New Trends in School Counseling in the United States

Comprehensive Results-Based Student Support Program

Traditional Model

‣ Service Model (also known as the Process Model or the Add-on Model)
  ◦ Has existed since the beginning of school counseling
  ◦ Almost universal
  ◦ Counselor duties vary according to the school and they system
  ◦ Definition of school counselor is poorly defined

◦ School counselors lack the core identity that other counselors and psychotherapists
◦ School counseling is vulnerable in 2 ways
  • Counselors are not accountable for their contribution to education
  • Counselors are more vulnerable to losing their positions than other members of the educational community

Process-Based Services

- Services defined by school needs
- Focus on activities of counselors
- Roles preexist the counselor
- Counseling activities constant, outcomes vary by student
- Focus on system
- Evaluation of counselors based on how many receive their services and expectations of administration
- Counselors become reactive
- Role and function set by administration

Results-Based Model

- Based on standards of competence for students across academic, career and personal and social success and development
- Defines the counselor's role in the school in terms set out by the American School Counseling Association
- Counselors become accountable for their contributions to the school community
- Wherever it has been instituted counselors' jobs have stabilized as administrations and governmental agencies see the worth of counselors

- Program elements developed based on desired student outcomes
- Focus on results (what children learn) not on processes
- Counselors become experts in planning and implementing their jobs based on specific student results
- Outcome is constant, activities vary
- Focus is on student learning and success
- Student support professionals work as a team according to expertise, not role

- Activities planned based on desired student skills, knowledge and attitudes
- Counselors evaluated based on number of students demonstrating predetermined competencies (ability to produce results in students)
- Counselor become proactive, not reactive
- Activities change as data determines need to improve the program

---

Steps Toward Building a » Results-Based Comprehensive School Counseling Program

---

Determine the Mission of the Counseling Program

- Define the intention of the student support program. Provide direction for developing student goals, desired impact on the school, align the intentions of the program with the mission of the government and of the school administrative office

Develop a counseling philosophy

‣ Set out the principles and agreements between counselors, other support professionals and administration of the school. How counselors will function, what ethical and professional guidelines will guide their actions.

Determine student goals and desired skills, attitudes and knowledge counselor responsible for

‣ Determine what students should achieve at the age/developmental level and what counselors should be responsible for that teachers cannot be.

Develop specific roles for each counselor

‣ Decide what areas each counselor is most competent in and assign competence and activity development responsibilities to each counselor based on expertise
‣ Develop a communication system that allows administration to learn and understand what each counselor will contribute in relation not to just activities but student results

Determine results measurement criteria and methods

- Decide and document method of collecting data to evaluate the outcome of counseling activities by measuring student improvements in skills, knowledge and attitudes
- Periodically collect data
- Measure individual results
- Make adjustments in the activities of counselors when desired results are not achieved in one area