# Course Description

This course exposes students to the coordination, collaboration, knowledge and skills required in school based interventions used by school counselors. Students will learn evidence-based prevention and intervention techniques in the school setting aimed at providing comprehensive programming to all students, including those with disabilities, those who are English Language Learners (ELL), and those who are gifted. Topics include Student Assistance Program (SAP), Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), crisis planning/response, substance abuse prevention and intervention, and peer intervention programming.

# University Learning Outcomes (ULO)

* **ULO1**:Knowledge of Human Cultures and the Physical and Natural World
* **ULO2**: Intellectual and Practical Skills
* **ULO3**: Personal and Social Responsibility
* **ULO4**: Integrative and Applied Learning
* **ULO5**: Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student concentration area. (ULO1, 2, 3, 4, 5)
* **PLO4:** Demonstrate a multicultural sensitivity, knowledge and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1**: Apply interviewing skills and counseling techniques on an individual student basis.
* **CLO2**: Evaluate effective counseling theory application to address student and family preventative and remedial needs.
* **CLO3**: Choose appropriate intervention techniques when assessing academic, behavioral, and crisis situations.
* **CLO4:** Determine when the referral process is appropriate to meet students’ behavioral and emotional needs.
* **CLO5:** Analyze ways in which collaboration and consultation aid comprehensive programming.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

American School Counseling Association (ASCA) student membership at <http://schoolcounselor.org/>.

To access the ASCA student membership, follow these directions:

* Click on the tab “School Counselors & Members.”
* Locate and click on the tab “Member Benefits & Info” on the left hand side bar.
* Click on the tab “Join or Renew Today” below “Member Benefits & Info.”
* Follow the instructions to either join or renew your ASCA membership.

# Suggested Point Values

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| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 1 | Ongoing |
|  | Solution-Focused Counseling | 3 | Thursday & Sunday |
|  | Creative Counseling Techniques | 3 | Thursday & Sunday |
|  | Listening and Communication Skills | 4 | Friday & Sunday |
|  | Students at Risk | 3 | Thursday & Sunday |
| **Week 2** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Flexibility and Goal Setting | 3 | Thursday & Sunday |
|  | Open-Ended Questioning Skills | 3 | Thursday & Sunday |
|  | Applying the Skilled Helper Model | 5 | Friday & Sunday |
| **Week 3** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | The Purpose of RtI | 3 | Thursday & Sunday |
|  | RtI & ELLs, SLD Identification, and Diverse Students | 3 | Thursday & Sunday |
|  | RtI Scenario | 6 | Sunday |
| **Week 4** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Positive Behavioral Interventions and Supports (PBIS) | 3 | Thursday & Sunday |
|  | Peer Programming Interventions | 3 | Thursday & Sunday |
|  | Student Observation | 5 | Sunday |
|  | ABCs and Simple Functional Behavior Analysis (FBA) | 4 | Sunday |
| **Week 5** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | SAP Teams | 3 | Thursday & Sunday |
|  | Family Systems Theory | 3 | Thursday & Sunday |
|  | CST and SAP Family Brochures | 6 | Sunday |
|  | SAP Team Scenario Role Play | 7 | Friday & Sunday |
| **Week 6** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Post-Traumatic Stress | 3 | Thursday & Sunday |
|  | Counseling for Grief and Loss | 3 | Thursday & Sunday |
|  | Suicide Prevention and Self-Injurious Behavior | 3 | Thursday & Sunday |
|  | Crisis Resources | 2 | Friday & Sunday |

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| **Week 7** | |  |  |
|  | Participation | 0.5 | Ongoing |
|  | Counseling Referral | 3 | Thursday & Sunday |
|  | Mandated Reporter | 3 | Thursday & Sunday |
|  | Community-Based Referral | 4 | Thursday & Sunday |
|  | Counselor Interview | 5 | Friday & Sunday |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| **Week One: Introduction to Prevention, Intervention, and Response Services** | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Distinguish between the counseling theories considered to be best practice within schools. | | CLO2 | |
| * 1. Identify the basic interviewing and communication skills utilized in a school counseling setting. | | CLO1 | |
| * 1. Identify characteristics of students considered to be at risk. | | CLO3, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a wall on Padlet (<http://padlet.com/>) to introduce yourself to your classmates.  **Post** images that represent your educational background, your interests and hobbies, what interests you most about counseling, and your professional goals. Include a short description with each photo.  **Post** a link to your Padlet wall to the Icebreaker Activity discussion forum by Thursday.  **Post** feedback on your classmates’ Padlet walls. | | N/A | Presentation: private post, share, and comment = **1 hour** |
| **Read** each of the following:   * American School Counselor Association. (2011). *The professional school counselor and the identification, prevention, and intervention of behaviors that are harmful and place students at risk*. Retrieved April 29, 2015 at <http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_Intervention.pdf>. * LoFrisco, B. (2012). The skill of self-disclosure: What you need to know. *Masters In Counseling*. Retrieved April 29, 2015 from <http://www.mastersincounseling.org/self-disclosure-what-you-need-to-know.html>. * Find Youth Info. (2013). *Risk and protective factors for youth*. Retrieved April 29, 2015 from <http://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>. | | COURSE |  |
| **Videos**  **Log in** to ASCA at <http://schoolcounselor.org/>, and click on **Professional Development**.  **Scroll** down, and select **Webinar on Demand**.  **Select** and watch the following videos under the category 'Miscellaneous':   * “Solution-Focused Counseling Techniques for the School Setting” [01:04:00] ASCA Webinar presented by Paul Barnes. Download video file: [Asca-webinar-series -solution-focused-counseling-techniques-for-the-school-setting-1.m4v](https://blackboard.gmercyu.edu/bbcswebdav/pid-815356-dt-content-rid-2590747_1/xid-2590747_1) * “Creative Counseling Techniques for Dealing with Difficult Students” [01:04:00] ASCA Webinar presented by Ed Jacobs, PhD and Chris Schimmel, PhD   **Note.** The second video is also available on YouTube at <https://youtu.be/4DOv-ZkCN3Y>.  **Watch** the following three videos on YouTube:   * “Basic Counseling Skills: Role Play” [4:15] at <https://youtu.be/OwW8x_0YGLI> * “Practice 1 Week 4” [5:20] at <https://youtu.be/JT4eUJHcV3Y> * “Practice 1 Week 3” [4:38] at <https://youtu.be/Rf1jfCICqsQ> | | WEEK1 | Webinar videos = **2 hour** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments. Below are tutorials available to you on how to use the technologies utilized in this course.  **Review** the tutorials available on Blackboard as needed.  **Click** the Technology Tutorials button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | | N/A | N/A |
| **Total** |  |  | **3 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Particie** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the cou**re** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/Generic*** |
| **Solution-Focused Counseling**  **Refer** to theSolution-Focused Counseling Techniques for the School Setting ASCA Webinar.  **Respond** to the following questions in the Solution-Focused Counseling forum by Thursday:   * What is solution-focused counseling (SFC), and why is it an appropriate model within a K–12 school setting? Support your response with examples. * Discuss the eight elements of the SFC model in detail, and describe how the use of SFC can be an effective approach when interventions are needed. * Describe how the miracle question is effective.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Creative Counseling Techniques**  **Refer** to the Creative Counseling Techniques for Dealing with Difficult Students ASCA Webinar.  **Respond** to the following questions in the Creative Counseling Techniques forum by Thursday:   * According to the presenters, what is the difference between a Friday night helper and a Sunday helper? What are the attitudes of a Sunday helper? * Describe the six stages of change. * What theory and/or techniques mentioned in this webinar would be most helpful when dealing with difficult students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2, 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Listening and Communication Skills**  Your instructor will divide the class into pairs or groups of three and will notify each student of who they will be working with. You should be notified by Monday of Week 1.  **Imagine** that you are working with a 16-year-old student in a school setting. The student has been fighting with their parents over house rules, earning C average grades, and has not been allowed to apply for a part-time job. Although this student came willingly to your office, they are demonstrating resistance by giving you one-word answers and avoiding eye contact. When you begin to gather information, the student says, "This is pointless. There’s nothing you can do to help me in this situation. My parents hate me, and they don't trust me. What makes you think talking to you will change that?"  **Role** play this scenario, and record it using a video conferencing tool of your choice, such as Oovoo ([www.oovoo.com](http://www.oovoo.com)) or Zoom ([www.zoom.us](http://www.zoom.us)). You and your partner will each play the school counselor's role and the student's role, lasting 5–7 minutes per role play.  **Demonstrate** nonverbal communication, open-ended questions, avoid close-ended questions, and the following listening and communication skills:   * Basic listening and communication skills: Attending, active listening, reflective understanding (basic empathy), probing, summarizing * Advanced communication: Giving feedback, challenging, confrontation, accurate empathy, self-disclosure, immediacy, and interpretation   **Post** a link to your recording in Blackboard by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.2 | Scenario: Scenario Analysis and posting = **2 hours** |
| **Students At Risk**  **Respond** to the following questions in the Students At Risk forum by Thursday:  **Identify** risk factors that have the potential to impede student success. How can the school counselor help to decrease these risk factors?  **Include** risk factors from all domains that are related to social/emotional, mental health, drug/alcohol use, or a traumatic event.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **5 hours** |
| **Notes** | For the Listening and Communication Skills assignment, instructors must divide the class into pairs—or groups of three if there is an uneven number of students in the course—and must notify students of their group arrangements before the course starts. Include this as a step in the checklist. | | |

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| **Week Two: The Skilled Helper Model** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Apply the three-stage framework of the Skilled Helper Model to scenarios within the counseling field. | | CLO1 | |
| * 1. Determine the importance of utilizing open-ended questioning skills, flexibility, and goal-setting while handling problematic situations. | | CLO1, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** each of the following:   * Nelson, P. J. M. (2007). *An easy introduction to Egan’s skilled helper solution focused counselling approach, part one*. Retrieved April 29, 2015 from https://docplayer.net/25838023-An-easy-introduction-to-egan-s-skilled-helper-solution-focused-counselling-approach-by-patrick-jm-nelson-part-one.html. * Cheek, B. (2006). *Egan’s Skilled Helper Model*. Retrieved April 29, 2015 from <http://www.gp-training.net/training/communication_skills/mentoring/egan.htm>. | | WEEK2 |  |
| **Videos**  **Watch** the following two videos on YouTube:   * “Motivational Interviewing” [17:22] at <https://youtu.be/s3MCJZ7OGRk?list=PLHcnBQJSFrk2npo39QJNILCHWIt0vAGrp> * “The Skilled-Helper Model by Gerard Egan Explanation” [10:14] at [https://youtu.be/UxoxVrA8](https://youtu.be/UxoxVrA8dLs)[d](http:///h)[Ls](https://youtu.be/UxoxVrA8dLs) | | WEEK2 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/Generic*** |
| **Flexibility and SMART Goal Setting**  **Respond** to the following questions in the Flexibility and SMART Goal Setting forum by Thursday:   * Why is flexibility in the problem management process so important? Identify and discuss specific reasons. * Why is goal setting important in counseling? Identify and discuss guidelines for helping students set goals for themselves.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Open-Ended Questioning Skills**  **Respond** to the following question in the Open-Ended Questioning Skills forum by Thursday:   * Explain why using open-ended questions is more impactful when counseling a student. Can you think of times when using close-ended questions is necessary? Support your response with examples. * How does the use of open-ended questions help the counselor be an agent of change?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Applying the Skilled Helper Model**  **Discuss** the 3 stages in the Skilled Helper Model framework, and apply each stage to the following scenarios.   * A high school student with severe social anxiety who is currently struggling to even speak in class and has become socially isolated * An elementary student whose parents are recently divorced, who has been observed being “defiant and disrespectful” by teachers during class and who has begun to exhibit aggression towards his teachers and peers   **Write** a 1,050- to 1,550-word paper demonstrating your application of the Skilled Helper Model to each scenario.  **Apply** the listening and communication skills learned in Week One, and use open-ended questioning.  **Post** your responses by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2 | Scenario: Scenario Analysis with paper and responses = **2 hours** |
| **Total** |  |  | **4 hours** |
| **Notes** |  | | |

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| **Week Three: Response to Intervention (RtI)** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define the purpose and process of a Response to Intervention (RtI) team. | | CLO3, CLO5 | |
| * 1. Compare various instruction and intervention techniques within the tiered system. | | CLO3, CLO5 | |
| * 1. Explain the role of RtI implementation in aiding specific learning disability identification, as well as ESL and diverse students’ achievement.   2. Determine how to utilize peer interventions to support effective academic outcomes. | | CLO1, CLO2, CLO5  CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** each of the following:   * American School Counselor Association. (2014). *The professional school counselor and multitiered systems of support*. Retrieved April 29, 2015 from <http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_MultitieredSupportSystem.pdf>. * American School Counselor Association. (2008). *The professional school counselor and peer helping*. Retrieved April 29, 2015 from <http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_PeerHelping.pdf>. * RTI Action Network. (n.d.). *What is RTI?* Retrieved April 29, 2015 from <http://www.rtinetwork.org/learn/what/whatisrti>. * Batsche, G. (n.d.). Building support. *RTI Action Network*. Retrieved April 29, 2015 from <http://www.rtinetwork.org/getstarted/buildsupport/buildingsupport>. * Batsche, G. (n.d.). Developing a plan. *RTI Action Network*. Retrieved April 29, 2015 from <http://www.rtinetwork.org/getstarted/develop/developingplan>. * RTI Action Network. (n.d.). *RTI-Based SLD identification toolkit: Online guide to RTI-based identification.* Retrieved April 29, 2015 from <http://www.rtinetwork.org/getstarted/sld-identification-toolkit>. * Pennsylvania Department of Education’s Pennsylvania. (2011). RtI & English Language Learners (ELLs). *Multi-Tiered Systems of Support (MTSS-RtII)*. Retrieved April 29, 2015 from [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20%28MTSS%29/page/partii\_and\_english\_language\_learners\_ells.html](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.pattan.net%2Fcategory%2FEducational%2520Initiatives%2FMulti-Tiered%2520Systems%2520of%2520Support%2520%2528MTSS%2529%2Fpage%2Fpartii_and_english_language_learners_ells.html&data=02%7C01%7Camiller%40synergiseducation.com%7C1a2b7853e23c446e0fd608d5e76a6965%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636669366589840891&sdata=Y3thiWMqC5tLyp7a4Htr%2FcDIk3j97n%2B8%2BPls1L2T39M%3D&reserved=0). | | WEEK3 |  |
| **Videos**  **Log** in to ASCA at <http://schoolcounselor.org/>, and click on **Professional Development**.  **Scroll** down, and select **Webinar on Demand**.  **Select** and watch the following video under the category ‘Miscellaneous’:   * “School Counselor’s Roles in Multi-Tier Models of Support: Ideas and Implementation Strategies” [59:49] ASCA Webinar presented by Jennifer Betters-Bubon.   **Note.** This video is also available on YouTube at <https://youtu.be/t88GdvDcLZI>.  **Watch** the following videos:   * “English Language Learners within a Response to Instruction and Intervention Model” [15:00] at <https://www.youtube.com/watch?v=pJCBW1V8ufs> * “Mastering RtI: Response to Intervention – A Step-by-Step Approach” [4:33] at <https://youtu.be/EtGHJncXDy4> | | WEEK3 | Webinar video = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/Generic*** |
| **The Purpose and Process of RtI**  **Refer** to this week’s reading and video selections.  **Respond** to the following questions in The Purpose and Process of RtI forum by Thursday:   * Define RtI and its purpose. Compare the tiered interventions at the universal, secondary, and tertiary levels. * What are the essential components of the RtI system? Why are they essential? Explain. * What are the different types of data collected for effective implementation? Discuss each one briefly. * What is the role of the school counselor in RtI? How does a multitiered system of support relate to the ASCA model?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **RtI & ELLs, SLD Identification, and Diverse Students**  **Respond** to the following questions in the RtI & ELLs, SLD Identification, and Diverse Studentsforum by Thursday:   * Explain why and how RtI is used in the identification of specific learning disabilities (SLD). * Describe the role RtI plays in supporting English Language Learners (ELLs) and culturally and diverse populations.   **Support** your responses with examples.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **RtI Scenario**  **Imagine** that your school is completing the second marking period and Jared, an 11-year-old middle school students, has math grades that have been on a steady decline since the middle of first marking period. He earned mainly Cs on his Marking Period (MP) 1 report card. However, Jared currently is failing math. Despite the teacher's positive classroom efforts, including offering extra help, Jared continues to refuse to participate during classroom lessons. During a universal screening, Jared was identified as at risk of failing and was referred to the RtI team. The RtI team began monitoring Jared's progress. Jared scored basic in math on the Pennsylvania System of School Assessment (PSSAs), and his Measures of Academic Progress (MAP) scores show a decline since the first marking period. Jared has joined small-group counseling with six other middle schoolers to improve his study skills. The school counselor reports that Jared participates in the group but that the outcome data show that he is not making progress within the classroom.   * What tiered intervention would be appropriate for Jared with the given information? * What interventions are appropriate to support Jared in this tier? * How could peer mentoring and peer tutoring be applied as an effective intervention? In which tier is this intervention appropriate?   **Support** your answers with examples.  Now imagine that the RtI team has reconvened and reports the data collected from the progress-monitoring tool. Over the last four weeks, Jared demonstrated low performance and a declining growth rate during progress monitoring. Additionally, his math teacher reports that Jared continues to show little to no response to positive reinforcement during math class. You have been meeting with Jared for three consecutive weeks and have noted that Jared admits to hating math and is resistant to asking for help.   * What should the RtI team's next move be? Follow the multitier model, and provide examples in your response. * Discuss the interventions appropriate at this tiered level of support. * Discuss the time associated with each step and how a student moves between tiers.   **Post** your response to Blackboard by Sunday. | | 3.1, 3.2, 3.3, 3.4 | Scenario: Scenario Analysis with paper and responses = **1.5 hours** |
| **Total** |  |  | **3.5 hours** |
| **Notes** |  | | |

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| **Week Four: Positive Behavioral Interventions and Supports (PBIS)** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the advantages of school-wide Positive Behavioral Interventions and Supports (PBIS). | | CLO5 | |
| * 1. Differentiate between the interventions offered at each stage within the multitier system of support services. | | CLO3, CLO4 | |
| * 1. Determine the process of conducting specific student observations and functional behavioral assessments.   2. Determine how to utilize peer interventions to support positive behavior outcomes. | | CLO3  CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following articles:   * Sugai, G. (n.d.). School-Wide positive behavior support and response to intervention. *RTI Action Network.* Retrieved April 29, 2015 from <http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior> * Pennsylvania Department of Education. (2015). *Functional behavioral assessment (FBA)*. Retrieved November 10, 2015 from <http://pattan.net-website.s3.amazonaws.com/images/2015/04/08/FBA_Flyer0315.pdf>. * Safe & Responsive Schools. (2000). *Creating a positive climate: Peer mediation*. * Possible Sources of PBS Data. Florida’s PBS Project. (2007). *Possible sources of PBS data*. Retrieved from <http://flpbs.fmhi.usf.edu/revision07/tertiary/Possible%20Sources%20of%20Data.pdf>. | | WEEK4 |  |
| **Click** the following link to access the website [https://www.pbis.org/](https://www.pbis.org/school).  **Navigate** to the following tabs on the PBIS website, and readthe information associated with each one:   * School * Bully Prevention * SWPBIS for beginners * Primary level * Secondary level * Tertiary level | | WEEK4 |  |
| **Videos**  **Log** in to ASCA, and click on **Professional Development**.  **Scroll** down, and select **Webinar on Demand**.  **Select** and watch the following video under the category ‘Miscellaneous’:   * “School Counselor’s Roles in Multi-Tier Models of Support: Ideas and Implementation Strategies” [59:49] ASCA Webinar presented by Jennifer Betters-Bubon.   **Note.** This video is also available on YouTube at <https://youtu.be/t88GdvDcLZI>.  **Watch** the following five videos on YouTube:   * “Creating the Culture of Positive Behavior Supports” [30:14] at <https://youtu.be/Vc-Tjqm20cU> * “Behavior Data - Collection Types” [4:21] at <https://www.youtube.com/watch?v=aJ0yNBcYYYI> * “Behavioral Observation” [3:44] at <https://www.youtube.com/watch?v=Gq6v59YoPUM> * “The ABCs of Behavior” [8:35] at <https://www.youtube.com/watch?v=GxcIM8klHuY> * “Completing an ABC Analysis” [5:52] at <https://www.youtube.com/watch?v=xThcmhwFlKw> | | WEEK4 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Positive Behavioral Interventions and Supports (PBIS)**  **Refer** to this week’s reading and video selections.  **Respond** to the following questions in the Positive Behavioral Interventions and Supports (PBIS) forum by Thursday:   * Define PBIS. What are the essential components of the PBIS model? Explain them briefly. * What is the role of the school counselor in PBIS? How does PBIS support the RtI system? * Compare the tiered interventions at the universal, secondary, and tertiary levels.   **Support** your response with examples.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Peer Programing Interventions**  **Respond** to the following questions in the Peer Programming Interventions forum by Thursday:   * Explain the difference between peer mediation, peer mentoring, peer tutoring. Include details about how peer programming interventions within the PBIS Framework can have positive effects on the student body.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2, 4.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Student Observation**  **Contact** a teacher or school counselor in a local school district, charter school, and parochial school.  **Note.** Summer camps, boys and girls scouts’ troop meetings, and other organized events could fulfill requirements to conduct your observation during summer months.  **Observe** a student during a school day activity who the teacher or school counselor identifies as a behavioral concern.  **Conduct** a 20-minute observation of this student using one of the observation tools provided in the *Interval Recording (Time-on-Task) Observation* document at <http://sherburnenorthernwrightspecialeducationcooperative.org/uploads/16_Interval_Recording_observation__time-on-task_.docx>.  **Imagine** that you are attending a follow up meeting for the PBIS team to report data collected.  **Write** a 550- to 750-word paper discussing your observation findings.  **Note.** Be sure to follow confidentiality guidelines by not disclosing identifiable information, such as student’s name, while completing this assignment.  **Include** each of the following in your paper:   * Date and times of observation * A description of the class activity * Directions given by the teacher * The antecedents * The observed behaviors * The consequences * Duration and intensity * What types of redirection or classroom interventions were used to help the student?   **Post** your observation and paper to Blackboard by Sunday. | | 4.3 | Observation Case Study: Analysis and paper = **2 hours** |
| **ABCs and Functional Behavioral Assessment Submission**  **Create** a 7- to 10-slide narrated presentation using an online tool of your choice, such as Haiku Deck ([www.haikudeck.com](http://www.haikudeck.com)), Prezi ([www.prezi.com](http://www.prezi.com)), or Microsoft® PowerPoint® on the process of writing a simple functional behavior analysis (FBA).  **Include** the following:   * A definition of an ABC analysis * The components of an ABC analysis * The information needed to conduct this type of observation * The role an ABC analysis plays when writing an FBA * When an FBA is appropriate, and for what population   **Post** your presentation link to Blackboard by Sunday. | | 4.3 | Presentation: reviews and posts response = **0.5 hour** |
| **Total** |  |  | **4.5 hours** |
| **Notes** | **IMPORTANT:** *In the case that students cannot conduct the observation within a summer camp, boy and girl scouts’ troop meetings, or other organized event, the video and directions provided below can be used in its place for assignment completion.*  **Watch** the “Behavior Observation” video on YouTube, starting at the four-minute mark, at <https://www.youtube.com/watch?v=0HGwnQmvrfY>.  **Notice** that there is a group of students who arrive late to class.  **Observe** the student seated on the left at the group of three desks, in front of the camera.  **Conduct** a virtual observation of this student using one of the observation tools in Blackboard.  **Imagine** that you are attending a follow up meeting for the PBIS team to report data collected.  **Write** a 500- to 700-word paper discussing your observation findings. Discuss the kinds of behaviors you observed.  **Include** the following in your paper:   * Date and times of observation * A description of the class activity * Directions given by the teacher * The antecedents * The observed behaviors * The consequences * Duration and intensity * What types of redirection or classroom interventions were used to help the student?   **Post** your observation and paper to Blackboard by Sunday. | | |

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| **Week Five: Student Assistance Program (SAP)** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Define the purpose and procedures of the Student Assistance Program (SAP). | | CLO3, CLO4, CLO5 | |
| * 1. Determine the differing roles of the SAP team members. | | CLO5 | |
| * 1. Identify developmentally appropriate prevention strategies and intervention resources for students and families who are identified with drug and alcohol use and mental health-related concerns.   2. Determine effective application of the Family Systems Theory to families in need of support. | | CLO2, CLO3, CLO4, CLO5  CLO2, CLO3, CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** each of the following:   * American School Counselor Association. (2009). *The professional school counselor and student mental health*. Retrieved April 29, 2015 at <http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_StudentMentalHealth.pdf>. * Pennsylvania Student Assistance Program. (2015). *Student assistance process in Pennsylvania*. Retrieved April 29, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPprocessflowchart-jan2015.pdf>. * Pennsylvania Student Assistance Program. (2015). *Foundations of SAP*. Retrieved May 5, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module1-foundations.pdf>. * Pennsylvania Student Assistance Program. (2015). *SAP team and process*. Retrieved May 5, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module2-teamandprocess.pdf>. * Pennsylvania Student Assistance Program. (2015). *Working collaboratively to engage families and school/community partners in SAP process*. Retrieved May 5, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module3-engagement.pdf>. * Pennsylvania Student Assistance Program. (2015). *Resiliency and trauma*. Retrieved May 5, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module4-sec1.pdf>. * Pennsylvania Student Assistance Program. (2015). *Addiction and substance abuse*. Retrieved May 5, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module4-sec2.pdf>. * Pennsylvania Student Assistance Program. (2015). *Behavioral health and observable behaviors*. Retrieved May 5, 2025 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module4-sec3.pdf>. * Pennsylvania Student Assistance Program. (2015). *Continuum of care/aftercare*. Retrieved May 5, 2015 from <http://www.sap.state.pa.us/uploadedfiles/SAPbridgetraining-module4-sec4.pdf>. | | WEEK5 |  |
| **Videos**  **Log** in to ASCA at <http://schoolcounselor.org/>, and click on **Professional Development**.  **Scroll** down, and select **Webinar on Demand**.  **Select** and watch the following video under the category ‘Miscellaneous’:   * "Educating Teens on Drug Facts" [57:53] ASCA Webinar presented by Sheri Grabus, Ph.D. and Wanda Boone   **Watch** the following four videos on YouTube:   * Student Assistance Program [4:58] at [https://www.youtube.com/watch?v=oooufxW7Y2Y](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DoooufxW7Y2Y&data=02%7C01%7Camiller%40synergiseducation.com%7C1a2b7853e23c446e0fd608d5e76a6965%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636669366589840891&sdata=3JYpIOAO2IJUBYDYn4fSIRuS2ivsE%2F69MCimtfnrcXg%3D&reserved=0) * Masonic Model Student Assistance Program [7:00] at [https://www.youtube.com/watch?v=rv8HgNN9AWQ](https://www.youtube.com/watch?v=rv8HgNN9AWQ%20) * Bowenian Therapy [10:15] <https://www.youtube.com/watch?v=Em1hFfIk9hs&nohtml5=False> * Mental Health Awareness [2:44] at [https://www.youtube.com/watch?v=qKCdg4k4mck](https://www.youtube.com/watch?v=qKCdg4k4mck%20) | | WEEK5 | Webinar video = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **SAP Teams**  **Respond** to the following questions in the SAP Teams forum by Thursday:   * Explain what SAP is, who can access SAP, and what concerns the program serves. * Identify the members of a SAP team and their roles. * Explain the responsibilities of the SAP team by identifying the four phases of SAP. * Explain the process to use if a parent or guardian refuses SAP services.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Family Systems Theory**  **Respond** to the following questions in the Family Systems Theory forum by Thursday:   * Explain how the family dynamic can impact a student’s emotional wellbeing and produce learning barriers. * How can understanding Family Systems Theory help a school counselor's assist his or her students?   **Incorporate** the 8 major components of Family Systems Theory in your response.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **CST and SAP Family Brochures**  **Imagine** that your school district is redesigning its SAP team and that you have been tasked with creating family brochures for both elementary and secondary levels within the district.  ***Brochure 1***  **Create** an Elementary-level (K–6) SAP brochure, and title it *Child Study Team (CST).*  **Use** a tool of your choice, such as Microsoft® Word®, Microsoft® Publisher®, or Canva (www.canva.com).  **Include** the following:   * A catchy heading * Age-appropriate pictures * Privacy/confidentiality disclosure * An explanation of CST * A list of behaviors the child may display * A list of life-changing events that a child could be having trouble coping with (i.e. divorce) * How the child becomes involved in CST * What may happen if someone refers a child to CST * How parents can contact CST   ***Brochure 2***  **Create** a Secondary-level (7-12) SAP brochure and title is Student Assistance Program (SAP).  **Use** a tool of your choice, such as Microsoft® Publisher® or Canva (www.canva.com).  **Include** the following:   * A catchy heading * Age appropriate pictures * Confidentiality and SAP * An explanation of SAP * An explanation of what SAP is not * SAP team members and their role * A list of behaviors, concerns, or reasons a student could be referred to SAP * An explanation of how a student is referred to SAP   **Submit** both brochures in Blackboard by Sunday.  ***Note.*** For the purposes of this assignment, Child Study Team (CST) refers to SAP at the elementary level, not special education. | | 5.1, 5.2 | Brochure: Brochure = **1 hour** |
| **SAP Team Scenario Role Play**  The instructor will divide the class into groups and notify you which group you belong to.  **Collaborate** with your team in your group forum to complete the following scenario:  Imagine that you are members of your school's SAP team. The team meets every Tuesday at 11 a.m. and had a total of 144 students referred to SAP this school year. During a weekly meeting at the end of MP 3, the team receives three SAP referrals (one English teacher and two friends) for Julia, a 17-year-old junior.  The English teacher reports that she enjoys having Julia as a student. Julia held an A average in English over the past two years, has a pleasant personality, and is eager to participate in class. Over the past month, Mrs. English has witnessed Julia's attitude towards school change. Initially, she seemed tired, putting her head down in between activities; however, lately her behaviors have become more withdrawn. Julia is no long completing assignments in or outside of class and was caught cutting class in the girls’ bathroom two out of the three times she missed class. Currently, her grade is a D. Mrs. English tried speaking to Julia privately, but Julia's response was, "Thanks, but I’m okay."  Julia and her two friends have been close since 7th grade. Friend A reports that Julia has become withdrawn from the group; she no longer makes plans to get together on the weekend and is avoidant when Friend A calls, texts, and sees her in school. Friend B reported seeing Julia with a different group of friends a few weeks ago. Friend B thinks that Julia hasn't been the same since she began hanging out with that crowd.  Each participant will assume a role within the SAP team (SAP facilitator, case manager, administrator/student, and parent).  Meet with your assigned SAP team via an online video conferencing tool such as Google Hangouts (<https://plus.google.com/hangouts>) or Zoom (<http://www.zoom.us>) to create a 10- 15 minute role-play of the following.  ***Part 1***  **Designate** an SAP member to review the information above with the team.  **Discuss** the additional information you will need to gather and determine whose input the team will need.  ***Part 2***  **Conduct** the initial parent phone call. Talk through the initial conversation with Julia's mom.  **Imagine** that your team receives verbal and written parent permission to begin SAP Services.  ***Part 3***  **Conduct** an interview between the student and the case manager by creating a dialogue that reflects the following scenario:  Julia is feeling a tremendous amount of pressure and has chosen to begin using alcohol and marijuana as an escape.  The team reconvenes and presents the additional information collected and the information from Julia's interview. The additional input shows similar results. Three teachers report Julia's drop in grades, sleeping in class, and unusual behavior. The school counselor reports that Julia having a low affect, a change in peer groups, and an association with substance users. The nurse reports that Julia has been in her office three times in the last two weeks, requesting to sleep.  ***Part 4***  As members of the SAP team, discuss the school-based interventions appropriate for Julia. Determine how the team will manage Julia’s case.  **Note**. All four parts of this role-play activity should be included in one video. Identify each part by announcing the associated number and title. Example: Part 1 - Referral; Part 2 - Phone call; Part 3 - Student Interview; Part 4 - Intervention Recommendations.  **Submit** the recording of your group’s role play to Blackboard by Friday.  **Choose** one group’s role play to critique. Provide constructive feedback and suggest at least one other intervention that could be useful for Julia by Sunday. | | 5.1, 5.2, 5.3 | Scenario: Scenario Analysis, role play and responses = **3 hours** |
| **Total** |  |  | **6 hours** |
| **Notes** | **IMPORTANT:** *Groups for the SAP Team Scenario Role Play should consist of at least 4 students. Students will need to designate the following roles between their group members:*   * SAP Facilitator * Case Manager * Administrator/ Student * Parent   **Note.** For groups of 5, students should assume one role per group member. In the case of too few students in the class, students can assume more than one role. | | |

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| **Week Six: Crisis Assessment** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe risk factors, preventive factors, and warning signs of youth in crisis. | | CLO1, CLO3 | |
| * 1. Explain best practices for aiding in suicide prevention, grief and loss support, post-traumatic stress, and other mental health-related issues. | | CLO1, CLO3, CLO4 | |
| * 1. Distinguish interventions for varying crisis situations. | | CLO3, CLO4, CLO5 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * American School Counselor Association. (2013). *The professional school counselor and safe schools and crisis response*. Retrieved April 29, 2015 at <http://schoolcounselor.org/asca/media/asca/PositionStatements/PS_SafeSchools.pdf>. * American School Counselor Association. (2004). *Childhood traumatic grief educational materials.* Retrieved April 29, 2015 from <http://schoolcounselor.org/asca/media/asca/Resource%20Center/Crisis-Trauma-Violence/Sample%20Documents/National-child-truamatic-stress-network.pdf>. * The Center for Mental Health in Schools. (2015). *Crisis prevention and intervention tools*. Retrieved May 10, 2015 from <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/stpaul/A-19-34.pdf>.      * American Association of Suicidology. (n.d.).*Know the warning signs of s*uicide. Retrieved October 20, 2016 from <http://www.suicidology.org/resources/warning-signs>. * Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.). *Risk and protective factors*. Retrieved May 5, 2015 from <http://www.suicidepreventionlifeline.org/learn/riskfactors.aspx>. * American Association of Suicidology. (n.d.).*Safety Planning Brief Interventions*. Retrieved October 20, 2016 from <http://www.suicidology.org/Portals/14/docs/PreventionCourse/Presentations/Week%207%20Presos/Safety_Planning_Brief_Interventions.pdf?ver=2016-06-27-150907-210>. * Perry, B. and Rubenstein, J. (2015). *The child’s loss: Death, grief, and mourning*. Retrieved May 5, 2015 from <http://teacher.scholastic.com/professional/bruceperry/child_loss.htm>.      * Gurwitch, R. & Schonfeld, D. (2011). Support Traumatized Students. *American School Counselor Association*. Retrieved April 29, 2015 from [https://www.schoolcounselor.org/magazine/blogs/september-october-2011/support-traumatized-students](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.schoolcounselor.org%2Fmagazine%2Fblogs%2Fseptember-october-2011%2Fsupport-traumatized-students&data=02%7C01%7Camiller%40synergiseducation.com%7C1a2b7853e23c446e0fd608d5e76a6965%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636669366589840891&sdata=dgH249o%2FHvblWFmQkmaaUMOtDoHpWmaOuthaRA6CCl8%3D&reserved=0). | | WEEK6 |  |
| **Videos**  **Log** i**n** to ASCA, and click on **Professional Development**.  **Scroll** down, and select **Webinar on Demand**.  **Select** and watch the following videos under the category 'Crisis Management and Response':   * “Counseling Kids in Crisis” [1:00:45] ASCA Webinar presented by Jeannie R. Studer at <http://www.schoolcounselor.org/asca/media/webinars/2011-11-09-15-00-Counseling-Kids-in-Crisis.wmv> * "Supporting Students After Crisis and Loss" [1:11:42] ASCA Webinar by Robin Gurwitch at <http://www.schoolcounselor.org/asca/media/webinars/2011-09-07-15-02-Supporting-Students-After-Crisis-and-Loss.wmv>   **Watch** the following three videos on YouTube:   * “Suicide Assessment Role Play - Ideation and Plan without Intent” [12:46] at <https://www.youtube.com/watch?v=4gtDUCVAxxY>. * “Suicide Assessment Role-Play - Ideation, Intent, and Plan” [14:36] at <https://www.youtube.com/watch?v=0XEKrRJeB5I>. * “Basic Methods for Assessing Suicide Prevention Risk” [12:47] at <https://youtu.be/1L0tuT60N7A>. | | WEEK6 | Webinar videos = **2 hours** |
| **Total** |  |  | **2 hours** |
| ***Assignment: Students must complete the weekly assignment(s).*** | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Post-Traumatic Stress**  **Respond** to the following questions in the Post-Traumatic Stress forum by Thursday:   * What are the risk factors and warning signs of a student experiencing post-traumatic stress? * What is the role of the counselor in helping students who are experiencing post-traumatic stress? * What are the interventions a school counselor can use at the elementary, middle, and high school levels?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Counseling for Grief and Loss**  **Respond** to the following questions in the Counseling for Grief and Loss forum by Thursday:   * Discuss how each stage of grief impacts learning. * What are the ways both presenters say is helpful when working with grieving students? * What types of interventions are appropriate for school counselors to use when working with grieving students? Discuss interventions for elementary, middle, and high school students. * In what ways should the adults within a school seek the appropriate help if they are also affected by the loss?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Suicide Prevention and Self-Injurious Behavior**  ***Part 1***  **Describe** the risk factors, protective factors, and warning signs of a suicidal student.  **Discuss** the process of conducting a suicide screening.  **Explain** why close-ended questions are necessary when dealing with a crisis situation.  ***Part 2***  **Imagine** that a student you've counseled in the past requests an individual counseling session. She has a history of nonsuicidal self-harm and is now experiencing high levels of stress. The student insists on keeping self-harm as a possible alternative for coping with stress.  **Determine** how you as the school counselor would negotiate a safety plan with your student. What types of intervention would you include in the plan?  **Post** your responses to Part 1 and Part 2 to Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Scenario: Scenario Analysis and responses = **2 hours** |
| **Crisis Resources**  **Imagine** that you are tasked with creating a new resources page on your school's guidance website.  **Create** a web resource using a tool of your choice, such a Google Sites (<https://sites.google.com/>), Weebly (<http://www.weebly.com>), or Wikispaces (<http://www.wikispaces.com/content/teacher>).  **Identify** facts, statistics, general information, and a list of at least three local resources for the following crisis situations:   * Suicide prevention and intervention * Grief and loss * Post-traumatic stress * Mental health concerns   **Tailor** this web resource towards the students and families in K–12.  **Explain** how each of these crisis situations can cause barriers to learning.  **Post** a link to your web resource to the Crisis Situations discussion forum by Friday.  **Post** constructive feedback, criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ resources by Sunday. | | 6.1, 6.2, 6.3 | Presentation: reviews and posts response = **1 hour** |
| **Total** |  |  | **5 hours** |
| **Notes** |  | | |

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| **Week Seven: Referral Process** | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate between a crisis assessment and the criteria for making an outside referral. | | CLO4 | |
| * 1. Establish the appropriate procedures for making a crisis referral. | | CLO3, CLO4 | |
| * 1. Explain the significance of being a mandated reporter and the process of making a ChildLine report.   2. Summarize a transition plan that consists of in-school supports related to aftercare. | | CLO3, CLO4  CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following:   * Department of Human Services. (n.d.) *Mandated reporters*. Retrieved November 9, 2015 from <http://keepkidssafe.pa.gov/cs/groups/webcontent/documents/document/c_137646.pdf>. * American School Counselor Association. (2003). *The professional school counselor and child abuse and neglect prevention*. Retrieved April 29, 2015 from <http://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ChildAbuse.pdf>. * National Alliance on Mental Health. (2015). *Getting treatment during a crisis*. Retrieved May 11, 2015 from <http://www.nami.org/Learn-More/Treatment/Getting-Treatment-During-a-Crisis> * National Alliance on Mental Health. (2015). *Treatment settings.* Retrieved May 11, 2015 from <http://www.nami.org/Learn-More/Treatment/Treatment-Settings> * Department of Child & Family Studies. (2012). *Intervention strategies: Establishing a community response*. Retrieved May 10, 2015 from <http://theguide.fmhi.usf.edu/>   + Note. Scroll down and click on "Issue Brief 6a" - Intervention strategies: Establishing a community response * Prevent Child Abuse NJ. (n.d.) *Physical and behavioral indicators of child abuse and neglect*. Retrieved May 11, 2015 from [https://www.nj.gov/dcf/documents/news/publications/Indicators.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nj.gov%2Fdcf%2Fdocuments%2Fnews%2Fpublications%2FIndicators.pdf&data=02%7C01%7Camiller%40synergiseducation.com%7C1a2b7853e23c446e0fd608d5e76a6965%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C1%7C636669366589840891&sdata=81MKKcS%2BvAv5DbMt8YjdTt9hdpbOXr20Lwlpj0cPX7U%3D&reserved=0). * Crime and Violence Prevention Center. (2007). *Child abuse: Educator’s responsibilities*. <http://web.csulb.edu/~nmatza/powerpoint/HSc411BAssign/Laws/child.abuse.ed.respons.pdf> * American Association of Suicidology. (2015). *Frequently asked questions about suicide*. Retrieved from [www.suicidology.org](http://www.suicidology.org). | |  |  |
| **Total** |  |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.**A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Counseling Referral**  **Respond** to the following questions in the Counseling Referral forum by Thursday:   * What is the difference between a counseling assessment and a counseling referral? * In what instances would a counseling referral become necessary? Discuss the reasons a student could be referred to an outside agency. Include all referral types in your answer.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Mandated Reporter**  **Respond** to the following questions in the Mandated Reporter forum by Thursday:   * What is a mandated reporter? Who are considered to be mandated reporters? * Under what circumstances would an incident need to be reported to ChildLine?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Community-Based Referral**  **Imagine** the SAP team contacted the SAP liaison to recommend assessments for students who may benefit from community-based services.  **Research** three local, community-based resources that are appropriate for each of the following referral types:   * Drug and alcohol * Grief and loss * Self-injurious behaviors * A suicidal student * Mental health agencies * Juvenile detention   **Create** a two- to four-page resource document with a description of where each agency or organization is located and the services they offer to youth and families.  **Include** an APA-formatted reference page.  **Submit** your assignment to Blackboard by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.1 | Web Review Activity: Research, document, one post and replies to three other posts = **2 hours** |
| **Counselor Interview**  **Imagine** that you have been tasked with educating school counselors in your district about your school district’s referral process.  **Interview** a school counselor who works at the grade level of interest to you.  **Discuss** the following in your interview:   * The counselor’s primary roles and responsibilities when crisis situations arise * The types of referrals that have been made * The district policies and procedures for making an outside referral * A description of the referral process * How this person handles emergency crisis situations as they arise while still meeting his or her daily responsibilities * The aftercare plan for a student transitioning back from treatment or placement   **Create** an online presentation using a tool of your choice, such as Prezi [(http://www.prezi.com)](http://www.prezi.com/) or Haiku Deck [(https://www.haikudeck.com/)](https://www.haikudeck.com/), on the information you learned from your interview and job shadowing experience.   * Summarize the information you learned from the interview. * Describe how the experience matched your perceptions and course readings about the referral process. * Include any questions that you have about the referral process as a result of your work with the school counselor.   **Submit** a link to your presentation to the School Counselor Interview discussion forum by Friday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday.  **Note.** If you need job shadowing experience, consider using this opportunity to spend additional time with the school counselor you are interviewing. Arrange this additional time when you arrange for the interview. If you participate in job shadowing, document the experience in your pre-practicum log. | | 7.2, 7.4 | Presentation: Interview, private post, share, and comment = **3 hours** |
| **Total** |  |  | **7 hours** |
| **Notes** |  | | |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 8 |
| Supplemental |  | 1 |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 4 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 0 |
|  |  |  |
| **Week5** |  |  |
| Required |  | 7 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 6** |  |  |
| Required |  | 7 |
| Supplemental |  | 0 |
|  |  |  |
| **Week 7** |  |  |
| Required |  | 7 |
| Supplemental |  | 1 |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | 42 |
| **Total Supplemental Hours** |  | 2 |
| **Total Hours** |  | 44 |