The Power of Sharing your School Counseling Story

Stacey Miller
School Counselor &
WSCA Director of Data

Stacy Eslick
WSCA Executive Director
What do you want to take away from this sectional today?
In the Day of Accountability
Story Telling

But stories create “sticky” memories by attaching emotions to things that happen. That means leaders who can create and share good stories have a powerful advantage over others. And fortunately, everyone has the ability to become a better storyteller.

Know your audience

Be authentic

Use your own stories and life experiences (i.e. first-generation college student and how that impacted your life)

Use your why

Engage audience to become partners in your journey
Story Components using the ASCA model

• Participation Data - Sets the stage for the story

• Mindsets & Behaviors (Perception) - Emotion, tells us what students think

• Outcome - So what happened? People really like charts and graphs if you are presenting a written story
<table>
<thead>
<tr>
<th>WHAT</th>
<th>WHO</th>
<th>WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery/Intervention</td>
<td>Process Data: Grade, number of kids</td>
<td>Data Digging Researched Interventions</td>
</tr>
<tr>
<td>HOW</td>
<td>WHEN</td>
<td>WHERE</td>
</tr>
<tr>
<td>Perception &amp; Outcome Data</td>
<td>Process Data: How often, how long</td>
<td>Process Data: Counselor Impact</td>
</tr>
</tbody>
</table>
Sharing your Story
ASCA Results Report
Documents the impact of school counseling interventions
Components of a Results Report

- Key-words that the lesson addresses (e.g., bullying, student achievement, conflict resolution, SAT prep)
- SMART Goal or goal of the intervention
- Target group
- Data used to identify students or baseline data
- School counselors
- ASCA Mindset & Behavior Standards
- Description of the intervention activities
- Results Data – process, perception & outcome
- Implications
# Closing the Gap Results Report

**Roberts Elementary**  
**Year:** 2015-2016

**GOAL #1:** Attendance: Reduce by 50% the number of absences that students with disabilities have during the 2015-2016 school year.

**Students with disabilities w > 10 absences & reg ed > 12 during the 2014-2015 & > 10% on ABC report**

## Data to Identify Students

**ABC report, SLDS**

<table>
<thead>
<tr>
<th>School Counselor(s)</th>
<th>ASCA Domain and Standard (Mindsets &amp; Behaviors)</th>
<th>Type of Activities to be Presented in What Manner?</th>
<th>Resources Needed</th>
<th>Process Data (Number of Students Affected)</th>
<th>Perception Data (Data from survey used)</th>
<th>Outcome Data (Achievement, attendance and/or behavior data measured)</th>
<th>Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacey Miller</td>
<td>MS-1</td>
<td>Introductions and Attendance in Lessons</td>
<td>N/A</td>
<td>856</td>
<td>856</td>
<td>Overall attendance: 2014-2015 6%&gt;10 days, 2015-2016 8%&gt;10 days. SWD 2014-2015 SY 8.9%&gt;10. SWD 2015-2016 SY 12.8%&gt;10. Closing the</td>
<td>Although we did not make our goal of reducing absences by 50% we did decrease the TEAM absences by 33% and SWD by 22%. With this decrease we anticipated to see an overall decrease in the School and SWD attendance data. However, after disaggregating the data we realized our newly added self-contained pre-k classes were added to the data as well as students zoned for us but not attending. This is important to note as we can include pre-k in our following</td>
</tr>
<tr>
<td>Rachael Fogelman</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stacey Miller</td>
<td>BS-0MS 1 MS-3</td>
<td>BARC-Be at Roberts Consistently-Monthly drawing</td>
<td>BARC clips 30 bags of popcorn pr month</td>
<td>856</td>
<td>856</td>
<td>Attendance important to be at school: Pre 65% Post 78% SWD 2014-2015 SY 8.9%&gt;10.</td>
<td></td>
</tr>
<tr>
<td>Taylor Warren</td>
<td>MS-3 BS-3 BS-0S3</td>
<td>*TEAM-Teaching Everyone Attendance Matters</td>
<td>Letters to 8 days, calls at 10, Attendance mtgs 12-15</td>
<td>11 students w disabilities, 22 reg ed students</td>
<td>Letters to 10, Attendance mtgs 12-15, Attendance will help me do better in school Pre 53% Post 87% SWD 2015-2016 SY 12.8%&gt;10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rachel Miller</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stacey Miller</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: All activities were conducted in collaboration with the special education teacher and classroom teachers.*

**School Name:**

**American School Counselor Association**

**Goal:**

**Target Group:**

**Data to Identify Students:**

**ABC report, SLDS**

**Goal #1:** Attendance: Reduce by 50% the number of absences that students with disabilities have during the 2015-2016 school year.

**Students with disabilities w > 10 absences & reg ed > 12 during the 2014-2015 & > 10% on ABC report**
# Closing-the-Gap Action Plan/Results Report

<table>
<thead>
<tr>
<th>School Name</th>
<th>Markum Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Goal</td>
<td>By Dec. 18, eighth-grade girls with two or more discipline referrals for peer-on-peer conflict in the first six weeks of school will decrease the number of referrals during the rest of the semester by 50 percent from two or more (first six weeks) to no more than one referral (next 12 weeks).</td>
</tr>
</tbody>
</table>

## Mindsets & Behaviors Targeted

1. B-SS 2. Create positive and supportive relationships with other students
2. B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

## Mindsets & Behaviors Survey Items (administered to target group of students)

1. I can state my opinion respectfully.
2. I know how to solve conflict peacefully.
3. I can come up with 2 solutions when conflict happens that do not add problems.
4. I know when to step away from the conflict.

## Interventions

### Direct Student Services
1. Small group for getting along
2. Individual counseling on goal setting
3. One class lesson on mediation

### Indirect Student Services
1. Parent conference
2. Teacher collaboration

## Data Collection Plan

- Participation Data Plan
  - Anticipated: eight students invited
  - Six sessions of SG – topics include conflict resolution and peaceful problem solving
  - Two individual sessions for setting goals
  - Parent conference (one per participant)
  - Brainstorming sessions with teachers of eight participants on better ways to respond/interact
  - One class lesson on mediation skills for all eighth-grade classes

## Results Data

- Participation Results Data
  - Actual: eight students participated
  - Nine sessions of SG – topics include conflict resolution, peaceful problem solving, and interpreting social cues
  - Two individual sessions for setting goals
  - Parent conference with seven of the eight participants
  - Two brainstorming sessions with teachers of eight participants on better ways to respond/interact

## Mindsets & Behaviors Data prior to Intervention (pre-test/baseline data)

<table>
<thead>
<tr>
<th>Pre-Data Average: Utilized 4-point Likert scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8.0</td>
</tr>
<tr>
<td>2. 2.5</td>
</tr>
<tr>
<td>3. 1.5</td>
</tr>
<tr>
<td>4. 2.0</td>
</tr>
</tbody>
</table>

## Mindsets & Behaviors Data after Intervention (post-test/results data)

<table>
<thead>
<tr>
<th>Post-Data Average: Utilized 4-point Likert scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 3.5</td>
</tr>
<tr>
<td>2. 3.5</td>
</tr>
<tr>
<td>3. 4.0</td>
</tr>
<tr>
<td>4. 4.0</td>
</tr>
</tbody>
</table>

## Outcome Data Plan

- Baseline Data:
  - Six girls had two discipline referrals during the first six weeks of school
  - One girl had three discipline referrals
  - One girl had four discipline referrals
  - Total: Eight girls had a total of 11 referrals during the first six weeks of school

## Outcome Data Results

- Target Data:
  - The six girls with two discipline referrals had zero during the next 12 weeks.
  - The girl with three referrals had one during the next 12 weeks.
  - The girl with four referrals had one during the next 12 weeks.
  - Total: Eight girls had a total of two referrals during the next 12 weeks

## Percent Change: 82% reduction in referrals

### Implications

**Analyze your data. How does this inform future practice?**

<table>
<thead>
<tr>
<th>Stating Opinions Respectfully</th>
<th>Solving Conflict Peacefully</th>
<th>Identifying Solutions</th>
<th>Knowing to Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>2.5</td>
<td>3.0</td>
<td>4.0</td>
</tr>
<tr>
<td>1.0</td>
<td>2.0</td>
<td>3.5</td>
<td>4.5</td>
</tr>
<tr>
<td>1.5</td>
<td>2.5</td>
<td>3.5</td>
<td>4.0</td>
</tr>
</tbody>
</table>
The Wisconsin School Counselor Program Accountability Report (WSCPAR) is a continuous improvement document.

The WSCPAR provides school counselors an opportunity to demonstrate a commitment for getting results and communicating how students are different because of the school counseling program at their school.

What is their school counseling story?

Is there anything you are wishing to know?
Empirical Research Studies Supporting the Value of School Counseling

✔ There was a 5% increase in the number of Hispanic seniors who applied to college by May 1, 2006, compared to May 1, 2005.

✔ Multiple sources of evidence indicate that expanding school counseling services in elementary schools is associated with improvements in student learning, behavior and mental health.

✔ Preliminary findings in Connecticut school districts with lower student-to-school-counselor ratios produce higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer suspensions.

https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf
Highly Effective Counselor

- The school counselor *effectively utilizes data* to monitor student achievement and works collaboratively with stakeholders to enhance student success.

- The school counselor *consistently collaborates to analyze data, utilize research-based interventions and develop programming to assist students in acquiring the attitudes, knowledge, and skills* necessary for lifelong learning and career readiness.

- The school counseling program is comprehensive in addressing the academic, career, and personal/social development of all students. The school counselor *demonstrates student outcome data* that are directly attributable to the school counseling program.

- The school counselor demonstrates effective communication skills and collaboration with teachers, families, and community stakeholders from a variety of backgrounds. The school counselor *demonstrates a direct impact* of these collaborative activities on students.
Telling our stories makes our power visible to others

Chris Johnson, PsyD
The time is now.....

We each can do our own small part to advocate for the counseling profession.

Through all of our small parts, we can become a formidable force, and make significant changes as a profession and remember, “if not you, then who?”

Gillig, S. E., & Paez, S. (Spring, 2005)