Upon completion of this webinar, participants should be able to:

- Identify examples of both direct and indirect services
- Link school needs identified in data to appropriate delivery methods.
- Set priorities for specific services
- Complete action plans and results reports
Direct & Indirect Student Services
p. 84
Use of Time Comparison  

p. 135-136

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E-12</td>
<td>Elementary, Middle, Secondary</td>
</tr>
<tr>
<td></td>
<td>Guidance Curriculum</td>
<td>35%-45%, 25%-35%, 15%-25%</td>
</tr>
<tr>
<td></td>
<td>Individual Student Planning</td>
<td>5%-10%, 15%-25%, 25%-35%</td>
</tr>
<tr>
<td></td>
<td>Responsive Services</td>
<td>30%-40%, 30%-40%, 25%-35%</td>
</tr>
<tr>
<td></td>
<td>System Support</td>
<td>10%-15%, 10%-15%, 15%-20%</td>
</tr>
<tr>
<td></td>
<td>Program Planning and School Support</td>
<td>Program management and operations (management)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional development (foundation and management)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data analysis (accountability)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Share responsibilities (management)</td>
</tr>
</tbody>
</table>

Included in Other Components

- In-person interactions with students
- WITH students
Indirect Services

- On behalf of students through interactions with others
- FOR students

Direct Services
- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services
- Referrals
- Consultation
- Collaboration

Indirect Services
- Curriculum Action Plans
- Small Group Action Plans
- Closing-the-Gap Action Plans
- Appraisal
- Advisement
- Counseling
- Crisis Response

Responsive Services
- School
- Community
- Gathering Information
- Sharing Strategies
- Teaming & Partnering
- School/District Committees
- Parent Workshops

Delivery
Strategies Include:
• Instruction
• Large Group Activities
• Small Group Activities
• Individual Activities
• Appraisal
• Advisement
• Counseling
• Crisis Response

Data Sources
• School or System Data
  – Achievement Scores
  – Attendance Rates
  – Climate Surveys
  – Discipline Referral #s
  – Demographics
• Individual Student Data
  – Grades
  – Test Scores
  – Discipline Records
  – Attendance

SC Core Curriculum

Instruction

Group Activities
Individual Student Planning

- Appraisal
- Advisement

Responsive Services

- Counseling
- Crisis Response
SC Core Curriculum Action Plan

- Planned instruction
- Delivered to all students
- Comprehensive, Preventive, Developmental
- Aligned with vision, mission, and goals
- Promotes knowledge, attitudes, and skills of students based on the mindsets and behaviors
### School Counseling Core Curriculum Action Plan, cont.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lesson Topic</th>
<th>Mindset/ Behaviors</th>
<th>Curriculum and Materials</th>
<th>Projected Start/End</th>
<th>Process Data</th>
<th>Perception Data</th>
<th>Outcome Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Career Cruising</td>
<td>M4, B-L5-4 Increase in attendance rate for eighth-graders</td>
<td>One computer per student, Career Cruising website, directions sheet, career scavenger hunt</td>
<td>February-March</td>
<td>100 percent of seventh-grade students (524) Four classes daily (70-minute lesson each class period)</td>
<td>Career interest inventory completed</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Colors Personality Assessment</td>
<td>M1, B-S5 E</td>
<td>Laptop and projector, PowerPoint presentation, colors cards, colors score sheets, pre- and post-questions</td>
<td>September</td>
<td>100 percent of eighth-grade students (508) Four classes daily (70-minute lesson each class period)</td>
<td>Pre and post-evaluations consisting of three true-or-false questions</td>
<td>Decrease in the number of Rule 5 (student-to-student harassment/abuse) referrals in eighth grade for the 2014-2015 school year</td>
</tr>
<tr>
<td>8</td>
<td>Bullying and Harassment Prevention</td>
<td>B-S5 2, B-S5 8</td>
<td>Laptop &amp; projector, PowerPoint presentation (including “My Kid Would Never Bully” video clip), pre- and post-questions</td>
<td>October</td>
<td>100 percent of eighth-grade students (508) Four classes daily (70-minute lesson each class period)</td>
<td>Pre and post-evaluations consisting of 10 true-or-false questions</td>
<td>Decrease in the number of bullying administrative referrals in eighth grade for the 2014-2015 school year</td>
</tr>
</tbody>
</table>

---

**Lesson Plan Template**

**School Counselor:**

**Activity:**

**Grade(s):**

**ASCA Student Standards (Domain/Standard/Competency):**

**Learning Objectives:**

1.

2.

3.

**Materials:**

**Procedure:**

**Plan for Evaluation:** How will each of the following be collected?

**Process Data:**

**Perception Data:**

**Outcome Data:**

---

p. 55 - 56, 72
Delivery...DIRECT

Core Curriculum Action Plan

How To: (where to start)

All of Your Activities...
Consider:

- What you are already doing
- Goals
- Developmental needs
- Transitions
- Specific needs of a particular cohort
- Lessons related to school counseling program that may be delivered by others

Delivery...DIRECT

Core Curriculum Action Plan

Are You Doing Too Much or Little?
**Core Curriculum Action Plan** (ANMIG p. 119)

**Do’s**
- Include all activities delivered to all students
- Include developmentally appropriate activities
- Link each to MS/B
- Include 3 types of data

**Don’ts**
- Include activities that focus on smaller groups
- Include activities that focus on other stakeholders

---

**SC Small Group Responsive Services Action Plan**
(ANM p. 70, 85) (ANMIG p. 133)
Delivery...DIRECT

SC Small Group Responsive Services Action Plan

• focuses and organizes the academic, attendance, or behavioral activities.

• Is a short-term intervention - minimum of 4 sessions

• Address multiple needs of students

Delivery...DIRECT

Small Group Responsive Services Action Plan

How To:
(where to start)

• identify needs

• select students

• design or select a group program

• Use MS/B to develop the perception data measures.

• Implement and measure each group.
Do’s
• Provide meaningful supporting graphs and charts
• Know what the results mean
• Describe how to do it better next time

Don’ts
• Quit when results are not what you wanted
• Discount small gains
Delivery...DIRECT

Closing-the-gap Action Plan
(ANM p. 71) (ANMIG p. 144)

Where are You Going?


Delivery...DIRECT

Closing-the-Gap
p. 71
Closing-the-Gap Action Plan

- addresses academic, attendance or behavioral discrepancies
- identifies gaps (data)
- details activities & resources

How To: (where to start)

- Discern Priorities from School Data
  - Review School Plan for Improvement (SIP)
  - Review Data Profile sheets
  - Identify academic, attendance, and behavior needs
  - Disaggregate

- Identify Mindsets and Behaviors
- Design Activities and Interventions
- Define and develop the measurements
- Implement the intervention
Referrals Delivery....INDIRECT

Consultation Delivery....INDIRECT

Sharing Strategies

Receive information
Collaboration
Teaming/Partnering Committees
Parent Workshops

Delivery...INDIRECT

School Counseling Core Curriculum
Individual Student Planning
Responsive Services
Referrals
Consultation
Collaboration

Curriculum Action Plans
Small Group Action Plans
Closing-the-Gap Action Plans
Appraisal
Advisement
Counseling
Crisis Response

School Community
Gathering Information
Sharing Strategies
Teaming & Partnering
School/District Committees
Parent Workshops

Q & A
Thank you

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