

INTRODUCTION TO BEST PRACTICES

School counselors throughout West Virginia strive to provide schools with current practices; that enhance the academic, career, and personal/social development of students. As student populations change from year to year, so do their needs. A data-driven, student focused school counseling program meets the changing needs of students.

This section of the manual is provided as a resource to make it unnecessary for every counselor to “reinvent the wheel”. It is a collection of Best Practices from school counselors throughout West Virginia, who have effective programs, techniques, or tools, that address the planning, delivery, and evaluation of a Comprehensive Guidance and Counseling Program, based on the ASCA National Standards and model.

A State Best Practices Review Team for inclusion in this manual has juried each Best Practice. West Virginia School Counselors are encouraged to use or adapt the Best Practices to enhance their school counseling programs.

In conclusion, school counselors are encouraged to submit best practices annually to Lisa Burton at the West Virginia Department of Education. Best practices for school counselors will be juried each year by a review team for selection in additional supplements to this manual.

West Virginia School Counseling Best Practices

DIRECTIONS FOR SUBMITTING A BEST PRACTICE

1. Complete the Best Practice form, following the format provided.
2. Answer all questions. The questions are in a 14point font. Your answers should be in a 10 to 12 point font depending on the amount of information you provide.
3. You may contact Barbara Blackburn bbb1798@yahoo.com (304-645-6464 X15) if you need help completing the form.
4. To determine the Domain, Standard, and Competency go to: www.wvcounseling.org, then the WVSCA link. In the president's message click on Policy 2315 and you will find standards information in the policy.
5. Attach any documentation/forms/handouts, etc. that clarify or support the activity.
6. Email is preferred for receiving Best Practices, but applications will be accepted by mail. An email address is required for future communications.
7. Your Best Practice application will be reviewed by a panel of school counselors on the Task Force for approval for inclusion in the program guide.
8. Once your Best Practice is approved you will be notified and if any editing changes are made, you will be given the opportunity to review before it is included in the manual.
9. You and your school will be credited for your Best Practice. However, by submitting this form you are agreeing to allow WVDE to continue to publish annually without further consent.
10. **DEADLINE** for submitting best practices for review is April 15th of each year.

West Virginia School Counseling Best Practices

Name: Title:
School/County: Email:
School Phone: Home Phone:

ACTIVITY TITLE:

Targeted Grade Level/s:

Identified Need from School Data:

National Standard Domain/s:

Competency(ies):

Activity Lesson Plan/Procedures:

Collaboration:

Resources/Materials:

Benchmark:

Evaluation Method(s):

Submit to: Lisa Burton, WVDE, Office of Student Services and Health Promotion,
1900 Blvd., East Bldg. 6, Room 309 Charleston, WV 25305 by **April 15th** of each
year. Email: lgburton@access.k12.wv.us **Phone:** 304-558-8830

West Virginia School Counseling Best Practices

Name: Title:
School/County: Email:
School Phone: Home Phone:

PROGRAM ASSESSMENT/MANAGEMENT TOOL

Tool will be used to address:

Delivery System Management System Accountability System

Description of Tool:

How will tool enhance/evaluate school counseling program?

Targeted Grade Level(s)/Benchmark:

National Standard Domain/s (if applicable):

Competency/ies (if applicable):

Collaboration:

Resources/Materials:

Evaluation Method(s):

Please include a copy of your tool(s) with your Best Practice Submission

Submit to: Lisa Burton, WVDE, Office of Student Services and Health Promotion, 1900 Blvd., East Bldg. 6, Room 309 Charleston, WV 25305 by **April 15th** of each year. **Email:** lgburton@access.k12.wv.us **Phone:** 304-558-8830

West Virginia School Counseling Best Practices

Name: Mike Fike Title: Counselor
School/County: Mountainview/Monongalia Email: micin@email.msn.com
School Phone: 304-291-9255 Home Phone: 304-291-2766

ACTIVITY TITLE: Class Meetings

Targeted Grade Level/s: K-5

Identified Need from School Data: Due to a large school population, school staff identified a need for a quick and effective means to provide counseling intervention to an entire class when needed.

National Standard Domain/s: Personal/Social Development

Competency(ies): Standard A Competencies: Acquisition of all competencies included in the areas of Self-Knowledge and Interpersonal Skills

Activity Lesson Plan/Procedures: Using a simple, but regimented, format, school counselors can conduct effective meetings with entire classes. Students are impressed with the importance of a "meeting" with the counselor. This creates an atmosphere for successful attempts to model positive personal/social behaviors. The steps for conducting the meeting are included in the accompanying handout. With a minimum of effort, the counselor will facilitate a productive session, complete with elements of character education and problem-solving instruction. Regardless of the issues, class meetings accomplish the acquisition of a myriad of national standard competencies with very little time invested.

Collaboration: Classroom teacher may be involved, but it is not necessary.

Resources/Materials: Instructions on attached handout

Benchmark: By the end of elementary school students will (1) recognize, accept, and appreciate individual differences, (2) respect alternative points of view, (3) use a decision-making and a problem-solving model, (4) know how to apply conflict resolution skills and (5) demonstrate cooperative behavior in groups.

Evaluation Method(s): Counselor observation and progress notes will confirm the success of the actual meeting process. Follow-up collaboration with the classroom teacher will determine long-term effects.

STEPS TO EFFECTIVE COUNSELOR CLASS MEETINGS

1. **Forming a circle.** All meetings must be conducted in a circle format. This may involve moving some classroom furniture, but it can be done quickly and easily if the students are involved. **Rationale:** A circle indicates equality – no head, foot, front, or back. Everyone has an equal place in the arrangement.
2. **Compliments and Appreciations.** This, too, is a must. Tell students you would like to hear good things about each other. Take a moment to let students take turns, in the order they are sitting, complimenting each other. These should be character compliments, not appearance-based (clothing, hairstyle, etc.). A good way to teach this skill is to ask students to think of one good thing that someone in their class did that day. **Rationale:** Compliments set the positive tone needed for an effective meeting. Self-esteem is boosted as positive traits are celebrated.
3. **Creating an Agenda.** The counselor indicates that there is an important issue to discuss. Introduce the item and tell students that this is the agenda for the meeting. When the agenda topic is very serious, it is effective to have it written on paper and distributed to the students.
4. **Communication.** Allow a time for sharing thoughts. This is a time for students to share their initial reactions to the topic. Make it clear that this is sharing time only, and that no one can challenge or disagree with any thought that is shared. This can be called a “discuss without fixing” activity. Go around the circle, allowing students to “pass” if they have nothing to share.
5. **Solving Problems.** This is a time for the counselor to present the main point of the meeting, the “lesson”. The opportunities are endless. Briefly explain the issue (peer relationships, study skills, bullying, etc.). Then ask students to offer solutions. Again, revolve around the circle, allowing students to speak if they wish to. Then ask for a consensus or an actual vote about what the best course of action would be. If the purpose of the meeting is to deliver a developmental guidance lesson, ask the students if they are willing to practice what they have learned. You can even make it personal by asking for individual responses around the circle.
6. **Future Plans.** End the meeting by thanking students for their time. Indicate that you feel that the issue is resolved, or that the point has been made, and that you will be checking back at a later time, with either the teacher or some of the students, about progress.

West Virginia School Counseling Best Practices

Name: Etta Zasloff Title: School Counselor
School/County: Dunbar Middle/Marion Email: ettazasloff@yahoo.com
School Phone: 304-367-2131 Home Phone: 304-366-4262

ACTIVITY TITLE: Banana Split Groups for Students from Split Families

Targeted Grade Level/s: 3rd Grade through High School

Identified Need from School Data: Over 50% of students come from a split family situation. Of those students, the majority earn grades below 3.0 and many interface with the school's discipline policy on a more than average basis.

National Standard Domain/s: Personal/Social

7.3.1. Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency(ies):

- a. Students will develop a positive attitude toward self as a unique and worthy person.
- e. Students will identify and express feelings.
- i. Students will demonstrate cooperative behavior in groups.
- k. Students will identify and discuss changing personal and social roles.
- l. Students will identify and recognize changing family roles.
- m. Students will recognize the rights and responsibilities of all persons.
- n. Students will respect alternative points of view.
- r. Students will learn how to communicate effectively.
- s. Students will learn how to make and keep friends.

Activity Lesson Plan/Procedures:

What is Banana Splits? Banana Splits is a peer support group program. Groups of children from the same grade level eat lunch together, play games, and talk. The major goal is to develop an understanding that living in a family is a process, not an event. Often children from split families focus on the divorce, death, abandonment, separation, or adoption issue and develop a wide variety of distress symptoms reflected in their school achievement and behavior.

What kind of games? We play therapeutic board games, such as THE UNGAME, CHANGING FAMILIES, PLAY IT STRAIGHT, THE FAMILY GAME, FEELINGS, etc. The games have question cards that stimulate non-threatening and non-invasive

discussions of issues relative to split families and the feelings associated with those issues. Therapeutic games and props may be purchased from counseling supply catalogs, like *Childsworld Childsplay*. I make my games available for parent review and have held evening workshops for parents with students teaching them how to play the games – very successful venture and probably the reason my community has embraced Banana Splits groups so enthusiastically.

What kind of talk? Children are encouraged to talk honestly about their feelings and fears. Often in split families very caring parents are unaware of the questions and concerns their children have about the family situation. For example, children often feel like objects that are bought, traded, and used in a bargaining process. The sharing of these feelings and hearing others share creates understanding and acceptance of their situation. Three basic concepts/beliefs reinforced throughout the talk are:

- 1) The divorce/death/separation/adoption is not your fault – it is never a child's fault. A divorce /separation/adoption happens between two adults. Death happens to all of us sooner or later – that is a fact, not anyone's fault.
- 2) Something bad has happened to you, but it is not the end of the world. Actually it can make you a stronger person, if you learn from it. I often teach REBT and TA strategies to help them cope with problems.
- 3) Coming from a split family is not an excuse to misbehave or not complete your school work.

Where and when does a Banana Split Group meet? No class time is missed for Banana Splits. The group meets in the counselor's office during the regularly scheduled lunch period. Each child sacrifices dining with their classmates in the lunch room and playing outside during lunch time recess on BANANA SPLITS day. Choosing to come on their own time, instead of during Math or Reading, assures that all participants are truly interested in exploring what it means to be a SPLIT.

How do you know when it is your day for SPLITS? During the period just before lunch, I personally deliver a BANANA SPLITS ticket or hall pass to the children who are scheduled for BANANA SPLITS that day. At the beginning of the lunch period, children who have tickets proceed to get their lunches and bring them to the counselor's office for SPLITS. I usually have from 10-12 groups each year, so I schedule them to meet every other week or so, providing them a regular opportunity to process being a split. I post the group's number on my schedule for the day outside my door, so that students can check ahead of time for their group's meeting day.

How do you join Banana Splits? To join a Banana Splits groups, a child must be invited or recommended for a group by a friend or sibling. A child may attend as a guest one time, but must have parental permission to attend regularly. It is recommended that both parents' permission be sought, but I accept custodial parent's permission to permit attendance. A child joining on their own empowers them to help themselves, rather than a teacher, parent, or counselor placing them in

a group. I believe this feature is another reason for widespread acceptance and success of the program. The children keep it going.

What does a typical group session look like?

Duration – 1 hour – both lunch and recess periods are used – long enough to really interact.

5 minutes. Students arrive with their lunches and get situated.

10 minutes. Students eat and talk informally. If there is a guest, we do introductions while eating lunch and go over BANANA SPLIT group rules. See attached materials.

5 minutes. Students clean up empty trays, sack lunches and take bathroom break.

30 minutes. Play the game – I “stack the deck” of question cards to raise the issues I think need raised, based on past group sessions. I alter the game rules to encourage sharing by paying more (game rewards vary from chips to cards) for longer, more open answers to questions. The winner gets to choose something from my treasure chest (junk I have collected from pencils to mouse pads).

10 minutes. Debrief the game. Why do we play this in BANANA SPLITS? What did you learn today? Do you know anyone who is from a split family who is not in SPLITS and should be invited? Note any referrals that need to be given an opportunity for individual counseling later that day or the next.

Other details.

- When a student officially joins with permission slip signed, he writes his/her name on a banana, which is then hung with his group or bunch on a large banana tree taped to the wall.
- Each bunch or group is numbered. Kids learn the numbers of their groups and know that I hold groups in numerical rotation.
- Sixth grade groups or any exiting grade level group are unique and may vote to become a talking group to process their impending transition.
- Once permission has been signed, I maintain those slips from year to year, regrouping students and starting groups as early in the new school year as possible, usually around the second week of school.
- To bring closure to the year, a real banana splits party is held with all groups together in the cafeteria – all 100+ kids. Parents and available teachers cut bananas and dip the ice cream, while students add their own toppings. It is major fun, but the event also has a major impact on all who attend. The Banana Splits kids are impressed with the numbers of kids and who they are, reinforcing their feelings of “I am not alone in this.” Staff members are also amazed at how many and who they are. It gives them a little different perspective on the subject. And the parents who volunteer to help are appreciative of the school’s effort to help them help their kids.

Collaboration: While provided by the school counselor, Banana Split Groups must be supported by the entire school staff from principal to teachers to cooks.

Information about when, where, how the groups will form and be managed is communicated to all staff members, and reviewed and discussed often, because everyone is affected in some way by the meeting of these groups.

Resources/Materials:

Resource Book: Banana Splits by Elizabeth McGonagle

www.socialstudies.com

1-800-421-4246

FAX: 1-800-944-5432

Attachments:

- A. Introductions & Rules for 1st group meeting and each time a new member attends
- B. Banana Splits Tickets
- C. Banana Splits Permission Slip
- D. Group evaluation survey/GPA/behavior tracking to be completed by/for each individual

Benchmark: Grades Pre-K-12 – Banana Splits groups can be adapted to any grade level with appropriate games or experiential tasks to stimulate conversation.

Evaluation Method(s): Monitor student attendance and attitudes toward Banana Split groups and compare GPA's and discipline records for all students from split families.

INTRODUCTIONS

1. My name is . . .
2. My age is . . .
3. I am in the . . . grade.
4. I am a SPLIT because . . .
5. I live with . . .
6. I have been in SPLITS for . . . (how long?)
7. My favorite part is . . .

BANANA SPLIT Rules
(Discuss and post in room.)

-
1. Be polite.
 2. NO put-downs.
 3. Be confidential.
(What is said here, stays here.)

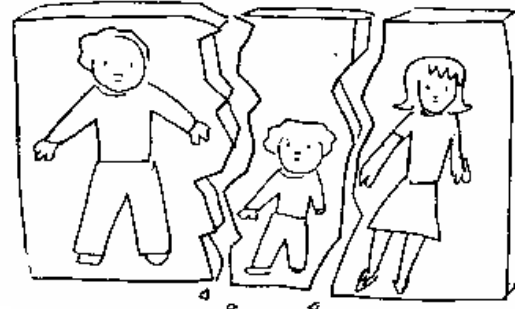
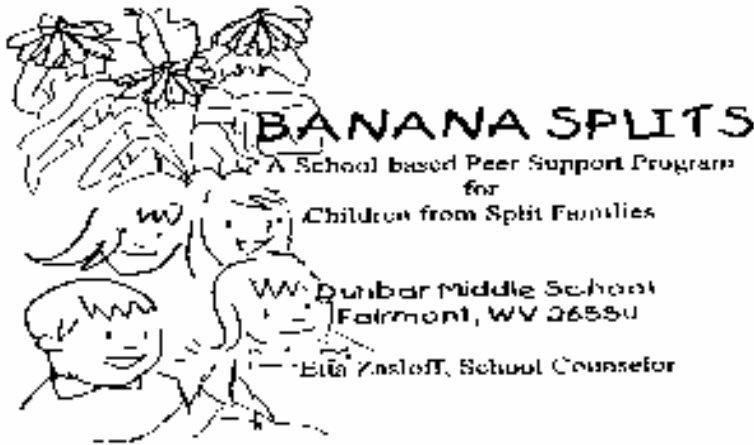
ADMIT ONE
TO
BANANA SPLITS
TODAY at LUNCH Counselor's Office

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Note: Copy n yellow tag board and laminate to reuse.



BANANA SPLITS IS ABOUT HELPING CHILDREN
BY

- Providing a time and place where it is acceptable to talk about things that scare them
- Helping them learn to share feelings honestly and confidentially
- Encouraging friendships and peer support of each other
- Teaching them to focus on a positive healthy lifestyle
- Helping them and their families toward the understanding that . . .
"ONCE A SPLIT, ALWAYS A SPLIT"

©Elizabeth McGonagle, Ballston Spa, NY

Please see the back of this sheet for additional information about the program.

BANANA SPLITS

PERMISSION FORM

I grant permission for my child to participate in a BANANA SPLITS GROUP at Dunbar Middle School, as organized by the school counselor, Etta Zasloff, MA, LPC. I understand this permission is effective as long as my child is interested and chooses to attend.

Custodial Parent/Guardian

Date

Other parent, if available

Date

Child's Name

Grade

Homeroom Teacher

Return permission to Mrs. Zasloff.

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Survey Title: Banana Splits Group Results

Name: _____ Grade ____ Date _____

1. How long have you been a member of a Banana Splits group?
2. Does being in the group help you do better at school work? Why?
3. Does being in the group help you get along better at home? How?
4. What do you think is the best part of being in a Banana Splits group?

1.	2.
3.	4.

Grades & Discipline	1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Result
GPA					
Detentions					
Suspensions					
RSP Compliance					
Attendance					

West Virginia School Counseling Best Practices

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School Phone: 986-2707

Home Phone: 363-5075

ACTIVITY TITLE: Ethical Decision-Making Skills

Targeted Grade Level/s: Fourth - Eighth

Identified Need from School Data: Discipline data shows poor decision making skills resulting in repeated detentions.

National Standard Domain/s: Guidance Curriculum – 7.3 Personal/Social – Standard 7

Competency(ies): **Lesson 1-** Students will identify personal values, attitudes, and beliefs. Students will distinguish between appropriate and inappropriate behaviors. **Lesson 2** – Students will have developed an awareness of the toughest kinds of ethical dilemmas: choosing between two rights. They will have learned four paradigms that organize right-versus-right dilemmas by exploring an example of each.

Activity Lesson Plan/Procedures:

Lesson 1 – Right-versus-Wrong. Objectives- By the end of this lesson, students will further their understanding of right-vs.-wrong and learn some tools to test whether or not the choice is wrong.

Opening: Most of the time we know if the choice is right or wrong. Our conscience tells us, or some other signal lets us know. For more difficult choices between right and wrong there are some helpful tests you can use.

What's Wrong?

Purpose: To begin a discussion about wrong choices and the factors that can contribute to making the choice that is wrong.

Key Questions: What are some reasons we make a choice that is wrong?

What are some examples of temptations?
What are some examples of rationalizing?
What two tests relate to feeling, and which two tests relate to thinking?

Process: Read through the “What’s Wrong?” story (Below). Some teachers prefer to read first and then discuss; others prefer to break up the reading load by pausing to talk about the key questions at appropriate points in the text.

Story: What’s Wrong?

It usually isn’t difficult to make a choice between doing something wonderful, that you and those around you would admire, or doing something terrible, that nobody would understand or respect. But certain factors can make a choice seem right, even if it isn’t. Perhaps the most common of these factors is temptation. Temptations can make us rationalize making choices into seeming right when, on close inspection, they are wrong.

An “Easy” Choice between Right and Wrong.

Suppose you are sitting in a crowded church and the collection plate, full of money, is passed to you. Everyone around is watching you. Some are waiting for a turn to put money in the plate. Do you grab up all the cash and stuff it in your pocket? Of course not!! You know that the church depends on this money to keep going. You know what you would think of yourself, and what others would think of you, if you took the cash. In this case it is not difficult to leave the money in the plate, perhaps adding something to it, and pass the plate along.

A Temptation.

Now suppose you’re walking along the street. The man in front of you drops a ten-dollar bill on the ground. You pick it up. You know that the money belongs to the person in front of you. You know that if this were your money, you would want it returned to you. But you also know the man doesn’t realize he’s dropped the money. No one else sees you pick it up. You can keep the money and no one will know except you. Even though you know it is wrong, you may be tempted to keep the money. Maybe calling to the man and handing him the cash will be a little harder than passing the collection plate and church!

Rationalization.

Now suppose you are still on the street, holding the ten-dollar bill. You can call to the man in front of you, but your mind starts asking all sorts of questions. ‘Does this man really need the money he dropped? Do I, perhaps, need the money more? Will it really matter if I don’t return the money? Will the man even notice the money is missing? What if the man stole the money in the first place—does he really have the right to keep it? Isn’t it okay for me to keep the money?’ All these questions are a way for your mind

to rationalize making the choice to keep the money. You're trying to convince yourself that keeping the money really isn't wrong.

Understanding temptations and rationalizations can take time, and making wrong choices along the way can be a part of the process for learning to make the right ones. All of us have made wrong choices at one point or another in our lives. Sometimes, even adults make choices they think are right at the time but later decide are wrong. Perhaps the best strategy for making right choices is to be aware of every signal that may indicate the choice is wrong. The following tests are designed to do that.

Four Ways to Tell Right From Wrong

If you're not sure whether a choice is right or wrong try these four tests. If your choice fails to pass any of these tests, it is probably wrong!

- 1. The Rule Test.** Does the choice you're about to make go against a rule or law? Some rules and laws are written down and easy to consider. There are probably rules in your classroom and school that are written in the handbook or posted on a wall. If your choice goes against an established rule or law, then clearly it doesn't pass the RULE TEST.
- 2. The Gut-Feeling Test.** Our intuition or instinct can be a sharp indicator of whether the choice is right or wrong. Take time to check how you feel about the choice you're about to make. What happens to your body when you think about the choice? Do you start to sweat? Do you feel queasy? These may be physical indications that your choice doesn't pass the GUT-FEELING TEST.
- 3. The News Test.** Imagine the choice you're about to make finds its way into the news tomorrow. Maybe film footage of your choice will be broadcast on TV. Maybe your choice will appear on the front page of the newspaper. Perhaps your choice will be announced over the loud speaker at an assembly, or other class meeting in school tomorrow. Imagine each of these possibilities. In each case, do you feel comfortable with the choice? If you feel in any way ashamed or embarrassed about the announcement of your choice, it doesn't pass the NEWS TEST.
- 4. The Role- Model Test.** Think of an adult you know well and admire. This might be a teacher you've had in school, a neighbor, or a relative. Now imagine this special adult faced a choice you're about to make. Would your role model make the same choice? If you have a conversation with this adult, what advice would you receive? If an adult you admire would probably not make this choice, it doesn't pass the ROLE-MODEL TEST.

Background Information for Teacher on Right –vs.-Wrong.

Ethical Decision-Making Skills:

Right Versus Wrong: Knowing the Difference

The first step in ethical decision making is to be sure you really have a dilemma.

Most people faced with a choice between the right, the wonderful, and the good on the one hand and the wrong, the terrible, and the bad on the other hand will choose to do the right thing. However, sometimes we're tempted to do wrong.

Right-versus-wrong decisions really are not ethical dilemmas. They are simply decisions in which we are tempted to do what we know is not right. Most of the time we know if a choice is right or wrong. Our conscience tells us, or some other signal lets us know. One definition of wrong is "not in accordance with an established standard."

We used to think that most adults pass to their children an understanding of the difference between right and wrong, even if the children sometimes disregarded it. However, there is growing evidence to indicate that because of the changes in family structure, the amount of time parents spend with their children, and a variety of other factors, this intuitive understanding about right and wrong is not necessarily being transmitted to or developed in children today.

"The Four Ways to Tell Right From Wrong" attempts to give students some of the tools for discerning right from wrong, concepts they may not have already begun to develop on their own. The first test encourages an awareness of established rules or laws. The second test encourages an awareness of intuition or instinct. The third test encourages an awareness of others' perceptions. The fourth test encourages awareness of individual values or principals.

While the role-model test can be a powerful tool for discerning wrong, it can also be problematic. Teachers should explain to students what the role model means for the purposes of the fourth test for wrong. The student's role model must be an individual the student knows well enough to predict his/her behavior based on values. Famous rock stars or film heroes do not apply in this case because, although they may be glamorous, students probably have very little information about how they really make ethical decisions. Fully developed characters from books and movies may fit the bill as role models, except that, if they are not alive or never were, the credibility of the test is at risk (if someone said "prove it," you could not).

Sometimes the very best role model for the student is you, the teacher. Dr. Ruby Payne, author of the book *Framework for Understanding Poverty*. She defines poverty as the "extent to which a person lives without resources." According to Dr. Payne, one of the most important resources is emotional because it encourages a person to never give up, despite all that is going against that person. It is primarily through role models that one learns to live emotionally. Therefore, do not be afraid to consider yourself as an example for those students who have difficulty thinking of a real person in their lives outside of school whose choices they respect.

Lesson 2 – Right-versus-Right: Analyzing Ethical Dilemmas

Let's begin by looking at some definitions of ethics:

Definition One: Ethics as "doing the right thing."
Often "doing the right thing" is about thinking before acting.

Definition Two: Ethics as "obedience to the unenforceable."
Something is unenforceable if there is no rule or law forbidding. But there are some things most people would not do even though there is no law about it, such as scaring a baby or cutting in line at the movie theater.

Definition Three: Ethics as a choice between two rights—tough decisions we call right-versus-right ethical dilemmas.

Definition: Ethical Fitness is like physical fitness. It has to be practiced to be learned.

Imagine you are on the beach and you hear a swimmer calling for help. If you know how to swim and are in good shape, you can try to save the person in danger of drowning. If you're out of practice, you both might drown. Learning to swim well takes lots of practice. In a like manner, when a tough ethical decision comes at you with no warning, you need to be prepared to think it through and respond.

Right-versus-right dilemmas, and the value conflicts they represent, can be discovered at the heart of most literary classics and most historical struggles across cultures. Perhaps this is because they represent the most fundamental ingredients to humankind's search for meaning.

- You learn, while in the locker room, that you been selected for the team, but your best friend hasn't. The person who tells you swears you to secrecy. Later that day, your friend asked you if you know who made the team. Should you tell your friend what you know?
- You and a group of other students are worked hard to plan a special school open house to raise money for the school. A few weeks before the event, the sports boosters club, run mostly by adults, gets involved in begins to take over organizing for the event. Should you and your friends confront them about taking over or go along with them?
- At a picnic given by your employer for all the company's employees, you observe that your supervisor—who is also friend—has had a bit too much to drink. As you're walking home after the party, he stops his car and asked if you'd like to ride home. Do you refuse his offer, perhaps jeopardizing the friendship, or take a chance on not getting home safely?

Perhaps you have faced tough decisions such as those described above. **These tough decisions – which we call *ethical dilemmas*** – typically are not questions of right-versus-wrong, such as those described in Module Four. Rather, they are ***right-versus-right***

dilemmas, in which two of the core values in our personal code of ethics come into conflict.

In a right-versus-right dilemma, there is some right on both sides, but you can't do both. The challenge is to figure out which side is the "higher" right.

Before thinking about how to solve the problem, though, it is important to understand what, exactly, the problem is all about – this process is called *ethical analysis*. **Ethical analysis involves asking questions such as:**

- Whose problem is it anyway? Who is the actor?
- What are the critical facts that come into play in this situation?
- Does my dilemma pass the four right-versus-wrong tests?
- Which of my ethical values are coming into conflict? What are the two rights?
- Why are they in conflict? Why is each one right in some way?

Let's take the first example, in which you know that your best friend has not made the team.

You learn, while in the locker room, that you been selected for the team, but your best friend hasn't. The person who tells you swears you to secrecy. Later that day, your friend asked you if you know who made the team. Should you tell your friend what you know?

In this story, *you* are the actor because you are the one who has to decide whether or not to do something, to take some *personal responsibility* for the situation.

First, ask: Is this really a right-versus-right dilemma, or is it simply a question of right-versus-wrong?

1. Is illegal to either tell or not tell? No, it's not a question of the law.
2. Do I have a gut feeling that either action is the wrong thing to do? No, there is something to be said for telling and for not telling.
3. How would you feel if your decision appeared on the front page of the local newspaper? Well, on the surface either way might sound okay with some explanation.
4. What would your favorite role models do in a similar circumstance? Probably they would see this is a real dilemma, too.

So, if we cannot say definitely that one side is clearly right and the other clearly wrong, we have a right-versus-right ethical dilemma. What are the two rights that you face?

- 1) It is right, on the one hand, to tell your friend the truth about not making the team. After all, you know the truth, and what kind of world with this be if people

did not honor the truth? Perhaps your friend would prefer to hear the truth from you and would be grateful to you for time to adjust to the idea.

- 2) It is right, on the other hand, not to say anything to your friend because the person who told you in the first place ask you to keep it a secret and you must be loyal to your promises. Also, your friend may prefer to hear the news from the coach and may be unhappy with you if you tell.

In this example, the right-versus-right dilemma you face is of the truth-versus-loyalty type. The idea of truth-versus-loyalty as a way of describing your ethical dilemma is called a paradigm. A paradigm is a relatively simple way to explain facts or events that appear to be complicated.

Activities for Right-versus-Right Dilemma Analysis

Objectives: By the end of this lesson, students will have developed an awareness of the toughest kinds of ethical dilemmas: choosing between two rights. They will have learned four paradigms that organize right-versus-right dilemmas by exploring an example of each.

Opening: Now that we have learned some tools for determining whether a choice is right or wrong, let's explore an even tougher kind of decision: when both choices are right. We will learn about four different kinds of right-versus-right dilemmas.

Activities

1. Class discussion: To introduce the concepts for analyzing tough right-versus-right dilemmas.
2. Role Playing: To help students visualize dilemma scenarios and formally script the language needed to analyze them.

Note:

The Institute for Global Ethics makes a right-versus-right dilemma analysis of primary focus. We find that students readily understand the idea of "two rights" if it is introduced carefully. As often as possible, modeling the language will help them to order the ideas. Therefore, if/when you describe dilemmas to your students, consistently model the following sequence so that they, in turn, will do the same:

Thoroughly explain what happened.

Thoroughly describe the context.

Clearly identify the actor.

State the two rights (e.g., "It was right for George to _____ because _____. It was right for George to _____ because _____.")

When students ask questions to gather this information, encourage them to use the same sequence and language.

When students answer such questions, try not to let them skip or disrupt the sequence. If the events and context are not clear for example, the actor may not be correctly identified.

If the actor is never identified, the two rights are impossible to discern.

If the two rights are not stated, the paradigm cannot be determined.

"Stating the two rights" is the step both children and adults often skip. However, it can be the most revealing about the way the individual is thinking through the dilemma.

It pays to promote the steps of habits from day one.

Remember that dilemmas often fit more than one paradigm. This is an opportunity for students to develop divergent thinking skills as they justify why a dilemma could represent one category or could represent another. However, for the purposes of analysis, make sure to determine which paradigm seems most dominant when more than one apply. Some dilemmas may seem wrong, but are right-versus-right to the actor.

#1 Activity: Class Discussion

The Four Dilemma Paradigms Activity

Purpose

The Four Dilemma Paradigms reading is designed to give students a simplified background about how to categorize right-versus-right dilemmas.

Process

- Read The Four Dilemma Paradigms reading in small groups, individually, or as a whole class.
- When the reading is completed, pass out the Right-versus-Right handout and have students help you fill in the "choices" blanks on the flip chart.

READING: The Four Dilemma Paradigms

We've learned from our work that most everyone faces tough ethical dilemmas from time to time. We've also learned that each ethical dilemma usually fits one (or sometimes more than one) of four categories. We call these categories *dilemma paradigms*.

The Four Dilemma Paradigms

1. **Truth-versus-Loyalty:** Sometimes we need to make a choice between being honest and be loyal (or responsible) to another person. In times of war, captured soldiers often have to choose between telling the truth to the enemy or remaining loyal to their fellow soldiers. Most of us have been faced with choosing between telling the facts or protecting a friend (or sibling) who might get in trouble as a result. These are examples of truth-versus-loyalty choices.
2. **Short Term-versus-Long Term:** Sometimes it is necessary to choose between what seems best for the moment and what seems best for the future. Parents often have to make these choices. They have to choose between how much money to save now, for example, and how much to save for later. Have you ever had to choose between having fun or practicing a musical instrument or sport? If so, you were making the short-term versus long-term choice.
3. **Individual-versus-Community:** "Individual" in this paradigm doesn't always mean "one person." It can refer to any small group in relation to a larger one. Likewise, "community" in this paradigm can mean any larger group. It can mean your actual town community, but it can also mean your school community, a community of friends, or your family. Individual-versus-community dilemmas are about making a choice between what's right for one person or small group, and what's right for

another larger group. Teachers often have to make choices like this in the classroom. If one group needs more time to work on the project, but all the other groups are ready to move on, what is the right choice to make? The teacher may be faced with an individual-versus- community dilemma.

4. Justice-versus-Mercy: Sometimes it is right to stick to a rule, but it can also be right to make an exception. The choice to obey a rule can be made out of respect for justice (or fairness). The choice to bend a rule can be made because of mercy (or compassion). Suppose there is a rule at your house that you have to be home in time for dinner. Suppose one day you arrive home late because a friend needed your help. That might present a justice-versus-mercy dilemma for your parents. Should there be some consequence for breaking the rule about arriving home in time for dinner, or should your parents make an exception?

Activity #2: Role Playing Paradigm Examples

Purpose: To help students visualize dilemma scenarios and formally script the language needed to analyze them.

Process:

- Select groups for role-playing.
- Distribute the dilemma examples to each group and allow them to choose a story to role-playing, or assign them one. Have each group fill out the Dilemma Worksheet and Which Four Dilemma Paradigm Fit? Story graphic for the dilemma example. Sometimes more than one paradigm applies. Ask students to circle the paradigm that best fits, and to underline others. Check their answers before inviting them to prepare to role play the example.
- Instruct students to design script so the information unfolds in the same sequence as suggested in the Note. Post the sequence of the flip chart if necessary. In this lesson we are most interested in clarifying the two rights of the dilemma and the paradigm that fits best, by using the language and sequence described in the note to teachers and mirrored in the worksheet.
- Provide adequate time for students to prepare their scripts and practice. Suggest they find a way to set the stage for the rest of the class prior to begin in the role-playing. For example, the narrator might describe the setting and events that have transpired up to the dilemma, or a narrator might act as a vehicle for communicating the thinking of the dilemma's actor.
- When students are ready have them perform the role- play for the rest of the class. Focus on one example at a time, if more than one group is presenting.

FOUR DILEMMA PARADIGMS

We find, generally, that right-versus-right dilemmas, however difficult, typically reduce themselves to one or more of the following four paradigms:

<p>TRUTH</p> <p>VS</p> <p>LOYALTY</p>	<p>As in the previous example, this paradigm is about being honest versus keeping one's promises. In practice, the most common kind of truth in truth-versus-loyalty dilemmas is based on accurately reporting the facts. This, in turn, tends to promote trust and a moral society in general. Loyalty, by contrast, focuses not on statements of fact but on perceptions of allegiance – allegiance to friend, a group, or a set of ideas.</p> <p>Consider two more examples:</p> <p><i>You know that your best friend's boyfriend is cheating on her, but she is totally unaware of this. Should you tell her about it or not interfere?</i></p> <p><i>You observe another student vandalizing the school. The next day the principal calls you into the office and asks: "Do you know who vandalized the school?" What should you say?</i></p>
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SELF
VS
COMMUNITY

The second dilemma paradigm places the interests of the individual, standing alone, against those of the individual as part of the larger community. Or it could be about the interests of a small group compared to those of some other, larger group.

Whistle-blowers face this type of dilemma when trying to decide whether or not to report a problem in the workplace (or a school). If I blow the whistle to protect the community as a whole, what will happen to me? Will I be rejected by my friends? Will I lose my job? But if I don't blow the whistle, what will that mean for the health and safety of the world in which I live? Also what if I blow the whistle, and I'm wrong?

What would you do in these cases?

You've been working for a company for several months when you learn, indirectly, that the company's management is doing something illegal and dangerous to the environment: they've been sending toxic waste water into a nearby river. You've just bought a new car and rented an apartment for the coming year – you need the job. Should you report the company for these illegal activities and risk your job, or keep your mouth shut?

Your parents tell you the family will be moving to a different state next year. You'd rather finish your senior year in your current community, and a neighbor has offered to let you stay with them. Should you move with your family, as they would prefer, or stay with your friends, which you'd rather do?

**SHORT TERM
VS
LONG TERM**

Here, the immediate survival requirements of the present oppose the need for a safe and secure future. If we don't feed ourselves today, we won't live to see tomorrow. But we must plan ahead for tomorrow, perhaps even making some sacrifices today, if we are to guarantee a reasonable "today" for ourselves and others in the future. Some examples:

You have been saving for college for many years. Now that you are sixteen, you want to get a job and put more money toward this goal. However, you will need transportation to get to and from work. Should you dip into the college account in order to buy a car or just use the bus?

You've been working afternoons at a job that offers you the experience needed to secure a better job down the road, but the pay is low. Then a local factory owner offers you another job with a much better wage but no future. Your parents really count on your income to help pay the bills, but if you take a higher paying job, you'll likely be giving up future opportunities.

**JUSTICE
VS
MERCY**

This paradigm is about the conflict between fairness in equal treatment of everyone on the one hand, and compassion and understanding of special circumstances on the other.

Do we treat everyone alike with no exceptions? Or do we look at each situation separately and treat each individual in a personal, caring way? Some examples of justice-versus-mercy dilemmas are:

While walking in your neighborhood one day, you notice the local dog catcher's truck coming down the street. He has picked up a homeless puppy and stops to ask you if you know to whom it belongs. You've never seen the puppy before. He says that the puppy will have to be put to sleep if the owner can't be found.

Should you offer to take the puppy home even though you are not sure you have the time or the money to care for it, or should you let the dog catcher carry out the law?

As a teacher, you have a student who has worked very hard this term and showed significant improvement but, nonetheless, has not reached a passing grade. Should you pass or fail the student?

To gain practice in identifying the "rights" that are in conflict, try thinking about the dilemma examples in this reading. Each of these is a real-life situation shared by someone like you and your students.

Dilemma Worksheet (Make copy for students)

1. 1. Who is faced with the dilemma?

2. 2. What are the two rights?

It is right to _____

because _____.

It is right to _____

because _____.

1. 3. Which paradigm does the dilemma fit?

Truth-versus-Loyalty

Justice-versus-Mercy

Self-versus-Community

Short Term-versus-Long Term

4. Could other paradigms fit? If so, which one (s) and why?

Discuss your idea with your group.

Which Paradigms Fit?

1. Circle the paradigm that best fits your story. Fill in the information.
2. Underline other paradigms that fit. Fill in the information.

<p style="text-align: center;">Truth vs. Loyalty</p> <p>It is right to _____ because _____</p> <p>It is right to _____ because _____</p>		<p style="text-align: center;">Individual vs. Community</p> <p>It is right to _____ because _____</p> <p>It is right to _____ because _____</p>
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<p>Story Title: _____</p>

<p style="text-align: center;">Short Term vs. Long Term</p> <p>It is right to _____ because _____</p> <p>It is right to _____ because _____</p>		<p style="text-align: center;">Justice vs. Mercy</p> <p>It is right to _____ because _____</p> <p>It is right to _____ because _____</p>
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Stories to use in Role Plays (Make one copy for each group)

Helping Grandpa

Todd is a young man with a family. Todd needs a job.

One day, he is called for an important job interview. This is Todd's chance! If he makes a good impression of the interview, he might get a good job!

On his way to the interview, Todd passes his grandfather's house. To his dismay, Todd sees his 80-year-old Grandpa on top of the ladder trying to put in a window.

But Todd is dressed up and ready for his interview. If he stops to help his grandfather he might be too late for his interview.

The Playground Fight

Roger and Damon like to play touch football with other kids during recess. They're good friends and always play on the same team. Roger is easygoing, but Damon's temper sometimes flares.

One day during a game, Damon gets mad when he misses an interception. Instead of tagging the other player, Damon knocks him down, and the two boys start to fight. As Roger watches the scuffle, a teacher comes to break it up.

The teacher did not see how the fight started. Should Roger tell who is to blame?

The Fund-Raiser

The sixth-grade class is having difficulty raising money for next fall's class trip to Washington, D.C. One of the sixth-graders' parents, Mrs. Shelton, suggests the children organize fundraising events for two Saturdays in April. It has been a long winter, and now that April has arrived, the sun finally is out. Suddenly, it is warm enough to play ball and other things outside. The first Saturday fund-raising event is a miserable failure. Only three of 15 students show up to help. Mrs. Shell decides to speak to the whole class about next Saturday's fundraiser.

"Either you enjoy the April whether next Saturday," Mrs. Sheldon exclaims firmly, "or you give it up to enjoy a trip to Washington D.C. next fall. You can't do both. The choice is yours."

The Overdue Book

Matt is an enthusiastic reader. He comes to the public library every week to return books and take out more books. In the three years that Matt has had a library card he has never had an overdue book.

One day, Matt approaches the librarian, Mrs. Morgan. Matt looks sad and worried. He explains that he visited his aunt in another state over the weekend, and he left his library books at her house. By the time she returns the books by mail, the library fines will be high.

Mrs. Morgan thinks carefully before responding. Should she hold Matt to paying the big library fine, or should she make an exception because he has been so good about returning books in the past?

Collaboration: May be taught by the classroom teacher or school counselor. Consult principal for discipline data.

Resources/Materials:

Preparation and Materials:

Lesson 1-

- Make a copy of the "**What's Wrong?**" reading for each of your students or chart a graphic of the story. (See reading above.)
- Set the class up so that everyone can speak easily to everyone else, and so you do not occupy a more prominent or dominant position than anyone else does.
- Write the key questions below on the board.

Lesson 2 - Review each example of the paradigms on the above pages. Decide whether you'll assess students to volunteer for this assignment or divide the class into groups and require each group to present to the entire class. Pay attention to the number of students necessary to act out the dilemma example. **Activity 1**- Depending on their reading capability, you may want students to read The Four Dilemma Paradigms reading individually, in small groups, as a whole group, or listen as you read. You will need to make copies accordingly. Make a copy of the Right-versus-Right hand-out for each student.

Also, have in mind some simple examples of each of the **dilemma paradigms** in case your students need further explanation.

Copy the structure of the **Right-versus-Right handout** on the flip chart, but leave the "choices" blank for now.

Provide a **dilemma example**, a copy of the **Dilemma Worksheet and Which Paradigms Fit? story graphic** for each group.

Benchmark: Eighth Grade

Evaluation Method(s): Consult with Principal one month later to determine results in discipline reports.

(Lesson adapted from Marshall University on-line graduate course – Humanities 560 – *Character Education at its Best*. Patricia Hatfield & Nancy Shumate, Instructors.)

West Virginia School Counseling Best Practices

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ACTIVITY TITLE: Hey, Little Ant

Targeted Grade Level/s: First - Sixth

Identified Need from School Data: Discipline Data shows “bully behavior” conflict between students.

National Standard Domain/s: 7.3 Personal/Social, 7.3.1. Standard 7 – Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Competency(ies): Students will identify personal values, attitudes and beliefs. Students will understand the need for self-control and how to practice it. Students will recognize and respect individual ethnic and cultural differences.

Activity Lesson Plan/Procedures: Introduction: This is a story of a Kid, who sees an Ant and allows it to plead its case before deciding whether or not to squish it.

Read the Story: Either read by teacher or have two students play the role of “Kid” & “Ant”.

Discussion: Who are the “ANTS” in your life? People whom we’d rather not deal with. Ex. –Bullies – Bite us with their words. People who are different than we are – by skin color or size.

1. Pass out the bookmarks.
2. “ANTS” is an acronym to help us deal with the ants we meet.
3. Accepting people’s differences is **AWARENESS**. If we know where the anthill is – then we can make smarter choices. Ex. – Going around it, getting an adult to intervene and help us manage the ants or figuring out how to deal with the ants ourselves.
4. Often we acquire the skill of **NEGOTIATION**, an example is the child’s dialogue with the Ant. We can talk about our different perspectives and, if we can’t reach a consensus, we can at least agree to disagree.

5. Discuss the value of **TOLERANCE**, of simply accepting differences. We're not all the same - wouldn't it be boring if we were? – And sometimes we need to just respect those around us who might be different.
6. Consider what it means to treat people with **SENSITIVITY** and empathy. "Sensitivity is putting yourself in the other person's shoes"

Conclude – should the ant get squished? Should the ant go free?

Background material for teacher –

Hey, Little Ant, tells the story of a Kid, who sees an Ant and allows it to plead its case before deciding whether or not to squish it. The Ant challenges the Kid to reverse their roles by asking – "If you were me and I were you, what would you want me to do?" The concluding question allows students to decide for themselves what the outcome should be.

After you read the book aloud to the students, begin a discussion about the "ants" in our lives, people whom we'd rather not deal with. These could be bullies, perhaps, who try to bite us with their words, or people who are somehow different than we are, maybe in size or skin color.

Next distribute the bookmarks that are designed with the acronym ANTS – for Awareness, Negotiation, Tolerance, Sensitivity – to complement the text and help explore the ways we can deal with the "ants" we meet.

Discuss that the first step towards accepting people's differences is Awareness. If we know where the anthill is, then we can make smarter choices, like going around it, getting an adult to intervene and help us manage the ants, or figuring out how to deal with the ants ourselves. Often we acquire the skill of Negotiation, so beautifully modeled by the child's dialogue with the ant. We can talk about our different perspectives, and, if we can't reach a consensus, we can at least disagree.

Discuss the value of Tolerance, of simply accepting differences. We're not all the same—wouldn't it be boring if we were? And sometimes we just need to respect those around us who might be different.

Finally, we considered what it means to treat people with Sensitivity and empathy. In one student's words: "Sensitivity is putting yourself in the other person's shoes."

For the lower grades we discuss "putting yourself in the other person's shoes", and celebrating our difference.

Collaboration: May be completed by classroom teacher or school counselor. Consult with Principal to gather data on discipline reports.

Resources/Materials: The book - *Hey, Little Ant*. By Phillip & Hannah Hoose. Illustrated by Debbie Tilley. Handouts: Grades 1st – 3rd Celebrate Our Differences! activity, Grades 4th – 6th "ANTS" bookmarks - cut.

Benchmark: Sixth Grade

Evaluation Method(s): Check with Principal 2 to 4 weeks after lesson to determine influence on discipline reports.

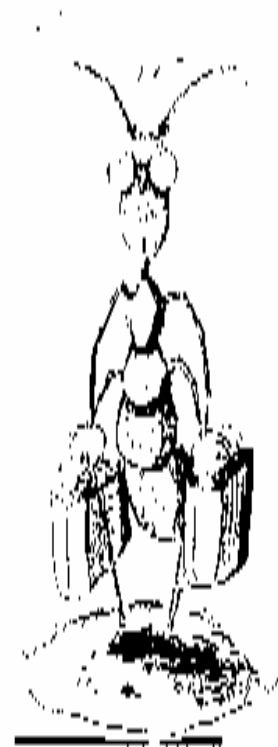
(Lesson adapted from – *Teaching Tolerance, Fall 2001*. Idea Exchange. Barbara Gruener, Texas.)



Awareness



Awareness



Awareness

Negotiation

Negotiation

Negotiation

Tolerance

Tolerance

Tolerance

Sensitivity

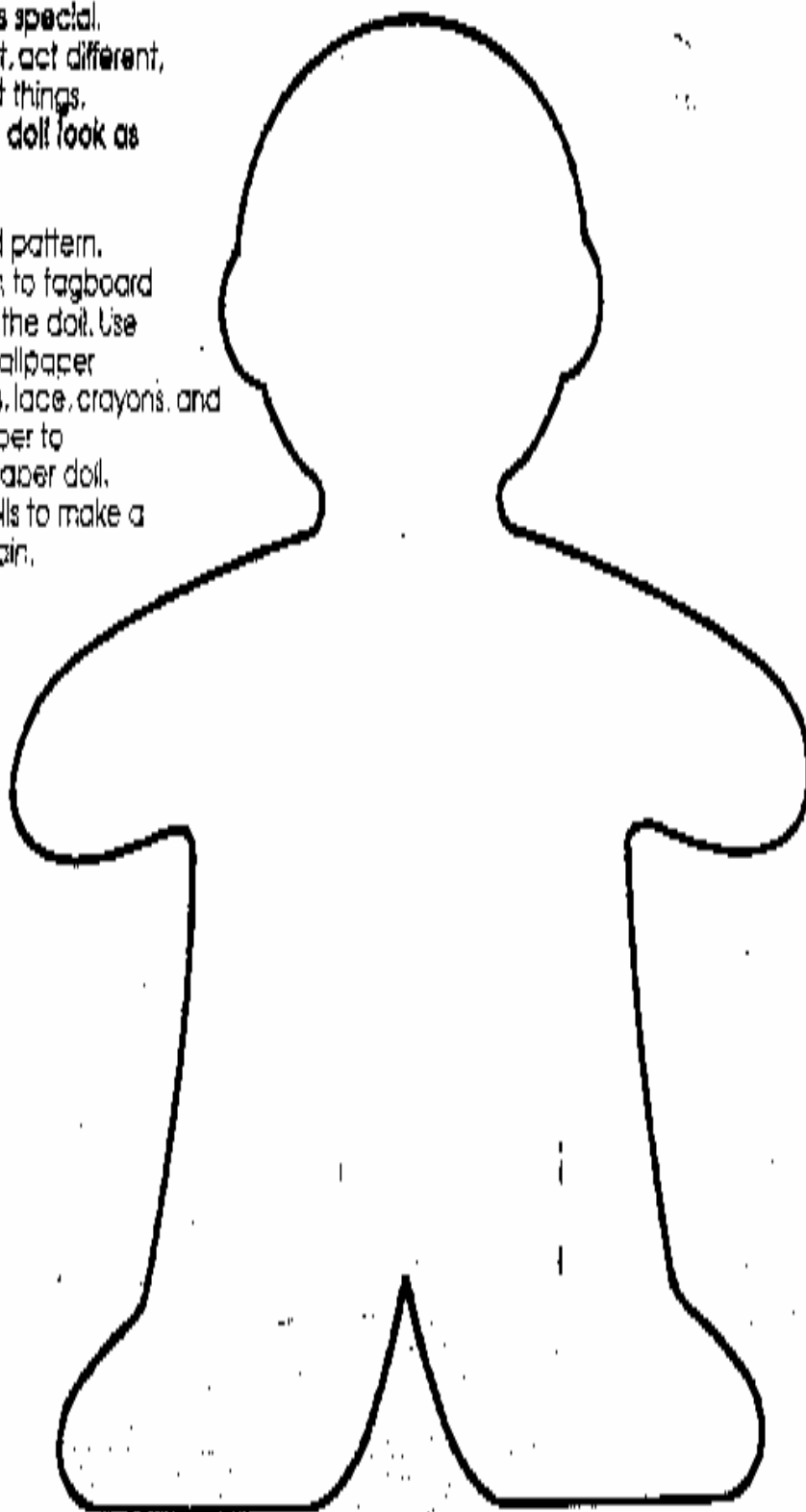
Sensitivity

Sensitivity

Celebrate Our Differences!

Each one of us is special.
We look different, act different,
and like different things.
Make this paper doll look as
special as you!

Cut out your doll pattern.
Glue the pattern to tagboard
and cut around the doll. Use
yarn, material, wallpaper
samples, buttons, lace, crayons, and
construction paper to
decorate your paper doll.
Link all of the dolls to make a
class people chain.



WV School Counseling Best Practices

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ACTIVITY TITLE: Introducing Career Clusters

Benchmark: 5th / 6th grades

Identified Need from School Data: Students all chose “attend college” as their career option on the SAT 9, exemplifying a need for broad based information about opportunities that exist for education and employment beyond high school. Developmentally, students, age 10-12, are thirsting for “real world” scenarios that provide hope for their futures.

National Standard Domain/s: Career Development/Standard C

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

Competency(ies): b. Students will learn about the variety of traditional and nontraditional occupations.
c. Students will develop an awareness of personal abilities, skills, interests, and motivations.
o. Students will learn how to respect individual uniqueness in the workplace.
q. Students will develop a positive attitude toward work and learning.

Activity Lesson Plan/Procedures: Activities are a combination of **six teacher directed lessons**, provided by the counselor, and **community speakers**, organized by the counselor. Students view and discuss an interactive PowerPoint presentation or an overhead projector discussion, which introduces each of the six career clusters, and participates in a group activity that reinforces current career development vocabulary and themes of the career clusters. Students receive six three-fold brochures, which present to them in writing the details of each career cluster. Within the week of each introductory career cluster lesson, four community speakers, representative of the cluster being studied, are set up to “share their career journeys” in a large group setting.

Collaboration: The counselor works with the entire school staff through the instructional piece of the school wide Responsible Students Program. Weekly lessons are delivered by teachers with brief discussion/training/evaluation occurring each month at Faculty Senate meetings. Lessons are delivered to teachers in monthly packets. This collaborative model serves a dual purpose. It keeps teachers painlessly current in career development and provides immediate feedback to the counselor of student response to the lessons to inform future practice.

Resources/Materials: *Introducing Career Clusters*, © 2000 by Etta Zasloff, an instructional module which includes CD with PowerPoint Shows and three-ring binder with group activities and reproducible brochures and group activities. Can be purchased at <http://zdsconsulting.com> or email ettazasloff@yahoo.com.

Evaluation Method(s): Anecdotal Teacher/Student/Parent Comments about activities, student motivation toward school, and survey of student choices on career inventories.

West Virginia School Counseling Best Practices

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ACTIVITY TITLE:

Senior Class Events and Deadlines
With a Focus On
Post-Secondary Scholarship Information

Targeted Grade Level(s): 12

Identified Need from School Data:

Students and parents complained about the lack of scholarship assistance and lack of a scholarship and post-secondary information base prior to my transferring to this school in September, 2001.

National Standard Domain(s):

7.1 Academic Development.

7.1.2 Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Competency(ies):

- e. Students will organize and apply academic information from a variety of sources.
- n. Students will identify post-secondary options consistent with interests, achievement, aptitude and abilities.

Activity Lesson Plan/Procedures:

On the Monday prior to the first day of the month, I publish a calendar of senior events and deadlines along with a comprehensive description in table format of upcoming scholarships for the current month plus one month ahead. On the Monday prior to the first day of the month, this information is hand delivered, by me, during the second block of the day to all classrooms that contain seniors. The reasons I personally deliver these two documents is to (1) approach the students and (2) make contact with the teachers. I print from the WVEIS system a class roster of all second block classes. The names of seniors are highlighted so that the second block teacher will know who to specifically give this information to in the event the teacher is too busy either testing or

working with their class when I make my rounds. In addition, the monthly calendar is mailed home to the parents of all seniors. This is done because, as we all know, teenagers don't always make it home with the items/information that we suggest they share with their parents or guardians. This has proven to be a fantastic public relations tool for my office and me. Granted, this process requires numerous hours of research to compile such comprehensive pieces of data; however, it is well worth the time and effort when a senior shares with me that there was no other way they could have furthered their education without scholarship assistance. Also, when the senior awards assembly rolls around and I see the many scholarships my seniors are awarded, I am proud of the hard work seniors have invested in completing application forms and writing essays.

In addition, I place on the absence list each Monday a listing of deadlines and events for the week. Teachers read this portion of the absence list to seniors throughout the day. This, I believe, also causes the underclassmen that hear these announcements to start thinking about their future and realizing that there is aid out there for them in the way of scholarships.

Located in my office waiting room/career laboratory is an accordion-style file box that contains copies of all scholarship application forms in alphabetical order.

Furthermore, I update a web page located at <http://reinvent.k12.wv.us/lt/homepage.nsf/HomePages/victoria+clay> each Sunday. This web page contains details regarding all scholarships for the current week as well as other information pertinent to seniors and their parents/guardians. Students and parents who have chosen to provide me with their e-mail addresses are informed of information and deadlines periodically through e-mail contact. I have established an e-mail address that is used for school-related issues only at mrsclay@teacher.com. The students and parents understand that this address is not my personal e-mail address. I stress this to them because I do not want either parents or students to have the false pretense that I can be contacted 24 hours a day, 7 days a week! Magnets are presented to all parents and students with these two addresses printed on them.

All of the above details regarding the manner in which I disseminate information are relayed to students and parents early in the school year during the Senior Information Night Assembly. I have prepared an extensive PowerPoint presentation for this night. It has been well received by all parents and seniors who attended as well as guest speakers, administrators, and other counselors in attendance.

Collaboration:

I work with the cooperation of each classroom teacher to disseminate information and reminders to seniors in their classrooms. Also, I work closely with the teachers by speaking to their senior classes on a regular basis as well as conducting senior class information meetings in the school auditorium from time-to-time throughout the school year.

Resources/Materials:

See copies of the following:

- Monthly Calendars
- Periodic Scholarship and Information Listings
- Senior Information Night Assembly Night Program
- Junior Class College-Bound Preparation Handout
- Magnet

I utilize the Internet to a great degree to conduct my searches regarding scholarships and upcoming events/deadlines at local colleges and universities.

Benchmark:

Ensure that all seniors have access to post-secondary resources.

All seniors have access to the same material.

Educate seniors and their parents/guardians regarding funding options available to further their education past high school.

Evaluation Method(s):

Data is compiled regarding:

- the number of students who opt to further their education
- the number of students who visit the scholarship file box located in my outer office
- the number of students who receive scholarships
- the overall satisfaction of parents/students which is articulated to me personally and through others

WV School Counseling Best Practices

Name: Barbara Blackburn Title: Counselor
School/County: Greenbrier East H. S. Email: bbb1798@yahoo.com
School Phone: 304-647-6464 X15 Home Phone: 304-645-3939

ACTIVITY TITLE: *SENIOR INTERVIEW EXPOSITION*

Targeted Grade Level/s: 12TH

Identified Need from School Data: During the senior year, students are making the final transition from school to work. Students entering the world of work and post-secondary institute must interview for part-time and full-time jobs. Local employers report that students have poor interviewing skills and more needs to be done to prepare students for this process.

National Standard Domain/s: CAREER DEVELOPMENT

Standard 6: Student will understand the relationship between personal qualities, education and training, and the world of work.

Competency(ies): 6h) Students will demonstrate how interests, abilities, and achievement relate to achieving career goals. 6k) Students will apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and mentoring experiences.

Activity Lesson Plan/Procedures: All seniors are required to participate in a mock interview during an Interview Exposition. We have a multi-building facility. While the 10th and 11th grade students are testing, the seniors are participating in mock interviews. Volunteers from businesses throughout the community who are experienced interviewers are assigned to classrooms and offices. All interviewers have been sent a packet with: room assignments, suggested interview questions, information on contents of student portfolios, an interview evaluation form to critique students, a schedule of the days activities, and an invitation to an opening reception. Upon arriving interviewers go to reception room where they are greeted by the Principal and Senior Counselor who welcome, thank them for their time and review interview procedures. They then go to the room and wait for their students to interview who arrive at fifteen minute intervals. Seniors must arrive with their portfolios fifteen minutes prior to their scheduled interview, greet the receptionists who are parent volunteers, get their interviewer name and room assignment, and proceed to complete their interview.

Collaboration: This project involves much collaboration. There has already been collaboration with English teachers who assist the seniors in preparing their portfolios that are required for a grade. The English teachers further collaborate by giving up class time to allow a National Guard representative present a “Career Directions” workshop on job readiness and interviewing skills.

The counseling department also collaborates with parent volunteers who do much of the planning and preparations for the actual interview day. They compile a list of individuals from local businesses to invite. They send out the invitations to participate in the “Interview Exposition” with reply cards to return accepting or declining the invitation. They also make up the schedule assigning room numbers, times, and students to each interviewer. They work in conjunction with our ProStart Program to plan morning receptions for each day. Then on the day of the interviews, parent volunteers run the reception table directing students to their scheduled interview.

The senior counselor is responsible for scheduling “Career Directions” program, developing the educational component of the program, working with English teachers regarding grading assignments, developing letters and forms to be used for the program, informing parents via a letter about the significance of the program, educating the students about the programs, giving them their assigned times, and reviewing key points in the interview process.

Resources/Materials: *National Guard “Career Directions” workbook and see attached.*

Benchmark: *Spring of Senior Year*

Evaluation Method(s): *Interviewer Evaluation Form and Student Evaluation Form, Number of Seniors Participating, Teacher Grades*

February 12, 2003

«Title» «First name» «Last name»
«Company»
«Address1»
«Address2»
«City» «State or Prov» «Postal code»

Dear «Title» «Last name»:

Under the direction of Barbara Blackburn, GEHS Counselor/Class of 2003, we are in the process of developing a program to better prepare our seniors to enter the job market. Each student has compiled a personal portfolio. The purpose of the portfolio is to enable the seniors to present themselves in a professional manner, whether they are applying for jobs or admission to college. The portfolio contains their transcripts, test scores, a personal profile, an essay, letters of recommendation, volunteer service verification, awards, and other pertinent information. This spring, each of the 257 seniors will be required to bring their portfolio and participate in a "mock" job interview.

In order to make this program a success, we are asking for your participation as an interviewer on April 9 and/or April 10 from 8am - 11am at Greenbrier East High School. Having a chance to practice their interview skills with someone of your expertise will be an invaluable learning experience for these students. Consequently, they will become more confident, better prepared, and more successful when applying for that special college or job. We sincerely hope you can participate in our *Interview Exposition 2003*.

A confirmation card is enclosed. If you or a representative(s) are able to attend please fill in your name(s) and the date(s) that you can attend and return by February 24 to Sara Irons, RR2, Box 298, Lewisburg, WV 24901. Upon receiving your confirmation, an agenda and information packet will be mailed to you.

With sincere appreciation,

Sara Irons, project coordinator
647-4357

Return Postcards

Your name: _____

Yes, I will be able to participate in *Interview Exposition 2003* at
Greenbrier East High School on:

_____ Wednesday, April 9, 2003 from 8:00am to 11:00am

_____ Thursday, April 10, 2003 from 8:00am to 11:00am

Please check the date(s) you can attend and mail this card by
February 24, 2003

If you are unable to participate in **Interview Exposition 2003**,
please check here _____, and mail by **February 24, 2003**.

«Title» «First name» «Last name»

«Company»

«Address1»

«Address2»

«City» «State or Prov» «Postal code»

Sara Irons

RR2

Box 298

Lewisburg WV 24901

March 20, 2003

«First name» «Last name»
«Company»
«Address 1» «Address2»
«City» «State or Prov» «Postal code»

Dear «Title» «Last name»:

Thank you for agreeing to participate in our *Interview Exposition 2003*. We have scheduled you for **Thursday, April 10 from 8:30 to 11:15AM**. Your experience and skills will provide a real world quality to the interview process, and your professional perspective will give the students valuable feedback on how to improve their interview skills.

Enclosed you will find a tentative schedule for **April 10** along with a list of what the student is expected to have in their portfolio, guidelines for the interviews, and a sample of the Student Evaluation Form. If you have any concerns or questions, feel free to contact me.

We are looking forward to seeing you at our *Interview Exposition 2003*. We will be scheduling students at 20 minute intervals, so each interviewer will be assigned approximately 5 students per day. If for any reason you cannot attend the exposition, please call me at 647-4357. Thanks again for helping to prepare our seniors for successful careers.

Sincerely,

Sara Irons, project coordinator

Your School Letterhead

March 20, 2003

«First name» «Last name»
«Company»
«Address 1» «Address 2»
«City» «State or Prov» «Postal code»

Dear «Title» «Last name»:

Thank you for agreeing to participate in our *Interview Exposition 2003*. We have scheduled you for **Wednesday, April 9 from 8:30 to 11:15AM**. Your experience and skills will provide a real world quality to the interview process, and your professional perspective will give the students valuable feedback on how to improve their interview skills.

Enclosed you will find a tentative schedule for **April 9** along with a list of what the student is expected to have in their portfolio, guidelines for the interviews, and a sample of the Student Evaluation Form. If you have any concerns or questions, feel free to contact me.

We are looking forward to seeing you at our *Interview Exposition 2003*. We will be scheduling students at 20 minute intervals, so each interviewer will be assigned approximately 5 students per day. If for any reason you cannot attend the exposition, please call me at 647-4357. Thanks again for helping to prepare our seniors for successful careers.

Sincerely,

Sara Irons, project coordinator

Senior Interview Exposition 2003 Greenbrier East High School

Thursday, April 10

Agenda

8:30-8:45 Registration/Reception

*You will be given a packet containing the Student Evaluation Forms, the Exposition Evaluation Form, and the Guidelines for Interviews.

*Help yourself to refreshments anytime during the morning.

8:45-9:00 Opening Remarks/Instructions

9:00-10:00 Interviews

*Students are scheduled at 20 minute intervals.

10:00-10:15 BREAK

10:15-11:00 Interviews Continue

11:00-11:15 Student Evaluations and Exposition Assessments will be picked up.

A heartfelt thank you to all who generously contributed their time and expertise to this event!

Guidelines for Interviewers

Below are some sample questions. You may ask any or none of them. Please interact freely with each student and ask him/her any questions which will prepare them for college entrance and job interviews. **You may want to refer to the portfolio contents below and ask each student a few questions to help you assess how well the student uses their portfolio.**

- Do you have a current transcript that shows academic progress?
- Do you have a history of strong attendance? Do you have letters of reference or recommendation?
- Do you have documents that demonstrate your involvement in activities outside the classroom?
- Do you have any portfolio entries of which you are particularly proud?
- What have you learned about yourself as a result of putting together this portfolio?
- What qualities do you possess that make you a well-rounded individual?
- If you were applying for a job, explain why you would be a valuable asset to the company.
- Can you discuss your personal growth during your high school years?
- How can your portfolio be a valuable tool?

Portfolio Contents

Per Greenbrier East High School Guidelines, student portfolios should contain the following:

- Cover Page
- Resume
- Unofficial Transcript
- Extra-Curricular Activities
- Personal Profile (Used to assist the people who write letters of recommendation for the student. . . may be in list or essay form)
- Practice Essay (written by student)
- Three Letters of Recommendation (two from teachers or school personnel and one from community leader or employer)
- Work-based Learning Record
- Volunteer Service Verification
- List or Copies of Certificates for Special Awards/Honors

Interview Exposition 2003

Packet Contents:

Agenda

Guidelines for Interviews - Contains questions to help you assess how well the student uses their portfolio (see below), but feel free to ask additional questions that you commonly use when interviewing potential employees.

Portfolio Guidelines - Explains what students are expected to have in their portfolio.

Student Evaluations - We encourage you to write comments as they will help the students improve their interview skills. Each student will receive a copy of their evaluation.

*****Just follow the signs for parking. We will have students watching for you and they will direct you to "C" Building. We are looking forward to seeing you on:**

Wednesday, April 9 at 8:30

Please call if you are unable to attend - Sarah Irons 647-4357

Interview Exposition 2003

Packet Contents:

Scroll Agenda

Blue Guidelines for Interviewers - Contains sample questions to help you assess how well the student uses their portfolio (see below), but feel free to ask additional questions that you commonly use when interviewing potential employees.

Green Portfolio Guidelines - Explains what students are expected to have in their portfolio.

Yellow Student Evaluations - We encourage you to write comments as they will help the students improve their interview skills. Each student will receive a copy of their evaluation.

Pink Exposition Evaluation - Your ideas and suggestions will be greatly appreciated!

White Map of GEHS

***Just follow the signs for parking, and we will have students watching for you, so that they can show you to "C" Building. We will be looking forward to seeing you on:

Wednesday, April 9 & Thursday, April 10 at 8:30

Please call if you are unable to attend - Sarah Irons 647-4357

March 24, 2003

Senior Parents:

Greenbrier East High School takes great pride in preparing our students to be viable citizens, well prepared to enter post-secondary institutions of their choice or the world of work. The **School-to-Work (S2W)** program was implemented to meet the demands of an ever-changing world of work. As a result of **S2W**, the *Class of 2003* was the first class to be required to select a career cluster and major and required to keep a career portfolio. Since 8th grade, students have been building a career portfolio by collecting important documents such as work records, test scores, volunteer service hours, unofficial transcripts, etc.

All seniors were required to submit a "Formal Portfolio" with specific required items to their English Teacher for a grade this year. Many students have already used their portfolios in the college application process. It is also a requirement for the Greenbrier Valley Scholarship Application, which includes several local scholarships. We will also be requiring students to use their portfolios in a mock interview on April 9 or 10. These dates are during the SAT9 testing schedule for underclassmen. Each senior has been assigned and notified about their specific appointment time on one of those dates and has been given an opportunity to reschedule if there is a conflict. Again, Senior English teachers are requiring students to participate in our "Interview Exposition." Please understand that if your student does not show up for their scheduled interview, they will receive a zero for a grade which will affect their English grade and could affect graduation. Please stress the importance of keeping the interview appointment.

Local business people in the community have given up time out of their busy schedules to give students a realistic interviewing experience. They will give each student feedback that will be invaluable as they enter the world of work. Please encourage your student to take the interview seriously, dress neatly, be timely, and come prepared with their portfolio.

Should you have any questions, please contact us at 647-6464.

Sincerely,

Barbara Blackburn, MA, LPC
Counselor, Class of 2003
Extension 15

Randall McCutcheon, Ph.D.
Principal, Class of 2003
Extension 12

Jeff Bryant, MA
Principal
Extension 20

Senior,

As you are probably already aware, this April each and every one of you will be required to have a "mock" job interview. Fifty-five local business people and professionals have agreed to conduct these interviews and give you their feedback on your strengths and weaknesses. The interviews will be very realistic. You will be asked questions that assess how well you use your portfolio as well as the typical interview questions that these volunteers use routinely to hire people at their company. We will make every effort to match you to a company that is related to your major. Each interview will last approximately 20 minutes.

Some pointers to help you do well at your interview:

1. **Dress neatly.**
2. **Arrive a little before your scheduled time.**
3. **Be sure to bring your portfolio!** You will be asked to demonstrate that you have it up to date and that you know how to use the information that you have put together.

(name of senior)

is scheduled for his/her interview in "C" Building on

Thursday, April 10 at _____AM

Remember, these business people are taking time from their busy schedules to help you prepare for a successful future. Please respect them by being on time.

----- (cut here)
and return this portion to your English teacher today)

(name of senior)

Just check the appropriate line and return to your English teacher today.

_____ YES, I will be able to attend on **Thursday, April 10** at _____.

_____ NO, I cannot attend at the assigned time and need to reschedule _____ my interview. (All interviews must be scheduled for either April 9th _____ or April 10th, please check with Ms. Blackburn for available times.)

_____ (Your signature)

Dear Senior,

As you are probably already aware, this April each and every one of you will be required to have a "mock" job interview. Fifty-five local business people and professionals have agreed to conduct these interviews and give you their feedback on your strengths and weaknesses. The interviews will be very realistic. You will be asked questions that assess how well you use your portfolio as well as the typical interview questions that these volunteers use routinely to hire people at their company. We will

make every effort to match you to a company that is related to your major. Each interview will last approximately 20 minutes.

Some pointers to help you do well at your interview:

1. **Dress neatly.**
2. **Arrive a little before your scheduled time.**
3. **Be sure to bring your portfolio!** You will be asked to demonstrate that you have it up to date and that you know how to use the information that you have put together.

(name of senior)

is scheduled for his/her interview in "C" Building on
Wednesday, April 9 at _____AM

Remember, these business people are taking time from their busy schedules to help you prepare for a successful future. Please respect them by being on time.

(cut here and return this portion to your English teacher today)

(name of senior)

Just check the appropriate line and return to your English teacher today.

_____ YES, I will be able to attend on **Wednesday, April 9** at _____.

_____ NO, I cannot attend at the assigned time and need to reschedule my interview. (All interviews must be scheduled for either April 9th or April 10th, please check with Ms. Blackburn for available times.)

(Your signature)

April 22, 2003

«Title» «First name» «Last name»
«Company»
«Address 1»
«Address 2»
«City» «State or Prov» «Postal code»

Dear «Title» «Last name»:

In conjunction with Mr. Bryant, Mrs. Blackburn, and the Class of 2003, we would like to thank you for making *Interview Exposition 2003* a tremendous success! As they exited from their interviews, many seniors remarked to us that this activity was really helpful. You and the other interviewers not only assessed the strengths and weaknesses of the students, you also gave them valuable advice from your own knowledge and life experience.

Thank you for making a difference in the lives of our seniors. You certainly helped them develop useful skills that will enable them to present themselves more confidently and successfully. You emphasized their strengths and you were very compassionate as you addressed their weaknesses. We really appreciate your enthusiasm for this project and we hope you will be able to participate again next year.

Thanks again for taking time from your busy schedule to give our seniors the opportunity to improve their interview skills. We are very fortunate to have a business and professional community that is always ready to enthusiastically assist and encourage our students.

With sincere appreciation,

Sara Irons, project coordinator
Mary Grist
Jeanie Wyatt
Lynn Tuckwiller
Sandy Aide

Student: _____

Evaluation Form

Interview Exposition

Please use the following areas to rank students. Comments are encouraged as they will help individuals understand their strengths and/or weaknesses.

Student's Performance	Excellent	Satisfactory	Needs Improve	<u>Comments</u>
Initial Impression				
Dress, Appearance				
Poise and Self Confidence				
Articulation, Proper Grammar				
Portfolio (well organized, visually appealing, complete)				
Portfolio Usage				
Overall Delivery, Demeanor, etc.				

Interviewed by: _____

West Virginia School Counseling Best Practices

Name: Barbara Blackburn

Title: Counselor

School/County: Greenbrier East

Email: bbb1798@yahoo.com

School Phone: 304-6457-6464 ext.
15

Home Phone: 304-645-3939

ACTIVITY TITLE: *Student Portfolio*

Targeted Grade Level/s: 12th Grade

Identified Need from School Data: 67% of students plan to continue their education beyond preparing for the world of work 6% enter military, others enter the world of work.

National Standard Domain/s: Career Development/Standard C – Student will understand the relationship among personal qualities, education and training, and the world of work..

Competency(ies): **Apply Skills to Achieve Career Goals*

**demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals*

Activity Lesson Plan/Procedures: Activity is carried out in classroom setting. Counselor discusses the importance of students 'packaging/marketing' themselves in order to achieve success in the post-secondary/job application process. A series of handouts and resources are given to students in a portfolio folder and a step-by-step outline is given to assist every senior in developing a senior portfolio.

Collaboration: Counselor works with Senior English teachers who require the portfolio as part of the first semester grade. After initial session with the counselor English teachers will work with senior in writing essay, developing and completion of the portfolios. The Senior portfolio is a requirement for the first semester English grade and required for Senior Interview Exposition in the Spring of the Senior Year.

Resources/Materials: Handouts designed by Barbara Blackburn include: *Student Post-Secondary Portfolio* (lists all requirements of portfolio), *Sample Cover Page*, *Procedure for Requesting Recommendation*, *Volunteer Verification Form*, *Work Based Learning Record*, *Extracurricular Activity Form*. Other resources include: *The Admission Essay: A Help Packet* (www.essayedge.com/teachers/), *How to Write the College Essay "It's Got to Be You"* by George Erenhaft, *The Application Essay* by Woodlands The Mountain Institute-Franklin, WV.

Benchmark: 12th Grade

Evaluation Method(s): Teacher feedback , # completing portfolio and grades, evaluation form on professional interviewers at Senior Interview Exposition. College admissions rates, scholarships received and job seeking success – Post Graduate Follow-up Survey.

Sample Cover Page

Portfolio

Name

SS#

Birth date

Senior
Photo

**Greenbrier East High School
Class of 2003**

Procedure for Requesting Recommendations

Most applications require three recommendations. Two should be from school personnel and one should be from a community leader or employer. When requesting recommendations use the following procedure:

1. Decide who would give you the best recommendation.
 - Are you active in a school club or other organization where you have demonstrated leadership or other traits that would lead your sponsor to say wonderful things about you?
 - Have you completed a classroom or school project in which a particular teacher supervised you and can supply pertinent information that will enhance your recommendation?
 - Is there a particular teacher/community leader who knows you on a personal level who would feel comfortable elaborating on your personal qualities or give personal examples?
 - Is there a particular subject that you have excelled in or relates to your career choice that may help you get into a particular program or qualify for a particular scholarship.
 - Avoid asking teachers who are really popular and everyone else is asking. These teachers may be pressed for time and not be able to give your recommendation the personal detail it needs.
2. Give your recommender plenty of time to write your recommendation, at least *two weeks* if at all possible. Otherwise, your recommendation may be rushed supplying little needed information or it may not get it done by your *deadline*.
3. *Always provide your recommender with a stamped, addressed envelope if the recommendation needs to be mailed.*
4. Let your recommender know if the recommendation should be kept *confidential* or if it needs to be *given to you so you can include it with your application*.
5. Provide your recommender with the *name, school/agency, address, purpose, and deadline* for the recommendation.
6. Explain to the recommender any *significant facts* about the recommendation. It needs to include....(any required information) or this particular school is my first choice etc.
7. *Ask permission to photocopy* and keep copies with portfolio to send to other schools/agencies.
8. Always provide your recommender with a *PERSONAL PROFILE* enabling them to write you an effective recommendation. Your personal profile should contain the following:
 - Class Rank and GPA
 - Extra-curricular activities, awards, leadership roles, special projects
 - Work and volunteer experience
 - Personal identifying information, student #, birth date, parent's name(s), address
 - Statement about career goals and schools you're considering... your first choice, etc.
 - Relevant personal information
 - *Family background* – parent's educational level, your position in the family (only child, oldest, youngest, middle), # of siblings, adopted, living with grandparents, family illness/death or any special circumstances
 - *Financial information* – any special consideration (parents unemployed, retired, divorced, debt, etc.)
 - *Special considerations* – parents moving, sibling attended school, only school that has your major, volunteer work relating to career choice
9. Always follow up with a THANK YOU note.

*Barbara Blackburn, MA, LPC
Greenbrier East High School
Counselor, Class of 2003*

Greenbrier East High School
One Spartan Lane
Lewisburg, WV 24901
Volunteer Service Verification

Student Name _____ ID Number _____

Business/Organization _____

Location _____ Phone _____

Description of Service _____

Dates _____

Name of Supervisor _____ Title _____

Official Signature _____

Comments:

Greenbrier East High School
One Spartan Lane
Lewisburg, WV 24901
Volunteer Service Verification

Student Name _____ ID Number _____

Business/Organization _____

Location _____ Phone _____

Description of Service _____

Dates _____

Name of Supervisor _____ Title _____

Official Signature _____

Comments:

West Virginia School Counseling Best Practices

Name: Dale Fox Title: Counselor
School/County: Favette Email:
School Phone: 304-658-5170 Home Phone: 3-4-658-5170

ACTIVITY TITLE: STUDENT TALENT SHOWCASE

Targeted Grade Level/s: 5-8

Identified Need from School Data: Student detentions and suspensions most likely will indicate the same students are written up on a fairly regular basis. Target these students to see what they may do that would give them an opportunity to do something positive.

National Standard Domain/s: Personal-Social-Academic

Competency(ies): Guidance and counseling program content standards and student competencies 7.1 through 7.3.2 are addressed by the varying outcomes of this activity.

Activity Lesson Plan/Procedures: See attached sheet!

Collaboration: All teachers and parents of students would need to work together to make this an activity to emphasize positive, productive talents which students have.

Resources/Materials: Materials will vary according to the individual presentations and activities.

Benchmark: Grades 5 – 8 This is an activity which could be held at any time during the school year. It could be a whole day program or a shorter type program. It's your call.

Evaluation Method(s): Student grade point averages before and after his or her participation in this activity should be documented recorded. School violations (detentions/suspensions) should also be recorded for frequency before and after the student's participation in the activity.

What Kids Can Do Instead of Drugs

"What We Can Do...Instead of Drugs..." a fun day for the entire student body showcasing students' talents and even their career aspirations.

Students need more encouragement in getting them to "tap in" to their inner potentials. Many students who are classic, constant problem students—always in the office or being suspended—often have talents that may be overlooked. This day could be one day when they are not scolded, but rather given the "spotlight" for something positive they can do.

By using the theme of "Drug and Violence Free Schools" in promoting a different approach to the traditional "Red Ribbon Week" activities, students will get a "hands on" experience of what they could do to ease boredom instead of experimenting with drugs or getting into trouble in their community.

Activity Lesson Plan/Procedures: The school gym would be a perfect place in which to organize this activity. In warm weather, the football field would be a possible location as well. Use this activity during an incentive day for the entire school.

All students would attend this activity. Parents would be invited in advance. Teachers would need to work together to plan this activity and to incorporate every idea into a great program outcome.

The use of "Drug Free" money or other source of funding is a possible avenue for addressing the cost of this project. Door prizes will be offered during the activity, so having an ample supply of door prizes and sponsors or other funding source will be important.

Possible activities to consider: Caricature drawings, playing music For students to listen/dance to, jazz band provided by school band, student helper student mediator table with brochures about violence, amateur wrestling, card tricks, drug information with free pencils, stickers, door prizes.

West Virginia School Counseling Best Practices

Name:	Etta Zasloff	Title:	School Counselor
School/County:	Dunbar/Marion	Email:	ettazasloff@yahoo.com
School Phone:	304-367-2131	Home Phone:	304 366-4262

PROGRAM ASSESSMENT/MANAGEMENT TOOL

Tool will be used to address:

Delivery System Management System Accountability System

Description of Tool: School Counselor Daily Schedule posted on door or outside door of counseling office each day.

How will tool enhance/evaluate school counseling program? The posted daily schedule serves as a tool for focusing a school counseling program on a plan, based on identified needs. It serves to notify school staff, students and parents that your time is planned, much as theirs is, and what you are attempting to accomplish. At the end of each day the schedule is corrected in the counselor's handwriting to reflect the days actual events and kept in a three-ring binder to use to assess the 75%/25% rule of counselors time spent in direct and indirect contact with students. It is recommended that counselors examine their schedules on a regular basis to determine if adjustments are in order.

Targeted Grade Level(s)/Benchmark: All grades

National Standard Domain/s (if applicable): All three domains.

Competency/ies (if applicable): Supports all student competencies by bringing your focus on the students and the direct services you are providing them meet the competencies.

Collaboration: The posted daily schedule increases the likelihood of important collaborative meetings being scheduled at a time when you can attend.

Resources/Materials: Computer, National Model logo, paper, and clear vinyl sheet taped on wall outside door to insert daily schedule.

Evaluation Method(s): Reflection on the process and effects of the daily scheduling process for you.

School Counselor

Anyone's Name

Any day of week

January 10, 2003



Practicing National Standards for School Counseling

student Focused Programming in the following developmental do

ACADEMIC ~ CAREER ~ PERSONAL-SOCIAL

Delivered by:

Guidance Curriculum ~ Individual Student Planning
Responsive Services ~ System Support

	Domain/s	Delivery Method/s
MORNING		
7:30 PTC	Pers/Social – Direct	Responsive Services
8:00 Plan/Prep for the day	All three – Indirect	System Support
9:00 SAT Meeting (2)		
10:00 SAT Student/s Followup	Academic - Direct	Responsive Services & System Support
11:00 Student Referrals	Academic – Direct Pers/Social – Direct	Individual Planning Responsive Services & Individual Student Planning
LUNCH 11:45 - 12:15		
	Banana Splits #6	
AFTERNOON		
1:00 Student Referrals	Pers/Social – Direct	Responsive Services & Individual Student Planning
1:30 Planning for A/A lessons for January	All three – Direct	Guidance Curriculum
2:30 Assignment Book Checks	Academic – Direct	Individual Student Planning
AFTER SCHOOL		
75% of counselor's time is to be spent in DIRECT delivery of counseling services		

West Virginia School Counseling Best Practices

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PROGRAM ASSESSMENT/MANAGEMENT TOOL

Tool will be used to address:

Delivery System Management System Accountability System

Description of Tool: REFERRAL/CASE NOTES FORM

Students, staff, and parents use the form to request school counseling. The form also provides to the person making the referral the details of confidentiality in counseling and to a counselor the starting point for case notes. Walk-ins and verbal referral are also documented on the form by the counselor during or immediately following a counseling session. Documentation includes stated problem, counselor's impression, student's plan for action with expected date for follow up and referral code. See Attachment B to this tool for details on referral codes, based on the ASCA National Model. These referral forms are private counseling notes and are not kept as part of the student's educational record. They should be maintained separately (I keep mine in a three-ring binder organized by home rooms.) and kept secure in a locked file. Blank counseling referral forms should be available throughout the school – main office, classrooms, on the door of the counseling office, and etc.

How will tool enhance/evaluate school counseling program?

A referral/case notes form helps establish a process for identifying, documenting, and following up on student problems. Tabulating and analyzing student referrals periodically, based on who made the referral, for what reason, and when it was made as well as by referral codes provides valuable data to help a school counselor plan future school counseling programming, as well as reflect on past experiences to inform personal practice.

Targeted Grade Level(s)/Benchmark: Middle School 5th-8th Grades
(May be adapted for any grade level.)

National Standard Domain/s (if applicable): All three – Academic, Career, and Personal/Social

Competency/ies (if applicable):

7.1.1. Standard 1: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

- h. Students will use communication skills to know when and how to ask for help when needed.

Collaboration:

All staff members need to understand the referral process to use themselves and to encourage students to use it to access the school counselor.

Resources/Materials:

Attachments:

- A. Counseling Referral
- B. Referral Codes

Evaluation Method(s):

Tabulate and analyze referrals periodically to inform school counseling practice and programming and create a culminating annual report for accountability.

REFERRAL CODES**For counselor use only**Etta Zasloff, MA, LPC

These codes are based on the *ASCA National Model: A Framework for School Counseling Programs* and are designed to assess specific student needs for individual counseling in the three major domains – academic, career, and personal social development.

1. ACADEMIC

- a. Grades
- b. Homework
- c. Testing and test results
- d. Meeting benchmarks
- e. Teacher
- f. Other _____

2. CAREER

- a. Career cluster/major selection
- b. College selection/entrance
- c. Financial aid
- d. Scheduling
- e. Service/volunteer work
- f. Other _____

3. PERSONAL/SOCIAL

- a. Friends & peers
- b. Family
- c. Personal
- d. Substance abuse
- e. Suicide thoughts, ideation
- f. Other _____

It is recommended the counselor code a referral when it is received to expedite the frequent tabulation and analysis of student needs to inform ongoing program development such as advisor/advisee lessons, etc.

The coding of student referrals is a streamlined process for generating valuable confidential data, backed by raw data, for accountability.

West Virginia School Counseling Best Practices

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ACTIVITY TITLE:

Targeted Grade Level/s: ANY

Identified Need from School Data: With increased emphasis on accountability, it is paramount that as school counselors document how we spent our time. We are to spend 75% of our time in direct student services. Can we prove we are doing this and are you focusing on all three domains?

National Standard Domain/s: All. This tool documents # of students saw daily and which domain the counselor focused on.

Competency(ies): Can use this tool with all student competencies.

Activity Lesson Plan/Procedures: Each time you see a student jot down his/her name on this form and note the domain of the program, service, or activity: Academic, Career, or Personal/Social. Use the first initials **A, C or PS** in appropriate block. Also, jot down the delivery method. Was it delivered by Individual counseling, Group Counseling, or Classroom guidance?

Collaboration: Work with computer teacher to enter data in the computer to get weekly, monthly, semester, and yearly results.

Resources/Materials: Attached data chart.

Benchmark: K-12

Evaluation Method(s): Computer Data

