

ASCA Model: Leading the Way for Culturally Relevant Practice

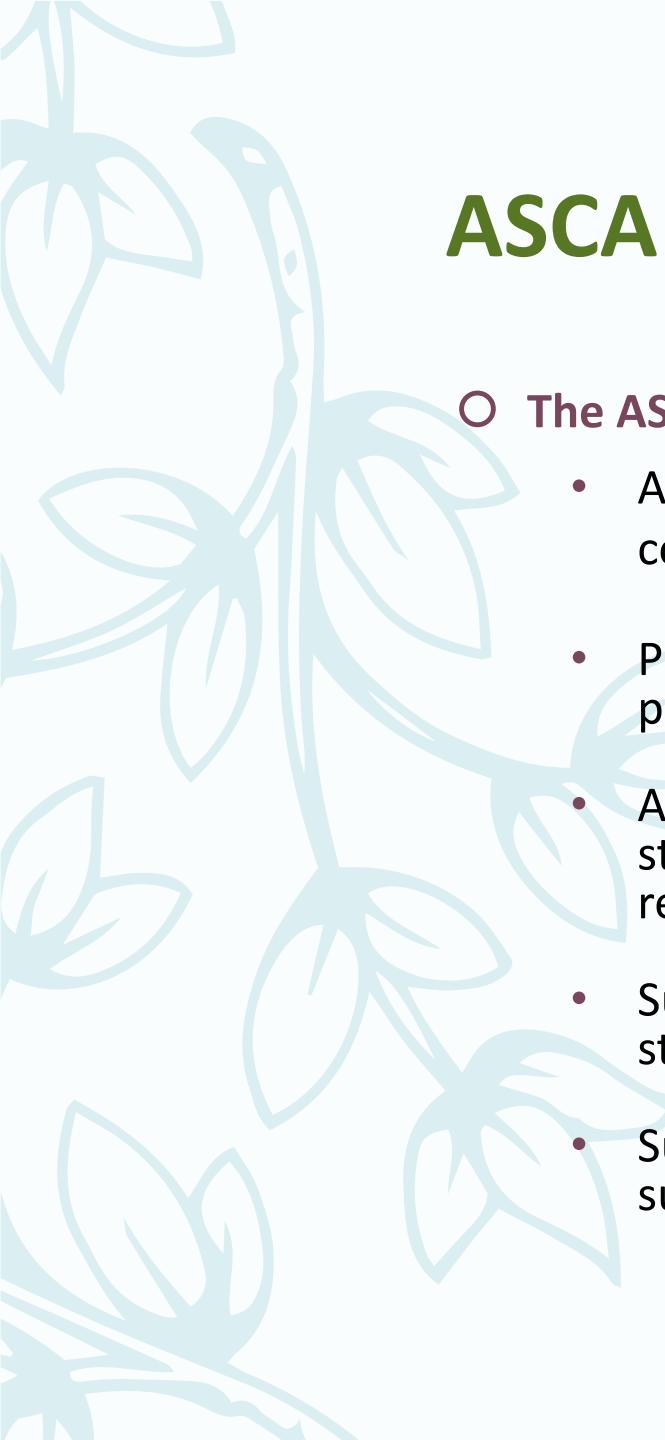
Fisher. T.,
Bamgbose. O.,
& Vinson. L.
ISCA Conference, 2016



Introduction

O Presenters' Rationale and Commitment

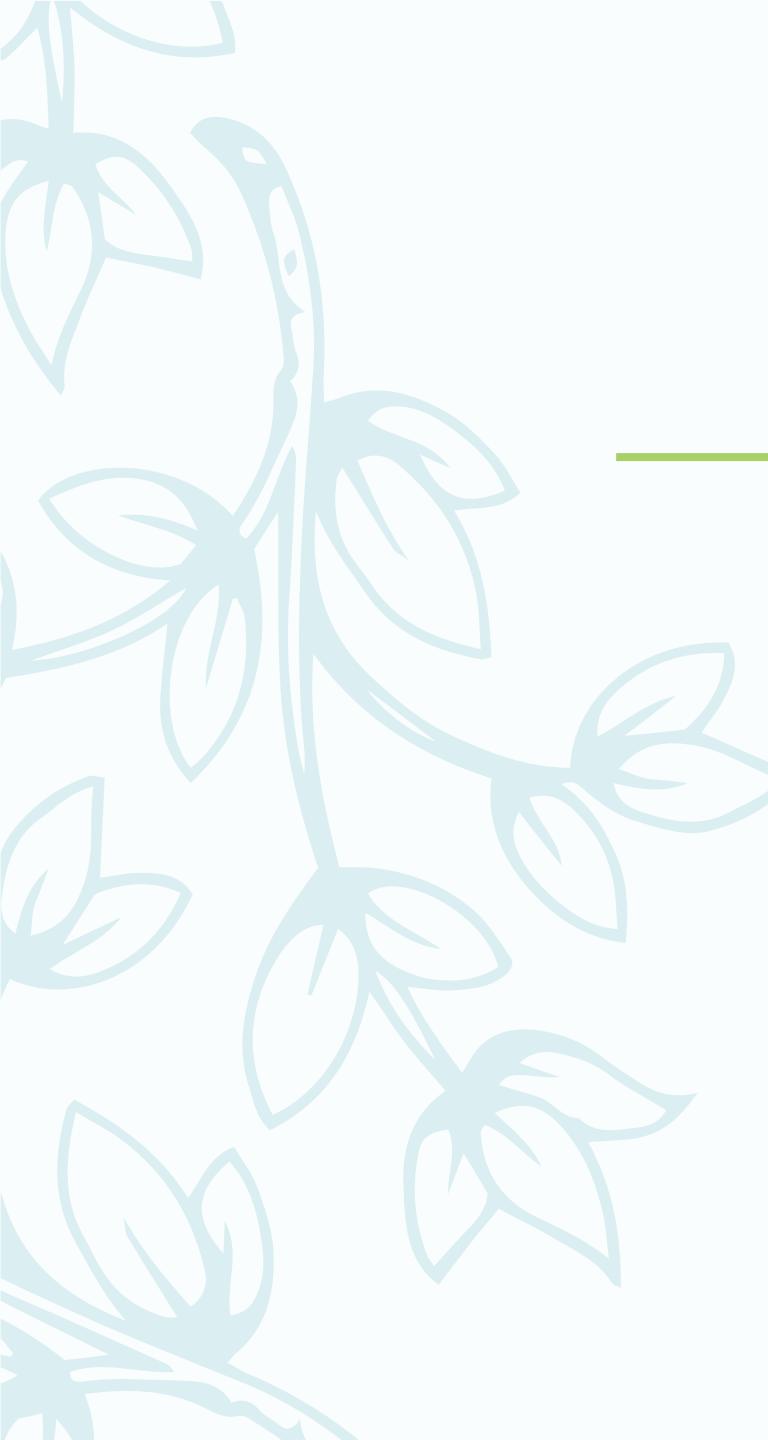
- Teresa A. Fisher, Professor Northern Illinois University
- Olamojiba Bambose - Doctoral Candidate, NIU
- Lisa Vinson - Doctoral Candidate, NIU



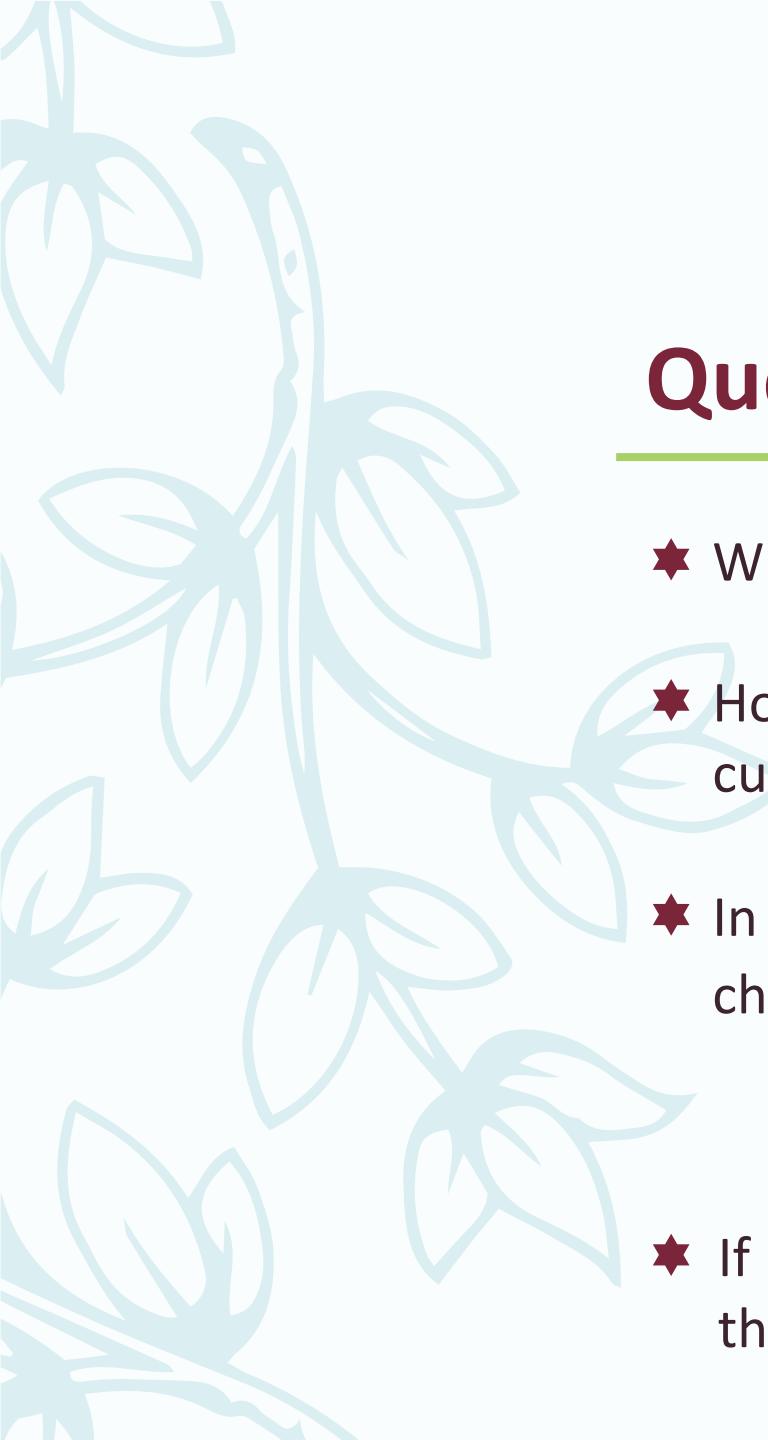
ASCA Model: Benefits

○ The ASCA Model

- Allows for fluidity, creativity, and logical implementation of comprehensive counseling programs.
- Provides a framework for working with the academic, career and personal/social needs of k-12 students.
- A tool to explain the school counselor role to administrators and other stakeholders, and to ensure proper use of school counselor time and resources.
- Supports collaborative working with administrators, school personnel, students, & parents.
- Supports the use of data driven interventions, planning, and advocacy, which supports the equitable distribution of resources.

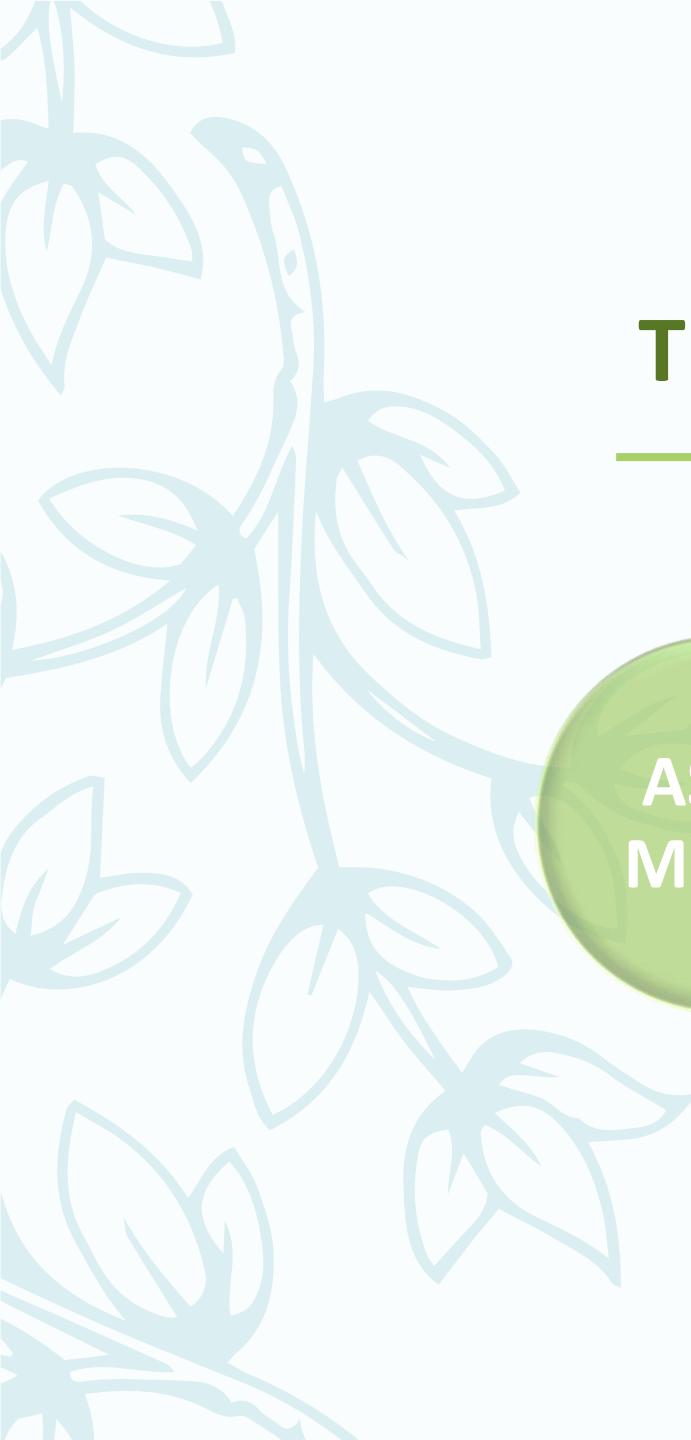


Case Study



Questions: Assessment

- ★ What are the cultural identity issues in this case study?
- ★ How would you go about guiding your student intern in developing a culturally relevant needs assessment with focus on academic concerns?
- ★ In developing the needs assessment what are some of the academic challenges that may be experienced by this population of students?
 - How would your student intern go about identifying these challenges?
- ★ If possible provide examples of questions you would incorporate into the needs assessment based on the identified challenges.

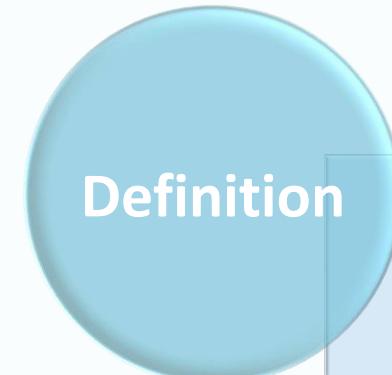


The ASCA Model: Assessments



ASCA Model

Assessments are part of the management and accountability component of ASCA model.

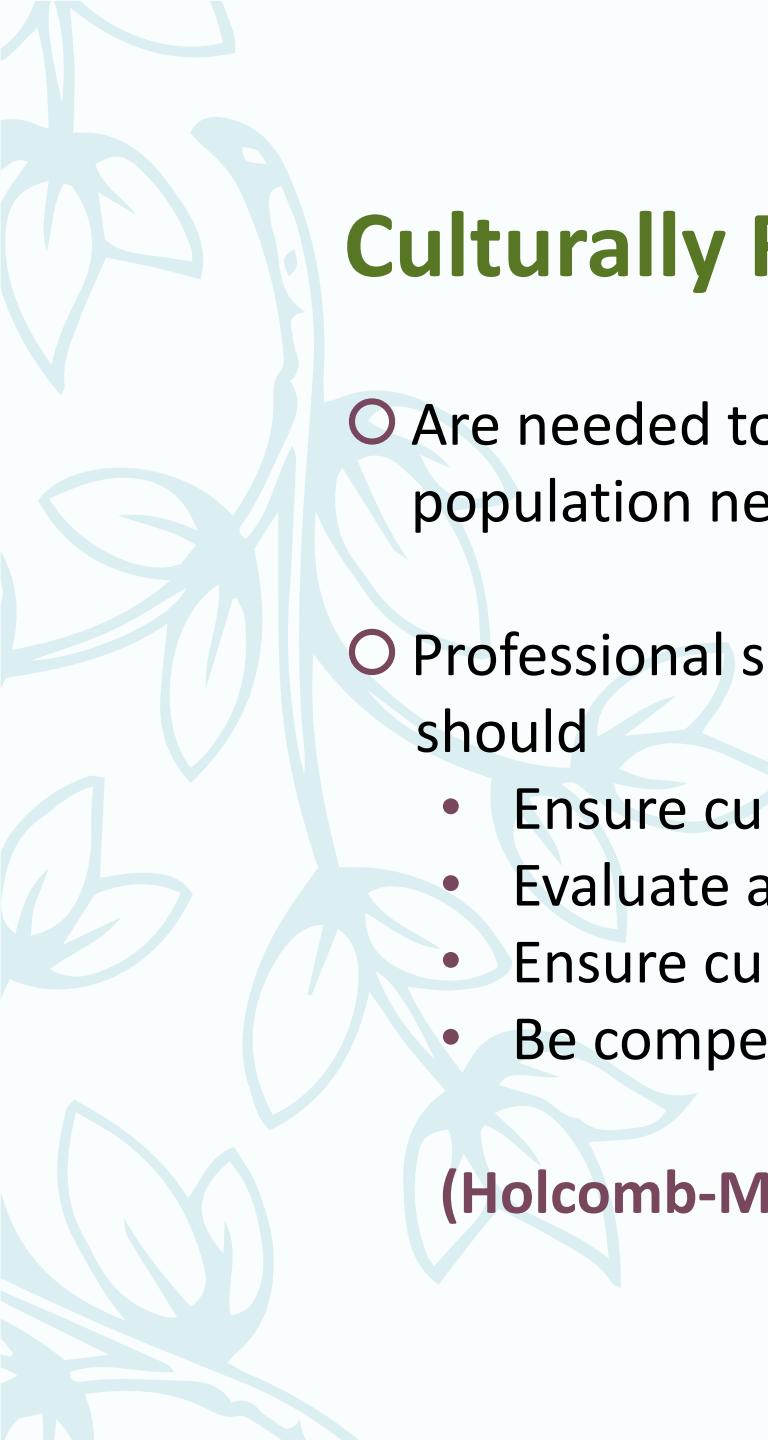


Definition

Assessments involves “the gathering of information for decision-making about individuals, groups, programs, or processes” (Erford, 2007, p. 430).

Data-Driven Assessments

- Types of data to be collected, analyzed, & interpreted
 - ◊ Student achievement
 - ◊ Attendance
 - ◊ Behaviors
 - Aggregated-global
-
- Desegregated data reveals areas of inequity
 - ◊ Gender
 - ◊ **Race/ethnicity**
 - ◊ **SES**
 - ◊ **ESL**
 - ◊ Special education
 - ◊ Grade levels
 - ◊ Teacher Assignment
-
- Use data to create action plans to challenge school policies/practices, which have supported discriminatory practices (Grothaus, 2012).



Culturally Relevant Assessments

- Are needed to ensure that data derived is representative of the student population needs and effective in accomplishing change.
- Professional school counselors choosing or designing assessments should
 - Ensure cultural appropriateness
 - Evaluate and assess for cultural bias
 - Ensure culturally relevant practice in administration
 - Be competent in sharing results with students and family

(Holcomb-McCoy & Chen-Hayes, 2007)

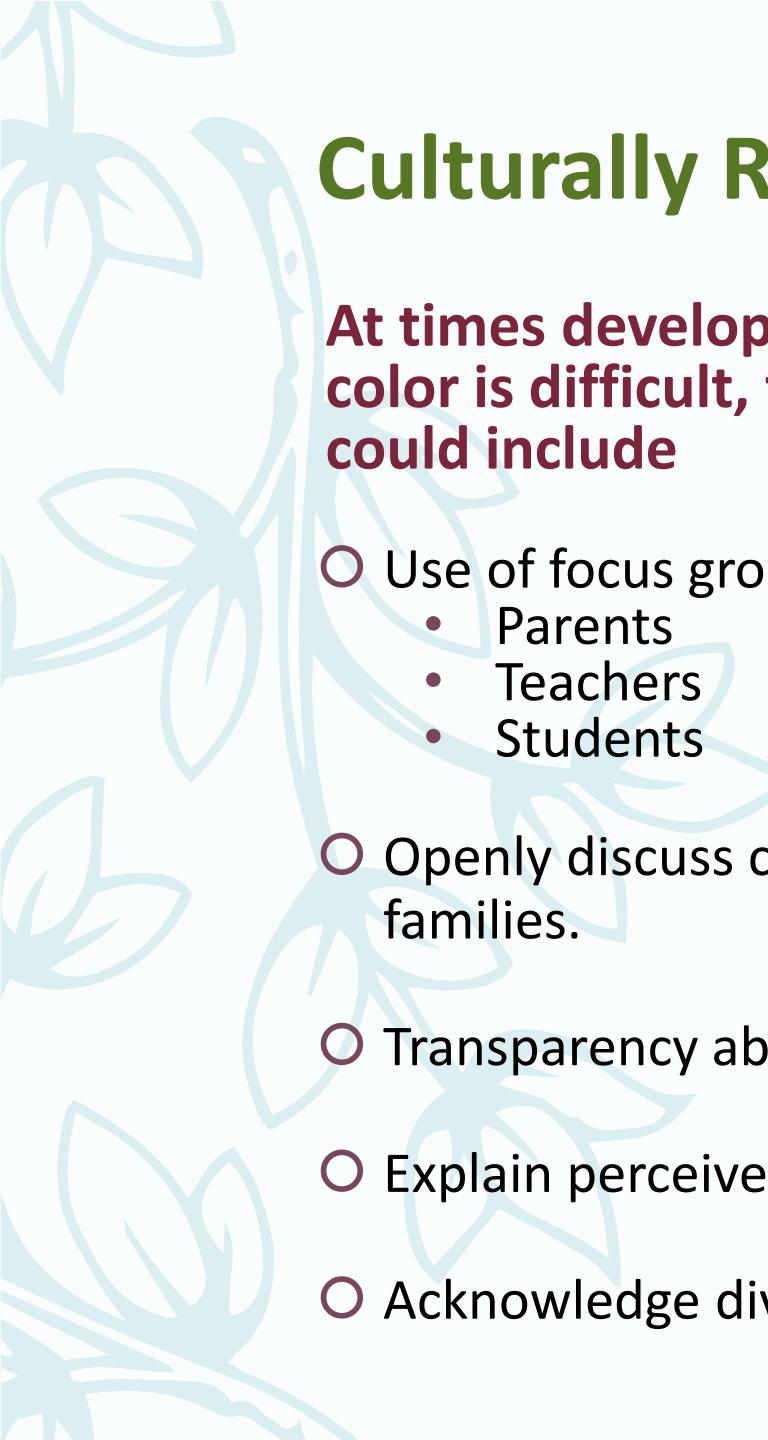
Culturally Relevant Assessments

To be effective for students from non-dominant cultures, school counselor assessments must:

- Reflect the needs of non-dominate children in & out of school.
- Demonstrate understanding of how to work with diverse populations.
- Have a vision and mission statement that reflects appreciation and dedication to diversity.
- Supports students sense of mattering, which leads to improved academic and behavior success (Grothaus, 2012).
- Promote inclusive language & recognition of cultural values (spiritual, survival, importance of education).
- Demonstrate awareness & understanding of socio-cultural context, political & economic roles, & experience of non-dominant students.

Culturally Relevant Assessments Contd.

- Affirm diversity, challenge oppression & oppressive conditions (exploitation, marginalization, powerlessness, cultural imperialism, & violence)(Erford, 2007).
- Demonstrate understanding & awareness of the impact of racism, discrimination, stereotypes, & microaggressions on non-dominant students.
- Demonstrate understanding of how culture, race, & ethnicity affect the learning process
- Demonstrate understanding of how students are affected in school environments due to ethnicity, race, and other cultural identities.
- Utilize research & multicultural education literature to enhance knowledge and awareness
- Utilize the support of stakeholders, parents, students, teachers, in order to determine content of needs assessment.

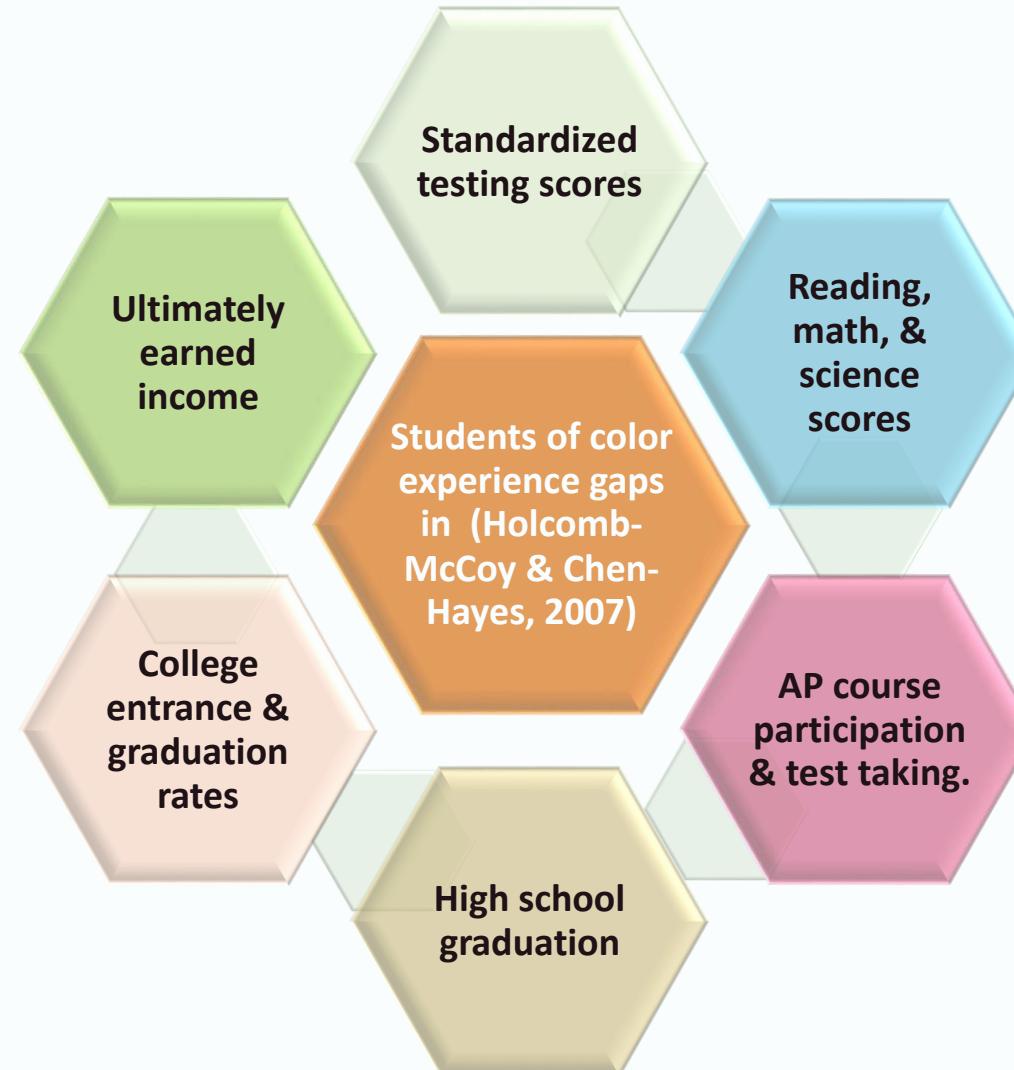


Culturally Relevant Assessment

At times developing assessments to adequately reflect the needs of students of color is difficult, therefore *A priori* strategies to overcome assessment barriers could include

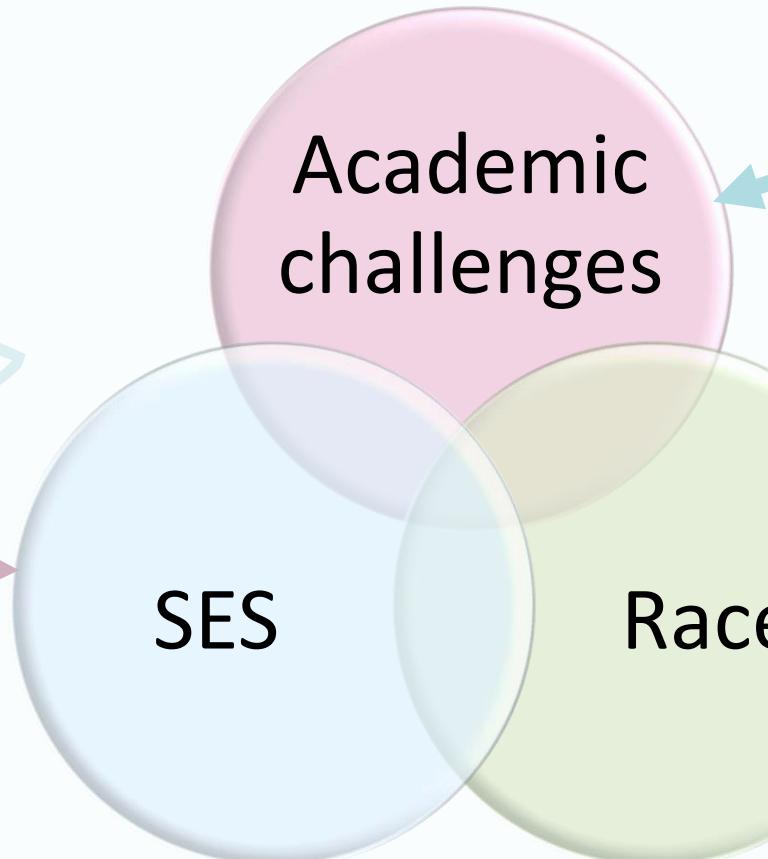
- Use of focus groups to determine content of needs assessments
 - Parents
 - Teachers
 - Students
- Openly discuss concerns and build rapport, trust, & mutual respect with students and families.
- Transparency about purpose of assessments and assessment procedures.
- Explain perceived benefits to individual and community students.
- Acknowledge diversity among students of color (SES, Non-immigrants, & gender).

Challenges Experienced by Students of Color: Testing



Challenges: Intersectionality of Cultural Identities

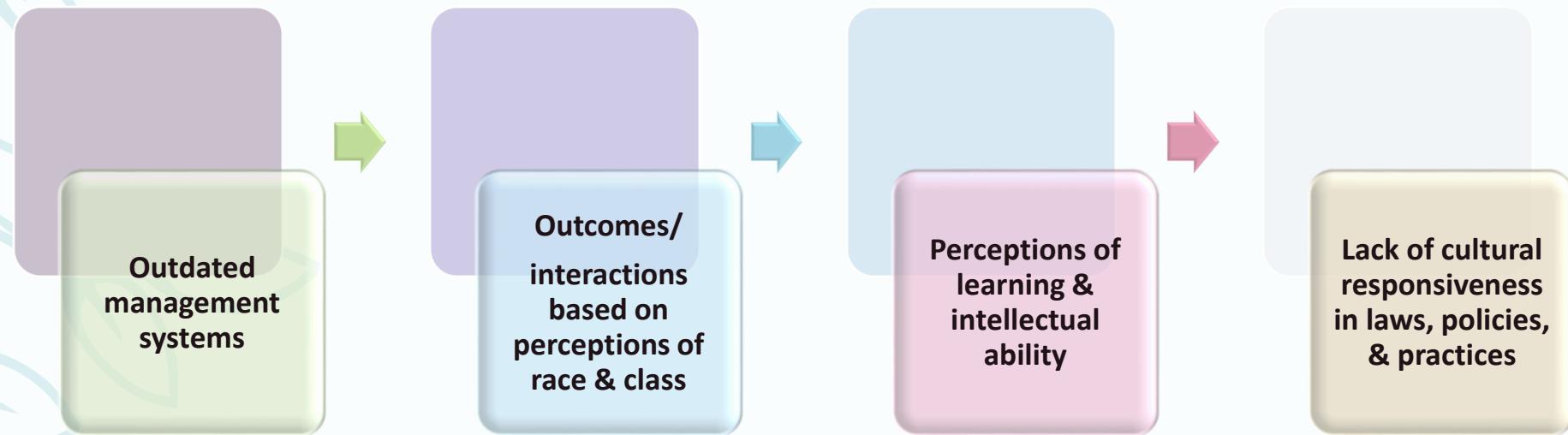
- Health and mental wellbeing
- Challenges with parental involvement when low SES involvement affects accessibility and availability
- Limited financial resources



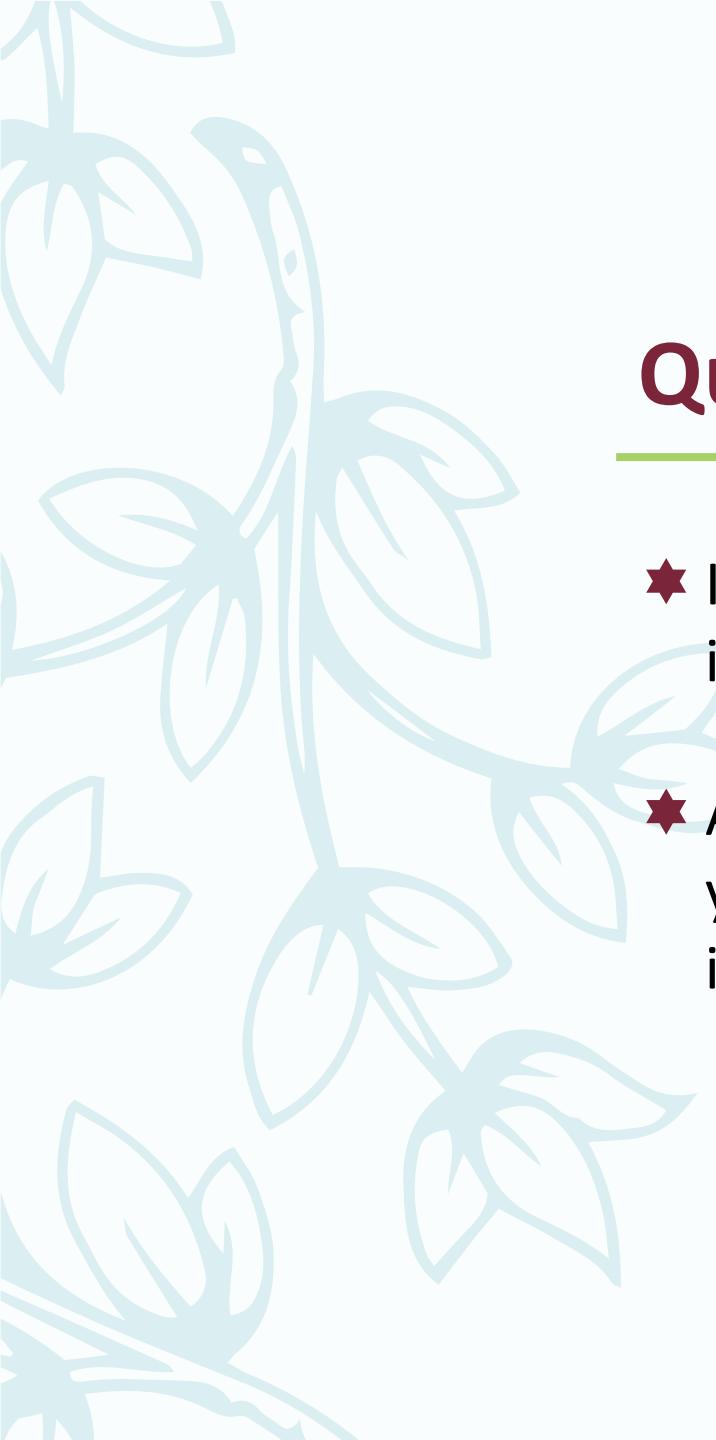
- Low expectations
- Poor academic motivation
- Lack of structure for academic tasks
- Difficulty remaining focused with unmotivated peers
- Low self-esteem & academic self-efficacy
- Increased drop out rates
- Potential low parental involvement
- Language barriers and difficulties

- Racism
- Microaggressions
- Stereotypes
- Acculturative stressors
- Immigration concerns

Challenges : Urban settings



Ahram, Stembidge, Fregus, and Noguera (2009).



Questions: Delivery

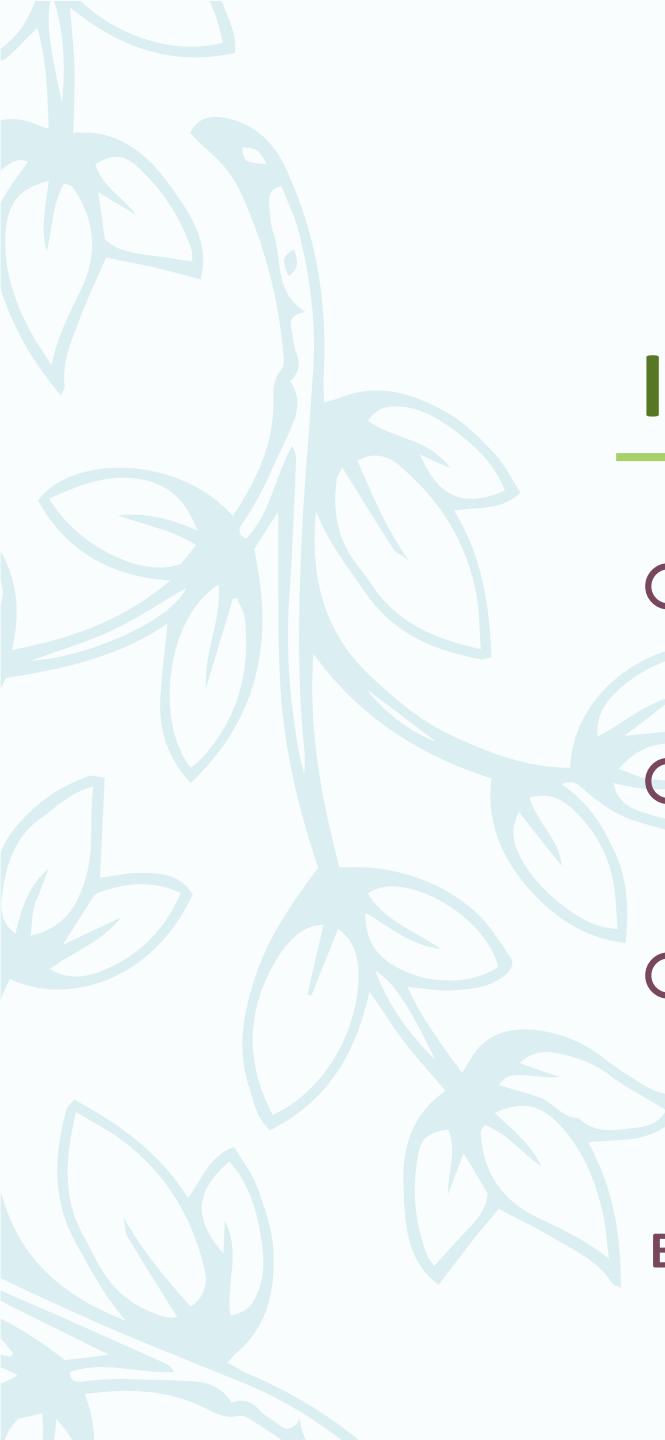
- ★ Identify possible interventions for the challenges you have identified through your needs assessment.
- ★ As overall supervisors what interventions have you introduced to your student interns or would you introduce to your student interns that have been effective in reducing achievement gaps?



Interventions : Areas for Consideration

- Assess population
- Consider state and community interventions and support
- Consider how to apply learning to practice in a manner that is culturally relevant and sensitive.
- Implement evidence based practices in a culturally sensitive manner.
- Monitor implementation, evaluate effectiveness
- Sustain effective activities and replace failing programs

Identifying and Selecting Evidenced Based Interventions (2009)



Interventions : Areas for Consideration

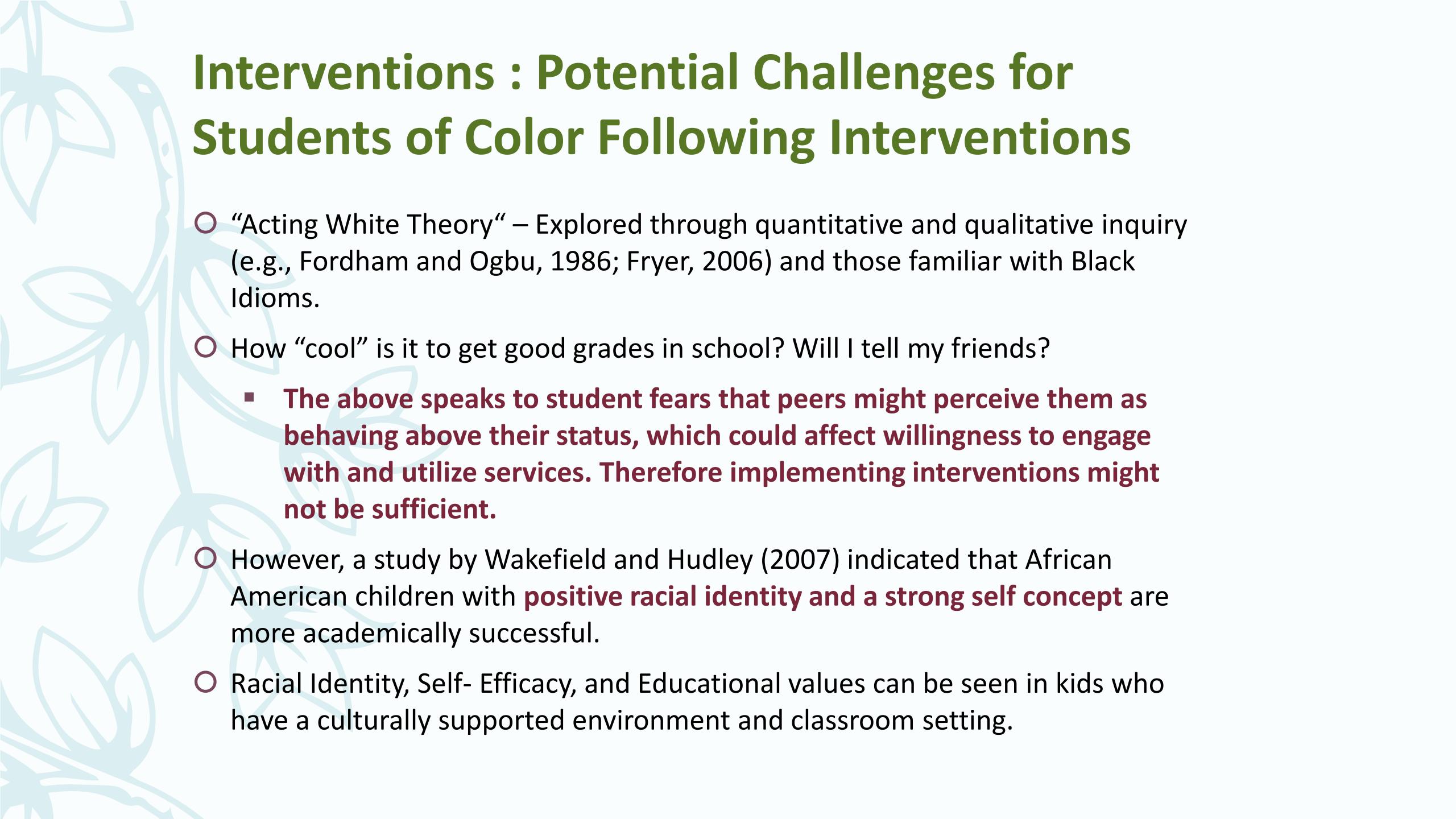
- Programs that target families have positive outcomes for students.
- Culturally infused programs have positive impacts across outcomes.
- Inclusion of Spanish-speaking program facilitators is a critical component for positive outcomes when working with students/families from the Latino/a community.

Bandy & Moore (2011)



Intervention: Changing Perceptions

- Understand and chip away at the negative culture bias in schools
- Change expectations about students of color through activities that demonstrate the potential of these students to succeed and excel.
- Support activities that develop & celebrate the ethnic identity development and self concept of students of color.



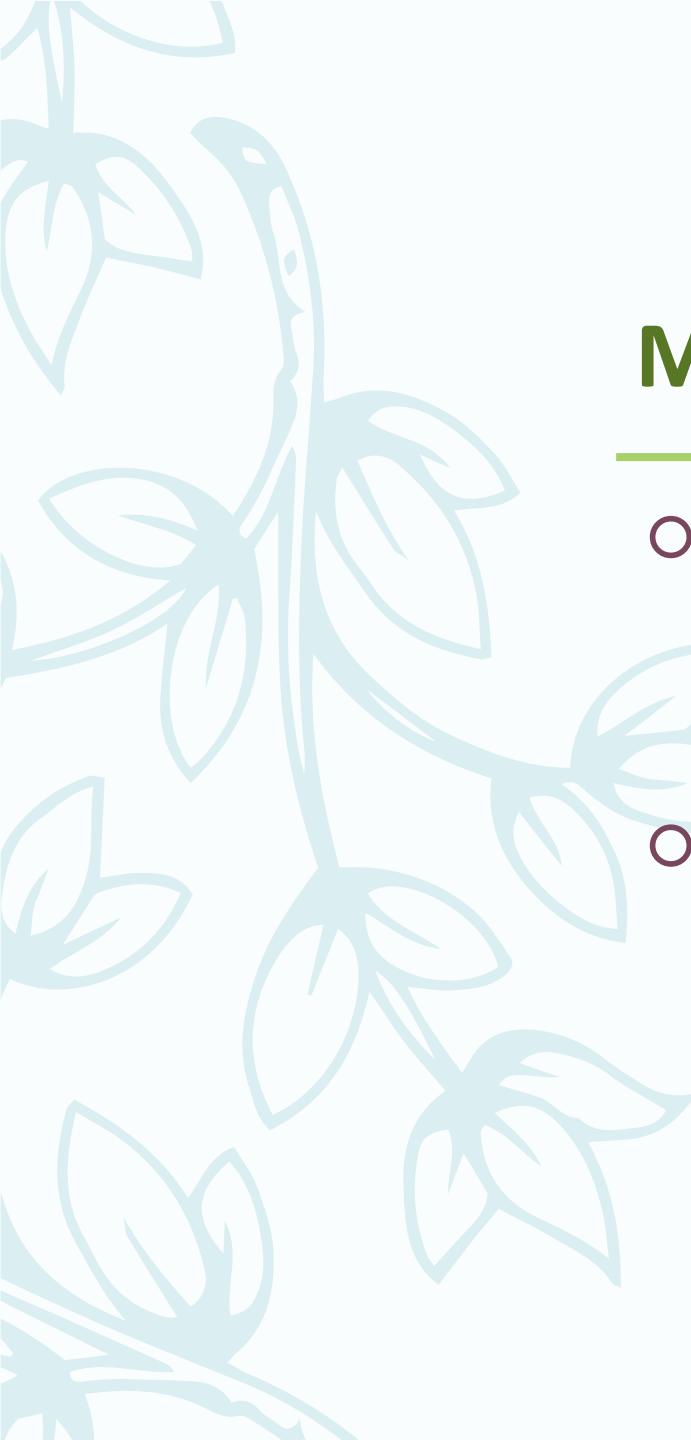
Interventions : Potential Challenges for Students of Color Following Interventions

- “Acting White Theory” – Explored through quantitative and qualitative inquiry (e.g., Fordham and Ogbu, 1986; Fryer, 2006) and those familiar with Black Idioms.
- How “cool” is it to get good grades in school? Will I tell my friends?
 - **The above speaks to student fears that peers might perceive them as behaving above their status, which could affect willingness to engage with and utilize services. Therefore implementing interventions might not be sufficient.**
- However, a study by Wakefield and Hudley (2007) indicated that African American children with **positive racial identity and a strong self concept** are more academically successful.
- Racial Identity, Self- Efficacy, and Educational values can be seen in kids who have a culturally supported environment and classroom setting.



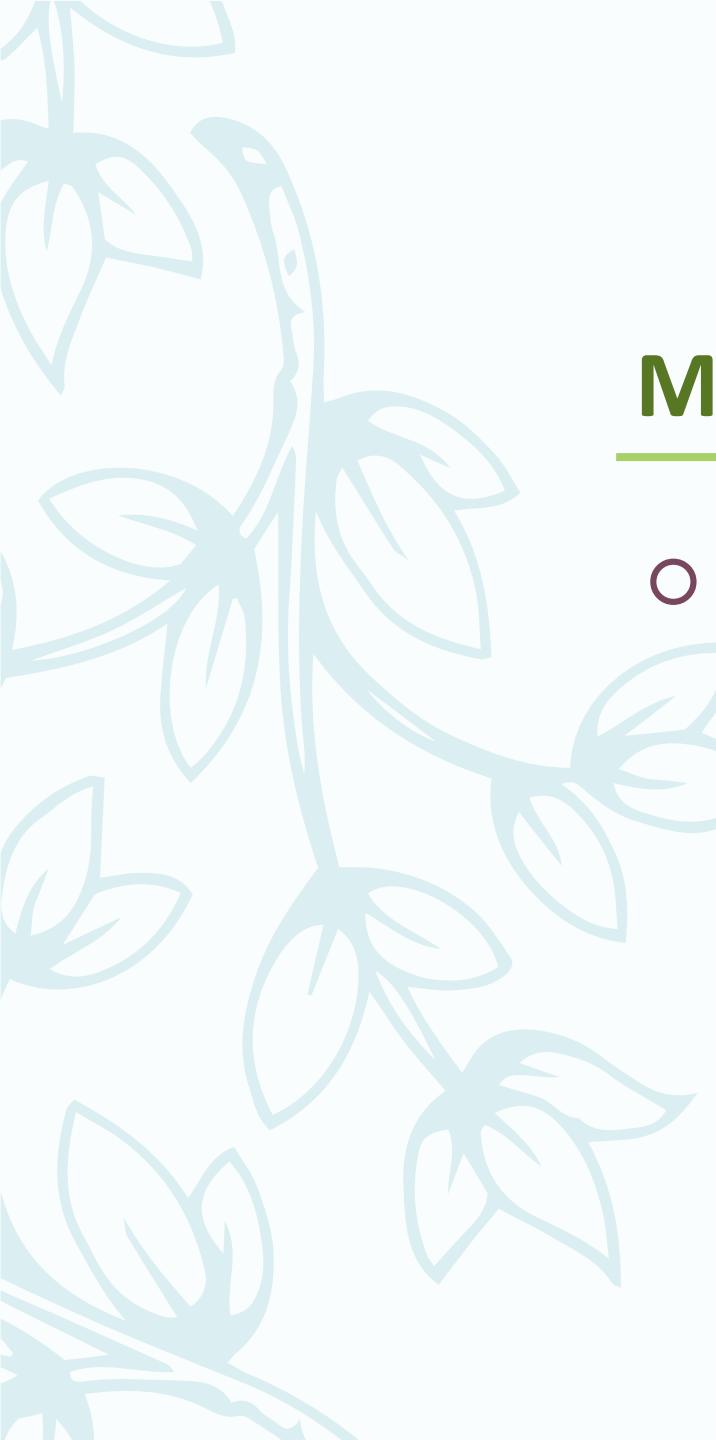
Question: Management

- ★ When considering one or the various tools of the management component in the ASCA model (e.g., advisory council, use of data, calendars, action planning), how would you instruct student interns to develop culturally inclusive management plans?



Management: Advisory Council

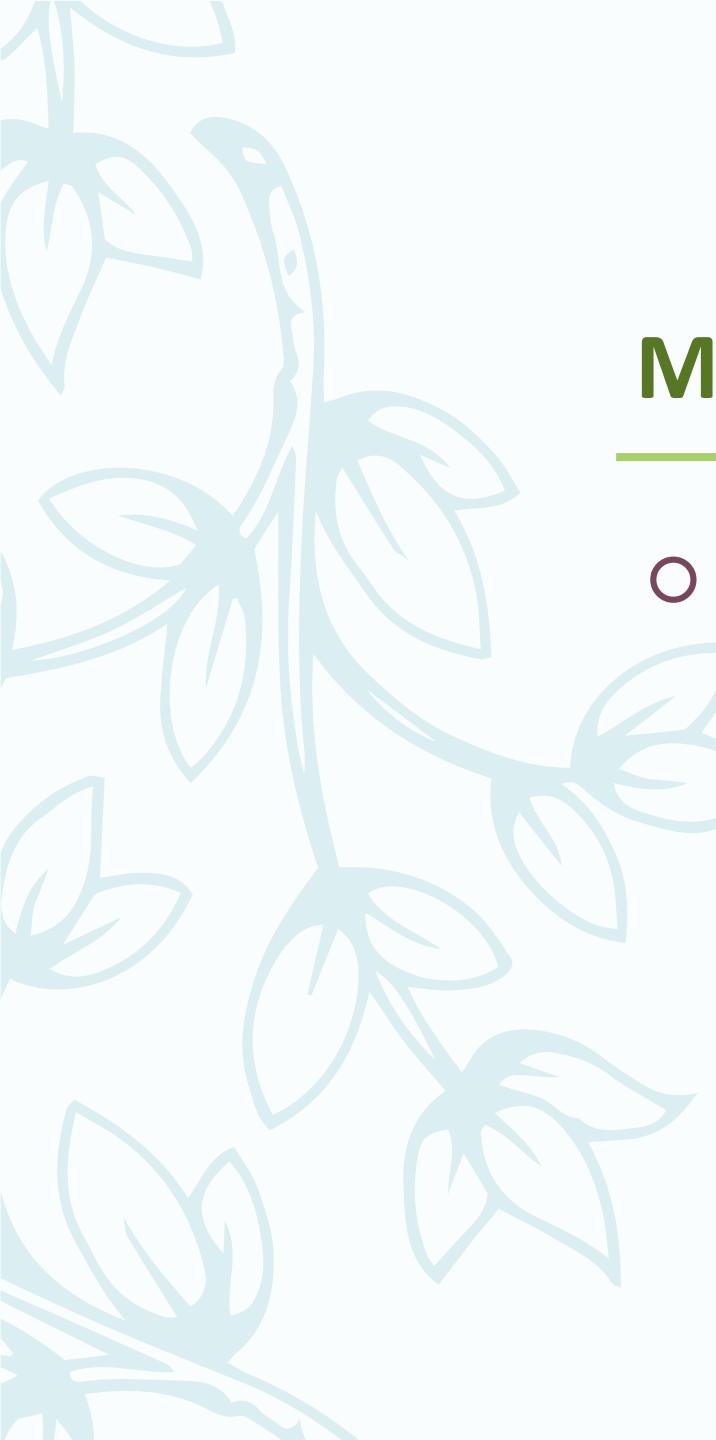
- **Advisory Council:** “representative group of stakeholders selected to review and advise on the implementation of the school counseling program” (**ASCA National Model, A Framework for School Counseling Programs, 2012, p.47**).
- To meet the needs of students from non-dominant cultures
 - Goals of the council should reflect the school mission
 - Have representation from all aspects of the student population
 - Establish temporary task groups with focus on programs relevant to the needs of students from non-dominant cultures, with representatives from that community.



Management: Use of Data

○ **ASCA recommends that school counselors**

- Use data to demonstrate the relevance of programs to student needs and overall school outcomes.
- Disaggregate data to clarify the needs of different populations.
- Distribute the data to all stakeholders including parents, administrators, and teachers.



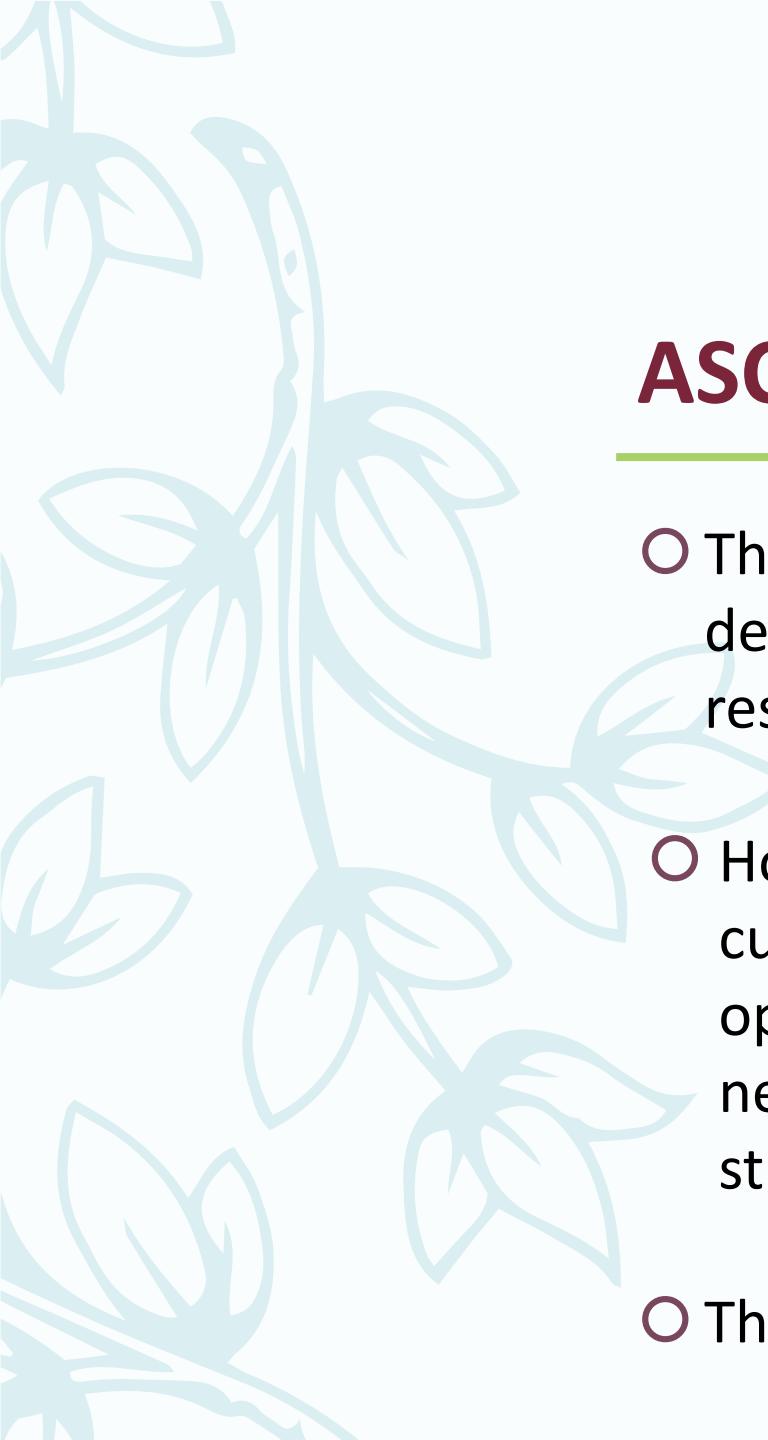
Management: Action Plans

- Action Plans- ASCA recommends that school counselors develop action plans detailing how school counseling programs will be achieved. To meet the needs of non-dominant students such plans should have
 - A clear curriculum Identity (e.g., “School of Success”) that reflects the overall objective for change.
 - Encourage total School & community Buy-In



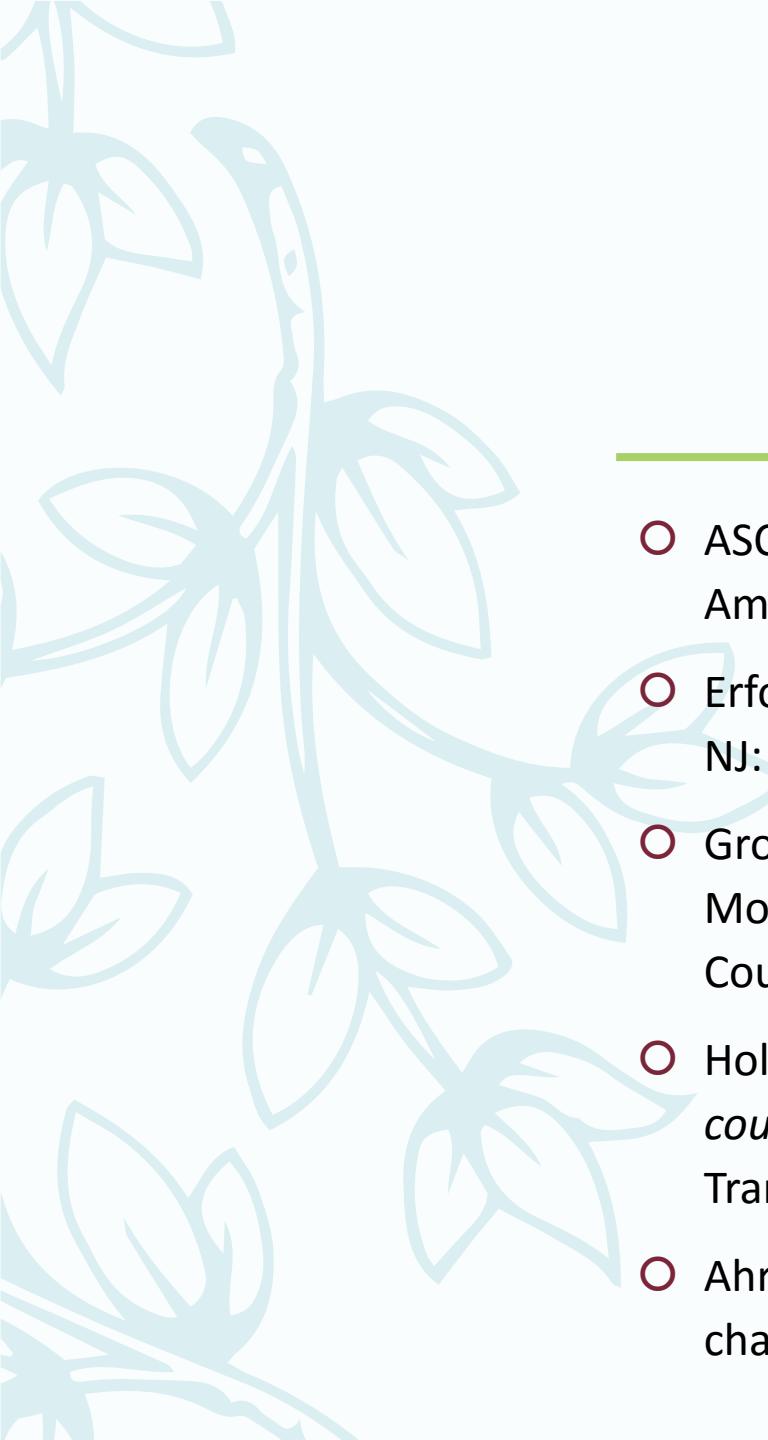
Management : Calendars

- ASCA recommends that school counselors develop & publish school calendars of events that will be held by the school counseling program. To meet the needs of non-dominant students the calendar
 - Should reflect recognition of non-dominant families as a significant part of the school community
 - Should ensure inclusiveness, by including programs that are culturally relevant.
 - Should provide families with advanced notice of these programs & opportunities for participation in the overall program development.



ASCA Model: Final Thoughts

- The ASCA model highlights the relevance of needs assessments, delivery, & management to school counselors roles & responsibilities.
- However the model is not clear on strategies for working with culturally diverse populations, therefore school counselors have opportunity to adapt the model to accommodate the differing needs of their students and to develop programs suited to their students needs that are framed around the model.
- The research on how to adapt the model is ongoing.



References

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