HANDBOOK

FOR

SCHOOL COUNSELORS

MISSISSIPPI DEPARTMENT OF EDUCATION

Prepared and Distributed by:

Mississippi Counseling Association
Tech Prep Initiative
Office of Vocational and Technical Education
Mississippi Department of Education

2nd Edition
Revised 1997
Direct inquiries to:

Coordinator
Counseling Services
Office of Vocational and Technical Education
Mississippi Department of Education
P. O. Box 771
Jackson, MS  39205
(601) 359-3934

For copies of this publication, contact:

Research and Curriculum Unit
Mississippi State University
P. O. Drawer DX
Mississippi State, MS  39762
(601) 325-2510

Published by the:

Office of Vocational and Technical Education
Mississippi Department of Education
Jackson, Mississippi

Research and Curriculum Unit for Vocational and Technical Education
College of Education
Mississippi State University
Mississippi State, Mississippi

1997

The State of Mississippi is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, handicap, and/or age.
TABLE OF CONTENTS

Acknowledgments ............................................................ v
Handbook Committee ........................................................ vi
Introduction ................................................................. 1
Mississippi School Counselor Assessment Instrument List of Competencies ............. 2
Mississippi School Counselor Assessment Instrument List of Competencies
and Indicators ................................................................ 3
Mississippi Counselor Competencies, Indicators, and Proficiency Examples ............. 5
Staff Development Modules for the Mississippi Counselor Assessment
Instrument ........................................................................ 15

I. Organizes and administers the counseling and guidance program
with a minimum of 70% of the elementary school counselor’s time
and 50% of the secondary school counselor’s time allocated to
direct counseling activities ......................................... I-1
II. Provides individual counseling interviews for students during the
school year ............................................................. II-1
III. Provides group counseling and guidance activities with students
for the school year .................................................... III-1
IV. Coordinates student appraisal ........................................... IV-1
V. Assists students with career development ............................ V-1
VI. Provides students with educational planning .......................... VI-1
VII. Assists with referrals .................................................. VII-1
VIII. Assists in the placement of students in the appropriate
educational program and/or job ....................................... VIII-1
IX. Consults with students, parents, teachers, administrators, and
other appropriate individuals ........................................ IX-1
X. Coordinates program evaluation ........................................ X-1
XI. Demonstrates professionalism ......................................... XI-1

Appendix A: Tech Prep ...................................................... A-1
Appendix B: SCANS Competencies ............................................. B-1
Appendix C: Developmental Competencies ........................................... C-1
Appendix D: Legal Matters .............................................................. D-1
Appendix E: Resources ................................................................. E-1
ACKNOWLEDGMENTS


Dr. Phil Cooker  
University of Mississippi

Dr. Carol Lewis  
Oxford Elementary School

Dr. Elouise Upchurch  
Yazoo City Vocational Complex

Dr. Jack Daniels  
University of Southern Mississippi  
(retired)

Dr. Charles Felder  
Mississippi College

Ms. Ann Hicks  
Clinton Junior High School

Dr. Warren Housley  
Mississippi State University

Joe McDaniel  
Mississippi Department of Education  
(retired)

Ms. Edrice Polk  
Jefferson Davis Vo-Tech

Ms. Janie Rugg  
Mississippi Counseling Association

Dr. Gloria Dansby-Giles  
Jackson State University

Dr. Edith Carlisle  
Tupelo

Martin Harrington  
Mississippi Department of Education
This handbook was developed through a grant by the Mississippi Department of Education. Special acknowledgment is given to the Mississippi Counseling Association, Mississippi Association for Counselor Education and Supervision, Mississippi School Counselor Association, and Mississippi Vocational Counselor Association.

Tiny Belle Anthony
Callaway High School
601 Beasley Road
Jackson, MS 39206

Ann Hicks
Clinton Jr. High School
400 E. College Street
Clinton, MS 39056

Janice Puckett
Hinds County Schools
P.O. Box 100
Raymond, MS 39154

Bill Brooks
Guidance & Counseling
Jackson State University
Jackson, MS 39217

Warren Housley
Mississippi State Univ.
P.O. Drawer GE
MS State, MS 39762

Ted Remley
Mississippi State Univ.
P.O. Drawer GE
MS State, MS 39762

Mary Alice Cates
Delta State University
Box 3303
Cleveland, MS 38733

Carol Lucius
615 Browns Ferry Rd.
Senatobia, MS 38668

Judy Riley
36 52nd Street
Gulfport, MS 39507

Phil Cooker
School of Education
University of Mississippi
University, MS 38677

Carolyn Mason
West Jones High School
Route 11, Box 324
Laurel, MS 39440

Janie G. Rugg
Jackson Public Schools
662 S. President Street
Jackson, MS 39201

Jack Daniels
Univ. of Southern MS
Southern Station
Box 5012
Hattiesburg, MS 39406

Lindy McDaniel
Mississippi State Univ.
P.O. Drawer GE
MS State, MS 39762

Charles Scott
807 Leake Street
Clinton, MS 39056

Susan Eubanks
Walls Elementary School
6131 Delta View
Walls, MS 38680

Joe McDaniel
MS Dept. of Education
P.O. Box 771
Jackson, MS 39205

Ross Story
Delta State University
Box 3142
Cleveland, MS 38733

Charles Felder
School of Education
Mississippi College
P.O. Box 4165
Clinton, MS 39058

Edrice Polk
Jeff Davis Vo-Tech
Carson, MS 39427

Elouise Upchurch
Route 2, Box 60
Yazoo City, MS 39194
INTRODUCTION

This handbook for counselors is a result of the collaboration of the MACES Task Force of the Mississippi Counseling Association and the Mississippi Department of Education. It is designed to complement the Mississippi School Counselor Assessment Instrument (MSCAI) and the companion training modules. Together these publications will assist the school counselor in planning, implementing, and evaluating an effective school counseling and guidance program. By using these materials, the counselor should be prepared to be evaluated with the MSCAI.

The *Handbook for School Counselors*, second edition, is prepared on diskette for ease in distribution. Counselors may view and print pages appropriate to various work settings and grade levels or print the entire handbook.

It is the hope of the Task Force members that these materials will prove to be especially useful to the provisional counselor. The experienced counselor, too, may find new ideas and helpful suggestions in this handbook.

In addition to the handbook, Developmental Models for grades K-6, 7-8, and 9-12 are being published. These Models present activities for students in three developmental areas: Personal and Social, Education, and Career.
MISSISSIPPI SCHOOL COUNSELOR ASSESSMENT INSTRUMENT
LIST OF COMPETENCIES

Competency I: Organizes and administers the counseling and guidance program with a minimum of 70% of the elementary school counselor’s time and 50% of the secondary school counselor’s time allocated to direct counseling activities.

Competency II: Provides individual counseling interviews for students during the school year.

Competency III: Provides group counseling and guidance activities with students for the school year.

Competency IV: Coordinates student appraisal.

Competency V: Assists students with career development.

Competency VI: Provides students with educational planning.

Competency VII: Assists with referrals.

Competency VIII: Assists in the placement of students in the appropriate educational program and/or job.

Competency IX: Consults with students, parents, teachers, administrators, and other appropriate individuals.

Competency X: Coordinates program evaluation.

Competency XI: Demonstrates professionalism.
MISSISSIPPI SCHOOL COUNSELOR ASSESSMENT INSTRUMENT
LIST OF COMPETENCIES AND INDICATORS

**Competency I:** Organizes and administers the counseling and guidance program with a minimum of 70% of the elementary school counselor’s time and 50% of the secondary school counselor’s time allocated to direct counseling activities.

- Indicator 1: Administers a student needs assessment.
- Indicator 2: Organizes a counseling and guidance committee.
- Indicator 3: Plans counseling and guidance activities for the school year showing appropriate time allocations.
- Indicator 4: Demonstrates evidence of personal organization.

**Competency II:** Provides individual counseling interviews for students during the school year.

- Indicator 5: Schedules appointments for developmental (proactive) counseling.
- Indicator 6: Provides time for counseling self-referred students and at-risk students and crisis counseling.
- Indicator 7: Conducts an interview with newly enrolled students.
- Indicator 8: Conducts follow-up of newly enrolled students.

**Competency III:** Provides group counseling and guidance activities with students for the school year.

- Indicator 9: Develops a calendar for group counseling and guidance activities.
- Indicator 10: Plans and conducts group counseling and guidance activities throughout the school year.

**Competency IV:** Coordinates student appraisal.

- Indicator 11: Coordinates maintenance of student records.
- Indicator 12: Coordinates or assists with individual and/or group standardized testing.
- Indicator 13: Interprets student information.
- Indicator 14: Identifies students with special needs.
- Indicator 15: Reviews student progress at the end of each grading period.

**Competency V:** Assists students with career development.

- Indicator 16: Provides career information.
- Indicator 17: Assists students in self-awareness.
- Indicator 18: Explores long-range educational and career plans.

**Competency VI:** Provides students with educational planning.

- Indicator 19: Conducts group information sessions on subject selection.
- Indicator 20: Conducts individual counseling sessions on subject selection.
- Indicator 21: Communicates with parents/guardians on student progress.
- Indicator 22: Assists in educational planning of students with identified needs, including a plan for at-risk students.

**Competency VII:** Assists with referrals.

- Indicator 23: Acts upon referrals from students, teachers, other professional staff, parents, and agencies.
Indicator 24: Assists special education staff with student referrals.
Indicator 25: Utilizes community resources and agencies in providing services.
Indicator 26: Assists students, parents, and teachers in making use of community resources.

**Competency VIII:** *Assists in the placement of students in the appropriate educational program and/or job.*

Indicator 27: Assists in appropriate placement of students with special needs.
Indicator 28: Provides individual and group counseling and guidance for students in course and activity placement.
Indicator 29: Assists in grouping students for instructional purposes.
Indicator 30: Coordinates activities to assist students in preparing for job placement.

**Competency IX:** *Consults with students, parents, teachers, administrators, and other appropriate individuals.*

Indicator 31: Works with family concerning home situations that relate to the student’s performance and attitude toward school.
Indicator 32: Works with teachers, administrators, and other staff regarding such issues as student attitude, progress, and attendance (absenteeism).

**Competency X:** *Coordinates program evaluation.*

Indicator 33: Conducts follow-up of students.
Indicator 34: Evaluates the counseling and guidance program.
Indicator 35: Revises program periodically as needed.

**Competency XI:** *Demonstrates professionalism.*

Indicator 36: Uses correct oral and written communication.
Indicator 37: Adheres to board/school policies.
Indicator 38: Adheres to the Ethical Standards of the American Counseling Association and the American School Counselor Association.
MISSISSIPPI SCHOOL COUNSELOR ASSESSMENT INSTRUMENT
COMPETENCIES, INDICATORS, AND PROFICIENCY EXAMPLES

(NOTE: *Indicates required behavior.)

**Competency I:**  Organizes and administers the counseling and guidance program with a minimum of 70% of the elementary school counselor’s time and 50% of the secondary school counselor’s time allocated to direct counseling activities.

**Indicator 1:** Administers a student needs assessment.
1.1 *Secures and administers the survey.
1.2 Tallies the results by grade-level, need, school, etc.
1.3 *Prepares report of results.
1.4 Communicates results to students, parents, staff, etc.

**Indicator 2:** Organizes a counseling and guidance committee.
2.1 *Reports on committee membership (names of members) and provides a description of the function of the committee, e.g., agenda, minutes of meetings, program formulated, etc.
2.2 Provides orientation on the role of the school counselor.
2.3 Meets with guidance committee periodically to review the counseling and guidance program and secure input.

**Indicator 3:** Plans counseling and guidance activities for the school year showing appropriate time allocations.
3.1 *Meets with principal to inform or discuss the goals and activities for the school year.
3.2 Meets with other counselors in the school district for staff development workshops.
3.3 *Meets with counseling and guidance committee to present plan of action and receive input.
3.4 Defines objectives of the program.
3.5 Determines responsibility of school counselor.
3.6 *Develops a counseling and guidance calendar, listing on-going and monthly activities.
3.7 Prepares/revises and schedules group counseling and guidance activities.
3.8 Prepares handouts for various group counseling and guidance activities.
3.9 Provides information to students and parents through school publications (e.g., student handbook, handouts, newsletter, brochures, etc.).

**Indicator 4:** Demonstrates evidence of personal organization.
4.1 *Maintains a log and/or calendar of activities and appointments.
4.2 Maintains a schedule of appointments.
4.3 *Has guidance-related materials readily available for students.
4.4 *Completes and returns reports as required by the principal or appropriate supervisor.
4.5 Organizes counseling office for efficient use.

**Competency II:** Provides individual counseling interviews for students during the school year.

Indicator 5: Schedules appointments for developmental (proactive) counseling.
5.1 *Identifies developmental needs at each grade level and provides counseling activities.
5.2 Reviews class schedule cards and identifies an appropriate time for counseling session.
5.3 *Prepares and sends counseling appointment slips with date, time, and place for the counseling session.

Indicator 6: Provides time for counseling self-referred students and at-risk students and crisis counseling.
6.1 Counsels students who have academic or other difficulties.
6.2 Counsels students who are self-referred or have been referred by someone else.
6.3 *Provides plan for counseling self-referred and at-risk students and crisis counseling.

Indicator 7: Conducts an interview with newly enrolled students.
7.1 Registers new students upon enrollment.
7.2 Discusses the school setting and expectations including grade-level and graduation requirements, and classes to be taken.
7.3 Arranges a tour of the school.
7.4 *Provides orientation and appropriate information to student(s) upon enrollment.

Indicator 8: Conducts follow-up of newly enrolled students.
8.1 Discusses any problems the student(s) may be experiencing.
8.2 Assists and encourages involvement in various activities in the school community.
8.3 *Systematically investigates the adjustment of newly enrolled students, e.g., follow-up counseling session(s), communicating with teacher(s) and the home, etc.

**Competency III:** Provides group counseling and guidance activities with students for the school year.

Indicator 9: Develops a calendar for group counseling and guidance activities.
9.1 *Prepares a calendar of events.
9.2 Develops a list of counseling and guidance activities and a timeframe to follow.
9.3 Schedules group activities on various topics, e.g., orientation, testing, career, academic, personal, and social.
9.4 Coordinates guidance activities with the school administration and staff.

Indicator 10: Plans and conducts group counseling and guidance activities throughout the school year.
10.1 *Uses results of the needs assessment to plan group activities.
10.2 Prepares an outline of group activity content.
10.3 Secures needed resources for group activities.
10.4 States goals and objectives of group guidance activities.
10.5 Provides group counseling and guidance activities based on the needs assessment. The following are possible examples:
Orientation
Registration
Testing
Post-high school experiences/plans
  › College
  › Military
  › Marriage
  › Employment
  › Career/college day/night program
  › Career development
Personal and social concerns
  › Communication skills
  › Decision-making skills
  › Drug/alcohol abuse
  › Stress
  › Teenage suicide
  › Group pressure
  › Family mobility
  › Health-related concerns

Competency IV: Coordinates student appraisal.

Indicator 11: Coordinates maintenance of student records.
11.1 Coordinates the requesting of records for newly enrolled students.
11.2 Coordinates the translating of course titles and grading scales, and updating transfer records to the state cumulative record system.
11.3 Coordinates the recording of subjects, grades, unit summary, attendance, and activities on the cumulative record system.
11.4 *Reviews cumulative folder and the Mississippi Career/Educational Plan for completeness.

Indicator 12: Coordinates or assists with individual and/or group standardized testing.
12.1 *Assists in formulating and conducting the standardized testing program, as assigned.
12.2 Coordinates the administration and scoring of standardized tests.
Indicator 13: Interprets student information.
13.1 Provides teachers and other professional staff with pertinent information from the cumulative record folder.
13.2 Interprets transfer grades to teachers.
13.3 *Interprets/communicates test results and reports to students, parents, teachers, and/or administrators as appropriate.

Indicator 14: Identifies students with special needs.
14.1 Assists teachers in identifying problems of students who are experiencing difficulty.
14.2 Reviews test scores and student information to identify students in need of referral.
14.3 *Provides documentation showing that students with special needs have been identified and served.

Indicator 15: Reviews student progress at the end of each grading period.
[Any three (3) of the ten (10) examples or other evaluator approved activities are acceptable for demonstrating proficiency on this indicator.]
15.1 Conducts individual counseling sessions with students who are experiencing academic difficulty.
15.2 Counsels seniors in danger of not meeting requirements for graduation.
15.3 Provides parents with copies of evaluations made on seniors experiencing failure or academic difficulty.
15.4 Makes adjustments in student schedules as needed.
15.5 Notifies teachers of requests for progress reports.
15.6 Assists parents by coordinating progress report preparation.
15.7 Follows through with parents and teachers regarding progress reports.
15.8 Notifies parents of end-of-year failure(s).
15.9 Consults with the administration, as necessary, concerning changes in schedules for students.
15.10 Computes quality point average and determines rank-in-class for graduates.

**Competency V:** Assists students with career development.

Indicator 16: Provides career information.
[In addition to the two (2) required behaviors, any additional two (2) behaviors must be evident.]
16.1 Conducts career orientation program.
16.2 Develops and supervises a career information center.
16.3 Consults with administrators and teachers in the development and infusion of career units into the curriculum.
16.4 Publishes a career newsletter (or provides information for school and/or community newspapers).
16.5 *Conducts individual and group conferences with students in career planning.
16.6 *Provides students with career planning literature, including tests required for college admission or employment.
16.7 Coordinates visitation from college representatives or student visits to colleges.
16.8 Organizes and coordinates classroom field trips, visitation, and special career emphasis programs and activities.
16.9 Assists teachers with career information and material.

Indicator 17: Assists students in self-awareness.
[Either is acceptable evidence.]
17.1 Interprets interest/personality inventories, aptitude/achievement test scores, or classroom achievement (grades) during group or individual session(s).
17.2 Conducts group self-awareness activities.

Indicator 18: Explores long-range educational and career plans.
18.1 Assists teacher-advisors in establishing a career profile/plan on students.
18.2 *Conducts individual and group counseling and guidance sessions based on educational and career plans.
18.3 Provides student and parent(s) with information relating to realistic career opportunities and educational planning.

**Competency VI:** Provides students with educational planning.

Indicator 19: Conducts group information sessions on subject selection.
[In addition to the required behavior, two (2) additional behaviors must be evident.]
19.1 Provides orientation for students from “feeder” schools.
19.2 Assists with student registration.
19.3 *Provides information on subject selection.
19.4 Completes subject selection forms with students.
19.5 Provides information on grade-level and graduation requirements.
19.6 Assists students in developing a 4-Year Plan of Study.
19.7 Informs students of summer school (or extended school year) requirements and course offerings.
19.8 Provides information on district and statewide testing programs.
19.9 Interprets test results as the data relates to educational planning.

Indicator 20: Conducts individual counseling sessions on subject selection.
[In addition to the required behavior, two (2) of the additional behaviors must be evident.]
20.1 Provides orientation.
20.2 Assists with registration.
20.3 *Provides information on subject selection.
20.4 Provides information on grade-level and graduation requirements.

9
20.5 Assists students in developing a *4-Year Plan of Study*.
20.6 Informs students of summer (or extended school year) requirements and courses.
20.7 Reviews achievement record.
20.8 Interprets test score results.
20.9 Conducts follow-up conferences with students when appropriate.

**Indicator 21:** Communicates with parents/guardians on student progress.

21.1 *Provides information on programs of the school (newsletters, student handbook, guidance bulletin, subject choice forms, guidance checklist, etc.).
21.2 Arranges parent-teacher (counselor and/or principal) conferences.
21.3 Notifies parents of grade-level and/or course deficiencies and gives appropriate information regarding remediation.
21.4 Communicates with parents of students who are making unsatisfactory progress.
21.5 Secures progress reports requested by parents.
21.6 Provides parents with options concerning tutorial assistance, social adjustment, etc.

**Indicator 22:** Assists in educational planning of students with identified needs, including a plan for at-risk students.

*[Any six (6) of the fourteen (14) behaviors must be evident to demonstrate proficiency.]*

22.1 Advises students of college entrance requirements.
22.2 Provides financial aid information.
22.3 Assists with application (college, work, or financial aid) completion.
22.4 Receives referrals and consults with teachers who have students who are experiencing difficulty or who are gifted/creative/talented.
22.5 Identifies students who have special handicaps and provides information to appropriate personnel.
22.6 Works with special education staff and teachers in the referral-to-placement process for in-school programs.
22.7 Is familiar with referral services outside the school.
22.8 Assists parents and students in the referral process.
22.9 Recommends change in placement and/or teaching strategy.
22.10 Reviews placement of students who are experiencing academic difficulty.
22.11 Promotes effective study habits and decision-making skills.
22.12 Interprets test results.
22.13 Assists in the development of social skills.
22.14 Completes necessary adjustments in subject choice form as needed.
**Competency VII:** Assists with referrals.

Indicator 23: Acts upon referrals from students, teachers, other professional staff, parents, and agencies.

23.1 Works with the individual(s) making the referral.
23.2 Assists the student being referred.
23.3 *Provides documentation of the action taken on referrals.

Indicator 24: Assists special education staff with student referrals.

24.1 Is familiar with guidelines and procedure involved in providing services for exceptional students.
24.2 Works with the Local Survey Committee (LSC) in determining placement of students.
24.3 *Provides documentation of working with the special education staff in the referral-to-placement process and in providing other services to students who have been placed in a special education program.

Indicator 25: Utilizes community resources and agencies in providing services.

25.1 *Develops a list of community agencies and contact persons.
25.2 Is familiar with referral procedures and guidelines.
25.3 Assists out-of-school agency personnel who are working with students.
25.4 Maintains a file of referral forms.
25.5 Acquaints parents with available services.

Indicator 26: Assists students, parents, and teachers in making use of community resources.

26.1 Maintains a file of alternative schools and alternatives to school.
26.2 Counsels and assists parents/students in obtaining information about alternatives to their present school environment.
26.3 *Counsels parents and students about agencies which could be of assistance.
26.4 Establishes and follows a system of referral procedures.
26.5 Completes referral forms as needed.
26.6 Follows up on referred students’ status.

**Competency VIII:** Assists in the placement of students in the appropriate educational program and/or job.

Indicator 27: Assists in appropriate placement of students with special needs.

27.1 Is familiar with guidelines and procedure involved in the referral-to-placement process.
27.2 Assists teachers in completing referral forms.
27.3 Works with Local Survey Committee (LSC) in determining placement for students.
27.4 Conducts individual parent conferences for any student being considered for placement in a special education program.
27.5  *Provides documentation of assisting in the placement of students with special needs.

Indicator 28:  Provides individual and group counseling and guidance for students in course and activity placement.
[Any four (4) of the eleven (11) behaviors must be evident to demonstrate proficiency.]
28.1 Conducts orientation program for students from “feeder” schools.
28.2 Arranges schedule to meet with students from “feeder” schools.
28.3 Works with special education staff on placement of students receiving special assistance.
28.4 Sets deadline for completion of subject choice forms.
28.5 Evaluates newly enrolled student’s record(s) for appropriate subject selection and placement.
28.6 Makes necessary adjustments in student placement as necessary.
28.7 Advises students of grade-level failure.
28.8 Advises students of need to attend summer school or extended school year program.
28.9 Assists summer school/extended school year program students in course selection.
28.10 Assists the student in completing the necessary paperwork for grade to grade and/or post-school options.
28.11 Provides students with orientation and counseling to assist in smooth transition and adjustment to a new grade and/or school environment.

Indicator 29:  Assists in grouping students for instructional purposes.
29.1 Identifies students who need remedial instruction and makes appropriate placement.
29.2 Identifies gifted students and assists in appropriate placement.
29.3 Assists in grouping for instruction in the classroom.
29.4  *Provides documentation of process used to identify and group students for instruction.

Indicator 30:  Coordinates activities to assist students in preparing for job placement.
[Three (3) of the five (5) behaviors must be evident to demonstrate proficiency.]
30.1 Assists students who are applying for vocational/technical programs.
30.2 Provides job referral/placement service for students.
30.3 Conducts group sessions for students on job-seeking skills, e.g., interview process, completion of application, developing a resumé.
30.4 Communicates with appropriate post-high school personnel on behalf of the student so as to provide for the transition from high school to employment, military, and/or further education.
30.5 Assists students in preparing for post-high school employment and/or training by conducting group employability skill training sessions.

**Competency IX:** *Consults with students, parents, teachers, administrators, and other appropriate individuals.*

**Indicator 31:** Works with family concerning home situations that relate to the student’s performance and attitude toward school.
- **31.1** Provides consultation to parents, teachers, and administrators.
- **31.2** Arranges parent, teacher, and/or administrator conferences.
- **31.3** Participates in parent, teacher, and/or administrator conferences.
- **31.4** *Provides documentation of working with the family concerning home situations that might negatively impact on the student’s performance and attitude toward school.*

**Indicator 32:** Works with teachers, administrators, and other staff regarding such issues as student attitude, progress, and attendance (absenteeism).
- **32.1** Works with teachers and/or administrators who refer students experiencing academic, attendance, and/or attitudinal problems.
- **32.2** Assists teachers and other professional staff in interpretation of data from the cumulative record and test data.
- **32.3** Arranges parent, teacher, and/or administrator conferences.
- **32.4** Participates in parent, teacher, and/or administrator conferences.
- **32.5** *Provides documentation of working with teachers, administrator(s), and other staff regarding such issues as student attitude, progress, and attendance.*

**Competency X:** *Coordinates program evaluation.*

**Indicator 33:** Conducts follow-up of students.
- **33.1** *Develops a plan for conducting a follow-up study of students which includes objectives and procedure.*
- **33.2** Determines goals to be accomplished by follow-up.
- **33.3** Uses appropriate questionnaires, interview techniques, and other activities to achieve stated objectives.
- **33.4** Assembles and summarizes data.
- **33.5** Uses data to recommend program changes.
- **33.6** Engages in follow-up designated by the administration and/or agencies.

**Indicator 34:** Evaluates the counseling and guidance program.
- **34.1** *Prepares checklist of objectives and activities to determine if the program’s objectives have been implemented and achieved.*
- **34.2** Compiles reports of counseling activities.
- **34.3** Evaluates timetable as established by the counseling and guidance calendar.
Indicator 35:     Revises program periodically as needed.
  35.1    Revises the program as indicated from results of evaluation.
  35.2    Develops guidance calendar for the next school year reflecting
          changes indicated by the program’s evaluation.
  35.3    Completes inventory of supplies and materials.
  35.4    Makes requisition for materials and supplies for the next school
          year.
  35.5    *Shows process used (or to be used) to effect revision in the
          counseling program based on evaluation of the program.

**Competency XI: Demonstrates professionalism.**

Indicator 36:    Uses correct oral and written communication.
  [Both behaviors must be evident.]

  36.1    *Speech is understandable and appropriate.
  36.2    *Written material is grammatically correct.

Indicator 37:    Adheres to board/school policies.
  [Both behaviors must be evident.]

  37.1    *Is familiar with board policy and administrative procedures.
  37.2    *Conducts activities according to policies and procedures.

Indicator 38:    Adheres to the Ethical Standards of the American Counseling Association
                 and the American School Counselor Association.

  38.1    Has a current copy of the Ethical Standards published by the
          national professional association(s).
  38.2    Is familiar with the Ethical Standards.
  38.3    Includes information regarding ethical behavior of counselors in
          faculty orientation activities.
  38.4    Holds membership in recognized professional organizations
          (state and/or national).
  38.5    *Maintains high ethical professional standards as evidenced by
          having a copy of the Ethical Standards and can relate a specific
          incident based on or related to one of the standard statements.
STAFF DEVELOPMENT MODULES
FOR THE
MISSISSIPPI COUNSELOR ASSESSMENT INSTRUMENT

INTRODUCTION

These staff development modules were prepared to assist counselors in meeting the requirements of the Mississippi Counselor Assessment Instrument as mandated by the Educational Reform Act of 1982. The provisional counselor will find these modules to be helpful in preparing for counselor evaluation.

The modules include explanations and suggested activities for each competency and indicator. Following each competency is a self-check list. These are also examples which may be used to conduct and document program activities.

For further assistance, a video has been developed to parallel this printed material. A Counselor Handbook has been compiled as a companion document to complement these staff development modules. This Handbook is included in this publication as pages 15-51.
COMPETENCY I
ORGANIZES AND ADMINISTERS THE COUNSELING AND GUIDANCE PROGRAM
WITH A MINIMUM OF 70% OF THE ELEMENTARY SCHOOL COUNSELOR’S TIME
AND 50% OF THE SECONDARY SCHOOL COUNSELOR’S TIME ALLOCATED TO
DIRECT COUNSELING ACTIVITIES

The purpose of this module is to help the counselor develop skills in organizing and
administering the guidance program. A successful guidance program, according to Ballast and
Shoemaker in their book, *Coactive Guidance: A Blueprint for the Future*, “is one that can prove
that it fills important guidance needs of most students, therefore making a significant impact
upon student behavior, knowledge, and skills. Such success comes about only as a result of
careful design and planning.” These writers state that a guidance program design should be
purposeful, needs-based, balanced, comprehensive, competency-based, and written.

The school counselor, working with the school administration, is responsible for the organization
and delivery of guidance services in a particular school. The needs of the teaching staff, students,
parents, and community must be considered when determining the type of programs offered.

INDICATOR 1: Administers a student needs assessment.

The basic material from which a counseling and guidance program is formed, therefore, is the
student needs assessment. A needs assessment developed by the counselor with input from
faculty, administrators, and parents is perhaps best. Model needs assessments are readily
available from counselors in other school districts, and counseling and professional journals.

The successful guidance program is a systematic effort to bring the students from the “what is” to
the “what is desired.” Without the base of systematically identified needs, a guidance staff can
be the victim of fads and political and staff pressures, causing vacillation from one direction to
another. While there are limitations, systematically identified needs provide a consistent direction
for a guidance staff and provide data from which to defend and evaluate the program.

The development of a needs survey assists the guidance department in establishing the
parameters of its counseling and guidance program. Only survey items identifying conditions
that will be attended to by the guidance department should be included. Thus, the boundaries of
the guidance program can be established.

A needs survey promotes visibility for the school and for the guidance department. Assertive and
positive visibility is needed by most guidance departments. The tangible results of a needs
survey stimulate enthusiasm and confidence in the guidance department along with the feeling
that the direction of the guidance program development is correct.

A survey provides data which influence the decision makers of a school district. In a time of
decreasing enrollment and financial restrictions, philosophical arguments about guidance usually
do not influence decision-makers in defending or reducing specific staff positions. However,
data regarding issues and events that students are currently experiencing can be especially
influential.
Once the needs assessment has been secured or developed, a decision must be made regarding to whom the survey will be administered. With large populations, a sample may be selected. Care must be taken, however, to sample each grade level separately, since developmental needs are different for each age group. If possible, the needs assessment should be administered to each student. If other faculty will be involved in the administration, the counselor must make sure that they are notified well ahead of time and are given clear instructions for the administration.

After the needs assessment is administered, the results must be tallied by grade levels and by needs, and a report of the results must be prepared. The results of the survey should be communicated to students and staff. Some means of reporting the results are the school newspaper, group counseling and guidance sessions, faculty meetings, and faculty bulletins.

It must be remembered that needs are fluid and evolving, and that needs surveys identify current conditions. It is important, therefore, to allow for unanticipated, unidentified, and emerging needs when developing a counseling and guidance program.

When planning the guidance activities for the year, the counselor will determine and state how each activity, program, or group guidance session relates to the stated needs of the students as shown by the needs assessment.

Evidence that this responsibility has been met is the document showing the results of the needs assessment.

**INDICATOR 2: Organizes a counseling and guidance committee.**

The guidance committee is a necessary component of an effective counseling and guidance program. This committee will include administrators, counselors, teachers, parents, community representatives, and students in the secondary school. Though the counselor may be inclined to select those most favorable to guidance, it is desirable to include members who may offer constructive criticism.

The counselor should provide the committee members with a written explanation of the duties of the guidance committee.

The committee should also be thoroughly oriented on the role of the school counselor so that they can provide this information to others. Two documents that should be provided to the members of the guidance committee are the counselor’s job description and the code of ethics.

It would be ideal for the guidance committee to have a minimal schedule of meetings once each semester or four to six meetings each year. Monthly meetings would be ideal. The counselor must prepare the agenda for these meetings so that no time is wasted.

Evidence of the organization and meeting of the guidance committee should include copies of correspondence, minutes, and agenda.
INDICATOR 3: Plans counseling and guidance activities for the school year showing appropriate time allocations.

After the needs assessment is completed, the next step is to receive input from others concerning the program. The counselor should take careful notes when goals and activities are discussed with the building principal, teachers, other counselors, and the guidance committee.

After input is secured and needs are listed in priority order, the needs statement must be translated into achievable objectives. If more than one counselor is involved in the program, specific responsibilities must be determined.

A guidance calendar should be prepared showing ongoing activities of the guidance department, special events, and those activities designed to help reach specific objectives such as special group guidance.

Plans for group guidance sessions based on the needs assessment should be outlined and scheduled; and needed materials should be located, previewed, and requested. Student materials should be developed and duplicated.

Information should be prepared for dissemination to students, faculty, and parents through such means as handbooks, school newspapers, faculty bulletins, and announcements of special programs.

A completed guidance program, including the components mentioned above, would indicate that the counselor has made plans.

Evidence that this responsibility has been met is the counselor’s log, appropriate forms, and a calendar of activities.

INDICATOR 4: Demonstrates evidence of personal organization.

Personal organization is demonstrated by maintaining a calendar of events, scheduling appointments, and filing materials to be made readily available for students. The counselor must complete and return reports on time, and develop and use forms to expedite routine guidance functions. A daily log will help the counselor maintain organization and provide a record of contacts with students, teachers, parents, and others. A daily plan shows when the counselor is available. A list of reports for which the counselor will be responsible should be obtained from the administrator. Time should be left in the daily schedule for necessary paperwork.

Evidence that this responsibility has been met is the counselor’s log, appropriate forms, a daily plan, and a checklist of required reports and due dates.

CONCLUSION

Though the skills required to organize and administer an effective counseling and guidance program will be improved and refined through practice and experience, it is felt that a counselor who follows these guidelines will have a sufficient framework for a successful counseling
program. Time management is one of the keys to an effective program and careful planning and organization are necessary for the efficient use of time.

The next ten competencies outline the skills needed in the day-to-day administration of a counseling and guidance program.
### COMPETENCY I
**SELF-CHECK**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>1.</td>
<td>A needs assessment was developed and administered.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2.</td>
<td>The results of the needs assessment were reported to students and staff.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3.</td>
<td>A guidance committee was appointed.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>4.</td>
<td>A guidance committee meeting was held.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>5.</td>
<td>The objectives of the guidance program were written.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>6.</td>
<td>A guidance calendar was developed, listing ongoing and monthly activities.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>7.</td>
<td>Group counseling and guidance plans and materials have been prepared.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>8.</td>
<td>Informational handouts for students, parents, and teachers were prepared.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>9.</td>
<td>A daily log for scheduling appointments was obtained.</td>
</tr>
<tr>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>10.</td>
<td>The guidance office, including the filing system, has been studied for efficient use.</td>
</tr>
</tbody>
</table>
COMPETENCY II
PROVIDES INDIVIDUAL COUNSELING INTERVIEWS FOR STUDENTS
DURING THE SCHOOL YEAR

The purpose of this module is to provide instruction and direction for the counselor to master successfully the skills of Competency II. Competency II directs the counselor to provide counseling interviews for students during the school years. To indicate that this competency has been mastered, the counselor shall: (1) schedule appointments for developmental counseling, (2) provide time for counseling self-referred students and crisis counseling, (3) conduct interviews with new students, and (4) conduct follow-ups of new students.

**INDICATOR 5:** Schedules appointments for developmental (proactive) counseling.

The counselor should meet with each student to develop a long-range plan that will move the student in the direction of study which will provide training in a suitable career area. The counselor should use ability test scores to discover career choices, and various achievement test scores to indicate the level of proficiency attained in academic and vocational studies.

**INDICATOR 6:** Provides time for counseling self-referred students and at-risk students and crisis counseling.

The counselor should develop a flexible schedule which allows time each day for self-referred students and crisis counseling. The counselor should determine if the request for an appointment is urgent and respond appropriately.

Evidence that this responsibility has been met is the completed schedule of appointments for each student.

**INDICATOR 7:** Conducts an interview with newly enrolled students.

The counselor should meet with each new student to provide orientation and secure pertinent information.

When each new student has been successfully interviewed and oriented for the purpose of securing information necessary to officially enroll in school, then the counselor has completed the new student interview process.

Evidence that this responsibility has been met is the completed schedule of appointments for each student.

**INDICATOR 8:** Conducts follow-up of newly enrolled students.

The counselor should schedule a follow-up appointment with new students to assess needs and to assist in the traditional phase by providing additional counseling.
When an interview with a new student has been completed and there is evidence that the student is becoming a functioning part of the school life, then the counselor has provided sufficient follow-up assistance.

Evidence that this responsibility has been met is the completed schedule of appointments for each student.

CONCLUSION

Counseling as an essential service of the school guidance program must be provided for all students. Competency II includes indicators which allow the counselor to show evidence of providing both developmental and crisis counseling for all students.
COMPETENCY II
SELF-CHECK

YES    NO

_____ _____ 1. There is evidence in the school calendar that time is set aside for goal setting
and educational/vocational/personal counseling.

_____ _____ 2. There is a written school procedure which students understand and follow to
set up appointments with the counselor.

_____ _____ 3. The teachers in the school are trained to identify students with special needs
or in crisis, and there is a written procedure for referrals to the counselor.

_____ _____ 4. There are forms used to permit the students to visit the counselor’s office.

_____ _____ 5. There is a written procedure which allows the students to visit the
counselor’s office to request an appointment.

_____ _____ 6. There is a procedure for each new student to see the counselor at the
beginning of each new school year.

_____ _____ 7. The counselor schedules follow-up appointments with new students.
COMPETENCY III
PROVIDE GROUP COUNSELING AND GUIDANCE ACTIVITIES
WITH STUDENTS FOR THE SCHOOL YEAR

The purpose of this module is to help the counselor gain a better understanding of how to plan and conduct group guidance and counseling. After studying these materials, the counselor should be able to do the following: (1) define and distinguish between group guidance and group counseling, (2) plan a program of group guidance and group counseling that meets the needs of students, (3) write a plan for these various group activities, (4) be aware of the leadership functions the counselor takes in group situations, (5) be aware of the various types of groups and populations that can be considered, and (6) describe the stages and important dynamics related to the group counseling process.

INDICATOR 9: Develops a calendar for group guidance and counseling activities.

This activity can be part of the overall calendar for the year. (Refer to Competency I, Indicator 4.) The counselor may also develop and distribute copies of a yearly schedule of planned group activities. Choosing and scheduling group guidance and group counseling activities might be dictated by specific needs, such as testing, placement, and career development.

Evidence that this responsibility has been met is the inclusion of group guidance and counseling activities on the overall calendar and schedule mentioned above.

INDICATOR 10: Plans and conducts group counseling and guidance activities throughout the school year.

The results of a needs assessment can be very useful in planning for specific group activities. However, this should not limit plans, since a needs assessment may not show the importance of certain interventions that might be implemented.

Group Guidance and Group Counseling. These terms are sometimes used interchangeably. However, they are typically thought of as two separate types of activities. Group guidance is often part of a preventive or developmental program. It is primarily aimed at providing information about social, personal, vocational, and educational issues not usually part of the regular curriculum or coursework. Group guidance is conducted in larger groups than group counseling, sometimes utilizing an entire class or classes. Furthermore, group guidance is more educational, since this provides information and ideas that will lead to better understanding of self, others, or a particular area of interest. Teachers can be trained to lead group guidance sessions when time does not permit the counselor to conduct these activities. Although group guidance limits interaction between leader and student, it does reach large numbers of students in less time. When more interaction is desirable, group counseling provides the format of choice.

Group counseling involves smaller numbers of students, usually between 5 and 12, and can be developmental/growth-oriented or preventive/remedial. Group counseling is distinguished from group guidance in that group counseling: (1) involves smaller numbers of students, thus producing a more intimate climate; (2) provides for greater interaction among members; (3) places the counselor in the role of facilitator of communication among members rather than a
presenter of information; and (4) involves a more direct attempt of modifying attitudes and behaviors.

Group guidance can be organized along various topics: (1) student orientation, (2) testing program, (3) decision-making, (4) communication skills, (5) drug and alcohol abuse, (6) sex education, (7) stress management, and (8) peer pressure. Group counseling might focus on the aforementioned issues, but in a more personal way.

Group counseling may not be planned as formally as group guidance. Whenever students express a desire to explore themselves and/or specific issues, a counselor may decide to start a group or groups. Whereas group guidance can accomplish its goal within one to three sessions, group counseling requires ten or more sessions, with a frequency of one or two sessions per week. Group counseling can be open, where new students can be added as other members leave, or closed, where no new members are allowed once the group begins. Furthermore, notices announcing the formation of a particular group should be sent to all teachers.

The group guidance sessions may be led by the counselor or counselor-trained teacher. The leader should have a plan that indicates organization of the presentation, questions to be asked, activities, resources, and evaluation procedures.

Group counseling is not concerned with specific content, but with interaction among all members on topics with personal relevance. Group counseling evolves through somewhat predictable stages. The counselor should be aware of the developmental nature of these stages.

Evidence that this responsibility has been met is written records of group guidance and group counseling. Group counseling records should include students’ names, group purpose, and outcomes. Confidentiality of members should be protected.

For more information regarding record-keeping, refer to Competency IV.

**CONCLUSION**

Indicators 9 and 10 can be demonstrated by developing an overall plan for guidance and counseling services and by documenting the implementation of these plans. This module has distinguished between group guidance and group counseling. Moreover, details about forming and conducting guidance and counseling groups have been provided.
COMPETENCY III
SELF-CHECK

_____ _____ 1. A calendar for group guidance and counseling activities has been developed with a timeframe indicated.

_____ _____ 2. Group activities have been scheduled on various topics.

_____ _____ 3. Counseling and guidance activities have been coordinated with administration and staff.

_____ _____ 4. The results of a needs assessment have been used to help plan group activities.

_____ _____ 5. Group activities have been well-outlined and planned.

_____ _____ 6. Goals and objectives for group activities have been stated succinctly.
The purpose of this module is to provide skill development information for the counselor in coordinating student appraisal. Student appraisal includes student record maintenance, testing, and student progress reports (along with the appropriate interpretation of student information). This is established by State law and school board policies/procedures.

The student appraisal program enables students and parents to learn about the student’s aptitudes, interests, and achievements. Students can assess their strengths and weaknesses for use in educational planning and/or career development.

**INDICATOR 11: Coordinates maintenance of student records.**

The successful maintenance of student records is essential to insure that accurate cumulative student information is available. Counselors should coordinate the maintenance of these records. Records must be requested from previous schools. Translating course titles and grading scales and updating transfer records to the State cumulative record system may be necessary to help students experience a smooth transition into a new educational or career setting. The cumulative records should be reviewed for completeness each semester and at the end of each school year.

A continuing record of all required data should be maintained in the cumulative folder and permanent record in accordance with the guidelines found in *A Manual for Mississippi Cumulative Folders and Permanent Records*, Mississippi Department of Education, Revised Edition.

Evidence that this responsibility has been met is a record for each student completed according to the *Manual of Directions for Mississippi Cumulative Folders and Permanent Records*.

**INDICATOR 12: Coordinates or assists with individual and/or group standardized testing.**

The school testing program should be an integral part of the total school program related to instructional goals and to guidance and counseling activities. Responsibility for the testing program may be shared by many people in a school district. One school counselor in the building may be the coordinator for testing and is responsible to the district coordinator to insure test security for the State mandated testing program. All tests should be ordered, administered, and collected for scoring in an organized and precise manner.

Informed teachers and staff are essential for an efficient and successful testing program. Workshops for teachers on test administration and monitoring will ensure this success. Workshops for students can increase student awareness and effort on tests. Several commercial programs are also available. Parents should also be made aware of the testing schedule through letters and announcements in guidance bulletins.

A comprehensive testing program to meet individual testing needs might include measures of achievement in basic areas, a general ability measure, an interest/personality inventory for career development, and measures of special aptitudes.
Evidence that this responsibility has been met is a testing calendar, group testing schedules, and test information for teachers, students, and parents.

**INDICATOR 13: Interprets student information.**

Counselors need to provide pertinent information from cumulative records and interpretation of test results to students, parents, teachers, and administrators. This can be accomplished in individual counseling or consultation sessions and/or through staff memos.

There is a variety of methods that can be used to disseminate test results to students. Small group sessions followed by individual sessions as needed is one widely used procedure. Testing companies provide forms that can be used to disseminate individual test results. Counselors have a responsibility to inform students of these results.

Parents should be able to use and understand test scores when they are carefully explained in terms of what the student can and cannot do in the various subject areas. Test results should never be reported to parents in a way that might give the erroneous impression that the child’s educational future can be determined by the scores.

Evidence that this responsibility has been met is the report of student information and testing to the appropriate individuals as documented in the counselor’s log.

**INDICATOR 14: Identifies students with special needs.**

Identifying students with special needs ensures their proper placement in a learning environment. Some categories of special needs students are: (1) gifted, (2) physically handicapped, (3) specific learning disabled, (4) educationally handicapped, (5) economically and academically disadvantaged, and (6) emotionally handicapped. The counselor should assist teachers with students who are experiencing difficulties. Sociometric questionnaires and/or open-ended sentence forms can be used in the classroom to indicate students who may have problems. Additional testing may be indicated. When students are experiencing difficulties, careful review of the student’s record may point out an obvious area of deficiency.

A referral form may be used to provide information to the counselor if a student is not functioning at an expected level. Counselors should follow up these referrals with individual conferences.

Students are scheduled or placed in the appropriate educational programs or environment, based on transfer records, test results, and teacher’s, parent’s, and administrator’s recommendations.

For additional information, Competency VIII deals with referrals and Indicator 27 refers to appropriate placement of students with special needs.

Evidence that this responsibility has been met is documentation of appropriate placement of students with special needs.
INDICATOR 15: Reviews student progress at the end of each grading period.

Students who are experiencing academic difficulty at the end of each grading period should be identified so that proper recommendations may be made by the counselor. A review of student grades by the counselor determines academic difficulties. Counseling students and providing parents with evaluations of students experiencing failures or academic difficulties are steps in remediation. Parental contact can be made through letters, telephone calls, conferences, and progress reports.

The counselor should provide report forms to teachers and make recommendations to parents. The counselor may need to follow through with parents regarding progress reports. Each parent should be officially notified of required subject and/or grade-level failure and given available options.

Evidence that this responsibility has been met is the documentation that student’s grades and progress reports or correspondence to parents has been reviewed.

CONCLUSION

Competency IV addresses student appraisal in all aspects and is one of the most important tasks a counselor faces.
COMPETENCY IV
SELF-CHECK

YES   NO

1. Records are requested from feeder/transfer schools.

2. Data are recorded on the cumulative record that will be useful in helping the students.

3. The counselor assists in coordinating group and individual testing.

4. Test scores and student information are reviewed to identify students in need of referral.

5. Teachers are assisted with students who are experiencing difficulty.

6. The counselor provides teachers and other professional staff with pertinent information from the cumulative record.

7. Transfer grades are interpreted to teachers.

8. Individual counseling sessions are held with students who are experiencing academic difficulties.

9. Adjustments are made in schedules as needed.
COMPETENCY V
ASSISTS STUDENTS WITH CAREER DEVELOPMENT

The purpose of this module is to provide the counselor with a set of career development activities and examples of resources. This module will assist the counselor in organizing and implementing a career information center for the school district.

The counselor will be able to assist students in securing a better understanding of themselves and the world of work through administering and interpreting interest/personality inventories, aptitude and achievement tests, and other kinds of assessment instruments. Through these activities, the student will be better prepared to make long-range educational and career plans.

INDICATOR 16: Provides career information.

The counselor will provide to students and parents information that will be beneficial in the career development process. Additionally, the counselor will assist teachers and other school personnel in the development and infusion of career units into the curriculum. Career information provided will include occupational definitions, educational requirements, employment opportunities, working conditions, and decision-making skills. This is an ongoing process and can be accomplished through personal counseling, group activities, newsletters, and use of resource centers.

Sources utilized for career information include colleges, employment service, business and industry personnel, Dictionary of Occupation Titles, Occupational Outlook Handbook, Encyclopedia of Careers, CHOICES, and other labor market information.

This indicator can be demonstrated through career center newsletters, documented counseling activities, or newspaper articles.

Evidence that this responsibility has been met is a completed student career profile.

INDICATOR 17: Assists students in self-awareness.

The counselor will identify, select, and administer career assessment instruments, which include interest/personality inventories and aptitude/achievement tests. The results of these instruments will be interpreted both to the students and parents.

As a result of the self-awareness activities, the counselor, through individual and/or group counseling, will provide career information. Emphasis will be placed on current, relevant information at the local, state, and national levels.

Evidence that this responsibility has been met is a completed student career profile.
INDICATOR 18: Explores long-range educational and career plans.

The counselor should assist students in developing and maintaining an individual career plan to help identify goals, objectives, activities, and strategies necessary in the career development process.

The transition process of each educational level and/or employment should be facilitated by the counselor.

Evidence that this responsibility has been met is a completed student career profile.

CONCLUSION

The counseling and guidance program should be equipped to provide students with current and reliable career information. Schools should develop and maintain a career information center. The counseling and guidance program should engage students in activities that will assist them in understanding their interests and aptitudes and help them to use this information in their career decision-making process. Through well organized career development activities, the student will be able to prepare an individual career profile.
COMPETENCY V
SELF-CHECK

YES    NO

_____ _____ 1. A career information center should be available for all students.

_____ _____ 2. Interest/personality inventories, aptitude/achievement tests, career software, and other assessment instruments will provide the student with valuable information for making a career choice.

_____ _____ 3. The career decision-making process requires that an individual must have an understanding of self.

_____ _____ 4. Computerized career information systems can be helpful to students in securing current career information.

_____ _____ 5. An individual career profile plan for each student will be helpful in developing long-range educational and career plans.
The purpose of this module is to provide counselor training in assisting students with educational planning. It begins when the students enter school, and continues as they proceed through school.

Educational planning may be provided through group procedures and individual guidance sessions. Counselor conferences with students are essential to planning an appropriate individualized educational program. Group activities can greatly contribute to the student’s knowledge and planning of the educational process.

INDICATOR 19: Conducts group information sessions on subject selection.

The counselor plans, organizes, and implements activities for prospective students and their parents to prepare them for movement to the next educational level. Prospective students should be provided orientation in the areas of subject selection, extracurricular activities, improvement of student skills, and special services. With the help of the counselor, the student should examine strengths, weaknesses, and future plans. Forms should be accessible to students prior to each educational level to assist in planning future curriculum.

INDICATOR 20: Conducts individual counseling sessions on subject selection.

Individual guidance sessions on subject selection should be provided for each student after the group information sessions are held.

The counselor should be competent in using the following tools: (1) information regarding subject selection, including grade-level and graduation requirements; (2) summer school course offerings; and (3) the student cumulative record.

The individual guidance session on subject selection is important to the educational planning function of the school counselor and is vital to the developmental phase of counseling. It provides the opportunity for the counselor to develop a helping relationship with the counselee, which can be important to working with the individual when there is a problem.

Evidence that individual guidance sessions on subject selection have been conducted may include: completed choice cards, four-year plans of studies, or notation in counselor’s log.

INDICATOR 21: Communicates with parents/guardians on student progress.

The counselor should communicate with parents concerning student progress and provide them with options such as: (1) peer tutoring, (2) teacher assistance, (3) extended school year, and (4) summer school. This could be accomplished by arranging individual conferences, by telephone, and by written communication. Keeping the parents informed and involving them in student progress is an important part of the counselor’s responsibility.
Evidence that this responsibility has been met can be shown through use of the counselor’s daily log or written communications to parents.

INDICATOR 22: Assists in educational planning of students with identified needs, including a plan for at-risk students.

The counselor must recognize that needs of students are many and varied. All students do not benefit from the same pattern of educational planning.

A plan must include those students who are experiencing difficulties within the school setting. The counselor should receive referrals, consult with teachers and parents, and be prepared to make recommendations. A resource file should be developed and maintained to assist with referrals. The counselor should organize group counseling to meet the special needs of identified students, who include the physically and educationally handicapped and the college-bound student.

Pre-college planning must be incorporated for those students who plan to attend college. This should include advising students about entrance requirements, financial aid information, and the application process. The student is kept up-to-date on all new college and financial aid information by use of announcements, bulletins, and/or a guidance bulletin board.

Evidence of assisting students who have identified needs with their educational planning is shown through information handouts on college entrance requirements, financial aid, and other appropriate materials. Documentation is shown through the development of a resource file for use by counselors, parents, and teachers, and notations in the counselor’s log.

Evidence that this responsibility has been met is documentation of individual or group guidance sessions.

CONCLUSION

Competency VI has been successfully met when students with identified needs know present and future educational needs and opportunities; they have been given assistance in adjusting to the school, selecting curricular and extracurricular offerings, and planning an appropriate educational career.
COMPETENCY VI
SELF-CHECK

YES    NO

_____ _____ 1. The counselor has provided orientation for all students.

_____ _____ 2. The counselor has provided information to students and assisted in subject
selection, grade-level and graduation requirements, summer school, 4-year
plan of study.

_____ _____ 3. The counselor has provided information on programs of the school through
such materials as newsletters, student handbooks, and guidance bulletins.

_____ _____ 4. The counselor has assisted and/or arranged for parent, teacher, counselor,
principal conferences as needed.

_____ _____ 5. The counselor has provided parents with information regarding options such
as tutorial assistance and group and individual counseling opportunities.

_____ _____ 6. The counselor has assisted students in transition with information and
application process including financial aid.

_____ _____ 7. The counselor has received referrals and consulted with teachers who have
students experiencing difficulties.

_____ _____ 8. The counselor has identified students who have handicaps and provided
information to appropriate personnel.

_____ _____ 9. The counselor has worked with special education staff, teachers, parents,
and students in the referral-to-placement process.

_____ _____ 10. The counselor has made recommendations for change in student placement
of programs and/or teacher strategy.

_____ _____ 11. The counselor has promoted effective study habits, decision-making skills,
and social skills through individual or group sessions.
COMPETENCY VII
ASSISTS WITH REFERRALS

Competency VII requires counselors to act upon referrals from students, teachers, parents, and other professional sources; assist special education staff with referrals; utilize community resources and agencies; and assist students, parents, and teachers in using community resources.

INDICATOR 23: Acts upon referrals from students, teachers, other professional staff, parents, and agencies.

Individuals may make referrals to the counselor for students who need assistance or services not generally provided by the school. These may include, but are not limited to, medical assistance, economic assistance, assistance in obtaining adaptive devices, services of a social worker or mental health worker, or services of rehabilitation agencies.

A file should be kept of all available sources of assistance and agencies that could be useful in making referrals. Some local agencies and services that are available include Community Counseling service, Vocational Rehabilitation, service organizations (Kiwanis, Lions, Junior Auxiliary, etc.), churches, sheltered workshops, employment services, welfare office, and parent and/or support groups. When a referral is made to a counselor, it is the counselor’s responsibility to act upon that referral in a professional and timely manner. The counselor must determine which agency or service organization is most appropriate and act accordingly.

Evidence that this responsibility has been met is documentation of the referral and the action taken.

INDICATOR 24: Assists special education staff with student referrals.

The counselor must be aware of the policies and procedures for referral of special needs students. This information can be obtained through the district’s special education supervisor or through any special education teacher. This process may vary somewhat from school to school but consists of a referral (usually made by a teacher or parent); gathering of existing data; a vision and hearing test; and, if determined eligible, psychological testing. The counselor should work closely with the special education staff through the referral and placement.

The counselor may assist with the paperwork; gather data; discuss with the referring teacher, parent, and/or student the options and services available; assist in the coordination of initial review meetings and IEP meetings; provide information on available resources; and act as an Individual Educational Planning liaison between regular educators and special educators.
Evidence that this responsibility has been met is documentation within the referral to placement process or counselor’s daily log.

**INDICATOR 25:** Utilizes community resources and agencies in providing services.

The counselor shall be responsible for establishing and maintaining a referral system. This should include compiling a list of human service resources and agencies. Policies and procedures for a referral system should be adopted and clearly explained to students, teachers, administrators, and cooperating agencies. Necessary guidelines and parental release forms should be secured and made available to referral system participants. The names and locations (addresses) of contact persons in the system should be made readily available.

Evidence that this responsibility has been met is a resource file and documentation of referral.

**INDICATOR 26:** Assists students, parents, and teachers in making use of community resources.

The counselor shall demonstrate responsibility in promoting the active utilization of the referral system for the maximum benefit of the clients. There shall be evidence of close counseling and collaboration activities of the counselor with clients, school professionals, parents, and referral agencies. Appropriate documentation and follow-up of client referrals shall be maintained in an ethical manner. Working with students, parents, and agencies in a supportive and facilitative manner is a part of counselor responsibility in maintaining and encouraging the referral system.

Evidence that this responsibility has been met is documentation of referral, such as the counselor’s log.

**CONCLUSION**

Referral is that part of guidance services in which the counselor extends counseling services beyond the capabilities of the school to community or state agencies. It is the responsibility of the school counselor to follow the approved procedures, obtain the necessary written permissions, facilitate the actual referral, and follow up on the progress of the client. In addition, the utilization of the referral system requires the counselor to communicate clearly the availability of referral resources.
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The counselor is aware of the process for making referrals.</td>
</tr>
<tr>
<td></td>
<td>2. The counselor works closely with special education personnel on referrals.</td>
</tr>
<tr>
<td></td>
<td>3. The counselor has established a list of human service resources.</td>
</tr>
<tr>
<td></td>
<td>4. The counselor has assisted parents, students, and teachers with referrals.</td>
</tr>
<tr>
<td></td>
<td>5. The counselor maintains documentation of referrals made.</td>
</tr>
</tbody>
</table>
COMPETENCY VIII
ASSISTS IN THE PLACEMENT OF STUDENTS IN THE
APPROPRIATE EDUCATIONAL PROGRAM AND/OR JOB

This module is designed to help counselor’s improve their skills in the placement of individuals in the appropriate educational program and/or job. The following ongoing activities should be conducted through the school year.

Educational and job placement can play a major role in motivating students to gain the maximum benefit from school attendance. In educational placement, the counselors should help individuals determine the educational opportunity that holds the greatest potential for their academic development. In job placement, the counselor should help individuals obtain employable skills and satisfactory employment.

A comprehensive counseling and guidance program includes job and educational placement designed to assist individuals while enrolled in school, upon leaving school, and possibly when entering a later phase of life. The counselor can take an active role in assisting both students and personnel in community agencies by supplying and interpreting information about individual students.

INDICATOR 27: Assists in appropriate placement of students with special needs.

The counselor is responsible for assisting in the appropriate placement of students with special needs as identified in Indicator 14. Proficiency can be demonstrated if the counselor performs the following types of activities: (1) counsels, advises, and/or places students in their next step of normal educational progression; (2) receives and acts upon referrals from teachers and other professional staff; and (3) assists parents in the effective identification and use of community resources.

Evidence that this responsibility has been met is the documentation of appropriate placement of students with special needs.

INDICATOR 28: Provides individual and group counseling and for students in course and activity placement.

The counselor is responsible for providing individual and group guidance for students in course and activity selection. Counselor proficiency can be demonstrated by: (1) conducting orientation programs for new students, (2) evaluating new students’ records for appropriate placement, (3) assisting students with summer school course selections, and (4) providing counseling for students in making a smooth transition and adjustment.

Evidence that this responsibility has been met is the completed schedules or group guidance plan or counselor’s log.
INDICATOR 29: Assists in grouping students for instructional purposes.

The counselor is responsible for providing assistance in grouping students for instructional purposes. Counselor proficiency can be demonstrated by: (1) identifying and placing students who need remedial instruction, (2) identifying and placing gifted students, and (3) assisting in the groups of students who do not fit into the aforementioned categories for instructional purposes. This activity should be implemented primarily at the beginning of the school year.

Evidence that this responsibility has been met is the counselor’s log, class schedules, and class rolls on the student.

INDICATOR 30: Coordinates activities to assist students in preparing for job placement.

The counselor is responsible for coordinating activities to assist students in preparing for job placements. Counselors can demonstrate proficiency by doing the following: (1) providing job referral/placement services for students; (2) conducting group sessions for students on job seeking skills, such as interview, application, and resume, etc.; and (3) communicating with appropriate post-high school personnel to provide for a smooth transition from high school to employment, military, and/or further education.

Evidence that this responsibility has been met is the counselor’s log, follow-up records, or calendar of events.

CONCLUSION

Placement service in counseling extends the personalized part of education by assisting individuals in recognizing opportunities most likely to enhance development. A comprehensive placement program includes educational and job placements that assist in the individual’s understanding of self-concept and the achievement of immediate and long-range goals. The counselor should strive to make each educational and job placement the most appropriate one possible for the individual. If an effective placement program is implemented, students may experience increased motivation that results in greater attainment from the offerings of the school.
COMPETENCY VIII
SELF-CHECK

YES    NO

_____ ____  1. A comprehensive counseling and guidance program should include educational and job placement activities.

_____ ____  2. A school counselor should not assume any responsibility for job placement activities.

_____ ____  3. An effective educational and job placement program should be helpful in motivating students so that they will gain maximum benefit from school attendance.

_____ ____  4. The school counselor should work with community agencies in identifying placement sites.

_____ ____  5. The school counselor should assist parents in identifying and using community resources.

_____ ____  6. The school counselor should not conduct orientation for students from feeder schools.

_____ ____  7. The school counselor should provide assistance in identifying and placing students in remedial instructional programs.

_____ ____  8. Individual and group guidance to help students in course and activity selection should occur at the beginning of the school year only.

_____ ____  9. The school counselor should provide assistance in identifying and placing gifted students.

_____ ____ 10. The school counselor should provide assistance in helping students acquire job seeking skills.
COMPETENCY IX
CONSULTS WITH STUDENTS, PARENTS, TEACHERS, ADMINISTRATORS, AND OTHER APPROPRIATE INDIVIDUALS

The purpose of this module is to provide training in the development of consultative functions of the counselor. This competency specifies the work of the counselor in providing needed interventions through eliciting the assistance of the parents, teachers, administrators, and community agencies. Competency in this area refers to the counselor’s ability to bring a wide range of resources and services to focus on specific student problem areas. The counselor can do this by helping individuals deal with situations or conditions which “cause” such problems. The counselor must demonstrate competence in working collaboratively with the individuals listed above.

INDICATOR 31: Works with family concerning home situations that relate to the student’s performance and attitude toward school.

In a consultative capacity, the counselor works directly with parents to deal with specific student problems by using the resources of the entire school staff and other community agencies.

Proficiency can be demonstrated by: (1) monitoring the student’s school progress, such as attendance, academic performances, and social conduct; (2) informing the parent of any problem area; and (3) providing evidence of followup.

Evidence that this responsibility has been met is completed referral forms, student progress reports, counselor’s log, or correspondence.

INDICATOR 32: Works with teachers, administrators, and other staff regarding such issues as student attitude, progress, and attendance (absenteeism).

In a consultative capacity with teachers, administrators, and other school staff, the counselor works to develop specific programs and procedures for dealing with student problem situations. The counselor works to insure that there is continuing communication and consultation between individuals carrying out the various professional functions in the school and students and their families.

Counselor proficiency can be demonstrated by: (1) collaborating with teachers and administrators who refer students with problems, (2) developing special projects or programs to address their concerns, (3) preparing instructional materials or media presentations which provide information about students, and (4) being involved in conferences where the counselor meets other school staff to discuss strategies for working with students with specific problems.

Evidence that this responsibility has been met is documentation in the counselor’s daily log, project plans, or teacher referral forms.
CONCLUSION

As a result of the study of this module, the counselor should be able to understand, describe, and implement consultative services. These services can be carried out in the local school setting or in the community.
COMPETENCY IX
SELF-CHECK

YES   NO

_____ _____ 1. The purpose of this competency is to have the counselor show evidence of his/her consultative skills.

_____ _____ 2. In demonstrating this competency, efforts should be made by the counselor to show how he/she collaborates with others on the school staff.

_____ _____ 3. Evidence of working with teachers and administrators who refer students can be documented by showing follow-up on referred cases.

_____ _____ 4. One way to demonstrate that one has helped teachers and other professional staff interpret test results is counselor-developed instructional materials.
COMPETENCY X
COORDINATES PROGRAM EVALUATION

The purpose of this module is to determine if the present counseling and guidance program is filling the needs for which it was designed. The first step in evaluation should be the establishment of objectives. The counselor must determine what is to be accomplished before the program’s effectiveness can be measured. Administrators, teachers, students, and parents should be encouraged to give suggestions concerning objectives to be accomplished.

Evaluation is necessary to measure the degree of involvement in the guidance program and the effectiveness of the program. The results of evaluation should be used to improve the guidance program so that more effectiveness and appropriate approaches may be utilized.

Follow-up is the utilization of data gathered to improve existing programs and/or to implement new programs/services. Follow-up structures need to be designed to meet local needs. It may be perceived as an extension or component of the overall evaluative process that provides current and long-range feedback.

In evaluating the programs, these principles should be incorporated: (1) establish the objectives or outcomes of the evaluation, (2) establish the criteria to be used, (3) establish procedures for collecting data, and (4) draw conclusions from the study.

Some objectives in evaluating the programs are: (1) measure the degree of involvement of school staff, (2) measure the effectiveness of the counseling and guidance program related to the school staff, (3) ascertain the extent of involvement of this year’s currently enrolled students in the guidance program, (4) measure the effectiveness of the guidance program on this year’s currently enrolled students, (5) find out what effect the guidance program has had on former students, (6) determine to what extent the guidance program involves the community, and (7) measure the effectiveness of the guidance program as it relates to the community.

INDICATOR 33: Conducts follow-up of students.

The follow-up is usually accomplished through a questionnaire or survey given to currently enrolled and former students. Some components of follow-up steps are: (1) establishing purpose for the particular follow-up; (2) developing criteria on which the evaluation can be based; (3) deciding what persons will serve in the study; (4) collating data; (5) applying criteria to data; (6) drawing conclusions; and (7) disseminating results, conclusions, and recommendations. Follow-up can also be made on drop-outs to find out why they dropped out and how they are adjusting to further education or employment. This information will give feedback on the counseling program.

For the former students, the survey will be mailed to their last known address with a self-addressed stamped envelope included. (An alternate method is using a telephone call.) A form will be used to tally the responses and changes recommended. Based on the data gathered, changes will be made.

Evidence of this indicator is noted by the tabulated results on file in the counselor’s office.
INDICATOR 34: Evaluates the counseling and guidance program.

The evaluation shows how well students are adjusting to the school environment and indicates how well the school is meeting their needs. At the end of each school year, the counselor should ask faculty and students for formal evaluation of the guidance program.

Evidence of this indicator is noted by the checklists and records of activities that are kept.

INDICATOR 35: Revises program periodically as needed.

Since evaluation is continuous, revision should begin immediately after the original evaluation is completed. As new data are gathered, the guidance calendar should be reviewed for possible changes. As recommendations are implemented, the resulting changes will probably affect other parts of the program. As changes are made in the counseling and guidance program, additional resources may need to be obtained.

Evidence of this indicator is the calendar for next year and material/supply order for next year.

CONCLUSION

The counselor is responsible for coordinating program evaluation and is basically responsible for the following: conducting a follow-up of former and currently enrolled students, evaluating the counseling and guidance program, and revising the program as needed.
COMPETENCY X
SELF-CHECK

YES  NO

_____ _____ 1. The counselor is responsible for coordinating program evaluation.

_____ _____ 2. The information from the follow-up will be on file in the counselor’s office, including questionnaires and checklists.

_____ _____ 3. Data from the follow-up are used to recommend program changes.

_____ _____ 4. Programs should be revised yearly as needed.

_____ _____ 5. The updated guidance calendar for the following year will show revisions/changes as needed.
COMPETENCY XI
DEMONSTRATES PROFESSIONALISM

Competency XI requires counselors to demonstrate professionalism. To indicate that this competency has been mastered, the counselor should (1) use correct oral and written communication, (2) adhere to board/school policies, and (3) adhere to the Ethical Standards of the American Counseling Association and the American School Counselor Association.

INDICATOR 36: Uses correct oral and written communication.

The correct usage of language, both oral and written, is probably the single most obvious indicator of an individual’s professionalism, as communication is a vital part of the counseling process.

Because students often look to counselors as role models, counselors must become aware of their usage of the English language.

Evidence that this indicator has been met is an individual’s demonstration of understandable speech, correct oral expression, legible written material, and correct written expression. “Understandable” includes articulation, volume, and appropriate vocabulary; “correct” refers to grammatical structure, including noun-verb agreement and proper tense; “legible” refers to whether the written materials can be read. Correct spelling is important.

INDICATOR 37: Adheres to board/school policies.

The counselor shall become familiar with all building, school board, and administrative procedures. This information can be obtained from the administration.

The counselor shall conduct all activities according to building, school board, and state policies, and administrative procedures.

Evidence that this indicator has been met is demonstrated by the counselor’s conducting all activities according to board/school policies.

INDICATOR 38: Adheres to the Ethical Standards of the American Counseling Association and the American School Counselor Association.

The counselor shall obtain, read, and follow the current Ethical Standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).

Evidence that this indicator has been met is demonstrated by the counselor’s following of current ACA and ASCA Ethical Standards in counseling activities.

CONCLUSION

Professionalism is a very broad concept that is important to school counselors. It is the responsibility of counselors to use their best judgment and utilize the knowledge and skills they
have acquired regarding the counseling process. Counselors must clearly communicate to others, practice their skills, use their knowledge in an ethical fashion, and adhere to board and school policies.
COMPETENCY XI
SELF-CHECK

YES   NO

_____ _____ 1. The counselor received positive feedback from peers and supervisors about correct English usage.

_____ _____ 2. The counselor can write effective memos and letters.

_____ _____ 3. The counselor is cognizant of speech and writing ability.

_____ _____ 4. The counselor has requested and read all policy and administrative procedures manuals for the building, school board, and state administrative procedures.

_____ _____ 5. The counselor has reviewed all activities to insure conformity to policies and procedures.

_____ _____ 6. The counselor has read and follows the Ethical Standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA).

_____ _____ 7. The counselor belongs to at least one of the following professional associations: Mississippi School Counselor Association, Mississippi Counseling Association, American School Counselor Association.

_____ _____ 8. The counselor has attended at least one professional association conference during the past two years.
COMPETENCY I
COMPETENCY I

Organizes and administers the counseling and guidance program with a minimum of 70% of the elementary school counselor’s time and 50% of the secondary school counselor’s time allocated to direct counseling activities

1. Objectives and Activities Based on Needs Assessment Instrument
2. Needs Survey Questionnaire
3. Elementary Problems Checklist
4. Personal Privacy Checklist
5. Junior High Guidance Survey for Teachers
6. Needs Assessment for Teachers
7. Needs Assessment Questionnaire - Senior High
8. Counseling Inventory for Junior High School Students
10. How to Organize a Counseling and Guidance Advisory Committee
11. Counseling and Guidance Advisory Committee Meeting Record Sheet
12. Schedule of Appointments
13. Sample Guidance Calendar
14. Sample Vocational Guidance Calendar
15. Sample Tech Prep Calendar
16. Sample Guidance Activities by Grade Level
17. Components of a Counselor’s Schedule
18. Example of Counselor’s Daily Plan
19. Referral to Counselor Form
20. Schedule Change Request Form
21. Drop/Add Sheet
22. Student Survey for Group Discussion Sessions
OBJECTIVES AND ACTIVITIES BASED ON NEEDS ASSESSMENT INSTRUMENT

Purpose

The following section is designed to aid counselors in the performance of their guidance functions. This section is based on the South Dakota Needs Assessment Instrument. All suggested objectives and activities are related to this survey. Sixteen separate student need categories are identified. They are as follows:

1. Understanding and accepting self.
2. Developing responsibility for self.
3. Understanding others.
4. Being understood by others.
5. Relating to others.
6. Clarifying values.
8. Making decisions.
10. Understanding the counseling and guidance program.
11. Selecting courses and making educational plans.
12. Making post high school plans.
13. Developing career awareness.
15. Planning careers.

Each of the preceding categories contain several needs assessment items. Some items are used in more than one category due to overlapping characteristics of the items.

The survey is designed primarily to measure student needs. It is recognized that other individuals are served by the counseling and guidance program. However, the thrust of this workbook is aimed at meeting student needs.

Use

This is designed to actively involve the school counselor in defining local needs, objectives and activities, procedures, and resources. The following outline is a suggested guide for using this survey:

1. Administer needs assessment survey to an adequate student sample.
2. Collect and tabulate sample data.
3. Record the assessment data in the spaces provided on the student need categories forms.
In the example provided, an overwhelming majority of ninth and eleventh graders felt understanding adults to be a moderate or strong need. However, a majority of ninth grade students did not feel this need was being met, whereas, most eleventh graders did.

4. Define a priority list of needs for your guidance program.
5. In high need areas, develop objectives, activities, and procedures either by using the prepared information in this workbook or by yourself.
6. As you modify or develop objectives, activities, and procedures, it is suggested that you incorporate them into this workbook.
7. Space is provided in the workbook for you to indicate how you plan to evaluate the objective(s).
8. Utilize student satisfaction data to determine whether the objectives are being appropriately met.

You are encouraged to be creative, innovative, and flexible in the use of this workbook. It is not intended as a rigid guide. For example, important guidance functions such as follow-up, referral, public relations, professional development, staff relationships, etc., were not included in the needs survey. These functions are more appropriately defined as program, school, or counselor needs rather than student needs.

All activities and resources are merely suggestions to help you in more effectively using this workbook. It is not the intent to be all inclusive or to endorse any one particular resource or company.

On the following page is one example of the clusters of needs assessment items (there are 15 more). Mississippi’s model calls for more detail in the written objective than South Dakota’s. You can see, however, what good management by objectives can lead to in the sample activities, procedures, and resources.
SUMMARY FORM: NEEDS ASSESSMENT INSTRUMENT

STUDENT NEED: ________________________________

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STUDENT NEED</th>
<th>RELATED ASSESSMENT ITEMS</th>
<th>STUDENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>s m w no</td>
<td></td>
<td>n pm not</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OBJECTIVE:

YOUR CRITERIA FOR EVALUATION:

SAMPLE ACTIVITIES          PROCEDURES          POSSIBLE RESOURCES

s = strong need             n = need being met
m = moderate need           pm = need being partially met
w = weak need               not = need not being met
no = no need
### SUMMARY FORM: NEEDS ASSESSMENT INSTRUMENT

**STUDENT NEED:** Making Post High School Plans

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>STUDENT NEED</th>
<th>RELATED ASSESSMENT ITEMS</th>
<th>STUDENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>m</td>
<td>w</td>
<td>no</td>
</tr>
<tr>
<td>20.</td>
<td>To know how to prepare for careers in which I am interested.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>To know how the courses I am taking relate to my career plans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>To know about financial aid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>To become aware of educational alternatives after high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>To become aware of career training offered in my high interest areas.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OBJECTIVE:** To enable students to become aware and feel comfortable with their immediate plans for post high school involvement, following their completion of high school.

**YOUR CRITERIA FOR EVALUATION:**

---

### SAMPLE ACTIVITIES

**PROCEDURES**

**POSSIBLE RESOURCES**

**A. In-School Educational Career Day**

1. One day of each semester is devoted to a discussion of each course’s relationship to careers.

2. Teachers plan their class so that students have an opportunity to discuss and see the relationship of the course to possible careers.

3. Counselor coordinates the day’s activities through a school planning committee.

**B. Guidance Information Center**

1. Counselor designates an area of his/her office or special room as a browsing room for information on careers, financial aid, and post high school educational opportunities.

2. Each month a particular informational area is highlighted with appropriate notice being given to the student body.

---

s = strong need; m = moderate need; w = weak need; no = no need; n = need being met; pm = need being partially met; not = need not being met
NEEDS ASSESSMENT INSTRUMENT

Grade ________

DIRECTIONS: Listed below are possible needs of students your age. In the column on the left, mark an X in the box which best describes how important the need is to you.

In the column on the right, mark an X in the box which best describes how well that need is being met for you.

EXAMPLE

<table>
<thead>
<tr>
<th>Strong Need</th>
<th>Moderate Need</th>
<th>Weak Need</th>
<th>No Need</th>
<th>I NEED: To learn how to develop independence.</th>
<th>Need Being Met</th>
<th>Need Partially Being Met</th>
<th>Need Not Being Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

The above example demonstrates a strong need which is partially being met. Complete all items.

S = Strong Need  N = Need Being Met
M = Moderate Need PM = Need Being Partially Met
W = Weak Need   NOT = Need Not Being Met
NO = No Need
### NEEDS ASSESSMENT INSTRUMENT

#### Grade ________

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>I NEED:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>M</td>
<td>W</td>
<td>NO</td>
<td>1. To select more courses by myself.</td>
<td>N</td>
<td>PM</td>
<td>NOT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To know more about my strengths and weaknesses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To know more about graduation requirements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To have the counselor help me to find courses relevant to my future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To have my standardized test scores interpreted to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To receive career counseling that does not limit possibilities because of my sex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To understand what I can realistically achieve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To receive help in selecting courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To find courses which are appropriate to my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To have better relationships with teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. To get to know my counselor better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. To understand the impact of work on my life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. To understand my abilities, interests and other characteristics.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. To know how to re-assess and re-evaluate my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To know how my values affect my career choice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. To know how important people influence my career choice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. To know how to apply and interview for jobs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. To know where to start looking for a job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. To get help in finding part-time or summer work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. To know how to prepare for careers in which I am interested.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. To know how the courses I am taking relate to my career plans.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. To know about financial aid.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. To understand, accept, and like myself better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. To know what I believe about religion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. To learn how to make decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. To set my goals in life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>To develop confidence in myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>To understand more about sex and love.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>To talk about personal concerns with a counselor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>To have someone listen to me when I have a problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>To learn how to tell others how I feel.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>To understand the changing roles and expectations of men and women.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>To understand more about the use/abuse of drugs, including alcohol.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>To understand how my feelings affect my behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35.</td>
<td>To develop better relationships with other students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36.</td>
<td>To know how to get along with my family.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37.</td>
<td>To know how to get along with members of the opposite sex.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>To become more fully aware of the services available through the guidance program.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>To be a better listener and respond better to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>To develop friendships with both sexes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>To independently state my own views.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>To be more tolerant of persons whose views differ from mine.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>To better understand my teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>To better understand adults.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>To more easily accept others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>To build bonds of trust with people.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>To visit with people employed in my high interest areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>48.</td>
<td>To get some on-the-job experiences in my high interest areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>49.</td>
<td>To do an in-depth exploration of jobs which relate to my interests and abilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50.</td>
<td>To develop a flexible career plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>51.</td>
<td>To have actual on-the-job experience to know what it is like to be employed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52.</td>
<td>To know more about possible careers and the world of work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>To become aware of educational alternatives after high school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
54. To become aware of career training offered in my high interest areas.

55. To talk to a counselor about career planning.

56. To have my parents involved in my career planning.

57. To know what jobs are available locally.

58. To become aware of the employment outlook in my high interest areas.

59. To learn how to adapt to change.

60. To learn how to be more accepting of my appearance.

List below any additional needs you feel are important to you and the degree to which they are being met.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>61.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEEDS SURVEY QUESTIONNAIRE

School year 19__ - 19__

Name ______________________________________
(last) (first) (middle)

Class ___________________

Grade Level _______

Please check any of the following questions with which you want or need help.

____ Should I go to college?
____ What courses should I take?
____ What occupation should I plan for?
____ What do I do during a job interview?
____ How do I finance additional education?
____ Can I qualify for an apprenticeship program?
____ How do I choose the best vocational program?
____ Why can’t I get along with some of my teachers?
____ Should I enter the military service first?
____ What is a vocational-technical school?
____ How do I find a job after graduation?
____ How do I choose a career?
____ What scholarships are available?
____ What aptitudes do I possess?
____ How do I learn to study better?
____ How do I learn more about high school records and graduation requirements?
____ What do all these test scores mean?
____ Personal problems?
____ Others________________________________________
ELEMENTARY PROBLEMS CHECKLIST

NAME ________________________________  GRADE__________________________

Directions: Read the list slowly, and as you come to a problem which bothers you, put a circle around the number in front of it.

1. Being smaller than other students.
2. Being bigger than other students.
3. Can’t talk plainly.
4. Hands hurting a lot.
5. Having something wrong with me.
6. Don’t like school.
7. Would like to join a school club.
8. Afraid of failing in school work.
9. Don’t like art.
10. Teachers always telling me what to do.
11. Too much work to do at home.
12. Nothing to do or nobody to be with at home.
13. Afraid of brother or sister.
15. Being bashful.
17. Kids not liking to be with me.
18. Never chosen as a leader.
20. Afraid to try new things myself.
21. Can’t forget mistakes I have made.
22. Afraid God will punish me.
23. Losing my temper.
24. Not enough time for fun.
25. Hungry most of the time.
27. Not being strong enough.
29. Being too thin.
30. Too hot in school.
31. Not smart enough.
32. Don’t like teachers.
33. Not having fun in school.
34. Not interested in books.
35. Being afraid of father or mother.
36. Having to take music lessons.
37. Wanting my mother home more.
38. Not liking babies.
39. Daddy won’t help me.
40. Being made fun of.
41. Playing or being friends with people younger than me.
42. People think I am a sissy.
43. Others ______________________
PERSONAL PRIVACY CHECKLIST

Name ___________________________ Class ______________________

(Answer True or False)

____ I have a special time to go for a walk.
____ I take time to think by myself.
____ I like to listen to music very much.
____ I often daydream, fantasize, or meditate to help me relax.
____ I have a special place where I can be alone.
____ Noise around the house doesn’t bother me.
____ No one bothers me while I am dressing.
____ People accept me as I am.
____ I like to work on my hobbies by myself.
____ When I am alone, I like to read.
____ I prefer sports that I can do alone, rather than team sports.
____ I am just as happy when I am alone as when I am with my friends.
____ I like to explore my environment by myself and discover new places and things I’ve never seen.

Check the feeling that you most often experience when you are alone:

_____lonely   _____sad
_____happy    _____relaxed
_____excited  _____miserable
_____left out  _____calm
_____tired    _____jealous
_____depressed _____content
_____envious  _____angry

Check the things that you agree with:

____ I wish I had more time to be alone.
____ I don’t want to be alone so much.
____ I want to spend more time with my friends.
____ I need a place where I can be by myself.
____ My family doesn’t leave me alone enough.
____ I am happy with my life just the way it is.
____ Sometimes I just want to get away from people for awhile.
Your help is requested in determining which types of counseling activities would be most beneficial to you and your students. Please complete this as soon as possible and return to your counselor.

1. Would you like to have the counselor come to your room periodically for guidance activities with your students?
   YES_____ NO_____

2. When would be the most convenient time (for you) to have these activities?
   DAY_____ HOUR_____

3. Check the way(s) listed below that you feel the counselor could best be of service to you and your students. Please indicate the service you feel is needed most by a double check (XX).
   ___ 1. Counseling individual children.
   ___ 2. Counseling groups of children.
   ___ 3. Counseling teachers regarding particular students.
   ___ 4. Interpreting data available on students.
   ___ 5. Aiding teachers in finding appropriate materials to use in specific instances.
   ___ 6. Aiding teachers in determining when and where referrals could be made.
   ___ 7. Consulting teachers on establishing a more effective learning climate in the classroom.
   ___ 8. Participating in parent-teacher conferences.
   ___ 9. Other ________________________________

4. Check the type(s) of group programs you feel would be most beneficial to the students in your room. Indicate first preference with a double check (XX).
   ___ 1. Developing a good self-image.
   ___ 2. Family life.
   ___ 3. Friends and getting along with others.
   ___ 4. Emotions -- what they are; how to cope with.
   ___ 5. Career awareness.
   ___ 6. Prejudice.
   ___ 7. Behavior.
   ___ 8. Growth and development.
   ___ 9. Consideration.
   ___10. Respect.
   ___11. Manners.
   ___12. Grooming.
   ___13. Basic character development.
   ___14. Other ________________________________

5. List the type of counseling in-service programs you feel would be beneficial to the teachers in your school.
   ____________________________________________
   ____________________________________________
   ____________________________________________
NEEDS ASSESSMENT FOR TEACHERS

Rank 1 (high need)  Rank 2 (moderate need)  Rank 3 (low need)

____ 1. Have counselor available to sit in on parent conferences.
____ 2. Have counselor available for crisis intervention for individual students.
____ 3. Be able to talk with the counselor about personal/professional problems with confidentiality honored.
____ 4. Be able to refer students to work with the counselor on a one-to-one basis or in small groups.
____ 5. Have the counselor lead sessions with small groups of students who have similar needs.
____ 6. Know the counselor will be available for a series of sessions with my class.
____ 7. Be able to “co-lead” some classroom guidance activities.
____ 8. Have the counselor lead parent study groups so that parents might learn skills to encourage their children at home.
____ 9. Be able to meet with the counselor and other interested teachers for a series of group sessions on topics of concern.
____10. Have the counselor coordinate a career education program.
____11. Have the counselor available for classroom or individual observation.
____12. Have the counselor give teacher in-service on topics such as: dealing with parents, stress management, motivating unmotivated students.

13. Small groups of 8-10 students will meet with the counselor for about 8 sessions. Some possible topics for the groups to focus on are: problem-solving, conflict management, assertiveness, living in alcoholic family, divorce adjustment, goal setting. What are some needs you have observed that could best be met by a group experience?

________________________________________________________________________

14. I will also be coming to homerooms to do classroom guidance. Some possible topics are: career education, class meetings, getting along with each other, self-image, values clarification, developing coping skills through literature. Circle those needed most in your opinion. Do you have other suggestions?

________________________________________________________________________

________________________________________________________________________
NEEDS ASSESSMENT QUESTIONNAIRE
SENIOR HIGH SCHOOL

AS A STUDENT I NEED TO:

Yes No  1. Learn how to study better.
Yes No  2. Learn more about graduation requirements.
Yes No  3. Learn more about college entrance requirements.
Yes No  4. Know more about the importance of taking standardized tests.
Yes No  5. Know more about how to interpret test scores and what they mean.
Yes No  6. Know the importance of achieving the highest grades possible each year.
Yes No  7. Know how to select courses that will relate to my career plans.
Yes No  8. Find courses which are appropriate to my educational needs.
Yes No  9. Talk to a counselor about career plans.
Yes No 10. Talk more with my parents about my career plans.
Yes No 11. Get to know my counselor better.
Yes No 12. Develop more confidence in myself.
Yes No 13. Receive information on choosing a college.
Yes No 14. Learn what tests are required for college.
Yes No 15. Know more about possible careers and the world of work.
Yes No 16. Become more fully aware of educational alternatives after graduation.
Yes No 17. Become more aware of educational alternatives after graduation.
Yes No 18. Know how to prepare for careers in which I am interested.

AS AN INDIVIDUAL I NEED TO:

Yes No 20. Build trusting relationships with others.
Yes No 21. Have better relationships with teachers.
Yes No 22. Be more tolerant of persons whose views differ from mine.
Yes No 23. Understand the impact of work on my life.
Yes No 24. Talk about personal concerns with a counselor.
Yes No 25. Understand, accept, and like myself better.
Yes No 26. Learn to express how I feel.
Yes No 27. Know about financial aid for continuing education after graduation.
Yes No 28. Learn how to express my views and beliefs when they differ from others.

IT IS IMPORTANT FOR ME TO:

Yes No 29. Set goals in life.
Yes No 30. Know more about my strengths and weaknesses.
Yes No 31. Learn how to make decisions.
Yes No 32. Learn ways to adapt to a changing world.
Yes No 33. Understand what I can realistically achieve.
Yes No 34. Know how to apply and interview for jobs.
Yes No 35. Understand how my feelings affect my behavior.
COUNSELING INVENTORY
For
Middle School/Junior High School Students

NAME: ___________________________  HOMEROOM TEACHER: ___________________________

Directions: Draw a circle around the right answer for you.

No  Yes  1. Do you make good test grades most of the time?
No  Yes  2. Do you like school this year?
No  Yes  3. Have you experienced a lot of failure in school?
No  Yes  4. When you take a test, are you usually nervous or upset?
No  Yes  5. Do you usually find time to do your homework?
No  Yes  6. When you have a school problem, do you discuss it with your teacher?
No  Yes  7. Do you have much trouble concentrating on your school work?
No  Yes  8. Have you been extremely depressed this year because you haven’t done well in school?

No  Yes  9. Are your true parents separated or divorced?
No  Yes  10. Are you proud of your family?
No  Yes  11. Do you invite your friends into your home often?
No  Yes  12. Are your parents too strict on you?
No  Yes  13. Are your parents proud of your accomplishments?
No  Yes  14. Do you feel that you have too much work to do around the house?
No  Yes  15. Do you often fight with your brother(s) and sister(s)?
No  Yes  16. Is your home life happy and pleasant?

No  Yes  17. Do you lose your temper a great deal?
No  Yes  18. Are you comfortable at parties or social events?
No  Yes  19. Do you feel depressed often?
No  Yes  20. Do you often feel like crying?
No  Yes  21. Do you often wish things could be different?
No  Yes  22. Are you lonely often?
No  Yes  23. Do you want more friends?
No  Yes  24. Do you feel that you are more unhappy than most kids your age?

No  Yes  25. Are you sick a great deal of the time?
No  Yes  26. Have you had your teeth checked in the last two years?
No  Yes  27. Have you had your eyes checked in the last two years?
No  Yes  28. Do you have a nervous stomach?
No  Yes  29. Are you on any kind of medication? If so, what? _______________
No  Yes  30. Have you ever attended any special classes or received any services from outside agencies such as a Mental Health Center, The Speech and Hearing Center, etc.?

No  Yes  31. Do you have a real problem you feel like you must discuss with a counselor?
WHAT I NEED:

NEEDS ASSESSMENT

Date___________ School___________________________________ Grade________________

Listed below are some things students your age need or wonder about. To tell me how you need help, check the first box on the right. To tell me if you have received help, check the other box.

<table>
<thead>
<tr>
<th>I NEED:</th>
<th>I need help</th>
<th>I got help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To know how I did on my standardized tests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To learn how to get along better with my parents, brothers, and sisters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To know more about why I act the way I do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To learn more about different careers and jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To know more about my strengths and weaknesses in school work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To learn how to get along better with my friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To learn how to make decisions and be more sure of myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To learn about my interests and abilities and what careers go along with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To find out how to improve my weakest subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To learn how to tell others how I feel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. To talk with someone about personal problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. To be able to go to different places and watch people work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. To know what to expect in junior high and high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. To learn how to get along with the opposite sex.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To learn to like myself better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. To learn about the different kinds of work that people do in our area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. To learn how to study both at home and at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. To know how to get along with my teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. To know more about drugs and alcohol.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. To learn how school subjects can help me prepare for a job.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How would you like to visit with your counselor? (a) in the classroom______________
(b) in a small group______________
(c) by myself__________________
HOW TO ORGANIZE A COUNSELING AND GUIDANCE ADVISORY COMMITTEE

A functioning Counseling and Guidance Committee may assist the counselor in providing services to the students. Such a committee can be organized by the counselor, with the principal’s consent, in a variety of ways.

Elementary Counseling and Guidance Committee members include at least one representative each from the primary teachers and upper grade teachers, and possibly the media specialist, instructional lead teachers, and/or community members. One may wish to include a teacher from each grade level. It is often helpful for the district test coordinator to serve as a member of the committee.

Secondary Counseling and Guidance Committee members are instructor, student, personnel director, counselor (different level), counselor educator, parent, and employment service representative.

The functions of a Counseling and Guidance Committee may vary according to the goals the counselor and other members set for the committee. The committee may provide feedback to the counselor concerning various programs; it may coordinate school-wide activities such as a career awareness month, and it may function to improve public relations for the counseling program.

It is recommended that the school’s Counseling and Guidance Committee meet regularly, perhaps once a month, at a regularly scheduled time.
COUNSELING AND GUIDANCE ADVISORY COMMITTEE MEETING
RECORD SHEET

Date_______________________________ Place of Meeting__________________________
Purpose of Meeting______________________________________________________________

MEMBERS PRESENT(Signatures) TITLE

_________________________________, __________________________________________
_________________________________, __________________________________________
_________________________________, __________________________________________
_________________________________, __________________________________________
_________________________________, __________________________________________

NARRATIVE OF MEETING ACTIVITIES:

RESULTS: (feedback from members present)
## SCHEDULE OF APPOINTMENTS

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Location</th>
<th>Time</th>
<th>Name of Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>8:45</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>9:00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>9:15</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>9:45</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>10:15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>10:30</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>10:45</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>11:15</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>11:30</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>11:45</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>12:00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>12:15</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>12:30</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>12:45</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>12:55</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1:10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1:25</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>1:40</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>1:55</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2:10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2:25</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>2:40</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>2:55</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>3:10</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>MONDAY</th>
<th></th>
<th>TUESDAY</th>
<th></th>
<th>WEDNESDAY</th>
<th></th>
<th>THURSDAY</th>
<th></th>
<th>FRIDAY</th>
<th></th>
<th>TIME</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8:00</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8:45*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8:45*</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:00</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:45*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9:45*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:00</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:45*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:45*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10:45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:10</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>11:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11:55</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>12:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:25</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:40</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:25</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2:55</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3:10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3:10</td>
<td>7</td>
</tr>
<tr>
<td>TIME</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY</td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SATURDAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>New Years Day (Holiday)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Classes Resume</td>
<td>Begin Third Term for Secondary Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Distribute Appraisal Reports</td>
<td>CDC D.E. Co-op Visit: 9:00 a.m. - Callaway 1:00 p.m. - Murrah</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Counselors' Meeting</td>
<td>Scanner Forms due in Date Processing Office</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Student Scanner Forms sent to Schools from D.P. Office</td>
<td>Subject Choice Cards sent out to Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Approved List of CDC/APAC Student sent to Home School Counselor</td>
<td>Sixth Grade Orientation by Junior High Counselors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SAT Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>APAC Audition Visit CDC: Murrah Hill</td>
<td>APAC Audition Visit CDC: Lanier Wingfield</td>
<td>APAC Audition Visit CDC: Callaway Forest Hill</td>
<td>Visit CDC: Provine Alternative</td>
<td>Registration Deadline for ACT Completion of Jr. High Orientation by Sr. High Counselors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE GUIDANCE CALENDAR

AUGUST
Preview student records
Meet with principal to finalize plans for guidance program
Attend in-service for counselors
Organize and meet with guidance committee
Plan guidance program and Tech Prep activities
Update materials in guidance department
Plan orientation program for teachers and/or advisors
Develop and distribute guidance calendar

SEPTEMBER
Assist with registration of students
Coordinate request of cumulative records for new students
Hold orientation sessions for new students
Supervise updating of cumulative records
Present orientation program for teachers (Tech Prep orientation)
Organize group guidance sessions for specific needs
Assist with plans for Back-to-School Night

OCTOBER
Counsel with students who are not making satisfactory progress
Plan and present a parent-help program
Attend the regional MCA meeting
Meet with guidance committee
Publicize career poster contest
Organize State Testing Program
Supervise testing

NOVEMBER
Attend MCA Conference
Plan and direct in-service workshop with teachers (Staff Development for Tech Prep)
Coordinate career poster contest

DECEMBER
Meet with guidance committee
Plan evaluation activities for first semester’s program
Hold open house for faculty and staff

JANUARY
Review academic progress of all students
Counsel with students who are underachieving
Arrange conferences with parents of students who are having academic problems
Check cumulative records to assure a record for each student

FEBRUARY
Conduct program evaluation
Meet with guidance committee
Update cumulative records
Provide input to curriculum committee

MARCH
Attend regional guidance workshop
Help plan and coordinate a career fair
Meet with guidance committee
Attend MSCA workshop
APRIL
Meet with guidance committee
Request teacher recommendations about student placement for following year
Conduct needs assessment
Begin scheduling conferences with parents about non-promotion and Tech Prep Advisor Conference

MAY
Distribute summer learning opportunities information
Administer needs assessment
Hold conference with parents about non-promotion
Meet with special teachers to determine guidance needs - remedial reading, EMR, TMR, Speech, etc.

JUNE, JULY
Supervise transfer of cumulative records
Evaluate guidance program
Write annual evaluation report
Revise program as indicated by evaluation and needs assessment
Order materials for next year

ON-GOING ACTIVITIES
Register new students (assign to advisor)
Provide orientation for new students
Make and receive referrals
Arrange parent-teacher-student-counselor conferences
Attend staff meetings
Carry on routine correspondence
Work with teachers to provide career guidance
Conduct other group guidance activities
Prepare newsletters or columns in school paper
Prepare bulletin boards with career information
Conduct educational evaluations and test interpretation
Present in-service programs for teachers
Take advantage of professional growth activities
Supervise maintenance of cumulative records
Serve on committees as appointed
SAMPLE VOCATIONAL GUIDANCE CALENDAR

I. August
   A. Prepare for opening of school
   B. Assist with new student registration
   C. Complete registration and schedule adjustments
      1. Class rolls
      2. Balance classes
      3. Recruit new students
   D. Attend staff development and assist in leading sessions (ongoing)
   E. Inventory equipment
   F. Complete student profiles
   G. Attend district counselors’ meeting
   H. Complete Calendar of Activities
   I. Attend Summer Vocational Conference

II. September
   A. Coordinate and/or conduct interest inventories
   B. Assist teachers with follow-up reports
   C. Hold student initiated sessions (ongoing)
   D. Coordinate and/or conduct group sessions
      1. Provide activities that develop interpersonal skill and self-exploration
      2. Explain the materials in the Career Center and how they are used
      3. Hold counseling orientation sessions

III. October
   A. Assist with Vocational Center open house
   B. Meet with Craft Committee
   C. Check grades and attendance and counsel at-risk students (ongoing)
   D. Assist all teachers in planning integrated activities
   E. Arrange field trips for Tech Prep, School-to-Careers or Work-Based Learning
   F. Assist with state-wide testing

IV. November
   A. Attend MCA Conference
   B. Attend Counselors’ Workshop at Community College
   C. Visit feeder schools
   D. Provide career and educational awareness activities for group sessions
   E. Be available to share information about vocational center programs with civic and community organizations (ongoing)

V. December
   A. Review Micro-OIS (ongoing)
   B. Identify and compile a list of community and school resources, their services, and referral procedures (update periodically)
   C. Plan with feeder school counselors for spring recruitment programs
   D. Check grades and attendance of at-risk students
   E. Conduct group sessions on test-taking skills

VI. January
   A. Conduct group sessions for special education coordinator and academic counselor on vocational program enrollment guidelines
   B. Visit business/industry
   C. Arrange a Career Day
   D. Coordinate and/or conduct group session to assist students in making career decisions
   E. Plan activities for Vocational Education Week
VII. February
A. Observe National Vocational-Technical Week
B. Conduct recruitment activities for 8th and 10th grades
C. Conduct tours of vocational-technical programs for academic teachers
D. Conduct pre-registration for upcoming year
E. Conduct financial aid and college admission workshops

VIII. March
A. Conduct group sessions concerning the world of work (interview, job applications, employability skills)
B. Survey business needs of the area to determine employment opportunities
C. Update community resource list
D. Provide information to employers concerning students available for full or part-time work
E. Update placement; information on all students
F. Review Micro-OIS
G. Attend state vocational-technical activities
   1. MAVЕ
   2. Counselors’ Meeting

IX. April
A. Review grades and counsel at-risk students
B. Hold group sessions on job survival skills
C. Set up job interviews
D. Conduct staff and program evaluations
E. Coordinate follow-up reports
F. Counsel with students to prepare them for the next level toward their career
G. Plan and assist parent conferences for CEP review

X. May
A. Assist with final enrollment report
B. Inventory equipment
C. Conduct group sessions to promote work ethics
D. Verify placement of students into appropriate classes

XI. June
A. Visit business/industry
B. Contact former students on the job
C. Complete grades and records
D. Compile a listing of manufacturers/businesses in immediate area
<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY</td>
<td></td>
<td>Meeting with administration of Tech Prep - D Schools</td>
</tr>
<tr>
<td>JUNE</td>
<td></td>
<td>Counselor/Career Center Technician Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor Training on T/A Program Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher/Advisee grouping</td>
</tr>
<tr>
<td>JULY</td>
<td></td>
<td>National Conference for High Schools that Work, Louisville, KY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparation of T/A Manual</td>
</tr>
<tr>
<td>AUGUST</td>
<td>13</td>
<td>Staff Development for orientation to T/A program</td>
</tr>
<tr>
<td>SEPTEMBER</td>
<td>3</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>2</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Teacher/Parent Conferences</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>6</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>4</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>T/A meeting</td>
</tr>
<tr>
<td>JANUARY</td>
<td>8</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>5</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>MARCH</td>
<td>5</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>APRIL</td>
<td>2</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>60% day - Teacher/Parent Conferences, 1:00 - 6:00 p.m.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Staff Development to introduce Advisee meeting activities</td>
</tr>
<tr>
<td>MAY</td>
<td>7</td>
<td>T/A meeting</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>T/A meeting</td>
</tr>
</tbody>
</table>
TO: SENIORS
FROM: GUIDANCE OFFICE
SUBJECT: COUNSELING PROGRAM

The services of the Guidance Department are available to all students and their parents. Counseling services are available on an individual and group basis both upon request and according to need.

The decisions that you make this year will influence you for the rest of your life. What an exciting and important time for you! We are looking forward to assisting you with any of your needs. In addition to always being available for on-going counseling, we have planned the following guidance program which should aid you in your decision making process.

SEPTEMBER  SCHOOL ORIENTATION
     Student Handbook
     Guidance Brochure
     Guidance Bulletin (2)
     Test Brochure

OCTOBER - MAY  TEST INFORMATION/ADMINISTRATION
     American College Test (ACT)
     Scholastic Aptitude Test (SAT)
     Armed Service Vocational Aptitude Battery (ASVAB) - Optional
     State Testing Program
     State Exiting Exams
     Advanced Placement - Optional
     TEST INTERPRETATION FOR STUDENTS
     ACT Results
     SAT Results
     ASVAB Results
     State Exiting Exam
     State Testing Program

SEPTEMBER - MAY  COLLEGE/VOCATIONAL/TRADE INFORMATION
     College/Career Fair
     Visits by Representatives
     Application Forms
     1. Entrance Requirements
     2. Financial Aid
     3. Scholarships/NCAA Eligibility Form
     4. Complete CEP
     ARMED SERVICE INFORMATION
     Visits by Representatives
     Scholarships
     JOB INFORMATION
     Employment Security Personnel Information
     CAREERS
     College and Career Night
     Financial Aid Night

MAY  SUMMER PROGRAMS
     Summer School Graduation Information
TO: ALL JUNIORS
FROM: GUIDANCE OFFICE
SUBJECT: COUNSELING PROGRAM

The services of the Guidance Department are available to all students and their parents. Counseling services are available on an individual and group basis both upon request and according to need.

We are looking forward to working with each of you as you explore and develop your post high school plans. This can be an exciting time for you if you work at it. The quality of your final decisions will be in direct proportion to the amount of work involved in leading up to these decisions.

In addition to being available for on-going counseling, we have planned and scheduled the following guidance programs.

SEPTEMBER

SCHOOL ORIENTATION
Student Handbook
Guidance Brochure
Guidance Bulletin (2)
Test Brochure

OCTOBER - MAY

TEST INFORMATION/ADMINISTRATION
Preliminary Scholastic Aptitude Tests/National Merit Qualifying Test (PSAT/NMSQT) - Optional
American College Test (ACT) - Optional
Scholastic Aptitude Test (SAT) - Optional
Armed Service Vocational Aptitude Battery (ASVAB) - Optional
State Testing Program
State Exiting Exam

TEST INTERPRETATION FOR STUDENTS
PSAT/NMSQT Results
ACT Results
SAT Results
ASVAB Results
State Exiting Exam
State Testing Program

JANUARY - FEBRUARY

COURSE SELECTION ORIENTATION
College Board Required 12th Grade Courses
Advanced Credit Courses
Electives

OCTOBER - MAY

CAREER ACTIVITIES
Employment Security Personnel/Job Information
Career Workshop Booklet
Employment Security Test Application
Employment Brochures
Update CEP

GROUP GUIDANCE/COLLEGE INFORMATION
How to Read a College Catalogue
How to Select a College/Vocational School

MAY

SUMMER PROGRAMS
Summer School Requirements
Summer Program Sponsored by Colleges
TO: ALL SOPHOMORES  
FROM: GUIDANCE OFFICE  
SUBJECT: COUNSELING PROGRAM

The services of the Guidance Department are available to all students and their parents. Counseling services are available on an individual and group basis both upon request and according to need.

In addition to always being available for on-going counseling, we have planned the following guidance program. We are looking forward to working with each of you as you begin your high school year. This can be an exciting time in your life and the quality of your decisions will depend on the amount of time you use in making these decisions.

SEPTEMBER  SCHOOL ORIENTATION
   Student Handbook
   Guidance Brochure

OCTOBER - DECEMBER  TEST INFORMATION/ADMINISTRATION
   Test Brochure
   Needs Assessment
   Scholastic Aptitude Test (SAT)/PSAT - Optional
   American College Test (ACT) - Optional
   PLAN
   State Testing Program
   TEST INTERPRETATION FOR STUDENTS
   State Testing Program
   Needs Assessment Results

DECEMBER - FEBRUARY  COURSE SELECTION ORIENTATION
   College Board Required 11th Grade Courses
   Vocational Courses
   Advanced Credit Courses
   Electives

SEPTEMBER - MAY  CAREER ACTIVITIES
   Career and Subject Charts
   Update CEP
   GROUP GUIDANCE
   Graduation Requirements
   Personal Development
   Decision Making Skills
   Values
   Interpersonal Relationships
   ATTENDANCE RECORD
   State Testing Program

MAY  SUMMER SCHOOL OPPORTUNITIES
TO: ALL NINTH GRADERS
FROM: GUIDANCE OFFICE
SUBJECT: COUNSELING PROGRAM

The services of the Guidance Department are available to all students and their parents. Counseling services are available on an individual and group basis upon request and according to need.

Beginning this year, Carnegie units will be awarded for each subject that you successfully complete. ____ units are required for graduation from ______ School. The courses you take in grades nine through twelve will be an asset or a limitation to you in your future. These subjects should meet your needs in the program of studies you elect to follow and help to prepare you for your post high school work. It is most important to plan your program early and wisely. In addition to always being available for on-going counseling, we have planned and scheduled the following guidance program for your ninth grade year.

FIRST TERM  SCHOOL ORIENTATION
September - November  Student Handbook
Guidance & Test Brochures
GROUP GUIDANCE
Personal Values (Grooming and Leadership)
Develop Decision Making Skills
ACTIVITY
Recognize Honor Roll Students
TEST & TEST INTERPRETATION
State Testing Program

SECOND TERM  CAREER ACTIVITIES
November - December  Vocational School Visitation
ACTIVITY
Promote Grade Improvement
Recognize Honor Roll Students
TEST INTERPRETATION
State Testing Program

THIRD TERM  COURSE SELECTION ORIENTATION
January - March  College Board Required 10th Grade Courses
Advanced Credit Courses - Electives
GROUP GUIDANCE
Spotlight on Planning - An Introduction to Senior High School
Career Choices/Elective Subjects
ACTIVITY
Coordinate Child Find
Recognize Honor Roll Students

FOURTH TERM  HONORS
Awards Program
State Testing Program
Update CEP
SUMMER SCHOOL REQUIREMENTS
TO: ALL EIGHTH GRADERS  
FROM: GUIDANCE OFFICE  
SUBJECT: COUNSELING PROGRAM

The services of the Guidance Department are available to all students and their parents. Counseling services are available on an individual and group basis upon request and according to need.

We are looking forward to working with each of you as you explore and develop your future plans. This can be an exciting year for you if you work at it. Developing good “school skills” and “self skills” are very important for you. In addition to our on-going counseling activities, we have planned and scheduled the following guidance program.

<table>
<thead>
<tr>
<th>FIRST TERM</th>
<th>SCHOOL ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>September - November</td>
<td>Student Handbook</td>
</tr>
<tr>
<td></td>
<td>Guidance Brochure</td>
</tr>
<tr>
<td></td>
<td>Test Brochure</td>
</tr>
<tr>
<td>GROUP GUIDANCE</td>
<td>Getting Along with Others</td>
</tr>
<tr>
<td>TEST ADMINISTRATION</td>
<td>Need Assessment</td>
</tr>
<tr>
<td></td>
<td>State Testing Program</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>Recognize Honor Roll Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SECOND TERM</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>November - December</td>
<td>Promote Grade Improvement</td>
</tr>
<tr>
<td></td>
<td>Recognize Honor Roll Students</td>
</tr>
<tr>
<td>GROUP GUIDANCE</td>
<td>Develop Decision Making Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>THIRD TERM</th>
<th>COURSE SELECTION ORIENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>January - March</td>
<td>College Board Required 9th Grade Courses</td>
</tr>
<tr>
<td></td>
<td>Advanced Credit Courses - Electives</td>
</tr>
<tr>
<td></td>
<td>Update CEP</td>
</tr>
<tr>
<td>GROUP GUIDANCE</td>
<td>Test Review</td>
</tr>
<tr>
<td>ACTIVITY</td>
<td>Coordinate Child Find</td>
</tr>
<tr>
<td></td>
<td>Recognize Honor Roll Students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOURTH TERM</th>
<th>TEST ADMINISTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Testing Program</td>
</tr>
<tr>
<td></td>
<td>California Achievement Test</td>
</tr>
<tr>
<td>SUMMER SCHOOL REQUIREMENTS</td>
<td></td>
</tr>
</tbody>
</table>
TO: ALL SEVENTH GRADERS  
FROM: GUIDANCE OFFICE  
SUBJECT: COUNSELING PROGRAM

The services of the Guidance Department are available to all students and their parents. Counseling services are available on an individual and group basis upon request and according to need. Beginning junior high is an exciting and important time in your life. We are looking forward to working with each of you as you begin your school year.

Your junior high school provides a well-organized counseling and guidance program. Counseling means helping you learn about yourself, finding solutions to your problems, and making intelligent plans for your future by making the best possible use of your educational opportunities. The counselor is a person who understands and respects young people. Because he/she has had special training, he/she can help you decide (with your help and that of your parents) what course will best develop your capacities, personality, ambition, drive, and interest. The guidance counselor is here to help you adjust to your new environment. In addition to always being available for on-going counseling, we have planned the following guidance program.

FIRST TERM  
SCHOOL ORIENTATION  
September - November  
Student Handbook  
Guidance & Test Brochures  
Duke Scholarship Booklet  
Role of Counselor Booklet  
GROUP GUIDANCE  
Develop Study Skills/Improve Attendance  
Begin Work on CEP  
ACTIVITY  
Recognize Honor Roll Students  
TEST  
State Testing Program

SECOND TERM  
TEST  
ACTIVITY  
Promote Grade Improvement  
Recognize Honor Roll Students  
GROUP GUIDANCE  
Develop Decision Making Skills

THIRD TERM  
COURSE SELECTION ORIENTATION  
January - March  
Required 8th Grade Courses  
Advanced Credit Courses - Electives  
ACTIVITY  
Coordinate Child Find  
Recognize Honor Roll Students

FOURTH TERM  
GROUP GUIDANCE  
March - May  
Develop Good Self-Concept  
TEST  
State Testing Program  
SUMMER SCHOOL REQUIREMENTS
COMPONENTS OF A COUNSELOR’S SCHEDULE

In each weekly schedule, specific periods should be allotted to include the following activities:

1. Individual Counseling
2. Group Guidance/Group Counseling
3. Parent Conferences
4. Parent Group
5. Meet with Teachers by Team, Grade Level, or Individually
6. Meet with Administration
7. Professional Meetings and/or Local Guidance Committee Meetings
8. Routine Logging, Filing, Planning
9. Telephone Calls (Parents - Referral Resources, etc.)
10. Professional Planning Time
11. Material Preparation
12. Consulting
13. Conduct In-service/Staff Development Meeting
14. Coordinate Tech Prep Advisor/Advisee Program
COUNSELOR’S DAILY PLAN

1st Period
- Phone calls from parents
- Homework requests
- Enroll new students

2nd Period
- Individual counseling

3rd Period
- Individual counseling

4th Period
- Teacher consultation
  Available for walk-in counseling

5th Period
- Supervise the maintenance of cumulative records

6th Period
- Telephone parents
- Arrange conferences
- Planning
- Appraisal reports

Activity Period
- Group guidance
- Teacher consultation
- Advisor/Advisee

GROUP GUIDANCE (Based on needs assessment)

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Responsibility is a Big Word</td>
</tr>
<tr>
<td>October</td>
<td>Self-Esteem</td>
</tr>
<tr>
<td>November</td>
<td>Understanding Others</td>
</tr>
<tr>
<td>January</td>
<td>Emotional Health</td>
</tr>
<tr>
<td>February</td>
<td>Family Living</td>
</tr>
<tr>
<td>March</td>
<td>Orientation to Jr. High</td>
</tr>
<tr>
<td>April</td>
<td>Looking Ahead to 8th Grade</td>
</tr>
</tbody>
</table>
COUNSELOR - TEACHER - ADVISOR
REFERRAL FORM

Date of Referral _________________________________
Name of Student ______________________________
Teacher-Advisor ______________________________

Reasons:  □ Academic     □ Personal
          □ Career         □ Student Request

When:    □ Immediate     □ This week
          □ ASAP

FOLLOW-UP REPORT TO TEACHER-ADVISOR

Date of Conference _____________________________

Comments and/or Recommendations:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Counselor
REFERRAL TO COUNSELOR FORM

STUDENT_________________________________ DATE________________________

Please check the category or categories most descriptive of this student’s problem.

Academic________________________________
Attendance______________________________
Behavior________________________________
Physical_______________________________  Hearing_____  Vision_____  Other___
Social____________________________________

Please write a brief narrative description of the student’s problem.
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Person making referral
____________________________________________________________________________________________

****************************************
Intake Date__________________________
Action
Taken_______________________________________________________________________________________
____________________________________________________________________________________________

Counselor____________________________________

Note to persons making referrals: Please return this form to the counselor for follow-up and filing. Thank you.
SCHEDULE CHANGE REQUEST FORM

NAME_______________________________
GRADE_____________________________
FIRST PERIOD TEACHER______________________________ ROOM NO.__________

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Period</th>
<th>Change To: Subject</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reason for Change

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
DROP/ADD SHEET

Teacher __________________________________________

The following listed student(s) is/are scheduled to be in your class:

_____ Period ___________________________________________

_____ Period ___________________________________________

_____ Period ___________________________________________

Please drop the following listed student(s) from your class:

____________________________________

____________________________________

____________________________________

Counselor _________________________________
Date _________________________________
STUDENT SURVEY FOR GROUP DISCUSSION SESSIONS

To The Student:

Following is a listing of concerns and problems most people in school face at one time or another. Many people think they are the only ones who are faced with these issues or that they are the only ones who have unsure feelings or doubts about them.

Have you ever wondered what other people would do when they are faced with decisions concerning these matters? Have you ever wondered what you should do when faced with these problems? Have you ever wished you could have some of the following concerns discussed? Most people do.

In order for the school to know which topics you would like to learn more about or to hear other people’s opinions on, you are asked to:

1. Identify your age, grade, and sex.
2. Read carefully the list of topics of concern to most students, and choose the five on which you would like more information or discussion.
3. In the space to the left of your five choices place:
   1 for the 1st choice
   2 for the 2nd choice
   3 for the 3rd choice
   4 for the 4th choice
   5 for the 5th choice

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Grade</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Study Habits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Getting a Job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Strict Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How Different Am I From Others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Going Steady</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Quitting School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How to Select a Vocation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Getting Along with Brothers and/or Sisters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. How to Get More Dates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. What Kinds of Jobs Can I Do?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Choosing Friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Understanding My Feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. How to Refuse a Date Politely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Getting Along with Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Job Hunting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. A Place to Study at Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Feeling Inferior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. What Do Boys Like in a Girl? Or What Do Girls Like in a Boy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Reciting in Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Earning Money While in School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Can Parents be Friends?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Getting Engaged</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. A Desirable Personality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Concentration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Budgeting Money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Talking Back to Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
29. Anger
30. Marriage
31. Grades and Tests
32. Job Interviews
33. Use of the Family Car
34. Worry Over Little Things
35. Blind Dates
36. Paying Attention in Class
37. Good Work Habits
38. When to Come Home at Night
39. Taking Things Too Seriously
40. What Is Love?
41. Extracurricular Activities
42. Death
43. Being Independent
44. Daydreaming
45. Not Having Enough Dates
46. How to Express Myself/How to Read Faster
47. What Is Right and Wrong?
48. Parents’ Nagging
49. How to Talk to People
50. Boy-Girl Relationships
51. My Ability
52. Bad Habits
53. What Is Really Important in Life?
54. Friendship
55. Dating Etiquette
56. What to Do After High School
57. Cheating
58. Loyalty
59. Self-Confidence
60. How to Be Popular
61. Deciding What to Take in School
62. Being Nervous
63. Being Lonely
64. Jealousy
65. Being Left Out of Things
66. Too Few Friends
67. Making New Friends
68. Fear of Meeting People
69. Marijuana
70. Hard Drugs
71. Laws on Drugs
72. Smoking
73. Alcohol and Drinking
74. Health Problems:
   Sleep  Weight  Poor Physical Build
   Acne   Teeth  Facial Features
   Venereal Disease  Physical Growth  Lack of Strength
   Eye Problems  Disease  Scars

Other Topics of Interest to You:

____________________________________________________________________________________________

____________________________________________________________________________________________
### Secondary Counseling Program
#### BALANCED PROGRAM GUIDE

<table>
<thead>
<tr>
<th>COORDINATING</th>
<th>COUNSELING PROGRAMMING</th>
<th>CONSULTING</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Entrance/New Students</td>
<td>- Information</td>
<td>- Teachers</td>
<td></td>
</tr>
<tr>
<td>- Permanent Record/Transcripts</td>
<td>- Senior Letters</td>
<td>- Test Interpretation</td>
<td></td>
</tr>
<tr>
<td>- Standardized Test</td>
<td>- Four Year Plan</td>
<td>- Student Needs</td>
<td></td>
</tr>
<tr>
<td>Administration/Interpretation</td>
<td>- Schedule Changes</td>
<td>- Seminars</td>
<td></td>
</tr>
<tr>
<td><em>Basic Skills</em></td>
<td>- SAT</td>
<td>- Professional Committees</td>
<td></td>
</tr>
<tr>
<td><em>CAT/SFTAA</em></td>
<td>- Advisement</td>
<td>- Professional Training</td>
<td></td>
</tr>
<tr>
<td><em>PSAT</em></td>
<td>- Financial Aid</td>
<td>- Student Activity Sponsor</td>
<td></td>
</tr>
<tr>
<td><em>SAT &amp; (Training)</em></td>
<td>- Interest/Aptitude</td>
<td>- Seminars</td>
<td></td>
</tr>
<tr>
<td><em>Other</em></td>
<td>- Test</td>
<td>- Intern Supervision</td>
<td></td>
</tr>
<tr>
<td>- Assisting with</td>
<td>- Study Skills</td>
<td>- Administrators</td>
<td></td>
</tr>
<tr>
<td><em>Teacher Advisement</em></td>
<td>- Test Taking Skills</td>
<td>- Test Interpretation</td>
<td></td>
</tr>
<tr>
<td><em>Registration/Withdrawal</em></td>
<td>- Counseling Skills and Interpretation</td>
<td>- Program Needs</td>
<td></td>
</tr>
<tr>
<td><em>Scheduling</em></td>
<td>- Counseling</td>
<td>- Staff Development</td>
<td></td>
</tr>
<tr>
<td><em>Computer Preparation</em></td>
<td>- Academic Protection</td>
<td>- Specialists</td>
<td></td>
</tr>
<tr>
<td>- Vocational School</td>
<td>- Career</td>
<td>- Psychologists/Nurses</td>
<td></td>
</tr>
<tr>
<td>- Postsecondary Admissions</td>
<td>- Counseling</td>
<td>- Others</td>
<td></td>
</tr>
<tr>
<td>- Financial Aid Information</td>
<td>- Preventive Counseling</td>
<td>- Community</td>
<td></td>
</tr>
<tr>
<td>- Orientation of Ninth Grade</td>
<td>- Preventive/Developmental Counseling</td>
<td>- Agencies</td>
<td></td>
</tr>
<tr>
<td>- Referral Services</td>
<td>- Individual</td>
<td>- Private Services</td>
<td></td>
</tr>
<tr>
<td>- Star Student</td>
<td>- Individual</td>
<td>- Business and Industry</td>
<td></td>
</tr>
<tr>
<td>- Career Day/Night</td>
<td>- Small Group</td>
<td>- Classroom</td>
<td></td>
</tr>
<tr>
<td>- Career Room</td>
<td>- Classroom</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Awards &amp; Recognition</td>
<td>- Small Group</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Summer School</td>
<td>- Small Group</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Work Programs</td>
<td>- Classroom</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Peer Training (Leadership &amp; Supervision)</td>
<td>- Individual</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Classroom Guidance</td>
<td>- Small Group</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Staff Development planned by local school leadership</td>
<td>- Classroom</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>- Special Services</td>
<td>- Small Group</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Time Coordinating</th>
<th>Total % Time Counseling</th>
<th>% Time Consulting</th>
<th>% Time Other Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Academic + Career + Personal)</td>
<td>= 100%</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** % Time Coordinating + Counseling + Others MUST = 100%
COMPETENCY II
COMPETENCY II

Provides individual counseling interviews for students during the school year

1. Suggested Topics for Individual Conferences
2. Elementary Child Interview
3. Vocational Counselor Referral
4. Counseling Referral
5. Student Information Sheet
6. New Student Follow-Up Form
7. New Student Checklist
8. Daily Record of Counseling Sessions
9. Helping Kids Make Friends
10. When Do You Use Counseling Sessions (Handout for Teachers)
11. Student Rating Scale for Teachers
12. A Credo for People Relationships
13. Communication Skills Exercises
14. Counseling Record
15. Job Skills - SCANS
16. Career Clusters
17. Role of Advisors
INDIVIDUAL CONFERENCES

SUGGESTED TOPICS TO DISCUSS

Twelfth Grade (September Conferences)

— Review Graduation Requirements
— Credits to Date and Senior Year Courses
— Future Plans
— Admission Requirements for College
— ACT Registration or Score
— Competency Test Results (Existing Exams)

Eleventh Grade (February Conferences)

— Future Plans
— Credits to Date
— Review Graduation Requirements and Admission Requirements for State Universities
— Inform About ACT and Exiting Exams
— Choose Subjects for Following Year

Tenth Grade (February Conferences)

— Get Acquainted Time, Personal Facts
— Future Plans
— Review Four-Year Plan
ELEMENTARY CHILD INTERVIEW

Name: __________________________ Examiner: __________________________

Date: __________________________

Age: __________________________

1. Favorite things you like to do.

2. What would you rather not do if you could get out of it?

3. Think of your favorite friend. What do you do together? Why do you like him/her?

4. Think of a person you don't like. What things about him/her don't you like?

5. What do you like especially to do with your father?

   - with your mother?

   - with your brothers and sisters?

6. If you could, what would you get out of doing (or don't like to do) with your father?

   - with your mother?

   - with your brother and sister?

7. What do you like best about school?

   - least?
8. Think of a time you were happy. Tell me about it.

- sad

- angry

- afraid. What was it like? What did you do?

9. If you were stranded on a desert island with only one person and you could choose that person, who would that person be and why?

- Who would be your second choice and why?

- Who would be your third choice, and why?

10. If you could have any three wishes come true, what would be your first wish?

- Your second wish?

- Your last wish?

11. In what one way would you like to be different?

12. In what way would your mother most like to have you be different?

- Your father?
It is suggested that this form be duplicated as a pad. A pad would be given to each teacher. The referral form could then be placed in the counselor's mail box.
REFERRAL TO COUNSELOR

STUDENT ___________________________ DATE ______________________

Please check the category or categories most descriptive of this student's problem:

Academic ________
Attendance ________
Behavior ________
Physical ________ Hearing _____ Vision _____ Other _____
Social ________

Please write a brief narrative description of the student's problem:

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Person making referral _____________________________

****************************************************************************

Intake Date _______________________

Action Taken _____________________________
_________________________________________________________________
_________________________________________________________________

Counselor ___________________________

Note to person making referral: Please return this form to the counselor for follow-up and filing. Thank you.
Dear Counselor: This student is excused from my class to visit you for the following reason:

___ 1. Class Problems
___ 2. Personal Problems
___ 3. Home Problems
___ 4. College Requirements
___ 5. Career Information
___ 6. Other
___ 7. Request by Counselor

Comments


COUNSELING REFERRAL

Date ________________ Class ________________
Time ________________ School ________________
Student's Name: ________________ Teacher ________________
STUDENT INFORMATION AND INTEREST INVENTORY

Name ____________________________________________________________
Age ___________________ Birthday ________________________________
Phone number ________________________________ Address _____________________________

List the people you live with and your relationship to them:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Which schools have you attended before? ________________________________
Favorite food ________________________________
Hobbies ________________________________
Favorite TV show ________________________________
Favorite subject in school ________________________________
Favorite movie ________________________________
What you do for fun ________________________________
Favorite place you have visited ________________________________
School activities ________________________________

Class Schedule

<table>
<thead>
<tr>
<th>Fall</th>
<th>Class</th>
<th>Teacher</th>
<th>Room number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Spring |       |         |             |
| 1      |       |         |             |
| 2      |       |         |             |
| 3      |       |         |             |
| 4      |       |         |             |
STUDENT INFORMATION SHEET

HOME PHONE # _________________  HOMEROOM # _________________

TEACHER ______________________

NAME: _____________________________________________________________

(LAST) ___________________  (FIRST) _______________  (MIDDLE) ________

ADDRESS: __________________________________________________________

(STREET OR ROUTE AND BOX #)  CITY  ZIP CODE _________________________

DATE OF BIRTH: ___________________________  ______  ______

RACE: ASIAN  AFRICAN AMERICAN  HISPANIC  INDIAN  WHITE (Circle One)

SEX:  MALE  FEMALE (Circle One)

1ST PARENT NAME: ___________________  RELATIONSHIP _________________

PLACE OF EMPLOYMENT: _______________  PHONE: ___________________

2ND PARENT NAME: ___________________  RELATIONSHIP _________________

PLACE OF EMPLOYMENT: _______________  PHONE: ___________________

PARENT YOU LIVE WITH: (Circle One)  #1  #2  BOTH _________________

EMERGENCY CONTACT: ___________________  PHONE: ___________________

(Name) __________________  (Relationship) _________________________

FAMILY DOCTOR: ___________________________________  PHONE: _______

DO YOU HAVE ANY UNUSUAL MEDICAL PROBLEM OR ALLERGIES? YES NO

IF YES, PLEASE SPECIFY: ____________________________________________

II-11
NEW STUDENTS FOLLOW-UP FORM

(One Week After Enrollment-Teacher Input)

1. Do they have any problems with their schedule?

2. How do they feel in general about school life?

3. Were they ahead or behind where they are in present school work?

4. Is there anything the Guidance Office can do to make their experience at this school more pleasant?

Student Name: ______________________  Teacher Name: ______________________
Subject/Grade: ______________________
NEW STUDENT CHECKLIST

Student's Name________________________ Date________________
School__________________________ Grade ____________ Age______
Program__________________________ Transferred from___________
Grades__________________________

____ Interview

____ Enrollment forms completed

____ Handbook and pamphlets

____ Covered school policies

____ Tour of school conducted

____ Conducted follow-up conference Date_______________

NEW STUDENT CHECKLIST

Student's Name________________________ Date________________
School__________________________ Grade ____________ Age______
Program__________________________ Transferred from___________
Grades__________________________

____ Interview

____ Enrollment forms completed

____ Handbook and pamphlets

____ Covered school policies

____ Tour of school conducted

____ Conducted follow-up conference Date_______________
# DAILY RECORD OF COUNSELING SESSIONS

<table>
<thead>
<tr>
<th>Name</th>
<th>Initiated By</th>
<th>Purpose</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II-14
HELPING KIDS MAKE FRIENDS
by
S. Holly Stocking, Diana Arezzo, and Shelley Leavitt

Recent research suggests that children who do not have friends have more than their share of adjustment problems as they grow up. In one study, for example, scientists found that third-graders who did not have friends experienced many more mental health problems that did other children as they grew older. Other studies have shown that children who don't have friends are more likely to get into trouble and drop out of school, to receive bad-conduct discharges from the military service, and to break the law. Experiences with other children are not a "superfluous luxury," says Dr. Willare Hartup, a University of Minnesota psychologist who is an expert on children's peer relationships. Rather, they are a "necessity" for a child social and emotional growth.

Unfortunately, not all children have an easy time making friends with other children. No one knows for sure how many friendless children there are in the world, but we do know that kids from abusive homes are more likely than other children to wind up isolated or rejected by their peers. Handicapped, learning disabled, overweight, and mentally retarded children can also have trouble making friends. And kids who are seen as having different attitudes or beliefs are often ostracized by their classmates.

Scientists aren't sure why these children have more difficulties than others. But they have found that kids who are well-liked are more likely than unpopular children to possess certain social skills. These are: (1) how to break the ice with kids they haven't met before, (2) how to act positively with others, and (3) how to manage conflict constructively. And, more recently, studies have shown that unpopular children, when taught these social skills, become better liked.

What all this means is that many kids who do not have friends can be helped -- simply by teaching them these elementary social skills.

Social skills may not make unpopular children into popular children, but they may give kids who are having problems the tools they need to develop positive relationships with one or two other children. Experts agree it's not the quantity of friends that's important for kids; it's the quality of the relationships that counts.

So, how do you go about teaching these social skills to a friendless child? Research suggests that the best approach is one in which you: (1) discuss and demonstrate social skills, (2) structure practice for the child, (3) provide constructive feedback, and (4) be patient with yourself and the child.

Before you adopt these strategies, though, it's important to pinpoint the abilities that the child is lacking. Specific needs vary from child to child in many settings. Notice what the child says or does to turn off other kids. And try to figure out how the boy or girl should change his or her behavior to get other kids to respond more positively. One good tipoff is to study how well-liked children act in similar situations.

Once you've isolated the skills that need to be taught (such as breaking the ice with strangers, acting positively toward others, and learning to compromise without fighting), talk about them with the child and illustrate them. When discussing social skills, describe them in specific terms. It's not enough to tell a child to "be nice" to other kids. The child needs to understand what "being nice" means in terms of his or her own behavior.

Show the child exactly what the skill looks and sounds like. And explain why it's important for the child to change his or her behavior. Telling a child to "act positively" toward other kids isn't good enough. The boy or girl must understand that "acting positively" means...
smiling, hugging, saying "thank you," sharing toys, and many other things. By pointing out both the actual consequences (past experience or the experiences of others) and potential consequences (what may happen), you can help the child understand the natural outcomes of using these new skills.

To learn new skills, children must do more than just observe or talk about them. They must be able to practice what they've learned in a situation where they can get immediate feedback. So set aside times just for practice.

Practice sessions that involve role playing can be particularly effective. Role playing lets children see first hand the results that social skills (or the lack of them) can have. Such sessions needn't be long. In fact, 5 to 10 minute sessions a few times a day will be more effective than one long session.

Also, when possible give the child a chance to practice in everyday interactions. For example, if a boy is habitually loud and demanding, you might make him "ask nicely" before you'll respond or give him what he wants (i.e., "When you ask nicely, then I will answer your question."). This will give the child a chance to practice his "asking" skill and to experience success in a relatively safe but natural environment.

When children are rewarded for their actions, they are more likely to repeat them. So notice when kids successfully use their new social skills, either in role playing practice sessions or in everyday interaction -- and reward them with praise, hugs, and smiles.

When appropriate, you also might tell the child what he or she did correctly and describe the natural consequences of those actions. For example, if you've taught a shy, withdrawn girl how to introduce herself to others, and she's just role played this skill with another child, you can point out all the things that she did right.

Keep corrections, when necessary, as positive as possible. The whole point of bringing up mistakes is to teach -- not punish.

Teaching a child social skills in not as easy as it sounds. It's hard -- and sometimes frustrating -- work. It takes time, intelligence, and sensitivity. And it requires that you practice what you preach in your own relationships with others.

Be patient. Learn from your mistakes, and reward your successes. Observe others who are good at teaching social skills to children. Watch what they do; listen to what they say.

Teaching social skills to isolated or rejected children may not solve every problem -- in some cases, a child may need professional counseling -- but it can be an important, even necessary, first step in helping these children grow into healthy, adjusted adults.
WHEN DO YOU USE COUNSELING?

Teachers may wish to refer

- any child who requests to see the counselor
- students who need individual help beyond the time permitted in the classroom
- students with learning difficulties
- academically talented students
- students with social relationship difficulties
- observed changes in behavior that cannot be accounted for by the teacher
- children whose parents request counseling
- children who are anti-social

Some situations in which counseling may be advisable

- Children who exhibit excessive aggressive behavior
- Those with daydreaming or withdrawal tendencies
- When a teacher senses a mounting hostility between himself/herself and a child
- A death in the family
- A divorce or separation in the family
- Students moving to a new community
- Students new to the school
- Children in the custody of a governmental or other agency
- Children from foster homes
- Children living with one natural parent and a step-parent
STUDENT RATING SCALE FOR TEACHER

Instructions:

1. Write the name of each student in your homeroom on a sheet of paper.

2. Rate each student either A, B, C, or D, using the following scale:

   (Be as realistic as possible. Be sure to rate every student even though you might question the category for the child.)

   A. Behavior seems to indicate that the child is developing without extreme difficulties.

   B. Learning difficulties which are perceived by the teacher to relate directly to learning of subject matter but which do not seem to produce extreme emotional or behavioral difficulties.

   C. Withdrawing, fearful, and/or passive types of specific behavior which elicit in the teacher feelings of concern over the impairment of personal development and growth of the child.

   D. Aggressive anti-social and/or hostile types of specific behavior which the teacher perceives to be unacceptable.

3. Please return your student list to the counselor personally.
A CREDO FOR PEOPLE RELATIONSHIPS

You and I are in a relationship, yet each of us is a separate person with his/her own needs. I will try to be as accepting as I can of your behavior as you try to meet your needs. But I can be genuinely accepting of you only as long as your behavior does not interfere with my meeting my own needs.

When it does and I am feeling unaccepting of your behavior, I will tell you as openly and honestly as I can just how I feel, leaving it up to you whether you will then change your behavior. I encourage you to do the same with me when my behavior interferes with your meeting your needs. I will try then to listen accurately to your feelings and change my behavior if I can.

However, at those times when either of us cannot change, thus finding that a conflict-of-needs truly exists in our relationship, let us both commit ourselves to resolve each such conflict without resorting to the use of either my power or yours to win at the expense of the other losing.

I respect your needs, but I also must respect my own. Consequently, let us strive always to search for solutions to our inevitable conflicts that will be acceptable to both of us. In this way, your needs will be met, but so will mine -- no one will lose; both will win.

As a result, you can continue to develop through meeting your needs, but so can I. Thus our relationship can always be a healthy one because it will be mutually satisfying. In this way, each of us can become what he/she is capable of being, and we both can continue to relate to each other in mutual respect, friendship, love, and peace.

---  Thomas Gorgon, Ph.D.
COMMUNICATION SKILLS EXERCISES

Introduction:

The goal of these exercises is to introduce the communication skills of accurate discrimination and accurate and appropriate responding to a person seeking help (helpee). In order to achieve this goal, it is first necessary to talk about responses which are barriers to an effective helping relationship.

First Exercise: Communication Roadblocks

It is important to become more aware of some of the possible ways we "block out" or "put down" people when they are attempting to express feelings that are important to them. Suppose you were talking with a friend or client and he said, "I'm so stupid. I can't do anything right." Think about how you would respond as you consider the following typical responses:

1. **Advising**: If I were you, I would talk with a counselor.

2. **Instructing**: You should think about yourself in other ways.

3. **Probing or questioning**: Why do you feel that way?

4. **Admonishing**: You ought to be thankful you have the opportunity to learn as much as you have.

5. **Ordering or commanding**: You must not feel that way; or, stop feeling sorry for yourself.

6. **Criticizing**: You are hurting yourself for feeling that way.

7. **Name calling**: You are behaving like a baby.

8. **Praising and agreeing**: People often feel that way even when they are bright like you.

9. **Threatening**: You better stop talking like that.

10. **Interpreting**: You are just tired.

11. **Reassuring, sympathizing**: You'll feel better about yourself after a good vacation.

12. **Diverting (often by humor)**: You don't look like Dumbo to me. Go get your mind off it.
Sound Exercise: Responding to Feeling

Directions: Discuss the following points in partnership or small groups.

The responses in the first exercise block communication and therefore tend not to be helpful. No attempt is made by the helper to respond to the helpee's perception of his/her world. What is communicated to the helpee by a response which blocks communication is one or more of the following:

a) The helpee assumes you did not hear what he/she said.
b) The helpee thinks you do not understand him/her.
c) The helpee believes you are avoiding his/her problems.

In learning to accurately discriminate a person's feelings, it is helpful to ask yourself, "How would I feel if I had just made that statement?"

Stimulus statement: "I'm so stupid. I can't do anything right."


Third Exercise: Discriminating Feelings (In partnerships or small groups)

Directions: Have one person read the following stimulus statements with feeling. Discuss the most obvious feelings expressed by the role player.

1. I don't know what to do; I need to study but I'm supposed to work today, too.
   The most obvious feeling(s): ______________________________

2. When we have meetings, I never get to talk.
   The most obvious feeling(s): ______________________________

3. Why do we have to do everything people say?
   The most obvious feeling(s): ______________________________

4. I hate her!
   The most obvious feeling(s): ______________________________

5. I have too much busy work in my job.
   The most obvious feeling(s): ______________________________

6. Other people are always putting me down.
   The most obvious feeling(s): ______________________________

7. That was the best movie I've seen in years.
   The most obvious feeling(s): ______________________________
8. Why can't I do it? I know how.

The most obvious feeling(s): ______________________________________________________________________

9. My co-worker gets away with everything but I can't. I can't stand her.

The most obvious feeling(s): ______________________________________________________________________

10. He just doesn't understand what it's like to work here.

The most obvious feeling(s): ______________________________________________________________________

Fourth Exercise: Feeling and Content

Directions: Read the following stimulus statement and discuss the most obvious feeling and the reason for that feeling. To formulate a relevant response ask yourself the following questions:

Feeling: "How would I feel if I had just made that statement?"

Content: "What is the cause of that feeling?"

This sentence map will help you to formulate your response: You feel ____ (how) ______ because ____ (what) _____.

1. I'm not going back in there. I don't care what he says.
Relevant response: You feel angry because he said something bad about you.

2. I really hope I do as well next quarter as I did this quarter. It really means a lot to me.
Relevant response: You feel pleased because doing a good job is important.
Fifth Exercise: Responding to Feeling and Content  
(In partnerships or small groups)  

Directions: Have one person read the stimulus statement with feeling. The other person(s) should then write a relevant response. Next, the response(s) should be read and feedback given.  

1. Why don't they just send me home? I'm no good to them or anyone.  
   Relevant response: _______________________________________

2. Leave me alone. You're always trying to get me to talk.  
   Relevant response: _______________________________________

3. That guy has it made. I wish I was teaching that class.  
   Relevant response: _______________________________________

4. I can't wait to see the folks again after being away so long.  
   Relevant response: _______________________________________

5. Well, I'm just not sure what to do with myself since Mary died.  
   Relevant response: _______________________________________

6. What do you think I should do -- sit there and let him call me stupid?  
   Relevant response: _______________________________________

7. We are not getting anywhere. I don't think I'm coming back here any more.  
   Relevant response: _______________________________________

END
## COUNSELING RECORD

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Name of Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conference Initiated by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nature of Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Educational Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Occupational Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test You Would Prefer Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades Failed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Units Earned</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>4th YR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCANS COMPETENCIES

FIVE COMPETENCIES

RESOURCES: Identifies, organizes, plans, and allocates resources
A. *Time* - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. *Money* - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. *Materials and Facilities* - Acquires, stores, allocates, and uses materials or space efficiently
D. *Human Resources* - Assesses skills and distributes work accordingly, evaluates performance, and provides feedback

INTERPERSONAL: Works with others
A. *Participates as Member of a Team* - Contributes to group effort
B. *Teaches Others New Skills*
C. *Serves Clients/Customers* - Works to satisfy customers’ expectations
D. *Exercises Leadership* - Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. *Negotiates* - Works toward agreements involving exchange of resources, resolves divergent interests
F. *Works with Diversity* - Works well with men and women from diverse backgrounds

INFORMATION: Acquires and uses information
A. *Acquires and Evaluates Information*
B. *Organizes and Maintains Information*
C. *Interprets and Communicates Information*
D. *Uses Computers to Process Information*

SYSTEM: Understands complex inter-relationships
A. *Understands Systems* - Knows how social, organizational, and technological systems work and operates effectively with them
B. *Monitors and Corrects Performance* - Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance, and corrects malfunctions
C. *Improves or Designs Systems* - Suggests modifications to existing systems and develops new or alternative systems to improve performance

TECHNOLOGY: Works with a variety of technologies
A. *Selects Technology* - Chooses procedures, tools, or equipment including computers and related technologies
B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment
C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies
A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* - locates, understands, interprets written information in prose and in documents such as manuals, graphs, and schedules.
B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
C. *Arithmetic/Mathematics* - performs basic computations and approaches, practical problems by choosing appropriately from a variety of mathematical techniques.
D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues.
E. *Speaking* - organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons.

A. *Creative Thinking* - generates new ideas.
B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
C. *Problem Solving* - recognizes problems and devises and implements plan of action.
D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information.
E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills.
F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty.

A. *Responsibility* - exerts a high level of effort and perseveres towards goal attainment.
B. *Self-Esteem* - believes in own-worth and maintains a positive view of self.
C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
D. *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
CAREER CLUSTERS
TECH PREP

I. AGRICULTURE AND NATURAL RESOURCES

II. BUSINESS AND MARKETING

III. HEALTH AND HUMAN SERVICES

IV. ENGINEERING AND INDUSTRIAL TECHNOLOGY

V. ARTS AND HUMANITIES
ROLE OF ADVISORS

The relationship between teacher-advisor and professional school counselor is a cooperative one; the functions are distinct but complementary. The advisor provides academic advisement and ordinary school adjustment counseling, and the counselor coordinates the guidance program and takes referrals. The professional school counselor's role is greatly enhanced in advisory programs. Both the professional school counselor and the teacher-advisor have important roles in the advisement process. This will bring the student into contact with persons, places, and activities that facilitate personal development.

Role of the Advisor in Tech Prep

- Show concern for advisees. (The best teachers are those who extend themselves to students, not as buddies, but as adults willing to go the extra steps.)
- Know how to listen and respond to students.
- Know how to recognize behavior which calls for referral.
- Know how to refer students to the school counselor.
- Be aware of academic program (grades).
- Work with advisee in educational and vocational plans.
- Work with advisee in resolving school-related concerns.
- Provide general information.
- Assist advisee with Career/Educational Plan Portfolio.
- Conduct Teacher/Advisee meetings.
- Schedule and conduct individual parent/student conferences.
- Make referral to counselor.

Role of the Counselors as They Assist Student and Advisors

- Social and emotional problems.
- Problem involving conflicts.
- Test scores, aptitudes, learning problems.
- Contacting school specialists and community agencies.
- Getting technical help for educational/vocational planning.
- Conducting in-service activities for T/A program.
- Preparing identified materials, necessary forms, and student lists for T/A meetings.
- Approving student's Career/Educational Plan yearly.
- Conducting orientation sessions with students and parents.
COMPETENCY III
COMPETENCY III

Provides group counseling and guidance activities with students for the school year

1. A Classroom Meeting Approach to Communication Skills Training
2. The Counselor’s “Bag”: A Classroom Meeting to Introduce the Counselor’s Role
3. Guidelines for Group Sessions
4. The Counselor as Group Leader
5. Group Structures
6. Discussion Topics for Group Activities
7. Problem Solving Model in Six Easy Steps
8. Steps in Planning for College (Junior Year)
9. Peer Helping: Blueprint for Success
10. Success Activity
12. The Name Game
13. Following Directions Activity
14. Peer Perceptions Activity
15. An Exercise in Self-Disclosure
16. Values Ordering Activity
17. Group Guidance Process
18. Developmental Needs—Goals for Group Counseling with Adolescents
19. Sample Proposal for an Adolescent Group
20. Small Group Counseling
21. Parental-Permission Form
22. Professional Standards for Training of Group Counselors
23. Exercises in Interpersonal Communication
24. Groups
25. Elementary Group Guidance Activities
A CLASSROOM MEETING APPROACH
TO COMMUNICATION SKILLS TRAINING

A. Michael Dougherty

Western Carolina University
Cullowhee, North Carolina
A Classroom Meeting Approach to Communication Skills Training

Classroom meetings are an economical way for the counselor to reach many students. Classroom meetings on communication skills are important for students since a major cause of problems among students is ineffective communication. The counselor, by providing training in more effective modes of social interaction to students, can contribute to improving the overall atmosphere of the school and have a positive impact on a large number of students.

The following series of classroom meetings was developed to foster the development of communication skills in elementary school children. The author has used this approach with classes ranging from Grade 2 through Grade 8. These meetings rely heavily on modifications of the training procedures developed by Danish and Hauer and the ones described herein are typical of what I would do with students in the sixth grade. Modifications in the meetings with regard to time of meetings, vocabulary, and concepts can be made by the counselor depending upon the age of the students. For example, the classroom meeting program consists of five thirty-five minute sessions. It is recommended for the lower elementary grades that the number of sessions be increased to seven.

The Sessions

Session I: **Introduction, overview, and training in good attending behavior.**

The counselor’s role of helping students communicate better is introduced.

Then the following points are made:

1. Breakdowns in communication are the responsibility of all parties concerned.

2. Students may not be able to change other students’ behavior, but they may be able to change their own behavior enough to help re-establish communication.
3. The steps to better communication with others include: Attending, listening, feedback, showing understanding, and stating one’s own position and feelings.

4. Breakdowns in communication can be symbolized by a bridge that has fallen down between points and the goal of the training is to learn how to rebuild the bridge.

5. It takes two people working hard and effectively to build the bridge of communication.

The following questions are then discussed:

1. What is “communication”?
2. Why are students your age easily hurt by the things others say to them?
3. How do you communicate with those you care for?
4. How do you think you can work things out with another student besides fighting?
5. What are some things that cause breakdowns in communication with your classmates?

After discussing the above questions, students are introduced to the components of appropriate attending behavior including facing the other squarely, adopting an open posture, leaning toward the other person, keeping good eye contact, and being relatively relaxed. The counselor and the teacher or a volunteer student first model poor attending behavior (slouched posture, nervous movements, poor eye contact, etc.). The students are then divided into dyads and demonstrate poor attending behavior toward one another, each taking a turn. Following this, the counselor and a volunteer student model appropriate attending behavior and then the students in the dyads do the same while the counselor circulates around the room providing verbal reinforcement for appropriate behavior.

The counselor ends the session with a statement to the effect that now the students know how to turn someone “on” or “off,” and the choice is theirs.

Session II: Listening, learning to.

In this session, the counselor first reviews the steps to better communication and appropriate attending behavior. The counselor then states the central concept of this session:
“Before you can communicate effectively you have to be a good listener so that the person you want to communicate with will feel understood. Good listening means trying to understand what the other person is saying and feeling. It means you don’t cut the other person off, and you don’t cut the other person down. One of the most harmful things we human beings can do to others we love or know is to not listen by putting them down.”

Students are then instructed on how to listen effectively through asking good questions and then showing the other person that you understand by relating back the basic ideas and feelings that have been communicated.

The counselor and a volunteer then model inappropriate listening behavior such as interrupting, excessive use of “uh-huh” and “I see,” and talking simultaneously. The students are then divided into dyads and practice “un-listening.”

The counselor and volunteer then model appropriate listening behavior using these guidelines:

1) As you listen, ask questions about those things you don’t understand.

2) As the other person is talking, ask this question silently to yourself: “What is this person saying and feeling?”

3) Then respond back with “You’re saying that.....”

Then the counselor tells the class that they are going to “put it all together”; that is, they are going to put appropriate attending behavior and listening together. The counselor and volunteer first model this. The students then practice listening behavior in their dyads. The counselor ends the session by having students summarize the components of appropriate attending and listening behavior.
Session III: The purpose of learning appropriate listening and attending behavior, recognizing non-verbally expressed emotions.

The counselor opens this session by asking the following question: “For what purposes are we learning to listen and attend appropriately to others?”

The counselor then introduces the concept that another step in improved communication is to be able to tell what feelings or emotion a person is having. The counselor then tells the class that a game will be played in which the students are to guess what the counselor is feeling even though the counselor will not say anything. The counselor then shows anxiety, anger, puzzlement, and happiness through gestures, touching, and facial expressions. After the children have guessed the feelings the counselor was showing, they are handed a sheet that has listed on it the following feelings: Anger, giving up, trust, love, joy, “up tight,” not being sure, frustrated, happy, bored, shy, and sad. The counselor reads the list aloud to the class.

The class then gets in a circle and each student chooses a feeling from the list and the others try to guess what feeling is being demonstrated through non-verbal behavior.

Two points the counselor can make at this point are: 1) the way a person shows a given feeling can differ from the way another person shows that feeling; and 2) that some feelings are quite close to each other in how they are shown, for example, depression and discouragement.

Session IV: How people talk with one another: some good and some lousy ways.

The counselor starts this session by stating that it is often not enough simply to understand what the other person is saying. We often need to let people know we understand them.

Then the counselor takes out a set of paired cards which have the following types of interactions on them:
A. Day to Day Talking

1. Why, what, when, where.
   Student #1: “I feel very bad today. Mom yelled at me all weekend.”
   Student #2: “Do you like school?”

2. Yes/No Questions.
   Student #1: “It bothers me that I can’t do all my work.”
   Student #2: “Do you like school?”

3. Talking about people in general instead of about the person’s concern.
   Student #1: “I just can’t seem to make friends.”
   Student #2: “On, don’t worry, everybody has that problem.”

4. Criticizing the person.
   Student #1: “I wish I didn’t feel this way.”
   Student #2: “That’s stupid.”

5. By giving the person quick solutions to their problems.
   Student #1: “I just can’t seem to be able to do well in school.”
   Student #2: “If you’re not doing well in school, just study harder.”

6. By telling the person (directly or indirectly).
   Student #1: “I just think that I’m not very wanted around here.”
   Student #2: “Don’t worry, things will work out.”

B. Really Communicating - Really “Getting Into” the Other Person.

7. Just listening and responding to what the other person is saying and feeling.
   Student #1: “I’m really down in the dumps today.”
   Student #2: “It sounds like you’re feeling pretty lousy.”
   Student #1: “I sure wish I could get along better with others.”
   Student #2: “I guess you feel like you don’t know how to make friends.”

8. By showing other people you understand and accept what they are feeling.
   Student #1: “I just can’t take people talking about me.”
   Student #2: “I get it. It really gets to you when you know people are talking about you.”

9. By telling the other person what you feel about what he or she has just said either by telling how it made you feel or by telling him or her how you would have felt if the same thing had happened to you.
   Student #1: “I just wanted to cry when he said that to me.”
   Student #2: “I’d feel the same way if that happened to me.”
Student #1: “I got three A’s on my report card and I’m really proud of that.”
Student #2: “When you say that, I feel happy for you.”

Student #1: “You’re sort of sloppy looking.”
Student #2: “When you say that, I feel hurt and angry with you.”

The counselor then selects a pair of volunteers for each pair of responses. After the students read their lines, the counselor asks whether what the person said to the first person’s expressed concern was helpful or not and then comments on the type of response made.

The counselor ends the session with a discussion of why it is important for people to feel understood and how this relates to building up the bridge of communication.

**Session V: Responding to problem statements and review of communication skills.**

The final session emphasizes responding with understanding to problem statements people make. The counselor passes out fifteen cards each with a problem statement on it. Some examples include:

1. “It’s hard for me to talk to grownups about things that bother me.”
2. “I really can’t talk to my parents.”
3. “I can’t seem to make friends.”
4. “I’m having trouble with my school work.”
5. “I seem to get into trouble a lot.”

The counselor first asks for a volunteer to read the problem statement and a volunteer to respond to person showing understanding. Following this exercise, the counselor and class review the steps in effective communication.

**Discussion**

I have found this series of classroom meetings to be of high interest to students. These meetings are fun and the children seemed to enjoy them very much. I have also found this classroom method an effective way to get teachers involved in running classroom meetings. I
suggest that counselors run an inservice workshop on classroom meetings and suggest the following books as resources: *Schools Without Failure* (Glasser), *100 Ways To Improve Self-Concept in the Classroom* (Canfield and Wells), and *Counseling in Elementary and Middle Schools* (Murro and Dinkmeyer).
The “Counselor’s Bag”: A Classroom Meeting
to Introduce the Counselor’s Role

A. Michael Doughtery

When elementary school counselors introduce themselves and explain their role to the teachers and students with whom they work, a classroom meeting is often called. These meetings can be an interesting experience for both teachers and students.

The counselor can begin by explaining the purpose of the classroom meeting to the teacher and asking the teacher to stay for it. A time to meet with the class is agreed on and the counselor prepares a “bag.”

On the day of the class meeting, the counselor enters the room and asks the teacher to select one person to help carry in a heavy sack. Outside the room, the counselor asks the student to be his/her confederate and pretend that the sack is very heavy. The counselor and the student carry in the heavy bag, which, in this case, is a large supermarket bag with “The Counselor’s Bag” written on it in magic marker. The counselor then explains that often one word, such as bag, can have more than one meaning and that in popular language “bag” can also mean one’s task or job.

The counselor might continue in this way: “One of the jobs in the counselor’s bag is helping students communicate better with one another. So I’d like you to participate with me in an experiment about talking with one another.” The counselor then tells a student: “I am going to whisper a sentence in your ear and you will whisper it into the ear of the person sitting behind you and so on through the whole class.” Before starting this, the counselor asks how many people think the same sentence whispered in the first child’s ear will be what is whispered in the last child’s ear. Usually one-half of the class does. The counselor says, “Let’s see what happens.” Rarely does the sentence make it through the whispering cycle without distortion. The counselor then uses the distortion as an example of how it is often more difficult to communicate with others than we think.

The counselor continues by saying: “Let’s find out what other jobs are in the counselor’s bag.” The class is told that the bag contains several cards, each of which says “Pick me first! Pick me first!” Each card has on it one part of the counselor’s bag (i.e., one of the counselor’s functions).

The counselor then asks those who want to pull a card out of the bag and read it to raise their hands. The volunteers read the cards they have selected (with assistance from the counselor, if necessary). The counselor repeats the sentence and then makes a few comments concerning the job listed on the card. For example, if the card says, “Helps children get along better with other people,” the counselor might describe an incident where two children were helped to improve their relationship by sitting down and discussing how each felt about the other and how each would have the other behave differently. The following are suggested jobs that can be put onto cards:

1. Helps boys and girls feel good about themselves
2. Helps people work on problems
3. Helps children work on problems in groups
4. Helps teachers in their classrooms
5. Helps children get along better with other people
6. Helps people change their behavior
7. Helps families work on problems
8. Leads classroom discussions with children
9. Helps mom and dad with concerns
10. Helps children one at a time
11. Gives tests to children
12. Goes on field trips with classes

Statements of counselor functions like those mentioned above allow the counselor to adapt the items to the affective climate of the classroom meeting and to the maturity of the students. The counselor might also emphasize the right of children to feel good about themselves and the idea that it is normal to have problems and concerns while going through life. Attempts at moderate self-disclosure on the part of the counselor might also be appropriate and have a positive modeling effect on the children. The counselor might end the meeting with the same whispering game played earlier, using “Thanks a lot for your time” as the whispered sentence.

As a follow-up to the classroom meeting, a crossword puzzle on the counselor’s bag can be used to further the teacher’s involvement in such guidance activities as leading classroom meetings.

I found this type of classroom meeting to be a productive way of introducing the counselor’s role to the school. It has resulted in invitations to lead weekly classroom meetings in which teachers have participated eagerly. Subsequently, the teachers have made plans to incorporate classroom meetings into their regular classroom schedules, and they have shown continued enthusiasm for leading them.

Finally, the children have responded eagerly to the process of finding out who the counselor is and what the counselor does. If the kids really know what we counselors do, they will be able to help us help them all the more.
GUIDELINES FOR GROUP SESSIONS

The following rules are followed in each session:

1. Each member of the group is obligated to try to understand what every other member is saying and feeling and, therefore, must listen carefully when someone is speaking.

2. Since each member is important in helping each other member, we need to be present each time to know what is happening and to do our part. We must have commitment to the group.

3. Each member strives for realism. If things are a certain way, we do not pretend otherwise.

4. One need not tell private facts unless he/she is sure he/she can handle it. (We are more concerned with telling what we feel and what we are as a person than telling facts about ourselves.)

5. No one is to leave the session which is in progress.

6. Answer questions honestly or exercise the right not to speak.

7. Each member is to work at being constructive.

8. Members will not make fun of, laugh at, or otherwise ridicule any member’s response.

9. Members will not argue. Only state feelings, views, ideas, etc.

10. All members of this group have equal status. Each group member is an equal and valuable member of the group and will be treated accordingly.

NOTE: By following these rules, everyone will be given ample opportunity to say what he/she wishes and, more importantly, everyone can be heard.
THE COUNSELOR AS GROUP LEADER

The role of the counselor as group leader is critical to the success of the group. This model will set the example for participants to follow. The counselor should participate in the activities if at all possible. If a question is posed, it is sometimes good for the counselor to be first by saying, “I’ll go first and give you a little time to think.” This modeling must be nonjudgmental, open, and caring. Avoid passing judgment on either yourself or the participants even though you may disagree.

In the affective domain, there is typically no right or wrong and no final answer. Affective education allows for exploration, examination, and discovery --unbounded by fact.

The role of the counselor will be to facilitate and nurture the self-discovery process. Students will not just laugh and cut up in group if it is properly structured by the leader and if the counselor sets the tone of relaxed, serious participation. The counselor’s attitude will be one of valuing the time and considering the activities to be learning experiences. Assist participants in seeing the learning through processing and they will see what they are doing as valued time.
GROUP STRUCTURES

1. Dyads, Triads

Some exercises work well if shared between only two people in the group (dyads). The participant may share with the partner and reverse the roles. This one-to-one relationship can be much less threatening than speaking or acting out in a larger group. It is a good technique to use in beginning stages when group comfort has not been established. In using three people (triads), one person can participate at a time while another is listener and the other observer. The observer can then report back to the group concerning the process and conclusions made in that triad. The obvious disadvantage to dyads and triads is that the participants become involved with very few people, with minimal direct counselor monitoring. Reporting back to the entire group can overcome part of that disadvantage.

2. Small Groups

Many activities work best in groups of six to eight. This arrangement enables each person to participate and receive responses from the group.

3. Fish Bowl (Inner and Outer Circles)

This structure is effective in teaching listening and responding skills. The inner circle (half of the group) is given a sentence completion or discussion topic to talk about. The other half, in an outer circle, listens without commenting, watching the group process in the inner circle. They then switch positions so that the new inner circle can participate.

4. Buzz Groups

One question or a series of related questions is assigned for discussion to several small, informal groups. At the end of the discussion period, these groups report back to the general group. This draws all members into the discussion involving them in the problem and the solution.

5. Role Playing

Role players spontaneously act out problems in human relations. The enactment is then analyzed by both the observers and the role players.
These basic principles should be followed:

a. Define the problem -- group wants or needs.

b. Establish a situation -- the situation must provide enough content to make it seem real and to give players and observers a common orientation.

c. Cast the characters -- it is important to choose persons who can carry out that role well and who will not be threatened or exposed by it. Start beginners in roles in which they feel at home and confident.

d. Produce the performance -- set some structure but generally let the characters be free to develop spontaneously. Cut when there is enough information for the group to process, when the players reach an impasse, or when there is a natural closing.

e. Discuss and analyze the situation and the behavior. Relate the role play to the original problem. Focus on the contribution to problem solving. Avoid commenting on the acting ability of the players. Identify what has been learned.

6. Brainstorming

Brainstorming is a rapid-fire session where members state all ideas which come to mind on a specified idea. No attempt is made to evaluate at this time. A recorder keeps up with the ideas mentioned. This method is especially helpful in generating ideas for further discussion, introducing a topic, or leading into a planning project. The brainstorming session is followed by a careful analysis and evaluation of these ideas.
DISCUSSION TOPICS FOR GROUP ACTIVITIES

Autobiographical Story

Students take two or three minutes each to tell the story of their lives. They may go into as much detail as they wish. If they desire, they may imagine their future. As a follow-up you may ask them to title the movie of their life story as a screenplay. Who would play their part? Would the movie be a mystery, comedy, documentary, adventure story, or tragedy?

If I Were an Animal

Have students tell what kind of animals they would be if they had the chance to be an animal. What would they do? Where would they go? Expand to what kind of automobile, flower, musical instrument, building, bird, etc.

Brag Session

Have students talk about accomplishments that they are proud of. Ask them for a school related accomplishment, a personal accomplishment or something they are proud they did. Have them say one thing they like about themselves. You may have them say it to themselves, in a mirror, or as an outside homework assignment to do at home. Feedback from other students may be beneficial in this discussion.

Tape-A-Stroke

Have students write positive strokes to others in the group on one inch wide masking tape. Students can then tape their message on the recipients. Have the recipient describe the feeling experienced as they received the message. It is important that students learn to be gracious receivers as well as givers.
Twenty Things I Love To Do

“Twenty things I love to do” is an example of a frequently used values technique, that of taking inventory. It is an especially good beginning strategy. Students are asked to focus on the positive, to remember and list twenty pleasant experiences, and to answer alone some questions about each of the experiences. None of the questions is difficult or threatening. Assure students before the activity is begun that their lists are totally their own and that they will share them with others only if they choose.

The list of twenty things and five questions would help students begin thinking about the patterns they see in their lives and whether or not they are happy and satisfied with those patterns. You as the counselor complete your twenty things and answer the questions also. Share with the students whatever you feel comfortable sharing. You may wish to consider and ask the students to consider how much control they feel they have over their own lives and what they can do to achieve greater control.

Questions which are appropriate to ask include:

1. Which of these things cost money?
2. Which of these things require another person?
3. Which of these things can I do alone?
4. Which of these things require some education?
5. Which of these things require a special skill or ability?

Process the activity as you would any other by reviewing what has been learned.

Success or Failure

Remind students that we have all had a certain degree of success and a certain degree of failure. Have them think of their biggest personal failure and share with the group. This is an excellent time to model as the leader. Then have them think of at least two times they were successful. Some discussion time might be taken to elicit opinions on why many people see their weaknesses so clearly and their strengths so rarely. This is a good time to ask what was learned from the failure. Reassure students that it is not failure that can limit them but the inability to learn a lesson from the failure.
PROBLEM SOLVING MODEL IN SIX EASY STEPS

1. Admit you have a problem, conflict, or difficulty in making a decision or deciding on a course of action.

2. Define your problem. (Narrow down the problem area and label it.)

3. Consider all alternatives or choices. Each one should be weighed against your personal value system as a process of elimination takes place. Remember, if you generate enough alternatives, you can rarely lose. There is always another choice to go back to consider. Choices can be grouped broadly under the following headings:
   a. Confront
   b. Confront and negotiate
   c. Grin and bear it
   d. Escape
   e. No choice (remember, not choosing is a choice)

4. Act on your choice or decision. Take a risk! At this point you must consider all the possible consequences of your decision.

5. Be willing to take the consequences. This helps you be responsible for your behavior and learn better ways of solving problems in the future.

6. Rethink and redo. If solutions are not achieved or you did not like the consequences, you can usually go back to Steps 3 and 4 again and decide differently next time.
STEPS IN PLANNING FOR COLLEGE

I. Junior Year

A. September through May:
   Work hard to build a strong academic record (GPA). Colleges generally consider the types of courses you have taken and the type of school you are attending. Performance in high school is the most accurate predictor of how well you will do academically in college.

   Broaden your interests by getting involved in extracurricular activities (school, community, and church). More competitive colleges want well-rounded men and women.

   Attend sessions at school when college representatives visit the school. Many visit each year. The daily bulletins give the times when they are on campus. This is an excellent time to ask questions and request information about individual schools.

   Begin and continue thinking about preferences in colleges such as location, size, coed or single-sex, reputation, admissions selectivity, financial aid, majors, and study programs.

   Continue preparing for the SAT and/or ACT. Take a preparation course if you don’t test well.

   KNOW YOURSELF. You want to get into a college which is appropriate for you, not someone you are pretending to be.

B. October:
   Take the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test). It is in the junior year that you are eligible for the National Merit Scholarship Competition.

C. November:
   Attend College Fairs. College representatives from the Southeast gather to answer questions and to hand out brochures about their colleges.

D. January:
   Take the SAT (optional). Our school code is ______. Begin the match game--matching your qualifications with the admissions requirements. Use your PSAT, your GPA, and your approximate rank in class to determine your qualifications. Information about admissions requirements may be found in the college handbook, college catalogs, Peterson’s or Barron’s Guides. Most of these are available for your use in the counselor’s office.
E. February: Take the ACT.  
Begin meeting with the counselor to discuss specific college plans. A Junior Conference will be planned with the counselor, you, and your parents. You must schedule the appointment with the counselor. THIS CONFERENCE IS REQUIRED.

F. March: Spring Holidays  
Begin traveling to visit colleges. This period is important to view the college campuses first hand. Call or write for an appointment before you visit, if possible.

G. March:  
Take the SAT (mandatory if you didn’t take it in January). Continue meeting with the counselor to discuss specific colleges.

H. May:  
Take the SAT (mandatory if you didn’t take it in January or April).

Take SAT II (Subject Tests) if you plan to apply for Early Decision in the fall. Take English Writing, Math Level I or Level II, and possibly one other. Take AP examinations (eligible students).

I. June:  
Take the SAT again if you wish.

J. June, July, August:  
Visit the colleges which interest you if possible. Be sure to pick up application materials and a catalog.

Narrow your college choices to three or four. If you have not visited and picked up materials, write a brief letter or postcard to the admissions office at the colleges requesting this information. If you are going to need financial aid information, request it at the same time.

Make a resume. List all your activities (school, community and/or church related, honors, awards, work experience).

PERSONAL STATEMENT:  

Purpose: Its purpose is two fold: (1) to give admissions officers another indication of your writing ability and (2) to give you an opportunity to present information about an important facet of your life. Thus, the personal statement lets you elaborate upon a particular extracurricular or a vocational interest, provide information about an unusual or difficult family situation, present reasons why you intend to pursue a particular career, or demonstrate your creativity.
In preparing your personal statement, be thoughtful and thought-provoking, not cute or vacuous. Write about an issue of significance and familiarity to you; nothing is less effective than a statement full of sweeping generalizations related to issues philosophers or politicians have been struggling over for centuries.

Length: One or two typed pages.

Content: College admissions committees look for:

1. Structure.
   
   A. Can you write? What is your style? Can you work with the English language?

   B. Is your topic treated insightfully? Honestly? Is your essay vibrant or boring? Is it pat or original? Since most essays allow you to write what you wish, what have you told the reader? What do you deem important when left to decide?

2. Presentation.

   A. DO NOT MISSPELL WORDS. Proofreading is important.

   B. Type or word process your essay. Typing will get your thoughts across since it is easier to read.

   C. Do not write a dull, wordy essay. Say something that sincerely interests you. If it does, make the reader see why.

   D. Remember that you are introducing yourself to a college (not a roommate, a psychiatrist, or True Confessions magazine).

   E. Good writing does not happen in one draft. Beware of the rush job. Those who write frantically as the deadline falls will look back on their essays and see exactly how they could have improved them, if they had allowed themselves enough time.
PEER HELPING:
BLUEPRINT FOR SUCCESS

Breg Brigman
Barbara Earley

Five Forks Middle School
3250 River Road, SW
Lawrenceville, GA 30245
Gwinnett County
PEER HELPING: BLUEPRINT FOR SUCCESS

Why You Need This Program

A. Peer Helpers extend your services.

B. Provides a place for leadership training for youth.

C. Prevents counselor burnout and offers you the opportunity to work with most capable youth.

D. Endears you to teachers because it provides a valuable resource for working with slow learners.

The Goal of Peer Helping

To provide tutoring for the slow learner who does not qualify for special programs.

To co-lead structured small groups. Type of groups: New Student, Friendship, Shyness

To assist counselors with classroom guidance:
   A. Leading small group discussions
   B. Role-play, vignettes, short plays, all followed by discussion

Peer Helping Is Not Individual Crisis Intervention

One part of the peer training is to recognize signs of a crisis and refer to a counselor. Typically, peers work in pairs even with tutoring.
EXPLANATION OF PEER HELPER PROGRAM
TO 7TH GRADE STUDENTS

I. Introduction and General Information

Each Spring we select ten 7th grade students to work as peer helpers next year - training takes place the last six weeks of 7th grade and beginning of 8th grade.

We will begin training ___________________________.
You will have to drop one exploratory course.
We meet daily for six weeks.
Next year we will meet daily throughout the year.
If you are in band or chorus - conflict.

II. Training
1. Communication skills
2. Group leadership skills
3. How to tutor
   You also get to know other helpers well, and it’s interesting and fun.

III. Duties
1. Help with 5th grade orientation
2. Tutoring - motivating
3. Co-lead small groups - new students and friendship
4. Lead small group discussions in the classroom

IV. Requirements
1. Responsible
2. Concerned about others, helpful, caring
3. Good student
4. Wants to be a peer helper

V. Selection Process
1. Students turn in their names
2. Teachers select top six per team
3. Counselors interview 25 and select 10-12
Spring Training - 30 hours

Week 1: 1) Building cohesion
   Getting to know one another
   Small group experience:
   20 things
   Friendship
   Stress
   35 traits for self-awareness
   Imagery for self-confidence

Week 2: 2) Understanding behavior (2 sessions)
   The four goals of misbehavior
   How to be an encourager
   Rating sheet handout

Weeks 2, 3, 4: 3) Communication skills:
   Pre-test
   Roadblocks
   Listening
   Exploring alternatives
   I-messages
   Handling conflicts
   Post-test

Week 5: 4) Group discussion of leadership skills
   Practice leading activities and discussions

Week 6: 5) The last week is spent videotaping students as they
   practice the skills learned over the past five weeks
Lesson One

I. To what groups do you belong? (Have group brainstorm)

Examples: school
          church
          home
          friends
          sports teams

II. How many of you: (ask for show of hands)

Have felt frustrated when you didn’t get a chance to give your input?
Have felt frustrated when someone dominated the group?
Wanted to participate but didn’t know how?
Have felt left out?
Have talked in a group when nobody listened?
Have talked and someone put down what you said?

III. What makes groups work well together?
What makes it hard for groups to work well?

IV. Different roles we play in groups

(See attached handout—ask: How many have ever played the blocker role—go through all roles asking for hand raises)

V. Summary—Ask students to summarize what we’ve done during this lesson—

Ask them to complete the following sentence and share “One thing I learned today was....”
Eleven Group Leadership Skills

1. Structuring

— To clarify purpose and keep group on task.

— Indirect structuring involves setting time limits and setting focus—i.e., “We’ll be discussing __________ for the next 5 minutes and we need everyone to think of 3 ideas. We’ll begin with Sally.”

— Direct structuring involves statements that get the group back on the track—i.e., “I’m concerned that we won’t finish if we don’t move on.” “Maybe we can come back to that later, but right now let’s continue discussing __________.”

2. Non-verbal Communication

— Remember and model non-verbal ways of listening such as eye contact, nodding appropriately, smiling, gestures, posture, etc.

— Model the “okayness” of quiet, by allowing time for people to think.

— Watch for group members’ non-verbal signals—i.e., leaning forward, seeking eye contact with you as though they want to say something. “Do you have something you’d like to say, Jack?”

— To introduce students to these skills, I ask them to read silently one or two minutes and be able to summarize. After 30-60 seconds, I ask for summary, pointing out anything that’s missed. I also am careful to use as many of the skills as possible while I carry on these summary discussions. I frequently ask for examples of each skill after students offer their summaries.

— Observe the groups’ reactions to a member’s sharing and verbalize them. “The group really seemed to be with you, John.”

3. Universalizing

— To help participants feel others share their ideas and concerns. “Who else has had the experience?” “How many of you have ever felt that way?”

4. Involve Everyone

— Let a reticent group member know that you would welcome his or her contributions but that it is “okay” to remain silent.

— Deal with disrupters gently. “You seem really angry today” or “You really seem like you would rather be somewhere else today” or “Is there anything we can do to help you feel more involved with us?”
— Watch for non-verbal signals that reticent members are wanting to be invited to talk. “Janet, you looked like you really wanted to say something then.”

— Encourage reticent group members to respond to others and give positive reinforcement when they do so. “Marsha, you really seemed ‘tuned in’ to Janet just then. Could you respond to what she said?” “You really were listening closely!”

— Touch participants who are “acting out” while keeping eye contact with the one who is speaking. This frequently will quiet the disruptive participant. It may be necessary to separate two group members who are distracting each other’s attention. Do this kindly. “Jack and Bruce, I’m having a hard time hearing over your conversation. How about one of you moving over here?”

5. **Give Recognition**

— Look at each person gently and calmly when you speak to him or her.

— Learn each person’s name and use it. If you forget a name, admit it and ask.

— Thank each participant for his or her contributions but don’t make evaluative comments such as “That was good, Jack” because if you forget to comment on a contribution, the group member may infer “That was bad.” Use non-verbal ways of thanking contributors—i.e., nodding, smiling, eye contact.

— Praise good listening skills in others. “Your response, Linda, to what Michael just said showed you really were listening to him.”

— Give positive reinforcement to people who share feelings—“It seemed as though that was really hard for you to talk about, Lisa, and it was neat that you could do so”—but not so effusively that others feel pressured to do the same. Make it “okay” not to share, too!

6. **Linking**

— Make connections between what students are saying. “John, that sounds similar to what Sally was saying.” “What did Frank say that was similar to others?”

7. **Promoting Direct Interaction**

— Encourage participants to respond to each other. Too often group members address all their remarks to the leader because the leader is the only one who responds to them. “Mike, would you like to respond to what Jerry just said?”

8. **Brainstorming**

— Gather as many ideas as possible without judging or evaluating.
— “Let’s get as many ideas as we can.”
— “Let’s all share our ideas.”

9. **Focus on Similarities and Differences**

— Help group members see their similarities to each other but also help them value their differences.

— Summarizing and paraphrasing flow naturally into focusing on similarities and differences. “Let’s see where we are now. Mike, you said you ... and Jack, it sounded like you were saying almost the same thing....”

— Encourage participants to identify similarities and differences. “Is there sort of a pattern here?” “Can someone tell us if what we just heard sounded like what someone else said a little while ago?”

— Don’t overdo discussion of similarities and differences! Let it occur naturally and when it seems appropriate.

10. **Redirecting**

— Allows the leader to not be an authority figure.

— A way of deflecting questions from group leader to other group members.

— Promotes involvement of all students.

— “What do some of you think about that?”

11. **Summarize**

— Use from time to time, when the flow of conversation slows down or when several have spoken, as for a review. “Let’s see where we are now....” Ask if someone in the group would summarize what was said.

— Be able yourself to summarize what each person has said. At first you may need to model this skill. Later group members will be able to do this. You may need to help them. “Fred, I thought this is what you were saying....”

— Give positive reinforcement to group members whose responses and summaries show they were listening attentively.

— Review can be used when a group member has digressed from the topic. Without pointing out the digression and making him or her feel “put down,” the leader may say, “Thank you, Lisa. Now, let’s see what we’ve talked about up ‘til now.”
Leader or participants should summarize at the end of the meeting what has been discussed. Always address people directly—i.e., “Steve, you told us...” rather than “He said....” Encourage group members to do this also. “Linda, could you say that to Steve?”

Portions of Eleven Leadership Skills were adapted from TLC, Carol Lou Treat, Houston, Texas, and STET, Don Dinkmeyer, AGS.
PEER TUTORING

Tutoring takes place two days per week, usually Monday and Wednesday during the class period in which we have the peer helpers.

We have teacher, parent, and self referrals.

We match students’ needs to tutors’ strengths. We survey our peers to determine in which subjects they are most comfortable tutoring.

During the first meeting, the peer tutor:

1. Introduces self and tutoring program.
2. Determines if student wants help and in what areas. Obtains commitment to work on goal.
3. Sets time and place of future meetings.

In subsequent meetings:

1. Has student identify goal.
2. Uses communication skills to help student feel comfortable and to encourage.
3. Works specifically on school work student is having difficulty with.
SUCCESS ACTIVITY

PURPOSE:

1. To facilitate a positive self-concept in each individual.
2. To provide an opportunity for group members to develop positive and close feelings for each other.
3. To provide an opportunity for “quiet” people to share themselves with others.

GROUP SIZE:

Unlimited

TIME REQUIRED:

Approximately twenty minutes

MATERIALS:

5" x 7" cards and pencils for participants
chalkboard and chalk

PHYSICAL SETTING:

A room large enough to accommodate a large group divided into smaller groups of five

PROCEDURE:

1. Divide the large group into smaller groups of five.
2. Each person, going around the circle, describes to the others a successful experience he or she has had within: (1) the last year, then (2) the last week, and then (3) the last 24 hours.
3. Give each member of the group a 5" x 7" card on which the member writes his/her name.
4. Each member then gives his/her card to each of the remaining four group members. Each of the four members is to write two positive, descriptive words or statements about the owner of each card. As group members write the descriptive statements, they are to tell the owner of the card what they said and why.

<table>
<thead>
<tr>
<th>Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ambitious</td>
</tr>
<tr>
<td>2. Concerned for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cute</td>
</tr>
<tr>
<td>2. Responsible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intelligent</td>
</tr>
<tr>
<td>2. Thoughtful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jane Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Witty</td>
</tr>
<tr>
<td>2. Caring</td>
</tr>
</tbody>
</table>
WHO AM I? A GETTING-ACQUAINTED ACTIVITY

I. GOAL:

To allow participants to become acquainted quickly in a relatively non-threatening way.

II. GROUP SIZE:

Unlimited

III. TIME REQUIRED:

Approximately forty-five minutes

IV. MATERIALS:

1. For each participant: One 8½" x 11" sheet of paper with the question “Who am I?” written in one-inch letters at the top.

2. Pencil for each participant.

3. Piece of masking tape, a safety pin, or a straight pin for each participant.

V. PHYSICAL SETTING:

Large room in which participants may move freely.

VI. PROCESS:

1. Participants receive the material and are allowed ten minutes in which to write ten different answers to the question, “Who am I?” The facilitator should stress legibility, because participants must be able to read these answers easily from a distance.

2. Each participant fastens his/her completed sheet to the front of his/her clothing.

3. Participants circulate in a cocktail-party fashion, but without speaking. They are instructed to make eye contact with each person they encounter.

4. The facilitator asks participants to move on to another person about every two minutes.

5. After this non-verbal phase, participants are told to return to two or three different people they thought would be interesting. They may now talk with each other. They may be encouraged to ask questions which they ordinarily would not ask.
VARIATIONS:

1. Instead of the question “Who am I?” participants can be instructed to complete the open-ended statement, “I am becoming the kind of person who....” Another focus can be made by using the incomplete sentence, “I am pretending that ....” (It is important that at least ten different responses be called for, so that participants move beyond superficial self-disclosure.)

2. Participants may be asked to avoid giving demographic data in their answers. The facilitator may illustrate by pointing out the difference between “What am I?” (husband, father, counselor, etc.) and “Who am I?” (tense, a taker of risks, managing myself toward openness, etc.).

3. Self-descriptive adjectives can be called for instead of answers to the question. A second column of adjectives could be in response to, “How would I like to be?”

4. Participants may be permitted to speak in Process Step III.
KNOW YOUR CLASSMATE

Find someone in class to sign each blank. Do not use the same person more than twice.

1. Has a birthday in the same month as yours __________________________
2. Is left-handed __________________________
3. Has the same color outfit as yours __________________________
4. A person you’ve never met __________________________
5. Has three of the same numbers in their phone number __________________________
6. Someone who likes to ski (water or snow) __________________________
7. The first letter of their last name is the same as yours __________________________
8. Has the same number of people in his or her family __________________________
9. Likes exactly the same favorite TV show __________________________
10. Loves the same favorite food __________________________
11. Someone who wears the same shoe size __________________________
12. Has seen the same movie that you saw last __________________________
13. Someone who likes spinach __________________________
14. Someone who has the same color of eyes as yours __________________________
15. Someone who went to a different school than you did last year __________________________
16. Someone who has the same PE class __________________________
17. Someone who plays a musical instrument __________________________
18. Someone who has lived in a state other than yours __________________________
THE NAME GAME

GOAL:

To help people acquaint themselves with one another

GROUP SIZE:

4 to 6 players per group

TIME REQUIRED:

10 minutes

MATERIALS:

Pen and paper, stopwatch

PHYSICAL SETTING:

A large room with desks

PROCEDURE:

1. Each player is asked to draw a circle for each letter of his/her name on separate lines for each name.
   EXAMPLE:  ○ ○ ○  
   (Joe Doe)  ○ ○ ○

2. At the end of the circles, the player is asked write his/her name mixed up.
   EXAMPLE:  ○ ○ ○  EOJ
                 ○ ○ ○  OED

3. Each player is then asked to give his/her paper to the instructor who will exchange papers so that no player will have his/her own paper.

4. The papers are turned face down until ready to start.

5. Each player will then stand and give his/her full name.

6. The instructor will now ask players to turn over papers and begin to unscramble names. Time limit: 3 minutes.
FOLLOWING DIRECTIONS ACTIVITY

GOALS:

To determine how well an individual is able to follow written directions.

GROUP SIZE:

Entire class

TIME REQUIRED:

Approximately five minutes

MATERIALS UTILIZED:

Pencil or pen
Directions sheet

PHYSICAL SETTING:

A room large enough to accommodate the entire class

PROCESS:

I. Facilitator will pass each participant a sheet of paper containing what is to be done.

II. Facilitator will instruct the participants not to begin until they are told to do so.

III. Each participant should work independently.

IV. If any participants complete the activity before time is called, they are to raise their hand. Participants are told not to say anything or write anything else on their paper.

V. Time limit: three minutes to complete the given activity.
HOW WELL CAN YOU FOLLOW INSTRUCTIONS

Sure you can. Or can you? Here’s your chance to try it. Just concentrate; but remember, you have only three minutes.

1. Read everything before doing anything.

2. Put your name in the upper right hand corner of this page.

3. Circle the word “name” in sentence no. 2.

4. Draw five small squares in the upper left hand corner of the paper.

5. Put an “X” in each square.

6. Put a circle around each square.

7. Sign your name under the title.

8. After the title, write “yes, yes, yes.”

9. Put a circle around each word in sentence no. 7.

10. Put an “X” in the lower left hand corner of this paper.

11. Draw a rectangle around the word “paper” in sentence no. 4.

12. Call your first name when you get to this point in the test—loud and clear!

13. If you think you have followed directions up to this point, call out “I have.” (Loud and clear!)

14. On the reverse side of this paper, add 8950 and 9850.

15. Put a circle around your answer. Put a square around the circle.

16. Count out loud in your normal speaking voice backwards from ten to one.

17. Now that you have finished reading carefully, do only sentences 1 and 2.

18. After completing your test, quietly reflect on those not as bright.
PEER PERCEPTIONS

GOALS:

I. To provide feedback to each group member on the relative extent to which he/she is perceived to be similar to each other member.

II. To study one’s feeling reactions to being considered “different.”

III. To help each group member to isolate those dimensions of human similarity and dissimilarity which he/she believes are important.

GROUP SIZE:

Eight to twelve members.

TIME REQUIRED:

Two to three hours.

MATERIALS UTILIZED:

I. Peer Perceptions Ranking Form for each participant.
II. Peer Perceptions Summary Form for each participant.
III. Pencils.

PROCESS:

I. Facilitator explains the goals of the exercise.

II. Participants make certain that they know the first names of the others in the group.

III. Participants are given the Peer Perceptions Ranking Form. They are instructed to write down (independently) the names of all of the other participants in rank order, from the member most similar to the individual participant to the member whom he/she considers to be least similar. Beside each name he/she is to indicate those characteristics about himself/herself and the other person which he/she had in mind in ranking that person.

IV. Peer Perceptions Summary Forms are distributed. Names of the group members are listed on columns and rows in the same order.
V. Each participant in turn tells how he/she ranked all of the other members and what he/she had in mind regarding each ranking. Members record the rankings on the Summary Form. At the end, this form contains all of the ranks as a permanent record to be kept by members. Each participant is asked to react to the feedback which he/she has received.

VI. The facilitator leads a discussion of the data, emphasizing how people react to being seen as “different,” and on how group members’ values are expressed in the characteristics on which they focus.
PEER PERCEPTIONS RANKING FORM

Your Name: ________________________________________________________

Ranking of
Other Members - Characteristics Which You Considered:

MOST 1. __________________________________________________________

SIMILAR 2. _______________________________________________________

3. ______________________________________________________________

4. ______________________________________________________________

5. ______________________________________________________________

6. ______________________________________________________________

7. ______________________________________________________________

8. ______________________________________________________________

9. ______________________________________________________________

10. ______________________________________________________________

MOST 11. _________________________________________________________

DISSIMILAR 12. ____________________________________________________

This exercise was taken from pp. 49-52 of Structured Experiences for Human Relations Training by J. William Pfeiffer and John E. Jones.
## PEER PERCEPTIONS SUMMARY FORM

<table>
<thead>
<tr>
<th>Group Members Ranked</th>
<th>a.</th>
<th>b.</th>
<th>c.</th>
<th>d.</th>
<th>e.</th>
<th>f.</th>
<th>g.</th>
<th>h.</th>
<th>i.</th>
<th>j.</th>
<th>k.</th>
<th>l.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AN EXERCISE IN SELF-DISCLOSURE

GOAL:

I. To help students to find personal meaning in subject matter.
II. To promote social and emotional growth through the understanding of one’s self.

SETTING:

This game is suitable for upper elementary and high school students as well as adults. Nine or more can participate; however, the game is more effective with larger groups. There should be enough space for the participants to move about freely. The participants must possess basic skills in communication and be both trusting and trustworthy.

TIME REQUIRED:

Thirty minutes (approximately)

PROCEDURE:

I. The facilitator asks students to stand up and walk around the room without talking, looking at other students carefully.
II. After a few minutes, tell them to divide themselves into groups of four or five (or whatever number divides the class evenly) without any talking at all. Tell them to choose the others on the basis of those with whom they feel most comfortable. Do not allow any talking and do not let them have more or fewer than the required number in each group.
III. When the groups have formed, say, “When the 4 of you are satisfied that this is the group you feel most comfortable with, sit down together. If you think you are in a wrong group, try to move to a different group.”
IV. After all the groups are settled, the facilitator asks students to look around at the other groups and ask themselves the following questions:
   a. Why did you choose this group?
   b. How did you feel during the activity?
   c. Did you feel nervous about choosing other people?
   d. Were you afraid you would not be chosen?
   e. How is your group different from the other groups?
V. Say, “Discuss these questions with your group and share some of the feelings that you had during the exercise.”
VI. Assemble the group. Ask participants to express some of the feelings they experienced during the exercise.
VALUES ORDERING

MATERIALS NEEDED:

Blackboard, overhead projector or newsprint
Paper for each student

PURPOSE:

This exercise gives students practice in choosing from among alternatives and in publicly affirming or explaining their choices. The exercise also demonstrates that many issues require more thoughtful consideration than we tend to give them.

PROCESS:

The group counselor explains to the group that he/she is going to ask them some questions which will require them to look deeper into themselves and make a value judgment. He/she will give them three (or four) alternative choices for responding to each question and ask them to rank order these choices according to their own value preferences. The group counselor then reads a question, writes the choices on the board, and calls upon six to eight students to give their rankings. Each student quickly gives his/her first, second, and third rankings. Of course, students may say, “I pass.” After the six to eight students have responded to a question, the group counselor may give his/her own rankings. Then a group discussion may follow, with students explaining their reasons for their choices, even if they weren’t among the original six to eight to speak. Continue the process for several questions.

Be sure to have students rank all the alternatives, not just their first choice. Try to have them name their choices instead of saying “2-3-1” or the like; and discourage them from saying, “The same,” where their response is identical to the previous student’s. Renaming the choices helps everyone consider the alternatives more carefully.

VARIATIONS:

Have the students form interest groups based on their first or last choice and discuss their reasons for putting that item either first or last.

Sometimes students may want to add alternatives to the choices offered by the group counselor. After the initial ranking is completed, the group counselor may say, “It’s possible that many of you have other ideas that don’t appear here that you would include if you had made up this rank order. Are there any other alternatives you’d like to add to our list? How would you rank them?”
SAMPLE VALUE ORDERING QUESTIONS

1. If you were a parent, how late would you let your 14-year-old daughter stay out?
   _____10 p.m.
   _____12 midnight
   _____it’s up to them

2. Which season do you like best?
   _____winter       _____spring
   _____summer      _____fall

3. Which is most important in a friendship?
   _____loyalty
   _____kindness
   _____honesty

4. Where would you rather be on a Saturday afternoon?
   _____at the lake
   _____in the woods
   _____in the city

5. If I gave you $500, what would you do with it?
   _____save it
   _____give it to charity
   _____buy something for myself

6. What would you do about a person who has bad breath?
   _____tell him/her directly
   _____send him/her an anonymous note
   _____nothing

7. Which do you think is most harmful?
   _____cigarettes
   _____marijuana
   _____alcohol

8. Which would you most like to improve?
   _____your looks
   _____your social life
   _____the way you use your time

9. Whom would you prefer to marry? A person with:
   _____intelligence
   _____personality
   _____attractiveness

10. If your parents were in constant conflict, which would you rather have them do?
    _____get divorced and your father leave home
    _____stay together and hide their feelings for the sake of the children
    _____get divorced and you live with your father
11. Which would be the hardest for you to accept?
   _____the death of a friend
   _____the death of a parent
   _____your own death

12. What do you want most out of life?
   _____happiness
   _____good reputation
   _____a lot of money

13. What is the most serious problem in the United States today?
   _____inflation
   _____welfare
   _____crime prevention

14. Where would you seek help in a strange city?
   _____a church
   _____police station
   _____hippy headquarters

15. Which would you prefer if you had bad breath?
   _____be told directly
   _____receive an anonymous note
   _____not be told

16. If you witnessed a robbery what would you do?
   _____not get involved
   _____call the police
   _____go after the robber

17. If you got really angry at a friend what would you do?
   _____pretend that you weren’t mad
   _____avoid your friend
   _____tell him/her how you felt

18. Which would be hardest for you to accept?
   _____being poor
   _____being sick
   _____being physically handicapped

19. Which would you rather be?
   _____an only child
   _____the youngest child
   _____the oldest child

20. How do you have the most fun?
   _____alone
   _____with a few friends
   _____with a large group
### GROUP GUIDANCE PROCESS

<table>
<thead>
<tr>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader plans topics</td>
<td>Leader and group members collaborate in planning topics</td>
<td>Topics originate with group members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>Content</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture and recitation</td>
<td>Discussions, projects, panels, visits</td>
<td>Free discussion, role-playing</td>
</tr>
<tr>
<td>Facts and skills emphasized</td>
<td>Attitudes and opinions</td>
<td>Feelings and needs</td>
</tr>
<tr>
<td>Units in regular classes</td>
<td>Separate guidance groups meet on schedule</td>
<td>Groups organized as needed, meet as needed</td>
</tr>
</tbody>
</table>

### GUIDELINES

1. Group discussions are a cooperative job. We must all work together to help each other solve problems.

2. We can’t solve problems if we refuse to look at them honestly.

3. Try to really listen to what the person next to you is saying. Don’t just try to convince him/her that you are right. Listen to what he/she says, just as you expect others to listen to you when you have something to say.

4. Speak whenever you have something to say. Don’t be afraid to speak up even if what you have to say isn’t particularly clear in your own mind. But on the other hand, be careful not to cover up what you mean to say by saying too much.

5. One of the best ways you can help the others is to let them know that they are not alone in what they feel. If you have experienced this same feeling, tell them. You may be surprised to find that you will be able to understand more about the way you feel as you find yourself talking to others about how they feel.

6. Don’t feel that you have to come to a group solution or agreement. The purpose of the group is to explore problems together. The decision that you as a person come to must be your own. The only solutions that are good for you must be those that have a personal meaning for you. Someone else’s answer may not apply to the way you feel.

7. A group discussion goes along best when everybody trusts each other. Be careful that the others don’t feel that you are making fun of them. If you are going to work together and solve problems, you’re going to have to trust each other. The more quickly you get to know the others and they get to know you, the more quickly this group is going to “pay off” for you.

8. The group discussion process is often as important as the content need. Be patient and allow time for inner growth.
Gazda summarizes the needs to be met during adolescence as statements of general goals for group counseling of adolescents as follows:

1. Search for identity by defining meaningful goals for various facets of life.
2. Increased understanding of one’s interests, abilities, and aptitudes.
3. Improving skills for identifying opportunities and for evaluating them in terms of one’s own interests, abilities, and aptitudes.
4. Increasing interpersonal skills and self-confidence to recognize and solve problems.
5. Improving interpersonal skills and self-confidence to recognize when decisions are required, how to make them, and how to implement them.
6. Increasing sensitivity to others’ needs and improving skills for helping others satisfy their needs.
7. Improving communication skills for conveying one’s real feelings directly to relevant persons, and with consideration for their feelings.
8. Independence to examine what one believes, to make one’s own decisions, to take reasonable risks, to make one’s own mistakes, and to learn from one’s mistakes.
9. Improving interpersonal skills to deal with authority figures in a mature manner, for example, employers, police, government officials, as well as parents and teachers.
10. Meaningful participation in developing and maintaining limits on one’s own behavior.
11. Growing knowledge and skills for coping with one’s physical and emotional changes associated with maturation.
12. Improving skills for living adult roles. (pp. 177-178)

Adapted from Group Counseling: A Developmental Approach, pp. 177-178, by George Gazda. (Order from Allyn & Bacon, Boston, MA.)
SAMPLE PROPOSAL FOR AN ADOLESCENT GROUP

The following example of a proposal for a group could be modified to fit many types of special-interest adolescent groups and some children’s groups as well. It could be adapted to various settings such as mental-health clinics, community centers, public schools, family-services agencies, and so on.

**1. Rationale**

Adolescence is a time of paradox; conflicts often lead to considerable anxiety and feelings of separateness. At this time of life, people need to learn how to cope with increasing freedom and the responsibilities that accompany it. A group can provide the opportunity to share common struggles and to find ways of making responsible choices.

**2. Type of Group**

This will be a self-exploration group composed of young people between the ages of 15 and 19. The group will be limited to eight participants, and entry into the group is voluntary. This is basically a therapeutic group, with the focus on providing an open atmosphere to explore typical developmental concerns and conflicts facing the adolescent; it is not group therapy aimed at treating emotional disturbances. The group will meet for 15 weeks, each Wednesday from 7:00 to 9:00 p.m. If all the members have an interest, one all-day Saturday extended session can be arranged at some time during the 15-week period.

The initial session will be devoted to teaching the participants how to get the maximum benefit from a group experience and will orient the members to basic ground rules and to working toward the establishment of trust.

**3. Goals and Objectives**

The group will be a place for self-exploration and for sharing of ideas and feelings. Participants will be invited to examine their values, behaviors, and relationships with others and to look at the direction of their life to determine what changes they might want to make. It is the members’ responsibility to decide for themselves the nature and extent of the changes they want to make. The members will decide when to share personal issues and how much to share. Participants are expected to be active in the sessions, at least to the degree of sharing their reactions to the here-and-now events within the group.

Although each member will be assisted in developing specific, concrete, and personal goals early in the group, the following are some general goals that will provide direction for this group:

* to grow in self-acceptance and self-respect
* to clarify values and examine one’s philosophy of life
* to become sensitive to the needs of others
* to explore conflicts and look for one’s own answers
* to develop sufficient trust within the group to allow for an honest sharing of attitudes and feelings
• to learn ways of applying what is learned in the group to everyday situations

**4. Basic Information

• Names of the group leaders (group will be co-led)
• Qualifications and experience of the leaders
• Pertinent information concerning fees (if any), dates, and how to sign up for screening interview

**5. Basic Ground Rules

• Members are expected to attend all the sessions and participate by sharing themselves and giving feedback to others.
• Members must maintain the confidential nature of others’ disclosures.
• It is the participants’ responsibility to decide on specific personal goals that will guide their participation. This will be done within the first few sessions by developing a contract that clearly states what members want to change and to discuss in the group and how they might go about this.
• Members will not come to group meetings under the influence of drugs or alcohol.
• Smoking is not allowed during the session.
• Members must have the written consent of their parents to participate in the group.

**6. Topics for Possible Group Exploration

During the history of this group the members and the leaders will collectively decide on certain common themes and personal issues to provide some structuring to this group. Some examples of theme-oriented sessions are the following:

• dealing with alcohol and drug abuse
• learning how to cope with feelings (of depression, guilt, anxiety, anger, rejection, hostility, loneliness)
• exploring conflicts related to school
• discussing careers and post-high school plans
• discussing love, sex, and intimacy
• defining sex roles
• exploring identity issues
• considering the struggle toward autonomy
• discussing conflicts with parents; learning how to live with and appreciate parents

Other topics of concern to group participants will be developed as the sessions progress.

**7. Special Considerations in Getting Adolescent Groups Started

There are a number of practical, ethical, and legal issues that need to be carefully considered in designing groups for adolescents. Several sections in this chapter (Competency III) deal with guidelines for group work with children and adolescents.
**8. A Format for Divorce-Group Counseling**

Following is Marilyn Chandler’s six-session program for helping elementary students from divorced families.*

**Goals**

1. To help students talk about and come to understand their feelings about their parents’ divorce.
2. To help students understand that they are not alone in their feelings and experiences.
3. To give students an opportunity to learn new coping skills and to share successful coping strategies with others in the group.
4. To help students gain a more realistic view of the divorce situation and move toward acceptance of themselves and their family.

**Session Content**

**Session 1: “Getting to Know You”**

A. Group Introductions. Have students form pairs, interviewing each other to learn five new things about the other. Have students introduce their partners to the group.

B. Discussion of Group Goals and Plans. Explain goals and activities, answer questions, and ask students to share what they hope to get from participating in the group.


**Session 2: Filmstrip and Discussion**

A. Present Film or Filmstrip. Suggested titles: Breakup (Inside/Out) -- 16mm or videocassette; Coping with Your Parents’ Divorce (Learning Tree) -- sound filmstrip; Understanding Changes in the Family (Guidance Associates) -- sound filmstrip.

B. Discussion. Ask for students’ reactions. Discuss characters’ feelings, using questions in the manual if available. Summarize.

**Session 3: “Things I Wish My Parents Knew”**

A. Values Voting (from Simon, Howe, & Kirschenbaum). Have students vote on statements and myths regarding divorce and step-families.

B. Brainstorm. Lists on newsprint the “things I wish my parents knew” about the effects of divorce on children. Discuss.

C. Role Playing. Have students act out and discuss common problem situations, such as where the child goes for holidays, parents’ criticism of each other, or meeting a parent’s new “friend.” This role playing may be structured by writing situations on cards for the students to draw or asking the students to suggest situations. Discuss the feelings shown, and ask students to tell about times when they have felt that way.

**Session 4: Bibliotherapy**

A. Distribute Booklist. Compile a list of divorce-related books appropriate for the students’ age. Show them whatever books you have access to, let them peruse the books, and allow them to check out from you if possible.
B. Reading Aloud. For younger students, read “Zachary’s Divorce,” from Free to Be You and Me (Sitea). Have older students read orally from My Dad Lives in a Downtown (Mann) or It’s Not the End of the World (Blume). (If the books are available, it would be ideal to give them out the week before and assign the reading in advance.)

C. Discussion. Discuss characters’ feelings and behaviors. Some common themes are children’s feelings of responsibility for their parents’ divorce, anger and aggressive behaviors, wishing the parents would get back together, and embarrassment about the new family situation. Encourage personal discussion, and elicit suggestions for dealing with these problems.

Session 5: Empathic Assertion
A. “You’re Not Bad If You Get Angry.” Read pages 48-58 from The Boys and Girls Book About Divorce (Gardner) on anger.

B. Teach Assertive Response. Practice expressing feelings and needs while showing some understanding of others’ feelings.

Session 6: “The Uh-Oh Game”
A. The Uh-Oh Game. Available from the Friends Next Door, Inc., 10907 Oakwood Street, Silver Spring, MD 20901. Encourages children to discuss common problem situations, and gives them a chance to share their feelings. A fun concluding activity.

B. Summary. List on newsprint the lessons that have been learned. Evaluate by asking students what they liked most, what was most helpful, and so on.

C. Strength Bombardment. Close on a positive note. Ask students to write one positive statement about each group member on separate stick-on labels. Have them use the labels to make a poster for each member.
**SMALL GROUP COUNSELING**

Small group experiences will be organized by grade or adjoining grade levels for a limited number of children. Below are listed the types available, the goals of each, and some suggestions as to the type of child you might wish to include.

<table>
<thead>
<tr>
<th>Title</th>
<th>Purpose</th>
<th>Possible Types of Children</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Developing self-awareness through art activities</td>
<td>Non-verbal, shy, inhibited</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Self-Concept</td>
<td>Encourage a better understanding of each individual’s strengths and weaknesses</td>
<td>Insecure Unrealistically confident</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Attention Getting</td>
<td>Recognizing, understanding, and dealing with attention-getting behavior</td>
<td>Class clown, nuisance, mischievous, non-doers</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Friendship</td>
<td>Identifying and understanding the meaning of friendship</td>
<td>Loner, aggressive</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Developing the awareness and skills for problem solving</td>
<td>Potential leaders, indecisive, potpourri</td>
<td>X X X X X X X</td>
</tr>
<tr>
<td>Self-Control</td>
<td>Developing responsibility and understanding of one’s own behavior</td>
<td>Combustible, lacking in self-discipline</td>
<td>X X X X X</td>
</tr>
<tr>
<td>Imagination</td>
<td>Developing creative thinking</td>
<td>Shy, unimaginative, fearful of expressing him/herself</td>
<td>X</td>
</tr>
<tr>
<td>Test Taking</td>
<td>Developing a sound mental attitude toward testing situations</td>
<td>Anxious, apprehensive, “I don’t care” attitude</td>
<td>X X X</td>
</tr>
<tr>
<td>Communication</td>
<td>Strengthening listening and communication skills</td>
<td>Inappropriately verbal, non-verbal</td>
<td>X X X</td>
</tr>
<tr>
<td>Personality</td>
<td>Exploring the many facets of an individual</td>
<td>Poor self-concept, in-depth thinkers</td>
<td>X X X</td>
</tr>
<tr>
<td>Single-Parent</td>
<td>Helping students deal with family situations involving death, divorce, separation, etc.</td>
<td>Children having problems adjusting to single parent family situations</td>
<td>X X X X X X X</td>
</tr>
</tbody>
</table>
Dear Parent:

We are planning to offer a series of small group counseling sessions for fifth and sixth grade students who are interested in working with other students on the topic of divorce. The time will give the students an opportunity to share feelings, concerns, and coping skills with others whose families are also separated. With the help of a supportive group, we hope the children will learn to accept their own family’s situation in a positive way and will be better prepared to handle other life crises.

The six weekly sessions will last approximately 30 to 40 minutes. The group leader is the school counselor.

Parent permission is requested for a student to participate in the group. The classroom teachers have been consulted on scheduling, and students will not be penalized for missing class time.

If you have any question, please call the school. Your support is greatly appreciated.

Sincerely,

Counselor

I give my child __________________________ permission to participate in the group counseling series.

_____________________________  ______________________
Parent’s signature                  Date
PROFESSIONAL STANDARDS FOR TRAINING OF GROUP COUNSELORS

PREAMBLE

Whereas counselors may be able to function effectively with individual clients, they are also required to possess specialized knowledge and skills that render them effective in group counseling. The Association for Specialists in Group Work supports the preparation of group practitioners as part of and in addition to counselor education.

The Professional Standards for Group Counseling represent the minimum core of group leader (cognitive and applied) competencies that have been identified by the Association for Specialists in Group Work.

DEFINITION

Group Counseling

Consists of the interpersonal processes and activities focused on conscious thoughts and behavior performed by individuals who have the professional credentials to work with and counsel groups of individuals regarding career, educational, personal, social, and developmentally related concerns, issues, tasks, or problems.

Designated Group Counseling Areas

In order to work as a professional in Group Counseling, an individual must meet and demonstrate minimum competencies in the generic core of group counseling standards. These are applicable to all training programs regardless of level of work or specialty area. In addition to the generic core competencies (and in order to practice in a specific area of expertise), the individual will be required to meet one or more specialty area standards (school counseling and guidance, student personnel services in high education, or community/mental health agency counseling).

Group Counselor Knowledge Competencies

The qualified group leader has demonstrated specialized knowledge in the following aspects of group work:

1. Be able to state for at least three major theoretical approaches to group counseling the distinguishing characteristics of each and the commonalities shared by all.
2. Basic principles of group dynamics and the therapeutic ingredients of groups.
3. Personal characteristics of group leaders that have an impact on members; knowledge of personal strengths, weaknesses, biases, values and their impact on others.
4. Specific ethical problems and considerations unique to group counseling.
5. Body of research on group counseling in one’s specialty area (school counseling, college student personnel, or community/mental health agency).
6. Major modes of group work, differentiation among the modes, and the appropriate instances in which each is used (such as group guidance, group counseling, group therapy, human relations training, etc.).
7. Process components involved in typical stages of a group’s development (i.e., characteristics of group interaction and counselor roles).
8. Major facilitative and debilitative roles that group members may take.
9. Advantages and disadvantages of group counseling and the circumstances for which it is indicated or contraindicated.

**Group Counselor Skill Competencies**

The qualified group leader has shown the following abilities:

1. To screen and assess readiness levels of prospective clients.
2. To deliver a clear, concise, and complete definition of group counseling.
3. To recognize self-defeating behaviors of group members.
4. To describe and conduct a personally selected group counseling model appropriate to the age and clientele of the group leader’s specialty area(s).
5. To accurately identify nonverbal behavior among group members.
6. To exhibit appropriate pacing skills involved in stages of a group’s development.
7. To identify and intervene effectively at critical incidents in the group process.
8. To appropriately work with disruptive group members.
9. To make use of the major strategies, techniques, and procedures of group counseling.
10. To provide and use procedures to assist transfer and support of changes by group members in the natural environment.
11. To use adjunct group structures such as psychological homework (i.e., self-monitoring, contracting).
12. To use basic group leader interventions such as process comments, empathic responses, self-disclosure, confrontations, etc.
13. To facilitate therapeutic conditions and forces in group counseling.
14. To work cooperatively and effectively with a co-leader.
15. To open and close sessions, and terminate the group process.
16. To provide follow-up procedures to assist maintenance and support of group members.
17. To utilize assessment procedures in evaluating effects and contributions of group counseling.

Source: The Association for Specialists in Group Work - A Division of ACA
EXERCISES IN INTERPERSONAL COMMUNICATION

Introduction of Group Members

Most of us need to be understood, to be liked by others, and to be at ease with others. We are all growing and changing. We are always finding out more about how others react to us, and “who we are.” These exercises will help you and others in your group to learn more about yourself, to get along with others, and to be more relaxed around other people. Good communication between people is important. Good communication helps at home, on the job, in school, and with family, friends, and co-workers.

There is no magic to getting along with others. You can learn these skills through practice in telling about yourself and listening more carefully to others. Once these things are learned you have fewer misunderstandings with others. It will be easier to understand and deal with friends, teachers, and parents.

The following exercises also help groups such as yours to learn how to work smoothly together on many tasks. You will find the following exercises to be interesting and fun.
SOME SUGGESTIONS

You may want to decide upon some guidelines for what you do in your group. Below are some ideas which other groups like yours have used in the past to help work well together. Discuss them now and decide which ones are suitable, and perhaps add others you may think of.

1. No one has to talk unless they want to talk.

2. No one in the group will ever be forced to say anything.

3. Talking about what happens in the group to others outside the group does not help build trust and honesty among members. Therefore, when a member is speaking, all of the members should listen until he/she is finished. Members should not share what happens in the group to others outside the group.

4. In the group you can talk about ideas, opinions, and feelings. Many times these change from time to time. We should be able to try out ideas of feelings without being punished. It is difficult to be sure about anything.
EXERCISE I:

Discuss your reaction to the following questions to the group.

1. Do you really want others to get to know you? How well?

2. Are you embarrassed when talking about your feelings or feelings of other people?

3. If you tell others about yourself and your feelings, what will happen?

DO NOT TURN THE PAGE UNTIL THE GROUP IS FINISHED
EXERCISE II

“WHO AM I?”

ALL READ SILENTLY WHILE ONE MEMBER READS ALOUD:

Read slowly and carefully. There is plenty of time.

Keeping in mind that any member can remain silent, would each of you tell some important things about yourself. Other group members should feel free to respond to the person and what he/she has said at any time without interrupting.

DO NOT TURN THE PAGE UNTIL THE GROUP IS FINISHED
EXERCISE II

REVIEW

You were probably wondering what you should tell about yourself. Sometimes this interferes with listening to others. Take time now to talk about your feelings while others were telling about themselves. The following questions may help you in your discussion:

1. Did you choose carefully what you told about yourself? Why?

2. How much do you remember about others in the group? Is there something else you would like to know about someone in the group? If so, why not ask them now?

Having heard others discuss themselves, there may be some additional things you want to tell about yourself that would help others to know you better. Now is the time to tell about yourself.

DO NOT TURN THE PAGE UNTIL THE GROUP IS FINISHED
EXERCISE III

READ ALOUD AND READ SLOWLY AND CAREFULLY.

THERE IS PLENTY OF TIME.

If you were like most teenagers, you found it hard to help other group members explore their feelings and tell about their important points. Yet, this may be easy for you when talking with your family or close friends. It is important to others to know that you are trying to understand what they say and feel. If you can do this, others tend to trust you and like you more.

Here are some ways in which you can help others to solve their concerns:

1. Don’t ask specific questions. Instead, say back what they said to you to show that you heard them.

2. If you are not sure what they have said, tell them that you don’t understand. Or, ask for more information.

Example:

Other person -- “I don’t like the girls in my ninth grade history class.”

Bad response -- “Which girls don’t you like?”

Good response -- “Something about that situation just isn’t right” or “Tell us some more so that we can understand you better.”
EXERCISE IV

“MY CONCERNS”

So far these directions have told you what to do. By this time you know each other quite well. From now on it is most important to talk about your concerns and feelings. This will help you find out how other people feel and how they might react in similar situations. You might find better ways with dealing with your concerns. Here are some frequently mentioned concerns of people like you. Read through them as a help in getting started. Then begin by telling the others some concern that is important to you.

“I am not popular”

“My reputation is bad”

“Many of my friends don’t really like me”

“I’m not good looking”

“I seem to be in trouble all the time”

“My parents and I don’t get along”

“School isn’t for me”

“I don’t know what I will do when I leave school”

“I don’t have enough dates”

“I get scared when I meet new people”

“I worry about what others think of me”

“I’m in with the wrong crowd”

TURN TO THE NEXT PAGE
Most of us have questions about these. Tell the group which one is most important to you, and why. The group should listen and help each other to understand, rather than try to change each other or solve each other’s problems.

Some ideas:

1. When a member shares a problem, listen and let him/her know you know what he/she is saying.

2. Keep him/her as the subject. Telling of your ideas and experiences only interrupts and changes the subject.

3. Don’t be the judge. Deciding the “good” or “bad” of something for another friend is very difficult and doesn’t help others to trust you.

DO NOT TURN THE PAGE UNTIL THE GROUP IS FINISHED
EXERCISE V

“WHAT I LIKE IN OTHERS”

Now you have had some practice in listening and responding to the ideas and feelings of others. We are still trying to get to know each other better. The following exercise will help us to do this.

EXERCISE:

Tell the group what you liked most about other people. Tell how you are different from the persons you have described. When one person is talking, other group members should remember to listen carefully and then talk about that person and what he/she says and feels.
GROUPS

I. Group participation may be solicited by:

1. Making informal contacts with teachers
2. Explaining group counseling in a faculty meeting
3. Explaining group counseling to students in classroom guidance
4. Demonstrating techniques to parents in parent meetings
5. Receiving recommendations from school psychologists or other specialists
6. Sending out flyers concerning groups to be offered
7. Placing announcements on bulletin boards of groups being offered
8. Selecting students whom you have seen individually and inviting them to participate
9. Asking teachers and parents to recommend students who have specific needs

II. Preparing for Group

1. Decide on types of groups to be offered
2. Select location
3. Research material
4. Determine goals and objectives
5. Advertise/announce
6. Solicit referrals
7. Interview the participants (optional as group understanding increases)
8. Select participants according to determined criteria
9. Obtain teacher approval in order to get cooperation
10. Get permission from parents especially for sensitive groups such as divorce or family crises
III. Consideration for Group Organization

1. Sharing mutual problems
2. Compatibility of group members
3. Use of group models
4. Group size
5. Age range
6. Sex composition
7. Length of group sessions
8. Physical setting for meetings
9. Qualifications of the group leader
10. Materials for group stimulation

IV. Considerations for Group Outcomes

1. Learning situations with opportunities for personal growth and change
2. Permit participants to learn coping mechanisms and explore social roles
3. Assist students in mastering developmental tasks
4. Increase problem solving ability
5. Increase in self-understanding and self-acceptance

V. What to Do in a Group

1. Structure the group so that you are accomplishing your purpose.
2. Use exercises that stimulate group discussion.
3. Give time and some icebreaker that enhances group relationships.
4. Set appropriate times for the group according to age level and situation. Thirty minutes is usually long enough for a young group while fifty minutes to two hours can be appropriated for older students to adults. Situations such as school settings accommodate well to the fifty minute period.
5. Groups can be one time or set up for six to eight weeks depending on the goals. Once a week for eight weeks seems to give time for some goal achievement. Some groups used principally as support may last indefinitely.

VI. What Is a Group?

Group counseling is an interpersonal process in which individuals with similar concerns explore with each other and a counselor their feelings and attitudes about themselves or situations. Through their interpersonal relationship, each individual may discover alternative modes of thinking and behaving. Students learn to help others as well as obtaining help for themselves.

VII. Why Have a Group?

A group is a safe, understanding, caring, participating, and approving environment. It is a place where students can be open, honest, and frank—where it is safe to test their ideas and solutions and obtain frank evaluations of their efforts to change.

A group is useful for several reasons:

1. The counselor has an opportunity to know students more intimately.

2. Students build a support group with each other which is available throughout the school day.

3. Counselors can see more students in a given hour.

4. Students build confidence and become less dependent on the counselor.

5. Students begin to see that other people have similar needs and problems as their own.
ELEMENTARY GROUP GUIDANCE ACTIVITIES

Since I begin classroom guidance the opening day of school, I searched for something “catchy” or different from the past years. I would like to pass the idea along to those who are tired of their opening activity or are looking for something different.

Entering any classroom for the first time, I feel the most important thing to do is to meet all the new students and ask the regular students to introduce me to the new ones. The following activities are a good way to help you to get to know your students and to bring out the best in them.

Procedure:

**Balloon Bonanza**

The first guidance activity I will introduce this year will be “Getting High on School,” recommended for all elementary grade levels. For this activity I bring to the workshop some cut-out colored balloons with string attached. The group and I will discuss ways people “get high.” Discussion depth depends on the grade level participating.

Each will be given a balloon and answer the questions I ask with illustrations, using very little writing. Some of the questions include the following:

1. What is one thing you did this summer that gave you a great deal of fun?
2. Name one subject you want to learn more about because it excites you.
3. Name one person in this class you want to become friends with. (Do not choose a person you already know.)
4. What is one present you would like to give yourself, to the class, or to the teacher?
5. Name a wish you have for the planet Earth.
6. What was your favorite grade?
7. What cheers you up when you are down?

The balloons are shared by those who want to take risk. This activity causes the child to stop to think about himself/herself. Students often feel that this activity is personal and hesitate to risk sharing the total balloon. Probably in a small group, students would be more willing to share more of their feelings.
The Happiness Box

The Happiness Box, one of the students’ favorites, is an activity that can be continued throughout the year. It is a small group activity designed to build self-worth and to help children get to know each other better.

Each member of the group makes and decorates a Happiness Box or Bag. Each session thereafter, the member brings to the group something, or a symbol of something, that makes him/her happy and shares with the group what he/she brought and why he/she chose that particular thing. This engenders much discussion on materialism and morality and the value each student holds.

Kindergarten students have a Sunshine Box or Bag. They cut out pictures of things that make them happy or bring sunshine to them and put these into their box or bag.

Tag Along

Fifth-grade class members choose a person in the school to tag along with (shadow) so that they can experience first-hand what the particular employee does during the school day. Each student arranges an interview and works out his/her schedule with the employee he/she has chosen.

Students often express amazement at the qualifications and hard work of the school employees. In addition to being a valuable career education activity, the tag along program also helps the student recognize the importance of responsibility.

The Three R’s

This workshop is set up for total school involvement and recognizes, rewards, and reinforces good behavior in students. Every child in the school can participate.

A student who has been outstanding for the week is chosen from each classroom. The student is chosen because of his/her exceptional behavior, such as:

1. Following directions and listening.
2. Behaving well in the lunchroom.
3. Earning his/her best grade, regardless of the letter.
4. Having a clean and tidy desk.
5. Behaving well on the playground.
6. Making outside contributions to the class or school.
7. Cooperating with peers, teachers, school personnel, and so on.

Evaluation: The rewards are given by the counselor on Fridays in thirty-minute intervals. It is felt by the teachers that children with behavioral problems improved because of being part of this workshop in such a positive way.
COMPETENCY IV
COMPETENCY IV

Coordinates student appraisal

1. Counselor Contacts with Dropouts
2. Cumulative Record Check
3. Notification of Failure
4. You can Help Your Child Improve Test Scores
5. Student Test Record
6. Record of the Use of Standardized Tests
7. Student Withdrawal Form
8. Interim Evaluation Form
9. Request for Records
10. Student Evaluation Report
11. College Admission Tests
12. Transcript Request Form
13. Record Evaluation Form
### COUNSELOR CONTACTS WITH DROPOUTS

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date of Exit Interview</th>
<th>Reason for Dropping</th>
<th>Address</th>
<th>Phone Number</th>
<th>Date of Counselor Contact</th>
<th>Type of Contact</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cumulative Record Check

TO: __________________________________________

FROM: __________________________________________, Counselor

CONCERNING: Cumulative and Permanent Records

DATE: __________________________________________

I have checked the cumulative records and there are a few things that need to be completed. The following things need to be done to your records, if checked.

__________ First Semester Grades
__________ Entrance Dates and/or School
__________ Parents' Names
__________ Inserts Completed and Addresses Checked
   All inserts are to be kept in your folder in the main office.
__________ Birth Certificate Number
__________ Please let me know if there is anything I missed while checking.

Please sign and date when this is completed. Thanks bunches!!

______________________________ DATE ________________

PLEASE TURN THIS IN BY ____________
Sample Letter

Notification of Failure

To the Parents of: ___________________________________________________

Your child failed the following courses during the school year:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

In order for your child to make orderly progress toward meeting graduation requirements, you may want to consider summer school which begins ________________

Registration for summer school is currently taking place and many classes are almost full. If you are interested, please contact a counselor today.

Sincerely,

Counselor
YOU CAN HELP YOUR CHILD IMPROVE TEST SCORES

What's the key to success on tests? Studying helps, of course. According to research supported by the National Institute of Education, however, there are many other factors as well. Here are some tips for parents:

* Help your child fight test anxiety. Offer encouragement and stress the need to relax and think positively.

* Discourage cramming; it only increases test anxiety. Real learning occurs through study spaced over a period of days or weeks.

* Encourage your child to be well-rested for the test. Students who are tired are less able to handle the demands of a test.

* Make sure that your child has a well-rounded diet. A healthy body leads to a healthy, active mind.

* Tell the youngster to skim the entire exam briefly before starting. By seeing what types of questions are included, the child can budget time for answering the different types of questions.

* In multiple choice tests, students often waste time on questions they can't answer. Tell your child to skip questions he or she can't figure out and concentrate on the easier ones first.

* Encourage your child to jot down phrases that relate to the answers when taking essay exams. This will help in writing the actual answers later. If time is running out, it is best to outline the answer, putting down as much information as possible in the time remaining. This will often earn partial credit on the question.
STUDENT TEST RECORD

NEEDS ASSESSMENT: (File profile form in this booklet)

STATE TESTING PROGRAM:

PSAT/NATIONAL MERIT SCHOLASTIC QUALIFYING TEST:

PLAN:

STATE EXITING TEST:

ASVAB:

AMERICAN COLLEGE TEST (ACT):

SCHOLASTIC APTITUDE TEST (SAT):

ADVANCED PLACEMENT EXAM:

OTHERS:
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date</th>
<th>Instructor Information</th>
<th>Counselor Identification of Student Needs</th>
<th>Student Recruitment</th>
<th>Student Placement</th>
<th>Career Choice</th>
<th>Results Utilized by Group or Individual</th>
</tr>
</thead>
</table>
STUDENT WITHDRAWAL FORM

NAME _____________________________________ GRADE ________ YEAR ________ ID#__________

ENROLLED ________ WITHDRAWN ________ REASON ___________________

TEACHERS: PLEASE INCLUDE GRADES TO DATE OF WITHDRAWAL.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TEACHER</th>
<th>1</th>
<th>2</th>
<th>SEM.</th>
<th>3</th>
<th>4</th>
<th>SEM.</th>
<th>FINAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ATTENDANCE __________ LIBRARY CLEARANCE __________ GRADING CODE

EXAMPLE

DAYS PRESENT _______ PHYSICAL ED. CLEARANCE _______ A - 95-100
DAYS ABSENT _______
C - 75-84
D - 70-74
F - BELOW 70

LOCKER # _______________ BOOK CARD RETURNED __________ I - INCOMPLETE

PERMISSION TO WITHDRAW
PARENT SIGNATURE ____________________________________________

A TRANSCRIPT OF SCHOOL RECORDS WILL BE SENT UPON REQUEST.

COMMENTS:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
INTERIM EVALUATION FORM

To:__________________________________________________________________________________________

Parent or Guardian
____________________________________________________________________________________________
Street Address Zip
____________________________________________________________________________________________
Student’s Name Teacher’s Name
____________________________________________________________________________________________
Subject Counselor
____________________________________________________________________________________________
Period Term School Counselor’s Phone
____________________________________________________________________________________________

This report identifies areas in which your child needs to improve and/or is commended.

Commendations Needs Improvement
_____ 1. Good attendance _____ 1. Poor work habits in class
_____ 2. Prompt _____ 2. Lack of materials
_____ 3. Courteous _____ 3. Lack of attention to class activities
_____ 4. Effective study habits _____ 4. Too many tardies
_____ 5. Excellent achievement _____ 5. Excessive absenteeism
_____ 6. Attentive in class _____ 6. Failure to dress out for physical education
_____ 7. Participates well in class
_____ 8. Completes assignments
_____ 9. Cooperative
_____10. Dependable

------------------------------------------------------------------------------------------------------------------------------------------------

GRADE: Unit Test (s) __________________________________________________________________________
Assignments (s) _______________________________________________________________________________

REMARKS___________________________________________________________________________________
____________________________________________________________________________________________

NOTE: If you would like a personal or telephone conference with the teacher(s), please make arrangements through the counselor listed above.

__________________________________________ __________________________________________
Teacher’s Signature Parent’s Signature

Copy: White - Parent
Yellow - Counselor
Pink - Teacher

---------------------------------------------------------------------------------------------

IV-11
REQUEST FOR RECORDS

Date: _______________________________

To: _______________________________

The following student (s) has (have) enrolled in our school. It is most important that we provide the appropriate placement for the student (s) listed below:

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Birth Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please send to our school the following information:

- Health forms
- Educational and attendance records
- Testing and psychological records
- Special education records

Parent's Signature (not required by law)

Thank you,

Counselor
STUDENT EVALUATION REPORT

Name of Student ________________________________ Date ____________

Subject Area ________________________________ Instructor ____________

INSTRUCTIONS: Each instructor is to rate the student on the basis of his/her observation of
the student's performance in the program.

<table>
<thead>
<tr>
<th>Above</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not waste time and materials - an efficient worker.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Completes his/her projects on time.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Seeks additional information.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Takes pride in his/her work.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Able to listen and carry out instructions.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Maintains good work attitudes.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Follows rules and regulations.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Shows initiative in his/her work.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Possesses a cooperative attitude.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Able to get along with others.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Is honest.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Demonstrates enthusiasm.</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Demonstrates willingness to learn.</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

Average for this 9 weeks __________

Comments:
______________________________________________________________________________
______________________________________________________________________________
COLLEGE ADMISSION TESTS

ACT Tests

The ACT measures the knowledge, understanding, and skills that you have acquired throughout your education. Although the sum total of this knowledge cannot easily be changed, your performance in a specific subject matter area can be affected by adequate preparation, especially if it has been some time since you have taken a course in that area. The following are descriptions of the four test areas.

**ACT English Test**

The English Test is a 75-question, 45-minute test that measures your understanding of the conventions of standard written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style). Spelling, vocabulary, and rote recall of rules of grammar are not tested. The test consists of five prose passages, each of which is accompanied by a sequence of multiple-choice test questions. Different passage types are employed to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills but also to reflect students' interests and experiences. Most questions refer to underlined portions of the passage and offer several alternatives to the portion underlined. These questions include "NO CHANGE" to the passage as one of the possible responses. Some questions are identified by a number or numbers in a box. These questions ask about a section of the passage or about the passage as a whole. You must decide which choice is most appropriate in the context of the passage, or which choice best answers the question posed.

**ACT Reading Test**

The Reading Test is a 40-question, 35-minute test that measures your reading comprehension as a product of your skill in referring and reasoning. That is, the test questions require students to derive meaning from several texts by (1) referring to what is explicitly stated and (2) reasoning to determine implicit meanings and to draw conclusions, comparisons, and generalizations. The test comprises four prose passages that are representative of the level and kinds of text commonly encountered in college freshman curricula; passages on topics in the social studies, the natural sciences, prose fiction, and the humanities are included. Each passage is preceded by a heading that identifies what type of passage it is (for example, "Prose Fiction"), names the author, and may include a brief note that helps in understanding the passage. Each passage is accompanied by a set of multiple-choice test questions. These questions do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic. Rather, the test focuses upon the complex of complementary and mutually supportive skills that readers must bring to bear in studying written materials across a range of subject areas.

Three scores are reported for the ACT Reading Test: a total test score based on all 40 questions, a subscore in Social Studies/Sciences reading skills (based on the 20 questions in the social studies and natural sciences sections of the test), and a subscore in Arts/Literature reading skills (based on the 20 questions in the prose fiction and humanities sections of the test).

**ACT Mathematics Test**

The ACT Mathematics Test is a 60-question, 60-minute test designed to assess the mathematics skills students have typically acquired in courses taken up to the beginning of grade 12. The test presents multiple-choice questions that require you to use reasoning skills to solve practical problems in mathematics. Knowledge of basic formulas and computational skills are assumed as background for the problems, but complex formulas and extensive computation are not required. The material covered on the test emphasizes the major content areas that are prerequisites to successful performance in entry-level courses in college mathematics.

Use of calculators is permitted on the Mathematics Test.

Four scores are reported for the ACT Mathematics Test: a total test score based on all 60 questions, a subscore in Pre-Algebra/Elementary Algebra based on 24 questions, a subscore in Intermediate Algebra/Coordinate Geometry based on 18 questions, and a subscore in Plane Geometry/Trigonometry based on 18 questions.

**ACT Science Reasoning Test**

The Science Reasoning Test is a 40-question, 35-minute test that measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.

The test presents seven sets of scientific information, each followed by a number of multiple-choice test questions. The scientific information is conveyed in one of three different formats: data representation (graphs, tables, and other schematic forms), research summaries (descriptions of several related experiments), or conflicting viewpoints (expressions of several related hypotheses or views that are inconsistent with one another). The questions require you to recognize and understand the basic features of, and concepts related to, the provided information; to examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and to generalize from given information to gain new information, draw conclusions, or make predictions. The use of calculators is not permitted on the Science Reasoning Test.

One score is reported for the ACT Science Reasoning Test: a total test score based on all 40 questions.

**ACT Registration**

P.O. Box 414
Iowa City, Iowa 52243-0414
Telephone: 319/337-1270
Scholastic Aptitude Test (SAT)
Grades 11 and 12

The SAT I: Reasoning Test

The SAT I is a three-hour, primarily multiple-choice test that measures verbal and mathematical reasoning abilities.

The SAT II: Reasoning Test

The SAT II: Subject Tests are one-hour, primarily multiple-choice tests in specific subjects. Unlike the SAT I, which measures more general abilities, Subject Tests measure your knowledge of particular subjects and your ability to apply that knowledge.

Many colleges require or recommend one or more of these tests for admission or placement purposes. Check the requirements of colleges you are considering before you decide which tests to take.

You may begin taking Subject Tests as early as your first year of high school after you have completed a course of study in subjects such as Biology or American History and the material is still fresh in your mind.

For other subjects, such as languages, you will want to complete several years of study before taking the test. For each test, review the recommended preparation in Taking the SAT II: Subject Tests. Also ask your teacher or counselor for advice about when to take a test.

You may register for up to three different Subject Tests offered on a single test day. On test day, you may substitute any Subject Tests, except the Language Tests with Listening, for those you are registered to take. You must register for a specific listening test no later than the late registration deadline.

College Board SAT Program
Box 6200
Princeton, NJ 08541-6200
Telephone: 609/771-7600
The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test is co-sponsored by the College Board and the National Merit Scholarship Corporation (NMSC). The test is given to 11th graders and 10th graders who request it.

The PSAT/NMSQT is a multiple-choice test measuring certain developed verbal and mathematical abilities that have been shown to be related to success in college work. The testing time is one hour and 40 minutes, 50 minutes each on a verbal section (65 questions) and a mathematical section (50 questions). The PSAT/NMSQT tests the ability to reason with facts and concepts rather than to recall and recite them.

The PSAT/NMSQT is the qualifying test for students who wish to participate in the nationwide competitions conducted by National Merit Scholarship Corporation (NMSC): the National Merit Scholarship Program and the National Achievement Scholarship Program for Outstanding Negro Students.

This assessment may be helpful in discussing future education and choice of college with school counselors and parents.

PSAT/NMSQT
Box 589
Princeton, NJ 08541
TRANSCRIPT REQUEST FORM

_____ I WILL PICK UP DATE _____________________

_____ MAIL TO ADDRESS BELOW _____GRADUATED
_____DID NOT GRADUATE
YEAR GRADUATED_______

NAME________________________________________________________________________
(FIRST) (MIDDLE) (LAST) (MAIDEN NAME)

ADDRESS________________________________ TELEPHONE NUMBER_______________

PLEASE FORWARD A COPY OF THE TRANSCRIPT FOR THE ABOVE NAMED STUDENT TO
THE PARTY LISTED BELOW:

TO:__________________________________________________________________________
(NAME)

________________________________________
(MAILING ADDRESS)

________________________________________
(CITY) (STATE) (ZIP)

PLEASE SEND THIS TRANSCRIPT:

_____ AS SOON AS POSSIBLE

_____ AT THE END OF THE SEMESTER

_____ AFTER THE FINAL GRADE FOR

THE YEAR

THE REASON FOR THIS REQUEST IS:

_____ FOR COLLEGE

_____ EMPLOYMENT INFORMATION

_____ OTHER

________________________________________
SIGNATURE OF STUDENT IF HE/SHE IS 18– (DATE)
OTHERWISE PARENT OR GUARDIAN MUST SIGN.

********************************************************************
FOR OFFICIAL USE ONLY

TRANSCRIPT COMPLETED AND SENT: ________________________________

(DATE)

________________________________________
(NAME)
Please forward the following student's record to:

_________________ School
Guidance Department
_________________

Name of Student ______________________________________________________________

Grade _______________________________________________________________________

Birth Date ____________________________________________________________________

School Transferring From:

Name of School _______________________________________________________________

Address ____________________________________________________________

Street or Box

_________________________________  __________________________  ____________
City          State             Zip

The students (s) and parents, legal guardian, or surrogate have been advised of their rights regarding the request and release of said records as required.

If the student unofficially withdrew from your school and has any outstanding debts, books, etc., please advise us.
RECORD EVALUATION AND PROGRAM RECOMMENDATION
LEADING TO GRADUATION

SCHOOL TERM _____________

NAME _____________________________________________ GRADE _____________

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>MINOR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Total credits on your record at the beginning of school term:

Total credits in progress:

Total credits at the end of this term (if all courses enrolled in are passed):

**************************************************************

TO MEET REQUIREMENTS, YOU MUST ENROLL IN THE FOLLOWING NEXT TERM:

9th English  MS State & Local Government  Intro. to Social Studies
10th English  11th English  12th English
Math
Science
U.S. History 1877-Present  U.S. Government  Economics
Physical Education

(Check Bulletin 171 and Local Requirements)

**************************************************************

Comments ___________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Final Grades of "F" In Courses Presently In Progress Or Credit Loss By Attendance Policy Will Affect This Credit Evaluation.

Counselor _________________________________________________________________

Received By _______________________________________________________________

Date ___________________________ Date ___________________________

ALL STUDENTS MUST PASS THE STATE EXITING EXAM.

Student: White Copy  File: Yellow Copy
COMPETENCY V
COMPETENCY V

Assists students with career development

1. Career and Subject Charts
2. School Subjects and Careers
3. How Can My Courses Help Me?
4. Sample Resume
5. Career Information Outline
6. Job Investigation Inventory
7. Business and Industrial Contact Form
8. Career Night Chart - Competencies Documented on Career Night
9. Successful Study Habits Guide
10. Analyzing My Study Habits
11. How Others See You
12. Analyze Your Emotions
13. Source of Self-Image
14. Self-Awareness Worksheet
15. Who Am I?
16. What I Like To Do
17. Self-Appraisal Checklist
18. College Questionnaire
19. College Counseling Questionnaire
20. What To Do: Your Sophomore Year
21. What To Do: Your Junior Year
22. What To Do: Your Senior Year
23. State College Entrance Requirements
24. Enrollment and Interview Form for Vocational Education
25. Unit Record Plan
26. Developing A Job Opportunity Survey
27. Developing A Career Information Display
28. The Worker and Responsibilities
29. Career Goals Worksheet
30. Occupational Goals Worksheet
31. How to Make a Rational Decision
32. Decision-Making Steps
33. Using the Decision-Making Process
34. Tech Prep (See Appendix A)
CAREER
AND
SUBJECT CHARTS

FOR ADDITIONAL OCCUPATIONS, REFER TO CAREER SOFTWARE
PROGRAMS AND TECH PREP OCCUPATIONAL CLUSTERS.
## OCCUPATIONS RELATED TO ENGLISH

<table>
<thead>
<tr>
<th>Book Editor</th>
<th>Vocational Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Legal Secretary</td>
</tr>
<tr>
<td>Reporter</td>
<td>Sales Manager</td>
</tr>
<tr>
<td>Employment Manager</td>
<td>Clergyman</td>
</tr>
<tr>
<td>Retail Manager</td>
<td>All Teachers</td>
</tr>
<tr>
<td>Engineer</td>
<td>Pharmacist</td>
</tr>
<tr>
<td>Scientist</td>
<td>Actress or Actor</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Proofreader</td>
</tr>
<tr>
<td>Typist</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Interior Decorator</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Art Salesperson</td>
<td>Poet</td>
</tr>
<tr>
<td>Auctioneer</td>
<td>Radio-TV Announcer</td>
</tr>
<tr>
<td>Judge</td>
<td>Librarian</td>
</tr>
<tr>
<td>Forester</td>
<td>Script Writer</td>
</tr>
<tr>
<td>Stenographer</td>
<td>Social Group Worker</td>
</tr>
<tr>
<td>Political Scientist</td>
<td>Personnel Manager</td>
</tr>
</tbody>
</table>
OCCUPATIONS RELATED TO MATHEMATICS

Chief Engineer
Architect
Aeronautical Drafter
Commercial Art Teacher
Mathematics
All Engineers
Analytical Chemist
Economist
Dental Laboratory Technician
Electronic Technician
Machinist
Electronic Organ Engineer
Biological Aide
Forester
Dentist
Broadcast Checker
Electrician

Carpenter
Plumber
Navigator
Airplane Pilot
Optometrist
Bookkeeper
Bank Cashier
Business Broker
Secretary
Actuary
Insurance Clerk
Bank President
Surveyor
Accountant
Applied Statistician
Head Physician
## OCCUPATIONS RELATED TO BIOLOGY

<table>
<thead>
<tr>
<th>Biochemist</th>
<th>Dental Hygienist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biologist</td>
<td>Medical Secretary</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>Horticulturist</td>
</tr>
<tr>
<td>Practical Nurse</td>
<td>Fish &amp; Wildlife Service Personnel</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>Game Warden</td>
</tr>
<tr>
<td>Forester</td>
<td>Zoologist</td>
</tr>
<tr>
<td>Forest Ranger</td>
<td>Dietician</td>
</tr>
<tr>
<td>Biological Aide</td>
<td>Gardener</td>
</tr>
<tr>
<td>Laboratory Technician</td>
<td>Curator</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Herpetologist/Entomologist</td>
</tr>
<tr>
<td>Nurseryman</td>
<td>Anthropologist</td>
</tr>
<tr>
<td>Teacher Tech. Ed.</td>
<td>Home Economist</td>
</tr>
<tr>
<td>General Practitioner</td>
<td>Botanist</td>
</tr>
<tr>
<td>X-Ray Technician</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>Immunologist</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Bacteriologist</td>
<td>Farmer or Rancher</td>
</tr>
</tbody>
</table>
### OCCUPATIONS RELATED TO CHEMISTRY

<table>
<thead>
<tr>
<th>Surgeon</th>
<th>Stationary Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Osteopath</td>
<td>Electroplater</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>Chemical Engineer</td>
</tr>
<tr>
<td>Exterminator</td>
<td>Research Chemist</td>
</tr>
<tr>
<td>Chemical Processing Foreman</td>
<td>Dentist</td>
</tr>
<tr>
<td>Bacteriologist</td>
<td>Ceramic Engineer</td>
</tr>
<tr>
<td>Zoologist</td>
<td>X-ray Technician</td>
</tr>
<tr>
<td>Dietician</td>
<td>Detective</td>
</tr>
<tr>
<td>Agricultural Chemist</td>
<td>Chemical &amp; Drug Salesperson</td>
</tr>
<tr>
<td>Paint Chemist</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Arc Welder</td>
<td>Physicist</td>
</tr>
<tr>
<td>Assayer</td>
<td>Metalurgister</td>
</tr>
<tr>
<td>Biochemist</td>
<td>Forester</td>
</tr>
<tr>
<td>Chiropodist</td>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Geologist</td>
<td>Commercial Photographer</td>
</tr>
<tr>
<td>Science Teacher</td>
<td>Criminological Chemist</td>
</tr>
<tr>
<td>Artist</td>
<td>Chemical &amp; Drug Salesperson</td>
</tr>
</tbody>
</table>
OCCUPATIONS RELATED TO SOCIAL STUDIES

Newspaper Editor  Librarian
Script Writer  Clergy
Reporter  Lawyer
Statistician  Social Group Worker
Actuary  Economist
Foreign Correspondent  Industrial Psychologist
Political Scientist  Personnel Manager
Paleontologist  Geographer
Education Psychologist  Clinical Psychologist
Social Studies Teacher  Genealogist
Archivist  Sociologist
Historian  Developmental Psychologist
Ethnologist  Social Psychologist
Archeologist  Labor Economist
Anthropologist  Public Relations Man
Experimental Psychologist  Geographer
Cartographer
## OCCUPATIONS RELATED TO BUSINESS EDUCATION AND COOPERATIVE EDUCATION

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Accountant</td>
<td>Advertising Copywriter</td>
</tr>
<tr>
<td>General Accountant</td>
<td>Buyer</td>
</tr>
<tr>
<td>Accounting Clerk</td>
<td>Office Machine Salesperson</td>
</tr>
<tr>
<td>Service Station Attendant</td>
<td>Medical Secretary</td>
</tr>
<tr>
<td>Service Manager</td>
<td>Legal Secretary</td>
</tr>
<tr>
<td>Bank Cashier</td>
<td>Typist</td>
</tr>
<tr>
<td>Commercial Teacher</td>
<td>Sales Manager</td>
</tr>
<tr>
<td>Credit Collection Manager</td>
<td>File Clerk</td>
</tr>
<tr>
<td>Display Manager</td>
<td>Stock Clerk</td>
</tr>
<tr>
<td>Office Helper</td>
<td>Telephone Operator</td>
</tr>
<tr>
<td>Waiter/Waitress</td>
<td>Stenographer</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Bookkeeper</td>
</tr>
<tr>
<td>Stenography Teacher</td>
<td>Book Salesperson</td>
</tr>
<tr>
<td>Advertising Manager</td>
<td>General Clerk</td>
</tr>
<tr>
<td>Department Manager</td>
<td>Grocery Clerk</td>
</tr>
<tr>
<td>Teletype Operator</td>
<td>Stocker</td>
</tr>
</tbody>
</table>
### OCCUPATIONS RELATED TO FAMILY AND CONSUMER SCIENCE

<table>
<thead>
<tr>
<th>Dietician</th>
<th>Child Monitor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutritionist</td>
<td>Food Specialist</td>
</tr>
<tr>
<td>Home Economist</td>
<td>Research Engineer Chief</td>
</tr>
<tr>
<td>Waiter</td>
<td>Advertising Assistant</td>
</tr>
<tr>
<td>Waitress</td>
<td>Social Pathologist</td>
</tr>
<tr>
<td>Home Demonstration Agent</td>
<td>Milliner</td>
</tr>
<tr>
<td>Food Service Supervisor</td>
<td>Practical Nurse</td>
</tr>
<tr>
<td>Reporter</td>
<td>Baby Sitter</td>
</tr>
<tr>
<td>Physical Therapist</td>
<td>Beautician</td>
</tr>
<tr>
<td>Advertising Sales</td>
<td>Psychiatric Aide</td>
</tr>
<tr>
<td>Cook</td>
<td>Interior Decorator</td>
</tr>
<tr>
<td>Extension Service Specialist</td>
<td>Clothes Designer</td>
</tr>
<tr>
<td>Institutional Nutrition Consultant</td>
<td>Homemaker</td>
</tr>
<tr>
<td>Flight Stewardess</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>Author</td>
<td>Clothing Inspector</td>
</tr>
<tr>
<td>Vocational Teacher</td>
<td>Governess</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>Beautician</td>
</tr>
</tbody>
</table>
## SCHOOL SUBJECTS AND CAREERS

<table>
<thead>
<tr>
<th>CAREER</th>
<th>Speech</th>
<th>English</th>
<th>Writing</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Art</th>
<th>Music</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales Person</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Make code entries on chart

**Code:**
- **E - Essential**
  Subject matter is absolutely necessary for success in the career or for the completion of educational requirements for the career.
- **I - Important**
  The subject matter is important to success in the career although it may not always be an absolute requirement.
- **U - Useful**
  The subject is very useful for the career and is usually directly related.
- **S - Somewhat Useful**
  The subject is somewhat useful for the career.
If you have ever wondered whether school subjects and jobs are related, this sheet can help you find out. In the first column, list the subjects that you are currently taking in school. In the second column, list those jobs in which that subject will be helpful.

<table>
<thead>
<tr>
<th>School Subject</th>
<th>Related Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAMPLE RESUMÉ

A resumé is a short account of one's career and qualifications prepared by an applicant for a position. Follow the guide below for your own resumé.

John Doe
222 Collegiate Street
Jackson, Mississippi 39204

<table>
<thead>
<tr>
<th>Personal</th>
<th>Marital Status:</th>
<th>Height</th>
<th>Weight</th>
<th>Birth Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single</td>
<td>5:10&quot;</td>
<td>165 lbs.</td>
<td>18 Years Old</td>
</tr>
</tbody>
</table>

| Professional Objective | Retail Sales Clerk. Ultimate goal: Manager of major retail outlet for large national chain |

| Education | High School Graduate, Jim Hill High School, June. Currently enrolled in night class in Merchandising at Hinds Community College. |

<table>
<thead>
<tr>
<th>Experience Year</th>
<th>Bag-boy at Kroger's Supermarket, Westland Plaza, Jackson, MS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Year</td>
<td>Route paper-boy for Clarion Ledger, Jackson, MS</td>
</tr>
<tr>
<td>Experience Year</td>
<td>Cut lawns during the summer for regular customers, Jackson, MS</td>
</tr>
<tr>
<td>Other Work</td>
<td>Contracted to clean aquarium for Webster's Title Company on a monthly basis</td>
</tr>
<tr>
<td>Military Service</td>
<td>None</td>
</tr>
<tr>
<td>Background</td>
<td>Born and reared in the Jackson area. Active in Boy Scouts and church work. Played baseball in the Gra-Y program for six years.</td>
</tr>
<tr>
<td>Interests</td>
<td>Interested in sports, tropical fish and photography</td>
</tr>
<tr>
<td>References</td>
<td>List 3 references</td>
</tr>
</tbody>
</table>
SAMPLE RESUMÉ

Jan Jackson
282 North Street
Donaldson, MS 38543

Telephone: 528-7513

Personal Information

Date of Birth: June 13, Year
Place of Birth: Jackson, Mississippi
Family Status: Single

Education

High School Diploma, Donaldson High School, Donaldson, Mississippi, (Year)
Secretarial Science Vocational Training, Central Mississippi Junior College, Kirk, Mississippi, (Year)

Work Experience

Part time during school year, (Year), Central Mississippi Junior College, Receptionist, College Library
Full time during summer, (Year), C&O Construction Company, Clerk, Accounting Office
Summer, (Year), Baby Sitter

School/Community Activities

Future Business Leaders of America, 1980-1982, Secretary, (Year)
Donaldson Spirit Club, (Year)
Cheerleader, (Year)
Donaldson High School Band, (Year)
Girl Scouts, (Year)
Donaldson General Hospital Volunteer, (Year)-Present
First Methodist Church

References

Ms. Nancy Bridges, Librarian, Central Mississippi Junior College
P.O. Box 805
Kirk, MS 33032
Telephone: 473-2381

Mr. Karen Scout, Business Instructor, Donaldson High School
103 2nd Street
Donaldson, MS 38543
Telephone: 473-2381

Mr. Ron Jefferson, Administrator, Donaldson General Hospital
P.O. Box 403
Donaldson, MS 38543
Telephone: 528-6048
RESUMÉ

NAME: _____________________________________________DATE OF BIRTH__________

ADDRESS:_____________________________________________PHONE:_____________

PARENTS/GUARDIAN:________________________________________________________

_____________________________________________________________________________

ACTIVITIES - COMMUNITY/SCHOOL:

ACHIEVEMENTS:

INTERESTS:

GRADE:
CAREER INFORMATION OUTLINE

1. Name of occupation (career): ______________________________________

2. List as many jobs related to this occupation as you can:
   a. ____________________________ d. ____________________________
   b. ____________________________ e. ____________________________
   c. ____________________________ f. ____________________________

3. Investigate the occupation with respect to the following facts:
   a. Nature of the work (What tasks are actually performed?)
      ____________________________________________________________
      ____________________________________________________________
   b. Interests and aptitudes required (What things should you be able to do well? What things should you like to do?)
      ____________________________________________________________
      ____________________________________________________________
   c. Education required (What subjects will you need to study? Is high school graduation required? A college degree? Technical training?)
      ____________________________________________________________
      ____________________________________________________________
   d. Wage scale (general) and advancement opportunities:
      ____________________________________________________________
      ____________________________________________________________
   e. Working conditions (Is the work outside or inside, clean or dirty, heavy or light, etc.? What are the hours? Are there health or safety hazards?)
      ____________________________________________________________
      ____________________________________________________________
## JOB INVESTIGATION INVENTORY

<table>
<thead>
<tr>
<th>MEDIA</th>
<th>DATE</th>
<th>FIELD</th>
<th>LIKE</th>
<th>DISLIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(speaker, film, booklet)</td>
<td></td>
<td></td>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

FITS YOUR ABILITIES

<table>
<thead>
<tr>
<th>LIKE</th>
<th>DISLIKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 9 8 7 6 5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
BUSINESS AND INDUSTRIAL CONTACT FORM

Name of Business ___________________________ Date ______ Time ______

Person Contacted ___________________________ Title ______________________

Method of Communication _____________________________________________

SUBJECT OR PURPOSE OF CONTACT

_____ Student Placement  _____ Coordination and/or Supervision

_____ Follow-up Information   _____ Public Relations

_____ Supplies, Material  _____ Field Trip

_____ Advisory Committee  _____ Student Organization Visit

_____ Industrial Update  _____ Resource Person

_____ Other __________________________________________________________

COMMENTS: __________________________________________________________

_______________________________________________________________

Counselor's Signature ___________________________
COMPETENCIES DOCUMENTED
ON CAREER NIGHT

GROUP GUIDANCE
EMPLOYABILITY SKILLS

EDUCATIONAL INFO. ADVISORY COM. PLACEMENT CAREER/ED
MILITARY INFO LONG RANGE PLAN

CAREER NIGHT

DEMONSTRATE

AGENCY REFERRALS COMMUNITY RESOURCES CAREER INFO

PROFESSIONALISM
PERSONAL ORGANIZATION
STUDY SKILLS CHECKLIST

Are you making good grades in school? Are you living up to your abilities? If you have high abilities but make low grades, it might be because you don't know how to study. On this sheet you can rate yourself in a number of important areas as well as relate those skills to the world of work.

<table>
<thead>
<tr>
<th>Study Skills</th>
<th>I Rate Myself</th>
<th>Examples of Use in the World of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Average</td>
</tr>
<tr>
<td>Listening in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outlining</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notetaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of reference material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memorizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing material for study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budgeting time for study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concentrating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for tests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading comprehension</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SUCCESSFUL STUDY HABITS GUIDE

Many students have problems disciplining themselves in relation to study habits. The amount of time one spends in class is often the chief concern with little or no thought given to planning study periods. The reason for failures and consequently dropouts is often not the lack of ability or motivation, but a lack of knowledge of how to study. Perhaps the suggestions below will assist you in planning successful study habits.

The amount of time spent studying and the degree of success on a test do not necessarily go hand in hand. It is not the amount of time you study, but how you study that counts.

Plan a proper environment for studying. Proper lighting, sound control, privacy, etc., are factors to be considered.

Stress understanding and remembering instead of volume or speed.

Review for tests, but do not rely on cramming. Cramming may assist in passing a test, but it is a poor process to use to learn and remember facts.

Learn to take good notes. One can simplify taking notes and still not lose any important thoughts or concepts.

Look for concepts and thoughts; think instead of memorizing. Each day take a few minutes to recall the main ideas covered in your classroom sessions.

Share with others. Ask them what they think is important. Getting a different view is often rewarding.

Know your instructor and the type of test that he/she administers. Knowing whether to study for an essay or objective test may mean the difference in success and failure.

A suggested time form has been prepared and is shown on the next page. Construct your own chart and use it. Your schedule should fit your needs. A good rule to remember is to study the hardest subject first. Try to study each subject at a certain time. Get in the routine of studying.

EXAMPLE:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>6-7</td>
<td>Meal</td>
<td>Meal</td>
<td>Meal</td>
<td>Meal</td>
</tr>
<tr>
<td>7-8</td>
<td>History</td>
<td>History</td>
<td>History</td>
<td>History</td>
</tr>
</tbody>
</table>
Name

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.M.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Analyzing My Study Habits

<table>
<thead>
<tr>
<th>Study Habits</th>
<th>Yes</th>
<th>Sometimes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do I know the assignments exactly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do I keep an assignment notebook?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do I have definite hours set aside for study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Do I have trouble getting started?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Do I make notes of the important points in the assigned material as I study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do I have a definite place at home set aside for study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do I review my lesson briefly before going to class?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do I complete assignments on time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do I collect the necessary materials before I begin to study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do I waste time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do I find myself daydreaming while I study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do I check over major topical headings before reading the material that follows?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do I recall main points as I study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Do I have confidence in my ability to master the subject matter?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How may I improve my study habits?

- Improving time management by setting specific study hours.
- Creating a dedicated study area to minimize distractions.
- Using mnemonic devices to remember important points.
- Regularly revisiting material to reinforce understanding.
- Establishing consistent study patterns to build confidence.

V-26
# HOW OTHERS SEE YOU

**NAME OF STUDENT** ___________________________________________  
**Grades** ___________  
**Age** ________  
**Date** ________

<table>
<thead>
<tr>
<th>I. Sportsmanship</th>
<th>Wins modestly; Good sport usually</th>
<th>Poor loser</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Speech</td>
<td>Pleasing voice, good diction</td>
<td>Fair voice</td>
</tr>
<tr>
<td>III. Interest in others</td>
<td>Genuinely interested in others</td>
<td>Usually interested in selected groups</td>
</tr>
<tr>
<td>IV. Emotional Stability</td>
<td>Calm</td>
<td>Calm most of time</td>
</tr>
<tr>
<td>V. Personal Appearance</td>
<td>Always neat</td>
<td>Usually neat</td>
</tr>
<tr>
<td>VI. Scholarship</td>
<td>Superior</td>
<td>Medium</td>
</tr>
<tr>
<td>VII. Personality</td>
<td>Pleasing</td>
<td>Mediocre</td>
</tr>
<tr>
<td>VIII. Responsibility</td>
<td>Very reliable</td>
<td>Usually reliable</td>
</tr>
<tr>
<td>XI. Courtesy</td>
<td>Considerate</td>
<td>Considerate sometimes</td>
</tr>
<tr>
<td>X. Tolerance</td>
<td>Always respects</td>
<td>Usually respects</td>
</tr>
<tr>
<td>XI. Cooperativeness</td>
<td>Works nicely</td>
<td>Cooperates</td>
</tr>
<tr>
<td>XII. Posture</td>
<td>Erect</td>
<td>Fairly erect</td>
</tr>
</tbody>
</table>
ANALYZE YOUR EMOTIONS

Try to finish each of these statements. Some of the statements may make you blush, but no one else needs to see them. This is simply a test for facing oneself. Be truthful.

1. I hate . . .
2. I wish . . .
3. I fear . . .
4. I hope . . .
5. I love . . .
6. I'm embarrassed when . . .
7. The thing that bothers me most is . . .
8. The thing I'm most afraid of is . . .
9. I want most to be . . .
10. Regarding myself, I feel . . .
11. The person who worries me most is . . .
12. I'm most cheerful when . . .
13. I'm deeply happy when . . .
14. My greatest interest in life is . . .
15. The person who means most to me is . . .
16. The ones who love me most are . . .
17. In leisure time I like most to . . .
18. I have great respect for . . .
19. My health is . . .
20. My ability is . . .
What do parents, teachers, friends, and relatives say about you? Have you built your self-image on these opinions? In column 1 write your opinion of yourself about the following subjects. In column 2 describe or quote two comments made about you by others.

<table>
<thead>
<tr>
<th></th>
<th>Your opinion of yourself</th>
<th>Comments made by fathers, mothers, and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Your intelligence</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Your appearance</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Your personality</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Your being or becoming successful</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Your having or developing talents</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Your coordination or athletic ability</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Your use of money</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Your self-discipline or inner resources</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Your role as male or female</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Your role as father, mother, son, or daughter</td>
<td></td>
</tr>
</tbody>
</table>
### Study Habits

1. Do you feel that you need to better:
   - (a) Understand what your teachers want?
   - (b) Get along with your teachers?
   - (c) Get along with your classmates?
   - (d) Improve your study habits?
   - (e) Remember what you read?
   - (f) Do your homework?
   - (g) Learn to take tests?

### Self Understanding

2. Do you ever wonder:
   - (a) What abilities you have?
   - (b) Why you daydream?
   - (c) Why you get bored?
   - (d) Why you have to go to school?

### Career Development

3. Would you like information about:
   - (a) New hobbies?
   - (b) Sports?
   - (c) Different jobs people have?
   - (d) The requirements for jobs?
   - (e) How you choose a job?

### Social Adjustment

4. Do you feel that you:
   - (a) Understand why parents make rules?
   - (b) Get along with your parents?
   - (c) Get along with your brothers and sisters?
   - (d) Try to help do jobs at home?

### Self-Concept

5. Do you have trouble:
   - (a) Making friends?
   - (b) Because students tease you?
   - (c) Because you get sick a lot?
   - (d) Because you think you are not smart enough?
   - (e) Because you aren’t good in sports?
WHO AM I?

A person can be described in terms of appearance, personality, abilities, interests/hobbies. How would you describe yourself? Under the heading “What I Am Like Now,” circle the terms that you think describe you as you are today. Would you like to be different in some ways? Under the heading “Improvements,” list the steps that you plan to take to change or improve a characteristic.

### WHAT I AM LIKE NOW

#### I. Appearance (circle one per line)

<table>
<thead>
<tr>
<th>Height</th>
<th>Weight</th>
<th>Body proportions</th>
<th>Skin condition</th>
<th>Hair</th>
<th>Facial features</th>
</tr>
</thead>
<tbody>
<tr>
<td>short, medium,</td>
<td>slim, average,</td>
<td>poor, average</td>
<td>excellent,</td>
<td>excellent,</td>
<td>good, poor</td>
</tr>
<tr>
<td>tall</td>
<td>heavy</td>
<td></td>
<td>good, poor</td>
<td>good,</td>
<td>poor</td>
</tr>
</tbody>
</table>

#### II. Personality

<table>
<thead>
<tr>
<th>Creative</th>
<th>Athletic</th>
<th>Musical</th>
<th>Mechanical</th>
<th>Organized</th>
<th>Studious</th>
<th>Sociable</th>
<th>Articulate</th>
<th>Adaptable</th>
<th>Patient</th>
<th>Inquisitive</th>
<th>Diplomatic</th>
<th>Cooperative</th>
<th>Authoritative</th>
<th>Helpful</th>
<th>Strong</th>
<th>Poetic</th>
<th>Excitable</th>
<th>Compassionate</th>
<th>Tolerant</th>
<th>Logical</th>
<th>Competitive</th>
<th>Quiet</th>
<th>Talkative</th>
<th>Sincere</th>
<th>Friendly</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

#### III. Abilities

Creative, artistic, academic, Athletic, musical, leader, organizer

other specific abilities -

#### IV. Interests/Hobbies

...
WHAT I LIKE TO DO

Your favorite activities, interests, and school subjects combined with your attitude toward them can provide you with useful clues as you think about possible future jobs. On this sheet you can list some of your activities, interests, and school subjects, and then think of jobs that these things may lead to in the future. How do you think you would like each job?

<table>
<thead>
<tr>
<th>Activity/Interest/School Subject</th>
<th>Jobs It Could Lead To</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## SELF-APPRaisal CHECKLIST

<table>
<thead>
<tr>
<th>I am:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nervous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a worrier</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheerful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fun to be with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unkind to my friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kind to my friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unique</td>
<td></td>
<td></td>
</tr>
<tr>
<td>important</td>
<td></td>
<td></td>
</tr>
<tr>
<td>undependable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>unhappy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a good friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>honest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good at art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good at baseball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lazy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a fast runner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>well-liked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>humorous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a bore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trustworthy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COLLEGE QUESTIONNAIRE

1. Name ___________________________________________________________________________________

2. Address __________________________________________________________________________________

3. Mailing Address (if different from above) __________________________________________________________________________________
   Valid Through ____________________________________________________________________

4. Home Telephone Number (______) ______________  5. Social Sec. #____________________________

6. Date of Birth ________________________________  7. Citizenship _____________________________

8. Father’s Name ____________________________  Mother’s Name ____________________________
   Address ______________________________________________________________
   Address ______________________________________________________________

9. Father’s Education ________________________  Mother’s Education ________________________

10. Father’s Occupation ________________________  Mother’s Occupation ________________________

11. Applicant’s Guardian ____________________________________________________________________
    Guardian’s Address ____________________________________________________________________

12. Date of High School Graduation ____________________________

13. Interested in financial aid? _____ Need Based _____ Non-Need Based _____

14. In what extracurricular activities have you participated? Please list in order of interest, noting any school offices you have held.
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

15. What school activity has most benefited you? Please explain. ______________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

What area of concentration do you think you will choose in college? ____________________________

What are your possible career interests after college? ____________________________

____________________________________________________________________________________
16. Have you traveled in this country or abroad? Where? __________________________________________
   For pleasure _________________ For study ________________

17. Geographical preference of college ________________________________

18. Student body type — Co-Ed _____ Male _____ Female _____

19. College size preference — Under 1000 _____ 1000-4999 _____ 5000-9999 _____ over 10,000 _____

20. Campus Setting — Urban _____ Suburban _____ Rural _____ No preference _____

21. Are you interested in athletics on the college level? Yes _____ No _____

22. What sports? ____________________________________________________________
   *(Request NCAA Eligibility Form)

23. Are sororities/fraternities important? Yes _____ No _____

24. What annual cost are you considering:
   $5,000 _____ $5,000-7,500 _____ $7,000-10,000 _____ Over $10,000 _____

25. Are you considering — Military Academies _____ ROTC _____

26. What major are you considering? (We realize most students are uncertain of a possible major selection at this time. We also realize a large percentage of students switch their majors after enrollment. This question is asked primarily for the purpose of meeting your needs at this time.) ______________________________________________________________________

27. Is religious or international background of fellow students a factor to be considered in your college choice? __________________________

28. What colleges have you seriously thought of attending? __________________________
   Will you be applying as a foreign student? _____ If yes, get information.

29. Are you interested in a career test? Yes _____ No _____

30. Please list and describe your current interests.________________________________________________________
   __________________________________________________________________________________________________

31. Describe your activities during the past several summers: jobs, travel, etc.
   __________________________________________________________________________________________________
   __________________________________________________________________________________________________
   __________________________________________________________________________________________________

32. What are your plans for next summer? ____________________________________________________________
   __________________________________________________________________________________________________
   __________________________________________________________________________________________________

33. Have you ever held a job during the school year? If so, please describe. ________________________________
   __________________________________________________________________________________________________
   __________________________________________________________________________________________________

V-35
34. Are you involved in any volunteer work? If so, describe. __________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

35. What books have you most enjoyed reading during the past year? Please include author and title.
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

36. What periodicals do you read?________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

37. Are you interested and well-versed in current events?__________________________________________

38. What movies, plays, concerts, or exhibitions have you most enjoyed during the past year?___________
________________________________________________________________________________________

39. Favorite: Historical figure ____________ Entertainer ____________

40. What type of music do you most enjoy?________________________________________________________

41. Name possible recommendation sources. Teacher ____________________________________________
    Community ______________________________________

42. Courses you are taking this year.______________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

43. Courses you plan to take next year.____________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

44. Test information.

<table>
<thead>
<tr>
<th>TEST</th>
<th>DATES TAKEN</th>
<th>DATES PLANNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOEFL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLEP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: IF YOU RUN OUT OF ROOM FOR ANY ANSWER, PLEASE ATTACH A SEPARATE SHEET OF PAPER WITH THE QUESTION NUMBER AND CONTINUATION OF ANSWER
COLLEGE COUNSELING QUESTIONNAIRE

In the college search process, it is necessary for both the senior and his or her parents to assess accurately their needs and desires in all areas of college selection. Please complete this form and return it to the Director of Counseling’s office.

1. Size of the university or college you would like to attend (please check category that applies):
   - _____ Under 750
   - _____ 1,000 - 5,000
   - _____ 5,000 - 10,000
   - _____ Over 10,000

2. Geographic preferences, if any:
   a. ___ Northeast ___ Rockies
      ___ Mid-Atlantic ___ West Coast
      ___ South ___ Mississippi
      ___ Mid-West
   b. ___ Urban ___ Suburban ___ Rural

3. Type of Student Body/Special Programs:
   a. ___ Single sex ___ Co-ed
   b. ___ Graduate programs ___ Foreign exchange

4. Potential areas of study, interests:
   ________________________________ ________________________________
   ________________________________ ________________________________

5. Special interests/requests in intercollegiate athletics (e.g., ski team, track and field competition, etc.)
   ________________________________ ________________________________
   ________________________________ ________________________________

6. Financial Aid: Would the applicant require financial assistance given the following average tuition?
   (Please feel free - many colleges are heavily endowed and are actively seeking to distribute their scholarship monies due to the demographic reduction of candidates - please write yes or no if you would apply for financial aid in the given category.)
   - _____ Under $1,000
   - _____ $1,000 - $5,000
   - _____ $5,000 - $10,000
   - _____ Over $10,000
   - _____ Other

We completed this form together and our selections/answers represent agreement.

Date ____________________________ Parent’s Signature ______________________

Student’s Signature ____________________________
**WHAT TO DO: YOUR SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>Month</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Start the year off right by keeping up with your class and home assignments. Learn your teachers and know what they expect from you. Visit with your counselor.</td>
</tr>
<tr>
<td>October</td>
<td>In all probability you will take a Needs Assessment and the State Test this month. You will receive your profile sheet in a few weeks. Review this information with your counselor. If your grades are A’s and B’s check on taking the PSAT/NMSQT. Consider taking the PLAN.</td>
</tr>
<tr>
<td>November</td>
<td>By now you should be considering college and career choices. Perhaps you have already been involved in this activity; if not, consult your counselor. Attend the College/Career Fair.</td>
</tr>
<tr>
<td>December</td>
<td>Stop and evaluate your progress; talk to your teachers and visit your counselor. Ask about career materials and college catalogs in the counselor’s office or library. Spend extra time on your studies getting ready for your first semester exams.</td>
</tr>
<tr>
<td>January</td>
<td>Make a list of colleges you would like to attend and/or jobs in which you would be interested.</td>
</tr>
<tr>
<td>February</td>
<td>Work closely with your counselor on your choice of subjects for the coming year. It is most important that you know which courses are required for graduation and/or college entrance.</td>
</tr>
<tr>
<td>March</td>
<td>By now you should have had an opportunity to obtain information on your career choices. Have you changed your mind? (Career Cluster)</td>
</tr>
<tr>
<td>April</td>
<td>Go over your appraisal report with the teacher of each subject area. If your grades need to be improved, ask how you can do this. Arrange with your teacher for extra help.</td>
</tr>
<tr>
<td>May</td>
<td>Take advantage of the class review and study guides given for the final exams. Spend at least an extra hour a day on your studies. Review your list of colleges and jobs, making changes where necessary.</td>
</tr>
<tr>
<td>June</td>
<td>Review your credits and take summer school courses if necessary.</td>
</tr>
</tbody>
</table>
WHAT TO DO: YOUR JUNIOR YEAR

September  Begin your junior year by starting off right in your class and home assignments. Make a detailed study of the jobs in which you are interested. Use the College Handbooks (in counselor’s office or library) to find possible colleges which offer what you need; if your job choice does not require college training, find out what training is required.

October    If you are definitely planning to go to college, or if your grades are “C” or better, consider taking the PSAT/National Merit Scholastic Qualifying Test. High scores on the National Merit may qualify you for a scholarship.

November   Evaluate your first term work. Talk to your teachers and counselor if you need assistance. Attend the College/Career Fair.

December  Spend extra time on your studies getting ready for your first semester tests.

January    Learn to compare college costs and entrance requirements. Take the Armed Services Vocational Aptitude Battery. The results of this test will aid you in making a realistic career choice.

February   Narrow your college choices to three. One junior college should be considered. Remember that in choosing a college you must be realistic regrading entrance requirements and costs.

March      Reconsider your career choices and discard those in which you have lost interest or which are unsuitable for you. Add any new choices which appeal to you. (Career Cluster)

April      If possible, register for the next American College Test and/or SAT. Concentrate on your studies and be sure all work is up-to-date. Take the Exit Exam.

May        Begin reviewing for final exams. Write to your three college choices. Ask for college catalogs, financial aid information, and occupational choice information.

June       Be sure you have your Exit Exam. Review your credits and take summer school courses if necessary. If you are planning to attend college, visit as many college campuses as you can, and especially those you are considering.
WHAT TO DO: YOUR SENIOR YEAR

September  Start the year off right by seeing your counselor. If you did not order college catalogs last May, do so now. Be sure you hear the representatives from the colleges of your choice when they visit the school. Sign up for the ACT, if you have not already done so.

October  The first ACT is given this month. If your college choice requires the Scholastic Aptitude Test (SAT), be sure to register for the first test date.

November  Continue your investigation of job fields which fit your interests and ability. Attend the College/Career Fair.

December  Take the ACT if you have not done so. Consideration for college admission will depend on scores from tests such as the ACT and SAT. Therefore, it is imperative that these scores reach the colleges at an early date. High scores could also affect opportunities for scholarships. Study for semester tests.

January  Apply to the colleges of your choice. Fill out the appropriate financial aid forms. Remember that no college will give financial aid unless you have applied for admission. The third ACT is next month.

February  Take the ACT now if you have not done so. Make sure you have mailed all the necessary forms to the college(s) for which you have applied. Many colleges have a March 1 cut-off date for financial aid application. Be sure to use the proper form and mail before the deadline.

March  The fourth ACT registration time is this month. If you still haven’t taken this test, be sure you register. Put extra effort on your studies.

April  By now you should have a good idea of your career choice. Most colleges will inform you as to whether or not you have been accepted and if you will be receiving financial aid. Complete postsecondary forms/applications, etc.

May  Spend extra time on your studies and do not let your grades drop. If you have applied to more than one college, notify the colleges which you are rejecting.

June  Read widely, travel, broaden your educational and cultural experiences. Job experience, including volunteer work, is valuable.
## Standard 47

### CURRICULUM AREA | COURSES | UNITS
--- | --- | ---
ENGLISH |  | 4
MATHEMATICS | Algebra I*  
Geometry  
Algebra II | 3
SCIENCE | SELECT (3) UNITS FROM THE FOLLOWING LIST:  
Biology  
Advanced Biology  
Chemistry  
Advanced Chemistry  
Physics  
Advanced Physics  
Physical Science | 3 (2 lab-based)
SOCIAL STUDIES | U.S. History  
World History  
U.S. Government -½  
Economics -½  
OR  
Geography -½ | 3
COMPUTER EDUCATION | Computer Applications | ½
ADVANCED ELECTIVES | SELECT (2) UNITS** FROM THE FOLLOWING LIST:  
Foreign Language*  
World Geography  
4th year lab-based Science  
4th year Mathematics | 2

* Algebra I or first year foreign language taken in the eighth grade will be accepted for admission provided course content is the same as the high school course.

** One of the two units must be in Foreign Language or World Geography.

† Be sure to refer to current edition of Bulletin 171 for exact admission standards.
ENROLLMENT & INTERVIEW FORM
FOR
VOCATIONAL EDUCATION

APPLICATION FOR: ___Auto Body
   (Indicate first choice by 1 and second choice by 2.)
   ___Auto Mechanics
   ___Building Trades
   ___Electricity/Electronics
   ___Sales & Marketing
   ___Business & Office
   ___Metal Trades

1. Applicant’s Name__________________________________Sex___Grade Now______
   Last First Middle

2. Home Address____________________________________Race____
   Number Street City Zip

3. Date of Birth___________________________Age_____Home Telephone__________
   Month Day Year

4. Parent or Guardian_______________________Occupation_______________________

5. Phone Numbers at Work: Father’s__________________Mother’s_________________

6. Check condition of your health:   Good_____ Fair_____ Poor_____

7. Explain any physical disabilities__________________________________________

8. Are you now employed? Yes___ No___ If Yes, where?________________________

9. What previous jobs have you held?________________________________________

10. Why did you choose to take a vocational course?___________________________

11. What is your vocational objective? (What do you hope to be able to do at the end of the two-year course?)________________________________________

12. What do you plan to do after high school graduation?
   ___Get a job full time.
   ___Go to a 4 year college. Specify course of study___________________________
   ___Go to a junior college.
   ___Join one of the military services.
   ___Undecided
   ___Other

Applicant’s Signature________________________________________Date___________

Parent’s or Guardian’s Signature___________________________________________

Counselor’s Signature____________________________________________________
UNIT RECORD PLAN

What you take in high school will be an asset or a limitation to you in your future. If you plan to continue your education in a field of math or science, or related fields, you should have mastered the basic math and science courses in order to maintain at least a C average in these high school courses. Early high school planning will determine what happens your senior year and immediately thereafter.

UNIT RECORD FOR ____________________________________________

<table>
<thead>
<tr>
<th>9th GRADE SUBJECT</th>
<th>GRADE</th>
<th>YEAR UNIT</th>
<th>10TH GRADE SUBJECT</th>
<th>GRADE</th>
<th>YEAR UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td></td>
<td></td>
<td>English 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Elective</td>
<td></td>
<td></td>
<td>Required Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th GRADE SUBJECT</th>
<th>GRADE</th>
<th>YEAR UNIT</th>
<th>12th GRADE SUBJECT</th>
<th>GRADE</th>
<th>YEAR UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 11</td>
<td></td>
<td></td>
<td>English 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math/Elective</td>
<td></td>
<td></td>
<td>Math/Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science/Elective</td>
<td></td>
<td></td>
<td>Science/Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Elective</td>
<td></td>
<td></td>
<td>Required Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REPEAT SUBJECT</th>
<th>GRADE</th>
<th>UNIT</th>
<th>SUMMER SCHOOL SUBJECT</th>
<th>GRADE</th>
<th>YEAR UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Activity**: DEVELOPING A JOB OPPORTUNITY SURVEY

**Activity Objective**: Job opportunity surveys give the counselor a general idea of positions that are available, job requirements, approximate number of employees hired by that firm each year, working hours, advancement possibilities, employee benefits, etc.

**Description of and Directions for Activity**: Develop a job opportunity survey to send to local employers. Write or phone employers and ask questions similar to those suggested below:

1. Name of firm.
2. Phone number.
4. Does the firm employ high school graduates, college graduates?
5. Does the firm offer employment for part-time positions?
6. Requirements:
   a. Age
   b. Sex preferred. (They might not mention a preference.)
   c. Personal qualifications.
   d. School courses important for this work.
7. Number of employees hired each year.
8. Procedures in employment.
9. Is membership in unions required?
10. Working hours.
11. Advancement possibilities, employee benefits, renumerations, person to whom applications may be made. When should a person apply?
12. Other occupations requiring similar qualifications and skills.

**Materials or Equipment**: Survey Instruments.

**Suggested Audience**: Counselor use as well as for the use of student population.

**Approximate Time**: Ongoing. At least once a year.

**Special Notes of Explanation**: This activity will be very valuable in job placement.
<table>
<thead>
<tr>
<th>Activity</th>
<th>DEVELOPING A CAREER INFORMATION CENTER DISPLAY IN THE LIBRARY AND/OR TECH PREP CAREER CENTER WHICH SERVES STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To create an interest in career information. This long-range objective is to inform students so they can make educated career decisions.</td>
</tr>
<tr>
<td>Descriptions of and Directions for Activity</td>
<td>Ask permission and assistance of the librarian to set up a career information display. Set up a bulletin board in an area that gets a great deal of traffic. Choose a career that is in high demand to display. Develop a bulletin board theme. Provide brochures, books, magazines, and possibly a slide presentation on the advertised career. Change the bulletin board twice monthly to a different career if possible. Provide computer-assisted guidance services.</td>
</tr>
<tr>
<td>Materials or Equipment</td>
<td>Bulletin board, brochures, books, magazines, slide projector, and screen.</td>
</tr>
<tr>
<td>Suggested Audience</td>
<td>Secondary-postsecondary.</td>
</tr>
<tr>
<td>Approximate Time</td>
<td>Ongoing.</td>
</tr>
<tr>
<td>Special Notes</td>
<td>Emphasize Vocational Education Week. Always keep information about the vocational offerings in your center available in these displays and activities.</td>
</tr>
</tbody>
</table>
A responsibility is the way someone acts toward something to be done. All jobs have responsibilities. If workers don’t do their jobs, something sad might happen.

One responsibility doctors have is__________________________________________________

If they do not accept this responsibility______________________________________________

_____________________________________________________________________________

One responsibility auto mechanics have is___________________________________________

If they do not accept this responsibility______________________________________________

_____________________________________________________________________________

One responsibility teachers have is_________________________________________________

If they do not accept this responsibility______________________________________________

_____________________________________________________________________________

Students also have responsibilities. Three responsibilities students have are:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

If they do not accept these responsibilities____________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

All workers have responsibilities.
CAREER GOALS WORKSHEET

1. List at least three of your best skills. (What things do you do best?)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. List your three best personality characteristics.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. What are your career goals and ambitions?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. What is your biggest weakness and what are you doing to overcome it?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. What is special about you that makes you a good worker?

______________________________________________________________________________
______________________________________________________________________________
OCCUPATIONAL GOALS WORKSHEET

Student’s Name _____________________________________ Date ____________

The title of this unit is “Self-Understanding.” You know a lot more about yourself already. You have probably had at least one ambition to “be something when I grow up.” Maybe you have an ambition now, or several of them. What is your choice, or goal?

Use these thought and memory seekers to help you recall, record, and write about your occupational choice, or goal.

When I was a little kid, I said to myself (and maybe to others) “When I grow up, I’m going to be a: ______________________, or a_______________________, or a______________________.

I remember the reasons that being a _________________ sounded good; it was because_______________________________________________________________.

And the other things I wanted to be were because______________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Since then I have had other ideas about what I would like to work at as an adult. Some of them have been for short periods of time, and some for longer periods.

<table>
<thead>
<tr>
<th>JOB</th>
<th>INTERESTED ME BECAUSE</th>
<th>LENGTH OF INTEREST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have thought about some jobs that look good, but I’ve decided against them as real possibilities because I would never be able to learn enough to do them — jobs like:

<table>
<thead>
<tr>
<th>JOB</th>
<th>REASON I COULDN’T LEARN IT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If I could be anything in the world, I would like to be a(n) _______________________________

______________________________________________________________________________ because __________________

______________________________________________________________________________
Of all the people I have ever known or heard about, the one person I admire most is
______________________________________________________________________________
because
______________________________________________________________________________

The job I really like and think that I would learn to do and be happy for all my adult working life is
______________________________________________________________________________

This is my “Occupational Goal (Choice)” because
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I plan to attain it (to actually end up working at this kind of job) first in junior high school
by
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

In senior high school I will continue to prepare for it by
______________________________________________________________________________
______________________________________________________________________________

After my high school years I will
______________________________________________________________________________

And while I am working at my first full-time job I will be preparing for future chances to get
better jobs in this line of work by
______________________________________________________________________________
______________________________________________________________________________
HOW TO MAKE A RATIONAL DECISION

The chart on the next page is to be used.

1. **Starting a goal.** Describe the goal of your decision. Be as specific as possible. Be sure that you identify the basic problem and not one of the alternative solutions. For example, “Should I go to summer school” is not a basic problem. It is one alternative to “How can I best spend the summer.” Write a clear and specific statement of your goal.

2. a. **Generating alternatives.** List every possible alternative means you can think of for achieving the goal. Ask others for suggestions if you cannot think of alternatives and seek out information whenever possible. Hold off on value judgements.

   b. **Evaluate alternatives.** Review the list of alternatives and eliminate those which are so much in conflict with your values that you cannot accept them.

3. a. **Estimate needed resources.** Note the resources needed to implement each alternative. Resources are things, people, facts, money, skills. (Personal resources may be persistence, self-confidence, etc.)

   b. **Evaluating resources.** Eliminate (cross out) the alternatives for which resources are clearly not available or too difficult to acquire.

4. **Identifying risks.** Identify any undesirable aspects which may result by pursuing each alternative. Include factors such as self-esteem, relationships, and material items.

5. a. **Risk ratings.** Now rate each remaining alternative according to your willingness to accept the risks or undesirable aspects involved. Use the following scale:

   1 = Risk acceptable  
   2 = Risk mostly acceptable; some reservation  
   3 = Risk mostly unacceptable; very uncomfortable with it  
   4 = Risk totally unacceptable. (All alternatives rated 4 should be eliminated.)

   b. **Deciding by risk.** If you want to make a decision with minimum risk, select the alternative with the most acceptable risk level and for which resources are available. If there are more alternatives, you may want to choose by preference rather than risk choice.

6 & 7. **Deciding by preference.** If you want to make a decision with minimum risk, select the alternative with most acceptable risk level and for which resources are available. If there are more alternatives, you may want to choose by preference rather than risk choice.

8. **Choosing an alternative.** Now choose the alternative which has the highest preference ranking and an acceptable risk rating.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DECISION-MAKING STEPS

1. Identify the decision to be made.
   a. What is the problem?
   b. What is important to you?
   c. What are your goals?
   d. Who will be affected by your choice?

2. Examine the conflicts involved.
   a. Why is this a problem for you?
   b. What are the roadblocks?
   c. Do you see any contradictions?
   d. How will you know you have resolved the problems?

   a. What have you tried before?
   b. What have others told you to do?
   c. What is something new and different?

4. Evaluate each alternative.
   a. What are the pros and cons?
   b. What are the risks involved?
   c. What are you most capable of doing?
   d. What has the best chance of succeeding?

5. Choose an alternative.

6. Design a course of action and implement the decision.
   a. Is your course of action specific?
   b. Are you willing to begin acting on it right now?
   c. Is this truly something different or are you trying something that has failed before?
   d. How will you involve other people in your decision?
   e. Who can help you?

7. Assess how well the solution solved the problem.
   a. Is the solution satisfactory?
   b. Are there still some unresolved conflicts?
   c. How has your solution affected the people involved?
   d. Have you managed to overcome the roadblocks?
   e. Would you do this again?
   f. Does the solution fulfill your goals and values?
   g. Has the problem brought about a different state of affairs?

(©Career Planning Program, Northeastern University)
USING THE DECISION-MAKING PROCESS

The following steps are essential when you are making decisions about almost anything — from choosing a winter coat to planning a summer vacation:

1. Analyze the situation.
2. Identify your alternatives or possible choices.
3. Consider the results of each alternative.
4. Make a choice.

With simple routine decisions you might move through the process very quickly. However, when making a decision that will have a major effect on your life, you will need to take more time going through the process.

When you are making a major decision, every step is important. Each step is related to the next step, just as the links in a chain are connected. If one link is weak, the entire chain may become weak.

Step 1

A decision that is made without clearly understanding the situation can lead to unwanted results. Therefore, your first step is to analyze the situation. Basically, this means finding out who you are, where you are, and where you want to go. This also means that you must learn as much as you can about your circumstances and discover how these circumstances may affect your decision.

Step 1 leads to the next step.

Step 2

When you are gathering information and analyzing your situation, you are also discovering possible alternatives or choices of action. There is a difference, though, when you are analyzing the situation in Step 1. You are finding out as much as you can about everything that might be involved. When you begin doing Step 2, looking for alternatives, find out what your possible decisions or choices are. There are many ways of searching for possible alternatives, or choices. Do not stop after determining one or two obvious ones. The less obvious choices may result in better decisions.

Step 3

Compare the information you developed in Step 1 with the alternatives in Step 2. Carefully consider each of your possible choices in terms of your values, goals, abilities, and interests. At this point, ask some questions:

1. Does the work or area described interest me?
2. What are the demands for the future?
3. What is required to enter and succeed in this occupation?
4. Is there financial or other assistance available for training needed?
5. Is advancement likely?
6. What are the earnings (beginning, average, etc.)?

Step 4

Make your choice (decision). This is the final step. If you have done the first three well, this one should be the easiest to take. By the time you take this step you have considered all the possible choices and the possible results of each choice.

You will not always need to go through all the above steps in such detail, of course. Once you have found out about your abilities and interests, you do not need to bother seeking this information every time a decision has to be made. You already have this information. The same applies to your values and goals.

Decision making is an ongoing or a continuous process. First, you use past experiences to arrive at decisions. Second, you are involved with the results long after you have made decisions.

When you get results from a decision, you may want to improve or change the results in some way. The results do not go away just because you do not like them. But you can determine whether or not you made the best decision and you can take steps to improve it as necessary.

Decisions at any stage can lead to further decisions. They often are related, just as small decisions can lead to big ones.
Types of Decision-Makers

All of us at times can identify with each type of decision-making. Read the description of each type. Check the type if it ever applies to you. List an advantage and a disadvantage for each type.

<table>
<thead>
<tr>
<th>Dependent</th>
<th>Impulsive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depends on others to make decisions for him. He/she thinks others know what is best for him/her.</td>
<td>Does things without considering choices. He/she usually doesn't think before acting.</td>
</tr>
<tr>
<td>Advantage:</td>
<td>Advantage:</td>
</tr>
<tr>
<td>Disadvantage:</td>
<td>Disadvantage:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scared</th>
<th>Procrastinating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows there are choices but is scared to make a decision. He/she worries about the consequences of his/her decisions.</td>
<td>Studies choices and gathers lots of information. He/she doesn't know what is important to him/her so he/she has trouble making choices.</td>
</tr>
<tr>
<td>Advantage:</td>
<td>Advantage:</td>
</tr>
<tr>
<td>Disadvantage:</td>
<td>Disadvantage:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logical</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes decisions after considering alternatives and consequences. He/she acts on his/her decisions and changes them when they are no longer satisfactory.</td>
<td>Studies his/her choices and makes a decision based on his/her feelings and what's important to him/her.</td>
</tr>
<tr>
<td>Advantage:</td>
<td>Advantage:</td>
</tr>
<tr>
<td>Disadvantage:</td>
<td>Disadvantage:</td>
</tr>
</tbody>
</table>
COMPETENCY VI
COMPETENCY VI

Provides students with educational planning

1. Possible Courses of Study
2. Summary of Counseling Session on Educational Progress
3. Student Progress Report
4. Notification of Subjects Failed
5. Personal/Social Adjustment Evaluation
6. Identifying and Locating Students Needing Special Attention
7. Cumulative Absence Report
8. Assignments Request Form
9. Teacher Checklist for Gifted Referrals
10. Identification of Vocational Special Needs Students
11. Student/Parent Initiated Course Change
12. Request for Schedule Change
13. Checklist of Required Forms/Comprehensive Assessment
14. Case Manager Duties
15. Referral to Counselor
16. Counselor Appointment Forms
17. Rank-In-Class Form
18. High School Graduation Requirements (Mississippi)
19. Student's and Parent's Guidance Checklist
20. College Entrance Requirements
21. Student Information Forms
22. Sample Letter Requesting Admission Materials
23. Sample Letter Withdrawing College Application
24. Senior Information Forms
25. Planning for College Helps
26. Transcript Request Form
POSSIBLE COURSES OF STUDY  
(Refer to current sequential course guides and current edition of Bulletin 171.)

Program of Studies: The following are suggested courses of study for student in the ________________ School. These are recommended courses and sequences of courses within each program.

<table>
<thead>
<tr>
<th>Grade 7</th>
<th>Grade 8</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE PREP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 English 7</td>
<td>English 8</td>
<td>English I</td>
<td>English II-CP</td>
<td>English III-CP</td>
<td>English IV-CP</td>
</tr>
<tr>
<td>2 Math</td>
<td>Math 8 or Alg. I</td>
<td>Algebra I or Geometry</td>
<td>Geometry or Alg II</td>
<td>Alg. II or Math IV</td>
<td>Math IV or Calculus</td>
</tr>
<tr>
<td>3 Science</td>
<td>Science</td>
<td>Science or Biology I</td>
<td>Bio II or Chem I</td>
<td>Biology II or Chemistry I</td>
<td>Bio II</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| BUSINESS EDUCATION | | | | | |
|---------------------| | | | | |
| 1 English 7 | English 8 | English I | English II | English III | English IV |
| 2 Math 7 | Math 8 | Gen. Math or Alg.I | Gen Math II or Alg. I or Geom. | Alg. I or Alg. II or Geometry | |
| 3 Science | Science | Science or Bio. I | | | |
| 5 | | | | | |
| 6 | | | | | |

| VOCATIONAL | | | | | |
|-------------| | | | | |
| 1 English 7 | English 8 | English I | English II | English III | English IV |
| 3 Science | Science | Science | General Science | | |
| 5 | Ind. Arts | Ind. Arts. | Voc. Skills | PRC | PRC |
| 6 | | | | | |

| GENERAL | | | | | |
|---------| | | | | |
| 1 English 7 | English 8 | English I | English II | English III | English IV |
| 2 Math 7 | Math 8 | Gen. Math or Alg. I | Gen. Math II or Algebra I or Geom. | Alg. I or Alg. II or Geo. | Practical Math |
| 3 Science | Science | Science | General Science | | |
| 4 Geography | American History | Miss. Hist./Civics | | | |
| 5 | | | | | |
| 6 | | | | | |
### SUMMARY OF COUNSELING SESSION ON EDUCATIONAL PROCESS

<table>
<thead>
<tr>
<th>Last Name, First Name (or Nickname)</th>
<th>Grade</th>
<th>Mailing Address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNITS SUMMARY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEARS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUBJECTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sub-Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS CREDIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Summer School</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Two years computed together as one year</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOUR YEAR PLAN OF STUDY**

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Sophomore Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>SUBJECT</td>
<td>Units</td>
</tr>
<tr>
<td>SUBJECTS</td>
<td>Units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>SUBJECTS</td>
<td>Units</td>
</tr>
<tr>
<td>SUBJECTS</td>
<td>Units</td>
</tr>
</tbody>
</table>

Total Credit  | Total Credit |

---

**GRADUATION REQUIREMENTS**

**Minimum Required Subjects:**

See Bulletin 171, MDE and Local Graduation Requirements.

**Total Credits Required:** 19

___ I have received information concerning my credits, subject choice information, and graduation requirements.

___ I have been informed that I need to attend summer school to meet ____ graduation requirements.

___ I have been informed that if I fail a subject I must seek advice and schedule adjustment in the Guidance Office.

___ I have been informed about the College Entrance Requirements.

---

Student's Signature

Counselor's Signature    Date of Evaluation
STUDENT PROGRESS REPORT

Student's Name ____________________________________________

Teacher ____________________________________________

Subject ____________________________________________ Date

Teachers, please check Yes or No to the following questions as the parent of the above named student has requested a progress report.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Does the student turn in assignments on time?</td>
</tr>
<tr>
<td></td>
<td>2. Are the assignments accurate?</td>
</tr>
<tr>
<td></td>
<td>3. Are the assignments neat and complete?</td>
</tr>
<tr>
<td></td>
<td>4. Is the student attentive in class?</td>
</tr>
<tr>
<td></td>
<td>5. Does the student participate in class activities?</td>
</tr>
<tr>
<td></td>
<td>6. Does the student participate in a positive manner in class?</td>
</tr>
<tr>
<td></td>
<td>7. Does the student appear to be mastering skills in your subject area?</td>
</tr>
<tr>
<td></td>
<td>8. Is the student achieving on exams?</td>
</tr>
<tr>
<td></td>
<td>9. Does it appear that the student is performing to the best of his/her ability?</td>
</tr>
<tr>
<td></td>
<td>10. Does the student exhibit appropriate student behavior?</td>
</tr>
<tr>
<td></td>
<td>11. Does the student use time wisely?</td>
</tr>
</tbody>
</table>

Assignment Grades: ____________________________

Unit Test Grades: ______________________________

Other Comments: 
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Please Return Completed Form to Counselor

_____________________________________________ Counselor
<table>
<thead>
<tr>
<th>Technical Core</th>
<th>Occupational/Technical Specialty Area</th>
<th>Community or Junior College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Discovery</td>
<td>Agriculture &amp; Natural Resources</td>
<td>2-Year Postsecondary Programs</td>
</tr>
<tr>
<td>Computer Discovery</td>
<td>Business &amp; Marketing</td>
<td></td>
</tr>
<tr>
<td>Technology Discovery</td>
<td>Health &amp; Human Services</td>
<td></td>
</tr>
<tr>
<td>Integrated Learning</td>
<td>Engineering &amp; Industrial Technology</td>
<td></td>
</tr>
<tr>
<td>Workplace Readiness</td>
<td>Arts &amp; Humanities</td>
<td></td>
</tr>
</tbody>
</table>

Refer to current edition of *Mississippi Tech Prep Sequential Course of Study*
<table>
<thead>
<tr>
<th>Area</th>
<th>Credit</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12 Grade</th>
<th>Years 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td>7 English</td>
<td>8 English</td>
<td>English I</td>
<td>English II</td>
<td>English III</td>
<td>English IV</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accelerated English</td>
<td>Accelerated English</td>
<td>Accelerated English</td>
<td>Accelerated English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AP English</td>
<td></td>
</tr>
<tr>
<td>MATH</td>
<td>3</td>
<td>7 Math</td>
<td>8 Math</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pre-Algebra</td>
<td></td>
<td></td>
<td>after Alg. II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pre-Algebra</td>
<td></td>
<td></td>
<td>include: Adv.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Algebra, Trig.,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discrete Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pre-Calculus,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2</td>
<td>7 Science</td>
<td>8 Science</td>
<td>Biology I</td>
<td>Science I</td>
<td>Science II</td>
<td>Science elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
<td></td>
<td>- may include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adv. or AP Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adv. or AP Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adv. or AP Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
<td>World History</td>
<td>US History</td>
<td>Mississippi</td>
<td>World History</td>
<td>US History</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>500-1750</td>
<td>1877</td>
<td>Studies</td>
<td>1750-present</td>
<td>1877-present</td>
<td>course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPUTER EDUCATION</td>
<td>½</td>
<td>Computer Applications</td>
<td>(or demonstrated proficiency)</td>
<td>or successfull completion of Computer Discovery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
<td>Comprehensive Health</td>
<td>or Family and Individual Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART/HUMANITIES</td>
<td>1</td>
<td>Select from the following: Intro. to Theater Arts, Theater II, Theater III, Dramatic Criticism &amp; Perf., Oral Interp./Reader’s Theater, Theater Production, Dance I, Dance II, Dance III, Dance IV, Classical Ballet, General Music, Band I, Band II, Band III, Band IV, Strings, Small Group Jazz Improvisation, Choral Performance, Humanities I, or Humanities II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TECHNICAL CORE</td>
<td>(4-6)</td>
<td>Career Discovery</td>
<td>Computer Discovery</td>
<td>Technology Discovery</td>
<td>Computer Programming I</td>
<td>Computer Programming II</td>
<td>Computer Programming I</td>
<td>Computer Programming Technology; Network Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Work-based Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Work-based Learning</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>2-4</td>
<td>Students may elect 2-4 Carnegie Units of credit from electives courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The course may be used to satisfy graduation and community/junior college entrance requirements; however, the course does not meet IHL entrance requirements.

NOTE: Please see Appendix A for additional course information.

Refer to current edition of *Mississippi Tech Prep Sequential Course of Study*
Student Progress Report

ROOM________________TEACHER____________________________DATE________________

The Parent and/or Counselor’s Office need(s) information concerning the progress and attitude of ________________________________. Please mark the items below that best describe the present status of work.

Please return form before sixth period.

Subject:___________________________________

Objectives:

Mastered__________________________________

Taught____________________________________

Numerical Grades:

Unit Tests_________________________________

Assignments______________________________

Conduct__________________________________

Other Comments:

______________________________________

Counselor
Dear _________________________:

Your record indicates that you failed the courses listed below:

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

If you feel there is an error in this report, or if you have questions about Summer School and/or your grade classification, please see your counselor as soon as possible.

It is important that you share and discuss this information with your parents.

If your parents have questions, they will be able to contact me at ____________.

Sincerely,

______________________________

Counselor
1. The student is presently in academic difficulty in this subject, and consequently there is the danger of failure.
2. It is necessary that the cause(s) of this deficiency be understood and the recommendation(s) be followed.
3. Make certain that you are familiar with the school's grading system and the suggested amount of homework expected in the subject each night.

**Cause(s) for deficiency:**

<table>
<thead>
<tr>
<th>ABILITY</th>
<th>ATTITUDE</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Poor Skills in Subject</td>
<td>___ Poor Attendance/ Lateness</td>
<td>___ Poor Test Scores</td>
</tr>
<tr>
<td>___ Inadequate Foundation</td>
<td>___ Inadequate</td>
<td>___ Inadequate Written</td>
</tr>
<tr>
<td>___ Lack of Effective</td>
<td>___ Inadequate</td>
<td>___ Inadequate Written</td>
</tr>
<tr>
<td>___ Motivation</td>
<td>___ Lack of Serious</td>
<td>___ Lack of Attention or Participation</td>
</tr>
<tr>
<td></td>
<td>Preparation for Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of Serious</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Approach to Studies</td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation(s)**

| ___ More Effort             | ___ Conference with Teacher                  | ___ After school help                      |
| ___ Tutoring               | ___ Others                                    |                                            |

<table>
<thead>
<tr>
<th>M</th>
<th>Tu</th>
<th>W</th>
<th>Th</th>
<th>F</th>
</tr>
</thead>
</table>

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
NOTICE TO PARENTS OF POSSIBLE FAILURE FOR SCHOOL YEAR

Dear ________________________________:

We sincerely regret to inform you that your son/daughter, ________________________________, is in danger of failing the following subject(s) for the current school year:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The teacher(s) involved have indicated the following as possible reasons for the situation:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

We are concerned as you must be about this very serious situation. If you care to call me at ____________, I will be happy to set up a conference at your earliest convenience.

I do hope that we may be of service and can help to correct this unfortunate situation.

Sincerely,

Counselor
Please give a personal and/or social adjustment evaluation on the above named student.

Adjustments:            Poorly Adjusted   Somewhat Adjusted   Well Adjusted
                                     ( )              ( )              ( )

General Attitude  ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Conduct  ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Other Comments  ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Requested by: ___________________________
Counselor
IDENTIFYING AND LOCATING IN-SCHOOL STUDENTS WHO MAY BE IN NEED OF SPECIAL ATTENTION

NAME: __________________________ ID # ___________________ SCHOOL: _______________

SUBJECT: _______________

THE STUDENT:

___ 1. Has failed two subjects at the end of the semester.
___ 2. Has been suspended 10 days during the school year or
___ 3. Has been expelled from school or
___ 4. Has dropped out of school
   and either has an apparent handicapping condition or is failing at least two subjects in the current or immediately preceding grading period.

THE STUDENT INSTRUCTIONAL PROGRAM WAS REVIEWED BY:

___ 1. Classroom Teacher
___ 2. Counselors
___ 3. Assistant Principal
___ 4. Principal

FOLLOWING THE REVIEW OF THE STUDENT'S INSTRUCTIONAL PROGRAM, THE STUDENT SHOULD:

___ 1. Remain in the regular program.
___ 2. Conduct an instructional intervention.
___ 3. Have his/her teacher complete a Teacher Narrative Report.
___ 4. Be referred by the LSC for a Comprehensive Assessment.

THE REASON FOR REMAINING IN THE REGULAR PROGRAM WAS:

___ 1. Lack of motivation.
___ 2. Poor attendance record.
___ 3. Discipline problem.
___ 4. Other _________________________________________________________________
   _________________________________________________________________________

THE REASON FOR REFERRAL WAS:

___ 1. Possible handicapping condition.
___ 2. Other _________________________________________________________________

Name of Person Completing Form: _________________________________________________

Principal's Signature: ____________________________________________________________

Date: _________________________________________________________________________
CUMULATIVE ABSENCE REPORT

Student's Name _______________________________________________________________

Grade ________________________________ Date __________________________

Dear Parent:

Your child has been absent without an excuse on the following dates: _______
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please call your child's counselor at __________________ and request a conference with his/her teacher regarding the matter checked below:

_____ Conference requested/RE: Behavior

_____ Conference requested/RE: Academic Performance

_____ Comments ______________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

_____ Conference Requested/RE: Number of Suspensions

CLASS STANDING: (CHECK ONE)

_____ Above Average

_____ Below Average

_____ Average

_____ Failing

SUBJECT ____________________________ TEACHER __________________________
ASSIGNMENTS

STUDENT __________________________ DATE____________________________

TEACHER __________________________ ASSIGNMENT DATES ____________

ROOM NUMBER ________________ SUBJECT __________________________

COUNSELOR _______________________

(Please return this form to the guidance office before sixth period.)
DIVISION OF SPECIAL EDUCATION

TEACHER CHECKLIST/GIFTED REFERRALS

Student's Name: _______________________________________________________________

Date of Birth: _________________________ Age: ____________Grade:____________

Referring Teacher: _____________________________________________________________

Gifted students appear sensitive and alert to what is going on around them and demonstrate superior ability to profit from experience and to anticipate eventualities.

The teacher should check the appropriate characteristics frequently observed in the student being referred for possible gifted education services.

Characteristics

___ 1. Learns rapidly and easily
___ 2. Reasons things out, thinks clearly and precisely, and is quick to comprehend
___ 3. Has a rich vocabulary marked by originality of thought and expression
___ 4. Shows much curiosity as indicated by the depth, scope, and frequency of his/her questions
___ 5. Enjoys reading, usually at a mature level
___ 6. Produces ideas which are uncommon and original and can adapt the ideas to a task or problem
___ 7. Prefers own judgment to that of others
___ 8. Seeks opportunity to work and think alone
___ 9. Is likely to dissent from arbitrary authority
___ 10. Appears to be socially mature for his/her own chronological age

Additional comments by teacher: ________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
VESE-006
State Dept. of Educ., Voc. Bureau

IDENTIFICATION OF VOCATIONAL SPECIAL NEEDS STUDENT/DISADVANTAGED FOR FISCAL YEAR BEGINNING JULY 1, 19__ AND ENDING JUNE 30, 19__
(CONFIDENTIAL--FOR LOCAL SCHOOL'S FILES)

VESE-006 may be completed and kept on file for each LEP or disadvantaged student as a summary of student records. To complete VESE-006, place a check before the appropriate characteristic(s) and address all items on the back of this form.

_________________________________________________  ___________________________________________________
Student's Name  Attendance Center or School

Vocational Program __________________________________________________________

Assigned Grade Level ___  Age ___  Academic Functional Grade Level _____

I. Classification of Students

A. Limited English Speaking Ability

___ Student is of a national origin minority who does not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English.

B. Academic Disadvantaged

___ Student lacks reading and writing skills.

___ Student lacks mathematical skills.

___ Student performs two grade levels below peer group on standardized tests.

___ Student scored at or below 25th percentile on standardized test.

___ Student's school grades are below 2.0 on a 4.0 scale.

C. Economically Disadvantaged

___ Family income is at or below national poverty level.

___ Student, parent, or guardian is unemployed.

___ *Student or parent is recipient of public assistance.

___ Student is institutionalized or under state guardianship.

___ **Other indicators.
II. Service or Assistance Provided
   ___ Vocational related instruction.
   ___ Specially designed vocational programs for disadvantaged.
   ___ Special vocational counseling.
   ___ Other assistance or services provided by school or agencies other than vocational education.

III. Summary of Student Deficiencies

IV. Services or Assistance Needed or Recommended

V. Outcomes

VI. Comments

* Recipient of public assistance can be determined by reporting those receiving free or reduced school lunch, AFDC, workstudy, SEOG, Pell Grant, or similar aid.

** Migrant, dropout, or identified as potential dropout from secondary school.

_________________________________________________
Signature of Individual Completing Form
Dear Teacher:

I _____________________________, would like to drop your course ________________________ (Student's Name) (Course Title)
and add ________________________________. (Course Title)

_________________________ (Student Signature)

Step #1: I have met with the student and agree/disagree for the following reasons:

______________________________________________________________________________

______________________________________________________________________________

_________________________ (Teacher Signature)

Step #2: I have spoken with the student and teacher and agree/disagree for the following reason: ________________________________

______________________________________________________________________________

_________________________ (Counselor Signature)

Step #3: Comments: ________________________________

_________________________ (Director Signature)

Step #4: I have discussed this change with my child and believe it would/would not in his/her best interest.

_________________________ (Parent Signature)

Step #5: Administrative Approval

_________________________
REQUEST FOR SCHEDULE CHANGE

NAME: _____________________________________________ GRADE: ____________

PLEASE PRINT OR WRITE LEGIBLY

<table>
<thead>
<tr>
<th>Period</th>
<th>Subject listed on your schedule</th>
<th>Teacher</th>
<th>Room</th>
<th>Change you are requesting</th>
<th>Teacher</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For what reason are you requesting this change:______________________________________

______________________________________________________________________________

______________________________________________________________________________

1. Follow your original schedule until you are contacted by the counselor's office.

2. A committee of counselors will decide which changes will be granted. If it is determined that your schedule can be changed as requested, you will be called to the counselor's office. If it is determined that your request for a schedule change will not be possible, your request will be returned to you indicating that your schedule change request will not be made.

3. Place your request for a schedule change in the box in the counselor's office. Your cooperation in this procedure will facilitate schedule changes by allowing the counselors to devote their entire time to this matter until its completion.

4. No requests for schedule changes will be accepted after ____________________________ (Date)

GRADUATION REQUIREMENTS: See BULLETIN 171, SDE and Local Graduation Requirements.

COLLEGE BOARD ENTRANCE REQUIREMENTS TO PUBLIC UNIVERSITIES: See BULLETIN 171, SDE.

_________________________________________
Parent's Signature
## CHECKLIST OF REQUIRED FORMS/COMPREHENSIVE ASSESSMENT

Directions: Complete all sections of Part I and Part III, and two or more sections of Part II

### REFERRAL FORM

<table>
<thead>
<tr>
<th>PART I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Student</strong></td>
<td>First:</td>
</tr>
<tr>
<td><strong>Date of Birth</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Name of Individual Making Referral</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Relationship of Individual to Student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Date Referral Form Completed</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Does the student have a disability which should be considered when selecting appropriate assessment measures?**  
- [ ] yes  
- [x] no  

**If Yes, Specify Needs/Limitations:**  
- [ ] Attention Deficit Disorder  
- [ ] Visual Problem  
- [ ] Hearing Problem  
- [ ] Physical Limitations

### PART II  

**Referral Results:** (Documentation of two or more of the following is necessary to substantiate a referral)

**A. TEST DATA**

<table>
<thead>
<tr>
<th>Name of Test(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date of Test(s)</strong></td>
<td></td>
</tr>
<tr>
<td>Administered in last 12 months</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results of Test(s)</th>
<th><strong>Area Tested</strong></th>
<th><strong>National Percent</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>________</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>________</td>
<td></td>
</tr>
</tbody>
</table>

**B. Demonstrated Exceptional Individual Achievement in Academics, Leadership and/or Creativity (regional, state, or national level)**

_________________________________________________________________________________________________________

**C. Grades from Current and Past Years**

<table>
<thead>
<tr>
<th>Current Year</th>
<th>Last Year</th>
<th>Preceding Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Grade</td>
<td>Subject</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. Other Characteristics of Demonstrated Achievement and/or Potential Abilities**

*Academically Gifted Referral (grades 9-12): a portfolio of student work can be attached. The portfolio must indicate outstanding capabilities in at least one academic area.*
PART III

EVIDENCE OF DISADVANTAGED (Check all factors that apply to student)
A score of seven (7) or more on Part I and a score of forty (40) on Part II of the following checklist would indicate that the student is economically, culturally, and/or environmentally disadvantaged, and demonstrates evidence of possible giftedness.

A. Environmentally Disadvantaged
   ___ Limited experiential background
   ___ Irregular attendance
   ___ Transience in elementary school years - at least 3 moves
   ___ A home situation affording little enrichment opportunity
   ___ Home responsibilities interfering with learning activities

B. Linguistically Disadvantaged if no evidence of disadvantage is noted.
   ___ Lack of proficiency in any language
   ___ Limited opportunity to acquire depth in English
   ___ Non-standard English interfering with learning activities

C. Culturally Disadvantaged
   ___ Limited experiences in dominant culture
   ___ Few experiences in any culture which stimulate intellectual growth
   ___ Subculture standards in conflict with dominant culture standards

D. Economically Disadvantaged
   ___ Residence in a depressed economic area
   ___ Low family income at a subsistence level
   ___ Necessary pupil employment interfering with learning opportunities
   ___ Family unable to afford enrichment materials and experiences

***Fill in total factors with a zero (0)

EVIDENCE OF POSSIBLE GIFTEDNESS
a. Please indicate the degree to which the student exhibits the following characteristics. (mark only those characteristics that have been observed)

1. Takes initiative and shows independence of action  
2. Shows leadership ability
3. Exhibits adaptive social reasoning and/or behavior
4. Is alert, observant, shows curiosity
5. Shows motivation and drive, enjoys challenge
6. Learns easily through experience
7. Retains and uses ideas and information
8. Can transfer learning from one situation to another
9. Demonstrates fluency in verbal expression
10. Has fund of information and range of vocabulary
11. Has varied interests
12. Shows imagination, originality, and creativity
13. Is flexible and resourceful in problem solving
14. Demonstrates abstract thinking ability
15. Has a sense of humor
16. Demonstrates persistence in tasks
17. Shows facility in learning English, if Limited English Proficient (LEP)

<table>
<thead>
<tr>
<th></th>
<th>SLIGHT</th>
<th>MODERATE</th>
<th>MARKED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS _____ + _____ + _____ = _____

b. Other demonstrated evidence of giftedness (i.e., creativity, mechanical aptitudes, leadership, and academic areas. One point for each. Document evidence below:

_____________________________________________________________________________________________________________________
_____________________________________________________________________________________________________________________

FINAL TOTAL = ____
CASE MANAGER DUTIES
DIVISION OF SPECIAL EDUCATION

Case Manager: ____________________________ Date: __________ School: _________

Student: _______________________________ DOB: ___________ Grade:___________

NOTE: Must Date and Initial

_____ 1. Parent conference is held by a parent interviewer
   (Date on permission to test form)
_____ 2. Assessment team is appointed
   (Can be same date as on permission to test form)
_____ 3. Comprehensive Assessment is conducted
   (Date of mental ability test)
_____ 4. Assessment information is reviewed and report written
   (Date of assessment team report)
_____ 5. Assessment data submitted to appropriate persons within the timelines
   (Date of assessment team report)
_____ 6. Transmittal of data between multidisciplinary teams occurs within timelines and
   that the presence or absence of a handicapping condition(s) is determined by a
   screening team (Date of screening team eligibility)
_____ 7. IEP Committee is appointed
   (Date committee appointed/shortly after report comes back to LSC)
_____ 8. WPN for initial placement is given to parents and receipt verified and documented
_____ 9. Parents are given the opportunity to attend a meeting to develop IEP (Date IEP
   conference is scheduled on WPN)
_____ 10. IEP is developed in a meeting with required personnel within 30 days of the
     eligibility determination (Date of IEP meeting)
_____ 11. Written parental permission will be obtained for placement (Date of IEP meeting)
_____ 12. Child is placed in appropriate program
     (Date child attends first SPED class)
_____ 13. Re-evaluation is conducted appropriately
     (Date of WPN for re-evaluation)
_____ 14. Justification is on file when timelines are not met

COMMENTS:_________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

__________________________________________
Signature of Case Manager Date
REFERRAL TO COUNSELOR

School __________________________ Date __________ Counselor _____________________

Student's Name ________________________________________________________________

Reasons for Referral: ___________________________________________________________

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

TEACHER'S OBSERVATION: (Check if applicable)

_____ Social Adjustment Problems   _____ Personal Problems

_____ Noticeable Change in Behavior   _____ Noticeable Change in Attitude Toward School

_____ Needs Help in Adjusting to New School Environment

Please list observable behavior that would be of benefit to the counselor:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Principal's Signature __________________________ Teacher's Signature __________________________

******************************************************************************

FOLLOW-UP

Date __________________________

Comment: __________________________

_____________________________________________________________________________
_____________________________________________________________________________

Counselor's Signature __________________________
Counselor Appointment Form

Date: ________________________

Mr. Mrs. Miss ________________________:

If it is convenient to you, I would like the student(s) below to meet with me from _________________ to _________________ on _________________.

Student('s) Names(s):

__________________________________

Guidance Office

Date:

Time:

This student has been in conference with me. Please admit to class.

Name of Student(s):

__________________________________

Counselor's Signature

VI-26
RANK-IN-CLASS FORM

Name: _____________________________________________________ ID# ______________

Average: _____________________________________________________________________

Rank: ________________________________________________________________________

<table>
<thead>
<tr>
<th>Grade</th>
<th>X</th>
<th>½ Unit</th>
<th>1 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ A's</td>
<td>X</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>___ B's</td>
<td>X</td>
<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>___ C's</td>
<td>X</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>___ D's</td>
<td>X</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>___ F's</td>
<td>X</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL =_____

DATE: ______________________

DATE: ______________________
SDE ACCREDITATION RULES†

ACCREDITATION REQUIREMENTS
of the
STATE BOARD OF EDUCATION


August 1996

Dr. Tom Burnham
State Superintendent of Education
Mississippi Department of Education
Jackson, Mississippi

† Refer to current edition of Bulletin 171.
APPENDIX A †

GRADUATION REQUIREMENTS

Standard 31.1

Each student graduating from a secondary school in an accredited school district will have earned the required Carnegie units as specified in the following tables. Contents of each required and elective course must include the core objectives identified in the Mississippi Curriculum Framework. Course titles and identification numbers must appear in Appendix E. Elective courses that do not have identified content in the Mississippi Curriculum Framework or whose titles do not appear in Appendix E must be approved according to criteria stated in Appendix D.

SENIORS OF SCHOOL YEAR 1996-967
(1993-94 ninth graders)

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2*</td>
<td>1 lab-based</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Gov't.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ St./Loc. Gov't. (or MS Studies)**</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>9***</td>
<td></td>
</tr>
<tr>
<td>TOTAL UNITS REQUIRED</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

TABLE A1

Note: Explanations for all items marked by one or more asterisks in Tables A1-A5 are on page VI-31.

† Refer to current edition of Bulletin 171.
APPENDIX A (CONTINUED)

SENIORS OF SCHOOL YEAR 1997-98
(1994-95 ninth graders)

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2*</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Gov't.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ St./Loc. Gov't. (or MS Studies)**</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
<td>Comprehensive Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Family and Individual Health*****</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>8½***</td>
<td></td>
</tr>
<tr>
<td>TOTALS UNITS REQUIRED</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

TABLE A2

SENIORS OF SCHOOL YEAR 1998-99
(1995-96 ninth graders)

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3</td>
<td>1 Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Geometry</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2*</td>
<td>1 Biology</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Gov't.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ St./Loc. Gov't. (or MS Studies)**</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
<td>Comprehensive Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Family and Individual Health*****</td>
</tr>
<tr>
<td>COMPUTER EDUCATION</td>
<td>½</td>
<td>Computer Applications***</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>6***</td>
<td></td>
</tr>
<tr>
<td>TOTALS UNITS REQUIRED</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

TABLE A3

† Refer to current edition of Bulletin 171.

VI-30
### APPENDIX A (CONTINUED)

SENIORS OF SCHOOL YEAR 1999-2000  
(1996-97 ninth graders)

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>UNITS</th>
<th>REQUIRED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>3</td>
<td>1 Algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Geometry</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>2*</td>
<td>1 Biology</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
<td>1 World History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ U.S. Gov't</td>
</tr>
<tr>
<td></td>
<td></td>
<td>½ Mississippi Studies**</td>
</tr>
<tr>
<td>HEALTH</td>
<td>½</td>
<td>Comprehensive Health or Family and Individual Health****</td>
</tr>
<tr>
<td>COMPUTER EDUCATION</td>
<td>½</td>
<td>Computer Applications****</td>
</tr>
<tr>
<td>THE ARTS</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>8***</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS UNITS REQUIRED</strong></td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**

* One may be in Diversified Technology or Introduction to Agriscience or Agriscience I or Allied Health I.

** The credit earned for a State/Local Government course in any other state by an out-of-state transfer student who enters after the sophomore year can stand in lieu of Mississippi Studies or Mississippi State and Local Government.

*** Elective units in band, physical education, and choral music are limited to three units, with each course counting for no more than two of the three units.

**** Evidence or proficiency in computer applications is accepted in lieu of ½ unit.

***** Only 200126 Family and Individual Health may count in lieu of Comprehensive Health.

† Refer to current edition of Bulletin 171.
### REQUIRED COURSES

**IN THE CURRICULUM OF EACH SECONDARY SCHOOL**

**Standard 47**

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>COURSES</th>
<th>UNITS</th>
<th>TOTAL UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English I</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English III</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English IV</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>MATHMATICS</strong></td>
<td>Algebra I</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Consumer Math *</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Math I *</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Math II *</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Algebra</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Applied Life Science *</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Consumer Science *</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>U.S. History</td>
<td>1</td>
<td>3⅔</td>
</tr>
<tr>
<td></td>
<td>U.S. Government</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mississippi Studies</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World History</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR Geography</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td><strong>COMPUTER EDUCATION</strong></td>
<td>Computer Applications</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>Comp. Health</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td><strong>THE AREA</strong></td>
<td>Any approved 500000 course for grades 9-12 from Appendix E</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>ELECTIVES</strong></td>
<td>Foreign Lang. (IHL)</td>
<td>9⅔</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR World Geog. (IHL)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

* Since graduation requirements will not be the same for entering ninth graders until school year 1995-96, these courses cannot be phased out until entering ninth graders of 1991-92 through 1994-95 have completed the requirements.

† Refer to current edition of Bulletin 171.
# APPENDIX C

## REQUIRED COURSES FOR ADMISSION TO PUBLIC UNIVERSITIES IN MISSISSIPPI

### Standard 47

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>COURSES</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Algebra I*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td><strong>SELECT (3) UNITS FROM THE FOLLOWING LIST:</strong></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>(2 lab-based)</td>
</tr>
<tr>
<td></td>
<td>Advanced Chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Physics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Science</td>
<td></td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>U.S. History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>World History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. Government - ½</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics - ½</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography - ½</td>
<td></td>
</tr>
<tr>
<td>COMPUTER EDUCATION</td>
<td>Computer Applications</td>
<td>½</td>
</tr>
<tr>
<td>ADVANCED ELECTIVES</td>
<td><strong>SELECT (2) UNITS ** FROM THE FOLLOWING LIST:</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Foreign Language*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th year lab-based Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4th year Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

* Algebra I or first year foreign language taken in the eighth grade will be accepted for admission provided course content is the same as the high school course.

** One of the two units must be in Foreign Language or World Geography.

† Refer to current edition of Bulletin 171.
INTRODUCTION

This guide provides a "check off" monitoring system for students and parents. Listed by grade levels are activities and opportunities which students should explore and discuss with their parents as they make postsecondary plans.

Students and parents are asked to track their movement through the planning process by dating each experience as it occurs in grades nine through twelve. Emphasis is placed upon the students’ being able to make wise decisions and to be responsible for their actions.

Since parent involvement is critical to postsecondary planning, parents are encouraged to work with their son/daughter in this area. The counselors are available and welcome the opportunity to work with students and parents individually and/in group settings. Should you have questions, please contact your child's counselor.

Office of Guidance
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in individual counseling sessions</td>
</tr>
<tr>
<td>Identify career interests and abilities</td>
</tr>
<tr>
<td>Review previous test data</td>
</tr>
<tr>
<td>Review scholastic record</td>
</tr>
<tr>
<td>Initiate/update personal Career Planning Profile (CEP)</td>
</tr>
<tr>
<td>Become aware of career information sources, including Occupational</td>
</tr>
<tr>
<td>Outlook Handbook, etc.</td>
</tr>
<tr>
<td>Explore opportunities available at the Vo-Tech Center</td>
</tr>
<tr>
<td>Select a high school program of studies consistent with post-high</td>
</tr>
<tr>
<td>school plans</td>
</tr>
<tr>
<td>Update/Develop a 4-Year Plan of Study (CEP)</td>
</tr>
<tr>
<td>Select 10\textsuperscript{th} grade courses</td>
</tr>
<tr>
<td>Select Cluster</td>
</tr>
<tr>
<td>Apply for a Social Security Card</td>
</tr>
<tr>
<td>Attend College/Career Activity</td>
</tr>
<tr>
<td>Participate in group guidance activities</td>
</tr>
<tr>
<td>Personal Grooming</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Introduction to Senior High</td>
</tr>
<tr>
<td>Career Choices</td>
</tr>
<tr>
<td>Parents - have you met your child’s school counselor?</td>
</tr>
</tbody>
</table>

**COLLEGE AND CAREER ACTIVITY**

(Date)

(Place)

(Time)
### STUDENT INFORMATION FORM
#### TENTH GRADE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in self-evaluation activities</td>
<td></td>
</tr>
<tr>
<td>Take the State Test</td>
<td></td>
</tr>
<tr>
<td>Take NMSQT/PSAT (optional)</td>
<td></td>
</tr>
<tr>
<td>Review previous school performance</td>
<td></td>
</tr>
<tr>
<td>Update Career Planning Profile (CEP)</td>
<td></td>
</tr>
<tr>
<td>Take Needs Assessment</td>
<td></td>
</tr>
<tr>
<td>Explore various options in Career Planning</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
</tr>
<tr>
<td>Apprenticeship</td>
<td></td>
</tr>
<tr>
<td>Vo-Tech</td>
<td></td>
</tr>
<tr>
<td>Business School</td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
</tr>
<tr>
<td>Continue career exploration activities</td>
<td></td>
</tr>
<tr>
<td>Review Career and Subject Charts (Clusters)</td>
<td></td>
</tr>
<tr>
<td>Participate in group guidance activities</td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td></td>
</tr>
<tr>
<td>Update the 4-Year Plan of Study (CEP)</td>
<td></td>
</tr>
<tr>
<td>Select 11th grade courses</td>
<td></td>
</tr>
<tr>
<td>Select Cluster</td>
<td></td>
</tr>
<tr>
<td>Explore vo-tech center opportunities</td>
<td></td>
</tr>
<tr>
<td>Participate in individual counseling sessions</td>
<td></td>
</tr>
<tr>
<td>Parents - have you met your child’s school counselor?</td>
<td></td>
</tr>
</tbody>
</table>

**PARENT/TEACHER CONFERENCE DAYS**

- **(DATE)**
- **(PLACE)**
- **(TIME)**
### ELEVENTH GRADE

<table>
<thead>
<tr>
<th>Date Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participate in individual counseling sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue self-evaluation activities</td>
</tr>
<tr>
<td>Take NMSQT/PSAT (optional)</td>
</tr>
<tr>
<td>Take SAT or ACT when appropriate</td>
</tr>
<tr>
<td>Take ASVAB (optional)</td>
</tr>
<tr>
<td>Take State Exiting Exam</td>
</tr>
<tr>
<td>Review scholastic record as related to specific postsecondary plans and requirements</td>
</tr>
<tr>
<td>Update Career Planning Profile (CEP)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research postsecondary options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend College/Career Activity</td>
</tr>
<tr>
<td>Participate in conference with post-high school representatives</td>
</tr>
<tr>
<td>College and/or Military</td>
</tr>
<tr>
<td>Employment</td>
</tr>
<tr>
<td>Visit postsecondary institutions</td>
</tr>
<tr>
<td>Review materials available in the guidance office on post-high school options, colleges, financial aid, etc.</td>
</tr>
<tr>
<td>Review Summer College Programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiate career-related experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Workshop Booklet</td>
</tr>
<tr>
<td>Employment Security Information</td>
</tr>
<tr>
<td>Applications and Brochures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Received information from counselors</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Catalogues</td>
</tr>
<tr>
<td>Selection Procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Update the 4-Year Plan of Study (CEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select 12th grade courses</td>
</tr>
<tr>
<td>Select Cluster</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents - have you met your child’s school counselor?</th>
</tr>
</thead>
</table>

---

**VI-37**
<table>
<thead>
<tr>
<th>Identify Strengths</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review high school scholastic record</td>
<td></td>
</tr>
<tr>
<td>Review previous test data</td>
<td></td>
</tr>
<tr>
<td>Review Career Planning Profile (CEP)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Take steps for employability after high school</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore employment options</td>
<td></td>
</tr>
<tr>
<td>Develop résumé and compile list of references</td>
<td></td>
</tr>
<tr>
<td>Establish contact with personnel departments of prospective places of employment</td>
<td></td>
</tr>
<tr>
<td>Interview effectively</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continue preparation for world of work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify educational and technical training options consistent with career plans</td>
<td></td>
</tr>
<tr>
<td>Apply to colleges/technical schools</td>
<td></td>
</tr>
<tr>
<td>View military service as an employment option</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Continue research of postsecondary options by using literature available in the guidance office</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement procedures for post-high school educational programs</td>
<td></td>
</tr>
<tr>
<td>Take appropriate admission tests</td>
<td></td>
</tr>
<tr>
<td>Complete admission applications</td>
<td></td>
</tr>
<tr>
<td>Request letters of recommendations</td>
<td></td>
</tr>
<tr>
<td>Request transcript (to be sent to college, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement specific financial applications</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete financial aid applications</td>
<td></td>
</tr>
<tr>
<td>Apply for various scholarships</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participate in group guidance sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Financial Aid Planning Activity</td>
<td></td>
</tr>
<tr>
<td>Attend College/Career Activity</td>
<td></td>
</tr>
<tr>
<td>Parents - have you met your child’s school counselor?</td>
<td></td>
</tr>
<tr>
<td>Students - have you thanked your parents?</td>
<td></td>
</tr>
</tbody>
</table>
REQUEST FOR COLLEGE ADMISSION MATERIALS

Street Address (yours)
City, State (Zip Code)

Date

Director of Admissions
Name of College
City, State (Zip Code)

Dear Sir:

I am a senior at ____________________________ High School and am considering applying for admission to ______________________________ College. I would appreciate your sending me the following:

(1) an application blank
(2) a general bulletin explaining entrance requirements, college costs, course offerings, and facilities available
(3) financial aid information
(4) special publications or information related to (your special interest)

Sincerely,

Signature of Writer

Your Name in full
(typed or printed)
SAMPLE LETTER OF WITHDRAWAL
OF APPLICATIONS
FROM CONSIDERATION

Director of Admissions
__________ University
City, State (zip code)

Dear Admissions Director:

Please withdraw my application from consideration for admission to ______________ University. I have applied and been accepted at another university under the Early Decision Plan and will be attending that school. Thank you for considering me at your university.

Sincerely,

(Your Name)

(It is not necessary, though perfectly acceptable, to inform the university where you will be attending college).
SENIOR INFORMATION FORM

The counselors need information about you in order to help you with your plans after graduation. This information will be used in completing forms, writing letters of recommendations, planning special days for seniors, and furnishing requested information to employers and schools. It is most important that this form be completed ACCURATELY and in DETAIL. As changes occur, come to the Guidance Office and update your form. PRINT ALL INFORMATION!

Name ________________________________________________________________

Last                  First              Middle

ADDRESS ___________________________________________________________________

HOMEROOM TEACHER _____________________________ TELEPHONE # ____________

List below all the organizations in which you have been a member. Indicate the grade you were in and if you have been an officer. NAME the office you held in the organization.

<table>
<thead>
<tr>
<th>SCHOOL/COMMUNITY ORGANIZATIONS</th>
<th>OFFICE HELD</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List awards, special recognition, and honors that you have received in grades 9-12. Include out-of-school honors (church and community).

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

What institutions (four-year, community/junior college, trade or technical school) are you interested in attending after high school graduation?

First Choice ________________________ Location ___________________________

Second Choice ______________________ Location ___________________________

Third Choice _______________________ Location ___________________________
Senior Information Form

VOCATIONAL-TECHNICAL ORIENTATION

SCHEDULE-PLANNING QUESTIONS/DISCUSSION

NAME _____________________________________________________ GRADE __________

SCHOOL ________________________________ ENGLISH TEACHER ____________

(GOAL) - What do you plan to do after graduation? ___________________________________

____________________________________________________________________________

(JOB CHOICE) - What job do you want? _____________________________________________

(KNOWLEDGE OF JOB REQUIREMENTS)

What are you doing to prepare for the job?
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

(INTEREST) - What are your hobbies? _____________________________________________

What are your favorite subjects? _________________________________________________

(ABILITY) - In which subject do you make the highest grades? _______________________

PRE-SCHEDULE FOR VOCATIONAL CENTER

NAME _______________________________________________________________________

I plan to attend the Vo-Tech Center: YES _____ NO _____

I plan to enroll in the __________________________________________________________ Program.

COMMENTS: (VO-TECH/FEEDER SCHOOL COUNSELORS)

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

__________________________________________

OFFICE OF THE COUNSELOR

VI-42
Senior Information Form

What career do you plan to pursue after completing your education/training following high school graduation? _________________________________________________________________
___________________________________________________________________________________

Would you be interested in being included in a group looking into the following topics?

Scholarships ___ Financial Aid ___ College Planning ___

Do you plan to apply for academic scholarships? ___ Yes ___ No

Do you plan to apply for other scholarships? ___ Yes ___ No

Name the scholarship _________________________________________________

Do you plan to apply for financial aid? ___ Yes ___ No

Based on financial need? ___ Yes ___ No

Do you plan to apply for a cooperative education program? ___ Yes ___ No

If your father or mother is a disabled veteran, you may be eligible for VA benefits. Please indicate whether or not you should be considered. ___ Yes ___ No

Often corporation or business firms offer scholarships to children of their employees. Please list below where your parents are employed:

Father's Employer __________________________________
Mother's Employer _________________________________

List and describe briefly your work experience - grades 9-12, including summer employment.
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

List some things that you can do well - skills an employer might be interested in (typing, grocery checker, stocker, computers, receptionist, etc.). _____________________________________________________
____________________________________________________________________________________

Are you working now? ___ Yes ___ No If yes, where ________________

Do you plan to continue working after graduation at your present job? ___ Yes ___ No

List any chronic physical condition you may have. There is financial aid in many cases for students in this category. (Blind, Deaf, Epilepsy, Diabetes, Heart, Arthritis, etc.)
____________________________________________________________________________________

What other information not requested on this form do you feel counselors can help you with in a small group or in individual counseling sessions? ________________________________________________________________
Senior Information Form

Name: _______________________________ Grade: _____ Home Room No. __________
Last Preferred Name

Mailing Address: ___________________________________________________________________

City: ____________________ State: _______________ Home Phone: _______________

SENIOR SURVEY

1. GRADUATION STATUS: (When do you plan to complete the requirements for high school graduation?)

   (Check ONE)
   _____First Semester Graduate
   _____Senior classified student scheduled to graduate in the Regular Session
   _____Senior classified student scheduled to graduate in Summer School
   _____Junior classified student scheduled to graduate in Summer School

2. NAME FOR DIPLOMA: (Print)

   ______________________________________________________________________________________
   FIRST MIDDLE LAST

3. FUTURE PLANS: (Which of the following best describes your future plans as they relate to you now?)

   (Check ONE)
   _____I plan to go to work as soon as I graduate from high school
   _____I plan to go to work immediately upon graduation, but go to college in a year or so.
   _____I plan to get married following high school...
       ...and seek employment
       ...and continue my education
       ...and become a homemaker
   _____I plan to enter the armed forces. Which branch?
   _____I plan to attend a vo-tech school following high school graduation and study
       (specify field): ________________________________
   _____I plan to enter college/university upon graduation
       Name of college/university ___________________________________________
       Field of study (college major): ________________________________________

4. RELEASE OF "CONFIDENTIAL " INFORMATION

   ___Yes  ___No  The high school has my permission to release my name and address to the various college/universities and/or other agencies, including my intended major (if applicable) so that I can receive appropriate literature from said college/universities and/or agencies.

   ____________________________________________________________
   Student Signature (Parent's signature if under age 18)
SENIOR INFORMATION FORM

Name _______________________________________________________________ _____________
Surname  First Name       Middle       Soc. Sec. #

ADDRESS: __________________________________________________________________________
Street                  City                  State          Zip

PARENT(S)/GUARDIAN(S) ___________________________ Phone ________________
Name

---------------------------------------------------------------------------------------------

CAREER GOALS: __________________________________________________________________________

____________________________________________________________________________________

COLLEGES
____________________________________________________________________________________
&
____________________________________________________________________________________
UNIVERSITIES
____________________________________________________________________________________

CURRENT TEACHERS PREFERRED FOR RECOMMENDATION:
____________________________________________________________________________________

____________________________________________________________________________________

STUDENT'S SELF DESCRIPTION: __________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

PARENT'S DESCRIPTION: __________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Senior Information Form

In the spaces below, please list your extracurricular (school, community, and religious) activities and awards during grades 9-12. Update as necessary during the year.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI-46
SENIOR SURVEY

Your Counselor

YOUR FULL NAME _______________________

YOUR HOME _________________________

YOUR PARENTS’ NAME ________________

WHAT DO YOU PLAN TO DO NEXT YEAR?

1. Go to college? ________ If so, give name ________________________________

2. Go to work? ________ If so, what type? _________________________________

3. Enter military service? ________ If so, which branch? _____________________

4. Something other than those listed above? ________ If so, explain.
______________________________________________________________

LIST ANY AWARDS, HONORS, AND SCHOLARSHIPS THAT YOU HAVE RECEIVED
THIS YEAR. (BE SPECIFIC . . . GIVE FULL DETAILS)

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
SENIOR INFORMATION FORM

SUGGESTIONS FOR LETTERS OF RECOMMENDATION

Faculty:

1. In order to assist you in writing a meaningful letter of recommendation, this student has been asked to provide you with:
   * A completed student information worksheet
   * A "Common Application" recommendation form

2. The following is a list of criteria you may wish to consider in your evaluation:
   - scholarship ability
   - motivation
   - reaction to criticism
   - initiative
   - emotional stability
   - personality
   - integrity
   - cooperation
   - maturity
   - leadership qualities

Requesting a Letter of Recommendation

College and Scholarship Information
SENIOR INFORMATION FORM

3. You may also wish to include:
   * Examples or anecdotes to illustrate character or judgments of the student.
   * A comment about the accuracy of your first reaction to this student. Do you still feel the same? Why?
   * The reason why this particular school is a match for this student.
   * Input from other faculty members.
   * Comparisons with previous candidates to the same school.
   * Your phone number for further information.

A letter of recommendation may help open many doors.

It may be beneficial to keep a xerox copy in case another letter is needed.
When requesting a letter of recommendation from a teacher, be sure to:

1. **Fill out the student information worksheet as completely as possible. Not all sections may apply.**
2. **Attach your written statement as described in #8 on the student information worksheet and your completed letter to be addressed, stamped envelope.**
3. **Think of a teacher who knows you well.**
4. **Reach your written statement as described in #8 on the worksheet.**
5. **Write a short "thank you" to the teacher who has supported you in this way.**
6. **Make an appointment to ask the teacher to write a letter of recommendation for you. Plan ahead to meet your timeline, and allow the teacher 10-14 days for the completion of the letter. DO NOT ASSUME the letter will be completed if you leave the request in his/her mailbox; make sure you make personal contact with the teacher.**
7. **At the time of the appointment, give the teacher an addressed, stamped envelope and your completed student government/athletic teams.**
8. **On a separate sheet of paper, describe yourself. Your statement may include strengths, attitudes, and/or skills which may help you in the completion of your post high school plans.**

**STUDENT INFORMATION WORKSHEET**

<table>
<thead>
<tr>
<th><strong>NAME</strong></th>
<th><strong>DATE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDRESS</strong></td>
<td><strong>PHONE</strong></td>
</tr>
<tr>
<td><strong>LETTER TO BE ADDRESSED TO:</strong></td>
<td><strong>ADDRESS</strong></td>
</tr>
<tr>
<td><strong>DATE</strong></td>
<td><strong>NAME</strong></td>
</tr>
</tbody>
</table>

**VI-50**

**SENIOR INFORMATION FORM**
OUTLINE FOR SENIOR PROFILE

FULL NAME
STREET ADDRESS
CITY, STATE, ZIP CODE

FAMILY HISTORY:

ACADEMIC HISTORY:

PERSONAL HISTORY:

ABILITY PROFILE:

INTEREST PROFILE:

VALUE PROFILE:

COLLEGE CHARACTERISTICS SOUGHT:

COLLEGE QUALITIES SOUGHT:

PLANS FOR CONTRIBUTION IN COLLEGE:

PLANS FOLLOWING COLLEGE:

Date: ___________________ Signature: __________________________________________
SAMPLE STUDENT PROFILE

MATTHEW THOMAS TANNER
1210 Carlisle Drive South
Warren, New Jersey 07060

FAMILY HISTORY: Live with my mother, father, and 3-year-old sister Liana. Parents attended graduate schools. Father, Brian, formerly Vice President of R & D; mother, Marilyn, part-time photographer-journalist. Paternal grandfather, Charles Tanner, design engineer for a major aero-space contractor; maternal grandfather, Thomas Winnerman, a practicing attorney.

ACADEMIC HISTORY: Rank in top tenth of class, maintaining a full schedule of above average and honors academic, art-related, and business courses. Most enjoyed problem solving, with special interest in geometry, physics, computer science, and business.

ACHIEVEMENT HISTORY: Tennis: Varsity Letters; Somerset County Doubles Champion, community under 18 years singles and doubles champion. Creative efforts: work exhibited in school arts festival. Community efforts: 1st Class Boy Scouts, numerous merit badges. Student government: elected to grade level Council. Responsibilities: child care; able to handle demands of being a part-time bookkeeper (25 hours weekly) and caddy at local country club without sacrificing academic achievement. Hobbies: collection of coins, stamps, and comic books; wrote and sold many computer programs for profit.

PERSONAL HISTORY: Born in Livingston, New Jersey; lived in Millburn, New Jersey; moved to Warren, New Jersey after the 8th grade. Adjusted and make friends easily. Other characteristics: independent, self-reliant, quiet, creative, friendly, dependable, well-mannered, adventurous, caring, energetic, well-traveled.

ABILITY PROFILE: Artistic talent, numerical ability, good sales approach, athletic ability, knowledge of computer logic, organized.

INTEREST PROFILE: Investigative: math, physics, computer science; artistic: fine arts; enterprising: sales, business management, law.


COLLEGE CHARACTERISTIC SOUGHT: Affordable/financial assistance program, warm climate, heterogenous student body.

PLANS FOR CONTRIBUTION IN COLLEGE: Dean’s list, strong personal values in leadership potential, high motivation.

PLANS FOLLOWING COLLEGE: Law School, business career, family life.

Date: _____________________ Signature: ______________________________________
COLLEGE RECOMMENDATION REQUEST

STUDENT NAME ____________________________________________ DATE _________________

ADDRESS ____________________________________________ PHONE ______________________

I would appreciate a recommendation to be written for me and sent to the colleges listed on the request for transcript form.

Thank you.

Sincerely,

___________________________________
Signature of Student

This request form must be completed and returned to the guidance office by everyone requesting a recommendation at least two weeks before the deadline.

DISTRICT SCHOOL __________________________ DATE ENTERED __________________________

GRADE POINT AVERAGE (unweighted - 4.0 scale) _______________ CLASS RANK _____________

A.P. COURSES: YEAR TAKEN: A.P. COURSES: YEAR TAKEN:

_____________________________________ _____________________________________

_____________________________________ _____________________________________

_____________________________________ _____________________________________

TEST SCORES:

SAT-VERBAL MATH DATE TAKEN SUBJECT TESTS SCORE DATE TAKEN

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________

ACT:

ENGLISH MATH READING SCIENCE REASONING COMPOSITE DATE TAKEN

(01-36) (01-36) (01-36) (01-36) (01-36) ____________________________

___________________________________________________________________________________

___________________________________________________________________________________

___________________________________________________________________________________
SENIOR INFORMATION FORM

PLEASE WRITE AN AUTOBIOGRAPHY EXPRESSING YOUR INTERESTS, IDEAS, AND AIMS (250-500 WORDS) OR COMPLETE THE FOLLOWING SELF-ASSESSMENT.

COURSES I LIKE BEST AND WHY:

EXTRACURRICULAR ACTIVITIES I HAVE PARTICIPATED IN DURING HIGH SCHOOL: (School and community related)

<table>
<thead>
<tr>
<th>Activities</th>
<th>Extent of Participation</th>
</tr>
</thead>
</table>

WHAT I DID DURING THE PAST THREE SUMMERS:

WHERE I HAVE TRAVELED:

POSITION(S) OF RESPONSIBILITY I HAVE HELD OUTSIDE OF SCHOOL:

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Hours/Week</th>
<th>Weeks/Year</th>
</tr>
</thead>
</table>

OFFICES I HAVE BEEN ELECTED TO:

<table>
<thead>
<tr>
<th>Office Held</th>
<th>Year/Grade Level</th>
</tr>
</thead>
</table>
SENIOR SELF-DESCRIPTION/WRITING SAMPLE

This personal statement helps the counselor and others who may be called upon to write letters of recommendation to become acquainted with you in ways different from courses, grades, and test scores. It enables you to demonstrate your ability to organize thoughts and express yourself.

I will send a copy of this writing sample to the colleges at which you are applying. In evaluating these written responses, colleges look for evidence of your writing ability, motivation, creativity, self-discipline, character, and capacity for growth in these areas. Remember these six criteria and make sure that your essay addresses them.

Confine your essay to two pages maximum.

Select ONE of the following topics:

1. We are interested in anything of importance to you that will help us better understand you: your abilities, your interests, your background, your aspirations.

2. If you were to describe yourself by a quotation, what would the quote be? Explain your answer.

3. Which activity in or out of school is most meaningful to you? Why? How has this activity influenced you?

4. Discuss some issue of personal, local, or national concern and its importance to you.

This writing sample will become a part of your senior file.

Format:
Name
School
Title of Essay
PLANNING FOR COLLEGE

Planning for college while you are in high school is a matter that deserves careful consideration. Before choosing a college, make a tentative choice of your future occupation. Check catalogs of colleges which offer degrees in your career choice to determine entrance requirements.

Important Factors to Consider When Selecting a College

1. General Information
2. Courses of Study Offered
3. Expenses
4. Entrance Requirements
5. Student Financial Aid
6. Regulations
7. Faculty
8. Student Services
9. Social Life
10. Athletics and Physical Education
11. Graduation Requirements
12. Placement Services

Some Factors Considered for College Entrance

1. Rank in high school class (an important item)
2. Recommendations of principal, teachers, alumni, and friends
3. Personal interview, if possible
4. Test results: aptitude, achievement, placement, and others
5. Leisure-time activities
6. An autobiography
7. Honors, prizes, and awards that have been received
8. Participation in school activities and sports
9. Physical examination
10. Religion
11. Participation in community activities
12. Work experience

Recommended Entrance Requirements for College

SUBJECTS

English (9th, 10th, 11th, 12th grades)
Mathematics
Language (check college choice)
Science: biology, chemistry, physics
History
Electives
Computer
PLANNING FOR COLLEGE

STEPS FOR SUBMITTING AN APPLICATION TO A COLLEGE

1. Write to the college for an application form, catalog, financial aid, housing, and any other desired information.

2. Check the information received to determine deadlines for returning application, test scores, and other required information.

3. File a transcript request with the records clerk.

4. It is the student’s responsibility to arrange for whatever tests are required (ACT or SAT). Applications for such tests are available in the counselor’s office.

Await the decision of the college. From most colleges you may expect a decision before April 1. A few will give decisions by April 15. Some colleges have what is called “rolling admissions” which admit you as soon as all required information has been received.

AS SOON AS YOU DECIDE UPON A COLLEGE, NOTIFY OTHER COLLEGES TO WHICH YOU HAVE APPLIED OF YOUR DECISION.

FINANCIAL AID

Some ways to help in financing your college education are listed below:

1. National Merit Scholarships
2. College Scholarships
3. Federal Perkins Loans
4. Bank Loans
5. Pell Grant
6. Guaranteed Student Loan Program
7. College Work-Study Program
8. College Work Scholarships
9. ROTC Program
10. National Guard Program
11. Co-op Program
12. Supplemental Educational Opportunity Grant
PLANNING FOR COLLEGE

HOW TO APPLY FOR FINANCIAL AID

In order to apply for financial aid, you must first apply to the college of your choice. Most colleges send financial aid information with the application. Every college has a deadline for receiving financial aid information. The FREE APPLICATION FOR FEDERAL STUDENT AID is the form to apply for aid from Federal student financial aid programs. “Federal student financial aid” means Federal grant, loan, and work-study money for your education. Some state and college aid programs may require additional information. Contact your state scholarship/grant agency or college financial aid administrator to find out whether you need to complete any form(s) in addition to the FAFSA. Be sure to see the DEADLINE DATES. Some colleges also have their own deadlines, which may be earlier than the Federal deadline. The FAFSA is used for the following Federal Student Financial Aid Programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Subsidized and Unsubsidized Stafford Loans
- Stafford/Ford Federal Direct Subsidized and Unsubsidized Loans
- Federal Perkins Loans
- Federal Work-Study (FWS)
- Title VII and Public Health Act Programs

To be eligible, you must ...
- be a U.S. citizen or eligible noncitizen,
- be registered with Selective Service (if required),
- attend a participating college,
- be working toward a degree or certificate,
- be making satisfactory academic progress,
- not owe a refund on a Federal grant or be in default on a Federal educational loan, and
- have financial need (except for Unsubsidized Stafford Loans).

In addition:
- Federal student loans must be repaid.
- Less-than-half-time students may be eligible for Federal Pell Grants and some other Federal student aid programs.
- Students who have received a bachelor’s degree are not eligible for Federal Pell Grants or FSEOG, but may be eligible for other Federal student aid programs.
- Students attending two schools in the same enrollment period must inform both FAAs. Students cannot receive Pell Grants at both schools.
- Conviction of drug distribution or possession may make a student ineligible.

Federal Student Aid Programs
P. O. Box 4001
Mt. Vernon, IL 62864-8601
MISSISSIPPI RESIDENT TUITION ASSISTANCE GRANT (MTAG)

ELIGIBILITY
An individual must:
- be a current legal resident of Mississippi for no less than the four (4) years immediately preceding the award year.
- complete a Free Application for Federal Student Aid (FAFSA) form to determine eligibility for the Federal Pell Grant. Forms are available at high schools, institutions of higher learning, and most libraries. As an alternative to completing the FAFSA form, a student and parent(s) may sign and have notarized a Statement of Certification certifying that the family income will preclude the applicant’s eligibility for the Federal Pell Grant or other Title IV funds each year.
- be receiving less than a full Federal Pell Grant.
- have a minimum cumulative high school GPA of 2.5 on a 4.0 scale and a minimum ACT of 15; OR must have completed the GED and a minimum ACT of 15; OR have satisfactorily completed the International Baccalaureate program with a minimum cumulative GPA of 2.5 on a 4.0 scale and a minimum ACT of 15; OR completed a Home Education program (9th-12th) and have a minimum ACT of 15.
- Students entering a vocational or technical, non-academic, program of study, must only meet the entrance requirements of that particular community or junior college and maintain the school Satisfactory Academic Progress Standards, as certified by the school’s registrar.
- be currently enrolled in an eligible institution, regardless of classification or whether the student has previously received MTAG, must have earned a cumulative GPA of at least 2.5 on a 4.0 scale on their college work, regardless of their high school performance.
- be accepted on a full-time basis at any two-year or four-year, public or nonprofit, regionally accredited, state approved, college or university in Mississippi.
- maintain progress toward a degree with a minimum cumulative GPA of 2.5 on a 4.0 scale.
- not currently be in default on an educational loan or owe a repayment on a Federal or State grant.
- reapply annually.

Eligibility requirements are subject to change without prior notification.

HOW TO APPLY
An individual must:
- complete the Free Application for Federal Student Aid or, if in high income bracket, complete the Statement of Certification.
- complete the Mississippi Resident Tuition Assistance Grant Application and Contract and send it to the financial aid office at the institution where the student will be attending.

WHEN TO APPLY
Apply for financial aid by completing the FAFSA as soon as possible after January 1 prior to the academic year that starts on or after July 1. The application priority date for the Mississippi Resident Tuition Assistance Grant is August 1 for the upcoming academic year.

WHEN NOTIFICATION IS SENT
After the FAFSA is processed, the student will be sent a Student Aid Report (SAR). This report includes notice of Federal Pell Grant eligibility. If a student is not eligible for the Federal Pell Grant or is eligible for only a partial Federal Pell Grant, then that student becomes eligible for the Mississippi Resident Tuition Assistance Grant, provided the student is otherwise eligible.

AWARD AMOUNT
Under the Program, the amount of the grant award for Freshmen/Sophomores is up to $500 per regular academic year. The amount of the grant award for Juniors/Seniors is up to $1,000 per regular academic year. No student may receive an MTAG for longer than the equivalent semesters or quarters required to complete one (1) undergraduate degree per institution [i.e., eight (8) semesters or equivalent quarters for a four (4) year degree; ten (10) semesters or equivalent quarters for a five (5) year degree; four (4) semesters for a two (2) year certificate/degree; two (2) semesters for a one (1) year certificate]. Under no circumstances will any student receive any combination of student financial aid that would exceed the cost of attendance.

Renewal of the grant depends upon the continuous full-time enrollment of the recipient of not less than two (2) semesters or three (3) quarters in each successive academic year unless granted an exception for cause. If a recipient fails to maintain continuous enrollment (unless granted an exception), monies received for that award year, plus interest at 3%, shall be repaid by the recipient. If a recipient drops below full-time status during a semester or quarter of the academic year, that recipient is ineligible to receive funds during the following semester or quarter of the regular academic year.

FOR MORE INFORMATION CONTACT:
Mississippi Postsecondary Education Financial Assistance Board
3825 Ridgewood Road
Jackson, MS 39211-6453
601-982-6663 or toll free 1-800-327-2980
COOPERATIVE EDUCATION PROGRAM

Some colleges have a program where a student goes to school one semester and works in his/her field for alternate semesters. This usually takes five years to complete but gives the student two years of on-the-job experience. He/she will usually enter the job market at a higher rate of pay because of the experience. The student will earn enough money during the work semesters to pay for his/her education during the college semesters. Check your college catalogs for offerings in the program.

COLLEGE WORK-STUDY (CWS)

The College Work-Study Program (CWS) provides jobs for students who have great financial need and who must earn a part of their educational expenses. You may apply if you are enrolled at least half-time as a graduate, undergraduate, or vocational student in an approved postsecondary educational institution.

The educational institution which participates in College Work-Study arranges jobs on or off campus with a public or private agency. If you are found to be eligible, you may be employed for as many as 40 hours a week.

In arranging a job and determining how many hours a week you may work under this program, the financial aid officer will take into account (1) your need for financial assistance, (2) your class schedule, and (3) your health and academic progress. In general, the salary you receive is equal to the current minimum wage. Maximum hourly wage rate depends on the job and your qualifications.

Apply through the financial aid officer who is responsible for determining your eligibility and arranging for the job.
Planning for College

ROTC SCHOLARSHIP PROGRAMS

The Air Force, Army, and Navy award more than 5,500 new ROTC scholarships annually. A student who is accepted receives tuition, fees, books, and financial assistance toward room and board. A student who accepts an ROTC Scholarship pledges to serve four years of active duty as an officer after graduation, or longer if he/she enters flight training with the Air Force, Navy or Marine Corps.

MILITARY ACADEMIES

In addition to ROTC Programs, the military provides scholarships to worthy young men and women attending one of the several military academies - Army, Air Force, Navy, Coast Guard, and Merchant Marines. Students must pass physicals, be academically able, and be nominated by a state senator or representative. He/she must be of good moral character, a citizen of the United States between the ages of 17 and 22, a high school graduate, and not have been married. You should start planning for this program in your junior year.

NATIONAL MERIT SCHOLARSHIPS/NATIONAL MERIT ACHIEVEMENT SCHOLARSHIPS

Merit Scholars are selected on the basis of merit without regard to financial need. The stipends, however, vary with the different scholarships and do depend on the degree of financial need. They are selected by their performance on the PSAT/NMSQT, scores on the SAT, and personal data submitted by the student.

COLLEGE SCHOLARSHIPS

Some colleges award scholarships on the basis of academics, athletics, and talents (art-submit portfolio; music-audition). Many colleges award a financial aid package which may include a study scholarship, a loan, work, and/or study grant.

NATIONAL GUARD PROGRAM

The Mississippi National Guard Educational Assistance Program was established by the Mississippi Legislature to provide educational assistance for members of the Mississippi National Guard.
PLANNING FOR COLLEGE

FINANCIAL AID/SCHOLARSHIP CHECKLIST

Use this convenient checklist as a reminder of individual program requirements and to record the progress of your application procedures.

<table>
<thead>
<tr>
<th>Scholarship name</th>
<th>Address of sponsor</th>
<th>Application requested</th>
<th>Application received</th>
<th>Application deadline</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Required Tests</th>
<th>Test Date</th>
<th>Test Date</th>
<th>Test Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAT, PSAT, ACT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personal interview?                      
Appointment required?                    
Interview date                           

Names and addresses of references

1.                                    
2.                                    
3.                                    

Application filed                       
Transcript requested                    
Financial aid deadline                  
Other                                    

Helpful Hints:  Visit campuses with parents. Verify that your major is offered at your alternate campus choice. Check with counselor and library for bulletins and catalogs. Obtain a social security number.
PLANNING FOR COLLEGE

SELECTING A COLLEGE

Factors to consider in selecting a college

Courses of Study Offered
Expenses
Entrance Requirements
Student Financial Aid
Regulations
Faculty
Student Service
Social Life
Athletics and Physical Education
Graduation Requirements
Placement Services

Factors considered for college entrance

Rank in High School Class
Recommendation of Principal, Counselors, Teachers, Alumni, Friends
Personal Interview, if possible
Test Results: Aptitude, Achievement, Placement, and Others
Leisure-Time Activities
Honors, Prizes, and Awards that have been received
Participation in School Activities and Sports
Participation in Community Activities
Work Experience

Financial Aid

Some ways to help in financing your college education are listed below:

National Merit Scholarships
College/University Scholarships
Federal Perkins Loan
Bank Loans
Federal Pell Grant
Guaranteed Student Loan Program
College Work-Study Program
College Work Scholarships
ROTC Program
National Guard Program
Co-op Program
Federal Supplemental Educational Opportunity Grant
MTAG - State Tuition Grant
MESG - State Scholars Grant
PLANNING FOR COLLEGE

SOME WRITING TIPS FOR COLLEGE ADMISSIONS ESSAYS

Here are some suggestions for things you might want to mention in your autobiographical essay:

* Your family background; something about your ancestors, heritage, parents
* Events or people that have been important to you, and why
* Something you have learned that you found very interesting, and why
* Your interests, hobbies, and any favorite activities, such as sports or music
* Any jobs you have held that you think were helpful in your development
* Why going to college is important to you and what you hope to get out of the experience
* Which careers you are considering and why you think you’d like to go into them
* Why you’d like to enroll in the college you are applying to attend
* What you think your “good points” are and some things you’d like to improve about yourself

Of course, there are many other topics you can touch on when you write your essay. Talk about it with your folks, friends, or counselor; they may have suggestions, too. And ask them to read the final version of your essay.

Remember, when writing your essay, use language you are comfortable with and put things in your own words. Be yourself!
PLANNING FOR COLLEGE

COLLEGE RECOMMENDATIONS

How to help with your recommendation:

Allow the person at least 7 days to write the recommendation.

Provide a stamped, pre-addressed envelope.

Include the following:

1. Name
2. GPA
3. Major
4. Father’s name, occupation, college attended
5. Mother’s name, occupation, college attended
6. Ages, and number of brothers and sisters and name of school now attending
7. List all clubs, activities, and teams in which you have participated
8. List awards, honors, jobs, clubs, or activities outside the school in the community or special programs in which you have participated
9. Write a paragraph explaining your goals and aspirations
10. List special interests and talents
11. List classes you like best
12. List 5 things about yourself which makes you unique
13. Sign a release of information with your counselor
14. Order transcript from the counselor’s office
If you cannot answer the following questions about the "college of your choice," you should review the college catalogue. Use the chart below for "comparisons shopping" of three colleges/universities.

<table>
<thead>
<tr>
<th>Questions Which Should Be Asked</th>
<th>College #1</th>
<th>College #2</th>
<th>College #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the college offer your major?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. If no major, is a minor program available?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is there a graduate school in the major area?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What is the yearly tuition?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. How much is the cost for a dorm room? Does this include board? Is there a separate meal ticket plan? Is laundry provided in cost?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Are freshmen required to live in the dorm?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does the school have various scholarships? -athletic grant in aid? -music or fine arts scholarships -academic scholarships? -federal loan and grant problems? -institutional (college) scholarships? -work-study program? -cooperative education program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What is the maximum grant available? -minimum amount available? -average scholarship/grant/loan?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Does the college recognize AP credit? -CLEP credit? -credit based on the ACT score?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. How much is out-of-state tuition?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. When should one apply for admission (date)? -latest date to apply for admission? -is there a &quot;rolling&quot; admissions policy?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. When is one notified if accepted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Is there a fee required with the application? -if so, how much? -is the fee refundable? -does the fee apply to tuition cost?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Can one receive a catalog? -is there a fee? If so, cost?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. When is &quot;high school day&quot;?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Are tours available of the campus? -who would one contact?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Are fraternities available? -sororities? -other forms of social life?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. What are the steps in applying for admission?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planning for College

COLLEGE COSTS WORKSHEET BUDGET FOR YOUR EDUCATION

Directions: You can obtain information about costs from the latest college catalogs. By completing this worksheet, you will be in a better position to determine the annual expenses at each college as well as how you can meet these expenses. Estimate items as carefully and realistically as possible.

College Names 1. 2. 3.

ANNUAL EXPENSES:

Tuition ________________________________________________________________

Fees _________________________________________________________________

Room and board______________________________________________________

Weekend meals ______________________________________________________

Books and supplies __________________________________________________

Clothing _____________________________________________________________

Entertainment ________________________________________________________

Travel _______________________________________________________________

Incidentals (specify) ________________________________________________

Total __________________________

SOURCE OF ANNUAL COLLEGE INCOME

Student savings/earnings ____________________________________________

Allowance from parents ______________________________________________

Part-time work ______________________________________________________

Scholarships-Grants _________________________________________________

Other ______________________________________________________________

Total __________________________

Loan/Work study amount _____________________________________________

Needed to balance budget ___________________________________________
PLANNING FOR COLLEGE
ATTITUDE ASSESSMENT SCALE

To assess your own attitude toward survival and college success, complete the following exercise. Answer each question by placing a check mark under yes or no.

1. Do you wish to discover more about yourself, even if adjustments may be necessary?  
   YES  NO

2. Are you willing to give whatever energy is required to survive academically?  
   YES  NO

3. Are you willing to extend yourself—really reach out—to make new friends and have meaningful experiences with others?  
   YES  NO

4. Are you willing to admit that you may need help from others, perhaps even through tutoring?  
   YES  NO

5. If money becomes a serious problem, are you willing to work more hours per week or seek financial aid in order to survive?  
   YES  NO

6. If your survival depends upon taking a noncredit, makeup course, are you willing to do so?  
   YES  NO

7. Are you willing to adjust to difficult professors even to the point of making personal contact with them?  
   YES  NO

8. Are you willing to accept help to learn how to study better?  
   YES  NO

9. Are you willing to make contact with and accept help from a counselor or advisor?  
   YES  NO

10. Are you sufficiently flexible to throw out some misconceptions about college and adjust to the reality you face?  
    YES  NO


ATTITUDE ASSESSMENT SCALE SCORES:

Seven or more yes answers indicate a positive attitude toward college.

Less than seven mean you may have to learn some things the hard way, but with some effort on your part, college should prove to be a rewarding experience.
PLANNING FOR COLLEGE
CAREER SEARCH DISCOVERY SCALE

This scale has been prepared to help you discover whether you need to do an in-depth career search. On a scale of 1 to 5, circle where you fall between the two extremes.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Score 5</th>
<th>Score 4</th>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm 100 percent comfortable with my career choice. I know I'm right.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know exactly what is required academically for me to reach my goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am on the right educational track. Every course I'm taking is leading to my goal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've done a scientific search for a career and I'm satisfied I've got the answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've interviewed three people working in the career I've chosen. They've reinforced my decision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've worked in my career area, and I have first-hand knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've done research and know that job opportunities will exist when I am finally prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I've seen my counselor and I've taken all the tests recommended.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My goal is realistic; I have the mental ability and self-motivation necessary to succeed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My personal values are in 100 percent harmony with my career choice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE __________


CAREER SEARCH DISCOVERY SCALE SCORES

Under 20 - You need help and the sooner you get it the better. Take your scale to your counselor and start your career search as soon as you can.
20 - 35 - You are still not sure what career you want. Start a concentrated career search so you will know whether you are on the right educational track.
over 35 - It seems that you know what you want and how to get it. To be sure, though, you might want to take this scale to your counselor and discuss it.
PLANNING FOR COLLEGE

CAREER SEARCH DISCOVERY SCALE

For each pair of statements below, circle the number that represents you.

The pressure of taking an important exam causes me to lose sleep and hurts my grade. 5 4 3 2 1
I sleep like a baby before exams; pressure does not affect my grade.

When I start to study, I get so nervous I can't concentrate. 5 4 3 2 1
I have no trouble relaxing so that I can concentrate.

I have many nervous habits. 5 4 3 2 1
I'm not aware of any nervous habits.

I've always known that I am more nervous than others. 5 4 3 2 1
I've always known that I'm less nervous than others.

I worry far more than anyone knows. 5 4 3 2 1
I never worry.

My mind often goes blank when I start to answer a question in class. 5 4 3 2 1
I have no problems when speaking up in groups.

My chance of success would be enhanced if I could conquer my nervous problems. 5 4 3 2 1
My chance of success would be enhanced if I put more pressure on myself.

I have never seen an advisor because it makes me nervous to meet a stranger. 5 4 3 2 1
I have no qualms about asking anyone for advice.

I feel uptight most of the time. 5 4 3 2 1
Hardly anything makes me uptight.

My personal problems are putting me into a deep stress situation. 5 4 3 2 1
Nothing ever bothers me.

TOTAL SCORE __________


CAREER SEARCH DISCOVERY SCALE SCORES

Between 20-40 - It appears you can handle college pressures well, and you do not have either a pressure problem or a self-motivation problem to deal with.

over 40 - You might profit by learning ways to relax, especially before exams or when you are preparing to give an oral report. A discussion with your counselor might be helpful.

under 20 - It appears you do not have a pressure problem, but you may find it difficult to motivate yourself. You might fail because you refuse to worry. If so, improve your self-motivation by setting and striving for goals.
PLANNING FOR COLLEGE
GRADUATION EVALUATION SHEET

NAME___________________________________ COUNSELOR_____________________

Last     First     Middle

PHONE __________________________

DATE ___________________________

ENGLISH 9 __________
ENGLISH 10 __________
ENGLISH 11 __________
ENGLISH 12 __________
MATH __________ __________
SCIENCE __________ __________
AM. HISTORY __________
ECONOMICS __________
HEALTH __________
P.E. __________
COMPUTER __________
ART/HUMANITIES __________
CREDITS 9th __________
  10th __________
  11th __________
  12th __________

TOTAL __________

SENIOR SCHEDULE
(include both semesters)

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
6. __________________________________________________________________________

COMMENTS: _________________________________________________________________

_________________________________________________________________
Universities

Alcorn State University, Lorman, MS 39096
Delta State University, Cleveland, MS 38731
Jackson State University, Jackson, MS 39217
Mississippi University for Women, Columbus, MS 39701
Mississippi State University, Mississippi State, MS 39762
Mississippi Valley State University, Itta Bena, MS 38941
University of Mississippi, University, MS 38677
University of Southern Mississippi, Southern Station, Hattiesburg, MS 39406

Colleges

Belhaven College, Jackson, MS 39202
Blue Mountain College, Blue Mountain, MS 38610
Millsaps College, Jackson, MS 39210
Mississippi College, Clinton, MS 39058
Rust College, Holly Springs, MS 38635
Tougaloo College, Tougaloo, MS 39174
William Carey College, Tuscan Avenue, Hattiesburg, MS 39401

Nursing, Medical Schools

Mississippi Baptist Medical Center, 1225 North State St., Jackson, MS 39201
University of Mississippi Medical Center, 2500 North State St., Jackson, MS 39201

Community/Junior Colleges

Coahoma Community College, Clarksdale, MS 38614
Copiah-Lincoln Community College, Wesson, MS 39191
East Central Community College, Decatur, MS 39327
East MS Community College, Scooba, MS 39358
Hinds Community College, Raymond, MS 39154
Holmes Community College, Goodman, MS 39079
Itawamba Community College, Fulton, MS 38843
Jones Junior College, Ellisville, MS 39437
Meridian Community College, Meridian, MS 39307
MS Delta Community College, Moorhead, MS 38761
MS Gulf Coast Community College, Perkinston, MS 39573
Northeast MS Community College, Booneville, MS 38829
Northwest MS Community College, Senatobia, MS 38668
Pearl River Community College, Poplarville, MS 39470
Southwest MS Community College, Summit, MS 39666
TRANSCRIPT REQUEST FORM

SENIORS: THE GUIDANCE OFFICE WILL SEND A FINAL TRANSCRIPT FOR ALL COLLEGE-BOUND SENIORS. IF YOU HAVE DECIDED ON ONE SCHOOL, LIST ONLY THAT SCHOOL. IF YOU ARE STILL UNDECIDED, LIST THE SCHOOLS YOU ARE CONSIDERING.

STUDENT'S NAME: ___________________________________________________________

STREET: __________________________________________________________________

CITY & STATE: _______________________________ ZIP ________________

Please send my final transcript of grades to the following school(s).

1. _________________________________________________________________________

2. _________________________________________________________________________

***************************************************************************

SCHOLARSHIPS

If you have received a scholarship or grant for next year, please give the amount of scholarship and the source, such as the school, an organization, military, etc.

RETURN TO GUIDANCE OFFICE
COMPETENCY VII
COMPETENCY VII

Assists with referrals

1. Referral Form
2. Referral to Counselor
3. Referral to Counselor
4. Counseling Referral Form
5. Counseling Referral
6. Counselor’s Request Form
7. Teacher Request for Conference
8. Case Manager Responsibilities and Timelines
10. Student Assessment Survey
11. Career Information Speaker/Student Permission Form
12. College and Career Fair
13. Career Night
14. Mental Health Referral Sources (Locally Prepared)
15. Advisor Conference Check Sheet
<table>
<thead>
<tr>
<th>REFERRALS</th>
<th>GRADE</th>
<th>NAME</th>
<th>SEX/RACE</th>
<th>REFERRED BY</th>
<th>INITIAL CONTACT</th>
<th>PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERRAL TO COUNSELOR

STUDENT________________________________DATE_________________ Please check the
category or categories most descriptive of this student’s problem.

Academic ______
Attendance_______
Behavior________
Physical___________ Hearing____Vision____Other____

Please write a brief narrative description of the student’s problem.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Person making referral_____________________________________________________

********************************************************************************

Intake Date____________

Action Taken_______________________________________________________________

________________________________________________________________________

________________________________________________________________________

Counselor____________________________

Note to person making referral: Please return this form to the counselor for follow-up and filing. Thank you.
REFERRAL TO COUNSELOR

Student__________________________ Date____________________

Please check the category or categories most descriptive of this student’s problem.

1. __ Frequent absence

2. __ Frequent bruises or abrasions

3. __ Show-off attitude

4. __ Quarrelsome-disruptive behavior

5. __ Disinterest in classroom activities

6. __ Ill-mannered and disrespectful

7. __ Excessive nervousness

8. __ Frequently idle or daydreaming

9. __ Displaces the truth frequently

10. __ Progress in classwork unsatisfactory

11. __ Inappropriate attention to personal hygiene

12. __ Repeatedly destructive behavior

13. __ Any unusual, persistent behavior pattern

14. __ Inappropriate self-image

15. __ Inappropriate verbal communication

Comments:________________________________________________________

_________________________________________________________________

Signature________________________________________________________
COUNSELOR REFERRAL FORM

Date:_______________

Student’s Name:___________________________________________________________

Reason for Referral:_________________________________________________________

Suggested Time:________

Teacher’s Signature:_________________________________________________________

Comments: (Add any information that you think will aid the counselor in working with the student.)
TIME LINE

Received______
Assigned______
Initial
Contact______

COUNSELING REFERRAL

Student’s Name__________________________ Grade______ Date__________

Program Classification: ____________________________________________

Referred by_____________________________ School____________________

I. Briefly describe the problem for which you are making the referral. Include the steps you have taken to alleviate the problem. (Use back of paper if needed.)

II. A. Has a parent conference been held concerning the problem for which you are making the referral? _____ _____

    yes no

If not, why not?

B. If yes, what was the outcome of the parent conference?

III. A. Achievement test scores:

    Total Battery Math Reading

B. Past grades (check one): _________ _________ _________

    Above Avg. Average Below Avg.

C. Tests you have given:

    Above Avg. Average Below Avg.

D. Personal observations about student and additional comments:
COUNSELOR’S REQUEST FORM

DATE________ PERIOD_______ ROOM_______

Would you please send________________ to my office.

Time left_______

Thank you.

______________ Counselor

Type of Referral__________________________

Comments: _____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

White:  Counselor’s Copy

Canary: Principal’s Copy

Pink:    Assistant Principal’s Copy
Teacher Request for Conference

Student Name_________________________________________________________

Academic_______ Behavior_______ Personal_______

Personnel Who Need to be Present

_____Principal

_____Parent

_____Student

_____Other

Name______________________________

Date____________________________
CASE MANAGER RESPONSIBILITIES AND TIMELINES

The Case Manager oversees the following sequential steps:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Parent conference is held by Parent Interviewer.

2. Assessment Team is appointed.

3. Comprehensive Assessment is conducted.

4. Assessment information is reviewed and report written.

5. Assessment data are submitted to appropriate persons within the 30 day timeline.

6. Transmittal of data among multidisciplinary teams occurs within timelines and the presence or absence of handicapping condition(s) is determined by a Screening Team.

7. IEP Committee is appointed.

8. Written Prior Notice for Initial Placement is given to parents and receipt verified and documented.

9. Parents are given the opportunity to attend a meeting to develop the IEP.

10. IEP is developed in a meeting with required personnel within 30 days of the eligibility determination.

11. Written parental permission is obtained for placement.

12. Child is placed in appropriate program.

13. Re-evaluation is conducted appropriately.

14. Justification is on file any time timelines are not met.
REPORT OF SUSPECTED ABUSED/NEGLECTED CHILD

TO: ________________________________________________________________
    Name of Local Welfare Department

______________________________________________________________
    Name of Youth Court Designee

FROM: ____________________________________________________________________________________________
    Name of Person or Institution Making Report

*******************************************************************************

Case Number____

Name of Child____________________________________________________________

Address (where child may be seen)____________________________________________

Birth Date___________________________ Age________________

Name of Person(s) Responsible for Child’s Care________________________________

Address______________________________________________________________________

Relationship_________________________________________________________________

Name of Suspected Abuser/Neglector___________________________________________

Address______________________________________________________________________

Relationship (of suspected abuser/neglector) to child_____________________________

The nature and extent of the current (including any evidence of previous) injuries or neglect to
the child in question.

COMMENTS:
Student Assessment Survey

Name: ___________________________________________  Age: ____________

Address: ___________________________________________

Parents/Guardian Name: ___________________________________________

Address (if different from yours): ___________________________________________

Grade/Classification: 10th ___  11th ___  12th ___

1.  Do you have a job?  Yes___  No___

2.  Are you looking for a job?  Yes___  No___


4.  Are you available for work immediately?  Yes___  No___

5.  What type of work do you want? ________________________________

6.  Where do you want to work? ________________________________

7.  Have you worked before?  Yes___  No___

   If yes, where? ______________________________________

8.  The vocational courses you have taken are: ________________________________
   ________________________________

9.  The vocational courses you are now taking are: ________________________________
   ________________________________

10. What other skills do you have? ________________________________

11. Do you plan to go to college?  Yes___  No___

12. In what do you plan to major? Yes___  No___

13. Do you plan to enter the armed forces? Yes___  No___

14. Are you interested in summer or holiday jobs only? Yes___  No___

15. Would you like to get more information about jobs? Yes___  No___

16. Would you like to talk to the counselor about getting a job? Yes___  No___
CAREER INFORMATION SPEAKER

Student Permission Form

Name of Student ____________________________________________________________

Room Number ____________________________________________________________

Please excuse this student from _____ period class on ________________________

month  day

to hear (speaker) ____________________ speak on the subject of ________________

___________. This career information presentation will be in room ________.

Guidance Department

APPROVED:

_________________________  _____________________________
Counselor                  (Career Speaker)

_________________________
(time student returned to class)
COLLEGE AND CAREER FAIR

1. Beech Aerospace Service, Inc.
2. Blue Cross & Blue Shield
3. Capital Cablevision
4. Deposit Guaranty National Bank
5. Eastover Bank for Savings
6. F.B.I.
7. Goodwill Industries
8. Hinds General Hospital
9. Hudspeth Center
10. Hughes Aircraft Mississippi, Inc.
11. Jackson Chamber of Commerce
12. Jackson State University
13. Jackson Public Schools
14. Jitney Jungle Stores
15. Kelly Services, Inc.
16. Lamar Life Insurance Company
17. Levi-Strauss & Company
18. Manpower
19. Mississippi Baptist Hospital
20. Mississippi Credit Union League
21. Mississippi Employment Service
22. Mississippi ETV
23. Mississippi Farm Bureau Insurance
24. Mississippi State Highway Dept.
25. Mississippi Valley Gas Company
26. Olsten Temporary Services
27. Packard Electric
28. Riverside Hospital
29. School of Management
30. Southern Farm Bureau Casualty
31. Southern Farm Bureau Life
32. St. Dominic Memorial Hospital
33. Stuart Irvy Company
34. Sunburst Bank
35. Tempstaff, Inc.
36. Trustmark National Bank
37. Unifirst Bank for Savings
38. University of Mississippi Medical Center
39. U.S. Air Force
40. U.S. Army
41. U.S. Corps of Engineers
42. U.S.F. & G. Company
43. Veteran’s Administration
44. Vickers
45. Vickers, Inc.
46. W.E. Walker Stores
47. W.E. Walker Stores, Inc.
48. WLBT-TV 3
49. Woman’s Hospital
COLLEGE AND CAREER FAIR

79. Academic Career Research
2. Air Force ROTC
81. Air National Guard
10. Alabama State University
1. Alcorn State University
4. Baylor University
11. Belhaven College
5. Blue Mountain College
6. Centenary College of Louisiana
7. Centre College
9. Columbia University
12. Converse College
20. David Lipscomb College
13. Delta State University
14. Dillard University
15. Draughon’s Business College
82. Edits
16. Emory University
17. Grambling State University
18. Harding University
22. Hinds Community College
19. Hollins College
26. Holmes Community College
86. Howard University
30. Jackson State University
21. Jones County Junior College
27. Judson College
28. Livingston University
29. Louisiana State University
32. Louisiana Tech University
33. Loyola University
35. Mary Holmes College
36. Massachusetts Institute of Technology
37. Millsaps College
31. Mississippi Air Guard
38. Mississippi Baptist Medical Center Medical Technology & Radiography School
83. Mississippi Children’s Home
39. Mississippi College
87. Mississippi Job Corps Center
40. Mississippi State University
42. Mississippi University for Women
41. Mississippi Valley State University
43. Mobile College
44. Morehouse College
45. Northeast Louisiana University
50. Phillips Junior College
51. Shirley Little Academy of Cosmetology
46. Salem College
88. Southeastern Louisiana University
48. Southern Methodist University
52. Southern Technical College
54. Southern University and A&M College
55. Spelman College
56. Sweet Briar College
57. Texas Christian University
59. The Student Loan Center
58. Tougaloo College
84. Tulane University
85. Tuskegee University
64. The University of Alabama
66. The University of Southern Mississippi
61. University of Mississippi
62. University of Mississippi Air Force ROTC
63. University of Mississippi Health Careers Incentive Program
49. University of Mississippi Medical School of Health Related Professions
70. University of Mississippi Medical School of Nursing
78. University of Tennessee
71. United States Air Force
80. United State Army
65. United States Merchant Marine Academy
69. United State Navy
72. Vanderbilt University
73. William Carey College
74. Williams College
75. Wood Junior College
76. William Woods College
77. Xavier University of Louisiana
COMPETENCIES DOCUMENTED ON CAREER NIGHT

GROUP GUIDANCE
EMPLOYABILITY SKILLS

EDUCATIONAL INFO
ADVISORY COM.
PLACEMENT
CAREER/ED
LONG RANGE PLAN

MILITARY INFO

CAREER NIGHT

DEMONSTRATE

AGENCY REFERRALS
COMMUNITY RESOURCES

PROFESSIONALISM

PERSONAL ORGANIZATION

EVALUATION

CAREER INFO
<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
</table>
TECH PREP
ADVISOR CONFERENCE CHECK SHEET

______  (1)  INTRODUCE YOURSELF

______  (2)  STATE PURPOSE OF CONFERENCE

______  (3)  REVIEW EDUCATION CHECK SHEET

______  (4)  REVIEW GRADES

______  (5)  COLLEGE/CAREER PLANS

______  (6)  REVIEW CLASSES/PARENT SIGNATURE

______  (7)  SUMMARIZE

______  (8)  THANK PARENTS FOR ATTENDING
COMPETENCY VIII
COMPETENCY VIII

Assists in the placement of students in the appropriate educational program and/or job

1. Job Placement Activities Form
2. School Subjects and Related Careers
3. Registration and Scheduling of Students
4. Job Placement Survey
5. Career Decision Making
6. Application for Employment
7. Preparation for Job Interview
8. How to Sell Yourself to An Employer
9. SCANS Report (see Appendix B)
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School Subjects and Related Careers

Under subject area heading listed below, a number of occupations are given that relate directly to a subject area. This will give you background information which should prove beneficial in planning your program.

<table>
<thead>
<tr>
<th>ART</th>
<th>BUSINESS EDUCATION</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>C.P.A.</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Commercial Artist</td>
<td>Data Processing</td>
<td>Journalist</td>
</tr>
<tr>
<td>Floral Designer</td>
<td>Secretary</td>
<td>Radio Announcer</td>
</tr>
<tr>
<td>Drafter</td>
<td>Bank Teller</td>
<td>Author</td>
</tr>
<tr>
<td>Landscape Artist</td>
<td>Bookkeeper</td>
<td>Actor</td>
</tr>
<tr>
<td>Art Teacher</td>
<td>Law Clerk</td>
<td>Sports Writer</td>
</tr>
<tr>
<td>Creative Artist</td>
<td>Commercial Teacher</td>
<td>Auctioneer</td>
</tr>
<tr>
<td>Cartoonist</td>
<td>Salesman</td>
<td>Sales Clerk</td>
</tr>
<tr>
<td>Photographer</td>
<td>Computer Programmer</td>
<td>Teacher</td>
</tr>
<tr>
<td>Media Marketing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOREIGN LANGUAGE</th>
<th>HEALTH AND P.E</th>
<th>HOME ECONOMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steward</td>
<td>Camp Director</td>
<td>Homemaker</td>
</tr>
<tr>
<td>Stewardess</td>
<td>Sporting Goods Store</td>
<td>Dietitian</td>
</tr>
<tr>
<td>Receptionist</td>
<td>Physical Therapist</td>
<td>Dressmaker</td>
</tr>
<tr>
<td>Tour Conductor</td>
<td>Park Supervisor</td>
<td>Fashion Designer</td>
</tr>
<tr>
<td>Foreign Service</td>
<td>Teacher</td>
<td>Nurse's Aide</td>
</tr>
<tr>
<td>Exporter</td>
<td>Sports Editor</td>
<td>Beautician</td>
</tr>
<tr>
<td>Importer</td>
<td>Announcer</td>
<td>Barber</td>
</tr>
<tr>
<td>Translator</td>
<td>College Coach</td>
<td>Home Demonstration Agent</td>
</tr>
<tr>
<td>Teacher</td>
<td>High School Coach</td>
<td>Home Economics Teacher</td>
</tr>
<tr>
<td>Foreign Correspondent</td>
<td>Dancer</td>
<td>Interior Decorator</td>
</tr>
<tr>
<td>Art Collector</td>
<td>Athletic Manager</td>
<td></td>
</tr>
<tr>
<td>Opera Singer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDUSTRIAL ARTS</th>
<th>MATHEMATICS</th>
<th>MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Investment Advisor</td>
<td>Instrument Repairperson</td>
</tr>
<tr>
<td>Draftsperson</td>
<td>Banker</td>
<td>Conductor</td>
</tr>
<tr>
<td>Photographer</td>
<td>Tax Collector</td>
<td>Opera Singer</td>
</tr>
<tr>
<td>Vocational Instructor</td>
<td>Mathematician</td>
<td>Band Leader</td>
</tr>
<tr>
<td>Printer</td>
<td>Radio Operator</td>
<td>Pianist</td>
</tr>
<tr>
<td>Linotype Operator</td>
<td>Civil Engineer</td>
<td>Music Critic</td>
</tr>
<tr>
<td>Teacher</td>
<td>Surveyor</td>
<td>Sales Clerk</td>
</tr>
<tr>
<td>Architect</td>
<td>Teacher</td>
<td>Music Store</td>
</tr>
<tr>
<td></td>
<td>Architect</td>
<td>Composer</td>
</tr>
<tr>
<td></td>
<td>Physicist</td>
<td>Music Teacher</td>
</tr>
</tbody>
</table>

VIII-5
SCIENCE
Psychiatrist
Medical Secretary
Chemist
Engineer
Biologist
Veterinarian
Nurse
Doctor
Taxidermist
Nurseryman
Horticulturist
Phy. Ed. Teacher
Zoo Caretaker
Nurse's Aide

SOCIAL STUDIES
Social Worker
Detective
Government Official
Judge
Lawyer
Reporter
Radio Announcer
Tour Conductor
Travel Bureau
Interviewer
Religious Worker
F.B.I. Agent
Counselor

Note: See Occupational Clusters as listed in CHOICES
REGISTRATION AND SCHEDULING OF STUDENTS
COUNSELOR AND/OR ADVISOR

The counselor's responsibility for the registration/scheduling for grades 6-7 consist of:

1. Counseling with small groups in grades 6 and 7.
2. Providing information to parents/students as requested.
3. Distributing registration information.
4. Collecting and compiling results of the subject selections.
5. Arranging subject choice sheets in alphabetical order.
6. Working with SPED teachers and Title I teachers in registering students.
7. Presenting the principal with the results of the tabulation.
8. Scheduling students into classes after principal completes the master schedule.
9. Developing the homeroom rolls.

The 9th grade counselor's responsibility in scheduling 8th grade students consists of:

1. Counseling with 8th grade students in small groups.
2. Being available at the Middle/Junior High School to answer questions from students as needed.
3. Providing appropriate registration forms including a four-year planning form which includes all courses offered. (CEP)
4. Counseling with students concerning the four-year plan.
5. Compiling of data to submit to administration. Master schedule is developed by administration.
7. Working with SPED and Title I teachers in registration of students.
Registration and Scheduling of Students (Continued)

The 10th - 12th grade counselors have the responsibility of:

1. Working with small groups of students to distribute registration materials.
2. Counseling individually with students as needed.
3. Counseling with students concerning the four-year plan. (CEP)
4. Compiling data to submit to the administration.
5. Assisting with the scheduling of students -- whether computer assisted scheduling or individually.
6. Assisting the Title I and SPED teachers in scheduling students.
Job Placement Survey

Name ________________________________ Age _____ Birth Date _______

Address ______________________________ Telephone Number __________________

Vocational Program ______________________

Give the name, address, and telephone number of someone who will always know where you are:
________________________________________________________________________
________________________________________________________________________

After High School Graduation

Do you want a summer job only?   Yes   No    (Circle One)

Do you plan to go to college?   Yes   No    (Circle One)

Name of college ______________________________

What are you going to major in? ______________________________

Do you plan to go into the armed services?   Yes   No    (Circle One)

If you don't plan to go to college or the armed services, what do you plan to do?
________________________________________________________________________

Would you consider working in any location?   Yes   No    (Circle One)

If no, where? _______ Do you want a full-time job?   Yes   No    (Circle One)

If yes, what kind of job? ______________________________

What job skills do you have? ______________________________

The Placement Services personnel have permission to release information contained on the vocational student profile and other records, to any person who may inquire for the purpose of determining my qualifications for a prospective job, career, training, or other position. It is understood that this permission will remain in effect until it is revoked by the undersigned in writing.

________________________________________________________________________

Student's Signature
CAREER DECISION MAKING

Making a career choice is not a simple task. It not only involves learning about yourself and available opportunities, but also depends upon your ability to make decisions. Fortunately, decision making is a learned process which can be broken down into steps so that skills in this area can be developed and improved.

The first step in this process is defining the problem. This is stating exactly what decision must be made and how much time there is to make it. Sometimes career planning involves many decisions, such as where to go to school and whether to look for jobs in other geographical areas.

Once you have evaluated the situation, the next step is to begin thinking of options. (Writing these down may help.) Ask other people to suggest possibilities, and gather information about all of the alternatives. The more you know about the choices available, the better equipped you are to make a good decision. Remember that while some choices are better than others, there is no single correct decision. Look at the alternatives and try to project the consequences of each one. Through the process of elimination, begin to narrow down these options.

Having gathered information and narrowed down the alternatives to those you will seriously consider, begin to evaluate each possibility. Consider the personal requirements, skills, and amount of training necessary for each. For instance, many people think about becoming musicians, but do so only if they are willing to practice long hours and face high competition for jobs. In the final analysis, people make decisions because they value one thing more than another.

A good plan of action at this point is to go back and put the remaining alternatives in order according to personal priorities. This step requires awareness of reactions based on earlier experiences, which make you like certain things and dislike others; consider some easy and others hard. Doing this helps eliminate choices that are incompatible with your needs.

The last step is obvious. It involves making a decision and being sure of it. Where you will be and what you will be doing five or ten years from now depends largely on decisions and actions based on those decisions. (A decision is not a decision until action is taken.) Many people are nervous about actually choosing one of their alternatives, but this step is not as frightening as it seems. Career choices can be reversed or altered and should be aimed at pleasing the decision maker.

By practicing these steps, you can develop your own smooth and efficient decision making style. In addition to practice, conscious, critical self-evaluation will help to make your decisions realistic.

Written by Susan Hunt and Vicki Anderson

References
<table>
<thead>
<tr>
<th>Activity</th>
<th>DECISION MAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>To teach students how to make a rational decision.</td>
</tr>
<tr>
<td>Description of and Direction for Activity</td>
<td>Assign a problem of your choice to be solved. Have the class determine a problem of concern to a majority of the students.</td>
</tr>
<tr>
<td>Materials or Equipment</td>
<td>Provide the students with handouts such as &quot;Career Decision Making,&quot; &quot;How to Make a Rational Decision,&quot; &quot;Decision-making Steps and Goal Chart.&quot;</td>
</tr>
<tr>
<td>Suggested Audience</td>
<td>Secondary - postsecondary</td>
</tr>
<tr>
<td>Approximate Time</td>
<td>Special assignment</td>
</tr>
<tr>
<td>Special Notes of Explanation</td>
<td>The handout entitled &quot;Career Decision Making&quot; was written by Susan Hunt and Vicki Anderson.</td>
</tr>
</tbody>
</table>
**APPLICATION FOR EMPLOYMENT**

<table>
<thead>
<tr>
<th>Type of work applied for</th>
<th>Date available</th>
<th>Salary expected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Middle name</th>
<th>Maiden name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street address</th>
<th>City, state, and zip code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of birth</th>
<th>Number of exemptions</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHECK THE APPLICABLE BLANK**

____ ____ If employed, can you submit a birth certificate or other proof of United States citizenship?

____ ____ Are you willing to take a physical examination at our expense?

____ ____ Have you been hospitalized or under a doctor’s care in the last five years? If yes, explain.

________________________________________________________________________________________________________________________________________________

____ ____ Do you have any physical limitations? If so, list:

________________________________________________________________________________________________________________________________________________

____ ____ If you are an alien applying for permanent employment, do you have an Alien Registration Receipt Card, form 1151?

<table>
<thead>
<tr>
<th>Notify in emergency</th>
<th>Address</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PAST**

<table>
<thead>
<tr>
<th>Branch of service</th>
<th>Length of service</th>
<th>Discharge type</th>
<th>Serial (Service) number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From: To:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRESENT**

<table>
<thead>
<tr>
<th>Selective Service Classification</th>
<th>Local board number and address</th>
<th>Disabled Veteran?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Member of National Guard</th>
<th>Member of Reserve Unit</th>
<th>Ready</th>
<th>Unit to which attached and address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

____ Yes ____ No Have you ever been granted a security clearance? If yes, by what company or Government agency?

When?

Level of clearance? Yes Confidential Secure Top Secret

____ Yes ____ No Have you ever been denied a security clearance? If yes, explain:

*Always use current application forms.*
<table>
<thead>
<tr>
<th>Education</th>
<th>Location of School</th>
<th>Major Subjects/ Degrees</th>
<th>Number of Years Attended</th>
<th>Did You Graduate?</th>
<th>Date of Leaving</th>
<th>Grade Point Average (Points/Out of)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OTHER TRAINING (Apprenticeship, Industrial, Technical Institutes, etc.)

What office machines can you operate? ________________________________
Can you type? ___Yes ___No If yes, _____words/min. Can you take dictation? ___Yes ___No If yes, _____words/min.

If a recent college graduate, please include faculty members as references; otherwise, list any except previous employers or relatives.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present or Last Employer

<table>
<thead>
<tr>
<th>Your Position</th>
<th>Salary</th>
<th>Date Started</th>
<th>Left</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address

<table>
<thead>
<tr>
<th>Your Duties</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name and Title of Supervisor

<table>
<thead>
<tr>
<th>May we contact this employer prior to employment? ___Yes ___No</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Yes ___No</td>
</tr>
</tbody>
</table>

Next Previous Employer

<table>
<thead>
<tr>
<th>Your Position</th>
<th>Salary</th>
<th>Date Started</th>
<th>Left</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Address

<table>
<thead>
<tr>
<th>Your Duties</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name and Title of Supervisor

<table>
<thead>
<tr>
<th>___Yes ___No</th>
</tr>
</thead>
</table>

I certify that the statements made by me herein, and other information given by me pursuant to my becoming an employee, are true, complete, and correct, and are made in good faith, and understand that any misstatement or omission may be the basis for dismissal.

Date ______________________  Signature ______________________

PLEASE DO NOT WRITE BELOW THIS LINE

<table>
<thead>
<tr>
<th>Date Starting Work</th>
<th>Starting Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Code</th>
<th>Clock Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Preparation for Job Interview

Listed below are 10 questions which often come up in job interviews. Answer the questions in the space provided. You can write your answers in an abbreviated form, since some of the actual spoken answers may be too lengthy to write in a short space. The object here is to put down enough key points to give you an idea of what answer you would actually be able to give if one of these questions were asked.

1. Are you dependable?

2. Can you work under pressure?

3. How long would you stay with us if I offered you the job?

4. What can you offer us that someone else cannot?

5. What do you expect to be doing in five years?

6. Do you get along well with other people?

7. Are you a leader?

8. What do you think your co-workers will think of you?

9. What has been your most rewarding experience?

10. What does it take to be successful?
HOW TO SELL YOURSELF TO AN EMPLOYER

KNOW YOURSELF

Study your qualifications and abilities and arrange this knowledge in your mind so that you can present it briefly and clearly during the interview. Be certain you like and can do the work you are applying for.

KNOW THE FIRM

Learn as much as you can beforehand about the firm to which you apply. The more you know, the better able you will be to suggest ways you can be of service to your employer. Ask the interviewer any questions you have about the company or the job; but don't express your ideas on salary, hours, and other benefits early in the interview.

ARRIVE EARLY

Get to the interview a few minutes ahead of time so you can fill out an application, if necessary. Present yourself in a straightforward manner. Tell the receptionist who you are and whom you wish to see.

CHECK YOUR APPEARANCE

Be neat, clean, and dress appropriately. Do not overdress or wear showy clothes. Women should avoid heavy makeup, elaborate hairdos, and gaudy jewelry. Men should be freshly shaved or have their beards trimmed neatly. Fingernails must be clean and trimmed.

GO ALONE

Go to a job interview alone--the employer wants to talk to you. Taking someone with you may give the employer the impression that you lack self-confidence and are not mature enough for the job.

BE ALERT

Watch your posture. Don't slouch, or yawn, or display any signs of nervousness.

BE HONEST

Answer the employer's questions accurately, frankly, and promptly. Be self-assured, but not bragging.

BE POLITE

Show proper respect for your interviewer. Do not become familiar by addressing him/her by such names as "Mack" or "Buddy." Avoid any arguments with your prospective employer.

BE POSITIVE

Do not criticize others, including past employers or associates. Avoid mentioning your personal, domesticity, or financial troubles. Don't stress how badly you need a job. The employer is interested primarily in your abilities.
SPEAK CLEARLY

Be confident and enthusiastic. Do not bluff or exaggerate. Use good English. Speak distinctly, but be careful not to talk too much.

BE PREPARED

Be able to give a brief, but continuous, spoken record of all your jobs, dates of employment, wages received, the exact nature of your work, and the reasons you left. When asked, point out the value derived from your training and past experience (including volunteer work) which will carry over to the job you are seeking.

HAVE REFERENCES

Be able to give as references the names, addresses, and telephone numbers of at least three responsible and reliable people who know you well. (These should also be listed on your resumé.)

GIVE A RECORD

Bring a fact sheet, or resumé, to leave with the employer. The information contained should be brief, but accurate. Your list should include:

A. Your name, address, and telephone number

B. Your educational background -- names and addresses of all schools you have attended; the dates you attended each school and the date(s) of your graduation; the type of diplomas and/or degrees you received; the subjects you studied that prepared you for a job

C. Your employment record -- names and addresses of all previous employers and the dates you worked for each

D. Your activities and awards (in school and out) -- club memberships and offices held; honors and wards received; volunteer work and civic activities

E. Your references -- names, addresses, and telephone numbers

TAKE HEART

Don’t be discouraged if, during your first few interviews you become nervous and fail to present yourself favorably; you will improve. Also, remember that even if the prospect of an immediate job is not possible, the interviewer's advice regarding future openings can sometimes lead to a job later.
COMPETENCY IX
COMPETENCY IX

Consults with students, parents, teachers, administrators, and other appropriate individuals

1. Conference Form
2. Summary of Research on Discipline
3. Interactions in the Consequence of Warmth vs. Hostility and Restrictiveness vs. Permissiveness
4. Teacher’s Record of Student Behavior
5. Behavior Evaluation Chart
6. Student Observation Form
7. Student Rating Scale by Teacher
8. Sample Student Needs Assessment (Grades 4-6)
9. Academic, Character, and Personality Rating
10. Student Performance Report
11. Teacher’s Outline of Child Study
12. Personal Data Blank for Elementary School Students
13. When Do You Use Counseling?
14. Duties of a Counselor
15. Sample Letter to Parent
16. Teacher Conference
17. Student Rating Scale
18. Rating Scale
CONFERENCE FORM

STUDENT’S NAME____________________________________ DATE__________
PARENT’S NAME____________________________________ PHONE___________

Conference required by:
Principal___ Teacher___ Parent___ Child____ Counselor____
Contact made by:
Letter_____ Office visit_____ Telephone_____

REASON FOR CONFERENCE ____________________________________________
Preferred Date______________ Place_____________________________________
TEACHERS (If you can attend, please initial. Otherwise, please see the counselor
before passing this form on so that an alternate time can be arranged.)
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

SUMMARY OF CONFERENCE

RESULTS OF CONFERENCE (Parent, please sign appropriate space.)
_____________________________ 1. I feel that the problem has been or will be resolved
                                  as a result of this conference.
_____________________________ 2. I wish further consultation with
                                  ______________________ on ______________
                                  person(s) date

(A meeting will be arranged by the counselor.)
## SUMMARY OF RESEARCH ON DISCIPLINE


<table>
<thead>
<tr>
<th>SOURCE</th>
<th>PARENT BEHAVIOR</th>
<th>EFFECT ON CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whiting, Nowlis, and Sears</td>
<td>Heavy use of punishment by mother (power-assertive)</td>
<td>High overt aggression in school (boys) Less aggression in school but high aggression in the home (girls)</td>
</tr>
<tr>
<td>Becker</td>
<td>Heavy use of punishment by mother</td>
<td>High aggression in doll play (boys and girls)</td>
</tr>
<tr>
<td>Becker</td>
<td>Heavy use of physical punishment by both mother &amp; father</td>
<td>High aggression at school (boys and girls)</td>
</tr>
<tr>
<td>Allinsmith Greening</td>
<td>Mother’s predominant use of psychological discipline (love-oriented techniques, such as praise, withdrawal of love, isolation, shaming, etc.)</td>
<td>Children have higher guilt reactions</td>
</tr>
<tr>
<td>Sears</td>
<td>Use of negative love-oriented discipline (withdrawal of love, expressions of disappointment, shaming) only when the mother has a warm relation with child</td>
<td>Child develops a stronger conscience, remorse, guilt (the effect occurs only when there is love to lose)</td>
</tr>
<tr>
<td>Symonds</td>
<td>Restrictive discipline, dominating parents, severe control</td>
<td>Better socialized, more courteous, obedient, neat, polite -- but also sensitive to criticism, self-conscious, shy, retiring</td>
</tr>
<tr>
<td></td>
<td>Permissive parents</td>
<td>Disobedient, irresponsible, disorderly, lacking in sustained attention, lacking in regular work habits, more forward and expressive</td>
</tr>
<tr>
<td>Kagan &amp; Moss</td>
<td>Restrictive mothers: forces child through punishment and threat to adhere to her standards; deviation from standards are punished (Children studied from birth to adulthood -- 30 year longitudinal study)</td>
<td>(Between ages 1-3) More conforming, fearful, less aggressive, less dominant and competitive with peers, more dependent on adults, less mastery of behavior (boys 3-10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>However, when boys entered adolescence then a shift to more competitiveness and aggressive behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boys are more able to fight and rebel against a restrictive mother than girls</td>
</tr>
<tr>
<td>Healy &amp; Bronner Olvacks McCord</td>
<td>Overly strict and overly permissive discipline Also: One parent overly strict; other parent permissive</td>
<td>High rate of aggression or non-conformity (high rate of delinquency) Very high overt aggression</td>
</tr>
</tbody>
</table>
| **Sears** | Low permissiveness -- high punishment parents (restrictive - hostile parents) | Maximum self-aggression in 12 year old boys:  
Self-punishment  
Suicidal tendencies  
Accident proneness |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Watson</strong></td>
<td>Strictest parents (upper quartile) Study of 230 graduate students</td>
<td>Reported more hatred and constraint in relations with parents; more rejection of teachers; poorer relations with classmates; more unsatisfactory love affairs; more worry, anxiety, guilt, crying</td>
</tr>
<tr>
<td><strong>Watson</strong></td>
<td>Warm-restrictive parents Warm permissive parents (NOTE: Probably these parents were genuinely accepting. T. Gordon)</td>
<td>Dependent, unfriendly, either very high or very low in persistence, less creative, more fantasy hostility More independent, more friendly with adults, moderately persistent, more creative, less fantasy hostility</td>
</tr>
<tr>
<td><strong>Baldwin</strong></td>
<td>Homes high in warmth, permissiveness, rationality</td>
<td>Higher in socially outgoing behaviors of both the hostile and the friendly kind. However, their aggressing and bossing were quite successful and led to acceptance by their peer group in contrast to children from homes high on restrictive discipline</td>
</tr>
</tbody>
</table>

Some generalizations of summary -- all research covered by book:

Both early restrictiveness and permissiveness entail certain risks. Restrictiveness, while fostering well-controlled socialized behavior, tends also to lead to fearful, dependent, and submissive behaviors; a dulling of intellectual striving; and inhibited hostility. Permissiveness, on the other hand, while fostering outgoing, sociable, assertive behaviors and intellectual striving, tends also to lead to less persistence and increased aggressiveness.

(Later restrictiveness -- after child is 3 years old) Both boys and girls show aggressive reaction (though inhibited form)

Note: Request ASCA Position Paper on Discipline
INTERACTIONS IN THE CONSEQUENCE OF WARMTH VS. HOSTILITY AND
RESTRICTIVENESS VS. PERMISSIVENESS

<table>
<thead>
<tr>
<th></th>
<th>RESTRICTIVENESS</th>
<th>PERMISSIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARMTH</td>
<td>Submissive, dependent, polite, neat, obedient (Levy)</td>
<td>Active, socially outgoing, creative, successfully aggressive (Baldwin)</td>
</tr>
<tr>
<td></td>
<td>Minimal aggression (Sears)</td>
<td>Minimal rule enforcement, boys (Maccoby)</td>
</tr>
<tr>
<td></td>
<td>Maximum rule enforcement, boys (Maccoby)</td>
<td>Facilitates adult role taking (Levin)</td>
</tr>
<tr>
<td></td>
<td>Dependent, not friendly, not creative (Watson)</td>
<td>Minimal self-aggression, boys (Sears)</td>
</tr>
<tr>
<td></td>
<td>Maximal compliance (Meyers)</td>
<td>Independent, friendly, creative, low projective hostility (Watson)</td>
</tr>
<tr>
<td>HOSTILITY</td>
<td>“Neurotic” problems (clinical studies)</td>
<td>Delinquency (Bluecks, Bandura, and Walters)</td>
</tr>
<tr>
<td></td>
<td>More quarreling and shyness with peers (Watson)</td>
<td>Noncompliance (Meyers)</td>
</tr>
<tr>
<td></td>
<td>Socially withdrawn (Baldwin)</td>
<td>Maximal aggression (Sears)</td>
</tr>
<tr>
<td></td>
<td>Low in adult role taking (Levin)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maximal self-aggression, boys (Sears)</td>
<td></td>
</tr>
</tbody>
</table>
TEACHER’S RECORD OF STUDENT BEHAVIOR

Name of Student

Date of Observation

Reason for Referral

M  = Monday
T  = Tuesday
W  = Wednesday
Th = Thursday
F  = Friday

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tattling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fighting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Destroying Property</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Cursing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sulking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Arguing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Uncooperative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attempted Work</td>
<td>Followed Directions</td>
<td>Checked Work</td>
<td>Did Not Disturb Others</td>
<td>Was Corrected</td>
<td>Helpful to Others</td>
<td>Other Good Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>---------------------</td>
<td>--------------</td>
<td>------------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT OBSERVATION FORM

Teacher_____________________________

Three strengths of ________________________________
  A. __________________________________
  B. __________________________________
  C. __________________________________

Inappropriate behavior (list two):
  A. __________________________________
  B. __________________________________

Frequency of inappropriate behavior:

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IX-10
STUDENT RATING SCALE BY TEACHER

Instructions:

1. Write the name of each student in your homeroom on a sheet.

2. Rate each student either A, B, C, or D, using the following scale:

   (Be as realistic as possible. Be sure to rate every student even though you might question the category for a child.)

   A. Behavior seems to indicate that the child is developing without extreme difficulties.

   B. Learning difficulties which are perceived by the teacher to relate directly to learning of subject matter but which do not seem to produce extreme emotional or behavioral difficulties.

   C. Withdrawing, fearful, and/or passive types of specific behavior which elicit in the teacher feelings of concern over the impairment of personal development and growth of the child.

   D. Aggressive anti-social and/or hostile types of specific behavior which elicit in the teacher reaction in which the teacher perceives the behavior to be unacceptable.

3. Please return your student list to the counselor personally.

CONFIDENTIAL
Sample Student Needs Assessment, Grades 4-6

WHAT I NEED:

DATE_________________ SCHOOL__________________________ GRADE______________

Listed below are some things students your age need or wonder about. To tell me what you need help with, check the first box on the right. To tell me what you have gotten help with, check the other box. Check if the answer if yes.

<table>
<thead>
<tr>
<th>I NEED:</th>
<th>I need help</th>
<th>I got help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To know how I did on my standardized tests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To learn how to get along better with my parents, brother, and sisters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To know more about why I act the way I do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To learn more about different careers and jobs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To know more about my strengths and weaknesses in school work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To learn how to get along with my friends better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To learn how to make decisions and be more sure of myself.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To learn about my interests and abilities and what careers go along with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To find out how to improve my weakest subjects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. To learn how to tell others how I feel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. To talk with someone about very personal problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. To be able to go different places and watch people work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. To know what to expect in junior high and high school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. To learn how to get along with the opposite sex.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. To learn to like myself better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. To learn about the different kinds of work that people do in our area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. To learn how to study at home and at school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. To know how to get along with my teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. To know more about drugs and alcohol.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. To learn how school subjects can help me prepare for a job.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have visited with the counselor: (a) in the classroom  
(b) in a small group  
(c) by myself
ACADEMIC, CHARACTER, AND PERSONALITY RATING

STUDENT______________________________   TEACHER__________________________

Please check the following traits:   DATE___________________________

<table>
<thead>
<tr>
<th>ACADEMIC RATINGS</th>
<th>No Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>Average</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td></td>
</tr>
<tr>
<td>CREATIVE QUALITIES</td>
<td></td>
</tr>
<tr>
<td>SELF-DISCIPLINE</td>
<td></td>
</tr>
<tr>
<td>GROWTH POTENTIAL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHARACTER AND PERSONALITY RATING</th>
<th>No Basis for Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average</td>
<td>Average</td>
</tr>
<tr>
<td>LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>SELF-CONFIDENCE</td>
<td></td>
</tr>
<tr>
<td>WARMTH OF PERSONALITY</td>
<td></td>
</tr>
<tr>
<td>SENSE OF HUMOR</td>
<td></td>
</tr>
<tr>
<td>CONCERN FOR OTHERS</td>
<td></td>
</tr>
<tr>
<td>ENERGY</td>
<td></td>
</tr>
<tr>
<td>EMOTIONAL MATURITY</td>
<td></td>
</tr>
<tr>
<td>PERSONAL INITIATIVE</td>
<td></td>
</tr>
<tr>
<td>RESPECT ACCORDED BY FACULTY</td>
<td></td>
</tr>
</tbody>
</table>

This information is needed for a college recommendation. Return to guidance office.

Thank you.

Please add any comments you wish to make on back of this form.
STUDENT PERFORMANCE REPORT

Counselor:________________________________ Date of Request:______________
Date Due:___________________
Student:_____________________Teacher:___________________Subject:_______________

Circle the most appropriate number in each category. Do not hesitate to make comments.

ENERGY
1. Overactive
2. Enthusiastic
3. Normal
4. Lethargic

REACTION TO RULES/AUTHORITY
1. Accepts
2. Varies
3. Resists

HOW PEERS REACT TO STUDENT
1. Good
2. Accept
3. Reject

COMPREHENSION
1. Excellent
2. Very good
3. Average
4. Slow

RESPONSE TO CONSTRUCTIVE CRITICISM
1. Accepts
2. Rejects

ASSIGNMENTS
1. Up to date?
2. Incomplete?
   How many?

CLASSROOM BEHAVIOR
1. Very good
2. Normal give and take
3. Immature
4. Belligerent

ATTENTION SPAN
1. Long
2. Average
3. Short

CLASS PARTICIPATION
1. Dominant
2. Enthusiastic
3. Adequate
4. Passive

INDEPENDENCE
1. Works well alone
2. Relies on others
3. Never seeks help

If you have additional comments that will assist the counselor in evaluating this student for a college recommendation or scholarship, please use other side (e.g., attendance, examples of outside work or outstanding contributions in class).
TEACHER’S OUTLINE OF CHILD STUDY

I. Identification:
Name__________________________ Age_______ Group__________
Home Address_______________________________________ Phone__________

II. Emotional adjustment:
A. In what situation does the pupil most frequently become upset?
B. What does he/she do when upset or unsuccessful?
C. What does he/she say about himself/herself?

III. Social adjustment:
What are the most typical activities of the pupil with his/her friends and school mates?

IV. Physical maturity and development:
A. What is the pupil’s physical status in relation to others in his/her group: appearance, size, vision, hearing, habits, etc.?
B. What does the child say about school and his/her ability to learn?

V. Home experience:
A. What older or younger brothers or sisters live in the home?
What does the child say about them?
B. What “home pressure” is applied to make the child “conform” and achieve?
C. What does the pupil say about his/her family and “his/her place” in it?
PERSONAL DATA BLANK FOR ELEMENTARY SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Age</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Birth Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Month Day</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Telephone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Father’s Name</th>
<th>His Address</th>
<th>School Level Completed</th>
<th>Occupation</th>
<th>Place of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother’s Name</th>
<th>Her Address</th>
<th>School Level Completed</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brothers</th>
<th>Name</th>
<th>Age</th>
<th>School Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sisters</th>
<th>Name</th>
<th>Age</th>
<th>School Level Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Who else lives in the child’s home? |

<table>
<thead>
<tr>
<th>Has the child attended a nursery school?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the child had any other noteworthy experience which might be of an educational nature?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What childhood diseases has the child had?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does the child have any physical or other disability which affect his/her success in school?</th>
<th>If so, please describe it.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WHEN DO YOU USE COUNSELING?

Teachers may wish to refer

- any child who requests to see the counselor
- pupils who need individual help beyond the time permitted in the classroom
- students with learning difficulties
- academically talented students
- students with social relationship difficulties
- observed changes in behavior that cannot be accounted for by the teacher
- children whose parents request counseling
- children who are anti-social

Some situations in which counseling may be advisable

- children who exhibit excessive aggressive behavior
- those with daydreaming or withdrawal tendencies
- when a teacher senses a mounting hostility between himself/herself and a child
- a death in the family
- a divorce or separation in the family
- students moving to a new community
- students new to the school
- children in the custody of a governmental or other agency
- children from foster homes
- children living with one natural parent and a step-parent
DUTIES OF A COUNSELOR

What does a counselor do?

Well, we’ll try to tell you . . .

Register students, sometimes in masses
And assign them to classes.
Help them find their way about
And check the withdrawals out.
We collect information about you,
Coordinate testing and give tests, too.
We answer lots of questions every day;
We listen to what you have to say.
We listen to parents and teachers, too,
And give advice when we’re asked to.
We counsel with pupils who fail
And try to help the somewhat frail.
We try to help all that we can,
Encourage you to make the best plan.
We give you help in decision making --
Much information is yours for the taking.
We make reports, write letters, and set up files,
Use the telephone, and travel many miles.
We work on committees and attend meetings.
We make speeches, sometimes extend greetings.
We help plan curriculum and master schedule,
and we keep statistics on the whole school.
And what else do the counselors do?
Whatever the boss wants us to!

Mrs. Henrietta Barnett
Pebblebrook High School
Mableton, Georgia
To:___________________________________________

From:_________________________________________

Re: Parent Conference Date

Dear Parents:

The ________________ High School is requesting your presence at our first Parent Conference for the ________________ school year.

This conference will give you the opportunity to meet with your child’s teacher-advisor or counselor concerning his/her educational plan.

The scheduled date and time for the conference is________________________________
_____________________________________________________________________________.

We are looking forward to seeing you.

Sincerely,

Teacher-Advisor
Sample Letter to Parent

(Date)

Dear Parents,

   We are recognizing your child in an Honors Brunch this _________________
   ______________________ for having made the Honor Roll one or more times this school year.

   We especially want to invite you to attend the Honors Brunch since you are a major part
   of your child’s success.

   Please indicate below whether you will be able to attend the brunch which will be held in
   the school cafeteria.

   __________________________
   Counselor

   __________________________
   Principal

   ___________ I can attend.
   ___________ I cannot attend.

Student Name_______________________
Parent Name_________________________
TEACHER CONFERENCE

Student’s Name:  
Vo-Tech Classes: 

School:  
Date: 

The following observations/recommendations were discussed by this student’s teacher and special education teacher:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Signed: __________________________

Instructor

____________________________

Special Education Teacher
STUDENT RATING SCALE

Name of Student___________________________________ Grade______________

Date___________________

Name of Teacher___________________________________ Age________________

1. Ability to follow directions _____________________________ Excellent Very Good Avg. Fair Poor

2. Pays attention to teacher & classmates __________________________

3. Respects others’ rights ______________________________________ __________

4. Works well with others ______________________________________ __________

5. Sticks to work until finished ____________________________________ __________

6. Assumes tasks ______________________________________________ __________

7. Relies on self ________________________________________________ __________

8. Uses time well ________________________________________________ __________

9. Can be trusted ________________________________________________ __________

10. Shares with others ____________________________________________ __________

11. Freedom from nervous habits ____________________________________ __________

12. Neat with work ________________________________________________ __________

13. Keeps body and clothes clean ____________________________________ __________

14. Health ______________________________________________________ __________

15. Mixes with others _____________________________________________ __________

16. Not afraid to speak out _________________________________________ __________

17. Goes ahead by himself/herself ____________________________________ __________

18. Does work in an orderly way ____________________________________ __________

19. Controls temper ________________________________________________ __________

20. Can make up own mind _________________________________________ __________
RATING SCALE

STUDENT:_______________________________ GRADE:____________ DATE:____________

Y = YES  S = SOMETIMES  N = NO

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>1ST</th>
<th>2ND</th>
<th>3RD</th>
<th>4TH</th>
<th>5TH</th>
<th>6TH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUTS FORTH EFFORT IN CLASS</td>
<td>Y</td>
<td>S</td>
<td>N</td>
<td>Y</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>COMPLETES HOMEWORK</td>
<td>Y</td>
<td>S</td>
<td>N</td>
<td>Y</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>IMPROVEMENT IN BEHAVIOR</td>
<td>Y</td>
<td>S</td>
<td>N</td>
<td>Y</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>ASSUMES RESPONSIBILITY</td>
<td>Y</td>
<td>S</td>
<td>N</td>
<td>Y</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>DEMONSTRATES SELF-CONTROL</td>
<td>Y</td>
<td>S</td>
<td>N</td>
<td>Y</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>COMPLETES CLASSWORK</td>
<td>Y</td>
<td>S</td>
<td>N</td>
<td>Y</td>
<td>S</td>
<td>N</td>
</tr>
<tr>
<td>GRADES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER’S COMMENTS AND SIGNATURE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IX-23
COMPETENCY X
COMPETENCY X

Coordinates program evaluation

1. Counseling Program Evaluation Sheet
   Special Classes or Primary Grades

2. Evaluation Sheet - Grades One, Two, and Three

3. Student Evaluation of the Counseling Program - Middle School

4. Exiting Survey of Graduating Seniors Cover Letter

5. Exiting Survey of Graduating Seniors

6. Senior Information Sheet

7. Three-Year Follow-up Information Form

8. Student Follow-up Questionnaire

9. Follow-up Summary Form for Vocational Education

10. Counselor Contacts with Dropouts Documentation Form

11. Counselor Self-Evaluation

12. Counseling Program Annual Evaluation Outline

13. Counselor Evaluation of Counseling Program

14. Perception Survey of Counselor

15. Faculty Evaluation of Vocational Counseling Services

16. Program Review Instrument for Vocational Guidance Programs

17. Teacher/Administrator Evaluation of the School Counselor

18. Counseling Program Evaluation Survey

19. Teacher Opinion Survey of Counseling Services

20. Secondary Counseling Services

21. Parent Evaluation of Counseling Services
COUNSELING PROGRAM EVALUATION SHEET

Oral Responses:

1. What does a counselor do?

2. What problems would you talk with a counselor about?

Check how you feel:

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Bad</th>
<th>Okay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do you feel about yourself?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. How would you feel about being in a small group with the counselor?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3. How do you think people at school feel about you?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>4. How do you feel when you are not in school?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>5. How do you feel about the counselor?</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

I am going to mention some of the things we have done together in class. Mark how you feel about the activity:

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Bad</th>
<th>Okay</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The fire truck visiting</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>2. Playing with puppets</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>3. Seeing films</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>4. Making a job book</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>5. Role playing</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>6. Listening to Arnie the Snake</td>
<td>_____</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>
**EVALUATION SHEET - GRADES ONE, TWO, AND THREE**

Oral Responses

1. How can a counselor help you?

2. What would you talk to a counselor about?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Have you learned about different jobs when the counselor has been in your class?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Do you feel good about yourself?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Have you met with the counselor in a group?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Do you have friends at school?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Have you talked about how to get along with others when the counselor has been in your class?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Would you like to be in a small group with the counselor?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Do you have friends at school?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Have you talked about how to get along with others when the counselor has been in your class?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. Do you feel free to talk with your parents about problems?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Have you talked about better ways to study and listen when the counselor has been in your room?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Have you talked to the counselor about a problem?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. Has the counselor had time to see you when you need him/her?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15. Have you talked about feelings when the counselor has been in your room?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT EVALUATION OF THE COUNSELING PROGRAM

YES  NO

1. ___ ___ Do you know who your counselor is?
   His/Her name: ____________________________

2. ___ ___ Do you know what your counselor does at school?

3. ___ ___ Have you ever talked with your counselor?

4. ___ ___ Can you see your counselor when you want to?

5. ___ ___ Have you ever met in a small group with your counselor?

6. ___ ___ When you entered this school, did your counselor provide some orientation as to what to expect?

7. ___ ___ Have you ever talked to your counselor about:
   ___ ___ a. personal problems
   ___ ___ b. tests
   ___ ___ c. relationships with others (parents, teachers, friends)
   ___ ___ d. grades
   ___ ___ e. college and/or careers
   ___ ___ f. other ____________________________

8. ___ ___ Does your counselor keep confidential the things he/she says he/she will?

9. ___ ___ Do your teacher and counselor work together to help you?

10. Additional Comments:
SENIOR INFORMATION SHEET

NAME__________________ SEX:M___F___Number of years in this school__

Please complete the information under the Plan which pertains to you. My immediate plans after graduation from high school are to:

PLAN I
Enter college after leaving high school. Yes___No___Major___

Junior college (2 years)___ Senior college (4 years)___

Term starting in: Summer___Fall___Winter___Spring___

Name of college: 1st Choice__________________________

2nd Choice__________________________

Do you plan to apply for financial aid? Yes___No___

Do you expect to qualify for a scholarship? Yes___No___

PLAN II
Work permanently after leaving high school. Yes___No___

If yes, what type of employment are you interested in__________

PLAN III
Attend a school for special training in one of the following:

Business___ Technical___Nursing___Beauty___Art___

Other___Specify_____________Undecided_____________

PLAN IV
Follow other plans. (Military service, marriage, etc.) Yes___No___

Indicate your plans:____________________________________

CAREER INFORMATION
Prepare for the following career:__________________________
SENIOR INFORMATION SHEET (continued)

What career information will be helpful to you?

Specify_______________________________________________________________

RECORD OF CLUBS, ACTIVITIES AND LEADERSHIP
Please list below school and/or community activities and clubs you have participated in during 4 years of high school. Indicate offices held.

_______________________________________________________________

_______________________________________________________________
THREE YEAR FOLLOW-UP INFORMATION

School______________________
Program______________________
Completion Date______________

STUDENT INFORMATION

Name:__________________________ Sex M __ F ___ Race____

Date of Birth _______ Employer_______________________ Job Title____________________
Business

Address_______________________ Phone_________ Supervisor____________________
Parents’

Address___________________________

Student Phone:_________ USOE Code:_________ Social Security#__________

*******************************************

FIRST YEAR:______________________ 19 __ Employed:__________

Trained Occupation: Full-time__ Part-time__
Related Occupation: Full-time__ Part-time__
Non-related Occupation: Full-time__ Part-time__ Unemployed___
    Full-time Homemaker___ Military___ College___ Unknown___
    Not Available for Employment___

Comments:___________________________________________

*******************************************

SECOND YEAR:______________________ 19 __ Employed:__________

Trained Occupation: Full-time__ Part-time__
Related Occupation: Full-time__ Part-time__
Non-related Occupation: Full-time__ Part-time__ Unemployed___
    Full-time Homemaker___ Military___ College___ Unknown___
    Not Available for Employment___

Comments:___________________________________________

*******************************************

THIRD YEAR:______________________ 19 __ Employed:__________

Trained Occupation: Full-time__ Part-time__
Related Occupation: Full-time__ Part-time__
Non-related Occupation: Full-time__ Part-time__ Unemployed___
    Full-time Homemaker___ Military___ College___ Unknown___
    Not Available for Employment___

Comments:___________________________________________
STUDENT FOLLOW-UP

NAME____________________ S.S.#____________ PROGRAM TITLE____________

1. What is your current educational status? (Check one)
   __  Currently attending school
   __  Not currently attending school

2. If you are currently attending a school, are you enrolled in a program of study that is related to your field of training?

3. What is your current employment status? (Check one)
   __  Employed (includes all employment, even if below your qualifications; does not include full-time military service)
   __  Employed (full-time military service)
   __  Unemployed (not employed, but actively seeking employment)
   __  Not in labor force (not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

Please answer the following questions that are related directly to Counseling/Guidance services from your high school. Circle the number that corresponds best with your opinion:

(1 - Very High   2 - High   3 - Average   4 - Low   5 - Very Low)

4. Guidance services were available in my high school 1 2 3 4 5
5. Guidance services were utilized by me 1 2 3 4 5
6. Counseling was available when I needed it 1 2 3 4 5
7. Counseling and guidance helped me in my decision for choices after high school 1 2 3 4 5
8. Generally speaking, my satisfaction with overall counseling and guidance would be 1 2 3 4 5

Other Comments or Suggestions:_________________________________________________________
FOLLOW-UP SUMMARY OF VOCATIONAL EDUCATION
GRADUATES AND LEAVES FOR SCHOOL YEAR

<table>
<thead>
<tr>
<th>Status</th>
<th>METAL TRADES</th>
<th>BUILDING TRADES</th>
<th>AUTO MECHANICS</th>
<th>BUSINESS AND OFFICE</th>
<th>AGRICULTURE MECHANICS</th>
<th>T &amp; I COOP.</th>
<th>D.E. CO-OP.</th>
<th>TOTAL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Service, full-time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed in field related to training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed in field not related to training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pursuing additional education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in labor force, not pursuing additional education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL_______
<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Date of Exit Interview</th>
<th>Reason for Dropping</th>
<th>Address</th>
<th>Phone Number</th>
<th>Date of Counselor Contact</th>
<th>Type of Contact</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COUNSELOR SELF-EVALUATION
THEORIES, TECHNIQUES, AND SKILLS

5 - Very competent (can teach other adults)
4 - Fairly competent (can teach students)
3 - Adequate (would work with a partner)
2 - Have some acquaintance
1 - Little or no exposure

The skill of a counselor is expressed through the knowledge and use of various theories, techniques, and skills.

Rate your competencies in these areas:

__1. Individual counseling with students
__2. Individual counseling with parents
__3. Individual counseling with teachers
__4. Group counseling with students
__5. Group counseling with parents
__6. Group counseling with teachers
__7. Use of active Listening and Reflecting
__8. Use of Transactional Analysis
__9. Use of Reality Therapy
__10. Use of Glasser’s Steps of Discipline
__11. Use of Effectiveness Training (Gordon)
__12. Use of Adlerian Concepts
__13. Use of Values Clarification
__14. Use of Decision Making Concepts
__15. Use of Problem Solving (Carkhuff)
__16. Use of Rational-Emotive Therapy
__17. Use of Role Playing
__18. Use of Play Therapy
__19. Use of Gestalt Therapy
__20. Use of Confrontation
__21. Use of Assertive Training
__22. Use of Relaxation Techniques (Stress)
__23. Use of Positive Reinforcement
__24. Use of Behavior Modification
__25. Use of Peer Training Programming
__26. Use of Career Awareness
__27. Use of Psychodrama
__28. Use of Conflict Resolution
__29. Use of Alcohol Education
__30. Use of Drug Education
__31. Use of Divorce Counseling
__32. Use of Death Education
__33. Use of Success Motivation
__34. Use of Self-Concept
__35. Use of Multi-Modal Concepts
__36. Use of Bibliotherapy
__37. Other ____________________________________
COUNSELING PROGRAM ANNUAL EVALUATION OUTLINE

EXAMPLE

1. Current Situation
   Year ____________________________
   Counselor’s Name ________________________________
   School _______________________________________
   Number of students and grade level __________________

2. Documentation
   We made 347 phone contacts with parents
   We held 212 parent conferences
   We were in the classroom once each week. Topics covered were __________
   We held 3027 individual conferences serving 789 students and received some help for all referrals.

3. Evaluation
   a. Conducted a needs assessment
      Ask all teachers and principals to help select objectives
      Use guidance committee to help set top priorities
   b. Wrote process objectives to meet each need. Example:
      Fourth grade students will demonstrate successful study habits by . . .
      (these are options, you would not use all of them)
      - listing study steps
      - completing assignments
      - assuming responsibility
      - outlining material
      - answering questions
      Activities: film strips, modeling, role play, discussion, self-management program
   c. Fifty of 150 fourth graders were administered a counselor-made test and 90 per cent of the students tested scored 70 or better. See attached test.
   d. Summary
      Four of five objectives were achieved.
      More work is needed on objective number two. The objective will be retained and four new ones will be developed based on the results of the needs assessment included on the teacher questionnaire.
SCHOOL

COUNSELING PROGRAM EVALUATION

RECOMMENDATIONS: Please list three recommendations that you perceive for your counseling program.

1. 

2. 

3. 

RECOMMENDATIONS: Please list recommendations that you would like implemented for your counseling program. Include both immediate and long range.

Immediate

1. 

2. 

Long Range

1. 

2. 
PERCEPTION SURVEY

Counselor______________________________

Evaluator______________________________ Date_______
(May be omitted)

<table>
<thead>
<tr>
<th>5 = Outstanding</th>
<th>4 = Commendable</th>
<th>3 = Satisfactory</th>
<th>1 = Unacceptable</th>
<th>DK = Don’t Know</th>
</tr>
</thead>
</table>

Personal Qualities

Flexibility
Dependability
Sincerity
Judgment
Appropriate model in appearance and manner
Enthusiasm
Accepts constructive criticism
Calmness and patience

Knowledge of Field

Demonstration of effective communication skills
Ability to use appropriate techniques of counseling
Factual knowledge: vocational and educational resources
Administering and interpreting tests
Awareness of relevant trends in education
Involved in continuing education or upgrading professional competency
### Time Management

<table>
<thead>
<tr>
<th>Availability to students and parents</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficient and effective use of time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
</tbody>
</table>

### Student Relations

<table>
<thead>
<tr>
<th>Maintains appropriate confidentiality</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the students’ backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Follows up cases</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Student awareness &amp; use of counseling services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
</tbody>
</table>

### Staff Relations

<table>
<thead>
<tr>
<th>Establishes rapport with staff</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperates as part of a team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Staff awareness &amp; use of counseling services</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Provides alternatives &amp; works toward solution of student problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Maintains appointment with administration</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
</tbody>
</table>

### Program Development

<table>
<thead>
<tr>
<th>Shows evidence of needs assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>DK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a plan for program development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Establishes value goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Implements program in interesting manner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
<tr>
<td>Evaluates program results</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>DK</td>
</tr>
</tbody>
</table>

### OTHER COMMENTS

---

---

X-17
FACULTY EVALUATION OF VOCATIONAL COUNSELING SERVICES

GOAL: To determine if the present vocational counseling program fills the needs for which it is designed.

DIRECTIONS: Below are several statements concerning the performance of the vocational counselor. Using the code below, please circle the number that most closely indicates your belief about the statement.

1 - Strongly Agree  2 - Agree  3 - Undecided  4 - Disagree  5 - Strongly Disagree

The vocational counselor has performed the following functions:

1. Develops a good working relationship with teachers, school administrators, and parents. 1 2 3 4 5
2. Provides acceptable counseling facilities. 1 2 3 4 5
3. Demonstrates sufficient diversity of background, training, and interests to serve the varied needs of all students. 1 2 3 4 5
4. Continuously upgrades skills and knowledge in order to become more effective in serving the student’s needs. 1 2 3 4 5
5. Provides acceptable system for filing and displaying educational and vocational information. 1 2 3 4 5
6. Works with faculty members concerning student data. 1 2 3 4 5
7. Assists teachers in identifying students with special needs or problems. 1 2 3 4 5
8. Collects, compiles, and maintains essential information about each student. 1 2 3 4 5
9. Provides personal/social guidance. 1 2 3 4 5
10. Assists students in developing decision-making skills. 1 2 3 4 5
11. Demonstrates in group guidance sessions the importance of having a good attitude toward work and toward people. 1 2 3 4 5
12. Provides educational and occupational planning. 1 2 3 4 5
13. Provides career-related activities at a specific time during the school year. 1 2 3 4 5
14. Arranges for guest speakers from business, industry, and armed services to speak to students concerning the world of work. 1 2 3 4 5
15. Provides for individual counseling sessions. 1 2 3 4 5
16. Provides for group counseling sessions. 1 2 3 4 5
17. Provides for positive relationships among guidance, administration, faculty, and students. 1 2 3 4 5
18. Explores long-range educational and career plans. 1 2 3 4 5
19. Provides acceptable guidance-related materials. 1 2 3 4 5
20. Assists students in making unbiased career choices. 1 2 3 4 5
21. Provides placement services for students. 1 2 3 4 5
22. Provides follow-up activities. 1 2 3 4 5

ADDITIONAL COMMENTS:
PROGRAM REVIEW INSTRUMENT FOR VOCATIONAL GUIDANCE PROGRAMS
MISSISSIPPI DEPARTMENT OF EDUCATION
Vocational-Technical Education
Program Review Instrument For Vocational Guidance Programs
SCHOOL NAME PRINTED HERE

School/Location: ___________________________ _________________________
Budget/Program: ___________________________ _________________________
Performed by: _______________________________________________________

To be completed for each vocational guidance program.

CRITERION I : GUIDANCE

Guidance services are provided to assist all vocational students in determining their interests, aptitudes, and abilities; selecting the program that meets their career/vocational goals; and expanding their individual options.

Y/N SOI Indicators:

____ ____ 1. The MDE/OVTE Program of Work is implemented and evidenced in a current local calendar of activities.
____ ____ 2. Guidance services (individual and/or group) are provided to all vocational-technical students to assist them in the development and use of cognitive and affective skills which lead to a better understanding of self and others in the world of work.
____ ____ 3. Guidance services coordinate student assessment, employability skills training, program retention, placement, and follow-up activities in cooperation with instructors. Counselors maintain an educational and job placement file.
____ ____ 4. Guidance personnel assist in coordinating the integration of academic and vocational skills (including those in Tech Prep, School-to-Careers, and Work-Based Learning initiatives).
____ ____ 5. Guidance services provide assistance to instructors in student recruitment, including recruitment of special populations students.
____ ____ 6. Guidance personnel provide services which assist special needs learners in obtaining skills necessary to be successful in vocational-technical programs.

Y/N/NA SOI Indicators:

____ ____ 7. Guidance services provide accurate and adequate occupational, educational, personal, and social information for vocational-technical students to use in effective decision-making and problem-solving.
____ ____ 8. Guidance services collect and utilize appraisal data about vocational-technical students for purposes such as placement of students in programs, identification of special needs of students, career decision-making, etc.
____ ____ 9. Guidance personnel take advantage of professional growth opportunities.
____ ____ 10. Guidance services are provided which direct students to appropriate school and community resources that are capable of meeting individual needs of the students. Guidance personnel serve as liaisons between the students and the resources.
____ ____ 11. Guidance services are provided which conduct student/staff evaluations annually to determine if the present vocational guidance programs fill the needs for which they are designed.
# TEACHER/ADMINISTRATOR EVALUATION OF THE SCHOOL COUNSELOR

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. ___ ___ ___ The counselor is someone I can discuss problems with.

2. ___ ___ ___ The counselor is competent to help both teachers and pupils.

3. ___ ___ ___ The counselor has dealt with problems and difficult situations with tact and diplomacy.

4. ___ ___ ___ The counselor is usually there when I need him/her.

5. ___ ___ ___ The counselor is doing what I generally consider to be his/her job.

Strengths of the counselor’s role are: __________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

The counselor could help me more by: _________________________________________________________

________________________________________________________________________________________

There is no need to sign this form or in any way identify yourself. It is meant as a general survey. Please place in the counselor’s mailbox when completed.

Thank you.
COUNSELING PROGRAM EVALUATION SURVEY

At the beginning of the school, you were asked to indicate areas of need.

Please indicate by a check in the first column areas in which your needs were sufficiently met. Indicate in the second column areas in which needs were not adequately met.

1   2

___ ___ 1. Counseling individual children.
___ ___ 2. Counseling groups of children.
___ ___ 3. Counseling teachers regarding particular students.
___ ___ 4. Interpreting data available on pupils.
___ ___ 5. Aiding teachers in finding appropriate materials to use in specific instances.
___ ___ 6. Aiding teachers in determining when and where referrals could be made.
___ ___ 7. Consulting teachers on establishing a more effective learning climate in the classroom.
___ ___ 8. Participating in parent-teacher conferences.
___ ___ 9. Other

COMMENTS:
EVALUATION FORM
TEACHER OPINION SURVEY OF COUNSELING SERVICES

Please check Yes or No for each item. Do not sign your name, and be honest in your responses because you will not offend the counselor by the way you feel. After completing, please place in my mailbox. Thanks.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you referred any pupils for counseling this year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have you referred any pupils for psychological testing this year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you referred any pupils for behavior and/or emotional problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have you received prompt attention to your referrals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have you received sufficient feed-back information on the cases you have referred this year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Have you been satisfied with that feed-back information?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Have you been able to see any changes in behavior, attitude, or performance of your pupils seen by the counselor this year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do you think the counselor should be available more for help on general classroom problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do you think the counselor should spend more of his/her allotted time in this school on counseling with groups of children?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do you think the counselor's role is somewhat authoritarian since he/she works closely with the principal?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Do you think the counselor should be a specialist in childhood behavior instead of being a link between teacher and special agencies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Do you think the counselor should be a consultant for teachers in helping plan special classroom projects or lessons dealing character training, vocational guidance, drug education, sex education?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Have you been able to contact or see your counselor this year as needed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How do you think this school's guidance services might be improved? (Check by rating in order of priority, 1 through 8).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. More allotted time for services in this school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. More teacher orientation on services available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Counselor to be more available at a certain time and place for unscheduled conferences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. More home visitation by counselor to provide more background information on pupils to teachers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. More counselor contact with PTA leadership and other community leaders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Professional literature provided by counselors to help teachers better understand special problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Teachers to be more involved in counselor-parent conferences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Other?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

________________________________________________________________________
________________________________________________________________________

X-22
# TEACHER/ADMINISTRATOR
Secondary Counseling Evaluation Form

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the Counseling Program encourage the feeling of self-worth of the individual student?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the Counseling Program identify and deal with individual differences in children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is the Counseling Program a helping agent in assisting the student to find his/her own answers to his/her individual problems?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Has the Counseling Program &quot;had a positive effect on the total school climate&quot;?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does the Counseling Program maintain warm, non-judgmental availability to students?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do the counselors maintain appropriate levels of genuineness?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do the counselors maintain good judgment in emergency situations?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Do the counselors utilize effective counseling techniques?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do the counselors establish and maintain rapport with colleagues?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Do the counselors assist the students in adjusting to the scholastic, social, and personal demands of school life?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please list below any questions for strengthening our Counseling Program.
Date: ______________________

PARENT EVALUATION
OF
COUNSELING SERVICES

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. My child talks about the school counselor at home.

2. The elementary counselor works with all the children in the school.

3. If I had a concern about my child's progress at school, I would feel free to contact the counselor.

4. If my child had a special problem about school or school-related activities, I would encourage him/her to talk with the counselor.

5. I would like to see small groups set up for parents who wish to discuss child rearing problems or concerns.

Please list any feelings you may have about the elementary Counseling Program . . . its strengths or weaknesses!
COMPETENCY XI
COMPETENCY XI

Demonstrates professionalism

1. Ethical Issues: Tips for School Counselors
2. Ethical Standards for School Counselors (ASCA)
3. Code of Ethics (ACA)
4. Mississippi Department of Education Certification Requirements for School Counselors
5. Principles of Confidentiality
6. Demonstrate Professionalism (Examples)
7. Ethical Complaint Procedures and Discipline of Counselors

See also:
Competency I - Using ethical standards with guidance committees.
ETHICAL ISSUES:
TIPS FOR SCHOOL COUNSELORS

School counselors should:

1. Act in the best interests of their clients at all times. Act in good faith and in the absence of malice.

2. Inform clients of possible limitations on the counseling relationship prior to beginning the relationship.

3. Increase awareness of person values, attitudes, and beliefs; and refer when personal characteristics hinder effectiveness.

4. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.

5. Be able to fully explain why they did what they did. A theoretical rationale should undergird counseling strategies and interventions.

6. Encourage family involvement, where possible, when working with minors in sensitive areas which might be controversial.

7. Follow written job descriptions. Be sure that what they are doing is defined as an appropriate function in their setting.

8. Read and adhere to the ethical standards of their profession. Keep copies of the ethical standards on hand, review them periodically, and act accordingly.

9. Consult with other professionals (colleagues, superiors, counselor educators, professional association ethics committees, etc.). Have a readily accessible support network of professionals.

10. Join appropriate professional associations. Read association publications and participate in professional development opportunities.

11. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.

12. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.
AMERICAN SCHOOL COUNSELOR ASSOCIATION
ETHICAL STANDARDS FOR SCHOOL COUNSELORS

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived:

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
5. The counselor-client relationship is private and thereby requires compliance with all laws, policies and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Counseling Association (ACA), and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors was developed to complement the ACA standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of the document are to:

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to pupils, patrons, professional colleagues, school and community, self, and the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional deportment.

A. RESPONSIBILITIES TO PUPILS
The school counselor:
1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purpose, goal, techniques, and rules of procedure under which she/he may received counseling assistance at or before the time when the counseling relationship is entered. Prior malice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.
5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.

6. Makes appropriate referrals when professional assistance can no longer be adequately provided for and protected.

7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.

8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.

9. Informs the appropriate authorities when the counselee’s condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.

10. Provides explanations of the nature, purposes, and results of tests in language that is understanding to the client(s).

11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. RESPONSIBILITIES TO PARENTS

The school counselor:

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.

2. Informs parents of the counselor’s role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.

3. Provides parents with accurate, comprehensive and relevant information in an objective and caring manner.

4. Treats information received from parents in a confidential and appropriate manner.

5. Shares information about a counselee only with those persons properly authorized to receive such information.

6. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee’s effectiveness and welfare.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

The school counselor:

1. Establishes and maintains a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum guidance and counseling services.

2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.

4. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.

5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.
D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

The school counselor:

1. Supports and protects the educational program against any infringement not in the best interest of pupils.
2. Informs appropriate officials of conditions that may be potentially disruptive of damaging to the school’s mission, personnel and property.
3. Delineates and promotes the counselor’s role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. RESPONSIBILITIES TO SELF

The school counselor:

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of the potential effects of personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.
PREAMBLE

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics and the Standards of Practice. The Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association.

SECTION A: THE COUNSELING RELATIONSHIP

A.1. CLIENT WELFARE

a. Primary Responsibility.

The primary responsibility of counselors is to respect the dignity and to promote the welfare of clients.

b. Positive Growth and Development.

Counselors encourage client growth and development in ways that foster the clients’ interest and welfare; counselors avoid fostering dependent counseling relationships.

c. Counseling Plans.

Counselors and their clients work jointly in devising integrated, individual counseling plans that offer reasonable promise of success and are consistent with abilities and circumstances of clients. Counselors and clients regularly review counseling plans to ensure their continued viability and effectiveness, respecting clients’ freedom of choice. (See A.3.b.)

d. Family Involvement.

Counselors recognize that families are usually important in clients’ lives and strive to enlist family understanding and involvement as a positive resource, when appropriate.
e. Career and Employment Needs.

Counselors work with their clients in considering employment in jobs and circumstances that are consistent with the clients’ overall abilities, vocational limitations, physical restrictions, general temperament, interest and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs. Counselors neither place nor participate in placing clients in positions that will result in damaging the interest and the welfare of clients, employers, or the public.

A.2. RESPECTING DIVERSITY

a. Nondiscrimination.

Counselors do not condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status. (See C.5.a, C.5.b., and D.1.i.)

b. Respecting Differences.

Counselors will actively attempt to understand the diverse cultural backgrounds of the clients with whom they work. This includes, but is not limited to, learning how the counselor’s own cultural/ethnic/racial identify impacts her/his values and beliefs about the counseling process. (See E.8. and F.2.i.)

A.3. CLIENT RIGHTS

a. Disclosure to Clients.

When counseling is initiated, and throughout the counseling process as necessary, counselors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks and benefits of services to be performed, and other pertinent information. Counselors take steps to ensure that clients understand the implication of diagnosis, the intended use of test and reports, fees and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations, including supervision and/or treatment team professionals; to obtain clear information about their case records; to participate in the ongoing counseling plans; and to refuse any recommended services and be advised of the consequences of such refusal. (See E.5.a and G.2.)


Counselors offer clients the freedom to choose whether to enter into a counseling relationship and to determine which professional(s) will provide counseling. Restrictions that limit choices of clients are fully explained. (See A.1.c.)
c. Inability to Give Consent.

When counseling minors or persons unable to give voluntary informed consent, counselors act in these clients’ best interests. (See B.3.)

A.4. CLIENTS SERVED BY OTHERS

If a client is receiving services from another mental health professional, counselors, with client consent, inform the professional persons already involved and develop clear agreements to avoid confusion and conflict for the client. (See C.6.c.)

A.5. PERSONAL NEEDS AND VALUES


In the counseling relationship, counselors are aware of the intimacy and responsibilities inherent in the counseling relationship, maintain respect for clients, and avoid actions that seek to meet their personal needs at the expense of clients.

b. Personal Values.

Counselors are aware of their own values, attitudes, beliefs, and behaviors and how these apply in a diverse society, and avoid imposing their values on clients. (See C.5.a.)

A.6 DUAL RELATIONSHIPS

a. Avoid When Possible.

Counselors are aware of their influential positions with respect to clients, and they avoid exploiting the trust and dependency of clients. Counselors make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. (Examples of such relationships include, but are not limited to, familial, social, financial, business, or close personal relationships with clients.) When a dual relationship cannot be avoided, counselors take appropriate professional precautions such as informed consent, consultation, supervision, and documentation to ensure that judgment is not impaired and no exploitation occurs. (See F.1.b.)

b. Superior/Subordinate Relationships.

Counselors do not accept as clients superiors or subordinates with whom they have administrative, supervisory, or evaluative relationships.
A.7. SEXUAL INTIMACIES WITH CLIENTS


Counselors do not have any type of sexual intimacies with clients and do not counsel persons with whom they have had a sexual relationship.

b. Former Clients.

Counselors do not engage in sexual intimacies with former clients within a minimum of two years after terminating the counseling relationship. Counselors who engage in such relationship after two years following termination have the responsibility to thoroughly examine and document that such relations did not have an exploitative nature, based on factors such as duration of counseling, amount of time since counseling, termination circumstances, client’s personal history and mental status, adverse impact on the client, and actions by the counselor suggesting a plan to initiate a sexual relationship with the client after termination.

A.8. MULTIPLE CLIENTS

When counselors agree to provide counseling services to two or more persons who have a relationship (such as husband and wife, or parents and children), counselors clarify at the outset which person or persons are clients and the nature of the relationships they will have with each involved person. If it becomes apparent that counselors may be called upon to perform potentially conflicting roles, they clarify, adjust, or withdraw from roles appropriately. (See B.2. and B.4.d.)

A.9. GROUP WORK

a. Screening.

Counselors screen prospective group counseling/therapy participants. To the extent possible, counselors select members whose needs and goals are compatible with goals of the group, who will not impede the group process, and whose well-being will not be jeopardized by the group experience.

b. Protecting Clients.

In a group setting, counselors take reasonable precautions to protect clients from physical or psychological trauma.
A.10. FEES AND BARTERING
(See D.3.a. and D.3.b.)

a. Advance Understanding.

Counselors clearly explain to clients, prior to entering the counseling relationship, all financial arrangements related to professional services including the use of collection agencies or legal measures for nonpayment. (A.11.c.)

b. Establishing Fees.

In establishing fees for professional counseling services, counselors consider the financial status of clients and locality. In the event that the established fee structure is inappropriate for a client, assistance is provided in attempting to find comparable services of acceptable cost. (See A.10.d, D.3.a., and D.3.b.)

c. Bartering Discouraged.

Counselors ordinarily refrain from accepting goods or services from clients in return for counseling services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. Counselors may participate in bartering only if the relationship is not exploitive, if the client requests it, if a clear written contract is established, and if such arrangements are an accepted practice among professionals in the community. (See A.6.a.)

d. Pro Bono Service.

Counselors contribute to society by devoting a portion of their professional activity to services for which there is little or no financial return (pro bono).

A.11. TERMINATION AND REFERRAL

a. Abandonment Prohibited.

Counselors do not abandon or neglect clients in counseling. Counselors assist in making appropriate arrangements for the continuation of treatment, when necessary, during interruptions such as vacations, and following termination.

b. Inability to Assist Clients.

If counselors determine an inability to be of professional assistance to clients, they avoid entering or immediately terminate a counseling relationship. Counselors are knowledgeable about referral resources and suggest appropriate alternatives. If clients decline the suggested referral, counselors should discontinue the relationship.
c. **Appropriate Termination.**

Counselors terminate a counseling relationship, securing client agreement when possible, when it is reasonably clear that the client is no longer benefiting, when services are no longer required, when counseling no longer serves the client’s needs or interests, when clients do not pay fees charged, or when agency or institution limits do not allow provision of further counseling services. (See A.10.b. and C.2.g.)

**A.12. COMPUTER TECHNOLOGY**

a. **Use of Computers.**

When computer applications are used in counseling services, counselors ensure that: (1) the client is intellectually, emotionally, and physically capable of using the computer application; (2) the computer application is appropriate for the needs of the client; (3) the client understands the purpose and operation of the computer application; and (4) a follow-up of client use of a computer application is provided to correct possible misconceptions, discover inappropriate use, and assess subsequent needs.

b. **Explanation of Limitations.**

Counselors ensure that clients are provided information as a part of the counseling relationship that adequately explains the limitations of computer technology.

c. **Access to Computer Applications.**

Counselors provide for equal access to computer applications in counseling services. (See A.2.a.)

**SECTION B: CONFIDENTIALITY**

**B.1. RIGHT TO PRIVACY**

a. **Respect for Privacy.**

Counselors respect their clients’ right to privacy and avoid illegal and unwarranted disclosures of confidential information. (See A.3.a. and B.6.a.)

b. **Client Waiver.**

The right to privacy may be waived by the client or their legally recognized representative.
c. Exceptions.

The general requirement that counselors keep information confidential does not apply when disclosure is required to prevent clear and imminent danger to the client or others or when legal requirements demand that confidential information be revealed. Counselors consult with other professionals when in doubt as to the validity of an exception.

d. Contagious, Fatal Diseases.

A counselor who receives information confirming that a client has a disease commonly known to be both communicable and fatal is justified in disclosing information to an identifiable third party, who by his or her relationship with the client is at a high risk of contracting the disease. Prior to making a disclosure the counselor should ascertain that the client has not already informed the third party about his or her disease and that the client is not intending to inform the third party in the immediate future. (See B.1.c and B.1.f)

e. Court Ordered Disclosure

When court ordered to release confidential information without a client’s permission, counselors request to the court that the disclosure not be required due to potential harm to the client or counseling relationship. (See B.1.c.)

f. Minimal Disclosure

When circumstances require the disclosure of confidential information, only essential information is revealed. To the extent possible, clients are informed before confidential information is disclosed.

g. Explanation of Limitations.

When counseling is initiated and throughout the counseling process as necessary, counselors inform clients of the limitations of confidentiality and identify foreseeable situations in which confidentiality must be breached. (See G.2.a.)

h. Subordinates.

Counselors make every effort to ensure that privacy and confidentiality of clients are maintained by subordinates including employees, supervisees, clerical assistants, and volunteers. (See B.1.a.)

i. Treatment Teams.

If client treatment will involve a continued review by a treatment team, the client will be informed of the team’s existence and composition.
B.2. GROUPS AND FAMILIES

a. Group Work.

In group work, counselors clearly define confidentiality and the parameters for the specific group being entered, explain its importance, and discuss the difficulties related to confidentiality involved in group work. The fact that confidentiality cannot be guaranteed is clearly communicated to group members.

b. Family Counseling.

In family counseling, information about one family member cannot be disclosed to another member without permission. Counselors protect the privacy rights of each family member. (See A.8., B.3., and B.4.d.)

B.3. MINOR OR INCOMPETENT CLIENTS

When counseling clients who are minors or individuals who are unable to give voluntary, informed consent, parents or guardians may be included in the counseling process as appropriate. Counselors act in the best interests of clients and take measures to safeguard confidentiality. (See A.3.c.)

B.4. RECORDS


Counselors maintain records necessary for rendering professional services to their clients and as required by laws, regulations, or agency or institution procedures.

b. Confidentiality of Records.

Counselors are responsible for securing the safety and confidentiality of any counseling records they create, maintain, transfer, or destroy whether the records are written, taped, computerized, or stored in any other medium. (See B.1.a.)

c. Permission to Record or Observe.

Counselors obtain permission from clients prior to electronically recording or observing sessions. (See A.3.a.)

d. Client Access.

Counselors recognize that counseling records are kept for the benefit of clients, and therefore provide access to records and copies of records when requested by competent clients, unless the records contain information that may be misleading and detrimental to the client. In situations
involving multiple clients, access to records is limited to those parts of records that do not include confidential information related to another client. (See A.8., B.1.a, and B.2.b.)

e. Disclosure or Transfer.

Counselors obtain written permission from clients to disclose or transfer records to legitimate third parties unless exceptions to confidentiality exist as listed in Section B.1. Steps are taken to ensure that receivers of counseling records are sensitive to their confidential nature.

B.5. RESEARCH AND TRAINING

a. Data Disguise Required.

Use of data derived from counseling relationships for purposes of training, research, or publication is confined to content that is disguised to ensure the anonymity of the individuals involved. (See B.1.g. and G.3.d.)

b. Agreement for Identification.

Identification of a client in a presentation or publication is permissible only when the client has reviewed the material and has agreed to its presentation or publication. (See G.3.d.)

B.6. CONSULTATION

a. Respect for Privacy.

Information obtained in a consulting relationship is discussed for professional purposes only with persons clearly concerned with the case. Written and oral reports present data germane to the purposes of the consultation, and every effort is made to protect client identity and avoid undue invasion of privacy.

b. Cooperating Agencies.

Before sharing information, counselors make efforts to ensure that there are defined policies in other agencies serving the counselor’s clients that effectively protect the confidentiality of information.

SECTION C: PROFESSIONAL RESPONSIBILITY

C.1. STANDARDS KNOWLEDGE

Counselors have a responsibility to read, understand, and follow the Code of Ethics and the Standards of Practice.
C.2. PROFESSIONAL COMPETENCE


Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors will demonstrate a commitment to gain knowledge, personal awareness, sensitivity, and skills pertinent to working with a diverse client population.

b. New Speciality Areas of Practice.

Counselor practice in specialty areas new to them only after appropriate education, training, and supervised experience. While developing skills in new specialty areas, counselors take steps to ensure the competence of their work and to protect others from possible harm.

c. Qualified for Employment.

Counselors accept employment only for positions for which they are qualified by education, training, supervised experience, state and national professional credentials, and appropriate professional experience. Counselors hire for professional counseling positions only individuals who are qualified and competent.

d. Monitor Effectiveness.

Counselors continually monitor their effectiveness as professionals and take steps to improve when necessary. Counselors in private practice take reasonable steps to seek out peer supervision to evaluate their efficacy as counselors.

e. Ethical Issues Consultation.

Counselors take reasonable steps to consult with other counselors or related professionals when they have questions regarding their ethical obligations or professional practice. (See H.1.)

f. Continuing Education.

Counselors recognize the need for continuing education to maintain a reasonable level of awareness of current scientific and professional information in their fields of activity. They take steps to maintain competence in the skills they use, are open to new procedures, and keep current with the diverse and/or special populations with whom they work.

g. Impairment.

Counselors refrain from offering or accepting professional services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and, if necessary, limit, suspend, or terminate their professional responsibilities. (See A.11.c)
C.3. ADVERTISING AND SOLICITING CLIENTS

a. Accurate Advertising.

There are no restrictions on advertising by counselors except those that can be specifically justified to protect the public from deceptive practices. Counselors advertise or represent their services to the public by identifying their credentials in an accurate manner that is not false, misleading, deceptive, or fraudulent. Counselors may only advertise the highest degree earned which is in counseling or a closely related field from a college or university that was accredited when the degree was awarded by one of the regional accrediting bodies recognized by the Council on Postsecondary Accreditation.

b. Testimonials.

Counselors who use testimonials do not solicit them from clients or other persons who, because of their particular circumstances, may be vulnerable to undue influence.

c. Statements by Others.

Counselors make reasonable efforts to ensure that statements made by others about them or the profession of counseling are accurate.

d. Recruiting Through Employment.

Counselors do not use their places of employment or institutional affiliation to recruit or gain clients, supervisees, or consultees for their private practices. (See C.5.e.)

e. Products and Training Advertisements.

Counselors who develop products related to their profession or conduct workshops or training events ensure that the advertisements concerning these products or events are accurate and disclose adequate information for consumers to make informed choices.

f. Promoting to Those Served.

Counselors do not use counseling, teaching, training, or supervisory relationships to promote their products or training events in a manner that is deceptive or would exert undue influence on individuals who may be vulnerable. Counselors may adopt textbooks they have authored for instruction purposes.

g. Professional Association Involvement.

Counselors actively participate in local, state, and national associations that foster the development and improvement of counseling.
C.4. CREDENTIALS

a. Credentials Claimed.

Counselors claim or imply only professional credentials possessed and are responsible for correcting any known misrepresentations of their credentials by others. Professional credentials include graduate degrees in counseling or closely related mental health fields, accreditation of graduate programs, national voluntary certifications, government-issued certifications or licenses, ACA professional membership, or any other credential that might indicate to the public specialized knowledge or expertise in counseling.

b. ACA Professional Membership.

ACA professional members may announce to the public their membership status. Regular members may not announce their ACA membership in a manner that might imply they are credentialed counselors.

c. Credential Guidelines.

Counselors follow the guidelines for use of credentials that have been established by the entities that issue the credentials.

d. Misrepresentation of Credentials.

Counselors do not attribute more to their credentials than the credentials represent, and do not imply that other counselors are not qualified because they do not possess certain credentials.

e. Doctoral Degrees from Other Fields.

Counselors who hold a master’s degree in counseling or a closely related mental health field, but hold a doctoral degree from other than counseling or a closely related field do not use the title, “Dr.” in their practices and do not announce to the public in relation to their practice or status as a counselor that they hold a doctorate.

C.5. PUBLIC RESPONSIBILITY

a. Nondiscrimination.

Counselors do not discriminate against clients, students, or supervisees in a manner that has a negative impact based on their age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status, or for any other reason. (See A.2.a.)

b. Sexual Harassment.

Counselors do not engage in sexual harassment. Sexual harassment is defined as sexual solicitation, physical advance, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with professional activities or roles, and that either: (1) is unwelcome, is offensive,
or creates a hostile workplace environment, and counselors know or are told this; or (2) is sufficiently severe or intense to be perceived as harassment to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or multiple persistent or pervasive acts.

c. Reports to Third Parties.

Counselors are accurate, honest, and unbiased in reporting their professional activities and judgments to appropriate third parties including courts, health insurance companies, those who are the recipients of evaluation reports, and others. (See B.1.g.)

d. Media Presentations.

When counselors provide advice or comment by means of public lectures, demonstrations, radio or television programs, pre-recorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate professional counseling literature and practice; (2) the statements are otherwise consistent with the Code of Ethics and the Standards of Practice; and (3) the recipients of the information are not encouraged to infer that a professional counseling relationship has been established. (See C.6.b.)

e. Unjustified Gains.

Counselors do not use their professional positions to seek or receive unjustified personal gains, sexual favors, unfair advantage, or unearned goods or services. (See C.3.d.)

C.6. RESPONSIBILITY TO OTHER PROFESSIONALS

a. Different Approaches

Counselors are respectful of approaches to professional counseling that differ from their own. Counselors know and take into account the traditions and practices of other professional groups with which they work.

b. Personal Public Statements.

When making personal statements in a public context, counselors clarify that they are speaking from their personal perspectives and that they are not speaking on behalf of all counselors or the profession. (See C.5.d)

c. Clients Served by Others.

When counselors learn that their clients are in a professional relationship with another mental health professional, they request release from clients to inform the other professionals and strive to establish positive and collaborative professional relationships. (See A.4.)
SECTION D: RELATIONSHIPS WITH OTHER PROFESSIONALS

D.1. RELATIONSHIPS WITH EMPLOYERS AND EMPLOYEES

a. Role Definition.

Counselors define and describe for their employers and employees the parameters and levels of their professional roles.

b. Agreements.

Counselors establish working agreements with supervisors, colleagues, and subordinates regarding counseling or clinical relationships, confidentiality, adherence to professional standards, distinction between public and private material, maintenance and dissemination of recorded information, workload, and accountability. Working agreements in each instance are specified and made known to those concerned.

c. Negative Conditions.

Counselors alert their employers to conditions that may be potentially disruptive or damaging to the counselor's professional responsibilities or that may limit their effectiveness.

d. Evaluation.

Counselors submit regularly to professional review and evaluation by their supervisor or the appropriate representative of the employer.

e. In-Service.

Counselors are responsible for in-service development of self and staff.

f. Goals.

Counselors inform their staff of goals and programs.

g. Practices.

Counselors provide personnel and agency practices that respect and enhance the rights and welfare of each employee and recipient of agency services. Counselors strive to maintain the highest levels of professional services.

h. Personnel Selection and Assignment

Counselors select competent staff and assign responsibilities compatible with their skills and experiences.
i. **Discrimination.**

Counselors, as either employers or employees, do not engage in or condone practices that are inhumane, illegal, or unjustifiable (such as considerations based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, or socioeconomic status) in hiring, promotion, or training. (See A.2.a. and C.5.b.)

j. **Professional Conduct.**

Counselors have a responsibility both to clients and to the agency or institution within which services are performed to maintain high standards of professional conduct.

k. **Exploitive Relationships.**

Counselors do not engage in exploitive relationships with individuals over whom they have supervisory, evaluative, or instructional control or authority.

l. **Employer Policies.**

The acceptance of employment in an agency or institution implies that counselors are in agreement with its general policies and principles. Counselors strive to reach agreement with employers as to acceptable standards of conduct that allow for changes in institutional policy conducive to the growth and development of clients.

**D.2. Consultation**  
(See B.6.)

a. **Consultation as an Option.**

Counselors may choose to consult with any other professionally competent person about their clients. In choosing consultants, counselors avoid placing the consultant in a conflict of interest situation that would preclude the counselor's efforts to help the client. Should counselors be engaged in a work setting that compromises this consultation standard, they consult with other professionals whenever possible to consider justifiable alternatives.

b. **Consultant Competency.**

Counselors are reasonably certain that they have or the organization represented has the necessary competencies and resources for giving the kind of consulting services needed and that appropriate referral resources are available.

c. **Understanding with Clients.**

When providing consultation, counselors attempt to develop with their clients a clear understanding of problem definition, goals for change, and predicted consequences of interventions selected.
d. Consultant Goals.

The consultant relationship is one in which client adaptability and growth toward self-direction are consistently encouraged and cultivated. (See A.1.b.)

D.3. FEES FOR REFERRAL

a. Accepting Fees from Agency Clients.

Counselors refuse a private fee or other remuneration for rendering services to persons who are entitled to such services through the counselor's employing agency or institution. The policies of a particular agency may make explicit provisions for agency clients to receive counseling services from members of its staff in private practice. In such instances, the clients must be informed of other options open to them should they seek private counseling services. (See A.10.a., A.11.b., and C.3.d.)

b. Referral Fees.

Counselors do not accept a referral fee from other professionals.

D.4. SUBCONTRACTOR ARRANGEMENTS

When counselors work as subcontractors for counseling services for a third party, they have a duty to inform clients of the limitations of confidentiality that the organization may place on counselors in providing counseling services to clients. The limits of such confidentiality ordinarily are discussed as part of the intake session. (See B.1.e. and B.1.f.)

SECTION E:
EVALUATION, ASSESSMENT, AND INTERPRETATION

E.1. GENERAL

a. Appraisal Techniques.

The primary purpose of educational and psychological assessment is to provide measures that are objective and interpretable in either comparative or absolute terms. Counselors recognize the need to interpret the statements in this section as applying to the whole range of appraisal techniques, including test and nontest data.

b. Client Welfare.

Counselors promote the welfare and best interests of the client in the development, publication, and utilization of educational and psychological assessment techniques. They do not misuse assessment results and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. They respect the client's right to know the results, the interpretations made, and the bases for their conclusions and recommendations.
E.2. COMPETENCE TO USE AND INTERPRET TESTS

a. Limits of Competence.

Counselors recognize the limits of their competence and perform only those testing and assessment services for which they have been trained. They are familiar with reliability, validity, related standardization, error of measurement, and proper application of any technique utilized. Counselors using computer-based test interpretations are trained in the construct being measured and the specific instrument being used prior to using this type of computer application. Counselors take reasonable measures to ensure the proper use of psychological assessment techniques by persons under their supervision.

b. Appropriate Use.

Counselors are responsible for the appropriate application, scoring, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use computerized or other services.

c. Decisions Based on Results.

Counselors responsible for decisions involving individuals or policies that are based on assessment results have a thorough understanding of educational and psychological measurement, including validation criteria, test research, and guidelines for test development and use.

d. Accurate Information.

Counselors provide accurate information and avoid false claims or misconceptions when making statements about assessment instruments or techniques. Special efforts are made to avoid unwarranted connotations of such terms as IQ and grade equivalent scores. (See C.5.c.)

E.3. INFORMED CONSENT

a. Explanation to Clients.

Prior to assessment, counselors explain the nature and purpose of assessment and the specific use of results in language the client (or other legally authorized person on behalf of the client) can understand, unless an explicit exception to this right has been agreed upon in advance. Regardless of whether scoring and interpretation are completed by counselors, by assistants, or by computer or other outside services, counselors take reasonable steps to ensure that appropriate explanations are given to the client.

b. Recipients of Results.

The examinee's welfare, explicit understanding, and prior agreement determine the recipients of test results. Counselors include accurate and appropriate interpretations with any release of individual or group test results. (See B.1.a. and C.5.c.)
E.4.  RELEASE OF INFORMATION TO COMPETENT PROFESSIONALS

a.  Misuse of Results.

Counselors do not misuse assessment results, including test results, and interpretations, and take reasonable steps to prevent the misuse of such by others. (See C.5.c.)

b.  Release of Raw Data.

Counselors ordinarily release data (e.g., protocols, counseling or interview notes, or questionnaires) in which the client is identified only with the consent of the client or the client's legal representative. Such data are usually released only to persons recognized by counselors as competent to interpret the data. (See B.1.a.)

E.5.  PROPER DIAGNOSIS OF MENTAL DISORDERS

a.  Proper Diagnosis.

Counselors take special care to provide proper diagnosis of mental disorders. Assessment techniques (including personal interview) used to determine client care (e.g., locus of treatment, type of treatment, or recommended follow-up) are carefully selected and appropriately used. (See A.3.a. and C.5.c.)

b.  Cultural Sensitivity.

Counselors recognize that culture affects the manner in which clients' problems are defined. Clients' socioeconomic and cultural experience is considered when diagnosing mental disorders.

E.6  TEST SELECTION

a.  Appropriateness of Instruments.

Counselors carefully consider the validity, reliability, psychometric limitations, and appropriateness of instruments when selecting tests for use in a given situation or with a particular client.

b.  Culturally Diverse Populations.

Counselors are cautious when selecting tests for culturally diverse populations to avoid inappropriateness of testing that may be outside of socialized behavioral or cognitive patterns.

E.7.  CONDITIONS OF TEST ADMINISTRATION

a.  Administration Conditions.

Counselors administer tests under the same conditions that were established in their standardization. When tests are not administered under standard conditions or when unusual
behavior or irregularities occur during the testing session, those conditions are noted in interpretation, and the results may be designated as invalid or of questionable validity.

b. Computer Administration.

Counselors are responsible for ensuring that administration programs function properly to provide clients with accurate results when a computer or other electronic methods are used for test administration. (See A.12.b.)

c. Unsupervised Test-Taking.

Counselors do not permit unsupervised or inadequately supervised use of tests or assessments unless the tests or assessments are designed, intended, and validated for self-administration and/or scoring.

d. Disclosure of Favorable Conditions.

Prior to test administration, conditions that produce most favorable test results are made known to the examinee.

E.8 DIVERSITY IN TESTING

Counselors are cautious in using assessment techniques, making evaluations, and interpreting the performance of populations not represented in the norm group on which an instrument was standardized. They recognize the effects of age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, and socioeconomic status on test administration and interpretation and place test results in proper perspective with other relevant factors. (See A.2.a.)

E.9 TEST SCORING AND INTERPRETATION

a. Reporting Reservations.

In reporting assessment results, counselors indicate any reservations that exist regarding validity or reliability because of the circumstances of the assessment or the inappropriateness of the norms for the person tested.

b. Research Instruments.

Counselors exercise caution when interpreting the results of research instruments possessing insufficient technical data to support respondent results. The specific purposes for the use of such instruments are stated explicitly to the examinee.

c. Test Services.

Counselors who provide test scoring and test interpretation services to support the assessment process confirm the validity of such interpretations. They accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications
applicable to their use. The public offering of an automated test interpretations service is considered a professional-to-professional consultation. The formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.

**E.10 TEST SECURITY**

Counselors maintain the integrity and security of test and other assessment techniques consistent with legal and contractual obligations. Counselors do not appropriate, reproduce, or modify published tests or parts thereof without acknowledgment and permission from the publisher.

**E.11. OBSOLETE TEST AND OUTDATED TEST RESULTS**

Counselors do not use data or test results that are obsolete or outdated for the current purpose. Counselors make every effort to prevent the misuse of obsolete measures and test data by others.

**E.12. TEST CONSTRUCTION**

Counselors use established scientific procedures, relevant standards, and current professional knowledge for test design in the development, publication, and utilization of educational and psychological assessment techniques.

**SECTION F: TEACHING, TRAINING, AND SUPERVISION**

**F.1. COUNSELOR EDUCATORS AND TRAINERS**

a. **Educators as Teachers and Practitioners.**

Counselors who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession, are skilled in applying that knowledge, and make students and supervisees aware of their responsibilities. Counselors conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior. Counselor educators should make an effort to infuse material related to human diversity into all courses and/or workshops that are designed to promote the development of professional counselors.

b. **Relationship Boundaries with Students and Supervisees.**

Counselors clearly define and maintain ethical, professional, and social relationship boundaries with their students and supervisees. They are aware of the difference in power that exists and the student's or supervisee's possible incomprehension of that power differential. Counselors explain to students and supervisees the potential for the relationship to become exploitive.
c. Sexual Relationships.

Counselors do not engage in sexual relationships with students or supervisees and do not subject them to sexual harassment. (See A.6. and C.5.b)

d. Contributions to Research.

Counselors give credit to students or supervisees for their contributions to research and scholarly projects. Credit is given through coauthorship, acknowledgment, footnote statement, or other appropriate means, in accordance with such contributions. (See G.4.b. and G.4.c.)
e. Close Relatives.

Counselors do not accept close relatives as students or supervisees.

f. Supervision Preparation.

Counselors who offer clinical supervision services are adequately prepared in supervision methods and techniques. Counselors who are doctoral students serving as practicum or internship supervisors to master's level students are adequately prepared and supervised by the training program.

g. Responsibility for Services to Clients.

Counselors who supervise the counseling services of others take reasonable measures to ensure that counseling services provided to clients are professional.

h. Endorsement.

Counselors do not endorse students or supervisees for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.

**F.2 COUNSELOR EDUCATION AND TRAINING PROGRAMS**

a. Orientation.

Prior to admission, counselors orient prospective students to the counselor education or training program's expectations, including but not limited to the following: (1) the type and level of skill acquisition required for successful completion of the training, (2) subject matter to be covered, (3) basis for evaluation, (4) training components that encourage self-growth or self-disclosure as part of the training process, (5) the type of supervision settings and requirements of the sites for required clinical field experiences, (6) student and supervisee evaluation and dismissal policies and procedures, and (7) up-to-date employment prospects for graduates.
b. Integration of Study and Practice.

Counselors establish counselor education and training programs that integrate academic study and supervised practice.

c. Evaluation.

Counselors clearly state to students and supervisees, in advance of training, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and experiential components. Counselors provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program.

d. Teaching Ethics.

Counselors make students and supervisees aware of the ethical responsibilities and standards of the profession and the students' and supervisees' ethical responsibilities to the profession. (See C.1. and F.3.e.)

e. Peer Relationships.

When students or supervisees are assigned to lead counseling groups or provide clinical supervision for their peers, counselors take steps to ensure that students and supervisees placed in these roles do not have personal or adverse relationships with peers and that they understand they have the same ethical obligations as counselor educators, trainers, and supervisors. Counselors make every effort to ensure that the rights of peers are not compromised when students or supervisees are assigned to lead counseling groups or provide clinical supervision.

f. Varied Theoretical Positions.

Counselors present varied theoretical positions so that students and supervisees may make comparisons and have opportunities to develop their own positions. Counselors provide information concerning the scientific bases of professional practice. (See C.6.a.)

g. Field Placements.

Counselors develop clear policies within their training program regarding field placement and other clinical experiences. Counselors provide clearly stated roles and responsibilities for the student or supervisee, the site supervisor, and the program supervisor. They confirm that site supervisors are qualified to provide supervision and are informed of their professional and ethical responsibilities in this role.

h. Dual Relationships as Supervisors.

Counselors avoid dual relationships such as performing the role of site supervisor and training program supervisor in the student's or supervisee's training program. Counselors do not accept any form of professional services, fees, commissions, reimbursement, or remuneration from a site for student or supervisee placement.
i. Diversity in Programs.

Counselors are responsive to their institution's and program's recruitment and retention needs for training program administrators, faculty, and students with diverse backgrounds and special needs. (See A.2.a.)

F.3 STUDENTS AND SUPERVISEES

a. Limitations.

Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisee for assistance. Counselors assure that students and supervisees have recourse to address decisions made, to require them to seek assistance, or to dismiss them.

b. Self-Growth Experiences.

Counselors use professional judgment when designing training experiences conducted by the counselors themselves that require student and supervisee self-growth or self-disclosure. Safeguards are provided so that students and supervisees are aware of the ramifications their self-disclosure may have, on counselors whose primary role as teacher, trainer, or supervisor requires acting on ethical obligations to the profession. Evaluative components of experiential training experiences explicitly delineate predetermined academic standards that are separate and not dependent on the student's level of self-disclosure. (See A.6.)

c. Counseling for Students and Supervisees.

If students or supervisees request counseling, supervisors or counselor educators provide them with acceptable referrals. Supervisors or counselor educators do not serve as counselor to students or supervisees over whom they hold administrative, teaching, or evaluative roles unless this is a brief role associated with a training experience. (See A.6.b.)

d. Clients of Students and Supervisees.

Counselors make every effort to ensure that the clients at field placements are aware of the services rendered and the qualifications of the students and supervisees rendering those services. Clients receive professional disclosure information and are informed of the limits of confidentiality. Client permission is obtained in order for the students and supervisees to use any information concerning the counseling relationship in the training process. (See B.1.e.)
e. Standards for Students and Supervisees.

Students and supervisees preparing to become counselors adhere to the Code of Ethics and the Standards of Practice. Students and supervisees have the same obligations to clients as those required of counselors. (See H.1.)

SECTION G: RESEARCH AND PUBLICATION

G.1 RESEARCH RESPONSIBILITIES

a. Use of Human Subjects

Counselors plan, design, conduct, and report research in a manner consistent with pertinent ethical principles, federal and state laws, host institutional regulations, and scientific standards governing research with human subjects. Counselors design and conduct research that reflects cultural sensitivity appropriateness.

b. Deviation from Standard Practices.

Counselors seek consultation and observe stringent safeguards to protect the rights of research participants when a research problem suggests a deviation from standard acceptable practices. (See B.6.)

c. Precautions to Avoid Injury.

Counselors who conduct research with human subjects are responsible for the subject's welfare throughout the experiment and take reasonable precautions to avoid causing injurious psychological physical, or social effects to their subjects.

d. Principal Researcher Responsibility.

The ultimate responsibility for ethical research practice lies with the principal researcher. All others involved in the research activities share ethical obligations and full responsibility for their own actions.

e. Minimal Interference.

Counselors take reasonable precautions to avoid causing disruptions in subjects' lives due to participation in research.

f. Diversity.

Counselors are sensitive to diversity and research issues with special populations. They seek consultation when appropriate. (See A.2.a. and B.6.)
G.2 INFORMED CONSENT

a. Topics Disclosed.

In obtaining informed consent for research, counselors use language that is understandable to research participants and that: (1) accurately explains the purpose and procedures to be followed; (2) identifies any procedures that are experimental or relatively untried; (3) describes the attendant discomforts and risks; (4) describes the benefits or changes in individuals or organizations that might be reasonably expected; (5) discloses appropriate alternative procedures that would be advantageous for subjects; (6) offers to answer any inquiries concerning the procedures; (7) describes any limitations on confidentiality; and (8) instructs that subjects are free to withdraw their consent and to discontinue participation in the project at any time. (See B.1.f.)

b. Deception.

Counselors do not conduct research involving deception unless alternative procedures are not feasible and the prospective value of the research justifies the deception. When the methodological requirements of a study necessitate concealment or deception, the investigator is required to explain clearly the reasons for this action as soon as possible.

c. Voluntary Participation.

Participation in research is typically voluntary and without any penalty for refusal to participate. Involuntary participation is appropriate only when it can be demonstrated that participation will have no harmful effects on subjects and is essential to the investigation.

d. Confidentiality of Information.

Information obtained about research participants during the course of an investigation is confidential. When the possibility exists that others may obtain access to such information, ethical research practice requires that the possibility, together with the plans for protecting confidentiality, be explained to participants as a part of the procedure for obtaining informed consent. (See B.1.e.)

e. Person Incapable of Giving Informed Consent.

When a person is incapable of giving informed consent, counselors provide an appropriate explanation, obtain agreement for participation and obtain appropriate consent from a legally authorized person.

f. Commitments to Participants.

Counselors take reasonable measures to honor all commitments to research participants.
g. Explanations After Data Collection.

After data are collected, counselors provide participants with full clarification of the nature of the study to remove any misconceptions. Where scientific or human values justify delaying or withholding information, counselors take reasonable measures to avoid causing harm.

h. Agreements to Cooperate.

Counselors who agree to cooperate with another individual in research or publication incur an obligation to cooperate as promised in terms of punctuality of performance and with regard to the completeness and accuracy of the information required.

i. Informed Consent for Sponsors.

In the pursuit of research, counselors give sponsors, institutions, and publication channels the same respect and opportunity for giving informed consent that they accord to individual research participants. Counselors are aware of their obligation to future research workers and ensure that host institutions are given feedback information and proper acknowledgment.

G.3. REPORTING RESULTS

a. Information Affecting Outcome.

When reporting research results, counselors explicitly mention all variables and conditions known to the investigator that may have affected the outcome of a study or the interpretation of data.

b. Accurate Results.

Counselors plan, conduct, and report research accurately and in a manner that minimizes the possibility that results will be misleading. They provide thorough discussions of the limitations of their data and alternative hypotheses. Counselors do not engage in fraudulent research, distort data, misrepresent data, or deliberately bias their results.

c. Obligation to Report Unfavorable Results.

Counselors communicate to other counselors the results of any research judged to be of professional value. Results that reflect unfavorably on institutions, programs, services, prevailing opinions, or vested interests are not withheld.

d. Identity of Subjects.

Counselors who supply data, aid in the research of another person, report research results, or make original data available take care to disguise the identity of respective subjects in the absence of specific authorization from the subjects to do otherwise. (See B.1.g. and B.5.a.)
e. Replication Studies.

Counselors are obligated to make available sufficient original research data to qualified professionals who may wish to replicate the study.

G.4. PUBLICATION

a. Recognition of Others.

When conducting and reporting research, counselors are familiar with and give recognition to previous work on the topic, observe copyright laws, and give full credit to those to whom credit is due. (See F.1.d. and G.4.c.)

b. Contributors.

Counselors give credit through joint authorship, acknowledgment, footnote statements, or other appropriate means to those who have contributed significantly to research or concept development in accordance with such contributions. The principal contributor is listed first and minor technical or professional contributions are acknowledged in notes or introductory statements.

c. Student Research.

For an article that is substantially based on a student's dissertation or thesis, the student is listed as the principal author. (See F.1.d. and G.4.a.)

d. Duplicate Submission.

Counselors submit manuscripts for consideration to only one journal at a time. Manuscripts that are published in whole or in substantial part in another journal or published work are not submitted for publication without acknowledgment and permission from the previous publication.

e. Professional Review.

Counselors who review material submitted for publication research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted it.

SECTION H: RESOLVING ETHICAL ISSUES

H.1 KNOWLEDGE OF STANDARDS

Counselors are familiar with the Code of Ethics and the Standards of Practice and other applicable ethics codes from other professional organizations of which they are members, or from certification and licensure bodies. Lack of knowledge or misunderstanding of an ethical responsibility is not a defense against a charge of unethical conduct. (See F.3.e.)
H.2. SUSPECTED VIOLATIONS

a. Ethical Behavior Expected.

Counselors expect professional associates to adhere to the Code of Ethics. When counselors possess reasonable cause that raises doubts as to whether a counselor is acting in an ethical manner, they take appropriate action. (See H.2.d. and H.2.e.)

b. Consultation.

When uncertain as to whether a particular situation or course of action may be in violation of the Code of Ethics, counselors consult with other counselors who are knowledgeable about ethics, with colleagues, or with appropriate authorities.

c. Organization Conflicts.

If the demands of an organization with which counselors are affiliated pose a conflict with the Code of Ethics, counselors specify the nature of such conflicts and express to their supervisors or other responsible officials their commitment to the Code of Ethics. When possible, counselors work toward change within the organization to allow full adherence to the Code of Ethics.

d. Informal Resolution.

When counselors have reasonable cause to believe that another counselor is violating an ethical standard, they attempt to first resolve the issue informally with the other counselor if feasible, providing that such action does not violate confidentiality rights that may be involved.

e. Reporting Suspected Violations.

When an informal resolution is not appropriate or feasible, counselors, upon reasonable cause, take action such as reporting the suspected ethical violation to state or national ethics committees, unless this action conflicts with confidentiality rights that cannot be resolved.

f. Unwarranted Complaints.

Counselors do not initiate, participate in, or encourage the filing of ethics complaints that are unwarranted or intend to harm a counselor rather than to protect clients or the public.

H.3 COOPERATION WITH ETHICS COMMITTEES

Counselors assist in the process of enforcing the Code of Ethics. Counselors cooperate with investigations, proceedings, and requirements of the ACA Ethics Committee or ethics committees of other duly constituted associations or boards having jurisdiction over those charged with a violation. Counselors are familiar with the ACA Policies and Procedures and use it as a reference in assisting the enforcement of the Code of Ethics.
MDE CERTIFICATION/LICENSURE REQUIREMENTS
FOR
SCHOOL COUNSELORS

NOTE: Please refer to current guidelines from the Mississippi Department of Education for certification/licensure requirements.

Guidance Counselor Certificate

Those applying for a Guidance Counselor Certificate must:

(1) Hold a standard teaching certificate;
(2) Complete an approved master's degree program for guidance counselor; and
(3) Score at or above the proficiency level on the speciality area test for guidance counselor.

OR

(1) Complete an approved master's degree program for guidance counselor which includes a full year internship; and
(2) Score at or above the proficiency level on the core battery of the NTE and the specialty area test for guidance counselors.

A provisional certificate will be issued once these requirements have been met. Upon successful completion of the provisional period, a standard certificate will be issued.

Provisional Educator Appraisal Program

During the provisional period, the licensed employee must participate in the state-mandated provisional assessment program. The instrument used in this process is the Mississippi Counselor Assessment Instrument (MCAI).

The provisionally licensed teacher will be recommended for standard certification after demonstrating mastery of all competencies at the prescribed level, provided, of course, all other requirements for the standard certificate have been satisfied. However, as a minimum, the provisionally licensed teacher must demonstrate mastery of at least 60% of the competencies during the first provisional year (after trial two), a minimum of 75% mastery during the second provisional year (after trial four), and 100% mastery during the third year (after trial six).

Classes of Certificates

A Class A certificate requires as a minimum a baccalaureate degree. This is the entry level for most teachers.

A Class AA certificate requires a Class A teaching certificate, a master’s degree in the area in which certification is sought, necessary educational coursework as outlined by the college/university for institutional recommendation, and appropriate NTE scores. Class AA is
the entry level for the following areas: Audiologist, Emotionally Handicapped, Speech/Language Specialist, School Psychometrist, Guidance Counselor, and Administrator/Supervisor.

A Class AAA certificate requires a Class A teaching certificate, a specialist degree or doctoral degree in the area in which certification is sought, necessary educational course work outlined by the college/university for institutional recommendation, and satisfactory NTE scores. Class AAA is the entry level for School Psychologist.

A Class AAAA certificate requires a Class A teaching certificate, a doctoral degree in the area in which certification is sought, necessary educational coursework outlined by the college/university for institutional recommendation, and satisfactory NTE scores.
PRINCIPLES OF CONFIDENTIALITY
(A position statement approved by
ASCA governing Board, November,
1974; reviewed and reaffirmed 1980)

Introduction

The members of the American School Counselor Association affirm their belief in the worth and
dignity of the individual. It is the professional responsibility of school counselors to fully respect
the right to privacy of those with whom they enter counseling relationships.

A counseling relationship requires an atmosphere of trust and confidence between the client and
the counselor. A client has the right to privacy and to expect confidentiality. This confidentiality
must not be abridged by the counselor except where there is a clear and present danger to the
client or to other persons.

The counselor reserves the right to consult with other professionally competent persons when this
is in the interest of the client. Confidentiality assures that disclosures made will not be divulged
to others except when authorized by the client. Counseling information used in research and
training of counselors should fully guarantee the anonymity of the counselee.

In the event of possible judicial proceedings the counselor should initially advise the school
administration as well as the counselee if available, and, if necessary, consult legal counsel.
When reports are required to be produced, every effort should be made to limit demands for
information to those matters essential for the purposes of the legal proceeding.

Guidelines

1. The main purpose of privileged communication is to offer counselees a relationship in
   which they will be able to deal with what concerns them without fear of disclosure.

2. In reality, it is the client who is privileged. It is the client's own information and the client
   has the right to say who shall have access to it and who shall not.

3. The counselor and client must be provided with adequate physical facilities that guarantee
   the confidentiality of the counseling relationship.

4. With the enactment of Public Law 93-380 which speaks to the rights and privacy of
   parents and students, great care should be taken with recorded information.

5. Counselors must be concerned about individuals who have access to confidential
   information. Counselors must adhere to PL 93-380.

6. All faculty and administrative personnel should receive in-service training concerning the
   privacy rights of students. Counselors should assume the primary responsibility for
   educating school personnel in this area.
7. It should be the policy of each school to guarantee secretaries adequate working space so that students and school personnel will not come into contact with confidential information, even inadvertently.

8. Counselors should undertake a periodic review of information requested of their clients. Only relevant information should be retained.

9. Counselors must not discuss matters over the telephone. A counselor should insist that a request for information be made in writing on official stationery.

10. Counselors should be aware that it is much more difficult to guarantee confidentiality in group counseling than in individual counseling.

11. Communications made in good faith concerning a student may be classified as privileged by the courts and the communicating parties will be protected by law against legal actions seeking damages for libel or slander. Generally, it may be said that an occasion of this particular privilege arises when one acts in the bona fide discharge of a public or private duty. This privilege may be abused or lost by malice, improper and unjustifiable motive, bad faith, or excessive publication.

12. When a counselor is in doubt about what to release in a judicial proceeding, the counselor should arrange a conference with the judge to explain the counselor's dilemma and get advice on how to proceed.

13. Counselors have a responsibility to encourage school administrators to develop written policies concerning the ethical handling of all records in their school system. The development of additional guidelines relevant to the local situation is encouraged.

14. Finally, it is strongly recommended that state and local counselor associations implement these principles and guidelines with appropriate legislation.

With passage of the Family Educational Rights and Privacy Act, Public Law 93-380 (The Buckley Amendment), great care must be taken with recorded information. It is essential that counselors familiarize themselves with this new law which is a part of the omnibus education amendments of 1974, and support its intent to all their publics.

Provision of this law on parent and student rights and privacy:

1. Deny federal funds to any education institution that refuses a student's parents access to their child's school record. Parents also have the right to challenge the accuracy of any records.

2. Deny federal funds if records are released to outside groups without parent consent, with exception of other school officials, officials in other schools (transfer), some federal officials, court orders and financial aid applications, with clearance procedures of parents even on the exceptions.
All counselors should have a copy of the complete law. The section pertaining to rights and privacy is on pages 88-91 of the law, and may be requested from your congressman. A draft of proposed regulation pertaining to the law was published in the Monday, January 6, 1975 *Federal Register*.
Demonstrate Professionalism

This material will assist you in understanding the requirements of this competency.

Professionalism is a very broad concept that is important to school counselors. It is the responsibility of counselors to use their best judgment and utilize the knowledge and skills they have acquired regarding the counseling process. Counselors often are called upon to make decisions and take actions that no one monitors. For instance, in an individual counseling session with a student or in a conference with an individual parent, only the counselor knows what actually is said or done. As a result, counselors must clearly communicate to others, practice their skills and use their knowledge in an ethical fashion, and adhere to board and school policies. Most often, only counselors themselves know whether they have acted in a responsible and professional manner.

All educators must serve as role models for the students they serve. In addition, they must be able to demonstrate they are educated themselves if they are to gain the respect of their students. Effective communication skills are essential if counselors are to be effective in helping others resolve their problems. For these reasons, school counselors are expected to use correct oral and written communication.

School counselors are given a great deal of latitude in determining how their work will be accomplished and receive little direct supervision. It is, therefore, vital that they perform their responsibilities in a way that is within the policies of the schools in which they work, acceptable to society's moral principles, and consistent with the ethical standards of their profession. An immoral or unethical counselor can do great harm to those served who often are vulnerable in some way.

Professionals in our society generally have the privilege of unsupervised practice. However, they must demonstrate they have the knowledge and skills necessary to make decisions without direct supervision.

Indicator 37
Adheres to board/school policies

School board policies and policies developed by each school are important in that they provide a framework within which schools operate in an orderly fashion. If there were no policies, school counselors would be forced to make decisions without guidelines and their jobs would be much more difficult. Policies are rules and procedures and may relate to employee's responsibilities, student conduct, grading of students, or any number of school activities.

Counselors who accept employment in a school must abide by all policies. If counselors feel that a policy is unfair, illegal, inappropriate, or unethical, they should seek a change in the policy through administrative channels. The Ethical Standards of the American Counseling Association indicate that counselors should consider terminating affiliation with a school if they, "...cannot reach agreement with the employer as to acceptable standards of conduct that allow for changes in institutional policy not conducive to the positive growth and development of
clients...." However, as long as counselors choose to continue working in a school, policies, like laws, must be followed even if counselors do not agree with them.

Counselors are able to abide by policies only if they know what the policies are. Counselors have a responsibility to inform themselves of school board policies and policies of their individual schools. Schools often provide orientations for new counselors that include an overview of important policies. However, if no such summary is given to counselors, they must locate policy documents and educate themselves.

Public school board written policies are public information that might be available to counselors in different circumstances. Counselors should request from their principal an opportunity to read any written school board or individual school policies that are available.

If written policies are available, counselors should read the policies carefully and make sure they understand each one. If counselors do not understand a particular policy, they should ask their principal for clarification.

If no written policies are available, counselors should ask school administrators to tell them which policies they are expected to follow in doing their jobs.

Counselors are not expected to memorize every policy written by a school board or individual school. However, it is important that counselors know areas in which policies exist so they can read the policy or ask questions about it if a situation arises in that area. Counselors are expected to know any important policies that affect the daily tasks they perform.

One way counselors could demonstrate they adhere to board and school policies is by discussing with their evaluator some of the policies that are particularly relevant to their positions as school counselors. During these discussions, counselors should demonstrate their adherence to policies by giving examples in which they have acted in accordance with such policies. Three examples are given below. In these examples, counselors are speaking to their principals.

**Example One:** I know that it is a policy of this school that students who are absent due to illness must be given an opportunity to make up any tests they missed during their absence. Last week, a ninth grade student told me during an interview that he was afraid he was going to fail algebra during this grading period because he was given zeros on daily quizzes when he was out with the flu. His absences were excused. I spoke with his teacher about the situation, verified what he had told me was true, and informed her of the policy. She indicated that she always drops the five lowest test grades, but agreed to let him take the test in order to abide by the policy.

**Example Two:** I know that it is a school board policy that any time I suspect that a child might have been abused I must make a written report immediately to you (the principal). Three weeks ago, a second grade student came into my office for a routine matter. I noticed two burns on her hand. I asked her what happened and she told me that her stepfather burned her hand with a cigarette two days ago when she misbehaved. I immediately filed a written report with you. I followed your instructions after you had notified social services and we called the mother and stepfather in for a conference to discuss the matter.
Example Three: I know that there is a school policy that states that teachers and counselors must not leave the school building during school hours without notifying and receiving permission from the principal first. My child called me after lunch one day from his school and told me he was ill and needed a ride home. I went to the office and informed you of the situation. You gave me permission to leave and to stay at home with my child the remainder of the day if he was ill enough to warrant my absence from school.

A second way counselors could demonstrate they adhere to board and school policies is to explain guidance office rules or procedures and indicate how such rules or procedures conform to board and school policies. Three examples of how this might be accomplished are given below. Again, in these examples, counselors are speaking to their principals.

Example One: Students are required to have a signed permission slip from their teacher if they come to the guidance office during classes. This slip is required because there is a school policy that students must attend classes and cannot be in the hallways during classes without written permission from their teachers.

Example Two: Student assistants who are assigned to the guidance office are not allowed to look at any student records. We have this rule to conform to the school board policy that only parents, guardians, or school officials with a legitimate educational purpose may see student records without written permission from the parents or guardians.

Example Three: All students who receive more than one failing grade on their report cards during a given grading period are called to the guidance office to discuss their academic progress. We do this because we think it is a good idea but we also realize there is school policy that all students who receive two failing grades must be counseled within two weeks of receiving their cards.
As was stated in the introduction to this competency, counselors must act ethically to ensure that students are not harmed.

The American Counseling Association is the professional organization that represents all counselors in the United States. School counselors have their own subgroup entitled the American School Counselor Association. In addition, there is a state branch of the American Counseling Association which is named the Mississippi Counseling Association. It also has a subgroup, the Mississippi School Counselor Association. Generally, school counselors join these two national and two state associations so they can keep informed of new developments in the profession of school counseling. Membership in professional associations indicate that school counselors are committed to their profession.

The American Counseling Association publishes Ethical Standards and all counselors, whether or not they belong to the association, are expected to abide by these standards in rendering counseling services.

Ethical standards for all professions are very broad and general. They provide guidelines for providing professional services in an ethical manner. They do not, however, give guidelines for resolving specific ethical dilemmas. Professional counselors are expected to know their ethical standards and to avoid violating any of them.

School counselors should carefully read sections A, B, C, E, G, and H of the Code of Ethics and Standards of Practice. As they read these sections, they should think about their duties as a school counselor and determine whether they are practicing in an ethical manner. If they are not presently following the standards, they should alter their behavior.

In order to demonstrate they adhere to the Ethical Standards of the American Counseling Association, school counselors should consider taking the following steps:

1. Obtain, read, and keep a copy of the standards. In addition, copies may be purchased from the American Counseling Association by calling the following toll-free number during normal working hours: 800-347-6647.

2. Join one or more of the following associations: the American Counseling Association, the Mississippi Counseling Association, and the Mississippi School Counselor Association. In order to join the school counselor organizations, counselors must join the parent groups as well. Membership information for the national organizations can be obtained by calling the following toll-free numbers during normal working hours: American Counseling Association, 800-347-6647; American School Counselor Association, 800-306-4722. Information about the state organizations may be obtained by writing: MCA, P.O. Box 5565, Brandon, MS 39042.
(3) Attend presentations related to ethics at conventions sponsored by the associations listed above.

(4) Read journal and newsletter articles related to ethics that are published by the associations listed above.

(5) Consult with professional colleagues and university counselor educators if you are confronted with an ethical dilemma that is not addressed in the published Code of Ethics and Standards of Practice. If a consensus of opinion can be reached by a number of professionals on how to proceed in an ethical manner, that is your best course of action.
INTRODUCTION

Professions are self-disciplining and practitioners are concerned that associates are competent and ethical. Candidates who are accepted into a profession usually accept the profession's code of ethics and hold themselves responsible for adhering to those ethics.

The Mississippi Counseling Association (MCA) is the professional organization in the state of Mississippi that concerns itself with the monitoring of the ethical behavior of those persons who call themselves "counselors." The Association believes that those persons engaged in the practice of guidance, counseling, and student development services in the state of Mississippi should adhere to the current Code of Ethics and Standards of Practice of the American Counseling Association.

COMPLAINT PROCEDURES

FILING A COMPLAINT

A formal complaint of unethical conduct against a counselor is serious matter. It immediately puts into action the investigative processes of the Mississippi Counseling Association, provided that the complaint is against a Mississippi Counseling Association member. If the counselor is not a Mississippi Counseling Association member, the person bringing the complaint will be given suggested procedures to follow to address the grievance individually.

A complaint may be filed by submitting a letter to the Mississippi Counseling Association, setting forth the facts on which the complaint is based. Copies of the documents, letters, or other materials that pertain to the complaint should be attached. The complaint should be signed and should include the full name, address, and telephone number of both the person filing the complaint and the counselor about whom the complaint is filed. Complaints must be signed in order to be acted upon; however, if requested the complainant's name will be kept confidential and written permission will be required for its use if an investigation is conducted.

FORMAL HEARING

Following an investigation, the Professional Affairs Committee or ad hoc Committee shall conduct a formal hearing. The purpose of the hearing is to determine whether an ethical violation has occurred. Both the counselor charged and the complainant have a right to be present and to speak before the Committee. Care will be taken to adhere to accepted rules of
confidentiality. If the Professional Affairs Committee determines that no ethical violation has occurred, the complaint will be dismissed; and the entire file about the complaint will be destroyed. In cases so determined, the counselor shall be notified, and an apology will be offered. If the Professional Affairs Committee or ad hoc Committee finds that an ethical violation has occurred, it will be expected to take appropriate action. Possible actions will be restricted to one or more of the actions indicated below.

**ACTION ON COMPLAINTS**

Action on complaints regarding counselors in Mississippi may take one of several forms, depending on the particular circumstances:

1. Advise the counselor to stop the unethical practice and to take positive, corrective action. Require the counselor's written agreement to stop the unethical practice. (If written agreement is not received within fifteen (15) calendar days, one or more of the following actions will be taken.)

2. Place the counselor on probation as a member of MCA for a period of time to be specified by the Committee.

3. Suspend membership in MCA for a period of time to be specified by the Committee.

4. Expel the counselor from MCA membership.

5. Recommend to the complainant that the complainant take legal action.

6. Notify ACA and other professional organizations, State Licensing Board, and NBCC of the action taken by the Committee.

**APPEAL PROCEDURES**

Appeals will be heard only in such cases wherein the appellant presents evidence that the sanction imposed by the Committee has been arbitrary or capricious or that the procedures outlined in this document have not been followed.

The complainant and accused shall be advised of the appeal procedure by the Chairperson of the Professional Affairs Committee. The following procedures shall govern appeals:

1. The review committee shall be composed of members of the administrative council of MCA.

2. The appeal must be in writing to the MCA president and indicate the basis upon which it is made.

3. The review committee shall review all materials considered by the MCA Professional Affairs Committee.
4. Within thirty (30) days of this review, each member shall submit to the MCA president a written statement giving his/her opinion regarding the decision of the Professional Affairs Committee. Each member shall concur with or dissent from the decision of the Professional Affairs Committee.

5. The president of MCA will reach a decision based on the considered opinions of the review committee from the following alternatives:

   (a) Support the decision of the Professional Affairs Committee.
   (b) Reverse the decision of the Professional Affairs Committee.

6. The parties to the appeal shall be advised of the action in writing by the MCA president.

GENERAL CONSIDERATIONS

The complainant may expect that the Mississippi Counseling Association will be genuinely concerned with the complaint. It will receive full and prompt attention. No complaint is ever "swept under the rug."

The complainant may be asked for one or more interviews by an investigating member from the MCA.

The complainant may be called as a witness at any formal hearing held on the complaint.

The complainant may expect to be notified of the final outcome of the complaint.

The complainant should not expect to receive from the investigation or hearing any money damages or reimbursement for loss.

The complainant should not expect to be given detailed reasons for the final disposition that is made of the complaint.

The Mississippi Counseling Association and its members appreciate the public's interest, and sincerely hope that the matter giving rise to each complaint will be disposed of in a satisfactory manner.
APPENDIX A:

TECH PREP
What is the Counselor’s Role in Tech Prep?

<table>
<thead>
<tr>
<th>Administrators</th>
<th>Counselors</th>
<th>Business/Industry Labor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Postsecondary</td>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OVERVIEW OF TECH PREP

WHAT?
What is TECH PREP? TECH PREP is a concept designed to guarantee more students will enter the American workplace with at least an associate degree level of education or a two-year certificate.

TECH PREP IS:
- A blending of academic and vocational-technical competencies
- A Community College parallel course of study
- A course of study for technical careers
- An elimination of the general track
- A raising of the level of expectations for all students
- A total community effort
- A partnership between the junior high, the high school, the community college, business/industry, community leaders, parents, and students

WHY?
Why TECH PREP? Competition for new businesses and industries is fierce. Just as the United States is in competition with other countries in the world, each state in this country is competing for new and expanding industries and economic growth. Likewise, each county in Mississippi is in competition for new job opportunities for its citizens. To be truly competitive, we must offer more.

There has always been a close connection between the educational level of the citizens of a community and its economic growth and development. TECH PREP provides students an opportunity to become part of a technically sophisticated workforce which can attract new industries and businesses.

A high school diploma is no longer the ticket to a good paying job. We need to consider the idea that a person’s education should span at least 14 years -- high school plus two years at a community college and the commitment to lifelong learning.

The job market does not demand a great number of four-year college graduates. It does, however, demand employees who can solve technical problems and share ideas with others.

The TECH PREP program was developed to guide students into courses which will form a firm academic and technological foundation on which to build their futures.

PURPOSE?
What are the purposes of TECH PREP?

The purposes of TECH PREP are to:
- Provide a curriculum that encourages a smooth transition from high school to employment and postsecondary education programs
- Increase the number of high school graduates who continue their education in a postsecondary institution
- Increase the number of high school graduates prepared for entry into technical occupations
- Prepare students to live and work in a highly technical world
TECH PREP DISCOVERY COURSES

CAREER DISCOVERY (7TH GRADE)

Description
- Uses activities to explore selected careers in each of the cluster areas
- Promotes self-awareness, career exploration, and educational planning
- Makes students aware of career opportunities and transferable skills among clusters

Major Goals of Career Discovery
- To introduce basic concepts related to careers and career planning
- To develop basic understanding of aptitudes, interests, and abilities
- To develop basic competencies related to problem solving, human relations, and other core career skills
- To explore careers in selected areas through hands-on activities
- To develop a tentative career/educational plan

COMPUTER DISCOVERY (8TH GRADE)

Description
- Uses an innovative multi-media environment
- Provides fundamental skills in microcomputer operation including:
  - Keyboarding
  - DOS and file management
  - Word processing
  - Spreadsheet
  - Database
  - Telecommunications
  - Desktop publishing
- Expands student competencies related to human relations, problem solving, careers, and educational planning

Major Goals of Computer Discovery
- To develop basic competency in the use of the alphabetic keyboard by touch
- To develop basic understanding of DOS and file management procedures
- To develop fundamental competencies in using word processing, databases, spreadsheet, telecommunications, and desktop publishing software
- To develop an understanding of how computers are used in occupations in the career clusters

TECHNOLOGY DISCOVERY (9TH GRADE)

Description
- Uses the modular instructional approach which allows students to work in teams
- Provides students with fundamental knowledge about technology and its applications

Major Goals of Technology Discovery
- To identify technological resources and apply them within the occupational clusters
- To use technological processes to solve problems within the cluster areas
- To apply teamwork, positive self-concept, and leadership skills
- To apply and transfer knowledge and skills regarding diverse technological systems
COMPREHENSIVE CAREER COUNSELING PROGRAM

OVERVIEW
Counselors are at the center of planning and implementing the comprehensive counseling program. Mississippi’s Tech Prep counseling component is designed to organize and expand competency-based career development strategies, activities, and experiences that will assist ALL students in making realistic career plans. These plans are initiated at the seventh grade and undated annually through the twelfth grade. Appropriate educational opportunities and career resources are made available through the public school’s curriculum and career centers.

KEY PLAYERS
Local school districts recognize key groups who work together to assure students have the opportunity for adequate career and educational planning. Key players in this team effort are:

- **Administrators**, who lead, support and make key decisions.
- **Counselors**, who coordinate, select, and plan all activities using career/educational materials for the students entire year of planning.
- **Teachers**, who serve as advisors in a series of meetings each year with small groups of students designed to distribute appropriate career information.
- **Career Center Technicians**, who manage high school career centers and make available career and educational materials every day, so that students will have the broad base of knowledge necessary for forming occupational and educational choices.

KEY COMPONENTS
Counselors coordinate all key component activities. Mississippi’s Comprehensive Career Counseling Program uses three major areas in its approach to career and educational planning. The **Career Center** is the resource unit available to all students and school staff. The **Mississippi Career/Educational Plan** is the tool used to record and update individual plans throughout each year. The **Teacher/Advisor Program** is the vehicle through which those career materials are distributed, advisement is given, and plans are made.

**Career Center**
- Central location in high school
- Easily accessible by all students
- Career Technician available all day
- Provides current occupational/career information, interest inventories, assessments, career profiles, academic requirements, financial aid information, labor market data (national and local)
- Uses latest technology, computers, software, occupational videos, skills enhancement information
Mississippi Career/Educational Plan
- Portfolio/collection of students’ personal data beginning at the 7th grade through 14th
- Interest areas
- Achievement
- Occupational choices with academic pathways
- Counselors’ tool of accountability for service to students and contact with parents

Teacher/Advisor Program
- Helping link between professional guidance services and day-to-day school life of students
- Assurance that student is well-known by at least one adult in the school
- Allows individual/group interviews with ALL students
- Provides assistance to each student with the Career/Educational Plan (occupational choices and academic pathways)
- Assists in school adjustment
- Some personal-social counseling in areas not requiring specialized professional preparation.

Mississippi students have a unique opportunity provided to make focused career decisions through the Tech Prep Initiative. For additional information, see Tech Prep Manuals: (1) Counselor Teacher-Advisor Manual, (2) Mississippi Career/Educational Plan User’s Manual, and (3) Career Center Implementation Manual.
CAREER CENTER TECHNICIAN
Job Description

PURPOSE:
Maintain and organize career/educational materials for accessibility by students, counselors, teachers, and administrators

MINIMUM QUALIFICATIONS:
(1) Paraprofessional, (2) Good Computer Skills, (3) Good Public Relation Skills, (4) Managerial/Organizational Ability

SCHOOL ORGANIZATION POSITION:
Should be directly responsible to the high school principal

SERVICE AREAS:

1. Career Center Management
   - Order materials (consult with counselor) and organize
   - Maintain inventory
   - Maintain center: attractive appearance, displays, bulletin boards
   - Review new catalogs and make recommendations for purchases
   - Handle incoming and outgoing correspondence
   - Keep daily records (student use of center, etc.)

2. Assistance to Students
   - Conduct student orientation to center
   - Provide current job data, career/educational materials
   - Help locate materials, assist in use of career materials
   - Help students in use of computers, software to investigate careers and interests

3. Assistance to Counselors
   - Maintain up-to-date catalog, resources, etc.
   - May assist counselor in conducting career exploration sessions
   - Collect and maintain pertinent student data
   - May assist in development of career/educational plans
   - May assist in administering assessments, inventories (counselor selects and evaluates results)
   - May assist in communication with college recruiters

4. Assistance to Teachers/Advisors
   - Help in scheduling classes/groups to use center
   - Supply pertinent materials for use in completion of career/educational plans
   - Assist students in finding appropriate college catalogs and financial aid exploration
5. **Assistance to Parents/Community**

   - General public relations promoting benefits to students of the Career Center
   - Answer phone with general information, take messages

6. **Assistance to Business/Industry**

   - Help schedule speakers, representatives from business/industry
   - Maintain regular contact regarding job market trends
   - May keep bulletin board with local job openings for students (part-time work)
APPENDIX B:

SCANS COMPETENCIES
SCANS COMPETENCIES\(^1\)

What Work Requires of Schools: A SCANS Report for America 2000

Executive Summary

The Secretary’s Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands.

Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out his charge, the Commission was asked to:

- Define the skills needed for employment;
- Propose acceptable levels of proficiency;
- Suggest effective ways to assess proficiency; and
- Develop a dissemination strategy for the nation’s schools, businesses, and homes.

This report results from our discussions and meetings with business owners, public employers, unions, and workers and supervisors in shops, plants, and stores. It builds on the work of six special panels we established to examine all manner of jobs from manufacturing to government employment. We also commissioned researchers to conduct lengthy interviews with workers in a wide range of jobs.

The message to us was universal: good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment.

Two conditions that arose in the last quarter of the 20th Century have changed the terms for our young people’s entry into the world of work: the globalization of commerce and industry and the explosive growth of technology on the job. These developments have barely been reflected in how we prepare young people for work or in how many of our workplaces are organized. Schools need to do a better job and so do employers. Students and workers must work smarter. Unless they do, neither our schools, our students, nor our businesses can prosper.

SCANS research verifies that what we call \textit{workplace know-how} defines effective job performance today. This know-how has two elements: \textit{competencies} and a \textit{foundation}. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job-performance. (See pages B-4 and B-5.) These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace \textit{contexts} in which they are applied.

We believe, after examining the findings of cognitive science, that the most effective way of learning skills is “in context,” placing learning objectives within a real environment rather than insisting that students first learn in the abstract what they will be expected to apply.

The five SCANS competencies span the chasm between school and the workplace. Because they are needed in workplaces dedicated to excellence, they are hallmarks of today’s expert worker. And they lie behind the quality of every product and service offered on today’s market.

The competencies differ from a person’s technical knowledge. For example, both accountants and engineers manage resources, information, systems, and technology. They require competence in these areas even though building a bridge has little to do with balancing a set of books. But in each profession, the competencies are at least as important as technical expertise. The members of the Commission believe these competencies are applicable from the shop floor to the executive suite. In the broadest sense, the competencies represent the attributes that today’s high-performance employer seeks in tomorrow’s employee.

To describe how this know-how is used on the job, our report provides a series of five scenarios that portray work requirements in the context of the real world. The scenarios show that work involves a complex interplay among the five competencies we have identified and the three elements of the foundation—the basic skills, higher order thinking skills, and diligent application of personal qualities.

The scenarios make clear that tomorrow’s career ladders require even the basic skills—the old 3 Rs—to take on a new meaning. First, all employees will have to read well enough to understand and interpret diagrams, directories, correspondence, manuals, record, charts, graphs, tables, and specifications. Without the ability to read a diverse set of materials, workers cannot locate the descriptive and quantitative information needed to make decisions or to recommend courses of action. What do these reading requirements mean on the job? They might involve:

- interpreting blueprints and materials catalogues;
- dealing with letters and written policy on complaints;
- reading patients’ medical records and medication instructions; and
- reading the text of technical manuals from equipment vendors.

At the same time, most jobs will call for writing skills to prepare correspondence, instruction, charts, graphs, and proposals, in order to make requests, explain, illustrate, and convince. On the job this might require:

- writing memoranda to justify resources or explain plans;
- preparing instructions for operating simple machines;
- developing a narrative to explain graphs or tables; and
- drafting suggested modifications in company procedures.

Mathematics and computational skills will also be essential. Virtually all employees will be required to maintain records, estimate results, use spreadsheets, or apply statistical process controls as they negotiate, identify trends, or suggest new courses of action.
FIVE COMPETENCIES

RESOURCES: Identifies, organizes, plans, and allocates resources
A. Time -- Selects goal-relevant activities, ranks them, allocates time, and prepare and follows schedules
B. Money -- Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Materials and Facilities -- Acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources -- Assesses skills and distributes work accordingly evaluates performance and provides feedback

INTERPERSONAL: Works with others
A. Participates as Member of a Team -- Contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers -- Works to satisfy customers’ expectations
D. Exercises Leadership -- Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates -- Works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity -- Works well with men and women from diverse backgrounds

INFORMATION: Acquires and uses information
A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computers to Process Information

SYSTEMS: Understands complex inter-relationships
A. Understands Systems -- Knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance -- Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems’ performance and corrects malfunctions
C. Improves or Designs Systems -- Suggests modifications to existing systems and develops new or alternative systems to improve performance

TECHNOLOGY: Works with a variety of technologies
A. Selects Technology -- Chooses procedures, tools or equipment including computers and related technologies
B. Applies Technology to Task -- Understands overall intent and proper procedures for setup and operation of equipment
C. Maintains and Troubleshoots Equipment -- Prevents, identifies, or solves problems with equipment, including computers and other technologies

Most of us will not leave our mathematics behind us in school. Instead, we will find ourselves using it on the job, for example, to:

- reconcile differences between inventory and financial records;
- estimate discounts on the spot while negotiating sales;
- use spreadsheet programs to monitor expenditures;
- employ statistical process control procedures to check quality; and
- project resource needs over the next planning period.
Finally, very few of us will work totally by ourselves. More and more, work involves listening carefully to clients and co-workers and clearly articulating one’s own point of view. Today’s worker has to **listen** and **speak** well enough to explain schedules and procedures, communicate with customers, work in teams, understand customer concerns, describe complex systems and procedures, probe for hidden meanings, teach others, and solve problems. On the job, these skills may translate readily into:

- training new workers or explaining new schedules to a work team;
- describing plans to supervisors or clients;
- questioning customers to diagnose malfunctions; and
- answering questions from customers about post-sales service.

### A THREE-PART FOUNDATION

**Basic Skills:** Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- **A. Reading** -- locates, understand, interprets written information in prose and in documents such as manuals, graphs, and schedules
- **B. Writing** -- communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- **C. Arithmetic/Mathematics** -- performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- **D. Listening** -- receives, attends to, interprets, and responds to verbal messages and other cues
- **E. Speaking** -- organizes ideas and communicates orally

**Thinking Skills:** Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- **A. Creative Thinking** -- generates new ideas
- **B. Decision Making** -- specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- **C. Problem Solving** -- recognizes problems and devises and implements plan of action
- **D. Seeing Things in the Mind’s Eye** -- organizes, and processes symbols, pictures, graphs, objects, and other information
- **E. Knowing How to Learn** -- uses efficient learning techniques to acquire and apply new knowledge and skills
- **F. Reasoning** -- discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

**Personal Qualities:** Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- **A. Responsibility** -- exerts a high level of effort and perseveres towards goal attainment
- **B. Self-Esteem** -- believes in own self-worth and maintains a positive view of self
- **C. Sociability** -- demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- **D. Self-Management** -- assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
SCANS estimates that less than half of all young adults have achieved these reading and writing minimums; even fewer can handle the mathematics; and, schools today only indirectly address listening and speaking skills.

Defining the minimum levels of proficiency in the SCANS competencies is also a crucial part of the Commission’s task. It requires judgments about the learning possible in yet-to-be designed schools. It also requires imagining what the workplaces of the year 2000 could and should look like.

Our work on these required levels of proficiency is not complete. We have examined less than a third of the jobs we intend to research. We also wish to hear what others think of our initial efforts. The insert at the top of page B-8 is illustrative of our initial estimates of work-ready levels of proficiency in the five competencies. Proficiency in each competency requires proficiency in the foundation. The contexts displayed come from more extensive scenarios contained in our report. The point we wish to make is that young people leaving school should have both a sufficient foundation and level of understanding of the competencies to exhibit performances like those illustrated.

The minimums we propose will define what makes a young person ready for work at entry levels on career ladders. They represent neither the first nor last step in a process of lifelong learning. Instead, the minimums will be a second step in a progression of skills acquisition. For example, consider scheduling time, part of the SCANS resources competency. A young student (at the preparatory stage) might be expected to make a schedule for him or herself. Being work-ready would require making a schedule for others. At the extreme, a specialist might develop schedules for an airline. (See insert at bottom of page B-8.)

In September 1989 President Bush and the Nation’s governors agreed to six national goals in education to be achieved by the year 2000. By April 1991 a four-part strategy to attain these six goals was announced by President Bush and Secretary of Education Lamar Alexander. This report of the Secretary of Labor’s Commission on Achieving Necessary Skills speaks directly to those goals and to that strategy. It defines what our young people must know and be able to do in order to hold a decent job and earn a decent living.

Our work pertains directly to National Goals #3 and #5 which state:

**Goal #3:** American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. (emphasis added)

**Goal #5** Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. (emphasis added)
## KNOW-HOW

### WORK-READY LEVEL OF PROFICIENCY

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>EXAMPLE OF LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RESOURCES</strong></td>
<td>Develop cost estimates and write proposals to justify the expense of replacing kitchen equipment. Develop schedule for equipment delivery to avoid closing restaurant. Read construction blueprints and manufacturers’ installation requirements to place and install equipment in the kitchen.¹</td>
</tr>
<tr>
<td><strong>INTERPERSONAL</strong></td>
<td>Participate in team training and problem-solving session with multi-cultural staff of waiters and waitresses. Focus on upcoming Saturday night when local club has reserved restaurant after midnight for party. Three people cannot work and team has to address the staffing problem and prepare for handling possible complaints about prices, food quality, or service.²</td>
</tr>
<tr>
<td><strong>INFORMATION</strong></td>
<td>Analyze statistical control charts to monitor error rate. Develop, with other team members, a way to bring performance in production line up to that of best practice in competing plants.³</td>
</tr>
<tr>
<td><strong>SYSTEMS</strong></td>
<td>As part of information analysis above, analyze painting system and suggest how improvements can be made to minimize system downtime and improve paint finish.²</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>Evaluate three new paint spray guns from the point of view of costs, health and safety, and speed. Vendors describe performance with charts and written specifications. Call vendors’ representatives to clarify claims and seek the names of others using their equipment. Call and interview references before preparing a report on the spray guns and making a presentation to management.²</td>
</tr>
</tbody>
</table>

### PROGRESS IN ACQUIRING SKILLS

<table>
<thead>
<tr>
<th>PROFICIENCY LEVEL</th>
<th>PERFORMANCE BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREPARATORY</strong></td>
<td>Scheduling oneself</td>
</tr>
<tr>
<td><strong>WORK-READY</strong></td>
<td>Scheduling small work team</td>
</tr>
<tr>
<td><strong>INTERMEDIATE</strong></td>
<td>Scheduling a production line or substantial construction project</td>
</tr>
<tr>
<td><strong>ADVANCED</strong></td>
<td>Developing roll-out schedule for new product or production plant</td>
</tr>
<tr>
<td><strong>SPECIALIST</strong></td>
<td>Developing algorithm for scheduling airline</td>
</tr>
</tbody>
</table>

¹Competence as demonstrated in a service sector application.

²Competence as demonstrated in a manufacturing sector application.
Our report is intended to contribute to all our parts of the strategy put forth by President Bush in AMERICA 2000 as shown below.

Workforce know-how will be part of the new World Class Standards. However, defining competencies and a foundation is not enough. Schools must teach them. Students must learn them. And, they should be assessed as part of the AMERICA 2000 agenda. Our work on these issues will continue over the coming months. Among the concrete steps SCANS will take in the future are efforts to:

- examine how to create an assessment system that helps students understand what they have to learn and certifies that they have mastered the competencies so that employers and colleges will honor their record of high school performance;
- consider the implications of the SCANS findings for curriculum development, school organization, teacher training, and instruction materials and technology; and
- help the Administration establish the public-private partnership called for in the education strategy, “AMERICA 2000.”

The President of the United States has encouraged all of us to become revolutionaries in the cause of education. For over 200 years Americans have worked to make education part of their national vision, indispensable to democracy and to individual freedom. For at least the last 40 years, we have worked to further the ideal of equity for minority Americans, for the disabled, and for immigrants. With that work still incomplete, we are called to still another revolution -- to create an entire people trained to think and equipped with the know-how to make their knowledge productive.

This new revolution is no less exciting or challenging than those we have already completed. Nor is its outcome more certain. All that is certain is that we must begin.

EXCERPTS FROM AMERICA 2000's FOUR-PART STRATEGY

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>“For Today’s Students: Better and More Accountable Schools—World Class Standards... These standards will incorporate both knowledge and skills, to ensure that, when they leave school, young Americans are prepared for further study and the work force.”</td>
<td>“For Tomorrow’s Students: A New Generation of American Schools. New American Schools: help communities create schools that will reach the national education goals, including World Class Standards.”</td>
<td>“For the Rest of Us (Yesterday’s Students/Today’s Work Force): A Nation of Students—Private-Sector Skills and Standards: Business and labor will be asked...to establish job-related skill standards, built around core proficiencies...”</td>
<td>“Communities Where Learning Can Happen.” AMERICA 2000 Communities. The president is challenging every city, town, and neighborhood...to adopt the six national education goals...[and] develop a report card for measuring progress.”</td>
</tr>
</tbody>
</table>

---

1The White House, April 18, 1991
APPENDIX C:

DEVELOPMENTAL COMPETENCIES
MS DEVELOPMENTAL COUNSELING PROGRAM

PERSONAL-SOCIAL DEVELOPMENT:  Learning to Live Goals

1. Gaining Self-Awareness
2. Developing Positive Attitude
3. Making Healthy Choices
4. Respecting Others
5. Gaining Relationship Skills
6. Developing Relationship Skills
7. Resolving Conflicts
8. Making Effective Decisions

EDUCATIONAL DEVELOPMENT:  Learning to Learn Goals

1. Applying Effective Study Skills
2. Setting Goals
3. Learning Effectively
4. Gaining Test Taking Skills

CAREER DEVELOPMENT:  Learning to Make a Living Goals

1. Forming a Career Identity
2. Planning for the Future
3. Combating Career Stereotyping
4. Analyzing Skills and Interests
## Development Traits

### Prekindergarten - 3rd Grade:
- Needs and seeks attention and praise.
- Has boundless energy.
- Considers fantasy as reality.
- Shows a variety of tension releasing behaviors.

### Career Needs:
- Distinguish between work and play.
- Identify different types of work.
- Experience different types of work activities.
- Describe how decisions are made.
- Demonstrate a positive attitude.
- Identify personal feelings.

### Parent Involvement:
- Listen and encourage.
- Encourage involvement in a variety of sports/hobbies.
- Positively reinforce child for completing chores.
- Praise efforts toward work as well as accomplishments.
- Show an interest and stress importance of school.
- Give toys that promote role playing.
- Make decisions with — not for — your children.

### 4th Grade - 6th Grade:
- Is more independent.
- Feels that belonging to a group and friends are important.
- Can assume more responsibility.
- Has a surprising scope of interests.
- Can think on own, but is influenced by others.

### Career Needs:
- Identify personal interests, abilities, strengths, and weaknesses.
- Describe how work at home and/or school relates to jobs in community.
- Describe how work is important and attainable to all people.
- Describe how personal beliefs and values effect decision making.

### Parent Involvement:
- Encourage good work habits at home.
- Gradually add responsibilities.
- Effort/experience are more important than quality.
- Avoid assigning jobs at home by sex to avoid stereotyping.
- Show various workers in your community.
- Participate in the school’s career education program.
- Listen as your child makes decisions. Keep in mind decisions. Keep in mind peer pressure.

### 7th Grade - 8th Grade:
- Is undergoing dramatic physical changes.
- Is sensitive and has a need for approval.
- Tries to build a unique identity apart from parent’s influence.
- Wants more independence.
- Is curious but not ready for planning.
- Expresses feelings more openly.

### Career Needs:
- Demonstrate effective skills in working with others.
- Show an appreciation for the similarities and differences among people.
- Describe individual skills and aptitudes required to fulfill life roles.
- Identify strategies for managing personal finances.
- Describe skills needed in a variety of occupations.
- Demonstrate skills needed to obtain and keep a job.

### Parent Involvement:
- Discuss your child’s skills, interests, abilities, and goals to help plan for the future.
- Encourage participation in service-oriented activities in the community.
- Help children meet a variety of workers by arranging job observations, field trips, or personal interviews.
- Use guided money management and allow your child to make economic choices.
- Allow children to work part-time outside the home.

### High School:
- Develops a sense of self-identity.
- Begins a more prominent and realistic work/career search.
- Develops a concern about social issues.
- Matures sexually with physical and emotional changes.
- Increases independence.

### Career Needs:
- Understand how individual personality, abilities, and interests relate to career goals.
- Understand how education relates to college majors, further training and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing work requirements.
- Be able to use a wide variety of career information resources.
- Show responsible decision making.

### Parent Involvement:
- Help your child make independent decisions.
- Encourage exploration of all kinds of postsecondary education opportunities.
- Involve yourself in your child’s future planning.
- Give certain economic responsibilities.
- Be flexible as the decision making process evolves. It takes patience and numerous modifications.
# Career Development Competencies by Area and Level

(Material provided by National Career Development Guidelines Handbook)

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle/Junior High School</th>
<th>High School</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of the importance of self-concept.</td>
<td>Knowledge of the influence of a positive self-concept.</td>
<td>Understanding the influence of a positive self-concept.</td>
<td>Skills to maintain a positive self-concept.</td>
</tr>
<tr>
<td>Skills to interact with others</td>
<td>Skills to interact with others</td>
<td>Skills to interact positively with others.</td>
<td>Skills to maintain effective behaviors.</td>
</tr>
<tr>
<td>Awareness of the importance of growth and change.</td>
<td>Knowledge of the importance of growth and change.</td>
<td>Understanding the impact of growth and development.</td>
<td>Understanding developmental changes and transitions.</td>
</tr>
<tr>
<td><strong>Educational and Occupational Exploration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of the benefits of educational achievement.</td>
<td>Knowledge of the benefits of educational achievement to career opportunities.</td>
<td>Understanding the relationship between educational achievement and career planning.</td>
<td>Skills to enter and participate in education and training.</td>
</tr>
<tr>
<td>Awareness of the relationship between work and learning.</td>
<td>Understanding the relationship between work and learning.</td>
<td>Understanding the need for positive attitudes toward work and learning.</td>
<td>Skills to participate in work and life-long learning.</td>
</tr>
<tr>
<td>Skills to understand and use career information.</td>
<td>Skills to locate, understand and use career information.</td>
<td>Skills to locate, evaluate and interpret career information.</td>
<td>Skills to locate, evaluate and interpret career information.</td>
</tr>
<tr>
<td>Awareness of the importance of personal responsibility and good work habits.</td>
<td>Knowledge of skills necessary to seek and obtain jobs.</td>
<td>Skills to prepare to seek, obtain, maintain and change jobs.</td>
<td>Skills to prepare to seek, obtain, maintain, and change jobs.</td>
</tr>
<tr>
<td>Awareness of how work relates to the needs and functions of society.</td>
<td>Understanding how work relates to the needs and functions of the economy and society.</td>
<td>Understanding how societal needs and functions influence the nature and structure of work.</td>
<td>Understanding how the needs and functions of society influence the nature and structure of work.</td>
</tr>
<tr>
<td><strong>Career Planning</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding how to make decisions.</td>
<td>Skills to make decisions.</td>
<td>Skills to make decisions.</td>
<td>Skills to make decisions.</td>
</tr>
<tr>
<td>Awareness of the interrelationship of life roles.</td>
<td>Knowledge of the interrelationship of life roles.</td>
<td>Understanding the interrelationship of life roles.</td>
<td>Understanding the impact of work on individual and family life.</td>
</tr>
<tr>
<td>Awareness of different occupations and changing male/female roles.</td>
<td>Knowledge of different occupations and changing male/female roles.</td>
<td>Understanding the continuous changes in male/female roles.</td>
<td>Understanding the continuing changes in male/female roles.</td>
</tr>
<tr>
<td>Awareness of the career planning process.</td>
<td>Understanding the process of career planning.</td>
<td>Skills in career planning.</td>
<td>Skills to make career transitions.</td>
</tr>
</tbody>
</table>
ELEMENTARY SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Knowledge of the importance of self-concept.
Describe positive characteristics about self as seen by self and others.
Identify how behaviors affect school and family situations.
Describe how behavior influences the feelings and actions of others.
Demonstrate a positive attitude about self.
Identify personal interests, abilities, strengths, and weaknesses.
Describe ways to meet personal needs through work.

COMPETENCY II: Skills to interact with others.
Identify how people are unique.
Demonstrate effective skills for interacting with others.
Demonstrate skills in resolving conflicts with peers and adults.
Demonstrate group membership skills.
Identify sources and effects of peer pressure.
Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Awareness of the importance of growth and change.
Identify personal feelings.
Identify ways to express feelings.
Describe causes of stress.
Identify and select appropriate behaviors to deal with specific emotional situations.
Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.
Demonstrate knowledge of good health habits.

Educational and Occupational Exploration

COMPETENCY IV: Awareness of the benefits of educational achievement.
Describe how academic skills can be used in the home and community.
Identify personal strengths and weaknesses in subject areas.
Identify academic skills needed in several occupational groups.
Describe relationships among ability, effort, and achievement.
Implement a plan of action for improving academic skills.
Describe school tasks that are similar to skills essential for job success.
Describe how the amount of education needed for different occupational levels varies.

COMPETENCY V: Awareness of the relationship between work and learning.
Identify different types of work, both paid and unpaid.
Describe the importance of preparing for occupations.
Demonstrate effective study and information-seeking habits.
Demonstrate an understanding of the importance of practice, effort, and learning.
Describe how current learning relates to work.
Describe how one's role as a student is like that of an adult worker.

COMPETENCY VI: Skills to understand and use career information.
Describe work of family members, school personnel, and community workers.
Identify occupations according to data, people, and things.
Identify work activities of interest to the student.

1Material provided by National Career Development Guidelines Handbook.
Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.
Describe jobs that are present in the local community.
Identify the working conditions of occupations (e.g., inside/outside, hazardous).
Describe way in which self-employment differs from working for others.
Describe how parents, relatives, adult friends, and neighbors can provide career information.

COMPETENCY VII: Awareness of the importance of personal responsibility and good work habits.
Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.
Demonstrate positive ways of performing working activities.
Describe the importance of cooperation among workers to accomplish a task.
Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender).

COMPETENCY VIII: Awareness of how work relates to the needs and functions of society.
Describe how work can satisfy personal needs.
Describe the products and services of local employers.
Describe ways in which work can help overcome social and economic problems.

COMPETENCY IX: Understanding how to make decisions.
Describe how choices are made.
Describe what can be learned from making mistakes.
Identify and assess problems that interfere with attaining goals.
Identify strategies used in solving problems.
Identify alternatives in decision making situations.
Describe how personal beliefs and attitudes affect decision making.
Describe how decisions affect self and others.

COMPETENCY X: Awareness of the interrelationship of life roles.
Describe the various roles an individual may have (e.g., friends, students, worker, family member).
Describe work-related activities in the home, community, and school.
Describe how family members depend on one another, work together, and share responsibilities.
Describe how work roles complement family roles.

COMPETENCY XI: Awareness of different occupations and changing male/female roles.
Describe how work is important to all people.
Describe the changing life roles of men and women in work and family.
Describe how contributions of individuals both inside and outside the home are important.

COMPETENCY XII: Awareness of the career planning process.
Describe the importance of planning.
Describe skills needed in a variety of occupational groups.
Develop an individual career plan for the elementary school level.
MIDDLE/JUNIOR HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Knowledge of the influence of a position self-concept.
Describe personal likes and dislikes.
Describe individual skills required to fulfill different life roles.
Describe how one’s behavior influences the feelings and actions of others.
Identify environmental influences on attitudes, behaviors, and aptitudes.

COMPETENCY II: Skills to interact with others.
Demonstrate respect for the feelings and beliefs of others.
Demonstrate an appreciation for the similarities and differences among people.
Demonstrate tolerance and flexibility in interpersonal and group situations.
Demonstrate skills in responding to criticism.
Demonstrate effective group membership skills.
Demonstrate effective social skills.
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

COMPETENCY III: Knowledge of the importance of growth and change.
Identify feelings associated with significant experiences.
Identify internal and external sources of stress.
Demonstrate ways of responding to others when under stress.
Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
Describe physiological and psychological factors as they relate to career development.
Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

Educational and Occupational Exploration

COMPETENCY IV: Knowledge of the benefits of educational achievement to career opportunities.
Describe the importance of academic and occupational skills in the work world.
Identify how the skills taught in school subjects are used in various occupations.
Describe individual strengths and weaknesses in school subjects.
Describe a plan of action for increasing basic educational skills.
Describe the skills needed to adjust to changing occupational requirements.
Describe how continued learning enhances the ability to achieve goals.
Describe how skills relate to the selection of high school courses of study.
Describe how aptitudes and abilities relate to broad occupational groups.

COMPETENCY V: Understanding the relationships between work and learning.
Demonstrate effective learning habits and skills.
Demonstrate an understanding of the importance of personal skills and attitudes to job success.
Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

COMPETENCY VI: Skills to locate, understand, and use career information.
Identify various ways that occupations can be classified.
Identify a number of occupation groups for exploration.
Demonstrate skills in using school and community resources to learn about occupational groups.
Identify sources to obtain information about occupational groups including self-employment.
Identify skills that are transferable from one occupation to another.
Identify sources of employment in the community.
COMPETENCY VII: Knowledge of skills necessary to seek and obtain jobs.

Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
Describe terms and concepts used in describing employment opportunities and conditions.
Demonstrate skills to complete a job application.
Demonstrate skills and attitudes essential for a job interview.

COMPETENCY VIII: Understanding how work relates to the needs and functions of the economy and society.

Describe the importance of work to society.
Describe the relationship between work and economic and societal needs.
Describe the economic contributions workers make to society.
Describe the effects that social, economic, and technological change have on occupations.

Career Planning

COMPETENCY IX: Skills to make decisions.

Describe personal beliefs and attitudes.
Describe how career development is a continuous process with series of choices.
Identify possible outcomes of decision.
Describe school courses related to personal, educational, and occupational interests.
Describe how the expectations of others affect career planning.
Identify ways in which decisions about education and work relate to other major life decisions.
Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
Identify the requirements for secondary and postsecondary programs.

COMPETENCY X: Knowledge of the interrelationship of life roles.

Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.
Identify how work roles at home satisfy needs of the family.
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
Describe advantages and disadvantages of various life role options.
Describe the interrelationships between family, occupational, and leisure decisions.

COMPETENCY XI: Knowledge of different occupations and changing male/female roles.

Describe advantages and problems of entering nontraditional occupations.
Describe the advantages of taking courses related to personal interests, even if they are most often taken by members of the opposite gender.
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

COMPETENCY XII: Understanding the process of career planning.

Demonstrate knowledge of exploratory processes and programs.
Identify school courses that meet tentative career goals.
Demonstrate knowledge of academic and vocational programs offered at the high school level.
Describe skills needed in a variety of occupations, including self-employment.
Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.
HIGH SCHOOL STUDENT

COMPETENCIES AND INDICATORS

**Self-Knowledge**

**COMPETENCY I: Understanding the influence of a positive self-concept.**
- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences on one’s behaviors.
- Demonstrate an understanding of the relationships between personal behavior and self-concept.

**COMPETENCY II: Skills to interact positively with others.**
- Demonstrate affective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

**COMPETENCY III: Understanding the impact of growth and development.**
- Describe how development changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

**Educational and Occupational Exploration**

**COMPETENCY IV: Understanding the relationship between educational achievement and career planning.**
- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

**COMPETENCY V: Understanding the need for positive attitudes toward work and learning.**
- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

**COMPETENCY VI: Skills to locate, evaluate and interpret career information.**
- Describe the educational requirements of various occupations.
- Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
- Describe the concept of career ladders.
- Describe the advantages and disadvantages of self-employment as a career option.
- Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.
Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full- or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resumé and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change).
Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

COMPETENCY VIII: Understanding how societal needs and factions influence the nature and structure of work.
Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

COMPETENCY IX: Skills to make decisions.
Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision making situations.
Describe personal strengths and weakness in relationship to postsecondary education/training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into postsecondary education/training programs or work.
Identify steps to apply for and secure financial assistance for postsecondary education and training.

COMPETENCY X: Understanding the interrelationship of life roles.
Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).
Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

COMPETENCY XI: Understanding the continuous changes in male/female roles.
Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

**COMPETENCY XII: Skills in career planning.**
Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of postsecondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees’ skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.
ADULT

COMPETENCIES AND INDICATORS

Self-Knowledge

COMPETENCY I: Skills to maintain a positive self-concept.
Demonstrate a positive self-concept.
Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decisions.
Identify achievements related to work, learning, and leisure and their influence on self-perception.
Demonstrate a realistic understanding of self.

COMPETENCY II: Skills to maintain effective behaviors.
Demonstrate appropriate interpersonal skills in expressing feelings and ideas.
Identify symptoms of stress.
Demonstrate skills to overcome self-defeating behaviors.
Demonstrate skills in identifying support and networking arrangements (including role models).
Demonstrate skills to manage financial resources.

COMPETENCY III: Understanding developmental changes and transitions.
Describe how personal motivations and aspirations may change over time.
Describe physical changes that occur with age and adapt work performance to accommodate these.
Identify external events (e.g., job loss, job transfer) that require life changes.

Educational and Occupational Exploration

COMPETENCY IV: Skills to enter and participate in education and training.
Describe short- and long-range plans to achieve career goals through appropriate educational paths.
Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
Describe community resources to support education and training (e.g., child care, public transportation, public health services, mental health services, welfare benefits).
Identify strategies to overcome personal barriers to education and training.

COMPETENCY V: Skills to participate in work and life-long learning.
Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests).
Describe how educational achievements and life experiences relate to occupational opportunities.
Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support).

COMPETENCY VI: Skills to locate, evaluate and interpret career information.
Identify and use current career information resources (e.g., computerized career information system, print and media materials, mentors).
Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.
Describe the uses and limitations of occupations outlook information.
Identify the diverse job opportunities available to an individual with a given set of occupational skills.
Identify opportunities available through self-employment.
Identify factors that contribute to misinformation about occupations.
Describe information about specific employers and hiring practices.
COMPETENCY VII: Skills to prepare to seek, obtain, maintain, and change jobs.
Identify specific employment situations that match desired career objectives.
Demonstrate skills to identify job openings.
Demonstrate skills to establish a job search network through colleagues, friends, and family.
Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.
Demonstrate effective work attitudes and behaviors.
Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success.
Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).
Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies).
Identify skills that are transferrable from one job to another.

COMPETENCY VIII: Understanding how the needs and functions of society influence the nature and structure of work.
Describe the importance of work as it affects values and life style.
Describe how society’s needs and functions affect occupational supply and demand.
Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.
Demonstrate an understanding of the global economy and how it affects the individual.

COMPETENCY IX: Skills to make decisions.
Describe personal criteria for making decisions about education, training, and career goals.
Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.
Describe the effects of education, work, and family decisions on individual career decisions.
Identify personal and environmental conditions that affect decision making.
Demonstrate effective career decision making skills.
Describe potential consequences of decisions.

COMPETENCY X: Understanding the impact of work on individual and family life.
Describe how family and leisure functions affect occupational roles and decisions.
Determine effects of individual and family developmental stages on one’s career.
Describe how work, family, and leisure activities interrelate.
Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness and time management skills).

COMPETENCY XI: Understanding the continuing changes in male/female roles.
Describe recent changes in gender norms and attitudes.
Describe trends in the gender composition of the labor force and assess implications for one’s own career plans.
Identify disadvantages of stereotyping occupations.
Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

COMPETENCY XII: Skills to make career transitions.
Identify transition activities (e.g., reassessment of current position, occupational changes) as a normal aspect of career development.
Describe strategies to use during transitions (e.g., networks, stress management).
Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital).
Describe the skills and knowledge needed for pre-retirement planning.
Develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions.
APPENDIX D:

LEGAL MATTERS
POSITION STATEMENT

The School Counselor and Confidentiality

(Adopted 1974; reviewed and reaffirmed 1980; revised 1986)

The members of the American School Counselor Association (ASCA) affirm their belief in the worth and dignity of the individual. It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships.

Confidentiality is an ethical term denoting a counseling practice relevant to privacy. Privileged Communication is a legal term denoting a requirement to protect the privacy between counselor and student.

Counselors must keep abreast of and adhere to all laws, policies and ethical standards pertaining to confidentiality. It is the responsibility of the counselor to provide prior notice to students regarding the possible necessity for consulting with others.

Where confidentiality is provided, ASCA recognizes that a counseling relationship requires an atmosphere of trust and confidence between the student and the counselor. A student has the right to privacy and to expect confidentiality. This confidentiality must not be abridged by the counselor except where there is a clear and present danger to the student and the other persons.

The counselor reserves the right to consult with other professionally competent persons when this is in the interest of the student. Confidentiality assures that disclosures made will not be divulged to others except when authorized by the student. Counseling information used in research and training of counselors should fully guarantee the anonymity of the counselee.

In the event of possible judicial proceedings the counselor should initially advise the school administration as well as the counselee if available, and if necessary, to consult legal counsel. When reports are required to be produced, every effort should be made to limit demands for information to those matters essential for the purposes of the legal proceedings.

Guidelines

1. The main purpose of confidentiality is to offer counselees a relationship in which they will be able to deal with what concerns them without fear of disclosure. Furthermore, counselors have a similar responsibility in protecting the privileged information received through confidential relationships with teachers and parents.

2. In reality, it is the student who is privileged. It is the student’s or student’s parent or guardian in cases of minors who own information and the student or guardian has the right to say who shall have access to it and who shall not.

3. The counselor and student should be provided with adequate physical facilities that guarantee the confidentiality of the counseling relationship.

4. With the enactment of P.L. 93-380 which speaks to the rights and privacy of parents and students, great care should be taken with recorded information.

5. Counselors must be concerned about individuals who have access to confidential information. Counselors must adhere to P.L. 93-380.

6. All faculty and administrative personnel should receive in-service training concerning the privacy rights of students. Counselors should assume the primary responsibility for educating school personnel in this area.

7. It should be the policy of each school to guarantee secretaries adequate working space so that students and school personnel will not come into contact with confidential information, even inadvertently.

8. Counselors should undertake a periodic review of information requested of their students. Only relevant information should be retained.

9. Counselors will adhere to ethical standards and local policies in relating student information over the telephone.

10. Counselors should be aware that it is much more difficult to guarantee confidentiality in group counseling than in individual counseling.

11. Communications made in good faith concerning may be classified as privileged by the courts and the communicating parties will be protected by law against legal action seeking damages for libel or slander. Generally, it may be said that an occasion of this particular privilege arises when one acts in the bona fide discharge of a public or private duty. This privilege may be abused or lost by malice, improper and unjustified motive, bad faith, or excessive publication.

(continued)
12. When a counselor is in doubt about what to release in a judicial proceeding, the counselor should arrange a conference with the judge to explain the counselor’s dilemma and get advice as to how to proceed.

13. Counselors have a responsibility to encourage school administrators to develop written policies concerning the ethical handling of all records in their school system. The development of additional guidelines relevant to the local situation are encouraged.

14. Finally, it is strongly recommended that state and local counselor associations implement these principles and guidelines with appropriate legislation.

With the passage of the Family Educational Rights and Privacy Act, P.L. 93-380 (The Buckley Amendment), great care must be taken with recorded information. It is essential that counselors familiarize themselves with this Law which is a part of the omnibus Education Amendments of 1974 and support its intent to all their publics.

Provisions of this law on parent and student rights and privacy:

1. Deny federal funds to any educational institution that refuses a student’s parents access to their child’s school record. Parents also have the right to challenge the accuracy of any records.

2. Deny federal funds if records are released to outside groups without parent consent with exception of other school court orders and financial aid applications, with clearance procedures of parents even on the exceptions.

All counselors should have a copy of the complete law.
34 C.F.R. 99.5
Institutional Policy Requirements

1. Institution must inform parents or eligible students of their rights regarding records.
2. Parents and eligible students must be permitted to inspect and review educational records. A statement of the procedure to be followed must be formulated. Any circumstances for denying access to a parent or eligible student must be listed. Fee schedule for copies must be published. Types and locations of records and a list of officials responsible for records must be made available.
3. If school officials will be given access to records for a legitimate educational interest, the policy must define “school officials” and “legitimate educational interest.”
4. Directory information published regularly must be specified.
5. A record of those accessing a student’s records must be maintained and a policy for disclosing this access record to parents or eligible students must be formulated.
6. Each component of the policy must be in writing and available upon request.
7. Parents or eligible students must be informed annually of their right to inspect their records, right to see who has accessed their records, and right to file complaints for an educational institution’s failure to comply. Parents who do not understand English must be notified in their primary or home language.

20 U.S.C. 1232(g)
Content of Act

(a)(1)(A) Educational institutions cannot deny or prevent access of parents to the education records of their children. Must have a procedure that allows access within 45 days.

(a)(1)(B) Postsecondary students shall not have access to:
   (i) financial records of parents;
   (ii) letters of recommendation placed in files before January 1, 1975;
   (iii) letters of recommendation where students have waived access (limited to admissions, employment, and honors);

(a)(1)(C) Students entitled to list of those submitting recommendation letters. If letters used for other purposes, students entitled to see them. Waivers cannot be required.
(a)(2) Educational institution must have a procedure (including the opportunity for a hearing) whereby parents may challenge contents of education records. Parents may object to inaccuracy, misleading information, or violations of privacy.

(a)(3) Act covers any public or private institution receiving federal funds.

(a)(4)(A) Education records are defined as records which:
(i) contain information directly related to a student; and
(ii) are maintained by an educational institution or a person acting for the institution.

(a)(4)(B) Education records are not records:
(i) which are kept in the sole possession of the maker of the records or a substitute;
(ii) which are kept by law enforcement units;
(iii) maintained on employees in their capacity as employee; and
(iv) kept on adults (18 or over) attending a postsecondary institution when such records are made by a mental health professional or paraprofessional for his/her own use in treatment. Students can demand that such records be made available to a physician or other professional of the student’s choice.

(a)(5)(A) The definition for directory information includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student.

(a)(5)(B) Institutions publishing directory information must inform parents of the information they plan to publish and give parents a reasonable period of time to object.

(a)(5)(C) Only students who have attended an institution can be included in a directory.

(b)(1) Educational institution may not release students’ records without parental consent to anyone other than:
(A) other school officials with a legitimate educational interest;
(B) transfer schools or school systems (but parents must be notified, receive a copy if desired, and be entitled to a hearing to challenge the record’s content);
(C) authorized representatives of:
(i) the U.S. Comptroller General,
(ii) the Secretary of Education,
(iii) an administrative head of an education agency, or
(iv) state educational authorities for audits or enforcement of federal programs;
(D) those involved in a student’s receipt of or application for financial aid;
(E) state officials seeking reports required by state statutes adopted prior to November 19, 1974;
(F) organizations conducting research for educational agencies or institutions in which students or parents are not personally identified;
(G) accrediting organizations;
(H) parents of a dependent student. A dependent student is a child or stepchild who receives over half of his/her support (excluding scholarships) from the parent;
(I) people involved in health or safety emergency situations.

(b)(2) Educational institutions may not release personally identifiable information in education records (other than directory information) without
(A) written consent of the parents; or
(B) a judicial order pursuant to a subpoena. Parents and students must be notified before records are released.

(b)(3) This act is not intended to keep access from auditors and enforcers of federal programs to student records. Data collected by such officials that allow personal identification of parents or students must be destroyed.

(b)(4)(A) Educational institutions must keep a record of every person (other than school officials) who has requested or obtained access to a student’s records. The access record must specifically indicate the legitimate interest of each person. The access record will be available only to parents, the school official and his/her assistants responsible for the custody of student records, and auditing and enforcement officials.

(b)(4)(B) Personal information legitimately given to third parties will be transferred on the condition that it not be released to anyone else without the written consent of the parents of the students.

(b)(5) This act is not intended to keep access to student records from state auditors and enforcers of federal programs.

(c) Regulations must be developed to insure that officials who have access to student records protect the privacy of students and parents.

(d) A student’s rights are substituted for the rights of parents when the student is 18 or older or is attending a postsecondary institution.

(e) Educational institutions must inform the parents (or adult students) of their rights under this act.

(f) The Secretary of Education shall enforce this act but shall not terminate federal assistance unless there is a failure to comply and compliance cannot be secured by voluntary means.
(g) Hearings on noncompliance may be held in a regional office but only the Secretary of Education may terminate federal assistance.
For states to qualify for federal funds for their special education programs, they must now abide by the provisions of this law. Requirements are:

1. All disabled children (ages 3-21) are entitled to free public education **appropriate to their needs**.

2. There shall be no cost to the family, even if the child has to be sent to a **non-public** school to obtain appropriate education.

3. Each child to whom the act applies must be evaluated in non-discriminatory ways (by use of native language, valid test and knowledgeable examiners).

4. Each child is to have a written Individualized Education Program (IEP) designed specifically for that child with periodic reviews.

5. Education is to be provided in the **least restrictive environment** appropriate to the child’s needs and abilities.

6. Due process procedures are to be followed (parents have a right to the information on the child, legal counsel if they feel necessary, impartial hearings and appeals).

7. The law also provides for surrogate parent when needed, confidentiality of information and for related services, transportation, audiology, counseling, social work, etc.

8. It requires that **all** disabled children be identified, located, and evaluated.
The School Counselor and Child Abuse / Neglect Prevention

(Adopted 1981; revised 1985)

Introduction:
The incidence of reported child abuse and child neglect has increased significantly, both nationally and statewide, during the past several years. Generally, state laws require people in the helping professions, who have reasonable cause to believe that a child is suffering serious physical or emotional injury, to report this situation to the appropriate authorities. School counselors are mandated reporters and need policies, referral procedures, and information. However, it is not simply a legal issue of reporting child abuse, but also a moral and ethical responsibility of school counselors to help children and adults cope with abusive behavior, facilitate behavioral changes, and prepare for parenting styles and positive interpersonal relationships. Counselors must commit themselves to providing strategies to help break the cycle of child abuse.

Rationale:
There are societal beliefs and values that parents have the right to discipline their children as they choose. The consequence of such beliefs, to some individuals, is physical and/or emotional harm and lowered self-esteem. The cycle of abuse seems to be self-perpetuating. Research shows that a large percentage of abusive parents were abused children. Counselors having an understanding of the dynamics of child abuse can aid in early recognition and detection of families with the potential for child abuse. School counselors are often in a unique position to identify potential and actual cases of abuse/neglect of children. Responsible action by the counselor can be achieved through the recognition and understanding of the problem, knowing the reporting procedures, and participating in available child abuse information programs.

The American School Counselor Association recognizes that it is the absolute responsibility of school counselors to report suspected cases of child abuse/neglect to the proper authorities.

We also recognize that the abuse of children is not limited to the home and that corporal punishment by school authorities might well be considered child abuse. The American School Counselor Association supports any legislation which specifically bans the use of corporal punishment as a disciplinary tool within the schools.

Definitions:
Abuse: The infliction by other than accidental means of physical harm upon the body of a child, continual psychological damage or denial of emotional needs.

Corporeal Punishment: Any act of physical force upon a pupil for the purpose of punishing that pupil.

This definition specifically excludes any reasonable force exercised by a school employee which is used in self-defense, in defense of other persons or property or to restrain or remove a pupil who is disrupting school functions and who refuses to comply with a request to stop.

Some examples of child abuse are:
1. Extensive bruises or patterns of bruises.
2. Burns or burn patterns.
3. Lacerations, welts or abrasions.
4. Injuries inconsistent with information offered.
5. Sexual abuse is any act or acts involving sexual molestation or exploitation, including but not limited to rape, carnal knowledge, sodomy, or unnatural sexual practices.
6. Emotional disturbance caused by continuous friction in the home, marital discord, or mentally ill parents.

Neglect: The failure to provide necessary food, care, clothing, shelter, supervision, or medical attention for a child.

Examples of child neglect are:
1. Malnourished, ill clad, dirty, without proper shelter or sleeping arrangements, lacking appropriate health care.
2. Unattended, lacking adequate supervision.
3. Ill and lacking essential medical attention.
4. Irregular/illegal absences from school.
5. Exploited, overworked.
7. Abandonment.

Endorsements:
The American School Counselor Association strongly endorses, supports and encourages incorporation into the counselor’s role the following:

- The awareness that all state statutes make school counselors immune from both civil and criminal liability when reporting suspected cases of child abuse/neglect cases in good faith. Failure to report may result in legal penalties. Thorough knowledge of local child abuse policy and procedures is essential.

(continued)
- It is not the responsibility of the school counselor to prove that the child has been abused/neglected, or to determine the cause of suspected abuse/neglect, or to determine whether the child is in need of protection.

- The protection of confidentiality and the child’s right to privacy with discussion of the situation limited to school staff members who have a need to know or authorized personnel from appropriate agencies. Counselors should develop their position as a liaison between the school, child, and the appropriate agency.

**Counselor Role:**
The American School Counselor Association encourages its members to participate in the implementation of the following guidance and counseling activities:

- Coordinate team efforts involving the principal, teacher, counselor, school nurse, protective services worker, and the child.

- Serve as a support to teachers, and other school personnel especially if the child was abused as a result of a report sent home about the child from school.

- Emphasize the non-punitive role of protective services and allay fears that the child will be removed immediately from the home.

- Facilitate the contact between the child and the social worker. The issue of confidentiality and re-establishing the trust of the child after the report is made is critical to the child-counselor relationship.

- Provide on-going counseling services to the child and/or family after the crisis is over, or refer to an appropriate community agency.

- Provide programs designed to help prevent child abuse. Counselors can help children with coping skills and ways to prevent their own abuse by improving their self-concepts, being able to recognize stress in their parents, and being sensitive to cues that abuse may occur if their own behavior is not changed.

- Help teachers and administrators in understanding the dynamics of abuse and abusive parents, and in developing a non-judgmental attitude so they can react more appropriately in crisis situations.

- Provide developmental workshops and/or support groups for parents focusing upon alternative methods of discipline, handling anger and frustration, and enhancing parenting skills.

**Summary:**
School counselors are key people in the child abuse prevention network. The school counselor must be able to guide and help, and provide all appropriate services during a crisis situation. Up-to-date information can sometimes mean a turning point in the life and behavior of an abusive family.
Applying For Your Policy

1) Participation in the ACA Professional Liability Insurance Program is available to members of ACA. ACA membership applications should be submitted directly to ACA Membership using a separate check make payable to “ACA”.

2) Complete the individual application form. (If you are in a group, please call us at 1-800-347-6647, Ext. 284).

3) Send your premium payment (check or money order) made payable to “ACA Insurance Trust” along with your application to the address indicated on the back of this brochure.

4) Your application is processed within 5 business days of receipt. If accepted, you will receive a certificate in approximately 2 weeks. If you are not accepted in the ACA Professional Liability Insurance Program, you will be notified in writing.

Make check payable: 
ACA Insurance Trust

Send premium payment and insurance application to:
ACA Insurance Trust, Inc.
5999 Stevenson Avenue
Alexandria, VA 22304-3300

Membership applications and fees should be sent to:
ACA Membership
5999 Stevenson Avenue
Alexandria, VA 22304-3300

If you have questions, please call: 
800-347-6647
or
703-823-9800 Ext. 284

AMERICAN COUNSELING ASSOCIATION

Professional Liability Insurance Program

Administered By:
ACA Insurance Trust, Inc.

Brokered By:
Kirke-Van Orsdel, Inc.

Underwritten By:
Chicago Insurance Company (CIC)
TEN HELPFUL HINTS FOR COURT APPEARANCES

1. Always fully inform your supervisor of any court appearances of legal matters in which you are involved if they are job-related.

2. Ask any questions you have of any participant or court official. Let the attorney, judge, sheriff, or clerk decide whether your question is appropriate. Do not hesitate to ask.

3. Be sure you have exact times, dates, sequence of events, and conversations clear in your mind before you talk to an attorney, and certainly before you testify in court. If your memory is not clear concerning a specific simply state that fact. It is important, however, that you know what you do and you do not remember.

4. Be prepared to defend your credentials and experiences if you agree to serve as an expert witness. Be sure you understand the objective role of an expert witness. Only professionals who are specifically qualified in a given area should agree to be expert witnesses.

5. Generally, you should not voluntarily agree to testify for a client. If you do, be sure to take into consideration the enormous amount of time you might be obligated to invest. Be sure your practice can afford that time or that your employer agrees to release you. Make fee arrangements, if appropriate, before you agree to testify.

6. If you feel your testimony might violate your ethical obligation of confidentiality to your client and your client does not want you to testify, advise your client to see a attorney to determine whether your testimony may be blocked because of confidentiality or privileged communication.

7. Hire an attorney to represent you (or ask your employer to provide one) if you feel your rights are being violated by the legal proceeding.

8. Insist on having a face-to-face conversation with the attorney who is representing the side that will be helped by your testimony long BEFORE the actual court date.

9. Ask the attorney to go over questions that you will be asked and to predict questions that might be asked by the other side.

10. If a court date is inconvenient for you, tell the attorney or court clerk. Changes often can be arranged if advance notice is given.
POSITION STATEMENT

The School Counselor and Counselor/Student Ratio

(Adopted 1988)

It is the position of the American School Counselor Association that the counselor/student ratio be determined by considering the major factor of student growth and development. It is recommended that school districts implement the goals and objectives of a comprehensive and developmental guidance program for students at all levels, kindergarten through postsecondary. To implement such a program additional factors such as guidance and counseling program scope, role, function and job description of the school counselor, the number of instructional staff as well as the support staff available to the educational process must be considered. While published reports such as *High School*, by Ernest Boyer, recommend ideal counselor/student ratio of 1/100, ASCA is aware that each school district is unique; what may be an ideal caseload in one school district, may be untenable in others. ASCA maintains that implementation of a comprehensive guidance and counselor program meeting the developmental needs of students be the primary determinant, and that the recommended ratio be between 1/100 (ideal) and 1/300 (maximum).
APPENDIX E:

RESOURCES
Resources


Cihak, M. and Heron, B. J.  *Games Children Should Play (Sequential Lessons for Teaching Communications Skills)*.  Good Year Books, Dept. 6YB, 1500 East Lake Ave., Glenville, IL 60025.  K-6.


Department of Economic and Community Development, Mississippi State Occupational Information Coordinating Committee.  *Directions*.  301 West Pearl Street, Jackson, MS 39203-3089, 601-949-2240.


Ellis, D. B.  *Becoming a Master Student*.  South Dakota: College Survival, Inc.


Hooker, D.  *I Am (Already) Successful*.  Indiana: JIST WORKS.


Malrig, L.  *What Can I Do With a Major In . . .?*  New Jersey: Abbot Press.


Sanford, J.  *Personal, Social Domain.*  Bold K-8 Public School District, 110 S. 9th, P. O. Box 460, Bird Island, MN 55310, 1-612-365-3552.


Southern Regional Education Board.  *Involving Teachers, Parents, and the Community in Guiding All Students into a Challenging Program of Study.*


Wilmes, D. J.  (1988).  *Parenting for Prevention: How to Raise a Child to Say No to Alcohol and Drugs.*  Minneapolis: Johnson Institute Books.  (Free of charge from the Miller Family Foundation, P.O. Box 831463, Stone Mountain, GA, 30083-9929.)
