

Module 7

Data Presentation

COSC 661: School Counseling Program
Development and Evaluation

Davina Schoulten



Explanation of Survey



ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student



Using a 4-point Likert scale, students answered questions based on academic, career, and social emotional skills.

1=strongly disagree 2=disagree 3=agree 4=strongly agree

Purpose: Assess the needs of seventh grade students as they transition to junior high
Virtanen et al. (2019)

Focus: student academic, social-emotional, and career readiness
ASCA (2021)

Format: 1-4 Likert scale
Dolnicar (2021)

Technology: Microsoft Forms
Young & Kaffenberger (2022).



Survey

Example questions:

- ✓ It is difficult for me to make or keep friends.
- ✓ I am organized with good time management and study skills.
- ✓ I could use more effective coping skills to help manage my emotions.
- ✓ I am good at critically thinking to make informed decisions that are best for my situation.

7th Grade Survey

This survey is to help identify academic, career, and social emotional concerns you may have. Please rank the following questions on a scale of 1-4.
1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree

1. It is difficult for me to make and/or keep friends. [🔍]

1	2	3	4
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2. I work well with others by collaborating and cooperating in group work. [🔍]

1	2	3	4
---	---	---	---

3. I am organized with good time-management and study skills. [🔍]

1	2	3	4
---	---	---	---

4. I often find myself having problems dealing with conflict or problems with others. [🔍]

1	2	3	4
---	---	---	---

5. I need help gaining more self-confidence or feeling better about myself. [🔍]

1	2	3	4
---	---	---	---

6. I find it difficult to manage transitions and adapt to change. [🔍]

1	2	3	4
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7. I could use more effective coping skills to help manage my emotions (anxiety, worry, stress, anger, frustration, impulsivity etc.) [🔍]

1	2	3	4
---	---	---	---

8. I believe that continued education after high school and throughout my life is necessary for long-term success. [🔍]

1	2	3	4
---	---	---	---

9. I am good at critically thinking to make informed decisions that are best for me. [🔍]

1	2	3	4
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10. I am good at balancing my school, home, and extracurricular activities for me. [🔍]

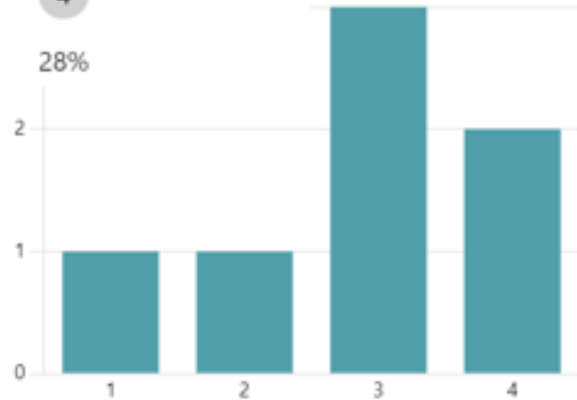
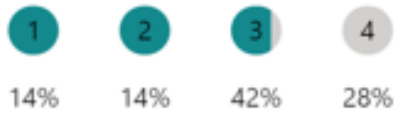
1	2	3	4
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Survey Results

1. It is difficult for me to make and/or keep friends.

2.8



2.86

Average Rating

71% agreed,
on some
level

2. I work well with others by collaborating and cooperating in group work.

2.4



2.43

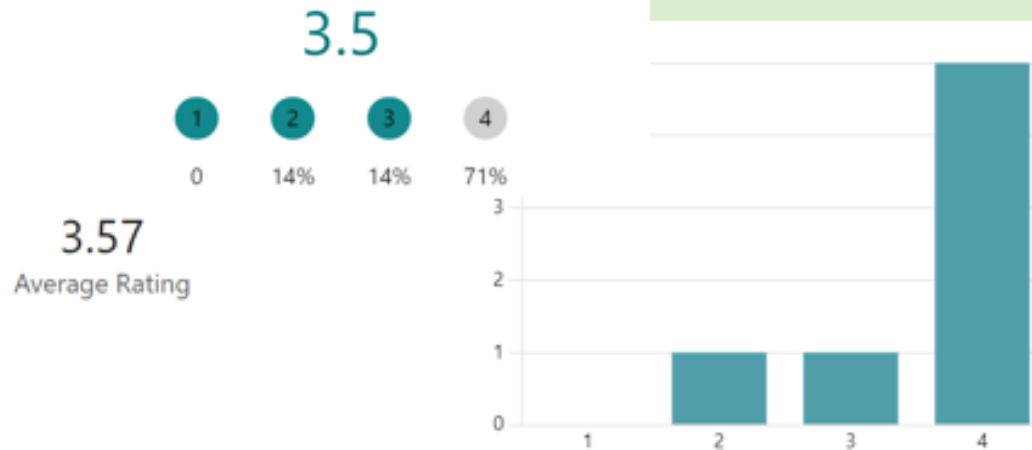
Average Rating

Nearly an
even split



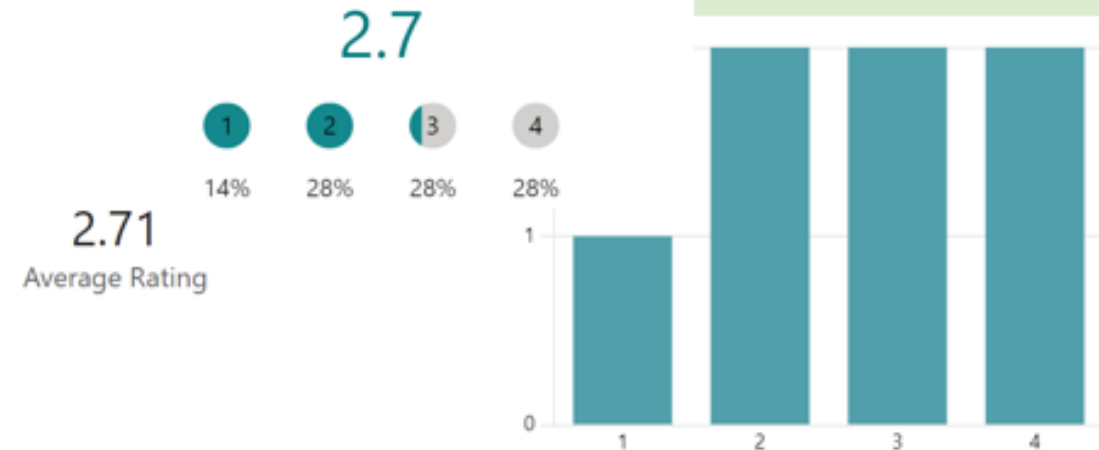
Survey Results

3. I am organized with good time-management and study skills.



85% agreed,
on some
level

4. I often find myself having problems dealing with conflict or problems with others.

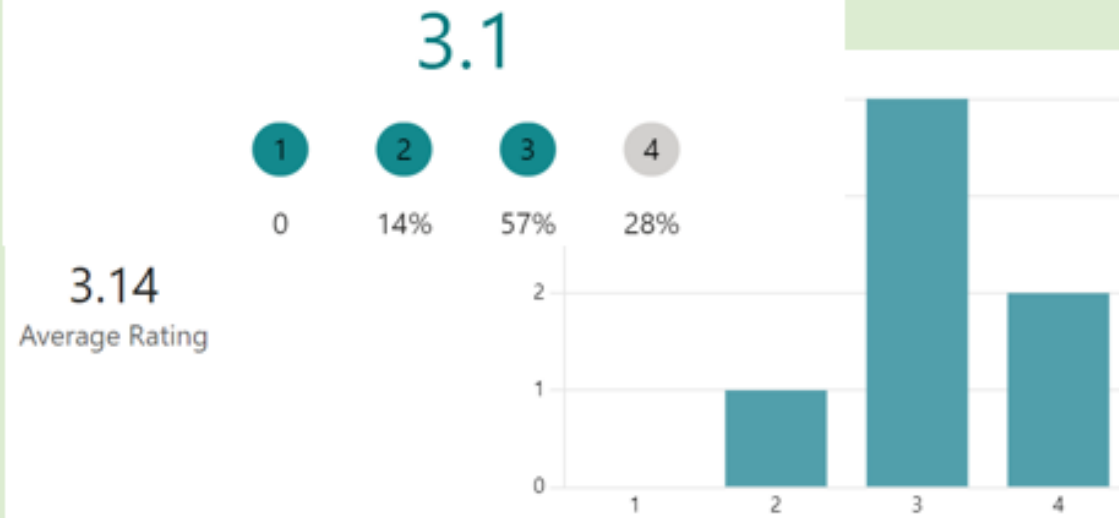


43%/57%
split



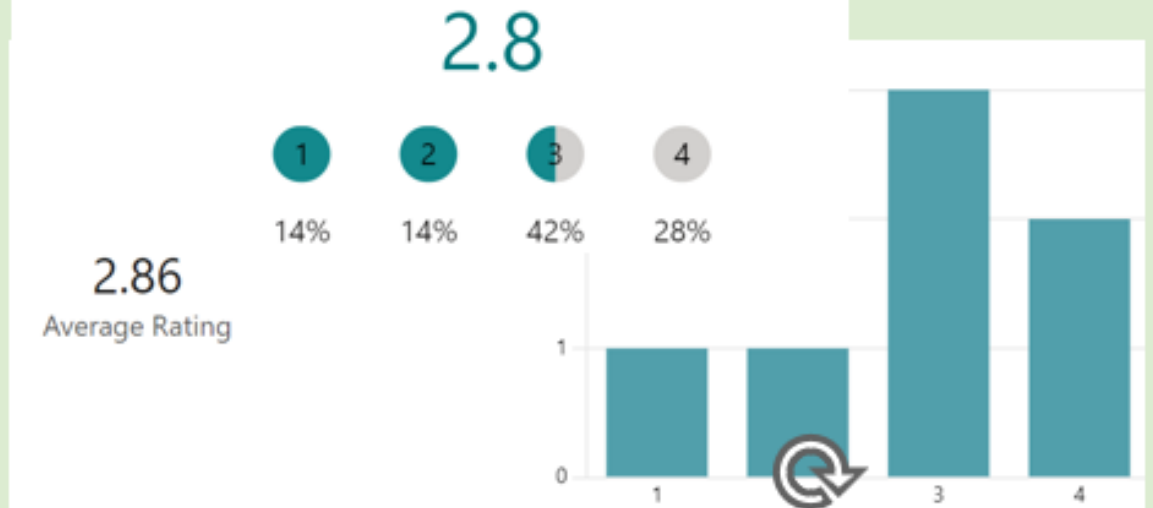
Survey Results

5. I need help gaining more self-confidence or feeling better about myself.



85% agreed,
on some
level

6. I find it difficult to manage transitions and adapt to change.



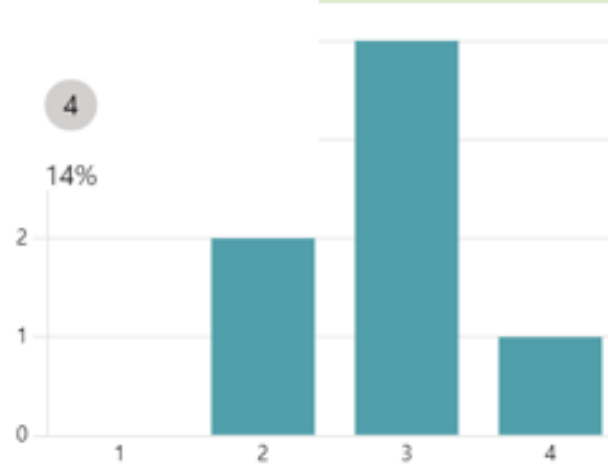
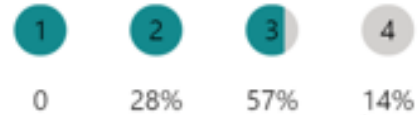
71% agreed,
on some
level



Survey Results

7. I could use more effective coping skills to help manage my emotions

2.8



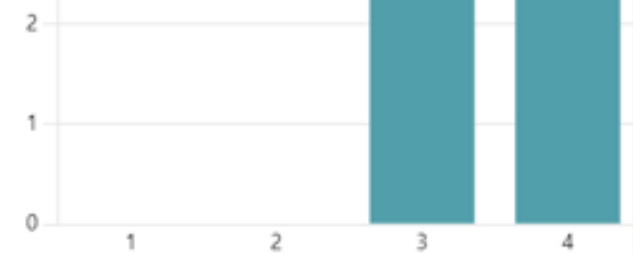
2.86

Average Rating

71% agreed,
on some
level

8. I believe that continued education after high school and throughout my life is necessary

3.5



3.57

Average Rating

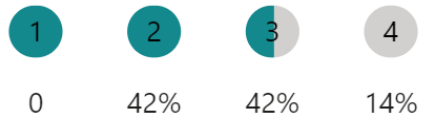
100% agreed,
on some level



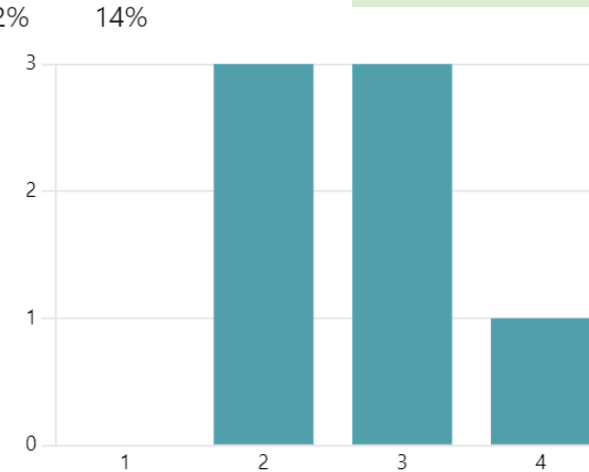
Survey Results

9. I am good at critically thinking to make informed decisions that are best for my situation.

2.7



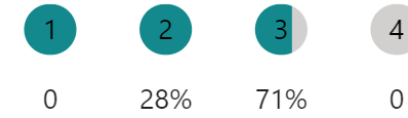
2.71
Average Rating



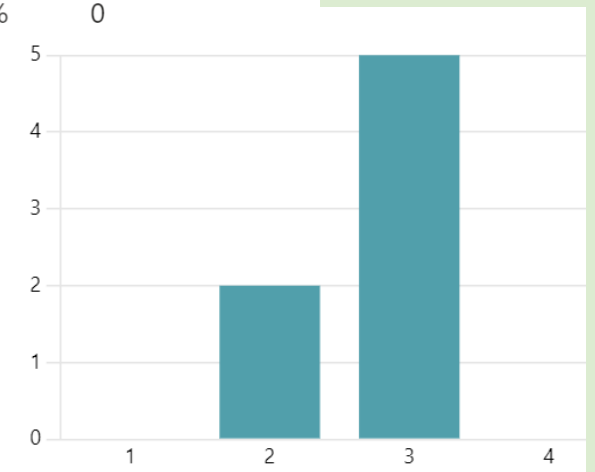
43%/57%
split

10. I am good at balancing my school, home, and extracurricular activities for my well-being.

2.7



2.71
Average Rating



29% disagree
71% agree



Interpretation of Results

Takeaways

- 85%, all but one person, agreed that he/she needs help gaining more self-confidence or feeling better about themselves.
- 71% agreed/strongly agreed that it is difficult for them to make and/or keep friends, more coping skills to manage various emotions would be helpful, and it is difficult to manage transitions and adapt to change.

Recommendations

- Develop short-term group counseling on self-confidence (Gladding, 2020).
- Incorporate additional lessons on friendship skills, coping strategies, and managing transitions/adapting to change.
- 85% agreed, “I am organized with good time-management and study skills.” Delve further into best practices and what is working.



Interventions

Direct Student Services

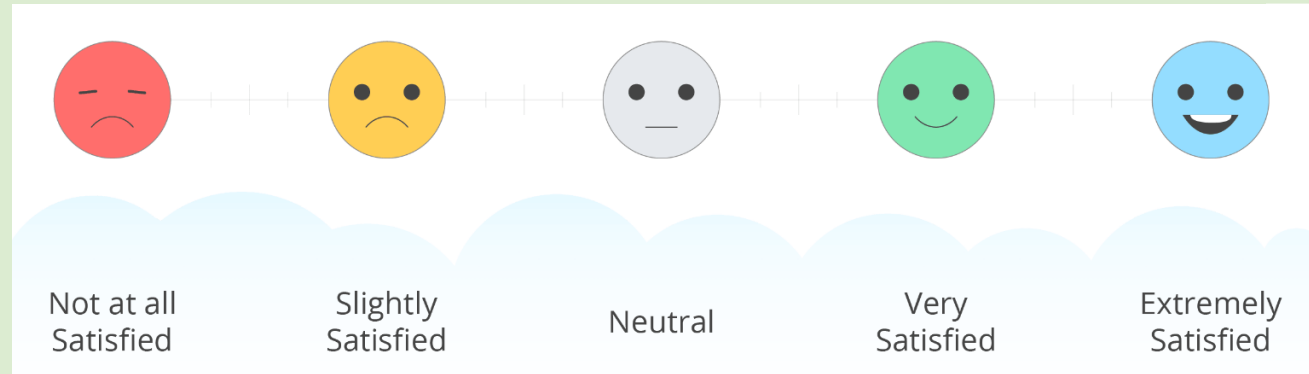
1. Group Counseling to promote self-confidence (Nurhidaya et al., 2022)
2. Classroom lessons on coping strategies, friendship skills, and managing transitions/adapting to change (Goodman-Scott & Boulden, 2022)
3. Implementation of Hope Squad (Wright-Berryman et al., 2022)

Indirect Student Services

1. Developing and researching effective psychoeducational group counseling strategies
2. Development of engaging and effective classroom lessons on coping strategies, friendship skills, and managing transitions/adapting to change
3. Hope Squad creation, activity development, and lessons



Systemic Focus



- This survey utilizes a Likert scale
 - There are benefits to Likert scaled surveys: convenient, efficient, variety of responses, low impact on respondents
 - They are susceptible to reference bias that can impact the validity of scores (Murano et al., 2021).
- Minimizing effects of this systemic inequity
 - Utilizing a 4-point Likert scale can minimize these affects by eliminating the middle option (Heppner et al., 2016).



Implementation and Assessment

Implementation Plan

- Push-in to classrooms for counselor lessons
- Student sign-up sheets or teacher referral for group counseling

Assess for Effectiveness

- School-wide survey (teacher, student, parents)
 - Surveys tailored to address implementation of ASCA Mindsets and Behaviors
- Pre/post self-confidence assessment before and after group counseling





ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

Survey Statement	ASCA <u>M</u> indset & <u>B</u> ehavior Standards LS=Learning Strategies SMS=Self-Management Skills SS=Social Skills
1. It is difficult for me to make/keep friends.	B-SS.1 Effective oral and written communication skills and listening skills
2. I work well with others by collaborating and cooperating in group work.	B-SS 6. Effective collaboration and cooperation skills
3. I am organized with good time-management and study skills.	B-LS 3. Time-management, organizational and study skills
4. I often find myself having problems dealing with conflict or problems with others.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
5. I need help gaining more self-confidence or feeling better about myself.	M 4. Self-confidence and the ability to succeed





ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

Survey Statement	ASCA Mindset & Behavior Standard LS=Learning Strategies SMS=Self-Management Skills SS=Social Skills
6. I find it difficult to manage transitions and adapting to change.	B-SMS 10. Ability to manage transitions and adapt to change
7. I could use more effective coping skills to manage my emotions.	B-SMS 7. Effective coping skills
8. I believe that continued education after high school and throughout my life is necessary for long-term success.	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success
9. I am good at critically thinking to make informed decisions that are best for my situation.	B-LS 1. Critical thinking skills to make informed decisions
10. I am good at balancing school, home, and extracurricular activities for my well-being.	B-SMS 8. Balance of school, home and community activities M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.



Announcement to Stakeholders

Teachers/Administration

- In-person communication
- Faculty meetings
- Dissemination of survey results via district evaluation system

Parents/Community

- In-person communication
- School site council
- Weekly principal email
- Dissemination of survey results via district evaluation system
- Access to results via counselor webpage

Students

- In-person communication
- Dissemination of survey results via district evaluation system
- Access to results via counselor webpage



Use of Data to Advocate for Programs and Students

7th Grade Self-Confidence Group

REMEMBER THAT SURVEY?

85% of 7th graders stated they need help gaining self-confidence.

Group counseling is an effective way to address your concerns (Gladding, 2020).

Would you like to:

- Trust more in your abilities?
- Avoid comparing yourself to others?
- Have courage to try new things?
- Believe in yourself?

ACCESS SIGN-UP SHEET
www.schoolcounselor.edu



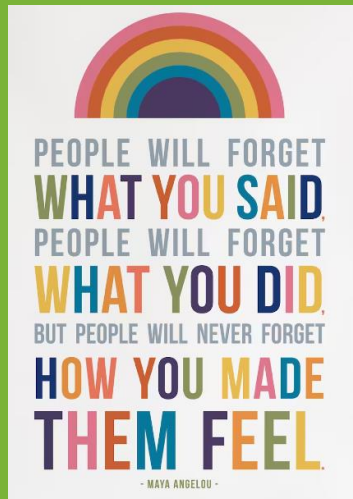
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Beliefs

I believe all students should have access to a quality education where learning comes first, and postsecondary opportunities abound after successful completion of high school. Every student should have access to an effective school counseling program where all stakeholders in our students' education collaborate while working as a team to promote their success and achievement. School counselors enhance, advocate, and promote student academic, career, and social-emotional prosperity.



Vision

The school counseling program at West Bountiful Elementary School provides a culture for growth and learning to thrive. All students are encouraged and supported to strive for greatness as our educational community champions their academic and social-emotional success. Students will understand the value of character and connection as they become productive members of society.

Courage. Kindness. Friendship.
Character. These are the qualities
that define us as human beings, and
propel us, on occasion, to greatness.

— R. J. Palacio —



School Mission:

The purpose of the West Bountiful Elementary is to provide an environment where growth and learning flourish. To accomplish our purpose, we will encourage community involvement to help establish clear behavioral expectations. These expectations foster an environment of positive learning. Teachers will offer highly engaging research-based instruction and optimal delivery that reaches all students through differentiated instruction and appropriate use of technology.

School Counseling Department Mission:

The mission of the school counseling program at West Bountiful Elementary School is to provide students equitable access to academic, career, and social/emotional support, while implementing individualized interventions and engaging activities to promote a school culture where all students flourish. Through this positive and encouraging environment, students will be empowered and motivated to reach their full potential in elementary school and beyond.



Advocacy Statement

Access to a school counseling program is paramount in today's world. Students are faced with unprecedented challenges that require the additional support of a trained educator in child development to help navigate their developing life skills including academic, career, and social/emotional demands. Elementary school counselors play a pivotal role in the total educational program by assessing school data to implement appropriate strategies to provide a positive impact on student achievement through inclusive guidance, leadership, and collaboration among educational stakeholders to support students' diverse needs and overall well-being. School counselors create an educational environment where all students feel included, able to share their perspectives, and acknowledge equitable access to a quality education and fair policies for all individuals.

Research regarding the effectiveness of school counseling can be found at schoolcounselor.org/effectiveness.



Comprehensive School Counseling Program



Dina Schoulten School Counselor



West Bountiful Elementary

500 N 800 W
West Bountiful, UT 84037

801-402-2007

Email:
dschoulten@dsdmail.net

Canvas Webpage:
dsd.instructure.com/courses/1140071



Strategies for Increasing Promotion and Graduation Rates

- Individual counseling: each child is unique and engaging in individual counseling improves social-emotional competencies which are related to academic success (Blalock et al., 2019).
- Group counseling: students in small group counseling reduce off-task behavior and improve mindfulness (Su & Swank, 2018).
- Bi-monthly lessons: Incorporating ASCA Mindsets and Behaviors in a comprehensive school counseling program improves academics and reduces problematic behaviors (Goodman-Scott et al., 2022).

Implementation and Coordination of Peer Intervention Programs



Jr. Hope Squad serves as a precursor to secondary's Hope Squad for suicide prevention. Jr. Hope Squad is a peer-to-peer anti-bullying and friendship group trained to watch and seek help for at-risk students. Students are selected by their peers as trustworthy, kind, and able to inspire and instill hope in others.



Peer reading buddies are paired based on social skills, age, and reading abilities. This practical and popular technique promotes positive learning outcomes for developing readers as well as positive social outcomes (Downs et al., 2023).

Career, Social/Emotional, Academic, and Peer Intervention

Project Lead the Way

Students explore real-world challenges while incorporating computer science, engineering, and biomedical science. These critical thinking skills transcend beyond the classroom to promote confidence and long-term post-secondary success.

Career Readiness

Life Skills Training (Botvin, 2020). Through lessons on goal setting, self-esteem, decision-making, time-management, assertiveness, as well as communication and social skills, students will be better prepared for the future.

Second Step

A research-based program to promote social/emotional development and well-being of students.

Learning to Breathe

A mindfulness program to facilitate emotion regulation, attention, and achievement.

Pure Edge

Strategies to manage stress and support the development of social/emotional and academic learning competencies.

Counselor Lessons

The school counselor leads bi-monthly lessons for all students to develop academic and self-regulation skills directed to promote ASCA Mindsets and Behavior standards. This is in addition to individual and small group counseling.

Jr. Hope Squad

An evidence-based peer intervention program that focuses on mental wellness, anti-bullying, suicide/self-harm prevention, and resilience.

Peer Reading Groups

Students participate in peer reading buddy groups. Older students pair with younger grades to promote academic success in reading as well as boost confidence and social skills.

Strategies for Promoting Equity in Student Achievement and College Success

- Creating an environment where all students feel comfortable sharing their perspectives and problems.
- Using data to identify achievement gaps.
- Promoting equal access to rigorous standards-based curriculum, instruction, and learning paths for college and career readiness.
- Collaborating with families and other stakeholders, including our family advocate, for resources and assistance in financial literacy, job skills, and educational opportunities.
- Maintaining knowledge of the complex and changing world of students' culture and knowledge/skills for working in a diverse setting.
- Ensuring staff is aware of different groups within the community.
- Promoting school policies leading to equitable treatment of all students and opposing policies that do not promote equitable treatment of all students.

College and Career Readiness Interventions

- Implementation of Utah's College and Career Readiness (CCR) Counseling Program to promote a whole child approach to academic, career, multicultural citizenship, and social-emotional development (USOE, n.d.)
- Career Week: This week provides a tier 1 approach to inspire and engage students in the CCR process through fun school-wide activities including *ONET interest profiler for upper grade students.

Philosophy and Methods for Data Collection and Results Reports

It is necessary for the school counselor to consistently review school data to access trends, inequities, and opportunities for student success (attendance, behavior, academic performance). The school counselor is data responsive and collaborates with various stakeholders, including administration, teachers, parents, and students to determine best practices and effectiveness of the program. The data will determine school-wide interventions, classroom lessons, and potential group/individual counseling strategies. Data will be collected from multiple sources and shared in faculty or school site council meeting. Data sources include:

- Power BI for attendance
- Encore for behavior/academic interventions
- Student Risk Screening Scale (SRSS)
- District counselor surveys: student, teacher, staff
- School climate survey
- District achievement data
- SHARP survey/child abuse reporting

Direct and Indirect Services

Direct Services

In-person interactions between the school counselor and students through direct instruction of bi-monthly lessons focusing on school data as it pertains to ASCA Mindsets and Behaviors for Student Success, immediacy issues and crisis intervention, individual counseling, Jr. Hope Squad meetings, and group counseling based on needs assessment (common groups include divorce groups, grief counseling, self-esteem, social skills, and self-regulation).

Indirect Services

Services given on behalf of students through the school counselor's interaction with various stakeholders. This service promotes all student achievement through collaboration, consultation, and referrals. This may be seen in implementation and coordination of attendance programs, behavior incentive programs, development of counseling lessons (individual, group, or classroom), and collaboration/consultation with teachers to promote individual and overall student success.

*Approximately 80% of the school counselor's time is dedicated to direct and indirect services.

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