

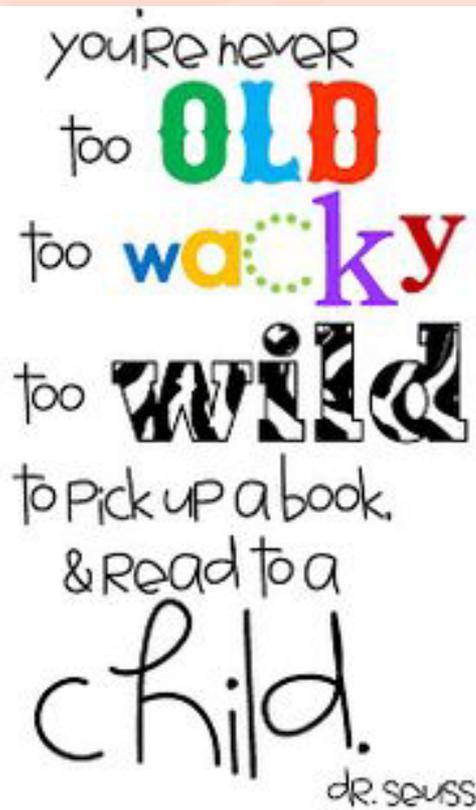
Incorporating Literacy Into Your School Counseling Program

School Counseling Webinar Series

Panelist: Maria Grovner
Education Program Specialist
Georgia Department of Education

Session Objective

To show counselors how through existing program initiatives, they can incorporate literacy strategies as an added bonus to services being provided to students.



What is Literacy?



Literacy is the ability to read, write, listen, speak, and view in order to communicate effectively with others, which includes being able to adopt the appropriate register for a variety of audiences. It also includes thinking and responding critically in a variety of complex settings.

Why use Bibliocounseling?

- To develop an individual's self-concept
- To increase an individual's understanding of human behavior or motivations
- To provide a way for a person to find interests outside of self
- To relieve emotional or mental pressure
- To show an individual that s/he is not the first or only person to encounter such a problem
- To show an individual that there is more than one solution to a problem
- To help discuss a problem more freely
- To help an individual plan a constructive course of action to solve a problem.

Bibliocounseling Lessons

- Collaboration with teachers & media specialists
- Novel Studies
- Classroom Guidance
- Bloom's Taxonomy

Collaboration With Teachers & Media Specialists



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- Summer Reading List
- Conducting Novel Studies
- Visiting classrooms to read
- Is there a specific issue going on in the particular class, to where you can come in and intervene
- Teacher Referrals
- Counseling themed novels in certain section of media center



"Alone we can do so little, together we can do so much." -Helen Keller

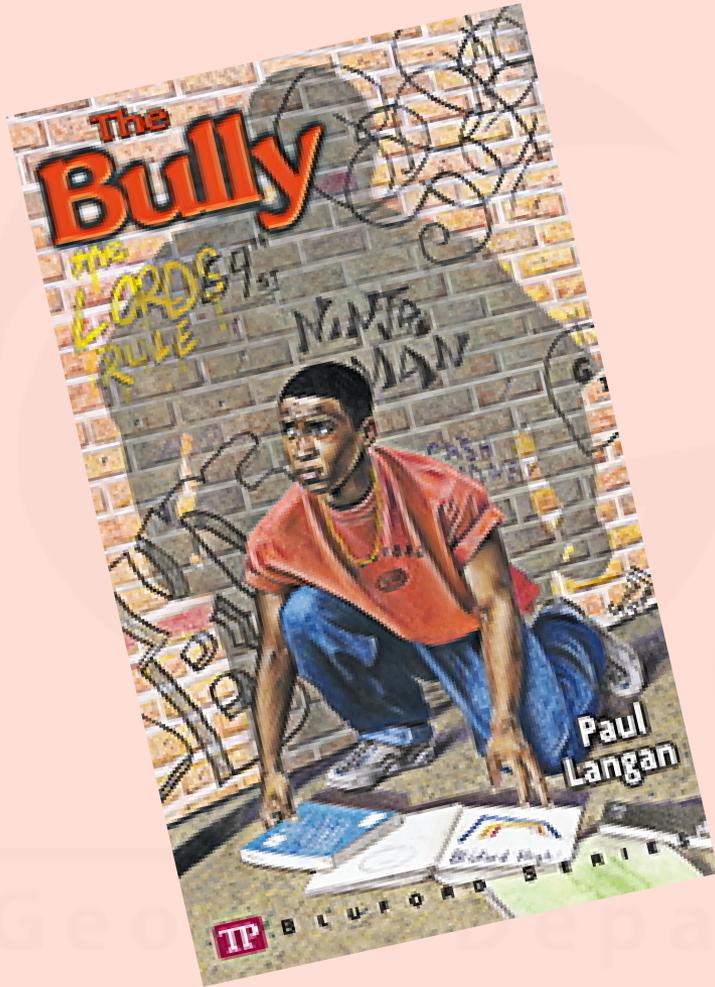


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Novel Studies

- Think about novels particular grade levels read each year.
- What can you do to help support the teachers and students related to the novel?
- What activities can you have students do that would relate to a counseling related theme?
- Example: The Diary of Anne Frank—Kindness, Compassion, Ways of Expressing Feelings, Growing up (even through challenges), Tolerance

Georgia Department of Education



Unit Plan Resources available online:

<http://www.readwritethink.org/classroom-resources/lesson-plans/high-interest-novel-helps-390.html?tab=1#tabs>

www.lvillinois.org/The%20Bully.doc

<http://www.comalisd.org/schools/MVMS/Adm in/Files/News Events/6th%20Grade%20summer%20reading%202013.pdf>

Bloom's Taxonomy

- **Level 1: Remember – Recalling Information**
 - Key words: Recognize, List, Describe, Retrieve, Name, Find, Match, Recall, Select, Label, Define, Tell
 - **Question Starters:**
 - What is...?
 - Who was it that...?
 - Can you name...?
 - Describe what happened after...
 - What happened after...?
- **Level 2: Understand – Demonstrate an understanding of facts, concepts and ideas**
 - Key words: Compare, Contrast, Demonstrate, Describe, Interpret, Explain, Extend, Illustrate, Infer, Outline, Relate, Rephrase, Translate, Summarize, Show, Classify
 - **Question Starters:**
 - Can you explain why...?
 - Can you write in your own words?
 - Write a brief outline of...
 - Can you clarify...?
 - Who do you think...?
 - What was the main idea?

Bloom's Taxonomy (cont.)



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Level 3: Apply – Solve problems by applying knowledge, facts, techniques and rules in a unique way

- Key words: Apply, Build, Choose, Construct, Demonstrate, Develop, Draw, Experiment with, Illustrate, Interview, Make use of, Model, Organize, Plan, Select, Solve, Utilize
- **Question Starters:**
- Do you know of another instance where...?
- Demonstrate how certain characters are similar or different?
- Illustrate how the belief systems and values of the characters are presented in the story.
- What questions would you ask of...?
- Can you illustrate...?
- What choice does ... (character) face?

Level 4: Analyze – Breaking information into parts to explore connections and relationships

- Key words: Analyze, Categorize, Classify, Compare, Contrast, Discover, Divide, Examine, Group, Inspect, Sequence, Simplify, Make Distinctions, Relationships, Function, Assume, Conclusions
- **Question Starters:**
- Which events could not have happened?
- If ... happened, what might the ending have been?
- How is... similar to...?
- Can you distinguish between...?
- What was the turning point?
- What was the problem with...?
- Why did... changes occur?

Bloom's Taxonomy (cont.)

Level 5: Evaluate – Justifying or defending a position or course of action

- Key words: Award, Choose, Defend, Determine, Evaluate, Judge, Justify, Measure, Compare, Mark, Rate, Recommend, Select, Agree, Appraise, Prioritize, Support, Prove, Disprove. Assess, Influence, Value
- **Question Starters:**
- Judge the value of...
- Can you defend the character's position about...?
- Do you think... is a good or bad thing?
- Do you believe...?
- What are the consequences...?
- Why did the character choose...?
- How can you determine the character's motivation when...?

Level 6: Create – Generating new ideas, products or ways of viewing things

- Key words: Design, Construct, Produce, Invent, Combine, Compile, Develop, Formulate, Imagine, Modify, Change, Improve, Elaborate, Plan, Propose, Solve
- **Question Starters:**
- What would happen if...?
- Can you see a possible solution to...?
- Do you agree with the actions?...with the outcomes?
- What is your opinion of...?
- What do you imagine would have been the outcome if... had made a different choice?
- Invent a new ending.
- What would you cite to defend the actions of...?

Bibliocounseling

Small Groups



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- Sample Small Groups
- Identifying Students
- Book Study Group
- Book Study Group Closing Activity
- Data Collection

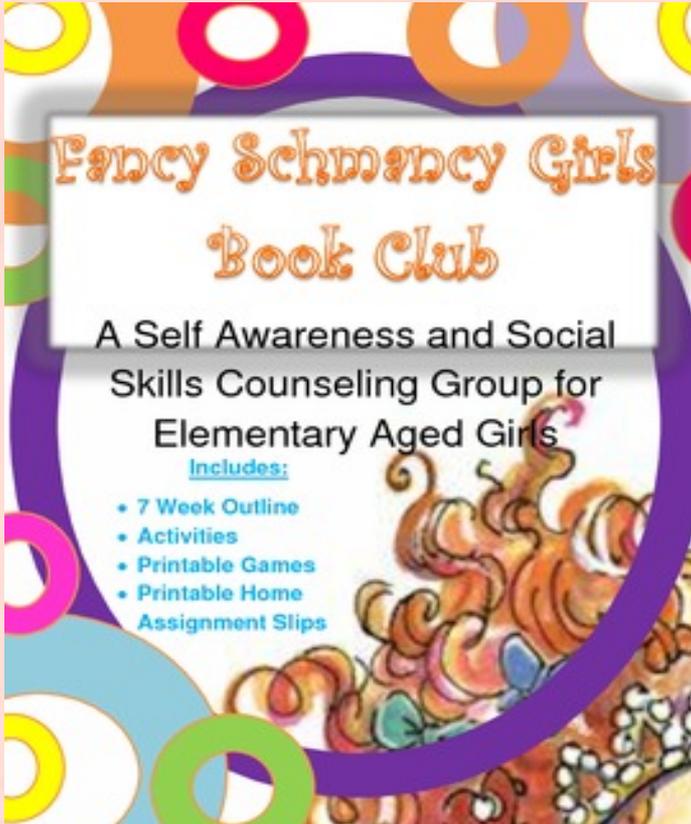
Elementary School Girls Group



www.fancynancyworld.com

Free Printables & Resources

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- The following is an outline for a 7 week small counseling empowerment group for girls in 1st through 4th grade. The focus of the group is to empower the girls through a collection of books and activities. The participants should build confidence, self-awareness, and communication skills over the seven week span.

During this book club, the students will have the chance to take one book home each week. If the books are not available for all students, the fun books can always be read at the beginning of each session. While a set of books is suggested for use during this program, the program can be implemented without the books and with only the use of the activities outlined.

The following Fancy Nancy books are suggested readings throughout the sessions:

Fancy Nancy Loves! Loves! Loves! by Rose O'Conner
Fancy Nancy's The Show Must Go On by Rose O'Conner
Fancy Nancy's My Family Tree by Rose O'Conner
Fancy Nancy's Favorite Fancy Words by Rose O'Conner
Fancy Nancy & the Mean Girl by Rose O'Conner
Fancy Nancy's Tea for Two by Rose O'Conner

This program does incorporate the use of technology. The following documents are included with this outline:

- Home Assignment Sheets
- 4 Corners Game
- Joining-In Cards

<https://www.teacherspayteachers.com/Product/Fancy-Schmancy-Girls-Book-Club-A-Self-Awareness-Social-Skills-Group-Outlines-772268>

Middle School Group



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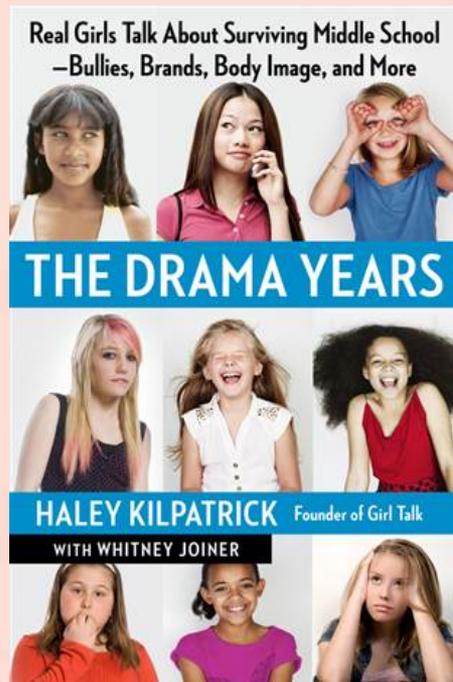
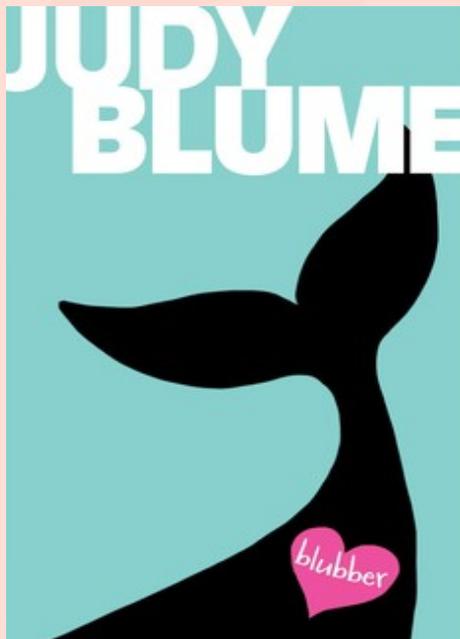
May be appropriate for
5th & 6th graders

Theme: Bullying

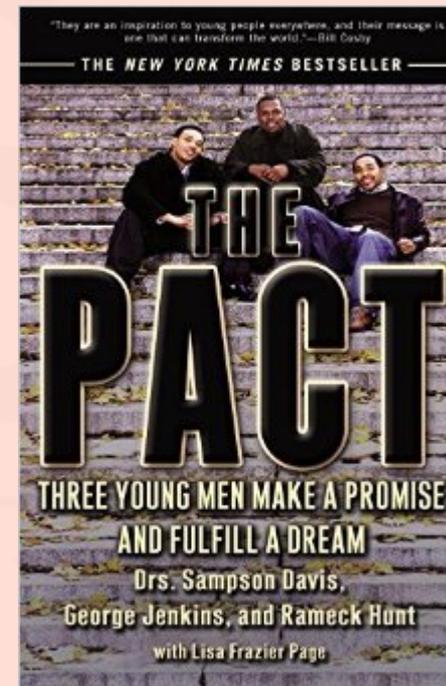
Purpose: *Girls' true stories about surviving issues from bullies to body image*

Purpose: *Your environment does not have to determine your outcome*

<http://www.penguin.com/static/pdf/teachersguides/pact0915a.pdf>



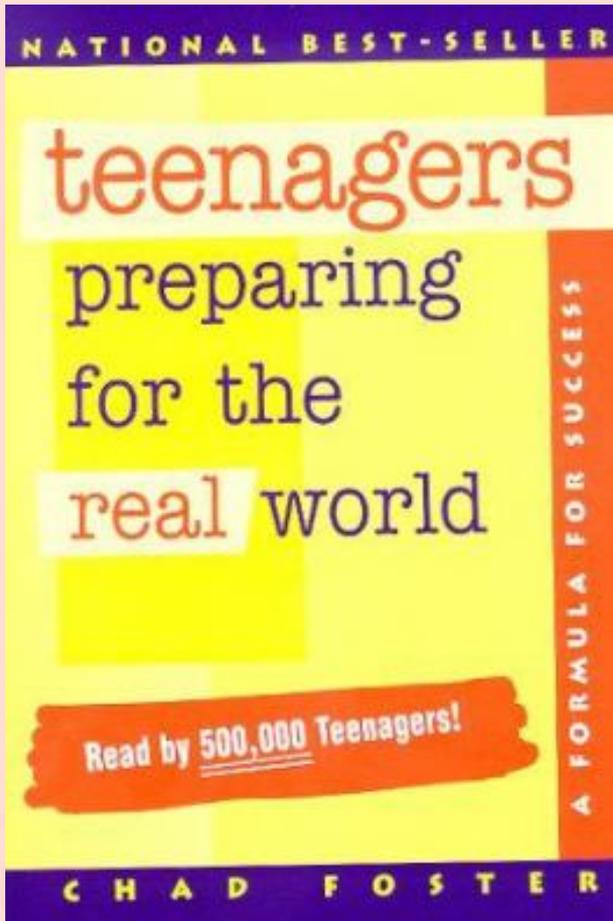
<http://www.mygirltalk.org/HaleyKilpatrick/TheDramaYears.aspx>



High School Group



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Purpose: teaches students the critical skills they need for success in the real-world. The book's messages of success focus on the pursuit of dreams, communication skills, early career preparation, networking skills, integrity, and community service.

Data Collection

The only way to show how students are different is through data. It is therefore imperative that school counselors start changing the way they serve students. No longer can we know in our hearts that we made a difference to every child we came into contact throughout the day. We now have to demonstrate to stakeholders that students are different as a result of our contact with them.

| | | |
|---|--|--|
| <p><u>Test Scores</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievement <input type="checkbox"/> State <input type="checkbox"/> National | <p><u>Enrollment</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Honors/AP Classes <input type="checkbox"/> College Track <input type="checkbox"/> Special Education | <p><u>Graduation Rates</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES |
| <p><u>Attendance</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Absences <input type="checkbox"/> Tardies <input type="checkbox"/> By Grade Level | <p><u>Discipline/Behavior</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Classroom <input type="checkbox"/> Types of Problems <input type="checkbox"/> Gender | <p><u>GPA/Rank</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES |
| <p><u>Retention Rates</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Subject Area <input type="checkbox"/> By Grade Level <input type="checkbox"/> By Gender, Ethnicity | <p><u>Special Education</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES | <p><u>Dropout Rate</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Grade Levels <input type="checkbox"/> Gender, Ethnicity <input type="checkbox"/> Reasons Why |
| <p><u>Demographic Data</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES | <p><u>Suspensions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Grade Level <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES | <p><u>Expulsion rates</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Grade Level <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By SES |
| <p><u>F & R Lunch</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> By Gender <input type="checkbox"/> By Ethnicity <input type="checkbox"/> By Grade Level | | |

Data & Literacy



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Process Data

- "What you did for whom"
- Where do you spend your time?
- How many students did you impact?
- Are these duties directly related to services to students?
- Evidence that the event occurred
- How the activity was conducted
- Did the program follow the prescribed practice?
- Examples: Number of sessions per time period; Number of students received specific lesson; Percentage of time spent in certain area
- NOT TO BE USED ALONE, BUT WITH OUTCOME/PERCEPTION DATA.

Perception Data

- What do people think they know? (Knowledge gained)
- What do they believe? (Attitudes and Beliefs)
- What can they do? (Competency Achievement)
- Measures competency achieved, knowledge gained or attitudes/beliefs of students
- Examples: **Knowledge**--%of students who can do/demonstrate knowledge of particular theme covered.

Attitudes&Beliefs-Based on what you read to the student, how many through their writing, speaking or other observation believe/feel a certain way about the theme.

Competency Achievement– Every student in ___grade did what

Tools: pre-post tests, surveys, completion of an activity, evaluations

Outcome Data

- "So WHAT" data
- Hard data
- Application data
- What are the outcomes?
- How did the students change as a result of the lesson or intervention?
- Proof your program has (or has not) positively impacted students ability to utilize the knowledge, attitudes and skills to effect behavior in: Attendance, Behavior, or Academic achievement
- As a result of doing lessons on a particular theme, % or number of students or behaviors that showed or did not show improvement.

How are students different as a result of what we do?



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Involving Other Stakeholders

- Parental Involvement
- Community Involvement
- Faculty/Staff Involvement

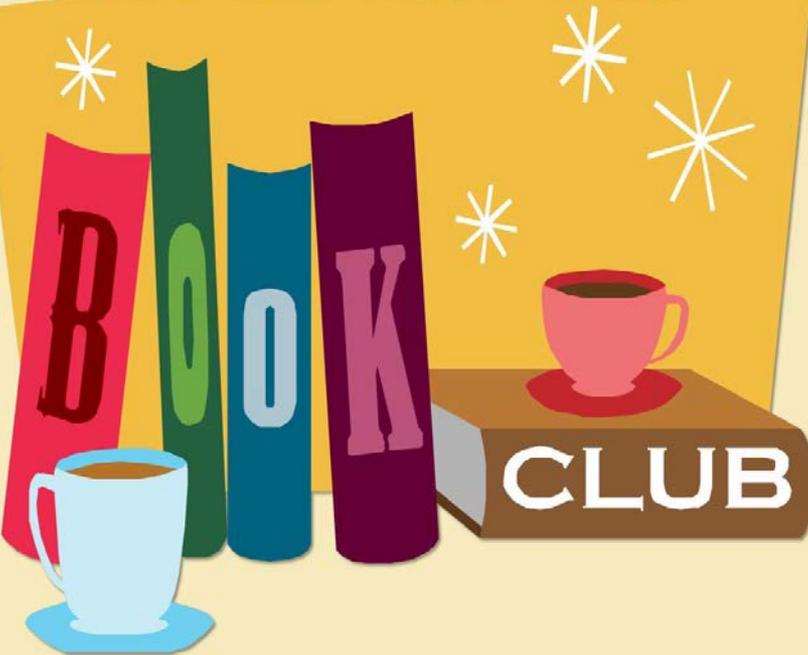
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Parent Book Study Group



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Ask about our



- Purpose/Need Assessment
- Logistics (set up, advertising, meeting)
- Book Ideas: Handout to be provided
- Data Collection: How is the student whose parents participated different academically/behaviorally?

Community Involvement Ideas



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Volunteer Service

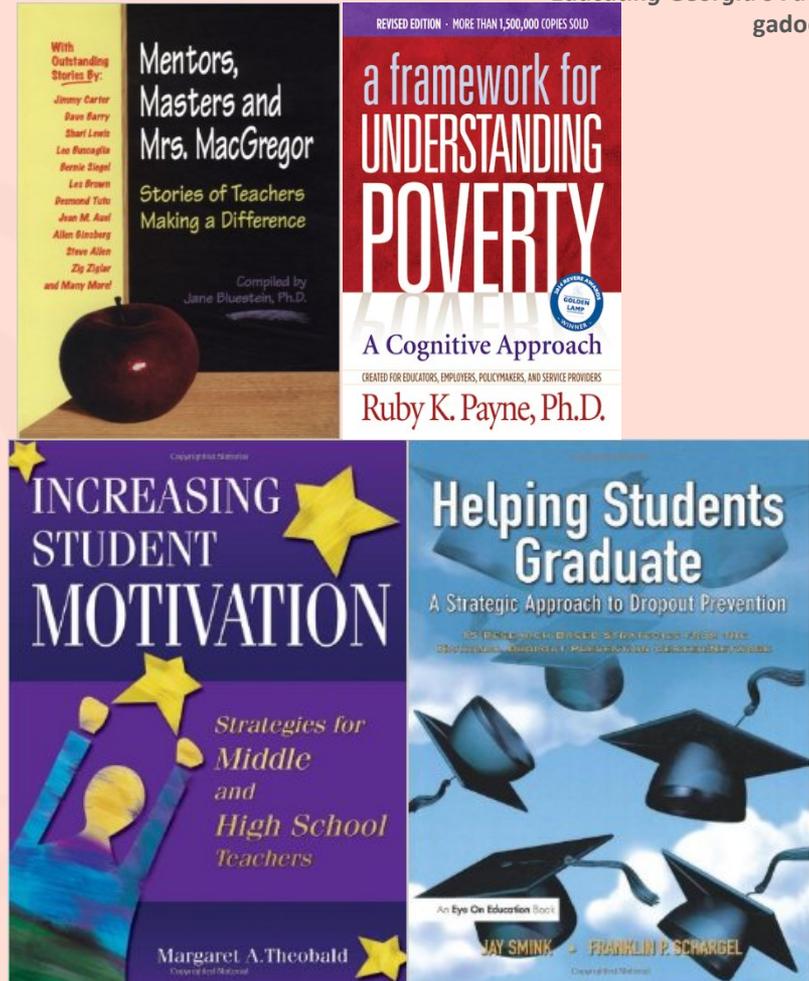
- Lead a classroom literature circle in a discussion of an assigned book
- Make a classroom presentation on how literacy skills are used in the workplace (Careers)
- Come read with individual students or a small group

Sponsorships

- Support the counselors to build a "counseling library"
- Provide incentives for counselors to distribute during their classroom guidance or small group sessions
- Support the students by purchasing a set of books for students to use during small group sessions
- Sponsor a Parent Book Study Session by providing food
- Sponsor an author visit
- Sponsor student-related magazine subscription for counseling office
- Provide composition books for a particular class/or grade level for journal writing

Faculty Book Study

- Identify themes your teachers often bring to your attention
- Engaging in formal and informal dialogues around specific content in the book (before or after school)
- What take away activities can be done to impact change in the classroom? Schoolwide?
- No more than 12 people
- Counselor can serve as moderator. Great opportunity for counselor to show leadership in their school.



Specific Activities

Incorporating Literacy



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Speaking

- Jigsaw
- Role Playing
- Discussions
- Picture Describing
- Picture Narrating
- Interviewing
- Reporting
- Think-Pair-Share

Writing

- Journaling
- Venn Diagrams
- Interactive worksheet with writing prompt
- K-W-L Chart
- T-Chart
- Entry slips/Exit slips
- Twitter tweets/Bumper Stickers
- Letters (Dear _____,) (inform/persuade)
- Acrostic poems with them spelled out

Reading

BEFORE:

- Background knowledge (topic, author, genre)
- Making connections to self, world, other texts
- Predictions

DURING:

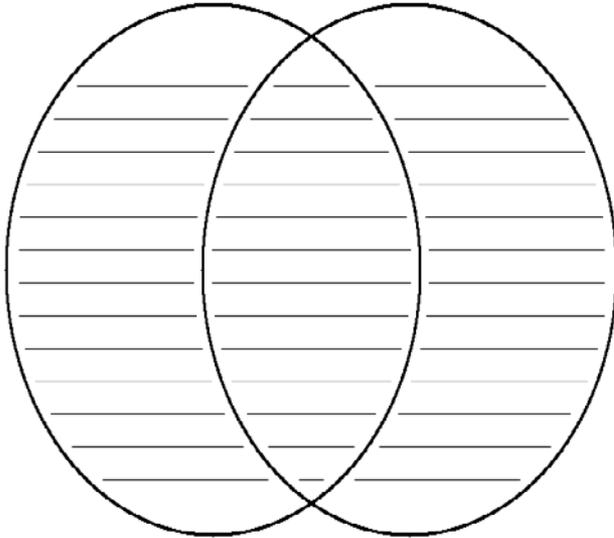
- Clarifying
- Making more connections
- Inferring

AFTER:

- Clarifying & Summarizing
- Evaluative
- Thematic
- Extension

Name: _____ Venn Diagram

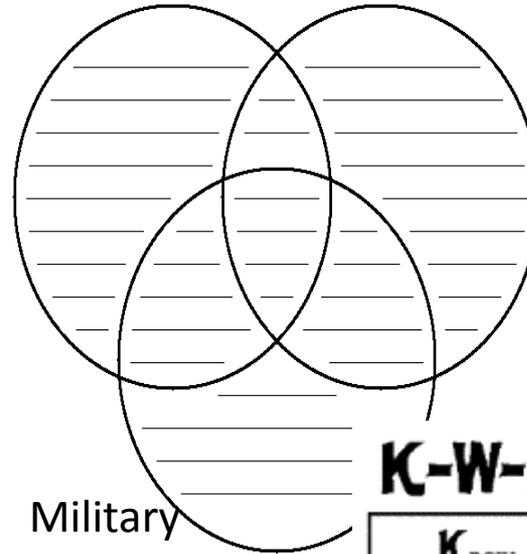
Bullying Cyberbullying



Math-Aids.Com

Name: _____ Venn Diagram

4 yr. college Technical College



Military

T-Chart

| | |
|-----------------------|-----------------------|
| | |
| Positive Study Habits | Negative Study Habits |
| | |
| | |
| | |

K-W-L CHART

TOPIC: Preparing for college

| | | |
|--------------|----------------------|-----------------|
| K now | W ant to Know | L earned |
| | | |



The Giving Tree:
Idea Web

Author: Shel Silverstein

Name: _____ Date: _____

1. → _____
2. → _____
3. → _____

People Who Are Giving To Me:

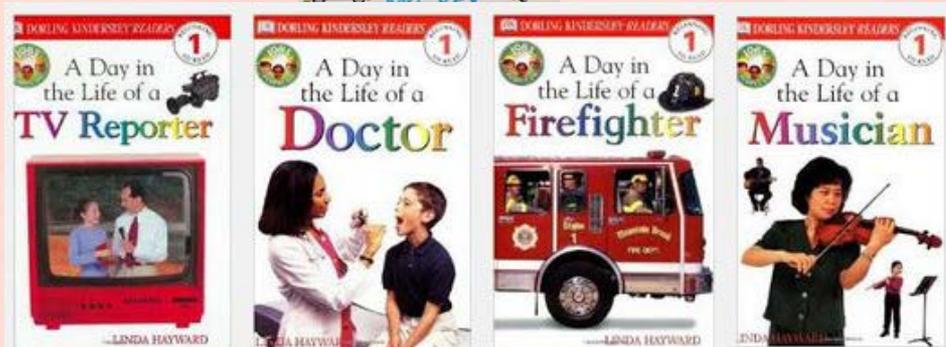
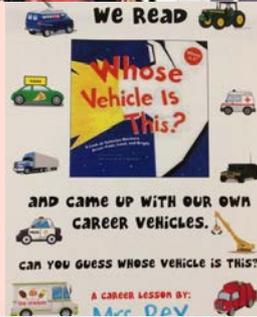
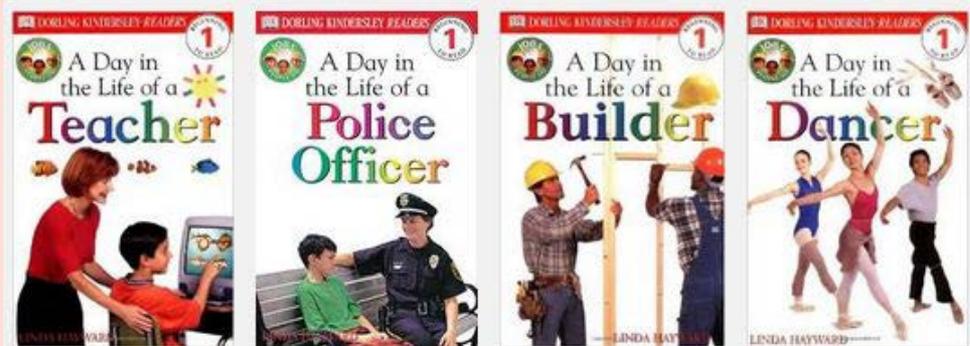
How I Can Be More Giving:



1. → _____
2. → _____
3. → _____

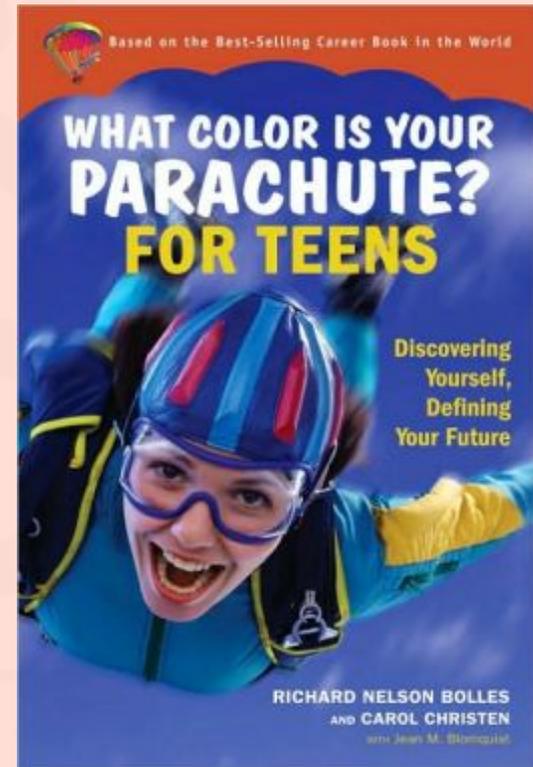
Domain: Careers

Elementary



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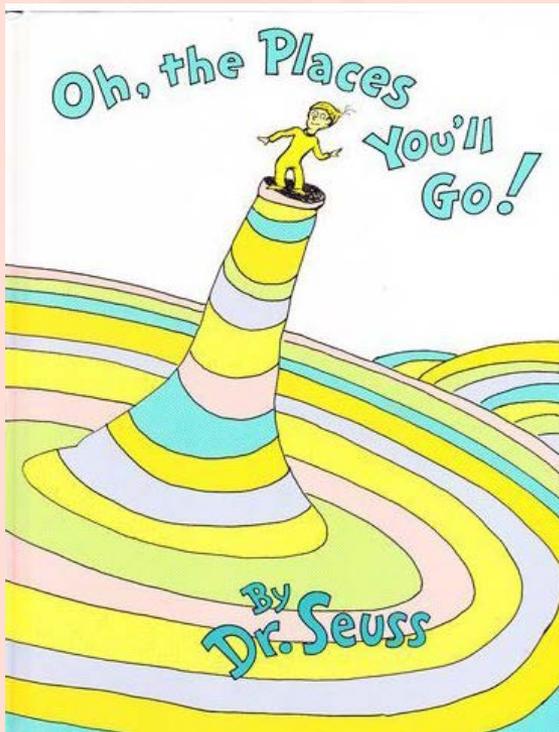
Middle/High



Domain: Careers



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- Divide students into five groups, and hand each group a notecard that contains one of the following lines from the book:
- I Don't Choose to Go There
- Bang-Ups and Hang-Ups Can Happen to You
- Everyone is Just Waiting
- You'll Be Famous as Famous Can Be
- All Alone!
- Have students work in their small groups to discuss the words on the notecard that they received. Encourage them to apply Dr. Seuss's words to their own life experiences. For example, if they receive the notecard that reads, "You'll be as famous as famous can be," they might discuss whether fame is truly the blessing that the book makes it out to be, as well as times when they wished that they had the fame or honor of others. Students should come up with a short, oral presentation describing their reactions to the line they were given, and each group should take turns coming to the front of the class and describing the ideas they discussed.

Because they had stars, all the Star-Belly Sneetches believe they are the best kind of Sneetches, and don't want to have anything to do with the Plain-Belly sort. This timeless Dr. Seuss classic is an unforgettable tale of the unfortunate Sneetches, tricked by Sylvester McMonkey McBean ("the Fix-it-up Chappie"), who teaches them a valuable lesson: pointless prejudice can be costly.

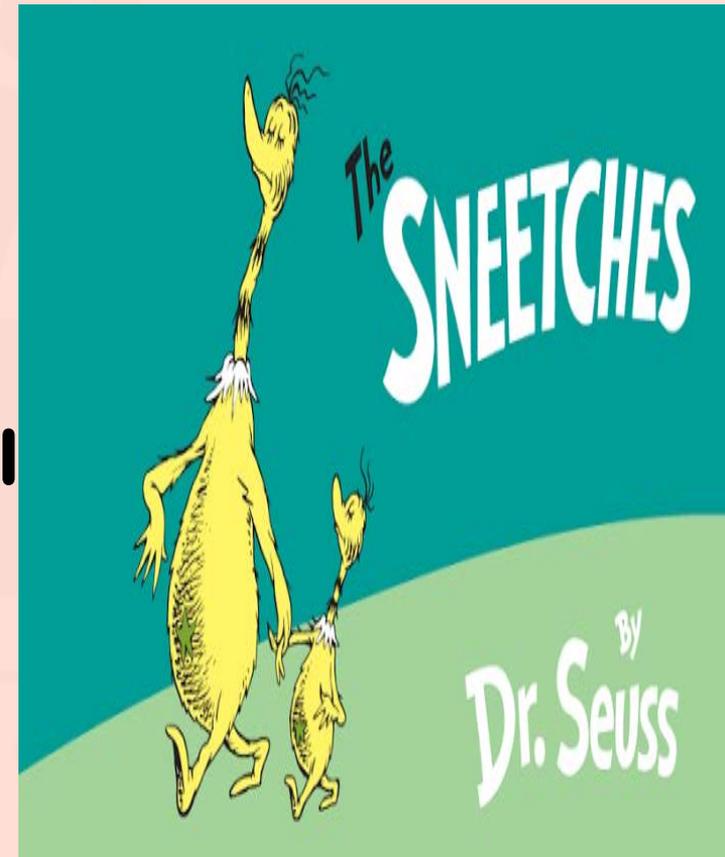
Name _____ Date _____

The Sneetches

Critical Thinking Questions

| | |
|--|---|
| 1. The Star-Belly Sneetches taught their children to discriminate against others different from them. Do you think human parents and adults sometimes teach kids the wrong behavior too? | 2. A Star-Belly Sneetch told her son not to talk to the Plain-Belly Sneetches. What do you think would happen if he broke his mother's rules? |
| 3. Why do the Star-Belly Sneetches believe they are better than the Plain-Belly Sneetches? | 4. What would happen if the Plain-Belly Sneetches decided stars were bad and plain bellies were the best? |
| 5. Compare and contrast the lives of the Sneetches and the lives of people during American segregation. | 6. Stars were very important in the world of Sneetches. Do you think skin color matters in the real world? Why or why not? |
| 7. If you were born a Star-Belly Sneetch, how do you think you would treat the Plain-Belly Sneetches? | 8. Do you think the Plain-Belly Sneetches should have moved to a different beach by themselves? Why or why not? |

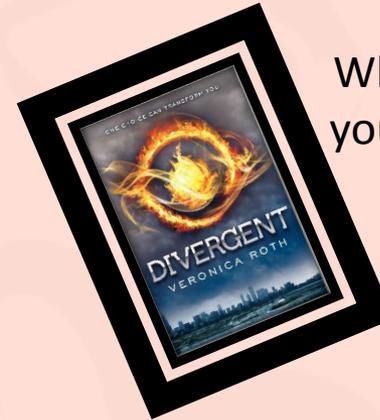
**Domain:
Social/
Emotional**



Promote Your Love for Reading



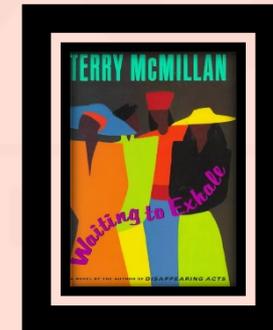
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What books have you read that you thoroughly enjoyed?



Print book covers for the books, frame it and hang it on the wall in your office. Might generate some discussion.



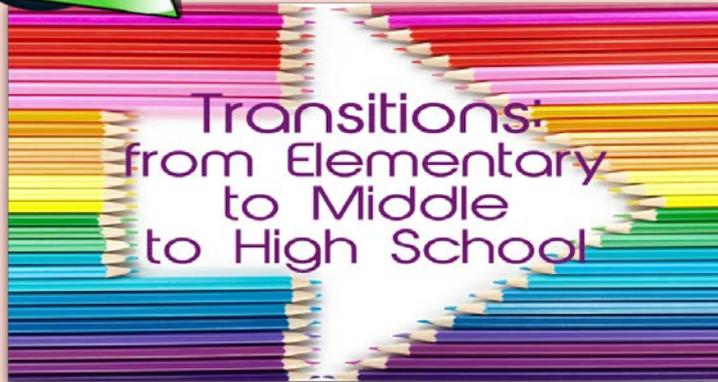
Take a picture holding your favorite book or a book you plan to read to the students this year.

Use the picture to create a READ poster (size 8½ by 11) that can be laminated and hung outside your office. Can also do a picture of the entire counseling department.



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- Scholastic has a magazine for teens (CHOICES) that provides fascinating, information-rich articles covering teen health and life-skills that will equip students to make positive and informed decisions on the most pressing issues in their lives. The magazine covers a diverse range of important teen topics and usually comes with a facilitator's guide, that features lesson plans, critical thinking questions and more.
- For more information, visit choices.scholastic.com



**This webinar will explore best practices
in transitioning students from one level
of education to the next level.**

April 15th

2:00PM-3:00 PM

Maria Grovner

mgrovner@doe.k12.ga.us

404-657-4965

Click the link below to register for this webinar:

<https://attendee.gotowebinar.com/register/4683306371759779585>



For participating in today's webinar, you will be entered into a drawing to receive 10 of these books.

