

GETTING AHEAD OF THE NEED:
COMPREHENSIVE COUNSELING FOR
ELEMENTARY SCHOOLS

YEAR TWO EVALUATION REPORT, 2002-2003



AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Program Evaluation
November 2003

EXECUTIVE SUMMARY

The *Getting Ahead of the Need: Comprehensive Counseling for Elementary Schools* grant was awarded to Austin Independent School District (AISD) by the Safe and Drug Free Schools Program through the Office of Elementary and Secondary Education at the U.S. Department of Education for a period of three years, beginning June 2001. The primary goal of the grant is to create an environment that is more conducive to learning by improving elementary school counseling prevention and intervention services offered in AISD. This goal is being met through further development and full implementation of AISD's *Live This!* guidance and counseling curriculum at 14 high-need campuses. Specifically, the grant is supporting seven additional counselors, each of whom work with two high-need elementary campuses, and the training of all AISD elementary school counselors. To understand and quantify progress toward the grant goal, three project objectives were established:

Objective 1: Increase the number of students receiving preventative guidance and counseling services;

Objective 2: Decrease the need for crisis intervention; and

Objective 3: Create an environment conducive to learning through increased perceptions of safety on campuses.

Extensive data were gathered from the 14 target schools and 5 comparison schools. The following findings showed progress toward all objectives.

Progress Toward Objective 1

- The number of guidance lessons was greater at target schools than at comparison schools.
- On average, 32% more students were exposed to guidance lessons at target than at comparison schools.

Providing an extra half-time counselor at each of the target schools resulted in more lessons being delivered than at comparison campuses and greatly increased the number of students being exposed to preventative guidance lessons. In addition, while counseling services also were supplied to a greater extent at target schools, progress was made toward reducing the amount of intermediate and intensive services.

Progress Toward Objective 2

- Although the average number of students being disciplined was found to be higher at target campuses, there was a decline in their numbers from 2001-02 to 2002-03, indicating a decreased need for crisis intervention since the previous grant year.
- Student efficacy in dealing with crisis-provoking situations was greater at the target schools as evidenced by their higher competency ratings on several aspects of Responsible Behavior and Conflict Resolution strands of the *Live This!* guidance curriculum.

Progress Toward Objective 3

- The vast majority of teachers at both target and comparison schools reported temporary or lasting positive changes in student behavior following guidance lessons, suggesting that the provision of increased classroom guidance may be one effective means of creating an environment conducive to learning.

RECOMMENDATIONS

The above findings demonstrate the value of providing additional half-time counselors to elementary schools to allow increased focus on the provision of direct services to students rather than on administrative and peripheral tasks. To continue to make progress on the grant goals, it is recommended that counselors at the target schools continue to focus on the full implementation of the guidance program by doing the following:

- Focus on meeting all student needs and reaching as many students as possible by strategically targeting services: provide preventative services (e.g., classroom guidance) to the greatest number of students; intermediate level responsive services (e.g., groups) to fewer students; and, intensive (i.e., individual) services to only those students with the greatest needs.
- Move toward school-wide enforcement of discipline and empowerment of teachers to deal with discipline issues, and away from reliance on referrals to counselors.
- Sustain “long-term” desired behaviors in students and consistency between what teachers and counselors communicate to and practice with students by

equipping teachers with the necessary counseling-related knowledge and skills to reinforce guidance lessons in their own classrooms.

- Continue to provide supplemental staff training to support grant program goals.
- Further develop the *Live This!* curriculum. For example, explore and adopt more targeted tools for teaching each curriculum strand, better link curriculum objectives and student competencies, and align Guidance and Counseling curriculum with the academic curriculum.

TABLE OF CONTENTS

Executive Summary	i
Table of Contents	iv
List of Figures	v
List of Tables	v
Project Overview and Status	1
Overview	1
Project Implementation	1
Budget Information	3
Evaluation of Project Goals and Objectives	4
Objective 1: Increase the number of students receiving preventative guidance and counseling services	4
Objective 2: Decrease the need for crisis intervention	9
Objective 3: Create an environment conducive to learning through increased perceptions of safety on campuses.	12
Conclusions and Recommendations	14
Progress Toward Each Objective	14
Recommendations	15
Appendix A: Elementary Counseling Demonstration Grant 2002-2003 Study Schools	16
Appendix B: 2002-2003 Elementary Guidance and Counseling Advisory Committee	17
Appendix C Counselor Time and Task Analysis Logs.....	18
Appendix D 2003 Elementary Guidance and Counseling Program Teacher Survey	21
Appendix E 2003 <i>Live This!</i> Student Evaluation Form	23
Appendix F: Teacher Reinforcement of Counselor-Led Guidance Lessons	26
Reference List	27

LIST OF FIGURES

Figure 1: Relative Use of Counselor Time Across Service Categories By Type of Counselor and School, 2002-2003	5
Figure 2: Percentage of Time Spent in Guidance Curriculum Strands By Type of Counselor and School, 2002-2003	5
Figure 3: Mean Student Competence on Responsible Behavior at Target and Comparison Schools, 2002-2003.....	11
Figure 4: Mean Student Competence on Conflict Resolution at Target and Comparison Schools, 2002-2003.....	12
Figure 5: Teacher Observations of Changes in Student Behavior Following Guidance Lessons, 2002-2003	13

LIST OF TABLES

Table 1: Guidance Lesson Delivery by Type of Counselor and School, 2002-2003.....	6
Table 2: Student Exposure to Responsive Services By Type of Counselor and School, 2002-2003	7
Table 3: Number of Students Disciplined and Dill School Referrals by School Type, 2002-2003	9

PROJECT OVERVIEW AND STATUS

OVERVIEW

The *Getting Ahead of the Need: Comprehensive Counseling for Elementary Schools* grant was awarded to Austin Independent School District (AISD) by the Safe and Drug Free Schools Program through the Office of Elementary and Secondary Education at the U.S. Department of Education for a period of three years, beginning June 2001. The primary goal of the grant is to create an environment that is more conducive to learning by improving elementary school counseling prevention and intervention services offered in AISD. This goal is being met through further development and full implementation of AISD's *Live This!* guidance and counseling curriculum at 14 high-need campuses. To understand and quantify progress toward this goal, three project objectives were established:

- Increase the number of students receiving preventative guidance and counseling services;
- Decrease the need for crisis intervention; and
- Create an environment conducive to learning through increased perceptions of safety on campuses.

The grant supports these objectives by providing funding for seven additional counselors, each of whom work with two high-need elementary campuses (Appendix A), and through training provided to all AISD elementary school counselors. The additional counselors are to provide direct, preventative guidance services to students, rather than to complete administrative tasks, such as testing and scheduling. Improved student outcomes at the 14 target schools, if observed, will demonstrate the value of maximizing direct services to students, parents, and teachers and of minimizing other "non-guidance" tasks. In addition, training given to all elementary counselors, and to staff at the participating schools, will contribute to the quality of services districtwide.

PROJECT IMPLEMENTATION

Year Two Accomplishments

During Year 2 of the grant, numerous activities were accomplished toward meeting project goals and objectives. A seventh counselor was hired through the grant in September 2002, to serve two target schools, bringing the grant to full staffing. An experienced bilingual counselor filled an opening that was created as of January 2003

when one counselor left to accept an assistant principal position. A guidance specialist worked with the grant for 10% time. Two schools are no longer participating in the grant due to concerns that they might have supplanted local funding or because they had other counseling resources available.

Data were collected from grant and comparison schools for Fall 2002 and Spring 2003. Grant staff met quarterly to discuss evaluation reporting and results, and implementation strategies and issues. An advisory committee was formed (Appendix B) and met in March 2003 to provide input into the evaluation design and recommendations for training. Discussion of counseling issues and how they are being addressed provided helpful suggestions for program staff.

Counselors funded by the grant implemented programs targeting responsible behavior and conflict resolution on their campuses. Some counselors coordinated Peer Mediation and PALS (Peer Assisted Leadership) programs on their campuses in addition to classroom guidance lessons from curricula such as Second Step, Bully Proofing Your Elementary School, the Bully Free Classroom, and Let's Get Real about Violence. In addition, grant-funded counselors attended districtwide counselor staff development on a variety of topics: Bully Proofing Your Elementary School, Anger Management Techniques, Facilitating Children's Play, College Information for Elementary Students, Abuse Reporting, Counseling Services for Students Receiving Special Education Services, Dealing with Childhood Fears, Responses to Threats of Terrorism, Stranger Danger, and classroom lessons on the Individual Academic and Career Plan (IACP) called Moving On To Your Future. The grant-funded counselors' participation in these districtwide professional development sessions served to implement a recommendation for the grant program from last year's evaluation, i.e., to provide supplemental training to all counseling staff to help support the grant program goals of making schools more safe and creating an environment that is conducive to learning.

Training in the Expect Respect bully proofing program was planned at all grant schools and began over the summer. Both grant-funded and locally-funded counselors at the target schools attended an initial two-day "From Bullying to Battering: Building Partnerships for Safe Schools" training session conducted by Safe Place. In addition, next year the Expect Respect bully proofing program will include faculty training sessions at the target campuses, curriculum materials for faculty, materials for parent education, and ongoing technical assistance for schools to develop their programs. Equipping teachers

with the necessary knowledge and skills enables them to reinforce guidance lessons in their own classrooms and thereby effect long-term improvements in student behavior. Implementation of the program at target schools also responds to earlier recommendations to provide supplemental training and to fully implement the guidance program at target schools.

BUDGET INFORMATION

Actual cumulative expenditures as of April 7, 2003 were \$507,729.62. Payroll for staff salaries through the end of the 2002-2003 school year was estimated at an additional \$120,336.40. This total expenditure of \$628,066 is 86% of the \$731,667 appropriated for years one and two of the grant. The balance of the year two appropriation was rolled forward to year three for contractual services, materials, staff supplemental pay for the proposed training project, and computer equipment for the grant campuses. These expenses are related to projects that will not be completed until the start of year three. Also, due to significant increases in salaries from the time of the original grant proposal, as addressed in the year one performance report, the year three appropriation will be used exclusively for salaries.

EVALUATION OF PROJECT GOALS AND OBJECTIVES

Data were gathered from the 14 target schools that were supported by grant-funded counselors as well as from 5 comparison schools. Extensive data were gathered and assessed in light of the three project objectives. Data included detailed accounts of how counselors spent their time, including the extent of classroom guidance delivery and the numbers of group and individual counseling sessions that counselors conducted; discipline incidents; teacher assessments of student competencies in target curriculum strands; and teacher surveys.

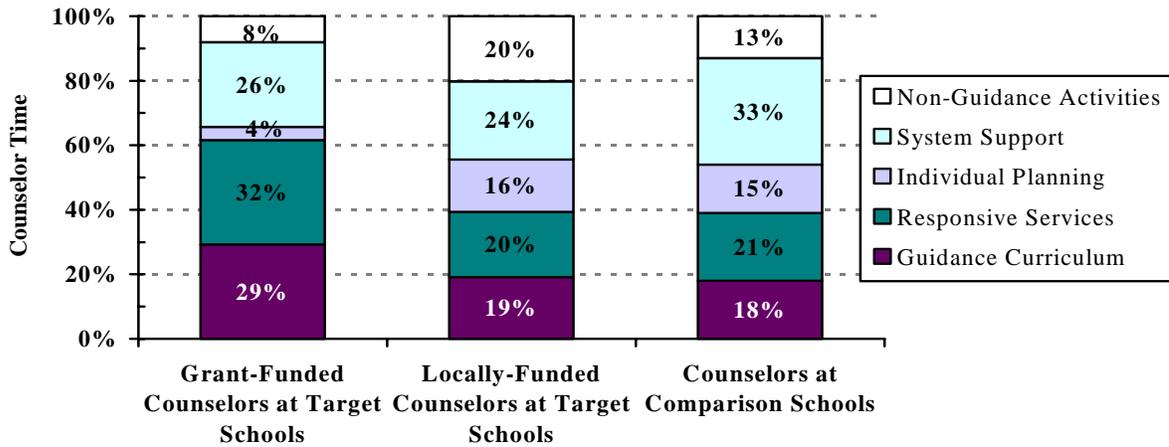
OBJECTIVE 1: INCREASE THE NUMBER OF STUDENTS RECEIVING PREVENTATIVE GUIDANCE AND COUNSELING SERVICES

One of the grant objectives is to increase the number of students receiving preventative guidance and counseling services. Consequently, grant-funded counselors at target schools are limited to performing activities related to providing direct services to students and their families, and are to have minimum involvement with administrative or non-guidance tasks. Data from the counselors' Time and Task Analysis Logs (Appendix C) were analyzed, and the findings presented here are based on weekly averages for the data collection periods that were common to all three types of counselors during the 2002-2003 school year.

Analyses revealed that, similar to findings from the previous year (Christian, 2003), grant-funded counselors at target schools spent the greatest portion of their time (61%) on direct service activities (i.e., guidance curriculum delivery and responsive services) (Figure 1). While the locally-funded counselors at target schools and the counselors at comparison schools also spent the greatest portion of their time conducting direct service activities, in comparison to the grant-funded counselors, the proportion of time they spent was much less (39% each). Moreover, grant-funded counselors spent only 8% of their time on non-guidance activities, only 40% of that spent by locally-funded counselors at target schools (20%).

System support was an area in which all three types of counselors spent a relatively large portion of their time (from 24% to 33%). Findings were almost identical for locally-funded counselors at target schools and counselors at comparison schools on direct service (both guidance curriculum activities and responsive services) and individual planning categories.

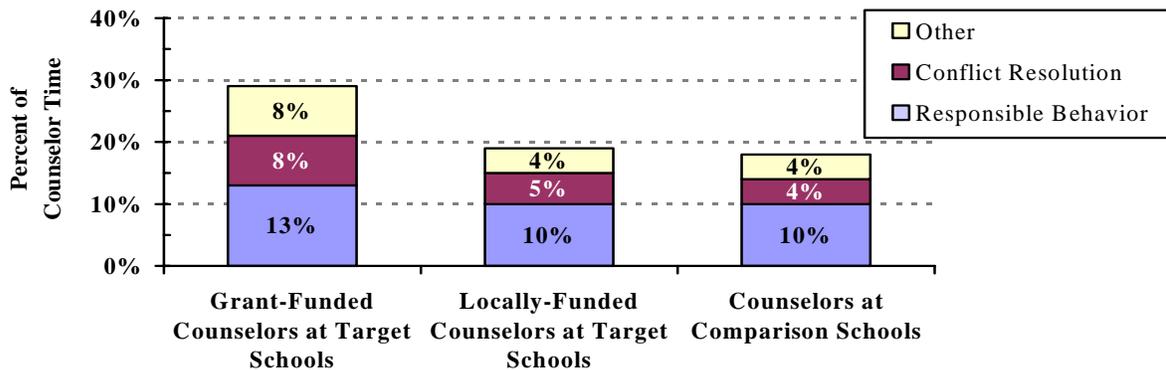
Figure 1: Relative Use of Counselor Time Across Service Categories
By Type of Counselor and School, 2002-2003



Source: Guidance and Counseling Time and Task Analysis Logs, 2002-2003

Target elementary schools focused their guidance curriculum on Responsible Behavior and Conflict Resolution, the two strands of the *Live This!* guidance curriculum that most closely fit the Title IV funding source objectives. During 2001-2002, the Responsible Behavior strand was made a districtwide counseling curriculum priority and this priority in service delivery seems to have continued during 2002-2003; the Responsible Behavior strand took up the largest percentage of time that all three types of counselors spent on guidance curriculum services (Figure 2). Moreover, this percentage (13%) was slightly higher for the grant-funded counselors than for the other two counselor types (10%). The percentages of time spent on each curriculum strand were almost

Figure 2: Percentage of Time Spent in Guidance Curriculum Strands
By Type of Counselor and School, 2002-2003



Source: Guidance and Counseling Time and Task Analysis Logs, 2002-2003

identical for the locally-funded counselors at target schools and the counselors at comparison schools.

Data analyses further showed that having an additional half-time grant-funded counselor at target schools provided the delivery of approximately 60% more guidance lessons at target schools than the full-time locally-funded counselors were able to deliver on their own, contributing to the 33% more lessons that were delivered at target than at comparison campuses (Table 1). Moreover, on average per week, 32% more students were exposed to guidance lessons at target than at comparison schools. While the target school counselors continue to collectively provide more guidance lessons to more students than do comparison school counselors, fewer lessons were conducted by grant funded counselors on average this year than last (Christian, 2003), impacting the overall number of lessons delivered at target schools. It should also be noted that the weekly average numbers of students exposed to guidance lessons by grant funded counselors and by counselors at comparison schools were suppressed because one comparison school counselor focused solely on responsive services (particularly individual counseling services), as did one grant funded counselor at a target school in the fall. However, at the target school, the locally funded counselor focused primarily on guidance lessons, so a higher number of students were still served through preventative guidance lessons at that target school than at the comparison schools on average.

Table 1: Guidance Lesson Delivery by Type of Counselor and School, 2002-2003

Weekly Average Number of...	Target Schools			Counselors at Comparison Schools
	Grant-Funded Counselors	Locally-Funded Counselors	Total	
Conflict Resolution Guidance Lessons	2	3	5	3
Responsible Behavior Guidance Lessons	3	5	8	6
Other Guidance Lessons	1	2	3	3
Sum of all Lessons	6	10	16	12
Students Exposed to Guidance Lessons at Each School	105	164	269	204

Source: Guidance and Counseling Time and Task Analysis Logs, 2002-2003

In regard to the weekly average number of individual and group counseling sessions, the findings were very similar for all three types of counselors (Table 2). However, while the numbers are similar, grant-funded counselors are only half time at each target school, accounting for the higher proportion of time that they spent on responsive services compared to the other two types of counselors, who were full-time (Figure 1). Furthermore, combined, the grant-funded and locally-funded counselors conducted a weekly average of 67% more group and 33% more individual counseling sessions at target schools than were conducted at comparison schools. Also, nearly twice as many students received group counseling services, on average per week, at target than at comparison schools.

Table 2: Student Exposure to Responsive Services
By Type of Counselor and School, 2002-2003

Weekly Average Number of...	Target Schools			Counselors at Comparison Schools
	Grant-Funded Counselors	Locally-Funded Counselors	Total	
Group Counseling Sessions	2	3	5	3
Students Exposed to Groups	8	9	17	9
Individual Counseling Sessions	2	2	4	3

Source: Guidance and Counseling Time and Task Analysis Logs, 2002-2003

A couple of general observations can be made about the findings this year compared to last year. First, the numbers of guidance lessons and counseling sessions conducted by locally-funded counselors at target schools and the counselors at comparison schools are much more similar this year than last (Christian, 2003). It seems that counselors at comparison schools are providing considerably more direct services this year. Second, locally-funded counselors at target schools as well as counselors at comparison schools are doing less non-guidance activities this year than last. For locally-funded counselors at target schools, the percentage of time on non-guidance tasks fell by a third, i.e., from 30% to 20%, while for comparison school counselors, it was reduced by two-thirds, i.e., from 39% to 13%.

In addition to data gathered via the counselors' Time and Task Logs, data also were obtained using a teacher survey (Appendix D). Specifically, teachers were asked about their perceptions of the effectiveness of counselor-led guidance lessons in evoking positive

behavioral changes in students. Data analyses revealed no significant differences between the teacher ratings of guidance lesson effectiveness at target versus comparison schools. Teachers also were asked about the number of guidance lessons that were conducted in their classrooms during 2002-2003. According to 180 teachers at target schools and 68 at comparison schools, the mean number of lessons was 14.1 and 11.3 respectively. However, this difference was not found to be significant, suggesting that a school's participation in the grant did not have any predictive value for the number of guidance lessons teachers reported as having been conducted in their classroom.

To summarize, the findings related to the first objective of increasing the number of students receiving preventative guidance and counseling services indicate that this objective is being met. In regard to the delivery of guidance services:

- The total weekly average number of guidance lessons was greater at target schools than at comparison schools.
- Combined, the grant-funded and locally-funded counselors delivered approximately 60% more guidance lessons, on average per week, at target schools than did the locally-funded counselors alone at comparison schools.
- On average, 32% more students were exposed to guidance lessons weekly at target than at comparison schools.
- Specific to the delivery of responsive services, the two types of counselors together at the target schools conducted 67% more group counseling sessions and 33% more individual sessions (serving 75% more students), on average weekly, than did the counselors at comparison schools.

One of the 2001-2002 recommendations for continuing progress on grant goals was to provide classroom guidance to as many students as possible, and furthermore, to reach the most students via guidance services and fewer students via intermediate level services (group counseling) or intensive services (individual counseling). To this end, although the number of students exposed to responsive services (group and individual counseling) was still greater at target than comparison schools (likely due to greater counseling resources at those campuses), all schools (target and comparison) showed a movement in this direction:

- Comparison schools increased the average weekly number of students exposed to guidance lessons three-fold (from 66 a week to 204 a week).
- The overall number of students exposed to group counseling has decreased.

- The overall number of group and individual counseling sessions has decreased at target schools, while individual sessions have decreased at both school types.

OBJECTIVE 2: DECREASE THE NEED FOR CRISIS INTERVENTION

The second grant objective is to show a decreased need for crisis intervention as a result of increased direct services. Formal and informal disciplinary actions as well as referrals to guidance and counseling services serve as measures of crisis intervention.

Formal Discipline Data

The mean number of students disciplined as reported in the Public Education Information Management System (PEIMS), for the subset of verbal and physical violence¹ offenses as well as the total number of offenses, was greater at the target than comparison schools. The mean number of students referred to Dill School, the district's disciplinary alternative education placement (DAEP), from target schools was greater as well. This suggests either that incidents requiring crisis intervention occurred to a greater extent, on average, at target than comparison schools or that these schools tend to be more likely to deal with their discipline in a formal manner. The findings obtained for 2001-2002 were similar. However, the mean for both indicators at 2002-2003 target campuses declined

Table 3: Number of Students Disciplined and Dill School Referrals by School Type, 2002-2003

2002-2003 Study Schools	Mean Number of Students Disciplined for Violent Offenses¹	Mean Number of Students Disciplined for All Offenses	Mean Number of Students Referred to Dill School
2002-03 Target Schools			
In Yr 2001-02	29.7	53.6	52.8
In Yr 2002-03	29.1	49.1	40.5
Mean Change	Decrease 0.64	Decrease 4.5	Decrease 16.1
2002-03 Comparison Schools			
In Yr 2001-02	6.8	14.4	14.6
In Yr 2002-03	10.6	19.8	11.6
Mean Change	Increase 3.8	Increase 5.4	Decrease 3.0

Source: AISD Student Discipline Aggregate Report 2002-2003 (PEIMS 425)

¹ *Verbal and Physical Violence* includes the following reporting categories: rude to student, threat or harassment of student, physical aggression toward student, assault of student, aggravated assault of student, sexual assault of a student, rude to adult, threat or harassment of adult, physical aggression toward adult, assault of adult, aggravated assault of adult, retaliation against adult, sexual assault of an adult, gang violence, terroristic threats, kidnapping, and murder.

from the previous year (Table 3). In contrast, at comparison schools, the mean number of students disciplined increased, and the number of Dill referrals decreased by less than one fifth of the decrease seen at target campuses. Regardless of possible differences in philosophies regarding disciplinary procedures, the overall decline in students disciplined at target schools indicates a decreased need for crisis intervention at these schools on average. In contrast, mixed outcomes are seen for comparison schools.

Teacher Survey Data

In addition to data about formal disciplinary actions, information also was gathered about informal disciplinary actions. Teachers were asked how many times in an average week they experienced a disruption in their classroom that was serious enough to interrupt their lesson or disrupt the learning of students. The results did not show a significant difference between the mean number of times per week that teachers reported disruptions at target schools (5.9) in contrast with comparison schools (4.1). Teachers were also surveyed regarding the number of times that they had sent a student to the principal or assistant principal's office for discipline issues. Again, the difference between the average number of times that such visits occurred at target (7.4) and comparison schools (4.6) was not found to be significant. An additional dimension of crisis intervention data was the average number of referrals to individual or small group counseling that teachers reported at target versus comparison schools. The means were found to be 5.4 and 5.5, respectively; this difference was not significant.

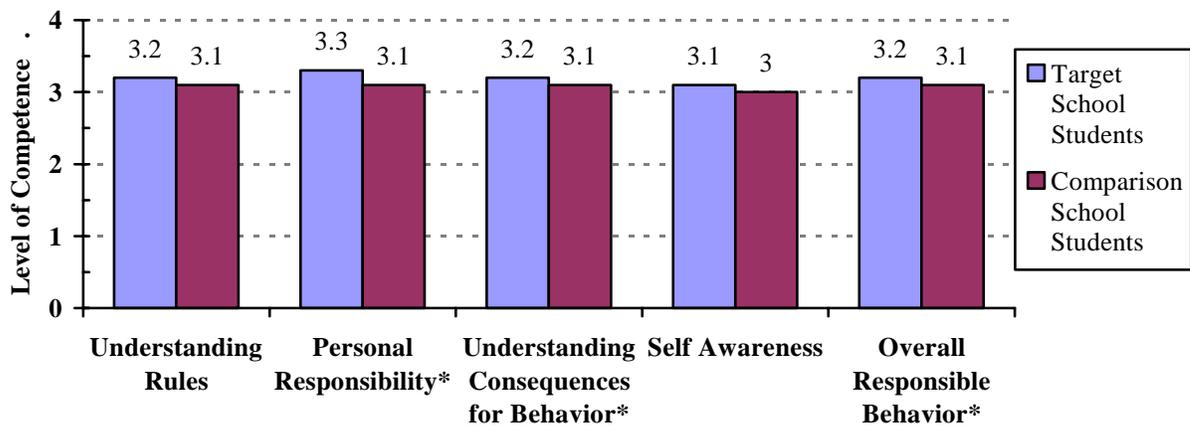
Student Evaluation Data

Evaluating student competencies in the areas of Responsible Behavior and Conflict Resolution helps to measure the need for crisis intervention, because student efficacy in these areas is related to their ability to deal with events or issues that provoke crisis and can therefore affect the need for crisis intervention. Target and comparison school teachers were asked to use the Student Evaluation Form (Appendix E) to rate student competence on skills associated with these strands. Teachers were instructed to provide information based on their familiarity with the students throughout the school year up to that point. Kindergarten through 6th grade teachers completed this form for randomly selected students. A total of 266 teachers provided ratings of 594 students, 450 at the 14 target schools and 144 at the 5 comparison schools. Students were rated on their ability to exhibit each skill on a scale of 1 to 4 (1 = not at all, 2 = occasionally, 3 = most of the time, and 4 = consistently).

While not significant for all skill areas, analysis indicated a consistent pattern in which students at target schools were rated as slightly more competent on every skill area than students at comparison schools. In addition, ratings seemed to be marginally higher on the skills associated with responsible behavior than on those associated with conflict resolution at both target and comparison schools. Furthermore, both patterns were reflected in the “overall” rating for each strand, i.e., the score that represents the scaled performance of all the skills for each strand.

The differences between student competencies at target and comparison schools were significant in the “personal responsibility” and “understanding consequences for behavior” skill areas, as well as the scaled “overall” area associated with the Responsible Behavior strand (Figure 3). Clearly, teachers are observing student outcomes that are reflective of the emphasis put into guidance lessons in this curriculum strand at target schools (Figure 2). Only the “ability to identify conflicts” skill area within the Conflict Resolution strand was significantly different (Figure 4).

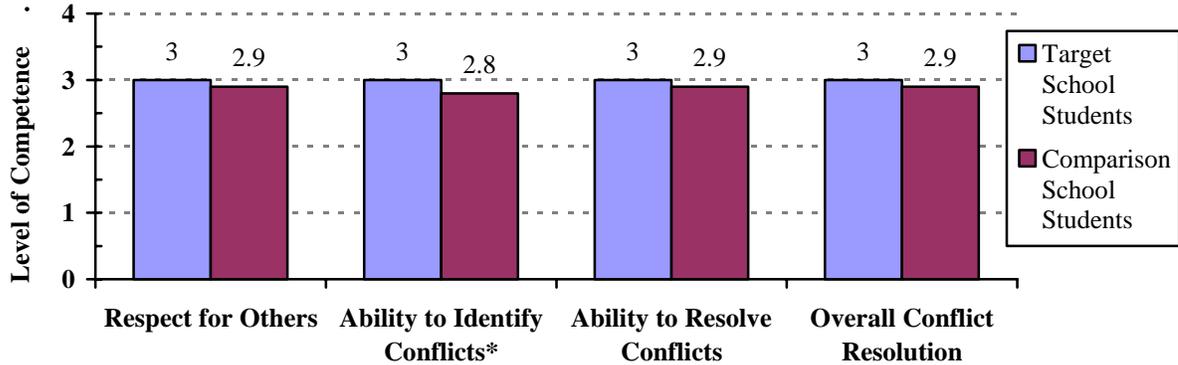
Figure 3: Mean Student Competence on Responsible Behavior at Target and Comparison Schools, 2002-2003



Source: 2003 Live This! Student Evaluation Form

*Significantly different ($p \leq .05$)

Figure 4: Mean Student Competence on Conflict Resolution
at Target and Comparison Schools, 2002-2003



Source: 2003 Live This! Student Evaluation Form

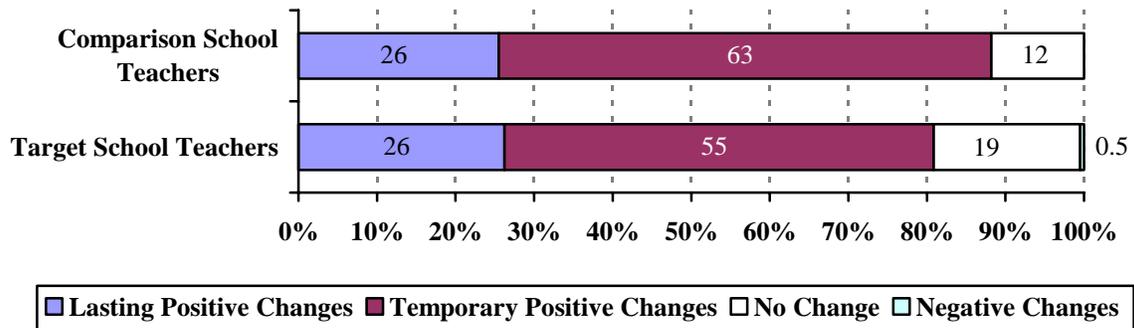
*Significantly different ($p \leq .05$)

In summary, the findings for informal disciplinary actions (i.e., teacher reported referrals to the office and to counseling) did not show significant differences in the crisis intervention needs at the two groups of schools. However, although the average number of formal disciplinary actions (i.e., the number of students disciplined and the number of Dill school referrals) in crisis-provoking circumstances was found to be higher at target campuses, these schools experienced a decrease in both indicators of formal disciplinary actions. In addition, student competence on several aspects of Responsible Behavior and Conflict Resolution strands also was greater at the target schools. Thus, based on formal disciplinary actions and teacher judgments of student behavior, target schools are making clear progress in this area.

OBJECTIVE 3: CREATE AN ENVIRONMENT CONDUCIVE TO LEARNING THROUGH INCREASED PERCEPTIONS OF SAFETY ON CAMPUSES.

The third grant objective is to create an environment conducive to learning through increased perceptions of safety on campuses. Effective guidance lessons that contribute to changes in student behavior are an important element of creating a school environment that is safe and conducive to learning. Teachers were surveyed to determine the changes that they observed in students' behavior following guidance lessons. The vast majority of teachers at both target (81%) and comparison schools (88%) reported temporary or lasting positive changes (Figure 5). That teachers at both target and comparison elementary schools overwhelmingly viewed the guidance lessons as effective speaks to how highly they value the guidance curriculum. Nearly 23% of comparison school teachers surveyed

Figure 5: Teacher Observations of Changes in Student Behavior Following Guidance Lessons, 2002-2003



Source: 2003 Elementary Guidance and Counseling Program Teacher Survey (Target school n=183; Comparison School n=51)

indicated that no guidance lessons were conducted in their classroom during the school year; this contrasts considerably with the 1.6% of target school teachers reporting the same. The addition of supplemental counseling resources at target schools afforded a greater proportion of teachers on those campuses to observe the positive changes in student behavior that result from guidance lessons being conducted in the classroom.

Data also were obtained using the Teacher Survey to determine what teachers at target and comparison schools do to reinforce the guidance lessons presented by counselors. The overwhelming majority of teachers reported at least one strategy for reinforcing the work of the counselors, although ways in which they did so were varied (Appendix F). There were no noticeable differences between target and comparison school teachers in their reports of lesson reinforcement.

An attempt was made to examine districtwide survey data regarding campus staff perceptions of safety by school type (i.e., target, comparison, and remaining schools within AISD). Unfortunately, the number of staff who responded at the study schools was found to be too small for reliable data analysis. Broadly speaking, staff perceptions of safety across the district were largely positive. Climate surveys will be conducted next year at schools districtwide that will yield adequate sample sizes necessary for more in-depth data analysis.

To summarize, when examined in terms of positive changes in student behavior that contributes to a school environment conducive to learning, the findings for objective 3 of the grant were largely positive across target and comparison schools. Further examination of this objective, in terms of overall climate, will be examined next year.

CONCLUSIONS AND RECOMMENDATIONS

The availability of additional counseling staff at target schools has demonstrated benefits and success towards fulfilling the grant objectives. Increasing counseling staff and allowing counselors to focus on their area of specialty, rather than administrative tasks, is tied to the delivery of more guidance lessons, which in turn, shows promise for objectives 2 and 3 of the grant.

PROGRESS TOWARD EACH OBJECTIVE

Objective 1

Providing an extra half-time counselor at each of the target schools resulted in more lessons being delivered than at comparison campuses and provided resources for a greater number of students to be exposed to preventative guidance lessons. In addition, while counseling services also were supplied to a greater extent at target schools, progress was made toward reducing the amount of intermediate and intensive services.

Objective 2

The findings for informal disciplinary actions did not show significant differences in the crisis intervention needs at target versus comparison schools. However, based on evaluation of formal disciplinary actions and student evaluations over time, target schools are clearly making progress in this area. In regard to formal disciplinary actions, although the average number of students disciplined was found to be higher at target campuses, both the number of students disciplined and the number of Dill referrals decreased from the previous year at those schools. In addition, student competence on several aspects of the Responsible Behavior and Conflict Resolution strands was greater at target than at comparison campuses this year. This higher capacity in dealing with crisis-provoking circumstances holds promise for a continued decrease in the need for crisis intervention.

Objective 3

The vast majority of teachers at both target and comparison schools reported temporary or lasting positive changes in student behavior following guidance lessons, suggesting that the provision of increased classroom guidance may be one effective way to create an environment conducive to learning.

RECOMMENDATIONS

It is recommended that grant-funded counselors at target schools continue to make progress on the grant goals by fully implementing the *Live This!* curriculum and guidance program in the grant's final year. The following steps should help to accomplish this:

- Continue to emphasize providing preventative services (e.g., classroom guidance) to the greatest number of students, intermediate level responsive services (e.g., groups) to fewer students, and intensive services (i.e., individual) to only those students with the greatest needs;
- Move toward school-wide enforcement of discipline and empowerment of teachers to deal with discipline issues, and away from reliance on referrals to counselors;
- Sustain long-term desired behaviors in students and consistency between what teachers and counselors communicate to and practice with students, by equipping teachers with the necessary counseling-related knowledge and skills to reinforce guidance lessons in their own classrooms;
- Continue to provide supplemental staff training to support grant program goals; and
- Further develop the *Live This!* curriculum. For example, explore and adopt more targeted tools for teaching each curriculum strand, better link curriculum objectives and student competencies, and align the Guidance and Counseling curriculum with the full academic curriculum.

**APPENDIX A:
ELEMENTARY COUNSELING DEMONSTRATION GRANT
2002-2003 STUDY SCHOOLS**

Target Schools

Allan Elementary
Allison Elementary
Becker Elementary
Blackshear Elementary
Campbell Elementary
Govalle Elementary
Metz Elementary
Oak Springs Elementary
Ortega Elementary
Rodriguez Elementary
Sanchez Elementary
Sims Elementary
Winn Elementary
Zavala Elementary

Comparison Schools

Dawson Elementary
Hart Elementary
Joslin Elementary
Reilly Elementary
Wooten Elementary

**APPENDIX B:
2002-2003 ELEMENTARY GUIDANCE AND COUNSELING
ADVISORY COMMITTEE**

<u>Members</u>	<u>Affiliation*</u>
Stan Brein	Title IV Grant Manager
Shayna Feldman	Middle School Drug Prevention and School Safety Coordinator (MSDPSSC)
Mary Sondgeroth	Interim Director of Guidance and Counseling
Sally Firestone	Elementary Guidance Specialist
Dianna Groves	Middle School Guidance Specialist
Cinda Christian	Title IV, MSDPSSC, and Elementary Counseling Grant Evaluator
JoAnn Farrell	Elementary Counselor
D'Aun Knighten	Program Director for Austin Boys & Girls Club

* Efforts are being made to recruit more community members into this committee

APPENDIX C: COUNSELOR TIME AND TASK ANALYSIS LOGS

AISD Guidance & Counseling Daily Time and Task Analysis Log

Counselor Name _____		School Name _____		Date _____						
Time	Activity	Guidance Curriculum			Responsive Services		Individual Planning	System Support	Non-Guidance Activities	# of parents involved
		RB	CR	Other	Group	Individual				
7:30-8:00										
8:00-8:30										
8:30-9:00										
9:00-9:30										
9:30-10:00										
10:00-10:30										
10:30-11:00										
11:00-11:30										
11:30-12:00										
12:00-12:30										
12:30-1:00										
1:00-1:30										
1:30-2:00										
2:00-2:30										
2:30-3:00										
3:00-3:30										
3:30-4:00										
4:00-4:30										
4:30-5:00										
5:00-5:30										
Daily TOTAL:										

AISD Guidance & Counseling Summary Time and Task Analysis Log - Fall 2002

Counselor Name :

School:

Date:

	Guidance Curriculum				Responsive Services			Individual Planning	System Support	Non-Guidance Activities	# of parents involved
	RB	CM	Other	Group	Individual						
Oct. 28-Nov. 1, 2002											
Nov. 4-8, 2002											
Nov. 11-15, 2002											
Nov. 18-22, 2002											
Nov. 25-29, 2002											
Dec. 2-6, 2002											
Dec. 9-13, 2002											
Dec. 16-20, 2002											
Total for Oct. 28 - Dec. 20, 2002											

AISD Guidance & Counseling Summary Time and Task Analysis Log - Spring 2003

Counselor Name :

School:

Date:

	Guidance Curriculum				Responsive Services		Individual Planning	System Support	Non-Guidance Activities	# of parents involved
	RB	CM	Other	Group	Individual					
Jan. 27-31, 2003										
Feb. 3-7, 2003										
Feb. 10-14, 2003										
Feb. 17-21, 2003										
Feb. 24-28, 2003										
March 3-7, 2003										
Total for Jan. 27 - March 7, 2003										

**APPENDIX D:
2003 ELEMENTARY GUIDANCE AND COUNSELING PROGRAM
TEACHER SURVEY**

The information you provide on this survey is anonymous and will be used to assess campus needs and to make guidance program improvements. **Please answer the following questions in reference to the 2002-2003 school year.**

1. How many students (if any) have you referred to a school counselor for individual counseling? _____
2. How many students (if any) have you referred to a school counselor for small group participation? _____
3. How many classroom guidance lessons (if any) have been conducted by a school counselor in your classroom this year? _____
4. For each guidance lesson topic presented by a counselor in your classroom this year, please rate how effective you thought it was in evoking positive behavioral changes in the students. For each topic, please circle one answer that fits best.

Topic	Very effective	Somewhat effective	Not effective	*Mixed	**N/A
a. Self-knowledge and acceptance	1	2	3	4	9
b. Interpersonal communication skills	1	2	3	4	9
c. Appreciation of diversity	1	2	3	4	9
d. Responsible behavior	1	2	3	4	9
e. Conflict resolution	1	2	3	4	9
f. Decision making/problem solving	1	2	3	4	9
g. Motivation to achieve	1	2	3	4	9
h. Goal setting	1	2	3	4	9
i. Career planning	1	2	3	4	9

* Mixed = It was effective for some students but not for others.

** N/A = No guidance lessons on this topic were conducted by a counselor in my classroom this year.

5. To what extent do the guidance lessons contribute to a safe school environment?
 - _____ a. A great deal
 - _____ b. Somewhat
 - _____ c. Little
 - _____ d. Not at all
 - _____ e. N/A (No guidance lessons were conducted by a counselor in my classroom)

6. Overall, describe the changes you observed in the students' behaviors following the guidance lessons? (Check the answer that fits best.)
- a. I noticed lasting positive changes in student behavior.
 - b. I noticed temporary positive changes in student behavior.
 - c. I noticed negative changes in student behavior.
 - d. None; student behavior did not change.
 - e. N/A (No guidance lessons were conducted by a counselor in my classroom)
7. How often have you reinforced the guidance lessons presented by the counselor?
- a. Daily
 - b. Weekly
 - c. Monthly
 - d. Never referred to guidance lessons presented by counselor
 - e. N/A (No guidance lessons were conducted by a counselor in my classroom)
8. What have you done to reinforce the guidance lessons presented by the counselor?
9. If you referred students for either individual or small group counseling, what changes did you observe in the students' behavior?
10. How many times in an average week do you experience a disruption in your classroom that is serious enough to interrupt your lesson and/or disrupt the learning of students that are not directly involved in the disruption? _____
11. How many times this year have you sent a student to the principal or assistant principal's office for discipline issues? (Please provide your best estimate if you do not know the exact number.) _____
12. Do you have any additional comments or suggestions about the effectiveness of the Guidance and Counseling Program at your school?

Thank you very much for taking the time to fill out this survey ☺

APPENDIX E:
2003 LIVE THIS! STUDENT EVALUATION FORM

Student Name: _____ Student ID #: _____ Grade: _____

Date: _____ School: _____ Teacher Name: _____

Please circle the response that best describes this student's abilities. Do your best to be as objective as possible. Some of the earlier skills may be necessary before a child will be able to master those further down the list in each area. It is NOT expected that children of all ages should be competent at all of these skills. Please use the following criteria:

Not at All - This student does not demonstrate this skill.

Occasionally - This student can sometimes perform this skill.

Most of the Time - This student performs this skill most, but not all, of the time.

Consistently - This student consistently performs this skill without prompting.

N/A - I have not had any opportunity to observe this skill in this student.

<i>This student:</i>	Not at All	Occasionally	Most of the Time	Consistently	N/A
<u>Responsible Behavior/Personal Responsibility:</u>					
1. Demonstrates age-appropriate understanding of rules:	1	2	3	4	N/A
a. can identify the rules he or she follows at school.	1	2	3	4	N/A
b. can describe the necessity of having school rules	1	2	3	4	N/A
c. can relate the impact of following rules to group effectiveness	1	2	3	4	N/A
d. can relate the impact of following rules to personal success	1	2	3	4	N/A
e. can use knowledge of school rules and expectations when faced with choices that could interfere with learning	1	2	3	4	N/A
f. can evaluate rules in the school	1	2	3	4	N/A
2. Demonstrates age-appropriate personal responsibility:	1	2	3	4	N/A
a. can describe ways he or she takes care of him/herself.	1	2	3	4	N/A
b. can describe the responsibilities he or she has at school	1	2	3	4	N/A
c. can describe necessary daily activities carried out by him/herself	1	2	3	4	N/A
d. can describe necessary daily activities carried out by others.	1	2	3	4	N/A
e. can recognize that people have varying roles	1	2	3	4	N/A
f. can describe his/her own roles	1	2	3	4	N/A
g. knows his/her responsibilities	1	2	3	4	N/A
h. can be trusted to do his/her responsibilities	1	2	3	4	N/A

	Not at All	Occasionally	Most of the Time	Consistently	N/A
<i>This student:</i>					
3. Demonstrates age-appropriate understanding of consequences for behavior	1	2	3	4	N/A
a. can state positive consequences of behavior.	1	2	3	4	N/A
b. can state negative consequences of behavior.	1	2	3	4	N/A
c. can predict consequences for various behavior choices	1	2	3	4	N/A
d. can evaluate the effect of his/her responsibilities on him/herself	1	2	3	4	N/A
e. can evaluate the effect of his/her responsibilities on others	1	2	3	4	N/A
4. Demonstrates age-appropriate self-awareness	1	2	3	4	N/A
a. can describe situations where he or she has no control, some control, or almost total control over him/herself	1	2	3	4	N/A
b. can use behavior that demonstrates respect for the feelings of others	1	2	3	4	N/A
c. can use behavior that demonstrates respect for the property of others	1	2	3	4	N/A
d. can use behavior that demonstrates respect for the interests of others	1	2	3	4	N/A
e. can demonstrate effective self-control	1	2	3	4	N/A
f. can analyze how growing up requires more self control	1	2	3	4	N/A

Additional comments regarding *Responsible Behavior/Personal Responsibility*:

	Not at All	Occasionally	Most of the Time	Consistently	N/A
<i>This student:</i>					
<u>Conflict Resolution:</u>					
5. Demonstrates age-appropriate respect for others	1	2	3	4	N/A
a. interacts with others in ways that show caring for them.	1	2	3	4	N/A
b. interacts with others in ways that show respect for them.	1	2	3	4	N/A
c. can give compliments	1	2	3	4	N/A
d. can receive compliments	1	2	3	4	N/A
e. can encourage others	1	2	3	4	N/A
f. can predict how his/her behavior affects relationships	1	2	3	4	N/A
g. is aware of issues involved with trust	1	2	3	4	N/A
h. is aware of issues involved with neutrality	1	2	3	4	N/A
i. is aware of issues involved with confidentiality	1	2	3	4	N/A
6. Demonstrates age-appropriate ability to identify conflicts	1	2	3	4	N/A
a. can describe the elements of a conflict	1	2	3	4	N/A
b. can identify feelings associated with conflict	1	2	3	4	N/A
c. can give reasons for conflicts	1	2	3	4	N/A
d. can identify behaviors that make a conflict escalate	1	2	3	4	N/A
e. can identify behaviors that make a conflict de-escalate	1	2	3	4	N/A
f. can identify “win-win” results of conflict	1	2	3	4	N/A
g. can identify “win-lose” results of conflict	1	2	3	4	N/A
h. can identify “lose-lose” results of conflict	1	2	3	4	N/A
i. can identify different points of view	1	2	3	4	N/A
7. Demonstrates age-appropriate ability to resolve conflicts	1	2	3	4	N/A
a. can listen while another student describes a conflict.	1	2	3	4	N/A
b. can brainstorm possible solutions for conflicts	1	2	3	4	N/A
c. can evaluate possible solutions for conflicts	1	2	3	4	N/A
d. can demonstrate active listening skills	1	2	3	4	N/A
e. can distinguish when to ask for help in resolving conflicts	1	2	3	4	N/A

Additional comments regarding *Conflict Resolution* (continue on back if necessary):

**APPENDIX F:
TEACHER REINFORCEMENT OF COUNSELOR-LED GUIDANCE LESSONS**

Although the majority of teachers indicated that they did reinforce the guidance lessons, occasionally, teachers reported that they did not consciously reinforce what the counselors taught. However, those who did not make a specific effort noted that there was a natural overlap between their own discussions, activities, or day-to-day interactions with students and the counselors' teachings. Teachers reported reinforcing the guidance lessons presented by counselors in many ways:

- Refer back to the content or strategies covered by counselors, as the need arises;
- Give students reminders as opportunities arise;
- Make connections between real examples from day-to-day life and content covered by counselors;
- Conduct in-depth class or small group discussions, as situations arise;
- Review frequently the lessons taught by counselors;
- Incorporate the specific vocabulary used by counselors;
- Reinforce counselors' lessons through the use of literature and story time or reading books on a subject;
- Develop assignments (e.g., journal writing, role playing, projects) that build on lessons presented by counselors;
- Utilize specific curricula;
- Display posters of concepts discussed by counselors;
- Translate lessons to ensure that they were understood by all the students; and
- Reinforce positively the occurrence of desired behavior(s).

REFERENCE LIST

Christian, C. (2003). *Getting Ahead of the Need: Comprehensive Counseling for Elementary Schools. Year One Evaluation Report, 2001-2002.* (OPE Publication 01.21). Austin, TX: Austin Independent School District.

Austin Independent School District

Office of Accountability

Maria Whitsett, Ph.D.

Department of Program Evaluation

Holly Williams, Ph.D.

Authors

Behroze Irani, Ph. D.

Cinda L. Christian, Ph.D.



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