

# **SCHOOL COUNSELING SERVICES**



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**DEPARTMENT OF DEFENSE**  
**EDUCATION ACTIVITY**  
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## FOREWORD

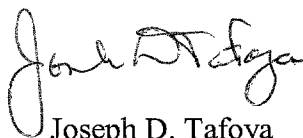
The mission of the Department of Defense Education Activity (DoDEA) is to provide a quality education for eligible dependents of Department of Defense (DoD) military and civilian employees stationed on or near military bases/posts both overseas and in various states. The families served are characterized by frequent reassignments, extended deployments, demanding work hours, prolonged periods in the field, and other unique demands that tax the cohesiveness and well-being of military families. Therefore, pupils attending DoDEA schools have additional needs for counseling and related services.

This school counseling program manual serves as administrative guidance to provide a framework for a competency-based school counseling services program for DoDEA students. This manual provides direction for a consistent DoDEA program while at the same time allowing flexibility at the school level. It is recognized that there must be adequate staffing to provide the full continuum of services described in this manual.

In concert with Goal 1, Highest Student Achievement, of the DoDEA Community Strategic Plan, school counselors are strategically positioned to help students in developing strategies to deal with educational, personal, and social challenges that may interfere with the educational process. The student competencies described in this manual are for all students and will help to ensure success in school, work, and life. The school counseling program recognizes the importance of diversity and acknowledges that individual differences strengthen both school operations and society in general.

The DoDEA Competency-Based Counseling Program will promote and enhance student learning by focusing on three interrelated areas: Academic Development, Career Development, and Personal/Social Development. Further, the program is organized to promote effective and efficient resource utilization and provide accountability for student achievement.

The DoDEA School Counseling Services Manual is a guide intended to provide assistance to DoDEA personnel and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable by law.

  
Joseph D. Tafoya  
Director

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## C1. CHAPTER 1

### OVERVIEW OF COMPETENCY-BASED COUNSELING PROGRAM

#### C1.1. INTRODUCTION

C1.1.1. To respond to the challenges of the Department of Defense Education Activity (DoDEA) Community Strategic Plan, DoDEA is implementing a Competency-Based Counseling Program (CBCP) under the authority of DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003, in all schools. This program is consistent with previous versions of the Comprehensive Competency-Based Guidance Programs implemented in various forms in Europe and in Pacific, as well as the more recently developed National Standards for School Counseling Programs by the American School Counselors Association (ASCA) and used in the United States. The program described in the following pages provides direction for the implementation of a comprehensive model for the delivery of school counseling services. The student competencies give the program direction; and thus, the title Competency-Based Counseling Program. A CBCP is required in each school, along with all of the other educational programs, to ensure that all students receive the skills necessary to be productive and active members of our democratic society, possessing self-direction, a positive self-image, and an understanding of self and others.

C1.1.2. To meet the needs of all students today and tomorrow, the CBCP provides a balance of services and activities. The CBCP is built around an organizational framework consisting of structural components and program components. Structural components provide the program with direction, support, and the necessary resources, including definitions and philosophy, facilities, staffing, and budget. Program components organize the school counselor's time into direct and indirect activities and services. The delivery of services may vary depending on the unique needs of various student populations, however, direct services should take the greatest portion of counselor time.

C1.1.3. The manual is to be used by school counseling practitioners, administrators, teachers, and other stakeholders to define the school-counseling program at each DoDEA school. In using this manual, it will be helpful to consider the following:

C1.1.3.1. The CBCP is a program with characteristics that parallel other DoDEA educational programs such as language arts, mathematics, science, etc. The ultimate goal of each of these programs is maximum success for all students. School counseling services have this same goal.

C1.1.3.2. The CBCP can be successful only if understood and supported by all stakeholders. To this end, it is very important for students, administrators, teachers, and parents to be active partners in the implementation of the comprehensive school-counseling program.

C1.1.3.3. The CBCP provides clarification of the role of the school counselor. This process involves reviewing school counselors' current responsibilities, deciding which are guidance functions and which are not, setting priorities, and making reassignments on activities that are not part of the program.

C1.1.3.4. The CBCP belongs to the total school and the program will continue regardless of the person who is in the position(s) of school counselor. While the organizational framework will always be the same, activities and time allotments may vary as the result of grade level adjustments, student population changes, staff inputs, and program evaluation.

## C1.2. PROGRAM OVERVIEW

C1.2.1. General Goals of the CBCP. In the elementary school, the CBCP promotes learning by assisting students in mastering skills and developing the attitudes necessary to be successful students. It emphasizes decision-making skill development and exploration of future educational and occupational possibilities. The program also stresses self-concept development, and the acquisition of social skills needed for interpersonal relationships.

C1.2.2. In the middle school, the program focuses on the rapidly changing needs of pre and early adolescents. The areas emphasized in elementary school are continued, but are adjusted to fit the unique needs of students in the middle level age group. In addition, planning for the future years beyond high school is started. Each student begins a 4-year plan with the help of the high school counseling staff, taking into account graduation requirements, interests, aptitudes, and future educational/occupational goals.

C1.2.3. In the high school, CBCP assists students to become responsible adults who can develop realistic and fulfilling life plans based upon a clear understanding of themselves, their needs, abilities, interests, and skills. Generally 8th grade students develop a 4-year plan with the school counselors. This 4-year plan is reviewed and updated throughout the high school years. Continued attention is given to assist high school students in the development of decision-making skills, including how they relate to post-secondary education and career planning.

C1.2.4. The goal at all grade levels is to promote and enhance student learning through the three broad and interrelated areas of student development. Although not prioritized, the three broad areas addressed are academic development, career development, and personal/social development. Each of these areas of student development encompasses a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills that form the foundation for CBCP.

## C2. CHAPTER 2

### STRUCTURE OF COMPETENCY-BASED COUNSELING PROGRAM

#### C2.1. COMPETENCY-BASED COUNSELING PROGRAM STRUCTURE

C2.1.1. Recognizing that all children do not develop in a linear fashion according to a certain timetable, there is intentional overlapping among grade levels (elementary, middle, and high school). The CBCP reflects the progression of student development throughout the school experience. It is understood that mastery of basic skills facilitates the mastery of higher order skills in each area of development. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to promote the desired student development. In partnership with school personnel and community resources, the school counselor assists in the design, organization, implementation, coordination, and evaluation of the program.

C2.1.2. To assist all students in achieving the general goals cited in the previous section of this manual, the DoDEA CBCP is structured around three elements. These elements are Student Development Areas, Organizational Framework, and Human Resources. The Student Development Areas element identifies student competencies considered to be important to DoDEA and is based upon the student competencies developed by the American School Counselor Association (ASCA). The Organizational Framework element contains two strands, Structural and Program Components. Finally, the Human Resources element contains resources required to fully implement the program.

C2.1.2.1. Element I: Student Development Areas. The competencies are grouped under three broad areas: academic development, career development, and personal/social development. Although not prioritized, each broad area is divided into standards (A, B, and C) that are then organized into grade level competencies (K-3, 3-6, 6-8, and 9-12). The complete list of competencies by grade level groupings will appear in subsequent section of this manual (Pages 13-16).

##### C2.1.2.1.1. Academic Development

C2.1.2.1.1.1. Standard A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across their life span.

C2.1.2.1.1.2. Standard B. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

C2.1.2.1.1.3. Standard C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

C2.1.2.1.2. Career Development

C2.1.2.1.2.1. 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.

C2.1.2.1.2.2. Standard B. Students will employ strategies to achieve future career success and satisfaction.

C2.1.2.1.2.3. Standard C. Students will understand the relationship between personal qualities, education and training, and the world of work.

C2.1.2.1.3. Personal/Social Development

C2.1.2.1.3.1. Standard A. Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

C2.1.2.1.3.2. Standard B. Students will make decisions, set goals, and take necessary action to achieve goals.

C2.1.2.1.3.3. Standard C. Students will understand safety and survival skills.

C2.1.2.2. Element II: Organizational Framework. The CBCP is an integral part of the overall educational program provided in each DoDEA school. It is developmental by design and includes sequential activities organized and implemented by certified school counselors in collaboration with other school personnel. The organizational framework of the program contains six structural components and seven program components.

C2.1.2.2.1. Structural Components

C2.1.2.2.1.1. Program Philosophy. The program philosophy for the DoDEA Competency-Based Counseling Program was adapted from DS Manual 2948.1, "DoDDS Pupil Personnel Services Manual," March 9, 1990.

C2.1.2.2.1.1.1. The school-counseling program is consistent with the developmental stages of learning.

C2.1.2.2.1.1.2. The school-counseling program is defined and established on the principle that learning is a lifelong process.

C2.1.2.2.1.1.3. The school-counseling program includes student competencies delineated for each grade level as a part of an overall continuum of competencies.

C2.1.2.2.1.1.4. The school-counseling program involves the entire school community.

C2.1.2.2.1.1.5. The school-counseling program is determined and planned by the local school counseling staff in collaboration with the principal and other representatives of the school community.

C2.1.2.2.1.1.6. The school-counseling program is implemented by DoDEA certified school counselors using participatory management practices and concepts.

C2.1.2.2.1.1.7. The school-counseling program guarantees that each student shall have access to a school counselor.

C2.1.2.2.1.1.8. The school-counseling program relies on various methods of assessment that will be used to monitor students' individual progress in school. School personnel, students, and parents share the responsibility of tracking student progress in school.

C2.1.2.2.1.1.9. The school-counseling program includes professional development in order to maintain a quality competency-based counseling program.

C2.1.2.2.1.2. Program Facilities. In order to implement the CBCP, a school counseling center or area should be established in each school building. The school counseling center should be large enough to house all of the building programs' personnel, resources, and equipment. The counseling area should be accessible to all students, including those with disabilities. Offices should be organized, properly equipped, and allow for confidentiality.

C2.1.2.2.1.3. School-Based Counseling Plan (Annual Plan). Each school should have an annual plan for the delivery of counseling services. The annual plan should be developed with inputs from the school administration, counselor, and other school staff. As student needs and school priorities change, the school counseling plan should adjust its emphasis to reflect changes. The CBCP approach helps school counselors to continuously assess their students' needs, identify barriers and obstacles that may be hindering student success, and takes reasonable steps to assist students in overcoming these barriers.

C2.1.2.2.1.4. Materials and Supplies. Many of the program components of CBCP require appropriate support for the purchase of materials and supplies. A DoDEA CBCP materials review team recommends materials to assist with the implementation of competency-based counseling.

C2.1.2.2.1.5. Support Staff. Support staff will assist with clerical/secretarial needs, student registration services, and technical support.

C2.1.2.2.1.6. Budget. The school counseling services program should have a budget for the purchase of supporting materials and supplies. When requesting annual supplies, counselors should consider the unique needs of their local school population, and the goals of the CBCP. The district superintendent may provide support for professional development activities for school counseling staff.



C2.1.2.2.2. Program Components. The CBCP integrates academic, career, and personal/social development. The delivery methods/strategies of an effective school-counseling program include individual and group counseling, consultation, coordination, case management, guidance curriculum, and program planning and evaluation. Each component, to include special regulations, will be described in this section.

#### C2.1.2.2.2.1. Individual Counseling

C2.1.2.2.2.1.1. The school counselor conducts a personal and private interaction with a student in which they work together on a problem or topic of interest. A face-to-face, one-on-one meeting with a school counselor provides maximum privacy in which to freely explore ideas, feelings, and behaviors. Generally, the school counselor treats information received from a client as private and confidential. The school counselor has an ethical responsibility to report and to refer a case when the client or some other individual's welfare is in jeopardy. If questions arise regarding confidentiality, they should be referred to the principal. The individual counseling procedures listed below must be followed:

C2.1.2.2.2.1.2. Individual counseling is an important and effective technique that has been recognized by school counselors for many years. School counselors have all been trained in individual counseling techniques, which may be the intervention of choice in many situations. If a student evidences disrupted patterns of behaviors beyond the scope of the school counselor's training and experience, then a referral will be initiated to the school psychologist or appropriate agency. When the school counselor determines that regularly scheduled counseling is the intervention of choice:

C2.1.2.2.2.1.2.1. It is required that parents should be made aware of the general purpose of school counseling services and should provide written permission for their child to participate. Parent permission is not necessary for crisis intervention counseling or for a self-referral resulting in an initial intake session or sessions. The school counselor must also consider the welfare of the child in providing emergency mental health services.

C2.1.2.2.2.1.2.2. The number of counseling sessions should be based on the needs of the students. If intensive therapy is warranted, parents/students should be referred to the school psychologist, and appropriate military or community service providers.

#### C2.1.2.2.2.2. Group Counseling

C2.1.2.2.2.2.1. A group counseling intervention is a planned, developmental program of guidance activities designed to foster students' academic, career, and personal/social development. In group counseling, a school counselor works with two or more students together. Group size generally ranges from five to eight members. In a group setting, group members have the opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Generally, information received from clients is private and confidential.

The school counselor has a professional and ethical responsibility to report and to refer a case when the client or some other individual's welfare is in jeopardy. If questions arise regarding confidentiality, they should be referred to the principal. The school counselor must also consider the welfare of the child in providing emergency mental health services.

C2.1.2.2.2.2.2. Group counseling is an important and effective intervention technique that has been recognized by the profession for many years. School counselors have all been trained in group counseling techniques and may find it to be more effective and efficient than individual counseling for selected students. When the school counselor concludes that the formation of a group is the intervention of choice, the principal will be informed in writing of the general purpose of the group in terms of the student competency(ies) to be addressed prior to the group's initial meeting.

C2.1.2.2.2.2.3. In conducting group counseling sessions:

C2.1.2.2.2.2.3.1. The parents of group members are made aware of the purpose of the group and give written permission for their child to participate. In the case of middle school and high school students, parents must be made aware of which classes may be missed and how frequently.

C2.1.2.2.2.2.3.2. The school counselor emphasizes to group members the meaning of confidentiality and its importance for the functioning of the group. This should be done at the first session and reinforced when necessary.

C2.1.2.2.2.2.3.3. The school counselor establishes and maintains group rules such as being sensitive to the feelings of other group members, being a good listener, and not being critical or sarcastic about the contributions of other group members.

C2.1.2.2.2.2.3.4. The school counselor establishes specific goals for each session and facilitates purposeful goal-oriented discussion.

C2.1.2.2.2.2.3.5. The school counselor may meet with individual students or groups of students to share information, to discuss academic plans, and to discuss career plans. These meetings would not be considered counseling sessions that require parent or principal permission.

C2.1.2.2.2.3. Consultation. The school counselor as a consultant primarily helps parents and other school personnel to be more effective in working together. Consultation helps parents and other school personnel think through problems and concerns, acquire more knowledge and skills, and become more objective and self-confident. This intervention can take place in individual or group conferences, through staff development activities or parent education classes. The consultation provides information and skills to parents/guardians, teachers, and the community to assist them in helping students in academic, career, and personal/social development.

C2.1.2.2.2.4. Coordination. School counselors serve as a liaison among teachers, parents, other pupil personnel professionals, administrators, and community resources to facilitate successful student development. As student advocates, school counselors promote equitable access to school/community programs and services for all students. School counselors assist with the transition activities between elementary to middle and middle to high school.

C2.1.2.2.2.5. Student Monitoring. School counselors monitor individual student progress toward achieving success in academic, career, and personal/social areas. School personnel, students, and parents share the responsibility for monitoring student progress. More specific information regarding student monitoring is provided in the section of this manual that focuses on relationships with special student populations and programs.

C2.1.2.2.2.6. Guidance Curriculum. School counselors developmentally and sequentially provide information, knowledge, and skills through academic, career, and personal/social activities. This is often delivered in large group meetings or classroom settings, as they may offer the best opportunity to provide guidance to the largest number of students in a school. Working with students in large groups when appropriate may offer the most efficient use of a school counselor's time. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered in collaboration with other school personnel in classrooms. School counselors develop and present guidance units that direct attention to particular grade level competencies, or areas of concern as identified in the annual plan. School counselors may partner with teachers and/or other community members/services to deliver part of the guidance curriculum. The guidance curriculum may vary from school to school, however, it is expected that all students at all grade levels will be provided developmentally appropriate information and opportunities for skill development through the guidance curriculum.

C2.1.2.2.2.7. Program Evaluation and Development. One of the key components of CBCP is the required development of an annual plan for counseling services. School counselors continually assess the needs of their students, evaluate their programs, and make changes in the program to better meet the identified needs of students. Completing a needs assessment with school staff and parents is an important component of CBCP. Information extracted from a needs assessment can assist school-counseling personnel in the identification of guidance and counseling needs of students and families. The needs assessment can be accomplished either formally through surveys or informally through discussions with various stakeholders. It is important that the annual plan be grounded in the assessment of needs. The annual plan may need to be altered to meet unexpected events within the community, such as a school or community crisis or large-scale deployments.

### C2.1.2.3. Element III: Human Resources

C2.1.2.3.1. The school counseling staff helps the school staff and administration understand the contents of this manual and their role in full implementation. The full implementation of CBCP is dependent upon good relationships with the school staff and their support of this counseling program for the benefit of the total school program. It is very important to keep the lines of communication open with the administration and teaching staff to

assure ongoing support and understanding of the goals of CBCP. Consultation with the staff regarding individual students and school mental health issues should be a major role of the school counselor. To achieve balance among the program components and to utilize all of the delivery methods, it is necessary to follow DoDEA staffing guidance for school counselor-to-student ratio.

C2.1.2.3.2. The involvement, cooperation, and support of parents are critical elements of the CBCP. School counselors communicate with parents through telephonic and face-to-face conferences, parent education groups, written correspondence, and school newsletters. All are important vehicles that can be utilized to ensure parental understanding and support.

C2.1.2.3.3. It is critical that students perceive the school counseling staff as supporters and facilitators in the school, as adults who will listen to their concerns, and as individuals who help them resolve issues and attain competencies related to their academic, career, and personal/social development. School counselors reach out to all students to communicate approachability and to make pupils aware of the school counseling services available. Students can be viewed as resources for the school counseling department. For instance, students can help other students work through personal/social and academic issues through the use of peer techniques.

C2.1.2.3.4. Most DoDEA schools are located on or near military bases/posts. Each military facility provides medical, social, and mental health support for military families. The school counseling staff should view the services they provide at school as a part of the services provided within the military community which they are located. School counselors should perceive themselves as a component of a broader multi-dimensional system of services, especially for our “at risk” students. Integration of services provided in each school community should be a high priority. The school counseling staff communicates, coordinates, and consults with other service providers and refers students to community resources when appropriate. At times, the school site may provide the platform for the delivery of services by these community agencies. School counselors communicate with service providers in the community to coordinate the delivery of services for students and families.

C2.1.2.3.5. In some instances, students and families may utilize host nation/local service providers. When host nation/local service providers are involved with a student and/or his/her family, the school counseling staff communicates with the provider in order to help coordinate service delivery to the student and family.

## C2.2. STUDENT COMPETENCIES

C2.2.1. The CBCP is based upon desired student competencies. Competencies may be defined as knowledge, skills, or attitudes. The competencies in this manual set the targets for the CBCP; thus they are expressed in terms of what students will be able to do as the result of the DoDEA counseling program. The majority of the competencies were developed by the American School Counselor Association (ASCA) and have been endorsed by national education organizations. The competencies recorded in this manual do not reflect all competencies by

ASCA. The School Counseling Task Force (1998) met and refined the list and organized them into grade levels. The competencies are further organized under the three broad areas of Academic Development, Career Development, and Personal/Social Development and a subset of standards. The order of these competencies is not prioritized.

C2.2.2. Student competencies should be selected as targets for the year when annual plans are developed. It is the long-term goal of the school counseling staff to fully incorporate the competencies. This may require school counselors to think about developing lessons that include multiple competencies and/or imbedding the competencies across the curriculum and grade levels. The listing of competencies by levels is not meant to imply that competencies not designated at a given level are not important, but that they are presented in this manner to give some direction to the school counseling staff as they develop their annual plan with the resources provided. The long-term intent of this program is to develop a tracking system to document competency attainment by students.

Figure C2.F1. Student Competencies

ACADEMIC DEVELOPMENT (STUDENTS WILL):	K-3	3-6	6-8	9-12
<u>Improve Academic Self-Concept – STANDARD A</u>	X	X	X	X
articulate feelings of competence and confidence as learners	X	X		
display a positive interest in learning	X	X		
take pride in work and achievement	X	X		
accept mistakes as essential to the learning process	X	X		
identify attitudes and behaviors which lead to successful learning	X	X		
<u>Acquire Skills for Improving Learning – STANDARD A</u>	X	X	X	X
apply time management and task management skills	X	X	X	
demonstrate how effort and persistence positively affect learning	X	X		
use communications skills to know when and how to ask for help when needed	X	X	X	X
apply knowledge and learning styles to positively influence school performance	X	X		X
refine study and organizational skills			X	
<u>Achieve School Success - STANDARD A</u>	X	X	X	X
take responsibility for their actions	X	X		X
demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X	X		X
develop a broad range of interests and abilities	X	X	X	X
demonstrate dependability, productivity, and initiative	X	X	X	X
share knowledge	X	X	X	
<u>Improve Learning – STANDARD B</u>	X	X	X	X
demonstrate the motivation to achieve individual potential	X	X		
learn and apply critical thinking skills	X	X	X	

apply the study skills necessary for academic success at each level	X	X	X	
seek information and support from faculty, staff, family and peers	X	X		
organize and apply academic information from a variety of sources	X	X	X	
use knowledge of learning styles to positively influence school performance				X
become self-directed and independent learner	X	X	X	X
<u>Plan to Achieve Goals – STANDARD B</u>	X	X	X	X
establish challenging academic goals in elementary, middle/junior high, and high school	X	X	X	X
develop an initial four-year plan			X	
update and modify their four-year plan				X
use assessment results in educational planning		X	X	
develop and implement annual plan of study to maximize academic ability and achievement				X
apply knowledge of aptitudes and interests to goal setting			X	
use problem-solving and decision-making skills to assess progress toward educational goals	X	X		
understand the relationship between classroom performance and success in school	X	X		
identify post-secondary options consistent with interests, achievement, aptitude, and abilities				X
<u>Relate School to Life Experiences –STANDARD C</u>	X	X	X	X
demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life		X		
seek co-curricular and community experiences to enhance the school experience	X	X		X
understand the relationship between learning and work	X	X		X
demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals				X
understand that school success is the preparation to make the transition from student to community member				X
understand how school success and academic achievement enhance future career and vocational opportunities			X	X
<b>CAREER DEVELOPMENT (STUDENTS WILL):</b>	<b>K-3</b>	<b>3-6</b>	<b>6-8</b>	<b>9-12</b>
<u>Develop Career Awareness - STANDARD A</u>	X	X	X	X
develop skills to locate, evaluate, and interpret career information		X	X	X
learn about the variety of traditional and non-traditional occupations	X	X	X	X
develop an awareness of personal abilities, skills, interests, and motivations	X	X	X	X
learn how to interact and work cooperatively in teams	X	X		
learn to make decisions	X	X		X
learn how to set goals	X	X	X	X

understand the importance of planning	X	X	X	X
pursue and develop competency in areas of interest			X	
develop hobbies and vocational interests			X	X
balance between work and leisure time	X	X		
<u>Develop Employment Readiness – STANDARD A</u>	X	X	X	X
acquire employability skills such as working on a team, problem-solving and organizational skills	X	X		
apply job readiness skills to seek employment opportunities				X
demonstrate knowledge about the changing workplace			X	X
learn about the rights and responsibilities of employers and employees			X	X
learn to respect individual uniqueness in the workplace	X	X	X	X
learn how to write a resume				X
develop a positive attitude toward work and learning	X	X		
understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	X	X	X	X
utilize time and task-management skills	X	X	X	X
<u>Acquire Career Information – STANDARD B</u>	X	X	X	X
apply decision making skills to career planning, course selection, and career transition			X	X
identify personal skills, interests, and abilities and relate them to current career choice		X	X	X
demonstrate knowledge of the career planning process		X		
know the various ways in which occupations can be classified			X	X
use research and information resources to obtain career information		X		X
learn to use the internet to access career planning information				X
<u>Identify Career Goals – STANDARD B</u>	X	X	X	X
demonstrate awareness of the education and training needed to achieve career goals		X	X	
assess and modify their educational plan to support career goals				X
select course work that is related to career interests			X	X
maintain a career planning portfolio				X
<u>Acquire Knowledge to Achieve Career Goals – STANDARD C</u>	X	X	X	X
understand the relationship between educational achievement and career success			X	X
explain how work can help to achieve personal success and satisfaction		X		
identify personal preferences and interests which influence career choice and success			X	
understand that the changing workplace requires lifelong learning and acquiring new skills				X
describe the effect of work on lifestyle			X	
understand the importance of equity and access in career choice				X

understand that work is an important and satisfying means of personal expression	X	X		
<u>Apply Skills to Achieve Career Goals – STANDARD C</u>	X	X	X	X
demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals			X	X
learn how to use conflict management skills with peers and adults	X	X	X	X
learn to work cooperatively with others as a team member	X	X	X	
apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences				X
PERSONAL/SOCIAL (STUDENTS WILL):	K-3	3-6	6-8	9-12
<u>Acquire Self-Knowledge - STANDARD A</u>	X	X	X	X
develop positive attitudes toward self as a unique and worthy person	X	X	X	
identify values, attitudes, and beliefs				X
learn the goals setting process		X	X	X
understand change is a part of growth	X	X	X	
identify and express feelings	X	X	X	
distinguish between appropriate and inappropriate behavior	X	X	X	
recognize personal boundaries, rights, and privacy needs	X	X	X	
understand the need for self-control and how to practice it	X	X	X	
demonstrate cooperative behavior in groups	X	X	X	
identify personal strengths and assets	X	X	X	X
identify and discuss changing personal and social roles			X	
identify and recognize changing family roles	X	X	X	
<u>Acquire Interpersonal Skills – STANDARD A</u>	X	X	X	X
recognize that everyone has rights and responsibilities	X	X	X	
respect alternative points of view	X	X	X	
recognize, accept, respect, and appreciate individual differences	X	X	X	X
recognize, accept, and appreciate ethnic and cultural diversity	X	X	X	
recognize and respect differences in various family configurations	X	X		
use effective communications skills	X	X		
know that communication involves speaking, listening, and nonverbal behavior	X	X	X	X
learn how to make and keep friends	X	X	X	
<u>Self-Knowledge Applications – STANDARD B</u>	X	X	X	X
use a decision-making and problem-solving model	X	X	X	X
understand consequences of decisions and choices	X	X	X	
identify alternative solutions to a problem	X	X	X	
develop effective coping skills for dealing with problems	X	X	X	
demonstrate when, where, and how to seek help for solving problems and making decisions	X	X	X	



know how to apply conflict resolution skills	X	X	X	X
demonstrate a respect and appreciation for individual and cultural differences	X	X	X	X
know when peer pressure is influencing a decision	X	X		
identify long- and short-term goals			X	X
identify alternative ways of achieving goals	X	X	X	
use persistence and perseverance in acquiring knowledge and skills			X	
develop an action plan to set and achieve realistic goals			X	
<u>Acquire Personal Safety Skills – STANDARD C</u>	X	X	X	X
demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	X	X	X	
learn about the relationship between rules, laws, safety, and the protection of individual's rights	X	X	X	
learn about the difference between appropriate and inappropriate physical contact	X	X	X	
demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	
differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	
identify resource people in the school and community, and know how to seek their help	X	X	X	X
apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	
learn how to cope with peer pressure	X	X	X	
learn techniques for managing stress and conflict	X	X	X	X
learn coping skills for managing life events	X	X	X	

### C3. CHAPTER 3

#### RELATIONSHIPS WITH OTHER SCHOOL PROGRAMS

##### C3.1. SPECIAL STUDENT POPULATIONS AND/OR PROGRAMS

School counselors provide services to all students in the broad areas of academic development, career development, and personal/social development. The special student populations and/or programs in which a school counselor may work within a school are listed below. In all of these areas, school counselors will partner with school staff and the community to increase parent involvement in the school. Not all schools will have all of these special programs nor require all of these duties of each counselor.

C3.1.1. Compensatory Education/Academic Support. The school counselor:

C3.1.1.1. Screens records of incoming students and makes appropriate referrals.

C3.1.1.2. Participates in the referral process, as needed.

C3.1.1.3. Works collaboratively with the Compensatory Education/Academic Support teacher and classroom teacher in student placement and course scheduling.

C3.1.1.4. Works collaboratively with the Compensatory Education/Academic Support teacher and classroom teacher to support the Compensatory Education/Academic Support student.

C3.1.2. Special Education. School counseling services typically address school related behaviors such as peer relationships, cooperative behavior, study skills, and task related skills. School counseling services for Individualized Education Plan (IEP) students may be short-term, depending on student needs. School counseling services as related to special education are determined by the Case Study Committee (CSC) in consultation with the school counselor. The CSC will determine, with the school counselor's input, if another professional, such as a psychologist or a psychiatrist or another community agency could better address a student's needs. The school counselor will assist in the referral process, as needed. Counselors may share in the responsibility of complying with timelines and documentation that is required for special education students. The school counselor:

C3.1.2.1. Screens all incoming student records and makes referrals to the appropriate service provider.

C3.1.2.2. Serves as a resource to instructional staff, as needed for pre-referral.

C3.1.2.3. Participates in the CSC and other support meetings as needed.

C3.1.2.4. Participates in the development of an Individualized Education Plan (IEP) when school counseling goals will be included and at other times when appropriate. Works collaboratively with the special education teacher and administrator(s) in student placement and scheduling.

C3.1.2.5. Participates in the student evaluation process, as needed.

C3.1.2.6. Supports services as required in the IEP.

C3.1.2.7. Generally is not responsible for special education case management.

C3.1.3. Advancement Via Individual Determination (AVID). The school counselor:

C3.1.3.1. May be designated as a member of the AVID Site Team.

C3.1.3.2. Is available as a resource to the AVID coordinator in each school.

C3.1.3.3. Assists in recruiting for the AVID program.

C3.1.3.4. Is available to support the AVID program by providing information.

C3.1.3.5. Works collaboratively with the AVID teacher and classroom teacher in student placement and scheduling.

C3.1.3.6. Provides ongoing counseling services to the AVID students as needed.

C3.1.4. English-As-A-Second Language (ESL). The school counselor:

C3.1.4.1. Screens records of all incoming students.

C3.1.4.2. Refers students to the ESL teacher for testing after review of records.

C3.1.4.3. Works collaboratively with the ESL teacher and classroom teacher in student placement and scheduling.

C3.1.4.4. Supports the unique social and emotional needs of ESL students.

C3.1.4.5. Works collaboratively with the ESL teacher and classroom teacher to support the ESL student.

C3.1.5. Gifted Education. The school counselor:

C3.1.5.1. Screens records of all incoming students.

C3.1.5.2. Assists the gifted education resource teacher in the referral process, as needed.

C3.1.5.3. Supports the unique social and emotional needs of gifted students.

C3.1.5.4. Works collaboratively with the gifted education resource teacher in student placement and scheduling.

C3.1.6. Attention Deficit/Hyperactivity Disorder (AD/HD). The school counselor:

C3.1.6.1. Works with the school administrators and community agencies to make information on AD/HD available.

C3.1.6.2. Screens all incoming student records and makes referrals to the appropriate service provider.

C3.1.6.3. Follows DoDEA guidance for AD/HD referrals.

C3.1.6.4. Is available as a resource.

C3.1.6.5. Works collaboratively with the teachers in student placement and scheduling.

## C3.2. CRISIS INTERVENTION IN THE SCHOOLS

C3.2.1. The DoDEA school counselor may be one of the primary contact persons to whom administrators, teachers, or parents can bring their concerns regarding students in crisis. The school counselor plays an integral role in crisis management.

C3.2.2. The purpose of crisis intervention is to help students, staff, and parents effectively cope with various types of crises such as self-destructive behavior of students, sudden death, violent incidences in the school, community mass deployment, war, or natural disasters. The objectives of the crisis intervention team, as outlined in guidelines in DS Manual 2943.0, "School Action Plan For Crisis Intervention and Response to Death," February 1, 1990, includes activities such as:

C3.2.2.1. Identify school contact person.

C3.2.2.2. Identify local resources.

C3.2.2.3. Establish crisis intervention team.

C3.2.2.4. Establish intervention procedures.

C3.2.2.5. Provide awareness and education for staff, students and parents regarding suicide prevention, violence prevention, and coping with crisis situations.

C3.2.2.6. Establish a referral plan.

C3.2.2.7. Establish an intervention plan.

C3.2.2.8. Establish an after-action plan.

### C3.3. SCHOOL/HOME/COMMUNITY PARTNERSHIP

C3.3.1. DoDEA's Strategic Plan Goal 4 states that "every level of DoDEA will develop, promote, and maintain a network of partnerships to enhance optimum student achievement." The partnership aligns parents with the school so that families understand how to support their children's education and where to receive information regarding access to community services and resources. School counselors offer strategies and information to parents on how to become more actively involved in their children's education and transition into the community, college, and/or job.

C3.3.2. Military families face numerous challenges because of frequent moves and deployments of family members. The school counselor works with parents and installations to address deployment and transition issues affecting students. Communicating with parents and communities enhances the social, emotional, and academic growth of students.

C3.3.3. Partnership activities may include:

C3.3.3.1. Parenting classes.

C3.3.3.2. Learning activities at home provided to the family.

C3.3.3.3. Parent/community volunteers within the school.

C3.3.3.4. Parents involved in school decision making.

C3.3.3.5. Community collaboration and networking.

C3.3.3.6. Parent training (e.g., study skills, setting up a portfolio, communicating with your child, transition from elementary to secondary school, how to be an advocate for your child, how to deal with the stress of your child from frequent moves or deployment of family members, and others issues as determined by needs).

C3.3.3.7. Mentors.

C3.3.3.8. After-school enrichment or homework activities.

C3.3.3.9. College fairs.

C3.3.3.10. Family interactive activities.

C3.3.3.11. School orientation for new parents.

## C4. CHAPTER 4

### PROFESSIONAL STANDARDS, ETHICS, AND FUNCTIONS

#### C4.1. STANDARDS AND ETHICS

The DoDEA School counselors are guided by the professional standards and ethical principles established by the American School Counselor Association, DoDEA, and this manual. These standards and principles serve as a guide for the ethical practices by all professional school counselors, regardless of level, area, or population. The standards and principals provide benchmarks for self-appraisal regarding school counselor responsibilities. Professional standards and ethics found on the website: <http://www.schoolcounselor.org/content.cfm?L1=1&L2+15>

(THIS SECTION DOES NOT APPLY TO DDESS)

#### C4.2. STATEMENT OF FUNCTIONS FOR SCHOOL COUNSELORS

##### C4.2.1. Guidance Counselor, TP-1701 - Elementary Level, 0490

C4.2.1.1. Introduction. The school counselor provides a comprehensive competency-based counseling and guidance program for all students that is primarily preventive and at the same time is responsive to individual needs. The school counseling program promotes and enhances student learning in the areas of academic, career, and personal/social development. This is best accomplished by helping to remove barriers to student learning through preventive activities and by addressing individual student learning and/or adjustment needs.

C4.2.1.2. Supervisory Controls. The school counselor receives general supervision from the principal of the assigned school with technical assistance provided by the district office. Latitude is given at the local level to work as a member of a coordinated team of classroom teachers, school psychologists, special educators, and other specialists to provide interventions to enhance student learning.

##### C4.2.1.3. Primary Responsibilities.

C4.2.1.3.1. To develop and implement an annual plan in collaboration with his/her supervisor based upon a needs assessment.

C4.2.1.3.2. To establish a plan/platform for the delivery of counseling services.

C4.2.1.3.3. To provide activities for all students in the areas of academic, career, and personal/social development through collaboration with classroom teachers.

C4.2.1.3.4. To provide personal counseling services to individuals or groups of students based upon their personal and/or developmental needs.

C4.2.1.3.5. To provide consultation services to teachers to enhance their capacity to address individual and group learning needs.

C4.2.1.3.6. To provide consultation services to parents to enhance their capacity to address their child's academic, career, and personal/social development.

C4.2.1.3.7. To act as a liaison between teachers, parents, other school staff, and community resources to facilitate successful student development.

C4.2.1.3.8. To coordinate appropriate monitoring of individual student progress toward achieving success in academic, career, and personal/social areas.

C4.2.1.3.9. To pursue personal/professional development activities to enhance counseling techniques/skills.

C4.2.1.4. Key Duties.

C4.2.1.4.1. To conduct a current needs assessment (formal or informal) by collecting information from students, parents, faculty, and administration.

C4.2.1.4.2. To develop an annual counseling plan, which includes goals and objectives (competencies) that support the developmental needs of all students.

C4.2.1.4.3. To publicize or communicate the annual counseling plan to faculty, parents, and students, when appropriate.

C4.2.1.4.4. To conduct an ongoing assessment of the annual plan.

C4.2.1.4.5. To support guidance activities as outlined in the annual plan in collaboration with other school personnel.

C4.2.1.4.6. To develop and organize guidance activities around student competencies.

C4.2.1.4.7. To ensure that guidance activities are sensitive to diverse populations.

C4.2.1.4.8. To use a variety of strategies and educational materials to reach all students.

C4.2.1.4.9. To provide teachers with activities that they can use to support the guidance curriculum.



C4.2.1.4.10. To provide individual and group counseling based on the needs of the student population.

C4.2.1.4.11. To maintain appropriate confidentiality.

C4.2.1.4.12. To help identify and refer students with special needs for appropriate services.

C4.2.1.4.13. To assist students, families, and staff in crisis situations.

C4.2.1.4.14. To act as a resource person for faculty and parents.

C4.2.1.4.15. To conduct parent education groups and provide written information to parents, as needed.

C4.2.1.4.16. To provide faculty and parents with information regarding available resources.

C4.2.1.4.17. To assist in the implementation of the standardized testing program.

C4.2.1.4.18. To provide and interpret results of formal and informal assessments for students, parents, teachers, and administrators.

C4.2.1.4.19. To maintain an awareness of current issues in counseling through the professional literature.

C4.2.1.4.20. To network with counselors in other districts concerning professional practices and services.

C4.2.1.4.21. To assist in the appropriate placement of students.

C4.2.1.4.22. To plan and implement an orientation program for new students.

C4.2.1.4.23. To provide transition activities for departing students and parents.

#### C4.2.2. Guidance Counselor, TP-1701 - Middle Level, 0491

C4.2.2.1. Introduction. The school counselor provides a comprehensive competency-based counseling and guidance program for all students that is primarily preventive and at the same time is responsive to individual needs. The school counseling program promotes and enhances student learning in the areas of academic, career, and personal/social development. This is accomplished by helping to remove barriers to student learning through preventive activities and by addressing individual student learning and/or adjustment needs.

C4.2.2.2. Supervisory Controls. The school counselor receives general supervision from the principal of the school to which assigned with technical assistance provided by the district office. Latitude is given at the local level to work as a member of a coordinated team of classroom teachers, school psychologists, special educators, and other specialists to provide interventions to enhance student learning.

C4.2.2.3. Primary Responsibilities.

C4.2.2.3.1. To establish and implement an annual plan for the delivery of counseling services in consultation with his/her supervisor based upon a needs assessment.

C4.2.2.3.2. To provide activities for all students in the areas of academic, career, and personal/social development through collaboration with classroom teachers.

C4.2.2.3.3. To provide personal counseling services to individuals or groups of students based upon their personal and/or developmental needs.

C4.2.2.3.4. To provide consultation services to teachers on strategies that address individual and group learning needs.

C4.2.2.3.5. To provide consultation services to parents to assist in enhancing their capacity to address their child's academic, career, and personal/social development.

C4.2.2.3.6. To act as a liaison between teachers, parents, other school staffs, and community resources to facilitate successful student development.

C4.2.2.3.7. To coordinate appropriate monitoring of individual student progress toward achieving success in academic, career, and personal/social areas.

C4.2.2.3.8. To pursue personal/professional development activities to enhance counseling techniques/skills.

C4.2.2.4. Key Duties.

C4.2.2.4.1. To develop an annual plan which includes goals and objectives (competencies) that meet developmental needs of all students.

C4.2.2.4.2. To work in cooperation with faculty to provide a guidance curriculum based upon student competencies as reflected in the annual plan.

C4.2.2.4.3. To assist faculty in determining the career education needs of the students.

C4.2.2.4.4. To work with faculty to locate career information resources.

C4.2.2.4.5. To encourage students' use of modern technology to increase the efficiency of program delivery.

C4.2.2.4.6. To coordinate and facilitate topic-oriented small group and classroom counseling sessions dealing with emotional and/or academic needs and concerns of the students.

C4.2.2.4.7. To provide individual and group counseling to students.

C4.2.2.4.8. To provide crisis intervention services when appropriate.

C4.2.2.4.9. To support area agencies that may be involved in the resolution of a crisis.

C4.2.2.4.10. To maintain appropriate confidentiality.

C4.2.2.4.11. To serve as a school liaison to various community agencies.

C4.2.2.4.12. To provide appropriate feedback to staff, parents, and community agencies regarding student referrals and needs.

C4.2.2.4.13. To participate in meetings with parents to discuss possible placement alternatives.

C4.2.2.4.14. To participate in assigned school's departmental, team, and staff meetings when appropriate.

C4.2.2.4.15. To serve on committees addressing the needs of individual and groups of students.

C4.2.2.4.16. To review student records for appropriate student placements.

C4.2.2.4.17. To provide and interpret test results to students, staff, and parents.

C4.2.2.4.18. To coordinate orientation programs for feeder schools and new students.

C4.2.2.4.19. To work in cooperation with the high school counseling staff to develop an initial 4-year plan.

C4.2.2.4.20. To coordinate transition activities between elementary, middle school, and high school.

C4.2.2.4.21. To assist in the implementation of the standardized testing program.

C4.2.2.4.22. To assist faculty and parents in monitoring student progress.

C4.2.2.4.23. To participate in training sessions on the school-wide information management system.

C4.2.2.4.24. To maintain an awareness of current issues in counseling through the professional literature.

C4.2.2.4.25. To attend workshops and conferences related to professional counseling issues.

C4.2.2.4.26. To network with counselors in other districts concerning professional practices and services.

C4.2.2.4.27. To plan and implement an orientation program for new students.

C4.2.2.4.28. To assist departing students and parents with transition.

C4.2.3. Guidance Counselor, TP-1701 - High School Level, 0492

C4.2.3.1. Introduction. The school counselor provides a comprehensive competency-based counseling and guidance program for all students that is primarily preventive and at the same time is responsive to individual needs. The school counseling program promotes and enhances student learning in the areas of academic, career, and personal/social development. This is best accomplished by helping to remove barriers to student learning through preventive activities and by addressing individual student learning and/or adjustment needs.

C4.2.3.2. Supervisory Controls. The school counselor receives general supervision from the principal of the school to which assigned with technical assistance provided by the district office. Latitude is given at the local level to work as a member of a coordinated team of classroom teachers, school psychologists, special educators and other specialists to provide interventions to enhance student learning.

C4.2.3.3. Primary Responsibilities.

C4.2.3.3.1. To establish and implement an annual plan for the delivery of counseling services in consultation with his/her supervisor based upon a needs assessment.

C4.2.3.3.2. To provide activities for all students in the areas of academic development, career development, and personal/social development through collaboration with classroom teachers.

C4.2.3.3.3. To provide personal counseling services to individuals or groups of students based upon their personal and/or developmental needs.

C4.2.3.3.4. To provide consultation services to teachers enhancing their capacity to address individual and group learning needs.

C4.2.3.3.5. To provide consultation services to parents to enhance their capacity to address their child's academic, career, and personal/social development.

C4.2.3.3.6. To act as a liaison between teachers, parents, other school staff, and community resources to facilitate successful student development.

C4.2.3.3.7. To coordinate appropriate monitoring of individual student progress toward achieving success in academic, career, and personal/social areas.

C4.2.3.3.8. To pursue personal/professional development activities to enhance counseling techniques/skills.

C4.2.3.4. Key Duties.

C4.2.3.4.1. To develop an annual plan that includes goals and objectives (competencies) that meet developmental needs of all students.

C4.2.3.4.2. To work in cooperation with the faculty to provide a guidance curriculum based upon student competencies and reflected in the annual plan.

C4.2.3.4.3. To work with faculty to infuse career education activities into the curriculum.

C4.2.3.4.4. To assist all students to explore the world of work and potential careers.

C4.2.3.4.5. To supervise the maintenance of relevant and accurate pupil educational records and interprets the information contained in the record.

C4.2.3.4.6. To provide orientation for new students.

C4.2.3.4.7. To assist all students in designing and updating a 4-year plan.

C4.2.3.4.8. To assist all students to schedule appropriate courses.

C4.2.3.4.9. To assist college bound students to enter the college of their choice and provide financial aid information to students and families.

C4.2.3.4.10. To assist non-college bound students to explore postsecondary training opportunities.

C4.2.3.4.11. To encourage the students' use of modern technology to increase the efficiency of program delivery.

C4.2.3.4.12. To provide individual and group counseling to students based upon need.

- C4.2.3.4.13. To provide crisis intervention services when appropriate.
- C4.2.3.4.14. To maintain appropriate confidentiality.
- C4.2.3.4.15. To act as liaison to community agencies and make appropriate referrals as needed.
- C4.2.3.4.16. To serve on committees addressing the needs of individual and groups of students.
- C4.2.3.4.17. To assist in the coordination of the standardized testing program.
- C4.2.3.4.18. To assist faculty and parents to monitor student progress.
- C4.2.3.4.19. To maintain an awareness of current issues in counseling through professional literature.
- C4.2.3.4.20. To attend workshops and conferences related to professional counseling issues.
- C4.2.3.4.21. To network with counselors in other districts concerning professional practices and services.