

TOTAL QUALITY COUNSELING

© A COMPREHENSIVE MANUAL
FOR
ELEMENTARY/MIDDLE SCHOOL COUNSELORS

A decorative graphic consisting of a series of red dots of varying sizes arranged in a slightly curved path. A single yellow star is positioned below the dots, centered under the word 'Mar' in the background text.

WRITTEN BY
DAVID BURGESS

TOTAL QUALITY COUNSELING

10-DIGIT ISBN: 1-884063-44-6

13-DIGIT ISBN: 978-1-884063-44-2

Revised/Reprinted 1995/2001/2009

COPYRIGHT © 1991 David Burgess

Published by mar*co products, inc.

1443 Old York Road

Warminster, PA 18974

1-800-448-2197

www.marcoproducts.com

Photographs provided by www.shutterstock.com

PERMISSION TO REPRODUCE: The purchaser may reproduce the activity sheets, free and without special permission, for participant use for a particular group or class. Reproduction of these materials for an entire school system is forbidden.

All rights reserved. Except as provided above, no part of this book may be reproduced or transmitted in whole or in part in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without permission in writing by the publisher.

PRINTED IN THE U.S.A.

TABLE OF CONTENTS

A Message From The Author.....	8
Chapter 1: Developmental Elementary/Middle School Counseling.....	11
Goals	12
Benefits.....	12
Self-Esteem	14
Self-Concept.....	14
Guidance	16
Customers	17
Total Quality Management (TQM).....	18
Summary	19
Key Processes Of The School Counseling Program Chart	20
Chapter 2: Counseling Skills.....	21
Listening	22
Questioning.....	23
Restatements.....	24
Feeling Statements.....	24
“You” And “I” Messages	25
Bridging.....	26
Summary	26
Chapter 3: Individual Counseling	27
Engendering Trust	28
Ethical And Legal Requirements.....	29
Procedures	31
Problem-Solving Steps	32
Behavior Modification	33
Summary	34
Teacher Referral Form	36
Initial Interview Form	37
Intake Form	39
Incomplete Sentences.....	40
Professional Plan Of Action.....	41
Umbrella And Shield Activities.....	42
Happygram.....	43
Behavior Contract.....	44
Behavior Modification Chart	46
Sample Behavior Modification Plan (Parent).....	47
Citizenship Report	48

Chapter 4: Small-Group Counseling	49
Difference Between Group Counseling And Classroom Guidance.....	50
Purpose	50
Solicitation	51
Parental Notification	51
Goals For Groups	52
Basic Model For Structuring All Groups	54
Summary	55
Parental Notification Letter	56
Student Behavior Rating Scale.....	57
Teacher Group Explanatory Letter.....	58
Parent Group Completion Letter.....	59
How To Get Organized	60
Testing Tips.....	61
Test Planing Sheet.....	62
Homework.....	63
Before You Study.....	64
Communication Group Model.....	66
Evaluation Questions For Communication Group Model.....	76
Confidentiality	77
“You” Message.....	78
Scenarios For “You” Messages	79
“I” Message.....	80
Scenarios For “I” Messages.....	81
Worried Walrus	82
Robbie The Robot.....	83
Positive Words.....	84
Validation Form.....	85
Group Counseling Evaluation.....	86
Group Contact Sheet.....	87
Pre- And Post-Assessment Evaluation Results.....	88
Chapter 5: The Counselor As A Consultant	89
Definition	90
Counseling Compared To Consultation	90
Do’s And Don’ts	90
Behavior Frequency Assessment Chart	92
Child Study Team Approach	93
Summary	94
Behavior Frequency Assessment Chart	95
Child Study Team Chart.....	96

Chapter 6: Group Guidance	97
Definition	98
Difference Between Group Guidance And Counseling	98
Organization	99
Collaborating With Teachers	100
Introductory Lesson	100
Unit Concept	101
Format - Grades K-6	102
Counselor Behaviors For Effective Classroom Management.....	105
Evaluation	105
Parental Notification	106
Special-Needs Topics	106
Summary	106
Developmental Ages Chart	107
There Is A Counselor In Your Elementary School Flyer	109
Parent Letter	110
Parent Letter	111
Parent Letter	112
Tattling Activity (Grades K-2)	113
Respect Activity (Grades 4-6).....	114
Listen Carefully	115
People I Show Respect	116
Promoting A Peaceful Environment Activity (Grades 4-6).....	117
Promoting A Peaceful Environment Activity Sheet.....	118
Following Directions Activity (Grades 4-6)	119
Following Directions Student Pre-test.....	121
Following Directions Activity Sheet.....	122
Following Directions Student Post-test.....	123
Following Directions: Teacher's Survey.....	124
Following Directions Poster	125
Positive T-Shirt.....	126
Problem-Solving	127
1-2-3 Strikes You're Out.....	128
Classroom Guidance Student Evaluation.....	129
Teacher Evaluation	130
Talk It Out Activity	131
Talk It Out Activity Sheet.....	132
 Chapter 7: Career Education	 133
Definition	134
Counselor's Role	134

Career Week/Career Day	135
Career Day Organization	136
Points to remember	137
Summary	137
Teachers, Ask Students To Keep Their Eyes Open!	138
Career Day Flyer	139
Letter To Speakers.....	140
Career Awareness Speaker—Helpful Hints.....	141
Discovering The Facts.....	142

Chapter 8: Coordinating A Comprehensive Program 143

Balanced Program	144
Logical Functions And Tasks	145
Yearly/Weekly Schedules	146
Telling And Selling Your Program.....	147
Standardized Tests	148
Peer Facilitation Program	149
Character Education.....	149
Most Important Month	150
Summary	151
Elementary School Counseling Comprehensive Program.....	152
Yearly Guidance Schedule	153
Weekly Schedule.....	156
Peer Facilitation Program	157
Parent Response Questionnaire.....	158
Planning Teacher Motivators For The Year.....	159
Planning Bulletin Boards Season-By-Season.....	161
Planning School-Wide Guidance Programs	162

Chapter 9: Program Development And Evaluation 163

Program Development	164
Needs Assessment	165
Data Collection Sources	167
Opinion Data	167
Enumerative Data	169
Case Study And Intervention Data	169
Uses Of Evaluation Data	170
Guidance Advisory Committee	170
Summary	171
Program Development Checklist.....	172
Elementary Guidance Evaluation For Students.....	173
Elementary Guidance Evaluation For Parents.....	174
Elementary Guidance Evaluation For Teachers	175
Elementary Guidance Evaluation For Administrators	176
Weekly Log Chart.....	177

Chapter 10: Telling And Selling Your Program	179
Public Relations	180
Visibility With Students	180
Visibility With Parents	180
Visibility With Teachers	181
Visibility With Administrators	182
Visibility In The Community	182
Visibility With Legislators	183
Professional Organizations.....	183
Summary	184
Self-Referral Form	185
How To Listen To Your Children.....	186
How To Get Your Children To Listen To You	187
Developing Responsibility In Children	188
Follow-Up Form	189
Speak Out.....	190
 About The Author	 191
 Instructions For Using The CD.....	 192



► **What skills will today's children need in the world of tomorrow?**

Today's children will need:

- Basic skills (reading, math, writing, etc.).
- Interpersonal skills (ability to get along with others).
- Communication skills (oral as well as written).

► **What is a developmental approach to a school counseling program?**

A developmental approach helps students as they develop:

- Physically.
- Emotionally.
- Socially.
- Cognitively.

► **What are the goals of a developmental school counseling program?**

As stated by Myrick in *Developmental Guidance and Counseling: A Practical Approach* (1993), the goals of a developmental school counseling program are:

- Understanding the school environment.
- Understanding self and others.
- Understanding attitudes and behavior.
- Developing decision-making and problem-solving skills.
- Developing interpersonal and communication skills.
- Developing school-success skills.
- Creating career awareness and educational planning.
- Creating community pride and involvement.

► **What are some things a comprehensive developmental elementary school counseling program is not?**

A comprehensive developmental elementary school counseling program is not:

- Crisis-driven.
- Helping students feel good for feeling-good's sake.
- Only for students with problems.

► **What does research show are the benefits of a developmental elementary school counseling program?**

Research shows improvement in:

- School attitudes and work habits, which correlate to dropping out or staying in school.
- Peer relationships and communication skills, which correlate to vital skills and understandings employers want in their workers.
- Motivation, behavior, and grades, which correlate to learning and achievement (basic academic skills).

► **What is your role as a counselor?**

Your role is:

- To teach students that choices have consequences.
- To help students develop self-discipline.
- Not to administer punishment or discipline.

► **What is your role in helping students learn?**

Your role is to help children and adults learn from their mistakes.

- Learning from one's mistakes, so they aren't repeated, is called "experience."

► **What skills will you need?**

A skilled counselor can:

- Listen in a non-judgmental manner.
- Question in a non-threatening way.
- Make restatements for clarification.
- Use feeling statements such as "You" messages and "I" messages to establish trust.

► **Why is the ability to communicate so essential?**

It allows for a better understanding of self and others.

Through a process of self-disclosure and feedback, a trust relationship can be developed, feelings and actions explored, alternative courses of action considered, and the student's own plan of action developed to change his/her behavior. You can't change a student's behavior. They must do it themselves.

► **What is so difficult about listening?**

Non-judgmental listening means accepting the person and what has been done even though you don't necessarily agree with the person's behavior or ideas.

Listening invokes the use of more than just one's ears.

- The ears are used for hearing words and ideas. They help you to know what is said and what is not said.
- The eyes are used to observe body language or nonverbal behavior. They are also used to establish eye contact.
- The torso is used to lean in toward a person, giving him/her your full attention.
- The mouth allows you to say things to show that you hear and that you care about what is said.
- The mind helps you to perceive the feelings—positive, negative, or both—behind the words.

TEACHER REFERRAL FORM

Student: _____

Referred by: _____

Problems/Issues: _____

Please check items student displays:

Academic behaviors

- Does not participate in class
- Poor study habits
- Does not complete homework
- Does not complete class work
- Anxious while taking tests
- Disorganized
- Does not follow directions
- Does not pay attention

Self-understanding

- Poor decision-making skills
- Lacks self-confidence
- Negative communication skills
- Lacks self-control
- Poor anger management skills
- Poor goal-setting habits

Relationships with others:

- Poor social skills
- Teased by others
- Teases other students
- Lacks positive friendships
- Not aware of the feelings of others
- Negative family relationships
- Poor problem-solving skills
- Does not work well in groups

Check any behavior that the child frequently displays in class:

- | | | |
|------------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> Happy | <input type="checkbox"/> Anxious | <input type="checkbox"/> Sad |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Angry | <input type="checkbox"/> Worrisome |
| <input type="checkbox"/> Sleepy | | |
| <input type="checkbox"/> | _____ | |
| <input type="checkbox"/> | _____ | |

Please elaborate on any of the areas you marked, so I can have a fuller understanding. (If you need more space, please write on the back side of this sheet.)

One positive thing about this student:

WHEN YOU FINISH THIS FORM, PLEASE DROP THIS FORM IN MY MAILBOX.

I will contact you to arrange a time for me to meet with this student. Thanks for all your help!

- ▶ **What is the difference between small-group counseling and classroom guidance?**

Both are direct services to students; however, they are not the same.

COUNSELING IS A PROCESS	CLASSROOM GUIDANCE IS A LESSON
<p>Usually less than 10 members.</p> <p>Leader facilitates communication among members.</p> <p>Atmosphere of openness, trust, support.</p> <p>Leader is a certified school counselor.</p> <p>Techniques are largely verbal—interaction is the key process.</p>	<p>Entire classroom (15 or more).</p> <p>Leader presents information.</p> <p>Atmosphere of information giving and processing.</p> <p>Leader may be a teacher, principal, counselor, etc.</p> <p>Techniques run the gamut of approaches—basically is teaching.</p>

- ▶ **What is the purpose of small-group counseling?**

Small-group counseling helps students learn to explore with others their attitudes, ideas, feelings, and how these are related to their behaviors.

- ▶ **What is it that makes small-group counseling such an effective intervention?**

Small-group counseling is effective because, no matter what the reason for forming the group, it allows:

- The processes of listening and speaking to occur in a non-judgmental setting.
- Self-disclosure.
- An opportunity to be listened to.
- Giving and receiving feedback from one's peers to take place.

It allows students to listen to other students, and gives the counselor insight into student interactions. Additionally, it can be very enlightening for students to “see” that others have similar concerns—“I am not the only one.”

- ▶ **How do I get students into my group?**

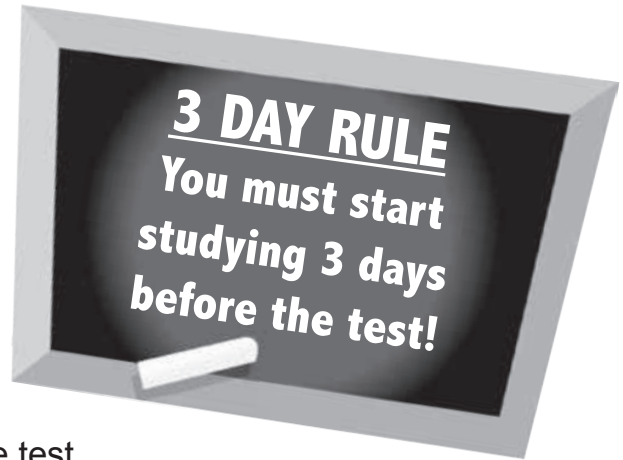
Students become a part of group counseling through:

- Counselor recommendation. While working with individuals you may feel that a small-group experience is appropriate.
- Parent requests.
- Teacher suggestions.

TEST PLANNING SHEET

TO PREPARE FOR A TEST DO ANY OR ALL OF THE FOLLOWING:

- Make flashcards and play a game.
- Read aloud your notes to yourself.
- Write down important information again.
- Draw helpful pictures and diagrams.
- Read the pages that will be covered in the test.



STUDY CALENDAR

WEEK OF

MONDAY	TUESDAY	WEDNESDAY	
THURSDAY	FRIDAY	SATURDAY	SUNDAY



► **Why would adults come to you with their problems? Aren't you there to deliver direct services to the students?**

Very often the adults are part of the student's problem instead of the solution. By receiving help from the counselor they, in turn, help the student.

For example:

- Parents who set no limits and require no responsible behavior from their children and then can't understand why they won't listen.
- A teacher who does not allow anyone to move without permission cannot understand why a student with Attention Deficit Hyperactive Disability (ADHD) is having trouble following the rules.

► **What is one approach to use when helping teachers or parents change a student's behavior?**

Have the adult consultee use the *Behavior Frequency Assessment Chart* (see page 95). List the behaviors desired and rate them as to their frequency. Rate this behavior at the beginning, during, and after the agreed-upon time to try interventions.

► **How does the *Behavior Frequency Assessment Chart* work?**

In the sample chart, Becky has improved on all behaviors targeted for intervention by the teacher after a period of four weeks.

BEHAVIOR FREQUENCY ASSESSMENT CHART															
STUDENT Becky TEACHER Burns GRADE 5															
LENGTH OF ASSESSMENT TIME 4 Weeks Nov. 5th-Nov. 30th															
List the student's behaviors. Check the frequency of each behavior listed. You may make additional comments.															
DESIRED BEHAVIORS	VERY SELDOM			SELDOM			SOMETIMES			OFTEN			VERY OFTEN		
	PRE	DURING	POST	PRE	DURING	POST	PRE	DURING	POST	PRE	DURING	POST	PRE	DURING	POST
Completes Assignments	✓				✓				✓						
Follows Directions	✓				✓				✓						
Stays In Seat	✓							✓					✓		
Raises Hand Before Speaking	✓							✓					✓		
Argues With Teacher									✓		✓		✓		

► **How is it possible to approach the task of teaching classroom guidance?**

There are basically two ways to teach a classroom guidance program.

- The first is when the counselor teaches all the lessons with no teacher follow-up.
- The second is when the counselor teaches some lessons which are correlated to the school curriculum, and the teachers teach part of the program and follow-up on the counselor's efforts.

► **What do you want parents and teachers to understand about classroom guidance?**

Parents and teachers should understand that their students are learning about:

- Their own unique selves.
- Their own unique feelings.
- The feelings of others.
- How feelings relate to behavior.
- The decision-making process.
- How responsibility means accepting the consequences of one's actions.
- How to solve problems with others.
- The world of work and how it relates to their future role as workers.

► **What are some ways you can teach the introductory lesson?**

In grades Kindergarten through second you can:

- Divide poster board into four parts. On each part draw a face showing a different basic feeling—happy, sad, angry, afraid.
- Then, in the classroom, have the students relate a time when they have had each feeling and, if time permits, draw a picture of one situation.

In grades three through six you can:

- Divide a poster board in fourths. Find pictures illustrating four basic feelings and glue them to the poster board.
- Divide another poster board in half for situation cards. Find or draw two situations where one of the people pictured had to make a decision. An example of a decision-making picture would be a picture showing a boy who has broken a window and is running away, and another boy who is watching the incident.
- In the classroom, share the four feeling pictures and ask students to share a time when they have had similar feelings.
- Then, share the situation cards and have students answer the following questions:
 - "How would you feel if this were you?"
 - "What is one thing you could do to solve the problem?"
- Give each student a *There is a Counselor in Your Elementary School* brochure (see page 109) or one like it to take home and share with his/her parents.

FOLLOWING DIRECTIONS

Grades 4-6

Purpose:

Students will learn about following directions and why following directions is important.

Materials:

- Following Directions: Student Pre-Test* (page 121) for each student
- Following Directions Activity Sheet* (page 122) for each student
- Following Directions: Student Post-Test* (page 123) for each student
- Pencil for each student
- Following Directions: Teacher Survey* (page 124) for each teacher
- Following Directions Poster* (page 125) for each classroom

Procedure:

Introduce yourself and review classroom rules.

Give each student a copy of the *Following Directions: Student Pre-Test* and a pencil. Inform the students that you are not grading the pre-test, so they do not need to worry if they are unsure of the answers. Have the students complete the pre-test, then collect them.

Play *Simon Says* for approximately 10-15 commands. Then ask the students what they needed to do in order to play *Simon Says*. Acknowledge all the students' responses. If the students do not come up with the correct answer, let them know they had to follow directions in order to do well at *Simon Says*.

Inform the students that today's lesson focuses on following directions.

Ask the students the *who*, *what's*, *when*, *where*, *why*, and *how* of following directions:

Who: Ask the students, "Who has to follow directions?"

What: Ask the students, "What does following directions mean?" and "What are two types of directions you have to follow in school?" (verbal and written)

When: Ask the students, "When do you have to follow directions in school?"

Where: Ask the students, "Where else do you have to follow directions?"

Why: Ask the students, "Why do you have to follow directions?"

► How is a Career Day set up?

It is important to remember that this is a public relations opportunity for your school and the better organized the day is, the more successful it will be. The more successful it is, the better it will be viewed by everyone involved.

Choose speakers who represent a variety of occupations. Use the parents of your students whenever possible.

Prior to the actual Career Day, send a letter (see page 140) to your speakers outlining what is expected of them.

There are many ways to make the speakers available for the students. For example:

- Speakers can setup in the cafeteria or auditorium and students may pass through with their class or group. This method is recommended for grades kindergarten through second, but is also applicable for grades three through six.
- Speakers can be assigned to a classroom or space, and students in grades three through six can sign-up ahead of time to visit speakers. The speakers are given a certain amount of time for their presentations. When the allotted time has elapsed, the students move to their next choice.

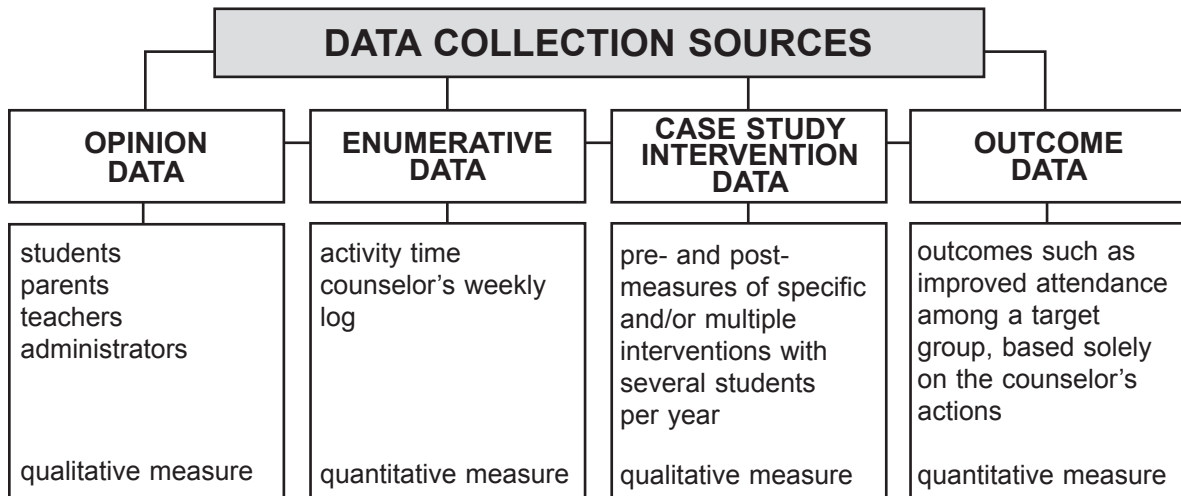
Some ways to make your Career Day more successful are:

- Send *Career Awareness Speaker—Helpful Hints* (see page 141) to each speaker prior to Career Day.
- Have peer helpers and student leaders meet the scheduled community speakers and interview them in the library or media center before the program begins. Use the *Discovering The Facts* interview sheet (see page 142).
- Have refreshments available before or after the program for the speakers.
- Have students assigned to escort the speakers to their stations.
- Take photos during the session(s).
- Have the speakers return to the library after the program to process their experiences. This is important as it will give you feedback about the success of the program. The speakers will also enjoy the opportunity to talk about their role in the Career Day.

Some suggestions for follow-up are:

- Have the students in grades two through six write thank you letters to the speakers.
- Send any photos, essays, and drawings that are appropriate to their career to each speaker.
- Send a thank you letter or certificate of appreciation to each staff member for his/her support.

YEARLY GUIDANCE SCHEDULE		
MONTH	GOALS	ACTIVITIES/FOCUS
NOVEMBER	Make the administration and staff aware of guidance activities	Distribute weekly counselor schedule each Monday
	Develop student leaders/helpers	Continue peer facilitator training
	Meet needs of individuals experiencing adjustment problems	Continue small-group and individual counseling
	Meet sequential affective developmental needs of all students	Teach 5th Graders in classrooms (4-6 classes) <ul style="list-style-type: none"> • "You" messages • "I" messages • accepting responsibility for consequences (weekly orientations) • learning from mistakes • seeing problems from both sides of conflict
DECEMBER	Make the administration and staff aware of guidance activities	Distribute weekly counselor schedule each Monday
	Develop student leaders/helpers	Continue peer facilitation training; reach 1/2 way point - special project: helpers lead small group discussions on friendship with a second-grade class (4 sessions) under counselor's supervision.
	Meet the needs of individuals experiencing adjustment problems	Continue small group and individual counseling
	Meet the affective developmental needs of all students	Teach 3rd Graders in classrooms (4-6 classes) <ul style="list-style-type: none"> • review feelings - why they are important to recognize and share with others • choices and responsibility • recognizing choices exist • problem solving • home and school responsibilities
JANUARY	Make the administration and staff aware of guidance activities	Distribute weekly counselor schedule each Monday
	Develop student leaders/helpers	Utilize helpers as "Meeters and Greeters" (weekly orientations) Utilize helpers to read to/vocabulary drill with first graders Continue formal training
	Meet the needs of individuals experiencing adjustment problems	Continue small-group and individual counseling
	Meet the affective developmental needs of all children	Teach Kindergarten classrooms (4-6 classes) <ul style="list-style-type: none"> • introduce feelings • sharing • working together • taking turns • care of property • responsibility
FEBRUARY	Make the administration and staff aware of guidance activities	Distribute weekly counselor schedule each Monday
	Meet the needs of individuals experiencing adjustment problems	Continue small-group and individual counseling
	Develop student leaders/helpers	Continue peer facilitation training
	Publicize counselor's role and contribution to learning	Plan and follow-through with National School Counseling Week activities



► **Why is opinion data important?**

Although opinion data is not hard quantitative data, it is a bonafide way to get close to your “customers.” Your aim, of course, is “customer” satisfaction with your services.

The “customers” for your services are the best source for feedback on your program’s effectiveness. You will want to survey:

- Students (individually or in groups)
- Parents
- Teachers
- Administrators

► **What are some ways to collect opinion data from students?**

Student opinions can be surveyed either in groups or individually.

When all the questions have been answered, tabulate the actual numbers and convert them to a percentage of total class.

When surveying students individually, it is important that the students are able to read.

A Likert Scale instrument (see below) is one way to survey students.

	STRONGLY AGREE	AGREE	NOT SURE	DISAGREE	STRONGLY DISAGREE
I like talking with my counselor					
I changed my way of doing things after talking with my counselor.					

THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

©
Mar^{co}
★

HOW TO GET ORGANIZED

THINK AHEAD

What are you going to be doing?
What will you need?

BE READY FOR THE DAY

Have the right supplies.
Know where your supplies can be found.

MAKE A LIST

Write down what you need to do.

PRIORITIZE

Decide the order in which the things on your list should be completed.
Chores? Homework? TV? Friends? Practice? Snack?

KNOW HOW MUCH TIME YOU HAVE

BREAK BIG JOBS INTO SMALL JOBS

GET STARTED! DON'T WASTE TIME!

STAY ON TRACK!

Avoid people and places that can distract you.
Avoid anything that takes your attention away from your work.

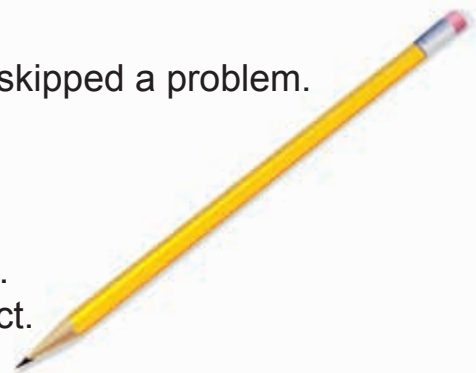
CHECK YOUR WORK

Look for careless mistakes. You may have skipped a problem.

KNOW WHEN YOU ARE FINISHED

Checklist:

- I have done all the problems I can.
- I believe all my answers are correct.
- My handwriting is neat.
- I have checked my punctuation and grammar.



CHILD STUDY TEAM CHART

*Adapted from L. Cribbs

A	B	C
↓	↓	↓
STEP 1 Teacher identifies the problem(s).	STEP 1 Teacher makes a formal request for assistance to the Child Study Team.	STEP 1 CST refers student for consideration of handicapping condition. Referral is completed at CST meeting.
↓	↓	↓
STEP 2 Teacher contacts the parent(s). Teacher should document the contact with the date, time, subject, and relevant comments.	STEP 2 Teacher participates in Child Study Team (CST) meeting with other members: Counselor Social Worker Principal Psychologist	STEP 2 Full evaluation done with student including: Psychological Social history Medical Educational Hearing screening Observation
↓	↓	↓
STEP 3 Teacher discusses problem with principal, counselor, and/or resource teacher to develop interventions.	STEP 3 CST develops a plan of strategies to be tried by teachers and others. Plan should be documented.	STEP 3 Meeting is set up to discuss evaluation results and eligibility for special placement due to handicapping condition.
↓	↓	↓
STEP 4 Teacher tries interventions: Counseling Parent contact(s) Resource help Reduced workload Modified instruction (If problem is not resolved, go to Level B.	STEP 4 CST reviews plan to decide if it needs to be modified, is successful, or if the problem needs to go to Level C. Level C only takes place if recommended by CST.	STEP 4 (If found eligible) IEP meeting with: Teacher Psychologist Principal Social Worker Counselor Special Ed. Rep Parents

FOLLOWING DIRECTIONS

STUDENT POST-TEST

Name _____ Date: _____

Directions: Answer the questions the best that you can.

1. Who has to follow directions? _____

2. What does *following directions* mean? _____

3. What are two types of directions you have to follow at school?

4. How does someone look when following directions? _____

5. Why is it important to follow directions? _____

6. Did you enjoy this lesson? _____

7. What did you not like about this lesson? _____

TALK IT OUT

Names of students involved:

_____	_____
_____	_____
_____	_____

STUDENTS COMPLETE ALL STEPS



1

Stop



2

Cool Off

3

Take Turns Talking

The Person Holding The Craft Stick Gets To Talk

4

Brainstorm Solutions



5

Choose The Idea You Like Best.

Signatures:

_____	_____
_____	_____
_____	_____

ELEMENTARY GUIDANCE EVALUATION FOR ADMINISTRATORS

The items or statements listed below cover some areas in which the counselor may have made significant contributions to the pupils or to the general welfare of your school. Indicate the degree of help the program contributed to your pupils or school by placing a check in the appropriate box after each statement.

- Check: Box 1—Much help has been given
 Box 2—Some help has been given
 Box 3—You feel that the counselor made no contributions in this area
 Box 4—You do not know

	1	2	3	4
ORGANIZATION AND ADMINISTRATION				
1. The counselor has been of assistance in organizing, administering, and developing the program of guidance services.				
TEACHER INVOLVEMENT				
2. The activities of the counselor have complimented and facilitated the work of the teachers.				
3. The counselor has provided services which were beneficial to most teachers within the school.				
4. The counselor has assisted teachers in meeting the intellectual, personal, and social needs of all students.				
EMPHASIS ON THE STUDENTS				
5. The counselor has focused on and recognized good behavior as well as problems and crises.				
6. The counselor has provided services and activities of benefit to all students attending the school.				
LEARNING ENVIRONMENT				
7. The counselor has assisted in the development of wholesome attitudes towards the teacher, school, and self.				
8. The counselor has sensitized the teachers to the personal needs of students.				
9. The counselor has assisted teachers in creating an atmosphere that builds confidence, avoids threat, creates a feeling of security, and is conducive to learning.				
GENERAL AREAS OF ASSISTANCE				
10. The counselor has helped in the early identification of students with "special needs."				
11. The counselor has been of help in working with "behavior problems."				
12. The counselor has been of help in working with "gifted" students.				

13. The counselor has been of help in working with the "slow-learner."				
14. The counselor has been of help in working with "underachievers."				
15. The counselor has been of help in working with students with "reading problems."				
16. The counselor has been of help in "diagnosing learning difficulties."				
17. The counselor has helped the students in making adjustments at transitional points in their education, i.e., changing grades, changing schools, elementary to middle/jr. high school, etc.				
18. The counselor has been of help to professional staff in interpreting cumulative folder information.				
19. The counselor has been helpful in making referrals and working with "referral agencies."				
RESULTS				
20. The counselor has been instrumental in acquiring an overall higher level of achievement among students.				
21. The counselor's activities have been instrumental in decreasing the number of potential dropouts.				
22. The counselor has been of assistance in reducing absenteeism and tardiness of selected students.				
23. The counselor has been of assistance in improving work habits and study skills of students.				
24. The counselor has been instrumental in establishing a better home-school and teacher-pupil rapport.				
25. The counselor has assisted in the reduction of referrals made to the principal for disciplinary reasons.				