



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

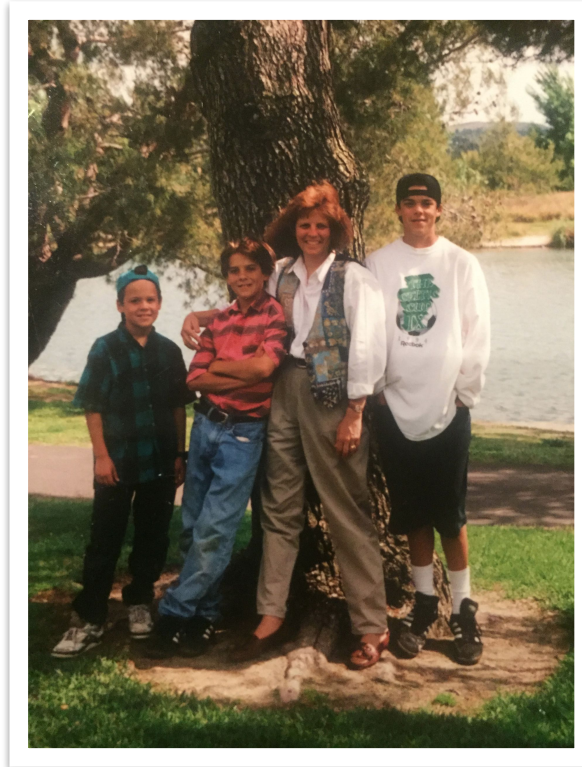
Session Objectives:



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 :)

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?

<http://bit.ly/familyrightssurvey>

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 State](#)
- [Dual Capacity Framework](#)

How Many of These Are True?



1000%



ALL of Them are TRUE! :)

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



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



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

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?



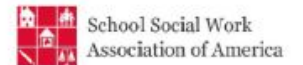
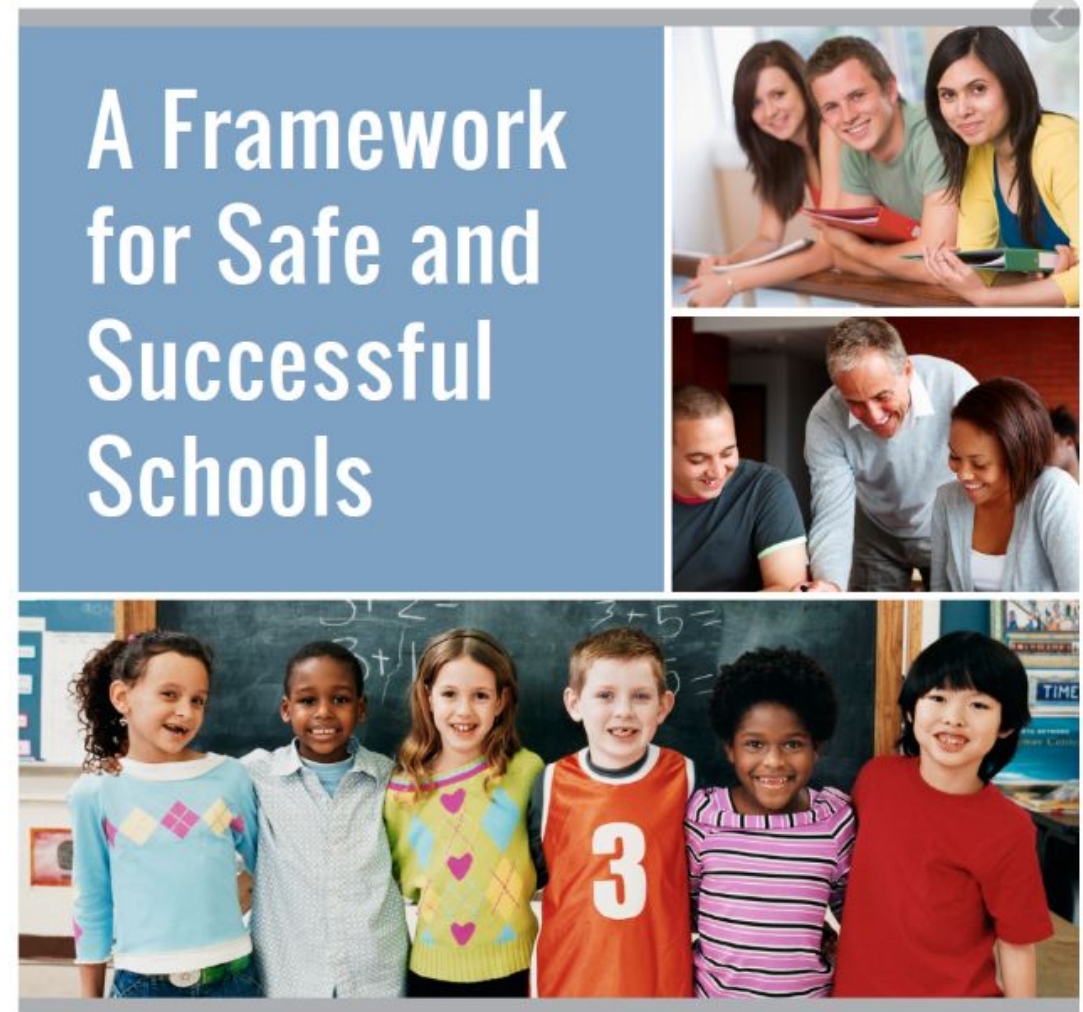
School Counselor

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 I

Tier III

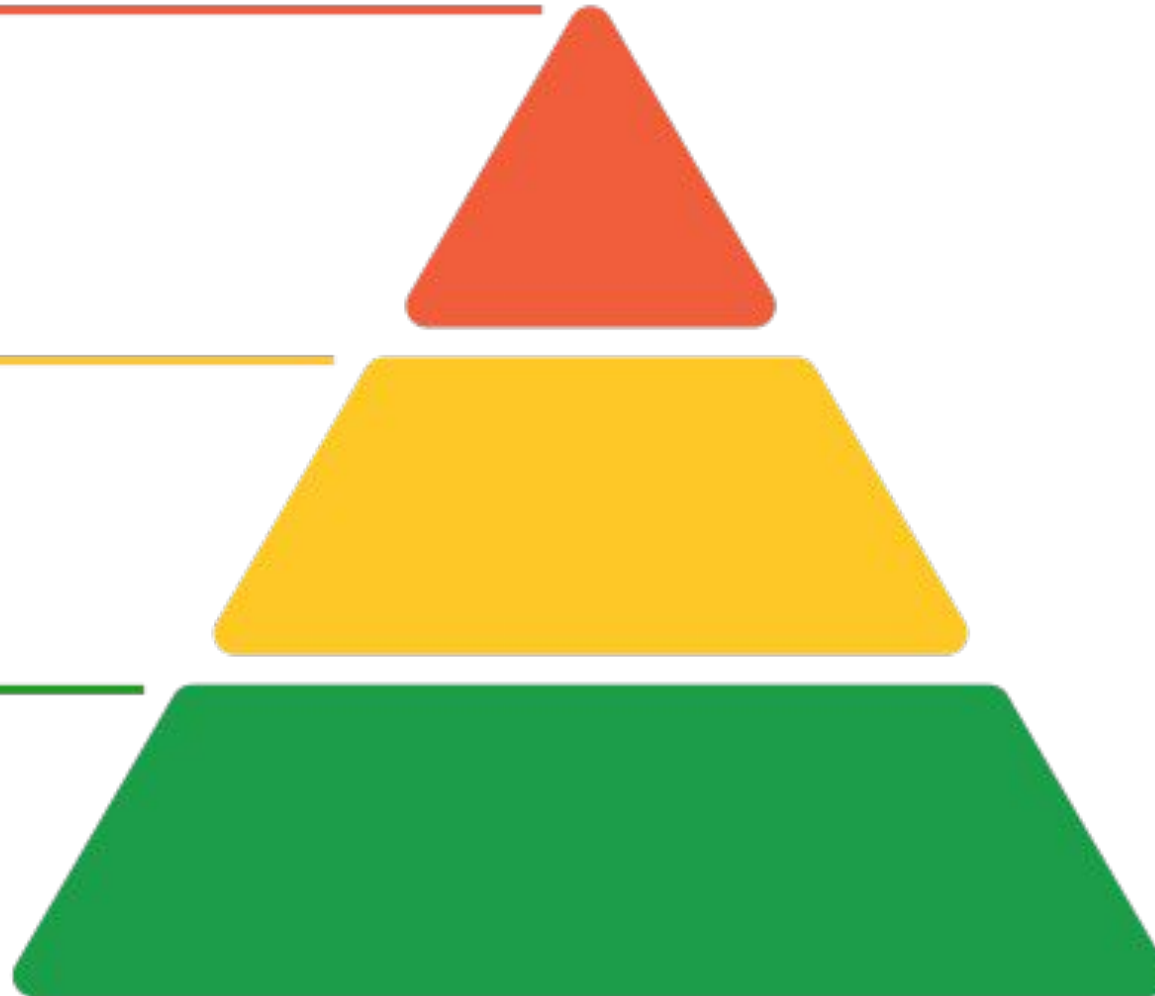
Individualized intensive interventions

Tier II

Targeted small group interventions for at-risk students

Tier I

Whole class research-based core instruction



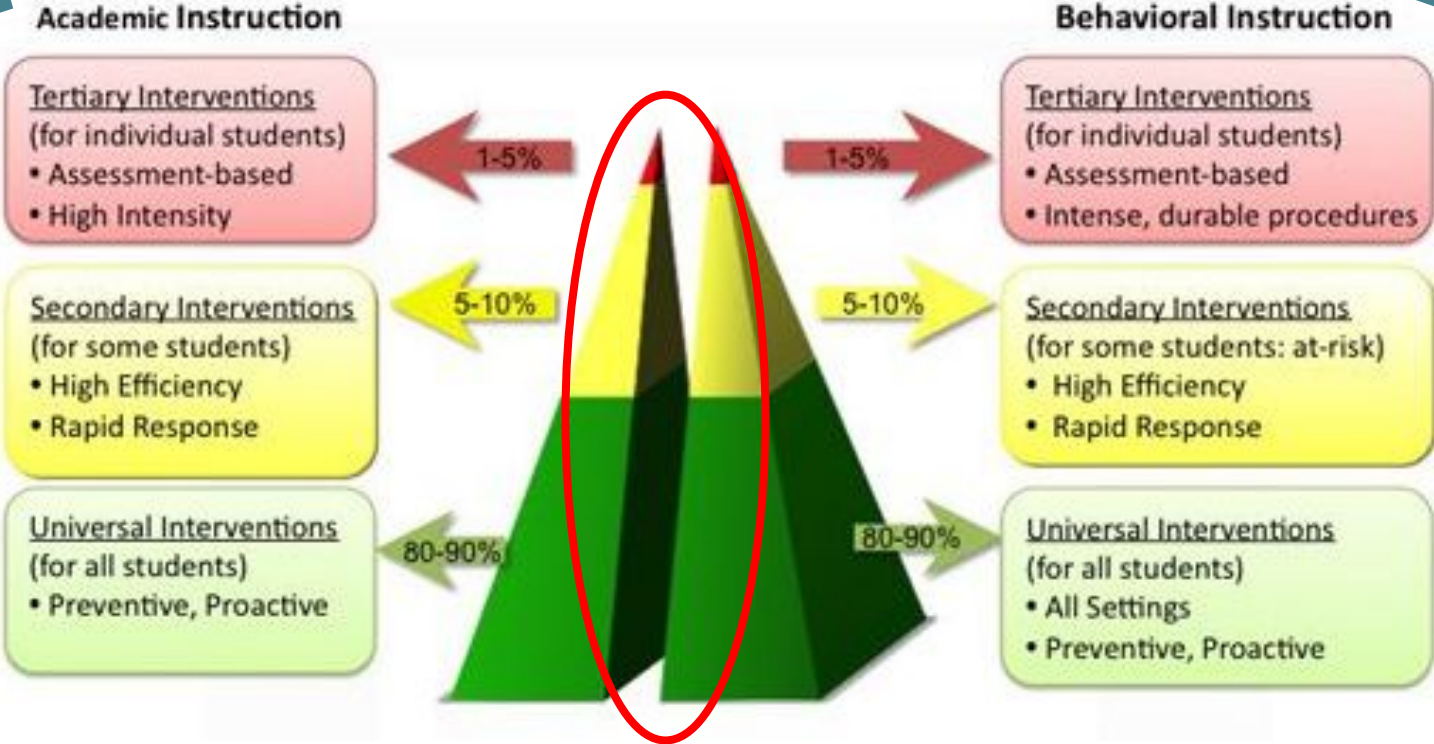
The Problem for School Counselors...



**Academic Domain
RTI**

**Social/Emotional Domain
PBIS**

Designing Schoolwide Systems for Student Success



College & Career Missing :(



Adapted to the...

Multi-Tiered, *MULTI-DOMAIN* System of Supports

Hatching Results, LLC - MTMDSS
from Hatching Results, LLC

MTMDSS

TIER 1 (ALL STUDENTS)

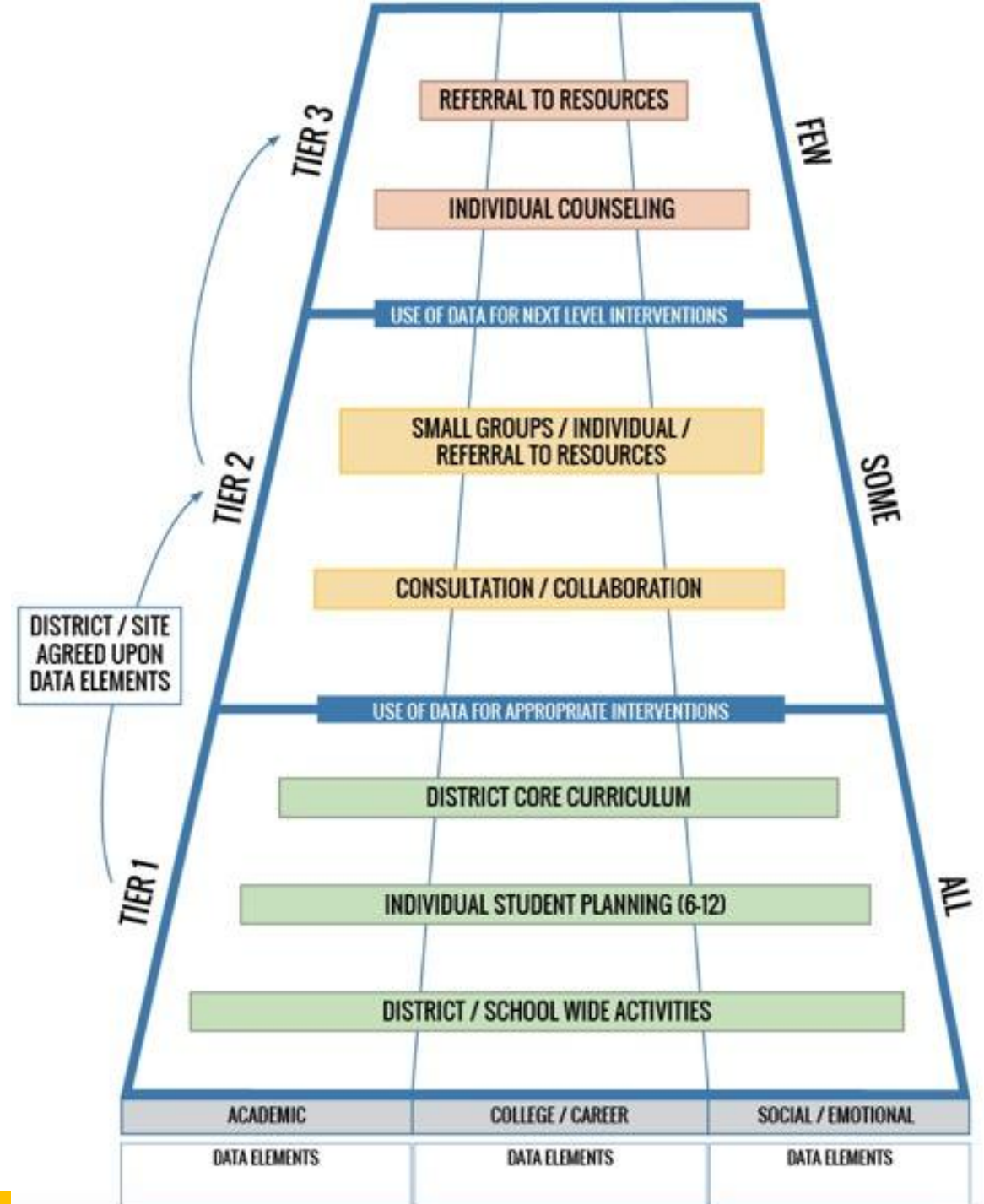
- STANDARD & COMPETENCY BASED SCHOOL COUNSELOR CORE CURRICULUM LESSONS
- INDIVIDUAL STUDENT PLANNING
- INCLUDES:** 4-6 YR. ACADEMIC & POST-SECONDARY PLANS
- DISTRICT & SCHOOL-WIDE ACTIVITIES & EVENTS.

COMPREHENSIVE PREVENTATIVE

DEVELOPMENTAL

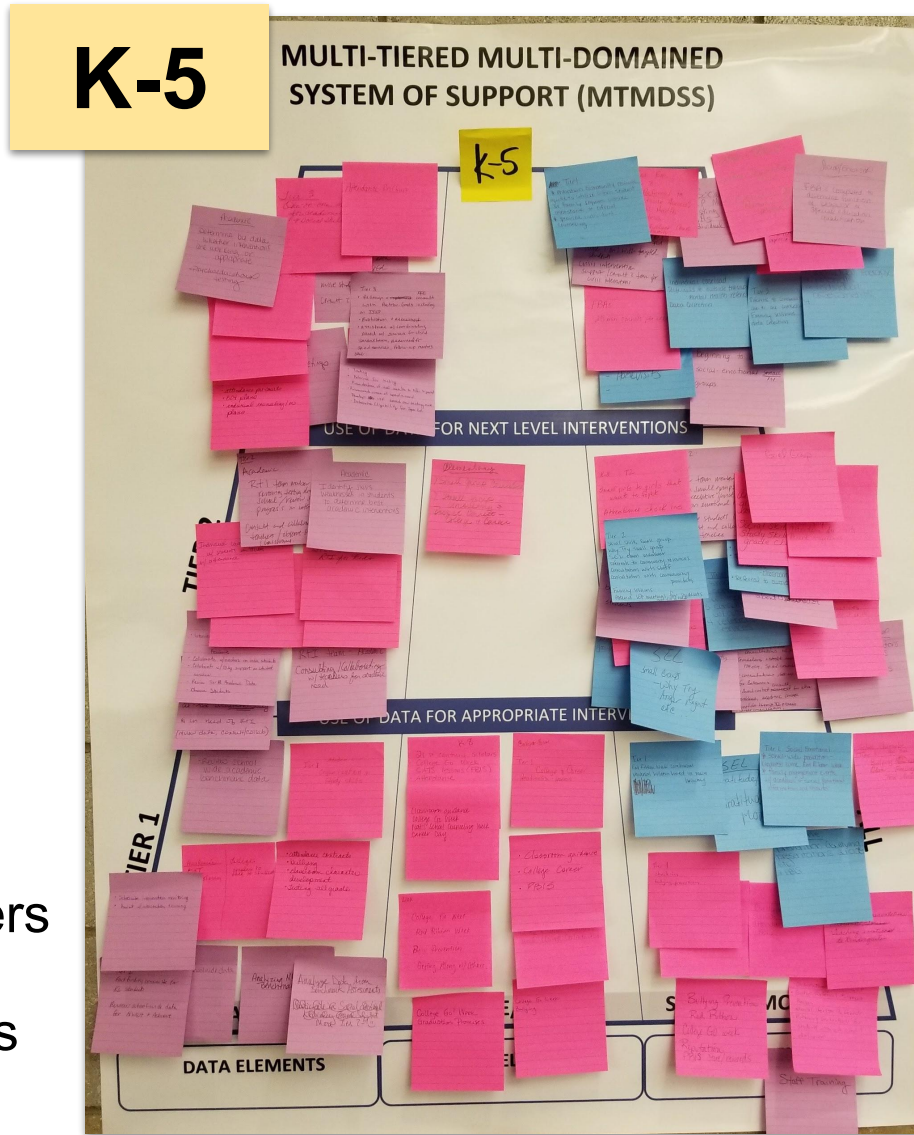
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<https://www.hatchingresults.com/videos>

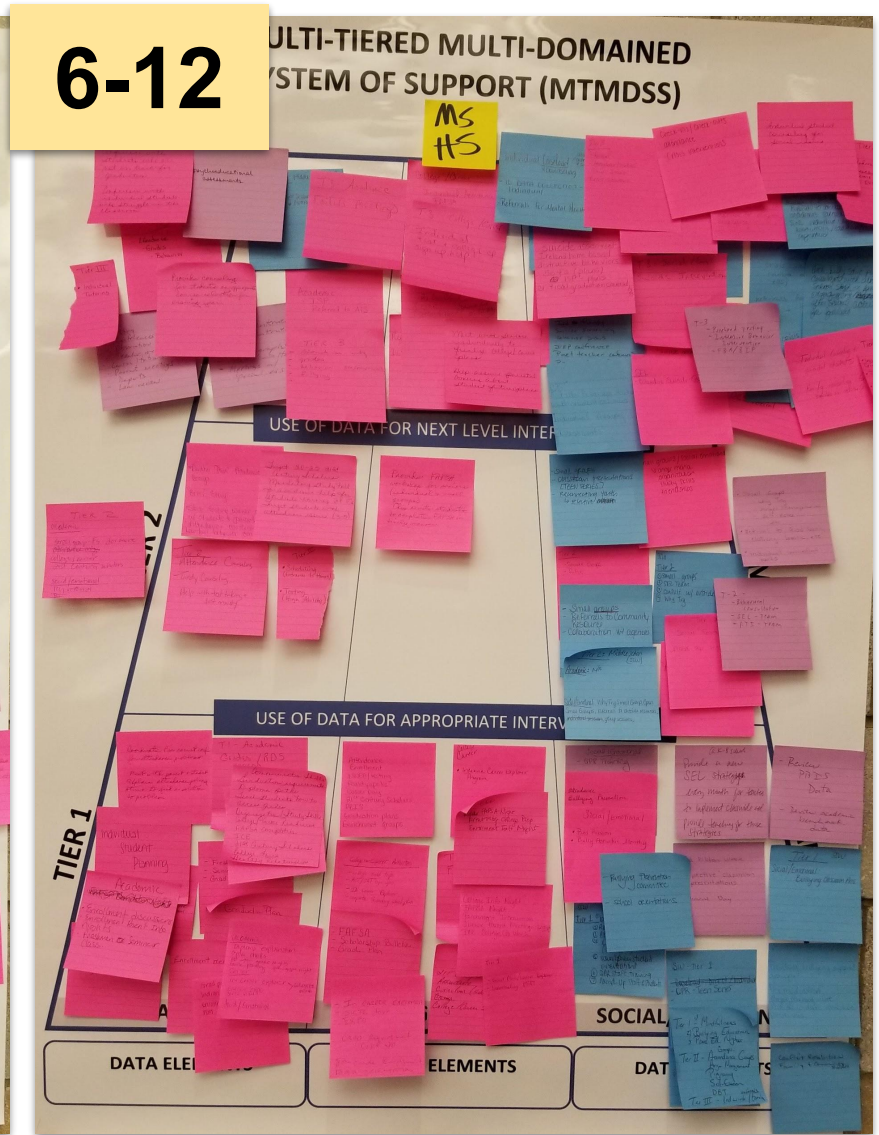


What do you see on the surface across practitioners?

- School Counselors
- School Social Workers
- School Psychologists

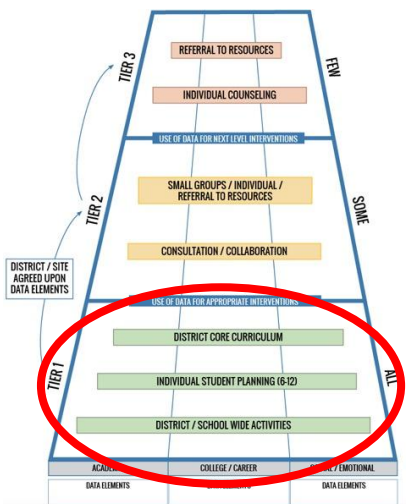
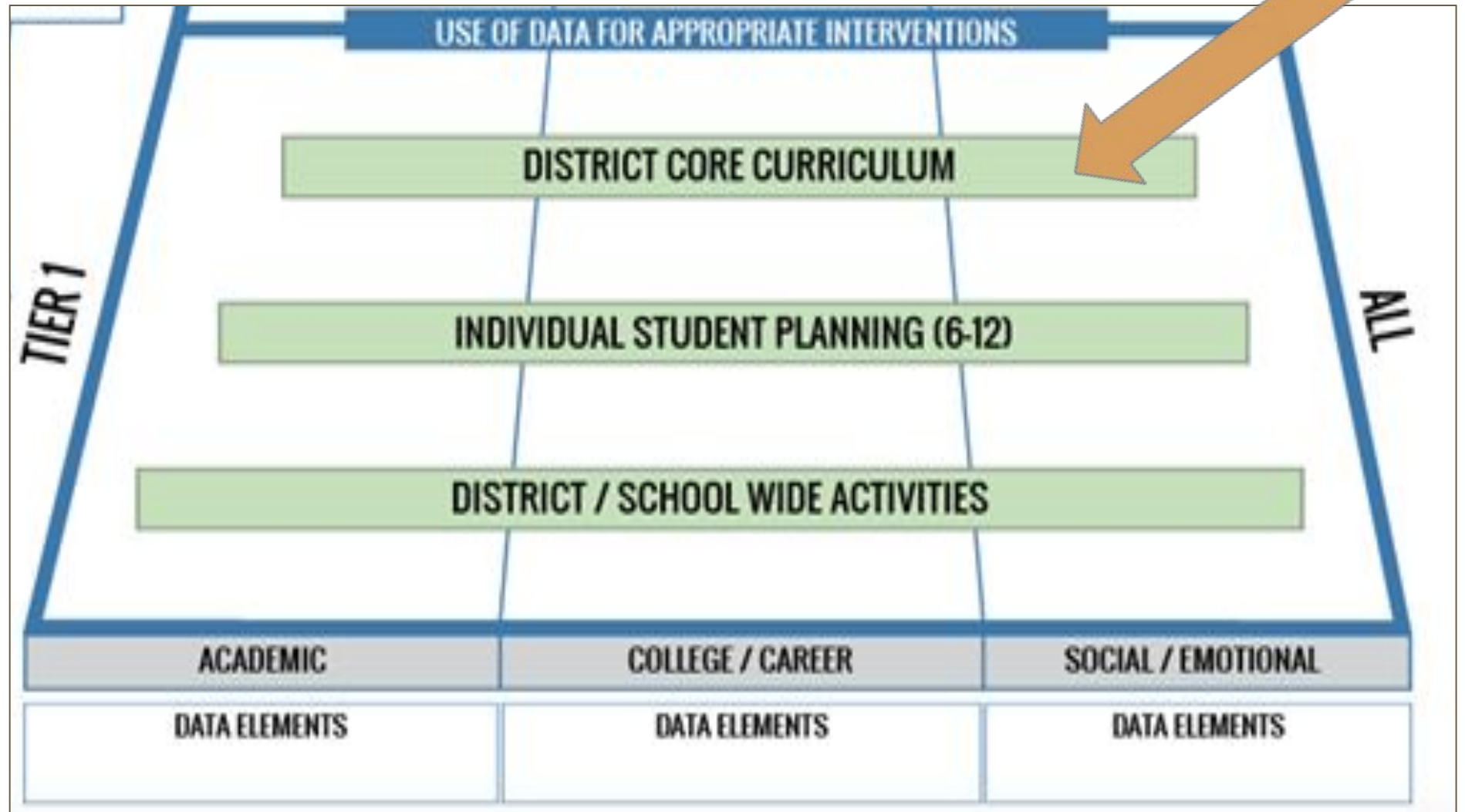


Academic College/ Career Social/ Emotional



Academic College/ Career Social/ Emotional

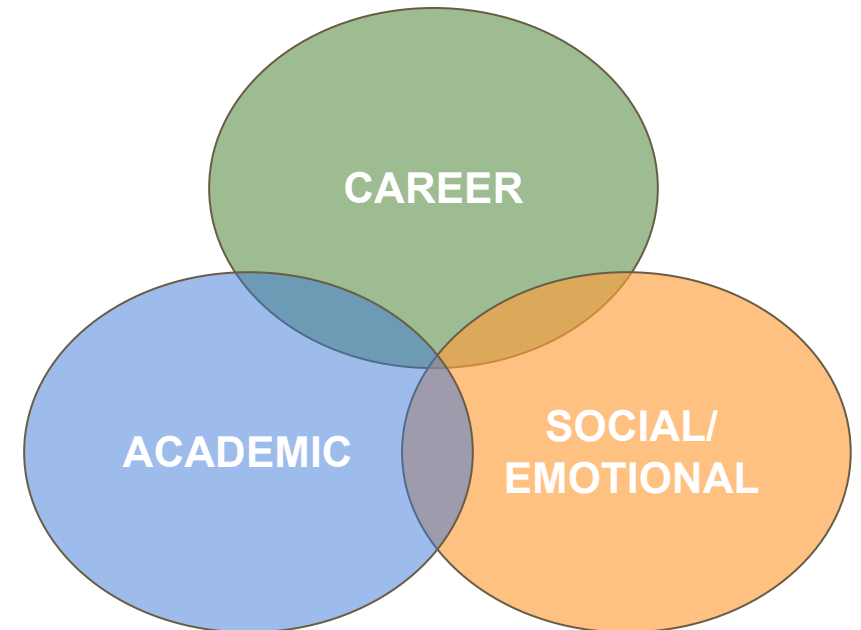
Tier 1: School Counseling Core Curriculum



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



Kindergarten



3 Minute Activity!

LEARNING @ HOME

My Favorite Things

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 pictures you have drawn. Why do you like picking up your toys? You ARE very good at picking up your toys. Why don't you like brushing your teeth?"
- I heard you drew pictures today of what you like to do and 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 them 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 do not like cleaning the dishes, buy my sister does, 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!

For more information on supporting your student, contact your school counselor.

For more ideas to support learning at home, visit www.EVSCschools.com.

7th Grade



LEARNING @ HOME

Thinking of the Future

Recently, your student looked into his/her personal strengths a 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/h strengths and interests, and to be confident in choosing short term and long term goals.

- "Tell me about your three top choices 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 path for the future! How can help you in obtaining your goals?"

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


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

For more information on supporting your student, contact your school counselor.

For more ideas to support learning at home, visit www.EVSCschools.com.

9th Grade



LEARNING @ HOME

Graduation Plans

Your student recently learned about the importance of having a graduation plan. Connect learning @ home by asking him or 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 goals?"
- "I think it is great that you are already looking forward to the future and setting goals. What are some things we can do at home to help keep you on track to reach your goals?"
- "I love that your counselor is already talking to you about your graduation plans. How can we review your plan together?"

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 them 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!

For more information on supporting your student, contact your school counselor.

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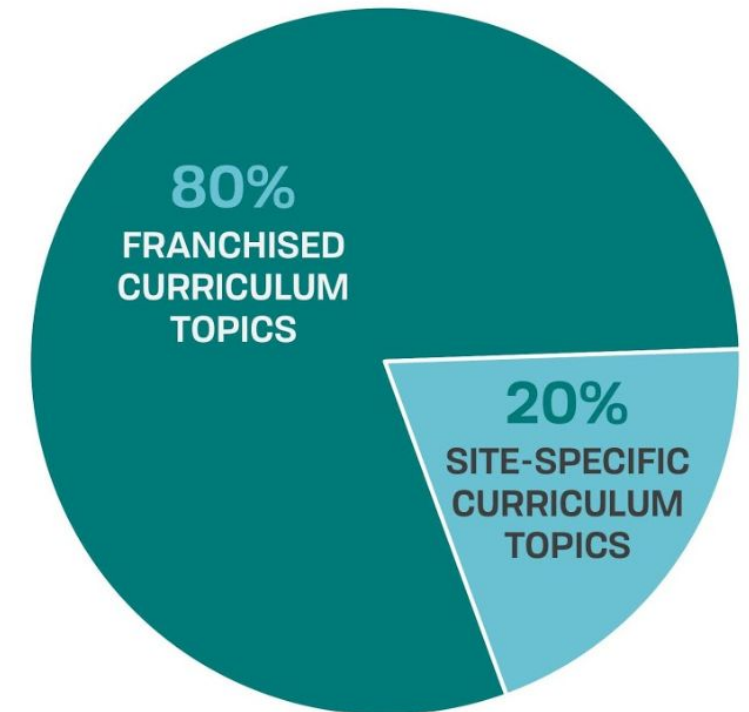
Supporting Academics, College/Career & Social Emotional

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)

80/20 CORE CURRICULUM



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



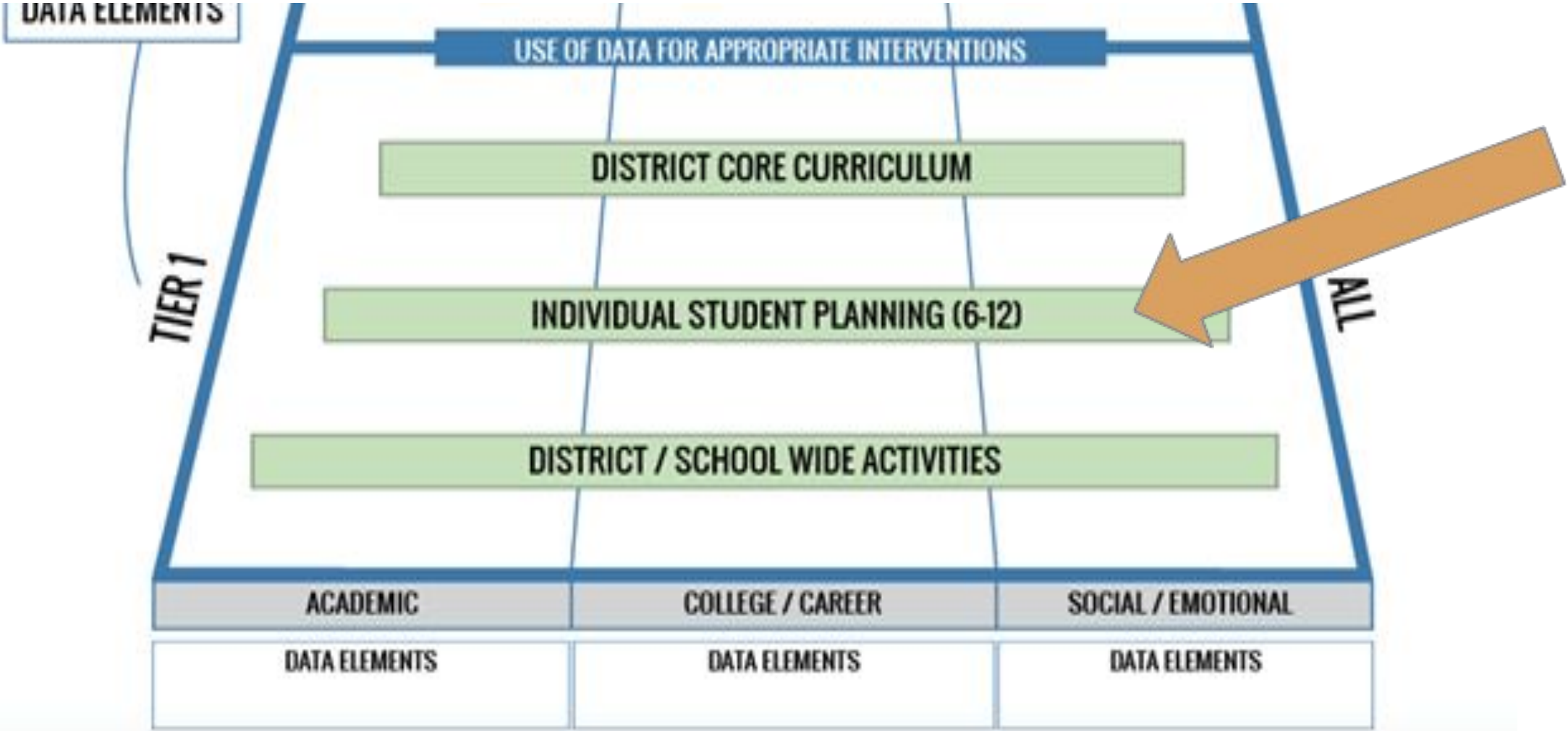
Increasing Family Engagement: Core Curriculum

TIPS for FAMILIES:

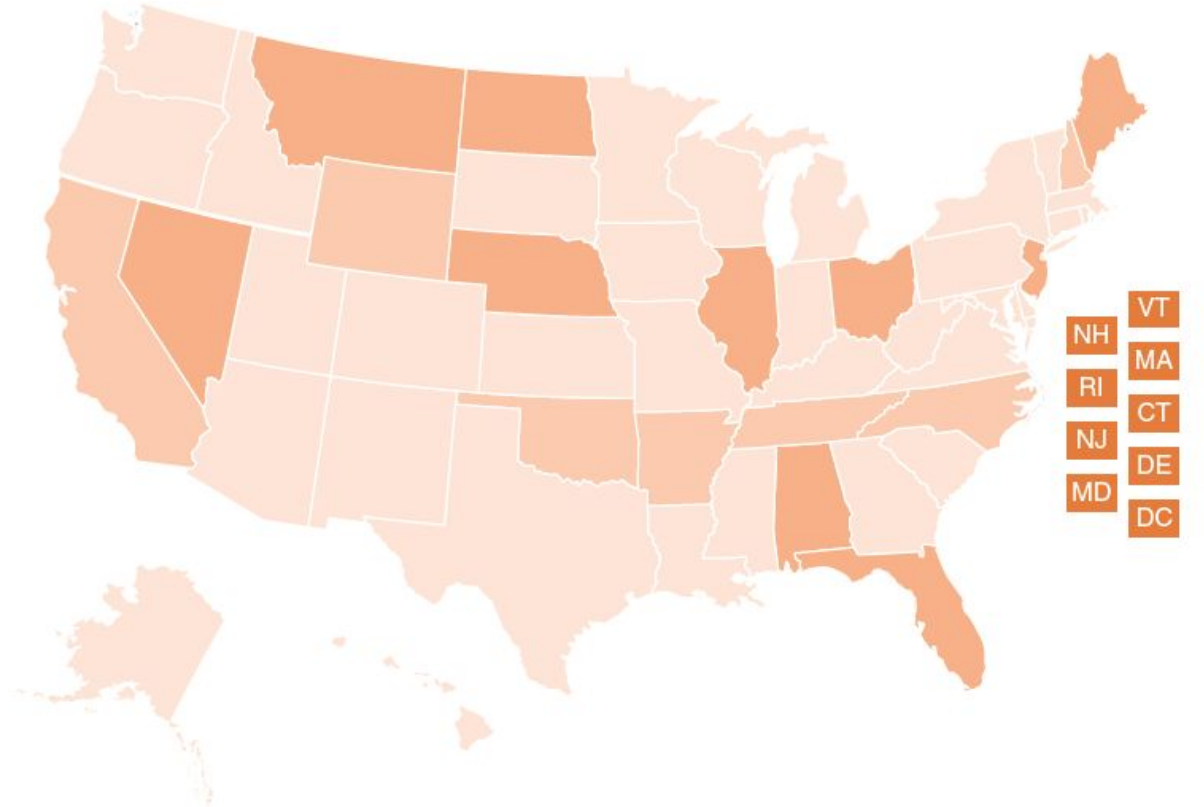
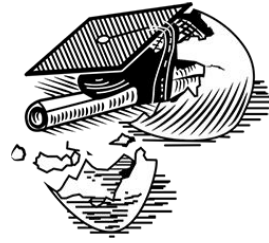
- **Ask for** content of core curriculum scope and sequence
- Provide **input** to school counselors into **topics** selected (surveys)
- **Check calendar** for curriculum delivery - **ask** students about what they **learned**
- **Watch screencasts** of slide decks of lessons if provided
- Check the 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



Individual Student Planning Across the U.S.



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

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??

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**



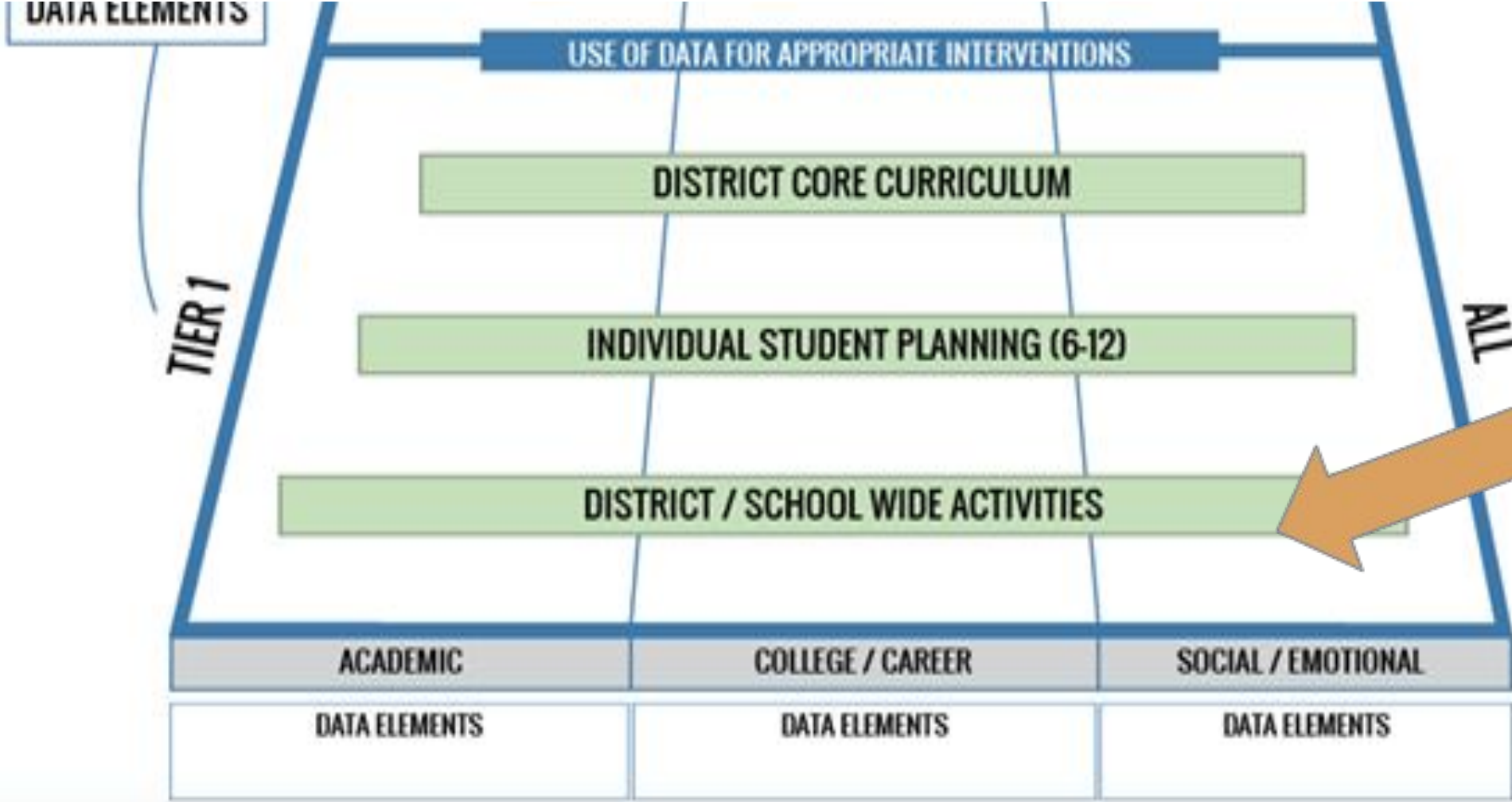
Increasing Family Engagement: Individual Student Planning

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:

ACADEMIC	COLLEGE/CAREER	SOCIAL/EMOTIONAL
<ul style="list-style-type: none">● Transition programs (ES to MS to HS to PS)● Orientations● Attendance programs● New student welcome programs	<ul style="list-style-type: none">● College Signing Day● Career fairs● Postsecondary tours & rep visits● Summer Melt counseling● Scholarship & FAFSA initiatives● Junior Achievement & BizTown	<ul style="list-style-type: none">● Schoolwide expectations/PBIS● Bully prevention● Mix It Up Day● Restorative practices● Day of Silence● Mentorship Programs● Red Ribbon Week● World Kindness Day

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

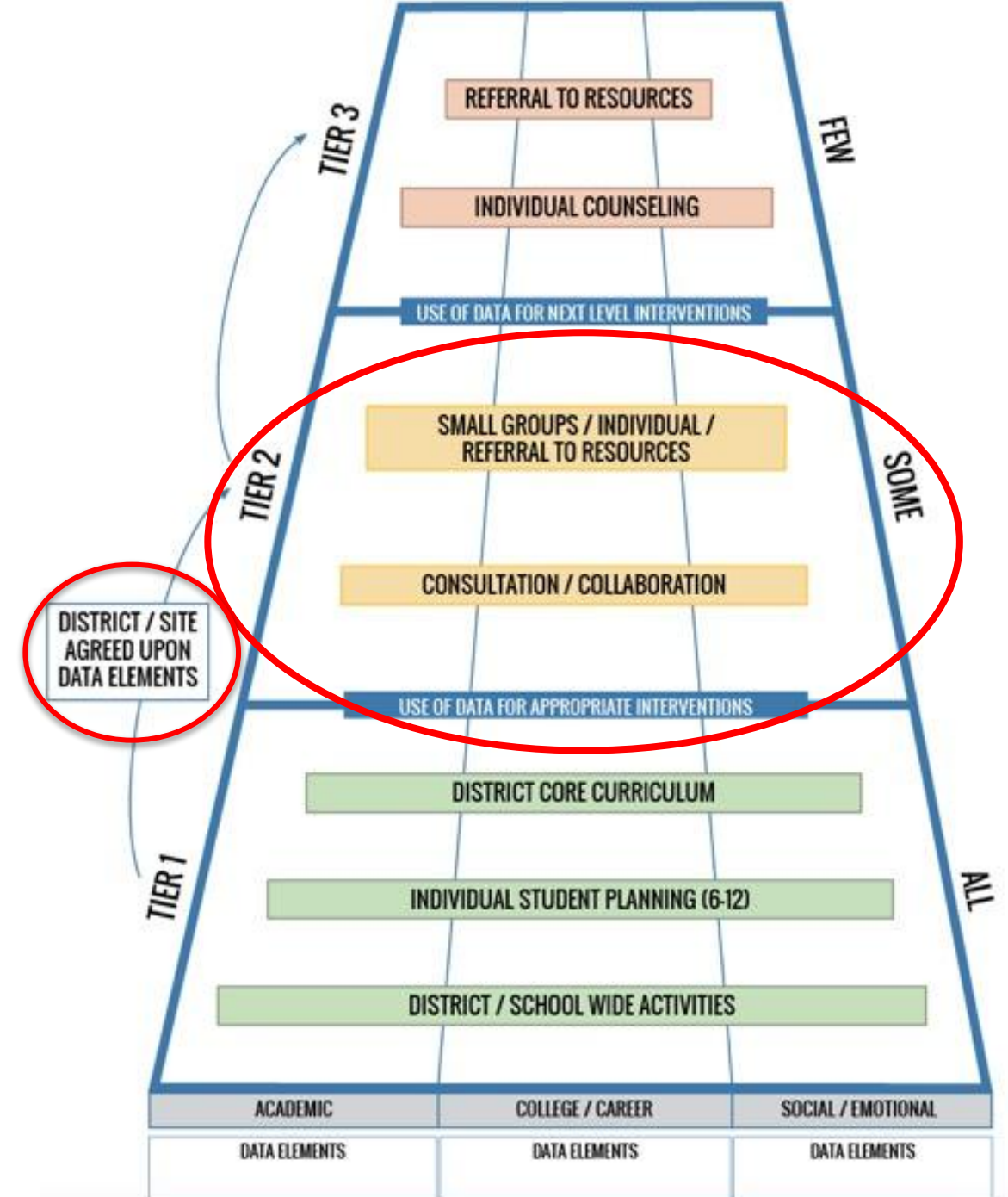
TIPS for FAMILIES:

- 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.)



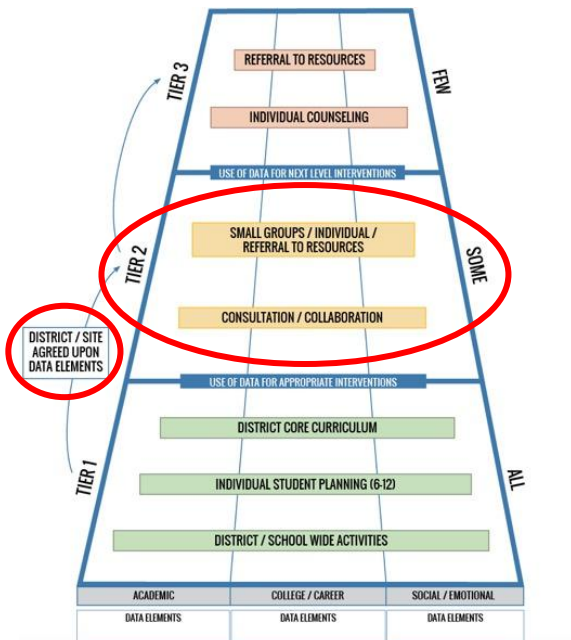
MTMDSS Tier 2:

- Large Group Workshops
- Workshops based on a demographic indicator
- Small Groups
- Consultation
- Collaboration
- Other evidenced based interventions

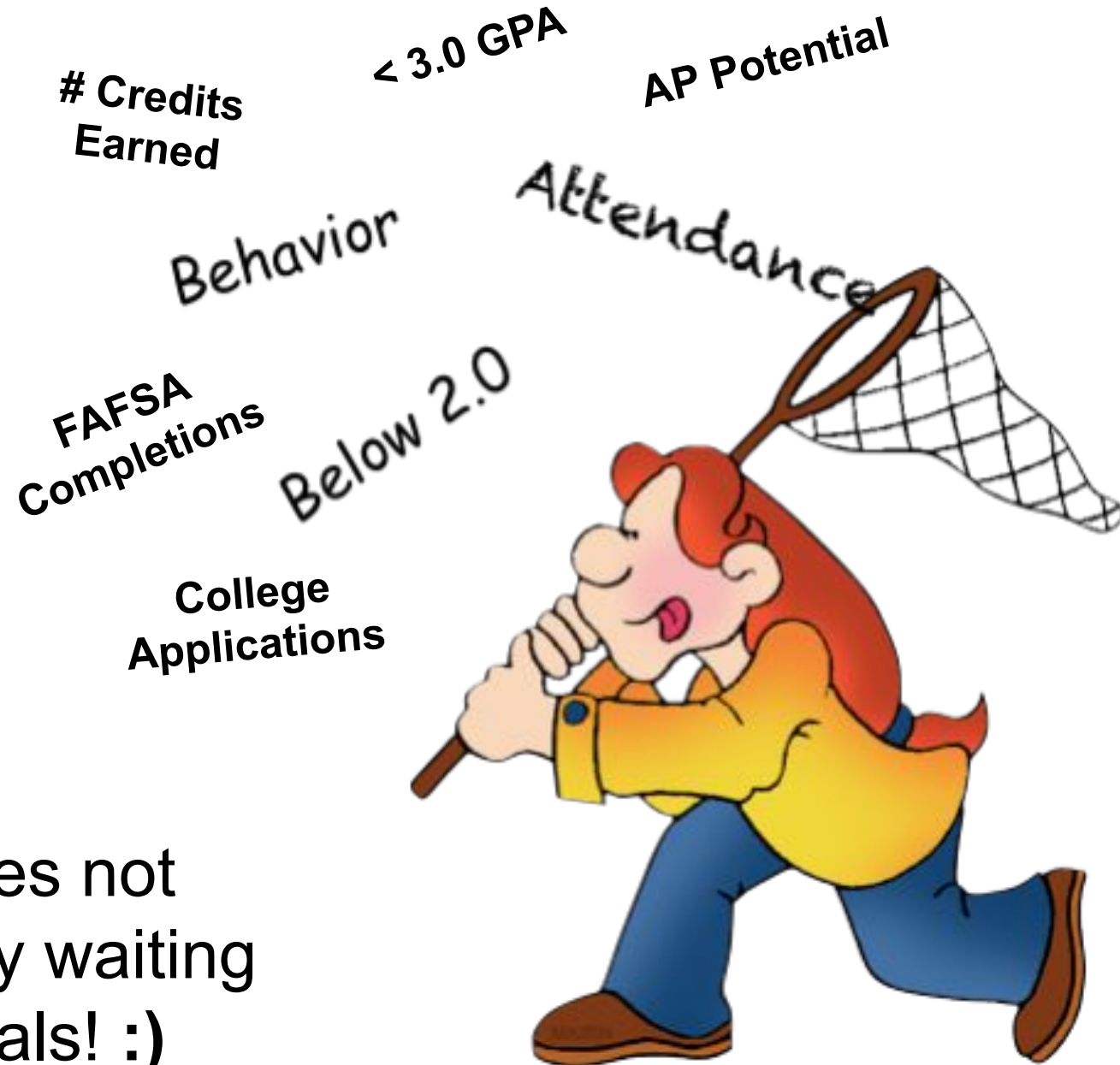


Key Element of T2:

Proactively collecting data *to determine eligibility* for Tier 2 services



Tier 2 does not mean simply waiting for referrals! :)



From this...



“Teachers, which students need small group counseling?”

“Sign up for this group!”



Referral-Driven

To this...



“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!



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

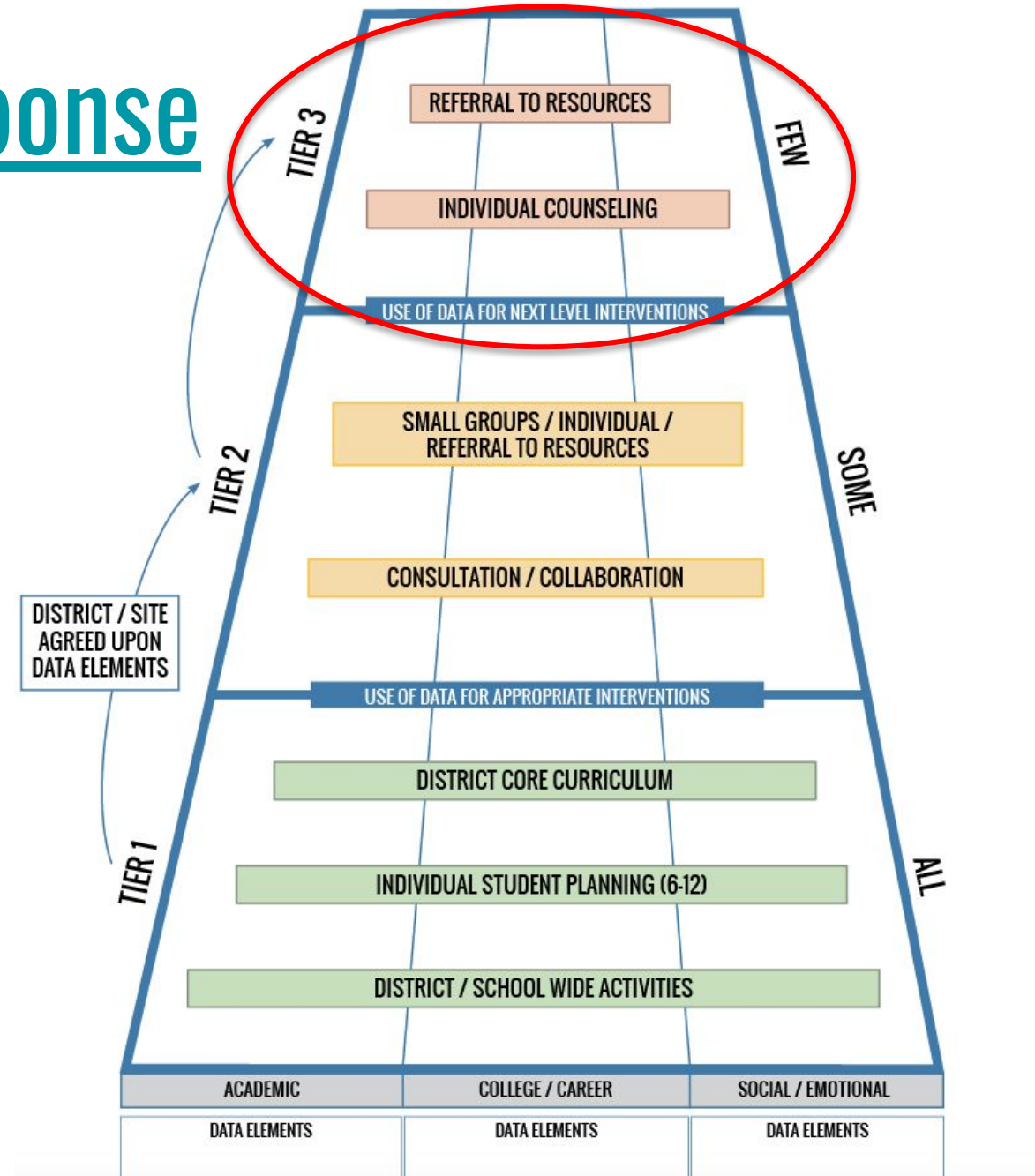
TIPS for FAMILIES:

- 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?

Crisis Examples:	Examples of a Tier 3 Data Need:
<ul style="list-style-type: none">● Death of an immediate family member● Suicidal ideation● Threat to harm self or others● Child abuse/neglect● Witnessing a violent or aggressive incident● Displacement of a parent/guardian● Recent family transition● Severe medical issues	<ul style="list-style-type: none">● Lengthy discipline history● Lengthy social/emotional history● Lengthy legal agency contact history● Severe educational gap● Chronic attendance issues● Medically fragile needs/issues● Receiving a number of outside services● Displaced/foster youth● Family trauma, death, etc.



ASCA School Counselor Professional Standards & Competencies

UNSURE?
ASCA
HAS ANSWERS



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**.

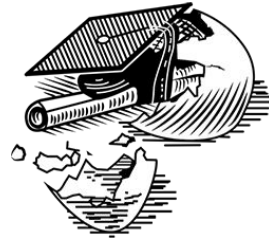
"School counselors are **not therapists**," Cook says. "They don't provide long-term therapy."

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.

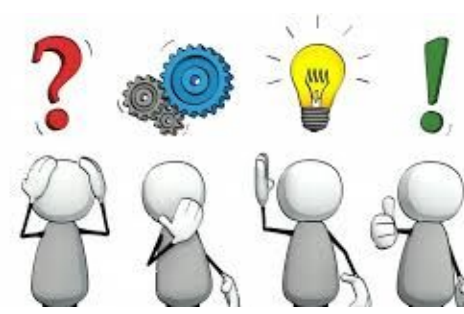
"Anything related to long-term **sadness, depression, eating disorders, substance abuse, high levels of anxiety** for a long period of time – those are all things that get referred out," Pringle says.

The screenshot shows a US News Education article. The title is "How High School Counselors Can Help Students, Parents". The sub-headline reads: "Students struggling academically or with personal issues can seek help from a high school counselor." The byline is "By Alexandra Pannoni and Josh Moody Jan. 2, 2020". Below the text is a photograph of a young woman with blonde hair, wearing a denim jacket, sitting and talking to a male high school counselor in a white shirt and tie. The counselor is holding a tablet. The caption below the photo says: "High school counselors don't just help students arrange schedules and apply to college. (ISTOCKPHOTO)"

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



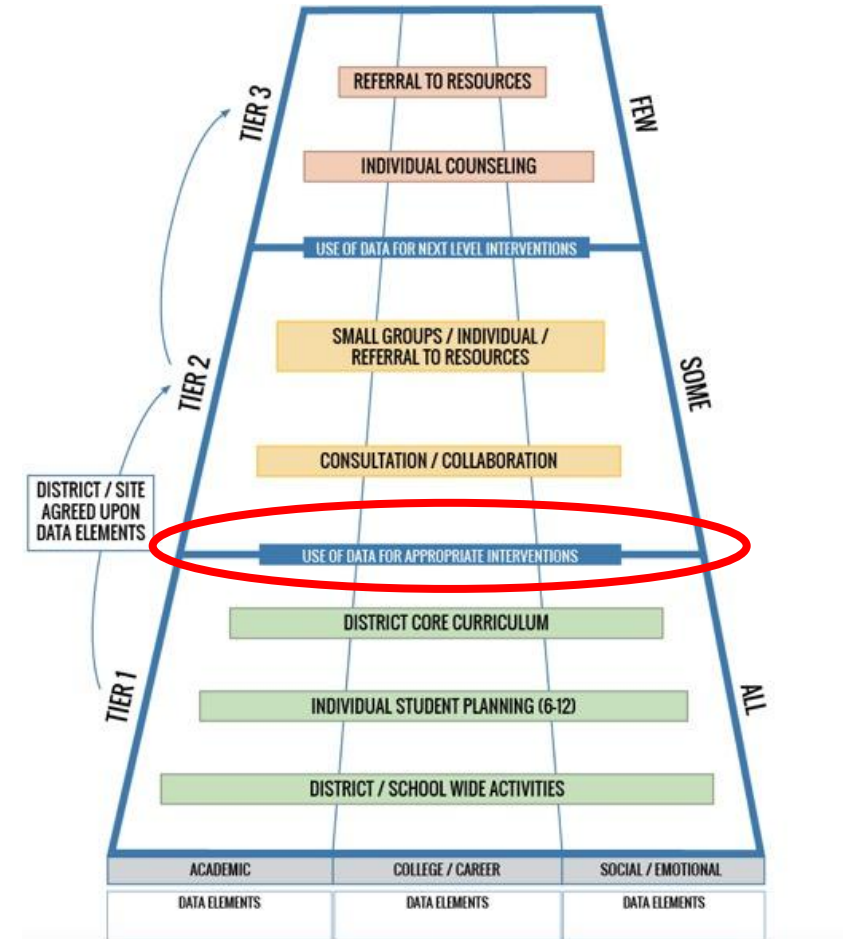
Ask yourself: Who is attending, but more importantly who is NOT attending or participating? Why?

How Do We Engage the Least Engaged?

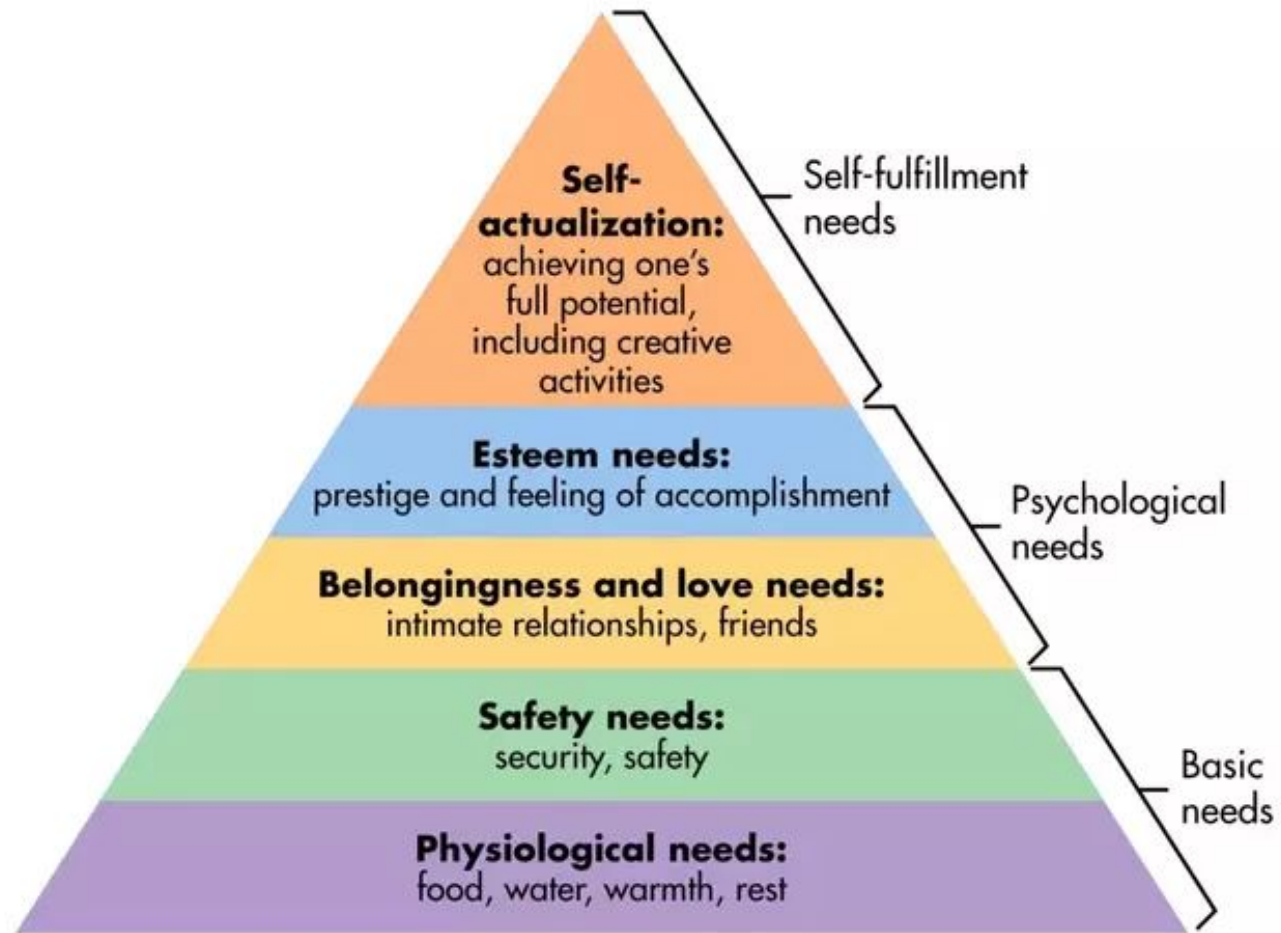


Similar to What we do for Students

- 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



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! :)

WHAT
YOU
NEED
TO
KNOW?





*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!

<https://bit.ly/familysuccess1>

Family Engagement Resources



[No More Mumbo Jumbo](#): *Bridging the Communication Gap Between Educators and Families.*

Patricia Weinzapfel (2018).

[Beyond the Bake Sale](#): *The Essential Guide to Family-School Partnerships.* Henderson, Mapp, Johnson, Davies (2007).

[Engage Every Family: Five Simple Principles](#): Dr. Steve Constantino (2015).

Dual Capacity-Building Framework: www.dualcapacity.org

Parent Toolkit: <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)
3. National Child Traumatic Stress Network - [*Guide to Helping Families Cope with the Coronavirus Disease 2019*](#)
4. American School Counselor Association - [*Coronavirus resources*](#)
5. National Association of School Psychologists - [*Talking to Children about COVID-19*](#)
6. BrainPop - [*Talking to Kids About Coronavirus*](#) (video)
7. Zero to Three - [*Age Appropriate Tips for Families: Coronavirus*](#)
8. WhyTry - [*Parent Guide to Resilience*](#)

World Health Organization

Helping Children Cope



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





I'm still
trying to
make a
difference

FOR THEM :)



THANKS
FOR
BEING
AWESOME

Don't forget to share your ideas!

<https://bit.ly/familysuccess1>

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