Parent-Teacher Presentation

By Linnea Puckett

Comprehensive Program Elements

Mission Statement

The Wildflowers Comprehensive School Counseling Program aims to advocate, educate and equip all students in academic, social and emotional development to promote success in school and in their future careers and relationships.

Belief Statement

The school counseling program reflects the mindset standards stated in the ASCA Professional Standards and Competencies: M.1 Every student can learn and every student can succeed. M.2 Every students should have access and opportunity for a high-quality education. and M.3. Every student should graduate from High school prepared for postsecondary opportunities. (American School Counseling Association, 2019).

Vision Statement

As a result of the school counseling program students will successfully graduate and pursue postsecondary options that work for their needs and desires while also balancing work with peer relationships.

Academic Development Goals

1. B-LS 3. Time management, organizational and study skills: Classroom lesson intervention; Lesson on using time-management tools and how to establish priorities. (ASCA implementation guide, 2022)
2. B-LS 4. Self Motivation and self direction in learning: Individualized counseling: Motivation interview and teaching growth mindset.(ASCA 2022)
3. B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing bias: Intervention; Small group instruction on a preferred decision making model.

Social Emotional Goals

1. “Design activities to build cultural competence and acceptance of others and take actions to counter various ‘isms’ that become evident in school” B-SS. 4 (ASCA 2022)
2. Help students learn healthy coping skills for problems and emotions. B-SMS 7 (ASCA 2022)
3. Devise a plan with students for physical, emotional and social health. B-SMS 9 (ASCA 2022)

Career and College Readiness Goals

1. Exposing students to online career exploration platforms and on-campus college visits (Hsieh and Huang 2014) ASCA Standard B-LS 9 & B-SMS 8. (ASCA 2022)
2. Connect schoolwork with future opportunities and goal work with improved academics ASCA standard B-LS 7. (ASCA 2022)
3. “Create a graphic organizer with your student for possible extracurricular activities, identifying requirements, time commitments, accessibility and barriers”. ASCA standard B-LS 10. (ASCA, 2022)

Advocacy

Equity in student success and college access

1. Use community resources to provide clients with access to information and opportunities being the facilitator for your student. B-SS 2 & 6. (ASCA, 2022)
2. Give students first hand experience talking to a nontraditional worker in an occupation such as a female engineer (Niles & Bowlsbey 2022) ASCA Standard B-SS 1,3,5, & 6. (ASCA 2022)
3. Provide cultural awareness and Cultural competency classroom lessons. ASCA Standard B-SS 2, 7,9 & 10. B-SMS 6. And B-LS 9. (ASCA 2022)

Advocacy through Peer Mentor Programs

1. “ Counselors will conduct small group counseling experiences facilitating the growth of positive peer relationships and prosocial skills” ASCA Standard B-SS 2 (ASCA 2022)
2. Offer a mentor program for students with a school counselor facilitating planned activities for mentors and mentees to do together. ASCA Standard B-SS 3. (ASCA 2022)
3. Provide professional development for staff on how to incorporate teamwork activities into courses, clubs and teams. ASCA Standard B-SS 7. (ASCA 2022)

Access, Attainment, and Achievement

Access

Sometimes access to counseling services and resources can depend on the financial ability, ethical legal and political standing, and cultural differences. According to Fadus et al. (2019). There is unconscious bias and disparities in mental health diagnosis for youth of color (such as african american and hispanic youth). Counselors must be aware of the disparities to provide equitable access to counseling services. Also there is continued disparities and overrepresentation for youth of color in health care, education and juvenile justice system. (Fong et. al., 2015; McWhirter et. al., 2017).

Attainment

Bias can affect the level of difficulty faced by culturally diverse clientele in attaining the services needed. For Example in a case synopsis, a high school asian student named Mei Ling shared her experience dealing with stereotypical bias "Everyone-teachers, other students, parents-expects Asians to be smart and get good grades. A lot of people think it just comes naturally and they look at you funny when you don't get 100% on a test. People don't know how hard it is." (Lee et al., 2008).

Achievement

Poor Academic Achievement has been linked in several ways to Low SES, racial minorities such as blacks and hispanics, and at risk youths or children with ACE's.

- Flores (2007) found that African American, Latina/o, and low-income students had fewer opportunities to learn math and less access to qualified teachers
- Racial differences in socioeconomic levels likely account for a major aspect of U.S. geographic differences in achievement gaps, as racial disparities in income vary regionally (Reardon, Kalogrides, & Shores, 2016a)
- a key to closing the achievement gap can be found in addressing structural inequities rooted in housing discrimination, discrimination in employment opportunities, job training, racism, and providing resources to families that are in the greatest need (Ladson-Billings, 2006).

Barriers

Barriers to student well-being

As stated above there are many barriers that contribute to academic achievement, following alongside are barriers to students well-being;

- Being part of a minority group (racial, gender, disability)
- Environmental Internal factors (abuse & neglect, domestic violence, addiction, caregiver who is mentally ill or family member in prison)
- Environmental external factors (Natural disasters and mass illness, mass violence or trauma (Vernon & Shimmel, 2024 Chapter 11. Pg 400- 406)

Reference Page

American School Counselor Association. (2019). *The ASCA national model: A framework for school counseling programs* (4th ed.). American School Counselor Association.

ASCA National Model Implementation Guide: American School Counselor Association (2022). ASCA National Model implementation guide: ASCA Student Standards

Fadus, M. C., Ginsburg, K. R., Sobowale, K., Halliday-Boykins, C.A., Bryant, B. E., Gray, K. M., & Squeglia, L.M. (2019) Unconscious bias and diagnosis of disruptive behavior disorders and ADHD in African American and Hispanic youth. *Academic Psychiatry, 44*(1), 95-102. https://doi.org/10.1007/s40596-019-01127-6

Reference Page

Flores A. (2007). Examining disparities in mathematics education: Achievement gap or opportunity gap? *The High School Journal*, 91(1), 29-42.

Fong , R., Dettlaff, A. James, J., 7 Rodriquez, C. (2015). *Addressing racial disproportionality and disparities in human service*. Columbia University Press

Hsieh, H.H., & Huang, J. T. (2014). The effects of socioeconomic status and proactive personality on career decision self-efficacy. *The Career Development Quarterly*, 62, 29-43.

Reference Page

Ladson-Billings G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher*, 35(7), 3-12.

Lee, S. J., Nga-Wing Anjela Wong, & Alvarez, A. N. (2008). *Th e Model Minority and the Perpetual Foreigner: Stereotypes of Asian Americans*. 119–134. https://doi.org/10.4324/9780203809839-12

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

Reardon S. F., Kalogrides D., Shores K. (2016a). *The geography of racial/ethnic test score gaps* (Center for Education Policy Analysis Working Paper No. 16-10). Stanford, CA: Stanford Center for Education Policy Analysis