

**GUIDANCE AND COUNSELING****FFB-R1****THE GUIDANCE AND COUNSELING PROGRAM**

The guidance and counseling program includes four components as described in the *A Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools* published by Texas Education Agency. These include 1) the guidance curriculum, 2) responsive services, 3) individual planning, and 4) system support. To the degree possible, the Dumas ISD counseling staff provides services in the four components.

**THE SCOPE OF THE GUIDANCE CURRICULUM**

The purpose of the guidance curriculum is to systematically assist students in developing the skills they need to enhance their personal, social, educational, and career development through guidance groups and classroom presentations. The guidance curriculum of DISD is designed to help students acquire age-appropriate knowledge and skills within the scope of the following content areas identified in the Program Development Guide:

- Self-confidence
- development Motivation to
- achieve
- Decision-making, goal-setting, planning and problem-solving
- skills Interpersonal effectiveness
- Communication skills
- Cross-cultural  
effectiveness Responsible  
behavior

From the content areas and competency indicators listed by grade spans in the following pages, campus counselors will develop a scope and sequence using age-appropriate activities to meet the needs of the students on the respective campuses.

**CONTENT AREAS AND COMPETENCY INDICATORS  
FOR THE PRE-K AND KINDERGARTEN**

Self-Confidence Development

1. Have healthy self-concepts
2. Value their uniqueness
3. Identify and express feelings appropriately

Motivation to Achieve

1. Develop their own academic potential
2. Develop their leadership skills

Decision-making, Goal-setting, Planning, Problem-solving Skills

1. Make decisions
2. Set goals
3. Gather information
4. Solve problems

Interpersonal Effectiveness

1. Respect others
2. Relate well with others
3. Maintain their personal integrity while participating in groups
4. Develop healthy friendships
5. Function effectively as group members

Communication Skills

1. Understand basic communication skills
2. Express themselves appropriately
3. Listen to others

Cross-Cultural Effectiveness

1. Appreciate their own culture
2. Respect others as individuals and accept them for their cultural membership

Responsible Behavior

1. Behave responsibly
2. Take responsibility for their own behaviors

**CONTENT AREAS AND COMPETENCY INDICATORS  
FOR GRADES 1 – 3**

Self-Confidence Development

1. Have healthy self-concepts
2. Value their uniqueness
3. Identify and express feelings appropriately

Motivation to Achieve

1. Develop their own academic potential
2. Take advantage of the educational opportunities afforded them in elementary school
3. Develop their leadership skills

Decision-making, Goal-setting, Planning, Problem-solving Skills

1. Make decisions
2. Develop a plan of action
3. Set goals
4. Gather information
5. Solve problems
6. Manage Change

Interpersonal Effectiveness

1. Respect others
2. Relate well with others
3. Maintain their personal integrity while participating in groups
4. Develop healthy friendships
5. Function effectively as group members

Communication Skills

1. Understand basic communication skills
2. Express themselves appropriately
3. Listen to others

Cross-Cultural Effectiveness

1. Appreciate their own culture
2. Respect others as individuals and accept them for their cultural membership
3. Relate effectively with others based on appreciation for differences/similarities in cultural membership
4. Evaluate how stereotyping affects them and their relationships with others

Responsible Behavior

1. Behave responsibly
2. Take responsibility for their own behaviors
3. Be self-disciplined

**CONTENT AREAS AND COMPETENCY INDICATORS  
FOR GRADES 4-6**

Self-Confidence Development

1. Have healthy self-concepts
2. Value their uniqueness
3. Identify and express feelings appropriately

Motivation to Achieve

1. Develop their own academic potential
2. Take advantage of the educational opportunities afforded them in elementary school
3. Recognize careers that will allow them to fulfill their potential
4. Develop their leadership skills

Decision-making, Goal-setting, Planning, Problem-solving Skills

1. Make decisions
2. Develop a plan of action
3. Set goals
4. Gather information
5. Solve problems
6. Manage Change
7. Manage the transitions from one school level to the next

Interpersonal Effectiveness

1. Respect others
2. Relate well with others
3. Maintain their personal integrity while participating in groups
4. Develop healthy friendships
5. Function effectively as group members

Communication Skills

1. Understand basic communication skills
2. Express themselves appropriately
3. Listen to others

Cross-Cultural Effectiveness

1. Appreciate their own culture
2. Respect others as individuals and accept them for their cultural membership
3. Relate effectively with others based on appreciation for differences/similarities in cultural membership
4. Evaluate how stereotyping affects them and their relationships with others

Responsible Behavior

1. Behave responsibly
2. Take responsibility for their own behaviors
3. Be self-disciplined

**CONTENT AREAS AND COMPETENCY INDICATORS  
FOR GRADES 7-8**

Self-Confidence Development

- Have accurate self-concepts
  - Evaluate their progress toward the development of an accurate self-concept
  - Use self-appraisal skills
  - Describe how the way they manage school/learning is an expression of self-concept
  - Identify personal learning style

- Appreciate their uniqueness
  - Acknowledge, accept, and appreciate uniqueness in themselves
  - Analyze what contributes to their feelings of self-worth
  - Analyze their personal standards
  - Identify their work beliefs
  - Describe methods they use in caring for their physical, intellectual, and emotional health
  - Distinguish between things that are helpful and those that are harmful to their physical, intellectual, and emotional health
- Manage their feelings
  - Describe the benefits of expressing their feelings to an adult
  - Describe the benefits they derive from taking time for themselves
  - Analyze how they manage their feelings

#### Motivation to Achieve

- Develop their own academic potential
  - Analyze what contributes to their feelings of competence and confidence
  - Analyze the impact on their school performance of their preferred learning style, their study skills, and habits
  - Analyze the benefits they derive from learning
  - Analyze how their current educational performance will enhance/hinder their achieving desired goals
  - Express the importance of developing their academic potential
  - Understand the attitudes necessary for success in work and learning
- Take advantage of the educational opportunities afforded them in secondary school
  - Describe the variety of opportunities available to them in the school setting
  - Analyze the relationship between educational achievement to potential career opportunities
  - Predict how they will use knowledge from certain subjects in future life and work experiences
- Recognize careers that will allow them to fulfill potential
  - Describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
  - Analyze past achievements in relation to possible career choices
  - Describe the process of career exploration and planning
  - Identify how their personal interest match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
  - Analyze society 's attitudes and beliefs toward work then their own attitudes and beliefs toward work
- Develop their leadership skills
  - Analyze their leadership skills and qualities
  - Analyze when they take/do not take responsibility

#### Decision-making, Goal-setting, Planning, Problem-solving Skills

- Make decisions
  - Analyze the importance of each of the steps in the decision-making process
  - Evaluate their skills for making decisions
  - Analyze how past decisions influence present decisions and project how present decisions will influence future decisions
  - Accept responsibility for decisions they have made and analyze the consequences

- Demonstrate understanding of the concept of risk and risk-taking
- Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and pursuing educational and tentative career goals
- Develop a plan of action
  - Analyze the importance of the steps in the planning process
  - Evaluate their skills in using a planning process
  - Analyze the impact planning/lack of planning has had on their lives
  - Assess the results of some previously implemented plans
  - Analyze their time management skills and way to improve them
- Set goals
  - Demonstrate the ability to set priorities
  - Analyze goals they have previously set
  - Analyze the consequences of consistently setting realistic/unrealistic goals
  - Describe what they envision as their preferred quality of life
  - Set some personal short-term and long-term goals
  - Describe the importance of integrating their belief system into the goal-setting process
- Gather information
  - Analyze the information they have about themselves that is relevant to educational and career decision-making and planning
  - Demonstrate having skills for locating, understanding, and using career information
  - Research potential careers
  - Demonstrate conceptual understanding of the work world
  - Demonstrate understanding of factors which constitute the work world
  - Identify various education/training routes which lead to the work world
- Solve problems
  - Analyze the importance of each of the steps in a problem-solving process
  - Expand their capacity to generate alternatives for solving problems
  - Analyze how they manage stress
- Manage change
  - Analyze how life's roles, settings, and events impact their quality of life
  - Identify internal/external factors which have caused their beliefs, interests and capabilities to change
  - Explain the interrelatedness of personal and environmental changes
  - Demonstrate understanding that the future work world may be much different than the present one
  - Demonstrate understanding that a changing world demands life-long learning
- Manage the transitions from one school level to the next
  - Analyze/evaluate how changes in the school environment have affected them
  - Describe how the people who are available can help them when needed
  - Analyze how they are managing the transition to junior high

#### Interpersonal Effectiveness

- Respect others
  - Appreciate uniqueness in others
  - Analyze how differences among people contribute to a richer environment

- Relate well with others
  - Understand how to assess relationships
  - Demonstrate the ability to get along with a variety of people
  - Analyze how people help each other feel good about themselves
  - Analyze situations in which they have helped/been helped by others and those in which they have not helped/been helped
  - Demonstrate social skills with peers
  
- Maintain their personal integrity while participating in groups
  - Analyze their ability to handle responsibility and conflict arising from peer group involvement
  - Analyze the importance of their participation in various groups
  - Develop personal criteria for group affiliation
  - Analyze the positive and negative effects of group participation
  
- Develop healthy friendships
  - Distinguish between the characteristics of healthy and unhealthy friendships
  - Evaluate the importance of having friendships with peers and adults
  - Analyze the skills they have for maintaining friendships
  
- Function effectively as group members
  - Evaluate how and why people organize to satisfy basic social and economic needs
  - Analyze their strengths/limitations in functioning in groups
  - Identify/list behaviors which help/hinder group cooperation and effectiveness
  - Describe the benefits of working with a team to get a job done

#### Communication Skills

- Understand basic communication skills
  - Analyze their use of the basic communication skills
  - Use listening and expression skills to manage peer pressure
  - Evaluate how listening and expression skills help them to make decisions, set goals, and solve problems
  - Analyze how use of communication skills contribute/hinder a group's progress toward task completion
  
- Express themselves
  - Understand the theory behind assertion
  - Analyze their skills at interpreting their feelings to others
  - Develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups
  
- Listen to others
  - Appreciate the importance of listening in order for communication to occur
  - Analyze their own ability to listen
  - Manage the emotional reaction of others

#### Cross-cultural Effectiveness

- Appreciate their own culture
  - Identify characteristics of the groups to which they belong because of their background, their family, and their heritage
  - Analyze the cultural practices their families appreciate and how they affect their feelings of self-worth

- Respect others as individuals and accept them for their cultural membership
  - Respect the rights of others regardless of their heritage
  - Analyze what respecting others as individuals and as members of cultural groups mean to them
- Relate effectively with others based on appreciation for difference/similarities in cultural membership
  - Analyze similarities/differences among various cultural groups
  - Analyze conflicts resulting from culture-related beliefs and biases
  - Evaluate the effect of expressing appreciation
  - Analyze how understanding/appreciating differences of heritage help their and others' self-concepts and social relationships
  - Analyze how cultural differences among people enrich the people's individuality and the total group
  - Analyze their own comfort in associating with people from cultures different than their own
  - Demonstrate consideration and respect for cultural differences
- Evaluate how stereotyping affects them and their relationships with others
  - Know criteria for when to generalize and when not to
  - Distinguish between valid generalizations and stereotyping
  - Analyze how prejudicial actions that they have seen are hurtful to individuals

#### Responsible Behavior

- Behave responsibly
  - Demonstrate understanding that the environment they are in influences their behavior
  - Discuss the policies and procedures regarding appropriate behavior in the new environment of junior high school
  - Demonstrate understanding that the purpose of school rules is to guide their behavior
  - Evaluate the ways they contribute to the educational environment
- Take responsibility for their own behaviors
  - Analyze the consequences of using appropriate/inappropriate behaviors in various environments
  - Analyze how their behaviors affect others' behaviors, emotions, and decisions
  - Identify how their beliefs affect their attitudes and behaviors
  - Behave so as to demonstrate respect for others
- Be self-disciplined
  - Analyze when they do/do not control themselves
  - Analyze their behaviors that express recognition of human worth and dignity in relating to others
  - Analyze how they behave in a variety of situations
  - Compare/contrast the consequences that occur when they are/are not self-disciplined

### **CONTENT AREAS AND COMPETENCY INDICATORS FOR GRADES 9-12**

#### Self-Confidence Development

##### **Have accurate self-concepts**

- Evaluate their progress toward accurate self-concepts
- Demonstrate acceptance of themselves, including strengths and limitations; analyze/evaluate their strengths and limitations
- Describe how the way they manage school/career is an expression of self-concept
- Use self-appraisal skills

**Appreciate their uniqueness**

- Make decisions and plans based on understanding of unique qualities
- Evaluate their personal standards
- Respect their rights
- Evaluate the benefits to them of taking time for themselves
- Identify their personal limits and boundaries needed for good self-care
- Identify their work beliefs
- Describe methods they use in caring for their physical, intellectual, and emotional health and distinguish between those that are helpful or harmful

**Manage their feelings**

- Evaluate how they manage their feelings
- Describe the benefits of expressing their feelings to an adult

**Motivation to Achieve****Develop their own academic potential**

- Evaluate the benefits they derive from learning
- Explain what motivates individuals
- Analyze/evaluate what motivates them
- Express positive attitudes toward work and learning
- Express the importance of developing their academic potential and how their performance can enhance/hinder the achievement of those goals
- Understand the attitudes necessary for success in work and learning
- Predict how their feelings of competence and confidence will help them in the future

**Take advantage of the educational opportunities afforded them in secondary school**

- Identify and assume responsibility for meeting the school's graduation requirements
- Describe the variety of opportunities available to them in the school setting and how they have used them
- Predict how they will use knowledge from school in future life and work
- Explain the relationship between educational achievement and career planning, training, and placement

**Recognize careers that will allow them to fulfill their potential**

- Analyze the relationship between career choices and quality of life
- Understand and appreciate the rewarding aspects of their work
- Identify personal reasons for their selection of a career
- Describe the importance of basic skills for achieving desired lifestyle, standard of living, and occupational choices
- Identify how their personal interest match with/are expressed through hobbies, extracurricular activities, initial work experiences, and career choices
- Describe how societal needs and functions influence the nature and structure of work

**Develop their leadership skills**

- Recognize leadership qualities in others and in themselves
- Demonstrate their ability to handle responsibility

**Decision-making, Goal-setting, Planning, Problem-solving Skills****Make decisions**

- Evaluate how well they use the decision-making process when making real-life decisions
- Accept responsibility for decisions they have made
- Evaluate some personal decisions that they have made
- Demonstrate having the skills necessary for making decisions and choosing alternatives in planning for and

pursuing educational and career goals

**Develop a plan of action**

- Base future education/training/employment plans on analysis of their academic experiences
- Evaluate how well they use a planning process in making real-life plans
- Describe the steps they need to take in order to attain their post-high school education/training/employment goals
- Predict the influence planning will have on their future
- Evaluate their use of time management skills
- Accept responsibility for decisions they have made and analyze the consequences

**Set goals**

- Assess their ability to achieve past goals and integrate this knowledge for the future
- Evaluate how well they use a goal-setting process in setting real-life goals
- Evaluate the importance of setting realistic goals and striving toward them
- Evaluate the relationship between goal-setting and planning
- Evaluate the importance of setting high standards and expectations
- Demonstrate the ability to set priorities
- Set some personal short-term and long-term goals

**Gather Information**

- Demonstrate skills for locating, evaluating, and interpreting information about career opportunities
- Explain how occupations relate to the needs and functions of society as well as their personal needs
- Analyze the various factors which constitute the work world
- Identify various education/training routes which lead to the work world
- Research potential careers
- Analyze the multiple career/educational options available to them upon completion of high school
- Summarize relevant knowledge about themselves

**Solve problems**

- Formulate their own process for solving personal, interpersonal, and/or situational problems
- Evaluate their use of a problem-solving process when faced with actual problems
- Evaluate their ability to manage stress

**Manage change**

- Analyze their feelings when wanted/unwanted changes occur
- Analyze how their beliefs, interests, and capabilities have changed or are changing
- Analyze how career concerns change as situations and roles change
- Assess the interactive effects of life roles, settings, and events and how these make up their quality of life
- Demonstrate understanding of the need for personal and occupational flexibility in an ever changing world
- Explain how a changing world demands life-long learning

**Manage the transitions from one school level to the next**

- Anticipate how they will manage the change in their lives that will occur after leaving high school
- Anticipate the changes they will experience as they enter post-high school education/training/employment
- Summarize how planning will help them make the transition

**Interpersonal Effectiveness****Respect others**

- Relate experiences that demonstrate their ability to empathize with others Develop respect for others' uniqueness

- Respect others' individual rights
- Respect others' rights in group interactions
- Evaluate how individual differences contribute to a richer environment

**Relate well with others**

- Identify their social behaviors which allow them to function effectively with others
- Analyze cooperative and competitive relationships/situations
- Evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement
- Anticipate the role(s) of relationships in their adult lives

**Maintain their personal integrity while participating in groups**

- Demonstrate their ability to manage conflict arising from peer group involvement

**Develop healthy friendships**

- Evaluate the effectiveness of their friendships
- Explain (1) why they appreciate friendships, (2) how effective friendships are maintained
- Distinguish between healthy and unhealthy friendships
- Analyze how friendships will contribute to their life in the future

**Function effectively as group members**

- Evaluate their basic group affiliations
- Analyze the role(s) they play in various groups
- Evaluate group dynamics
- Describe the benefits of working as a team to get a job done

**Communication Skills**

**Understand basic communication skills**

- Analyze how beliefs affect interpersonal communication
- Develop the communication skills needed for participating effectively within group settings
- Evaluate how listening and expression skills help make decisions, set goals, and solve problems
- Analyze how they use communication skills improve their mental health
- Evaluate their and others' use of communication skills in problem situations

**Express themselves**

- Have a variety of ways to express themselves
- Interpret their feelings
- Use assertion skills

**Listen to others**

- Communicate their understanding of what another person has said
- Use reflective listening skills
- Interpret feelings shared by friends
- Manage the emotional reactions of others

**Cross-cultural Effectiveness**

**Appreciate their own culture**

- Evaluate their participation in groups to which they belong with regard to their background, family, and heritage
- Evaluate their culture's practices and how they affect their feelings of self-worth

**Respect others as individuals and accept them for their cultural membership**

- Assess their beliefs regarding the rights of others regardless of their heritage
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Evaluate how respecting others as individuals and as members of cultural groups enhances relationships

**Relate effectively with others based on appreciation for difference/similarities in cultural membership**

- Analyze and manage conflicts resulting from culture-related beliefs and biases
- Evaluate their own role in conflicts resulting from culture-related beliefs and biases
- Evaluate how appreciating their own heritage enhances their self-concept and social relationships
- Analyze their own comfort in associating with people from cultures other than their own

**Evaluate how stereotyping affects them and their relationships with others**

- Evaluate their own culture-descriptive generalizations about themselves and others
- Evaluate the impact of stereotyping
- Evaluate stereotypes they still hold; describe former stereotypes and how they have changed
- Evaluate how prejudicial actions that they have seen are hurtful to individuals
- Analyze how cultural differences among people enrich the people’s individuality and the total group

**Responsible Behavior**

**Take responsibility for their own behaviors**

- Assess how taking responsibility for their own actions enhances their lives
- Analyze the consequences of unacceptable/irresponsible behavior
- Understand the tendency toward reciprocity of behavior between individuals
- Accept responsibility for adhering to the goals of the basic group
- Understand the purpose of school rules, policies, and procedures to guide their behavior
- Behave so as to demonstrate respect for others

**Be self-disciplined**

- Evaluate the benefits of being self-disciplined
- Maintain self-discipline and rational behavior in dealing with emotional conflicts and stress

**RESPONSIVE SERVICES**

The purpose of the responsive services component is to assist those students who have immediate personal concerns or problems that interfere with their personal-social, career, and/or educational development in the following areas.

**High Priority**

Academic success  
 Adolescent and child suicide  
 Child abuse and neglect  
 School drop-outs  
 Substance abuse  
 School-age pregnancy  
 Gang pressures/involvement  
 Harassment issues

Family abuse  
 Individual student issue

**School based**

Attendance  
 School attitudes and behaviors  
 Peer relationships  
 Study skills  
 Severe stress

**Personal**

Career indecision  
 Financial aid College choice  
 Death of a family member or friend  
 Family divorce

Being new to school  
 Intervention/postvention of a traumatic event  
 School safety

Dumas secondary counselors are often involved in assisting students that may possibly be pregnant or have a sexually transmitted disease. The following guidelines should be followed:

1. The counselors will provide information such as the phone number and addresses of the agencies appropriate for the student’s needs.
2. The student will be informed that the services of the agencies are free to the student or are based on a sliding economic scale.

3. The counselor shall not provide transportation to the appropriate agency for pregnancy and sexually transmitted disease testing.
4. The counselor will not have any part in providing the student with any method of birth control. The counselor will visit with students about the importance of protection if the student makes a choice to be sexually active.

#### **INDIVIDUAL PLANNING**

The individual planning component is designed to assist students as they plan, monitor, and manage their own educational, career, and personal-social development. Counselor activities include guiding students in:

- Setting challenging educational, career, and personal-social goal based on self-knowledge and appropriate information
- Making plans for achieving short-, intermediate-, and long term goals
- Analyzing how their strengths and weaknesses enhance or hinder the achievement of their goals
- Assessing their current progress toward their goals
- Making decisions that reflect their plans

#### **SYSTEM SUPPORT**

The counselors provide indirect services to students supporting the school system through consultation with teachers and parents, participating in school improvement planning, attending staff development activities, and helping implement school-wide activities.