

Section Two

The ASCA National Model Components

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Foundation

The foundation serves as the solid ground upon which the comprehensive school counseling Program is built. The purpose of this component is to establish the focus of the comprehensive school counseling program based on the academic, career and social/emotional needs of the students in the school.

This section of the manual offers an outline for a comprehensive school counseling program. You will find best practice examples and templates that can be customized for implementation at your school in the accompanying **toolkit**.

Program Focus

Beliefs

Arkansas school counselors recognize that our personal beliefs impact our behavior and how we interact with students and stakeholders. To establish program focus, school counselors identify personal beliefs and work to ensure all students benefit from the school counseling program.

Vision Statement

Arkansas counselors develop an appropriate vision statement defining what the future will look like in terms of student outcomes. By developing an appropriate vision statement, Arkansas school counselors can promote the success of every student with the support of all stakeholders (Council of Chief State School Officers, 2008).

Mission Statement

Arkansas school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured. A mission statement provides the focus and direction to reach the vision, creating one focus or purpose in the development and implementation of the comprehensive school counseling program. The school counseling mission statement aligns with and is a subset of the school's and district's mission. The program's mission statement is clear, concise and specific to the program's intent and what the program will contribute to the overall mission of schools.

See page 24 in the ASCA Model book (2012).

Templates can be found in the Arkansas School Counselor Toolkit.

Program Goals

Arkansas school counselors develop program goals that define how the vision and mission will

be accomplished. School counselors use these goals to develop core curriculum, as well as small-group and closing the gap action plans. School counseling program goals are statements about a desirable outcome toward which the program is willing to devote resources. (Dimmit, Carey, & Hatch, 2007). The goal statements address specific student outcomes, including improved student achievement, attendance, behavior, and school safety through one or more of the three domains: academic, career, or social/emotional development. This information can be found using the school data report card.

Refer to page 25-28 in the ASCA Model book (list of questions and data report card for developing goals).

ASCA Mindsets and Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Enhancing the learning process for all students, Arkansas school counselors utilize the ASCA Mindsets and Behaviors to guide the development of effective school counseling programs around three domains: academic, career, and social/emotional. The Mindsets and Behaviors are the foundation for classroom lessons, small groups and activities within comprehensive school counseling programs.

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Professional Competencies

The ASCA National Model outlines the knowledge, attitudes, and skills that ensure school counselors are equipped to meet the rigorous demands of the profession.

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

2016 ASCA Ethical Standards for School Counselors

The ASCA Ethical Standards for School Counselors identify the principles of ethical behavior necessary to maintain the high standard of integrity, leadership and professionalism.

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Foundation

Beliefs

What are your beliefs?	We believe all students should feel safe, loved, and valued. We believe all students can be successful with individualized needs. All children are unique and should be treated with respect and dignity. Learning is a lifelong process. Fostering a positive self-image is the collaborative effort of the school, home, and community which leads to responsible and productive citizenship.
How might these beliefs impact your work with students?	The diverse needs of all students must be addressed through the school counseling program. We accept each student with their individual beliefs, desires, perceptions, and appearance equally.
How might these beliefs impact your comprehensive counseling program?	Every student needs appropriate personal and social skills to achieve optimum benefits from the educational program.
How will you use these beliefs to ensure equitable counseling for all students?	A comprehensive, developmental school counseling program is not a support service but an integral part of the total education program. A developmentally appropriate school counseling program provides important benefits to individual students by addressing their intellectual, emotional, social, physical, and psychological needs.

Vision Statement

The Cave City School District Counseling Department will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal/social, and career goals. We will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship in the 21st century.

Mission Statement

The mission of the Cave City School District Counseling Department is to provide a proactive, comprehensive, and developmentally appropriate program to address students' academic and career goals in addition to supporting their personal and social needs. This is accomplished through a partnership with parents/guardians, staff, and community members to enable all students to become successful, productive citizens and lifelong learners in a diverse and changing world.

Program Goals

Goal 1:

By the end of the school year 2018 - 2019, the percentage of students in grades K-10 identified as economically disadvantaged, having disabilities, and English Language Learners who pass the ACT Aspire Math will increase by 5 %.

- Academic Achievement
- College Readiness
- Special Needs

Goal 2:

By the end of the school year 2018 - 2019, each student with 10 or more absences will decrease their absences by 25% from the first semester to the second semester.

- Career Development
- Parent/Family Collaboration
- Attendance

Goal 3:

By the end of the school year 2018 - 2019, the number of students referred for aggressive and disruptive behavior will decrease by 10% in comparison to the number of students in the 2017 - 2018 school year.

- Behavioral Issues
- Bullying
- Character Education
- Conflict Resolution
- Relational Aggression
- Violence Prevention

Management

The management component of the ASCA Model provides Arkansas school counselors organizational guidance and tools to help support the development of a student focused, needs-based comprehensive plan. Management requires self and program assessment to ensure that counselors are able to identify program strengths and weaknesses. In addition, data can be used to plan for short- and long- term goals to improve the program, and help the counselor determine what type of professional development can be used to meet the goals of their Personal Growth Plan.

School Counselor Competencies Assessment

School counselor competency assessments help school counselors to self-assess their knowledge, attitudes and skills necessary to perform the range of school counselor responsibilities in all four management components (use of time assessments, needs assessments, advisory council, and annual agreements).

School Counseling Program Assessment

Arkansas school counselors use a program assessment to self-evaluate the school counseling program in comparison to the ASCA National Model (ASCA, 2012).

See pages 42 and 59 in the ASCA Model book (2012).

Templates can be found in the Arkansas School Counselor Toolkit.

Use of Time Assessments

Use-of-time assessments are used to determine the percentage of time the counselor is providing direct counseling to students or indirect administrative services that are related to the comprehensive counseling program. Using the data from use-of-time logs provides regular feedback to the counselor and administration to ensure that the counseling program is being provided with fidelity to the students and their needs are being met. Use of time documentation also helps the counselor and leadership determine which activities or services the counselor is providing that are appropriate to the program and the Public School Student Services Plan. Calendars are used to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

See page 63 in the ASCA Model book (2012).

Templates can be found in the Arkansas School Counselor Toolkit

Annual Agreement

Each year, the counselor and administrator meet to develop an annual agreement. This agreement identifies specific responsibilities of the counselor, student caseload, areas for professional development, and expectations for the counselor and program. This agreement should be aligned to the counselor's Personal Growth Plan and the counselor's Teacher Excellence and Support System goals.

See page 64 and 65 in the ASCA Model book (2012).

Templates can be found in the Arkansas School Counselor Toolkit.

School Counselor Advisory Team/Council

Creating an advisory council that consists of stakeholders supports the implementation of the counseling program. This council should meet at least twice a year to share in the planning of overarching goals of the program, determine needs or gaps for students, provide opportunity for feedback regarding the program, and allow stakeholders to understand and be involved in the comprehensive school counseling program.

Templates can be found in the Arkansas School Counselor Toolkit.

Data Use in School Counseling

Data is used in the school counseling program to develop the academic, career, and social/emotional needs of the student body as a whole. Data can also be evaluated on an individual or small group of students to determine if there might be a need for more intensive or frequent intervention. This type of data might include disciplinary referrals, attendance, grades, assessment scores, behavioral screeners or behavioral referrals, etc. Data is also used to evaluate the results of the comprehensive school counseling program to allow the counselor to reflect on his/her practice, and make adjustments to programming as needed.

See page 42 and 59 in the ASCA Model book (2012).

Templates can be found in the Arkansas School Counselor Toolkit.

Guidance & School Counseling Facilities

The school counseling program should be organized, intentionally planned, and managed in a manner to support the implementation, evaluation, and reflection of services being provided. Each school shall provide appropriate facilities to ensure effective confidential counseling to meet individual needs of students. To implement an effective counseling program a counselor should have private office space, private phone lines, computer and data processing tools, and an appropriate area for small group activities.

The State of Arkansas Public School Academic Facility Manual planning concepts related to current educational best practices, defines the size of the counselor's office to be incorporated into a new or renovated building. In addition, the manual's Education Planning Concept states that decentralizing administrative services, including counselors, "may provide the flexibility and opportunity for increased student contact, decreased student anonymity, and opportunities for passive supervision."

[http://www.arkansased.gov/public/userfiles/rules/Pending/Facility Manual%20 Approved for Release 4 30 15\).pdf](http://www.arkansased.gov/public/userfiles/rules/Pending/Facility Manual%20Approved for Release 4 30 15).pdf)

Example 1: Program Assessment

Comprehensive School Counseling Program/Components of the Public School Student Services Act Self-Assessment			
CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
FOUNDATION			
Beliefs			
Beliefs have been identified. This includes reflecting on how your beliefs might impact your comprehensive school counseling program and the provision of school counseling services to all students. Beliefs should be reviewed and updated periodically.			
Vision Statement			
Vision statement is developed, aligned with school/district goals, and is clearly articulated. It provides a picture of student success.			
Mission Statement			
Mission statement is developed, is aligned with school/district goals, and is clearly articulated. It is student focused and addresses equity and opportunity for all students. The mission statement expresses what your program will provide for your students (academically, socially/emotionally and for careers).			
Program Goals			
Data sources are identified, and process for data review has been developed.			
Data areas of strength have been identified.			
Data areas of growth, gaps, or needs have been identified.			
Programs/procedures to close the gaps that are currently available are identified and reviewed.			
New strategies to close the gaps have been considered.			
Program goals have been developed.			
Resources (time and money) are focused where they can be most effective.			
Evaluation tools have been identified. School counseling program data (process, perception, outcome/results) will be used to provide direction to the comprehensive counseling program.			
Results data are presented to others (school, district, and/or other stakeholders).			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
PROGRAM MANAGEMENT			
School Counseling Program Assessment			
School counseling program assessment has been completed and areas to address are identified.			
Use-of-Time Assessment			
Use-of-time assessment is implemented in the comprehensive school counseling program.			
The Student Services Plan includes provisions and planning for the counselor to provide direct services to students at least 75% of the time each month.			
The Student Services Plan includes provisions and planning for the school counselor to provide administrative support services that are related to the provision of guidance services no more than 25% of the time each month.			
Annual Agreement			
An annual agreement has been created and signed by each school counselor and his/her supervising administrator. The agreement identifies the school counselor roles and responsibilities, and the school counseling program goals. The agreement also establishes the guidelines for the provision of direct counseling services and administrative activities. Professional development needed to implement the counseling program is identified in the agreement.			
Advisory Council			
The counseling program includes provisions for an advisory council. The council advises on school counseling program goals, reviews program results, makes recommendations, and advocates for the school counseling program.			
Calendars (Annual and Weekly)			
Calendars are developed, implemented, and shared with stakeholders.			
Calendars are aligned with goals developed, vision and mission, and the planned use of time indicated in the annual agreement.			
ASCA School Counselor Professional Competencies and Ethical Standards			
ASCA School Counselor Competencies and Ethical Standards have been reviewed.			
The counselor abides by Code of Ethics for Arkansas Educators.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
DELIVERY			
Direct Counseling			
Individual and Group counseling is available to all students and services are described in both the Student Services Plan and the comprehensive counseling program.			
The counselor delivers school counseling curriculum lessons to classroom and large groups – No more than 40 minutes per session and no more than 3 per day or 10 per week.			
Orientation programs are developed and are included in the Student Services Plan and the comprehensive counseling program for students at each level of education or for transferring students.			
Academic advisement procedures are included in both the Student Services Plan and the comprehensive counseling program. They are implemented to help students establish goals in elementary, middle and high school.			
Interpretation of student academic and educational assessment results is provided.			
The counselor provides support to students to help them understand the relationship between classroom performance and success in school.			
The Student Services Plan defines strategies and action steps taken to assist students in age appropriate Career Action Planning including, but not limited to, career awareness, employment readiness, career information and the knowledge and skills necessary to achieve college and career goals.			
The Student Services Plan include guidance on the strategies and action steps to provide students with career counseling, identification of available college assessments, career and workforce opportunities and alternative programs that may be available to secondary student.			
Informational resources are available for student and parent use in college- and career- readiness planning.			
Administrative Activities			
Consultation with parents, faculty, and out-of-school agencies takes place as needed.			
Coordination of services/programs for students, parents, teachers, and other stakeholders (i.e. parental involvement).			
Referrals to in and out of district support services			
Student record keeping procedures are in place and records are reviewed and/or updated for the counselor's use.			
Parents are encouraged, during parent conferences, to support partnerships with the school in planning their child's academic and career goals.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
The following services may be Direct Counseling or Administrative Services depending on the program and student involvement			
The counselor may be involved in the following programs designed to help students develop their skills (conflict resolution, programs to promote understanding of others, and positive communication skills).			
The development (administrative) of a school/district anti-bullying program.			
The implementation (direct) of a school/district anti-bullying program.			
The development (administrative) of a school/district suicide prevention public awareness program.			
The implementation (direct) of a school/district suicide prevention public awareness program.			
ADDITIONAL COMPONENTS OF STUDENT SERVICES PLANS			
The following components must be included in the school/district student services plan, but are not typically implemented by the school counselor.			
Psychological Services			
Psychological services are provided and include, but are not limited to; evaluation of students with learning or adjustment problems, evaluation of students in exceptional child education programs, consultation and counseling with parents, students and school personnel to ensure students are ready to succeed and are preparing for college and/or careers, a system of early identification of learning potential and factors that may affect a child's educational performance is in place, there is a system of liaison and referrals, and there are written policies to assure ethical procedures are in place for psychological activities.			
Visiting teacher and social work services			
Casework is provided to assist in the prevention and remediation of problems such as attendance, behavior and learning.			
Home/school liaison services are provided to assist in appropriate referrals to school and community agencies for assistance.			
Health Services			
Services are provided to students with special health care needs (chronically ill, medically fragile, technology-dependent and other health impairments).			
Licensed, trained personnel perform all invasive medical procedures tasks required by student and that are provided at the school.			
Trained personnel provide custodial health services needed by students under individualized healthcare plans.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
Occupational and Placement Specialist			
There is an occupational and placement specialist that serves as a liaison between employers and the school to develop connections between the school and business and industry.			
Other			
The plan identifies the alternative methods of classroom management that the district has implemented.			
The plan clearly defines the procedures of the district-level tracking system for school dropouts, and includes provision for student services personnel in all schools to conduct exit interviews of students dropping out of school and for follow-up of such students when possible.			
The plan clearly defines the procedures of the district-level system for the follow-up of high school graduates.			
The plan clearly defines the procedures of the district-level tracking system for students who fail to reach proficiency on state-mandated assessments			
All staff are trained and certified in the appropriate specialty or following a Department of Education ALP.			

Management

CRITERIA	Area for Program Growth	In Progress	Area of Program Strength
ACCOUNTABILITY			
Data Tracking			
School data results are analyzed, and implications for results over time are considered. Data is used to highlight or identify access or equity issues.			
Use-of-time assessments are analyzed and used to guide decisions for the school counseling program.			
Program Results (Process, Perception and Outcome Data)			
Process, perception, and outcome results are analyzed, and data is used to develop the comprehensive school counseling program.			
Program results are shared with stakeholders.			
Evaluation and Improvement			
The school counselor uses results from the program evaluation, TESS, and other data sources to develop the comprehensive school-counseling program.			
The school counselor reflects on the comprehensive school program and identifies areas of strength.			
The school counselor reflects on the comprehensive school program and identifies areas for improvement.			
Results data are presented to others (school, district, and/or other stakeholders).			
The school counselor recommends changes/updates to the Comprehensive School Counseling program based upon data and results.			

Each school counselor has the following data within each of their school counseling offices specific to their students' needs and data.

Use-of-Time Data

Annual Agreement

School Counselor Advisory Team

Data Use for Counseling Program

COUNSELOR ADVISORY TEAM

The purpose of the Counselor's Advisory Team is to obtain input from Teachers, Administrators, Parents and Students about the appropriate services and activities in the Counseling Program.

MEMBERS:

Debbie Asberry- Principal

Misty Doughty-Parent

Jalisa Milligan-Teacher

Beka Smith- Elem. School Nurse

(to be selected)– Student

Rita Wycough-Elem. Counselor



Middle School Counselor

Advisory Team

Members:

Mark Smith – Principal

Hana Smith – Teacher

Ashley Beller – School Board

Beka Smith – Nurse

Ashley Manning – Parent

Kaylee Leddy - Student

Cave City Elementary Classroom Guidance



Cave City Elementary Counselors Office



Middle School Counseling Office



Management

Appropriate Activities for School Counselors

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data

Inappropriate Activities for School Counselors

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating schoolwide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk



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Example 7: Resolution of the School Board

Resolution for Approval of the Public School District's K - 12 Comprehensive Guidance Program

- It is important for the school counseling program to be supported and promoted by the school district leadership and school board. Recognizing that school counselors play an important role in closing gaps for students is important to the success of the comprehensive school counseling program. This document could be used as a planning tool in speaking with the school board.
 - <https://docs.google.com/document/d/14T4Sr9Nm6Wb63-r7Nwj1mNjKvO44VXNJRtVZlCF3-VI/edit#>

Resolution of School Board

TO: Members of the Board of Education

FROM: Superintendent of Public School District

SUBJECT: Resolution for Approval of the Public School District's K - 12 Comprehensive Guidance Program

WHEREAS: The public school laws of our state specify that the Superintendent shall prepare programs and recommend them for adoption by the Board of Education; and

WHEREAS: The public school laws of our state require the Board of Education, on the written recommended of the Superintendent, to establish programs for the schools under its jurisdiction; and

WHEREAS; Excellence in education can be maintained only through continued attention to the need for program improvement; and

WHEREAS: The Guidance Program Steering Committee and the Guidance Program School-Community Advisory Committee have recommended approval of the K - 12 Comprehensive Guidance Program; and

WHEREAS: The Superintendent recommends that the Board approve this program; now therefore be it.

RESOLVED: That the Board of Education approve the K - 12 Comprehensive Guidance Program as an official program of the District, effective immediately.

Board of Education Assurances

By adopting the Arkansas Comprehensive Guidance Program Model, the Board of Education commits itself to the support of the model's goals and purposes. The Board of Education shall:

- Provide time to the district staff to develop, implement, and manage a quality, comprehensive guidance program.
- Receive periodic reports from administration and the Advisory Council.
- Take action on decision needed to ensure continued program development and progress.
- Use program evaluation findings in making funding decisions.
- With the assistance of the Advisory Council, direct the staff to publicize the program to the community.
- Provide adequate funding to assure continued program development, implementation, and evaluation.

Approved by: Public School District Board of Education on _____, 20 _____

(Month, Day)

(Year)

Delivery

The delivery system is focused on the process and method of delivering the comprehensive school counseling program to students. Direct services are those that are provided directly to students and administrative activities are those that are not direct, but are related to the counseling program and Public School Student Services program implementation.

Direct student services include the delivery of the school counseling core curriculum. This instructional program is intentional, planned and developed based upon the needs of the students. Delivery of core curriculum helps students build skills and competencies that are age-appropriate and focused on the counselor/school/district mission and vision. Core curriculum addresses academic growth, career exploration or development, and social/emotional needs. The delivery can be provided in the classroom or by means of interdisciplinary lessons. Outside of the classroom, counselors can provide small group support to students, focusing on the three components of core curriculum as well.

Responsive services are direct services that are meant to address students' immediate needs or concerns, and can be initiated by the student, parent, teacher, or administration. Responsive services include regularly scheduled meetings with students based upon a referral as well as crisis response to support a student during an acute crisis or emergency situation.

Administrative activities include referrals to school, district, or outside sources for additional assistance for a specific student need. School counselors consult with parents, teachers, educators and community groups to advocate for students regarding academic, career or social/emotional needs to increase student success in the school setting.

Collaboration is used to ensure that all stakeholders working with the student have the same understanding of the support or program being provided. Counselors can use collaboration in teaming environments, committees, or workshops provided to school staff or parents.

Delivery

Direct Counseling

The Public School Student Services Act states that school counselors shall spend at least seventy-five percent (75%) of work time each month during the school year providing direct counseling to students.

The following strategies are either best practices, or required in the Public School Student Services Plan (SSP). The list provides ideas for strategies, but is not exhaustive.

Strategies for Direct Counseling:

Classroom guidance - large and small group classroom sessions (SSP)

- Social/emotional (Personal Competency) development
 - Resolving conflicts and differences between groups (SSP)
 - Positive communication (SSP)
 - Intergroup skills (SSP)
- Guidance for students to help them understand the relationship between academic performance and success in school (SSP)
- Academic advising and planning (SSP)
 - Class/course discussion with individual students (SSP)
- Individual age-appropriate career education guidance and counseling and vocational decision making (SSP)
 - Career planning process (SSP)
 - Career awareness
 - Employment readiness
 - Career information
 - Knowledge and skills necessary to achieve career goals
 - Importance of taking rigorous courses
 - Advisement on national college assessments, workforce opportunities, and alternative educational programs to increase student knowledge of and access to post-secondary options
- Orientation programs for transitioning and new students (this does not include master scheduling) (SSP)
- Preventative interventions such as anti-bullying, suicide prevention, etc. provided directly to students (SSP)

Delivery

Responsive services

- Individual or small group counseling (SSP)
 - Obstacles to learning (SSP)
 - Family/peer concerns
 - Social/emotional concerns
- Student peer helpers
- Crisis counseling
- Conflict resolution (SSP)
- Consultation with students

Individual Planning

- Four- and six-year plans
- Interest inventories
- Career development exploration activities (SSP)
- Exit interviews (SSP)
- Interpretation of student assessments with the student present (SSP)
- Review records and files while assisting students (SSP)

Tools for Direct Counseling

ASCA Mindsets and Behaviors

<http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Arkansas Lesson Plan Template

https://docs.google.com/forms/d/1g1HYDQ4OzzCu-hMqPzS_Hw9U6V9YU56aHvuVmPzxyZ4/viewform

Examples of services that may be direct counseling or administrative services depending on the program and level of student involvement.

- Coordination or provision of programs on topics such as conflict resolution, programs to promote understanding of others, and positive communication skills.
- Coordination or provision of bullying prevention programs.
- Coordination or provision of suicide prevention public awareness programs.

Administrative Activities

The Public School Student Services Act states that school counselors shall devote no more than twenty-five percent (25%) of work time each month during the school year to administrative activities provided that the activities relate to the provision of guidance services.

The following strategies are either best practices, or required in the Public School Student Services Plan (SSP). The list provides ideas for strategies, but is not exhaustive.

Strategies for Administrative Activities:

Individual Planning

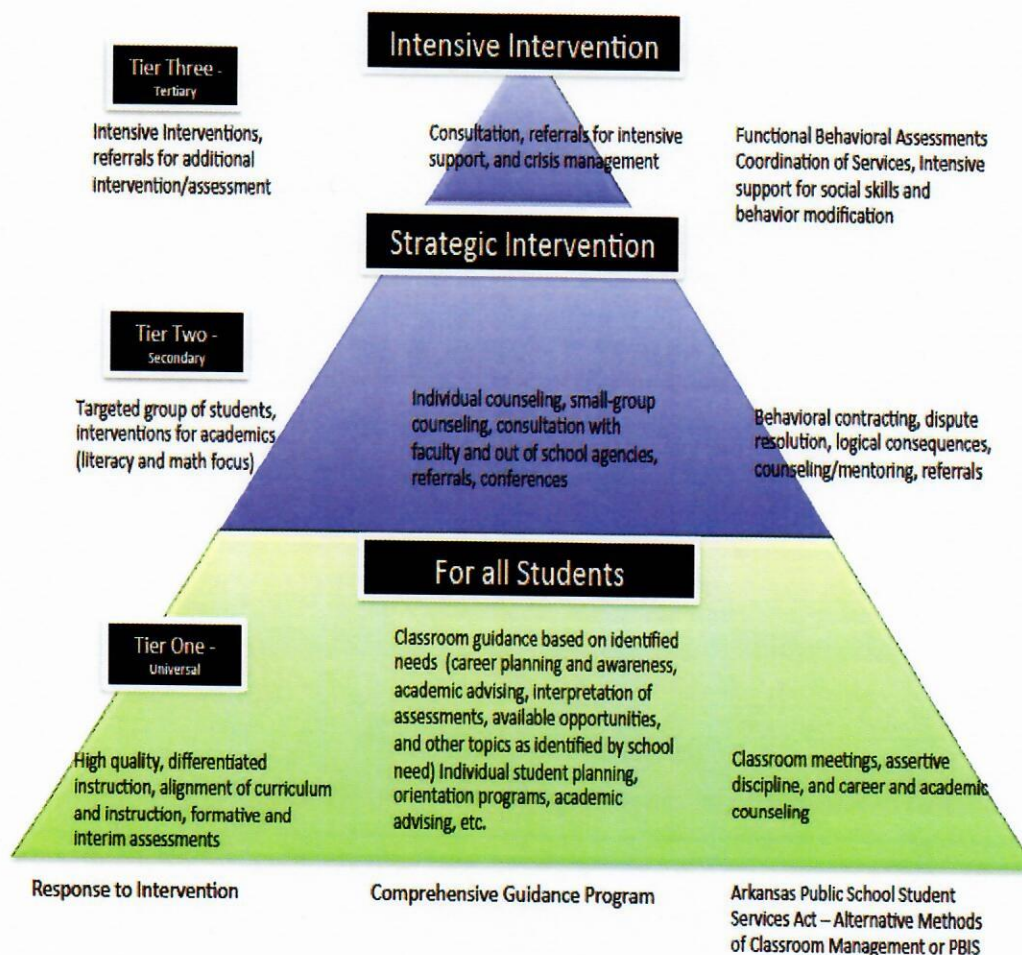
- Consultation services with school personnel and outside agencies (SSP)
- Making appropriate referrals (SSP)
- Student monitoring systems
- Referrals to outside agencies
- Updating student guidance/counseling records for counselor's utilization (SSP)

System Support

- Interpretation of student assessments with parents, educators and community (SSP)
- Data Analysis – measuring student outcomes
 - Sharing data analysis results
- Consultation/collaboration (internal and external)
- Program assessment and evaluation and revision
 - School counselor advisory board
- Professional development
- Planning and coordinating lessons and programs
 - Parental involvement (SSP)

Arkansas School Counselors Comprehensive Services for the Whole Child

Interventions for the Whole Child



Adapted from: Appendix P – Comprehensive Guidance and Counseling Programs and Response to Intervention (RTI)
Missouri Comprehensive Guidance Programs: Linking School Success with Life Success

Career Planning

Tools to use in Career Planning:

- Soft-skills development
 - Interview skills, manage your online persona, identify your strengths and areas for improvement – strengthen both
- ACT Profile
- College Board – student pages
- Arkansas Career Pathways – programs of study
- Career opportunities available
- Post high school education and training
 - Four-year colleges, tech schools, concurrent credit, articulated credit
- Discover Arkansas
- Scholarship information
- Career planner
 - Four- and/or Six-Year plans, academic records, resumes, results from inventories, scholarship and financial aid information.

What all high school students should know:

- Relationship between high school coursework and grades with post high school opportunities
- Graduation requirements
- Smart Core/Core requirements
- Programs of Study
- Scholarship opportunities
- Advanced Placement/Concurrent credit
- How to access and interpret results of interest/abilities inventories
- How to research colleges (two and four year)
- Job opportunities available
- Skills needed for post high school employment

Goal Setting and Planning for Success

Goal Setting Questions

- What are some of your high school goals?
- Do you plan to go to college? If yes, will it be two year or four year?
- Do you have personal goals that you would like to achieve?
- What would you like to see yourself doing in five years, ten years?

Choose one goal you identified from the goal setting questions. What is it about this goal that you like? Respond to the questions below and identify areas that will help you reach your goals.

- What courses are you taking that might help you reach the goal?
- What courses could you take next semester or year to help you reach your goal?
- What skills do you think you will need to reach your goal?
- What is one skill you think you can develop this year?
- How can you find out information about developing this goal?
- What questions would you like to ask your counselor about your goals?

Arkansas Programs of Study

- <http://www.arcteassessment.com/curriculum-materials-and-information---new.html>

Arkansas Department of Career and Tech Education

- <http://ace.arkansas.gov/Pages/default.aspx>

Discover Arkansas

- <http://www.discover.arkansas.gov/?PAGEID=164>
 - Occupations - Career Watch Arkansas
 - Education
 - Career Interests, Training, and Job Outlook
 - Arkansas Job Link

Bureau of Labor Statistics - Arkansas

- http://www.bls.gov/oes/current/oes_ar.htm

Arkansas Job Link

- <https://www.arjoblink.arkansas.gov/ada/r/>

ACT Profile

- <http://www.act.org/content/act/en/products-and-services/act-profile.html>

What middle/junior high students should know:

- Relationship between middle/high school coursework and grades with high school opportunities
- How to access interest/abilities inventories and use them to explore the world of work
- College and career research tools
- Decision making, persistence, goal-setting, team building, conflict resolution, working with others, critical thinking, trouble shooting, organization, time management
- Programs of Study

What elementary students should know:

- Relationship between elementary school coursework and grades with middle/junior high school opportunities
- How to sit quietly, pay attention, how to share, communicate ideas, respect others, team building, working with others
- Career exploration – beginning exploration of the world of work

Elementary - Habits of Work and Learning

Habits of Work and Learning (HOWLS) help students monitor their learning habits and self-assess their progress throughout the year based on specific learning criteria. Students are able to identify areas of strength, and areas that need improvement. The habits are focused on personal competencies that will help students become more successful in school and beyond.

http://kmsportland.weebly.com/uploads/5/3/5/9/53598195/20150430_howls_rubric.pdf

School Profiles

The *high school* profile should be comprehensive in nature and accurately portray your school. The profile helps college and post-secondary application readers evaluate a student's performance relative to other students in the school, and identifies whether your students had access to advanced level coursework.

Profiles for *elementary schools* typically provide an overview of the school, and include any special programs or services available to students.

High School Profile Example – Central High School, LRSD

COLLEGE PLACEMENT

In 2012, 95% of Central's graduates attended four-year colleges and universities and 10% attended two-year institutions. 10% of the top 25 graduates enrolled in out-of-state institutions. Here is a partial list of the institutions accepting Little Rock Central students for the 2012-2013 school year.

Agnes Scott College	University of Colorado
American River College	University of Connecticut
American University	University of Delaware
Ashland University	University of Florida
Augsburg College	University of Georgia
Baylor University	University of Illinois
Brigham Young University	University of Iowa
Brigham Young University - Idaho	University of Kentucky
Brigham Young University - Utah	University of Louisiana at Lafayette
Brigham Young University - Hawaii	University of Maryland
Brigham Young University - Nevada	University of Michigan
Brigham Young University - New Mexico	University of Minnesota
Brigham Young University - North Carolina	University of Missouri
Brigham Young University - Oklahoma	University of Nebraska
Brigham Young University - South Carolina	University of Nevada
Brigham Young University - Texas	University of New Hampshire
Brigham Young University - Virginia	University of New Mexico
Brigham Young University - Washington	University of New York
Brigham Young University - Wisconsin	University of North Carolina
Brigham Young University - Wyoming	University of North Dakota
Brigham Young University - Arizona	University of Oregon
Brigham Young University - California	University of Pennsylvania
Brigham Young University - Colorado	University of South Carolina
Brigham Young University - Florida	University of South Florida
Brigham Young University - Idaho	University of Tennessee
Brigham Young University - Illinois	University of Texas
Brigham Young University - Indiana	University of Utah
Brigham Young University - Iowa	University of Vermont
Brigham Young University - Kansas	University of Virginia
Brigham Young University - Kentucky	University of Washington
Brigham Young University - Louisiana	University of Wisconsin
Brigham Young University - Maine	University of Wyoming
Brigham Young University - Maryland	
Brigham Young University - Massachusetts	
Brigham Young University - Michigan	
Brigham Young University - Minnesota	
Brigham Young University - Missouri	
Brigham Young University - Montana	
Brigham Young University - Nebraska	
Brigham Young University - Nevada	
Brigham Young University - New Hampshire	
Brigham Young University - New Jersey	
Brigham Young University - New Mexico	
Brigham Young University - New York	
Brigham Young University - North Carolina	
Brigham Young University - North Dakota	
Brigham Young University - Ohio	
Brigham Young University - Oklahoma	
Brigham Young University - Oregon	
Brigham Young University - Pennsylvania	
Brigham Young University - Rhode Island	
Brigham Young University - South Carolina	
Brigham Young University - South Dakota	
Brigham Young University - Tennessee	
Brigham Young University - Texas	
Brigham Young University - Utah	
Brigham Young University - Vermont	
Brigham Young University - Virginia	
Brigham Young University - Washington	
Brigham Young University - West Virginia	
Brigham Young University - Wisconsin	
Brigham Young University - Wyoming	

Continued Staff

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Steph, S - 503-427-1404

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Yvonne, Y - 503-427-1404

Zoe, Z - 503-427-1404

2012-2013 Profile

Central High School is located in the central city with a population of approximately 10,000. It is the largest of the five high schools in the Little Rock School District and the only one located in the central city. It has been fully accredited by the North Central Association since 1927 and holds the highest state accreditation award of the Missouri State Board of Education. It is a member of the National Association of Independent Schools and is a member of the National Association of Public Schools.

Central High School is a member of the Central High School District and is a member of the National Association of Public Schools.

Central High School is a member of the Central High School District and is a member of the National Association of Public Schools.

Revised 09/16

School Characteristics

Type: Public

Grades: 9-12

Total Enrollment: 1728

Student Body Ethnicity:

Asian	8%
Hispanic/Latino	35%
European	17%
African American/Black	17%
Other	8%

Faculty and Staff: 244

Senior Enrollment: 804

Accredited by: North Central Association, Arkansas Dept. of Education

ACT & CLEP No. 041422

Daily Schedule: Students are on an A-B block with right 90-minute classes, 4 each day

Grading Schedule: Two 6-week grading periods, each of two semesters

Grading System

Grade	Percent	Big & Pre-AP	AP
A	90-100	4	5
B	80-89	3	4
C	70-79	2	3
D	60-69	1	2
F	Below 60	0	0

Class Rank and Grade Point Average

Class rank and the grade point average are based on grades 9-12. Algebra I or higher and/or a foreign language taken in the 7th or 8th grade are also included. The official ranking comes at the end of the 4th semester. All credit-earning courses are included in computing grade point averages.

Component Test Scores 2012-2013

ACT	21	19.9	21.1
SAT	1737	1497	1498

International Studies Magnet Program

Central High School houses the Little Rock School District International Studies Magnet Program. This program requires students to take a foreign language each year and to take two International Studies classes.

2012-2013 Graduation Requirements

CURRICULUM

English	4
Math (Alg 1, Alg 2, Geo)	4
Science (Physics, Earth, Space)	3
History (US History, World History)	3
Health	1
Physical Education	1
Foreign Language	1
Art	1
Technology	1
Career Focus	2.5
Electives	3.5
Total	26

Scholarship Requirements

Students completing the Scholarships must also complete an additional credit in Science and Social Studies. Also, students must complete two years of a Foreign Language in the core language. A total of 28 credits must be earned, of these 28 credits at least 8 must be pre-AP or AP classes.

Honor Graduate

Honor graduates must have completed the Scholarships, completed and have a minimum of a 3.5 cumulative G.P.A. An honor roll is placed on a student's final transcript for those who have completed the requirements.

National Model

Over the past decade Little Rock Central has improved significantly 10% of the state's population.

2003	100
2004	100
2005	100
2006	100
2007	100
2008	100
2009	100
2010	100
2011	100
2012	100

National Achievement

Over the past ten years close to 20% of Arkansas students have been from Central High School including 2 out of Arkansas' 100 best schools.

National Progress

Over the past ten years 100% of students have been from Central High School.

Advanced Placement 2012-2013

2012 AP Scholar Awards

Presidential Scholars Program

Little Rock Central High School has been selected to participate in the Presidential Scholars Program. This program is a national honor roll program that recognizes the top 1000 students in the country. Little Rock Central High School has been selected to participate in this program.

Post-High School Outcomes

10% of 2012 graduates are attending a 4-year school and 10% are attending a 2-year school.

Entrepreneurship Opportunities

Students are encouraged to participate in the Entrepreneurship Opportunities program. This program is a national honor roll program that recognizes the top 1000 students in the country. Little Rock Central High School has been selected to participate in this program.

College Application Checklist

<https://secure-media.collegeboard.org/CollegePlanning/media/pdf/BigFuture-College-Application-Checklist.pdf>

Four-Year Plans and Portfolios

A four- or six-plan helps students take ownership of their coursework, and focus on a career area of interest. Students are able to map out their high school and post high school plans, which allows them the opportunity to personalize their education. Students use the four-year plan to ensure that they are taking the courses they need to graduate from high school.

High School Four-Year Plan Example – Central High School, LRSD

Central High School 4 Year Credit Plan

Class of 2018

Last Name _____ First Name _____ ID _____ Career Focus _____

Grad Plan: ☐ Required
☐ Scholars

Post HS Plans				

	Required	Scholars (Additional Requirements)	Middle School	2014-15 9 th	2015-16 10 th	2016-17 11 th	2017-18 12 th
English	4						
Math*	4 Alg 1, G, Alg 2						
Science	3 Phy Sci, Bio, Chem	1					
Soc Studies	3 Civ/Econ, WIL, US	1					
Health	.5						
Phys Educ	.5						
Oral Comm	.5						
Lang. Arts	.5						
Fine Arts	1						
+Technology	1						
Career Focus	4.5^						
For Lang~		2					
Electives	3.5	1.5 Must include 8 pre-AP/AP courses					
TOTAL	26	28					

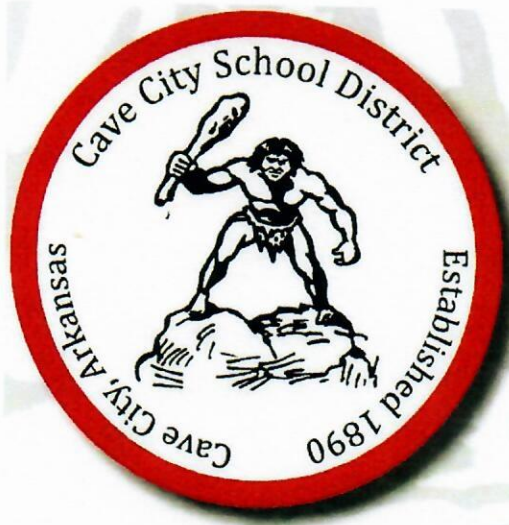
* Algebra 1 or higher taken in the 7th and/or 8th grade will count as 1 of the 4 credits, though all students are strongly encouraged to take math every year in high school.

^ 3 credits must be in one elective area with the other 1.5 credits being any course that will complement or help prepare a student for his/her career.

~ Foreign Language taken in the 7th and/or 8th grades will count on the high school transcript and for the scholars program.

+ Act 1280 requires that student take a digital learning class.

STUDENT SERVICES PLAN CAVE CITY ELEMENTARY SCHOOL





2018-2019 Guidance Snapshot



Guidance

1st 9 Weeks

Kindergarten & 1st Grade

Listening Skills

Social Skills

Character Education

How to make friends

Bullying



Guidance

3rd 9 Weeks

4th Grade & Small Groups

Learning Styles

Social Skills (Bullying)

Study Skills

Character Education



Guidance

2nd 9 Weeks

2nd and 3rd Grades

Learning Styles

Social Skills

Study Skills

(Bullying)

Red Ribbon Week

Character Education

Study habits...



Guidance

Grades K-4

Careers

Character Education

Small Groups



GUIDANCE

Large Group Guidance is conducted with no more than three classes per day or ten classes per week. Each class K-4 will receive a **minimum** of one class per month.

Small Group Guidance will be conducted on as needed basis. This will consist of no more than 6 students in a small group with the same type needs. The groups can be recommended by Teachers, Parents, Principal, Vice Principal, Counselor or students themselves.

Individual Guidance will be conducted daily on an as needed basis. Requests may come from Teachers, Students, Principals, Parents, Counselor or observations.

Consultation will be utilized to help parents and teachers be more effective in working with others. Consultation helps parents and teachers' think through problems and concerns, acquire more knowledge and skill and become more objective and self-confident. This is done through individual and group conferences, and through staff-development activities.



MERRELL'S

**Grades
K-2**

STRONG START

**A Social &
Emotional
Learning
Curriculum**

SECOND EDITION



**Sara A. Whitcomb
Danielle M. Parisi Damico**
Foreword by Hill M. Walker



MERRELL'S

**Grades
3-5**

STRONG KIDS

A Social & Emotional Learning Curriculum

SECOND EDITION



Dianna Carrizales-Engelmann
Laura L. Feuerborn
Barbara A. Guedner
Oanh K. Tran

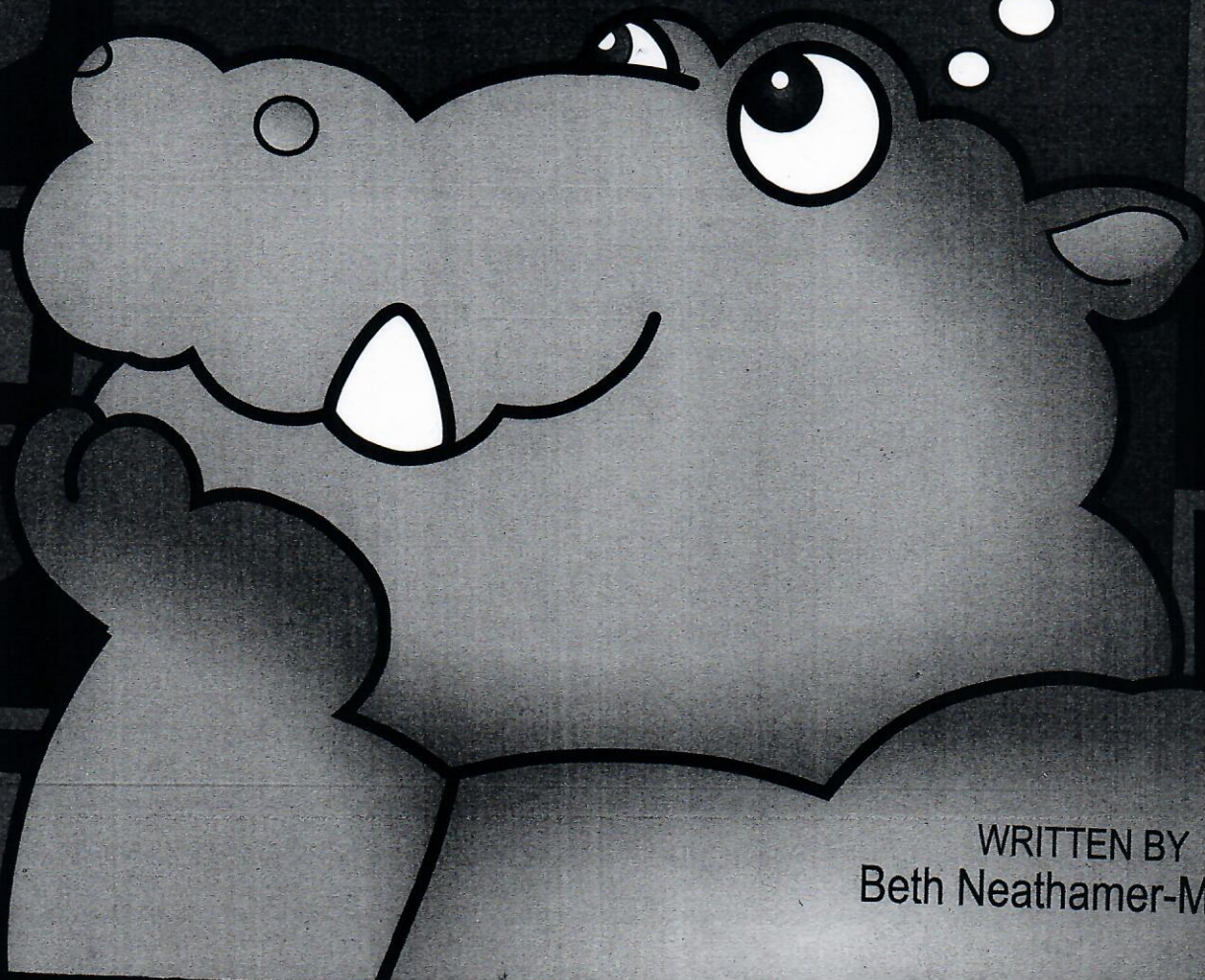
Foreword by Hill M. Walker



GRADES
K-2

CRITICAL DECISIONS

Literature-Based Life-Skill Lessons
For Young Children



WRITTEN BY
Beth Neathamer-Mohon

INCLUDES CD
OF THE
REPRODUCIBLE
ACTIVITY SHEETS

GRADES
PreK-2



JELLY BEAN JAMBOREE

6 Life-Skill Units For Young Children

ANGER MANAGEMENT
EMOTIONAL AWARENESS
DECISION MAKING
SELF-CONCEPT
FRIENDSHIP SKILLS
BEHAVIOR

Written By Susan Jelleberg
Illustrated by Terry Sirrell

Ready-To-Use Lessons For Grades K-5

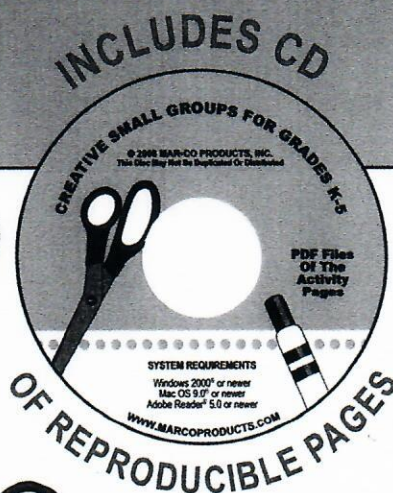
Creative

Small

Groups

- Anger Management
- Behavior
- Cancer Support
- Friendship
- Grief and Loss
- Self-Esteem
- Study Skills
- Plus The Lunch Bunch

By Karen Gannon Griffith



The Drama Llama

ACTIVITY GUIDE

Grades 2-5

12 Essential
Lessons on
Drama &
Friendship

Written by
Susan Bowman

Illustrations by
Dr. Poppy Moon

Includes CD of
Reproducible
Worksheets

Reviving the Wonder

76 Activities
That Touch the
Inner Spirit of Youth

Ric Stuecker with Suze Rutherford

STUDY SKILLS

K-6

RW





SUNBURST
COMMUNICATIONS

**Angry? Ten Ways to
Cool Off**

Grades K-2

**STUDENT
WORKSHOP**

0751-03

**Cave City Middle School
Counseling Program
1st 9 Week Snapshot**

Orientation
Organizational Skills
Study Skills
Attendance Awareness
Coping Skills
Bullying Program
Suicide Awareness/Prevention

**Cave City Middle School
Counseling Program
3rd 9 Week Snapshot**

The Great Kindness Challenge
Grit
Digital Footprint
Sexting
Decisions Making
Test Taking Skills
Coping with Stress

**Cave City Middle School
Counseling Program
2nd 9 Week Snapshot**

Drug Awareness
Safety Awareness
Health Career Fair
Building Community
Combating Hate

**Cave City Middle School
Counseling Program
4th 9 Week Snapshot**

Career Planning
Habits
5th Orientation
High School Orientation
Evaluate Program

**Cave City Middle School
Counseling Program
Monthly Plan
2018-2019**

August – Orientation, Organizational Skills, Study Skills

September – Attendance Awareness, Coping Skills, Suicide Awareness/Prevention

October – Bullying Program, Drug & Safety Awareness, Health Career Fair

November – Building Community & Combating Hate

December - Building Community & Combating Hate Continued

January – The Great Kindness Challenge, Grit

February – Digital Footprints, Sexting, Decision Making

March – Test Taking Skills, Coping with Stress

April – Career Planning, Habits, Career Fair

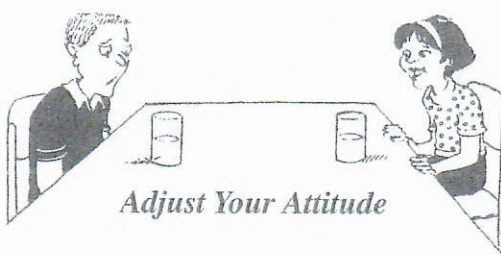
May – 5th Orientation, High School Planning & Orientation, Evaluate Program

Please sign under the appropriate column.

	<u>Approve</u>	<u>Disapprove</u>
Mark Smith, Principal	_____	_____
Ashley Beller, Parent	_____	_____
Joedi Porter, Teacher	_____	_____
Ali Neal, Student	_____	_____



*Deal with Your
Feelings*



Adjust Your Attitude



*Discover Your
Choices*

The Coping Skills Workbook

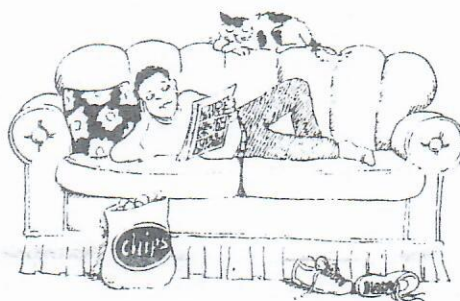
**Teaches Kids Nine Essential Skills
to Help Deal with Real-Life Crisis**



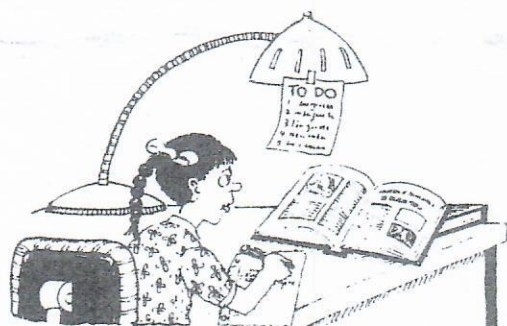
*Take Care of
Yourself*



Ask for Help



Give Yourself A Relaxation Break



Take One Step at a Time



Plan Ahead



Accept Imperfection

**by Lisa M. Schab, LCSW
Illustrated by Andy Myer**

GOOD
LIFE



LOVE

NEW

OPERATION:

Breaking the Middle School Code

Dr. Poppy Moon & Cathy Wooldridge

$$AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

BOY ★ GIRL
FRIEND



love

you

mm

For All Students
Grades
5-8



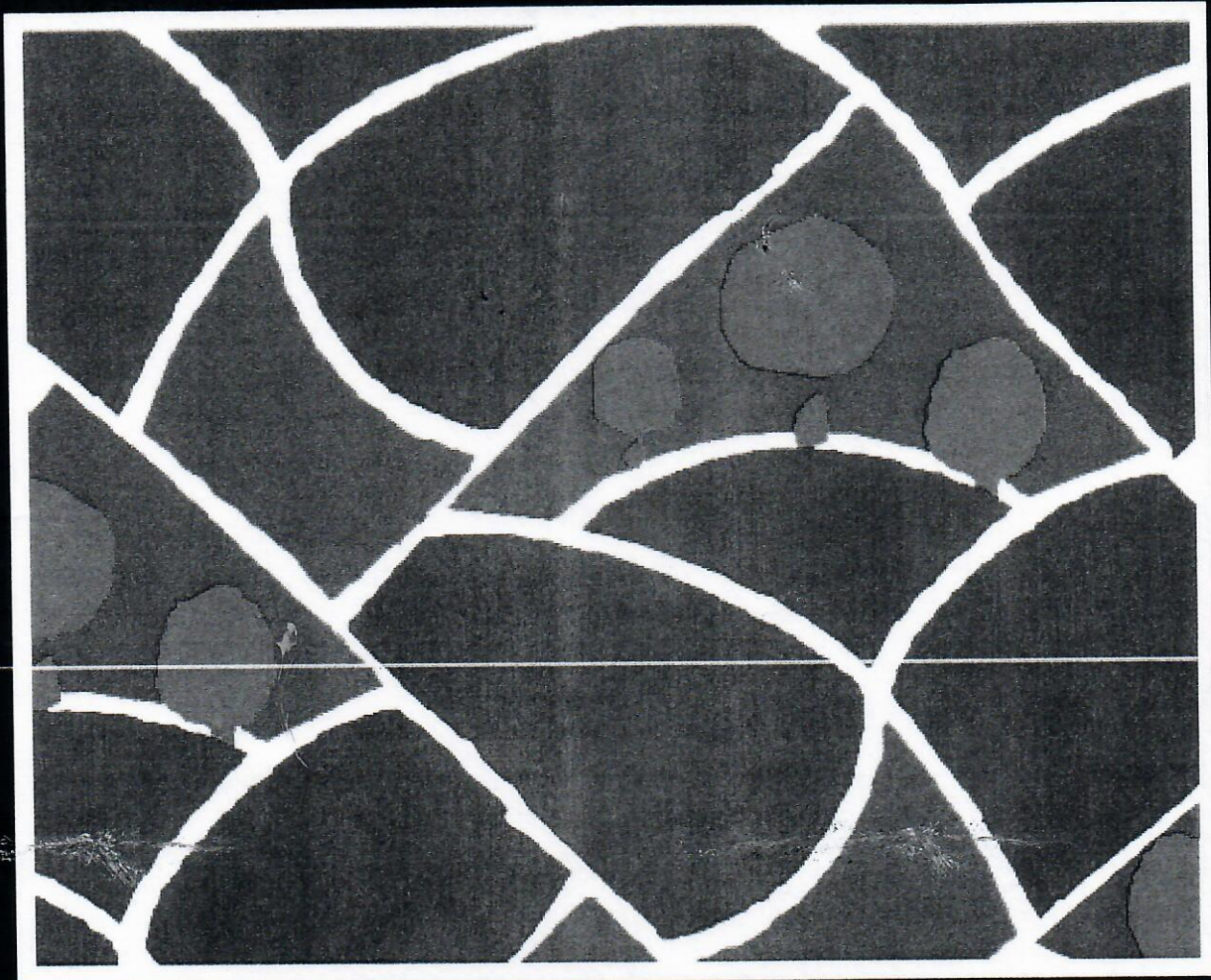
17

Essential Lessons
and
Reproducible Worksheets



$$X_{12} = IP = 1993$$

$$S = \pi R I \text{ mm}$$



BUILDING COMMUNITY

Lessons for the Middle School Classroom

and COMBATING HATE

A publication of Partners Against Hate

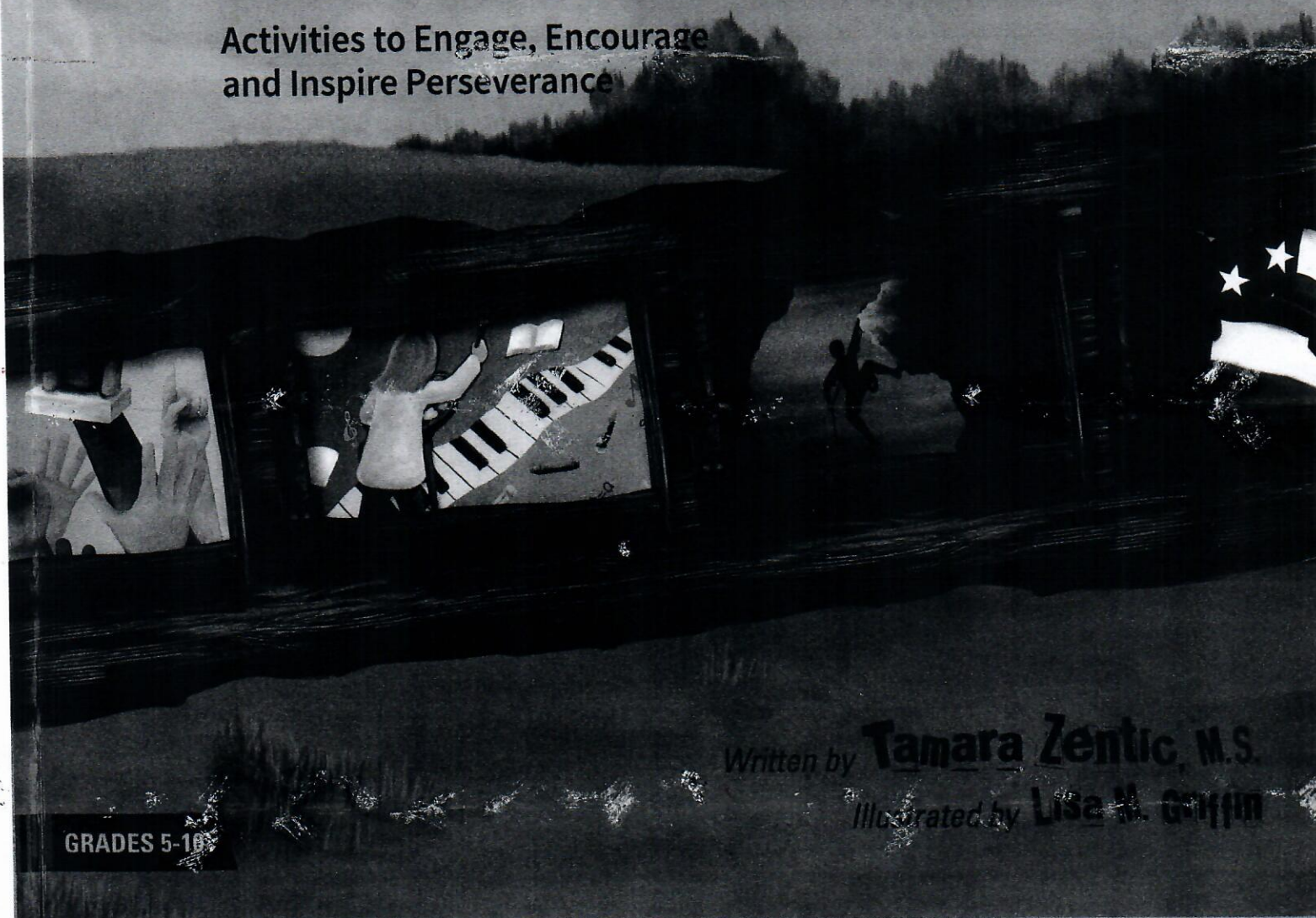


Reproducible Pages
on CD-ROM

GRIT & Bear It!

ACTIVITY GUIDE

Activities to Engage, Encourage
and Inspire Perseverance



Written by **Tamara Zentic, M.S.**

Illustrated by **Lisa M. Griffin**

GRADES 5-10



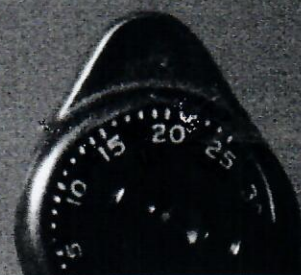
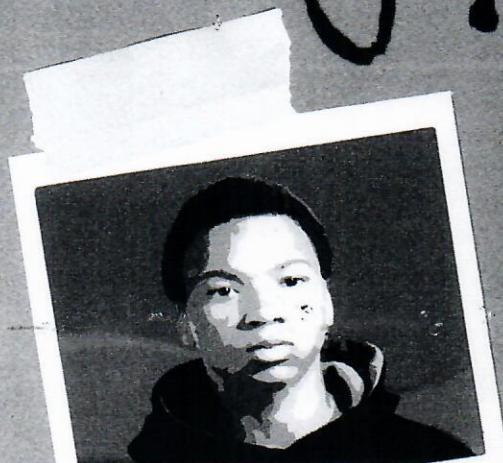
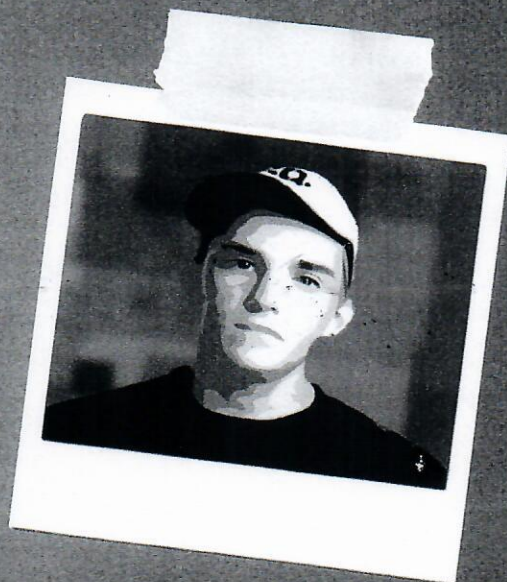
"This film and curriculum
offer the strongest and
most effective antidote to
name-calling and bullying
that I have seen."

-Dr. Irvin Howard, board trustee,
National Middle School Association;
professor emeritus, Cal State University

Let's Get Real

CURRICULUM GUIDE
Lessons & Activities to Address Name-Calling & Bullying

hate
u!



Youth, Suicide and How You Can Help

Nearly everyone has been affected by suicide, and while it is a tragedy that certainly needs to be addressed, Greg Adams, licensed clinical social worker and program coordinator for the [Center for Good Mourning and Bereavement at Arkansas Children's Hospital](#) wants to be certain the topic is addressed properly.

"Certainly and unfortunately the rate of suicide for all age groups is going up; however, the highest incidence of suicide is not among youth," Adams said.

Statistics from the American Foundation for Suicide Prevention (AFSP) support his statement: "Adolescents and young adults, 15 to 24 years of age, had a suicide rate of 11.6 while adults ages 45 to 64 had a suicide rate of 19.2; and the rate of suicide is highest in middle age — women in particular."

"That said, it's important to know that suicide affects people from every race and ethnicity, age and gender. Statistically, men and boys are almost four times as likely to take their lives than women and girls; however, women and girls have three times as many attempts," Adams said. This can be accounted for by the fact that men and boys more often choose guns as the mode, he added.

"Ninety percent of people who self-harm or take their lives have mental health problems and the most common is depression. This is why it is so important to get individuals who are depressed the help they need," he said. "We must remove the stigma associated with depression and mental health issues. It's often complicated because people tend to want simple explanations, but suicide is complicated. There are a number of factors that come together in a toxic way to [cause an individual to self-harm or take his life]."

Adams shared factors that often contribute to suicide; he credits suicidologist Edward S. Schneidman. "There are three things that happen: overwhelming pain — it could be emotional, spiritual, social or physical and it's subjective; secondly, an event or instance in which something gets 'stirred up' and agitates the individual, whether it's a failed test, being bullied, a break up or loss of a job. And lastly, having the means to harm oneself. If you put these three things together, suicide is more likely to happen."

However, Adams said, we can help prevent suicide. The first step is to help individuals manage their pain through therapy, medication and talking through problems and helping the person understand their pain will pass. "We can also make the world safer. Decrease bullying in school; make it easier for individuals to get help. Lastly, research shows if there are more steps between a suicidal person and the means to take his life, the moment may pass."

Firearms are used in almost 50 percent of all suicides, according to the AFSP. "We can keep guns locked up and not loaded. Safely store medications," Adams said. "If you want to lose weight, you don't keep cookies in the house. If you have to go to the store to purchase cookies, you're more likely to get past the moment when you feel you've got to have cookies. We should be more thoughtful about gun storage — especially if you know someone in your home is struggling [emotionally or with a physical or mental illness]."

Adams said we can also raise awareness. "The rate of suicide is twice that of homicide, and while accidents are the No. 1 cause for death, suicide is second, so it's a major concern. We must address this with more and better access to mental health care, reduce access to the means to self-harm, and increase public messages and education," Adams said.

Parents, teachers and peers are most likely to see warning signs of suicide in youth. Adams said it's important to note significant changes in behavior, such as substance abuse; in personality — displays of anger, agitation and depression; and expressed hopelessness. These are among some of the most common signs. Also take note of online behavior, such as a young person looking for information about self-harm how to kill oneself.

"Parents shouldn't hesitate. Have your child evaluated if you are concerned. If the situation is critical, go to the nearest emergency room," Adams said. There he'll be assessed to determine the risk level involved.

"It's important to let [a person in crisis know] that you understand. Try to understand the stresses in his life. Don't downplay or minimize what he's going through," he added.

If you're a young person whose friend is having a problem, speak up. You do not want to keep a secret when it's a life-and-death matter. Adams drew this correlation: "If you're driving and come upon an accident — let's say the driver's leg is broken — you would stop, call 9 and stay with the injured person. You wouldn't try to fix the broken leg — you're not a doctor — but you'd be certain he got help. Well, if your friend is suicidal or depressed, you don't need to fix him. Again, you're not a doctor. Simply call for help."

Risk Factors for Suicide

Health Factors

- substance abuse disorders
- serious or chronic health condition or pain

Mental Health Conditions

- depression
- bi-polar or manic-depressive disorder
- schizophrenia
- borderline or antisocial personality disorder
- conduct disorder
- psychotic disorders or psychotic symptoms
- anxiety disorders

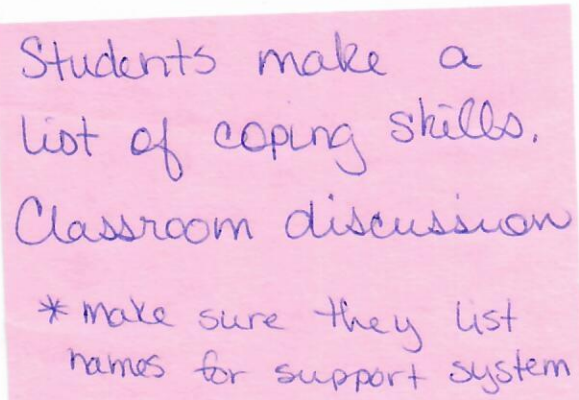
Environmental Factors

- stressful life events, such as death, divorce or job loss
- prolonged stress factors, such as harrassment, bullying, relationship problems or unemployment
- access to lethal means, including firearms and drugs
- exposure to graphic or sensationalized accounts of suicide

Historical Factors

- previous suicide attempts
- family history of suicide attempts

Source: American Foundation for Suicide Prevention



Students make a
list of coping skills.
Classroom discussion
* make sure they list
names for support system

Things To Do When You're Feeling Down

Nurture Yourself

Drink a cup of hot tea
 Wear soft, comfortable clothes
 Take a bubble bath
 Take a long shower
 Get a massage
 Get a manicure
 Read a magazine
 Wash your hair
 Wrap up in a blanket
 Give yourself a facial
 Color a coloring book
 Play with Play dough
 Blow bubbles
 Light candles
 Read a children's book
 Make a snack
 Take a nap
 Sing/ Listen to music
 Sit in the sun
 Watch a funny video
 Watch a good movie
 Read a joke book
 Watch the clouds go by
 Play with a pet
 Drive with windows down
 Braid your hair

Engage Your Brain

Do a crossword puzzle
 Research a topic
 Complete a maze
 Play a word game
 Organize something
 Listen to a teaching tape
 Write a story
 Learn a new skill
 Visit the book store or library
 Plan something
 Read a good book
 Journal

Move

Take a walk
 Wash dishes
 Stretch
 Dance in your living room
 Iron some clothes
 Plant something
 Go to a park
 Cook a nice meal
 Dust the living room
 Buy flowers
 Drive to a new town
 Hula hoop
 Jump rope
 Play basketball
 Do an exercise video
 Jog around the block
 Cut the grass
 Play tennis
 Rearrange your house
 Swim
 Water aerobics
 Walk through a sprinkler
 Walk at the mall
 Wash your sheets
 Ride a bike
 Take karate lessons
 Weed the garden
 Go bowling

Be Social

Call a friend
 Make a gift for someone
 Write a thank you card
 Write a letter or note
 Meet a friend for lunch
 Visit a nursing home
 Counsel someone
 Give some money away
 Organize a card game
 Invite someone shopping
 Bake bread for a neighbor
 Send an encouraging email

Get Creative

Doodle
 Invent something
 Paint
 Play an instrument
 Draw
 Create a video
 Draw a cartoon
 Create a new outfit
 Visit an art museum
 Go to the symphony
 Do a craft project
 Create a new recipe
 Write a song or poem
 Create a new outfit
 Cook a new dish
 Decorate your house
 Knit/Sew/Crochet
 Paint a piece of furniture

Be Spiritual

Attend a church service
 Read the Bible
 Memorize a Bible Verse
 Listen to Worship Music
 Watch worship on line
 Pray
 Meditate on a Bible Verse
 Listen to a sermon on line
 Pray with friends
 Visit a Christian bookstore
 Attend a Bible study
 Pray in a church building
 Organize a prayer meeting



ALTERNATIVES TO SELF-HARM

1. DO A PUZZLE.
2. COMPLETE PAGES OF A "WRECK THIS BOOK"
3. GO ON A WALK.
4. TRY HOT YOGA.
5. LEARN SIGN LANGUAGE ONLINE.
6. BAKE SOMETHING YUMMY BUT HEALTHY.
7. TAKE A BUBBLE BATH.
8. GARDEN.
9. MAKE PLAYLISTS FOR YOUR DIFFERENT MOODS.
10. LEARN HOW TO PLAY MINESWEEPER.
11. PAINT A PICTURE.
12. DO A PAINT RUN LIKE "RUN OR DYE".
13. WATCH VIDEOS OF GRUMPY CAT.
14. PLAY GUITAR HERO.
15. DRINK TEA.
16. WRITE YOUR FEELINGS DOWN AND THEN TEAR THE PAPER UP.
17. BUILT A BLANKET FORT.
18. PLAY WITH YOUR PET.
19. REORGANIZE YOUR ROOM.
20. BLOW BUBBLES.
21. TAKE A NAP.
22. LET YOURSELF CRY.
23. WATCH "GAME OF THRONES".
24. SCREAM OUT LOUD TO YOUR FAVORITE MUSIC.
25. GO FOR A DRIVE, ROLL THE WINDOWS DOWN, AND LET THE WIND BLOW THROUGH YOUR HAIR.
26. READ A SHEL SILVERSTEIN BOOK.
27. PLAY WITH PLAY-DOUGH OR SOMETHING SQUISHY.
28. GET SOME FROZEN YOGURT.
29. WRITE A POEM.
30. PLAY SUDOKU.
31. TRY SOMETHING NEW WITH YOUR HAIR.
32. DRAW ON YOURSELF WITH SHARPIES.
33. EAT AN OTTER POP.
34. HUG YOUR PILLOW.
35. REMIND YOURSELF THAT YOU ARE A BEAUTIFUL PERSON WORTHY OF [SELF] LOVE.

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State of Arkansas
90th General Assembly
Regular Session, 2015

A Bill

HOUSE BILL 1685

By: Representative C. Douglas

For An Act To Be Entitled

AN ACT TO INCLUDE DATING VIOLENCE AWARENESS IN THE
CURRICULUM FOR HEALTH; AND FOR OTHER PURPOSES.

Subtitle

AN ACT TO INCLUDE DATING VIOLENCE
AWARENESS IN THE CURRICULUM FOR HEALTH.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 16, Subchapter 10, is
amended to add an additional section to read as follows:

6-16-1004. Dating violence awareness.

(a) Annually, in either the month of October for a one-semester course
taught in the fall or the month of February for a one-semester course taught
in the spring, a unit on dating violence awareness shall be taught as a
component of a health course offered in grades seven through twelve (7-12).

(b) A unit on dating violence awareness shall:

(1) Focus on healthy relationships, including the
characteristics of healthy relationships;

(2) Teach students the definition of dating violence and abuse,
including without limitation:

(A) Warning signs of dating violence and abusive behavior;
and

(B) Measures to stop or prevent dating violence and
abusive behavior;

(3) Inform students about resources and reporting procedures for
dating violence or abuse; and



1 (4) Examine the common misconceptions and stereotypes about
2 dating violence and abuse.

3 (c)(1) Materials used to teach a unit in dating violence awareness
4 shall be age appropriate.

5 (2) Information provided shall be objective and based on
6 scientific research that is peer-reviewed and accepted by professionals and
7 credentialed experts in the field of health education.

8 (d) The Department of Education shall annually provide a list of
9 source materials available for school districts to use to teach a unit on
10 dating violence awareness, including without limitation materials from:

11 (1) The Arkansas Coalition Against Domestic Violence;
12 (2) The Centers for Disease Control and Prevention;
13 (3) The National Domestic Violence Hotline;
14 (4) The National Institute of Health; and
15 (5) Other sources of scientifically based research that is peer-
16 reviewed.

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19 **APPROVED: 04/02/2015**
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Dating Violence Awareness Resources & Materials

Arkansas Coalition Against Domestic Violence

<http://www.domesticpeace.com>

Click: **Education** link. Sub links: information regarding the Power & Control Wheel; Cycle of Violence; Why Abused Stay; Stop the Violence; Teen Dating Violence; and Safety Plan.

Break the Cycle: Empowering Youth to End Domestic Violence

<http://www.breakthecycle.org/>

Click: **Learn About Dating Violence** link.

Sub links include: Warning Signs; Legal Protections; and Dating Violence Research.

Centers for Disease Control & Prevention (CDC) – Injury Prevention & Control: Division of Violence Prevention

http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

This link includes information about dating violence, consequences of dating violence, why dating violence occurs and a list of available resources and publications. Included are CDC TV's *Break the Silence: Stop the Violence* video, and *Dating Matters*, a training program for educators on working with teens to understand the risk factors and warning signs associated with teen dating violence.

The link also includes information regarding the following hotlines:

- National Domestic Violence Hotline <http://www.thehotline.org/>
- National Teen Dating Abuse Helpline <http://www.loveisrespect.org/>
A 24-hour national web-based and telephone helpline created to help teens (ages 13-18) experiencing dating abuse.
- Teen Dating Violence - <http://www.cdc.gov/Features/DatingViolence/index.html>
- Dating Matters[®] Initiative - <http://www.cdc.gov/violenceprevention/datingmatters/>
- VetoViolence - <http://vetoviolence.cdc.gov/> Violence Education Tools Online

Don't Let Yourself

www.dontletyourself.org

This website includes a series of short videos: *Teen Dating Violence*; *Signs & Cycles*; *Safety Planning*; and *Undocumented Victims*. The website also includes printable resources for classroom discussion and activities.

Kids Health – Abusive Relationships

http://kidshealth.org/teen/your_mind/relationships/abuse.html

Healthy Relationships = Respect & Trust. Topics include: *Am I in a Healthy Relationship?*; *How to Break Up Respectfully*; *Dealing with a Bully*; *Date Rape*; *Abuse*; and various other teen related topics on dating.

Story of DJ Williams on ESPN E:60

<https://www.youtube.com/watch?v=FxASKtmkQtQ>

Former Arkansas Razorback D.J. Williams tells his story of growing up in an abusive home as a child and how he was able to escape the violence.

Youth.gov-Topics

<http://youth.gov/youth-topics/teen-dating-violence>

Topics include: *Characteristics of Healthy vs Unhealthy Relationships*; *Prevalence*; *Electronic Aggression*; *Gender Considerations*; *Risk Factors*; *Prevention Programs*; *Consequences*; *Legal Responses*; and *Victim & Survivor Resources*. Videos and podcasts are also located on this website.

Dating Violence Awareness Resources & Materials

Youth.gov-Resources

<http://youth.gov/youth-topics/teen-dating-violence/resources>

Information on the National Domestic Violence Hotline, The National Centers for Victims of Crime, The National Dating Abuse Helpline, Break the Cycle , and Love is Respect.

U.S. Department of Health & Human Services-Office of Adolescent Health-Healthy Relationships

<http://www.hhs.gov/ash/oah/adolescent-health-topics/healthy-relationships/>

Topics include: Dating; Bullying, LGBT; Dating Violence; Healthy Friendships; and Talking with Teens.

That's Not Cool

<http://www.thatnotcool.com/>

Interactive website addresses issues of technology dating abuse (Callout Cards link), interactive games related to texting (Games Link) and resources included in the Need Help? link.

National Center on Domestic and Sexual Violence: Hotlines

http://www.ncdsv.org/ncd_linkshotlines.html

Links to resources and materials regarding issues on violence against women.

National Center for Victims of Crime: Bulletins for Teens: Dating Violence

<https://www.victimsofcrime.org/help-for-crime-victims/get-help-bulletins-for-crime-victims/bulletins-for-teens>

Links to informational resources for teens.

National Conference of State Legislatures

<http://www.ncsl.org/research/health/teen-dating-violence.aspx>

Information concerning Teen Dating Violence, State Laws on Teen Dating Violence, and links to *Teen Dating Violence Awareness Month*: <http://teendvmonth.org/2015/>

Child Welfare Information Gateway-Teen Dating Violence Prevention Programs

<https://www.childwelfare.gov/topics/systemwide/domviolence/prevention/teen-dating/?hasBeenRedirected=1>

Various resources on dating violence programs.

National Institutes of Health (NIH)

<http://www.nih.gov/>

Type in *Dating Violence* in the search bar for a series of articles pertaining to teen dating violence research. The website also includes *NIDA for Teens* article (2012) on teen dating violence and alcohol abuse. <http://teens.drugabuse.gov/blog/post/teen-dating-violence-help-prevent-it>

Arkansas Commission on Child Abuse, Rape, and Domestic Violence

<http://www.accadv.uams.edu/domestic-violence.asp>

Centers for Disease Control and Prevention (CDC) Dating Matters™: Strategies to Promote Healthy Teen Relationships

<http://vetoviolence.cdc.gov/apps/datingmatterscapt/>

Dating Matters Capacity Assessment and Planning Tool.

Section Four

Accountability

Accountability and evaluation of the school counseling program are absolute necessities. School counselors and the school counseling program must answer the question, “How are students different as a result of the school counseling program?” Now more than ever, school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. School counselors must collect and use data that support and link the school counseling programs to district and school vision and mission. The purpose of this component is to analyze the data that have been collected and make program decisions based on the results.

Initially, the counselor will develop or review a school data profile and answer some guiding questions such as: what are the strengths in the school, what concerns do you have about the data, are there achievement gaps, has attendance changed over time, and are there safety concerns? This exercise is important for school counselors so that they understand how the data was collected and how to interpret the data.

Analyzing the school data will help counselors develop more focused programming, more effective interventions, and a more responsive school counseling program.

[https://www.schoolcounselor.org/asca/media/asca/ASCA National Model Templates/SchoolDataProfile.xls](https://www.schoolcounselor.org/asca/media/asca/ASCA_National_Model_Templates/SchoolDataProfile.xls)

See pages 99--116 in the ASCA Model book (2012).

Accountability

School counselors reflect on and evaluate their comprehensive counseling program to ensure that they are meeting the needs of their students and are able to identify how their students have changed due to the interventions of the program. In this section of the toolkit, we will refer back to the data and action plans developed earlier.

Tools for Evaluating the Comprehensive School Counseling Program

- Data profile review – what does your new data tell you?
- Use-of-Time analysis
- Feedback from provision of curriculum or programs (perception, process and outcome results)
- Feedback from small groups
- School counseling program assessment
- School counselor TESS
- School counselor reflection
- Review of action plan results

Tools for Sharing Results

- Presentations
 - School, district, parents, other stakeholders
- Handouts
- Webpages
- Inclusion in school improvement plan
- Data reports

Sample School Counselor Reflection Questions

The school counselor uses results from the program evaluation, TESS, and other data sources to inform the comprehensive school-counseling program. Add your reflections here:
The school counselor reflects on the comprehensive school program and identifies areas of strength. Reflect on program strengths here:
The school counselor reflects on the comprehensive school program and identifies areas for improvement. Include the areas you would like to improve here:
The school counselor recommends changes/updates to the Comprehensive School Counseling program based upon data and results. Include your recommendations here:
Results data are presented to others (school, district, and/or other stakeholders). Include your data sharing plan here:

Research Supporting Comprehensive School Counseling Programs

American School Counselor Association

Empirical Research Studies Supporting the Value of School Counseling

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/Effectiveness.pdf>

The School Counselor and Comprehensive School Counseling Programs

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_ComprehensivePrograms.pdf

National Association for College Admission Counseling (NACAC): Effective Counseling in Schools Increases College Access

<http://www.nacacnet.org/research/research-data/Research%20Member%20Only/McDonough.pdf>

Utah Comprehensive Counseling and Guidance Program Evaluation Report

- **AYP and School Counseling**

http://www.schools.utah.gov/cte/documents/guidance/publications/Research_UtahSchoolCounselingEvaluation.pdf

Reporting Student Outcome Data from SLTs Helping Stakeholders Understand How School Counselors Impact Students

<http://www.lacounseling.org/images/lca/Reporting%20Student%20Outcome%20Data%20from%20SLTs.pdf>

University of Massachusetts Amherst

Paving the Road to College: How School Counselors Help Students Succeed

<https://www.umass.edu/schoolcounseling/uploads/TheChicagoReport.pdf>

A National Look at the High School Counseling Office

What is It Doing and What Role Can It Play in Facilitating Students' Paths to College?

http://www.nacacnet.org/research/research-data/nacac-research/Documents/NACAC_Counseling_PhaseII.pdf

California Department of Education – Research on School Counseling Effectiveness

Provides a collection of sources that address the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

<http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

Effectiveness of School Counseling

<https://wvde.state.wv.us/counselors/administrators/Effectiveness+of+School+Counseling.pdf>

Key Policy Letters from the Education Secretary and Deputy Secretary

June 30, 2014

<http://www2.ed.gov/policy/elsec/guid/secletter/140630.html>

The School Counselor and Discipline

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Discipline.pdf