Mississippi School Counseling Curriculum Framework

K-12

2004
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**Table of Contents**

Mission Statement................................................................................................................ iv

Preface...................................................................................................................................v

Acknowledgements............................................................................................................. vi

Mississippi School Counselor Law (Mississippi Code 37-9-79)........................................ vii

Framework Overview ......................................................................................................... 1

Framework Competencies and Objectives........................................................................... 3

Appendix A: Benefits of a Comprehensive Counseling Program ..................................... 24

Appendix B: School Counselor Job Description .................................................................. 27

Appendix C: American School Counselor Code of Ethics.................................................. 32

Appendix D: Resources

1. References and Resources for Elementary School .......... 36
2. References and Resources for Middle School ................. 46
3. References and Resources for High School.................... 48
4. *Handbook for School Counselors*
5. *Program of Work: A Guide for Mississippi Vocational Counselors*
6. Community Resources................................................... 54
7. Crisis Resources............................................................. 62
   a. *When Tragedy Strikes...in YOUR School What Will YOU Do?*
   b. Protocol for School Counselor Response Teams......... 64
   c. *Steps to Prevention*
8. Career Development Resources
   a. Career Center Manager’s Job Description............... 68
   b. Required Grade Level Activities ......................... 69
   c. Career Development Guidelines......................... 71

NOTE: Appendices listed in italics are separate documents on this CD.
Mission Statement

The mission of the *Mississippi School Counseling Curriculum Framework* is to establish competencies, objectives, and resources that enable Mississippi school counselors to promote and enhance the learning process of the students in the public schools of Mississippi. The goal of the program is to enable all students to achieve a measure of success in school and develop into contributing members of our society.

This program will be most successful when implemented by professional school counselors in collaboration with students, administrators, families, teachers, employers, and community members.
Preface

The Mississippi School Counseling Curriculum Framework represents a collaborative effort between certified school counselors at the elementary, middle, and high school levels and the Mississippi Department of Education as a means of implementing MS Code 37-9-79 which became law July 1, 2002. This curriculum framework will assist school districts in their mission to promote excellence and in their mission of preparing students to become productive and contributing members of society in the 21st Century.

The Mississippi School Counseling Curriculum Framework is based on national standards endorsed by the American School Counselor Association. The framework includes three standards in each of the areas of academic development, career development, and personal/social development. It is comprehensive in scope and preventive in design.

As school counselors follow this framework, they will address the challenges that face Mississippi schools and their students in the 21st Century. School counselors respond to the direct and immediate concerns of students with methods which include, but are not limited to, individual counseling, group counseling, crisis counseling and referral or consultation with families, teachers, or other specialists. Counselors are advocates for equity and success for every student. School counselors have as their first responsibility to treat every student with respect as a unique individual. Counselors protect the confidentiality of information received in the counseling relationship as specified by federal and state law, written policies, and applicable ethical standards.
Acknowledgements

In July 2002, when Mississippi Code 37-9-79 became law, the Mississippi Department of Education recognized the need for the development of a school counseling curriculum framework. The following document is the culmination of the efforts of professional school counselors who are members of the Mississippi Counseling Association and have served in positions of leadership. It was completed under the supervision of Martha Garrett, Mississippi Department of Education Director of Counseling and Professional Services.

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Each member of the advisory committee has made major contributions to the Mississippi school counseling program. Countless hours were spent developing programs, writing materials, and making presentations. During their years in public education, these individuals have helped administrators, school counselors, and students to develop, maintain, and explore pathways that promote excellence and achieve success. Their legacy continues with advice and suggestions given during the writing of this Mississippi School Counseling Curriculum Framework.
SEC. 37-9-79. School guidance counselors; qualifications; define comprehensive counseling services; code of ethics.

(1) Beginning with the 2002-2003 school year, the assignment of K-12 school guidance counselors to the particular schools within the district shall be at the discretion of the local school board with the following restrictions:

   (a) No individual shall be employed as a school guidance counselor without a minimum of a Master's Degree in Guidance and Counseling, or in an emergency situation, an appropriate certification as determined by the Commission on Teacher and Administrator Education, Certification and Licensure and Development; and

   (b) School guidance counselors shall provide the following comprehensive counseling services:

       (i) Academic and personal/social counseling;
       (ii) Student assessment and assessment counseling;
       (iii) Career and educational counseling;
       (iv) Individual and group counseling (large/small);
       (v) Crisis intervention and preventive counseling;
       (vi) Referrals to community agencies;
       (vii) Educational consultations and collaboration with teachers, administrators, parents and community leaders;
       (viii) Educational and career placement services;
       (ix) Follow-up counseling services;
       (x) Conflict resolution; and
       (xi) Other counseling duties or other duties as assigned by the school principal.

(2) School guidance counselors shall abide by the American School Counselor Association Code of Ethics.

(3) The State Department of Education may adopt regulations regarding the activities of the school guidance counselor as are not inconsistent with this section.

SOURCES: Laws, 2002, ch. 591, § 1, SB 2441, eff from and after July 1, 2002.
Overview

The purpose of a counseling program in a school setting is to promote and enhance the learning process by providing students with knowledge and skills appropriate for their developmental level. To that end, the school counseling program facilitates student development in the areas of academic development, career development, and personal/social development. The following chart describes the standards for each area.

I. Academic Development

**Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

**Standard C:** Students will understand the relationship of academics to the world of work, and to life at home and in the community.

The program standards for academic development guide the school counseling program to implement strategies and activities to support and maximize each student’s ability to learn.

II. Career Development

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Standard B:** Students will employ strategies to achieve future career success and satisfaction.

**Standard C:** Students will understand the relationship between personal qualities, education and training, and the world of work.

The program standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.
III. Personal/Social Development

**Standard A:** Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

**Standard C:** Students will understand safety and survival skills.

The program standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood.

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Mississippi School Counseling Curriculum Framework
Competencies and Objectives
ACADEMIC DEVELOPMENT

*The strategies within the Academic Standards A-B-C fulfill the requirements of MS Code 37-9-79: Academic counseling; student assessment and assessment counseling; individual and group counseling (large/small); educational consultation and collaboration with teachers, administrators, parents, and community leaders; educational placement services; and follow-up counseling services.*

**Standard A**
*Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.*

**I. Improve Academic Self-concept**

**Suggested Counselor Strategies**

- Assist students in identifying their academic strengths, i.e., learning style inventories, study skills checklists, and teacher interviews.
- Emphasize quality in all classroom work.
- Consult with students and families during preregistration to ensure proper course selection.
- Provide individual and group academic counseling for students.
- Conduct classroom activities to assess current progress with long-term goals.
- Assist students in the development of their communication skills.
- Plan student and family conferences to address student academic needs.
- Provide help for students to recognize and learn from mistakes.
- Publicize students’ academic growth and achievement through the use of announcements, bulletin boards, newsletters, school assemblies, student of the month programs, etc.

**Student Outcomes**

- Articulate feelings of competence and confidence as learners.
- Display a positive interest in learning.
- Take pride in work and in achievement.
- Accept mistakes as essential to the learning process.
- Identify attitudes and behaviors which lead to successful learning.
II. Acquire Skills for Improving Learning

**Suggested Counselor Strategies**

- Encourage use of a daily planner or assignment log.
- Utilize classroom activities that address study skills.
- Inform students about home/school responsibilities and the benefits of being responsible.
- Provide families and teachers with tips on improving study skills.
- Inform students and families of remedial and tutorial opportunities.
- Use modeling and role playing to assist students in the development of skills needed to communicate their academic needs effectively.

**Student Outcomes**

- Apply time management and organizational skills.
- Demonstrate how effort and persistence positively affect learning.
- Use communication skills to know when and how to ask for help when needed.
III. Achieve School Success

*Suggested Counselor Strategies*

- Assist students in the transition from school to school and grade to grade, i.e., campus visits, counselor visits, and brochures.

- Discuss the importance of choosing a wide variety of course offerings, more challenging courses, and those related to the students’ interest when assisting them in preregistration.

- Conduct new student orientation through individual counseling, newcomers’ groups, school tours, and peer partnering.

- Encourage students to participate and seek leadership roles in extracurricular activities.

- Conduct lessons in classroom and/or individual counseling on action vs. consequence, e.g., situation cards, videos, and current events.

- Use cooperative grouping when possible, during which every student must complete a piece of the finished product independently.

- Serve as a resource person for the students, families, and teachers.

*Student Outcomes*

- Take responsibility for his/her actions.

- Demonstrate the ability to work independently as well as the ability to work cooperatively with other students.

- Develop a broad range of interests and abilities.

- Demonstrate dependability, productivity, and initiative.
IV. Utilize Assessment Skills

**Suggested Counselor Strategies**

- Use test results to determine appropriate educational placement.
- Coordinate and assist in teaching test-taking strategies.
- Provide information to students and teachers concerning stress reduction techniques that relate to testing.
- Communicate to students and families the correlation between successful test scores and academic success.
- Disseminate test results in a timely manner to students, families, and teachers.

**Student Outcomes**

- Learn and apply test taking strategies.
- Recognize and deal with stress as it relates to test taking.
- Use assessment results in educational planning.
ACADEMIC DEVELOPMENT

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

I. Improving Learning

Suggested Counselor Strategies

- Oversee the completion of a four-six year course selection plan coordinating to student career and postsecondary goals. (See Career Development Resources, Required Grade Level Activities in Appendix D-8b.)
- Advise students to set goals that aid them in making short- and long-range goals for decisions about their future.
- Assist students in using critical thinking skills when exploring postsecondary options.
- Counsel students who have difficulty making decisions.
- Maintain open communication with students, families, and teachers concerning student progress and suggestions for improvement.
- Work in conjunction with teachers to encourage students to become self-directed and independent learners.
- Serve as a resource person to the teacher.
- Organize and display academic resource materials.

Student Outcomes

- Demonstrate the motivation to achieve individual potential.
- Apply critical thinking skills.
- Apply the study skills necessary for academic success at each level.
- Seek information and support from faculty, staff, family, and peers.
- Organize and apply academic information from a variety of courses.
- Become self-directed and independent learners.
II. Plan to Achieve Goals

_Suggested Counselor Strategies_

- Assist secondary students in making and revising a four-six year course selection plan.
- Present group guidance lessons on setting academic goals.
- Provide activities to help students understand the relationship between classroom performance and success in school.
- Provide activities to help students apply knowledge of aptitudes and interests to goal setting. (See Career Development Resources, Required Grade Level Activities in Appendix D-8b.)
- Conduct classroom or group discussion on how decisions made each day affect future career and educational goals.
- Encourage a positive focus and help students act positively in school settings.
- Empower students to make changes in their school behavior.
- Conduct individual counseling sessions to discuss academic progress.
- Conduct individual counseling sessions with students concerning post-graduation goals using collected student data.
- Assist in administration and interpretation of aptitude and interest inventories.
- Provide information about and strategies for applying for scholarships.
- Advise students about grade-level and graduation requirements, college admission requirements (difference between community college and university), and NCAA requirements.
**Student Outcomes**

- Establish challenging academic goals in elementary, middle/junior, and high school.
- Develop and implement an annual plan of study to maximize academic ability and achievement.
- Apply knowledge of aptitudes and interests to goal setting.
- Use problem-solving and decision-making skills to assess progress towards educational goals.
- Understand the relationship between classroom performance and success in school.
- Identify postsecondary options consistent with interests, achievement, aptitude, and abilities.
ACADEMIC DEVELOPMENT

Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

I. Relate School to Life Experiences

Suggested Counselor Strategies

- Discuss with the students the kinds of academic preparation needed to complete each level of education. Tell students what sources of information may be found in the counseling/career center that are related to postsecondary education.
- Encourage teachers to relate their subject matter content to real world experiences. For example, encourage math teachers to use financial planning activities.
- Utilize career software, such as Choices and Career Futures, as a counseling tool with students.
- Promote business and industry involvement in the school.
- Assist in providing speakers for classrooms, large groups, Career Day programs, or assembly programs.
- Collaborate with students to introduce various ways to reduce stress.
- Conduct individual or group sessions concerning time management and how this relates to educational performance.
- Provide students and families with information concerning the importance of extracurricular and community activities.
- Choose extracurricular and community activities to enhance the school experience.

Student Outcomes

- Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.
- Seek educational, extracurricular, and community experiences to enhance the school experience.
- Understand the relationship between learning and work.
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- Understand that school success is important for transitioning from student to community member.
- Understand how school success and academic achievement enhance future lifestyle.
CAREER DEVELOPMENT

The strategies within Career Development standards A-B-C fulfill requirements of MS Code 37-9-79: career counseling; individual and group counseling (large/small); career placement services; educational consultation; and collaboration with teachers, administrators, parents, and community leaders.

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

I. Develop Career Awareness

**Suggested Counselor Strategies**

- Provide resources or counseling to students regarding their concepts of personal abilities, skills, interests, and motivation.
- Conduct classroom activities that expose students at a young age to various career possibilities.
- Relate students’ interest areas to potential careers.
- Utilize information gained in seventh grade Career Discovery to relate knowledge of self to the world of work.
- Encourage use of high school career center and media center.
- Encourage the use of *Choices* and *Career Futures*.
- Assist students with interpretation of interest inventories.
- Make arrangements for ASVAB testing and interpretation of results.
- Make information available regarding school, community organizations, and clubs.
- Offer resources to teachers about job classifications and nontraditional careers for men and women.
- Plan a career day that provides information on a variety of traditional and nontraditional occupations.
- Assist students individually or in groups to develop team-building skills.
- Help students plan for completing assignments by developing and using a simple timeline. Discuss daily work schedules.
- Encourage students to make a time schedule for important activities and a plan to accomplish them and reward themselves with leisure time when they are completed.
- Refer to Career Development Resources (Appendix D-8c).

**Student Outcomes**

- Develop skills to locate, evaluate, and interpret career information.
- Learn decision making skills.
- Learn how to set goals.
- Understand the importance of planning.
- Pursue and develop areas of interest.
- Learn to balance work and leisure time.
II. Develop Employment Readiness

**Suggested Counselor Strategies**

- Coordinate the development of team building, problem solving, and organizational skills materials at the students’ appropriate grade level. (See Career Development Resources, Required Grade Level Activities in Appendix D-8b.)

- Use career resources, videos, research, and/or adult interviews to assist students to develop an awareness of how work can satisfy personal needs.

- Encourage the use of the career center to investigate current trends in the workplace.

- Encourage students to maintain a record of community activities, awards, work experience, honors, and leadership positions held.

- Assist the language arts department in developing a plan to teach all students to write a resume. (See Career Development Resources, Required Grade Level Activities in Appendix D-8b and Choices.)

- Encourage school-wide projects to enhance teambuilding, problem solving, and employability skills.

- Make available information regarding state and national career-related contests.

**Student Outcomes**

- Acquire employability skills such as teamwork, problem solving, and organizational skills.

- Acquire knowledge about the changing workplace.

- Learn to respect individual uniqueness in the workplace.

- Learn how to write a resume.

- Develop a positive attitude toward work and learning.

- Understand the importance of ethical responsibility, dependability, punctuality, integrity, and effort in the workplace.
CAREER DEVELOPMENT

Standard B

Students will employ strategies to achieve future career success and satisfaction.

I. Acquire Career Information

Suggested Counselor Strategies

- Encourage all students to try more challenging courses through preregistration information.
- Use classroom guidance, small groups, or school media to inform students of college course requirements, admission standards, and scholarship information.
- Assist students in assimilation of information for long-term career plans using Career, Computer, and Technology Discovery journals.
- Assist students in comparing their interests and abilities to the world of work. (See Career Development Resources, Required Grade Level Activities in Appendix D-8b.)
- Encourage students to have an open mind when exploring careers that are nontraditional, e.g., shadowing, mentoring, career fairs, field trips, and guest speakers.
- Encourage use of current updates relating to changing economy and societal needs that influence employment trends and training.
- Encourage the use of the media center and career center for career exploration.
- Develop a career information display.
- Serve as a resource to teachers and students.
- Plan college fairs, arrange for in-school college recruiter visits, and encourage college campus visits.

Student Outcomes

- Apply decision-making skills to career planning, course selection, and career transitions.
- Identify personal skills, interests, and abilities and relate them to current career choices.
- Know the various ways in which occupations can be classified.
- Use research to obtain career information.
- Understand traditional and nontraditional occupations and how these relate to career choice.
- Understand how changing economic and societal needs influence employment trends and future training.
II. Identify Career Goals

**Suggested Counselor Strategies**

- Assist students in updating their career plans (four-six year course selection plan) to match changing career interests.
- Inform students, teachers, and families that the mastery of higher mathematics and foreign languages is necessary for admission to selected colleges.
- Encourage students to select elective courses that relate to their career interests and goals.
- Interpret test results as the data relate to education and career planning.
- Utilize the *Choices* and *Career Futures* programs to determine the education and training needed to achieve career goals.
- Serve as a resource to the teacher.

**Student Outcomes**

- Demonstrate awareness of the education and training needed to achieve career goals.
- Assess and modify their educational plans to support career goals.
- Select coursework that is related to career interests.
- Maintain a career plan.
CAREER DEVELOPMENT

Standard C

Students will understand the relationship among personal qualities, education and training, and the world of work.

I. Acquire Knowledge to Achieve Career Goals

Suggested Counselor Strategies

- Provide students with the opportunity to take interest inventories and explore personal preferences.
- Develop a job opportunities survey for high school seniors.
- Encourage teachers to include units on budgeting and financial planning to emphasize the effects of work on lifestyles.
- Encourage all teachers to include career research projects related to their subject area in classroom activities.
- Utilize retired community persons and their achievements as a means of emphasizing lifelong learning.

Student Outcomes

- Explain how work can help to achieve personal success and satisfaction.
- Identify personal preferences and interests that influence career choices and success.
- Understand that the changing workplace requires lifelong learning and acquiring new skills.
- Describe the effect of work on lifestyles.
II. Apply Skills to Achieve Career Goals

**Suggested Counselor Strategies**

- Utilize Discovery classes and career development software to provide students with career cluster information so they can make an informed decision when choosing an appropriate career field.

- Provide training opportunities in small and large groups to enhance teamwork skills.

- Inform students of career opportunities such as career and technical programs, after school job opportunities, and job shadowing.

- Clarify realistic options after considering the results of academic and career assessments.

- Role-play conflict resolution skills in work and daily settings.

**Student Outcomes**

- Demonstrate how interests, abilities, and achievement relate to attaining personal, social, educational, and career goals.

- Learn how to use conflict management skills with peers and adults.

- Learn to work cooperatively with others as team members.

- Apply academic and employment readiness skills in work-based learning situations.
PERSONAL/SOCIAL DEVELOPMENT

The strategies within Personal/Social Development standards A-B-C fulfill requirements of MS Code 37-9-79: personal/social counseling; individual and group counseling (large/small); crisis intervention and prevention counseling; referrals to community agencies; educational consultation and collaboration with teachers, administrators, parents, and community leaders; and conflict resolution.

Standard A

Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

I. Acquire Self-knowledge

Suggested Counselor Strategies

- Use age appropriate materials to enable the student to express and identify feelings. (See References and Resources in Appendices D-1, D-2, and D-3.)
- Provide an opportunity for students to express their dreams, goals, and aspirations for the future.
- Assist students who are having difficulty expressing their feelings as they relate to an experience. Lead small groups when appropriate.
- Use art and writing to help students explore personal values, attitudes, and beliefs.
- Use bibliotherapy to identify personal values, attitudes, and beliefs.
- Use a variety of problem solving and decision making models.
- Conduct information sessions with teachers about developmentally appropriate behavior in students.
- Utilize the expertise of available healthcare providers to explain the effects of children and adolescent growth and change.
- Role-play grade level appropriate and inappropriate behavior in large and small group settings.
- Demonstrate and apply the “I” message. Components include the following:
  1. Description of event or behavior (“When…”)
  2. Speaker’s feelings at the time of event (“I felt…”)
  3. Reason speaker felt that way (“Because….”)
  4. Specific desired action in the future (“In the future I would like…”)
- Assist students in establishing, understanding, and demonstrating self-control through role-play, modeling, videos, and situational activities.
- Educate students in appropriate settings and groups about bullies and encourage alternative methods of handling difficult situations.
- Conduct student discussions concerning diversity and that these differences make all students unique.
- Establish small groups when appropriate regarding family issues such as:
  1. Divorce
  2. Blended families
  3. Grief issues
**Student Outcomes**

- Develop a positive attitude toward self as a unique and worthy person.
- Identify personal values, attitudes, and beliefs.
- Learn the goal setting process.
- Understand change as a part of growth.
- Identify and express feelings.
- Distinguish between appropriate and inappropriate behaviors.
- Recognize personal boundaries, rights, and privacy needs.
- Understand the need for self-control and how to practice it.
- Demonstrate cooperative behavior in groups.
- Identify personal strengths and assets.
- Identify and recognize changing family roles.
- Identify and discuss changing personal and social roles.
II. Acquire Interpersonal Skills

Suggested Counselor Strategies

- Implement a developmental curriculum (age appropriate) to include the following:
  1. Self-discipline
  2. Responsibility
  3. Respect
  4. Integrity
  5. Honesty
  6. Fairness
  7. Relationship Skills
  8. Refusal Skills
  9. Peer Pressure
  10. Diversity
  11. Conflict Resolution
- Model appropriate methods to convey communication skills that include active listening, nonverbal communication, feeling vocabulary, verbal put down or communication blockers, and assertive communication when counseling.
- Use appropriate activities in “Exercises in Personal Communication” in the Handbook for School Counselors. (See Appendix D-4.)

Student Outcomes

- Recognize that everyone has rights and responsibilities, including family and friends.
- Respect alternative points of view.
- Recognize, accept, respect, and appreciate individual differences.
- Recognize, accept, and appreciate ethnic and cultural diversity.
- Recognize and respect differences in various family configurations.
- Use effective communication skills.
- Know that communication involves speaking, listening, and nonverbal behavior.
- Learn how to communicate effectively with family.
- Learn how to make and keep friends.
PERSONAL/SOCIAL DEVELOPMENT

Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

I. Self-knowledge Applications

**Suggested Counselor Strategies**

- Inform students about real life consequences of actions, i.e., drunk driving, drugs, crimes of any sort. (Use large groups or assemblies.)
- Use “Problem Solving Model in 6 Easy Steps” in the *Handbook for School Counselors*. (See Appendix D-4.)
- Use group structures to define, discuss and analyze problems. (See the *Handbook for School Counselors* in Appendix D-4.)
- Utilize the use of play (age appropriate) in counseling to help students determine when, where, and how to solve problems, make decisions, and deal with concerns such as loss and separation, anxiety and fears, angers and self-release, post-trauma, neighborhood violence, limits, roles, adult expectations, conflict resolution, and hope and aspirations. Play materials and activities could include clay, crayons, finger paints and trays, and safe toys such as blocks, foam balls, and puppets.
- Assist students in learning about consequences through literature and artwork.
- Assist teachers in helping students develop critical thinking skills and recognizing that there are many solutions to a situation or many ways of completing the same task.
- Provide resources to the teachers.

**Student Outcomes**

- Use a decision-making and a problem-solving model.
- Understand consequences of decisions and choices.
- Identify alternate solutions to a problem.
- Develop effective coping skills for dealing with problems.
- Demonstrate when, where, and how to seek help for solving problems and making decisions.
- Know how to apply conflict resolution skills.
- Demonstrate a respect and appreciation for individual and cultural differences.
- Know when peer pressure is influencing a decision.
- Identify long- and short-term goals.
- Identify alternative ways of achieving goals.
- Use persistence and perseverance in acquiring knowledge and skills.
- Develop an action plan to set and achieve realistic goals.
PERSONAL/SOCIAL DEVELOPMENT

Standard C

Students will understand safety and survival skills.

I. Acquire Personal Safety Skills

Suggested Counselor Strategies

- Offer individual counseling with students who have anxiety related to decision-making.
- Reinforce the safety rules in the local school’s Crisis Management Plan. (See Crisis Resources in Appendix D-7.)
- Compile a reference list of community resource people and phone numbers for referrals. (See Community Resources in Appendix D-6.)
- Provide post-trauma stress counseling for students, teachers, administrators, and staff. (See Crisis Resources in Appendix D-7.)
- Encourage students to participate in organizations that promote healthy choices, e.g., Prom Promise, Student Council, S.A.D.D., Girl and Boy Scouts, 4-H, and Boys and Girls Clubs.
- Utilize law enforcement and firefighters to explain and reinforce rules, laws, safety, and protection of individual’s rights.
- Utilize local drug education coordinators, Partners for Healthy Mississippi, local health officials, and law enforcement as resources for drug education.
- Serve as a resource to teachers on stress signals to watch for in students. Counsel with students who exhibit symptoms of stress. Consult with families.
- Encourage students to memorize and practice telephone numbers, home address, and important emergency contact information.
- Use resources to provide activities and information on experiencing peer pressure and applying it to making decisions.
- Brainstorm in small and large groups ways to de-escalate a violent situation and the possible consequences of each choice.
- Use classroom guidance and bibliotherapy to explain appropriate and inappropriate physical contact.
- Discuss and demonstrate assertive responses to protect their personal space.
- Offer stress management training through classroom, small group, or individual counseling.
- Be actively involved in developing crisis management plans for each building.
**Student Outcomes**

- Demonstrate knowledge of personal information, e.g., telephone number, home address, and emergency contact person and telephone number.

- Learn about the relationship among rules, laws, safety, and the protection of an individual’s rights.

- Learn the difference between appropriate and inappropriate physical contact.

- Demonstrate the ability to assert boundaries, rights, and personal privacy.

- Differentiate between situations requiring peer support and situations requiring adult professional help.

- Identify resource people in the school and community and know how to seek their help.

- Apply effective problem-solving and decision-making skills to make safe and healthy choices.

- Learn about the emotional and physical dangers of substance use and abuse.

- Learn how to cope with peer pressure.

- Learn techniques for managing stress and conflict.

- Learn coping skills for managing life events.
Crisis Management

The strategies within this section fulfill the requirements of MS Code 37-9-79: crisis intervention and prevention counseling

Students will understand what constitutes a crisis and the counseling services available.

I. Define a Crisis

Suggested Counselor Strategies

- Explain the definition of crisis using large and small groups. (See Crisis Resources in Appendix D-7a.)
- Evaluate the magnitude of a crisis situation and implement the counselor response plan. (See Crisis Resources in Appendix D-7b.)

Student Outcomes

- Recognize when a crisis exists.
- Be aware of appropriate counseling services.

II. Crisis Counseling

Suggested Counselor Strategies

- Explain the nature and facts of the crisis situation
- Plan and implement activities that meet the individual needs of the students. (See Crisis Resources in Appendix D-7.)

Student Outcomes

- Have an accurate account of crisis events.
- Have access to individual/group counseling (preventive and intervention) for situations involving death, grief, loss, post-traumatic stress, suicide, and school-associated violent deaths.
Appendix A

Benefits of a Comprehensive Counseling Program

The Mississippi School Counseling programs positively impact students, families, teachers, administrators, boards and departments of education, school counselors, counselor educators, postsecondary institutions, student services personnel, business and industry, and the community. The benefits to each of these groups include the following:

Benefits for Students

1. Prepares students for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem-solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for students.
10. Encourages facilitative, cooperative peer interaction.
11. Fosters resiliency factors for students.
12. Assures equitable access to educational opportunities.

Benefits for Families

1. Prepares children for the challenges for the 21st Century through academic, career, and personal/social development.
2. Provides support for families in advocating for their child’s academic, career, and personal/social development.
3. Develops a system for their child’s long-range planning and learning.
4. Increases opportunities for family/school interaction.
5. Enables families to access school and community resources.

Benefits for Teachers

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance role.
4. Analyzes data to improve school climate and student achievement.
Benefits for Administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating school counseling programs.

Benefits Boards and Department of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality counseling program is available to all students.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student competencies and standards for excellence attained through school counseling program efforts.

Benefits for School Counselors

1. Provides a clearly defined role and function.
2. Eliminates non-counseling functions.
3. Provides direct service to all students.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.

Benefits for Counselor Educators

1. Enhances collaboration between counselor education programs and public schools.
2. Provides exemplary supervision sites for school counseling internships.
3. Increases opportunities for collaborative research on school counseling program effectiveness.

Benefits for Postsecondary Institutions

1. Enhances articulation and transition of students to postsecondary institutions.
2. Prepares students for advanced educational opportunities.
3. Motivates students to seek a wide range of substantial postsecondary options, including college.
Benefits for Student Services Personnel

1. Provides school psychologists, social workers, and other professional student service personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

Benefits for Business and Industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

Benefits for the Community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

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Appendix B-Part 1

School Counselor Job Description

Qualifications:
- Master’s Degree in Guidance and Counseling (MS Code 37-9-79)
- Valid Mississippi Department of Education Certification

PERFORMANCE RESPONSIBILITIES

1. Program Development and Evaluation
   - Goals, objectives, and activities of the guidance program are developed using the results of needs assessments.
   - Organizes a guidance committee that functions in an advisory capacity.
   - Develops a guidance calendar of activities that lists on-going and regular events and activities.
   - Secures and makes available to students information and material on further educational opportunities, personal growth and development, and occupational opportunities and trends.
   - Develops procedures for program.

2. Counseling and Consultation
   - Provides time in the daily schedule for individual counseling for students.
   - Plans and implements group guidance activities.
   - Consults with families, teachers, administrators, and other appropriate individuals regarding services and programs available to/for students.
   - Prepares a list of contact personnel in agencies, programs, and services external to the school setting for collaboration and referral.

3. Student Appraisal
   - Interprets test results to appropriate individuals.
   - Assists in identifying students that need special services.
   - Assists in reviewing students’ progress at the end of each grading period.
4. **Academic Advisement and Educational and Occupational Planning**
   - Assists with registering and orienting new students.
   - Provides orientation to students from “feeder” schools.
   - Conducts course selection.
   - Provides students with information on school district policies regarding counseling services, student activities, competency and grade-level testing, graduation, and college admission requirements.
   - Provides students with materials and information regarding career and post-high school educational opportunities; assists with college application, scholarships, and employment applications including the writing of letters of recommendation. (See *Family Educational Rights and Privacy Act*.)
   - Informs families of student-related career and educational opportunities.
   - Consults with administrators and teachers in the planning of course offerings that meet the needs and interests of students.

5. **Referrals and Follow-up**
   - Receives and acts upon referrals from administrators, teachers, families, agencies, and other professional staff.
   - Assists families in effective use of community and school resources such as (a) identification of students needing special assistance, (b) maintaining a current file of alternate programs and schools, (c) counseling families and students about alternatives available, and (d) following up on students’ progress.

6. **Professional Responsibilities and Development**
   - Organizes office for effective use and prepares/submits reports, records, lists, and other paperwork accurately and timely.
   - Participates in meetings as required or appropriate.
   - Keeps informed of developments within the profession by maintaining active membership in appropriate organizations, attending professional meetings, reading professional journals and other publications, and networking with other professionals.
   - Adheres to district board policies and procedures and administrative directives.
   - Communicates effectively using standard oral and written English.
   - Abides by the American School Counselor Code of Ethics. (See Appendix C.)
Appendix B-Part 2

School Counselor Evaluation

The following evaluation form covers items listed in MS Code 37-9-79 and The National Standards for School Counseling Programs published by the American School Counselor Association.

Suggested Guide for Performance Levels

Definitions:  

**Commendable (C)**  
The counselor performs the criterion at a level which exceeds the district standards. The counselor demonstrates most of the descriptors consistently, accurately, and effectively.

**Proficient (P)**  
The counselor performs the criterion at a level which meets the district standards. The counselor demonstrates many of the descriptors consistently and without significant error.

**Developing (D)**  
The counselor performs the criterion at a level which indicates improved performance is necessary to meet district standards. The counselor demonstrates many of the descriptors with minimal proficiency and/or the application of many of the descriptors reflects some inconsistency or error.

**Unsatisfactory (U)**  
The counselor performs the criterion at a level which fails to meet district standards. The counselor often fails to demonstrate most of the descriptors and/or the application of most of the descriptors often reflects significant error.

**Criterion Not Observed (N/O)**  
When the criterion is not observed, the counselor will be asked by the administrator to provide significant and relevant information about the criterion and explain why the criterion was not used or applicable.

Rating Scale:  Throughout the evaluation instrument, please use the appropriate initial in the blank before the strategy to indicate the rating of that strategy. The acceptable level of counselor performance is left to the discretion of the individual school district.
School Counselor Evaluation Instrument

__________________________________                    ____________________________
Counselor’s Name                                                          School/Building

________________________  ________  ___________________________  __________
Administrator’s Name             Date                Counselor’s Signature                 Date

(Counselor’s signature indicates this report has been reviewed and discussed.)

Qualifications
_____ Yes/No  Master’s Degree in Guidance and Counseling (MS Code 37-9-79)
_____ Yes/ No  Valid Mississippi Department of Education Certification

PERFORMANCE RESPONSIBILITIES

1. Program Development and Evaluation
   _____ Goals, objectives, and activities of the guidance program are developed using the 
          results of needs assessments.
   _____ Organizes a guidance committee that functions in an advisory capacity.
   _____ Develops a guidance calendar of activities that lists on-going and regular events and 
          activities.
   _____ Secures and makes available to students information and material on further 
          educational opportunities, personal growth and development, and occupational 
          opportunities and trends.
   _____ Develops procedures for program.

2. Counseling and Consultation
   _____ Provides time in the daily schedule for individual counseling for students.
   _____ Plans and implements group guidance activities.
   _____ Consults with parents, teachers, administrators, and other appropriate individuals 
          regarding services and programs available to/for students.
   _____ Prepares a list of contact personnel in agencies, programs, and services external to 
          the school setting for collaboration and referral.

3. Student Appraisal
   _____ Interprets test results to appropriate individuals.
   _____ Assists in identifying students that need special services.
   _____ Assists in reviewing students’ progress at the end of each grading period.
4. Academic Advisement and Educational and Occupational Planning
   _____ Assists with registering and orienting new students.
   _____ Provides orientation to students from “feeder” schools.
   _____ Conducts course selection.
   _____ Provides students with information on school district policies regarding counseling
   services, student activities, competency and grade-level testing, graduation, and
   college admission requirements.
   _____ Provides students with materials and information regarding career and post-high
   school educational opportunities; assists with college application, scholarships, and
   employment applications including the writing of letters of recommendation. (See
   Family Educational Rights and Privacy Act.)
   _____ Informs families of student-related career and educational opportunities.
   _____ Consults with administrators and teachers in the planning of course offerings that
   meet with the needs and interests of the students.

5. Referrals and Follow-up
   _____ Receives and acts upon referrals from administrators, teachers, families, agencies,
   and other professional staff.
   _____ Assists families in effective use of community and school resources such as (a)
   identification of students needing special assistance, (b) maintaining a current file
   of alternate programs and schools, (c) counseling families and students about
   alternatives available, and (d) following up on students’ progress.

6. Professional Responsibilities and Development
   _____ Organizes office for effective use and prepares/submits reports, records, lists, and
   other paperwork accurately and timely.
   _____ Participates in meetings as required or appropriate.
   _____ Keeps informed of developments within the profession by maintaining active
   membership in appropriate organizations, attending professional meetings, reading
   professional journals and other publications, and networking with other
   professionals.
   _____ Adheres to district board policies and procedures and administrative directives.
   _____ Communicates effectively using standard oral and written English.
   _____ Abides by the American School Counselor Code of Ethics. (See Appendix C.)

COMMENTS
Appendix C: American School Counselors Code of Ethics

Revised June 26, 2004


Preamble

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;

- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and

- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. Responsibilities to Students

The professional school counselor:

a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.

b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

c. Respects the student’s values and beliefs and does not impose the counselor’s personal values.

d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. Confidentiality

The professional school counselor:

a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.

b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.

c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

- Student identifies partner or the partner is highly identifiable
- Counselor recommends the student notify partner and refrain from further high-risk behavior
- Student refuses
- Counselor informs the student of the intent to notify the partner
- Counselor seeks legal consultation as to the legalities of informing the partner

d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.

e. Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor’s ethical obligation.

g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children’s lives.

A.3. Counseling Plans

The professional school counselor:

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. Dual Relationships

The professional school counselor:

a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one’s family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.

b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. Appropriate Referrals

The professional school counselor:

a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. Group Work

The professional school counselor:

a. Screens prospective group members and maintains an awareness of participants’ needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.

b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.

c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.

d. Follows up with group members and documents proceedings as appropriate.

A.7. Danger to Self or Others

The professional school counselor:

a. Informs parents/guardians or appropriate authorities when the student’s condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.

b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. Student Records

The professional school counselor:

a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.

b. Keeps sole-possession records separate from students’ educational records in keeping with state laws.

c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privileged communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.

d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. Evaluation, Assessment and Interpretation

The professional school counselor:

a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.

c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.

d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.

e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.

g. Assesses the effectiveness of his/her program in having an impact on students’ academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.
A.10. Technology

The professional school counselor:
a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student’s individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

b. Advocates for equal access to technology for all students, especially those historically underserved.

c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.

d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.

e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps protect students and others from harm.

A.11. Student Peer Support Program

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. Parent Rights and Responsibilities

The professional school counselor:

a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student’s maximum development.

b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student’s effectiveness and welfare.

c. Respects the confidentiality of parents/guardians.

d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. Parents/Guardians and Confidentiality

The professional school counselor:

a. Informs parents/guardians of the counselor’s role with emphasis on the confidential nature of the counseling relationship between the counselor and student.

b. Recognizes that working with minors in a school setting may require counselors to collaborate with students’ parents/guardians.

c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.

d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. Professional Relationships

The professional school counselor:

a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.

b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.

c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. Sharing Information with Other Professionals

The professional school counselor:

a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.

b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.

c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.

d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. Responsibilities to the School

The professional school counselor:

a. Supports and protects the educational program against any infringement not in students’ best interest.

b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school’s mission, personnel and property while honoring the confidentiality between the student and counselor.

c. Is knowledgeable and supportive of the school’s mission and connects his/her program to the school’s mission.

d. Delineates and promotes the counselor’s role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.

e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.

f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students’ developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel.
The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. Responsibility to the Community

The professional school counselor:

a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.

b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E.1. Professional Competence

The professional school counselor:

a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.

b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.

c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth are ongoing throughout the counselor’s career.

E.2. Diversity

The professional school counselor:

a. Affirms the diversity of students, staff and families.

b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.

c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.

d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA’s position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.

e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.

f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. Contribution to the Profession

The professional school counselor:

a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.

b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.

c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.

2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA’s Ethics Committee.

4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   - state school counselor association
   - American School Counselor Association

5. The ASCA Ethics Committee is responsible for:
   - educating and consulting with the membership regarding ethical standards
   - periodically reviewing and recommending changes in code
   - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
   - handling complaints of alleged violations of the ethical standards.

At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King St., Suite 625, Alexandria, VA 22314.

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Appendix D: Resources

Appendix D-1: References and Resources for Elementary School

ACADEMIC DEVELOPMENT


*Parent's Guide to Attention Deficit Disorders* (2nd edition) by Stephen McCarney and Angela Marie Bauer. Hawthorne Educational Services; Product # 00840; $20.00.

*Guidance Activities for Counselors & Teachers* by C. L. Thompson, C.L. & W. A. Poppen.

*Leo the Late Bloomer* by Leo Lionni. A book about being unique and how people are similar and different.

*Rainbow Fish* by Marcus Pfister. A good book about sharing.

*The Rainbow Fish* and video by Marcus Pfister. Feelings Factory.

*Rainbow Fish to the Rescue* by Marcus Pfister. Feelings Factory.
The Grouchy Ladybug by Eric Carle and ladybug puppet; can use Beanie Babies for every character. Marco.

How to Lose All Your Friends by Nancy Carlson. Feelings Factory.

Tattlin Madeline by C. Cummings.


Hands are not for Hitting by M. Agassi. Regent Book Co.; $11.95.


Perfect Puppy by S. Calmenson. Bibliotherapy about mistakes are okay. Regent Book Co.; $15.00; Grades PreK-1.

CAREER DEVELOPMENT


Community Helpers. Cards by Trend Enterprises.

NC Careers Online Interest Inventory. From the SOICC web page; used best with 4th & 5th Grade students.

Career-O-Rama. Disk/computer or career pathways cluster list.


Picture Me This! Game. One picture card can generate a multitude of responses as students brainstorm every imaginable career associated with each picture. 52 Occupation Picture Cards, 12 lessons & reproducible activity sheets. Marco; ISBN: PM976-M; $10.95.


Books that help students understand nontraditional occupations/career choices:

*Children’s Dictionary of Occupational Titles*


*Katy and the Big Snow* by V.L.Burton (1967).

*Girls Can Be Anything They Want* by P. Foote (1980).

*George the Babysitter* by S. Hughes (1977).

*Martin’s Father* by M. Eichler (1971).

*The Berenstain Bears No Girls Allowed* by J. Berenstain.

PERSONAL/SOCIAL DEVELOPMENT

Froggy and Friends I by K. Guild. A social skills program. Marco; Product # FF925B-M; $22.95; Grades K-3.

Froggy and Friends II. Froggy teaches good behavior; his adventures include: tattling, bullying, doing your best, name calling, prejudice and bragging. Use Beanie Babies to help illustrate stories. Marco; Product # FF968B-M $22.95.


It’s Not Easy Being a Bunny by M. Sadler. A story to help students identify different feelings.

DUSO-Body Rights Kit by American Guidance Services. The kit is a good and very inexpensive resource for teaching good and bad touch, privacy rights, and seeking assistance.
**My Body Belongs to Me** by Kristin Baird. This book can be read and then have discussion on sections pertaining to good and bad touch, privacy, and seeking help.


**Lessons for Living-Self-Control** from the Watchkin Adventures by Scholastic.

**The Lean Mean Machine** by Joy Berry. A story to help discuss the consequences of not controlling yourself.

**Why Are People Different** by B. Hazen. Read and discuss the ways children know of people being different.

**Elijah’s Angel.** Read and discuss the story in relation to the differences in Michael and Elijah (cultural, generational, religious).

**Willie McGurgle.** A good anonymous poem to read to help students understand non-verbal behavior and effective communication.


**Helping Children Cope with Fears and Stress** by Robinson, Fey, Vogel.

**Tell ’Em How You Feel.** Video can help students apply conflict resolution skills. Video available from J.Gary Mitchell Film Company at www.empowerkids.com


**Good-Bye Daddy!** by B. Weninger. Courage to Change; Product #70333; $14.95.


**Dealing with Divorce Game.** Marco; Product # DD978-M; $10.95.

**Coming to Terms with Divorce.** A Guided Support Program for Primary Grades. (Guidance – Elementary Grades). Workbook ISBN 1-56077-146-1; Leader’s Manual ISBN #1-56077-147-X; Product # CFL464-M3 (Grades 1-3); # CFL436-M3 (Grades 4-6); # CFL463-M3 (Leader’s Guide).

**OREO Cookies and Divorce.** An activity in the Pickle Packet for Elementary Counselors.


**Help for Kids! Understanding Your Feelings About Having A Parent In Prison or Jail.** Marco; Product # HF987; $9.95; Grade 1-6.

Books relating to self-esteem and feelings:

**Mixed-up Chameleon** by Erick Carle. Use Beanie Babies for all the characters in the story.


**The Lovables in the Kingdom of Self-Esteem** by D. Loomans. Use Beanie Babies for all the characters in the story. Courage to Change; Product # 30445; $15.95.


**Franklin’s Secret Club** and **Franklin’s New Friend** by Paulette Bourgeois. Regent Book Co.

**Flower and the Caterpiller** by T. Ludwig. Changeable puppet and reproducibles. Marco; Product # FC948-M; $5.95; Grades 1-4.

**Story of Seven Sour Pickles**. Pickle puppet. Marco.

**Pickle Jar Bingo.** Helps students identify feelings. Marco; Product # PJ931-M; $11.95; Grades PreK-2.

**Feelings and Fun Packet.** Reproducibles, puppets, crossword puzzles, mazes, word finds, etc. Feelings Factory.
Buddy by P. Berube. Puppet and discussion guide on kindness. Marco; Product # BU946-M; $6.95; Grades PreK-3.

The Band-Aid Chicken. A book about bullying/peer pressure. Marco; Product # BA984-M; $6.95; Grades PreK-2.

A Volcano in My Tummy: Helping Children to Handle Anger by E. Whitehouse & W. Pudney. Courage to Change; Product # 30418; $12.95.

Books relating to lying and grief:

Franklin Fibs by Paulette Bourgeois. Regent Book Co.

Berenstain Bears and the Truth by J. Berenstain. Collection of 10 books includes stories about teasing, greediness, handling bullies, blaming others, telling the truth, bad dreams, dealing with strangers, problems with friends and fighting. Childswork Childsplay; Product # CPG63765; $29.95; Ages 4-8.

Liar, Liar, Pants on Fire by M. Cohen


Aarvy Aardvark Finds Hope by D. O’Toole. Children’s workbook & leader’s guide. Courage to Change; Product # 82233; $11.95.

Pepsee’s Pup by M. Rodenbaugh. Short story to help with the death of a pet. Marco.


Ready to Use Conflict Resolution Activities for Elementary Students by B. Teolis. American School Counseling Association; Order #9709; $29.50.


The Angry Monster Machine Game. Feeling Factory; Product AMM; $49.00.

The Angry Monster Workbook. Feelings Factory; Product AMW; $17.95.

**GENERAL RESOURCES**

*Elementary School Counseling: A Blueprint for Today and Tomorrow* by J.C. Worzbyt & K. O’Rourke. This book provides for creation and implementation of a program designed to meet the needs of all children. Activities in all three developmental areas are provided for counselors. Accelerated Development Inc.; ISBN # 0-915202-69-7.


*Pickle Packet for Elementary Counselors* by Patricia Taylor Kienzle. Materials available from Marco Products or from author at 3525 Northwood, Fayetteville, AR 72704 or call 501-521-0076, fax 501-521-4973; Grades K-6.


<table>
<thead>
<tr>
<th>Resource</th>
<th>Phone Number</th>
<th>Web Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marco</td>
<td>800-448-2197</td>
<td><a href="http://www.marcoproducts.com">www.marcoproducts.com</a></td>
</tr>
<tr>
<td>Feelings Factory</td>
<td>800-858-2264</td>
<td><a href="http://www.feelingsfactory.com">www.feelingsfactory.com</a></td>
</tr>
<tr>
<td>Oriental Trading</td>
<td>800-228-2269</td>
<td></td>
</tr>
<tr>
<td>School Aids</td>
<td>800-673-1576</td>
<td></td>
</tr>
<tr>
<td>Pickle Packet Author – Patricia Kienzle</td>
<td>501-521-0076</td>
<td></td>
</tr>
<tr>
<td>Courage to Change</td>
<td>800-440-4003</td>
<td><a href="http://www.ctc@etcdata.com">www.ctc@etcdata.com</a></td>
</tr>
<tr>
<td>Hawthorne Educational Services</td>
<td>314-874-1710</td>
<td><a href="http://www.htc-inc.com">www.htc-inc.com</a></td>
</tr>
<tr>
<td>Ready-to-Use Resources for Educators</td>
<td>800-956-7739</td>
<td><a href="http://www.jbp.com/promo/e3m">www.jbp.com/promo/e3m</a></td>
</tr>
<tr>
<td>Accelerated Development Inc.</td>
<td>800-222-1166</td>
<td></td>
</tr>
<tr>
<td>National Career Development Association</td>
<td>866-FOR-NCDA</td>
<td><a href="http://www.ncda.org">www.ncda.org</a></td>
</tr>
<tr>
<td>Guidance – Elementary Grades</td>
<td>800-421-4246</td>
<td><a href="http://www.socialstudies.com">www.socialstudies.com</a></td>
</tr>
<tr>
<td>Educational Media Corporation</td>
<td>612-781-0088</td>
<td></td>
</tr>
<tr>
<td>YouthLight Inc.</td>
<td>800-209-9774</td>
<td><a href="http://www.youthlight.com">www.youthlight.com</a></td>
</tr>
<tr>
<td>Committee for Children</td>
<td>800-634-4449</td>
<td><a href="http://www.cfchildren.org">www.cfchildren.org</a></td>
</tr>
<tr>
<td>Paperbacks for Educators</td>
<td>800-227-2591</td>
<td></td>
</tr>
<tr>
<td>Regent Book Company</td>
<td>800-999-9554</td>
<td><a href="http://www.regentbook.com">www.regentbook.com</a></td>
</tr>
<tr>
<td>Childswork/Childsplay</td>
<td>800-962-1141</td>
<td><a href="http://www.childswork.com">www.childswork.com</a></td>
</tr>
<tr>
<td>The Learning Works, Inc.</td>
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<tr>
<td>SOICC (State Occupational Information Coordinating Committee)</td>
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<tr>
<td>Barnes and Noble</td>
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<tr>
<td>Books-A-Million</td>
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</tbody>
</table>
INEXPENSIVE RESOURCES

ITV (Instructional Television) an instructional programming guide and services for K-12 provided by the Education Department (ask your librarian)
Your school library probably has most of the books recommended or your librarian may be willing to order them for you
Eddie Eagle Program – gun safety program funded by the NRA – K.Jones at 800-231-0752
Stay in School Drug Prevention Program – contact your local recruiting office
Local Law Enforcement agencies have various programs available
Teacher and Parent Resource Centers
The Career Key – free online career assessment tool – www.ncsu.edu/careerkey/index
The Interest-Finder Quiz – a sample quiz (60 interest test items) designed to acquaint the user with a national test Interest-Finder which is a part of the ASVAB Career Exploration Program – www.myfuture.com/secondary/career/ch_interestquiz
The Career Questionnaire – College Board developed this quick questionnaire. Results are then linked to a list of matching occupations – www.collegeboard.org/career/html/searchQues
Interest Finder Quiz – www.schoolfinder.com/career/carquiz.htm
America’s Career InfoNet – site provides links to a comprehensive source of occupational information – www.acinet.org/acinet
Appendix D-2: References and Resources for Middle School

(These resources have been arbitrarily divided into categories. However, most contain materials that are appropriate for all three content areas.)

ACADEMIC DEVELOPMENT

Counseling Secondary Students with Learning Disabilities by Michael Koehler and Marybeth Kravets. Ready-to-use guidelines, techniques, and materials; 140 forms, letters, checklists, and samples to help better serve the LD student. Customer Care Center - Consumer Accounts, 10475 Crosspoint Blvd., Indianapolis, IN 46256; Phone: (800) 956-7739; Fax: (800) 597-3299; customer@wiley.com; ISBN: 0-87628-272-9; $29.95.

Pre-Referral Intervention Manual by Stephen B. McCarney, Ed.D., Kathy Cummins Wunderlich, M.Ed., & Angel M. Bauer, M.Ed. Suggestions for counseling students with academic, interpersonal or behavior problems. Hawthorne Educational Services, Inc., 800 Gray Oak Drive, Columbia, MO 65201; Phone: (573) 874-1710 or (800) 542-1673; Fax: (573) 442-9509 or (800) 442-9509.

The School Counselor's Book of Lists by Dorothy J. Blum, Ed.D. This comprehensive information source and time-saver for K-12 counselors is packed with over 400 accurate, up-to-date lists of guidelines, materials, activities, and ideas covering virtually every aspect of the guidance and counseling curriculum and the school counselor’s job. Customer Care Center - Consumer Accounts, 10475 Crosspoint Blvd., Indianapolis, IN 46256; Phone: (800) 956-7739; Fax: (800) 597-3299; customer@wiley.com; ISBN: 0-78796-640-1; $32.95.

A Survival Guide for the Elementary/Middle School Counselor by John J. Schmidt, Ed.D. (September 2002). This practical, professional resource is packed with hundreds of ready-to-use ideas, strategies, and tools to help you plan and implement an effective counseling program tailored to the remedial, preventative, and developmental needs of all students. Jossey-Bass. Customer Care Center - Consumer Accounts, 10475 Crosspoint Blvd., Indianapolis, IN 46256; Phone: (800) 956-7739; Fax: (800) 597-3299; customer@wiley.com; ISBN: 0-78796-643-6; Paperback; $32.95.

CAREER DEVELOPMENT

Career Development Activities for the Elementary Grades by Mirian McLaughlin and Sandra Peyser. Relating academic areas to the world of work; provides 130 career activities for grades 3 through 6 that are tied to major subject areas. Educational Media Corporation, Box 21311, Minneapolis, MN 55421-0311; Phone: (763) 781-0088; www.educationalmedia.com; ISBN: 1-930572-08-5; $29.95.

PERSONAL/SOCIAL DEVELOPMENT

ETV School Resource Guide. A guide to instructional programming and services for kindergarten through twelfth grade; includes videos on career education, health and safety, and life skills. Mississippi Educational Television Learning Services Division, 3825 Ridgewood Road, Jackson, MS 39211; Phone: (800) 922-9698; www.etv.state.ms.us; Free.

Project Wisdom. 185 daily messages, including special messages for special days of the year. Program comes with a lifetime licensing agreement, which gives the school the right to broadcast this material over the public-address or in-house television system. Themes include Courage, Courtesy, Dealing with Anger, Diversity, and many, many more. There are three different series. Project Wisdom, 4747 Bellaire Blvd., Suite 210, Bellaire, Texas 77401-4518; Phone: (800) 884-4974; Fax: (713) 664-6944; http://www.projectwisdom/; $350.00 per series.

Ready-to-Use Social Skills Lessons & Activities for Grades 4-6 edited by Ruth Weltmann Begun. A ready-to-use curriculum based on real-life situations to help you build students’ self-esteem, self-control, respect for the right of others, and a sense of responsibility for one’s own actions. Customer Care Center - Consumer Accounts, 10475 Crosspoint Blvd., Indianapolis, IN 46256; Phone: (800) 956-7739; Fax: (800) 597-3299; customer@wiley.com; ISBN: 0-87628-474-8; $27.50.

Ready-to-Use Social Skills Lessons & Activities for Grades 7-12 edited by Ruth Weltmann Begun. A ready-to-use curriculum based on real-life situations to help you build students’ self-esteem, self-control, respect for the right of others, and a sense of responsibility for one’s own actions. Customer Care Center - Consumer Accounts, 10475 Crosspoint Blvd., Indianapolis, IN 46256; Phone: (800) 956-7739; Fax: (800) 597-3299; customer@wiley.com; ISBN: 0-87628-475-6; $27.50.

Solution-Focused Counseling in Middle and High Schools by John Murphy. Murphy provides excellent brief therapy interventions for problem resolutions that are especially designed for busy school counselors. American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304; Phone: (800) 347-6647; Fax: (800) 473-2329; TDD: (703) 823-6862; Order #72640; ISBN: 1-55620-170-2; Prices: List, $41.95; Member, $24.95.
Appendix D-3: References and Resources for High School

ACADEMIC DEVELOPMENT

**ACT Preparation and Registration Booklets.** Student registration packets and an ACT practice test and preparation booklet are included. American College Testing Program, PO Box 168, 2201 N. Dodge St. Iowa City, Iowa 52243-0168; [www.act.org](http://www.act.org); Free.

**College Access Planning Program (CAPP).** This non-profit organization offers free college and career planning counseling for students and parents. Available to present college, career, and financial aid workshops in schools around the state. 2600 Lakeland Terrace Jackson, MS 39216. 601-713-2715; [www.naildowncollege.com](http://www.naildowncollege.com); Free.

**The College Handbook.** An informative guide to more than 3,600 two- and four-year colleges in the U.S. Provides admissions information, contact information, and cost data. Updated annually. College Board, 45 Columbus Avenue, New York, NY 10023-6992; Phone: (212) 713-8000; [www.collegeboard.org](http://www.collegeboard.org); ISBN: 0874476941; $26.95.

**Getting Into the ACT: Official Guide to the ACT Assessment.** Officially endorsed by ACT, this preparation guide incorporates actual former ACT tests and tips. Harcourt Brace. May be ordered from Social Studies School Service at 1-800-421-4246 or may be purchased from your local bookstore. ISBN: 0156005352; $17.00.

**Mississippi Department of Education State Testing Resources.** Subject area test blueprints and sample test questions are provided. A state testing calendar and other helpful state testing related materials are found at the following web site: [www.mde.k12.ms.us](http://www.mde.k12.ms.us); Free.

**Mississippi Institutions of Higher Learning.** Provides pamphlets, brochures, and information concerning admissions requirements and state financial aid and scholarship programs to Mississippi’s public institutions. 3825 Ridgewood Road, Jackson, MS 39211; [www.ihl.state.ms.us](http://www.ihl.state.ms.us); Free.

**Fastweb, On-line scholarship search.** An on-line scholarship search for students and parents. This service is free to schools and students who register as a fastweb user on line. Fastweb contains a large database of private and public scholarship opportunities. [www.fastweb.com](http://www.fastweb.com); Free.

**Internet Guide for College-Bound Students** by Kenneth E. Hartman. Guidelines and tips for using the Internet to conduct an effective college search. The College Board, 45 Columbus Avenue, New York, NY 10023-6992; Phone: (212) 713-8000; ISBN: 0874476011; [www.collegeboard.org](http://www.collegeboard.org); $14.95.
Panic Plan for the ACT Assessment. A two week review for all four areas of the ACT. Peterson’s, 2000 Lenox Drive, P.O. Box 67005, Lawrenceville, NJ 08648; Phone: (877) 433-8277; www.petersons.com; ISBN: 0768908582; $9.95.


Study Smart! by Gary Abbamont and Antoinette Brescher. Ready to use reading and study skills activities for grades 5-12. Activities are reproducible. Simon and Schuster; Social Studies School Service; Phone: 1-800-421-4246; ISBN: 0876288727; $29.95.

CAREER DEVELOPMENT

But What If I Don’t Want to Go to College? A guide covering over 100 careers that require alternate forms of education such as vocational or technical training. Includes help on where to obtain information. Social Studies School Service; Phone: 1-800-421-4246; www.socialstudies.com; ISBN: 0816038619; $12.95.

Careers and Colleges Magazine Series. A magazine series that discusses career and college planning. Articles are geared primarily towards juniors and seniors. Schools must request a subscription and must explain how the magazines will be distributed and utilized. E.M. Guild, Inc., 989 Avenue of the Americas, 6th Fl., New York, NY 10018; Phone: 1-800-964-0763; www.careersandcolleges.com; Free.

CHOICES and CAREER FUTURES. This computerized state career information system is provided to all Mississippi public schools and targets students in grades 7-12. Students are provided opportunities to explore careers, prepare four/six year plans, complete interest inventories, perform college and scholarship searches, view job descriptions and videos, develop basic necessary skills, write resumes, and improve employability skills. An annual fall update is provided. Contact: Bridges Transitions Co., 800-281-1168, Barbara McDaniel, Regional Manager, bmcdaniel@bridges.com. To view these products and others, visit: www.bridges.com.

Directions. A career planning book/guide for students in grades 7-12 that provides timely articles about occupational choices, the benefits of education, and detailed career descriptions. Contact: Mississippi’s Career Resource Network, a service of the Mississippi Development Authority, Liz Barnett, CRN Director, lbarnett@mississippi.org. For additional information, visit: www.mscareernet.org.
PERSONAL DEVELOPMENT

Activities that Teach by Tom Jackson. Activities for small groups or classrooms. Covers topics such as decision making, teamwork, and making healthy choices. Most may be completed with no other resources in a short time period. Publishers Press; Phone: 1-888-588-7078; www.activelearning.org; ISBN: 0-9664633-1-5; $15.95.

Eating Disorder Information. A website that provides free information concerning the symptoms and treatment of eating disorders. Also provides links for further information. www.eatingdisorderinfo.org; Free.


The Seven Habits of Highly Effective Teens by Sean Covey. This book presents teens with seven practices for success. It emphasizes responsibility, remaining positive, listening, and taking good care of one’s self. Could be effectively used in a small group setting. May be purchased at your local bookstore or at Social Studies School Guidance, Phone: 1-800-421-4246; ISBN: 0613237641; $14.00.


When Death Impacts Your School and After A Suicide: A Workbook for Grieving Kids. These two publications of the Dougy School provide schools, counselors, and students with strategies for dealing with the death or suicide of a classmate, teacher, or staff member. PO Box 86852, Portland, OR 97286; Phone: 1-866-775-5683; www.dougy.org; ISBN: 1890534056; $9.95 and $12.95.
GENERAL

School Safety Manual, MDE, [www.mde.k12.ms.us](www.mde.k12.ms.us)
MDE Student Expectations, A Family Guide for Student Success, [www.mde.k12.ms.us](www.mde.k12.ms.us)
MDE Approved Courses for the Secondary Schools of Mississippi, [www.mde.k12.ms.us](www.mde.k12.ms.us)
Local Department of Human Services
Local Regional Counseling Service
Local Hospital Educational Services Office
Appendix D-4: *Handbook for School Counselors*

NOTE: This document is in a separate file on this CD.
Appendix D-5: *Program of Work: A Guide for Mississippi Vocational Counselors*

NOTE: This document is in a separate file on this CD.
Appendix D-6: Community Resources

AIDS/HIV Services

AIDS info. Hotline (800) 826-2961
AIDS/HIV Information (601) 713-4357
Building Bridges (Housing assistance) (601) 922-0100
Catholic Charities (601) 355-8634
Contact (601) 371-7483
Episcopal AIDS Committee (Medication assistance) (601) 713-0540
Grace House (Residential facility) (601) 353-1038
Hospice Ministries (601) 898-1053
HOPWA (Rental Assistance) Health Department (601) 576-7723
NOT HERE Foundation (601) 376-0707
Operation Shoestring (601) 353-6336
Ryan White Program (Medication assistance) (601) 576-7723

Alcohol and Drug Abuse/Other Addictions

Al-Anon, Alateen (800) 826-2961
Alcohol Services Center (601) 948-6220
Alcoholics Anonymous (601) 982-0081
Baptist Hospital (Adult, adolescent inpatient treatment) (601) 968-1102
Born Free (Residential treatment-pregnant/parenting mothers) (601) 922-0026
CARES Center/The Ark (Adolescent residential treatment) (601) 355-0077
Cocaine Abuse (800) 274-2042
“CONNECTIONS” HOTLINE (answered 24 hours a day) (888) 827-4637
Substance Abuse (800) 662-4357
Friends of Alcoholics (Free residential treatment for males) (601) 362-4275
Gamblers Anonymous (601) 471-4333
Harbor House for Men & Women (Adult residential treatment) (601) 371-7335
Men’s Transition Programs (601) 355-0061
Miracle House (Homeless residential treatment for males) (601) 982-0587
Mississippi State Hospital (Adult inpatient treatment & DD) (601) 351-8007
Narcotics Anonymous (601) 949-9499
National Council on Alcoholism and Drug Abuse (601) 899-5880
New Beginnings (Transitional-pregnant/parenting mothers) (601) 371-7483
Overeaters Anonymous (601) 957-0321
Country Oaks Recovery Center (601) 922-0802
St. Dominic Hospital (Adult inpatient treatment & dual diagnosis) (601) 364-3030
Outpatient Chemical Dependency (601) 364-1254
Victory Manor (Adult residential treatment for males) (601) 924-9496
## Blind/Visually Impaired

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<thead>
<tr>
<th>Organization</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Addie McBryde Rehab Center for the Blind</td>
<td>(601) 364-2700</td>
</tr>
<tr>
<td>Library Commission Office (Large print book)</td>
<td>(601) 961-4111</td>
</tr>
<tr>
<td>Library for the Blind and Physically Handicapped</td>
<td>(601) 961-4111</td>
</tr>
<tr>
<td>Low Vision Clinic (Mississippi School for the Blind)</td>
<td>(601) 984-8210</td>
</tr>
<tr>
<td>Mississippi Council of the Blind</td>
<td>(601) 932-4338/982-1718</td>
</tr>
<tr>
<td>Mississippi Lions Eye and Tissue Bank (Glasses)</td>
<td>(601) 366-5362</td>
</tr>
<tr>
<td>Preserve Sight Mississippi</td>
<td>(601) 362-6985</td>
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## Children and Family Services

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<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Adoption Ministries of Mississippi</td>
<td>(601) 362-2272</td>
</tr>
<tr>
<td>Adoption Resource Exchange</td>
<td>(601) 359-4980</td>
</tr>
<tr>
<td>Baptist Children Village, The</td>
<td>(601) 922-2242/4334</td>
</tr>
<tr>
<td>Candlelighters (support group for families of children with cancer)</td>
<td>(601) 371-6724</td>
</tr>
<tr>
<td>Catholic Charities (Adoption)</td>
<td>(601) 960-8649</td>
</tr>
<tr>
<td>Child Abuse Hotline</td>
<td>(800) 222-8000</td>
</tr>
<tr>
<td>Children’s Advocacy Center (referrals for sexually abused children)</td>
<td>(601) 969-7111</td>
</tr>
<tr>
<td>Children’s Health Insurance Programs (CHIPs)</td>
<td>(800) 421-2408</td>
</tr>
<tr>
<td>Children’s Medical Program (children &amp; adolescents w/disabilities)</td>
<td>(601) 987-3965</td>
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<tr>
<td>Children’s Rehabilitation Center – Univ. of MS Medical Center</td>
<td>(601) 984-2940</td>
</tr>
<tr>
<td>Christian in Action (Emergency shelter for children)</td>
<td>(601) 353-1942</td>
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<tr>
<td>Choctaw Social Services</td>
<td>(601) 656-2211</td>
</tr>
<tr>
<td>“CONNECTIONS” HOTLINE (answered 24 hours a day)</td>
<td>(888) 827-4637</td>
</tr>
<tr>
<td>Crime Victim Compensation Program</td>
<td>(601) 713-3113</td>
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<tr>
<td>Families First Parent Resource Center (Parent education)</td>
<td>(601) 969-7232</td>
</tr>
<tr>
<td>First Steps Early Intervention Program (Dev. Disabilities)</td>
<td>(800) 451-3903</td>
</tr>
<tr>
<td>Hope Haven (Adolescent crisis center)</td>
<td>(601) 376-0500</td>
</tr>
<tr>
<td>Mississippi Children’s Home Society (Adoption, group homes)</td>
<td>(601) 352-7784</td>
</tr>
<tr>
<td>Mississippi Early Childhood Association (parent education/videos)</td>
<td>(601) 898-0396</td>
</tr>
<tr>
<td>MS Families as Allies for Children’s Mental Health (Respite)</td>
<td>(601) 981-1618</td>
</tr>
<tr>
<td>MS Families for Kids (Adoption/Foster Care)</td>
<td>(601) 360-0591</td>
</tr>
<tr>
<td>MS Forum on Children and Families (Parent education)</td>
<td>(601) 355-4911</td>
</tr>
<tr>
<td>Our House (Shelter for Adolescents-Runaway Abused)</td>
<td>(601) 355-0161</td>
</tr>
<tr>
<td>Parent Child Center (Parenting classes, counseling services)</td>
<td>(601) 944-1055</td>
</tr>
<tr>
<td>Perinatal High Risk Management (PHRM)-teen/high risk preg.)</td>
<td>(601) 987-3977</td>
</tr>
<tr>
<td>Ronald McDonald House (lodging for families of ped. cancer pts.)</td>
<td>(601) 981-5683</td>
</tr>
<tr>
<td>The McClean Fletcher Center (children during w/death)</td>
<td>(601) 982-4405</td>
</tr>
</tbody>
</table>

## Deaf/Hearing Impaired

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpreters</td>
<td>(601) 984-2468</td>
</tr>
<tr>
<td>Mississippi Hearing Center</td>
<td>(601) 353-0595</td>
</tr>
<tr>
<td>Mississippi Lions Eye and Tissue Bank (Hearing aids)</td>
<td>(601) 366-5362</td>
</tr>
</tbody>
</table>
### Disability Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blake Clinic (Children)</td>
<td>(601) 987-9365</td>
</tr>
<tr>
<td>Children’s Medical Program</td>
<td>(601) 987-3965</td>
</tr>
<tr>
<td>Children’s Rehabilitation Center – Univ. of MS Medical Center</td>
<td>(601) 984-2940</td>
</tr>
<tr>
<td>First Steps Early Intervention Program (Dev. disabilities)</td>
<td>(800) 451-3903</td>
</tr>
<tr>
<td>Independent Living Center</td>
<td>(601) 351-1525</td>
</tr>
<tr>
<td>Institute for Disability Studies (Education and referrals)</td>
<td>(601) 432-6261</td>
</tr>
<tr>
<td>Living Independence for Everyone (LIFE)</td>
<td>(601) 969-4009</td>
</tr>
<tr>
<td>Mississippi Donated Dental Service Program</td>
<td>(601) 368-9823</td>
</tr>
<tr>
<td>MS Methodist Rehabilitation Center (MMRC)</td>
<td>(601) 936-8888</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>(601) 853-5100</td>
</tr>
</tbody>
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### Domestic Violence/Sexual Assault Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult &amp; Adolescent Survivors of Abuse</td>
<td>(601) 372-6393</td>
</tr>
<tr>
<td>Child Abuse Hotline</td>
<td>(800) 222-8000</td>
</tr>
<tr>
<td>Christians in Action (Emergency shelter for children)</td>
<td>(601) 353-1942</td>
</tr>
<tr>
<td>“CONNECTIONS” HOTLINE (answered 24 hours a day)</td>
<td>(888) 827-4637</td>
</tr>
<tr>
<td>Crime Victim Compensation Program</td>
<td>(601) 359-6766</td>
</tr>
<tr>
<td>Family Crisis Shelter</td>
<td>(601) 355-3070</td>
</tr>
<tr>
<td>Hope Haven (adolescent crisis center)</td>
<td>(601) 376-0500</td>
</tr>
<tr>
<td>Matt’s House (shelter for women and children)</td>
<td>(601) 948-2873</td>
</tr>
<tr>
<td>MS Coalition against Sexual Assault (referral for rape victims)</td>
<td>(888) 987-9011</td>
</tr>
<tr>
<td>Mississippi Department of Corrections</td>
<td>(601) 932-2880</td>
</tr>
<tr>
<td>Our House (Adolescent crisis center, pregnant women)</td>
<td>(601) 355-0161</td>
</tr>
<tr>
<td>Rape Crisis Center</td>
<td>(601) 982-7273</td>
</tr>
<tr>
<td>Resource Center Network (victims of family violence)</td>
<td>(601) 932-4198</td>
</tr>
<tr>
<td>Sexual Assault Center (Catholic Charities)</td>
<td>(601) 355-8634</td>
</tr>
<tr>
<td>Shelter for Battered Families (Catholic Charities)</td>
<td>(601) 366-0222</td>
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### Education, Advocacy and Support Agencies

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Alzheimer’s Association</td>
<td>(601) 987-0020</td>
</tr>
<tr>
<td>American Cancer Society</td>
<td>(601) 362-8874</td>
</tr>
<tr>
<td>American Diabetes Association</td>
<td>(601) 981-1979</td>
</tr>
<tr>
<td>American Heart Association</td>
<td>(601) 981-4721</td>
</tr>
<tr>
<td>American Lung Association</td>
<td>(601) 206-5810</td>
</tr>
<tr>
<td>Area Agency on Aging</td>
<td>(601) 981-1511</td>
</tr>
<tr>
<td>Arthritis Foundation</td>
<td>(601) 362-6283</td>
</tr>
<tr>
<td>Brain Injury Association</td>
<td>(601) 981-1021</td>
</tr>
<tr>
<td>Candlelighters (families of children with cancer)</td>
<td>(601) 371-6724</td>
</tr>
<tr>
<td>Catholic Charities</td>
<td>(601) 355-8634</td>
</tr>
<tr>
<td>Cerebral Palsy Foundation</td>
<td>(601) 853-1961</td>
</tr>
<tr>
<td>Choctaw Social Services</td>
<td>(601) 656-2211</td>
</tr>
<tr>
<td>Coalition for Citizens with Disabilities</td>
<td>(601) 969-0601</td>
</tr>
</tbody>
</table>
Compassionate Friends (support for loss of a child) (601) 713-4358
Contact Crisis Line (601) 713-4357
Cystic Fibrosis of Mississippi (601) 981-3100
Diabetes Foundation (601) 957-7878
Disabled American Veterans (601) 355-2224
Down Syndrome Society (800) 221-4602
MS Society for Disabilities (was EASTER SEALS) (601) 982-7051
Epilepsy Foundation (800) 898-0291
Family Counseling Services (601) 352-7784
First Call for Help (601) 352-4357
Gateway Rescue Mission (601) 352-4357
Hemophilia Foundation (212) 219-8180
Institutes for Disability Studies (601) 432-6261
Juvenile Diabetes Foundation (601) 981-1184
Kidney Foundation (601) 981-3611
Leukemia Society of America (601) 956-7447
Lions Eye and Tissue Bank (601) 366-5362
Lupus Foundation of America (601) 366-5655
MADD (Mothers Against Drunk Drivers) (601) 346-5550
March of Dimes (601) 362-8945
Mississippi Association for Retarded Citizens (601) 982-1180
Mississippi Children Advocacy Center (601) 371-0980
Mississippi Coalition against Domestic Violence (601) 981-9196
Mississippi Coalition against Sexual Assault (601) 987-9011
Mississippi Council of the Blind (601) 932-4338/982-1718
Mississippi Council on Aging (601) 960-4310
Mississippi Counseling Association (601) 729-5317
Mississippi Developmental Disabilities Council (601) 953-1270
Mississippi Early Childhood Association (601) 898-0396
MS Families as Allies for Children’s Mental Health, Inc (800) 833-9671
Mississippi Forum on Children and Families (601) 355-4911
Mississippi Gay & Lesbian Alliance (601) 371-3019
Mississippi Private School Association (601) 932-2007
MS Protection & Advocacy System for the Dev. Disabled (601) 981-8207
Mississippi Society for Disabilities (601) 982-7051
Mississippi State Department of Education (601) 359-3513
Mississippi State Department of Human Services (800) 345-6347
Mississippi State Veterans Affairs Board (800) 827-1000
Multiple Sclerosis Society (601) 856-7575
Muscular Dystrophy Association (601) 936-8163
NAMI (Mental illness) (601) 899-9058
National Coalition for Cancer Survivorship (888) 937-6227
National Council on Alcoholism and Drug Dependence (601) 899-5880
National Federation of the Blind (301) 659-9314
NCI Cancer Information Service (800) 422-6237
Poison Control Center, Univ. of MS Medical Center (601) 354-7660
Reach for Recovery (Breast Cancer)  (800) 227-2345
Salvation Army  (601) 968-3999
Survivors of Suicide  (601) 360-0814
Y-Me (Breast cancer)  (800) 221-2141

Elderly Services

Aging and Adult Service  (601) 359-5131
Alzheimer’s Association  (604) 987-0020
Alzheimer’s Family Relief Program  (800) 437-2423
Hospice Ministries  (601) 898-1053
Medicaid Benefits  (601) 961-4361
Medicare Benefits  (601) 936-0105
Society Security Administration  (800) 772-1213
Veterans Affairs – Benefits  (800) 827-1000

Food/Clothing Assistance

Food Source  (601) 982-3430
Gateway Rescue Mission (Women & children)  (601) 353-5864
Good Samarian Center  (601) 355-6276
Goodwill Retail Store  (601) 939-8726
Mississippi Food Network  (601) 353-7286
Crestwood  (601) 353-7683

Homeless Services/Shelters

Brumfield House (Men only)  (601) 984-2864
Daybreak (Men, women, & children)  (601) 355-5467
Friends of Alcoholics (Alcohol & drug treatment for men)  (601) 362-4275
Friends of Alcoholics (Alcohol & drug treatment for women)  (601) 362-3648
Homeless Mentally Ill Program (Whitfield) Day Program  (601) 351-1541
Matt’s House (Women and children)  (601) 354-5799
Signs and Wonders (Men, women, and children)  (601) 355-9589
Sims House (Women and children)  (601) 969-3487
Stubbs’ House (Mentally ill referral center)  (601) 351-1547

Medical Clinics/Health Services

AIDS Testing (Free)  (601) 364-2666
CHIPs (Children’s Health Insurance Program)  (877) KIDS-NOW
Choctaw Health Center  (601) 656-2211
Drug-4-Less  (601) 362-9792
Mississippi Donated Dental Services Program  (601) 368-9823
Mississippi Health Advocacy Program  (601) 982-2990
Mississippi Health Connection  (601) 956-3486
<table>
<thead>
<tr>
<th><strong>Mental Health Services</strong></th>
<th><strong>Phone Number</strong></th>
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<tbody>
<tr>
<td>CARES Center (Child and Adolescent residential tx)</td>
<td>(601) 360-0583</td>
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<tr>
<td>Hudspeth Center (MR residential treatment)</td>
<td>(601) 664-6000</td>
</tr>
<tr>
<td>Millcreek (Child and Adolescent residential treatment)</td>
<td>(601) 849-4221</td>
</tr>
<tr>
<td>Mississippi Association for Retarded Citizens</td>
<td>(601) 985-1180</td>
</tr>
<tr>
<td>Mississippi State Department of Mental Health</td>
<td>(601) 359-1288</td>
</tr>
<tr>
<td>Mississippi State Hospital (Whitfield)</td>
<td>(601) 351-8000</td>
</tr>
<tr>
<td>Opportunity House (Rehabilitation day program)</td>
<td>(601) 354-4469</td>
</tr>
<tr>
<td>St. Dominic Behavioral Health Services</td>
<td>(601) 364-3090</td>
</tr>
<tr>
<td>Willowood Developmental Center (MR residential tx)</td>
<td>(601) 366-0123</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support Groups</strong></th>
<th><strong>Phone Number</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS/HIV</td>
<td>(601) 982-5919</td>
</tr>
<tr>
<td>Alcoholics Anonymous</td>
<td>(601) 982-0081</td>
</tr>
<tr>
<td>Compassionate Friends (Gulfport Area)</td>
<td>(228) 868-2106</td>
</tr>
<tr>
<td>Compassionate Friends (Jackson Area)</td>
<td>(601) 992-0642</td>
</tr>
<tr>
<td>Compassionate Friends (Taylorsville Area)</td>
<td>(601) 264-5464</td>
</tr>
<tr>
<td>Compassionate Friends (Hattiesburg Area)</td>
<td>(601) 264-5464</td>
</tr>
<tr>
<td>Compassionate Friends (Meridian Area)</td>
<td>(601) 485-5628</td>
</tr>
<tr>
<td>CONTACT Crisis Line</td>
<td>(601) 713-4357</td>
</tr>
<tr>
<td>First Call for HELP (United Way)</td>
<td>(601) 352-4357</td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td>(601) 949-9499</td>
</tr>
<tr>
<td>Overeaters Anonymous</td>
<td>(601) 957-0321</td>
</tr>
<tr>
<td>The McClean Fletcher Center (for children, death of a love one)</td>
<td>(601) 982-4405</td>
</tr>
<tr>
<td>Twelve-Step recovery meetings</td>
<td>(601) 899-5880</td>
</tr>
</tbody>
</table>
Others

ACT
500 ACT Drive
P. O. Box 168
Iowa City, Iowa 52243-0168
(319) 337-1270
www.act.org

American School Counselor Association (ASCA)
1101 King Street, Suite # 625
Alexandria, VA 22314
(703) 683-ASCA
www.schoolcounselor.org

American Counseling Association (ACA)
5999 Stevenson Ave.
Alexandria, VA 22304
(800) 347-6647
www.counseling.org

Mississippi Counseling Association (MCA)
171 Coon Jefcoat Road
Soso, MS 39480
(601) 729-5317
www.mca@netdoor.com

Mississippi Department of Education
Central High School
359 North West Street
P. O. Box 771
Jackson, MS 39205-0771
(601) 359-3513
www.mde.k12.ms.us

The College Board
45 Columbus Avenue
New York, NY 10023-6992
(212) 713-8000
www.collegeboard.com

National Board for Certified Counselor/NBCC
3 Terrace Way, Suite # D
Greensboro, NC 27403 – 3660
(336) 547-0607
www.nbcc.org
Local/Regional Resources

Create your own file of local and regional resources.
Appendix D-7: Crisis Resources

The Mississippi Department of Education web site at http://www.mde.k12.ms.us has a link to several excellent resources. Click on “School Safety” from this web site to link to these resources.
Appendix D-7a: *When Tragedy Strikes…in YOUR School What Will YOU Do?*

NOTE: This document is in a separate file on this CD.
Protocol for School Counselor Response Teams

ADMINISTRATOR’S “QUICK REFERENCE” GUIDE
IN THE AFTERMATH OF TRAGIC EVENTS IN SCHOOLS

Almost everyday, somewhere within the state, a Mississippi public school will deal with a tragic event. At any time, a student death, car accident, suicide, teacher death, terrorist attack, bio-terrorism threat, bus accident, bomb threat, or some other event can occur that requires counseling and the possible need for additional help from outside the school. Local administrators and school counselors must know what to do immediately.

During and after crisis situations, counseling goals will include the prevention of post-traumatic stress syndrome as well as assistance to students/staff in returning to a state of normalcy where each one can function in day-to-day activities and where students can continue learning. This “quick reference” administrator’s guide should provide knowledge of the structure and uniform methods school counselors should use as they respond in the aftermath of crisis/disasters/tragedies in school settings.

Administrators can expect the school counselor response team to work with local counselors and administrative staff. Counselors will be organized in their efforts, get into the school, perform necessary duties, and get out. School counselors are expected to exhibit professionalism in all activities and with all students and staff. At the beginning of the school year counselors should discuss Protocol suggestions with their building principals and/or other appropriate administrators. Discuss the entire “Protocol Guide” so that everyone understands. Pre-planning helps everyone move through the crisis event more smoothly. Remember, your own school may need assistance during the year.

Basic steps will need to be covered in every crisis/tragedy where school counselors are asked to respond. These steps are listed below, in sequence, from the time a request for assistance is made until the last debriefing with the school counselor response team. This information is part of a larger document titled PROTOCOL for SCHOOL COUNSELOR RESPONSE TEAMS. For more information on the five hour training session that accompanies this “quick reference” guide, contact (1) Martha Garrett, MDE/OVTE Director of Counseling & Professional Services, at 601-359-3934 or email mgarrett@mde.k12.ms.us, or (2) Peggy Caldwell, Executive Director of the Mississippi Counseling Association, at 601-729-5317 or email mca@netdoor.com.

NOTE: The term “School Counselor” mentioned throughout this guide refers to a person who has a Master’s Degree in Guidance and Counseling. All Mississippi public school counselors are now required by law (MS CODE 37-9-79, effective July 1, 2002) to have this Master’s Degree.
Protocol Steps:

**Evaluate the situation at the local level before any request is made:**
- Determine whether counseling can be handled “in house.”
- Decide if other counselors are needed from the local district and/or schools across the state.
- Decide how many elementary/middle/high school counselors are needed.
- Local superintendent or principal or designee (counselor?) will request help.

**Before arrival at the school, response team members should:**
- Request permission from your own administrators to respond to the call.
- School counselors in the area use “call list” to form a team (MDE will assist in locating additional school counselors if needed).
- Designate “team leader” who will make all calls to the local counselor(s) and principal(s) to make necessary arrangements. Team leader will alert response team. Members of the response team should not be calling the school.
- Work with local administrators/counselors in planning the counseling sessions. Be sure they are involved in all activities that will take place on their campus. (Remember they know the students on their campus best.)
- Try to plan/schedule sessions that will start with students as soon as they arrive at the building. Waiting several hours to talk with students contributes to rumors and the escalation of fears.
- When incidents occur during the day and counseling is scheduled for the next morning, be sure to advise the local school administrator/counselor to give basic/accurate facts to students/faculty/staff before they dismiss for that day. Again, many rumors and fears are minimized when basic facts are made known.
- Team leader should get the date/time/location/phone number of building where team members will meet. Ask where team should park.
- Each response team member should prepare ahead of time a “crisis briefcase/bag” that contains items needed such as: notebook/notepad, pen/pencil, “Counseling Strategies,” Mississippi map, pocket change or $2-$3 for water/nabs during the day, age appropriate ideas to assist in debriefing students, “call list” of counselors, box of tissues. Ladies should consider leaving purses locked in the trunk of the car and keeping keys in their bag along with their cell phone. Keep phone turned OFF during counseling sessions. Remember the local district is not responsible for personal items nor should they be expected to provide any snacks or lunch.
- **Always wear your school name badge** (preferably picture ID with your name and school). The local school may request that you add a “visitor’s badge” as well, but attach it to your ID badge. School personnel will need to know who is on their campus at all times.
AT THE SCHOOL:

• Meet early at Office of Principal or Counselor with entire response team. This could be 7:00 - 7:15 AM. Before students arrive for the day, local teachers/staff and the visiting team should be informed of plans for the day, all basic/accurate facts regarding the incident, and a bell schedule for the day.

• Get the facts straight. Dispel rumors. Principal or spokesperson for the school may want to write a “statement” with facts so that all team members and faculty have same information to share with students. Get the name of the school “spokesperson.” Remember these things need to be done before students arrive.

• Sign in on sheet provided by the response team leader. This should include each team member’s name, home school address/phone. Sign a visitor’s log for the local school. The “team leader” will coordinate efforts for the day.

• Team leader will provide room assignments … library … other locations such as homerooms, classes where there are “empty chairs.” In death situations, be prepared to deal with “empty chairs,” personal articles/clothing of the deceased, lockers, etc.

• Assign “rover” to monitor halls and bring students to counseling sessions through day as needed. This person might need to be a local teacher/counselor/nurse who knows the students.

• Conduct counseling/debriefing sessions (see Counseling Strategies) throughout day with students and teachers/staff (state facts, dispel rumors, console, comfort, allow appropriate conversation and venting of feelings, end session with positives and reassurances).

• Be sure that the teacher is always present during debriefing with students. No student should leave the classroom alone. When teachers need debriefing, place one counselor in classroom (as substitute only) while another works with teachers at another location. Debrief students first.

• Work quickly (usually within a class period) so that students can return to next class when the bell rings. Do not allow students to roam the halls. The “rover” can help with this as well.

• Be sure that local administrators, counselors, and other staff (secretaries, bus drivers, janitorial/maintenance) also receive counseling/debriefing sometime during the day. These people are busy helping to coordinate efforts and might be overlooked. They may also tell you “I am okay.” Be aware of these persons’ needs.

• NO COMMENTS TO THE MEDIA. Refer all media personnel/questions to local school spokesperson. Remember school board policies. Law prohibits students talking to media.

• Team leader will update response team members of pertinent information as needed.

• Record and report to the team leader and resident counselor/principal any significant information throughout the day (needs for continued counsel) (significant comments of students or staff) (possible danger to self or others). Remember that crisis situations often trigger more underlying/existing problems.

• List names of students that may need follow-up counseling.

• Team leader will give a full report to local administrators/counselors at close of the day (or before, if situations arise needing immediate attention).

• REMEMBER CONFIDENTIALITY AND ETHICS. When working with groups of students/faculty, be sure to inform them at the start of the session that comments made during the group session must not leave the room. School counselors, however, will need to discuss with local administrators those “issues” which pose threats, danger, harm to an individual and/or others.

• Debrief each other (team members) at close of counseling or at end of the day.

• Plan for next day/session if needed.

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

Each Mississippi School Counselor shoulders a great responsibility to students and staff during a tragic event. These 1000+ counselors are ready and willing to assist as needed.
Appendix D-7c: *Steps to Prevention*

NOTE: This document is in a separate file on this CD.
Appendix D-8: Career Development Resources

Appendix D-8a:

CAREER CENTER MANAGER
Job Description

PURPOSE:
Maintain and organize career education materials for accessibility by students, counselors, teachers, and administrators.

MINIMUM QUALIFICATIONS:
(1) Paraprofessional  (2) Strong Computer/Internet Skills  (3) Public Relations Skills (4) Managerial/Organizational Ability.

SCHOOL ORGANIZATION POSITION:
1. Should be directly responsible to the high school principal.
2. Should be full time, ALL day, in the career center.
3. Salaries are provided by local districts.

RESPONSIBILITIES:
1. Manage Career Center
   • Order and organize materials
   • Manage budget provided by local district
   • Maintain inventory (computers, printers, software, career development materials and supplies)
   • Maintain center: attractive appearance, displays, bulletin boards
   • Handle correspondence as needed
   • Use proper communication skills with faculty, students, parents, and community
   • Keep daily records (student use of center, etc.)

2. Assist Students With Career and Educational Information
   • Conduct student orientation to center
   • Schedule adequate time for students to complete required grade-level activities such as: interest inventories, career/educational planning, college/financial aid searches, basic academic and employability skill preparation
   • Help students in use of computers, internet, and software to investigate careers and interests

3. Assist Counselors With Students’ Career and Educational Planning
   • Maintain current software and internet resources
   • Collect and maintain pertinent student data
   • Assist in development of high school and college career/educational plans
   • Assist in administering skill assessments and inventories
   • Assist in communication with college and military recruiters
   • Provide additional scholarship and financial aid information
   • Refer students to school counselor for academic, personal/social issues

4. Assist Teachers With Additional Instructional Resources
   • Provide career resource materials related to subject areas
   • Provide current guest speaker list
   • Connect required activities to curriculum units for additional student grades
   • Work with teachers to schedule students for required activities and other curriculum related activities

5. Coordinate Public Relations Activities
   • Promote benefits of the Career Center to the entire community
   • Help schedule speakers, representatives from business/industry
   • Build working relationships with parents and business leaders
   • Maintain regular contact regarding job market trends
   • Assist with coordinating Career Day activities
Appendix D-8b: Required Grade Level Activities

CAREER DEVELOPMENT 7 – 12
Required Activities for 2004-2005

Career Development Software is provided to all public schools in Mississippi to help students make the connection between school courses, colleges/universities, and the work world. Current contracts are with the Bridges Transitions Co., for Choices CD 2005 to use at the high school level and Career Futures 2005 for grades 7 – 8. Students are asked to complete certain activities at each grade level that will assist them in learning about themselves, planning their school courses, connecting personal interests to job opportunities, as well as selecting appropriate colleges and universities for further education and training. Students have opportunities to develop writing/thinking skills, improve resume writing and interviewing techniques. Scholarship and financial aid information is available.

“Career Development Activities” … MS Code 37-9-79 states that all counselors must provide adequate career development for students. The career development activities selected from Choices/Career Futures listed below are based on the National Career Development Guidelines and will satisfy that requirement.

Tech Prep Schools: Requirements for computerized career development (grades 7-12)
- Provide adequate funding to keep the Career Centers open all day with a full time, trained manager/technician.
- Complete required grade level activities (see lists). The fall HS Choices 2005 CD is customized with these lists and links to locations within Choices. Schools may use computer activities or, when computer space is limited, may decide to substitute some printed activities that cover the required subject. The Choices 2004 has “printable” worksheets and other activities for your convenience. Schools have the flexibility of deciding how and where they will complete the activity (career center, computer lab, classroom assignments, or other means). We advise that all student reports generated during a school year be given to the student at the end of the year so that nothing will have to be stored or passed on to another grade.
- One (1) Parent Conference is required (cover 4-yr plans, career reports, test scores, other issues). Please keep a “parent sign sheet” for your records to verify the conference.
- No Teacher Advisor meetings are required if you are able to complete the computerized career activities in other ways. We encourage you to remember the benefits of the advisor meeting time slots and take care of things like character education, ACT/SATP/GLTP test preparation, clubs, and leadership activities.

CAREER FUTURES (7th and 8th Grades)

SEVENTH
Use Career Futures in 7th Career Discovery. Place work in Journals (already part of the curriculum)
REQUIRED SECTIONS:
“Looking at Me” (Likes/Dislikes, Life on a Budget, Climbing Skills Mountain)
“Looking at Occupations” (Detailed Job Descriptions related to Discovery Modules, Clusters)
SUGGESTED SECTIONS:
“Looking at Me” (Flight School-Education/Abilities required in Jobs)(Picture of Me-Basic Resume)

EIGHTH
Use Career Futures in 8th Computer Discovery. Place work in Journals (already part of curriculum)
REQUIRED SECTIONS:
“My Portfolio” (On to High School-Career Pathway & 4 yr. Plan) (What’s Next – Career Goals)
SUGGESTED:
“My Portfolio” (Printables – Certificates, Letters to Parents)
CHOICES (Grades 9 - 12)

NINTH

REQUIRED ACTIVITIES:
Postsecondary Planning Sheet for 9th (Discuss with students in Aug/Sept)
Interest Profiler (Print Results + Related Occupations List)
Planning Tools (High School Education Plans – Four-year plan) (Need Graduation Requirements)
Occupations (Job Description for Tech Discovery module and place in Journal)

SUGGESTED ACTIVITIES:
Planning Tools (Challenges)

TENTH

REQUIRED ACTIVITIES:
Planning Tools (Postsecondary Planning Sheet for 10th) (Discuss with students in Aug/Sept)
Interest Profiler (Print Results + Related Occupation List) (if not already completed in 9th)
Work Importance Locator (Print Results)
Basic Skills Assessment (Complete + Print Results)
Planning Tools (SCANS – Necessary Skills/Basic/Thinking/Personal) (Great Writing Activity)

SUGGESTED ACTIVITIES:
Planning Tools (Accomplishments)
Planning Tools (Challenges)

ELEVENTH

REQUIRED ACTIVITIES:
Planning Tools (Postsecondary Monthly Planning Sheets) (Discuss with students in Aug/Sept)
Planning Tools (Personal Information) (detailed information ideal for resumes and scholarships)
Planning Tools (Resume) (produces a scanable resume complete with cover letters)
Postsecondary/Graduate Schools Search (select college/university of interest and print results)
Planning Tools (Postsecondary Two Year Plan)
Planning Tools (Employability – Workplace Skills/Resources/Interpersonal/Information/Systems/Tech)

SUGGESTED ACTIVITIES:
Planning Tools (Accomplishments)
Planning Tools (Challenges)

TWELFTH

REQUIRED ACTIVITIES:
Planning Tools (Postsecondary Monthly Planning Sheets) (Discuss with students in Aug/Sept)
College Search/Selection (can print reports, can apply on line, can prepare form letters personalized with student’s information)
Planning Tools (Interview/Job Applications)
Planning Tools (Postsecondary Paths with Alternative Options: College, Military, and Apprenticeship)
Planning Tools (Resume – update)

SUGGESTED ACTIVITIES:
Scholarship Search (continued) … Planning Tools (Job Search)

Exit Documents requested by Business/Industry: (1) Resume, (2) Student Transcript, (3) Proof of Computer Skills/Capabilities, (4) Proof of Writing Skills, (5) Appropriate Test Scores, (6) List of Accomplishments/Awards/Certificates, and (7) Letters of Recommendation. This collection of documents will need to be approved by each local district.

SUGGESTION: Consider using these subject areas for possible career assignments (9th Tech Discovery - 10th World History - 11th English - 12th English - US Govt. and other subjects). Many state curricula already request some of the above activities. The quality of the student’s work will increase when the activity is an assignment to receive a grade. As teachers become familiar with Choices, they like the quality and resource value of the software.
## Appendix D-8c: Career Development Guidelines

### CAREER DEVELOPMENT COMPETENCIES BY AREA AND LEVEL*

<table>
<thead>
<tr>
<th>Self-Knowledge</th>
<th>Elementary</th>
<th>Middle/Junior High School</th>
<th>High School</th>
<th>Adult</th>
</tr>
</thead>
<tbody>
<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>
<td></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>
<td></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>
<td></td>
</tr>
</tbody>
</table>

### Educational and Occupational Exploration

| Awareness of the benefits of educational achievement.                        | Knowledge of the benefits of educational achievement to career opportunities. | Understanding the relationship between educational achievement and career planning. | Skills to enter and participate in education and training.          |
| Awareness of the relationship between work and learning.                    | Understanding the relationship between work and learning.                  | Understanding the need for positive attitudes toward work and learning.         | Skills to participate in work and life-long learning.             |
| Skills to understand and use career information.                            | Skills to locate, understand and use career information.                   | Skills to locate, evaluate and interpret career information.                   | Skills to locate, evaluate and interpret career information.       |
| Awareness of the importance of personal responsibility and good work habits. | Knowledge of skills necessary to seek and obtain jobs.                     | Skills to prepare to seek, obtain, maintain and change jobs.                   | Skills to prepare to seek, obtain, maintain, and change jobs.     |
| Awareness of how work relates to the needs and functions of society.        | Understanding how work relates to the needs and functions of the economy and society. | Understanding how societal needs and functions influence the nature and structure of work. | Understanding how the needs and functions of society influence the nature and structure of work. |

### Career Planning

| Understanding how to make decisions.                                         | Skills to make decisions.                                                 | Skills to make decisions.                                                     | Skills to make decisions.                                         |
| Awareness of the interrelationship of life roles.                            | Knowledge of the interrelationship of life roles.                         | Understanding the interrelationship of life roles.                           | Understanding the impact of work on individual and family life.   |
| Awareness of different occupations and changing male/female roles.           | Knowledge of different occupations and changing male/female roles.        | Understanding the continuous changes in male/female roles.                   | Understanding the continuing changes in male/female roles.       |
| Awareness of the career planning process.                                    | Understanding the process of career planning.                             | Skills in career planning.                                                   | Skills to make career transitions.                                |

*Material provided by National Career Development Guidelines Handbook.*
**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.

*Material provided by National Career Development Guidelines Handbook.*
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.
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.

Career Planning

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 résumé 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.

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 transferable 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 lifestyle.
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.

Career Planning

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.
The following information contains the competencies that all students are expected to achieve in the three main categories of the National Career Development Guidelines (Self-Knowledge, Educational & Occupational Education, and Career Planning).

**ELEMENTARY**

**SELF-KNOWLEDGE (ELEMENTARY)**

**I. KNOWLEDGE OF THE IMPORTANCE OF SELF-CONCEPT:**

1. Describe positive characteristics about self as seen by self and others.
2. Identify how behaviors affect school and family situations.
3. Describe how behavior influences the feelings and actions of others.
4. Demonstrate a positive attitude about self.
5. Identify personal interests, abilities, strengths, and weaknesses.
6. Describe ways to meet personal needs through work.

**II. SKILLS TO INTERACT WITH OTHERS:**

1. Identify how people are unique.
2. Demonstrate effective skills for interacting with others.
3. Demonstrate skills in resolving conflicts with peers and adults.
4. Demonstrate group memberships skills.
5. Identify sources and effects of peer pressure.
6. Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs.
7. Demonstrate awareness of different cultures, lifestyles, attitudes, and abilities.

**III. AWARENESS OF THE IMPORTANCE OF GROWTH AND CHANGE:**

1. Identify personal feelings.
2. Identify ways to express feelings.
3. Describe causes of stress.
4. Identify and select appropriate behaviors to deal with specific emotional situations.
5. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others.

6. Demonstrate knowledge of good health habits.

EDUCATIONAL & OCCUPATIONAL EXPLORATION (ELEMENTARY)

IV. AWARENESS OF THE BENEFITS OF EDUCATIONAL ACHIEVEMENT:

1. Describe how academic skills can be used in the home and community.

2. Identify personal strengths and weaknesses in subject areas.

3. Identify academic skills needed in several occupational groups.

4. Describe relationships among ability, effort, and achievement.

5. Implement a plan of action for improving academic skills.

6. Describe school tasks that are similar to skills essential for job success.

7. Describe how the amount of education needed for different occupational levels varies.

V. AWARENESS OF THE RELATIONSHIP BETWEEN WORK AND LEARNING:

1. Identify different types of work, both paid and unpaid.

2. Describe the importance of preparing for occupations.

3. Demonstrate effective study and information seeking habits.

4. Demonstrate an understanding of the importance of practice, effort, and learning.

5. Describe how current learning relates to work.

6. Describe how one's role as a student is like that of an adult worker.

VI. SKILLS TO UNDERSTAND AND USE CAREER INFORMATION:

1. Describe work of family members, school personnel, and community workers.

2. Identify occupations according to data, people, and things.

3. Identify work activities of interest to the student.

4. Describe the relationship of beliefs, attitudes, interests, and abilities to occupations.

5. Describe jobs that are present in the local community.

6. Identify the working conditions of occupations. (Examples: inside/outside, hazardous)
7. Describe the way in which self-employment differs from working for others.

8. Describe how parents, relatives, adult friends, and neighbors can provide career information.

VII. AWARENESS OF THE IMPORTANCE OF PERSONAL RESPONSIBILITIES AND GOOD WORK HABITS:

1. Describe the importance of personal qualities to getting and keeping jobs. (Examples: dependability, promptness, getting along).

2. Demonstrate positive ways of performing working activities.

3. Describe the importance of cooperation among workers to accomplish a task.

4. Demonstrate the ability to work with people who are different from oneself. (Examples: race, age, gender).

VIII. AWARENESS OF HOW WORK RELATES TO THE NEEDS AND FUNCTIONS OF SOCIETY:

1. Describe how work can satisfy personal needs.

2. Describe the products and services of local employers.

3. Describe ways in which work can help overcome social and economic problems.

CAREER PLANNING (ELEMENTARY)

IX. UNDERSTANDING HOW TO MAKE DECISIONS:

1. Describe how choices are made.

2. Describe what can be learned from making mistakes.

3. Identify and assess problems that interfere with attaining goals.

4. Identify strategies used in solving problems. Identify alternatives in decision making situations.

5. Describe how personal beliefs and attitudes affect decision making.

6. Describe how decisions affect self and others.

X. AWARENESS OF THE INTERRELATIONSHIP OF LIFE ROLES:

1. Describe the various roles an individual may have. (Example: friend, student, worker, family member).

2. Describe how work roles complement family roles.
3. Describe work related activities in the home, community, and school.

4. Describe how family members depend on one another, work together, and share responsibilities.

XI. AWARENESS OF DIFFERENT OCCUPATIONS AND CHANGING MALE/FEMALE ROLES:

1. Describe how work is important to all people.

2. Describe the changing life roles of men and women in work and family.

3. Describe how contributions of individuals both inside and outside the home are important.

XII. AWARENESS OF THE CAREER PLANNING PROCESS:

1. Describe the importance of planning.

2. Describe skills needed in a variety of occupational groups.

3. Develop an individual career plan for the elementary school level.

MIDDLE SCHOOL

SELF-KNOWLEDGE (MIDDLE/JUNIOR HIGH SCHOOL)

I. KNOWLEDGE OF THE INFLUENCE OF A POSITIVE SELF-CONCEPT:

1. Describe personal likes and dislikes.

2. Describe individual skills to fulfill different life roles.

3. Describe how one's behavior influences the feelings and actions of others.

4. Identify environmental influences on attitudes, behaviors, and aptitudes.

II. SKILLS TO INTERACT WITH OTHERS:

1. Demonstrate respect for the feelings and beliefs of others.

2. Demonstrate an appreciation for the similarities and differences among people.

3. Demonstrate tolerance and flexibility in interpersonal and group situations.

4. Demonstrate skills in responding to criticism.

5. Demonstrate effective group membership skills.

6. Demonstrate effective social skills.

7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
III. KNOWLEDGE OF THE IMPORTANCE OF GROWTH AND CHANGE:

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social, and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being.

EDUCATIONAL & OCCUPATIONAL EXPLORATION (MIDDLE/JUNIOR HIGH SCHOOL)

IV. KNOWLEDGE OF THE BENEFITS OF EDUCATIONAL ACHIEVEMENT TO CAREER OPPORTUNITIES:

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.
7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

V. UNDERSTANDING THE RELATIONSHIP BETWEEN WORK AND LEARNING:

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations.

VI. SKILLS TO LOCATE, UNDERSTAND, AND USE CAREER INFORMATION:

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.

4. Identify sources to obtain information about occupational groups including self-employment.

5. Identify skills that are transferable from one occupation to another.

6. Identify sources of employment in the community.

VII. KNOWLEDGE OF SKILLS NECESSARY TO SEEK AND OBTAIN JOBS:

1. Demonstrate personal qualities such as dependability, punctuality, getting along with others that are needed to get and keep a job.

2. Describe terms and concepts used in describing employment opportunities and conditions.

3. Demonstrate skills to complete a job application.

4. Demonstrate skills and attitudes essential for a job interview.

VIII. UNDERSTANDING HOW WORK RELATES TO THE NEEDS AND FUNCTIONS OF THE ECONOMY AND SOCIETY:

1. Describe the importance of work to society.

2. Describe the relationship between work and economic and societal needs.

3. Describe the economic contributions workers make to society.

4. Describe the effects that societal, economic, and technological change have on occupations.

CAREER PLANNING (MIDDLE/JUNIOR HIGH SCHOOL)

IX. SKILLS TO MAKE DECISIONS:

1. Describe personal beliefs and attitudes.

2. Describe how career development is a continuous process with series of choices.

3. Identify possible outcomes of decisions.

4. Describe school courses related to personal, educational, and occupational interests.

5. Identify ways in which decisions about education and work relate to other major life decisions.

6. Identify advantages and disadvantages of various secondary and post secondary programs for the attainment of career goals.

7. Identify the requirements of secondary and post secondary programs.
X. KNOWLEDGE OF THE INTERRELATIONSHIP OF LIFE ROLES:

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.

2. Identify how work roles at home satisfy needs of the family.

3. Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

4. Identify personal leisure choices in relations to lifestyle and the attainment of future goals.

5. Describe advantages and disadvantages of various life role options.

6. Describe the interrelationships between family, occupational, and leisure decisions.

XI. KNOWLEDGE OF DIFFERENT OCCUPATIONS AND CHANGING MALE/FEMALE ROLES:

1. Describe advantages and problems of entering nontraditional occupations.

2. Describe the advantages of taking courses related to personal interest even if they are most often taken by members of the opposite sex.

3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

XII. UNDERSTANDING THE PROCESS OF CAREER PLANNING:

1. Demonstrate knowledge of exploratory processes and programs.

2. Identify school courses that meet tentative career goals.

3. Demonstrate knowledge of academic and vocational programs offered at the high school level.

4. Describe skills needed in a variety of occupations including self-employment.

5. Identify strategies for managing personal resources such as talents, time, and money to achieve tentative career goals.

6. Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented into high school.
HIGH SCHOOL

SELF-KNOWLEDGE (HIGH SCHOOL)

I. UNDERSTANDING THE INFLUENCE OF A POSITIVE SELF-CONCEPT:

1. Identify and appreciate personal interests, abilities, and skills.
2. Demonstrate the ability to use peer feedback.
3. Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
4. Demonstrate an understanding of environmental influences on one's behavior.
5. Demonstrate an understanding of the relationship between personal behavior and self-concept.

II. SKILLS TO INTERACT POSITIVELY WITH OTHERS:

1. Demonstrate effective interpersonal skills.
2. Demonstrate interpersonal skills required for working with and for others.
3. Describe appropriate employer and employee interactions; in various situations.
4. Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

III. UNDERSTANDING THE IMPACT OF GROWTH AND CHANGE:

1. Describe how developmental changes affect physical and mental health.
2. Describe the effect of emotional and physical health on career decisions.
3. Describe healthy ways of dealing with stress.
4. Demonstrate behaviors that maintain physical and mental health.

EDUCATIONAL & OCCUPATIONAL EXPLORATION (HIGH SCHOOL)

IV. UNDERSTANDING THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT TO CAREER PLANNING:

1. Demonstrate how to apply academic and vocational skills to achieve personal goals.
2. Describe the relationship of academic and vocational skills to personal interests.
3. Describe how skills developed in academic and vocational programs relate to career goals.
4. Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
5. Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.

6. Describe how learning skills are required in the workplace.

V. UNDERSTANDING THE NEED FOR POSITIVE ATTITUDES TOWARD WORK AND LEARNING:

1. Identify the positive contributions workers make to society.
2. Demonstrate knowledge of the social significance of various occupations.
3. Demonstrate a positive attitude toward work
4. Demonstrate learning habits and skills that can be used in various educational situations.
5. Demonstrate positive work attitudes and behaviors.

VI. SKILLS TO LOCATE, EVALUATE, AND INTERPRET CAREER INFORMATION:

1. Describe the educational requirements of various occupations. (Examples: Handbooks, career materials, labor market information delivery systems).
2. Demonstrate knowledge of various classification systems that categorize occupations and industries. (Examples: Dictionary of Occupational Titles)
3. Describe the concept of career ladders.
4. Describe the advantages and disadvantages of self-employment as a career option.
5. Identify individuals in selected occupations as possible information resources, role models, and/or mentors.
6. Describe how employment trends relate to education and training.
7. Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

VII. SKILLS TO PREPARE TO SEEK, OBTAIN, MAINTAIN, AND CHANGE JOBS:

1. Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
2. Demonstrate academic or vocational skills required for a full-time or part-time job.
3. Demonstrate skills and behaviors necessary for a successful job interview.
4. Demonstrate skills in preparing a resume and completing job applications.
5. Identify specific job openings.
6. Demonstrate skills to assess occupational opportunities. (Examples: working conditions, benefits, and opportunities for change).
7. Describe placement services available to make the transition from high school to civilian employment, armed services, or post secondary education/training.

8. Demonstrate an understanding that job opportunities often require relocation.

9. Demonstrate skills necessary to function as a consumer and manage financial resources.

VIII. UNDERSTANDING HOW SOCIETAL NEEDS AND FUNCTIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK:

1. Describe the effect of work on lifestyles.

2. Describe how society's needs and functions affect the supply of goods and services.

3. Describe how occupational and industrial trends relate to training and employment.

4. Demonstrate an understanding of the global economy and how it affects each individual.

CAREER PLANNING (HIGH SCHOOL)

IX. SKILLS TO MAKE DECISIONS:

1. Demonstrate responsibility for making tentative educational and occupational choices.

2. Identify alternatives in given decision-making situations.

3. Describe personal strengths and weaknesses in relationship to post secondary education/training requirements.

4. Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.

5. Identify and complete required steps toward transition from high school to entry into post secondary education/training programs.

6. Identify steps to apply for and secure financial assistance for post secondary education and training.

X. UNDERSTANDING THE INTERRELATIONSHIP OF LIFE ROLES:

1. Demonstrate knowledge of life stages.

2. Describe factors that determine lifestyles (Examples: socioeconomic status, culture, values, occupational choices, work habits).

3. Describe ways in which occupational choices may affect lifestyle.

4. Describe the contribution of work to a balanced and productive life.

5. Describe ways in which work, family, and leisure roles are interrelated.

6. Describe different career patterns and their potential effect on family patterns and lifestyle.
7. Describe the importance of leisure activities.

8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

XI. UNDERSTANDING THE CONTINUOUS CHANGES IN MALE/FEMALE ROLES:

1. Identify factors that have influenced the changing career patterns of women and men.

2. Identify evidence of gender stereotyping and bias in educational programs and occupational settings.

3. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.

4. Identify courses appropriate to tentative occupational choices.

5. Describe the advantages and problems of nontraditional occupations.

XII. SKILLS IN CAREER PLANNING:

1. Describe career plans that reflect the importance of lifelong learning.

2. Demonstrate knowledge of post secondary vocational and academic programs.

3. Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.

4. Describe school and community resources to explore educational and occupational choices.

5. Describe the costs and benefits of self-employment.

6. Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.

7. Demonstrate skills necessary to compare education and job opportunities.

8. Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school graduation.

ADULTS

SELF-KNOWLEDGE (ADULTS)

I. SKILLS TO MAINTAIN A POSITIVE SELF-CONCEPT:

1. Identify skills, abilities, interest, experiences, values, and personality traits and their influence on career decisions.
2. Identify achievements related to work, learning, and leisure and their influence on self-perception.

3. Demonstrate a realistic understanding of self.

II. SKILLS TO MAINTAIN EFFECTIVE BEHAVIORS:

1. Demonstrate appropriate interpersonal skills in expressing feeling and ideas.
2. Identify symptoms of stress.
3. Demonstrate skills to overcome self-defeating behaviors.
4. Demonstrate skills to identify support and networking arrangements including role models.
5. Demonstrate skills to manage financial resources.

III. UNDERSTANDING DEVELOPMENTAL CHANGES AND TRANSITIONS:

1. Describe how personal motivations and aspirations may change over time.
2. Describe physical changes that occur with age and adapt work performance to accommodate these.
3. Identify external events that require life changes. (Example: job loss, job transfer).

EDUCATIONAL & OCCUPATIONAL EXPLORATION (ADULTS)

IV. SKILLS TO ENTER AND PARTICIPATE IN EDUCATION AND TRAINING:

1. Describe short- and long-range plans to achieve career goals through appropriate educational paths.
2. Identify information that describes educational opportunities. (Examples: Job training programs, employer sponsored training, graduate and professional study).
3. Describe community resources to support education and training. (Examples: child care, public transportation, public health services, mental health service, welfare benefits).
4. Identify strategies to overcome personal barriers to education and training.

V. SKILLS TO PARTICIPATE IN WORK AND LIFELONG LEARNING:

1. Demonstrate confidence in the ability to achieve learning activities. (Examples: studying, taking tests)
2. Describe how educational achievements and life experiences relate to occupational opportunities.
3. Describe organizational resources to support education and training. (Examples: remedial classes, counseling, tuition support).
VI. SKILLS TO LOCATE, EVALUATE, AND INTERPRET CAREER INFORMATION:

1. Identify and use current career information resources. (Examples: Computerized career information systems, print and media materials, mentors).

2. Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations.

3. Describe the uses and limitations of occupational outlook information.

4. Identify the diverse job opportunities available to an individual with a given set of occupational skills.

5. Identify opportunities available through self-employment.

6. Identify factors that contribute to inaccurate information about occupations.

7. Describe information about specific employers and hiring practices.

VII. SKILLS TO PREPARE TO SEEK, OBTAIN, MAINTAIN, AND CHANGE JOBS:

1. Identify specific employment situations that match desired career objectives.

2. Demonstrate skills to identify job openings.

3. Demonstrate skills to establish a job search network through colleagues, friends and family.

4. Demonstrate skills in preparing a resume and completing job applications.

5. Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview.

6. Demonstrate effective work attitudes and behaviors.

7. Describe changes that influence the knowledge, skills, and attitudes required for job success. (Examples: personal growth, technological developments, changes in demand for products or services).

8. Demonstrate strategies to support occupational change. (Examples: on-the-job training, career ladders, mentors, performance ratings, networking, continuing education).

9. Describe career planning and placement services available through organizations.

10. Identify skills that are transferable from one job to another.

VIII. UNDERSTANDING HOW THE NEEDS AND FUNCTIONS OF SOCIETY INFLUENCE THE NATURE AND STRUCTURE OF WORK:

1. Describe the importance of work as it affects values and life style.

2. Describe how society's needs and functions affect occupational supply and demand.
3. Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities.

4. Demonstrate an understanding of the global economy and how it affect the individual.

CAREER PLANNING (ADULTS)

IX. SKILLS TO MAKE DECISIONS:

1. Describe personal criteria for making decisions about education, training, and career goals.

2. Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environment, benefits, and other conditions of employment.

3. Describe the effects of education, work, and family decisions on individual career decisions.

4. Identify personal and environmental conditions that affect decision making.

5. Demonstrate effective career decision making skills.

6. Describe potential consequences of decisions.

X. UNDERSTANDING THE IMPACT OF WORK ON INDIVIDUAL AND FAMILY LIFE:

1. Describe how family and leisure functions affect occupational roles and decisions.

2. Determine effects of individual and family developmental stages on one's career.

3. Describe how work, family, and leisure activities interrelate.

4. Describe strategies for negotiating work, family, and leisure demands with family members. (Examples: assertiveness and time management skills).

XI. UNDERSTANDING THE CONTINUING CHANGES IN MALE/FEMALE ROLES:

1. Describe recent changes in gender norms and aptitudes.

2. Describe trends in the gender composition of the labor force and assess implications for one's own career plans.

3. Identify disadvantages of stereotyping occupations.

4. Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments.

XII. SKILLS TO MAKE CAREER TRANSITIONS:

1. Identify transition activities. (Examples: reassessment of current position, occupational changes).


4. Describe the skills and knowledge needed for preretirement planning.

5. Develop an individual career plan, updating information from earlier plans and including short/long-range career decisions.