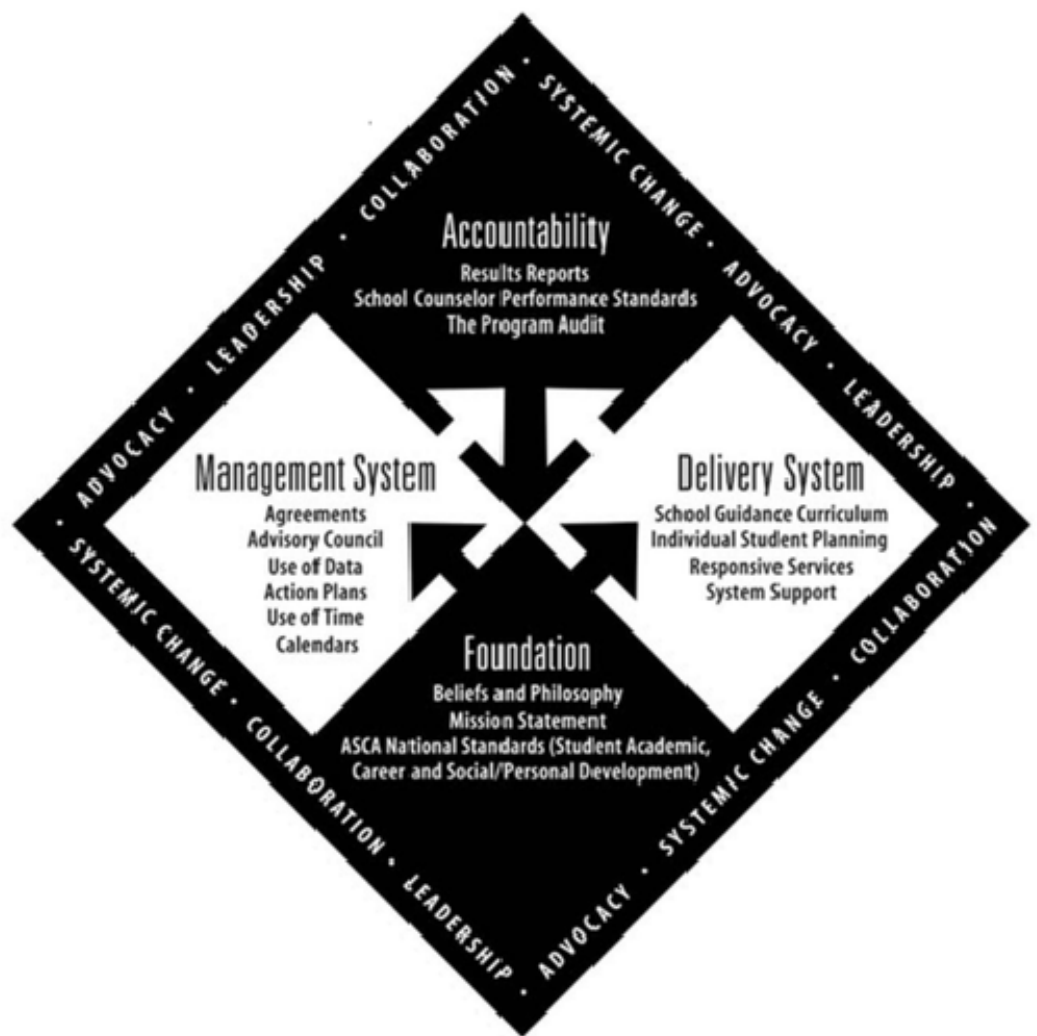


## DELIVERY

Quality school counseling programs are based on research findings and data analysis. They are organized so that all students benefit from the curriculum, services, interventions and support. Delivery of the four key program components (Guidance Curriculum; Individual Planning; Responsive Services and System Support) is viewed as integral to the school's mission.

Support and involvement of the school community, including parent and community partners, is critical for successful program delivery. Such collaboration enhances equitable access to the program and fosters the supportive and safe school climate essential for learning. The following sample delivery chart outlines how a school counseling program might be organized and delivered:



### Delivery System

*Adopted from ASCA National Model.*

<b>Guidance Curriculum</b> <i>Provides developmental, comprehensive guidance program content in a systematic way to all students K-12.</i>	<b>Responsive Services</b> <i>Addresses the immediate concerns of students.</i>	<b>Individual Student Planning</b> <i>Assists students and parents in development of academic and career plans.</i>	<b>System Support</b> <i>Includes program, staff and school support activities and services.</i>
<b>Purpose</b> Student awareness, skill development and application of skills needed in everyday life	<b>Purpose</b> Prevention & intervention.	<b>Purpose</b> Individual student, academic, and occupational planning, decision making, goal setting, and preparing for academic transitions.	<b>Purpose</b> Program delivery & support.
<b>Academic</b> <ul style="list-style-type: none"> <li>• Effective learning in school and across the life span.</li> <li>• Academic preparation for post secondary options.</li> <li>• Relationship of academics, work, family and community life.</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Any immediate academic concerns.</li> <li>• School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions, etc.</li> </ul>	<b>Academic</b> <ul style="list-style-type: none"> <li>• Facilitation and/or interpretation of criterion and norm-referenced tests.</li> <li>• Academic preparation essential for post-secondary options.</li> <li>• Understand academic strengths related to occupations</li> <li>• Appropriate course selection</li> <li>• Development of an educational plan beyond high school including post-secondary selection/financial aids/scholarships.</li> <li>• Use of diverse assessment results</li> </ul>	<b>Total Program</b> <ul style="list-style-type: none"> <li>• School counselor professional development</li> <li>• Advocacy and public relations for comprehensive school counseling programs</li> <li>• Advisory committee</li> <li>• Program planning and development</li> <li>• Evaluation and assessment of comprehensive school counseling program, personnel and student results</li> <li>• Documentation of how comprehensive school counseling programs contribute to student achievement</li> <li>• School improvement</li> </ul>

			<ul style="list-style-type: none"> <li>planning</li> <li>• Integration of guidance essential teachings across the school curriculum</li> <li>• Parent involvement and education</li> <li>• Consultation with staff and community</li> <li>• Instructing on age-appropriate issues with staff and community</li> <li>• Practices based on research</li> <li>• Community outreach and involvement</li> <li>• Data analysis</li> </ul>
<b>Career</b> <ul style="list-style-type: none"> <li>• Investigate the world of work to make informed decisions</li> <li>• Strategies to achieve future career goals</li> <li>• Relationship of personal qualities, education, training and work.</li> </ul>		<b>Career</b> <ul style="list-style-type: none"> <li>• Utilize career information resources in school and community</li> <li>• Explore career clusters</li> <li>• Interest and skill inventories</li> <li>• Occupation searches</li> <li>• Self-knowledge relating to career choices</li> <li>• Appropriate course selection, tech prep, work-based learning including job shadowing and internships</li> <li>• Develop a career</li> </ul>	

		plan/portfolio.	
<b>Personal/Social</b> <ul style="list-style-type: none"> <li>• Interpersonal skills to respect self and others</li> <li>• Decision-making, setting goals and taking action to achieve goals</li> <li>• Understanding everyday safety and survival skills</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>• Physical, sexual or emotional abuse and issues</li> <li>• Crises</li> <li>• Grief, loss and death</li> <li>• Substance abuse</li> <li>• Family issues</li> <li>• Coping with stress</li> <li>• Relationship concerns</li> <li>• Divorce</li> <li>• Legal issues such as probation, arrests or incarceration</li> <li>• Referral plan.</li> <li>• Contact and develop relationships with mental health resources in your area.</li> </ul>	<b>Personal/Social</b> <ul style="list-style-type: none"> <li>• Skills and competencies related to student and employee success</li> </ul>	
<b>Counselor Role</b> <ul style="list-style-type: none"> <li>• Guidance curriculum implementation</li> <li>• Classroom or structured groups</li> <li>• Consultation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Small group counseling</li> <li>• Referral</li> <li>• Consultation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning</li> <li>• Placement</li> <li>• Consultation</li> </ul>	<b>Counselor Role</b> <ul style="list-style-type: none"> <li>• Develop and manage program</li> <li>• Coordination</li> <li>• Develop relationships and partnerships</li> <li>• Consultation</li> </ul>
<b>Time</b> Elementary 35%-45% Middle/Junior High 25%-35% High School 15%-25%	<b>Time</b> Elementary 30%-40% Middle/Junior High 30%-40% High School 25%-35%	<b>Time</b> Elementary 5%-10% Middle/Junior High 15%-25% High School 25%-35%	<b>Time</b> Elementary 10%-15% Middle/Junior High 10%-15% High School 15%-20%

*Adapted from the ASCA National Model*