

Portola Middle School Counseling Services in 2008

In 2008, Bay Area Community Resources conducted an in-depth evaluation of our school-based counseling services, including the New Perspectives program in Marin and the Gateway program in West Contra Costa County. This report shows the counseling outcomes for your school.

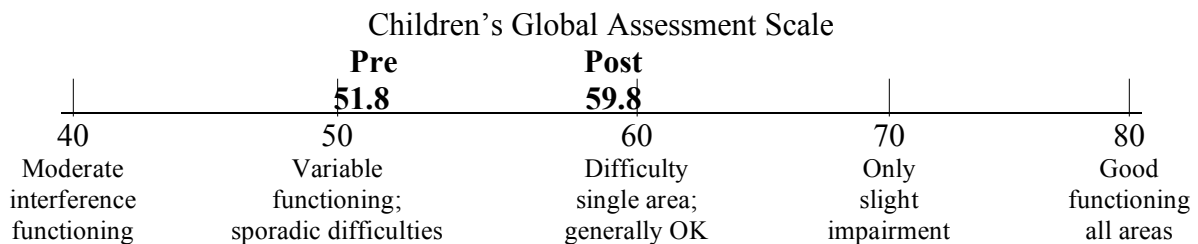
Key Findings

- ◆ 9 students participated in counseling 4 or more times, resulting in a treatment plan.
- ◆ Most students showed positive change on multiple measures.
- ◆ School staff or others who referred students to counseling saw positive change in a majority the students, usually “small positive change.”
- ◆ Most students said the counseling helped them.

Children’s Global Assessment Scale (CGAS)

This is a widely used, nationally standardized counseling scale that measures functioning in a variety of areas— e.g., emotions, behavior, or peer relationships at home or school. The score goes from 0 to 100, with 100 a positive score.

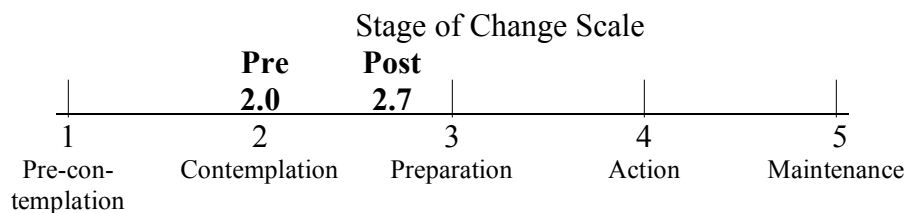
- ◆ The increase in the CGAS score from 51.8 on average at the beginning of counseling to 59.8 at the end was not statistically significant.
- ◆ 78% of clients had positive change, 11% no change, 11% negative change.



Stage of Change Scale

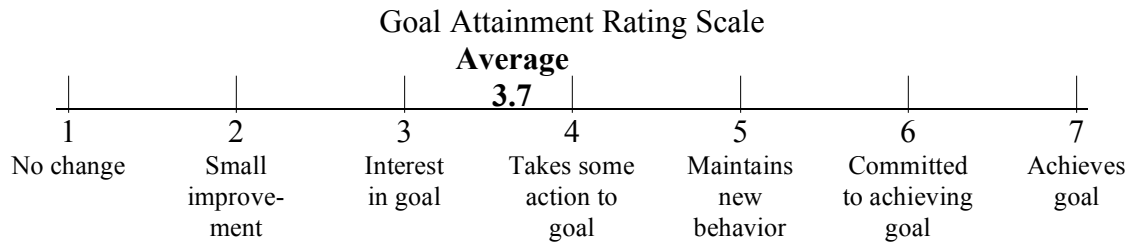
This scale measures client engagement in personal change. The score goes from 1 to 5, with 5 a positive score.

- ◆ The increase in the Stage of Change score from 2.0 on average at the beginning of counseling to 2.7 at the end was statistically significant ($p < .01$).
- ◆ 58% of clients showed positive movement in their stage of change, 31% no movement, and 12% negative movement..



Goal Attainment Rating Scale

- ◆ Most clients had 2 or 3 counseling goals. The average Goal Attainment Rating was 3.7 on a 7 point scale, indicating taking some action toward the goals.
- ◆ Clients were rated on the positive end of the scale for 63% of the goals.
- ◆ “Interested” or contemplating change for 22% of the goals, and little or no movement for 15% of the goals.



Reasons for Referral

- ◆ Almost all students had 1-3 reasons for the referral.
- ◆ In most cases counselors focused the treatment on these same issues. In about a quarter of cases, counselors added other issues to the treatment goals after the assessment.
- ◆ In a small minority of cases, counselors substituted another issue as the primary treatment goal, because the assessment indicated a different underlying reason for the visible problem.

Reasons for Referral	Percent of Reasons
Academic	10%
Behavior at school	25%
Affect	25%
Family (known or suspected)	30%
Sexuality	5%
Other	5%