



# The A B C's of the Louisiana School Counseling Model

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**Montegut Middle School and Pointe-Aux-Chenes Elementary**  
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**Professional School Counselor-14 years**  
**South Terrebonne High School, Bourg, LA**  
**Terrebonne Parish School District- 28 years**

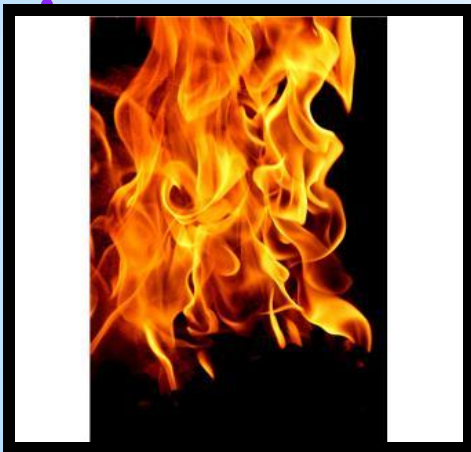


A  
ADOVOCATE  
FOR YOUR  
PROFESSION

**Incorporating the Model**



***CAN LEAD TO***



**Systemic, Proactive Change...  
Placing Students First!**

# What Is the Difference Between Being a Guidance Counselor



And  
Becoming a



*Professional School Counselor?*

# REACTIVITY VERSUS PROACTIVITY



**Just because it has always  
been done this way,  
does NOT make it right!!!**

-Jared A. Degruise-





# IN THE BEGINNING...



*Drowning in  
Non-Counselor  
Responsibilities*



**B**

**BEGIN USING**

**THE MODEL**

**In your own words, what is the purpose of the ASCA Model or Louisiana School Counseling Model?**

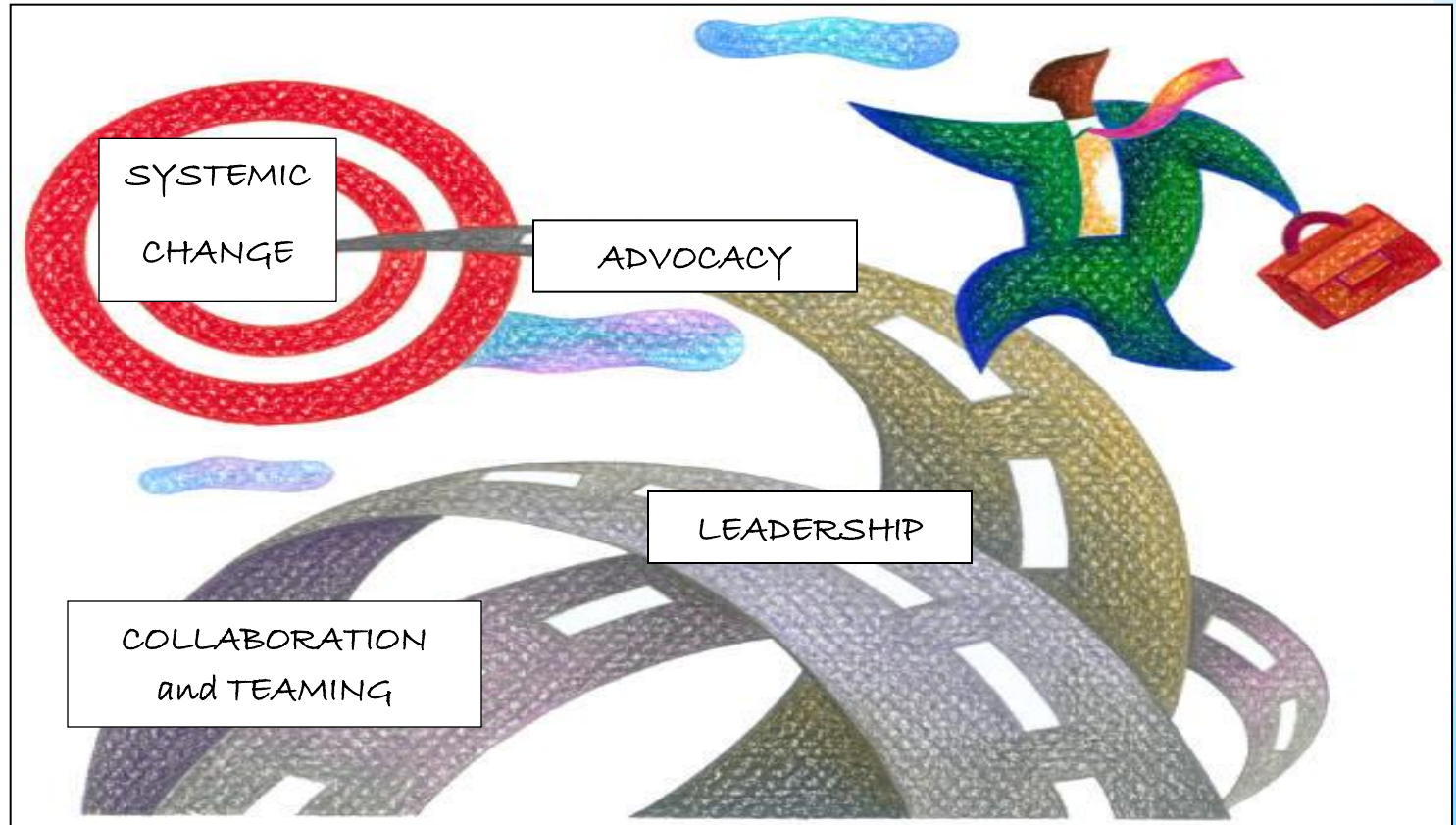
- Allows for an increase in pro-activity instead of reactivity
- Allows data to drive possible effective changes in comprehensive services for students/systemic change
- Provides accountability
- Builds trust, rapport and relationships with entire school community
- Puts students first

# LOUISIANA SCHOOL COUNSELING MODEL

## Professional School Counselor



Professional School Counselors will help each student achieve his greatest potential through three domains/areas of development: academic, personal/social and career development. A PSC will collaborate with the entire school community regularly to help all students achieve by evaluating and assessing the needs of the school.



# COMPONENTS of a COMPREHENSIVE SCHOOL COUNSELING PROGRAM



## Foundations

Program Mission Statement

Belief/Philosophy Statement

Student Standards/Competencies



## Delivery System

(Evaluation Rubric Criteria)

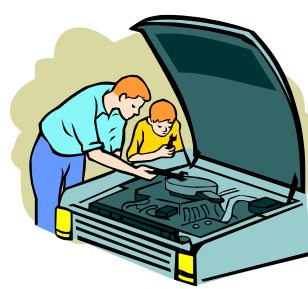
(4 Subcomponents-see examples)

School Counseling Curriculum

Individual Student Planning

Responsive Services

System Support



## Management System

Principal/Counselor Agreement

Schedule/Logs/Calendars

Action Plans

Advisory Council

Professional Organization  
Memberships

PD Agendas



## Accountability

All Data (Process, Perception  
Outcome/Results Data)  
Results Reports

Documentation

Program Binders

Program Audit

Evaluations

IMPLEMENTING A COMPREHENSIVE SCHOOL COUNSELING PRGRAM WILL ALLOW A SHIFT FROM THINKING...

“WHAT DO SCHOOL COUNSELORS DO?”

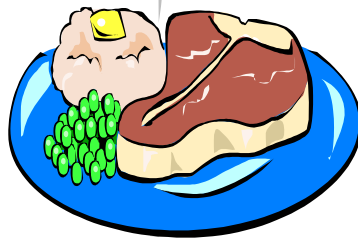
TO

“HOW ARE STUDENTS DIFFERENT AS A RESULT OF WHAT SCHOOL COUNSELORS DO?”

# *SCHOOL COUNSELING PROGRAM:*

# *SCHOOL COUNSELING PROGRAM:* **DELIVERY SYSTEMS**

**The “Meat and Potatoes” of Your School Counseling Program**



# School Counseling Curriculum

## What does it include?

A data-driven written instructional program (lessons) that is comprehensive in scope, preventative, proactive, and developmental in design.

Instruction in three domains: academic achievement, career development and personal/social growth which promotes knowledge, attitude, and skills.



# Sub-Component I: SCHOOL COUNSELING CURRICULUM

## ***MIDDLE (25-35%) & HIGH SCHOOL (15-25%)***




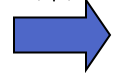




- \* Conflict Resolution**
- \* Goal Setting**
- \* Learning Styles**
- \* School Success**
- \* PLAN, ACT, EXPLORE, SAT Test Taking Skills**
- \* Bullying, Harassment, Etc.**

## ***ELEMENTARY (35-45%)***

- \* Character Education**
- \* Decision Making**
- \* Goal Setting**
- \* Bullying, Harassment, Violence Prevention**
- \* Test Taking Skills**
- \* Parent/Teacher Workshops**
- \* Counselor Introductions**



## Other Useful School Curriculum Information/Ideas:

- \* Rotation of Teachers for Classroom Lessons 
- \* Example of a Classroom Lesson / Botvin Life Skills High School Program 
- \* Counselor Orientation for All Students (Three Weeks Into New School Year) – Power Point Available for Viewing
- \* First Days of School PD to Faculty (See Folder)
  - \* Career Expo Night 
  - \* LEAP/iLEAP Night - 
  - \* PD's for Teachers / Staff
- \* Anti-Bullying Committee – Anonymous Bystander Slips , Committee Information , Agenda , Student Permission Slips , School Map, Shirts, Bracelets

## Sub-Component II: INDIVIDUAL STUDENT PLANNING



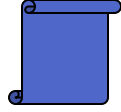



### *MIDDLE (15-25%) & HIGH SCHOOL (25-35%)*

- \* Individual Graduation Plans
- \* Course Selection (scheduling)
- \* Transition between middle school and high school
- \* Scholarships (senior bulletins)
- \* Post-Secondary Planning
- \* Academic Improvement
- \* Course Choice
- \* Career fair coordination

### *ELEMENTARY (5-10%)*

- \* Repeaters
- \* Goal Setting
- \* At risk students
- \* Middle School Transition
- \* Parent or Teacher Consultations

## Other Useful Individual Student Planning Information/Ideas:

\*Career Day      

\*Transitions from School-to-School (Orientation) – power point available for viewing



# Responsive Services

## What does it include?

- Activities to meet students' immediate needs and concerns.
  - Consultation
  - Individual and small-group counseling
  - Crisis counseling
  - Community referrals
  - Peer facilitation

## **Sub-Component III: RESPONSIVE SERVICES**

### ***MIDDLE (30-40%) & HIGH SCHOOL (25-30%)***

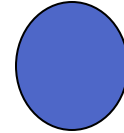
- \* Individual Counseling**
- \* Crisis Intervention**
- \* Parent/Teacher Conferences**
- \* Parent Requests**
- \* Agency Referrals**
- \* Recess Question and Answer Tables**
- \* Small Group Interventions**
- \* RTI**
- \* Tutoring Referrals**

### ***ELEMENTARY (35-45%)***

- \* Individual Counseling**
- \* Referrals to Agencies**
- \* Crisis Counseling**
- \* Referral to Nurse**
- \* Personal/Social Problems**
- \* Family Issues**

## Other Useful Responsive Services Information/Ideas:

\* Grouping Classification System -



\* TPSD Resource list -



\* TPSD Counselor List



# System Support

## What does it include?

- **Management activities that establish, maintain and enhance the total school counseling program.**
  - Professional Development
  - Consultation, Collaboration and Teaming
  - Program Management and Operations



## Sub-Component IV: SYSTEM SUPPORT

### *MIDDLE (10-15%) & HIGH SCHOOL (15-20%)*

- Program Management
- Professional Development
- PBIS Member
- Crisis Team
- Regional Meetings
- Returning e-mails/Phone Calls
- Fair Share Responsibility: Duty, School Events, Testing

### *ELEMENTARY (35-45%)*

- Data Review
- Program Management
- Regional Meetings
- Professional Development
- SBLRC, SAT Member
- Crisis Team
- Returning phone calls/e-mails
- School Counseling Action Plans
- Fair Share Responsibility: Duty, School Events, Testing

C

CHANGE BEGINS

WITH YOU



**IF YOU WANT  
SOMETHING YOU'VE  
NEVER HAD,  
YOU MUST BE WILLING  
TO DO SOMETHING  
YOU'VE NEVER DONE.**

**- THOMAS JEFFERSON -**



# TRACKING FORMS (Management System)



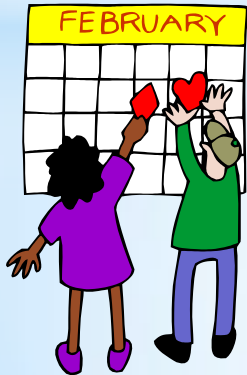
Principal/Counselor  
Agreement



Mock Schedule



Weekly Tracking Form



Monthly Tracking  
Form



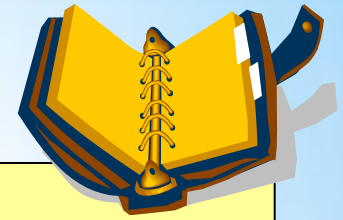
Daily Student  
Log



Action/Lesson Plan

FREE to  
DOWNLOAD

# Google Calendar



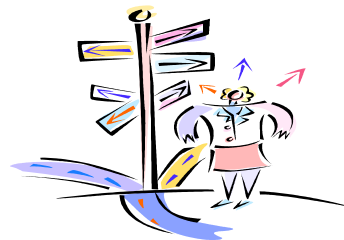
Things you can do with it:

1. Share your schedule-specify who you want to have access to your schedule
2. Get your calendar on the go-can access is from anywhere on your tablet or phone
3. Never forget another event
4. Send invitations and track RSVP's
5. Sync with desktop applications such as outlook
6. Work offline-airplanes





# Challenges / Questions I've Encountered On My Journey



This is just the way things have always been done around here.  
-OR-  
Our Guidance Counselors have been doing it this way for years.

- Does this make it right?
- Is the task/responsibility in the best interest of your students? Is it proactive?
- Is there someone else better fit to accomplish this task, while you conduct more proactive services for your students?
- If you are not “truly” busy...someone will make you busy! (Although you might not like or appreciate what they make you busy with!)
- Keep in mind that the more paper related tasks you do, the more paper related tasks you will be given. We are what we eat!
- It's okay to say no sometimes!!!



*If I don't do testing/master schedule/SBLC chair, who will?  
We are short-staffed and everyone has to take on extra  
jobs/responsibilities to help out.  
I would feel bad if I didn't do it.*

Remember fair share

Keep your priorities straight. Students first!

Let a secretary do a secretary's job. (I mean this in the nicest way!)

Come in early or stay late, but while students are around, you should spend most of your time building relationships with them.

Jenn's 1<sup>st</sup> year story...No one's crying or quitting over slow changes in shuffling of responsibilities!

Take Baby Steps - It takes 3-5 years to implement a comprehensive school counseling program. Advocate for change a little at a time. Remain positively persistent!

Know who you are working with and consider the best way to approach your ideas to this person.

**Where there is a will...There is a way!**

**My Principal is very controlling and hard to work with. He/she will never let me go into classrooms or change some of my current responsibilities.**

- \* Plan and present ideas as if they were already approved.
- \* Data, data, data!!! It is hard to dispute data! Needs assessments with faculty, parents and students, discipline, academic and attendance report, etc...
- \* Principal/Counselor agreement at the start of the school year...better yet the end of last school year or during the summer. This leads to better planning, communication and rapport.
- \* Try and try again...As we tell the kids...You should always have a Plan B and C!

*I'm old school. We didn't have the Model to learn about when I went to college. The kids know where I am if they need me. If I'm not in my office and there is an emergency, they won't know where I am.*

- \* Reactive thinking vs. proactive thinking.
- \* If a student has a problem and comes to you...the problem has already occurred. Proactive programs might help to eliminate some reoccurring issues. (small groups, classroom lessons, school-wide presentations, etc...)
- \* You can't build a relationship behind a computer or sitting in an office all day.
- \* Weekly Schedules/Calendars to stakeholders and consistent counseling procedures that are explained to all staff at the start of school, will help with emergency situations.
- \* Use data to help you assess the changing needs of your school, to help you build a proactive program.

What's the difference between being called a  
Guidance Counselor and a  
Professional School Counselor?  
Who cares?

Hopefully, you care...It's a new way of thinking.  
It's a feeling from within you.  
It's a desire to be around others.  
It's a positive change in our profession.

*Professional School Counselor* vs. *Guidance Counselor*

- ❖ *Service-Centered Approach* ➡ *Comprehensive Program*
- ❖ *Reactive/Putting out fires* ➡ *Proactive*
- ❖ *Evaluation and Accountability / Systemic Change*
- ❖ *Proof of how students are different because of what we do*

# Needed School Counseling Changes

(ASCA, 2002)

From Counselors who:

To Counselors who:

Focus on good intentions.	Focus on accomplishments.
Talk about how hard they work.	Talk about effectiveness.
Generally feel little need to change their behavior or approach.	Know that their future rests on continuous improvement.
Use intuition to design programs and interventions.	Use data to design and evaluate programs and interventions.

***I am split between schools.  
It's impossible to incorporate the Model.  
There is just not enough time or  
Counselors.***

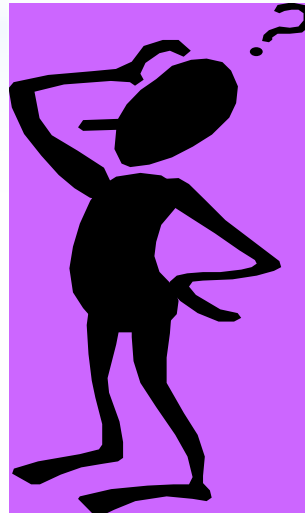
**You still need so many hours of each component each week/month. Make a “mock schedule” to help you plan.**

**Principal/Counselor Agreements**

**Weekly / Monthly Schedules to Staff**

***I have done the same type of group for years now. If I use data, and the data does not show positive results, then what...I'm scared!***

I can understand being nervous, but...





What are comments/concerns  
that you have encountered thus  
far?

How have you overcome them?



During the 12-13 school year counselors were evaluated based on the rubric for teachers. I would like to share with you information about the Louisiana Counseling Model (LaSCM) and the Compass rubric for Louisiana School Counselors. Below is a synopsis and some websites with additional information. I would like to meet with you personally to discuss implementing the LaSCM and evaluating school counselors using the School Counseling Rubric.

The LaSCM was developed to move the counseling departments from the old "guidance counselor" student services model which was reactive to a more proactive student services model. With this new model school counselors would implement programs that would prepare students to meet the college and career ready initiatives. These programs would be comprehensive in scope, preventative, proactive and developmental in design. The three domains covered include academic achievement, career development and personal/social growth. Under the LaSCM, school counselors would be providing services to all students. Examples of the school counseling model at the high school level based on % of time and activities are:

15-25% - conflict resolution, goal setting, learning styles, school success, test taking skills, bullying

25-35% - individual graduation plans, scheduling, middle to high school transition, scholarships, post-secondary planning, academic improvement, career fair

25-30% - individual counseling, crisis intervention, parent conferences, agency referrals, small group interventions

15-20% - system support

Information on the LASCM that the Department of Education implemented in 2010 can be found at <http://www.louisianaschools.net/lde/uploads/20286.pdf>.

Compass rubric for school counselors can be found at <http://www.louisianaschools.net/lde/uploads/20165.pdf>.

Thank you for considering my request and I look forward to discussing this important initiative with you further. I believe school counselors have the ability to improve student outcomes.

Denise

Denise Latour, M.Ed., NCC

School Counselor

## **Final Words of Wisdom...**

**Do NOT be afraid to open your mouth!**

**ASK QUESTIONS!!!**

**If you believe in it...Find a way!**

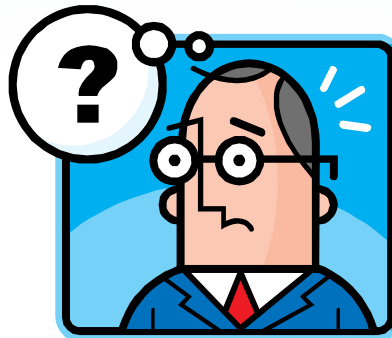
**Work as a Team with other positive,  
interested individuals.**

**Advocate to keep students first!**

**Get your name (and passion) out there.  
Good will come out of it!**



# COMMENTS AND QUESTIONS



# Thanks for coming today.

We enjoyed sharing our story with each of you.

If you walked in this workshop as a Guidance Counselor, hopefully we have motivated and empowered you by giving you ideas and tool to become a PSC.

Good luck on your journey!!!

**Jennifer B. Degruise**  
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**Christina Falgout**  
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*We appreciate your dedication to our profession.*