

# Otsego Elementary Annual School Counseling Report 2014-2015

This report summarizes the school counseling services that Miss Mikesina provided at Otsego Elementary for the 2014-2015 school year. Children's mental health – which includes their ability to cope with problems, to work cooperatively with others, and to regulate their emotions and behavior – is key to their success in school. The school counseling program at Otsego Elementary is aligned with the district's mission statement and strives to meet the academic, career, and personal/social needs of every student – in doing so, students are more prepared to meet the challenges of the future.



## School at a Glance

Grade Levels: PreK-5  
Enrollment: 774  
Enrollment K-5: 656  
School Year: 2014-2015

Principal: Betsey Murry  
Assistant Principal: Katrina Baughman  
School Counselor: Lianna Mikesina

## Counseling by the Numbers

20

Students who were seen individually on a consistent basis

142

Students seen in crisis or who requested to see me about a problem

46

Students who participated in small group counseling

633

Students reached through mini-meetings



774

Students served through school-wide programs

69

Class lessons conducted

100

Percent of responding teachers who feel the current mode of service delivery is effective

12

School-wide programs implemented

# Direct Services



## Individual Counseling

Students who received individual counseling services did so to work on issues that were affecting academic success (personal/social struggles and/or behavioral issues). The students who were seen for individual counseling are students that were seen more than 3-4 times on a weekly (or even daily check-in) basis. During sessions, play therapy techniques (i.e. drawing, role-playing, etc.) cognitive-behavioral, and other therapeutic technics were used as a way to address school counseling goals as outlined by the American School Counselor Association (ASCA). Individual student goal plans were developed, with activities designed to meet students' immediate needs.

Number of New Student meetings: 16

Number of Students Seen Individually on a consistent basis: 20

Number of Students Seen Individually for "crisis" (not scheduled for weekly counseling): 142



## Small Group Counseling

Many students benefit more from small group counseling to address social issues or to help them discover that others have similar struggles. Group counseling was available to students through teacher referral, self-referral, or administration/counselor identification. Groups were organized by grade level and topic. In order for students to participate in group counseling, parent permission was received. Groups took place during lunch recess to ensure that students would not miss academic or special time. In addition, each group plan was designed around student needs and ASCA standards.

Group Focus & Topic	Number of Groups/Students Served
Changing Families	1/3
Friendship	3/13
Positive School Behaviors	2/6
School Success	1/3
Social Skills	3/9
Stress Busters	2/7
Self-Esteem & School Success	1/5

Total Number of Groups: 13

Number of Students in Small Group Counseling: 46



## Classroom Lessons

This year, classroom lessons were done differently. Teachers could request lessons as needed in their classes. Some of the topics that were covered this year included: Listening, Following Directions, Tattling vs. Telling, Friendship, Internet Safety, Fairness, Appropriate School Behaviors, and Gossip / Rumors. Almost all classes invited Miss Mikesina in at the beginning of the year for an Introduction to the Counselor lesson. Every class lesson was designed around student needs and ASCA standards.

Total Number of Class Lessons: 69

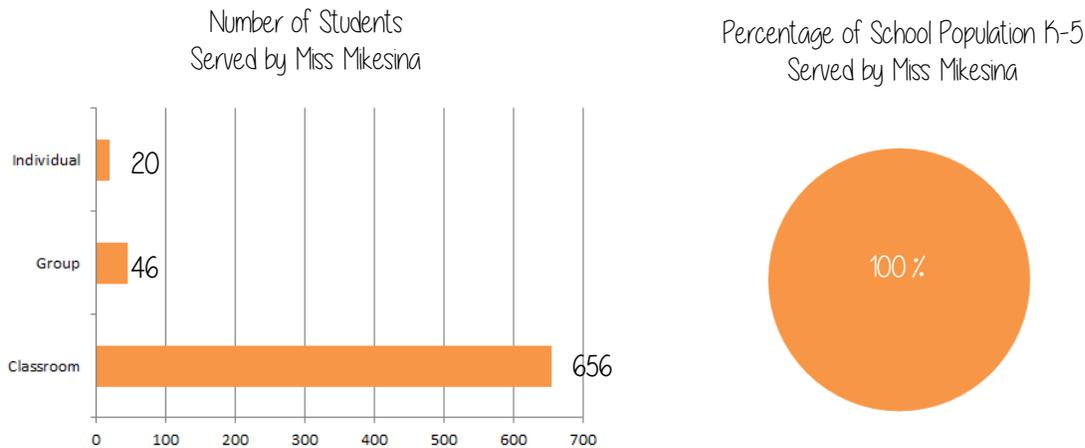
Number of Students: 656

# Direct Services Summary & School-Wide Programs



## Direct Services Summary

Individual counseling, small group counseling, and classroom counseling all fall under the direct services category in the ASCA National Model. Direct services are provided by school counselors to students in order to directly impact and support student success. Below is a summary of the direct services provided by Miss Mikesina for the 2014-2015 school year.



## School-Wide Programs

Miss Mikesina helped to coordinate & implement many school wide programs this year, including:

- Olweus Kick-Off Assembly (September)
- Red Ribbon Week (October)
- World Bullying Prevention Day (October)
- OSU / Michigan Food Drive (November)
- SOPP, Sexual Abuse Prevention Program – 3<sup>rd</sup> grade (December)
- Pennies for Patients (January – February)
- National School Counseling Week (February)
- RSVP, Responsible Social Values Program – 5<sup>th</sup> grade (March)
- Bus Driver Appreciation Day (April)
- Goodwill Earth Day Donation Drive (April-May)

In addition to these programs, Miss Mikesina also advised two other programs which helped to teach students about responsibility and leadership. To be in each of these groups, students had to fill out an application and be recommended by a teacher.

- Post Office – 4<sup>th</sup> grade
- Be The Change Club – 5<sup>th</sup> grade

Number of Students Served Through School-Wide Programs: 774

# Data Collection

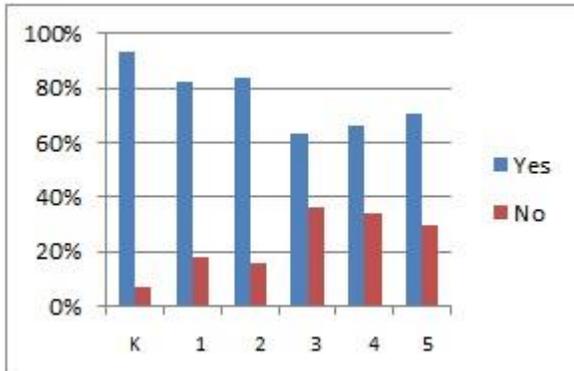


## Mini-Meetings

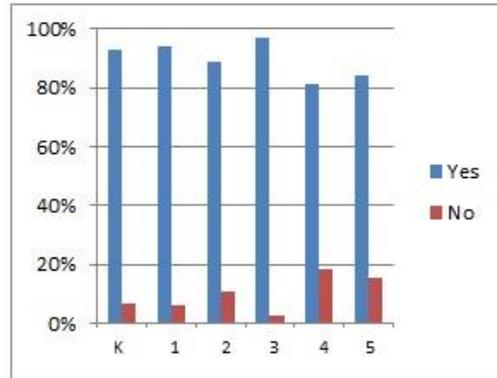
In addition to classroom lessons, I conducted "Mini-Meetings" with all students K-5. The purpose of these mini-meetings was to gather data from the students in order to make decisions about the school counseling program, to best address student needs. In addition, the mini-meetings allow Miss Mikesina to build relationships and talk with every student while also catching kids who may need help but do not speak up. Below is some of the most important data collected from the mini-meetings.

"Do you know what you want to be when you grow up?"

\*If the student had any idea(s), we answered yes.



"If you had a problem, is there an adult at school you would want to talk to?"



The answers to the question "Do you know what you want to be when you grow up?" stood out to me the most. Based on these findings I would like to implement more career aspects into the school counseling program, as research shows that early exposure to careers improves academic focus and achievement.

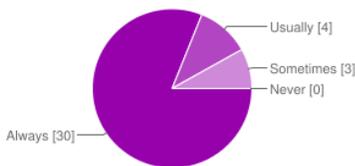


## End of Year Staff Survey

At the end of the year, a survey for all school staff, teachers, and administration was sent out. The purpose of this survey is to get feedback from the school staff on the school counseling program. The feedback is used to improve the program. Thirty-eight staff members, including 22 classroom teachers, responded.

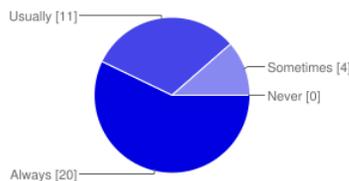
In answer to the question, "The school counselor was responsive to students' needs."

Always 81.1%  
 Usually 10.8%  
 Sometimes 8.1%  
 Never 0%



In answer to the question, "Did the school counselor share important information about your students, keeping you apprised of student issues?"

Always 57.1%  
 Usually 31.4%  
 Sometimes 11.4%  
 Never 0%



In answer to the question, "Do you think the current mode of service delivery is effective?"

Yes 97.4%  
 No 2.6%



## Indirect Services & Goals



### Committees & Meetings

Miss Mikesina attended meetings and served on a couple of committees. Teachers could request Miss Mikesina to attend parent meetings and/or simply for staff consultation. The committees Miss Mikesina was a part of are listed on the left. Number of meetings Miss Mikesina attended is on the right; this includes parent meetings and committee meetings.

Discipline / Olweus Committee  
Red Ribbon Week  
Volunteer Breakfast Committee

29  
Meetings attended



### Professional Development

Miss Mikesina attended trainings and professional development activities throughout the year, listed below.

School Disaster & Recovery Training  
September 15, 2014

No Wrong Door Training  
October 1, 2014

Sexual Abuse Prevention Program (SAPP) Training  
October 14, 2014

All Ohio Counselors Conference  
November 6, 2014

Olweus Bullying Prevention Program Training  
November 13, 2014



### Goals for the 2015-2016 school year

- Implement career aspects into the school counseling program.
- Implement small group and/or classroom sessions on "growth mindset": encouraging positive self-esteem, self-confidence in the ability to succeed, positive attitude toward work and learning, setting goals, and working toward goals.
- Continue Mini-Meetings, ensuring that all students are surveyed.
- More clearly define goals when working with students in individual counseling.
- Measuring progress when working with individual students.
- For the ease of teachers, create Google forms for requesting class lessons and teacher referrals.
- Make Olweus resources and Google forms available through counseling website for easy access by teachers and staff.