event, the belief, then the emotional and behavioral consequences (Vernon & Schimmel, 2019). Going through this with students would help them identify the event which may trigger a false belief, help them to identify the false belief, then see the consequences of that belief. From there, the therapist and the individual student could work

on disputing the false belief. By following what the student is saying, the counselor may be able to discover the belief behind the emotional and behavioral consequences. This has potential to multi-culturally appropriate, as it is a basic thought-emotion-behavior structure that allows some flexibility for different cultural implications for thoughts, behaviors, and emotions.

When counseling a seven-year-old, careful consideration must be made for when a breach of confidentiality must be made. When the student initially comes in for counseling, the student must be informed of the limits of privacy through signed or verbal informed consent. The ASCA Ethical Standards for School Counselors states that a breach of confidentiality must be made when "serious and foreseeable harm" to the student warrants a breach (ASCA, 2022). The ethical standards also state that "serious and foreseeable harm" depends on the student, the student's age and development, and a variety of other factors (ASCA, 2022). Therefore, there is no one-size-fits-all approach to when a breach of privacy is warranted. When a breach of confidentiality is warranted, the student should be told when and how privacy will be breached. When the information that needs to be given to the parent or guardian is very sensitive, it needs to be done in-person or over the phone.

While providing counseling, spirituality and various worldviews are bound to come up. Even though the counselor may hold their own worldview, the counselor needs to anticipate that there will be a variety of spiritual views, and encourage such (Kimbel & Schellenberg, 2013). Even within a secular context, a counselor is able to encourage a student to explore and make a decision for themselves on spiritual issues, and a counselor is able to encourage and instill general values such as honesty, hope, patience, etc., (Kimbel & Schellenberg, 2013). Additionally, the school counselor often works with not only the student, but also the family; this

entails that the school counselor take care to pay attention to the spirituality of the families, as well as the general spiritual lean of the surrounding community (Kimbel & Schellenberg, 2013).

When using creative therapy, I would use play therapy with her to further explore problems and solutions with students. Play therapy is effective for addressing a student's self-control, self-efficacy, and ability to cope with stress, and capacity for problem-solving (Weis, 2020). One of the play therapy techniques that may be useful to use is using what the child is playing with to create a metaphor (Vernon & Schimmel, 2019). This requires using what the child is saying and playing with to create a metaphor and a type of social commentary about the toy and its predicament (Vernon & Schimmel, 2019). This would also require a variety of play toys in and around the room for the child to play with. Play therapy is effective for aiding many young students.

Multicultural Counseling and Transition Programming

School counselors can develop awareness, knowledge, and skills regarding counseling diverse youth. One of the ways in which school counselor's aide students in learning and development is to ensure that during different presentations of religions or spiritual beliefs, the school counselor is presenting a wide variety of religious beliefs (Kimbel & Schellenberg, 2013). During holidays of other events is a great time to ask students questions about if their families celebrate those holidays, and then creating a safe space for them to share their family's traditions and beliefs (Kimbel & Schellenberg, 2013). Additionally, aiding students develop a self-awareness in their spiritual and religious experiences by encouraging them to explore what they think and what is meaningful to them (Kimbel & Schellenberg, 2013). Creating an open and encouraging multicultural and diverse classroom environment is effective in developing complex

thinking skills in students (Rucinskini, 2022). A diverse classroom causes students to evaluate differences and find other commonalities (Rucinskini, 2022).

When working with students from diverse cultures, it is very important to have some level of understanding of their culture. Many cultures place a high value on community and family, and it may be beneficial to include the family in a counseling intervention or refer students to resources within their community (Vernon & Schimmel, 2019). If a counselor has some knowledge of a student's cultural background, it can help the counselor to be culturally sensitive. There are some counseling interventions that are helpful to diverse student populations and allow the counselor to understand the student's values and how their culture impacts them as a person. One of these interventions is bibliotherapy, which allows the student to tell their own story, incorporating their own values and their awareness of themselves and their culture (Vernon & Schimmel, 2019). This can be done by asking students to tell a story about them and their family, or by giving them a prompt. This allows students to create and explore their cultural identity (Vernon & Schimmel, 2019). Using music within a counseling intervention is also a way to help students explore their culture. Asking a student to pick out a few songs that represent them and their culture and put them in a playlist can help the student and the counselor talk about their culture and different aspects of it (Vernon & Schimmel, 2019). Finally, play therapy is effective for young students, and is useful for students from diverse backgrounds. Counselors can learn much from the student as they allow them to guide the initial story. Counselors must also be sure to have diverse people figures or use animal figures so as be sensitive to the diversity of students (Vernon & Schimmel, 2019).

As counseling interventions that are sensitive to diverse cultures are key to a successful counseling program, so is a transition program for students who are transitioning out of high

school. Transition programming is useful for students so that they can transition successfully out of high school and into a career or postsecondary opportunity. This kind of programming enables students to plan for their transition out of high school, so that they can get a head start before they are struggling to survive. Transition programming may be helpful for students who do not know what they want to do after high school. Transition programming allows them the resources to explore what they may want to do, and allows them to receive supports that will help them find the right postsecondary opportunity, whether it be the military, college, or a career. Transition programming allows students to engage in career counseling, small group counseling, and with recruiters from firms that offer careers, college recruiters, and military recruiters so that they can find the right fit for them. Transition programming can also help the student who may want to go to college but is not sure what to do. Through career counseling, they can explore different college degrees through O*NET, they can ensure that they can get their highest score on the ACT or SAT through study groups and have resources at their fingertips to apply for financial aid and scholarships. Finally, transitional programming is useful for students who may lack social, emotional, or relational skills that are needed within postsecondary success. Collaborative for Social, Emotional, and Academic Learning focuses on the social-emotional skills that students need to develop through their five domains of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (2020). These can help produce effective, productive adults in society regardless of what postsecondary opportunity they choose.

Counseling At-Risk Children/Adolescents

The four-step framework detailed in Vernon & Schimmel's chapter on at-risk student states that the intervention framework first starts with assessment to see where an individual lies on a relative severity scale, and what symptoms need to be directly addressed (Vernon &

Schimmel, 2019). The school counselor needs to ensure that an appropriate assessment tool is used and is geared towards students. The second step is prevention. This may look like enabling the child to reach a higher stress tolerance for negative emotions, and preventing additional trauma (Vernon & Schimmel, 2019). The third step is prevention, which entails some individualization, whether it be a creative arts intervention or talk therapy (Vernon & Schimmel, 2019). The final step is social advocacy, which entails that the counselor is able to connect with people in the community to which the student is connected and help create a community of supports for the student (Vernon & Schimmel, 2019). For a student who has anxiety disorders, students may experience a lack of organization, poor concentration, poor test scores, off-task behaviors, and poor attention (Killu, Marc, & Crindwell, 2016). Cognitive behavioral therapy is an effective intervention for students with anxiety, and can be shaped to fit the type of anxiety that needs to be addressed, whether that be social anxiety, separation anxiety, or generalized anxiety (Killu, Marc, & Crindwell, 2016).

Adverse Childhood Experiences (ACEs) are traumatic events that occur during an individual's most formative years as their brain is developing. The ACEs questionnaire uses questions regarding witnessing domestic violence, experiencing physical, emotional, or sexual abuse, as well as whether a parent experiences struggles with substance use or a mental health disorder. These things all compound and make the ACEs scale. Often these traumatic experiences lead to many physical and mental health complications later on in life, such as depression and low social and emotional support (Bethell, et al., 2019). Trauma such as this can affect a child's development, making them more susceptible to disease or early death (Vernon & Schimmel, 2019). As counselors encounter at-risk youth throughout their career of counseling, it is important to approach these young adults and children from a strengths-based framework

(Vernon & Schimmel, 2019). This does not mean glossing over the horrendous trauma that a child has lived through, but rather emphasizing the protective factors that a child may display or have in their life (Vernon & Schimmel, 2019). Children who are at-risk and have experienced trauma often have limited protective factors, so these protective factors need to be strengthened and expanded upon; these factors can be a strong, healthy relationship with an adult, a healthy community, coping mechanisms, support systems, and a sense of control (Vernon & Schimmel, 2019).

When working with at-risk students, and students in general, it is imperative to have an effective crisis plan and crisis management team. A crisis plan would include the crisis team members and their respective, as well as different levels of crisis intervention (Erbacher, Singer, and Poland, 2015). Erbacher, Singer, and Poland name the four stages of crisis management, such as prevention, which prevents the likelihood that a crisis will happen; preparedness, which steps to take if a crisis begins to emerge and then steps to take post-crisis; response, immediate steps to take when the crisis hits and who to report to; and recovery, what steps to take after a crisis has happened (2015). Each of these steps are taken within a tier system, with tier one being universal interventions, tier involving interventions for individuals who are suffering moderate to severe psychological distress, and tier three, which are individuals who are suffering extreme trauma following a crisis (Erbacher, et al., 2015). The team who would address a crisis entails several different people with specific roles, such as an administrator, such as a principal, someone to care for the emotional needs of individuals, which is often the school counselor; law enforcement liaison, someone to communicate with media, an individual to communicate with students, an individual to communicate with parents, someone to communicate with campus

staff, and someone to communicate to medical professionals or care for medical needs, most likely a nurse (Erbacher, et al., 2015).

One of the crisis management interventions would be to implement a school suicide prevention program, which must be comprehensive. One way to do that is to implement a universal school-wide education on the signs of suicide through lessons in the school counselor's guidance lesson (Granello & Zyromski, 2018). For those who are interacting with students and individuals on the crisis management team, more training is needed to help them identify signs of a suicidal individual, what to do, and how to connect the individual for help (Granello & Zyromski, 2018). School-wide suicide screening days are also effective, and studies show that students are more likely to intervene with a friend, more likely to seek help, and less likely to attempt suicide (Granello & Zyromski, 2018). Finally, another step in creating a comprehensive suicide prevention program is to solidify protective factors with the general student body, which may look like educating parents on the signs of suicide through a newsletter or the like (Granello & Zyromski, 2018). It is important to have suicide prevention programs in schools because some students or staff may slip through the proverbial cracks, or an individual may come into contact with a suicidal individual and not know what to do. To some extent, the program should involve the students and staff. As Granello and Zyromski stated, it is extremely effective to educate students on suicidal symptoms, but only staff need to be on a crisis management team. The more staff and students are educated, the better the prevention efficacy.

Conclusion

Overall, the school counseling profession covers a lot of areas, from ensuring student and school preparedness for crisis situations, ensuring that students are prepared for the transition to postsecondary opportunities, counseling students, and many more areas. They are many things to

consider, but a school counselor needs to be prepared and competent for the success of the students that they are supporting.

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TRANSITION PROGRAM PROPOSAL

Honoring Diversity and Creating Equitable Post-Secondary Opportunities

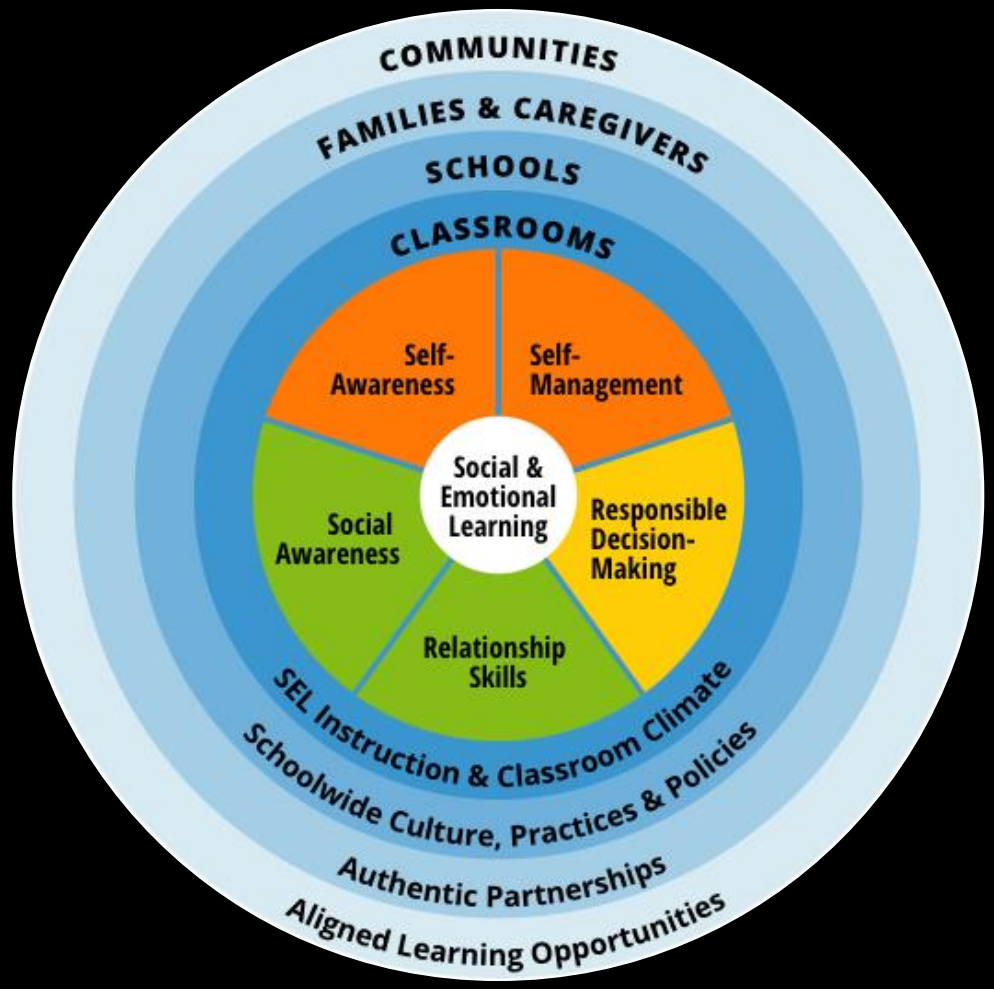
DIVERSITY IN THE CLASSROOM

- Ethnic diversity, racial diversity, religious and spiritual diversity, and economic diversity
- This diversity promotes empathy, perspective taking, and a greater rate of complex thinking skills (Rucinskini, 2022)
- It is important for students' growth for the school counselor and others to give exposure to many different religions and spiritual practices (Kimbel, et al., 2013)

Rucinski, C. L. (2022). Racial and Ethnic Diversity in Education and Individual Student Development: Understanding the Full Picture in the Era of School Choice. Review of General Psychology, 26(3), 377–394. https://doi.org/10.1177/10892680211046513

SOCIAL-EMOTIONAL LEARNING & DIVERSITY

- Greater representation among peers leads to less feeling of marginalization and a greater feeling of belonging (Rucinski, 2022).
- Collaborative for Academic, Social and Emotional Learning (CASEL) promotes self-awareness, social awareness, relationship skills, and self-management, and responsible decision-making as a framework for creating equitable classrooms



SMART GOAL

Specific: the graduating class of this high school will seek postsecondary opportunities before graduating

Measurable: 5 out of every 10 students will have postsecondary opportunity lined up before they graduate

Achievable: This is achievable if the supports and programs proposed are used

Relevant: This is relevant to the school as it is for the best interests of the students

Time-Bound: This will goal be attained at the end of the school year

PRE-ASSESSMENT DATA

THE PRE-ASSESSMENT DATA WILL BE TAKEN FROM A NEEDS ASSESSMENT, STANDARDIZED TEST SCORES, AND MATRICULATION SCORES, AS WELL AS ATTENDANCE DATA

THE NEEDS ASSESSMENT WILL BE SENT OUT TO THE HIGH SCHOOL STUDENTS THROUGH A GOOGLE DOCUMENTS SURVEY, AND THE STUDENTS WILL FILL IT OUT, EITHER AT THE END OF THE CLASS PERIOD OR DURING LUNCH.

THE NEEDS ASSESSMENT WILL BE A QUICK 10-QUESTION SURVEY THAT WILL COVER THE MINDSET AND BEHAVIORS OF THE STUDENTS

DELIVERY

Classroom guidance lessons

- Delivered by school counselor and teachers in collaboration with the school counselor
- Classroom guidance lessons will meet Mindset and Behavior standards as well as English Language standards that are appropriate to the grade level
- Classroom guidance lessons will aide students in understanding that lifelong learning is key to long-term success (M.6)

Small Group Counseling will also be used in the delivery of this comprehensive school counseling program.

- Small group counseling topics will depend on the gathered student data from the needs assessment and pre-assessment data, but will aide in career exploration and college preparation

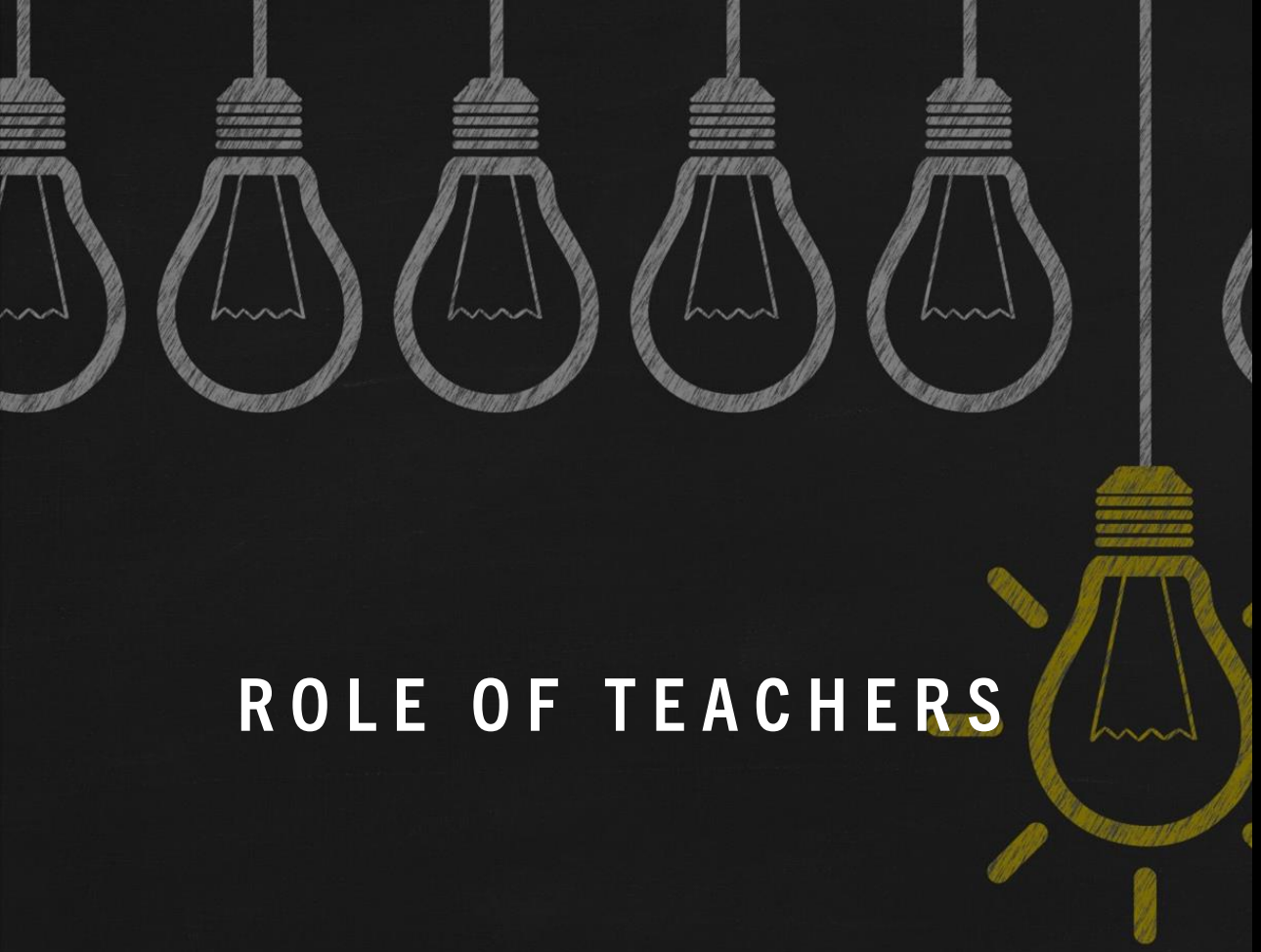
DELIVERY CONTINUED

- Individual counseling will also be delivered
- Individual counseling will be recommended for students who may be at-risk
- Individual counseling will also cover career counseling

- School-wide programs
- School-wide programs will include a career day
- College fair
- Military demonstration

DELIVERY CONTINUED

- Consultation with teachers and other staff will be used to aide staff in understanding how to teach in a multi-cultural fashion, how to aide students in understanding career options and the importance of post-secondary education.



ROLE OF TEACHERS

- Career awareness
- Creating a culture of learning (M 2)
- Encourage passionate exploration of post-secondary options
- Aiding students in creating long-term goals (B-LS 7)

ROLE OF PARENTS

- Encourage children in their passions
- Exposure to careers
- Parents have one of the greatest influences in their life

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Parent/Guardian Consent for Individual School Counseling Services

Dear Parent/Guardian,

This is to inform you that your student, _____, has requested/been invited to participate in individual counseling sessions at the school for _____ sessions.

Nature of Services: Individual Counseling

Individual Counseling sessions are generally 20-30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions. School counseling individual sessions are short-term, solution focused, and strengths-based in nature to support the academic success of your student. In the event the counselor, guardian, or student indicates that counseling needs will require longer term or topics outside of the scope of practice of the school counselor, a collaborative referral process will take place.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality. The limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions.

Consent:

I, _____, have read and understand the contents of this informed consent. (please print name)

I give my student permission to participate in individual counseling activities.

Parent/Guardian Signature:_____ Date:_____

Student Informed Consent Form

It is the ethical and legal responsibility of the counselor to protect students from wrongful disclosures of information given in the context of counseling sessions. Therefore, what you, the counselee, tell the counselor during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or others that the counselee may choose to be involved in the helping process while maintaining confidentiality between the counselor and the counselee. The limitations to confidentiality include:

1. When counselee poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/counselee.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with counselees during initial counseling sessions.

Consent:

I, _____, have read and understand the contents of this informed consent. (please print name)

Counselee Signature:_____ Date:_____