

School Counseling program at Morales Elementary School



Presentation by: Taryn Butcher

Comprehensive Program Elements

Beliefs

Every child has innate importance & deserves support

Vision

For students to feel safe, supported, and thrive within a comprehensive school setting

Mission

To have a safe space for children to interact with peers, prevent bullying, and promote academic/career achievement



Comprehensive Program Elements

Continued



Promotion of Social/Emotional Development

- “Be a Buddy not a Bully” intervention program
- Top priority
- Importance of emotional well-being & health
- Students learn emotional regulation
- Coping strategies
- Relationship building

(ASCA, 2021)

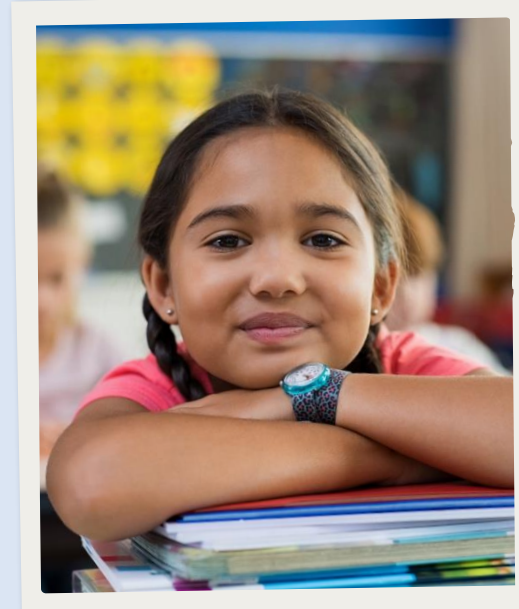
Comprehensive Program Elements Continued...



Promotion of Academic Development

- “Study Buddy” intervention group
- Academic help
- Alternate space for students to work
- Accommodations for students on specialized plans

(ASCA, 2021)



Comprehensive Program Elements Continued...

Promotion of Career Development

- Career Preparation Intervention Group
- Academic excellence
- Discussions of career choices (5th grade focus)
- Career days/events
- Interest inventory (O*NET interest profiler)

<https://www.mynextmove.org/explore/ip>



Advocacy for Students from School Counselors



(ASCA, 2022)
(Kehoe et al., 2017)

- Referrals to external resources
- School counselor interactions with admin team
- School counselor & teacher collaboration
- Restorative practices

Advocacy for Students from Teachers

7 STEPS TO BE A BETTER ADVOCATE FOR YOUR STUDENTS

1. BE PRESENT



2. ASK



3. LISTEN

5. SPEAK UP

6. TAKE ACTION

4. UNDERSTAND

7. ALWAYS
ENCOURAGE

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- Teacher to parent advocacy
- Teacher support for student
- Teacher advocacy to admin team
- Positive student-teacher relationship building



(Bradley-Levine, 2017)

(Shen et al., 2020)

Advocacy for Students from Parents

- Promotes student well-being
- Student grows in confidence
- Displays positive adult relationships



(Boonk et al., 2018)

Peer Intervention Groups Offered at Morales Elementary School

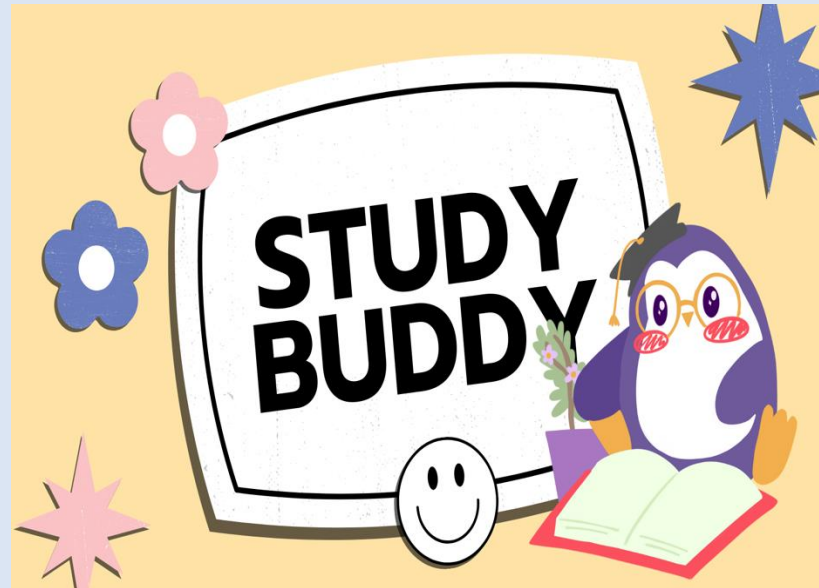


- For Social/Emotional Development



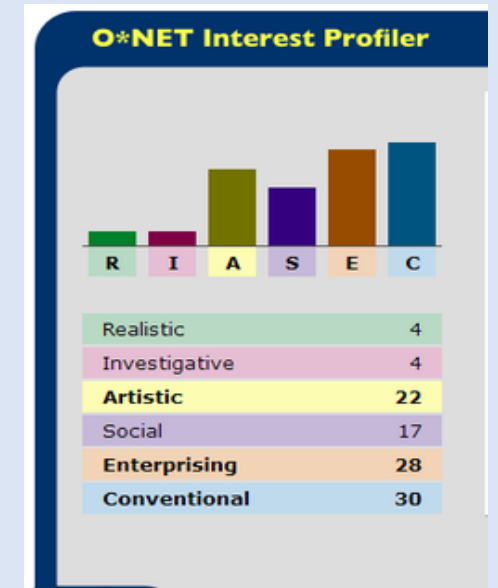
“Be a Buddy not a Bully” Peer Intervention Group

- For Academic Development



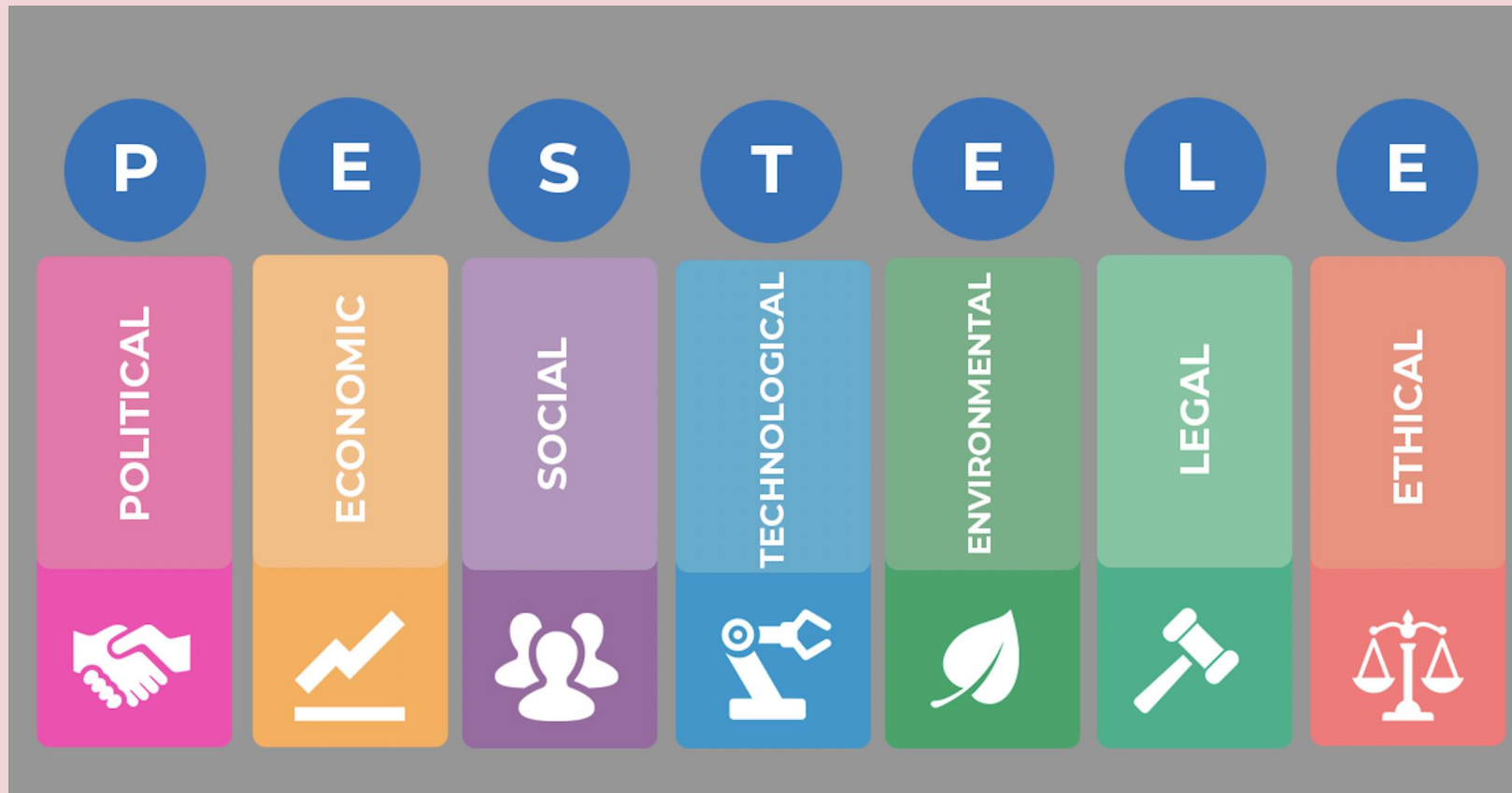
Study Buddy Peer Intervention Group

- For Career Development



Career Preparation Intervention Group

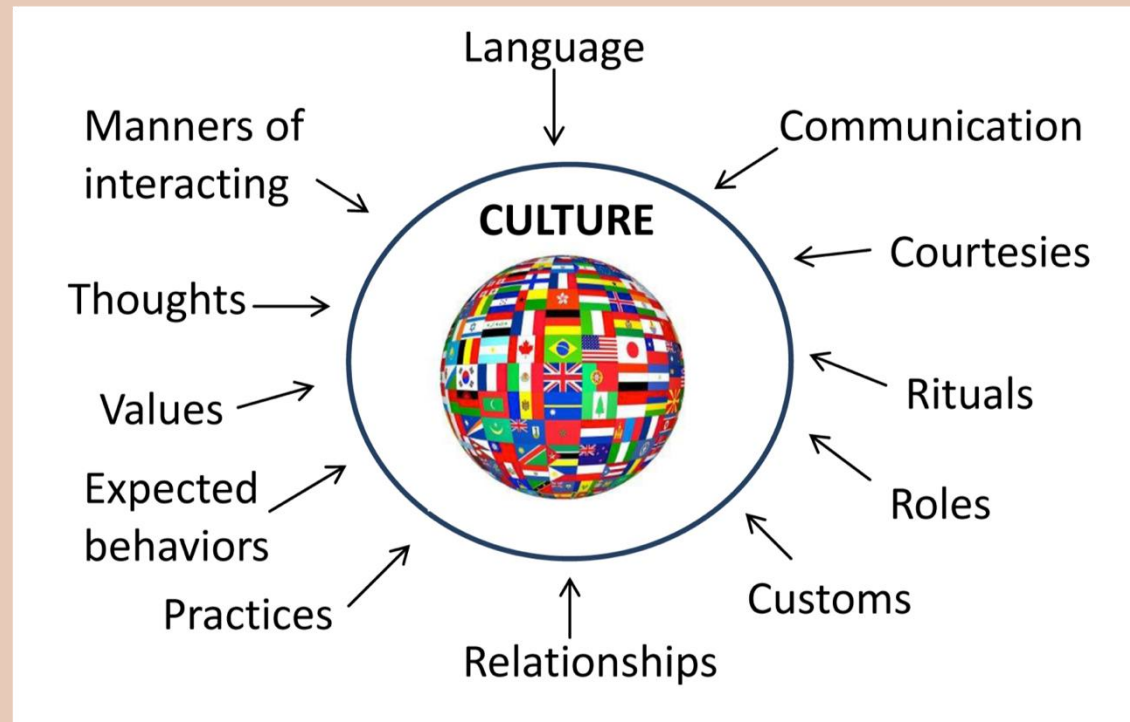
Assess, Attainment, & Achievement at Morales Elementary School



(ASCA, 2018)

Definition of Accessing Student Needs

- Access cultural & economic circumstances
- Access how culture effects student success
- Address how economic status of family effects student success



Definition of Attainment for Student Success



- Attaining necessary information
- Attaining necessary resources



Definition for Achievement of Student Needs



- Plan of action
- Maintain relationships
- Continuous check-ins on academic success

Addressing Barriers at Morales Elementary School



- Basic needs
- Social/emotional development
 - Academic development
 - Poverty
 - Living situations
 - Abuse
 - Neglect

(Blodgett & Lanigan, 2018)

Together, we can
break down the
barrier to learning.



Five Day Calendar

Monday

A	B	C	D	E	F	G	H	I
 AMERICAN SCHOOL COUNSELOR ASSOCIATION		School Counselor Name: Kalei McKittrick				DATE: 06/12/23		
Time frame	Activity or Task	Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
8:00-9:00am	Morning meetings				x		x	
9:00-9:15am	Help with morning drop off/greet students						x	x
9:15-9:30am	Morning check ins with students			x			x	
9:30-9:45am	Slow starts for kiddos on plans			x		x		
9:45-10:15am	Manage radio & check emails							x
10:15-10:35am	Recess check ins w/students (K)						x	
10:35-10:50am	Recess check ins w/students (1st & 2nd)							x
10:40-11:05am								
11:15-11:45pm	Intervention group (3rd)	x		x	x			
11:45-12:15pm	Intervention group (4th)	x		x	x			
12:15-12:45pm	Intervention group (5th)	x		x	x			
12:45-1:15pm	Personal lunch							x
1:15-1:30pm	Check emails							x
1:30-2:00pm	Intervention group	x		x	x	x	x	
2:00-3:30pm	Afternoon meetings & paperwork		x			x	x	
3:30-3:45pm	Check emails							x
3:50-4:00pm	Help with afternoon dismissal/assist students							x

Tuesday



Wednesday

		School Counselor Name: Kalei McKittrick			DATE: 06/14/23			
Time frame	Activity or Task	Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
		Instruction	Appraisal & Advement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
8:00-9:00am	Morning meetings				X		X	
9:00-9:15am	Help with morning drop off/greet students							X
9:15-9:30am	Morning check ins with students			X			X	
9:30-9:45am	Slow starts for kiddos on plans			X		X		
9:45-10:15am	Manage radio & check emails							X
10:15-10:35am	Recess check ins w/students (K)						X	
10:40-11:05am	Recess check ins w/students (1st & 2nd)						X	
11:15-11:45pm	Intervention group (3rd)	X		X	X			
11:45-12:15pm	Intervention group (4th)	X		X	X			
12:15-12:45pm	Intervention group (5th)	X		X	X			
12:45-1:15pm	Personal lunch							X
1:15-1:30pm	Check emails							X
1:30-2:00pm	Intervention group	X		X	X	X	X	
2:00-3:30pm	Afternoon meetings & paperwork		X		X	X	X	
3:30-3:45pm	Check emails							X
3:50-4:00pm	Help with afternoon dismissal/assist students							X

Five Day Calendar Continued

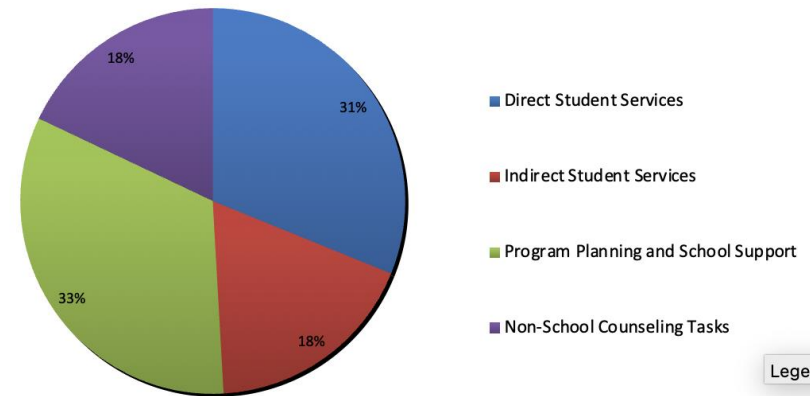
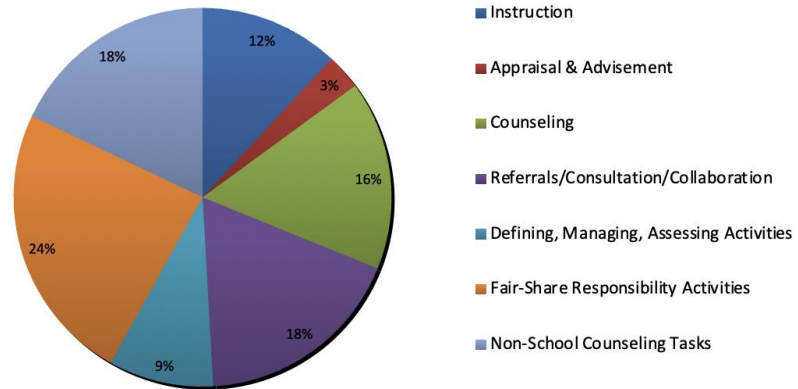
		School Counselor Name: Kalei McKittrick			DATE: 06/15/23			
Time frame	Activity or Task	Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
8:00-9:00am	Morning meetings				X		X	
9:00-9:15am	Help with morning drop off/greet students						X	X
9:15-9:30am	Morning check ins with students			X			X	
9:30-9:45am	Slow starts for kiddos on plans			X		X		
9:45-10:15am	Manage radio & check emails							X
10:15-10:35am	Recess check ins w/students (K)						X	
10:40-11:05am	Recess check ins w/students (1st & 2nd)						X	
11:15-11:45pm	Intervention group (1st)	X		X	X			
11:45-12:15pm	Lunch w/lunch bunch students							X
12:15-12:45pm	Intervention group (K)	X		X	X			
12:45-1:15pm	Intervention group (2nd)	X		X	X			
1:15-1:30pm	Check emails							X
1:30-2:00pm	Intervention group	X		X	X	X	X	
2:00-3:30pm	Afternoon meetings & paperwork		X		X	X	X	
3:30-3:45pm	Check emails							X
3:50-4:00pm	Help with afternoon dismissal/assist students							X

Thursday



		School Counselor Name: Kalei McKittrick			DATE: 06/16/23			
Time frame	Activity or Task	Direct Student Services			Indirect Student Services	Program Planning and School Support		Non-School-Counseling Tasks
		Instruction	Appraisal & Advisement	Counseling	Referrals/ Consultation/ Collaboration	Defining, Managing, Assessing Activities	Fair-Share Responsibility Activities	Non-School-Counseling Tasks
8:00-9:00am	Morning meetings				X		X	
9:00-9:15am	Help with morning drop off/greet students						X	X
9:15-9:30am	Morning check ins with students			X			X	
9:30-9:45am	Slow starts for kiddos on plans			X		X		
9:45-10:00am	Manage radio & check emails							X
10:00-10:15am	Recess check ins w/students (K)						X	
10:15-10:25am	Recess check ins w/students (4th&5th)						X	
10:30-10:40am	Recess check ins w/students (1st&2nd)						X	
10:45-10:55am	Recess check ins w/students (3rd)						X	
11:15-11:45pm	Classroom Instruction (1st)	X			X		X	
11:45-12:15pm	Lunch w/lunch bunch students							X
12:15-12:45pm	Classroom Instruction (K)	X			X		X	
12:45-1:15pm	Classroom Instruction (2nd)	X			X		X	
1:15-1:30pm	Check emails							X
1:30-2:00pm	Intervention group	X		X	X	X	X	
2:00-3:30pm	Afternoon meetings & paperwork		X		X	X	X	
3:30-3:45pm	Check emails							X
3:50-4:00pm	Help with afternoon dismissal/assist students							X

Friday



Five Day Calendar Pie Charts

School: Cedar River Elementary School

Academic Year: 2022-2023

Month	Delivering		Program Planning and School Support (Defining, Managing, Assessing, Fair-Share Responsibilities)
	Direct Student Services Activities (Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)	Indirect Student Services Activities (Significant collaborations, leadership and advocacy activities)	
Ongoing Services	Before and After School Program (everyday 8:30am-9:00am & 3:55pm-6:00pm) Math Assistance Program Reading Assistance Program	PTA Fundraisers Local business partnerships Spirit Days Art Club Chess Club Weekly Newsletters	Weekend food packages Food deliveries Monthly character traits/expectations Childcare assistance programs Meals for families Field trips funded by PTA
August	Kinder Camp	Back to School Bash	Back to school events/ set up
September	Back to School Night (1 st)	Book Fair	Community outreach for school supplies
October	Bullying Prevention Month (Intervention groups structured throughout school days)	Clothing drive	Parent involvement for Anti-Bullying curriculum
November	Parent nights (Wednesdays @6pm-8pm)	Jog-a-thon	
December	STEAM nights (Wednesday 7 th & 14 th @6pm-8pm)	Food drive Toy drive	
January	Child safety and well-being lessons (Intervention groups structured throughout school days)	Winter clothing drive	
February	Kindness week (Intervention groups throughout school days)	Family fun night	
March	Camp Casey (27 th -29 th)	Read-a-thon	Classified staff appreciation

Updated, June 2021

Annual Calendar Events



April	State testing	Kindergarten sign ups	
May	Mental Health Awareness Month (Intervention groups structured throughout school days)	Health and wellness event	Licensed staff appreciation
June	Summer Enrichment Program (Starts on 26 th)	5 th grade graduation walks End of year bash	End of the year support from community

Beliefs

Our belief is that every child is innately important and deserves the right to support if needed. Students should feel safe at school.

Vision

Our vision is for all children to feel safe and supported at school. Our goal is for students to thrive and to prevent bullying.

**Weekly Mondays,
Wednesdays, and Fridays
at 8:00am-8:30am**

*"Every child
deserves to feel
nurtured,
supported, and
safe."*

Nurturing Young Minds

A support group for Elementary-Aged
Children

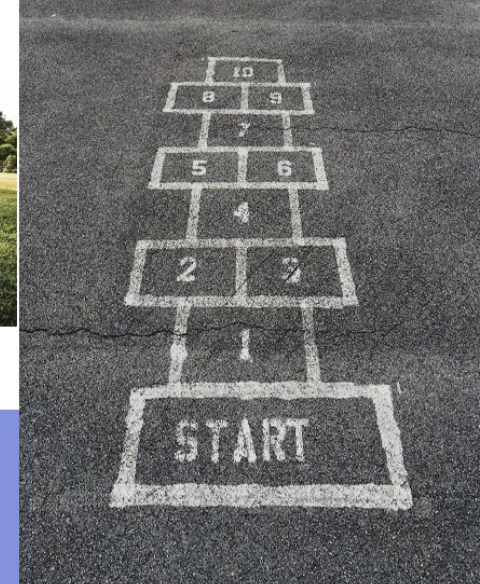


Mission

Our focus is for students to feel safe, secure, and cared for. We strive for all students to benefit from the interventions and services we offer. Our goal is for students to have equitable, accessible, long-term success. Our programs will tend to students various needs and effect real change.



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Advocacy Statement

We advocate for young minds to receive the support systems they need to grow up healthy, safe, and well functioning. Providing a safe space for students to enter in with their problems, be listened to by adults and peers, and be given unconditional love and encouragement. Providing time for children to engage in healthy peer relationships and prevent bullying.

Social-Emotional Peer Support and Bullying Prevention Program!

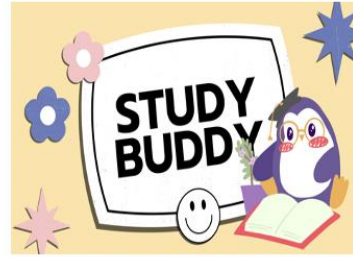
- **Safe space for all!**
- **Positive peer interactions!**
- **Anti-bullying information!**
- **Group discussions!**



Intervention Groups Offered



- **Be a Buddy not a Bully**
- **Study Buddy group**
- **Career Preparation Group**



Strategies for Promoting Student Equity

- Emotional support
- Academic support
- Extended resources
- Anti-bullying practices
- One-on-one intervention

Strategies for Transitions

Creating the foundation for students to withstand postsecondary transitions, in their elementary years is crucial. Ensuring that students know how to self-regulate, handle responsibilities, and cope with stress are all strategies to help ease this eventual transition. Preparing children to enter the world as individuals that respect and treat others with kindness is a top priority.



“All children of all ages matter, promoting health and wellness at an early age matters!”



Method for Data Collection

Take inventory of children's progress on emotional regulation, academic achievement and physical well-being. Have students self-evaluate mood, satisfaction of intervention group, and any continuing concerns. Utilize data towards improving opportunities for students.

Services Provided

- Intervention groups
- Peer-to-peer interactions
- Anti-bullying prevention group practices
- Utilizing the "buddy approach"
- Collaboration with classroom teachers and school policies



References

Tzani-Pepelasi, C., Ioannou, M., Synnott, J., & McDonnell, D. (2019). Peer support at schools: The buddy approach as a prevention and intervention strategy for school bullying. *International Journal of Bullying Prevention*, 1(2), 111–123. <https://doi.org/10.1007/s42380-019-00011-z>

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