


ASCA WEBINAR SERIES



**Caseload
Connections**

Webinar Presenter: Dr. Deborah Hardy
Webinar Date: May 22, 2018



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Learning outcomes:

- Develop a response to intervention visual for academic, social emotional, and college/career domains to guide personalized learning plans.
- Create a personalized learning plan for students using a provided template.
- Utilize personalized information plans as sources of data to guide additional programs.



Understanding the Caseload

- Patterns
- Needs
- System of support
- Building a personalized plan

Know and Tell the Student's Story



Student Experience in a Learning Organization





Informational

Indicator	Percent of Students
Special Education	
English as a Non-Native Language	
Free and Reduced Lunch	
504 Plans	
After School Programs	



Inquiry

Discipline Category	Percent of Students
Top three referral categories	
Student detention	
Student suspension	



Student Learning

Lesson or Group Activity	Percent of Students
Academic	
Social-Emotional	
Career/College	



Creating a Pyramid



Organizing Activities

- School counseling plan and direct services
- Breakdown of categories by level and domain:
 - Curriculum mapping
 - Groups
 - Individual meetings



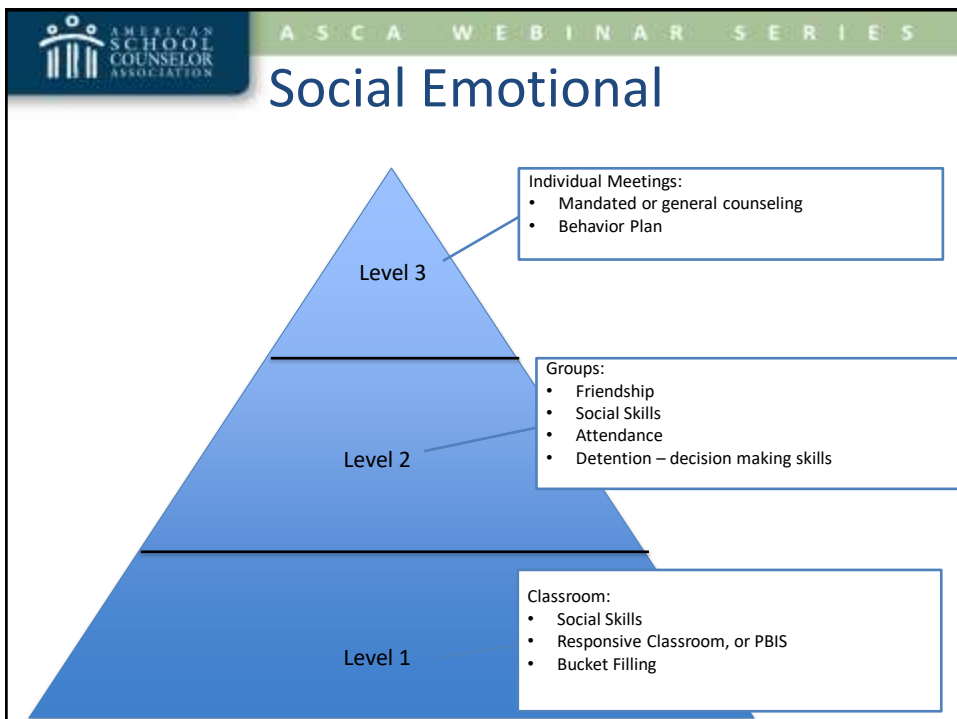
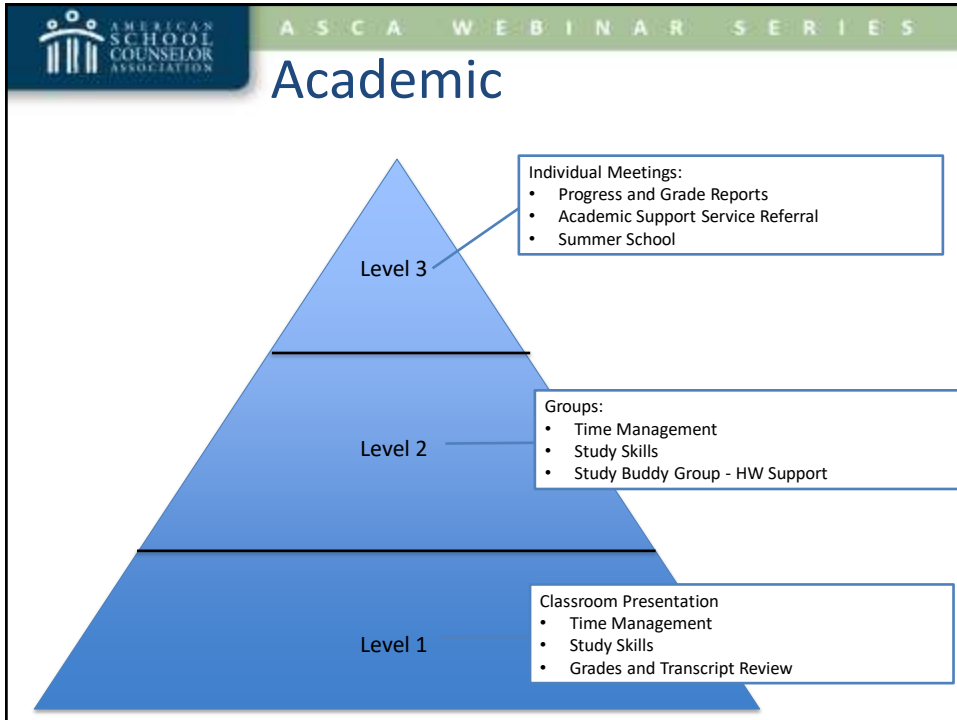
MTSS and School Counseling Programs

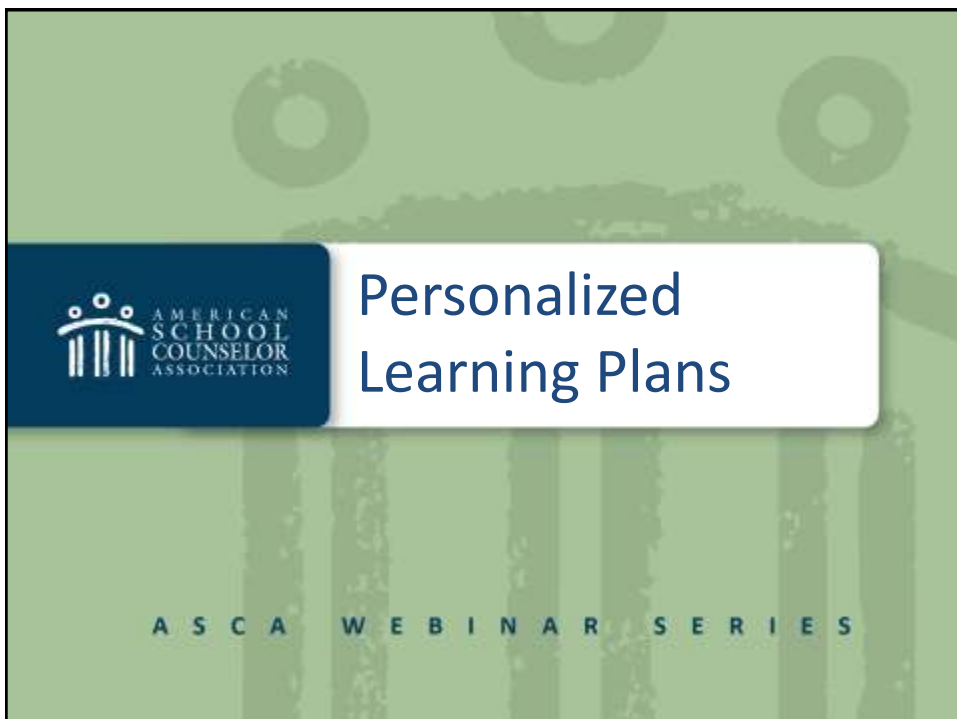
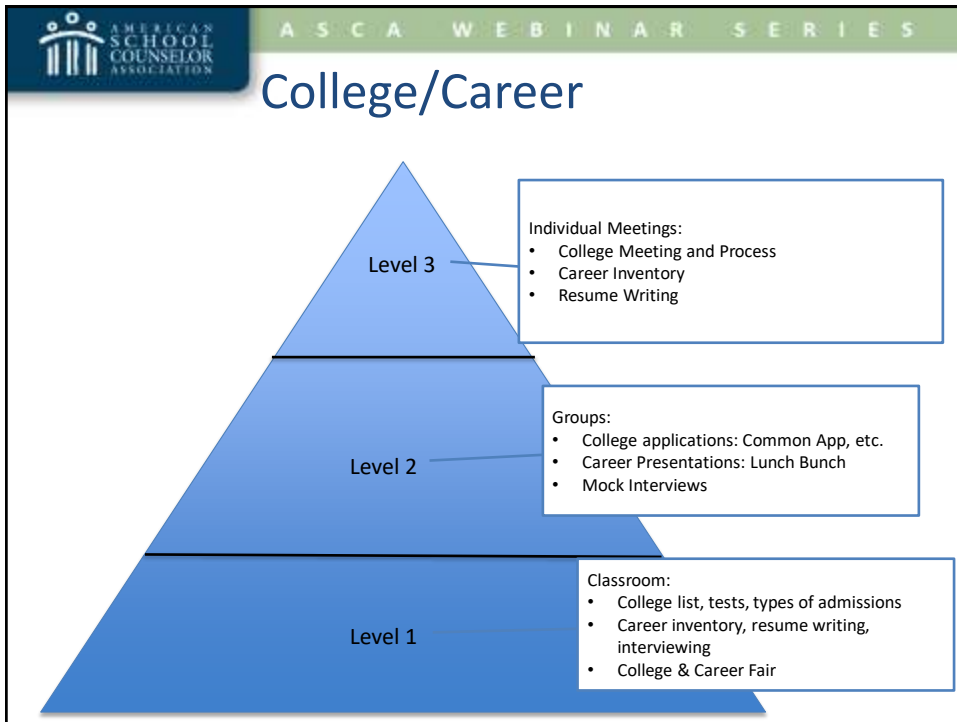
- Inquiry Base Process
 - Is the problem just for one student or all?
 - Who can benefit?
 - How will it be delivered?
 - Evaluation of delivery at each level.
 - Sharing

Level 3: Individual meeting with upset student.

Level 2: Include students in a friendship group.
Provide mediation support to the students.

Level 1: Classroom presentation on respect and the power of words.







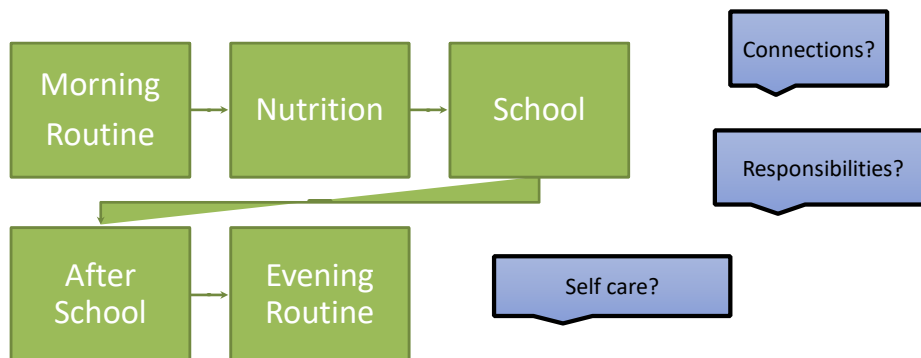
Personalize Plan

- Individual meeting with students
- Focus on strengths and challenges
- Identify goals to achieve
- Develop a plan of action
- Monitor and reevaluate
- Acceptance by all through signatures



Understanding the Student

- “A **personal learning plan** (or PLP) is developed by students—typically in collaboration with teachers, counselors, and parents—as a way to help them achieve short- and long-term learning goals..” <http://edglossary.org/personal-learning-plan/>





Personalized Plan

Personal Learning in Practice



PLP Plan Development

Action-Writing the Plan	Monitor and Assess	Reflect and Revise
<p>Identify the programs offered to support the action plan.</p> <p>Identify the learning expectation the program will provide.</p> <p>Set the timeline for completion.</p>	<p>Who checks on the student to make sure they are achieving their learning experience?</p> <p>How is the progress monitored?</p> <p>How do we know that a student has learned from the experience in the activity?</p> <p>What do we do if a student has not learned?</p>	<p>Reflection:</p> <ul style="list-style-type: none"> • Student, Support Members and Family • What were the obstacles in achieving the action plan? <p>Revision:</p> <ul style="list-style-type: none"> • What additional support is needed? • How are next steps are placed into action? • Who needs to be involved in the next steps? • Did the revised plan work?

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Template Plan

Student Information	
Name	Grade
Address	Section
Parent/Guardian Name	Location
Phone	Special Needs
Email	IEP Meeting Date

Student Learning Profile	
Strengths	Challenges
<ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Executive Function Skills <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Time Management <input type="checkbox"/> Academic Success <input type="checkbox"/> Motivation/Engage <input type="checkbox"/> Student Leadership 	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior <input type="checkbox"/> Executive Function Skills <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Time Management <input type="checkbox"/> Academic Success <input type="checkbox"/> Motivation/Engage <input type="checkbox"/> Student Leadership

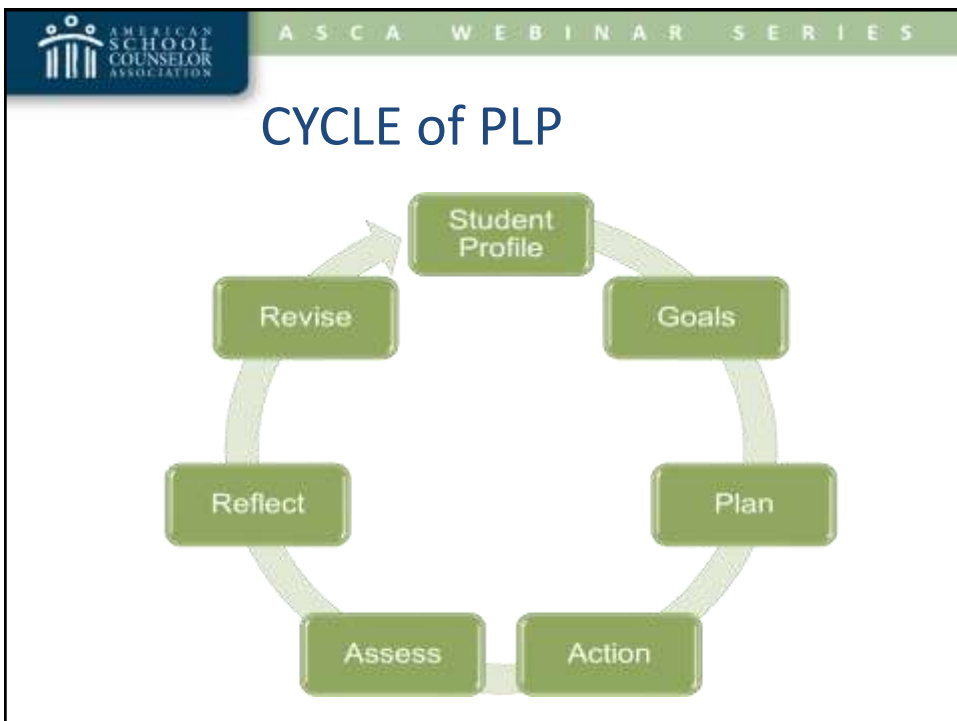
Student Support Strategies		
Academic	Social/Emotional	College
<ul style="list-style-type: none"> <input type="checkbox"/> Attendance <input type="checkbox"/> Learning Style Inventory <input type="checkbox"/> Organizational Skills <input type="checkbox"/> Time Management <input type="checkbox"/> Academic Support <input type="checkbox"/> After School Support <input type="checkbox"/> Peer Mentoring <input type="checkbox"/> Academic Group 	<ul style="list-style-type: none"> <input type="checkbox"/> Individual Counseling <input type="checkbox"/> Group Counseling <input type="checkbox"/> Parent Support <input type="checkbox"/> Decision Making Skills <input type="checkbox"/> Social Assessment <input type="checkbox"/> Self Management <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Self Assessment 	<ul style="list-style-type: none"> <input type="checkbox"/> Career Inventory <input type="checkbox"/> Career Shadow <input type="checkbox"/> College Search <input type="checkbox"/> College Tour/Visit <input type="checkbox"/> Fielding <input type="checkbox"/> Application Process <input type="checkbox"/> Money Working <input type="checkbox"/> Resume Writing

Academic				
Date	SMART GOAL	Objective	Action Plan	Assessment Pre-Program Mid-Program End-Program

Social/Emotional				
Date	SMART GOAL	Objective	Action Plan	Assessment Pre-Program Mid-Program End-Program

College and Career				
Date	SMART GOAL	Objective	Action Plan	Assessment Pre-Program Mid-Program End-Program

Student Signature: _____ Date: _____



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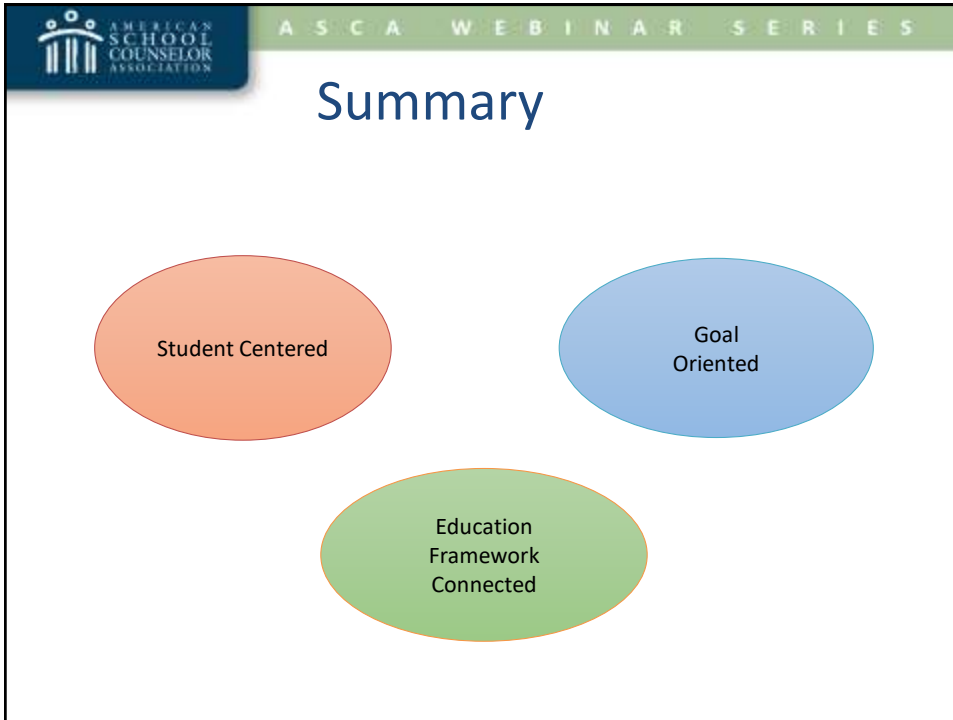
PLP and Data

Who is the target?	Who are the stakeholders of the program?	Is the current location safe for students and staff?	What type of activities will be available to the student?	What college or career will be provided with this program?	Do you have the staff, resources and budget to run this program?	What are the goals of the program and how will you measure success?	How many students can this program serve?
History	History teachers Parents	Yes	Jr History Culture Club	History	No	It will be an elective course that will be offered in the 11th and 12th grades. It will be a credit-bearing course.	7
Learning	My coach and family	Yes	Student Council, Helping Culture Club	University of Maryland	Yes	Learning is a goal of the program. It will be a credit-bearing course.	10
Philosophy	Philosophy teacher of the school	No	Philosophy 1, 2 and 3	Philosophy	No	It will be an elective course that will be offered in the 11th and 12th grades. It will be a credit-bearing course.	4
Drama	Parents and teacher	No	Drama club	Drama	Yes	It will be an elective course that will be offered in the 11th and 12th grades. It will be a credit-bearing course.	7
Music Classical Piano	Parents and My parents	Yes	Piano 1 and 2	Classical Piano	Yes	It will be an elective course that will be offered in the 11th and 12th grades. It will be a credit-bearing course.	6
Business	Professors and connections	No	Economics	Business Administration	No	It will be an elective course that will be offered in the 11th and 12th grades. It will be a credit-bearing course.	5

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PLP, Data and Collaboration

The diagram illustrates the interconnectedness of school roles and student outcomes. On the left, a central blue box labeled 'Student' is connected by lines to a list of school roles: Teachers, School Nurse, Coach, Bus Driver, Custodians, School Counselor, Administrators, School Social Worker, Youth Officer, Parents, and Cafeteria Workers. On the right, a circular flow of five green boxes represents educational outcomes: 'Classes' at the top, 'Attendance' on the right, 'State Assessments' at the bottom, 'Graduation' on the left, and 'Reach Higher' at the top-left. Arrows connect these boxes in a clockwise cycle, indicating a continuous process of learning and achievement.



AMERICAN SCHOOL COUNSELOR ASSOCIATION ASCA WEBINAR SERIES

Summary

Student Centered

Goal Oriented

Education Framework Connected

This slide features a white background with a dark blue header on the left containing the ASCA logo and the text 'AMERICAN SCHOOL COUNSELOR ASSOCIATION'. To the right of the header, the text 'ASCA WEBINAR SERIES' is written in a light green font. The main title 'Summary' is centered in a dark blue font. Below the title, three ovals are arranged: an orange oval on the left containing the text 'Student Centered', a blue oval on the right containing 'Goal Oriented', and a green oval at the bottom center containing 'Education Framework Connected'.



AMERICAN SCHOOL COUNSELOR ASSOCIATION

Questions

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This slide has a green background with a white rounded rectangle in the center. On the left side of the white rectangle is the ASCA logo and the text 'AMERICAN SCHOOL COUNSELOR ASSOCIATION'. The word 'Questions' is written in a large, dark blue font inside the white rectangle. At the bottom of the slide, the text 'ASCA WEBINAR SERIES' is written in a light green font.