

Introduction to counseling services

1.1 Counseling Definition

Counseling is an interactive learning process between counselor and the student, whether individually or in a group, which approaches, in a holistic way, personal, educational and /or vocational issues. The availability of a counseling service can support individual students inside and outside the classroom context, the pastoral and the disciplinary structures in and out of the school.

Young people clearly face many challenges whilst growing up, and may find at times that they need someone to talk to external to either home or school. Counseling is a process which offers support and guidance when things feel particularly difficult.

Competitiveness, bullying, social exclusion, family crisis, scholastic underachievement, abuse, peer pressure, substance miss-use, sexuality and racism are some of the problems which can be assisted with the support of counseling in a safe and confidential environment.

1.2 Mission Statement

The school counselor's mission is to provide the support and information necessary that students need in acquiring skills to achieve academic, personal/ social success, and career success.

Student skills are nurtured and developed in a safe, success- oriented, positive learning environment in which excellence in teaching is evident and lifelong learning is promoted. The school counselor(s) works directly with students, collaborates with teachers and parents, and coordinates with local agencies to assist in maximizing academic and social capabilities.

Counselors advocate for all students to ensure equal access to resources while working to reduce and eliminate barriers that impede students from reaching their full potential. The counseling services supports the school's academic mission by promoting and enhancing the learning process for all students through an integration of academic, personal/ social, career, and global perspective development.

1.3 What are the services provided?

The counseling services targets four main areas of development: Academic Domain, Personal and Social Domain, Global Perspective Domain and Career Domain.

ACADEMIC DEVELOPMENT:

- Acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Employing strategies to achieve success in school and choose from a wide range of post-secondary options
- Understanding the relationship of academics to the world of work and to life at home and in the community/

PERSONAL/ SOCIAL DEVELOPMENT:

- Acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect themselves and others.
- Make decisions, set goals, and take necessary actions to achieve goals.
- Understand safety and survival skills.

GLOBAL PERSPECTIVE DEVELOPMENT:

- Develop an understanding of culture as a social construct
- Acquire an awareness of their family culture and own cultural identity
- Understand their host country and home(s) country's cultures
- Develop a personal practice for applying intercultural competence and bridging successfully across cultural difference.
- Acquire knowledge and attitudes to manage transition effectively

CAREER DEVELOPMENT:

- Acquire skills to investigate the world of work in relation to knowledge of self as it relates to culture and family values, and make informed career decision.
- Employ strategies to achieve future career goals and satisfaction.
- Foster an understanding of the relationship between personal qualities, education, training and the world of work.

2.1 Confidentiality

All young people are entitled to confidentiality. This means that information they bring to the session will be held in confidence between themselves and the counselor. Information will not be shared unless the young person has agreed to it.

The counselor will however state that they may need to break confidentiality should they deem the young person at significant risk to themselves or others. At this point information may need to be shared with another party, either within the school, or with an appropriate referral to an outside agency.

Counselors are aware of the child protection procedures and adhere to those as appropriate.

2.2 Referral process and feedback

The purpose of the referral process is to provide timely and effective support to initiate an appropriate plan of action for students at various levels of need. The school counselor recognizes the contribution of all members of the school community in the identification of early warning signs.

Throughout the referral process, the school counselor consults and collaborates with teachers, parents, administrators, other school staff, and / or outside agencies on behalf of the student. A formal referral system facilitates gathering and analyzing information systematically and objectively to plan for the students' social, academic, and career development.

In order to maintain a relationship with the individuals involved in the referral process, it is recommended that the school counselor follows up with the referring individual, stating that the situation has been addressed.

A referral is made to the school counselor when a concern for a student arises. Possible sources of referrals may include self- referral by students experiencing a problem, concerned peers, parent(s)/ guardian(s), teachers, administrators, and / or other school personnel.

Emergency interventions are required in those situations that need immediate attention (i.e. peer concern about the personal safety of another student, death of a pet or family member, physical and/ or sexual abuse).

The school counselor may determine that other resources would be appropriate, including referral to other individuals within the school, such as administrator and / or the school nurse. An outside referral may be necessary when an issue presented is beyond the scope, training, and/ or expertise of the school counselor. In the case of suspected abuse or neglect, the referrer is required to fill out the 'Concern of Child' form and inform the Child Protection Officer.

2.3 Steps in the Referral Process

1. Concern for student arises
2. Student is referred to school counselor - concern is identified on referral form(s).
 - Student Self-Referral Form (High School)
 - Student Self-Referral Form (Middle School)
 - Parent/ Guardian Referral form
 - Faculty/ Staff Referral Form
3. Once a concern is identified, the school counselor uses objective and subjective data to assess the situation and determine the level and type of intervention to be taken on the student's behalf.
 - Possible Interventions:
 - a) School counselor In-School Interventions
 - b) School counselor Referral to In-School Resource(s)
 - c) School counselor Referral to Outside Agency
4. Interventions are implemented and the student's progress is monitored. The student's response to the intervention will be reassessed and the intervention plan modified as needed.
5. To follow up with the referring individual, the school counselor maintains contact with the referring individual. Throughout this process the school counselor stresses confidentiality, as well as family.

REFERRAL PROCESS FLOW CHART

Concern for student
(Teachers-> Supervisor > SC)

Referral made to the School counselor by:

- Self-Referral Form
- Parent/Guardian Referral Form
- Faculty/Staff Referral Form
- Administrator
- School Nurse
- Peer
- Outside Agency (British Council, etc.)
- Other

Concern is identified on Referral Form(s)

School counselor assesses concern by collecting/reviewing data
Level and type of intervention are determined

Counselor In-School Interventions:

- Emergency Intervention
- Consultation/Collaboration with Student, Parents/Guardians, and/or Teachers/Other School Personnel
- Implementation of home/classroom intervention strategies
- Individual Counseling
- Small Group Counseling

Counselor Referral to In-School Resource(s):

- Administrator
- School Nurse
- SEND Department
- Child Protection Officer

Counselor Referral to Community Resources:

- Mandated Reporting
 - Outside Counseling (e.g., Community Counseling Services)
 - Police
 - Other Community Services (e.g. KidsFirst; Small Steps)
- [Consent for Release of Information Form]

School counselor implements intervention, monitor student's response to the intervention, periodically re-assess as needed

2.4 Data Collection

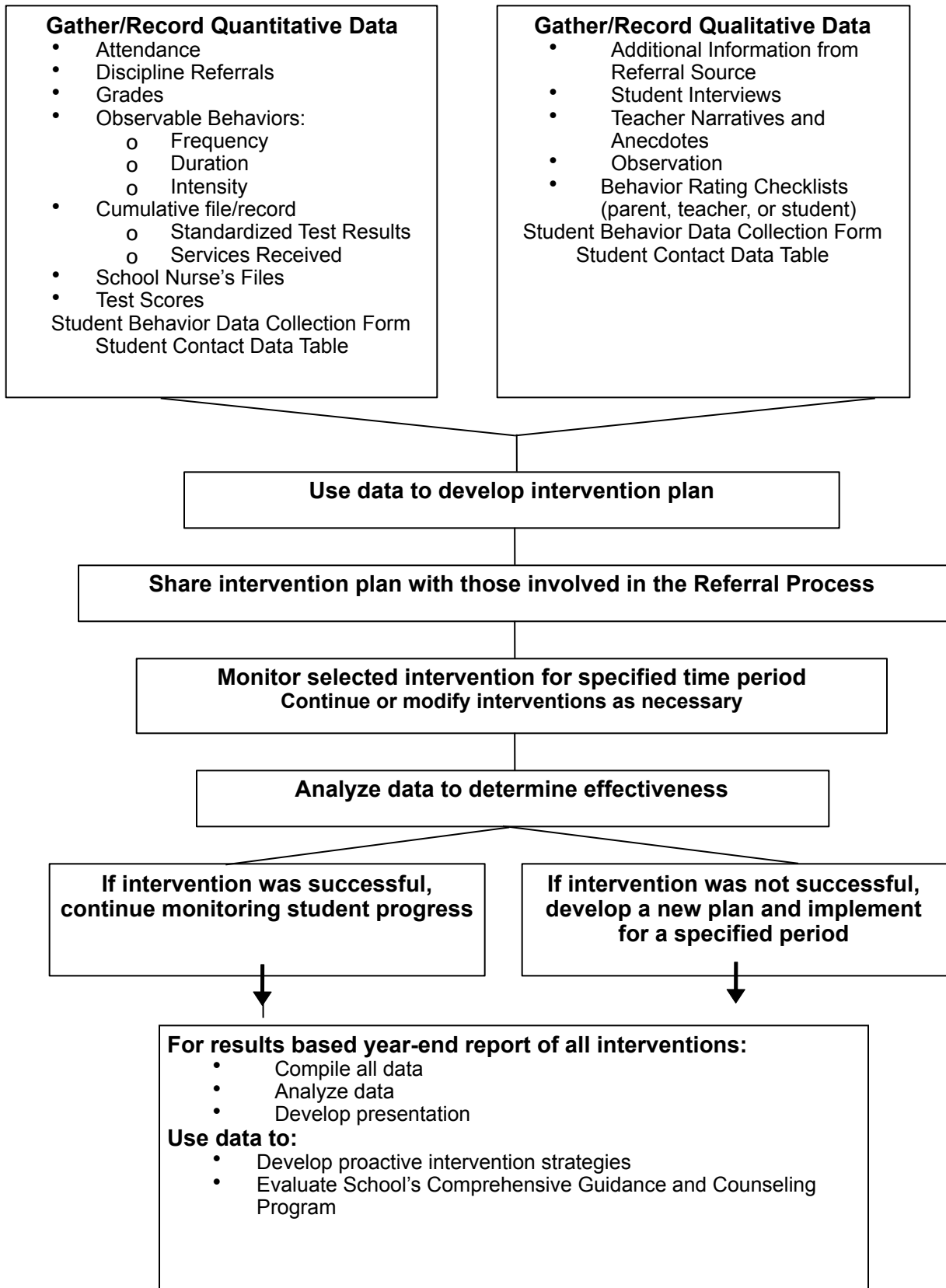
Data collection is essential in the referral process. It is through quantitative (e.g., student's attendance history) and qualitative (e.g., student's view of problem) data that patterns are discovered. Quantitative and qualitative data provide clues to the etiology of a student's thoughts, feelings, and actions. The Data Collection Flow Chart will be helpful in the development of data collection procedures.

Student data collection begins with compiling existing quantitative data such as attendance, discipline referrals, grades, and school nurse visits. Documentation of observable behaviors may include the frequency, duration, and intensity of recurring behaviors. In addition to quantitative data, data collection includes the compilation of qualitative data such as student interviews, teacher narratives and anecdotes, observation, and behavior rating checklists (from parents, teachers, and/or students). The Student Behavior Data Collection Form and Student Contact Data Table may be used to collect quantitative and qualitative data.

The quantitative (objective) and qualitative (subjective) student data collected are used to develop an intervention plan. That intervention plan is only shared with those involved in the referral process. The school counselor must emphasize the importance of confidentiality when sharing student information.

After data has been collected and intervention strategies have been implemented, it is necessary to monitor the effectiveness of those strategies by analyzing the pre/post-data. If the intervention was successful, continue monitoring student progress. If the intervention was not successful, a new plan must be developed and implemented.

REFERRAL PROCESS DATA COLLECTION FLOW CHART



STAFF DEVELOPMENT FLOW CHART

Concern for student arises

NOTE: In cases of abuse or neglect, the Child Protection Officer should be contacted immediately.

Potential areas of concern

Personal/Social Development Academic Development Career Development

Examples:

- Peer relationships, Attendance, Exploration/planning, Post-secondary options.

When concern arises, parents/guardians and/or school personnel (in consultation/ collaboration with the school counselor) implement pre-referral interventions.

Pre-referral intervention strategies are documented

- Teacher contact with parent/guardian; home intervention implemented
- School counselor/ teacher consultation/conference with student; classroom intervention implemented
- Peer helper/mentor support interventions

Parent/guardian contact

Classroom teacher (as appropriate) makes contact with the parent/guardian (inform regarding the referral to the school counselor).

Complete referral form

Student Self-Referral Form, Parent/Guardian Referral Form, Faculty/Staff Referral Form

Discuss completed referral form with the school counselor.

The school counselor in collaboration/consultation with parents/guardians and/or classroom teacher(s), develops, implements, evaluates an action plan

**Parent/guardian consent for
obtained**

implementation of action plan must be

Follow-up with the referring individual

within the guidelines of confidentiality

Levels of Responsive Services Interventions

	Emergency Intervention	Level One Pre-Referral/Prevention	Level Two Short-term Intervention	Level Three Extended Intervention	Level Four Outside Referral
<p>Students Students are educated about the counseling process.</p> <p>Students are encouraged to make peer and self-referrals.</p>	<p>Student safety is essential.</p> <p>Student is able to see school counselor as needed.</p> <p>Formal Referral not required.</p>	<p>Provide information for students regarding personal/social, academic, and career development concerns.</p>	<p>Use the Student Self-Referral Form to begin the short-term intervention process.</p> <p>Informed Consent Form may be required after talking with student.</p>	<p>Informed Consent Form is required to begin the extended intervention process.</p> <p>Counseling process and confidentiality are explained to the student.</p>	<p>Consent for Release of Information Form is required.</p> <p>Contact parent/guardian for consent form.</p>
<p>Faculty & Staff Faculty/Staff are educated about the counseling process.</p> <p>Faculty/Staff use appropriate forms to refer to the school counselor.</p>	<p>School counselor directs faculty/staff on how to support the student during an emergency.</p> <p>Formal Referral not required.</p>	<p>Provide information for teachers regarding personal/social, academic, and career development concerns.</p>	<p>Use the Faculty/Staff Referral Form to begin the short-term intervention process.</p> <p>Informed Consent Form may be required after talking with student.</p>	<p>Informed Consent Form is required to begin the extended intervention process.</p> <p>Counseling process and confidentiality are explained to faculty/staff.</p>	<p>Consent for Release of Information Form is required.</p> <p>Outside referral counseling process and confidentiality are explained to faculty/staff.</p>
<p>Parent/Guardian Parent/Guardian is educated about the counseling process.</p> <p>Parent/Guardian uses appropriate forms to refer to the school counselor.</p>	<p>School counselor guides parent/guardian on how to support the student during an emergency.</p> <p>Formal Referral not required.</p>	<p>Provide information for parents regarding personal/social, academic, and career development concerns.</p>	<p>Use the Parent/Guardian Referral Form to begin the short-term intervention process.</p> <p>Informed Consent Form required before talking to the student.</p>	<p>Informed Consent Form is required to begin the extended intervention process.</p> <p>Explain the form Information about Counseling to the parent/guardian.</p>	<p>Consent for Release of Information Form is required.</p> <p>Explain the outside referral counseling process, confidentiality and Possible Questions to Ask Outside Referral Resources.</p>

Faculty/Staff Referral Form

Student Name _____ **Date** _____

Grade _____

Referred by: _____ **Position:** _____

Area (s) of Concern:

Personal / Social Development

- Peer Relationships
- Family Relationships
- Emotional Issues
- Other _____
Applications

Academic Development

- Grades
- Attendance
- Educational Planning
- Other _____

Career Development

- Decision - making
- Exploration / Planning
- Post- Secondary Options
- Post-Secondary
- Other _____

Pre-Referral Intervention Strategies and Response to Intervention:

Reason for Referral:

Student's Strengths/Interests:

Specific Observable Behaviors:

Parent / Guardian Contacted: No / Yes **Date:** _____ **Outcome of Contact:** _____

For School counselor Use Only:

Informed Consent (attached) **Yes** **Date** _____ **No**

Action Plan **Date:** _____

Parent/Guardian Contact	Group Counseling	Individual Counseling	School Nurse
Referral Outside Resource(s)	Special Services	Administrator Referral	Other

Follow-up with referring person **Date:** _____

CONFIDENTIALITY –

Student Self-Referral Form (Middle School)

Dear School counselor,

My name is _____ I am in grade _____.

Date today: _____

I need to talk with you about:

- URGENT!!! Something private right away!!!
- The death of a person or a pet I love
- A friend I am worried about
- My angry feelings
- How to get along better with friends/peers
- How to get along better with adults (parents/teachers)
- How to get along better with brothers and sisters
- How others are treating me
- Feeling better about myself
- Saying “NO!” and “STOP IT” when people want me to do things I don’t want to do
- My grades and schoolwork
- Planning now for the future
- Something else

Other comments

Signed _____ Date _____

Return this form to the Counselor. I will contact you as soon as possible. If you have indicated this is URGENT!! Return the form to your supervisor or vice principal.

Student Self-Referral Form (High School)

Name _____ Grade _____

Date: _____

I need to talk with you about:

- URGENT!!! Something private right away!!!
- Illness or loss of a family member or friend
- A friend I am worried about
- My angry feelings
- Relationship(s) with friend(s)/peer(s)
- Relationship(s) with adult(s) e.g., parent(s)/teacher(s)
- Relationship(s) with sibling(s)
- Someone is bullying me
- I think I might be a bully myself
- I want to feel better about myself
- Saying “NO!” and “STOP IT” to friends who want me to do things I don’t want to do
- My grades and schoolwork
- Planning now for the future (e.g. career choices, post-secondary options)
- Something else—I will tell you when I see you!

Other comments

Signed _____ Date _____

Return this form to the Counselor. I will contact you as soon as possible. If you have indicated this is URGENT!! Return the form to your supervisor or vice principal.

Parent/Guardian Referral Form

A School counselor is available for students, parents, faculty and staff by appointment. Please call (04-288-5115), stop by the counseling office, or e-mail (nardeen.turjman@dmes.ae) to schedule an appointment.

I am requesting that the School counselor talk with my child:

Urgent—today! As soon as possible After the school counselor and I talk

Student's Name _____ Grade: _____

Name _____ Relationship to Student _____

Phone _____ Best times to be reached _____

Signature _____ Date _____

My child's strengths include

My primary concern(s) (Check all that apply):

- Something's wrong but I don't know what
- A loss (e.g. death of a person or pet, loss of a friendship, parents' divorce)
- Anger
- Perfectionism
- Relationships with friends/peers
- Relationships with adults (parents/teachers)
- Relationships with brothers/sisters
- How my child is treated by others
- Feelings of negativity, discouragement, self-doubt
- Unhealthy or unsafe choices
- Study skills, grades and schoolwork
- Post-secondary options/Planning now for future
- Other

Concern(s) _____

Additional information regarding concern(s)

Please return this form to the school counselor, receptionist, or supervisor.

Information about Counseling: Letter to Parent(s) for Informed Consent (page 1)

Dear Parent,

If your child is referred to the school counselor, the very word “counseling” may make it sound like a mysterious process, but it is not. Counseling is a relationship built on confidentiality and trust—student trust, parent trust, teacher trust. Adequate information is the foundation of trust—all involved must have information about the limits and processes of counseling. The following information describes the overall process of counseling.

How does a student receive counseling at school?: Students may be referred to the school counselor for individual and/or small group counseling by their parents or guardians, school faculty, school staff, a concerned friend, or they may refer themselves. Once a referral is made the school counselor sets up a meeting with the referred student.

Is counseling required? No. Counseling is a choice.

What will counseling for your child involve? Counseling may include small group or individual sessions. During the sessions, your child and the school counselor will work together to understand the problem, the present and future consequences, develop goals for change and a plan of action for change.

How is information shared? Trust is the basis for effective counseling. The ethical guidelines emphasize the importance of confidentiality between school counselors and students at the same time recognizing the rights of parents. As a parent or guardian, you must trust that the school counselor will “take good care of” one of your most prized possessions. Your child must know and trust that, what is shared with the counselor will stay with the counselor unless he or she gives permission to share information or if the counselor suspects the child is in danger of being hurt by others, hurting himself, or hurting others. ,

Confidentiality: Trust and confidentiality work together. Counseling records do not become a part of the permanent record of the student except as required by school safety policy. A record may indicate that a student was seen by the School counselor; however, the topics discussed are not included unless required by the school board safety policy. Information will not be released to anyone outside our school without your written permission (exceptions are made if it is a safeguarding concern). The school counselor may talk with the classroom teacher about how he or she can help your child in the classroom; however, specific information will not be shared.

Possible outcomes: Through counseling, your child may be taught strategies to help him or her make more effective and healthier decisions, increase the ability to set and reach goals, build better relationships with others, and be more successful in school. We all must realize that changes take time; his or her problem did not develop overnight, nor will it disappear overnight. Counseling will be successful when students, school counselor, teachers, and family members work together.

Please contact the school counselor for more information.

Informed Consent Form (page 2)

I have read and understand the information provided by the school counselor and have had an opportunity to ask questions about counseling.

I consent for my child to participate in counseling.
I understand that participation is completely voluntary.

I do not consent for my child to participate in counseling.
I understand that this consent is effective for the current school year _____ to _____.

Student First/Last Names (please print)

Grade/ Section: _____

Parent/Guardian Signature

Date: _____

Consent for Release of Information Form

I am completing this form to allow the use and sharing of information about myself,
_____ and/ or the following people, for whom I can
grant consent (for each person listed, write your legal relationship which entitles you to sign):

Name _____ Relationship _____

Name _____ Relationship _____

Name _____ Relationship _____

I authorize _____ (Dubai Modern
Education School) to release or disclose records and/or information regarding myself and/or
minor child(ren) to the following agency/individual:

I am authorizing for information: (please check one)

To be disclosed by _____

(Dubai Modern Education School Staff member) to the above agency/individual only.

To be disclosed by the above agency/individual to

_____ (Dubai Modern Education
School staff member)

To be **exchanged** between _____

_____ (Dubai Modern Education School Staff Member) and the
above agency/individual

1. Purpose

The purpose of this disclosure is

2. Description of Information

The information to be disclosed is: (please check one)

The entire record

Any information that meets these specific criteria:

3. Expiration Date

I understand and agree that this Authorization will be valid and in effect, unless I revoke (cancel)
it, until: (please check one)

3 months following the date of signature []

3 months following my child's last day enrolled in Dubai Modern Education School []

Other: _____ []

4. Right to Revoke

I, _____ understand that I can cancel this Authorization at any time by sending a letter to _____, the Dubai Modern Education School Staff Member listed above. If I do this, it will prevent any disclosures not required by law after the date it is received, but cannot change the fact that some information was sent or shared before that date.

I acknowledge and understand I am waiving my right to confidentiality with respect to the information I am asking to be disclosed by this Authorization and hereby release Dubai Modern Education School staff from any and all liability arising from this disclosure.

If I have listed other people on this release, I also attest that I am the parent, legal guardian, or otherwise have the legal right to consent for their medical treatment. I am not required in a divorce decree or otherwise to have the consent of any other prior to this person receiving such services.

Everything that was not clear to me has been explained and I believe I now understand all of it. I will receive a copy of this form after I sign it.

Printed Name: _____

Signature: _____

Date: _____