Family Engagement:
The Role of School Counselors

Presented by Dr. Trish Hatch
President/CEO, Hatching Results
“Family Engagement is everybody’s responsibility, but school counselors have a special role. School counselors can be welcoming, respectful, and ‘the keeper of the heart’. For parents, the teacher relationship can sometimes be intimidating, but the school counselor relationship does not have to be that way.”

Patricia Weinzapfel, Executive Director of Community Schools and Family Engagement
Evansville Vanderburgh School Corporation, Indiana
Session Objectives:

By the end of the session, attendees will be able to:

- Articulate the **role of a school counselor**
- **Clarify my rights** as a parent/guardian or family member
- Understand the foundation of a **Multi-Tiered, Multi-Domain System of Support** and how school counselors and families can **support the needs of all students**
- Identify strategies that can be implemented to **increase family engagement** focused on **improving student outcomes**
- **Support families** during this difficult time with **COVID-19**
I Became a School Counselor to Make a Difference

Elementary School Counselor
High School Administrator
Coordinator of Student Services
University Professor
PARENT :)

[Images of a woman in different work settings]
Who is involved in my student’s education?
What Do I Have The Right To Know?

• What is **OK** to ask?
• What’s **not OK** to ask?
• What do I **need** to know?
• What is **my responsibility** to know and ask for as a parent?
• How do I become my child’s best **ally**?
• What do I have the **right** to ask for from the **school counselor**?
• What do I have the right to **ask teachers** at my child’s school?
• What do I have the right to **ask administrators** at school?
• How do I **partner** in planning my child’s post secondary plans?
What are the rights of families in education?


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**Family Engagement: Family Rights in Education**

For the following statements, check the boxes that indicate the rights families have in regards to their involvement with the education of their student(s).

**I have the right to . . .**

- Receive school information in English and my home language.
- Be notified in a timely basis if my student is absent from school.
- Access my student's school records.
- Be mutually supportive and respectful partners with the school.
- Observe my student's current classroom(s) and/or future classroom(s) if transferring.
- Meet with the teacher(s) or principal.
- Volunteer in the school or classroom.
- Receive the results of standardized and statewide tests.
- Request a particular school placement for my student and receive a response.
- Expect a safe and supportive learning environment for my student.
- Examine curriculum materials from my student's classes.
- Be informed of my student's progress and whom I should contact if there are questions or problems.
- Be provided with data regarding skills and standards my student is expected to meet.
- Be informed in advance of school rules, including discipline rules and procedures, attendance policies, dress codes, and procedures for visiting the school.
- Participate in parent advisory committees, school site councils, or site-based management leadership teams.
- Ask questions about anything in my student's records that I disagree with.
- Receive information about any type of psychological testing requested for my child, and be able to refuse it.
- Be provided information on the differences between different social service providers (school psychologists, school social workers, school counselors, etc.).

**Resources:**

- Role of the School Counselor
- ASCA Professional Competencies
- ASCA Ethical Standards
- ASCA Position Statements
- Dual Capacity Framework

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How Many of These Are True?

ALL of Them are TRUE! :)
Research Tells Us...

Parents who participate at home and at school in their child’s education at least eight times throughout the school year are more likely to see their child succeed (Crotty, 2012).

Only 42% of parents have participated at an event or helped their child at school...

33% have interacted with their child’s counselor (Crotty, 2012).
Difference Between "Involvement" & "Engagement"

Parent (Family) involvement is often more of a "doing to"
Parent (Family) engagement is a "doing with"

Involvement: Listening with your **mouth** -- telling parents what they should be doing.

Engagement: Listening with their **ears** -- hearing parents tell us what they need.

**One way communication** is a hallmark of **parent involvement**. Schools across the country emphasize sending sheets of information home (which often do not arrive or, if they do, can be in a language that parents don't understand) and using automated phone calls.

Engagement tries to utilize **two-way conversation**, through efforts like making home visits and phone calls that don't only happen when there's a problem with a child.

What is a School Counselor?

School counselors have a **masters degree** and are **credentialed professionals** who are vital members of the educational team. They focus in **three areas** for ALL students:

- Academic Achievement
- Social-Emotional Development
- College/Career Readiness

![Diagram showing the three areas: Academic, Social/Emotional, Career](image)
How School Counselors Work With Students:

- Teaching classroom core curriculum lessons
- Facilitating small group interventions
- Providing one-on-one counseling
- Coordinating school wide activities
- Attending school meetings
- Consulting with teachers and families
- Referring families to resources inside/outside of school
## Transformed Role of a School Counselor

<table>
<thead>
<tr>
<th>Then – <em>Guidance Counselor</em></th>
<th>Now – <em>School Counselor</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mysterious job behind closed doors</td>
<td>Collaborates w/ staff, shares data, part of planning and implementation</td>
</tr>
<tr>
<td>Reactive</td>
<td>Proactive</td>
</tr>
<tr>
<td>Clerical role, maintaining school records, test administration</td>
<td>Academic, Social-Emotional, College/Career</td>
</tr>
<tr>
<td>Touchy, feely conversations</td>
<td>Student-Centered, Data-Driven, Intention and Crucial Conversations</td>
</tr>
<tr>
<td>Works with only “troubled” students</td>
<td>Addresses the needs of ALL students</td>
</tr>
<tr>
<td>Support staff</td>
<td>Leader in the schools</td>
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</table>
What Else Do School Counselors Do?

- **Consult and collaborate** with teachers, administrators, service providers, families, and the community.

- Help students reach their **post-secondary goals** to prepare them to become meaningful and productive contributors to society.

- Follow their **ethical responsibility** to serve student advocate

- Measure their impact and **share results**
How Do Counselors Differ From Other Support Service Providers?

What’s My Lane?

- School Counselor
- School Social Worker
- School Psychologist
- Community Partners
Each may deliver similar services such as counseling, social–emotional skill instruction, and consultation with families and teachers.

Each profession has its own unique focus based upon its specializations, which result in different, albeit interrelated, services.

The specific services and expertise of individual practitioners may vary, but they also have similar core competencies and specialized instructional services of each profession.
**Pyramid Approach To Instruction**

**Tier III**
Individualized intensive interventions

**Tier II**
Targeted small group interventions for at-risk students

**Tier I**
Whole class research-based core instruction
The Problem for School Counselors...

Academic Domain

RTI

Social/Emotional Domain

PBIS

Designing Schoolwide Systems for Student Success

Academic Instruction
- Tertiary Interventions (for individual students)
  - Assessment-based
  - High Intensity
- Secondary Interventions (for some students)
  - High Efficiency
  - Rapid Response
- Universal Interventions (for all students)
  - Preventive, Proactive

Behavioral Instruction
- Tertiary Interventions (for individual students)
  - Assessment-based
  - Intense, durable procedures
- Secondary Interventions (for some students: at-risk)
  - High Efficiency
  - Rapid Response
- Universal Interventions (for all students)
  - All Settings
  - Preventive, Proactive

College & Career Missing :(  

Academic Development

Social/Emotional Development

College/Career Development
Adapted to the... Multi-Tiered, MULTI-DOMAIN System of Supports

https://www.hatchingresults.com/videos
What do you see on the surface across practitioners?

- School Counselors
- School Social Workers
- School Psychologists
Tier 1: School Counseling Core Curriculum
School Counseling **Core Curriculum** Lessons

What is Core Curriculum?

- **Lessons** taught in the classroom
- **Every** student because they “breathe”
- **Three** domain areas
- **Scope** and sequence
- **Scaffolded** developmentally
- **Assessments** (Pre-Post)
- **Family** connection
Parent Engagement

In class, your student drew pictures of things he or she likes and doesn't like to do. Connect learning @ home by discussing the pictures and asking your child questions.

- Let me take a look at the picture you have drawn. Why do you like picking up toys? You ARE: why do you like picking up your toys? Why don't you like brushing your teeth?
- Instead of drawing pictures today of what you like to do and what you don't like to do. What did you draw?

Point out one other task that you have seen that your child seems to enjoy doing and link it to a positive skill or trait.

- "I have also noticed that you like sorting your blocks into colors. That's great for organizing things, so think you are good at organizing stuff."
- "You seem to enjoy carrying your backpack all by yourself. You are strong and very responsible."

Point out to your child stuff that you do that you do or don't enjoy doing and talk about how people enjoy doing different things.

- "I don't like cleaning the dishes, my little ones, so we traded tasks growing up. People like to do different things."
- "Some kids don't like sorting toys. That's why it's good to have kids like you around who do."

Thank you for all you do to help your student succeed!

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LEARNING @ HOME
Thinking of the Future

Recently, your student looked into his/her personal strengths and career interests by creating an account in Indiana Career Explorer - (Indiana.kuder.com). Connect Learning @ Home by asking about this experience.

- "Indiana Career Explorer sounds interesting! What do you explore this website?"
- "What personal strengths did you identify?"
- "How will your strengths help you set goals for high school and beyond?"

Talk to your student about the career paths he/she is considering. Encourage your student to look at other options related to his/her strengths and interests, and to be confident in choosing short-term and long-term goals.

- "Tell me about your three top choice for a career right now."
- "How will you build your high school schedule to help you prepare for your career choices?"
- "I am so proud of you for starting your plan for the future! How can you help you in obtaining your goals?"

"Communication – the human connection – is the key to personal and career success." - Paul A. Hunter

Thank you for all you do to help your student succeed!

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LEARNING @ HOME
Graduation Plans

Your student recently learned about the importance of having a graduation plan. Connect learning @ home by asking him/her about the experience. Here are some examples of what to say:

- "What is a graduation plan and why is it important for you as a freshman to have one?"

Talk with your student about what he or she has learned. Encourage him or her to explore how having a graduation plan is important.

- "I love that you're already planning for the future. What could we do as a family to help support your goal?"
- "Think it's great that you are already making plans for the future and setting goals. What are some things we can do at home to help keep you on track to reach your goals?"

Talk with your student about some ways they can turn their plan into a reality while still in high school.

- "Writing down your goals and keeping them in a place you can see will help keep you motivated and on track to reach your goal."
- "Making sure you are successful in school plays a key part in reaching your goals."

Thank you for all you do to help your student succeed!
Tier 1: School Counseling Core Curriculum

- **80% is consistent across the district**
  - Developmental in nature
  - Preventative in design
  - Comprehensive in scope

- **20% based on local needs**
  - School data (i.e. discipline referrals, student surveys)
  - Current trends (i.e. cyberbullying, Tide Pod Challenge)
  - School initiatives (i.e. related to culture and climate)
Increasing Family Engagement: **Core Curriculum**

**TIPS for SCHOOL COUNSELORS:**

- Inform families about content of core curriculum scope and sequence
- Gather input from parents into topics selected (surveys)
- Share calendars indicating when lessons are being delivered
- Screencast slide decks of lessons
- Upload slide decks on schools website
- Share curriculum delivery in newsletters/emails
- Create a parents page that aligns with curriculum
- Create results presentations and share them
Increasing Family Engagement: **Core Curriculum**

**TIPS for FAMILIES:**

- Ask for content of core curriculum scope and sequence
- Provide input to school counselors into topics selected (surveys)
- Check calendar for curriculum delivery - ask students about what they learned
- Watch screencasts of slide decks of lessons if provided
- Check the schools website for information on core curriculum
- Read about curriculum delivery in newsletters/emails
- Check out the parents page
- Review results presentations provided
Tier 1: Individual Student Planning
What are they called??

- Individual Learning Plans (ILPs)
- 4-Year Plans, 7-Year Plans, 10-Year Plans, etc.
- Individual College and Academic Plans
- Individual Graduation Plans
- Education and Career Action Plans
- Career/Academic Plans
- ...Others??

New Mexico’s Next Step Plan (NSP) is mandated by the state. It includes all students, 8th - 12th grade.

| States with mandated ILP in use | No ILP in use | States with ILP in use, but no mandate |
Increasing Family Engagement: Individual Student Planning

**TIPS for SCHOOL COUNSELORS:**
- Advocate to begin teaching/doing ILPs in **Middle School/Jr. High**
- Determine **when, where, and how** students will get ILPs to families
- **Market the plan** for ILPs so parents have advance notice
- Invite **parents to attend** ILP meetings
- **Provide examples** of ILPs that align with coursework
- Consider **screencasting** presentations on ILPs
- **Post** screencasts on schools website
- Advocate for ILPs in SIS’s that can be shared and **revised online**
Increasing Family Engagement: **Individual Student Planning**

**TIPS for FAMILIES:**
- **Advocate** for ILP conversation beginning in Middle School/Junior High
- Ask **when, where, and how** will my student get an ILP (4-6 year plan)
- Attend the **Individual Learning Plan (ILP)** meeting if invited
- If not invited, **make an appointment** to review with the counselor
- Inquire as to how your child’s ILP aligns with coursework
- Discuss how their ILP aligns with their **post-secondary plans**
- Review your students ILPs - which should be **updated annually**
Tier 1: District/School Wide Activities
**Tier 1: Districtwide/Schoolwide Programs & Activities**

**Programs:** Ongoing throughout the school year and more systemic in nature

**Activities:** Tend to be confined to a period of time (specific month, week, day)

**Examples:**

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>COLLEGE/CAREER</th>
<th>SOCIAL/EMOTIONAL</th>
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<tbody>
<tr>
<td>● Transition programs (ES to MS to HS to PS)</td>
<td>● College Signing Day</td>
<td>● Schoolwide expectations/PBIS</td>
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<tr>
<td>● Orientations</td>
<td>● Career fairs</td>
<td>● Bully prevention</td>
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<tr>
<td>● Attendance programs</td>
<td>● Postsecondary tours &amp; rep visits</td>
<td>● Mix It Up Day</td>
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<tr>
<td>● New student welcome programs</td>
<td>● Summer Melt counseling</td>
<td>● Restorative practices</td>
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<tr>
<td></td>
<td>● Scholarship &amp; FAFSA initiatives</td>
<td>● Day of Silence</td>
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<td>● Junior Achievement &amp; BizTown</td>
<td>● Mentorship Programs</td>
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<td></td>
<td></td>
<td>● Red Ribbon Week</td>
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<tr>
<td></td>
<td></td>
<td>● World Kindness Day</td>
</tr>
</tbody>
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Increase Family Engagement: **School Wide Activities/Events**

**TIPS for SCHOOL COUNSELORS:**

○ Advertise a **calendar of activities** for the year
○ Work to improve **attendance**
○ Create an **online version** for those that can’t attend
○ Complete **surveys** when asked which topics you prefer
○ Provide **evaluations** utilize feedback to improve
○ Analyze **which** families are attending
○ Consider why some families **not attending**?
○ **Imagine what barriers** prohibit families from attending (child care, times offered, transportation, communication, etc.)
○ Is the presentation **culturally relevant**?
○ Do parents truly feel **welcomed**?

*Golden Question: $$$$$
If you were promised $50 for every family that came, what ideas do you have now that might get them there?*
Increase Family Engagement: **SchoolWide Activities/Events**

**TIPS for FAMILIES:**

- Ask for a **calendar of activities** for the year
- **Attend** if you can - and participate
- Ask for an **online version** if you can’t attend
- Complete **surveys** when asked which topics you prefer
- Fill out **evaluations** to provide feedback
- Explain to the school **why** you are not attending
- Notify the school of any **barriers** that prohibit families you know from attending (child care, times offered, transportation, communication, etc.)
MTMDSS Tier 2:

- Large Group Workshops
- Workshops based on a demographic indicator
- Small Groups
- Consultation
- Collaboration
- Other evidenced based interventions
Key Element of T2:

Proactively collecting data to determine eligibility for Tier 2 services

Tier 2 does not mean simply waiting for referrals! :)
“Teachers, which students need small group counseling?”

“Sign up for this group!”

“I’ll find out who needs a Tier 2 intervention by looking at grades, attendance, and behavior!”

Then I’ll analyze the data and provide appropriate intervention!

Referral-Driven

Data-Driven
Tier 2 is an area in which family engagement is oftentimes a struggle, but it's also when needed the most!

1. How are interventions being communicated to students and families?
2. How are families part of the intervention process?
3. How are families being invited or informed of student progress when assigned interventions?
Increase Family Engagement: Tier 2 Interventions

TIPS for SCHOOL COUNSELORS:

● Ensure websites are easy to navigate
● Check websites for a welcoming “look” for families
● Imagine you are looking for you - how hard is it to find you?
● Provide FAQ for most common family questions
● Include pictures of school counselors on website
● Provide communication in advance to families on T2 interventions
● Teach families in advance the processes and data counselors use to initiate Tier 2 interventions
● Advertise T2 predetermined data elements that drive T2 interventions
● Ensure students who qualify receive an intervention even without a referral
Increase Family Engagement: **Tier 2 Interventions**

**TIPS for FAMILIES:**

- Look up the schools’ websites
- Share concerns if websites are not easy to navigate
- Read the FAQs for most common family questions
- Locate the picture and email address of your child's school counselor
- Read communications to families on T2 interventions
- Inquire how counselors are using data to initiate Tier 2 interventions
- Advocate for interventions if your student is struggling
- Attend meetings when scheduled (or call in)
- Ask for a meeting if needs aren't being met
MTMDSS: Tier 3 Crisis Response

- Short term (6-8 weeks)
- Brief, solution focused
- Referrals to outside resources
- Students not appropriate for groups/short term crisis response
- **Not therapy**
## What is a CRISIS?

### When Should I Contact the School Counselor?

<table>
<thead>
<tr>
<th>Crisis Examples:</th>
<th>Examples of a Tier 3 Data Need:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Death of an immediate family member</td>
<td>● Lengthy discipline history</td>
</tr>
<tr>
<td>● Suicidal ideation</td>
<td>● Lengthy social/emotional history</td>
</tr>
<tr>
<td>● Threat to harm self or others</td>
<td>● Lengthy legal agency contact history</td>
</tr>
<tr>
<td>● Child abuse/neglect</td>
<td>● Severe educational gap</td>
</tr>
<tr>
<td>● Witnessing a violent or aggressive incident</td>
<td>● Chronic attendance issues</td>
</tr>
<tr>
<td>● Displacement of a parent/guardian</td>
<td>● Medically fragile needs/issues</td>
</tr>
<tr>
<td>● Recent family transition</td>
<td>● Receiving a number of outside services</td>
</tr>
<tr>
<td>● Severe medical issues</td>
<td>● Displaced/foster youth</td>
</tr>
<tr>
<td></td>
<td>● Family trauma, death, etc.</td>
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</tbody>
</table>
ASCA School Counselor Professional Standards & Competencies

The Role of the School Counselor

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

ASCA Ethical Standards for School Counselors

ASCA Position Statements

Images are hyperlinked!
While school counselors work with students on issues related to stress and anxiety, they are **not mental health professionals**.

"School counselors are **not therapists**," Cook says. "They don't provide long-term therapy."

For issues beyond their expertise, school counselors **make referrals**. The referral may be to a mental health practitioner on site or a community agency, depending on a student's needs and a school's resources.

"Anything related to long-term sadness, depression, eating disorders, substance abuse, high levels of anxiety for a long period of time – those are all things that get referred out," Pringle says.
Pediatricians Refer to Specialists
Areas of Thoughtfulness

- How can schools support or develop **cultural competence** around family engagement?
- What **type of environment** needs to be established for ALL families to feel welcome?
- As a family, how can you **help advocate** for an ongoing collaboration with school counselor?
- What is needed to **proactively establish relationships** between school counselors and families?
- How can we all work together to **strengthen these partnerships** for students?
- How is Family Engagement is now being measured on some **state’s accountability dashboards**?
Collecting Data on Family Engagement

- Pre-Post/Surveys of events/activities
- Response to parent surveys
- Define Attendance (Gary’s story)
- Clicks on Social Media events
- Number of downloads of Audio Screencast or voice over PowerPoints
- Engagement and interaction data on social media
- Membership on school-based planning committees/organizations

Ask yourself: Who is attending, but more importantly who is NOT attending or participating? Why?
How Do We Engage the Least Engaged?

Similar to What we do for Students

➔ What is a possible contributing factor (reason) for family disengagement?
➔ What data do we need to understand this more?
➔ Are we involving or engaging?
➔ Are we talking TO parents or WITH parents
➔ Robocalls/Emails are not enough for T2/3 needs - vary modalities - get creative!
Meet Them Where They Are

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization:** achieving one’s full potential, including creative activities

Diagram shows a pyramid with layers from bottom to top:
- Basic needs
- Psychological needs
- Self-fulfillment needs
Why it’s HARD for FAMILIES to ASK for HELP

- Cultural Norms
- Fear of Rejection or Ridicule
- Not Sure Where to Get the Help
- I Don’t Know What I Don’t Know
- Intimidated by Hierarchy and Power
- Trusting Educators To Know What’s Best
- Anxiety About ALL of THIS
- Lacking Technology, Resources, Transportation
Please *Engage*... **ASK** Your School Counselor...

As a parent/guardian you have the right to ask to:

- Review your child's academic records
- Review of your child's intervention plan and behavior records
- Be involved in your child's academic learning (4 year) plan
- Discuss college/career planning options
- Learn about college requirements
- Discuss the benefits of taking rigorous courses
- Learn about Financial Aid and the Dream Act
- Ask for referrals to academic and social/emotional interventions
- Discuss alternative education and credit recovery options
- And much more! Whatever you need to ask! If they don’t know, they can find someone who does! :)
You can do all the "right" things for family and community engagement and still miss the mark if you don't acknowledge, celebrate, and integrate the cultural wealth that students and families bring.

PLEASE SHARE YOUR SUCCESSES!

Family Engagement Resources


Dual Capacity-Building Framework: [www.dualcapacity.org](http://www.dualcapacity.org)

Parent Toolkit: [https://www.parenttoolkit.com/](https://www.parenttoolkit.com/)

*Seeing is Believing*: Promising Practices for How School Districts Promote Family Engagement (Harvard University)
Family Resources

1. Metro Parent - 10 Tips for Digital At-Home Learning
2. Mindheart - #COVIBOOK (in multiple languages)
4. American School Counselor Association - Coronavirus resources
6. BrainPop - Talking to Kids About Coronavirus (video)
7. Zero to Three - Age Appropriate Tips for Families: Coronavirus
8. WhyTry - Parent Guide to Resilience
Helping children cope with stress during the 2019-nCoV outbreak

Children may respond to stress in different ways such as being more clingy, anxious, withdrawing, angry or agitated, bedwetting etc.
Respond to your child’s reactions in a supportive way, listen to their concerns and give them extra love and attention.

Children need adults’ love and attention during difficult times. Give them extra time and attention.
Remember to listen to your children, speak kindly and reassure them.
If possible, make opportunities for the child to play and relax.

Try and keep children close to their parents and family and avoid separating children and their caregivers to the extent possible. If separation occurs (e.g. hospitalization) ensure regular contact (e.g. via phone) and re-assurance.

Keep to regular routines and schedules as much as possible, or help create new ones in a new environment, including school/learning as well as time for safely playing and relaxing.

Provide facts about what has happened, explain what is going on now and give them clear information about how to reduce their risk of being infected by the disease in words that they can understand depending on their age.
This also includes providing information about what could happen in a re-assuring way (e.g. a family member and/or the child may start not feeling well and may have to go to the hospital for some time so doctors can help them feel better).
Thank you!

Ashley Urbano, School Counselor
Sunset Elementary
Coalinga-Huron USD, California

Spending too much time listening to news isn't good for kids or grownups.
I'm still trying to make a difference
For THEM :)

[Image of smiling woman with two children]
Don’t forget to share your ideas!

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