

SCHOOL COUNSELLORS' HANDBOOK



Organisation of
Eastern Caribbean States



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INTRODUCTION

While school counselling is a relatively new phenomenon in the OECS region, it has been evolving rapidly within recent years. The attention given to the discipline within the sub-region by the Education Development Management Unit of the OECS Commission in collaboration with UNICEF is indicative of the shared values within the context of providing better service to all stakeholders.

The updating of the “OECS Guidance Counsellors Handbook” which was developed in 2005, to regulate the practice of counselling within the schools became necessary since many advances were made during the last decade. Some OECS Member States were well ahead of others and the context of social, political and socio-economic challenges dictated that systematic and consistent standards be developed. Further, where classroom teachers were arbitrarily assigned as Guidance Counsellors, the process of adhering to the legal and ethical practices required for enhancing true counselling relationships was severely retarded. One of the key frameworks which guides the OECS School Counsellors Handbook is The American School Counsellors Association (ASCA) National Model. A key feature to note is the updated terminology from “Guidance Counsellors” to “School Counsellors”.

The handbook seeks to promote aspirational standards and enshrines ideals to which all must aspire. It focuses on emerging trends informed by contemporary literature reviews. It seeks to identify themes and contextualize the legal and administrative issues which umbrella the practice. The handbook acknowledges the leadership roles that students play in the youth-driven culture that is common in the sub-region. In this respect, the cultural realities and societal values must be synergized.

Admittedly, the handbook is not designed to solve all of the problems that will be encountered in schools. Each school even in the same state has its unique distinctives, its diverse challenges and therefore it would be difficult to develop specific principles suited to each unique situation. Rather, the handbook seeks to promote best practices that have been tested, proven and aligned to universal standards. In this respect, the school counsellor, the school environment, parents and other stakeholders have both a lateral and vertical expanse.

The collective hope is that all school counsellors in the OECS region will envision a future that enhances the prospects of each beneficiary. The present school counsellors will experience consistency within the region and the handbook will form the basis for crafting a unique framework for each OECS Member State. It will be an excellent foundation for future school counsellors to contribute to the development of school counselling. If each generation builds upon the experiences and contributions of their predecessors then ultimately the process will become easier for succeeding generations. Together we are stronger.

School counselling as a discipline cannot be fully captured in any one format. The method that is best suited to help students or clients function at the highest level is contingent on a multiplicity of factors. The success of the school counselling process is based on a tedious timeline, which encompasses hard work, time and knowledge-based approaches. Though many believe the school counsellor’s role is to fix the student in the shortest time-frame, these ‘quick fixes’ are often not reliable.





CHAPTER ONE

PROGRAMME MANAGEMENT

The American School Counselors Association's (ASCA) National Model is a research-based model that has been used as a guide to inform the development of School Counselling programmes globally. "The ASCA National Model: A Framework for School Counseling Programs' outlines the components of a school counseling program that is integral to the school's academic mission and is created to have a significant positive impact on student achievement, attendance and discipline" (ASCA National Model Executive Summary 2019, p.1)

The American School Counselor Association (ASCA) fully encourages the use of the terms School Counselor and School Counseling Programs to embrace the many changes that have taken place over the last decade in the field of school counselling. A historical review can easily present the evolution of "Guidance Counseling" and the recognition of the term "School Counseling" as the preferred terminology.

With this in mind, it is proposed that the terms School Counsellor and School Counselling Programmes be accepted as the terminology when expressing issues related to school counselling within the OECS region.

Purpose of the school counselling programmes

School counsellors design comprehensive, developmental school counselling programmes and services to meet the needs of all students at various growth and developmental stages. School counselling programmes establish goals, expectations, support systems, interventions and experiences for all students. These programmes provide the rationale for school counsellors, administrators, faculty, parents or guardians to engage in conversations about expectations for student's academic, personal/social and career development success. Opportunities for advocacy on behalf of students should be explored as the programmes develop, improve and evolve.

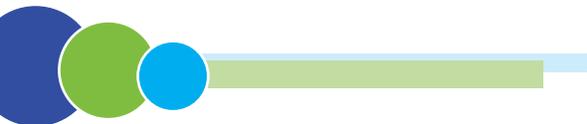
The framework of the ASCA National model consists of four main components: define, manage, deliver and assess. These four components can easily be adopted considered in the development of any successful comprehensive, developmental school counselling programme and as such inclusion of these components are encouraged in this handbook as School Counsellors within the member states develop their respective programmes.

The academic, personal or social and career development of students are three domains of student achievement wherein knowledge, skills and attitudes for success can be taught through the delivery of a comprehensive, developmental counselling programme.

The knowledge, skills and attitudes for success that are learned by students because of school counselling form part of the essential elements of a successful programme. Some elements include Philosophy, Vision, Mission, Student competencies (Mindsets and behaviours) and School Counsellor professional and ethical standards and competencies.

Programme Management

The Management System considers organizational procedures and tools geared towards



ascertaining that the school's counselling programme is organized, concrete, clearly delineated and reflective of the school's needs. The School Counselling Programmes must be sanctioned by the various Ministries of Education in Member States. A supervisor who provides Programme and Clinical supervision should be employed and furnished with an appropriate job description. The school counselling curriculum, policies, procedures, assessments and tools should be developed by the Supervisor in collaboration with school counsellors and other stakeholders, as part of the Management component.

The Management System should include the following:





Basic Steps of School Counselling Programme Development include:

1 Plan

- establish leadership and advisory council
- gain administrative support
- establish what is and what is not working.

2 Build the Foundation

- analyze school and student data
- discuss beliefs about students
- determine priorities.

3 Design the Delivery System

- determine time allotments
- develop action plans
- develop guidance curriculum
- decide which counsellors will perform what activities.

4 Develop the School Counselling Programme

- establish budget
- ensure preconditions are met for equal access/adequate resources/collaborative efforts
- establish administrative support.

5 Internalize the School Counselling Programme

- develop calendars for counsellors and events
- develop one closing the gap activity.

6 Promote the School Counselling Programme

- develop marketing materials to present to staff, board and other stakeholders
- develop web site and other communication tools.

7 Monitor Programme Results

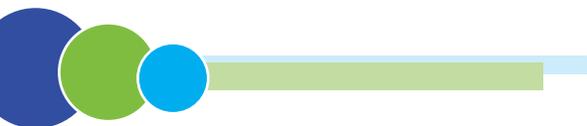
- analyze programme data reports
- develop evaluation standards and indicators
- use results for programme decisions.

8 Monitor Student Progress

- assess student mastery of selected competencies
- track programme impact on action plan goals
- track programme impact on school-wide goals such as achievement and attendance.

9 Make the Transition

- start slowly
- celebrate accomplishments
- expand leadership base and stakeholder numbers
- brainstorm potential obstacles and develop strategies to overcome barriers.

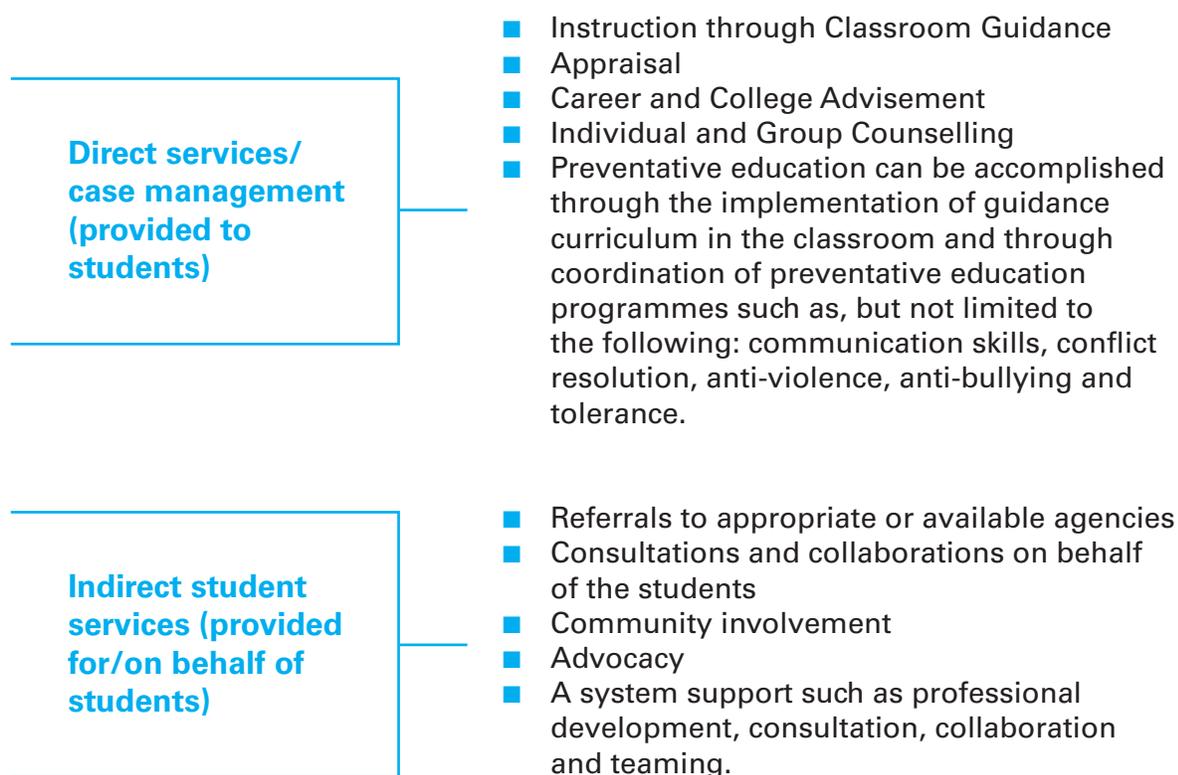


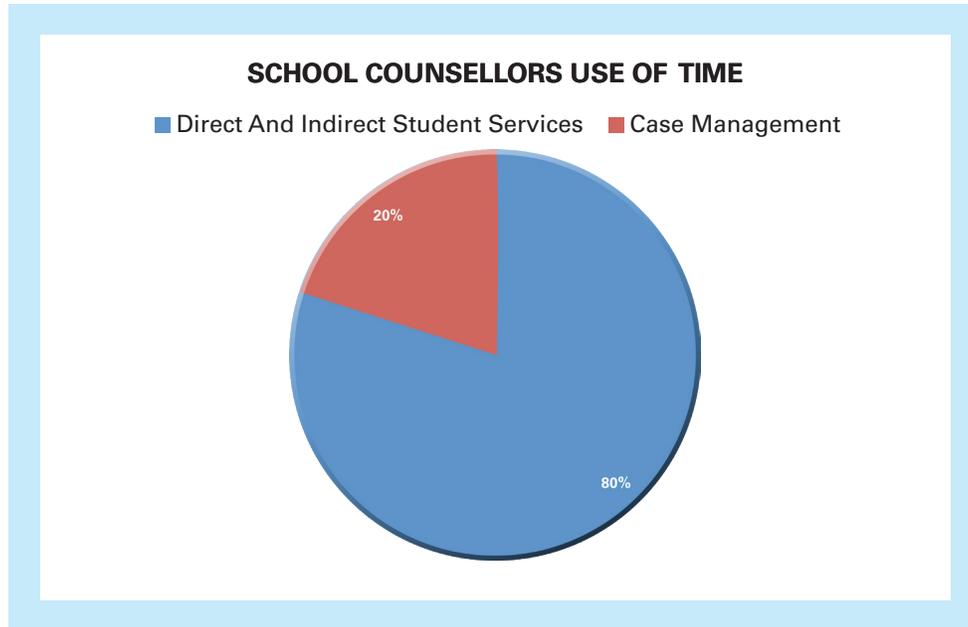
Role of School Counsellor in Programme Management

The management system allows school counsellors to be seen not only in their traditional roles but also as programme managers. The school counsellor manages the delivery of programmes within the domains of academic, personal/social and career development of students.

It is essential that a school counselling programme is comprehensive in scope to ensure that all students in the school can access programmes and services. A comprehensive programme focuses on what all students should know, understand and be able to do in the academic, career and personal/social domain. As such, the school counsellor delivers appropriate activities and services to or on behalf of students based on their developmental levels.

Included in the Delivery component are:





Monitoring and evaluation

Evaluation of the school counselling programme is of absolute necessity. School counsellors use evaluative procedures that show programme effectiveness and highlight areas for improvement in students as well as in the design and delivery of programmes. This component provides the avenue for school counsellors to answer the question:

- “What do school counsellors do?”
- “How are students different because of the school counselling programme?”
- “How has student achievement increased as a result of the school counselling team’s interventions?”

Assessment component should include:







CHAPTER 2

LEGAL ISSUES

Boundaries and legal role of School Counsellors

On the issue of Legal & Ethical ASCA 2019 states:

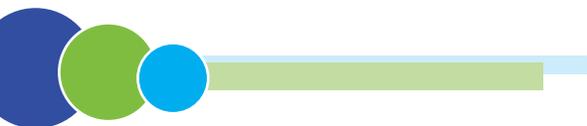
School counselors face ethical and legal challenges every day. Whether you are new to the field or have been practicing for years, legal and ethical challenges can still throw you for a loop. From confidentiality issues to records maintenance, from duty of care to sexual harassment issues, a school counselor's legal and ethical questions can spring up from every corner.

Researchers such as Herndon (1990) and Rawls (1997) reported that school counselors face legal dilemmas in the areas of student privacy, reporting suspected child abuse, counseling students who pose a danger to others, and ensuring the safety of students. They concluded that school counselors were unclear about their legal responsibilities and lack knowledge about state and federal laws that affect their responsibilities as counselors. Hence, knowledge of the law governing the profession is of paramount importance.

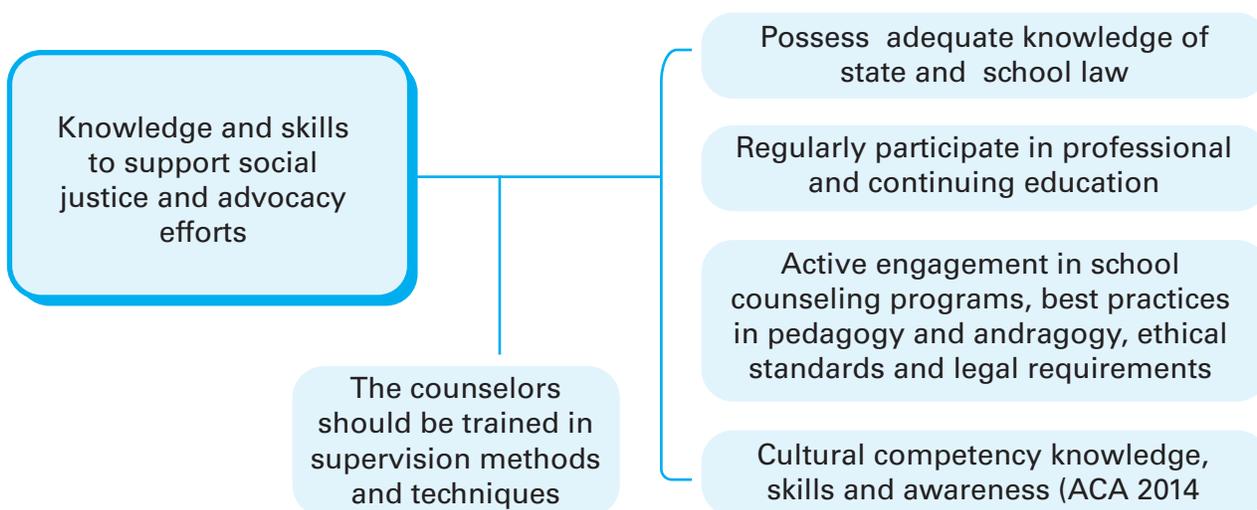
By extension school counsellors within the OECS must become knowledgeable of their laws. School counsellors are required to familiarize themselves with the Education Acts, Child Protection Acts, protocols for reporting abuse, Convention of the Rights of a Child and other related documents governing the treatment of children and vulnerable persons.

ASCA's Ethical Standards for School Counselors (2016) serves as a guideline for ethical practices among members of their associations. Most OECS territories use this as a guide, modified within context, as there is at present no such document to guide school counsellors in this region. School counsellors are trained to be on the front lines of assessment and prevention efforts that enhance the lives of students within the school community. Their work with students, staff, and stakeholders encourages opportunities for strong home, school, and community partnerships. The legal knowledge and skills acquisition can enhance their efficacy in the delivery of service to stakeholders.





The school counsellor’s requisite knowledge and training prior to offering supervision and counselling services include:



School Counsellor general guidelines to deal with Conflicts between Ethics and Laws

When ethics and laws appear to be in conflict with each other, the school counsellor must attempt to resolve the conflict in a responsible and professional manner.

When there are greater penalties associated with laws	<i>The School Counsellor should often follow the legal course of action if there is no harm to the client.</i>
When ethical responsibilities conflict with law, regulations, and/or other governing legal authority	<i>School Counsellors follow the established Code of Ethics and the school policy to resolve the conflict.</i>
If the conflict cannot be resolved using the above approach	<i>School Counsellors should act in the best interest of the client, with due attention to the requirements of the law, regulations, and/or other governing legal authority.</i>



Decision making model for conflict avoidance

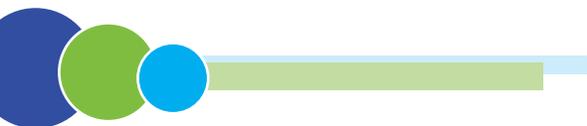
School counsellors working in isolation may apply the decision making model proposed by Knapp et al., (2007, p.55) to avoid conflict between the law and their personal system of values.

Table 1 Considerations to Address (Knapp et al., 2007, p.55)

Question	Action to reflect upon
1. What does the law require?	1. Consultation or research may be needed
2. What are your ethical obligations? Will the standards of the relevant Ethics Code inform you of your obligations? If not, how can you use your personal values to frame your response?	2. You may need to explore your underlying values (e.g., gain clarity about the overarching virtues that you want to characterize your professional and personal life). This is often best done in the context of a supportive, yet honest consulting relationship.
3. How can you reconcile the demands of the law and your ethical concerns?	3. Search for ways to meet both your legal and ethical obligations.
4. Should you follow the law or your ethical values? How do you balance your legal obligations with the consequences to the patient or other interested parties?	4. If the law is followed, seek ways to minimize infringement of the ethical values; if ethical values are followed, seek ways to minimize the infringement of the spirit or letter of the law.
5. Can you anticipate conflicts and take preventive measures?	5. Anticipate and appreciate the ethical nuances and complications of your work (e.g., use practical wisdom). Emphasizing informed consent often helps circumvent or reduce law–ethics conflicts.

Role of School Counsellors in discipline to promote a positive school culture

Disruptive student behavior is one of the most serious, ongoing problems confronting school systems today (Diliberti, Jackson, & Kemp, 2017). It is not the School Counsellor’s role to mete out punishment but instead to help create effective behavior change focused on positive, healthy behaviors (ASCA, 2019).



The school counsellors should promote positive student behaviors to create a safe, effective learning environment for all students. The school counsellor supports the practice of positive behaviour management and the implementation of effective schools framework. ASCA (2019) suggests that school counselors may apply the following strategies or guidelines to promote positive student behaviors that create opportunities, access, attainment and success: inclusion of anti-bullying/harassment and violence-prevention and conflict resolution programmes.

Prevention programmes are an integral part of school counselling as these programmes increase opportunity for change in behaviour and attitudes which contribute to overall student achievement. They foster positive relationships, safe school environments and increased attendance. Student involvement in such prevention programmes provides avenues for students to critically assess and change their behaviours and empowers students to take responsibility for their behaviour and school climate.

Confidentiality of Records

The literature suggests that one of the primary ethical dilemmas for School Counsellors is to maintain student confidentiality. Froeschle and Moyer (2004) outlined the challenges of working with students who exhibit specific behaviors including the challenge of disclosing information to parents. Educating parents, students, school principals and other administrators is vital to the understanding and protection of student confidentiality. Signed management agreements for both parents and administrators that describe confidentiality and privacy are necessary (Huss et al., 2008).

The School Counsellor should treat every student with respect as a unique individual when handling their personal and academic records. Isaacs (2003) suggests that School Counsellors should respect the student's values and beliefs without imposing their own personal values on students. In support of this argument, Springer (2016) posits that the ethical dilemmas that counsellors face regularly are impacted by the school counselors' abilities to acknowledge their own personal values while balancing ethical obligations and administrative boundaries.

Every student should be treated with respect as a unique individual when handling their personal and academic records. The school counsellor's primary obligation for confidentiality is to the student but should balance that obligation with an understanding of the legal and inherent rights of parents/guardians who are the guiding voice in their children's lives. (ASCA's Ethical Standards for School Counselors, 2004).

School Counsellors should always bear in mind the ethical boundaries that govern the profession.



General Guidelines: Respect and Protection for Students

Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Particular attention must be placed on the age of consent and legal age of a child.

Students retain the right to discontinue the counseling relationship at any time.

Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies.

Develop additional school policies regarding student confidentiality in order to protect both students and school counselors.

Student information stored and transmitted electronically should be treated with the same care as traditional student records.

Disclosure of student information

Disclosure notice should include the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.

Student record/information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation and guided by the Education Act.

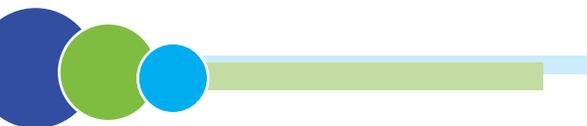
In absence of a school policy or state legislation which expressly forbids disclosure, then consider the ethical responsibility when providing information to an identified third party.

Rights of parents/guardians regarding disclosure of student information

Inform parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

Information is only to be revealed to others with the informed consent of the parent.



Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

Disclosure of records for Referrals

Provide records for referrals only when necessary or appropriate to outside agencies/resources.

(Mississippi Department of Education 1997)

Record-Keeping

According to Lazovsky (2008) confidentiality extends to records. It is the school counsellors' responsibility to fully respect the right to privacy of students with whom they enter a counseling relationship and to provide an atmosphere of trust and confidence (ASCA, 2016). The school counsellor should maintain three categories of student records:

- Student General Records - School Counsellors may include general information about school counselling services in these records. These records are available to parents and accessible by school administration.
- Confidential Records- Records include any information given in confidence to the school counsellor during the counselling session and reports from other supporting agencies. This information is usually divulged in a spirit of trust and faith on private affairs, matters or secrets. These records will assist in providing any support that might be necessary to the student. The school counsellor must advocate for ethical use of student records.
- Counselling Records- These records are the responsibility of the school counsellor. School Counsellors should maintain records of who was interviewed, when the interview took place, time, duration for what purpose and suggested actions taken. This record may be kept as a daily log and should not be placed in the student's cumulative files. School Counsellors may keep more detailed notes for their personal information.



Record Security

School Counsellors have an ethical duty to secure their records in a safe place with restricted access. The school counsellor should take additional security measures to ensure the confidentiality of the students. School counsellors may refer to Section A.12 Student Records of the ASCA Ethical Standard for School Counsellors as a guide. In all circumstances it is incumbent on the School Counsellor to protect the integrity of their students and the disclosure of student information.

School counsellors should recognize that records and case notes can be subpoenaed unless there is statutory protection of student/school counsellor communication. It is also necessary to purge records or case notes in a timely manner. Records should usually be retained up to five years after the student has left school. Careful consideration should be applied before shredding records that may be needed by a court of law.

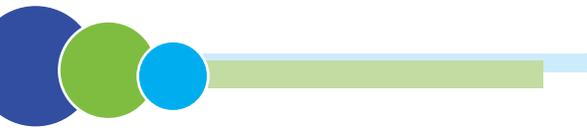
Some of the steps in record security include:

- The use of codes, numbers, fictitious names to keep notes from identifying the client.
- Protect the confidentiality of students' records and release personal data in accordance with prescribed federal and state laws and school board policies (ASCA 2016).
- A split records system, i.e. one system of cards with names and addresses, a second system with clinical information and coding system which cross references both. (Bond, 2010).
- Personal information contained in computerized databases must be afforded the same confidential treatment that applies to written records.
- Keep personal notes separate from educational records and not disclose their contents except when privacy exceptions exist
- Communicate highly sensitive student information via face-to-face contact or phone call and not by e-mail or inserting into the educational record

ASCA (2016)

Access to Records

There should be a clear distinction between public and private information. Confidential records may be disclosed to authorized individuals who require the information for the performance of their duties in an effort to enhance student success and wellbeing.



Apply diligence and restrict access to students personal records

School counsellor should only provide confidential records in response to a lawful subpoena, warrant, or court order or if, in the opinion of the school, such records could be required by law to be produced for good reason.

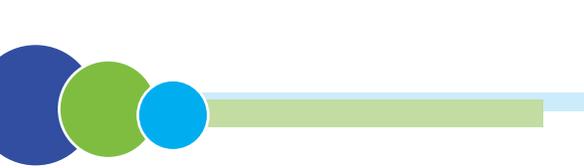
Records which contain confidential information about other people.

Records relating to the investigation of sensitive issues such as possible criminal offense, abuse: self-injuring, sexual molestation at home or school.

Records for Referrals and Collaboration with external professional agencies

- Share students' records on a need to know basis.
- Collaborates with agencies, organizations and individuals in the community only if it is in the best interest of the student.
- Provide external professional agencies and other professional personnel with accurate, objective, concise and meaningful data necessary to help them adequately evaluate, counsel and assist the student.
- If a student is receiving services from another counsellor or other mental health professional, the school counsellor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements on the transmission of records to avoid confusion and conflict for the student.





Chapter 3

PROFESSIONAL CONCERNS

Qualification and Professional Development

The nature of the counselling relationship places the school counsellor in a position of influence. It is therefore important that the school counsellor be an individual who is well qualified in theoretical and practical principles of counselling and school counselling practices. The rigorous demands of the school counselling profession requires competencies that help the school counsellor meet the needs of all students. The competencies help school counsellors develop and manage effective comprehensive school counselling programmes.

School counsellors are educators and should be part of the school management team. They should possess a master's degree in school counselling or other related areas. They should be licensed professionals who adhere to legal and ethical responsibility in the execution of their duties. Each member state must clearly identify the accepted qualifications and accrediting institution for licensure of school counsellors in their territory. An approved job description must be provided to a school counsellor upon employment. School counsellors must also ensure that they do not enter into dual relationships which create ethical dilemmas in the delivery of their services to students.

Counsellor Preparation and Training

Kozlowski and Huss (2013) provide extensive information on school counselors' unique training needs concerning the implementation of comprehensive counselling programs. Kozlowski (2010) further states that school counsellors need to be trained how to manage large caseloads, how to manage teacher/principal referrals, how to manage the overwhelming variety of student needs, how to establish and maintain close working relationships with faculty, and how to conceptualize the process within the framework of a school setting as well as within a school counselling programme.

- School Counsellors should be trained in supervision methods and techniques.
- School Counsellors who offer supervision services regularly should pursue continuing education activities, including both counselling and supervision topics and skills and specifically cultural competency knowledge, skills and awareness (ACA 2014).
- Every School Counsellor should complete a counsellor education program at an accredited institution and earn a master's degree in school counselling or related field.

The ASCA Ethical Standards for School Counselors (2016) advocate that school counsellors should be culturally competent to help create a safer and more inclusive school environment. They should monitor and expand their personal multicultural and social-justice awareness, knowledge and skills to be effective culturally competent school counsellors.



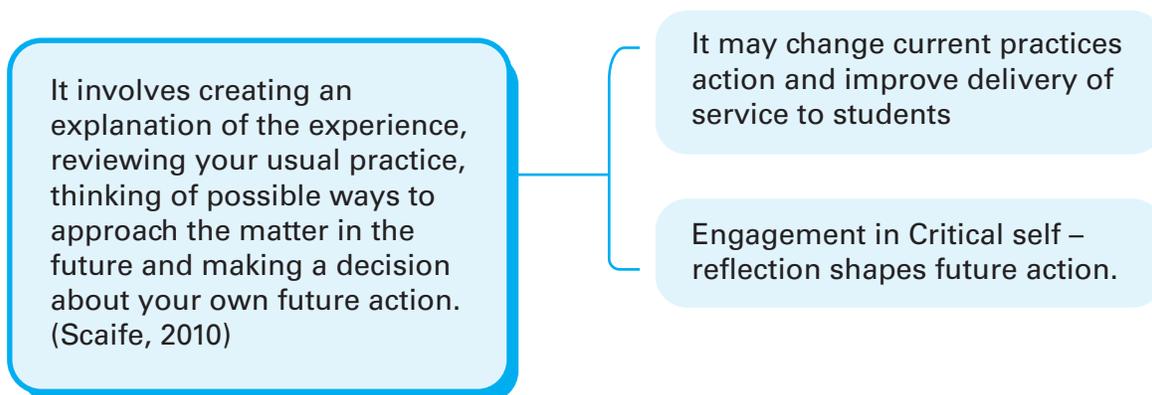
School Counsellors should acknowledge and understand:

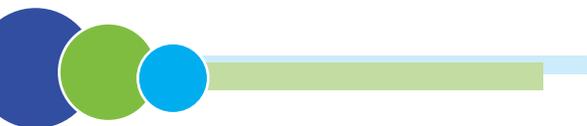
Personal prejudice	Theoretical and pedagogical foundations	Supervision models
How prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, sexual orientation, gender, gender identity expressions, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders.	They should possess knowledge of theoretical and pedagogical foundations for their work.	Have knowledge of supervision models; and aim to be fair, accurate, and honest in their assessments of students.

Reflective Practices

Every school counselor should engage in reflective practices to ensure fairness, accuracy, and honesty in the delivery of services to students.

The basis for counsellors' reflective practices are listed below:





Multicultural Issues/Diversity in school counselling

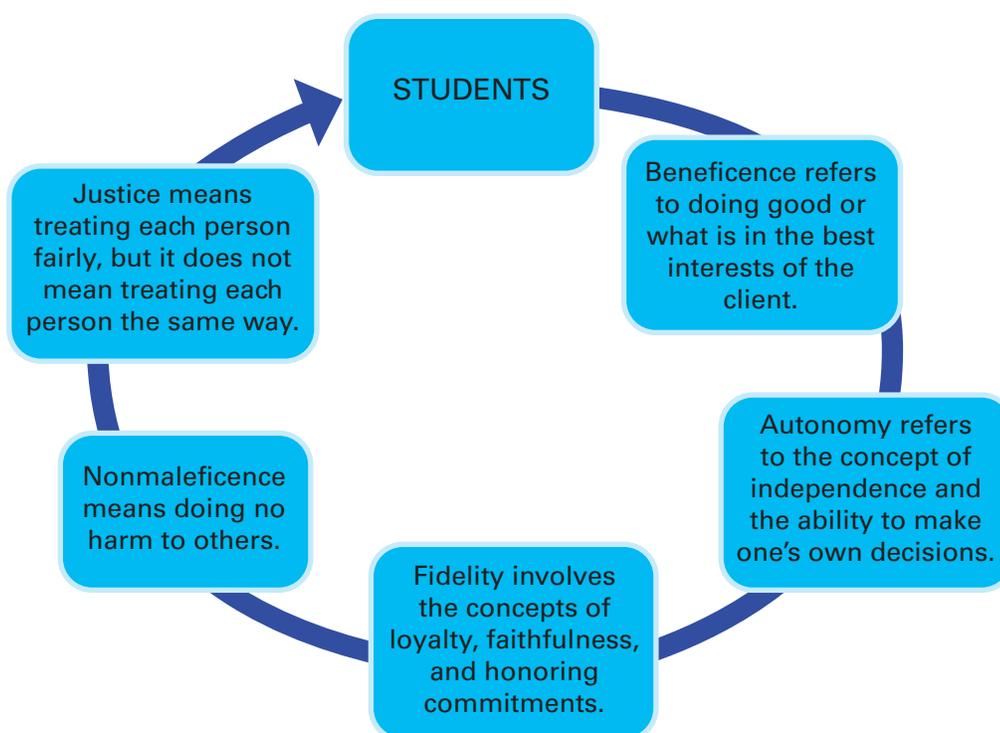
- Counsellors should select and use, with caution assessment techniques/strategies which are suitable for their context.
- Counsellors should recognize the effects of age, colour, culture, disability, ethnic group, gender, race, language preference, religion, spirituality, sexual orientation, and socioeconomic status and place these in proper perspective with other relevant factors.

Ethical guidelines

Ethics are concerned with actions and practice, with what one ought to do (Pojman & Fieser, 2012). School counsellors are part of an educational community. They are exposed to ethical issues on a daily basis. This implies consulting with teachers, administrators, and parents while serving the needs of students. Thus studying and understanding ethical codes can assist school counsellors in attaining a proactive stance when faced with challenges.

Several researchers refer to Kitchener's (1984) five moral principles: autonomy, justice, beneficence, nonmaleficence, and fidelity. These five moral principles serve as a major pillar and underlying foundation for effective practices in school counselling.

The five major pillars and ethical foundation for all school counsellors in their interactions with students:





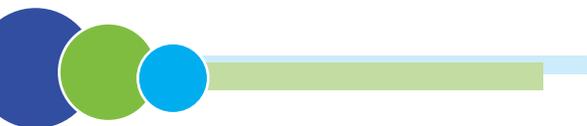
The ethical decision-making model proposed by Stone (2013) may be applied when school counsellors and other school counselling personnel are faced with an ethical dilemma.

Application of the nine step model to solve ethical problems in schools

1. Define the problem emotionally and intellectually.
2. Apply the ASCA and ACA ethical codes and the law.
3. Consider the students' chronological and developmental levels.
4. Consider the setting, parental rights, and minors' rights.
5. Apply the moral principles. (autonomy, justice, beneficence, nonmaleficence, and fidelity)
6. Determine your potential courses of action and their consequences.
7. Evaluate the selected action.
8. Consult.
9. Implement the course of action

Stone, (2013)

Ethical guidelines/ Strategies for School Counsellors proffered by different researchers	
Students	<ul style="list-style-type: none">■ Act in the best interests of the students at all times. Act in good faith and in the absence of malice.■ Inform student clients of possible limitations on the counseling relationship prior to the beginning of the relationship■ Clarify that consultation is on behalf of students and that only the students (not educational associates) are clients.
Personal awareness	<ul style="list-style-type: none">■ Increase awareness of personal values, attitudes and beliefs; refer when personal characteristics hinder effectiveness■ Actively attempt to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counselling process■ Be able to fully explain personal actions.■ Apply a theoretical rationale to underpin counselling strategies and interventions. This rationale may be formulated via a decision-making model for example (Stone 2013)



Family involvement	<ul style="list-style-type: none">■ Encourage family involvement, where possible, when working with minors in sensitive areas that might be controversial
Professionalism	<ul style="list-style-type: none">■ Follow written job descriptions and school policies. Be sure what you are doing is defined as an appropriate function in your work setting■ Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.■ Read and adhere to the ethical standards of your profession■ Keep copies of all relevant handbooks related to your profession. (Ethical Standards for School Counselors (2004) and ACA Ethical Codes (2005) on hand. Review them periodically and act accordingly■ Consult with other professionals (colleagues, supervisors, counselor educators, professional association ethics committee, etc.) Have a readily accessible support network of professionals■ Join appropriate local and international professional associations. Read association publications and participate in professional development opportunities.
Knowledge of law	<ul style="list-style-type: none">■ Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.■ Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.■ When values blur the lines and it is difficult to navigate ethical dilemmas in School Counselling, apply the state law, and school code of ethics, policy and guidelines; use your professional judgement.

Refer to ASCA Ethical Standards for School Counselors (2016) <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>



Redefining the role of School Counsellors

School Counsellors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counselling programmes to the Ministry of Education's mission and improvement plans. School Counsellors must demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students. Hence their primary obligation to the students include but are not limited to:

Protecting confidentiality and wellbeing

- Promote the welfare of individual students and collaborate with them to develop an action plan for success.
- Involve supporting networks valued by the individual students.
- School counsellors should use a strength based model to assist students affected by social issues which have an adverse impact and interfere with students' educational process.
- School counsellors are mandated to report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities.
- Develop guidance curriculum and intervention programmes to address pervasive and potentially dangerous problems.

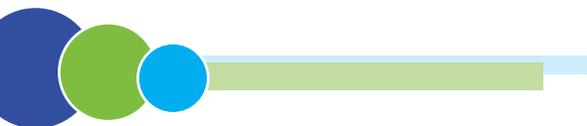
Professional distance

Apply and understand that professional distance with students is appropriate. Avoid any sexual or romantic relationship with students. It is an illegal practice and is considered a grievous breach of ethics and is prohibited regardless of a student's age.

Consider the potential for harm before entering into a relationship with former students or one of their family members.

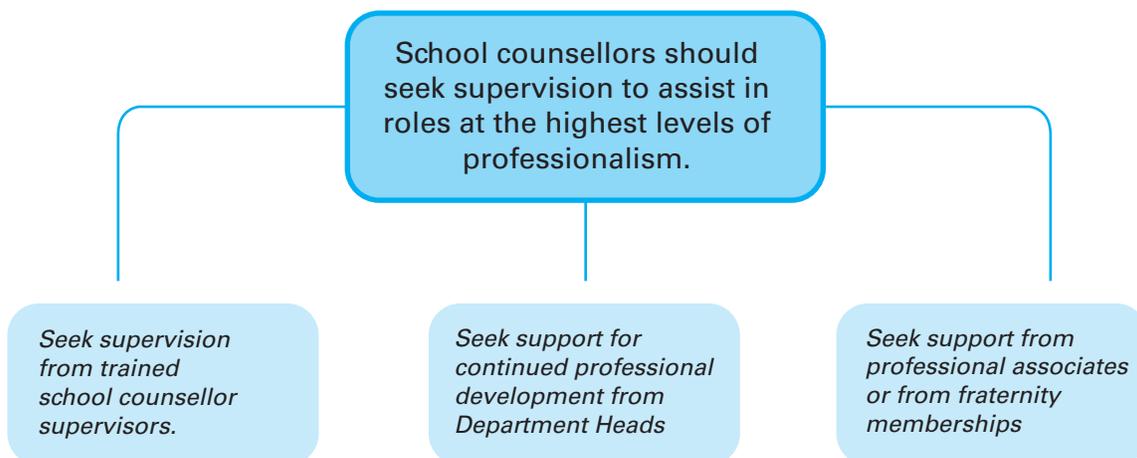
Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.

Apply and Manage professional Boundaries



Supervision and continuous development of school counsellors

School counsellors themselves may not feel a need to receive clinical supervision, but supervision can be an effective means of increasing their competence, reducing the stresses inherent in their demanding roles, and helping them respond to the challenging ethical and legal issues they encounter. School counsellors fulfill multiple roles and must be competent in them to meet the needs of all of their students, and also to work with the students' teachers, other school staff members, and families. When professionally relevant administrative and counselling supervision is provided systematically by trained school counselor supervisors, school counsellors flourish (Henderson & Gysbers, 2014).



Rights

Shulman, (1999) indicated the level of difficulty in handling the issues of parental disclosure, dangerous behaviors, or sharing information with third parties. The main conundrum lies in how much should be disclosed and how much should be withheld for the sake of the therapeutic relationship with the student. School counsellors must build trust with each student. Disclosure of information without proper care can destroy that trust and relationship which is so vital for an effective counselling relationship.



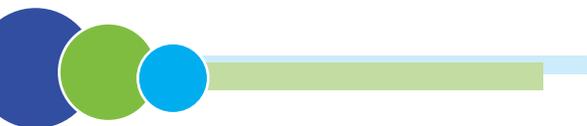
Students' Rights

Students' rights

- Where students are concerned, privacy should be honoured to the greatest extent possible, while balancing other competing interests (e.g. best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting (ASCA 2016).
- Advocate for equal rights and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need.
- Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.
- Counsellors solicit private information from students only when it is beneficial to the counselling process.
- Respect for Confidentiality: Counsellors do not share confidential information without client consent or without sound legal or ethical justification.
- Inform students if confidentiality must be breached in foreseeable situations.
- Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression.

Exceptions

- Legal Requirements: When legal requirements demand that confidential information must be revealed. Counsellors consult with other professionals when in doubt as to the validity of an exception.



Students' Rights

Exceptions

- **Danger to self:** Applied when addressing end-of-life issues such as suicidal ideation or attempts.
- **Contagious Life-Threatening Diseases:** Communicable and life threatening; counsellors may be justified in disclosing information to identifiable third parties.
- Information is kept confidential unless disclosure is required to prevent clear and imminent danger to the student or others, or when legal requirements demand that confidential information be revealed.
- **Limits of confidentiality:** Clear communication at the commencement of the counselling relationship.
- **Court-Ordered Disclosure:** When subpoenaed to release confidential information, counsellors obtain written, informed consent from the client or take steps to prohibit the disclosure or have it limited as narrowly as possible due to potential harm to the client or counselling relationship. (ACA 2005)

Parents' rights

Parents may be reluctant to support school counselling. They may fear their child will share “family secrets,” which will spread throughout the school or that all the teachers will learn of their child’s specific problems and hold it against the student. Parents should be called in to meet with the school counsellor and to inform that confidentiality is the hallmark of a school counsellors’ work.

The school counsellor should consult and collaborate with parents.

The parents/guardians should be informed of the confidential nature of the counselling relationship between the counsellor and student.

Parent and school counsellor should be working together with a primary obligation to the student, confidentiality is balanced with an understanding of the parents’ legal and inherent rights to be the guiding voice in their children’s lives.

Confidential information will only be revealed to others with the students and parents informed consent.



Collaborate with parents/guardians when student assistance is needed, including the identification of early warning signs of student distress.

Seek and involve parents/guardians in developing and implementing strategies to assist the student.

Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

If referrals are required, request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external providers, except in the cases where mandated reporting is required.

Referrals

The school counsellor shall be responsible for establishing and maintaining a referral system. The purpose of the referral process is to provide timely and effective support to initiate an appropriate plan of action for students at various levels of need. The school counsellor recognizes the contribution of all members of the school community including educators, parent/guardians, and students in the identification of early warning signs.

Referrals may be internal or external.
(Missouri Comprehensive Counseling Programs, 2013)

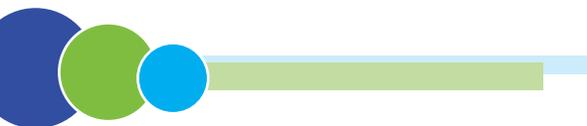
The school counsellor is expected to informally assess a student's need, which guides the process of referral. A student may be referred when:

- the student requires specialized therapy services which cannot be provided by the school counsellor
- the relationship between the school counsellor and the student has been irreparably damaged.
- the parent/guardian requests a referral.

In some cases the school counsellor will continue to work with the student wherever possible to complement the work of the service provider in an effort to support the continued academic success of the student.

Internal referrals

a. Referrals can be made to the school counsellor by school personnel on the prescribed referral form; parents/guardians, concerned community members and the student, through self referral.



b. Teachers should make referrals to the school counsellor to meet the student's needs which are outside of her or his area of competence.

See Appendix 1 Detecting early signs of students who may require counselling

See Appendix 2 (includes three samples of STUDENT COUNSELLING REFERRAL FORM for teachers)

External referrals

The school counsellor will refer cases beyond the capabilities of the school to relevant community or state agencies. Such agencies may provide child and adolescent services, family support services, or private counselling service. This may also be for academic support such as psychological testing and intervention for students with special needs.

There are certain indicators or risk factors which a student may disclose within the counselling sessions that may trigger a referral such as:

Pregnancy or risk of pregnancy
Substance abuse
In trouble with the law
Exploitation of self or others
Self-harm or contemplation of suicide
Victim or perpetrator of gender based violence

This list is not exhaustive, by any means; but is an example of the kinds of indicators that may warrant an external referral.

The school counsellor should follow these general guidelines for referrals

School counsellors are mandated by law to report suspected cases of child abuse or neglect to the appropriate authorities. School counsellors need to familiarize themselves with the protocols for child abuse reporting in their various territories. Care should be taken to protect the privacy of a student when alerting appropriate authorities.

School counsellors inform parents/guardians and or appropriate authorities when a student's condition indicates a clear and imminent danger to the student or others. This is done after careful deliberation and, where possible, after consulting with other counselling professionals.

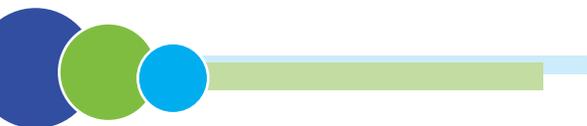


-
- The school counsellor should compile a list of human service resources and agencies.
-
- Acts upon referrals from teachers, other professional staff, parents; Works with the individual(s) making the referral.
-
- Makes referrals when necessary or appropriate to outside resources.
-
- Informs both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services.
-
- Policies and procedures for a referral system should be adopted and clearly explained to students, teachers, administrators, and cooperating agencies.
-
- Parental release forms should be secured and made available to referral system participants.
-
- The school counsellor will attempt to minimize the threat to a student and should
 - 1) Assist the student being referred.
 - 2) Inform the student and parent/guardian of actions to be taken.
 - 3) Involve the student in a three-way communication with parents/guardians when breaching confidentiality
 - 4) Allow the student to have input as to how and to whom the transition will be made.
-
- School counsellors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their child.
-
- Follows up on referred students' status.
-
- Provides documentation of the action taken on referrals.
-
- Develops and maintains the expertise to recognize the signs and indicators of abuse and neglect. Encourages school-wide training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect.
-

See Appendix 3 Template for School Counselling Referral Form - for external agencies
See Appendix 4 List of external agencies and resources for external Referral

Multidisciplinary approach

School counsellors should work in multidisciplinary settings which require collaboration and consultation between professionals from multiple disciplines in the process of providing services to



the student. Multidisciplinary collaboration is “a best practice strategy for addressing critical social problems (Mellin, Hunt, & Nichols, 2011). Multidisciplinary collaboration contributes to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the counselling professionals and those of colleagues from other disciplines (ACA, 2014). In forming relationships, counsellors should work to develop and strengthen interdisciplinary relations with colleagues from other disciplines to best serve clients. (ACA 2005)

Approaches to multidisciplinary collaboration	
Build relationships with agencies and professionals	<ul style="list-style-type: none"> ■ Establish a collaborative relationship with outside service providers to best serve students. ■ Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately assess, counsel and assist the student.
Involvement of parents	<ul style="list-style-type: none"> ■ Provide a list of resources of outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. ■ School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their students. ■ Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student’s external provider.
Support for students	<ul style="list-style-type: none"> ■ Connect students with services provided through the local school district and community agencies ■ Remain aware of laws/ policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate. ■ Develop a plan for students for the transitioning of primary counseling services with minimal interruption. ■ Students retain the right for the referred services to be done in coordination with the school counsellor or to



Approaches to multidisciplinary collaboration

Support for students	discontinue counselling services with the school counselor while maintaining an appropriate relationship from outside support services.
School counsellors ethical considerations	<ul style="list-style-type: none">■ Ensure there is not a conflict of interest in providing referral resources.■ School counsellors do not refer or accept a referral to counsel a student from their school if they also work in a private counselling practice.■ Refrain from referring students based solely on the school counsellor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counsellors maintain the highest respect for student diversity.■ School counsellors provide multiple referral options or a vetted list and are careful not to indicate an endorsement or preference for one counsellor based on friendship.

(ASCA 2016)

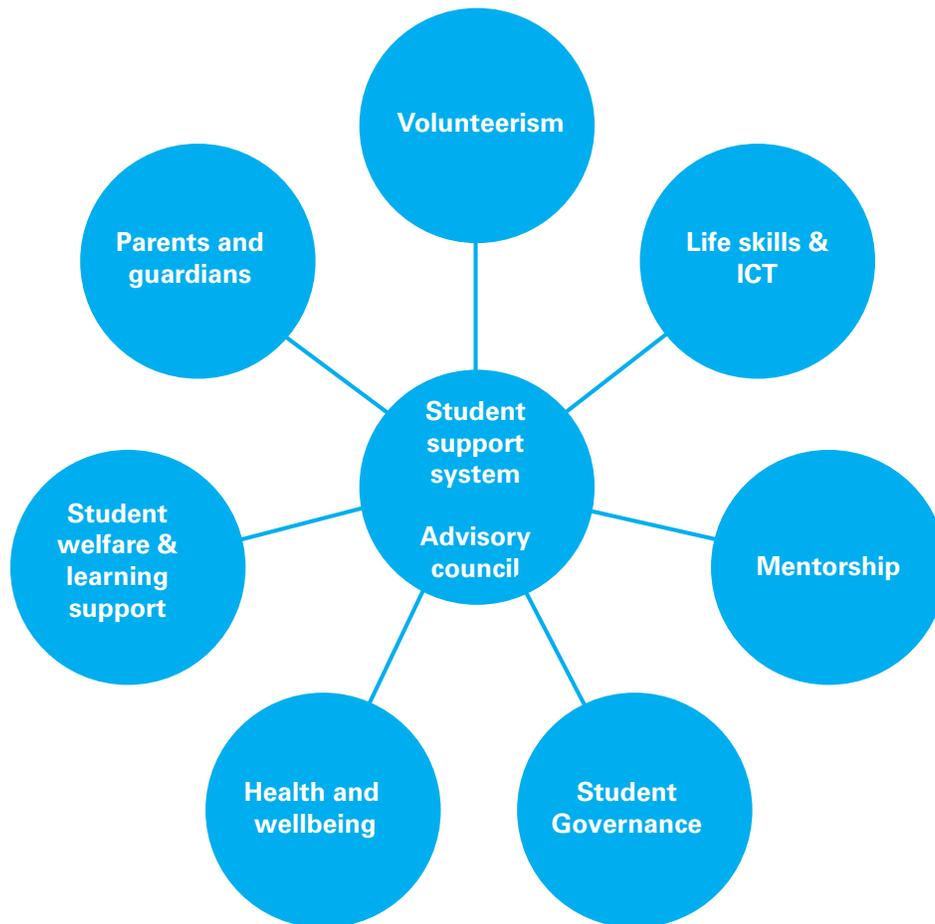




Chapter 4

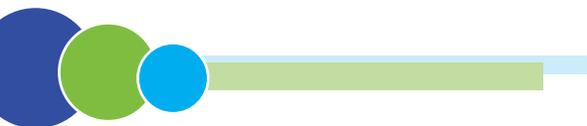
APPROACH TO SCHOOL COUNSELLING

Community Approach to School Counselling



For a comprehensive school counselling program to be effective, school counsellors need to recognize that the community must be engaged as the school is only one functional unit in a society. Community engagement happens when educators, families and communities partner to promote social-emotional learning, academic success and college-career preparation for all students. Community engagement also happens when educators, families and communities work together on a shared goal highlighting engagement, trust and collaboration (Kirsten Perry 2018).

School counselling is often perceived as an individual interaction between a professional and student. However, school counselling involves much more. Members of a community can contribute support for a school counselling programme. This support may come from community leaders, religious leaders, family and friends, or it may come from trained community agency representatives like social workers, counsellors, or other mental health workers.



Promoting and Supporting a Positive School Culture

School counsellors have specialized training and skills in promoting appropriate student behavior and preventing disruptive student behavior. School counselors are not disciplinarians but should be a resource for school personnel in developing individual and schoolwide discipline procedures (ACSA 2019).

Strategies/approaches to promote positive student behaviors

Safe and supportive school environment	<ul style="list-style-type: none"> ■ Promote wellness and lead prevention efforts to create safe and supportive school environments ■ Lead individual and small-group counseling that encourages students to make positive behavior choices and accept responsibility for their actions ■ Provide school counsellor curriculum and contribute to safe classrooms through appropriate classroom management strategies
Consultation	<ul style="list-style-type: none"> ■ Consult with families, teachers, administrators and other school personnel to understand developmentally appropriate student behavior and promote positive student behavior
Intervention	<ul style="list-style-type: none"> ■ Design and implement positive behavior and intervention support plans for individual students in collaboration with classroom teachers and other school behavior specialists
Collaboration	<ul style="list-style-type: none"> ■ Collaborate with school stakeholders to develop, implement and maintain a developmentally appropriate schoolwide discipline programme
Mediation	<ul style="list-style-type: none"> ■ Serve as a mediator for student/student, student/teacher and student/family conflicts ■ Coordinate and facilitate programmes (mentor, peer support, conflict resolution and anger management programmes) to assist students in developing pro-social behaviors
Staff development	<ul style="list-style-type: none"> ■ Provide staff development on - classroom management, student behavior and discipline



Staff development	<ul style="list-style-type: none">-strategies such as trauma sensitive approaches (Reinbergs & Fefer, 2018),-Application of healing and restorative practices (Smith, 2017)-Emotional awareness and emotional regulation of adults and students (Bowers, Lemberger-Truelove, & Brigman, 2017)
Continues learning	<ul style="list-style-type: none">■ Keep updating knowledge on school, district and state policies related to student discipline
Advocacy	<ul style="list-style-type: none">■ Advocate for best practices for schoolwide discipline, including ensuring objective and equitable disciplinary practices, such as the Effective Schools Framework/Child-Friendly Schools

(Adapted from the ASCA Position Statement on The School Counselor and Discipline, 2019)

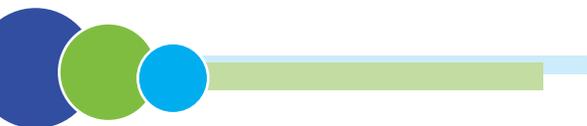
Advisory Council

We recommend that each school establishes an advisory council as part of the management system. The advisory council is a representative group of stakeholders (e.g. parent, staff, community, administration, etc.) selected to review and advise on the implementation of the school counselling programme (ASCA, 2012). This council should also consist of student representation in which the student government can be engaged.

Advisory councils assist school counsellors by:

- Advising on programme goals
- Reviewing programme results
- Making recommendations about the school counselling programme
- Advocating and engaging in public relations for the school counseling programme
- Advocating for funding and resources

(Johnson & Johnson, 2002)



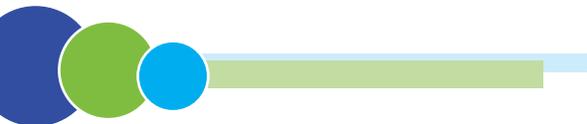
Guidelines for Creating an Advisory Council

Goals and objectives	<p>The advisory council's goals and objectives are set in advance of selecting advisory council members. School counsellors are responsible for helping the members understand the council's purpose and focus. Council members can provide feedback on the goals and objectives, which can be revised as needed.</p>
Representation	<p>The broader the representation on the advisory council, the more the group's work will accurately reflect the community's values, concerns and interests. Ideally, members of the advisory council reflect the diversity of the community and include students, parents, teachers, school counsellors, administrators, school board members, and business and community members.</p>
Size	<p>Although broad representation is crucial, the council's size is an important issue. It is important to create an environment that encourages informed, constructive discussion. A council with too many members may be ineffective. Generally, a good rule of thumb is to establish a council with a minimum of eight members and a maximum of 20 members.</p>
Appropriate candidates	<p>Advisory councils function as a communications link between the school counseling program and the various groups in the school and community: students, parents or guardians, educators, businesses and the community organizations. Appointing members with sincere interest in the school counselling programme is recommended. Officially invite potential members by letter to serve on the advisory council, and provide a brief explanation of the purpose of the council and the amount of time that may be needed. Also give potential members an opportunity to decline.</p>
Chairperson	<p>An effective advisory council chairperson has skills in planning and conducting meetings. Additionally, the chairperson should possess group facilitation skills and consistently demonstrate an effective working relationship with others.</p>



Terms of membership	Terms of membership include appointments to definite terms of office serving from one to three years. If terms are staggered, there will always be experienced members serving. When a member's term has expired, appoint a new council member for a new term.
Agenda and minutes	To ensure effectiveness, it is important that each advisory council meeting has a specific agenda and goals to be accomplished. Send minutes of previous meetings and an agenda of the upcoming meeting to each member several days in advance.
First meeting	The chairperson calls the first meeting of the council. Detailed information is provided to council members to inform members of the council's purpose and goals. In addition, reports, school data and other information previously collected are included in an information packet to each member. Setting meeting dates and times and other organizational activities should take place at the first meeting. Although the number of meetings may vary, the school counselling advisory council should meet at least twice a year to collaborate and provide input.
Additional meetings	As the group forms and develops an identity, agenda topics may naturally arise. However, part of the focus for the first meeting of the school year may be presenting the school counselling programme calendar, goals and objectives. At the end of the year, the results gained in the programme during the year can be shared along with recommendations for programme improvement.

(Adapted from the ASCA National Model, 2012, Third Edition)



Student Welfare & Support

Student welfare programmes should cater to students experiencing academic, physical, emotional, behavioral, social, medical, familial, or chemical use problems to the extent that their academic or extracurricular performance is being adversely affected. To meet these students' needs, the counsellor should be cognizant of support teams that systematically and professionally respond to student problems as they are manifested in school.

Recommendations:

A Student Support Team (SST) can be designed to provide at-risk students with academic and/or behavioral interventions/strategies in the regular setting that reduce and/or eliminate the area(s) of concern that adversely affects the students' ability to learn.

The school counsellor should know about, provide support and direct students to After-school Programs and learning support opportunities for students.

Parents & Guardians:

The home is integral to the development of each child under the supervision of a school counsellor. As such, the school counsellor should make every attempt to establish a positive rapport with parents and guardians.

Recommendations:

Opportunities should be made available to parents and guardians to gain knowledge of school goals and student outcomes.

They should also be provided with opportunities to positively engage with their child's education and school while also being made aware of community resources such as after school programs, groups, learning centres etc.

(Kirsten 2018)

Organization and availability of Parenting Seminars

Health and Wellbeing

The school counsellor should be concerned about the health and wellbeing of each student and as such advocate that the school promotes healthy lifestyles through its programming and through its cafeteria offerings. According to UNICEF (2019), nearly half of all deaths in children under 5 are



attributable to undernutrition; undernutrition puts children at greater risk of dying from common infections, increases the frequency and severity of such infections, and delays recovery.

Recommendations:

School counsellors can collaborate with Ministries of Health and other interested parties on various health awareness campaigns that addresses the health concerns of the students for whom the school is responsible.

School counsellors can collaborate with the Ministry of Education school feeding programme coordinators to advocate for healthy balanced meal plans.

Conduct Sexual Reproductive Health and Rights Education of school stakeholders, Promote Physical Fitness programmes and Activities, Fun Walk, Balanced Diet Awareness.

Student Governance

School counsellors are an integral part of a school's student welfare and learning support systems. School counsellors play a key role in supporting the development of student governance structures that empower students to contribute to creating safe learning environments at their schools and to collect and share information related to student welfare and learning support matters.

Recommendations:

As part of these support systems school counsellors also can champion, develop, coordinate, and assess initiatives that promote student welfare and improve learning standards.

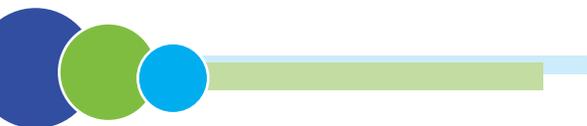
Empowering students in decision-making at the school and community level is a powerful avenue for creating change and providing opportunities for student learning, and positive engagement.

Support and encourage the development of student councils at all schools.

Mentorship

Mentorship may be defined as "the activity of giving a younger or less experienced person help and advice over a period of time, especially at work or school". A school mentorship programme will provide the support that students need as they transition through the various stages in their school career. The presence and guidance of a mentor allows for sharing and open communication which is expected to positively affect the students overall wellbeing.

Benefits of the mentorship on students:



- Increased high school graduation rates
- Lower high school dropout rates
- Healthier relationships and lifestyle choices
- Better attitude about school
- Higher college enrollment rates and higher educational aspirations
- Enhanced self-esteem and self-confidence
- Improved behavior, both at home and at school
- Stronger relationships with parents, teachers, and peers
- Improved interpersonal skills
- Decreased likelihood of initiating drug and alcohol use

(MENTOR, 2009; Cavell, DuBois, Karcher, Keller, & Rhodes, 2009)

Recommendations:

These mentors can be either adults or more effectively more experienced peers in school.

Careful attention should be given when selecting mentors to work with mentees, not only to align capacity but also to protect students against predators.

Data on mentors should be captured and background checks completed.

Life Skills & ICT

UNICEF (2003) defines life skills education as “a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practice psycho-social skills that minimize risk factors and maximize protective factors.

Life skills education programmes are theory - as well as evidenced-based, and learner-focused.

Recommendations:

School counsellors should advocate that ICT is integrated in the school curriculum

ICT should be appropriately evaluated to ensure continuous improvement of documented results.

The school counsellor can utilize ICT programmes to provide support systems for students in various ways e.g videos, social media use, accelerated learning programmes, individualized learning programmes.

Life skills education should be delivered by competent facilitators.

Life Skills Education should be introduced to students.



Volunteerism

The introduction of volunteer programmes within schools is an avenue in which school counsellors can collaborate in developing pro-social behavior in students.

This opportunity affords each student the benefit of building relationships that might have a direct impact on their future careers.

In a volunteer programme students are able to develop technical skills based on the initiative while also getting the opportunity to impact the community.

Recommendations:

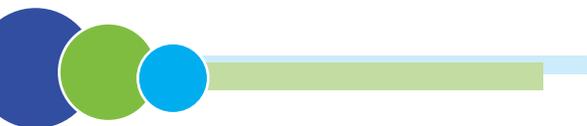
Voluntary activities may include Peer Helpers, Clean Up Campaign, Feed the Needy

Three of the top ten (10) skills employers seek are:

1. Ability to work on a team;
2. Ability to plan, organize and prioritize work;
3. Ability to communicate verbally to people both inside and outside an organization.

All of these abilities and more can be developed through a structured volunteer programme





Best practices for youth development

Positive youth development best practices and how these can be operationalized in the school environment. There is a solid and growing empirical base indicating that well-designed, well-implemented school-based prevention and youth development programming can positively influence a diverse array of social, health, and academic outcomes (Greenberg et. Al., 2003). Positive Youth Development (PYD) is based on the belief that, given guidance and support from caring adults, all youth can grow up healthy and happy, making positive contributions to their families, schools, and communities. The approach favors leadership and skill-building opportunities (National Clearinghouse, 2007).

How Best practices can be operationalized in the school environment

Strategy #1

Schools provide opportunities and support

The steps include:

- 1 Encourage and teach youth to embrace and contribute to their community and Likewise serve as an advocate for the community to engage and support all youth.*
- 2 Provide meaningful recognition of youths' achievements.*
- 3 Youth develop the 5 C's (competence, connection, character, confidence, and caring/compassion) through school programs (e.g. serve as a mentor or coach to other students) and community efforts.*
- 4 Work with youth on personal development goals outside of referred concerns, if applicable, For example a personal action plan.*
- 5 Help youth achieve their fullest potential by providing access to tools that break down barriers to opportunities.*
- 6 Empower youth to assume leadership roles, providing youth opportunities to consider themselves as resources.*
- 7 Skill building and intentional learning experiences through program activities and community involvement.*

(Guide for Best Practices in Positive Youth Development (2012))



Strategy #2

Big Brothers, Big Sisters programme

One-on-one mentoring matches between volunteer adults and young people

Process: The following are key components that assist with the development and maintenance of BBBS quality matches:

- 1) *Stringent guidelines for screening volunteers by professional program staff to eliminate applicants who pose a safety risk, are unlikely to keep a commitment, or are unlikely to form positive relationships with a young person.*
- 2) *An orientation for volunteers to learn program requirements and rules, with some sites providing more extensive training on sexual abuse, developmental stages of youth, communication and limit-setting skills, tips on relationship building and other issues.*
- 3) *A matching process which takes into account adult volunteers, youth and parental preferences, geographical proximity of adult volunteer and youth, gender, race, and religion (most matches are made within gender, and staff try to make same-race matches).*
- 4) *Supervision to support effective matches, including required monthly telephone contact by agency case managers with the adult volunteer and the youth and/or parent*

(Thomas M. McKenna National Executive Director Web site: <http://www.bbbsa.org>)

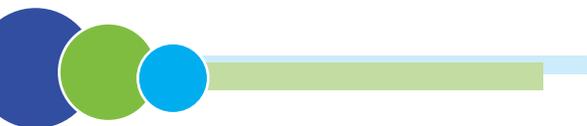
Strategy #3

Youth as Resources (YAR)

This is an initiative with the principal mission is to empower people to prevent crime and build safer and more caring communities.

- *YAR encourages youth engagement in communities by providing small grants to youth-designed and youth-implemented projects that address social problems and contribute to positive community change.*
- *Young people work as partners with adults in all levels of the programme, including governing boards responsible for awarding the grants and developing programme policies*

(Usha Vatisa, Training Manager Center for Youth as Resources Web site: <http://www.yar.org>)



Strategy #4

Mentoring School Programme

- *Young males/females are mentored by same sex teachers for at least an hour every week.*
- *To Kick off each year, participants are invited to an Opening Ceremony.*
- *A similar event at the end of the year recognizes the Mentee, Mentor, and Parent/ Guardian of the Year.*

Strategy #5

WeThinkTwice Programme

We Think Twice is a youth-centered social media campaign designed for teens ages 13–19. The campaign promotes healthy discussions decisions and behaviors that help teens achieve optimal health and successfully transition to adulthood.

We Think Twice is a youth-centered design approach to develop and share creative skills, with teens in person and online.

They create, share and test ideas, share strategies on several predetermined topics e.g.

- *Setting goals*
- *Planning for their future*
- *Forming and maintain healthy relationships*
- *Avoiding sexual risks, sex, drinking, abusing other substances, impact of teenage pregnancy etc.*

The topics for discussion should emerge from a committee consisting of students and school personnel.

Most teens use multiple social media platforms, including YouTube, Snapchat, Facebook, Twitter, Instagram, to reach other teens who are online. The emphasis is to engage in a healthy positive interactive social media environment.

The content must be supervised.

(Family and Youth Services Bureau (2019)www.acf.hhs.gov/programs/fysb).



Strategy #6

Person-Centered Planning

Person-Centered Planning is designed to engage a young person in their own personal care and future plans. This is articulated in the Person-Centered Planning (PCP) model.

'Person centered planning' may be defined as a way of discovering: How a person wants to live their life .

Aim of PCP

The overall aim of person centered planning is good planning leading to positive changes in people's lives and services.

The PCP approach has been developed and it is intentionally designed to elicit the preferences and wishes of persons with cognitive challenges, ensuring that plans are developed with those preferences in mind.

"PCP is an ongoing problem-solving process used to help people with or without disabilities to plan for their future.

Approach

In PCP, groups of people focus on one individual and that person's vision of what they would like to do in the future.

This PCP team meets to identify opportunities for that focus person.

In the process the team

- develops personal relationships
- participates in the community
- increase control over their own lives
- develop the skills and abilities needed to achieve these goals

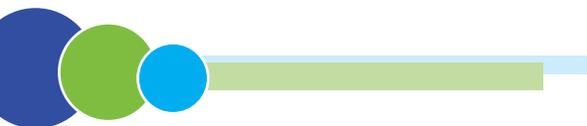
The individuals [on the team] take action to make sure that the strategies discussed in planning meetings are implemented.

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Strategy #7

Building Awareness ownership and trust can influence behavior outcomes of youths

Involvement of students in contractual agreement with school counsellors (or other school clubs, or other school entities) can increase student awareness, build trust and influence behavioural outcomes



Variables on contracts with school counsellors should include but not limited to the following:

- *The duration and frequency of sessions*
- *The keeping and cancelling of sessions*
- *The use of phone calls or contact outside appointment times*
- *Students access to records*
- *Expected outcomes*
- *Treatment strategies*
- *Code of Ethics*
- *Informed consent*
- *The student must have the capacity to make a rational decision, he/she must be able to comprehend the information and consent must be voluntary*

(Ethical Issues in counselling (2013))

Strategy #8

Use Group and collaborative team work to build positive behavior change

Facilitate short-term groups to address students' academic, career and/or social/emotional issues.

Inform parent/guardian(s) of student participation in a small group.

Screen students for group membership.

Use data to measure member needs to establish well-defined expectations of group members. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed (ASCA 2016).

Process

- *Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group.*
- *Facilitate groups from the framework of evidence-based or research-based practices.*



- *Practice within their competence level and develop professional competence through training and supervision.*
- *Measure the outcomes of group participation e.g (participation, Mindsets & Behaviors and outcome data).*
- *Provide necessary follow up with group members.*

(ASCA 2016).

Strategy #9

Student Peer-Support Programme initiated by school counsellors:

Methodology:

- *Safeguard the welfare of students participating in peer-to-peer programs under the school counsellor's direction.*
- *School counsellors are responsible for appropriate skill development for students serving as peer support in school counselling programmes.*
- *Supervise students engaged in peer helping, mediation and other similar peer-support groups*
- *School counsellors continuously monitor students who are giving peer support and reinforce the confidential nature of their work.*
- *School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.*

(ASCA 2016).

Strategy #10

Create Opportunities for leadership roles for young adults 13-18years

Student Participation on Boards, Committees, and Work Groups

Participation in Program Evaluation e.g. school evaluation and counselling programme evaluation)

Senior students mentor junior groups within the school environment

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Appendices

APPENDIX 1

Detecting early signs of students who may require school counselling

Early signs of students who may require counselling

When do you use counseling?

Teachers may wish to refer

- any child who requests to see the counsellor
- cases of suspected abuse
- pupils who may need individual help
- students with suspected learning challenges
- academically talented or gifted students
- variation in academic performance
- students with social relationship difficulties
- observed changes in behaviour that cannot be accounted for by the teacher
- children whose parents request counseling
- children with withdrawal tendencies

Some situations in which counseling may be advisable

- children who exhibit excessive aggressive behavior
- those with daydreaming
- when a teacher senses a mounting hostility between himself/herself and a child
- a death in the family/prolonged or excessive symptoms of grief
- a divorce or separation in the family
- students moving to a new community
- students new to the school
- children in the custody of a governmental or other agency or foster homes

Mississippi Department of Education (1997)

APPENDIX 2

A school counselling referral form for teachers

Sample 1

SCHOOL COUNSELLING REFERRAL FORM

STUDENT'S NAME _____ DATE _____

FORM _____ FORM TEACHER(S) _____

BIRTH DATE _____ AGE _____ HOME PHONE _____

STUDENT LIVES WITH _____

ADDRESS _____

MOTHER'S NAME _____ WORK/CELL PHONE _____

FATHER'S NAME _____ WORK/CELL PHONE _____

PARENT'S EMAIL

ADDRESS _____

Reason(s) for referral:

- | | | |
|---|---|---|
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Hyperactive | <input type="checkbox"/> Destruction of |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Property |
| <input type="checkbox"/> Swearing | <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Anger |
| <input type="checkbox"/> Divorce | <input type="checkbox"/> Lying | <input type="checkbox"/> Dishonesty |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Absences | <input type="checkbox"/> Death |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Tardiness | <input type="checkbox"/> Fears |
| <input type="checkbox"/> Stressed | <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Drugs |
| <input type="checkbox"/> Friendship | <input type="checkbox"/> Stealing | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Peer Relationships | <input type="checkbox"/> Depression | [] _____ |
| <input type="checkbox"/> Inattentive | <input type="checkbox"/> Perfectionist | [] _____ |

Concerns:

What action has been taken?

What type of support do you think would be beneficial to the student?

REFERRED BY

Teacher's Signature

Sample 2 TEACHER REFERRAL FORM

For students who are struggling with behavior or academics in their classroom. Submit referral by Friday of each week to the counsellor. Meetings will be held each Wednesday.

Date _____ Student's name _____

Grade _____ Referred by _____

Reason(s) for referral:

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Friendship problems | <input type="checkbox"/> Absences/Tardy | <input type="checkbox"/> Not Completing Homework |
| <input type="checkbox"/> Bullying | <input type="checkbox"/> Peer Relationships | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Sleeping in Class |
| <input type="checkbox"/> Swearing | <input type="checkbox"/> Inattentive | <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Struggle to Take Notes |
| <input type="checkbox"/> Defiant | <input type="checkbox"/> Hyperactive | <input type="checkbox"/> Not Turning In Work | <input type="checkbox"/> Failing Grade/s |
| <input type="checkbox"/> Vision | <input type="checkbox"/> Social Skills | <input type="checkbox"/> Disorganized | <input type="checkbox"/> Struggling Reader |
| <input type="checkbox"/> Skipping | <input type="checkbox"/> Touching Others | <input type="checkbox"/> Poor Test Taker | <input type="checkbox"/> Struggling with Math |
| <input type="checkbox"/> Walking Out of Class | <input type="checkbox"/> Excessive Physical Movement | <input type="checkbox"/> Destruction of Student Work by Student | <input type="checkbox"/> Concepts |

Concerns _____

Interventions tried _____

Have you contacted parent/guardian about your concern? (date) _____

Explain _____

Attendance in Your Class: _____

In your opinion, what would the ideal outcome be for this student? _____

Referred By _____

Teacher's Signature _____

Sample 3
STAFF REFERRAL FORM

Student Name _____ Date _____

Grade Level/ Home Room _____

Referred by: _____

Area(s) of Concern:

Personal / Social Development

- Peer Relationships
- Family Relationships
- Emotional Issues
- Other _____

Academic Development

- Grades
- Attendance
- Educational Planning
- Other _____

Career Development

- Decision-making
- Exploration / Planning
- Post-Secondary Options
- Post-Secondary Applications
- Other _____

Pre-Referral Intervention Strategies and Response to Intervention:

Reason for Referral:

Student's Strengths/Interests:

Specific Observable Behaviors:

Parent / Guardian Contacted: No Yes Date: _____

Outcome of Contact:

For School Counselor Use Only:

Informed Consent (attached) Yes Date: _____ No

Action Plan Date: _____

Parent/Guardian Contact Group Counseling Individual Counseling
 Hotline School Nurse Referral Outside Resource(s) Special Services
Administrator Referral Other

Follow-up with referring person Date:

APPENDIX 3

School Counselling Referral Form - for External agency

Student's Details

First name

Last name.....

Year Level

Referral Source

Classroom Teacher's Name

Tick one:

- Parent
 - School Counsellor (please discuss the referral first with your Team Leader)
 - Principal/Assistant Principal
 - Class teacher
-

External Agency Referred to Please state the organization

.....

Referrer's Name

.....

E-mail.....

Phone Number.....

Reason for the Referral

Tick relevant areas below

- Mental Health Concerns
- Parental SepAration/Divorce
- Emotional Well-Being
- Suicide/Self-Harm
- Friends/Peer Relationships
- Family Violence
- Bullying
- Learning Support/Educational Issues
- Grief and Loss
- Anger
- Adjustment Issues
- Behavioural Concerns
- Accommodation Issues
- Parental/guardian Concerns

Other reason for referral (Please state if any)	
Please provide further information regarding this referral:	
Desired wellbeing outcome:	
Relevant History (Is the child on any medications? Does the child have a diagnosis? Is there a history of mental illness within the family?)	
Please upload or attach any paperwork relevant to this referral	
Are any other services/organisations involved with this child or family?	
Has the child or family had any Department involvement?	
Parent Consent? Parents will be contacted regarding this referral. Individual Counselling can only take place with parental/guardian consent.	
Is the student aware of the referral?	

School Counselor Signature.....

Date.....

APPENDIX 4

List of external agencies and resources for external Referral

External Agencies and Resources	
1.	Ministry of Health and Family Life
2.	Ministry of Social Services
3.	Ministry of Education
4.	Community Health Clinics
5.	Community Support Groups e.g. Rotary Club Rotary, Club Faith-based Groups, Kiwanis
6.	Licensed Professional Counsellors, Psychologists, Psychiatrists
7.	Substance Abuse Centers
8.	Community Youth Groups (Boys & Girls Clubs, church groups, Boys Scouts, Girl Scouts)
9.	Sports clubs
10.	Special Education schools (Deaf, Blind, etc)
11.	Parenting Partnerships clubs Mothers and fathers group
12.	Multi-disciplinary teams
13.	Detention Centers
14.	Police assigned to school communities

