



BENCHMARK DATA PRESENTATION ASSIGNMENT

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SCHOOL COUNSELING: LIBERTY UNIVERSITY

COSC661: School Counseling Program Development and Evaluation (D01)

Dr. Kuba

August 12, 2023

Kultura Link: https://watch.liberty.edu/media/t/1_oqfzpyzd

Purpose of Assessment

- The purpose of developing this evaluation was to determine the general need(s) that exist among the student population.
- This evaluation is being conducted with the intention of assisting in the process of developing or renewing the requirements for the school counseling program during the upcoming academic year.
- The Needs Assessment was created with the help of Google forms.

Needs Assessment

Please select topic areas in which you see a need (6-8 grades).

1.) Academic Skills

Check all that apply.

- ☐ Listening & Following Directions
- ☐ Creating Goals
- ☐ Knowing Strengths/Weaknesses
- ☐ Time Management Skills
- ☐ Organization Study Habits
- ☐ Not allowing distractions to change academic performance

2.) Social

Check all that apply.

- ☐ Understanding friendship(s)
- ☐ Making/maintaining friendships
- ☐ Having a conversation
 - ☐ Respecting for others
- ☐ Not leaving others out/Working together
- ☐ Understanding others' emotions
- ☐ Resolving conflicts
- ☐ Responding to incidences of teasing/bullying
- ☐ Looking at things from others point of view

3.) Self-Management

Check all that apply.

- ☐ Using a Filter
- ☐ Stop and think before reacting
- ☐ Using effective calming strategies
- ☐ Practicing mindfulness
- ☐ Healthy coping skills to handle strong emotions.
- ☐ Conflict resolution skills
- ☐ Self-respect

Assessment Continued

4.) Career Exploration/ College and Career Readiness

Check all that apply.

- ☐ Study Habits
- ☐ Grades/Academics
- ☐ Goal Directed Behavior
- ☐ Awareness of wide variety of career options
- ☐ Awareness of personal skills, interests, and values and how they relate to the world of work Understanding of educational requirements for careers of interest.

5.) Decision Making

Check all that apply.

Impulsive decisions

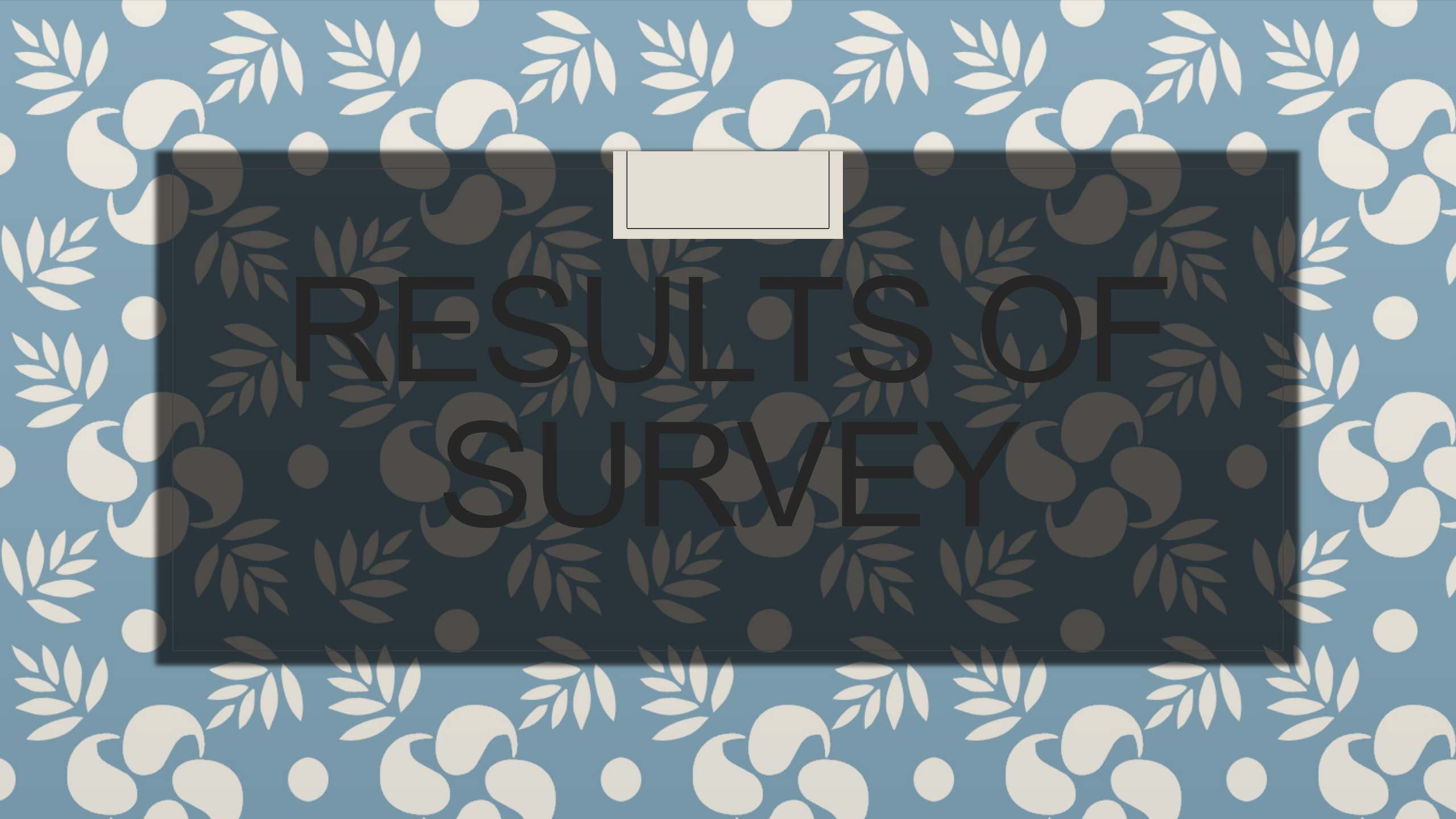
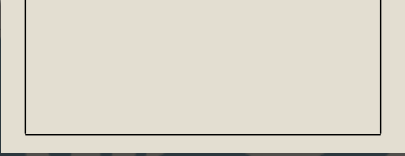
- ☐ Follow friend group decisions
- ☐ Able to understand consequences for actions
- ☐ Consider options before making a decision
- ☐ Defining the problem
- ☐ Gathering information and resources
- ☐ Listing options
- ☐ Comparing options
- ☐ Making a decision
- ☐ Making a plan of action
- ☐ Evaluating the decision

6.) School Counselor

Check all that apply.

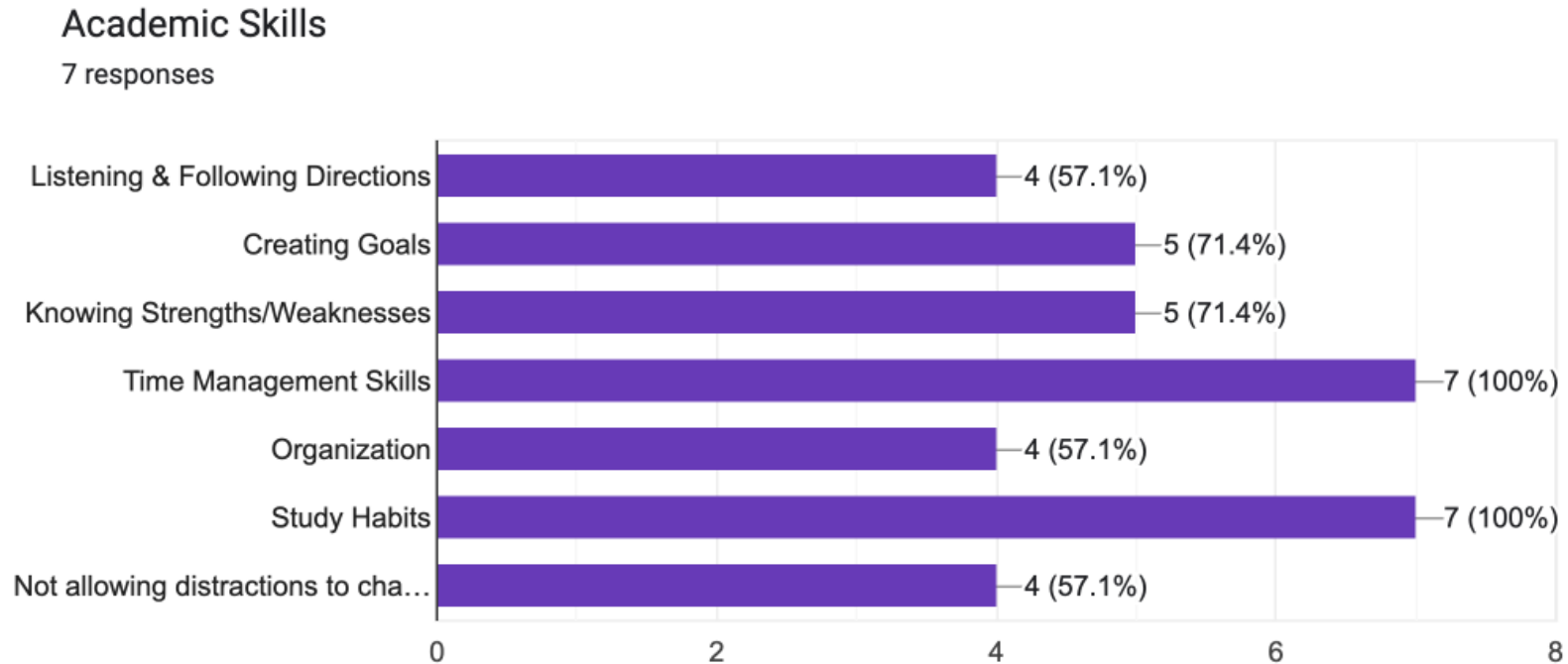
- ☐ I understand the role of my school counselor
- ☐ I can go talk with your school counselor
- ☐ Comfortable talking to the school counselor about personal things
- ☐ Comfortable talking to the school counselor about things regarding school
- ☐ School counselor is readily available to talk

7.) Do you have any other questions or concerns?



RESULTS OF SURVEY

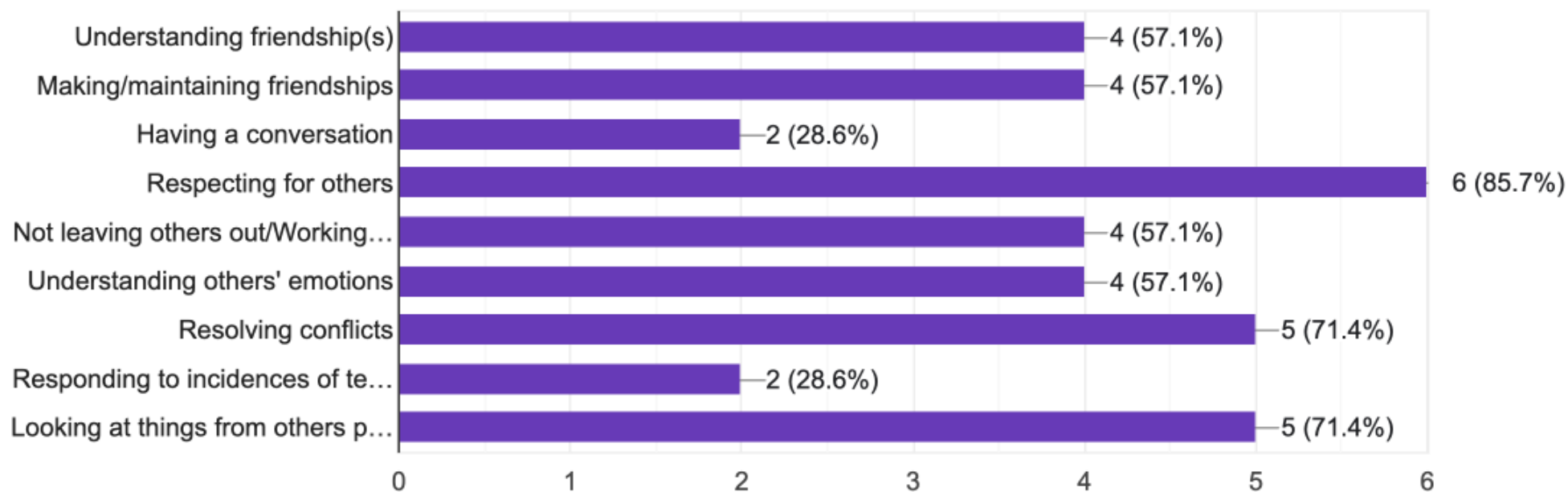
Academic Skills



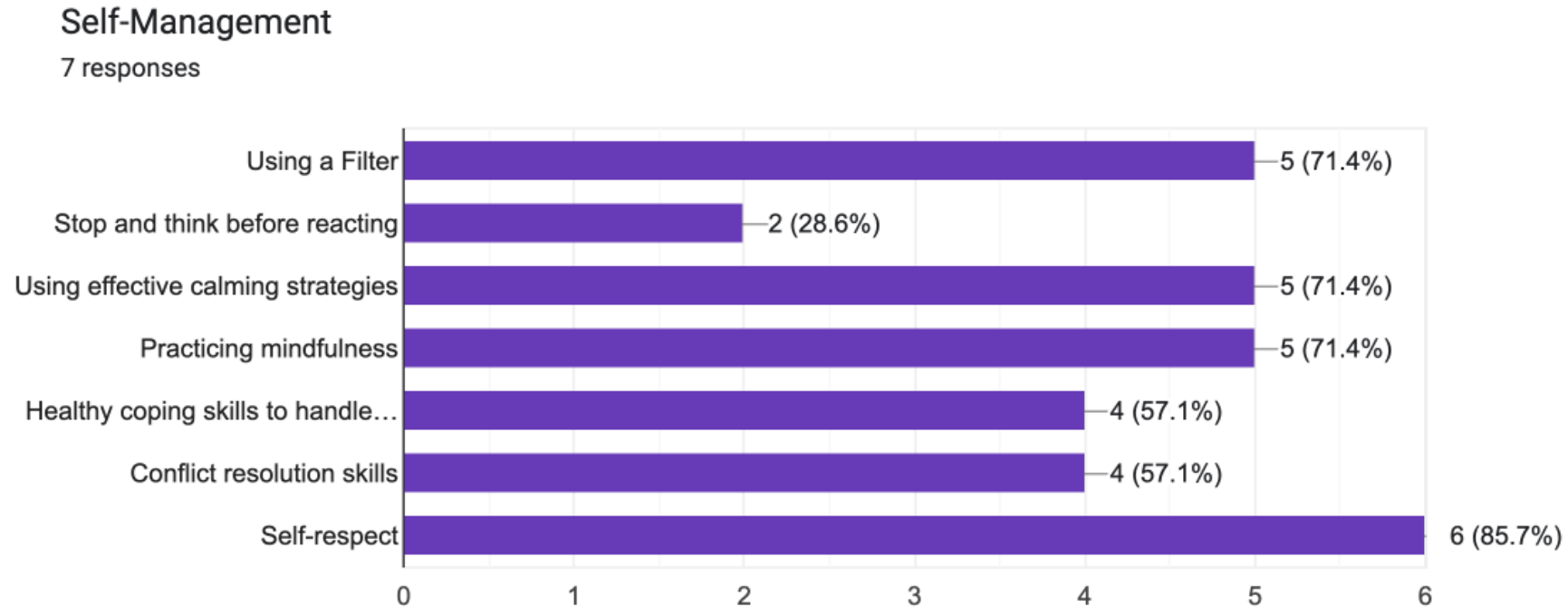
Social

Social

7 responses



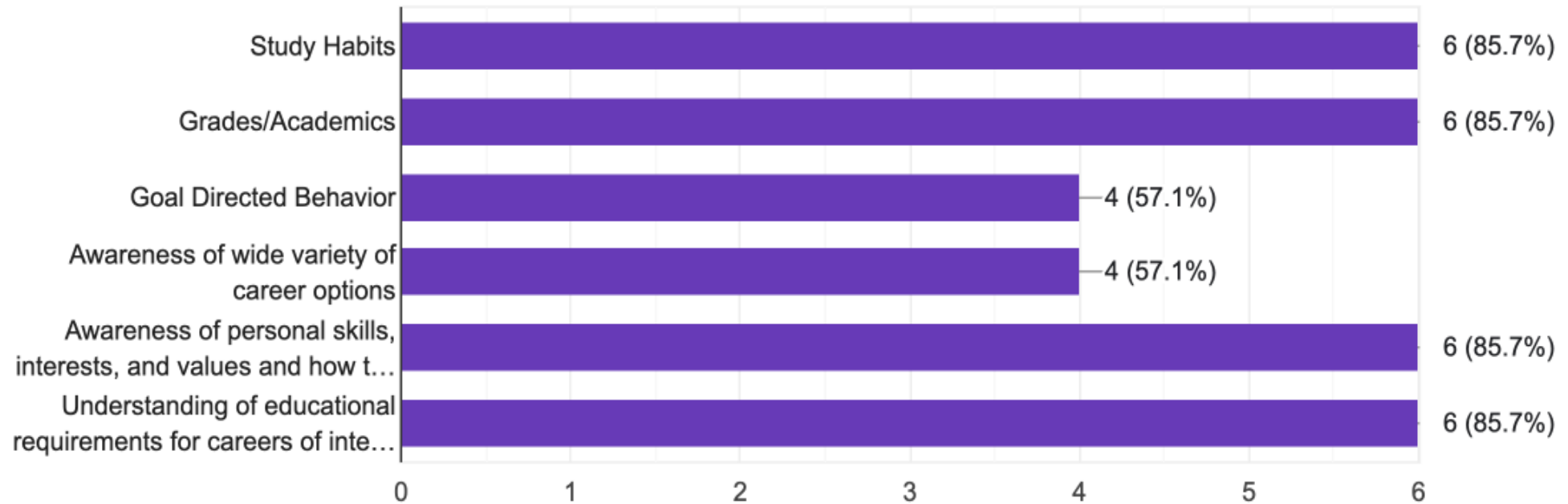
Self-Management



Career Exploration/College and Career Readiness

Career Exploration/ College and Career Readiness

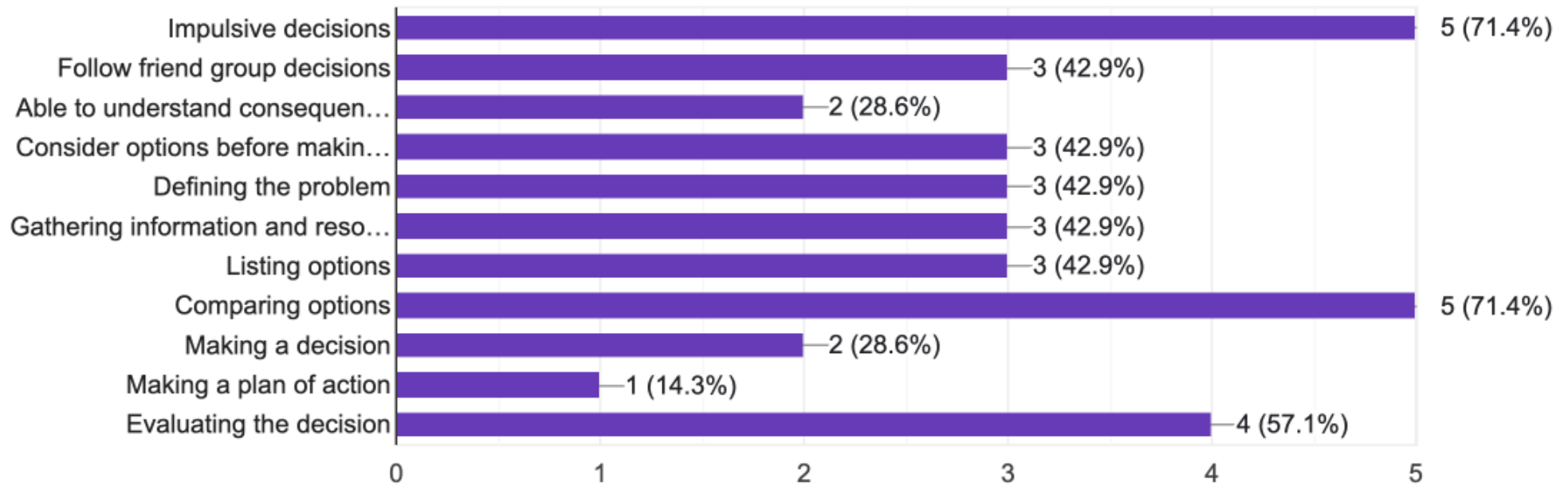
7 responses



Decision Making Skills

Decision Making

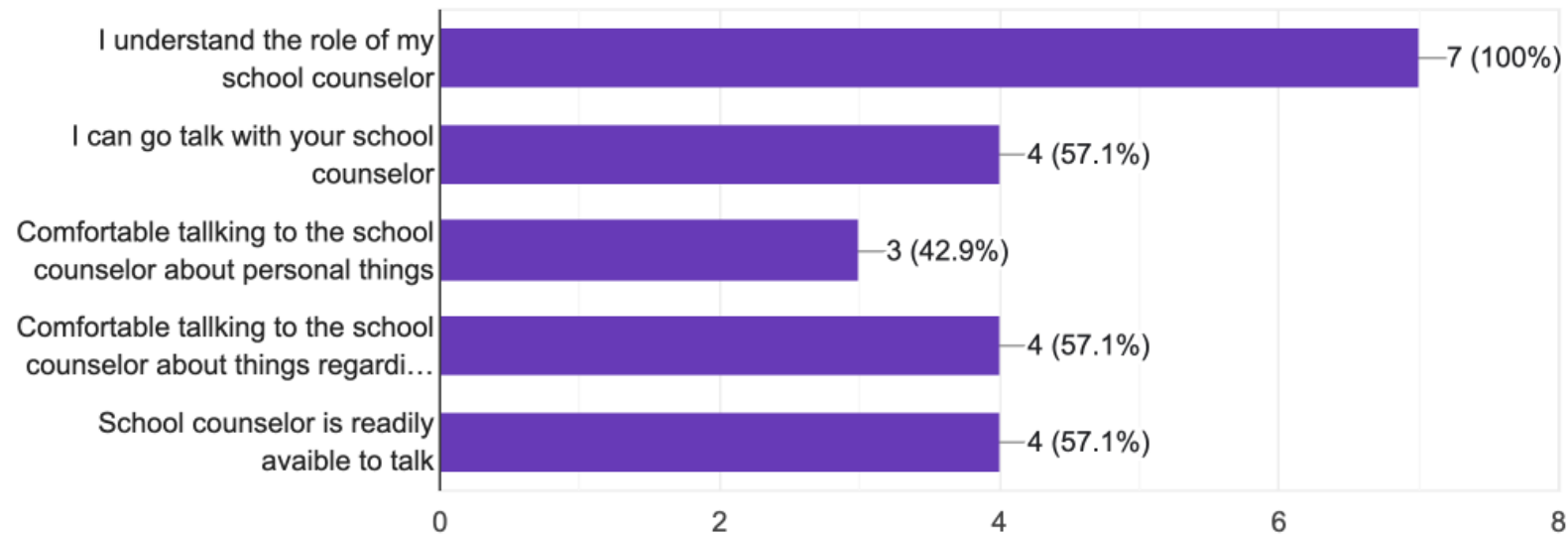
7 responses



School Counselor

School Counselor

7 responses



Final Question

Do you have any other questions or concerns?

4 responses

no

Not at the moment!

No

Longer recess and lunches!

Interpretation

Takeaways

- Middle school students struggle to understand consequences, and their overall decision-making abilities are lacking.
- They have significant difficulties with self-management and many other areas of their general capacity to understand basic concepts.
- They have difficulty detecting and managing emotions, and they frequently experience anxiety (we will address the Hatch amendment and how to correct this in a later slide).

Recommendations

- Enhance students' self-management abilities.
- Assist pupils in developing better study habits.
- Improve your capacity to make sound decisions.
Improve your interpersonal skills.

Systemic Focus

- The initial stage in effecting systemic change is adhering to the mission set forth by the district.

"Growing the whole child through innovative educational experiences to provide all students the opportunity to Aspire, Create, Empower, Succeed (ACLSD, 2023)."

- *The curriculum for classroom guidance encompasses instructional sessions on study habits, social skills, and career exploration, with a focus on fostering college and career readiness.*
- *Developing group classes that address emotional needs and facilitate the acquisition of coping skills.*

Interventions

Direct

- Instruction-Students are taught the school counseling curriculum through instruction. focused via the prism of specified ASCA student standards Student Success Mindsets and Behaviors.
- Appraisal & Advising-Evaluating a student's strengths, weaknesses, areas of interest, and level of accomplishment with the purpose of advising them on their academic and professional paths.
- Counseling-The provision of professional aid and support to individual students or small groups of students through periods of transition, increased stress, significant change, or other circumstances that hinder their academic progress.
- In educational settings, it is important to note that school counselors are not often engaged in the provision of therapy or extended counseling services. Nevertheless, these professionals possess the necessary training and expertise to identify and address the mental health requirements of students. Moreover, they are equipped to support students and families in their pursuit of appropriate resources and assistance.

Indirect

- Consultation-Discuss effective techniques for promoting student accomplishment among parents, teachers, other educators, and community organizations.
- Collaborations-Collaborate with fellow educators, parents, and community members in order to foster and enhance student academic performance.
- Referrals- Provision of aid and information to students and families in accessing school or community resources for supplementary support.

ASCA Mindsets and Behaviors

- B-LS 4. Self-motivation and self-direction to learning
- B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias
- B-SMS 1. Responsibility for self and actions
- B-SMS 2. Self-discipline and self-control
- B-SMS 6. Ability to identify and overcome barriers

Action Plan



Hold a meeting with the teachers and administration to present the gathered evidence.



Include a video presentation of the data in the weekly announcements for parents and community members.



For more information, students can examine the announcements and the monthly newsletter from the Counselor's corner.



The final step would be to schedule individual meetings with all parties who desire additional information.

References

Rock, W., Stone, C., Professor, E., & Coleman, B. (2020). Legal/Ethical Implications of the Hatch Amendment Webinar Presenters: Learning outcomes. https://www.schoolcounselor.org/getmedia/1df85c9d-9415-4097-bf86-863ba14f4518/WEB111720_Handout.pdf

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