FOCUSING ON STUDENT HAPPINESS

School Counselor Role Towards Fostering Students' Subjective Well-Being

Richard E. Cleveland | PhD, LPC, NCC, ACS

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THE POWER OF STORY

KODIAK, ALASKA
OUR TIME THIS MORNING AS STORY

1. Getting to Know Happiness
   - Psychiatry of Subjective Well-Being
2. Who’s (or what’s) Driving?
   - Home Economics inreverse
3. Forms, Forms, Everywhere!
   - School Improvement: Planning
4. Does It Matter What the Children Think?
   - Including SWB within School Climate
5. Oh! So What Richard?
   - Implications for School Counselors

SUBJECTIVE WELL-BEING

THE HAPPINESS PROJECT

Validating the psychometrics of 5 self-report protocols for use with primary school-aged students (Conner & Lawless, 2012)

SUBJECTIVE WELL-BEING (SWB)

Three factors commonly attributed to identifying SWB and, by inverse, happiness are frequent and intense states of positive affect, an average level of global life satisfaction, and the relative absence of negative feelings such as anxiety and depression.

(Knolles, 2016; Knolles, Fronk, & Schmuck, 2011)
Results

Instruments rated
1 = Limited
2 = Moderate,
3 = Strong

Analysis

Descriptive statistics
prior to employing Principal Axis Factor (PAF) factor analysis

Measure | Reliability | Validity | Ease of Administration | Scoring
---|---|---|---|---
OHQ      | 3   | 2   | 3   | 2
OHQ-SF   | 2   | 3   | 3
SHS      | 2   | 3   | 3
FACES    | 1   | 3   | 3
Adam Smith's First Theorem of Welfare Economics & the efficient pursuit of material wealth (Konow & Early, 2008)

Ignoring spiritual & social implications of behavior to advance personal economic gain (Attick, 2017)

Rationally allocating income to increase happiness via consumption (Fikkert & Rhodes, 2017)

• Infiltrating marriage, child rearing & religion (Fikkert & Rhodes, 2017)
• Creating a “McWorld” commodity culture dominated by secularist values & avid consumption (Wilkinson, 2006)
• Future of humanity through space exploration & colonization (Oleksenko & Fedorova, 2017)

Self-Interested Efficiency

One Dimensional Being

Happiness Via Consumption

FAR REACHING INFLUENCE

Systemic Denial

Governs modern economy purpose: Home Economics as (ir)relevant to outside forces, economy perceived as obsolete (Blair & Woolley, 2017)

À la Descartes

Considered a more holistic perspective of human development i.e., social & mental i.e., Blair & Woolley (2017)

Process Over Purpose

Programs, initiatives, & activities surround our day-to-day purpose of education. Always allowing towards a future end point in the dominoes of students’ social, moral and conformal development (Kos 2017)
DEPROFESSIONALIZATION
Teachers as providers of market-directed curriculum, developing specific skills students need to be both producers & consumers (Attick, 2017; Peters, 2017)

ECONOMIC SURVIVAL
Teachers participate as both producer and consumer. Teacher test scores as “surplus” & criteria for bonus/retention, school site planning, videos, continued employment, etc. (Smith, 2017)

GOING VIRAL
Teachers marketing themselves (e.g., subject-specific curriculum modules, lesson plans, webinars, etc.) distinct from their schools/divisions.

SYSTEM LEVEL
SHAPING CURRICULUM
Focusing resources: “Economies” vs. “Competence” and “Individual” standards of “Citizenship” or “Equity” (Giametta, 2017)

ASPECTS OF HOMO ECONOMICUS WITHIN EDUCATION
Increased funding, more complex systems, & bigger challenges

PRIVATE SECTOR PUSH
Corporate responsibility (explicit or implicit) for improved/good performance (e.g., Praximetrics, EdTPA, Assessment systems, etc.) (Menes, 2017; House, 2017)

BEDFORDING IMPROVEMENT
School & student success determined by competition, efficiency, and unanswerable targets as determined by the market

SCHOOL IMPROVEMENT PLAN (SIP)
Annual, formalized accountability reporting via federal/state educational policy tracking students’ test scores (Fernandez, 2011)

LINEAR THINKING
Templates frequently espousing SMART goals (Specific, Measurable, Attainable, Results-oriented, Time-bound) (Parrish & Berger, 2014)

‘CORE’ ACADEMICS
Targeting core subject areas: Mathematics, Science, Reading, Writing
SCHOOL IMPROVEMENT PLAN (SIP)

NO FEELINGS JUST FIRE DRILLS

DEFICITS ORIENTED FOCUS
Incorporation of discipline referrals, incident rates, type of interventions, juvenile justice data, primarily including absentee data (Perry et al., 1995; Katz et al., 2012)

‘HEALTHY’ YOUTH SURVEY
Individual survey protocols focusing on school connectedness, peer/ abolish support, cultural competence, school safety, peer victimization, drug & alcohol use, suicide/self-harm, mental health, etc.

CLIMATE AS VOICE
Shift including self-report measures from mostly adults (i.e., parents, teachers, etc.)

School Climate Definition & Role Change within School Improvement Planning
"Multisystemic, sustainable positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society" (NSCC, 2016)

Influences academic, social, & emotional development; self-concept, & school connectedness (Borkar, 2016; Kutsyuruba, Klinger, & Hussain, 2015; Noble & McGrath, 2016; Thapa, Cohen, Guffey, & Higgins-D’Alessandro, 2013; Wilson, 2004)

Students alone, together, and alone-together; the relational aspects of community & dialogue within school (Stern, 2009; 2015)

WHAT IF

SWB & CLIMATE


Systemically contributing to students academic, social, and emotional development

Relationships between SWB and feeling support in school and social networks

Students’ perceptions have a place within the accountability; autonomy; voice

SO WHAT, RICHARD?

PROFESSIONAL SCHOOL COUNSELOR SYSTEMIC CHANGE AGENT

- Comprehensive School Counseling Programs (CSCP) delivering Multi-Tiered Support Systems (MTSS) across multiple student domains (McMahon et al., 2014; Thapa et al., 2013)
- American School Counselor Association (ASCA) National Model & other CSCPs which utilize ecological systems perspective (ASCA, 2019)
- Recognized role, engaging stakeholders, within multiple systems relevant for school improvement practices (Felner et al., 2001; Scheerens, 2015)
ACTION STEPS FOR PROFESSIONAL SCHOOL COUNSELORS

THANK YOU

Richard E. Cleveland
Associate Professor & Program Coordinator
College of Education | Georgia Southern University
rcleveland@georgiasouthern.edu

Questions & Discussion