

Mindsets & Behaviors Planning Tool

Kathleen Schneider

Concordia University, Irvine

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Rebecca Pianta, Ed.D.

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Discussion of the research and best practices in student achievement that the ASCA Student Standards are based on

“The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review “Teaching Adolescents to Become Learners,” conducted by the University of Chicago Consortium on Chicago School Research (2012).”(American School Counselor Association [ASCA] 2021, p. 3). The noncognitive factors include sets of academic behaviors, academic perseverance, academic mindsets, learning strategies and social skills.skills, (Farrington et. al., 2012, p. 8). Farrington et. al. point out that these factors and behaviors work through the academics and affect grades. The research indicates that grade point average (GPA) is a better predictor of outcome than standardized tests.(Farrington et. al., 2012, p. 3). This indicates that school counselors should pay attention to their students’ GPA and offer interventions as soon as we see a drop below a C average. A lower GPA is an indication that study skills, work habits, time management and help-seeking behaviors as well as social and academic problem-solving skills need attending to.

How students become effective learners is the basis of this research. One of the best ways to improve performance is to show perseverance by learning academic mindsets and learning strategies, (Farrington et. al, 2012, p. 73). Engagement improves when students change their mindset. A variety of learning strategies is recommended for learners of all types. Each lesson should include visual, auditory, and kinesthetic strategies to engage every student. There has been limited research on how social skills affect learning outcomes. As a teacher and as a parent, there are some very important yet subtle social skills that affect students. Students need to be reminded of a variety of ways to engage communication with their peers, teachers, and counselors. Counselors should take into consideration different personality types when advising students.

Explain how to use the ASCA Student Standards

School counselors implement the ASCA Student Standards by following ten specific steps. The *ASCA Student Standards; Mindsets and Behaviors for Student Success* outlines the first step is identifying a need by examining achievement, attendance, and discipline data and looking specifically at standardized test scores and grades especially in math and english. Counselors should also examine discipline data in specific areas as soon as they become evident. Attendance data has several categories that include morning tardies, missed periods in secondary school especially after lunch, chronic absenteeism over 10%, and truancy. Supplemental data is collected through surveys of opinions and beliefs of students and parents and can include other stakeholders. (American School Counselor Association [ASCA] 2021, p. 3).

The next step is to choose a specific mindset or behavior that will serve the needs of the data that has been collected. The learning objective should align with the student standard. The learning objective states the skill that the student will be able to attain. In order to measure attainment in mindset a pre-assessment and post-assessment are necessary. The questions on the surveys should be very specific and target the objective. Administration of the pre-test just prior to the activity will give counselors a baseline of knowledge and skills specific to the learning outcome. The activities should help students to develop targeted strategies. Once the intervention is delivered it is important to administer a post-test to measure the effectiveness of the intervention. Reflection is also an important part of the process to evaluate what worked and what can be improved upon. (ASCA, 2021, p.4).

Paper includes strengths of the site's program, room for improvements and thoughts on using and filling out the form, including problems that were encountered.

Portola middle school used a suicide prevention video to inform students on what to do if they feel suicidal thoughts or hear another student making specific statements. The video gave specific examples and encouraged students to inform a trusted adult. The post survey included questions to measure what was learned and asked if they wanted to speak with someone about their feelings now or in the future. It also measured urgency and whether it was about themselves or someone else.

I feel the program was very effective because it provided an opportunity for students to ask for help without being singled out. Several students asked for help. The film was shown to specific grades over the course of three days and any student that was absent on one of the days could join groups on the subsequent days. Since every student filled out a questionnaire it would be easy to track any students who missed the final day. The program was professional and showed students who had applied the knowledge by reporting to their teacher or school counselor. This normalized the activity and removed the barriers to talking about a sensitive subject. The program was so effective that I did not see any areas for improvement.

The *Classroom and Group Mindsets & Behaviors Action Plan* was easy to use. I could readily see the video addresses: M 1, M3, B-LS 1, B-LS 10, B-SMS 1 & 6-9, B-SS 1-5 & 8-9. I can now see the exact areas that still need to be addressed through other counseling activities. The six areas of mindsets are easy to understand and I could see how the lesson addressed belief in the whole self including mental health. The video also gave the students a sense of belonging in the school environment because it connected them to a mental health resource for themselves and modeled how they could support each other. After watching the video they needed to demonstrate critical thinking skills by filling out the post-test and reporting concerns. This was

an enriching experience and they had to assume responsibility for themselves and others. Mental health concerns are a definite barrier to learning because students may have difficulty getting out of bed in the morning to make it to school on time. I feel that each of the mindsets and behaviors are well stated and easy to understand.

Resources

American School Counselor Association (2021). ASCA Student Standards; Mindsets and

Behaviors for Student Success. Alexandria, VA: Author.

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>

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Beechum, N.O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review.

Chicago: University of Chicago Consortium on Chicago School Research.

https://consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive%20Report_0.pdf