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The delivery component focuses on implementing the school counseling program for students. This section describes the services and strategies school counselors and counseling staff provide for students through collaboration with stakeholders to promote student achievement, equity and access for all students.

The delivery component consists of direct and indirect student services. Direct services are provided with students, and indirect services are provided for students. See the Use of Time section in the Management section for more detailed information on time allocation.

- Direct student services are in-person interactions between school counselors and students. Through the direct service components of school counseling core curriculum, individual student planning and responsive services, school counselors empower students to develop essential mindsets and behaviors.
- Indirect student services are services provided on behalf of students as a result of the school counselor’s interactions with key stakeholders. Through indirect services, school counselors provide leadership, advocacy and collaboration, which enhance student achievement and promote systemic change related to equity and access.

Delivery Component			
Item	Elements and Strategies	Recipient	Method
Direct Student Services	School Counseling Core Curriculum <ul style="list-style-type: none"> ▪ Instruction ▪ Group Activities ▪ Counseling 	All Students	Interactions with Students in: Large Group Classroom Small Group Individual
	Individual Student Planning <ul style="list-style-type: none"> ▪ Appraisal ▪ Advisement ▪ Counseling 	Identified students	
Indirect Student Services	<ul style="list-style-type: none"> ▪ Referrals ▪ Consultation ▪ Collaboration 	All Students	Interactions with Stakeholders
		Identified students	

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

Direct Student Services

Direct student services are delivered through three elements: school counseling core curriculum, individual student planning and responsive services (Gysbers & Henderson, 2012). School counselors and counseling staff review school data to inform decisions about strategies to use within each element based on students' needs. These culturally responsive elements are provided to all students in the school. Achievement, attendance and/or behavioral data is used to identify areas of growth for individual or groups of students.

School counselors also use data to determine how the school counseling activities will be delivered. To reach the whole student body or entire grade levels, school counselors and counseling staff focus on classroom or

large-group settings. For individual student services, school counselors and counseling staff focus on small group or individual interventions. Direct student services of the school counseling program include activities that promote academic, career, social/emotional development and community involvement.



School Counseling Core Curriculum

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

The school counseling core curriculum facilitates the systematic delivery of lessons or activities aligned with the school counseling program's vision, mission and goals. The curriculum promotes the mindsets and behaviors of standards appropriate to student developmental levels through instruction in four content areas: academic achievement, career development, social/emotional growth, and community involvement. See the School Counseling Action Plan section in the Management component for more information on design and documentation.

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

- **Instruction** – School counselors provide direct instruction, team teach or assist in teaching the school counseling core curriculum, learning activities or units in classrooms or other school facilities. They may also provide follow-up to small groups or individual students as needed.
- **Group activities** – School counselors conduct planned activities outside the classroom to promote academic, career, social/emotional development or community involvement, such as college and career fairs, post-secondary site visits, student team building/leadership workshops, community/business tours.

Individual Student Planning

Individual student planning consists of ongoing systemic activities designed to empower students to establish personal goals and develop future plans. School counselors help all students plan, monitor and manage their own learning. In addition, they support students to achieve academic, career, social/emotional, and community involvement standards aligned with the school counseling core curriculum.

Through individual student planning, school counselors support students as they evaluate educational, social and emotional, and career goals. School counselors promote individual student planning by helping students develop individual learning plans (Education Plan and Profile), make the transition from elementary to middle, middle to high or make the transition from school to higher education or work. Activities may be delivered on an individual basis, in small groups or classroom settings. Families and other school personnel are often included in the activities.

Individual student planning is implemented through such strategies as:

- **Appraisal** – School counselors work with students to analyze and evaluate their abilities, interests, skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans.
- **Advising & Counseling** – School counselors empower students to make decisions, set goals and develop the mindsets and skills necessary for student success based on academic, career and social/emotional data.

Responsive Services

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

Responsive services are designed to help students resolve academic, career and social/emotional issues and are delivered through such strategies as counseling and crisis response.

Counseling:

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

Counseling is planned and goal-focused, and it is short-term in nature. School counselors do not provide therapy or long-term counseling in schools to address psychological disorders. Therapy, or

therapeutic treatment, is defined as “remedial treatment of mental or bodily disorder” (Merriam-Webster, 2012).

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

Crisis Response

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



Indirect Student Services

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

Through indirect student services, school counselors gather or appropriately share information about student developmental issues, problems and successes. When a situation requires a school counselor to share information that could identify a specific student, school counselors receive student or parent permission or take significant precautions to protect student confidentiality following ASCA's Ethical Standards for School Counselors (ASCA, 2016).

Indirect student services are delivered through such strategies as:

- **Referrals** – School counselors direct students and families to school or community resources for additional assistance or information through referrals. School referral sources may include academic support such as tutoring; career support such as college planning websites or employment training; and social/emotional support such as community agencies that treat mental health issues including suicidal ideation, violence, abuse and depression.
- **Consultation** – School counselors share strategies that support student achievement with families, teachers, other educators and community organizations through consultation. School counselors also serve as student advocates to promote academic, career

and social/emotional development through this strategy. Finally, school counselors use consultation to receive information on student needs and to identify strategies that promote student achievement.

- **Collaboration** – School counselors work with other educators, families and the community to support student achievement and advocate for equity and access for all students through collaboration. School counselors may collaborate in a variety of ways including:
 - **Teaming and Partnering:** School counselors work with staff, families, business, community organizations, and Oregon Tribal Governments to support student achievement and fulfill the goals of the school counseling program. Teaming and partnering can occur through collaborations, resource sharing, joint presentations, advisory councils or formalized partnerships with specific focus or agenda.
 - **School/district committees:** By serving on committees or advisory boards, school counselors advocate for student programs and resources and assist in generating schoolwide and district support for the school counseling program.
 - **Family workshops:** School counselors facilitate or organize informational sessions about student developmental issues for families to address the needs of the school community and to reflect the school counseling core curriculum.
 - **Professional Development:** School counselors organize and/or lead professional development through staff presentations, learning team facilitation and dissemination of resources that address the academic, behavior or social emotional needs of students.

References

American School Counselor Association (2016). *Ethical standards for school counselors*. Alexandria, VA: Author.

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