Delivery System

The delivery component focuses on the method of implementing the school counseling program to students. This section describes the services and strategies school counselors provide to students and interactions they have with others as they work to promote student achievement, equity and access for all students.

The delivery component consists of direct and indirect student services. Direct services are provided with students, and indirect services are provided for students.

Direct student services are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.

Indirect student services are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

It is recommended that 80 percent or more of the school counselor's time be spent in direct and indirect student services. See the Use of Time section in the Management component for more detailed information.
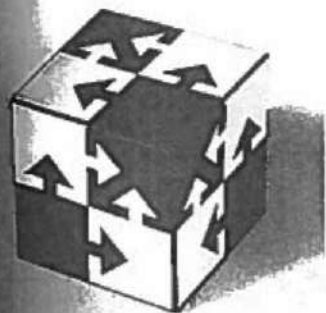
Topics Include:

Direct Student Services
- School Counseling Core Curriculum
- Individual Student Planning
- Responsive Services

Indirect Student Services
- Referrals
- Consultation
- Collaboration

Item	Elements and Strategies	Recipient	Method

Direct Student Services	School Counseling Core Curriculum
	  Instruction
	  Group Activities
	
	Individual Student Planning
	  Appraisal
	  Advisement
	
	Responsive Services
	  Counseling
	  Crisis Response
		All Students
		
		↕ DATA DRIVEN
		
		Identified Students
			Interactions with Students in:
			
			Large Group
			
			Classroom
			
			Small Group
			
			Individual

Indirect Student Services	Referrals Consultation Collaboration	All Students ↕ DATA DRIVEN Identified Students	Interactions with Others

Adapted from Gysbers, N.C. & Henderson, P. (2012) Developing and managing your school counseling program (5th ed.), Alexandria, VA: American Counseling Association.

DIRECT STUDENT SERVICES

Direct student services are delivered through three elements: school counseling core curriculum, individual student planning and responsive services (Gysbers & Henderson, 2012). School counselors review school data to inform decisions about strategies to use within each element based on students' needs.

Direct student services of the school counseling program include activities that promote academic, career and personal/social development. These activities are provided to all students in the school. In addition, school counselors use data to identify students with achievement, attendance or behavioral needs impeding student success. Additional program activities and services are provided to these students to address their specific needs.

School counselors also use data to determine how the school counseling activities will be delivered. To reach the whole student body or entire grade levels, school counselors focus on classroom or large-group settings. For more student-specific activities, school counselors focus on small group or individual settings.

School Counseling Core Curriculum

The school counseling core curriculum consists of a planned, written instructional program that is comprehensive in scope, preventive in nature and developmental in design. School counselors plan, design and evaluate the curriculum. The curriculum is delivered to every student by school counselors and other educators as appropriate.

The school counseling core curriculum facilitates the systematic delivery of lessons or activities aligned with the school counseling program's vision, mission and goals. The curriculum promotes knowledge, attitudes and skills of student competencies appropriate to student developmental levels through instruction in three content areas: academic achievement, career development and personal/social growth.

The school counseling core curriculum is established through design, implementation and documentation. See the School Counseling Action Plan section in the Management component for more information on design and documentation.

The school counseling core curriculum is delivered through such strategies as:

- **Instruction:** School counselors provide direct instruction, team teach or assist in teaching the school counseling core curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to small groups or individual students as needed.

- **Group activities:** School counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.

Individual Student Planning

Individual student planning consists of ongoing systemic activities designed to help students establish personal goals and develop future plans, such as individual learning plans and graduation plans. School counselors use these activities to help all students plan, monitor and manage their own learning as well as to achieve academic, career and personal/social competencies aligned with the school counseling core curriculum.

Through individual student planning, school counselors assist students as the students evaluate educational, career and personal goals. School counselors promote individual student planning by helping students develop individual learning plans, make the transition from elementary to middle, middle to high or make the transition from school to higher education or work. Activities may be delivered on an individual basis, in small groups or classroom settings. Parents or guardians and other school personnel are often included in the activities.

Individual student planning is implemented through such strategies as:

- **Appraisal** – School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.

- **Advisement** – School counselors help students make decisions for future plans based on academic, career and personal/social data.

Responsive Services

Responsive services consist of activities designed to meet students' immediate needs and concerns. This component is available to all students and may be initiated by students, teachers or parents or by school counselors after a review of data.

Responsive services are designed to help students resolve academic, career and personal/social issues and are delivered through such strategies as:

- **Counseling** – School counselors provide counseling sessions in individual or small-group settings to help students overcome issues impeding achievement or success. The counseling process helps students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate actions.

  Counseling is planned and goal-focused, and it is short-term in nature. School counselors do not provide therapy or long-term counseling in schools to address psychological disorders. Therapy, or therapeutic treatment, is defined as "remedial treatment of mental or bodily disorder" (Merriam-Webster, 2012).

  However, school counselors are prepared to recognize and respond to student mental health crises and needs and to address these barriers to student success by offering education, prevention and crisis and short-term intervention until the student is connected with available community resources. When students require long-term counseling or therapy, school counselors make referrals to appropriate community resources (ASCA, 2009).

- **Crisis Response** – School counselors provide support and assistance to students as they navigate critical and emergency situations. Crisis response includes intervention and follow-up to the immediate needs and is designed to prevent the situation from becoming more severe. There are often written procedures provided by the school or district that are to be used in crisis situations.

INDIRECT STUDENT SERVICES

School counselors provide indirect student services as a means to support student achievement and to promote equity and access for all students. While students are the beneficiaries of indirect services, school counselors work with a variety of people to deliver these services. School counselors may interact with parents, teachers, administrators, school staff and community stakeholders in order to promote student achievement for a specific student or to promote systemic change to address the needs of underachieving or underrepresented groups of students in the school.

Through indirect student services, school counselors gather or share information about student developmental issues, problems and successes. When a situation requires a school counselor to share information that could identify a specific student, school counselors receive student or parent permission or take significant precautions to protect student confidentiality following ASCA's Ethical Standards for School Counselors (ASCA, 2010).

Indirect student services are delivered through such strategies as:

Referrals – School counselors direct students and parents to school or community resources for additional assistance or information through referrals. School referral sources may include academic support such as tutoring; career support such as college planning Web sites or employment training; and personal/social support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse and depression.

Consultation – School counselors share strategies that support student achievement with parents, teachers, other educators and community organizations through consultation. School counselors also serve as student advocates to promote academic, career and personal/social development through this strategy. Finally, school counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.

Collaboration – School counselors work with other educators, parents and the community to support student achievement and advocate for equity and access for all students through collaboration. School counselors may collaborate in a variety of ways including:

Teaming and partnering: School counselors work with staff, parents, businesses and community organizations to support student achievement and fulfill the goals of the school counseling program. Teaming and partnering can occur through simple resource sharing, joint presentations, advisory councils or formalized partnerships with specific focus or agenda.

School/district committees: By serving on committees or advisory boards, school counselors advocate for student programs and resources and assist in generating schoolwide and district support for the school counseling program.

DATA ANALYSIS

Data analysis informs decisions about the school counseling program. Data are reviewed over time to inform the school counselor about student needs and school and community trends. The school data profile and the use-of-time assessment are reviewed annually to evaluate and improve the school counseling program, and they can be an effective part of end-of-year program evaluation and goal setting for the following school year.

School Data Profile Analysis

The school data profile is a summary of the school's achievement, attendance, behavior and safety record over a multiyear period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement, opportunity and attainment gaps and recognize a need for systemic change (Holcomb-McCoy, 2007; Rowell, 2006). School data profile analysis can also be used to inform school counseling program goals.

Consider the following questions when analyzing your data:
 What strengths are indicated by the data at your school?
 What concerns are raised about the data?
 Do achievement gaps exist?
 Have attendance rates changed?
 What can you learn from examining the safety data?
 How is your school counseling program addressing the gaps?
 How can the school counseling program contribute to closing the gaps or addressing the educational issues posed by the data?
 What additional data are needed to fully understand an educational issue and identify a school counseling intervention? (VSCA, 2008)

The first school data profile that is completed becomes the baseline from which to measure future school counseling program results. Yearly updates assess both program progress and impact. The information reveals school counseling program strengths and weaknesses as well as growth or loss in overall student success. The school data profile is also a convenient tool for sharing systemic change, programmatic successes and student needs.

Analyzing the school data profile is valuable for all school counselors in the building. All school counselors need to understand how the data were collected and how to interpret the data, implications of the data and their role in the plan to address the data.

Consider the example of a middle school data profile and what we can learn about the school's strengths and weaknesses by examining the data over a three-year period (see Middle School Data Profile p. 109).

Use-of-time Assessment Analysis

Analysis of the use-of-time assessment informs many components of a comprehensive school counseling program such as the annual agreement; calendars; and curriculum, small-group and closing-the-gap action plans. It is recommended that school counselors spend 80 percent or more of their time in direct and indirect student services, such as

school counseling core curriculum, individual student planning, responsive services, referrals, consultation and collaboration, and 20 percent or less of their time in program management tasks such as committee work, calendaring, data collection/analysis, planning and fair-share responsibilities. Completing the use-of-time assessment twice a year will help school counselors determine how their time is spent.

The analysis of the use-of-time assessment may inform many program decisions, but it is especially useful when considering the following:

1. How close am I to allocating at least 80 percent of my time to serving students?
2. Is the amount of time allocated to any particular service delivery the most effective use of my time?
3. Are the selected delivery methods and strategies the best use of school counselor time that will lead to the accomplishment of identified goals?

While spending 80 percent of time in direct and indirect student services is the general recommendation for a balanced school counseling program, use of time within the 80 percent may look different from school to school based on school data. Decisions about how to allocate school counseling program time are based on student needs as demonstrated in the school data profile and alignment with school and school counseling program goals.

> For example, after analyzing the school data profile, a school counselor in a high-needs school may determine it would be more effective to spend a higher percentage of time than recommended on strategies from indirect student services to best meet the needs of all students in the school.

It is suggested that for two weeks each year, such as one week in the fall and one in the spring, school counselors estimate the number of hours they are engaged in direct and indirect student services during those weeks to determine how close they are to the ideal of 80 percent. After determining the approximate percentage of time, school counselors can reflect on the effectiveness of program delivery methods and strategies and adjust as needed. The analysis can also be used to promote a discussion about the most effective use of school counselor time with administrators. It can also be a helpful tool when completing a school counseling program evaluation, which informs program improvement.

In summary, data analysis informs the comprehensive school counseling program. Analyzing the school data profile and use-of-time assessment are strategies that can be used at any stage of program implementation or evaluation. They are also an effective part of end-of-year program evaluation and goal setting for the following school year.

PROGRAM RESULTS

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data-driven school counseling program. Analyzing the data

USE-OF-TIME ASSESSMENT

The use-of-time assessment helps the school counselor determine how much time is spent in each of the components of the ASCA National Model. School counselors with comprehensive school counseling programs spend a majority of their time providing direct and indirect services to students. It is recommended that school counselors complete the use-of-time assessment twice a year.

- **Direct student services** are in-person interactions between school counselors and students. Through the direct services components of school counseling core curriculum, individual student planning and responsive services, school counselors help students develop the knowledge, attitudes and skills identified from the school counseling core curriculum.

- **Indirect student services** are services provided on behalf of students as a result of the school counselor's interactions with others. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

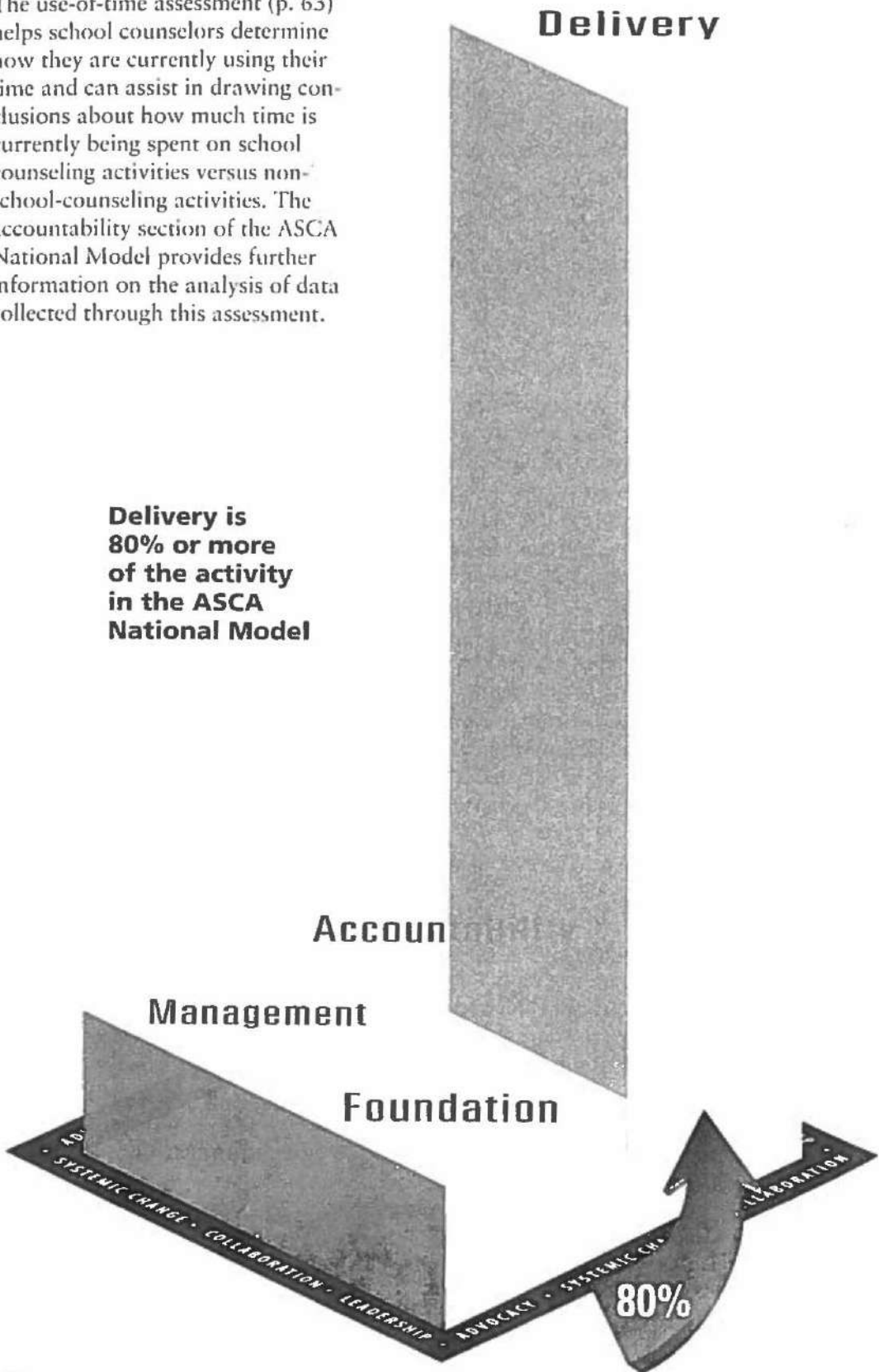See p. 84 and 87 of the Delivery section for more information about direct and indirect services.

It is recommended that school counselors spend 80 percent or more of their time in direct student services and indirect student services. The remaining 20 percent of time is set aside for program management and school support services, such as school counseling program foundation, management and accountability tasks. In addition, a small portion of the 20 percent of the school counselor's time is spent in fair-share responsibilities – the "routine 'running of the school' responsibilities that all members of the school staff take equal turns doing to ensure the school's smooth operation" (Gysbers & Henderson, 2012, p. 83).

Although spending 80 percent of time in direct and indirect student services is the general recommendation for a comprehensive school counseling program, use of time within the 80 percent may be allocated differently from school to school based on needs identified in school data. Although all components of direct and indirect student services are necessary for a program to be considered a comprehensive school counseling program, decisions about time allocation are based on student needs as demonstrated in the school data profile (p. 66) and alignment with school and school counseling program goals.

School counselors may find it necessary to adjust the percentage of time in each of the delivery categories from year to year to meet students' needs. In addition, school counselors are able to justify their modification to the suggested use of time by providing a rationale for an increase or decrease to any category based on research and best practice. In programs with more than one school counselor per site, there is often flexibility between and among school counselors in determining how much time individual school counselors spend in the delivery components.

The use-of-time assessment (p. 63) helps school counselors determine how they are currently using their time and can assist in drawing conclusions about how much time is currently being spent on school counseling activities versus non-school-counseling activities. The accountability section of the ASCA National Model provides further information on the analysis of data collected through this assessment.

Delivery

Delivery is 80% or more of the activity in the ASCA National Model

Accountability

Management

Foundation

SYSTEMIC CHANGE · COLLABORATION · LEADERSHIP · ADVOCACY · SYSTEMIC CHANGE · COLLABORATION

80%

Use of Time: Appropriate and Inappropriate School Counseling Activities

School counselors' duties are focused on the overall delivery of the comprehensive school counseling program – direct and indirect student services and program management and school support. Administrators are encouraged to eliminate or reassign inappropriate tasks, allowing school counselors to focus on the prevention and intervention needs of their program. The chart below represents a comparison between the two similar types of activities and serves as a helpful teaching tool when explaining school counseling program activities.

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
▪ individual student academic program planning	coordinating paperwork and data entry of all new students
▪ interpreting cognitive, aptitude and achievement tests	coordinating cognitive, aptitude and achievement testing programs
▪ providing counseling to students who are tardy or absent	signing excuses for students who are tardy or absent
▪ providing counseling to students who have disciplinary problems	performing disciplinary actions or assigning discipline consequences
▪ providing counseling to students as to appropriate school dress	sending students home who are not appropriately dressed
▪ collaborating with teachers to present school counseling core curriculum lessons	teaching classes when teachers are absent
▪ analyzing grade-point averages in relationship to achievement	computing grade-point averages
▪ interpreting student records	maintaining student records
▪ providing teachers with suggestions for effective classroom management	supervising classrooms or common areas
▪ ensuring student records are maintained as per state and federal regulations	keeping clerical records
▪ helping the school principal identify and resolve student issues, needs and problems	assisting with duties in the principal's office
▪ providing individual and small-group counseling services to students	providing therapy or long-term counseling in schools to address psychological disorders (see Responsive Services on p. 86 for more detailed information on therapy)
▪ advocating for students at individual education plan meetings, student study teams and school attendance review boards	coordinating schoolwide individual education plans, student study teams and school attendance review boards
▪ analyzing disaggregated data	serving as a data entry clerk