



Parent- Teacher Presentation

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Comprehensive Program Elements



- ▶ Evaluate the needs of students
 - ▶ Develop small groups, individual counseling, and sessions that address the needs of students.
- ▶ Evaluate the benefit of the program by assessing groups, counseling sessions, and the needs of the students.
- ▶ Meet on individual students and small groups to track progress or areas of enhancement.

Comprehensive Program Elements

Academic Development



- ▶ Collaborate between teachers, administrators, and parents to make sure all students have the resources to be academically successful.
- ▶ Set standards high enough for students to achieve.
 - ▶ Establish benchmarks and track progress.
 - ▶ Assist the students that are not understanding the material.
- ▶ Ensure all students have the material and technology to be academically successful.
 - ▶ Chromebooks should be in the library for students to check out if they do not have access to one at home.

Comprehensive Program Elements

Career Development



- ▶ Provide Career Days- these days will be where students can shadow potential careers they interested in going into upon graduation from high school and/or college.
 - ▶ Ask parents, community volunteers, and others to come to talk to classes about their day to day career routines, requirements to get that career, and any other questions about the aspects of their job.
- ▶ College Counseling & College Fairs- providing students with Degree path requirements and information on how to reach their career goals if a college degree or technical school is a requirement to go into the field of their potential career.
- ▶ Job Fairs & Military Enlistment- Provide resources to students that want to go into a job right after high school or enlist in the military.

Comprehensive Program Elements

Personal-Social Development



- ▶ Providing students with resources to mental health counseling
 - ▶ Individual counseling, group counseling, or a referral to a private counselor.
- ▶ Comprehensive mental health school counseling program to advocate for mental health awareness.
- ▶ Individual and/or group counseling on coping skills, social skills, and mental health needs of students.
 - ▶ Helping students face personal problems as well as addressing each individual students problems with academics, social, or developmental delays.

Advocacy



- ▶ Who is an advocate
 - ▶ School Counselor
 - ▶ Teachers
 - ▶ Parents/Guardians
- ▶ According to the article, *Advocating for Your School Counseling Program Using ASCA Resources*, it states, advocacy ensures that stakeholders understand the role of the school counselor and the importance to students of implementing a comprehensive school counseling program. Advocacy means communicating to stakeholders what the comprehensive school counseling program is, how it makes a difference, and how it affects the success of all students. provides a concise rationale for counselors to use (Hall, 2017).

Advocacy School Counselor



- ▶ Bringing classroom concerns and problems to the attention of administrators
 - ▶ Examples: behavior management, testing, and multicultural curriculum inclusion
- ▶ Setting up small groups, individual counseling sessions, & peer support within the student body & population
- ▶ Collaboration between community partners, administrators, and teachers to help the positive growth of the school.
- ▶ Creating a club to meet on unmet needs in the school.
 - ▶ Examples: updating bullying/cyberbullying policies, Community partnerships, and multicultural equality.

Advocacy Teachers



- ▶ Get to know each student in your class.
- ▶ Keep up with student's progress, and also in areas where the student struggles.
- ▶ Know each student's rights
- ▶ Come and tell the counseling office when you feel a student is struggling emotionally.

Advocacy Parents/Guardians



- ▶ Get involved with your child's school
 - ▶ Know about their classes, grades, extra circular activities, teachers, coaches, and friends.
- ▶ Build relationships with your child's teachers, coaches, administrator, and fellow parents
- ▶ Attend Parent-Teacher conferences
 - ▶ Email, call, and stay informed about the progress & concerns of your child

Advocacy Approaches & Strategies



- ▶ According to the ASCA Code of Ethics, it states school counselors are to collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified (ASCA Code of Ethics, 2022).
 - ▶ The School Counseling Office is there to support the success of all students, and is there to assist when teachers, faculty, students, or parents/guardians need assistance.

Access, Attainment, & Achievement



- ▶ Access: create equal opportunities to **ALL** students (Erford, 2019).
- ▶ Attainment- using data to measure the achievement of all students (Erford, 2019)
 - ▶ Counselors assist students in meeting their academic, social, emotional, & career goals.
- ▶ Achievement: Assessing scores, grades, and/or results of any test, assessment, or assignment (Erford, 2019)

Access, Attainment, & Achievement: Cultural, Ethical, Economic, Legal, & Political



- ▶ Cultural: School Counselors understand that students can come from different cultures, values, and beliefs than them. Despite these differences, students still have the right to be treated fairly & have access to an education.
- ▶ Ethical: School Counselors must abide by the regulations and guidelines set out in the ASCA Code of Ethics (2022).
- ▶ Economic: School Counselors understand that students are from different socioeconomic statuses, but still have the right to an education and to be treated fairly.
- ▶ Legal: The Every Student Succeeds Act (2015), ensures that children have access to a public education.
- ▶ Political: The School Counselor understands that the student might have conflicting or different beliefs than them. The School Counselor understands the students must still be treated fairly and with respect even if the student's political beliefs are different and might conflict with the counselor's beliefs.

Barriers to Student Development



- ▶ Socio-economic Status
- ▶ Race, culture, & language
- ▶ Learning Disabilities

Ways to Enhance Student Development



- ▶ Offer Chromebooks to be checked out in the Library for students that don't have access to one at home.
- ▶ Have study hall periods for students to get work done and also have teachers that can assist when help is needed
- ▶ Be a multicultural, race, & language inclusive school
 - ▶ According to the article, The antecedents of teaching styles in multicultural classroom: teachers' self-efficacy for inclusive practices and attitudes towards multicultural education, it states the term 'multicultural attitude' refers to the knowledge and acceptance of diversity as well as feelings about the degree to which multiculturalism should be included in the classroom (Kim and Connelly [Citation2019](#)). Multicultural education aims to ensure equal learning opportunities for all students regardless of their ethnicity, religion, native language, and cultural traditions, and to promote dialogue between different student groups (Aktoprak, Yiğit, and Güneyli [Citation2018](#)). In this respect, teachers' attitudes towards multicultural education influence their ability to adapt learning and teaching methods to ensure the academic success of students with diverse backgrounds (Caterina Buzzai, Alessia Passanisi, Melina Aparici Aznar & Ugo Pace 2023).
- ▶ Make sure all students with learning disabilities have proper and necessary modifications on their IEP, so they can be academically successful.

References

- ▶ Hall , M. (2017, November). Advocating for Your School Counseling Program Using ASCA Resources - American School Counselor Association (ASCA). <https://www.schoolcounselor.org/newsletters/december-2017/advocating-for-your-school-counseling-program-usin?st=nj>
- ▶ American School Counselor Association (2022). ASCA Student Standards; Mindsets and Behaviors for Student Success. Alexandria, VA: Author.
- ▶ Erford, B. T. (2019). Transforming the school counseling profession (5th Edition). Boston, MA: Pearson
- ▶ Caterina Buzzai, Alessia Passanisi, Melina Aparici Aznar & Ugo Pace (2023) The antecedents of teaching styles in multicultural classroom: teachers' self-efficacy for inclusive practices and attitudes towards multicultural education, European Journal of Special Needs Education, 38:3, 378-393, DOI: ~~10.1080/08856257.2022.2107679~~