THE OHIO STATE UNIVERSITY
College of Education and Human Ecology
COUNSELOR EDUCATION PROGRAM
ES CE 7832
Fall 2013
Tuesdays, 4-6:45 pm, PAES 470

Class: ES CE 6832, CURRENT ISSUES IN PROFESSIONAL SCHOOL COUNSELING, 3 credits

Catalog Description: Study of the current issues in school counseling including student issues, schools issues, and community issues

Instructor: Dr. Colette T. Dollarhide, NCC, ACS, LPC-S (OH), Associate Professor, Counselor Education. Office Location: PAES Building, room 446. Office Phone: 614-688-5938. Email: dollarhide.1@osu.edu. Home email: ctdollarhide@gmail.com.

Texts:


Websites to consult:
http://smhp.psych.ucla.edu/ -- UCLA School Mental Health Project

*Additional readings will be posted on Carmen.

Course Philosophy: School counselors must be in touch with the issues that impact the lives of young people and must be able to understand, both cognitively and affectively, what life is like for students. This class will provide counselors-in-training with an overview of resilience and pro-social wellness, as well as negative student issues, family issues, school issues, and community issues such as trauma, poverty, diversity, violence, cutting and other self-destructive behaviors, sexuality, substance abuse, dropout, gangs, and suicide. Resilience boosters, advocacy, prevention, and intervention strategies will be presented.
This graduate course reflects content learned from previous coursework as well as current standards in school counseling (e.g., TSCI philosophy, ASCA model, etc.). More specifically, the content of this course addresses what school counselors should know and be able to do. The below program standards will be reinforced throughout the semester:

1. Professional school counselors apply individual and group counseling theories, techniques, and practices to remove barriers to student learning.

2. Professional school counselors support the learning of all students through advocacy, leadership, and systemic collaboration.

3. Professional school counselors consult effectively with teachers, administrators, parents, community groups, and social agencies to secure assistance for students and their families.

4. Professional school counselors work toward a positive school climate for all, and focus on social justice issues using data and systemic interventions to ensure that no child is left behind.

5. Professional school counselors demonstrate responsibility for their own learning.

**Learning Objectives:**
As a result of this course, students will meet the following CACREP Standards (2009):

A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

A7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.

C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.

C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.

C4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

C5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.
C6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

D3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

D4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.

E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.

E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

G2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

G3. Identifies various forms of needs assessments for academic, career, and personal/social development.

H1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

H2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
H4. Makes appropriate referrals to school and/or community resources.

H5. Assesses barriers that impede students’ academic, career, and personal/social development.

I1. Understands how to critically evaluate research relevant to the practice of school counseling.

I3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).

I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).

I5. Understands the outcome research data and best practices identified in the school counseling research literature.

J1. Applies relevant research findings to inform the practice of school counseling.

J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.

K1. Understands the relationship of the school counseling program to the academic mission of the school.

K2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.

K3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.

M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.

M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.

M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.

M4. Understands systems theories, models, and processes of consultation in school system settings.
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.

M6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.


N1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.

N2. Locates resources in the community that can be used in the school to improve student achievement and success.

N3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.

N4. Uses peer helping strategies in the school counseling program.

N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

O2. Knows strategies of leadership designed to enhance the learning environment of schools.

O4. Understands the important role of the school counselor as a system change agent.

P2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

**Student Outcomes:**
Candidates preparing to work as professional school counselors must know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. This course seeks to help counselors-in-training acquire both cognitive and affective comprehension of issues that impede students’ development, and knowledge and skills will be demonstrated through the following:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVE</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address a systems perspective in examining the impact of social influences on children, effects of growth, trauma, needs assessments, community resources, referrals, ethics and legal issues</td>
<td>Counseling topics paper, Case study</td>
</tr>
<tr>
<td>Risk assessment, use of data, resilience and developmental assets assessment, best practices for issues presented in class</td>
<td>Case Study Assessment and Prevention activity paper; Counseling Topics paper</td>
</tr>
<tr>
<td>Demonstrate cognitive and affective comprehension of one of the counseling issues discussed in class and design a best practices intervention, theories of wellness</td>
<td>Creative counseling plan; Counseling topics paper</td>
</tr>
</tbody>
</table>
**COURSE SCHEDULE**

The following schedule is to be viewed as flexible. This schedule may be altered as needed to provide time to explore topics of class-related interest.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Readings Due that Night</th>
<th>Topic of Discussion</th>
<th>Homework Due that Night</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8/26</td>
<td>McW: Chapter 1, 3 &amp; 14</td>
<td>Syllabus; Introduction to Course: Goals and Expectations; Review of 6 Qual of CSCP, Prevention and Intervention, Peer Helping (C5, D2, D3, J1, J2, N4, N5)</td>
<td>Case Study Assessment and Prevention Activity</td>
</tr>
<tr>
<td>2 9/2</td>
<td>LABOR DAY OSU CLOSED – NO CLASSES</td>
<td>Review of Growth and Development; Assets, Resilience, 5 elements of Safety, 5c’s of academic success (A6); Identity Development: Diversity, Family of Origin, Exceptionality (D1, E3, E4)</td>
<td></td>
</tr>
<tr>
<td>3 9/9</td>
<td>Williams &amp; Bryan Facebook for Sch Coun</td>
<td>Systems Awareness and The At-Risk Continuum; Contextual Exceptionality (School, Family, Cultural, Economic); Individual Exceptionality: Physical &amp; Emotional (ED), Mental (gifted and challenged); Needs Assessments (A6, C3, E1, E2, G1, G3, M1, M2, M3, M4, M5, M6, O4)</td>
<td></td>
</tr>
<tr>
<td>4 9/16</td>
<td>McW: Chapter 4, 5 &amp; 15 Baditoi &amp; Brott book Undocumented Youth Working w/ UY Byars-Winston Trolley, Haas &amp; Patti * Special education forms</td>
<td>Case study presentations in staffing meeting in class</td>
<td>Present Case Study</td>
</tr>
<tr>
<td>5 9/23</td>
<td>Case study presentations in staffing meeting in class</td>
<td>Prevention, Intervention, Treatment: Victim v. Survivor; Role of support in counseling; measuring outcomes of prevention, intervention, and counseling (C1, C2, I1, I3, I4, I5)</td>
<td>Case Study Creative Counseling Strategy</td>
</tr>
<tr>
<td>6 10/7</td>
<td>McW: Chapter 7 Holcomb-McCoy book</td>
<td>Academic Issues: Hope, Self-esteem and Efficacy Expectations (K1, K2, K3, C2)</td>
<td>Topical presentations begin --</td>
</tr>
<tr>
<td>7 10/14</td>
<td>Grad Nation Perry Rowell &amp; Hong</td>
<td>Academic Issues: Failure, Academic Motivation, Closing the Achievement Gap</td>
<td></td>
</tr>
<tr>
<td>8 10/21</td>
<td>Jackson et al King &amp; Madsen</td>
<td>Career Issues: Career Decision Making in the schools -- MOVED TO 10/28</td>
<td></td>
</tr>
<tr>
<td>9 10/28</td>
<td>Prof College Knowl</td>
<td>Career Issues: Postsecondary issues and College Readiness Counseling (C4, C2, O2) -- MOVED TO 10/24</td>
<td></td>
</tr>
<tr>
<td>10 11/4</td>
<td>Kerr book Capuzzi book CCR Brochure</td>
<td>Personal-Social Issues: Prevention and Social skills or pro-social training (C2); Crisis Counseling (A7, C6, D4, M7)</td>
<td>All Counseling Topics papers must be uploaded to TK20 by this date.</td>
</tr>
<tr>
<td>11 11/11</td>
<td>VETERANS DAY OSU CLOSED – NO CLASSES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 11/18</td>
<td>McW: Chapter 10 BullyPreventBestPractices Gang Article</td>
<td>Pain turned outward: Violence Prevention, Anger, Bullying, Gangs</td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENTS

ATTENDANCE POLICY: Attendance is required in this class; after all, learning takes place in conversation, and you can’t learn if you're not there to participate in the conversation of the class. Your attendance will affect your grade. You will earn your best possible grade if you are present for each class meeting. If you must be absent, you are responsible to secure all notes, handouts, and assignments from someone in the class (not me), and you are responsible for submitting required assignments that are due on that day. Late assignments will be graded down one letter grade or more, depending on the lateness of the submission. Since information about the expectations on assignments is updated during the first part of each class, you are advised to be present, be on time, and be focused for each class meeting. (10 pts)

Read all assigned materials.

1. ISSUE SPECIFIC LEARNING: Counseling Topics Paper: School counselors must stay up-to-date on current research in their field. This is especially true as it relates to school counseling interventions. In this comprehensive, research based paper, you will examine an assigned counseling topic in terms of comprehensive systemic assessment, prevention, and intervention. You will be randomly assigned a specific topic to be presented on a specific night. For this paper, you will need to cite and reference at least 8 current, peer-reviewed articles in Professional School Counseling or ACA journals. See Assessment assignment details at the end of this syllabus. APA format required. (Approximate length: 14-15 pages; Uploaded to TK20; Graded; 50 pts)

2. APPLICATION SPECIFIC LEARNING: This assignment consists of three parts. You will select a student from your internship site who is dealing with one of the issues discussed in this class (but not the issue you are presenting in the assignment above).
   a. Case Study Assessment & Prevention activity. Complete parts i and ii:
      i. A comprehensive risk assessment and resilience assessment using formal and informal data, addressing individual (demographic and personality characteristics) AND systemic issues (family, class, school, culture). Use the chart below for EACH assessment (1 page each minimum, single space):

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>Family</th>
<th>Class</th>
<th>School</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ii. Design a prevention activity (individual or group) based on ONE CITED RESILIENCE MODEL (i.e., the Developmental Assets [The Search Institute], the 5 Aspects of Safety [Bluestein], or the 5 C’s of Competency) that would be useful with that student and others like him/her. Use research (3 resources) to identify best practices for your prevention activity. This will be presented in a staffing discussion and as a paper. (Paper is 5 pages maximum, GRADED WITH RUBRIC; 15 pts)

b. Case Study Creative Counseling Strategy: With your student-client in this assignment, you will provide individual counseling using a creative strategy – the use of play, music, art, journaling, sports, etc. In your paper provide a DETAILED DESCRIPTION of the creative strategy you used. What was the experience like for you? How did the student react? (Maximum length: 3-4 pages maximum, GRADED W/ RUBRIC; 10 pts)

c. Case Study Intervention Reflection and Evaluation paper: Summarize your counseling theory with this student overall and provide a general conceptualization of the client and the issue. Summarize your counseling approach, including the use of the creative strategy in the prior paper. Then detail what worked and what did not work with this counselee, and on what basis do you know what worked and what did not work. Why did some techniques work and others not? Overall, summarize how effective your counseling work was with this student. (5-6 pages maximum, GRADED WITH RUBRIC; 15 pts)

General Grading Rubric: As a standard, A papers (full points) contain ALL OF THE FOLLOWING:

- Class material and/or lecture and/or outside reading is referenced in each part of question.
- Thoughtful, reflective; clear evidence of contemplation of question or assignment.
- On time.
- Correct grammar, punctuation, spelling.
- APA format is used correctly as assigned.
- All parts of all questions are addressed completely.

Grading: Grades will be assessed as a percentage of possible points for the class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94+</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% or less</td>
</tr>
</tbody>
</table>

Attendance 10 points
Counseling Topics paper 50 points
Case Study Assessment and Prevention Activity 15 points
Case Study Creative Counseling Strategy 10 points
Case Study Intervention Reflection and Evaluation 15 points
TOTAL 100 points
Professional Development and Identity:
As a graduate student in counselor education, you are required to develop competencies in professional skills such as writing, presenting, counseling, and conducting research. The standards for this class are compatible with professional guidelines set forth by the American Counseling Association. Therefore, you will be evaluated on these specified areas as well as other pertinent skills related to mental health or school counseling. As a graduate student at The Ohio State University, you are expected to uphold the highest level of professionalism. Your grade in this course can be negatively impacted by poor academic performance, professional judgment, and professional conduct. The instructor reserves the right to deduct points on any individual assignment and on the final course grade, based on the following: (a) poor collaboration with peers; (b) arriving late to class; (c) missing classes; (d) turning assignments in late; (e) inappropriate or unprofessional class performance; and (f) disrespecting instructors, teaching associates, peers, and/or staff.

Attendance Policies: See Assignments.

Inclement Weather: If the university is officially closed, class will not convene. Log onto the University’s homepage for announcements about the University’s status. For our individual class, the instructor reserves the right to cancel or reschedule the class out of concern for the safety of the students and travel conditions. Please watch your email for messages about our individual class. If you are unable to travel to campus and class is not cancelled, please email the instructor as soon as possible; you are responsible for obtaining class notes and materials from a colleague in the class.

Help for Students: A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

Academic Misconduct: The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism (from printed or electronic sources), collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an excuse for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for this behavior could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Diversity Statement:
OSU is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, OSU seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. OSU prohibits
discrimination against any member of the schools’ community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Different Ability Statement:** Any student who feels that s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office of Disability Services provides assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) to coordinate accommodations, and visit them on the web at http://www.ods.ohio-state.edu/.

**Grievances and Solving Problems:** According to University policies available from the Division of Student Affairs, if you have a problem with this class, you should seek to resolve a grievance concerning a grade or academic practice by speaking first with your instructor or professor. Then, if necessary, speak with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life.

**REFERENCES (To be updated)**


ASCA National Model.


**ASCA POSITION PAPERS**

SNYDER, FELDMAN, SHOREY, & RAND

WOLIN

HAZLER & CARNEY

WYLIE
ASSESSMENT 7
SCHOOL COUNSELING TOPIC PAPER

School counselors must stay up-to-date on current research in their field. This is especially true as it relates to school counseling interventions. In this assignment, examine the current research that exists on your assigned topic of importance for school counselors. You will be randomly assigned a specific topic to be presented on a specific night.

For this paper, you will need to cite and reference at least 8 current, peer-reviewed articles in Professional School Counseling or ACA journals. APA format required.

1) The etiology of the topic, using systems awareness (A6; E2) (1 page)

2) The typical presentation of the issue (H5), using systems awareness, at the
   a) Elementary level/students,
   b) Middle school level/students,
   c) High school level/students. (1/2 page each)

3) How would you complete a comprehensive systemic assessment of individual (G1; G3; H1) and school-wide needs related to this issue (H3)? Discuss each in 1 page.

4) What are the implications of exceptionality on this topic? In other words, what possible effects might you see when considering this topic for students who experience atypical development, health, language, ability level, and multicultural background? (D3; K3) (1-2 pages)

5) Prevention activities for this issue at elementary, middle school, and high school level, primarily through classroom developmental curriculum, and parent/teacher consultation (F4), focusing on enhancing students’ strengths and assets (C1; C3, D2; K2) (1/2 page for each prevention activity)

6) Intervention activities for this issue at elementary, middle school, and high school level, primarily classroom developmental curriculum., group counseling, individual counseling, parent/teacher consultation (C1; M1) (1/2 page for each intervention activity)

7) Data collection plan for evaluation of each intervention activity listed above in a chart format (you can use the Data Collection row on the chart on the next page) (I3; J2) (1-2 pages total)

8) Policies and laws that pertain to this issue; ethical concerns associated with this topic (ASCA AND ACA) (A2; B1) (1/2 page each)

9) Examples of community resources that can be helpful with this issue (H4; N2; N5) (1-2 pages)

14-15 pages maximum. This paper will be uploaded to TK20.

For the class, you will prepare a 4-5 page handout for your colleagues that will follow the chart on the next page, and you will present a 20 minute information session to your colleagues that will follow the chart. Include an APA formatted reference page with all your resources.
TOPIC or ISSUE:

The etiology of the topic, using systems awareness:

<table>
<thead>
<tr>
<th></th>
<th>ELEMENTARY</th>
<th>MIDDLE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical presentation of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>this issue using systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>awareness.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systemic assessment of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>needs for this issue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prevention activities</td>
<td>Classroom DC:</td>
<td>Classroom DC:</td>
<td>Classroom DC:</td>
</tr>
<tr>
<td>(e.g., classroom developmental</td>
<td>Parent Consult:</td>
<td>Parent Consult:</td>
<td>Parent Consult:</td>
</tr>
<tr>
<td>curriculum, parent</td>
<td>Teacher Consult:</td>
<td>Teacher Consult:</td>
<td>Teacher Consult:</td>
</tr>
<tr>
<td>consultation, teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consultation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention activities</td>
<td>Classroom DC:</td>
<td>Classroom DC:</td>
<td>Classroom DC:</td>
</tr>
<tr>
<td>(e.g., classroom</td>
<td>Group Couns:</td>
<td>Group Couns:</td>
<td>Group Couns:</td>
</tr>
<tr>
<td>curriculum., group</td>
<td>Parent Consult:</td>
<td>Parent Consult:</td>
<td>Parent Consult:</td>
</tr>
<tr>
<td>counseling, individual</td>
<td>Teacher Consult:</td>
<td>Teacher Consult:</td>
<td>Teacher Consult:</td>
</tr>
<tr>
<td>consultation, teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consultation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection plan for</td>
<td>Classroom DC:</td>
<td>Classroom DC:</td>
<td>Classroom DC:</td>
</tr>
<tr>
<td>evaluation of each</td>
<td>Group Couns:</td>
<td>Group Couns:</td>
<td>Group Couns:</td>
</tr>
<tr>
<td>listed (How will you know</td>
<td>Parent Consult:</td>
<td>Parent Consult:</td>
<td>Parent Consult:</td>
</tr>
<tr>
<td>if your intervention is</td>
<td>Teacher Consult:</td>
<td>Teacher Consult:</td>
<td>Teacher Consult:</td>
</tr>
<tr>
<td>working? What data can</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be derived from each</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intervention?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Policies and laws that pertain to this issue:

Ethical concerns associated with this topic (ASCA AND ACA):

Examples of community resources that can help school counselors, teachers, families, and students to address this issue: