

Diversity & Transitions

Linnea Puckett

Diversity in a classroom

The Wildflowers High School has welcomed a more diverse crowd of students for a While and classrooms are filled with students who are a different race, ethnicity, culture, sexual orientation, religion/beliefs etc. In the classroom we have integrated Cultural heritage into our decor and have welcomed open conversation about Differences in opinion. Many of our students have gotten a chance to share their stories And advocate for inclusion in clubs, sports, or other extracurricular activities. The Wildflowers classroom always promotes a safe space and encourages their students to be open minded, respectful and empathetic. This is promoted through the use of lesson s in cultural competencies and social awareness.

Characteristics and Needs

Every culture is different in characteristics and their needs. For example;

- African Americans believe in unity, self-determination, purpose, faith, creativity, cooperative economics and collective work and responsibility. Their needs include dealing with stereotypes, racism, oppression, poor academic achievement etc. (Vernon & Shimmel 2024).
- Middle Eastern Americans value generosity, hospitality, prosperity, family, honor etc. Some needs include complaints about lack of privacy or suffer from posttraumatic stress disorder. (Vernon & Shimmel, 2024).
- Latinx youth value faith in family and friends, trust in others, and being a nice and gentle person (*simpatia*; Robinson-Wood, 2017). Latinx youth suffer a higher risk of mental health difficulties and adverse childhood experiences impacted by immigration and acculturation. (Vernon & Shimmel, 2024)

The Problem

In the school 72 % of students are economically disadvantaged. Data also shows only 30% of students in The school are seeking postsecondary Options.

The Solution

By graduation students will write and implement an informed postsecondary goal by 20% growing from 30% to 50% of students. (American School Counselor Association, 2019).

ASCA Mindset & Behavior Standards

- B-LS 1. Critical thinking skills to make informed decisions
- B-LS 2. Creative approach to learning, tasks, and problem solving
- B-LS 3. Time management, organizational and study skills
- B-LS 7. Long and short term academic, career, and social/emotional goals
- B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias

(American School Counselor Association, 2022)

ASCA Mindset & Behavior Standards

B-SMS 1. Responsibility for self and actions

B-SMS 2. Self-discipline and self-control

B-SMS 5 Perseverance to achieve long and short term goals

B-SMS 6. Ability to identify and overcome barriers to learning

B-SMS 10. Ability to manage transitions and adapt to change

(American School Counselor Association, 2022).

ASCA Mindset & Behavior Standards

B-SS 1. Effective oral and written communication skills

B-SS 3. Positive relationships with adults that support success

B-SS 5. Ethical decision making and social responsibility

B-SS 6. Effective collaboration and cooperation skills

B-SS 7-10. Leadership and teamwork skills, advocacy skills, social maturity, and cultural awareness

(American School Counselor Association, 2022).

Transition Program

Direct services will include:

Classroom lessons in the social skills and learning skills with Psychoeducational lesson plans

Small group counseling and individual counseling to teach the self management skills and some of the social skills as well.

Indirect services will include;

Collaboration with teachers on lesson plans and parents on work showcasing

Collaboration with local business and community members to get interviews, internships, and/or workshops or lessons

Consultation with school counselors of other diverse communities to inform counselors on culturally competencies.

Advocacy promotion of diverse students' rights and needs

Transition Program

Direct services will include:

Proactive programs that provide experiential opportunities, information resources, and mentoring opportunities.

Indirect services will include;

Counselor training in cultural awareness and competencies.(ADDRESSING framework).

Counselor representation and empowering students to advocate for their cultures and acceptance and growing empathic understanding of the experiences diverse students go through.

Developing theories to a more advanced understanding of cultural competencies by engaging in programmatic research efforts.

(Niles & Bowlsbey 2022).

Reference

American School Counselor Association. (2022). ASCA National Model Implementation Guide: ASCA Student Standards. Alexandria, VA: Author.

Niles, S. G., & Harris-Bowlsbey, J. (2022). *Career development interventions* (6th ed.). Pearson.

Robinson-Wood, T.L. (2017). *The convergence of race, ethnicity, and gender: Multiple identities in counseling* (5th ed.). Merrill.

Vernon, A., & Schimmel, C. (2024). *Counseling Children and Adolescents (Sixth Edition)*. Cognella Academic Publishing.