

SECTION II

The Texas Comprehensive, Developmental Guidance and Counseling Program Model

Figure 2

r C mp ts of a C mpr si , D l m t l S l G i e and C s ling Pr r m			

The comprehensive, developmental guidance and counseling program in Texas public schools is an integral part of the total educational program. It provides a systematic, planned approach for helping all students acquire and apply basic life skills by making optimal use of the special knowledge and skills of school counselors. The foundation of the program is to provide developmentally appropriate assistance for all students, and at the same time provide special assistance to those who need it.

Program Structure

As summarized in Figure 2, the Program Structure includes four components:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

To fulfill the basic mission of the guidance program in local schools, program balance must be established to guide the allocation of resources to each component.

Guidance Curriculum

The purpose of the guidance curriculum component is to help all students develop basic life skills. It is the foundation of a developmental guidance program. In Texas, seven areas have been identified for the guidance curriculum:

- Self-confidence Development
- Motivation to Achieve
- Decision-making, Goal-setting, Planning, and Problem-solving Skills
- Interpersonal Effectiveness
- Communication Skills
- Cross-cultural Effectiveness
- Responsible Behavior

The developmental guidance curriculum has a scope and sequence for student competency development. The curriculum is taught in units with planned lessons for small or classroom-sized groups of students. The curriculum is designed for the use of materials and other resources, and requires evaluation strategies.

Parents and the Guidance Curriculum

The guidance curriculum reflects knowledge and skills that parents also help their children learn. Indeed, historically, parents have accepted primary responsibility for teaching these life skills. It is critical, then, that parents be invited to provide input to the curriculum that is taught at the school their children attend, that they be aware what is taught and that they be encouraged to reinforce these skills at home.

Instruction in the guidance curriculum begins with children's first experiences in school, with the levels of mastery expanding each year in accordance with the students' ages and developmental levels. **Section IV** (pages 49-75) specifies an age-appropriate sequence for students' acquisition of these skills by stating competency indicators for the following grade spans:

- Grades Pre-Kindergarten-Kindergarten
- Grades 1 - 3
- Grades 4 - 6
- Grades 7 - 9
- Grades 10 - 12

Local educators should strive to present a well-balanced guidance curriculum, including teachings from all seven strands of the guidance curriculum. Local needs and priorities will dictate the specific competencies, results, and objectives to be taught, and the most effective activities and materials to be used. Full implementation of the guidance curriculum requires partnerships between counselors and teachers.

As members of instructional teams, school counselors may teach all or some of the curriculum through direct instruction. They also may consult with teachers who integrate the curriculum with other curricula.

Responsive Services

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although counselors respond to any concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting. Topics of priority in Texas include:

- academic success
- adolescent and child suicide
- child abuse and neglect
- school drop-outs
- severe stress
- substance abuse
- school-age pregnancy
- gang pressures/involvement
- harassment issues

In addition to the topics identified at the state level, school districts have identified some recurrent topics presented for responsive services, including:

- School-based issues, such as
 - attendance
 - school attitudes and behaviors
 - peer relationships
 - study skills
 - being new to the school
 - emergent issues in intervention or postvention of a traumatic event; and
 - violence on campus (school safety)

- Personal issues, such as
 - career indecision
 - financial aid
 - college choice
 - death of a family member or friend
 - family divorce
 - family abuse
 - harassment issues, and
 - suicide prevention

Parents Role in the Responsive Services

Parent involvement with and participation in activities of this component are essential to helping children overcome barriers to their educational process. They refer their children for help, work with school staff to specify their children's issues and give permission for needed special services including on-going counseling.

Some responses are **preventive**: interventions with students who are on the brink of choosing an unhealthy or inappropriate solution to their problems or being unable to cope with a situation. Some responses are **remedial**: interventions with students who have already made unwise choices or have not coped well with problem situations.

In this component as in the others, locally identified needs will dictate the priorities for problem topics and for the groups of students to be served. A comprehensive, developmental guidance and counseling program includes supplemental guidance and counseling services for students targeted by special funding sources such as students in compensatory, gifted, migrant, special, or career and technology education programs.

The school counselors counsel individuals or small groups of students, appraise individuals for the purpose of problem identification, consult with teachers and parents, refer students and/or their parents and teachers to other specialists or special programs, coordinate programs and services with other specialists, and follow-up with students to monitor their progress toward resolution of their problems. If applicable, they train and supervise peer facilitators. Often they conduct guidance sessions in response to teachers' requests to address problems of particular groups, such as competitiveness or stress with classroom groups of gifted students.

Family Code §32.004 authorizes counseling without parental consent for: suicide prevention, chemical addiction or dependency, or sexual, physical or emotional abuse.

Individual Planning System

The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources-staff, information, and activities-and to focus resources toward the students and to assist individual students to develop and implement personalized plans. Through the individual planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;

- Assess their current progress toward their goals; and
- Make decisions that reflect their plans.

As part of the developmental guidance program, the individual planning system includes:

- age-appropriate, objective-based activities;
 - relevant, accurate, and unbiased information; and
 - coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents.
- Parent involvement is essential.

Parents Role in Individual Planning

Educational and career decision-making, planning and goal setting are primarily the responsibility of the students and their parents. Thus, parent involvement in the individual planning system is essential to students' successful development and implementation of educational and career plans. Parents are provided accurate and meaningful information in a timely manner as school-based activities are implemented.

In accordance with TEC §33.007, counselors must provide information about higher education to students and parents during the first year a student is enrolled in a high school and again during the student's senior year. See Commissioner's Rules in Appendix.

Local educators must establish priorities for helping students make and implement individualized plans which focus on students' educational and career plans.

Examples of typical systematic opportunities for providing individual planning assistance include the interpretation of standardized test results, career development activities (e.g., Career Days), strategies provided to facilitate students' transition from one school level to the next (e.g., High School Educational Plan), pre-registration for courses for the subsequent school year, and assisting students to research and secure financial aid for post-secondary education and/or training.

The school counselors may conduct the group guidance sessions and/or consult with students' advisors and parents. They have responsibility for assuring accurate and meaningful interpretation of test and other appraisal results information to students, teachers, and parents. They may coordinate or consult with those who are responsible for providing other career and educational information and the procedures whereby teachers make placement recommendations. They refer or consult regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, students in at-risk situations, special education, and compensatory education.

System Support

Whereas the three components previously described serve students directly, the system support component describes services and management activities which indirectly benefit students. The services include:

- consultation with teachers;
- support for the parent education program and community relations efforts;
- participation in the campus-based school improvement plans and goals;
- implementation of the state and local standardized testing program;

- cooperation with relevant research projects; and
- provision of input from the students' perspective to policy-makers and instructional/curriculum planners.

Management activities are required to assure the delivery of a high quality guidance program. These activities include:

- program development and management;
- counselor staff development;
- community outreach; and
- development of appropriate written policies, procedures and guidelines.

Parents Role in System Support

System Support is defined as work within the system. Thus direct parent roles and responsibilities are not specified.

The school counselors consult with teachers and administrators on behalf of students, parents, and the guidance program and staff. They often collect, summarize, and interpret data generated by the testing program. Additionally, they manage the guidance program, pursue professional development, cooperate in the implementation of school-wide, district-wide or state-wide activities, and coordinate guidance related activities which are assigned to them.

Program Balance

Program balance refers to the allocation of resources to each of the developmental guidance and counseling program components during an entire year, including all of the resources a campus applies to the guidance program. As with other educational programs, the basic resources are the time and talent of the primary staff members, as in this case, the school counselors. Other resources include the time and talent of other professional and paraprofessional staff and materials and equipment.

A developmental guidance and counseling program includes all four components, but the relative emphasis of each component will vary from district to district, perhaps from campus to campus, depending on the developmental and special needs of the students served. Each district/campus should design its program-*ie.*, make conscious decisions as to resource allocations. (A process for doing this is more thoroughly described in Section V.)

Some general recommendations can be made, however, about appropriate program balance. Although each campus and district needs to establish its own balance reflecting its own local priorities, the developmental ages of students dictate different program designs at different school levels. History has shown some consistencies in decisions regarding program balance:

- The balance between the developmental guidance components shifts as students mature and accept more responsibility for their own growth and development.
- The guidance curriculum is a larger program component at the elementary level than at the secondary level.
- The individual planning system is larger at the secondary level than at the elementary level.
- The needs for responsive services and system support stay fairly constant; thus, these two program components maintain a similar share of the program throughout.
- The system support component, representing indirect services to students, is consistently the smallest of the four components.

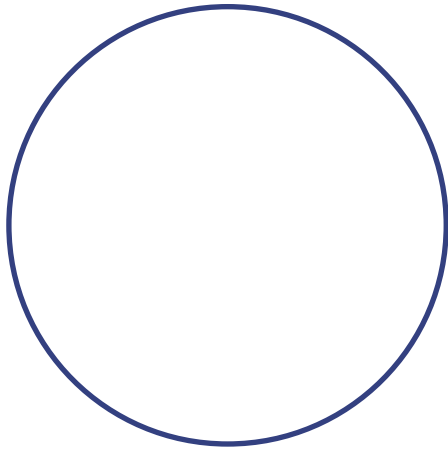
As discussed more in Section V, to identify the right program design and to assess whether change in their current program is needed, campus and district personnel must:

- (1) quantify the balance of the current guidance program;
- (2) consider the **recommendations** that are provided on the following pages; and
- (3) decide on the balance that fits their students' and community's needs.

Graph worksheets for displaying each of these program designs for each level-elementary, middle/junior high, and high schools-are on the following pages. The center circle on each worksheet displays the state's recommended program balance for that school level. These are generalizations; as stated above, an appropriate local design should be based on local rationale.

GRAPH 1

Program Balance Time Distribution Form Elementary Level



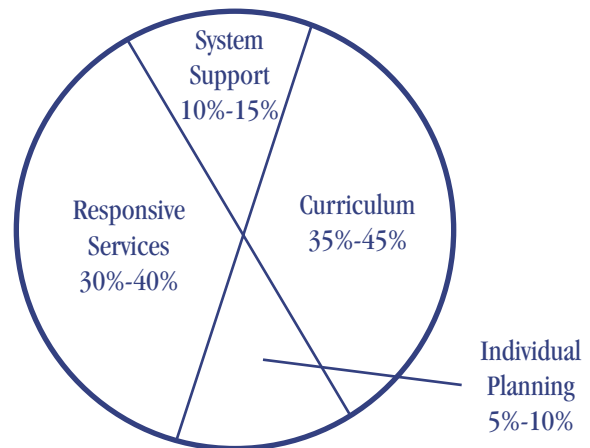
Current District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support
_____ non-guidance

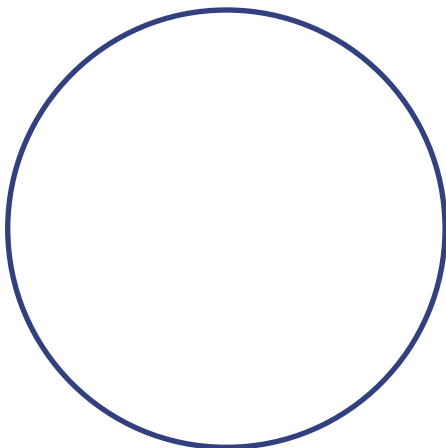
Current District Program Percentages

Recommended Percentages

35%-45% guidance curriculum
30%-40% responsive services
5%-10% individual planning
10%-15% system support
0% non-guidance



Recommended Percentages



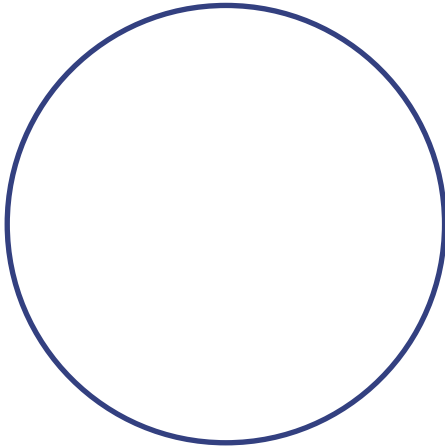
Desired District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support

Desired District Program Percentages

GRAPH 2

Program Balance Time Distribution Form Middle School/Jr. High Level



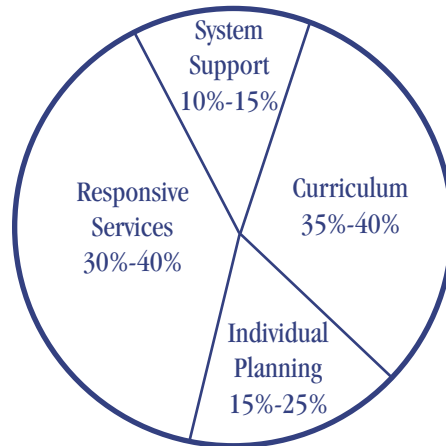
Current District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support
_____ non-guidance

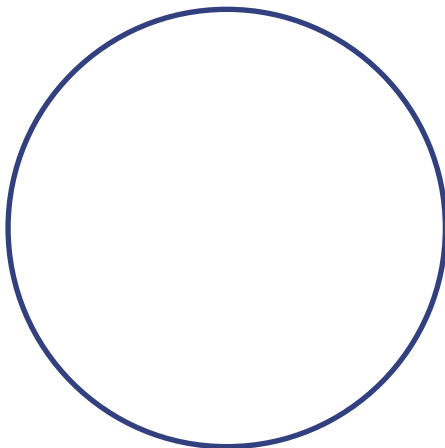
Current District Program Percentages

Recommended Percentages

35%-40% guidance curriculum
30%-40% responsive services
15%-25% individual planning
10%-15% system support
0% non-guidance



Recommended Percentages



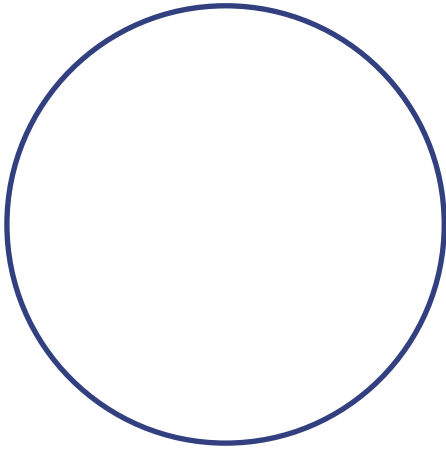
Desired District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support

Desired District Program Percentages

GRAPH 3

Program Balance Time Distribution Form High School Level



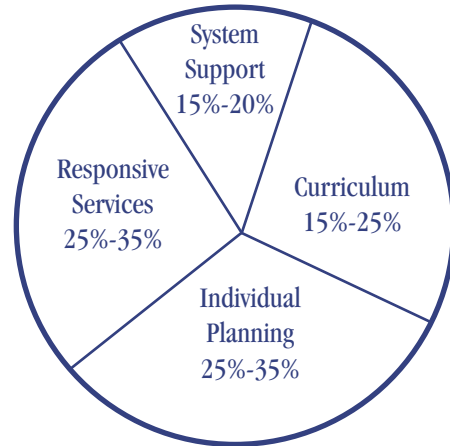
Current District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support
_____ non-guidance

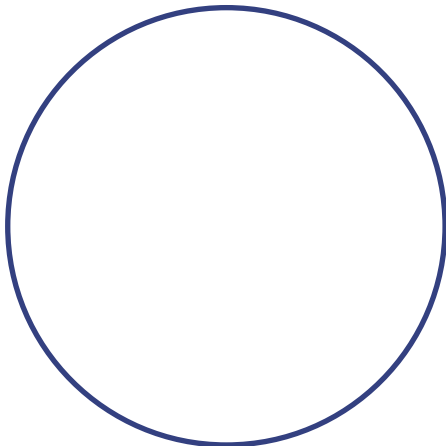
Current District Program Percentages

Recommended Percentages

15%-25% guidance curriculum
25%-35% responsive services
25%-35% individual planning
15%-20% system support
0% non-guidance



Recommended Percentages



Desired District Program Percentages

_____ guidance curriculum
_____ responsive services
_____ individual planning
_____ system support

Desired District Program Percentages