Charting Your Course:
A Guide for Elementary Counselors

Written by Elementary Grant Counselors
San Angelo ISD
Underwritten by the Office of Safe and Drug-Free Schools’ Elementary and Secondary Counseling Grant
Acknowledgements

For the

Elementary Counselor Hand Book

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Introduction

This publication was written by counselors, for counselors; particularly the novice. It is presented as a guidebook to assist in designing and implementing a model guidance and counseling program. Locally developed for local use, it necessarily reflects the policies and procedures of the home district of its authors, San Angelo I.S.D. The information it contains, however, is not entirely unique to the parent district, and may thus be modified and adapted elsewhere.

Our goal was to produce a text that would be useful to the reader in developing a comprehensive understanding of the counselor’s role and specific duties, without bogging down in minutia.

The beginning counselor is encouraged to plan and apportion time wisely in order to maximize time spent working with students as opposed to working with data and documentation. Accordingly, we have tried to furnish only the essential details in order to provide for easy reading, adaptability, and smooth implementation.

The reader should not view this manual as a substitute for specific training and experience, but rather as a framework around which a custom program can be built, with additions and deletions as necessary. Happy counseling!
TIMELINE & NON-DATED ACTIVITIES
INTRODUCTION

The calendar and list is meant to be a reference and guideline in program and activities planning, preparation, execution, and documentation throughout the school year.

The NON-DATED ACTIVITIES list is organized in 6-week increments (with reference made to 9 week segments) to accommodate all grade levels of the elementary campus.

As NON-DATED ACTIVITIES are assigned due dates, they can be recorded in the ACTIVITY column to ensure that all deadlines, etc. are met. This will enable the new counselor to have a visual record of current and future responsibilities.

- Activities that can be scheduled within the first six weeks for the school year
  - CARE TEAM meetings
  - CHILD STUDY TEAM meetings
  - CAREER DAY
  - CAREER SPEAKERS
  - CAREER ACTIVITY – TRAINING CENTER
  - DADS & DONUTS
  - 5TH GRADE GRADUATION
  - GUIDANCE (CLASSROOM and SMALL GROUPS)
  - JOB SHADOW Activities
  - KINDERGARTEN GRADUATION
  - MOMS & MUFFINS
  - NEW COMER CLUB Activities and Dates
  - PARENT EDUCATION CLASSES
  - PARENT INVOLVEMENT Activities
  - PEER MEDIATION Training
  - PRIDE Activities, Meetings, and Speakers
  - COUNSELOR presentations for PTA
  - RED RIBBON WEEK Activities and Speaker(s)
  - ROPES
  - SENIOR LUNCHEON
  - TRANSITION Activities
    - MOVING UP
    - MIDDLE SCHOOL COUNSELOR PRESENTATION(S)
    - SECONDARY EDUCATION SPEAKER(S)
1ST SIX WEEKS NON-DATED ACTIVITIES
- SELF INTRODUCTION to classrooms
- Check PERMANENT FOLDERS for AT-Risk, HOMELESS, LEP eligibility, and for GUIDANCE PERMISSION
- Have teachers sign 504 ACCOMODATONS
- Start compiling AT-RISK LIST
- Needs Assessment for GUIDANCE PROGRAMS & SMALL GROUPS
- Organize CARE TEAM: CHILD STUDY TEAM
- Recruit PRIDE sponsors
- Select PEER MEDIATORS
- TPRI – Gather information and turn in documentation
- CAREER Event
- PARENT INVOLVEMENT Activity
- Language test all new ESL students and hold LPAC meeting within 4 weeks of enrollment
- Test all new students from home school and non accredited schools

2ND SIX WEEKS NON-DATED ACTIVITIES
- Start holding CARE TEAM and CHILD STUDY TEAM Meetings
- Check new students’ PERMANENT FOLDERS for AT-RISK and LEP eligibility
- PARENT INVOLVEMENT Activity
- RED RIBBON WEEK – Last week of October
- COW Day in November
- CAREERS on Wheels

3RD SIX WEEKS NON-DATED ACTIVITIES
- Check new students’ PERMANENT FOLDERS for AT-RISK and LEP eligibility
- CAREER Event
- MATURATION/AIDS Permission slips due to counselor
- MATURATION VIDEO in November and December
- PARENT INVOLVEMENT Activity

4TH SIX WEEKS NON-DATED ACTIVITIES
- Check new students’ PERMANENT FOLDERS for AT-RISK and LEP eligibility
- CAREER Event – JOB SHADOWING or VIRTUAL JOB SHADOWING on February 2 or another event
- Updated AT-RISK LIST due to teachers & administration
- LEADERSHIP CONFERENCE in January
- MATURATION/AIDS Permission slips due to counselor
- MATURATION VIDEO in February
- PARENT INVOLVEMENT Activity
- Confirm date of MIDDLE SCHOOL PRINCIPAL presenting TRANSITION
- ELEMENTARY COUNSELOR MEETING in January
• **TAKS TESTS**
  - 3rd grade Reading
  - 4th grade Writing
  - 5th grade Reading

**5TH SIX WEEKS NON-DATED ACTIVITIES**
• Check new students’ PERMANENT FOLDERS for AT RISK and LEP eligibility
• CAREER Activity
• End CLASSROOM GUIDANCE and SMALL GROUPS by April 1
• ELEMENTARY COUNSELOR MEETING in February
• MIDDLE SCHOOL REGISTRATION presented by MIDDLE SCHOOL COUNSELOR
• PARENT INVOLVEMENT Activity
• PUBLIC SCHOOLS WEEK in March – Plan and facilitate activities
• RPTE TEST in March
• TAKS TEST – 5TH grade Math in April
• Start end of year LEP TESTING & LPAC MEETINGS
• OBSERVATION PROTOCOL
  - Supervise administration of tests
  - Return tests to administration

**6TH SIX WEEKS NON-DATED ACTIVITIES**
• Check new students’ PERMANENT FOLDERS for AT RISK and LEP eligibility
• Update AT RISK LIST and BLUE CARDS
• CAREER Activity
• MOVING UP in May
• PARENT INVOLVEMENT Activity
• PRIDE RALLY in May
• TPRI documentation due to administration
• ELEMENTARY COUNSELOR MEETINGS in April & May
• Make sure TAKS TEST RESULTS are filed in PERMANENT FOLDERS
• TAKS TEST
  - 3rd, 4th, & 6th grades Math in April
  - 4th and 6th grade Reading in April
  - 3rd and 5th grade Reading Re-Test in April
  - 5th grade Science in April
  - 5th grade Math Re-Test
TIMELINE
DATE CORRELATION

STAFF DEVELOPMENT WEEK
TEACHER WORKWEEK

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NON-DATED ACTIVITIES
PRESENT STAFF DEVELOPMENTS REQUESTED BY PRINCIPAL

- CONFLICT RESOLUTION
- CRISIS MANAGEMENT
- LEP (BILINGUAL, ESL)
- PEER MEDIATION
- SECOND STEP
- SPECIAL PROGRAMS

ACADEMIC CALENDAR
1ST SIX WEEKS

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**End 3rd Nine Weeks**

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Introducing the Counselor

We would all like to think that the counselor is an individual of such universally acknowledged importance that no introduction is necessary; often, however, many students, and even some teachers are unaware of the many services available through the counseling department. Some introduction is accomplished through the delivery of guidance, responsive services, and individual planning; nonetheless, formal introduction provides for acquaintance with all students, not just those who have received services previously. Moreover, such introduction paves the way for future interactions, and helps to pre-empt any barriers to communication, such as intimidation on the part of the student.

With this in mind, the counselor will want to be present at any new student orientations, as well as parent information meetings, campus open-house night, and/or PTA functions. At the beginning of the year, s/he will work collaboratively with teachers to visit every classroom for a brief mini-lesson or introductory activity that will inform the students of who the counselor is and what s/he does. As with any such lesson or activity, attention must be given to age-appropriateness, including attention span, level of vocabulary, and concreteness vs. abstractness.
Who is the Counselor?

School counselors have the unique opportunity to visit the cafeteria at lunchtime, the playground at recess, and walk the halls while students are changing classes. These activities allow students to get acquainted with us. Included in this section, are some useful ideas and suggestions for a first year counselor to help him/her in having all the school’s children know who their counselor is and what his/her role entails.

First Week of School Introduction Activities

For grades Kindergarten – 3rd:

- During first week of school, schedule a time to visit each classroom in order to introduce yourself to the children.

- Follow the attached activity “Recipe for a Counselor” created by Donna Thompson, M.S., M.Ed., LPC

- “Who is Your School Counselor?” By Lisa Miller and Connie Brown

For grades 4th – 6th

- During the first week of school, schedule a time to visit each classroom in order to introduce yourself to the children.

- Discuss with the students your role as a school Counselor.
Recipe for a Counselor

Objective: The students will be introduced to the counselor and will learn the role of the school counselor.

Materials: “Recipe for a Special Counselor” apron
- Big cooking pot
- Roll-in cart
- White paper chef’s hat (I found mine at a party store)
- Big wooden spoon
- Patterns for ingredients (see attached)
- Red cloth (approx. ¼ yd.) & stuffing or small heart pillow
- Two long rubber gloves
- Miniature “neckbone“ pillow (can be found at department stores)
- White poster board or cardstock
- 3 coffee cans
- Rice, dyed pink
- Measuring cup
- Styrofoam packing peanuts (available at office supply)
- Copies of recipe cards with your name typed in (enough for each Student)

Optional materials:
- Large bowl
- Big spoon
- Box of Goldfish
- Sack of pretzels
- Can of mixed nuts
- Chex cereals
- Large bag of M&M’s
- Napkins
- Measuring cup
- “Friendship Mix” recipe

Directions: Enter the classroom wearing the chef’s hat and apron. It’s best if you have the big cooking pot with all your cooking materials on a roll-in cart to push in. Begin the lesson by saying your name and explaining that you are the school counselor. Ask if everyone knows why we use a recipe. Get some feedback to make sure everyone knows that a recipe is a guide for cooking something or making something. Talk about how a recipe will have precise measurements (like ½ cup, ¼ teaspoon, etc.) and will list ingredients (like sugar and flour) and will give directions (let students generate words like “mix” and “stir”). Show the front of your apron. Explain that this recipe will help students know who the counselor is and what he/she does at your school. Read the ingredients. Pull out the large heart first (You can make a large red heart- I found a red heart pillow at Walmart) and hold it up as you talk about how a counselor has a big heart with plenty of love for all ______(number of students in your school at _______ name
of your school). You can elaborate however you choose. Put the heart in the cooking pot. Read the next ingredient. Pull out the two willing hands and hold them up while you talk about how the counselor is always willing to pitch in and help with projects or events around school—or if a student needs help. Put the gloves in the pot.

Read the next ingredient. Pull out the small pillow and call it a “soft shoulder.” Talk about the phrase “a soft shoulder to cry on” and how a counselor is someone with whom you can feel safe and with whom you can share your feelings…that it is okay to laugh or cry with a counselor. Put the pillow in the pot. Pull out the two ears and hold them up while you talk about how a counselor is a very good listener…that sometimes just talking with the counselor about a problem can help you feel better and can help you think up a solution to your problem. Put them in the pot.

Read the next ingredient. Pull out the large coffee can shaker and hold it up as you talk about how the counselor sometimes just gives “a dash” of advice to get you started thinking of ways to solve your problems. Explain that although a counselor will not be able to tell you all the answers to problems or what you should do to solve your problems, she/he can sometimes generate some ideas of sound advice to consider. Shake a little over the cooking pot.

Read the next ingredient. Dip the measuring cup into the container of rice and pour two cups of rice into the pot as you talk about how the counselor is always kind and gives examples of kindness….kind words spoken to a student on their first day of school, a kind “get well” note to someone who is sick, etc.

Then read the next ingredient. Use the measuring cup again and dip three times into the packing peanuts. Pour them into the pot as you talk about what compassion means…caring about how others feel and showing concern for others. Talk about how the counselor is very compassionate…understanding how others feel and always eager to show their concern for others. Give examples of your compassion…maybe helping a family whose house has burned, etc. Then use the big wooden spoon to “pretend” to stir the ingredients.

Read the directions. Talk about what it means to get rid of all judgmental lumps…to be tolerant and accepting of others who are different in some way…who look differently or who believe or act differently. Read the rest of the directions. Talk about how the counselor has “life experiences” that help her know how to help students…that sometimes students think they are the only ones to ever have a particular problem, but almost always, the counselor has helped others with the same or similar problem. You may go on to talk about your guidance and counseling program…how you do small groups, individual counseling, and classroom guidance.

A fun and optional way to end this lesson is to stir up a batch of “Friendship Mix” (trail mix) with the students. You can write a recipe on a piece of poster board to
follow with the class. I generally just make mine up using the ingredients I can find. After you add each ingredient, allow a student to help stir the mixture. Make sure that no one has food allergies before you serve the food. Serve a spoonful on a napkin to each student and the teacher. It is called “Friendship Mix” because you enjoy eating it with your friend.

Here is an example of a recipe for “Friendship Mix”

1 ½ cups of Crispix cereal  
¾ cups of pretzels  
1 cup of Goldfish  
¾ cups of mixed nuts  
½ cup of M & M’s

You can certainly add other ingredients such as: Fruit Loops, Cheerios, dried fruits such as dates, raisins, etc.

**RECIPE FOR A SPECIAL COUNSELOR**

1 Large heart- very tender  
2 willing hands  
1 soft shoulder  
2 listening ears  
A dash of sound advice  
2 cups of kindness  
3 cups of compassion

Mix all above ingredients. Stir until all judgmental lumps have disappeared. Bake in the oven of life experience until well done.

Season generously with love.

Serves a multitude of hurting children.

**Patterns found in:**  
**Source:** *Guidance Goodies; Recipes for Guidance Games and Activities*, Donna Thompson, MS, LPC, LMFT
If you can’t find a miniature pillow, you can easily sew one! Cut two rectangles out of cloth using this pattern. Put right sides together and sew a 5/8” seam along all four sides leaving a 2” opening not sewn. Turn the cloth right side out through the 2” opening. Stuff the inside of the pillow with old pantyhose or cotton batting. Use a needle and thread to sew the 2” opening shut.
Cut this heart out of cardboard. Lay cotton balls or cotton batting over the front of the heart. Cover with the red cloth… fold the edges of the red cloth over the side of the cardboard and use a hot glue gun to glue down the edges of the red cloth on the back of the cardboard. The front should then appear “stuffed” with the cotton and be pretty and soft.
Guidance
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Classroom Guidance

Classroom guidance accomplishes several important objectives for the school counselor. First, it allows him or her to be highly and positively visible on campus, which creates familiarity and rapport between the counselor and the students, teachers, and staff. This acquaintance provides the critical foundation necessary for other efforts, such as group guidance, individual counseling, crisis intervention, and parent contact. Secondly, in the course of guidance lessons, the counselor becomes keenly attuned to the particular needs and struggles of the student population. Finally, classroom-based guidance activities bridge the perceived gap between counselors and instructional staff, who often view them as more closely associated with the office administration rather than the classroom teacher.

As valuable as classroom guidance is, time constraints and staffing realities may limit the counselor to just a few sessions per teacher. Moreover, the curriculum can be chosen at the district level, with little flexibility. Notwithstanding, the counselor should adjust the lesson choice (within the existing curriculum), mode of delivery, and instructional emphasis so as to best address particular campus, classroom, and student needs. Collaboration with the teachers and principal, along with documentation of any significant adjustments, including the needs that prompted them, is strongly recommended.

Finally, the prudent counselor will spare no effort to arrive on-time, respect teachers’ requests for reasonable accommodations/adjustments, and in general conduct him/herself as a guest in the teacher’s classroom.

The “Comprehensive, Developmental Guidance and Counseling Program” for Texas Public Schools from the Texas Education Agency was used as our model.
Classroom Guidance Log

School: __________________     DATE
Teacher: _________________     Scheduled Time: ________
PK   K   1   2   3   4   5   6      M   T   W   Th   F
Program:__________

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Strands and Competencies met through program by grade level

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<td>Value their uniqueness</td>
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<td>Develop their own potential</td>
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<td>Take advantage of educational opportunities</td>
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<td>Identify career opportunities</td>
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<td>Take responsibility for own behaviors</td>
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Programs Implemented in the Scope and Sequence

- Pre K: Second Step
- Kinder: Nature of Study Skills
- 1st: Nature of Study Skills
- 2nd: Marsh Media
- 3rd: Steps to Respect
- 4th: Second Step
- 5th: Steps to Respect
- 6th: Steps to Respect
<table>
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<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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<td>Lesson: “Dealing with Waiting”</td>
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<td>Objective: Children will be able to apply ways to calm down while waiting and identify and apply coping strategies.</td>
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<tr>
<td>Seattle, Washington (800) 834-4449</td>
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<td>Function effectively as a group member</td>
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<td><a href="http://www.cfchildren.org">www.cfchildren.org</a></td>
<td>Materials:</td>
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<tr>
<td></td>
<td>Slow-Down Snail</td>
<td>Manage feelings</td>
</tr>
<tr>
<td></td>
<td>Be-Calm Bunny</td>
<td>Responsible Behavior</td>
</tr>
<tr>
<td></td>
<td>Poster: “Ways to calm down”</td>
<td>Behave responsibly</td>
</tr>
<tr>
<td></td>
<td>Butcher paper and pen</td>
<td>Take responsibility for own actions</td>
</tr>
<tr>
<td></td>
<td>Take home letter 7: waiting</td>
<td>Be self-disciplined</td>
</tr>
<tr>
<td></td>
<td>Estimated Time: 15-20 minutes</td>
<td></td>
</tr>
<tr>
<td>Guidance Materials</td>
<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Second Step</strong></td>
<td>Lesson: “Dealing with losing something”&lt;br&gt;Objective: The children will be able to identify a problem in a given situation, generated solutions to a problem, predict the consequence of action.&lt;br&gt;Materials:&lt;br&gt;Song Card; “The Problem Solving Rap”&lt;br&gt;Second Step sing along songs&lt;br&gt;CD player&lt;br&gt;Poster: “Problem Solving Steps”&lt;br&gt;Problem solving card set&lt;br&gt;Take home letter 9: “Solving Problems”&lt;br&gt;Estimated Time: 15-20 minutes</td>
<td></td>
</tr>
</tbody>
</table>
Grade: Pre-Kindergarten
Strand: Interpersonal effectiveness
Competency: Respect others, relate well with others
Skills: Become aware that others have feelings, become aware of how they can demonstrate respect and/or caring for others

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Step</strong></td>
<td>Lesson: “I Care”</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Committee for Children Seattle, Washington (800) 834-4449 <a href="http://www.cfchildren.org">www.cfchildren.org</a></td>
<td>Objective: The children will be able to show that they care about someone and understand that listening is one way to show that you care.</td>
<td>Listen to others Express themselves Understand basic communication skills</td>
</tr>
<tr>
<td></td>
<td>Materials:</td>
<td></td>
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<tr>
<td></td>
<td>Second Step</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sing along songs</td>
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<td></td>
<td>CD player</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List of situations drawn from children’s lives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated Time:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15-20 minutes</td>
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</tr>
</tbody>
</table>
Grade: Pre-Kindergarten  
Strand: Communication Skills  
Competency: Understand basic communication skills, express themselves, listen to others  
Skills: Verbalize thoughts and feelings, become aware of the need to be a good listener

<table>
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<tr>
<th>Guidance Materials</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Step</strong></td>
<td>Lesson: “Learning to have Fun with Our Friends”</td>
<td>Interpersonal effectiveness</td>
</tr>
</tbody>
</table>
| Committee for Children  
Seattle, Washington  
(800) 834-4449  
www.cfchildren.org | Objective: The children will be able to understand that when people play in fair ways, both have fun. They will understand that others sometimes have different wants or likes. They will be able to apply problem solving steps.  
Materials:  
Impulsive Puppy  
Be-Calm Bunny  
Slow-Down Snail  
Posters: “Problem Solving Steps”, “Ways to Calm Down”  
Estimated Time:  
15-20 minutes | Develop healthy friendships |
<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| Second Step         | Lesson: “Same or Different”?  
Objective: The children will be able to compare physical and emotional similarities and differences in children and understand that people can have different feelings about the same situation.  
Materials:  
- Impulsive Puppy  
- Slow Down Snail  
- List of situations drawn from children’s lives  
Estimated Time:  
15-20 minutes | Self Confidence Development  
Value their uniqueness  
Interpersonal Effectiveness  
Relate well with others  
Respect others  
Communication skills  
listen to others |
Grade: Pre-Kindergarten  
Strand: Responsible Behavior  
Competency: Take responsibility for their own behaviors  
Skills: Identify their own behavior, accept rewards and consequence for their behavior

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Step</strong></td>
<td>Lesson: “Calming Down Strong Feelings”</td>
<td>Self Confidence Development</td>
</tr>
<tr>
<td></td>
<td>Objective: The children will be able to understand how to belly breath and identify and apply the ways to calm down</td>
<td>Manage feelings</td>
</tr>
<tr>
<td></td>
<td>Materials: Poster: “Ways to Calm Down”</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Impulsive Puppy</td>
<td>Express themselves</td>
</tr>
<tr>
<td></td>
<td>Slow down Snail</td>
<td>Responsible Behavior</td>
</tr>
<tr>
<td></td>
<td>Hearts</td>
<td>Be self-disciplined</td>
</tr>
<tr>
<td></td>
<td>List of situation drawn from children’s lives</td>
<td></td>
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<td></td>
<td>Estimated Time:</td>
<td></td>
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<tr>
<td></td>
<td>15-20 minutes</td>
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</tr>
</tbody>
</table>
Grade: Kindergarten  
Strand: Communication Skills  
Competency: Listen to others  
Skills: Become aware of the need to be a good listener

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| **The Nature of Study Skills**  
“Quiet Earhart Owl” by Charlene C. Cali  
Published by: Marco Products, Inc.  
1443 Old York Road  
Warminster, Pa 18974  
2000 | **Lesson 1: “Listening With my Owl Ears”**  
Objective: Apply the importance of listening to their own personal experiences.  
Materials:  
“Whoo is Wearing Their Owl Ears?”  
Activity  
Copy of “Whoo Is Wearing Their Owl Ears?” (page16)  
Yellow, orange, black, brown, gray, and blue crayons  
Estimated Time: 30 Minutes | |

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Discuss the key points of the lesson and the materials suggested for the lesson. How can these activities help students develop their listening skills? Discuss the importance of listening in daily life and the role of good listeners in society. Encourage students to share their experiences and insights related to listening and its significance.
<table>
<thead>
<tr>
<th>Guidance Materials</th>
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<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Nature of Study Skills</strong></td>
<td>Lesson 2: “Paying Attention with my Owl Eyes”</td>
<td>Self-Confidence Development</td>
</tr>
<tr>
<td>“Quiet Earhart Owl”</td>
<td>Objective: The students will be learning about the importance of paying attention.</td>
<td>Manage their feelings</td>
</tr>
<tr>
<td>Charlene C. Cali</td>
<td>Materials:</td>
<td></td>
</tr>
<tr>
<td>Marco Products, Inc.</td>
<td>Owl stick puppet activity</td>
<td></td>
</tr>
<tr>
<td>1443 Old York Road</td>
<td>Copy of Owl Stick Puppet (page 31)</td>
<td></td>
</tr>
<tr>
<td>Warminster, PA 18974 2000</td>
<td>Scissors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Craft Stick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Glue Sick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Crayons</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estimated Time: 30 Minutes</td>
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</tr>
</tbody>
</table>

Grade: Kindergarten
Strand: Interpersonal effectiveness
Competency: Respect Others
Skills: Become aware of their own responsibilities in working with others
Grade: Kindergarten  
Strand: Self-Confidence Development  
Competency: Appreciate their uniqueness  
Skills: Identify similarities/differences between themselves and others

<table>
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<tr>
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</thead>
</table>
| **The Nature of Study Skills**  
“Quiet Earhart Owl”  
Charlene C. Cali  
Marco Products, Inc.  
1443 Old York Road  
Warminster, PA 18974  
2000 | Lesson 3: “Working Quietly with my Owl Wings”  
Objective: It is important for children to realize that we are all very special. They will note special things that people have in common and also some differences.  
Materials: A copy of “I’m Working Quietly with My Owl Wings Necklace” (page 35)  
Estimated Time: 30 Minutes | Motivation To Achieve  
Development of leadership skills  
Interpersonal Effectiveness  
Function effectively as group members.  
Communication Skills  
Understand basic communication skills.  
Responsible Behavior  
Behave responsibly |
Grade: Kindergarten  
Strand: Responsible Behavior  
Competency: Behave Responsibly  
Skills: Be able to follow rules and directions and complete tasks

<table>
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<tr>
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</table>
| **The Nature of Study Skills**  
“Quiet Earhart Owl”  
Charlene C. Cali  
Marco Products, Inc.  
1443 Old York Road  
Warminster, PA 18974  
2000 | Lesson 4: “Completing Work with My Owl Vision”  
Objective: To learn the importance of being wise as they practice completing their school work.  
Materials:  
Quiet Earhart Owl paper bag puppet (optional)  
Copy of Quiet Earhart Owl Puppet Pattern (page 14-15) copied onto two sheets of 81/2 X 11 white index-weight or standard-weight paper  
Paper lunch bag  
Scissors | |

Estimated Time: 30 Minutes
### Grade: Kindergarten  
### Strand: Motivation to Achieve  
### Competency: Develop their own academic potential  
### Skills: Become aware of their learning interests; describe learning that they enjoy most

<table>
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<tr>
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<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| **The Nature of Study Skills**  
"Quiet Earhart Owl"  
Charlene C. Cali  
Marco Products, Inc.  
1443 Old York Road  
Warminster, PA 18974  
2000 | Lesson 5: “Trying with Amelia Earhart”  
Objective: The students discuss trying hard as they learn about Amelia Earhart.  
Materials:  
A copy of “My Picture Book of Trying” (page 46-47)  
Crayons  
Estimated Time: 30 Minutes | |


Grade: Kindergarten

Strand: Decision-making, Goal-setting, Planning, Problem-solving skills

Competency: Solve problems

Skills: Identify problems

<table>
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<tr>
<th>Guidance Materials</th>
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<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| **The Nature of Study Skills**  
 "Quiet Earhart Owl"  
 Charlene C. Cali  
 Marco Products, Inc.  
 1443 Old York Road  
 Warminster, PA 18974  
 2000 | Lesson 6: ‘Wrapping It Up with Quiet Earhart Owl’  
 Objective: Review the work habits that the students have learned.  
 Materials:  
 Study Buddy activity  
 Piece of construction paper  
 Crayons  
 Estimated Time:  
 30 Minutes | |

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<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Nature of Study Skills “Paying Attention P. Revere Penguin” Charlene C. Cali Published by: Marco Products, Inc. 1443 Old York Road Warminster, Pa 18974 2000</td>
<td>Lesson 1 “Paying Attention P. Revere Penguin Works Quietly” Objective: Student will be introduced to the concept of working quietly at tasks during school. Materials: Purchased/ hand made puppet World map “Working Quietly with Paying Attention P. Revere Penguin” story Tape recorder Ruler/tape measure For each student: Copy of “I’m a Quiet Penguin Sign Activity” Estimated Time: 30 Minutes</td>
<td></td>
</tr>
<tr>
<td>Guide Materials</td>
<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
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<tr>
<td>The Nature of Study Skills</td>
<td>Lesson: #2 “Paying Attention P. Revere Penguin Stays On Task”</td>
<td>Interpersonal Effectiveness</td>
</tr>
<tr>
<td>“Paying Attention P. Revere Penguin”</td>
<td>Objective: Students will discuss ways to complete their jobs as they practice the</td>
<td>Respect Others</td>
</tr>
<tr>
<td>Charlene C. Cali</td>
<td>penguin habit of staying on task.</td>
<td>Responsible Behavior</td>
</tr>
<tr>
<td>Published by: Marco Products, Inc.</td>
<td>Materials:</td>
<td>Behave Responsibly</td>
</tr>
<tr>
<td>Warminster, PA 2000</td>
<td>Purchased/hand made penguin Puppet</td>
<td>Take responsibility for their own behaviors</td>
</tr>
<tr>
<td></td>
<td>“Staying On Task with P. Revere Penguin Story”</td>
<td>Be Self Disciplined</td>
</tr>
<tr>
<td></td>
<td>“I'm a Paying Attention P. Revere Penguin” stickers</td>
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<td></td>
<td>For each student:</td>
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<tr>
<td></td>
<td>“Ready as a Penguin to Listen” Activity</td>
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<tr>
<td></td>
<td>Copy of Penguin Finger Puppet Pattern</td>
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<td></td>
<td>Scissors</td>
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<tr>
<td></td>
<td>Glue stick</td>
<td></td>
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<td></td>
<td>Crayon</td>
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<td>Estimated Time: 30 Minutes</td>
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<tr>
<td>Guidance Materials</td>
<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
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<tr>
<td><strong>The Nature of Study Skills</strong>&lt;br&gt;“Paying Attention P. Revere Penguin”&lt;br&gt;Charlene C. Cali&lt;br&gt;Published by: Marco Products, Inc. Warminster, PA 2000</td>
<td>Lesson: #3 “Paying Attention P. Revere Penguin Always Tries”&lt;br&gt;Objective: Students will discuss “trying” during assignments, while practicing penguin trying power.&lt;br&gt;Materials: Purchased/hand made Penguin puppet “Paying Attention Paul Revere Penguin” stickers&lt;br&gt;For each student: Copy of “Penguin Trying Power” Pencil Crayons&lt;br&gt;Estimated Time: 30 Minutes</td>
<td></td>
</tr>
</tbody>
</table>
Grade: First  
Strand: Communication Skills  
Competency: Listen to others  
Skills: Listen attentively

<table>
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<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| **The Nature of Study Skills**  
“Paying Attention P. Revere Penguin”  
Charlene C. Cali  
Published by: Marco Products, Inc.  
Warminster, PA  
2000 | Lesson: #4 “Paul Revere Penguin is Ready to Listen”  
Objective: Students will discuss why it is important for students to listen during school lessons.  
Materials:  
Purchased/ Hand made Penguin puppet  
“Be Ready to Listen with Paul Revere Story”  
“Ready as a Penguin to Listen” activity  
Chalk  
“I’m a Paying Attention P. Revere Penguin” stickers  
For each student:  
“Ready as a Penguin to Listen” activity  
Copy of “Ready as a Penguin to Listen”  
Crayons | Interpersonal effectiveness  
Respect others  
Responsible behavior  
Behave Responsibly  
Take responsibility for their own Behaviors  
Be self disciplined |
| Estimated Time: 30 Minutes | | |

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<table>
<thead>
<tr>
<th>Grade: First</th>
<th>Strand: Decision Making</th>
<th>Competency: Develop a plan of action</th>
<th>Skills: Become aware of different methods of using time effectively</th>
</tr>
</thead>
<tbody>
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<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
<td></td>
</tr>
<tr>
<td><strong>The Nature of Study Skills</strong></td>
<td>“Paying Attention P. Revere Penguin”</td>
<td>Interpersonal effectiveness</td>
<td></td>
</tr>
<tr>
<td>Charlene C. Cali</td>
<td>Published by: Marco Products, Inc.</td>
<td>Respect others</td>
<td></td>
</tr>
<tr>
<td>Warminster, PA 2000</td>
<td>“Paying Attention with Paul Revere Penguin Story”</td>
<td>Responsible behavior</td>
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<td></td>
<td>United States map</td>
<td>Behave Responsibly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“One If by Land, Two If by Sea” activity</td>
<td>Take responsibility for their own Behaviors</td>
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</tr>
<tr>
<td></td>
<td>Scissors</td>
<td>Be self disciplined</td>
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<td></td>
<td>Crayons/markers</td>
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<td><strong>Lesson: #5 “Paul Revere Penguin Was A Paying Attention Person”</strong></td>
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<td>Objective: Students will explore how they can pay attention and practice doing so through hands on activities</td>
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<tr>
<td></td>
<td>Materials: Purchased/Hand made Penguin puppet</td>
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<tr>
<td></td>
<td>“Paying Attention with Paul Revere Penguin Story”</td>
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<tr>
<td></td>
<td>United States map</td>
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<tr>
<td></td>
<td>“One If by Land, Two If by Sea” activity</td>
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<td></td>
<td>Scissors</td>
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<tr>
<td></td>
<td>Crayons/markers</td>
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<td>Estimated Time: 30 Minutes</td>
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<tr>
<td>Guidance Materials</td>
<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
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<tr>
<td><strong>The Nature of Study Skills</strong>&lt;br&gt;“Paying Attention P. Revere Penguin”&lt;br&gt;Charlene C. Cali&lt;br&gt;Published by: Marco Products, Inc. Warminster, PA 2000</td>
<td>Lesson: #6 “Wrapping It Up With Paying Attention P. Revere Penguin”&lt;br&gt;Objective: Students will sign a Penguin Pledge and practice the study habits discussed in the unit&lt;br&gt;Materials:&lt;br&gt;  Purchased/Hand made Penguin puppet&lt;br&gt;  For each Student:&lt;br&gt;  Penguin Pledge Activity&lt;br&gt;  Copy of Penguin Pledge Pledge&lt;br&gt;  Pencil&lt;br&gt;  Crayons&lt;br&gt;Estimated Time: 30 Minute</td>
<td>Responsible Behavior&lt;br&gt;Behave Responsibly&lt;br&gt;Take responsibility for their own actions</td>
<td></td>
</tr>
</tbody>
</table>
Grade: First  
Strand: Self-confidence Development  
Competency: Appreciate their uniqueness  
Skills: Analyze how they feel about their own personal characteristics  
Demonstrate a positive attitude about themselves  

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| **Marsh Media book, *Kylie’s Concert*, with teaching guide and or video.**  
Arthur: Patty Sheehan  
Illustrator: Itoko Maeno  
Marsh Media  
P. O. Box 8082  
Shawnee Mission, KS 66208, 1993 | **Activities:**  
Special Talents and Abilities P. 13  
**Materials:**  
Writing paper  
Pencils  
Drawing paper  
Markers  
Crayons  
Chalkboard  
Chalk  
Estimated Time:  
30-45 Minutes | Self Confidence Development  
Have accurate self concepts |
<table>
<thead>
<tr>
<th>Grade:</th>
<th>First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand:</td>
<td>Self-confidence Development</td>
</tr>
<tr>
<td>Competency:</td>
<td>Manage their feelings</td>
</tr>
</tbody>
</table>
| Skills: | Recognize their feelings while they experience them  
Describe why it is important to take care of their emotions  
Become aware of how they manage their feelings |

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
Author: Jamie Parkison  
Illustrator: Itoko Maeno  
Publisher: Marsh Media  
P. O. Box 8082  
Shawnee Mission, KS 66208  
1997 | Activities:  
“Howdy, Pardner” (P16)  
“Keeping Cool” (P19)  
“Tiger Count” (P24)  
“Howdy Pardner” Materials:  
None, but see directions in booklet  
“Keeping Cool” Materials:  
Chalkboard and Chalk  
“Tiger Count” Materials:  
Copies of “Tiger Count”  
Pencils | Decision-making, Goal setting,  
Planning, Problem-solving Skills  
Solve problems  
Cross-cultural Effectiveness  
Appreciate their own culture  
Responsible Behavior  
Be self disciplined |

Estimated Time:  
30-45 Minutes
| Grade: Second |
| Strand: Self-confidence Development |
| Competency: Appreciate their uniqueness |
| Skills: Demonstrate positive attitude about themselves |

<table>
<thead>
<tr>
<th>Guidance Materials</th>
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<th>Guidance Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marsh Media book, <em>Emily Breaks Free</em> with teaching guide and or video:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author: Linda Talley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrator: Andra Chase</td>
<td></td>
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<tr>
<td>Publisher: Marsh Media</td>
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<tr>
<td>P. O. Box 8082</td>
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<tr>
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<td>Activity</td>
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<tr>
<td>“Getting to Know You” (P17)</td>
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<tr>
<td>Pencil</td>
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<tr>
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<tr>
<td>30-45 Minutes</td>
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<tr>
<td>Interpersonal Effectiveness</td>
<td></td>
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<tr>
<td>Respect others</td>
<td></td>
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<tr>
<td>Develop healthy friendships</td>
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<tr>
<td>Responsible Behavior</td>
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<tr>
<td>Take responsibility for their own behaviors</td>
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<tr>
<td>Cross Cultural Effectiveness</td>
<td></td>
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<tr>
<td>Evaluate how stereotyping affects them and their relationships with others</td>
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<tr>
<td>Respects others and individuals and accept them for their cultural membership</td>
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<tr>
<td>Grade: Second</td>
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</tr>
<tr>
<td>Strand: Motivation to Achieve</td>
<td></td>
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</tr>
<tr>
<td>Competency: Develop their leadership skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills: Describe the responsibilities of identified school and community leaders</td>
<td></td>
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<tr>
<td>Identify group rules</td>
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<table>
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<tr>
<th>Guidance Materials</th>
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<tr>
<td><strong>Marsh Media book, Following Isabella with teaching guide and or video</strong></td>
<td></td>
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<tr>
<td>Author: Linda Talley</td>
<td>Activities:</td>
<td></td>
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<tr>
<td>Illustrator: Andra Chase</td>
<td>“Find the Leader” (p18)</td>
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<tr>
<td>Publisher: Marsh Media</td>
<td>“Different Kinds of Leaders” (p18)</td>
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<tr>
<td>P. O. Box 8082 Shawnee Mission, KS 66208 2001</td>
<td>“Find the Leader” Materials:</td>
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<tr>
<td></td>
<td>None, but see description of game in booklet</td>
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<td></td>
<td>Different kinds of leader materials:</td>
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<tr>
<td></td>
<td>Chalkboard Chalk</td>
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<td>Estimated Time: 30-45 Minutes</td>
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<td></td>
<td>Self-confidence Development Have Accurate Self Concepts</td>
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<tr>
<td>Grade: Second</td>
<td>Strand: Decision-making, Goal-setting, Planning, Problem-solving skills</td>
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<tr>
<td>Competency: Make decisions</td>
<td>Skills: Become aware that some decisions are changeable, some are not</td>
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<tr>
<td></td>
<td>Become aware that some choices are made for them and some they make for themselves</td>
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<tr>
<td>Guidance Materials</td>
<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
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<tr>
<td>Arthur: Sandy Stryker Illustrator: Itoko Maeno Publisher: Marsh Media P. O. Box 8082 Shawnee Mission, KS 66208 1988</td>
<td>Materials: Paper Pencil</td>
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<td>Estimated Time: 30-45 Minutes</td>
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<td>Additional Strands Covered in the Suggested Activities</td>
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<tr>
<td><strong>Marsh Media book, <em>Toad in Town</em>, with teaching guide and or video.</strong>  Author: Linda Talley  Illustrator: Itoko Maeno  Publisher: Marsh Media  P. O. Box 8082  Shawnee Mission, KS 66208  2001</td>
<td>Activities:  “Before and After” (p16)  Objective: To identify positive aspects of change  Materials:  Chalk  Chalkboard  Estimated Time: 30-45 Minutes</td>
<td>Summarize what they can/cannot control in their lives  Become aware of changes that will occur as they continue through school</td>
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</table>
Grade: Third
Strand: Interpersonal effectiveness
Competency: Relate well with others
Skills: Become aware of how people help each other feel good about themselves

<table>
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<th>Guidance Materials</th>
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<th>Guidance Materials</th>
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<tr>
<td>Steps to Respect</td>
<td>Lesson 1: Page 25</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>“Friendship begins with Respect”</td>
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<tr>
<td>A Bullying Prevention Program</td>
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</tbody>
</table>

Committee for Children  
2203 Airport Way South,  
Suite 500  
Seattle, WA 89134  
(800) 634-4449  
www.cfchildren.org  
2001

Objectives
Learners will:
- Define respect.
- Identify respectful behavior.
- Generate and evaluate examples of respectful behavior.
- Discuss respectful behavior as the foundation of friendship.

Lesson 1 Materials:
- Overhead projector
- Overhead transparency marker
- Take-Home Handout 1
- Handout 1
- Transparency 1
- Transparency 1 Answer Key

Estimated Time: 30 Minutes
Grade: Third  
Strand: Decision-making, Goal-setting, Planning, Problem-solving skills  
Competency: Make Decisions  
Skills: Become aware that some choices are made for them and some they make for themselves

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| **Steps to Respect**  
Level 1  
A Bullying Prevention Program  
2203 Airport Way South,  
Suite 500  
Seattle, WA 89134  
(800) 634-4449  
www.cfchildren.org | Combine Lesson 2 & 3  
Lesson 2: Page 33  
“Making Conversation and Finding Things in Common”  
Lesson 3: Page 43  
“Joining In”  
Objectives Lesson 2 Learners will:  
- Discuss active-listening skills.  
- Use active-listening skills to find common experiences and interests with others.  
- Generate and evaluate possible conversation topics.  
- Practice initiating, sustaining, and concluding a friendly conversation.  
Continued on next page |
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<table>
<thead>
<tr>
<th>Lesson 2 Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poster 1</td>
</tr>
<tr>
<td>Photo Card A</td>
</tr>
<tr>
<td>Transparency 2</td>
</tr>
<tr>
<td>Lesson 2 Role-Plays</td>
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<tr>
<td>Take-Home Handout 2</td>
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<table>
<thead>
<tr>
<th>Lesson 3 Objectives</th>
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</thead>
<tbody>
<tr>
<td>Learner Will</td>
</tr>
<tr>
<td>Generate and evaluate strategies for joining a group</td>
</tr>
<tr>
<td>Practice steps for joining a group</td>
</tr>
<tr>
<td>Generate and evaluate possible responses to use when joining efforts do not work</td>
</tr>
<tr>
<td>Empathize with someone who has been left out</td>
</tr>
<tr>
<td>Generate and evaluate ideas that students in a group can use to encourage others who want to join</td>
</tr>
<tr>
<td>Discuss students’ responsibility to help create a respectful, caring school environment.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Lesson 3 Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV/VCR</td>
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<tr>
<td>Overhead projector</td>
</tr>
<tr>
<td>Level 1 Video: Connect with Respect – “Joining a Group”</td>
</tr>
<tr>
<td>Transparency 3</td>
</tr>
<tr>
<td>Lesson 3 Role-Plays</td>
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<td>Estimated Time: 30 Minutes</td>
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</tbody>
</table>
Grade: Third  
Strand: Communication Skills  
Competency: Express Themselves  
Skills: Become aware that independent views can be expressed in a acceptable manner

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| Steps to Respect                          | Lesson : #4 “What is Bullying?”  
Objectives  
Learners will:  
• Define bullying  
• Discuss how the use of unequal power can hurt others  
• Identify bullying behaviors  
• Empathize with children who experience bullying  
• Learn the “Three R’s of Responding to Bullying” process  
Lesson 4 Materials:  
Butcher paper  
Markers  
Masking tape  
Overhead projector & transparency marker  
TV&VCR  
Photo Card B  
Transparency 4  
Level 1 Video: Connect with Respect  
“What to Do About Bullying”  
Poster 3  
Estimated Time: 30 Minutes |                                                                                         |
<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps to Respect Level I A Bullying Prevention Program 2203 Airport Way South, Suite 500 Seattle, WA 89134 (800) 634-4449 <a href="http://www.cfchildren.org">www.cfchildren.org</a> 2001</td>
<td>Combine Lesson 5 &amp; 6 Lesson 5: Page 63 “Standing Up for Yourself by Being Assertive” Lesson 6: Page 73 “Refusing to Be Bullied” Objectives Lesson 5 Learners will: • Identify and practice assertiveness skills. • Practice resisting negative peer pressure. • Identify situations in which it is difficult to remain calm. Learn and practice emotion-management techniques Materials Lesson 5 Overhead projector Photo Card C, D, E Poster 4</td>
<td></td>
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</tbody>
</table>

Continued on next page
| Continued | Lesson 5 Role-Plays  
Take-Home Handout 3  

Objectives Lesson 6  
Learners will:  
- Recognize bullying behavior.  
- Discuss and evaluate situations to decide whether it is safe to refuse bullying.  
- Name the consequences of an aggressive response to bullying.  
- Identify and practice assertive speech as a way to refuse bullying.  

Materials Lesson 6  
Overhead projector  
TV/VCR  
Poster 3  
Transparency 7  
Level 1 Video: Connect with Respect—“What to Do About Bullying”  
Handout 3 |
**Grade:** Third  
**Strand:** Responsible behavior  
**Competency:** Behave responsibly  
**Skills:** Use knowledge of school rules and expectations when faced with choices which could interfere with learning.

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| **Steps to Respect**  
Level I  
A Bullying Prevention Program  
2203 Airport Way South, Suite 500  
Seattle, WA 89134  
(800) 634-4449  
www.cfchildren.org  
2001 | Combine Lesson 7 & 8  
Lesson 7: Page 83  
“Reporting Bullying”  
Lesson 8: Page 93  
“What is a Bystander?”  
Objectives Lesson 7  
Learners Will:  
- Learn to identify situations in which bullying should be reported immediately.  
- Identify ways to help a friend who is being bullied.  
- Identify and evaluate reasons students might be reluctant to report bullying.  
- Practice clear communication when reporting bullying using the “FourWs” model  
- Discuss and practice distinguishing the difference between tattling and reporting |  |

Continued on next page
**Objectives Lesson 8**

Learners will:
- Define bystander
- Identify feelings experienced when observing bullying.
- Evaluate and classify bystander behaviors as being either “part of the solution” or “part of the problem”.
- Suggest positive changes to negative bystander behaviors.

**Materials Lesson 8**

- Newspaper
- Overhead projector
- Overhead transparency marker
- Photo Card F
- Handout 5
- Handout 5 answer key
- Transparency 10
- Take-home handout 4

**Estimated Time:**
30 Minutes
<table>
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<th>Guidance Materials</th>
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<td><strong>Steps to Respect</strong></td>
<td>Lesson 10: Page 109 “A Class Anti-Bullying Pledge”</td>
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<tr>
<td><strong>Level 1</strong> A Bullying Prevention Program</td>
<td>Lesson 11: Page 115 “Putting It Together”</td>
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<tr>
<td>2203 Airport Way South, Suite 500</td>
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<tr>
<td>Seattle, WA 89134 (800) 634-4449</td>
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<td><a href="http://www.cfchildren.org">www.cfchildren.org</a></td>
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<tr>
<td><strong>Objectives Lesson 10</strong></td>
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<tr>
<td>Learners will:</td>
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</tr>
<tr>
<td>• Illustrate and explain Steps to Respect skills and</td>
<td></td>
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</tr>
<tr>
<td>concepts.</td>
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<tr>
<td>• Apply Steps to Respect skills and concept knowledge</td>
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<tr>
<td>by supporting a class anti-bullying pledge.</td>
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<tr>
<td>• Acknowledge responsible actions of classmates who are</td>
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<tr>
<td>“making a difference.”</td>
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<tr>
<td><strong>Materials Lesson 10</strong></td>
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<tr>
<td>Poster board</td>
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<tr>
<td>Tape</td>
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</table>
| Continued | Overhead projector  
Paper bag  
Drawing paper  
Crayons, markers, colored pens, and pencils  
Glue  
Transparency 12  
Lesson 10 Illustrations |  |
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<tr>
<td>Second Step</td>
<td>Lesson:</td>
<td>Responsible Behavior</td>
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<tr>
<td>2002 Committee for Children</td>
<td>Unit 1 Combine lesson 1 &amp; 2 (card 1 &amp; 2)</td>
<td>Take responsibility for their own behaviors</td>
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<tr>
<td>Seattle Washington</td>
<td>Lesson 1 - “Introduction to Empathy Training”</td>
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<tr>
<td>(800) 834-4449</td>
<td>Lesson 2 – “Preferences and Conflicting Feelings”</td>
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<td><a href="http://www.cfchildren.org">www.cfchildren.org</a></td>
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</tr>
<tr>
<td></td>
<td>Poster paper</td>
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<tr>
<td></td>
<td>Marker</td>
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<td></td>
<td>Take home letter</td>
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<td></td>
<td>Estimated Time:</td>
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<td>30 Minutes</td>
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<tr>
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<td>Lesson:</td>
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<td>Unit 1 Combine Lesson 4 &amp; 5 (cards 5 &amp; 6)</td>
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<td>Lesson 4 – “Similarities and Differences”</td>
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<td>Lesson 5 – “Perceptions”</td>
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<td>Grade 4 Second Step Video “The Sleepover”</td>
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Grade: Four  
Strand: Self-confidence Development  
Competency: Manage their feelings  
Skills: Understand ways to manage their feelings

<table>
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<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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<tr>
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<td>Lesson:</td>
<td>Interpersonal Effectiveness</td>
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<td>Unit 2: Lesson 1 – “Impulse Control/Problem Solving” (cards 10 &amp; 11)</td>
<td>Relate well with others</td>
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<td>Materials:</td>
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<td>Poster – “Calming Yourself Down”</td>
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<tr>
<td></td>
<td>Poster paper</td>
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<tr>
<td></td>
<td>Marker</td>
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<td></td>
<td>Handout – “Calming Yourself Down”</td>
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Second Step  
2002 Committee for Children  
Seattle Washington  
(800) 834-4449  
www.cfchildren.org
Grade: Four
Strand: Decision-making, Goal-setting, Planning, Problem-solving skills
Competency: Solve problems
Skills: Demonstrate understanding of the use of a problem-solving process

<table>
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<tr>
<th>Guidance Materials</th>
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<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| **Second Step**    | Lesson: Unit 2 – Combine lesson 3 & 4 (cards 13, 14 & 15)  
Lesson 3 – “Identifying a Problem and Choosing a Solution”  
Lesson 4 – “Carrying Out and Evaluating a Solution”  
Materials: Second Step video “The Ball, part 1 & 2”  
Poster paper  
Marker  
Poster – “How to Solve Problems”  
Handout – “How to Solve Problems”  
Estimated Time: 45 minutes | Decision-making, Goal-setting, Planning, Problem-solving Skills Make decisions |

Second Step  
2002 Committee for Children  
Seattle Washington  
(800) 834-4449  
[www.cfchildren.org](http://www.cfchildren.org)
<table>
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<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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<tr>
<td><strong>Second Step</strong></td>
<td>Lesson: Unit 2 – Lesson 8 (card 19) – &quot;Taking Responsibility for Your Actions&quot;</td>
<td>Interpersonal Effectiveness</td>
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<tr>
<td><strong>2002 Committee for Children</strong></td>
<td>Materials: Poster – “How to Solve Problems”</td>
<td>Relate well with others</td>
</tr>
<tr>
<td><strong>Seattle Washington</strong></td>
<td>Poster paper</td>
<td></td>
</tr>
<tr>
<td><strong>(800) 834-4449</strong></td>
<td>Marker</td>
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<tr>
<td><strong><a href="http://www.cfchildren.org">www.cfchildren.org</a></strong></td>
<td>Estimated Time: 30 Minutes</td>
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<td>Suggested Activities</td>
<td>Additional Strands Covered in the Suggested Activities</td>
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</table>
Grade: Five  
Strand: Communication skills  
Competency: Understand basic communications skills  
Skills: Analyze how communication skills effect their relationships with others  

<table>
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<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</table>
| **Steps to Respect**  
Level 2  
Grades 4 - 5  
2001 Committee for Children  
568 First Ave. Suite 600  
Seattle, WA 98104  
(800) 634-4449 | Lesson: Lesson 1 – “Friendship Calls for Respect”  
Materials:  
Take Home handout 1, copy of There’s A Boy In The Girl’s Bathroom  
Poster 1  
Transparency 1 & 2  
Handout 1 & 2  
Estimated Time:  
30 Minutes | Interpersonal effectiveness  
Respect Others  
Relate Well with Others  
Develop Healthy Friendships |
Grade: Five  
Strand: Self Confidence  
Competency: Manage their feelings  
Skills: Identify the experiences that create strong feelings

<table>
<thead>
<tr>
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<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
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<tbody>
<tr>
<td><strong>Steps to Respect</strong></td>
<td><strong>Lesson: Lesson 4 “Recognizing Bullying”</strong></td>
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<tr>
<td>Level 2</td>
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<tr>
<td>Grade 4 – 5</td>
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<td>2001 Committee for Children</td>
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<td>568 First Ave. Suite 600</td>
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<td>Materials:</td>
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<td>Butcher paper</td>
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<td>Markers</td>
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<td>Paper clips</td>
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<td>Overhead material</td>
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<td>30 Minutes</td>
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</tbody>
</table>
Grade: Five  
Strand: Interpersonal Effectiveness  
Competency: Relate well with others  
Skills: Demonstrate understanding of the different ways they interact with peers and adults in different settings

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<tr>
<th>Guidance Materials</th>
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<tbody>
<tr>
<td>Steps to Respect</td>
<td>Lesson: Lesson 5 –“Put Downs Hurt”</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Level 2</td>
<td>Materials:</td>
<td>Express themselves</td>
</tr>
<tr>
<td>Grades 4 – 5</td>
<td>Level 2 Video Connect with Respect</td>
<td>Listen to others</td>
</tr>
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<td></td>
<td>Transparency 6</td>
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<td>Handout 3</td>
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<tr>
<td>2001 Committee for Children</td>
<td>Estimated Time: 30 Minutes</td>
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<td>568 First Ave. Suite 600</td>
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<tr>
<td>(800) 634-4449</td>
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</table>
Grade: Five  
Strand: Communication Skills  
Competency: Express themselves  

Skills: Demonstrate understanding that independent views can be expressed in an acceptable way.  
Analyze how what they say affects others’ actions and feelings.  
Express themselves honestly.  

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<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
| Steps to Respect   | Lesson: Lesson 6 – “Refusing Bullying”                  | Interpersonal effectiveness  
Maintain their personal integrity while participating in groups |
| Level 2 Grades 4 & 5 |                      | Responsible behavior  
Take responsibility for their own behaviors |
| 2001 Committee for Children  
568 First Ave. Suite 600  
Seattle, WA 98104  
(800) 634-4449 |                      |                                                      |

Materials:  
Photo card D  
Posters 3 & 4  
Transparencies 7, 8, 9  
Lesson 6 Role Plays  
Take Home Handout 3  

Estimated Time:  
30 Minutes
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<tr>
<th>Guidance Materials</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps to Respect</strong></td>
<td>Lesson: Lesson 7 – “Controlling Rumors”</td>
<td>Interpersonal effectiveness</td>
</tr>
<tr>
<td>Level 2 Grades 4 &amp; 5</td>
<td>Materials: Level 2 video &quot;Connect with Respect&quot; &quot;Stop saying Those Things&quot;</td>
<td>Respect others</td>
</tr>
<tr>
<td>2001 Committee for Children</td>
<td>Transparency 9 &amp; 10, Handout 4</td>
<td>Relate well with others</td>
</tr>
<tr>
<td>568 First Ave. Suite 600</td>
<td>Estimated Time: 30 Minutes</td>
<td>Motivation to Achieve</td>
</tr>
<tr>
<td>Seattle, WA 98104</td>
<td></td>
<td>Develop their leadership skills</td>
</tr>
<tr>
<td>(800) 634-4449</td>
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</table>

**Lesson:** Lesson 7 – “Controlling Rumors”
| Grade: Five |
| Strand: Motivation to Achieve |
| Competency: Take advantage of the educational opportunities afforded them in elementary and secondary school |
| Skills: Identify ways they may handle sources of frustration |

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<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
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</thead>
</table>
Grade: Six  
Strand: Interpersonal Effectiveness  
Competency: Develop healthy friendships  
Skills: Choose friends consistently with personal belief standard; distinguish between the characteristics of close friends and those persons who are not close friends; analyze the skills needed to make and keep friends while maintaining their own standards

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| Steps to Respect  
Level Three  
Grades 5-6  
2001 Committee for Children  
568 First Ave. Suite 600  
Seattle, WA 98104  
(800) 634-4449 | Lesson 1: “Friendship”  
Materials:  
Steps to Respect curriculum:  
Take-home Handout 1  
Photo Card A  
Poster 1  
Lesson 1 Reflections  
Transparency 1  
Overhead projector  
Tape | Communication Skills  
Understand basic communication skills  
Express themselves  
Listen to others  
Cross-cultural effectiveness  
Respect others as individuals and accept them for their cultural membership  
Relate effectively with others based on appreciation for differences/similarities in cultural membership |

Estimated Time:  
Minimum: 30 Minutes  
Recommended: 45 Minutes
<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activities</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| **Steps to Respect**  
Level Three  
Grades 5-6  
2001 Committee for Children  
568 First Ave. Suite 600  
Seattle, WA 98104  
(800) 634-4449 | Lesson 2: "Conflict Between Friends"  
Materials:  
As specified in *Steps to Respect* curriculum:  
Take-home handout 2  
Transparency 2  
Transparency 3  
Handout 1  
Lesson 2 Reflections  
Overhead projector | Communication Skills  
Express themselves  
Listen to others  
Decision-Making, Goal-Setting, Planning, Problem-Solving Skills  
Solve problems  
Self-Confidence Development  
Manage their feelings |
# Grade: Six

**Strand:** Interpersonal Effectiveness  
**Competency:** Respect others, Relate well with others, Develop healthy friendships  
**Skills:** Demonstrate understanding of a variety of ways to solve conflicts with others; recognize how their actions affect others’ feelings; specify characteristics in others they like/dislike, appreciate/do not appreciate

<table>
<thead>
<tr>
<th>Guidance Materials</th>
<th>Suggested Activity</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| **Steps to Respect**  
Level Three  
Grades 5-6  
2001 Committee for Children  
568 First Ave. Suite 600  
Seattle, WA 98104  
(800) 634-4449 | Lesson 3: “Are You Mad at Me?”  
Lesson 4: “Recognizing Conflict, Recognizing Bullying”  
Materials:  
As specified in *Steps to Respect* curriculum:  
Lesson 3  
Poster 2  
Level 3 Video: *Connect with Respect* “Are You Mad at Me?”  
Transparency 4 and overhead projector  
Lesson 3 Reflections  
Lesson 4  
Transparency 6  
Handout 2 and Handout 2 Key  
Poster 3  
Tape  
Estimated Time:  
Minimum: 45 Minutes  
Recommended: 1 Hour | Self-confidence Development  
Manage their feelings  
Decision-making, Goal-setting, Planning, Problem-solving Skills  
Solve problems  
Manage Change  
Communication Skills  
Understand basic communication skills  
Express themselves  
Listen to others  
Responsible Behavior  
Take responsibility for their own behaviors  
Be self-disciplined |
Grade: Six  
Strand: Communication Skills  
Competency: Understand basic communication skills, express themselves, listen to others  
Skills: Be aware of non-verbal communication; Express their feelings appropriately; Analyze how what they say affects others’ actions and feelings; Express themselves honestly; Speak clearly and to the point  

<table>
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<tr>
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<th>Suggested Activity</th>
<th>Additional Strands Covered in the Suggested Activities</th>
</tr>
</thead>
</table>
| **Steps to Respect**  
Level Three  
Grades 5-6  
2001 Committee for Children  
568 First Ave. Suite 600  
Seattle, WA 98104  
(800) 634-4449 | Lesson 6: “Refusing and Reporting” Bullying  
Materials:  
As specified in Steps to Respect curriculum:  
Poster 3  
Photo Card C  
Transparency 8  
Poster 4  
Transparency 9  
Lesson 6 Role-Plays  
Tape  
Overhead projector  
Estimated Time:  
Minimum: 30 Minutes  
Recommended: 45 Minutes | Self-confidence Development  
Have accurate self-concepts  
Manage their feelings  
Decision-making, Goal-setting, Planning, Problem-solving Skills  
Solve problems  
Manage Change  
Interpersonal Effectiveness  
Respect others  
Relate well with others  
Responsible Behavior  
Take responsibility for their own behaviors  
Be self-disciplined |
<table>
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<tr>
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<tbody>
<tr>
<td><strong>Steps to Respect</strong></td>
<td>Lesson 7: “Bystanders Can Help”</td>
<td>Self-confidence Development</td>
</tr>
<tr>
<td>Level Three</td>
<td>Materials:</td>
<td>Have accurate self-concepts</td>
</tr>
<tr>
<td>Grades 5-6</td>
<td>As specified in <em>Steps to Respect</em> curriculum</td>
<td>Manage their feelings</td>
</tr>
<tr>
<td></td>
<td>Poster 5</td>
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<td></td>
<td>Photo Card D</td>
<td>Interpersonal Effectiveness</td>
</tr>
<tr>
<td></td>
<td>Poster 6</td>
<td>Respect others</td>
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<td></td>
<td>Tape</td>
<td>Relate well with others</td>
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<td></td>
<td>Estimated Time:</td>
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<td></td>
<td>Minimum: 30 Minutes</td>
<td>Communication Skills</td>
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<tr>
<td></td>
<td>Recommended: 45 Minutes</td>
<td>Express themselves</td>
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<td>Responsible Behavior</td>
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<td>Take responsibility for their own behaviors</td>
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<td>Be self-disciplined</td>
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### Grade: Six

**Strand: Responsible Behavior**

**Competency:** Take responsibility for their own behaviors; Be self-disciplined

**Skills:** Adhere to class and school behavioral expectations; Identify behaviors that illustrate respect for themselves and for others; Demonstrate consideration and respect for the feelings, property, and physical well-being of others

<table>
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<tbody>
<tr>
<td>Steps to Respect</td>
<td>Lesson 8: “Taking Responsibility”</td>
<td>Self-confidence Development</td>
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<tr>
<td>Level Three</td>
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<td>Manage their feelings</td>
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<tr>
<td>Grades 5-6</td>
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<td>Motivation to achieve</td>
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<td>Interpersonal Effectiveness</td>
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<td>Respect others</td>
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<td>Relate well with others</td>
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<td></td>
<td>Materials:</td>
<td>Communication Skills</td>
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<td></td>
<td>As specified in <em>Steps to Respect</em> curriculum</td>
<td>Express themselves</td>
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<td>Transparency 12</td>
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<td>Overhead Projector</td>
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<td>Estimated Time:</td>
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<td>Minimum: 15 Minutes</td>
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<td>Recommended: 30 Minutes</td>
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D.A.V.E.

Drug And Violence Education (D.A.V.E.) is an anti-drug, anti-violence guidance curriculum mandated for use in San Angelo ISD. Teachers, counselors, or other related personnel may facilitate its lessons. If persons other than the counselor will be delivering the instruction, the counselor will typically compile and record the number of hours and specific lessons taught campus-wide, providing for tracking of program effectiveness and logical curricular progression from one grade to the next.

The D.A.V.E. curriculum allows for reasonable latitude in specific lesson selection. Because of this, the well advised counselor will enlist the aid of the classroom teachers or outside personnel, such as educators from community anti-drug or law enforcement agencies, for the delivery of the lessons. Otherwise, the time devoted to D.A.V.E. alone would preclude many other equally necessary counseling activities. If the curriculum is to be counselor-led, it is most time-efficient to combine classes within the grade levels.

D.A.V.E.

Introduction

The purpose of this section is to familiarize the counselor with the D.A.V.E. curriculum. Lessons can be accessed through www.dave.esc4.net. The classroom teachers are responsible for teaching the lesson, but the counselor is responsible for gathering the data to be reported to Administration.

The Counselor should:

1. The counselor will be expected to conduct Staff Development training at the beginning of the year to familiarize teachers with D.A.V.E. and show them how to reach the website, download lessons, etc. A D.A.V.E. power point presentation for Staff Development is included on the enclosed disk. The teacher has the responsibility to teach the lessons, while the counselor’s responsibilities include:
   - Give each teacher a copy of the lessons for the grade being taught. Each teacher may only be presenting 1 lesson per six weeks. If this is the case, download and print 6 lessons for each grade level and deliver appropriate lessons to the teachers.
   - The teacher may keep a log of the lessons taught and return this log to the counselor. This provides documentation for the school district of the number of hours D.A.V.E. lessons are being taught. If your school district requires a certain number of Drug and Violence Education hours be administered throughout the year, the counselor may keep a log of the total hours accumulated by each teacher, and turn this log in to Administration.

2. The counselor should fill in the teacher’s name and grade level on the Teacher Log and enter the dates that each lesson is taught.

3. At the end of the school year the counselor needs to make a copy of the Teacher Log and the original needs to be filed with the 2nd semester report. This serves as your documentation that all teachers have completed the D.A.V.E. curriculum for the school year.
Maturation Training

Maturation training is conducted annually for students in the 4th through 6th grades, with the purpose of educating students on their changing hygienic needs, as well as their present or upcoming physical development. The San Angelo ISD uses videos for this purpose, which may be presented by the counselor or other qualified school personnel. These videos should be made available for parental review at the school’s open house or PTA events as early as possible in the year.

As is typical in elementary instruction, the students will be segregated by gender for the presentation, and the presenter’s gender should be matched to the group. Because of the overrepresentation of female staff at the elementary level, it may be necessary to have a female staff member present the video to the boys; however, the opposite scenario is ill-advised and should be scrupulously avoided. Following the video, the counselor may wish to open the floor for questions or discussion. Ground rules, namely that the questions be sincere and germane, should be discussed and agreed upon immediately prior to viewing the video. For shy students, the counselor may provide the opportunity to write down their questions for individual answers at a later time. Generally, it is acceptable to answer any questions that do not exceed the scope of the video’s content; innocuous questions regarding deodorant or shaving, for example, are common and easily answered. However, questions of an intimate or frankly sexual nature should be referred first to parents, who may wish to broach the issue themselves, or may often allow the counselor to do so. Finally, participation in the training is voluntary on the part of the child’s parents. It is important to have signed permission slips from all students who will view the videos or participate in the discussion. Those who do not return permission slips should be allowed to read or work on assignments in another room.
Maturation

Introduction:
This section discusses the role of the school counselor in presenting the Maturation and Health films required by the district.

The SAISD shows two videos to all 4th, 5th, and 6th graders that cover maturation and health issues.

The titles of the videos are:

4th Grade
What’s a Hygiene (boys)
Just Around the Corner (girls)
Bloodborne Pathogens and Other Traveling Germs
Source: Marsh Media
  P. O. Box 8082
  Shawnee Mission, Kansas

5th Grade
Always Changing, Always Growing (boys)
Always Changing, Always Growing (girls)
Source: Proctor & Gamble 2003

A is or AIDS
Source: AGC United Learning, Evanston, Illinois

6th
Growing Up for Girls
Growing Up for Boys
Source: Marsh Media
  P. O. Box 8082
  Shawnee Mission, Kansas

AIDS: Facts for Kids
Source: AGC United Learning, Evanston, Illinois

Once the time frames for showing each of the videos are established by Administration, the counselor is responsible for arranging the presentation on their campus. This needs to be coordinated with the school nurse and any other staff that is going to assist you. The counselor not only needs to schedule a date, time and place for the students to view and discuss the videos, but must also schedule a date, time and place where parents can view the videos prior to student participation.
Dear Parent,

During the current school year the counselor, nurse and/or a classroom teacher will be presenting the following presentations:

- **4th Grade** - Bloodborne Pathogens and Other Traveling Germs
- **4th Grade Girls** - Just Around the Corner
- **4th Grade Boys** - Whata Hygiene
- **5th Grade** - A is for AIDS
- **5th Grade Girls and Boys (separately)** - Always Changing, Always Growing
- **6th Grade** - AIDS: Facts for Kids
- **6th Grade Girls** - Growing Up for Girls
- **6th Grade Boys** - Growing Up for Boys

This information is designed to prepare young people for the physical changes they will experience in the upcoming years. Growth and development changes in the body can often be confusing for your child. These videos help to provide education and needed information for students to understand these changes. Parents are welcome to preview the videos on ______. A group discussion will take place following the video with the individual groups. Also, personal hygiene products for males and females will be discussed with the appropriate group of students. Please complete the permission form at the bottom of this page and return it to your child’s teacher by ______________.

If you have any questions or concerns please contact the school counselor.

Sincerely,

Principal

Please complete and return the permission form below to your child’s classroom teacher.

I (do  do not) give my permission for ________________________________ to view the maturation and health videos appropriate for the students’ grade level and to participate in the discussion time afterward.

Parent/Guardian’s Name (please print): ________________________________

Parent/Guardian’s Signature: ________________________________

Student’s Name (please print): ________________________________

Classroom Teacher’s Name: ________________________________

Date: ___________
Ropes Course

The Ropes Course is a set of physical challenges consisting of high and low elements designed for group use. Participants must devise creative, team efforts to overcome course obstacles and puzzles. For the counselor, a trip to the Ropes Course provides a day-long opportunity for intensive and enjoyable group counseling. It is especially useful for student-leadership groups, such as PRIDE, and groups of students who may have been unresponsive to more traditional classroom-based guidance.

All challenges involve some sort of group cooperation, often requiring creative thinking as well. Many also parallel life situations, such as the circle toss, in which participants must keep their attention focused on one important task amidst many distractions.

Practically speaking, the counselor will need to obtain signed parental permission and medical release forms for each student. Typically, elementary students will complete only the low elements. Inventories measuring students’ perceptions of their own abilities in several relevant areas, such as trust, following directions, and teamwork, should be administered before and after completing the course; these will provide data for program justification. Finally, the counselor and teacher(s) should participate with the students in the activities, and should incorporate the object lessons in classroom instruction as much as possible.
Letter to Parents: Explaining Ropes Course

Dear Parent/Guardian,

This letter helps explain the Ropes Course at the ________________ and some of the activities that will take place during this trip.

The course is composed of a series of low elements which are used to help individuals and groups work better as teams as well as help build confidence in individuals. (Please see the attached handout explaining some of the low elements.)

The Course experience can offer the following benefits:

- Improves self confidence
- Enhances communication skills
- Develops decision making skills
- Teaches conflict resolution skills
- Develops leadership skills
- Promotes trust
- Increases individual responsibility
- Develops group cohesion
- Builds awareness of group process
- Improves physical fitness and last but not least
- IT’S FUN!!!!!

A trained facilitator is always present and our #1 concern is always safety and challenge by choice (letting each individual student chose whether they want to participate or not).

If you have any questions or concerns about these activities, please don’t hesitate to call me at ________________.

Thank you,

__________, Counselor
School District Name
Safe & Drug Free Schools Office
Challenge Course

The course is composed of a series of elements which are used to help individuals and groups work better as teams, facilitate communication skills within groups, as well as help build confidence in individuals. The course experience can offer the following benefits:

- Improves self-confidence
- Enhances communication skills
- Develops decision making skills
- Teaches conflict resolution skills
- Develops leadership skills
- Promotes trust
- Increases individual responsibility
- Develops group cohesion
- Builds awareness of group process
- Improves physical fitness
- It is FUN!

Low Elements

The low elements are those that do not involve the use of safety ropes (belay) and that are constructed near the ground. The safety system used in low element activities is group spotting. Some, such as the hickory jump can be used to emphasize or teach the skills necessary to accomplish the high elements. There are some low elements that are valuable for teaching teamwork and cooperation, such as the triangular transverse, while others are concerned with balance and concentration, such as the wild woozy, and Swinging Log. A good challenge course will have a variety of each type of element for a balanced presentation of skill and confidence builders.

Swinging Log
Task: Walk across a moving suspended log using peer support if needed.
Objective: Most members achieve heightened sense of physical self and group support.

Wild Woozy
Task: Two group members must depend on each other to traverse as far as possible along two progressively widening suspended cables.
Objective: Exploring physical and mental trust of self, partner and group.

Spider Web:
Task: Get the whole group from one side of the spider’s web to the other without upsetting the “sleeping spider.”
TP Shuffle
Task: Arrange a group in a sequential line without stepping off a horizontal pole.
Objective: Good ice breaker activity that allows a group to laugh, relax, and feel more comfortable helping each other and accepting help from others.

All Aboard
Task: Get the whole group on a platform without any body part touching the ground for a set period of time.
Objective: Get to know each other. Begin to see dynamics within group.

The Trolley
Task: Move the group from Point A to Point B with the use of two long wooden planks and ropes for hand-holds. Group must make it from start to finish without any body parts making contact with the ground.

Access Adventure Experiences at www.advexp.com for more detailed information
Individual Planning
Individual Planning Table of Contents

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Newcomer and Transition Activities 92-101
Elementary Leadership Conference 102-114
Positive Role-Models in Drug Education (PRIDE) 115-117
Career Education 118-120
Bilingual/ESL Procedures

The Bilingual and English as a Second Language programs seek to redress the achievement gap for multilingual students who have been identified as Limited English Proficient (L.E.P.) versus their monolingual peers. The counselor’s role in this massive federal program extends to initial identification, program placement, and tracking.

Identification begins with the home language survey. The presence of any language other than English in the child’s home triggers administration of a Pre-LAS (Language Assessment Scales) or LAS examination. A score of 3 or below in English automatically classifies the student as L.E.P., while a score of 4 or 5 triggers the administration of a second test, the Terra Nova. Students scoring at or above the 40th percentile on both the reading and language arts sections are classified as bilingual and non-L.E.P., while those who do not meet this threshold are bilingual, L.E.P., and “at-risk,” secondarily to the L.E.P. identification. Any such student may vacate such identification by passing the reading section of the TAKS and scoring a 4 or higher on the LAS. The Pre-LAS and LAS are administered upon initial entry into the school, and every spring until the student exits. Whatever the results of testing, the Language Proficiency Assessment Committee (LPAC), consisting of the parent, counselor, teacher, principal, and others will convene to discuss testing outcomes and appropriate program placement. As with testing, LPAC’s will convene upon initial entry into the program, and again in the spring of the year to track the student’s progress and re-evaluate his or her placement.

On a practical note, some parents have a negative perception of the Bilingual and ESL programs, which often stems from times in the past when bilingual students
were placed inappropriately into below-grade-level tracks due to their difficulty with English. For parents who hesitate because of such concerns, it is important to emphasize that the systemic program abuses that resulted in de facto discrimination are long since past. Likewise, parental concerns and reluctance to consent to program participation are eased when the counselor discusses with them the fact that L.E.P. identification increases campus and district accountability for that student’s performance.
San Angelo ISD Bilingual-ESL Procedural Guidelines

The purpose of this section is to help better understand the identification and the very important role of monitoring academic progress and program placement of all limited English proficient students.

I. Qualification upon initial entry into the district.

When a new student enrolls into your campus, check their home language survey. If a language other than English is listed on any part of the survey these actions need to be completed within 20 school days of the student’s entry into school.

A. Check Home Language Survey (HLS) and stamp folder with appropriate stamp. If a language other than English is listed: do the following:
   1. Administer district oral language proficiency test (Pre-LAS, LAS, or OLPT) in English.
   2. Give the Spanish version, if the other language listed is Spanish.
   3. No testing is required for any other language.

B. If the student is in second grade or above, and scores a 3, 4, or 5 on the LAS, give the Terra Nova. If the student scores 1 or 2, the Terra Nova will be given in the spring. Test Answer keys are stored in the Bilingual/ESL office.

C. Test Evaluation
   1. Qualifications for the Bilingual/ESL program are:
      - Pre-LAS PPCD-K Qualification Score 1, 2, 3, 4
      - LAS-I Grade 1-6 Qualification Score 1, 2, 3
      - LAS-II Grade 7-12 Qualification Score 1, 2, 3
   2. Percentage scores lower than 40% on the Terra Nova and with a 4 or 5 on the LAS English (if the student scores a 1, 2 or 3 they are automatically LEP regardless of their Terra Nova score).
   3. Make sure test administrator writes the dates on test.

D. If a student does not qualify, hold an LPAC to explain results to the parent.
   1. Use the LPAC Checklist form 1A or 1B, and LPAC minutes when documenting LPAC results onto Chapter 89A (long form).

E. If the student qualifies, hold an LPAC to explain the test results and the program benefits to the parents.
   1. If the parent declines Bilingual/ESL services, have principal explain benefits in detail (second persuasion).
   2. Document using the LPAC form 1A or 1B, LPAC minutes and Parent Notification of Student Placement (LPAC 3 or 4), and (if applicable) Student History Worksheet (LPAC 6) and all related pages (LPAC 7-9).
   3. Document LPAC results on Chapter 89A (long form).
II. LPAC Committee

A. The LPAC committee consists of an Administrator, Counselor, a BIL/ESL certified teacher, student’s teacher (could be the same teacher), translator (if applicable) and student’s parent.

B. The student’s parent must attend the initial LPAC.

C. The teacher, administrator, and the parent needs to be trained prior to the meeting and sign the LPAC Training/Oath Form. This is an annual requirement, make sure all parents are trained.

D. Place the following forms in the LEP student’s cumulative/yellow LEP folder:
   1. Home Language Survey
   2. English Testing
   3. Spanish Testing (if applicable)
   4. Terra Nova (if applicable)
   5. Parent Notification of Student Placement Form (LPAC-4)
   6. Student History Worksheet and all related pages (if applicable)
   7. Instructional setting and methods Form (LPAC 12)
   8. LPAC/ARD Minutes page (NCR)
   9. Checklist

E. Turn in Chapter 89-A Form (long form) with listing of new students—due to Bilingual/ESL office by the end of September.

F. Submit pink copies of checklist and minutes to Bilingual/ESL office.

III. Annual (spring) updates for LEP students

A. Denials
   1. LEP students with parental denials in grades K-12th will take appropriate components of the Texas English Language Proficiency Assessment System (TELPAS) and the Reading Proficiency Test in English (RPTE), when applicable. No OLPT annual testing will be initiated. If the parental denial student is failing, an LPAC may be called to discuss options.
      a. Grades K-12 will take Texas Observational Protocol (TOP)
      b. Grades 2-12 will also take the Reading Proficiency Test in English.

B. Spring Testing
   1. Each child will be given the applicable test:
      a. TELPAS (RPTE and TOP)
      b. Pre-LAS or LAS English
      c. Pre-Las or LAS Spanish
      d. Spring Terra Nova
   2. If a student in grades 1-12, achieves a “4” or “5” fluency level on the LAS in English or Spanish you no longer need to retest in that language.
   3. PPCD-PK-K
      a. Pre-LAS English
      b. Pre-LAS Spanish (if applicable)
      c. TOP (Kindergarten)
   4. Grades 1 & 2
      a. LAS-I English
b. LAS-I Spanish (if applicable)
c. Spring Terra Nova (for 2nd Graders who initially qualified LEP but did not score a 3 or higher on the LAS English fall test)
d. TOP (1st grade)
e. TOP and RPTE (2nd – 12 grade)

5. Grades 3-6
   a. LAS-I English
   b. LAS-I Spanish (if applicable)
   c. TELPAS
   d. Spring Terra Nova (for 3-6 Graders who initially qualified LEP but did not score a 3 or higher on the LAS-I English fall test)

6. Grades 7-12
   a. LAS-II English
   b. LAS-II Spanish (if applicable)
   c. TELPAS
   d. Administer spring Terra Nova (for 7-12 graders who initially qualified LEP, but could not read the test upon initial entry.)

1. For students who meet all the exemption criteria on page 16, of the LPAC Decision-making Process Manual.
2. Make sure to use the forms LPAC 6-9, LPAC 1B, and LPAC minutes
3. Turn in a copy of Chapter 89 – B to the Bilingual/ESL office by end of February.

D. Annual LPAC
   1. Hold an LPAC to explain the student’s progress to the parents. If student’s parent is unable to attend, use the designated LPAC parent representative. The LPAC will recommend the expectations for the following year.
   2. Use the LPAC form 1A or 1B, LPAC minutes, and Instructional Setting and Methods Form.
   3. Document LPAC results on Chapter 89A (long form).
   4. Turn in a copy of Chapter 89A, 89C, and 89D, to Bilingual/ESL office by the end of May.

IV. LPAC Checklist
A. On lines showing Initial Testing, write the Proficiency Level score (1-5) and in parenthesis, write the scaled score (1-100). EX. 2 (56). This initial testing score will always appear on these lines.
B. On the lines under the Terra Nova Testing, write the percentage for grade 2 or above, if applicable.
C. In the Status Box, check all that apply.
D. Annual Classroom Progress box will be completed during the Annual end-of year LPAC. Prior to LPAC, request that the teacher fill in and bring the Instructional Setting and Methods form to this meeting.
V. LPAC Minutes
A. Minutes should be recorded at each annual LPAC. Minutes should reflect the information from the teacher’s Instructional Setting and Methods form, except for initial entries. Minutes should identify the program in which the student is participating.
B. Content of LPAC Minutes
   1. The student’s progress for the year
   2. Modifications used
   3. Behavioral concerns
   4. Summer school recommendation (if applicable)
   5. Bilingual program explanation is needed (elementary only)
   6. ESL program explanation is needed

VI. Dissemination of Forms
A. White copy of the Checklist Form goes into the cumulative folder.
B. Yellow copy goes to the parent (if the parent is not in attendance, these forms need to be mailed within 2-3 days).
C. Pink copy goes to the ESL/BIL office immediately following each LPAC. During the initial LPAC these forms must be signed by the parent.
D. Grades 3-12, under the section on TAKS Scores, write the scale score and circle English or Spanish. If the student has been exempted from TAKS, place the year in the appropriate box. RPTE and TOP rating will be documented on the checklist form.
E. Entry date:
   1. Pre-K and K initial entry dates must be no earlier than the first day of fall semester. The meeting date and parental consent date may be from the previous spring testing when the child qualified.
   2. All other initial entries will be the date of parental consent.
F. Exit date: Use the next working day after the last day of school.

VII. ARD Meetings
A. The LPAC representative (Counselor or Principal) must attend all ARDS for LEP students. LPAC concerns should be documented. LPAC minutes must be recorded, signed and added to the cumulative folder.
B. LPAC’s and ARD’s may be held concurrently, when applicable.
C. Copies of the LPAC/ARD minutes should be sent to LEP parent and to the diagnostician. A checklist does not need to be used at these meetings, unless it is the annual LPAC.

VIII. Exiting from LEP Status Chapter 89 Rules
A. For PPCD-2nd grades, LPAC cannot exit any LEP students.
B. In 3rd – 12th grades, the LPAC can exit the student from the ESL/Bilingual program during the spring LPAC. The criteria for exiting the program are: pass the reading TAKS and scoring a 4 or 5 on the English LAS. These students who are exited will remain on a two year monitoring list.
Newcomer and Transition Activities

Coming onto a new campus or beginning a new grade can be challenging for students, who may be confronting changes in friends, teachers, expectations, and in themselves, all in addition to the new environment. The counselor is in a unique position to plan and implement procedures and activities that will simplify the process and reduce unnecessary stress for the students. The goal is to make newcomers feel welcomed and acquainted with their new environment, and for students in transition from one grade to the next, to allow them to meet their new teachers, and be informed of any adjustment to their daily expectations.

For newcomers, it is often helpful to have a trustworthy student escort him/her around the campus, making introductions to office staff and auxiliary personnel. Taking it a bit further, the counselor, in collaboration with the child’s teacher, may wish to assign a peer-mentor. Such a student will sit near the new arrival in class and at lunch, perhaps for as long as a week or two, and may even help the new student with assignments. Naturally, the counselor will exercise due care in selecting candidates to be mentors; attention should be given to such qualities as the child’s demeanor, social skills, academics. Other factors, such as gender, ethnicity, and socio-economic status may require consideration as well, with the goal being to match mentors with students to whom they can best relate. In short, the counselor will attempt to do all that is reasonably possible to help the new student acclimate smoothly to the new learning environment.

For students transitioning from one grade to the next, the counselor’s job is made much easier if effective grade-level coordination is already in place. That is, if the teachers have
already been working with their colleagues in the grades immediately above and below their own, they will have already been preparing the students for the upcoming year in the course of daily instruction. For students in all levels except the campus’ highest grade, the transition activities may be as simple as setting aside a day in which the children will leave their normal class and visit the classrooms of their perspective teachers for the upcoming year. During this time, the teachers can answer questions, clarify expectations, and work through some basic activities, procedures, or assignments that will be part of the children’s experience in the next grade. Parents may also be invited, or a newsletter can be sent home explaining what they can anticipate for their child’s new school year.

For students in the campus’ top grade, the process is similar, but more involved due to the involvement of another campus. At minimum, students should be given the opportunity to meet with administrators, counselors, and at least one teacher from the new campus. Expectations and other important information regarding the new dress code, bell schedule, and academics should be covered during this meeting. Ideally, this meeting will occur on the new campus, and be followed by a tour. It may even include student speakers.

The preceding is not comprehensive, but rather a suggestion of possible activities; each campus will devise and implement procedures that are particularly appropriate to the needs of its own student population.
New Students to Your School

In today’s mobile society, an increasing number of students will experience the transition of moving to a new home and a new school. Transition brings change from the familiar to the unknown causing students to experience a wide range of both positive and negative feelings. The most common feelings: excitement, sadness, anger, or anxiety often occur simultaneously. A student’s positive adjustment to a new environment depends on strong support systems at school.

Following a family move, the major task for a new student is to become an active participant in a new school environment, achieving a strong feeling of belonging and familiarity with the staff, the school building and procedures and establishing strong peer relationships. Included in this section, are ideas and suggestions for the counselor to use to help new students successfully gain the confidence and sense of belonging needed to make the transition to a new school successfully.

Helping Students in Transition

SUGGESTIONS FOR SCHOOL COUNSELORS

- Prepare and send a welcome letter to the family of the new student. Include a brochure or explanation that describes your role and services that you provide.

- Make yourself available to the new student. Your willingness to provide information or answer questions can be the student’s security blanket and the first building block in his/her new support system.

- Newcomer’s Club (example on next page)

- Meeters and Greeters

- Bibliography of Children’s Books (See section Reports, Forms, and Information)
Newcomer’s Club

Upon enrollment, new students are given a decorative bag filled with coupons to be redeemed for the following. (See the Reports and Forms section for these coupons)

- Counselor-eraser
- Office Secretary-school supply list
- Custodial-school map
- Cafeteria Worker-ice cream token
- Librarian-bookmark
- Principal-pencil

Assigned students will be responsible for taking new students to meet the various staff members listed above to redeem their coupons. See examples of coupons on the following pages.

Meeters and Greeters

Meeters and Greeters are chosen students who accompany the new students as they make a positive adjustment to the new school, staff members, and fellow classmates.

Classroom Guidance Activities

The process of transitioning to a new school presents a new student with a variety of tasks to accomplish. These tasks include:

- becoming familiar with a new home and new school
- dealing with the sadness of saying “goodbye” to friends
- overcoming fears associated with entering a new school
- discovering new “favorite places/memories”
- making new friends

Resources for helping new students master these tasks and make a positive adjustment in school are listed below.

The New Student Game, by Janis Thomas, Marco Products Inc. 1996.
Sailing New Seas, by Norma Frank, Marco Products Inc. 1999
Home, Sweet Home!

Objective: The students will learn that a positive approach helps to make transition into change easier.

Materials: A House For Hermit Crab by Eric Carle  
Home, Sweet Home! Game board  
Various cut-outs of sea creatures

Procedures: Read A House For Hermit Crab. Discuss how Hermit Crab adapted to the changes in his life...how he maintained a positive attitude toward the change despite the fact that it was a little scary and uncomfortable at first...how he made the best of the change and eventually adapted to it until it felt comfortable and “at home.” Next introduce the Home, Sweet Home! board game, but state that you are concerned because your crab shell is so plain. Explain that you are going to be calling on students who can tell about a change to which they have had to adapt to help you decorate the shell. (Have various cut-outs of sea creatures and sea plants laid out on a table near the game board.) Call on student volunteers to name a change to which they have had to adapt (change of schools, teachers, familial divorce, new step-parents, step-siblings, etc). After they name the change, acknowledge that change is difficult and uncomfortable at first, but a positive attitude helps us adapt more easily...then allow them to choose a cut-out and use a loop of transparent tape to attach it to the shell wherever they choose.

Source: Guidance Goodies: Recipes for Guidance Games and Activities by Donna R. Thompson, MS, LPC, LMFT.
Dear Teacher,

Next (date), the Assistant Principals from _ School will be here to talk to your classes.

I have asked (Principal's name) and (Principal's name) to speak to our students about expectations and the high standards waiting for them next year in Middle School.

Some of the items they will address are behavior, multiple classes each day, passing time between classes, tardies, lunchtime, dress code, after school activities sponsored by the school, grades, time allowed to go to the restroom, etc. If the students have any questions that they would like to ask, have them write them down on a sheet of paper and bring them to the assembly. Following the Principals address, we will have a Q and A period.

We will meet in the cafeteria at ___. I will announce to your classes when to leave your room. The assembly will last approximately 30 to 45 minutes.

I think this will be very beneficial for you as well as the students. To eliminate stress, we want to ensure our students are well prepared for the transition to Middle School. If we see that we need to make any changes, we will work to align our class expectations for the rest of the semester to that of the Middle School.

If you have any questions, feel free to contact me.
Counselor
Sample of Preview Activity
Transition

Date
Time
4 years old --- 5th grade
“Parental Involvement”

How to prepare for (school name)
Please make name tags for your children.
They could be something to wear on their heads or around their necks.

Each teacher select a short lesson that will be interesting and possibly make something that can be taken home when finished. (especially in the lower grades ). At the bottom of the page, give me the name of the activity/ lesson and skill taught.

Use this time to send home handouts, such as a supply list, etc.

For Pre-K through 2nd grade, will have two 6th graders that will come to your room and escort your students to the assigned class to visit. They will stay with these children until it is time to walk them back to your (their) classroom.

3rd through 5th grade. Teachers, you may want to select 1 of your students to stay with you to tell the upcoming students about their favorite project or subject, or what they liked the best about that grade. (then go on to their next class). Please name this student at the bottom of this sheet.

We will move on a bell schedule.
Snacks will not be provided

Lesson description:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Name of child who will talk to the upcoming students:

Please return to counselor on _____________. Look for more information on _____________.


Sample of Transition Event

“Moving Up”

“(Mascot Name) Preview”
________Elementary
YEAR

Transition

The purpose of transitioning events is to provide parents, teachers, and students with information and activities that will help them prepare for changes that they might be faced with when students are moving into a new city or moving from one grade level to another. Transitioning events will help to reduce stress and anxiety. We want to help students adjust to changes in their lives sooner and easier, and with positive results.

Transition for students could be moving from one city to another, changing schools in the city, going from one grade level to the next, going from elementary to Middle school, or from Middle school to high school.

Transition to new schools coming into town from out of town moves or in town moves:

Examples of activities:

Form a “Newcomer” club.
Provide new student goodie bags.
Use older students to show new students around and introduce them to key people on campus.
Have coupons to meet principal, secretary, counselor, cafeteria manager, and librarian and receive a treat.

Transition for an entire school from one grade level to another:

Examples of activities:

**“Moving Up” – Students go to the next grade level to meet each teacher in that grade level. 6th grade students help with classes going to the next grade level. Open house - with examples and brochures for parents.

Transition from elementary to middle school:

Examples of activities:

Middle school counselors visit – Come to 6th grade to speak about registration and elective classes …etc. Students have questions written down in advance.
Middle school Open House – for students and parents to visit, meet teachers and staff, and ask questions. Take tour of school.

Middle school coaches visit elementary school – coaches come and speak about PE and athletics at Jr. High level, PE uniforms, showers etc.

Middle school vice–principals visit 6th graders – Presentation and discussion of dress code etc.

Leadership Conference – Students attending conference share with classmates what they heard and learned from Middle school students.

Middle school – have parent/student transition meetings beginning in 6th grade.

Middle school– have meetings and information about higher education and opportunities for incentive scholarships such as 8th grade “Up and Coming Scholars” from Angelo State University.

**Transition from Middle school to high school.**

* An example of an event with instructions to organize it is included in this section.

**Transition Escorts:**

**Teachers, please list 12 students in your classroom to responsibly help** with the transition event “Warrior Preview”.

We will meet with these 36 students tomorrow afternoon for training.

Please have the students come to the library at 2:00. We will train for approximately 45 minutes. Leadership and responsibility skills will be stressed.

Students will be taught **how to greet someone** with a handshake, eye contact, and introduction.

We will **discuss their responsibilities with the children** they are escorting. They will be expected to keep the children in a proper line.

**They will participate in the classroom with the teacher and help the students when necessary.** They will also help line the children up for the walk back to their homeroom.

Each student will receive a name tag and a map with room numbers at this meeting.
Teachers, please send me a list of the students that will not be participating as escorts. These students will go to the library for board games and reading. Teachers will be present.

Thank you,
Elementary Leadership Conference

The Elementary Leadership Conference is an annual assembly of emerging student leaders from area elementary schools. Participants are students in their campuses' top grade who have exhibited conspicuous leadership amongst their peers in the areas of academic achievement, community service, extra-curricular involvement, athletics, and citizenship within the learning community.

The selection process begins with nominations from faculty, staff, and students. Prior to soliciting nominations, the counselor may adjust the weight that will be given to submissions from each source, but should refrain from doing so after accepting nominations to avoid any appearance of favoritism. Those selected will possess solid, though not necessarily stellar, academic standing, an affable nature, and the ability to inspire excellence in others. Holistic evaluation of the candidate is recommended; it is equally desirable to select potential leaders as well as those who have already demonstrated leadership skills. Typically, one outstanding student from each class in the top grade is chosen, along with one alternate in the event of unplanned absence or failure to meet other criteria.

The conference typically lasts from about 9 a.m. until 2 p.m., at a predetermined location away from any participating campus. Universities, churches, and community centers may provide facilities. At the conference, participants engage in several group-building and problem-solving activities, all of which are designed to foster creative thinking, adaptation to changing roles, flexibility with fluid group dynamics, and voluntary subordination to unfamiliar leadership as a member of a group.

Other considerations include parental permission, transportation, and lunch.
Commentary

Example format used for the Elementary Leadership Conference
This format is used by the person directing the conference

8:30 Registration

8:15 Entertainment provided by Junior High students
Many thanks to __________ and the Junior High ____________. Let’s give her another big round of applause.

Students, guests, and dignitaries, on behalf of the elementary school counselors and the guidance department of __________ School District, I would like to welcome you the _____ Elementary School Leadership Conference. I congratulate you on being selected to attend this conference today and want you to be formally recognized for your attendance here. Therefore, when I call your school’s name, I would like for you, your principal, and your counselor to please stand. I request that we all hold our applause until all of the introductions have been made.

<table>
<thead>
<tr>
<th>CAMPUS</th>
<th>COUNSELOR</th>
<th>PRINCIPAL</th>
<th>ASSISTANT PRINCIPAL</th>
</tr>
</thead>
</table>

Now give yourselves a round of applause.

I would like to introduce another very special person, our Director of Curriculum and Instruction, ________________.

Principals, we thank you for bringing your students to the conference and we invite you to stay as long as you like or you may return to your campuses at this time.

At this point, you may be wondering what this leadership thing is all about. Webster’s Dictionary defines a leader “as someone who has commanding authority or influence over others. Leaders are often described as having creativity, ideas about how things might be, determination, commitment, a sense of humor, enthusiasm, respect for others, fair mindedness, and an ability to keep organized”. Do you think these characteristics describe you?

Today we are going to guide you in some activities related to leadership and hopefully you will be able to leave with some understanding about what a leader really does.

I will be giving general directions for each activity from the podium and the counselors in your group will be giving you the main instructions.
Get Acquainted Bingo 9:00-9:15 (Stop at 9:10 and discuss activity in your group for 5 minutes)
Our first activity will be the Get Acquainted Bingo. This activity will take about 15 minutes. Your group counselors will now explain.

The Web 9:15-9:40 (Stop at 9:35 and discuss activity in your group for 5 minutes)
The purpose of this activity is to help us learn a little more about each other.

Straw Towers 9:40-10:30 (Stop at 10:25 and discuss activity in your group for 5 minutes)
The next activity is called Straw Towers. The purpose of this activity is to design and construct a tower using soda straws and masking tape only. You will have 3 minutes to discuss how the tower should be designed.

BREAK 10:30-10:50
We will now take a short break and have something to drink and some cookies. We will only take 20 minutes for this break so if you need to go to the restrooms, now would be a good time.

Landing Pad 10:50-11:20 (Stop at 11:15 and discuss activity in your group for 5 minutes)
You have been selected by NASA to design and build a landing crate for a very delicate space craft that is scheduled for landing. Using the materials you have been given, you must design and construct a landing pad that will contain and protect the ship and crew. You can only use 12---12” pieces of tape and 12---12” pieces of string. You will have 15 minutes to design and construct, and then each group will test their creation for strength and durability.

Middle School 11:20-12:00
We are now going to have some students from the Junior High Schools come and discuss some of the things you will need to know about their school. We will now have the students group by the Middle School that they will be attending.

LUNCH
We will now break for lunch. Would _______ Middle school and all the feeder schools go. Next would _______ Middle school and all the feeder schools go. Next would _______ Middle school and all the feeder schools go.
12:45-1:10 Speaker

Broken Squares 1:10-1:40 (Stop at 1:35 and discuss this activity in your group for 5 minutes)

For this activity each group of 10 should separate into 2 groups with 5 students in each group. DO THAT NOW. In this packet there are five envelopes, each contains a different number of cardboard pieces for forming squares. When the counselor gives the signal to begin, the task of your groups is to form five squares. The task will not be complete until each group has 5 perfect squares of the same size.

Pennies on a Book 1:40-2:00 (Stop at 1:55 and discuss this activity in your group for 5 minutes)

In this activity, two children will stand on a book, and working together, they are to pick up the pennies without stepping off the book.

Quarter in Water Jar Activity 2:00-2:15 (Stop at 2:10 and discuss this activity in your group for 5 minutes)

This activity requires a bucket of water, a quarter, and a role of pennies.

Wrap-up 2:20-2:30

Friendship Circle
Please give your evaluation to the group counselors. Counselors, please put these on the side table along with your name tags and folders.

Students receive certificates at conclusion of conference.
FRIEND BINGO

You will need: One copy of “Friend BINGO” for each child
Pencils

Directions:

1. Pass out a “Friend BINGO” sheet to each child.

2. Read all of the items so the children are familiar with what they are looking for.

3. When you say “GO”, each child moves around the room trying to fill up his or her card by having a different friend sign his or her name or initials in each square.

4. The object of the game is to see if everyone can fill up his or her card. (You might give a prize to the first and last persons to complete their cards).

Ready to Use Self-Esteem Activities for Young Children
<table>
<thead>
<tr>
<th><strong>Friend BINGO</strong></th>
<th>has cat</th>
<th>likes pizza</th>
<th>likes bugs and spiders</th>
<th>has a sister</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>has cat</strong></td>
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</tr>
<tr>
<td><strong>likes pizza</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>likes bugs and spiders</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>has a sister</strong></td>
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<td></td>
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<tr>
<td><strong>plays baseball</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>likes to read</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>favorite color is purple</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>is a chocolate lover</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>is a big brother</strong></td>
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<td><strong>likes horses</strong></td>
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<td><strong>likes to play outside</strong></td>
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<td><strong>likes to rides a bike</strong></td>
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Elementary Leadership Conference

THE WEB – to get acquainted with each other

OBJECTIVE:
Members will share information about themselves with the group and be able to remember one item that someone else has shared.

MATERIALS
Ball of yarn

PROCEDURE
Group members sit on the floor in a circle. The facilitator holds onto the end of a ball of yarn and states something personal. The yarn is then passed to group members, who also hold on to the yarn and state something about themselves. As the yarn moves from person to person, a web is formed. Members get a visual picture of how they are joined together as a group.

Suggested topics, moving from non-threatening to self-disclosing, include:

1. If you could be an animal, what would it be?
2. What is something you do well?
3. What do you enjoy doing in your spare time?
4. What is your favorite color and place?
5. Name someone you think is a leader. Why?
6. What characteristic do you possess that makes you a leader?
7. What is something you wish for or hope to do?
Instructions for Straw Towers

1. Each group will be provided a supply of soda straws and a roll of masking tape.
2. The task is to design and construct a tower using three materials only.
3. Allow approximately 3 minutes for the group to discuss how the tower should be designed.
4. The role of the activity leader is to observe the functioning of the group. Any intervention should be to resolve interpersonal conflicts.
5. The towers will be judged for originality and structural design.
6. Discussion should focus on the development of the group.

   a) Who were the power figures?
   b) How did they get it?
   c) Was there a power struggle?
   d) What was the result?

104 Activities that Build by Alanna Jones, Rec Room Publishing, 1998

Landing Pad

Materials:

1. 12 raw eggs
2. Small swimming pool
3. Paper to catch mess
4. Package of notebook paper
5. 12 12” pieces of tape
6. 12 12” pieces of string

Instructions:

You have been selected by NASA to design and build a landing crate for a very delicate craft that is scheduled for landing. Using the materials you have been given, you must design and construct a landing pad that will contain and protect the ship and crew. You will have 15 minutes to design and construct, and then each group will test their creation for strength and durability. Choose one person in your group to be the demonstrator.

Broken Squares

Objectives:
1. To analyze certain aspects of cooperation in solving a group problem.
2. To sensitize the participants to some of their own behaviors which may contribute toward or obstruct the solving of a group problem.

Instructions to the group:

For this activity, each group of 10 should separate into 2 groups with 5 students in each group. DO THAT NOW. In this packet there are five envelopes, each contains a different number of cardboard pieces for forming squares. When the facilitator gives the signal to begin, your groups are to form five squares. The task will not be completed until each group has 5 perfect squares of the same size.

Specific limitations are imposed upon your group during this exercise:
1. No member may speak
2. No member may ask another member for a card or in anyway signal that another person is to give him a card.
3. Members may, however, give cards to other members.

Are the instructions clear? (Questions are answered.)

Facilitator gives signal, “Begin Working”.

Instruction to the Activity Leader:
Observer:
Your job is part observer and part judge. Make sure each participant observes the rules:

1. No talking, pointing, or any other kind of communicating among the five people in your group.
2. Participants may give pieces to other participants but may not take pieces from other members.
3. Participants may not simply throw their pieces into the center for others to take; they have to give the pieces directly to one individual.
4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.

Do you best to strictly enforce these rules.

Learning Through Laughter by Charlene C. Wenc
Educational Media Corporation, 1986
As an observer, you may want to look for some of the following:

1. Who is willing to give away pieces of the puzzle?
2. Did anyone finish his puzzle and then somewhat divorce himself from the struggles of the rest of the group?
3. Is there anyone who continually struggles with his pieces but yet is unwilling to give any or all of them away?
4. How many people are actively engaged in mentally putting the pieces together?
5. Periodically check the level of frustration and anxiety. Who’s pulling his hair out?
6. Was there any critical turning point at which time the group began to cooperate?
7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

Briefly discuss the question below:

1. How did it feel to depend on others for the solution of your puzzle?
2. What is it like to have to give away your puzzle parts to help someone else?
3. Did you feel ignored when no one noticed your problem?
4. What action on your part produced the best results? The worst results?
5. How is this game like solving a math problem in a small group or working with a crew on a construction site?

Redo activity in the following:

1. You may give or ask for puzzle pieces
2. You may not take or throw pieces of the puzzle
Five Squares- Six-inch Puzzle Patterns

B
E
D
B
A
E
D
A
C
B
C
E

B
E
D
A
D
E
B
A
E
B
C
A
**Pennies on a Book**

**Purpose:**
To show that cooperation is difficult at times because it means we have to consider other people.

**Materials:**
A telephone book with a penny on each corner

**Procedures:**
1. The teacher tells two children to stand on the book
2. Working together they are to pick up the pennies without stepping off the book.

**Note:** This is an opportunity to pair popular children with the isolates in your class.

**Suggestions for discussion:**
What did it take to pick up the pennies?  
Why were some people successful so quickly?  
Did this activity take planning?  
Does cooperation take planning?  When in this activity did you plan?

**Notes**

---

Quarter in a Jar

This lesson requires a bucket of water, a quarter, and a roll of pennies. Drop the quarter into the water to represent the lie. Ask students what they observed. “It’s heavy.” “It sank.” “It splashed.” Compare what happened with the quarter to what it feels like to lie. Have students take turns dropping pennies (which represent more lies) into the water, trying to cover the quarter. Stress how difficult it is to actually cover up that lie and how many more lies you had to tell just to try to cover up that first lie. Ask them if it’s even possible to really cover up a lie. This generates some great dialogue on honesty.

Adopted from an idea in Activities That Teach by Tom Jackson

Reference:
Barbara Gruener, Counselor
Westwood Elementary (K-3)
Friendswood, Texas 77546
www.academicplant.com/webs/bgruener
Positive Role-Models in Drug Education (PRIDE)

As the name implies, PRIDE is a student club whose mission is to provide a forum for drug education, mentorship, and activities alternative to drug use. Student participants agree to maintain passing grades in all classes, conduct themselves as model student citizens, and most importantly, abstain from the use of tobacco, alcohol, and illicit drugs. Students receive information about the dangers of drug use from speakers, activities on campus, and field trips. Mentors might include drug enforcement officers, community leaders, or even reformed abusers. Special activities may be directed inwardly, (i.e. toward the rest of the student body), as with a play for other students in the school, or outwardly (i.e. toward community needs). Such outreaches can include service projects, such as for a nursing home, or more generalized service learning.

PRIDE clubs typically meet outside of school hours, but certain club activities, service projects in particular, may take place during the day. Depending on the size of the group, several faculty sponsors/contributors will be necessary. The involvement of the counselor will vary widely by campus and district, from incidental participant, to activities coordinator, to sole sponsor. In the latter scenario, the counselor is wise to solicit additional sponsors aggressively.
The P.R.I.D.E. Club consists of a school’s 5th and/or 6th grade students. These students gather monthly to participate in activities designed to promote positive role models in drug education. Examples of some of the monthly meetings are:

- Monthly Guest Speakers
- Fund Raisers
- Participation in Community Service Projects
- Attending the P.R.I.D.E. Rally
- Red Ribbon Week

Over 100,000 schools and organizations across the United States will celebrate Red Ribbon Week to spread the important message of living a drug and alcohol free lifestyle. Mentioned below are ideas and suggestions that can help you organize a successful week of drug and alcohol activities.

- “Deck the Halls”- Have a ball and decorate the hall. Give all students one or two class periods one day to hang red ribbons, posters, banners, balloons, and bows.

- “Put the Message to Music”- Hold a school wide song contest. Award the best anti-drug song-writer from each grade level.

- “Helping the Community”- Organize a “Wash Out Drugs” event. Ask students to bring in new towels and washcloths that can be donated to a local shelter.

- “Good Role Models”- Invite high-school and middle-school students to come to elementary schools to talk to the younger children about living a drug–free lifestyle.

- “Check this Out”- Set up a library display with books or magazines about drugs, alcohol, and tobacco.

- “An Apple a Day”- Have a “Red Apple Day” to tie in good health with living a drug free life.

- “A Day at the Beach”- Play on the slogan “Too Cool to do Drugs” by having a beach theme day. Invite students to a beach party in the gym. Hang a huge sun on the wall and have each student tape up a picture of sunglasses that they designed, next to a sign that reads, “We’re too cool to do drugs.”

- “Shut Out Drugs”- Use classroom doors for displaying drug free messages. Have each class decorate their door with an anti-drug theme. Some ideas for the messages are “Stamp out Drugs”, “Give Drugs the Boot”, “Better Things to Do Than Drugs”, “Too Bright to Do Drugs”, “Build a Wall Against Drugs”, “Drugs Make You Batty”, “Don’t Let Drugs Slow You Down.”
• “Born to Be Drug Free”- Have teachers and staff create a “Born to Be Drug Free Banner”, fastening pictures of themselves as babies on the banner.

• “Heroes Day”- Reinforce the message that heroes stand up against drugs by having a Heroes Day. Ask students to come to school dressed as their heroes to promote class discussions about heroes from the present and past who achieved great things by not succumbing to drugs.

• “Help Stomp Out Drugs”- Hold a “Stomp Out Drugs Theme Day” in which students wear rubber boots and funny shoes to school.

Example of Monthly Calendar of Events For School

September- P.R.I.D.E. Membership Drive- Tee Shirts to Members

October- Fund Raiser/ Red Ribbon Week

November- ROPES Course/Prepare for Holiday Door Decorating

December- Community Service (Nursing Home Door Decorating)  
Christmas School Program- Cookie & Cocoa Sale

January- Guest Speaker/ Drug Dog visit

February- Decorate Valentine Bags for the Elderly

March- Guest Speaker

May- P.R.I.D.E. Rally/End of Year Party (Celebration)

Positive Promotions  
P. O. Box 18021 Hauppague, NY 11788-8821  
www.positivepromotions.com
Career Education

Career education begins in the home, and continues formally with school-based instruction, and informally with incidental observation. The counselor’s role in this effort is two-fold, in the therapeutic/counseling and instructional/guidance domains.

From a therapeutic/counseling perspective, school practitioners seek to foster an environment that is conducive to vocational exploration, and to assist students in overcoming obstacles to success, such as poverty, learned helplessness, and other such deeply entrenched negative influences. From a guidance/instructional perspective, the counselor seeks to offer opportunities for students to explore career options.

Ideally, career education will consist of a two-pronged approach, with the therapeutic/counseling related issues addressed through small group or individual sessions, while the instructional/guidance efforts are met through direct teaching. Such direct teaching may encompass a wide variety of lessons and activities, including field trips, speakers, career-themed activities conducted on-campus, and sundry vocational/interest inventories.

It is important that students be exposed to a wide variety of career options, not just those that pay highly and/or require post-secondary education. Likewise, the counselor should take care to emphasize the need for and validity of all lawful work, including jobs commonly perceived as menial or lacking in prestige.
Vertically Aligned Career Education Goals

Elementary School

Goal: Students will increase their knowledge of the careers available to them.

K- By the end of kindergarten, students will be able to identify their parents’ jobs and be able to list at least three of the duties they perform on those jobs, as a result of homework assignments to interview their parents about their jobs.

1st grade - By the end of grade 1, all students will be able to identify three community helpers and three of their duties as a result of a speaker program featuring community workers.

2nd grade - By the end of grade 2, all students will be able to identify three workers who work in their county along with two tasks they perform and how they use reading on their jobs, as a result of classroom unit titled “Workers in Our County”.

3rd Grade - By the end of grade 3, all students will be able to identify five workers employed by the state, identify their major responsibilities, and tell two ways they use mathematics on their jobs, as a result of a field trip to the state capitol and follow-up activities.

4th grade - By the end of grade 4, all students will be able to identify five workers who are unique to the Southwest, describe their major responsibilities, and tell how they use information learned in at least two school subjects on their jobs, as a result of completing an out-of-class assignment “Workers in Our Region”.

5th grade - By the end of grade 5, all students will be able to identify ten U.S. workers who hold jobs outside of the Southwest, the major duties they perform, and how they use information from school on their jobs, as a result of writing an essay on jobs in America, viewing film at a workstation established for this purpose, and assignments.

Middle School

Goal: By the end of grade 8, all students will have identified three jobs that may be of interest to them in the future, determined what academic skills are needed to enter those jobs, and analyzed how their aptitudes and academic performance may prepare them for or provide a barrier to entering those jobs, as a result of the following activities:

6th grade - Students learn about careers in our hemisphere and the world as a result of infusion in all classes. Students complete an English essay “If I Could Be Anything”. Counselor-led monthly seminars will feature speakers who represent international careers.
7th grade - Students complete an interest inventory and then participate in counselor-led groups to discuss the sources of interests and how interests influence career choice making.

8th grade - Students complete a 9-week class on choosing a career that focuses on decision making and using occupational information along with data about self to make career choices. The culminating experience is to select three careers of interest and do a self-analysis regarding the potential to enter those careers and to lay out an educational path to the most desired career.

High School Goal: Each student will make a preliminary career choice along with an alternative choice and construct educational plans to enter those careers as a result of counselor-directed activities such as career seminars, individual planning sessions, bibliotherapy, job shadowing, participation in career day, interest and aptitude assessment.

www.abacon.com
Responsive Services
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Individual Counseling

Presumably, any counselor reading this introduction already has a solid concept of the one-on-one counseling relationship. Notwithstanding, counseling that takes place in the public school requires special adjustments and considerations that do not arise in other environments.

The first of these is parental consent for any on-going counseling activity. Generally, counselors may address student needs that arise incidentally during any typical school day, but regular meetings with individual students require signed parental consent. In the course of obtaining such consent, it is also advisable to ensure that the parent understands the difference between guidance counseling and psychotherapy, namely that the latter is a formal medical/clinical intervention for serious mental health issues, while the former is more of a mentoring relationship.

Counselors should also keep records on the content of counseling sessions, with due attention to the fact that such documentation is both protected in terms of confidentiality while simultaneously subject to subpoena and open to parent review at any time as part of the student’s educational record. Counseling notes need not contain explicit detail of the content of the conversation; in fact, there are scenarios in which such exact recording may be contraindicated. As with all counseling relationships, the counselor is ethically obligated to break confidentiality in the event that the student expresses suicide ideation, intent to harm another person, intent to commit a criminal act, or that s/he is or has been the victim of sexual or physical abuse. It is an unfortunate comment on human nature and the present state of society that male counselors must also be attentive to their surroundings when counseling female students individually. Often this necessitates a compromise between privacy and
prudent management of the potential for false allegations of misconduct. In fact, it may be easier simply to refer a female student to a female colleague.

This section of the Counselor’s Handbook is devoted to District guidelines in the implementation of an individual counseling program and the data that will be needed to complete the reports that are due during the school year.

1. It is suggested that each Counselor provide teachers/staff with passes to fill out for any student requesting to see the Counselor.
2. Have an Individual Counseling needs assessment to be filled out by teacher or staff recommending a student for Individual Counseling.
3. Have a Student Sign-In Log for students who come to Counselor’s office.
5. Have a Permission slip signed by student’s parent/guardian if student will have more than 3 individual sessions.

Forms needed for the passes, Individual Counseling Permission form, and Teacher Needs Assessment are included in this section. The Individual Counseling Log and Student Sign-In Sheet can be found in the Reports and Forms Section of the Counselor Handbook.

The Counselor needs to be aware of the District’s Guidelines for the number of sessions each student will be seen in an individual counseling setting before it is recommended to the parent that the student needs to be referred to a private Counselor. See the Resources section of the Handbook for a list of agencies or providers that the parent/guardian may use to obtain these services. The Counselor
shall also emphasize to the parent/guardian that the school district is not responsible for obtaining or paying for these services.
COUNSELOR PASS

STUDENT NAME:___________________________________
DATE:___________________  TIME:____________________
TEACHER: ____________________________
RETURN TO CLASS:
DATE: __________  TIME: ____________
COUNSELOR: ______________________

COUNSELOR PASS

STUDENT NAME:___________________________________
DATE:___________________  TIME:____________________
TEACHER: ____________________________
RETURN TO CLASS:
DATE: __________  TIME: ____________
COUNSELOR: ______________________

COUNSELOR PASS

STUDENT NAME:___________________________________
DATE:___________________  TIME:____________________
TEACHER: ____________________________
RETURN TO CLASS:
DATE: __________  TIME: ____________
COUNSELOR: ______________________
Teacher Needs Assessment for Individual Counseling Referrals

Date: ________

Teacher’s name: ___________________

Student’s name: _________________

Reason for Referral:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Contributing Factors or Important Information needed by Counselor:
______________________________________________________________________
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Teacher’s Expectation or Desired Outcome from Individual Counseling Sessions:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Has this issue been discussed with parents/guardian?    Y    N

If Counselor determines that the student will need more than 3 sessions will parents/guardian be willing to sign a permission slip?   Y     N

If this is to be an on-going counseling situation what day and time would work with your class schedule? _________________
Elementary School  
Address  
Telephone/Fax Number  

Permission for Individual Counseling  

I, _________________________________________, give my permission 

for my child, ________________________________, to participate in 

individual counseling with the school counselor.  

_________________________________    ________________  
Parent/Guardian Signature    Date
Small Group Counseling

Counseling in the small group setting offers many of the same benefits as individual counseling, but more efficiently and with a broader impact. It is a valuable tool for the school counselor, functioning simultaneously as a responsive service and a preventative measure. It is responsive inasmuch as the counselor tailors group composition according to preponderance of need; e.g., when several students are facing divorce in their families, a divorce care group provides a forum for the counselor to address the students’ emotional needs, either directly or via other participants through the group process. Small group counseling is preventative in that participants show lower rates of new discipline referrals as well as reduced incidence of recurrence for existing behaviors. These benefits spill over into the classroom; namely, as issues are resolved in group counseling, the participants become better able to focus their attention on academic endeavors.

In implementing this type of guidance, the counselor will need to be attentive to several variables, including:

- the ages of participants
- student maturity level
- parental consent
- appropriate topics
- duration
- and measurable outcomes, which will document program effectiveness
Most importantly, the counselor and/or the group will need to set boundaries for behavior, and rules for speaking. For these reasons, as well as many others, it is likely that group counseling activities will suit older, more mature students best.

Other secondary factors to consider are whether to mix genders, grades, and participant aims; i.e., in a behavior management group, whether the group will be composed of students who have exhibited one particular kind of misbehavior, such as bullying, or will a variety of behaviors be represented among the members.

A final thought: in the school setting, group counseling is essentially group guidance; true therapeutic counseling is outside the scope of the school counselor’s job description and resources. This fact needs to be made clear to all stakeholders from the beginning, which will go a long way to ensuring that parent, teacher, administrative, and student expectations are aligned with the possibilities inherent in scholastic group guidance.
Benefits of Small Groups

- Students can learn from each other by listening carefully and giving and receiving feedback.
- Group members can offer support, encouragement, and help provide the facilitative conditions to a greater extent than one person.
- Most of what students learn is learned in a group context.
- The counselor may not have to work as hard to facilitate the group because group members can learn to facilitate one another.
- The sense of belonging and togetherness in group counseling creates a unique learning climate.
- Group members can practice behaviors, receiving feedback and suggestions from others. Peer feelings and ideas often have more credibility than those of adults.
- Some students find it too intense to meet with an adult alone. The presence of peers helps reduce the tension and the feeling of being singled out for counseling.

Organizing a Small Group

- Distribute a needs assessment to the teachers
- Determine the topic and purpose for the small group
- Plan lessons and activities related to the group topic
- Advertise the group to identify target students
- Obtain informed consent from parent/guardian
- Conduct pre-group interview
- Administer pretest to group members (this can be oral or written)
- Conduct sessions
- Administer posttest (this can be oral or written)
- Follow up and evaluation

Group Guidelines

Every group needs guidelines for making it a special learning experience. These guidelines or procedures are general suggestions which help members function in the group. The most common guidelines are:

- Only one person speaks at a time
- You can pass, if you do want to speak
- What is said in the group is private
- Raise your hand when you want to speak
- Listen carefully so that you can remember what was said
- Keep your hands to yourself
- Remain seated in the group.

Suggestions for Group Topics

- Social Skills/Friendship Skills
- Divorce/Separation of Parents
- Study Skills and Test Taking Skills
- Organizational Issues and Time Management
- Anger Management
- Death, Dying, and Loss Issues
- Worry and/or Stress Management
- Responsible Behavior
- Self Esteem and Motivation to Achieve
- Decision Making, Goal Setting, Planning and Problem Solving Skills

Suggested Resources for Small Groups

Group Activities for Counselors, by Sally Elliot, Innerchoice Publishing, 1997
Small Group Activities Grades K-2 and
Small Group Activities Grades 2-5, by Diane S. Senn, Ed.S., Youth Light, Inc. 2003
Kid’s Connection –A Support Group Curriculum for Children, ages 4-12,
by Rainbow Days, Inc.
Group Counseling for School Counselors, by Greg Brigman and Barbara Earley, J. Weston Walch, 1991

### SMALL GROUP SESSION LOG

**School:**

**Teacher:**

**PK K 1 2 3 4 5 6**

**Guidance Program:**

**Date:**

**Scheduled Time:**

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### Session Notes

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</table>
Peer Mediation

As an extension of the learner-centered instructional paradigm, Peer Mediation allows disputing students to be active participants in resolving their own problems. This approach benefits the students, school, and counselor in several ways. The students develop self-efficacy and empowerment, along with emotional intelligence and skills in interpersonal and intrapersonal communication. The school reaps benefits in lowering the incidence of disciplinary infractions and in developing a more positive learning environment. The counselor is freed from a central role in resolving the petty disputes that are distracting and detrimental yet fall short of violence.

Several considerations arise as important in the mediation process. These include, but are not limited to:

- preservation of instructional time
- mediator selection
- identification of candidates for mediation

To minimize the loss of class time, several teams of mediators should be in place from two or more classes, and participation must be monitored to prevent the abuse of mediation as an opportunity to leave the classroom. Mediators should be selected by their peers, a process which the counselor typically facilitates. Before the vote is taken, the counselor will brainstorm with the students in naming the qualities of a good mediator, such as trustworthiness, being an active listener, fairness, and maintaining good academic standing. Once the mediators have been identified and trained, either by the counselor or another school professional, mediations can begin. Any concerned party, including other students, may refer candidates for mediation. Participation is
voluntary, so both disputants will need to agree to attempt resolution of the problem through mediation. *In cases where the dispute has sunk to the level of violence, mediation is proscribed.* Additionally, the counselor must resist the urge to intervene in the process, in the interest of preserving its student-led approach and all of the benefits that it brings. Finally, peer mediation is not a cure-all; in some cases, traditional interventions will still prove necessary.

Material and training for sponsors and mediators may be procured through:

Peers making Peace  
The National Mediation Center  
508 Twilight Trail, Suite 99  
Richardson, Texas 75080  
www.paxunite
Mediation Agreement

Date: _________________

Peer Mediators:
_____________________________________________________________________

Disputants:
_____________________________________________________________________

Brief description of dispute:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Agreement/Resolution:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Signed: __________________________  _______________ ___________
Disputant       Disputant
_________________________________  ______ ____________________
Mediator       Mediator
_____________________________________________________________________

Follow Up:

Date: _________________  Person conducting follow-up: _________________

Results:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

ADDITIONAL MEDIATION NEEDED (circle one):       YES   NO
# Peer Mediation Log

<table>
<thead>
<tr>
<th>Disputant #1</th>
<th>Grade</th>
<th>Disputant #2</th>
<th>Grade</th>
<th>Referred By</th>
<th>Mediation Date</th>
<th>Mediators</th>
<th>Successful Y/N</th>
</tr>
</thead>
</table>
C.A.R.E. PROCESS

An Intervention Program to Ensure Success for Every Child

Written by the Gifted and Talented Department
San Angelo Independent School District
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Section I: Operating Guidelines

Section II: Step-by-Step Through the C.A.R.E. Process
Tier I and Tier II

Section III: Forms

Section IV: Tier III
Special Education, 504, and GT Procedures and Forms

Section V: Tracking and Evaluation of the C.A.R.E. Process
Operating Guidelines for the C.A.R.E. Team Process

Purpose

The C.A.R.E. (Children At- Risk Educationally) Team Process is a three-tier model which will address the variety of academic, behavioral, and emotional challenges experienced by children which impede their ability to learn. This model emphasizes consultation, intervention, and close monitoring and evaluation of intervention strategies, as opposed to an emphasis on referral to special education. Many children referred to special education do not qualify for services, yet need extra assistance in the regular educational setting. This model allows more consultation and intervention by the diagnostic/psychological staff and strengthens the appropriate identification of students with disabilities. It also allows a process to identify those children who need a more challenging curriculum, such as the gifted and talented program.

Composition of the C.A.R.E. Team

Intervention Specialist
Principal/Assistant Principal
Counselor
Regular Teacher
Special Education Teacher
Diagnostician
Others, as needed: Speech Pathologist, LSSP, Special Education Counselor, SSW, etc.

C.A.R.E. Team Approach

The team will be responsible for:
- Data collection to clarify the concern. (work samples, academic and behavioral checklists, grades, absences, disciplinary referrals, etc.)
- Clear focus on specific concerns
- Identifying resources and interventions
- Evaluating interventions
- Choosing alternative or additional interventions
- Implementing strategies
- Documenting results of interventions and evaluating those results
- Modifying interventions as necessary
- Choosing alternative strategies, if necessary—referral to 504, special education, or the gifted and talented
Initial Referral to the C.A.R.E. Team

- Teacher completes a referral form which briefly describes the concern and any interventions already tried.
- The teacher will bring work samples and other information to the meeting including results of interventions already tried.
- At the initial meeting, other information will be gathered from the teacher and the team will determine what additional data is needed.
- Consultation will be requested from resource personnel, such as the intervention specialist, speech pathologist, school service worker, LSSP, etc.
- When the data is collected, the team will define the problem, specify objectives, determine what resources are needed, and choose an intervention strategy. A timeline will be set for evaluating the intervention.
- The team will also designate individuals that will need to assist and support the teacher during the intervention period.

Possible Intervention Strategies

- Environmental and/or instructional modifications
- Individualized behavior programs and contracts
- Modification of school disciplinary plan
- Token programs
- Positive classroom behavior support programs
- Problem solving, anger control, organizational and/or social skills groups
- Parent and student meetings
- Peer tutoring
- Individual or small group tutoring by intervention specialist

This list is not all-inclusive, nor is it new or unique; the difference between this model and our past practice is that it is a procedure involving on-going documentation and evaluation that, if used consistently and diligently, especially in the primary grades, will result in more children experiencing success in the early grades, and less children being evaluated for a disability that they do not have.

Evaluation of the C.A.R.E. Team Process

- Twice a year (end of each semester), the following data will be compiled:
  ~ number of students currently receiving interventions on Tier II
  ~ number of students moved from Tier II back to Tier I
  ~ number of students referred to Tier III

- Annual Evaluation completed by campus staff which will give the opportunity for suggestions, criticisms and other feedback.
• Students who have received interventions on Tier II will be tracked through fifth grade to determine TAKS success or failure.

The Intervention Specialist will be responsible for tracking student and campus data and submitting it to the Director of Special Programs. The Special Programs department will be responsible for developing the annual evaluation and tracking district data.

C.A.R.E. Team Procedures

Tier I:
• Teacher monitors progress of students and documents any concerns.
• Teacher implements interventions for approximately 3-6 weeks with students who appear to be struggling in any way. It is a good idea at this time to have a short conference with the Intervention Specialist for suggestions.
• Teacher conducts a parent conference, preferably face-to-face, although a phone conversation is acceptable if a parent is reluctant to schedule a meeting.
• Teacher completes a “Referral to the C.A.R.E. Team” on a student who does not appear to be responding to interventions.
• The referral is placed on the agenda of the next C.A.R.E. Team meeting.
• If the C.A.R.E. Team determines that further intervention and/or evaluation is needed, an Intervention Plan is developed and the student is considered to be at the second level, Tier II.

Tier II:
• The C.A.R.E. Team meets, makes recommendations, and establishes a timeline for interventions/evaluations. (usually not less than 4 weeks)
• The teacher and/or resource personnel implement recommendations from the Intervention Plan.
• The teacher and other personnel collect data-Evaluations are completed.
• The C.A.R.E. Team meets again, evaluates the effectiveness of the Intervention Plan, and modifies and refines the plan.
• Interventions are tried for an additional 4-6 weeks.
• The team meets again, and once again evaluates the impact of interventions.
• If the child is responding to interventions and is making acceptable progress, one of the following may occur:
  1. Intervention may need to continue, the child remains on Tier II and progress is reviewed again in 4-6 weeks.
  2. Interventions can be discontinued, the child is returned to Tier I.
• If the child is not responding adequately to interventions, one of the following may occur:
  1. The team may develop a new Intervention Plan and/or ask for additional evaluation and continue to provide assistance on Tier II.
  2. The team may determine that a referral to 504 or Special Education is warranted.
**Tier III:**
- The C.A.R.E. Team determines that a child needs to be referred for more assistance only after interventions have been tried for a reasonable amount of time, usually 6-12 weeks.
- The team determines what information is already available, and documents additional data that must be collected in order to complete a 504 or special education referral.
- After the data is collected, the team meets again to consider all of the information. This is a good time to invite the parent in order to explain the process and obtain consent for further evaluation.

**NOTE:** The decision of whether to try additional strategies or refer to 504 or Special Education depends on the severity of the need and the rate at which remediation is effective. The more severe the need, and the slower the student’s progress despite all efforts to the contrary, the greater the likelihood that the student will need to be referred to 504 or Special Education.

**Exceptions to following all of the steps in the C.A.R.E. process:**
- A child who has a speech articulation problem may be referred immediately to the C.A.R.E. Team for consideration of a Special Education referral for speech.
- A child who moves into the district and is already identified as having a disability.
San Angelo Independent School District  
C.A.R.E. Process  

STEP-BY-STEP  
THROUGH THE C.A.R.E. PROCESS  

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Action Required</th>
<th>Person Responsible</th>
<th>Form To Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor progress and document concerns on individual students</td>
<td>Teacher</td>
<td>Teacher Choice</td>
<td></td>
</tr>
<tr>
<td>Consult with Intervention Specialist if needed</td>
<td>Teacher</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Contact parent</td>
<td>Teacher</td>
<td>CARE 6 Parent Contact</td>
<td></td>
</tr>
<tr>
<td>Implement interventions</td>
<td>Teacher</td>
<td>Can use: CARE 1 Referral</td>
<td></td>
</tr>
</tbody>
</table>

**If child responds to interventions, continue to monitor**

| Complete referral to CARE Team | Teacher | CARE 1 Referral EDSCREEN HI | |
| Referral is placed on next meeting agenda | Intervention Specialist | | |
| CARE Team meets and determines next step | CARE Team | Teacher brings completed forms (above) and relevant work samples | |

**Team may determine that additional data is needed regarding health, home situation, etc. Next meeting is scheduled to review**

**Team develops Intervention Plan and requests assistance from resource personnel. Process now proceeds to Tier II**

| CARE 3 Request CARE 2 completed at meeting | |
| CARE 2 Meeting | |
| CARE 3 Request | |
| CARE 4 Int. Plan | |
## C.A.R.E. Process, Step-by-Step, cont....

### TIER II

<table>
<thead>
<tr>
<th>Action Required</th>
<th>Person Responsible</th>
<th>Form To Use</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement interventions, document results, and gather additional data</td>
<td>Teacher</td>
<td>CARE 4 Int. Plan</td>
<td></td>
</tr>
<tr>
<td>Conduct additional evaluations, gather data recommended at the CARE Team Meeting</td>
<td>Resource personnel as designated</td>
<td>CARE 3 Request CARE 5 Obsv.</td>
<td></td>
</tr>
<tr>
<td>CARE Team meets again, reviews all data and refines, modifies the Intervention Plan.</td>
<td>CARE Team</td>
<td>CARE 2 Meeting CARE 3 Request CARE 4 Int. Plan CARE 5 Obsv.</td>
<td></td>
</tr>
<tr>
<td>Implement interventions</td>
<td>Teacher and Resource personnel</td>
<td>Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>CARE Team meets, again reviews impact of interventions</td>
<td>CARE Team</td>
<td>CARE 2 Meeting</td>
<td></td>
</tr>
</tbody>
</table>

*IF CHILD IS RESPONDING TO INTERVENTIONS, TEAM CAN RECOMMEND:*

*Interventions continue, child remains on Tier II, next meeting scheduled*

*OR*

*Interventions can be discontinued, child returns to Tier I*

*IF CHILD IS NOT RESPONDING TO INTERVENTIONS, THE TEAM CAN RECOMMEND:*

*A new intervention plan can be developed, child remains on Tier II, and progress is reviewed again in 4-6 weeks*

*OR*

*A referral to 504 or special education is needed. At this point the counselor takes over.*
### EDUCATIONAL SCREENING/EXISTING EVALUATION DATA

<table>
<thead>
<tr>
<th></th>
<th>ID#</th>
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<tbody>
<tr>
<td>STUDENT NAME:</td>
<td></td>
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<tr>
<td>SCHOOL:</td>
<td></td>
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<tr>
<td>GRADE:</td>
<td></td>
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<tr>
<td>DOB:</td>
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</table>

### HEALTH INFORMATION

#### VISION:
- Date of most recent screening: 
- Type of screening: 
- Name and position of person conducting screening: 
- **FAR VISION:**
  - Passed: 
  - Failed: 
  - Results: with glasses/contacts, without glasses/contacts
- **CLOSE VISION:**
  - Passed: 
  - Failed: 
  - Results: with glasses/contacts, without glasses/contacts

**As a result of the screening, is there any indication of a need for further assessment or adjustment?**

**Has any follow-up treatment been recommended?**

#### HEARING:
- Date of the most recent screening: 
- Type of screening: 
- Name and position of person conducting screening: 
- **Results:**
  - Passed: 
  - Failed: 
  - Results: with hearing aids, without hearing aids

**As a result of the screening, is there any indication of a need for further assessment or adjustment?**

**Has any follow-up treatment been recommended?**

#### HEALTH:
- **Does the student exhibit any signs of health or medical problems?**
  - Yes: 
  - No: 
  - Observations: 
- **Is there a need for further assessment or referral of a medical problem?**
  - Yes: 
  - No: 
  - Explanation: 
- **Is student receiving any medication at school?**
  - Yes: 
  - No: 
  - Medication: 
- **Does this student require adaptive equipment or facility adaptation?**
  - Yes: 
  - No: 
  - Equipment: 

Signature of person completing this section  Position
REFERRAL TO THE C.A.R.E. TEAM

Student: ___________________________ Grade: _______ D.O.B: ____________

Teacher: ___________________________ Date: __________________________

Parent contacted on: __________________________ Date: __________

Discussion: __________________________________________________________________________

Area(s) of Concern:      Academic   Behavioral
                        Social   Health
                        Other

Speech

Areas of Strength

<table>
<thead>
<tr>
<th>Specific Interventions Already Tried</th>
<th>Results</th>
</tr>
</thead>
<tbody>
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</table>

Date Received:_________________________       CARE 1 Referral
C.A.R.E. TEAM MEETING

Team Attendance:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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Review of:  □ Referral  □ Previous Meeting/Intervention Plan

Sources of Data Reviewed:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Discussion:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Request for Consultation:  NO  YES  (complete Request for C.A.R.E. Consultation)

Intervention Plan:  NO  YES  (complete Intervention Plan)

Date of Next Review:  _______________________________________

CARE 2 Meeting
REQUEST FOR CONSULTATION/CONSULTATION REPORT FORM

To: _____________________________ Date:____________ Requested by:_____________________

Student: ______________________________________ School: _____________________________________________

Teacher: ______________________________________ Grade: _______________

Parents informed: □ Conference/CARE Meeting □ Telephone

TYPE OF CONSULTATION REQUESTED:

☐ Dyslexia ☐ Educational ☐ School Service ☐ Psychological
☐ Reading ☐ Behavioral ☐ Worker ☐ Nurse
☐ Math ☐ Bilingual ☐ Speech ☐ GT
☐ Educational Worker ☐ Campus Counselor

COMMENTS:

************************************************************************************************************************

CONSULTATION REPORT: The following were done as part of the consultation:

☐ Classroom Observation ☐ Teacher Interview ☐ Parent Interview ☐ Review of Records
☐ Other:

(Complete Form 1a)

☐ Classroom Recommendations (attached)

☐ None at this time ☐ FBA ☐ GT Eval. ☐ Psychological Eval.
☐ Dyslexia Eval. ☐ BIP ☐ Educational Eval. ☐ Speech Eval.
☐ Other: _______________________________________________________________________

Recommendations:

____________________________________________________________________________________

RETURN TO: _____________________________ AT: _______________________

CARE 3 Request
INTERVENTION PLAN

DATE DEVELOPED:____________________________________

Student:________________________________Teacher:____________________________

<table>
<thead>
<tr>
<th>Interventions or Strategies to be implemented:</th>
<th>Person Responsible:</th>
<th>Criteria for Success:</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading:</td>
<td></td>
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<td>Math:</td>
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<td>Behavioral:</td>
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<td>Other:</td>
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</table>

Next Review Date: _______________________________

CARE 4 Int. Plan
Classroom Observation Form
(for use during Tier I and Tier II data collection)

Observer: Rate student’s behavior in each of the areas below, using the following rating scale:
1=poor 2=below average 3=average 4=above average 5=superior 6=not observed

<table>
<thead>
<tr>
<th>Receptive Language Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehends Word meanings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Follows oral instructions</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Comprehends classroom discussion</td>
<td></td>
<td></td>
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<tr>
<td>Remembers information just heard</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressive Language Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Displays adequate vocabulary</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Uses adequate grammar for general understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses self fluently when called on to speak</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Relates a sequence of events in order</td>
<td></td>
<td></td>
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<tr>
<td>Organizes and relates ideas and factual information</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Social/Emotional/Behavioral</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperates/complies with teacher requests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts to changes in routine without getting upset</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accepts responsibility for own actions</td>
<td></td>
<td></td>
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<tr>
<td>Works cooperatively with others</td>
<td></td>
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<tr>
<td>Has an even, happy disposition</td>
<td></td>
<td></td>
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<tr>
<td>Is pleased with good work</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Initiates activities independently</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Responds appropriately to praise and correction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not discourage easily</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Motor Coordination</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits adequate gross motor coordination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits adequate fine motor coordination</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Additional comments:

______________________________

Completed by: ____________________________  CARE 5 Obsv.
## Documentation of Parent Contact

<table>
<thead>
<tr>
<th>Date of Contact</th>
<th>Type of Contact</th>
<th>Issues Discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**C - Conference**  
**T - Telephone**  
**H - Home Visit**

CARE 6 Parent Contact
Pregnancy-Related Services (P.R.S.)

Pregnancy-Related Services encompass a broad spectrum of interventions designed to increase the academic and life success of expectant student mothers.

Available services include, but are not limited to:

- Homebound instruction
- School service worker referral
- Extended time on assignments, tests, and final exams
- Adjustment of the Personal Graduation Plan
- Medical attention through Title I funds if no other means are available.

In addition to providing all the usual guidance and counseling services for participating students, the counselor’s role in this process is that of facilitator and monitor; the counselor is one of several advocates for the student, and is the first contact person at the campus level for other professionals. Additionally, the counselor may have opportunity to provide guidance to the father of the child, both in terms of his own emotional health and with respect to his new responsibilities as a father. Finally, the counselor may, as prudence dictates, serve as a liaison between the student and her family, particularly by providing a neutral location (the counselor’s office) for the girl to inform her parents, in the counselor’s presence, of her pregnancy. The latter will not be indicated in every circumstance, but may be helpful in dysfunctional situations, where it does not compromise the safety of the girl, her child, or the counselor.
Crisis Intervention Team

Crises that periodically occur on every campus make extraordinary demands on the counseling staff. It is assumed that individual counselors will act as members of a team whose composition and procedures are clearly defined as part of a comprehensive district and campus crisis response protocol. If no such protocol exists, the counselor is well-advised to contact his or her district’s administration to request that one be developed. This protocol should include responses for all reasonably foreseeable crisis events, most particularly student deaths and national disasters. In formulating procedures and policies, attention is given to notification of the team, notification of other staff members, central assembling point, designated location for service, follow-up care, and referral sources for long-term interventions.

When functioning as a member of a crisis intervention team, a few considerations are especially important. Under no circumstances is it advisable for counselors to speak to members of the media regarding the crisis, the campus’/district’s response, or, especially, individual students. Crises are, by nature, dramatic and traumatic; therefore, individual counseling may be indicated for large numbers of students, all assembled in one location. In such cases, privacy must be respected, both of the counselee and of those students who wish to be present, but not to participate in counseling. On a personal note, for his or her own mental/emotional health, the individual counselor must accept the fact that s/he will not be able, and should not try, to meet every need of every student involved in the aftermath of a crisis.
Crisis Intervention

Initial Meeting

This meeting with staff is to inform them of the incident and prepare them for student response needs.

1. Give factual information about the incident. (Only give information parents have agreed to give.)

2. Let the Trauma Team know of any rumors that may be shared among students.

3. Let the staff know where and how to send students to the Trauma Team.

4. All media questions are to be directed to the assigned Administrator i.e. principal, superintendent.

5. Staff will be informed of any new information that is provided.

6. Staff will be expected to meet again after school to debrief what happened during the day.

7. Staff needs to hear that no one can predict what kinds of reactions they may see in students, staff, or even themselves and that at the after school meeting possible reactions will be further addressed.

8. The announcement to be read or presented to students must be reviewed and teachers given some guidance as to responding to student reactions such as:
   - Students having a difficult time can be seen by the Trauma Team
   - Students can be assured they will have an opportunity as a group to hear and talk more
   - Let students ask questions; note those questions the teacher cannot answer so that they can be addressed in the classroom presentation or as new information becomes available.
   - It is okay for them, as teachers, to express shock, sadness, tears, or difficulty with talking about the deceased.

9. Staff needs reassurance that there is enough staff support available, i.e. team members from other schools, etc. should the response demand additional support.
First (Fan-Out) Staff Meeting

The meeting with staff to inform them of the incident and prepare them for student response needs to present the follow messages.

1. Factual data related to death. Warning; if method of death is questionable, students, parents, etc. are to be told only that the manner of death is still under investigation by the coroner’s office.

2. Rumors about the incident are to be reported immediately to the Trauma Team (Identify a specific person if possible).

3. This is a time when many students may discharge a residue of emotion which has nothing to do with the deceased, but provides them with an acceptable vehicle for catharsis. Any concerns about a student’s emotional stability and risk is to be directed to the team immediately for assessment.

4. How to “transport” upset students to the Trauma Team or how to bring the Team to the student(s) if necessary.

5. All media questions etc. are to be directed to the assigned Administrator i.e. principal, superintendent.

6. Staff will be informed of any new information that is provided Administration.

7. Staff are expected to meet again after school to debrief what took place during the day.

8. Staff need to hear that no one can predict what kinds of reactions they may see in students, staff, or even themselves and that at the after school meeting possible reactions will be further addressed.

9. The announcement to be read or presented to students must be reviewed and teachers given some guidance as to responding to student reactions such as:
   a. Students having a difficult time can be seen by the Trauma Team
   b. Students can be assured they will have an opportunity as a group to hear and talk more
   c. Let students ask questions; note those questions the teacher cannot answer so that they can be addressed in the classroom presentation or as new information becomes available

Trauma Response Protocol Manual
National Institute for Trauma and Loss in Children
www.tlcinstitute.org
Suggested to be read in cases where a staff member will be visiting classrooms

On ______________ we were given some tragic news. ________________died on__________. ________________ was (killed in a car accident, died suddenly, etc.). We do not have all the information at this time but will inform you as we learn more. ________________’s (death, accident, injury, etc.) will upset some of you more than others and it will upset you in different ways just as it has the staff when we were informed. In the next few days, we will be visiting each class to answer any questions you may have and to talk about the kinds of reactions you may experience.

Should you want to talk with someone about ______________ and your reactions to his/her death, please (tell your teacher) (let me know) and arrangement will be made.

National Institute for Trauma and Loss in Children
www.tlcinstitute.or
Staff Handout

After Crisis Notification:

1. Ask students what they have heard about what happened. (This would be a good time to restate factual information provided by principal. Report rumors immediately to administrator or designee.)

2. Ask students if they have questions they want to ask. Answer honestly. If you cannot answer honestly, admit that you do not have the answer but you will get an answer for them. Write the question down and before the day is completed ask for assistance from the Trauma Team. Let the students know that you will get the answer for them by that day or the next.

3. Express your own grief, shock, difficulty with knowing what to say or what you feel right now. It is okay to show tears and emotions. This is a difficult time.

4. Ask the students if they would like you to have someone come into class to talk with them or make that decision based on your observations of the need.

5. Let them know that counselors have been trained for this situation and can help if they would like to talk with someone. (Direct them to inform you and you will arrange it as quickly as possible.)

6. Know that students may have difficulty focusing and attending. Homework is probably not a good idea for a day or two. If there are any scheduled tests, check with administration about delaying these tests.

7. Finally, there is no way to predict how your students will respond. They may present some difficult situations for you simply because it is something new you have not experienced before.

National Institute for Trauma and Loss in Children
www.tlcinstitute.org
Date

Dear Parents:

On ______________, one of our students, _________________, (died, killed, etc.). The cause of death was _____________(or still being determined by the coroner’s office.) _________________’s death has had a major impact on our students and staff.

Currently our school Trauma Team is meeting with the closest friends and classmates of _______________. The Trauma Team is well prepared to assist both students and staff following such tragic incidents.

It would not be unusual for your child to behave and express him or her self differently during the next few weeks. Such an incident can have a profound effect on students, even when they were not in the same class or grade as _________________.

Should you not want your child included in our interventions, call. If you wish to phone and talk with one of our team members, please be patient as they are very busy responding to students. If it is an emergency, clearly indicate this to the receptionist so your call can be given priority. Please use the following numbers for more information. Non-emergency (school phone number) or emergency (other phone number).

Thank you very much for your concern,

Sincerely,

Principal

National Institute for Trauma and Loss in Children
www.tlcinstitute.org
Parent Handout

You should be concerned when your child:

- Has trouble sleeping, afraid to sleep alone or be left alone even for short period of time.
- Is easily startled (terrorized) by sounds, sights, smells similar to those that existed at the time of the event.
- Becomes hypervigilant – forever watching out for and anticipating that he is about to be or is in danger
- Seeks safety “spots” in his environment, in whatever room he may be in at the time. Children who sleep on the floor instead of in the bed after a trauma do so because they fear the comfort of a bed will let them sleep so hard they won’t hear the danger coming.
- Becomes irritable, aggressive, acting tough, provoking fights
- Verbalizes a desire for revenge
- Acts as if he is no longer afraid of anything or anyone (and in the face of danger, responding inappropriately, verbalizing that nothing ever scares him anymore)
- Forgets recently acquired skills
- Returns to behaviors he had previously stopped, i.e. bed wetting, nail biting, or developing disturbing behaviors such as stuttering
- Withdraws and wants less to do with his friends
- Develops headaches, stomach problems, fatigue, and other ailments not previously present
- Becomes accident prone, taking risks he had previously avoided, putting himself in life threatening situations, reenacting the event as a victim or a hero
- Develops school problems including a drop in grades and difficulty concentrating, or
- Develops a pessimistic view of the future, losing his resilience to overcome additional difficulties, losing hope, losing his passion to survive, play and enjoy life

National Institute for Trauma and Loss in Children, www.tlcinstitute.org
Ways to Help Your Child and Help Yourself at the Same Time

Understand

- Trauma is like no other experience. It brings out reactions you may have never seen before, nor has your child ever experienced.
- Your child may not have control over his behavior because the terror he experienced has left him feeling out of control.
- As long as a child’s behavior is not hurting others or himself, it is okay.
- If your child’s behavior is upsetting to you, it is best to talk with a trauma specialist before reacting because these behaviors need special intervention.

Be Patient

- Trauma destroys a child’s sense of safety and security. Your child will need time to feel safe again and to feel you can protect him.
- As a parent of a traumatized child, it will be very difficult to see your child return to behaviors he engaged in years earlier, to see him act entirely different than the child you knew him to be before the trauma. He needs you to be patient.
- Whatever behaviors your child turns to after the trauma, no matter how strange or frightening this is for you, it is your child’s attempt to feel powerful and safe again. Be patient. Do not push your child to change or to stop until you have consulted a trauma specialist.

Be Nurturing

- Whatever the age, any trauma needs to be followed by a lot of nurturing.
- Let your child eat what he wants, follow you around or even withdraw for a while. Your child may want to be taken care of or to have fewer demands.
- Spend more time with your child the first several weeks.

Keep It Simple

- A terrorized child, adolescent, or adult will find it difficult to concentrate and remember even the simplest of things.
- A terrorized individual will be forgetful. He can even forget what he was doing or talking about five minutes earlier.
- You need to simplify everything for several weeks. Do not expect more. Do not introduce new challenges. This is a time to protect your child from stress.
Normalize

- Reinforce that you understand that his reactions are not unusual following his experience.
- Learn what trauma reactions can be expected and let your child know what he may yet experience.
- This is a time to protect your child from stress.
Classroom Announcement

1. Teachers, should be notified at the initial meeting prior to the announcement that if they have concerns about announcing this to their class, they can ask for assistance.

2. If there is information about services, it would be appropriate to mention them. If exams or other school activities are being postponed or changed, it is also appropriate to mention this.

3. If you are worried about what to do or say, call the Trauma Team for help.

Example Classroom Announcement by Teacher: (TLC 2000)

On _________________ we were given some tragic news. _________________ died on _________________. We do not have all the information at this time but will inform you as we learn more. _________________’s (death, accident, etc.) will upset some of you more than others and it will upset you in different ways just as it has the staff when we were informed.

National Institute for Trauma and Loss in Children, www.tlcinstitute.org
## Student Log

Counselor ____________________________  

DATE ____________________________

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<thead>
<tr>
<th>Students Name</th>
<th>Grade</th>
<th>Time In</th>
<th>Time Out</th>
<th>Parent Name</th>
<th>Phone # Home</th>
<th>Phone # Work</th>
<th>Phone # Cell</th>
<th>Parent Contact</th>
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National Institute for Trauma and Loss in Children,  www.tlcinstitute.org
## Counselors and Community Support

**School:** _______________________

**Date:** ______________________

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<tr>
<th>Name</th>
<th>School or Agency</th>
<th>Address and Phone Number</th>
<th>Room Assignment</th>
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System Support
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At-Risk Identification

For counseling purposes, the term “At-Risk” applies to those students who demonstrate statistically lower rates of high school completion. Several attributes/life circumstances contribute to this phenomenon; twelve have been identified by Texas Education Agency for the purpose of official program identification:

- Did not pass one or more sections of TAKS/SDAA II (at level established by ARD)
- low TPRI scores (grades PK-3)
- Limited English Proficient status
- failure to advance from one grade to the next
- pregnancy or parenthood
- Alternative Education Program placement
- expulsion
- parole, probation, deferred prosecution, or other conditional release
- previous identification as a drop-out
- open file with Child Protective Services
- homelessness as defined by 42 U.S.C. Section 11302
- residence in a placement facility for the current or previous year

Students are screened for the preceding factors upon initial entry into the school, with reviews of identified students’ progress at the end of each grading period (usually 6 weeks) thereafter, until they exit the program, leave the campus, or graduate. Such screening is best accomplished in meetings with the teachers and counselor, divided by grade-level.

Once a student is identified, a letter notifying the child’s parents or other legal guardian must be sent home. Best practice dictates the tactful explanation of the reason for “at-risk” classification, as well as exit criteria and the practical impact or lack thereof of on the child’s learning experience/environment, namely extra monitoring and accountability for the district, campus, principal, teachers, and counselor. It is important to note that this system works for the majority; notwithstanding, there will be students identified who are
not actually at any practical risk of dropping out, as well as those who are not identified but may ultimately fail to graduate.

As per its legal obligation, San Angelo ISD has adopted the following criteria delineated in Texas Education Code §29.081 and refined by Senate Bill 702 as the sole criteria set used in identifying students who are eligible to receive intensive, supplemental services. A student at-risk of dropping out of school includes each student who is under 21 years of age and who meets any one of the following criteria:

1. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness or assessment instrument administered during the current school year; (SAISD has selected the TPRI as the assessment instrument);

2. Is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum (TAKS tested area) for a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. Did not advance from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on a state assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.007 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §29.052;
At-Risk Coordinator Responsibilities

- Oversee process for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Ensure that by the end of the first three weeks of school that each classroom teacher is provided with a list of at-risk students assigned to each teacher’s class. This list will be updated and redistributed to the teachers at the beginning of the fourth six weeks. The principal will ensure that all staff members with access to these lists will treat the list with utmost confidentiality and professionalism.
- Conduct periodic reviews at least three times per calendar year, to identify additional eligible students, as well as review the status of previously identified students.
- In addition, the list will be updated on an ongoing basis as new information is obtained and reviewed for accuracy within the first three weeks of receiving state assessment data.
- Document identified students according to district PEIMS, reporting requirements using the district “At-Risk Identification Card” and appropriate documentation for the PEIMS coordinator.
- Advise campus staff, as appropriate, of the status of identified students.
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility. The progress of all at-risk students will be reviewed and monitored on a six weeks’ basis to determine the need for entry, continuation, change, or exit based on exit criteria.
- Instructional alternatives and modifications will be developed by the classroom teacher for each identified student who is experiencing lack of success in the classroom.
- Collaborate with campus administration and staff to ensure appropriate services are available to identified students.
### SAN ANGELO INDEPENDENT SCHOOL DISTRICT
### AT-RISK IDENTIFICATION AND PROGRAM PLACEMENT

#### NAME ___________________________ STUDENT ID # ___________________________

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<th>ETHNICITY_______________</th>
<th>GENDER__________________</th>
<th>EXIT DATE____________________</th>
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#### Grade Level

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<td>1) Did not pass one or more sections of TAAS/TAKS/SDAII (At level established by ARD)</td>
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<td>2) The student is in Pre-K, K, or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current year.</td>
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<td>3) A student of limited English proficiency.</td>
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<td>4) The student did not advance from one grade level to the next for one or more school years.</td>
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<td>5) The student is pregnant or is a parent.</td>
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<td>6) The student has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.</td>
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<td>7) The student has been expelled in accordance with Section 37.007 during the preceding or current school year.</td>
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<td>8) The student is currently on parole, probation, deferred prosecution, or other conditional release.</td>
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<td>9) The student was previously reported through PEIMS to have dropped out of school.</td>
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<td>10) The student is in custody or care of the Department of Protective and Regulatory Services or has referred to the department by a school official, officer of the juvenile court of law enforcement official.</td>
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<td>11) The student is homeless as defined by 42 U.S.C. Section 11302.</td>
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<td>12) The student resides in the preceding school year or resides in the current school year in a residential placement facility in district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</td>
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<td>13) Mentoring Program</td>
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<td>14) Classroom Guidance</td>
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<td>15) Individual/Group Support Intervention.</td>
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<td>17) PRS</td>
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<td>19) Foster Grandparents</td>
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<td>20) Peer Mediation/Conflict Resolution</td>
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<td>22) Summer School</td>
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<td>23) At a Minimum</td>
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#### AT-RISK PLACEMENT PROGRAM

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171
**GRADE LEVELS 7-12**

**SAN ANGELO INDEPENDENT SCHOOL DISTRICT**

**AT-RISK IDENTIFICATION AND PROGRAM PLACEMENT**

**NAME** ___________________ **STUDENT ID #** ___________________

**LAST** ___________________ **FIRST** ___________________ **MI** ___________________

**DOB** _______________ **ETHNICITY** ___________________ **GENDER** ___________________ **EXIT DATE** _______________

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<td>1) The student did not advance from one grade level to the next for one or more school years.</td>
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<td>2) The student did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum currently or during the last semester in the preceding or current school year.</td>
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<td>3) The student did not pass one or more sections of the TAAS/TAKS test. SDAA II (At level established by ARD) (Effective Spring 2006 testing)</td>
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<td>4) The student is pregnant or is a parent.</td>
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<td>5) The student has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.</td>
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<td>6) The student has been expelled in accordance with Section 37.007 during the preceding or current school year.</td>
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<td>7) The student is a student of limited English proficiency.</td>
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<td>8) The student is currently on parole, probation, deferred prosecution, or other conditional release.</td>
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<td>9) The student was previously reported through PEIMS to have dropped out of school.</td>
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<td>10) The student is in custody of care of the Department of Protective and Regulatory Services or has referred to the department by a school official, officer of the juvenile court of law enforcement official.</td>
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<td>11) The student is homeless as defined by 42 U.S.C. Section 11302.</td>
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<td>12) The student resided in the preceding school year or resides in the current school year in a residential placement facility in this state, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</td>
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<td>1) TAAS/TAKS Remediation</td>
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<td>9) Cross Grade Lines</td>
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<td>23) GED Preparation/Testing</td>
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<td>25) At-Risk Coordinator Referral</td>
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<td>28) School Within-A-School Program</td>
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<td>30) Credit Recovery</td>
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Exit Criteria

Students may only be exited before the PEIMS snapshot date set by the state in October. The following criteria may exit a student from the At-Risk. When students are exited, parents will be notified through a letter.

<table>
<thead>
<tr>
<th>At-Risk Criteria</th>
<th>Exit Criteria</th>
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<tbody>
<tr>
<td>TPRI</td>
<td>▪ Student scores must reflect above minimum requirements set by the district.</td>
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<tr>
<td>Retention</td>
<td>▪ Once a student is at-risk for retention that student is always at-risk – there is no criteria for exiting a student</td>
</tr>
<tr>
<td>TAKS/SDAA II</td>
<td>▪ Student must pass the TAKS with a 110% performance or student must pass the SDAA II at the level established by ARD.</td>
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<td></td>
<td>▪ If a student is at-risk for failing a test such as Science/Writing (a test that is not taken consecutively), then the student must remain at-risk until they retake the Science or Writing test and have 110% performance.</td>
</tr>
<tr>
<td>Alternative Education Program</td>
<td>▪ Student is no longer currently in alternative education program. They are at-risk during the year they were placed in the program and the year following.</td>
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<tr>
<td>Expelled</td>
<td>▪ Student is at-risk during the year they were expelled and the year following.</td>
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<tr>
<td>Parole, probation, deferred prosecution</td>
<td>▪ Student is at-risk only during the year they were on parole, probation, or deferred prosecution.</td>
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<tr>
<td>Limited English Proficient</td>
<td>▪ Student scores reflect that the student has met minimum passing requirements on the Reading portion of the TAKS during the previous testing period and the student has been exited out of LEP status.</td>
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<tr>
<td>Care/Custody/Referral to CPS</td>
<td>▪ The student is no longer under an open case with CPS or the child is not under the care of CPS.</td>
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<tr>
<td>Homeless</td>
<td>▪ A student may be taken off the At-Risk list, if a student is no longer identified as homeless according to McKinney-Vento Homeless Education Assistance Improvement Act.</td>
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<tr>
<td>Residential Facility</td>
<td>▪ If a student no longer resides in a residential facility, for a period of one year, the student is no longer at-risk.</td>
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Helpful Hints

Reading Readiness Test (SAISD has chosen TPRI as their assessment instrument)
Texas Proficiency Reading Inventory

• TPRI at-risk identification will be done after the fall administration for first, second, and third grades.
• TPRI at-risk identification will be done after the spring administration for kindergarten.

Retention:

• A list of students retained during the current year can usually be obtained through your building principal.
• In addition, checking through grade cards can help determine whether the student has been retained.
• Once a student has been retained, no matter what grade, they will stay at-risk until graduation.

TAKS:

• TAKS scores can be checked on their testing cards or through TAKS campus summary reports.
• If a student is at-risk based on the previous year's TAKS score, they must score at 110% of the passing standard on the current year's TAKS test to be removed from at-risk.

SDAA:

• At what point is a student who does not perform satisfactorily the SDAA no longer considered at risk of dropping out of school? The 1st year a student is tested, there is no passing standard; however, in future years, a special education student that does not perform at the level of progress established by the ARD Committee is considered at risk of dropping out of school. The ARD Committee will decide when the student has met the assessment goal for exiting the student from being at risk of dropping out of school based on the SDAA.

Pregnancy:

• If the parent gives his or her child up for adoption, then he/she is not considered at-risk.

Alternative Education Program:

• Placement year must be documented. Student is at-risk during the the year they were placed in the program and the year following placement.
• Students who have been placed at SAC or Carver do meet at-risk criteria.
Expelled:
- Student is at-risk during the year they were expelled and the year following.

Parole, Probation, Deferred prosecution:
- Students are only identified during the current year.

Dropout:
- Students are at-risk until they graduate.

Limited English Proficient student:
- Student will continue to be at-risk until they reach the third grade and meet LEP exit criteria, which is to pass the TAKS.

Custody/Care of Department of Protective & Regulatory Services:
- Students are at-risk during the current year of the open case.

Homeless:
- Students can be identified through initial entry surveys.
- Identification must be meet the definition of the McKinney-Vento Homeless Education Assistance Improvement Act of 2001, Section 725.

Residential Placement Facility:
- Student is at-risk during the year they were placed in the facility and the year following.
Suggested Ways to Identify At Risk-Students

Several documents can be collected in order to help in the process of identifying At Risk students:

- At-Risk PEIMS list
- LEP PEIMS list
- TAKS/SDAA II Campus Summary Reports
- Retention Records
- At-Risk list from the previous year
- Entry/Withdrawal List
- Homeless List from Campus Liaison
- Student Folders

  a. May be checked during the beginning of the year for information leading to criteria for at-risk.
  b. Occasionally old blue cards are left in a folder and a student may have been at-risk several years ago, exited and has met criteria again (this will help in alleviating some of the paper work if a blue card is already in their folder.)
  c. Student folders often contain information that could determine eligibility to meet at-risk criteria such as: TPRI scores, LPAC information, TAKS/SDAA II.
  d. scores, previous at risk blue-cards, previous school records, student grades, and student checklists.
  e. Many times checking each folder at the beginning of the year may seem redundant and unnecessary, but often students can be easily overlooked if the folders are not carefully checked.
  f. On the elementary campus, the majority of at-risk students are typically identified from the following criteria: TPRI, TAKS, LEP status, or retention. This is not to say we don’t have students who may become pregnant, are homeless, are under CPS care, etc.
  g. As each folder is checked, blue cards can be filled out, and the name may be added to an at-risk roster noting the criteria they met (this roster will be turned in to district Administration and the building principal.)
  h. In addition, a list of names of at-risk students and those being exited from at-risk will need to be turned in to your secretary so that she/he may enter them into the PEIMS system.
Suggested Steps to Use When Identifying At-Risk

1. Check folders, collect PEIMS reports and/or check previous years’ At-Risk lists.
2. Document At-Risk blue-cards for each student, whether they are newly identified, continuing at-risk, or being exited from at-risk status. Fill out grade, criteria met, interventions, date and sign.
3. Keep a running roster of students that have been identified and the criterion/criteria they have met. In addition, keep a list of students who are being taken off at-risk. This list will be given to your secretary and administrator. Hint: the campus secretary can print out a campus roster with PEIMS numbers, the names of at-risk students can be highlighted to make this an easier process for your secretary and exit students can be highlighted in a different color for easy deletion. Secretaries will need to know which students have met the homeless criteria.
4. At-Risk letters will be sent home to all students who meet criteria and exit letters will be sent home to all students who successfully met exit criteria.
5. At-Risk blue cards can be organized by a variety of way (in student folders, in marked folders at the front of classroom folders, in the at-risk coordinators office by teacher/grade level or in a designated area set by the principal, at-risk coordinator or secretary.)
6. If at-risk blue cards are not in student folders, it is suggested that the at-risk coordinator flag the at-risk student in case that student should withdraw.
7. Fill out intervention sheets for each at-risk student, these intervention sheets will help monitor at-risk students each six weeks and will be updated by teachers.
8. Give teachers an updated list of at risk-students as the list is updated.
9. Continue to monitor at-risk students through meetings every six weeks. At the at-risk meetings, teachers may update intervention sheets and share concerns. If additional interventions are being used such as tutoring, summer school, substance abuse prevention, guidance, etc. or student was identified as Special Education or LEP, then updates should be made when the identification or intervention occurs.
Scenarios

- A fourth grader is identified as At-Risk due to her LEP status. The child took the TAKS in Spanish last year and successfully passed all sections of the TAKS. Is she still at-risk?
  Yes, even though she took the TAKS and successfully passed all portions, she is still LEP. She has not met all LEP exit criteria, due to the fact that she took the TAKS in Spanish. She will continue to be identified as at-risk until she passes the English TAKS and score a 5 on the Oral Language Proficiency Test.

- A student was recently identified as Special Education, does he meet the criteria for at-risk?
  No, special education is not one of the state’s criteria for at risk.

- A student took the SDAA for the first time last Spring. She was identified as at-risk last year, can I exit her?
  No, a student may be exited the year after she/he has successfully met ARD expectations set for the SDAA test.

- A Kindergarten student was on the At-a-Minimum list in May. Does that mean he is at-risk?
  Yes, if his placement on the At-a-Minimum list was due to low performance on TPRI. If it was due to low performance on AMI, however, the child is not classified as at-risk.

- A student was identified as at-risk last year due to her failure to pass the 4th grade TAKS writing section. She exceeded the 110% threshold this year in all areas (reading, math, and science). Can I exit her from the At-Risk List?
  No, even though the student met the 110% score, she must meet the 110% score on the writing section when she next tests at the Middle School level.
Parent Involvement

The importance of active parent participation in a school cannot be overestimated, yielding benefits in terms of student success, attendance, reduced problem behaviors, increased community support for new initiatives, and in many other ways too numerous to mention. The result of parent involvement is an increased sense of ownership, which allows the school to move closer to becoming a fully integrated learning community.

Such involvement takes a number of forms, from parents formally volunteering on a regular basis, to serving as chaperones on field trips, to participating in the P.T.A., just to name a few.

The counselor’s role in all this varies from incidental/occasional solicitor for volunteers to coordinator of the entire campus program. The counselor may decide to use formal meetings, such as LPAC’s, to solicit greater involvement, as prudence dictates. The counselor can be especially valuable in gaining the trust of parents who are intimidated or still dealing with past negative school experiences. Once won over, such parents will often be some of the school’s strongest supporters and staunchest advocates, further securing the school’s perceived value to the community.
(Sample)
Parent Contact Log
School Year

School: ____________________  Counselor ____________________________

Date Submitted: ____________

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<tr>
<th>Date</th>
<th>Parent Name</th>
<th>Student Name</th>
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<th>Note</th>
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What does Parental Involvement/Parent Education Mean?

- Going to school for a parent–teacher conference
- Learning about the child’s curriculum
- Volunteering at school or for a child’s club
- Attending PTA or PTO meetings
- Participating in the school’s open house
- Having conversation with children
- Listening to what children have to say
- Reading to a child
- Listening to a child read
- Attending extra-curricular activities and programs
- Assisting children in the selection of television viewing
- Helping children establish goals and supporting them in reaching their goals
- Helping children with their homework
- Talking to children about what the school is doing
- Talking to teachers and administrators
- Insisting that the child attend school regularly
- Supporting the school if discipline is necessary
- Knowing the child’s friends and knowing their families
- Knowing where your child is
- Knowing what your child is doing

Parent Involvement Activities

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<th>Award Assemblies</th>
<th>Parent Activity Nights</th>
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<tr>
<td>Black History</td>
<td>Parent Involvement Luncheons</td>
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<td>School Dances</td>
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<td>Moms and Muffins</td>
<td>TAKS Night</td>
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<td>Open House</td>
<td>Transition Day</td>
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</table>

TAPE (Texas Association of Partners in Education)
Suggested Topics for Parent Education Classes

- Resilient Child
  Goal: To help parents understand how they enhance their children’s innate characteristics

- Dealing with Feelings
  Goal: To help parent’s learn ways to help their children identify and appropriately express feeling

- Making decisions
  Goal: To help parents help their children make healthy decisions

- Healthy choices
  Goal: To help parents identify ways to help their children avoid alcohol, tobacco, and drug use

- Communication
  Goal: To help parents identify ways to help their children and themselves develop effective communication skills

- Refusal skills
  Goal: To help parents identify ways to help their children develop the skills needed to refuse external pressures and influences

- Focus on the Family
  Goal: To help parents to understand the role of the family to nurture their children’s sense of interdependence and belonging

- Challenge of change
  Goal: To help parents learn how they can help their children and themselves have self control in challenging situations

The topics for Parenting Class listed above were developed by Parent Connection: A Support Group Curriculum for Parents
Publisher: Rainbow Days, Inc. 1999
Special Programs

Including:

Gifted and Talented (G/T)
Section 504 referral
Dyslexia referral
Introduction

This section concerns the identification and referral process for special programs, including Special Education, Section 504, Dyslexia, and Gifted and Talented (G/T). Each subsection is addressed in turn, with an overview/working definition, followed by information on district protocols for identification, specific referral procedures, and a list of “do’s and don’ts” gleaned from our experience.

It is important to note that the counselor’s primary role is that of a facilitator in this process; while the counselor oversees the initial documentation, s/he does not administer diagnostic instruments, nor interpret the results thereof, nor decide the disposition of the referral. These functions fall within the scope of the educational diagnostician, who has been trained and certified for this purpose. Rather, the counselor serves as a liaison between the teacher, parents, administration, and Special Programs personnel.
**Special Education**

Special Education services address the needs of students who have learning disabilities or other conditions that impair their learning. Program participants are identified through the C.A.R.E. process found in the Responsive Services section of this manual.

**Gifted and Talented Program**

The Gifted and Talented Program of the San Angelo Independent School District is designed to meet the needs of those students who are identified as having superior intellectual abilities or potential for outstanding academic achievement. It is acknowledged that these children are found in all races, socioeconomic groups, and at all levels of society. The school district must meet these students’ unique needs and prepare them to deal with the challenges of a rapidly changing society. It is the philosophy of the San Angelo Independent School District to provide opportunity within the educational program for each individual to develop to the fullest of his/her capacity.

**Selection Process**

All kindergarten students are screened before the end of the first semester. Screening packets are sent to the G/T office. Packets are screened by a group of elementary counselors and the program director, who select those students whose screening materials reflect high and superior scores. If additional information is needed, students may be scheduled for a comprehensive, individually administered intelligence test. When testing is complete, a screening committee reviews these students for placement in the Gifted/Talented program.

Students in first through twelfth grade may be nominated at any time by parents, teachers, counselors, etc. The GT nomination goes through the C.A.R.E. process just like all other special concerns. If, after classroom interventions have been implemented, the C.A.R.E. team feels that the student might benefit from the GT program, the referral is turned over to the counselor. The teacher and a counselor complete a screening packet, which is sent to the G/T office. A comprehensive intelligence test is administered, and the packet is reviewed by the district screening committee. The committee meets at least once a month to review students who have been nominated and tested. The district screening committee is composed of at least three educators who have completed the thirty hours of training in services for gifted and talented students.

Students new to San Angelo Independent School District who have been identified as G/T by another district will be reviewed by the screening committee when records have been received. Comparable screening measures from other districts will be accepted. If the screening committee determines that additional data is needed, it will be collected and considered by the committee.
Placement Options

Students who are determined to be eligible for GT services have the following options:

Elementary:
- Attend the Gifted and Talented Magnet Program
  Grades 1-3 at Fort Concho
  Grades 4-6 at Santa Rita
- Attend the home campus and receive services from the general education teacher

Secondary:
- All 7-12 students will receive Gifted and Talented services through the Pre-
  Advanced Placement Program and the Advanced Placement Program.

Section 504

Section 504 is the portion of the Rehabilitation Act of 1973 that concerns educational accommodations for students who have disabilities. In this context, a disability is defined as a condition that substantially limits one or more major life activities, such as: caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and/or working. Some specific conditions that may limit these activities are: orthopedic impairments; vision, speech, or hearing deficiencies; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, ADD/ADHD, HIV/AIDS, pregnancy, and alcoholism or other drug addiction. A student qualifies based on the following criteria:
- S/he is between the ages of birth to 21 years
- S/he has or is regarded as having a condition named above
- S/he was diagnosed or misdiagnosed as having such a condition in the past

It is important to note, per the Americans with Disabilities Act of 1990, that students who are currently abusing alcohol or other drugs are specifically excluded from Section 504 accommodations.

Identification

The identification, referral, accommodation, and monitoring process for qualifying students is the same for Section 504 as it is for special education services (see C.A.R.E. process found in Responsive Services section of this manual). However, there are consent and monitoring forms that are specific to 504 referrals.
**Dyslexia**

In common usage, the term dyslexia is often thought to mean only an inability to read the letters of particular words in their proper sequence. Its actual definition is significantly broader, including difficulties in phonemic awareness/manipulation, single-word decoding, reading fluency, comprehension, spelling, and/or written composition. These difficulties qualify a student as dyslexic only when they do not arise out of sensory impairment, generalized disability (such as mental retardation), or low intelligence. As with Section 504, Dyslexia referrals make use of the same documentation as referrals to Special Education services (see *C.A.R.E. process found in Responsive Services section* of this manual).

**TAKS Accommodations for Students with Dyslexia**

“Beginning in spring, 2006, districts will be allowed to use three additional accommodations to administer the TAKS reading tests to students in grades 3, 4, and 5 who are identified with dyslexia and who are served under Section 504, in a campus dyslexia program, or in special education. These accommodations can be used to administer both the English and Spanish version reading tests, including all three SSI administrations at grades 3 and 5.

Districts that choose to use these accommodations with their dyslexic students taking TAKS must use them as a “bundled” package; that is, the test administrator must administer the reading test using all 3 of the following accommodations:

- **Orally reading all proper nouns associated with each passage before reading that passage,**
- **Orally reading all questions and answer choices to students,** and
- **Extending the testing time over a two-day period.**

Students who qualify to receive these bundled accommodations may be tested individually or in small groups. For students served by special education or Section 504, documentation of theses accommodations will be required.”

**SAISD Plan to Provide Bundled Accommodations**

- The teachers providing dyslexia services to third, fourth, and fifth grade students will gather TAKS practice reading selections from the general education teacher and use them on a regular basis with students to familiarize them with the first two accommodations.
- On the testing dates, these students will be transported to a central location at Sam Houston and the tests will be administered by the dyslexia teachers and additional personnel as needed.
• Arrangements will need to be made for any fifth grade students to take the Science TAKS on the day following the second day of reading testing, as the science test is scheduled to be given the day after the fifth grade reading test.
Reports, Forms and Information
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REPORTS AND FORMS

The purpose of this section is to provide counselors a timeline and the forms needed to file necessary reports. These reports need to be filed with the Director of Guidance at the Administration Building.

There are two major reports due from each Counselor. They are:

- Six-Week Report
  1. Due on the last day of each six-weeks
- Quarterly Report
  2. Due on the last day of each nine-weeks

The forms and the explanation for what information is needed to complete each report are on the following pages. It is suggested that counselors keep the data needed in filling out these reports as a running list. This will insure that the information needed to complete each report is easily retrieved. It is also suggested that each counselor keep a copy of each report submitted.

The counselor will find other miscellaneous forms at the end of this section which were designed to assist in data collection. The forms may be used and modified as necessary.
### SAISD Elementary Counselor
#### Time Distribution Summary 2005-2006

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<thead>
<tr>
<th>Date _____________________________</th>
<th>Six Weeks Period _____________________________</th>
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<td>Counselor _________________________</td>
<td>School ________________________________________</td>
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**Hours**

<table>
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<tr>
<th>Guidance Curriculum (35% - 45%)</th>
<th>_________________</th>
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<tr>
<td>Classroom activities, Group activities, At-Risk Student Activities</td>
<td>This includes self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness; communication skills; cross-cultural effectiveness; and responsible behavior.</td>
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<th>Individual Planning (5% - 10%)</th>
<th>_________________</th>
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<tr>
<td>Career counseling, Individual advisement, Individual assessment interpretation, Schedule changes, Vocational/Occupational exploration</td>
<td>Referrals of students for gifted, bilingual, students in at-risk situations, special education, and compensatory education, Transition from one school level to the next including 4-year plan, Personal Graduation Plan, Pre-registration, Research and secure financial aid for post-secondary education/ Training (Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, and the world of work; make plans for achieving short, intermediate, and long-term goals; analyze how their strengths and weaknesses enhance or hinder the achievement of their goals; assess their current progress toward their goals; and make decisions that reflect their plans. This includes age-appropriate, objective-based activities; relevant, accurate, and unbiased information; and coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents.)</td>
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<tr>
<th>Responsive Services (30% - 40%)</th>
<th>_________________</th>
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<tbody>
<tr>
<td>Consultation, Teacher conferences, Small group counseling, Individual counseling, Crisis counseling, At-Risk Student Counseling</td>
<td>(Topics in Texas include academic success, adolescent and child suicide, child abuse and neglect, school drop-outs, severe stress, substance abuse, school-age pregnancy, gang pressures/involvement, harassment issues. School-based issues include attendance, school attitudes and behaviors, peer relationships, study skills, being new to the school, emergent issues in intervention or postvention of a traumatic event, and violence on campus. Personal issues include career indecision, financial aid, college choice, death of a family member/friend, family divorce, family abuse, harassment issues, and suicide prevention.)</td>
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<tr>
<th>System Support (15% - 20%)</th>
<th>_________________</th>
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<tr>
<td>Staff/community development, Professional development, Committee/advisory boards, Program management/operation, At-Risk Student Management (The services include consultation with teachers; support for the parent education program and community relations efforts; participation in the campus-based school improvement plans and goals; implementation of the state and local standardized testing program; cooperation with relevant research projects; and provision of input from the students’ perspective to policy-makers and instructional-curriculum planners. Activities include program development and management; counselor staff development; community outreach; and development of appropriate written policies, procedures and guidelines.)</td>
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<th>Other</th>
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<td>Absence from duty, etc.</td>
<td>TOTAL</td>
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**Substance Abuse/Violence Prevention Activities**

| Substance Abuse/Violence Prevention Activities | _________________ |
Quarterly Report
School Year

School:___________________________________

Counselor’s Name:__________________________

Quarter: (Circle One)  1st  2nd  3rd  4th

HOW MANY:

_________________ ARD Meetings
_________________ 504 Meetings
_________________ G/T Screenings
_________________ LPACS
_________________ Parent Contacts
_________________ Peer Mediation
_________________ Special Education Referrals
_________________ Student Contracts (Individual Counseling)
_________________ Support Groups

Check any other activities your are involved in:

AT-Risk:

_________Identification  _____________Meetings  _______Paperwork

Referrals:

_________G/T Referrals  _____________Sp. Ed.  _____________504

Testing:

_________Benchmark Prep.  ___________Benchmark Test Administration
_________RPTE Prep.  ___________RPTE Test Administration
_________SDAA Prep  ___________SDAA Test Administration
_________TAKS Prep.  ___________TAKS Test Administration

Data Collection:

_________New Student  ______ _PEIMS  _______TPRI

MISC:

_________CARE Meetings  ___________Child Study  ___________Pride
_________Elementary Leadership Conference  ______Help in office
_________Other

_____________________________________________________________________________________________
_____________________________________________________________________________________________
New Student Information
Permanent File Checklist

WHEN: Permanent folders need to be examined upon the student’s entry into the school.

Make sure all records have been received before assuming the permanent folder is complete. The *New Student Information Permanent File Checklist* can be attached to or inserted into the student’s folder to keep track of incoming information. New data can be checked off as it arrives and the person(s) making changes or periodically checking the folder can initial and date the form.

This will reduce redundant reviews of the folders contents, while providing timely accounting of newly arriving document/data.
New Student Information
Permanent File Check List

Name: ________________________________  Initials/Date _______________________

- Records From Previous School
  - AT RISK
  - 504
  - AEP – Grade K 1 2 3 4 5 6

- At Risk
  - 504
  - AEP

- Guidance Services
  - Classroom Guidance
  - Individual Counseling
  - Small Group Counseling

- Homeless
- LEP
  - ESL
  - Bilingual
  - Exit date Bilingual
  - Monitor: Yr. 1 2
  - Parent Deny
- Migrant
- Residential Placement (Foster Care, Shelter, etc.) Previous & Current Year
- Retained – Grade K 1 2 3 4 5 6
- SP Ed.
- TPRI at Risk – Grade K 1 2
- Third Grade Screening
- TAKS At Risk
  - Reading
  - Math
  - Writing
  - Science
  - Social Studies
- TAKS – Special Needs
  - Oral
  - Small Group
  - Individual
  - Span
  - Exempt

- RPTE
  - Beginning
  - Intermediate
  - Advanced

- TERRA NOVA – Taken and Scored
- TERRA NOVA – Needs to be given
- TERRA NOVA – Exempt until _______________________

Other Info ________________________________________________________________

Missing ________________________________________________________________
<table>
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<tr>
<th>TEACHER NAME &amp; GRADE</th>
<th>DATE TAUGHT LESSON 1</th>
<th>DATE TAUGHT LESSON 2</th>
<th>DATE TAUGHT LESSON 3</th>
<th>DATE TAUGHT LESSON 4</th>
<th>DATE TAUGHT LESSON 5</th>
<th>DATE TAUGHT LESSON 6</th>
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Permission to Participate in Group Counseling Services

Name of Student________________________________Date____________________

Your child has been referred by his/her teacher to participate in a friendship, self-esteem group. This class will last for 5-6 sessions, meet for 30 minutes per session, and will help your child learn about:

- How to identify and appropriately express feelings
- How to appreciate that each one of us is special and unique
- How to make and be a friend

I do give my permission for my child to participate in this group.

Signature of parent or guardian__________________________________________
Date: ____________________________

I do not give my permission for my child to participate in this group.

Signature of parent or guardian__________________________________________
Date: ____________________________

If you have any questions, please call the school Counselor.
If you were to participate in a parenting series, which of the following would be most valuable to you? Please rank them in order, beginning with number one as most important and number twelve as least important.

___Networking with other parents
___Knowing that you are not alone (finding out that other parents may be experiencing similar issues and concerns)
___Learning new skills and strategies for coping with child rearing issues
___Educational activities and games
___Learning what’s normal or can be expected of children at various ages and stages
___Having a facilitator who is trained in parenting issues
___Role play
___Receiving hand outs which you can take home with you
___Using a workbook which covers the materials
___Gaining a deeper understanding of parenting issues and family dynamic
___Learning about community resources
School: ______________________________________

Counselor Name: ______________________________

Date: _________________________________________

## PARENT SIGN-IN LOG

<table>
<thead>
<tr>
<th>DATE</th>
<th>PARENT SIGNATURE</th>
<th>STUDENT’S NAME</th>
<th>TOPIC</th>
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<tbody>
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</table>
Teacher Needs Assessment for Individual Counseling Referrals

Date: ________

Teacher's name: ___________________

Student's name: ___________________

Reason for Referral:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Contributing Factors or Important Information needed by Counselor:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Teacher’s Expectation or Desired Outcome from Individual Counseling Sessions:
______________________________________________________________________
______________________________________________________________________

Has this issue been discussed with parents/guardian?    Y    N

If Counselor determines that the student will need more than 3 sessions will parents/guardian be willing to sign a permission slip?   Y     N

If this is to be an on-going counseling situation what day and time would work with your class schedule? ___________________
Reference


**Supplies and Material Sources:**
Childs Work Childs Play [www.childswork.com](http://www.childswork.com)
Guidance Book List

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Issue</th>
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<tbody>
<tr>
<td>Amazing Grace</td>
<td>Mary Hoffman</td>
<td>Goal - setting</td>
</tr>
<tr>
<td>The Very Lonely Firefly</td>
<td>Eric Carle</td>
<td>Friendship</td>
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<tr>
<td>Attila the Angry</td>
<td>Marjorie Shamat</td>
<td>Anger</td>
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<tr>
<td>Wemberly Worried</td>
<td>Kevin Henkes</td>
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<td>English Roses</td>
<td>Madonna</td>
<td>Cliques, friends</td>
</tr>
<tr>
<td>Picky Mrs. Pickle</td>
<td>Christine Schneider</td>
<td>Pickiness</td>
</tr>
<tr>
<td>Penny Lee and Her TV</td>
<td>Glenn McCoy</td>
<td>TV too much</td>
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<tr>
<td>True Story of Three Pigs</td>
<td>Jon Scieszka</td>
<td>Uniqueness</td>
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<td>Cinder Edna</td>
<td>Ellen Jackson</td>
<td>Dreams</td>
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<td>Salt in His Shoes</td>
<td>Deloris Jordan</td>
<td>Lying, honesty</td>
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<td>A Big Fat Enormous Lie</td>
<td>Marjorie Sharmat</td>
<td>Bad days</td>
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<td>Alexander and the Day</td>
<td>Judith Viorst</td>
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<td>Sensitive Issues</td>
<td>Rasinski</td>
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<td>An Annotated Guide to</td>
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<td>Children’s Literature</td>
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<td>An Issues Approach</td>
<td></td>
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<tr>
<td>Lucretia the Unbearable</td>
<td>Marjorie Sharmat</td>
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<td>Bartholomew Bossy</td>
<td>Marjorie Sharmat</td>
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<tr>
<td>Stand Tall, Molly Lou</td>
<td>Patty Lovell</td>
<td>Confidence</td>
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<tr>
<td>Uncle Willy and Soup</td>
<td>DyAnne diSalvo</td>
<td>Helping others</td>
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<tr>
<td>How Santa Got His Job</td>
<td>Stephen Krensky</td>
<td>Career Choice</td>
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<td>Old Turtle</td>
<td>Douglas Wood</td>
<td>Inner peace</td>
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<td>Grouchy Lady Bug</td>
<td>Eric Carle</td>
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<td>Sneetches</td>
<td>Dr. Seuss</td>
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<td>Friends of a Feather</td>
<td>Bill Cosby</td>
<td>Being oneself</td>
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<td>Arnie the Doughnut</td>
<td>Laurie Keller</td>
<td>Self-discovery</td>
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<td>Don’t Laugh at Me</td>
<td>Steve Seskin</td>
<td>Bully, tolerance</td>
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<td>Giant King</td>
<td>Kathleen Pelley</td>
<td>Expectations</td>
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<td>Dirty Bertie</td>
<td>David Roberts</td>
<td>Bad habits</td>
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<tr>
<td>When Sophie Gets Angry</td>
<td>Molly Bang</td>
<td>Anger</td>
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<td>My Brother is from Outer Space</td>
<td>Vivian Ostrow</td>
<td>Siblings</td>
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<td>The Cow that Went Oink</td>
<td>Bernard Most</td>
<td>Uniqueness</td>
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<td>Humpty Dumpty Eggslodes</td>
<td>Kevin O’Malley</td>
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<td>What’s the Recipe for Friends</td>
<td>Greg Williamson</td>
<td>Friends</td>
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<td>When 1st Grade Takes a Test</td>
<td>M. Cohen</td>
<td>Test anxiety</td>
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<td>Cat’s Got Your Tongue</td>
<td>Charles Schaefer</td>
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<td>The Lovables in the Kingdom SE</td>
<td>Diane Loomeras</td>
<td>Self-esteem</td>
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<td>Zinnia and Dot</td>
<td>Lisa Ernst</td>
<td>Competition</td>
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<td>The Hurt</td>
<td>T. Poleski</td>
<td>Grief</td>
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<td>My Many Colored Days</td>
<td>Dr. Seuss</td>
<td>Moods</td>
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<td>Oh, the Places I'll Go</td>
<td>Dr. Seuss</td>
<td>Dreams, goals</td>
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<td>Miss Nelson is Missing</td>
<td>H. Alard</td>
<td>Appreciation</td>
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<td>The Terrible Fight</td>
<td>Sharon St. Germain</td>
<td>Fighting</td>
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<td>The Pinkish, Purplish Bluish Egg</td>
<td>Bill Peet</td>
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<td>Won't Your Ever Listen</td>
<td>Carol Cummings</td>
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<td>Alexandra Keeper of the Dreams</td>
<td>Mary Baumgartner</td>
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<td>Blabber Mouse</td>
<td>True Kelley</td>
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<td>Frizzy the Fearful</td>
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<td>Hooway for Wodney Wat</td>
<td>Helen Lester</td>
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<td>Jeremy’s Decision</td>
<td>Ardyth Brott</td>
<td>Careers</td>
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<td>Stellaluna</td>
<td>Junell Cannon</td>
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<td>Tacky in Trouble</td>
<td>Helen Lester</td>
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<td>Christopher, Will You Please Clean</td>
<td>Itah Sadu</td>
<td>Responsibility</td>
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<td>Elmer</td>
<td>David McKee</td>
<td>Individuality</td>
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<td>A House for Hermit Crab</td>
<td>Eric Carle</td>
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<td>Little Flower</td>
<td>Gloria Rand</td>
<td>Determination</td>
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<td>What Do You Say Dear</td>
<td>Shell Silvetstein</td>
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<td>The Fall of Freddie Leaf</td>
<td>Sexton Freymann</td>
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<td>The Giving Tree</td>
<td>Laurene Krasny</td>
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<td>How are You Feeling</td>
<td>Nancy Carlson</td>
<td>Feelings</td>
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<td>Dinosaurs Divorce (series)</td>
<td>Pat Schwiebert</td>
<td>Divorce</td>
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<td>It’s Not My Fault</td>
<td>Kevin Henkes</td>
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<td>Tear Soup</td>
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<td>Chrysanthemum</td>
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<td>Teasing</td>
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</table>

DeDe Coffman, M.Ed. “What’s the Issue” Biblioguidance for Children That Works! 2004
Bibliography of Children’s Books
Pre-Kindergarten (up to 5 years)

A book of pictures. Great as a stimulus for discussions.


Bourgeois, Paulette. Franklin’s Bad Day. New York, NY: Scholastic, 1997 Franklin’s friend, Otter, has moved away and nothing seems the same without Her.


Bibliography information from “Sailing New Seas” by Norma Frank.
Beginning Readers (5-8 years)

The pleasure and joy of a reunion. Robert’s best friend is coming to visit.

A well-photographed essay of a bilingual family moving to a new home.


A story with a happy ending about a new boy at school.

An African-American brother and sister capture the excitement and wistfulness that saying good-bye can mean.

Best friends must part when Annie moves away. This story describes the impact of the move on the friend who stays behind.

Mei Mei isn’t happy with her family’s move from Hong Kong to New York. She moves to Chinatown where everybody looks and speaks like she does. But at school, everything is in English, a strange new language Mei Mei refuses to speak.


A young boy keeps a journal of his move from Oregon to Washington, D. C.

A first airplane ride and a new home make life exciting for a little girl. Then a lost doll makes adjustment difficult in the new home until a new friend is found.

Bibliography information from: “Sailing New Seas” by Norma Frank
Young Readers (7-10 years)

A guided scrapbook project between a parent and child illustrates how a parent can acknowledge and do something about the anxieties of moving.

Ramona moves and experiences a new school, new teachers, and making new friends.

Justin and Amber are best friends, when Justin moves to Alabama in the third grade, Amber feels the loss.

Tommy is upset about leaving his good friends. But when he is in the attic packing, he finds old photos and old toys and realizes that memories last forever.

Mike is a rich boy new at school. His parents are too busy to pay attention to him, and the kids think he is a snob.


The story of a boy moving and being the “new kid on the block.” He felt it was the most humiliating and scary time of his life.


Bibliography information from “Sailing New Seas” by Norma Frank.
Potential Community Resources

ADULT DIABETES SUPPORT GROUP
ADULT LITERACY COUNCIL
   Adult ESL Classes
   Citizenship
   GED prep classes
   Reading Literacy Classes
ADULT PROTECTIVE SERVICES
APS HOTLINE
AIDS FOUNDATION
   HIV counseling and testing - free
ALZHEIMER’S SUPPORT GROUP
ADULT PSYCHIATRIC AFTER CARE/MULTI-FAMILY THERAPY
AL-ANON
ALCOHOLICS ANONYMOUS
ALCOHOL & DRUG ABUSE COUNCIL
   Classroom Guidance programs
   Parent Education
ALZHEIMER’S SUPPORT GROUP
AMERICAN RED CROSS
BOYS & GIRLS CLUB
   After school care
   Summer activities – school age children
BOY’S RANCH
CATHOLIC OUTREACH
   Appliance repairs
   Rent assistance – temporary
   Utilities assistance
CHILD CARE SERVICES (CCS)
   Helps adult look for a job and find childcare
   Tutors for high school graduation requirements
CHILD PROTECTIVE SERVICES
CHILD SUPPORT ENFORCEMENT, ATTORNEY GENERAL’S OFFICE
CHILDREN’S ADVOCACY CENTER
CHRISTIANS IN ACTION
   Clothing
   Furniture
   Rent Assistance
CHRISTMAS IN APRIL
   Community warehouse
   Home repair for elderly and disabled
CPS 24 HOUR HOTLINE
CITY SOCIAL SERVICES
   Electricity assistance
Rent assistance
CHILDREN’S EMERGENCY SHELTER
CO-DEPENDENCY SUPPORT GROUP
CONCHO VALLEY RAPE CRISIS CENTER
  Classroom Guidance programs
  Parent Education
COUNTY HEALTH DEPARTMENT
  HIV testing - free
COUNTY JAIL (Sheriff’s office)
CRISIS INTERVENTION UNIT
FOOD BANK
DEPARTMENT OF HUMAN SERVICES
  Food Stamps
  Family Planning
FAMILY SHELTER
FIBROMYALGIA SUPPORT GROUP
GIANT STEPS FOR CHILDREN
  Parent education classes
GOOD WILL
  Clothes
  Furniture
HEALING HEARTS…AFTER THE CHOICE
  Post-abortion support group
HEALTHY FAMILIES
  Dads Make a Difference
  Parenting Education
HEP C HOPE FOUNDATION SUPPORT GROUP
HOSPICE
HUD
  Housing for low income families
IMMUNIZATION CLINIC
JUVENILE DIABETES SUPPORT GROUP
LIGHTHOUSE FOR THE BLIND
  Glasses
MENTAL HEALTH SERVICES
NARCOTICS ANONYMOUS
OVEREATERS ANONYMOUS
PLANNED PARENTOOD
POLICE – COMMUNITY SERVICES
POLICE DEPARTMENT
POLICE - NARCOTICS DEPARTMENT
PREGNANCY HELP CENTER OF THE CONCHO VALLEY
  Guidance and support for women experiencing unexpected or crisis pregnancy
RAPE CRISIS HOTLINE
SALVATION ARMY
  Christmas help
Clothes
Shelter – temporary

SAMARITAN COUNSELING
Counseling – sliding fee

SAN ANGLEO DAY NURSERY
Child care – sliding fee

SEX OFFENDERS  http://www.records.txdps.state.tx.us/soSearch/default.cfm

SUCCESS BY 6
Centralized referral site for pregnant teens
Postnatal care until child is 6 years old
Teenage parenting classes
Teenage parent mentoring
Teenage prenatal care

SUICIDE PREVENTION/CRISIS INTERVENTION

TAKE OFF POUNDS SENSIBLY (TOPS)

STATE WORKFORCE COMMISSION
TELEPHONE CO.
Reach Out America  - Program for low income families

VICTIM'S ASSISTANCE:
DISTRICT ATTORNEY'S OFFICE
COUNTY ATTORNEY'S OFFICE
WEST TEXAS LEGAL SERVICES

LEGAL SERVICES

UTILITY COMPANY
Behind on utilities – will set up payment plan

WIC (WOMEN, INFANTS & CHILDREN) NUTRITION PROGRAM

WOMEN'S SUPPORT GROUP
YMCA
Childcare assistance if the family qualifies for food stamps
Ropes Course
Pre/Post Evaluation

Part I

Name_____________________________NameSchool________________________

Grade __________ Age_____________ Male:___________ Female:_____________

Circle one: Hispanic      White      Black       Oriental      Native American
Other________

Date of your course experience

How many times have you been through the Ropes Course? (Circle one)

None  1  2  3  4

I will participate in the …. (check one)

Low Course_______ High Course_______ Both_______

Name of Group (put your teacher/sponsor name)______________________________

How would you rate yourself on each of the following traits **BEFORE** you go through the Ropes Course?

Use the following scale:

<table>
<thead>
<tr>
<th>Terrible</th>
<th>Average</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>0</td>
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<td>2</td>
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<td>5</td>
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<td>7</td>
<td>8</td>
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<td>9</td>
<td>10</td>
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</table>

Write a number from 1-10 in the blanks

1) Communication_______
2) Cooperation_______
3) Teamwork_______
4) Trust_______
5) Confidence_______
6) Leadership skills_______
7) Patience_______
8) Decision-making_______
9) Listening Skills_______
10) Refusal Skills_______
Part II

How would you rate yourself on each of the following traits After going through the Ropes Course?

Use the following scale:

<table>
<thead>
<tr>
<th>Terrible</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>Excellent</th>
<th>10</th>
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</thead>
</table>

Write a number from 1-10 in the blank

1) Communication________ 6) Leadership Skills________
2) Cooperation__________ 7) Patience________
3) Teamwork_____________ 8) Decision-making_______
4) Trust_______________ 9) Listening Skills________
5) Confidence___________ 10) Refusal Skills_________

Please answer as HONESTLY as possible:

1) One thing I learned about myself is:

2) One thing I learned about my classmates is:

3) What did I do today that I am particularly proud of?

4) How can I use what I learned at School?

5) How can I use what I learned at Home?

6) Besides getting out of school, what was the best thing about today?

7) What can the facilitators do to make it better?
Second Step Student Survey

Please use the scale 1-4, with 4 being the highest score.

1. Do you understand your feelings and the feelings of others?
   1  2  3  4

2. Do you think you will use the problem-solving strategies you have learned?
   1  2  3  4

3. How confident do you feel in handling your anger?
   1  2  3  4

4. Have you had to use these anger strategies?
   Yes  No
Steps to Respect Student Survey

Please use a scale of 1-4, with 4 being the highest score

1. Do you feel that Steps to Respect helped you deal with bullies?
   1  2  3  4

2. Have you had to use what you learned in Steps to Respect?
   Yes  No

3. Do you feel confident in how and to whom you report bullies?
   1  2  3  4

4. After the lesson on joining a group, how comfortable do you feel making friends?
   1  2  3  4

5. How confident are you in refusing to be bullied?
   1  2  3  4
West Texas Training Center  
Participant Survey

I. Before coming I...(circle yes or no)

1. Knew about the Training Center.    Yes     No
2. Knew what I wanted to be.    Yes    No
3. Knew about job training (other than college).  Yes    No
4. Knew that I could start training for a job while still in high school.
   Yes               No

II. The Visit:  (1=strongly disagree, 2=disagree, 3=neither, 4=agree, 5=strongly agree)

5. The speakers were interesting. 1 2 3 4 5
6. I will use the information to help me make decisions about my future.
   1 2 3 4 5
7. I would enjoy taking classes at WTTC.
   1 2 3 4 5
8. Taking a class at WTTC would help me in my future job.
   1 2 3 4 5

III. Because of the visit: (1=strongly disagree, 2=disagree, 3=neither, 4=agree, 5=strongly agree)

9. I feel more positive about work.       1 2 3 4 5
10. I feel more positive about school or training. 1 2 3 4 5
11. I know that I have options in choosing my job. 1 2 3 4 5
D.A.V.E. Student Impact Survey

*To be completed by the D.A.V.E. instructor*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Not at all</th>
<th>Some what</th>
<th>Mostly</th>
<th>100% Success</th>
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<tr>
<td>1. Students were able to be successful in the lesson observations which accompanied the DAVE lesson</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Students are able to verbalize or demonstrate accurately what they learned from the DAVE lessons.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Students are observed using or talking about information they learned in the DAVE curriculum.</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Rainbow Days Survey

The lesson I learned in group helped me to: (Circle Yes or No)

1. Make new friends  YES  NO
2. Identify ways I am special  YES  NO
3. Learn ways to express my feelings  YES  NO
4. Know how to make and reach goals  YES  NO
5. Know how to make healthy choices  YES  NO
6. Know how to make good decisions  YES  NO
### Pride Student Impact Survey

<table>
<thead>
<tr>
<th>School/Number of Students/Grade</th>
<th>Not At All 1</th>
<th>Somewhat 2</th>
<th>Mostly 3</th>
<th>100% 4</th>
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<tbody>
<tr>
<td>1. How beneficial do you feel the community service activities were in showing you positive role models?</td>
<td></td>
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<tr>
<td>2. How effective were the Red Ribbon Week activities and Rally?</td>
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<tr>
<td>3. How strong do you believe your refusal skills are not to do drugs?</td>
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<tr>
<td>4. Did the positive role models help you to see that drugs aren't part of a career and schooling?</td>
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</table>
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Principal Coupon
Redeem for One Free Pencil
Counselor Coupon

Redeem for One Free Eraser
Office Coupon
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Glossary

Terms used and defined in this Manual

504 Accommodations - The student’s eligibility for 504 services will determine the need for accommodations within the school environment. Some common examples of 504 accommodations: extra time to complete assignments, frequent breaks, leaving class early to go to the nurse for blood glucose monitoring, carrying an asthma inhaler in a pocket or backpack. 504 accommodations enable the student to function within the general education setting.

504 Services - Students may be eligible for 504 services if they have a disability or condition that “inhibits a major life activity”. This activity may be a physical activity, such as walking, or it could be an activity such as learning. Examples of physical conditions: cerebral palsy, diabetes, asthma, severe ADHD. Dyslexia is the most common type of learning disability served under the 504 guidelines. These disabilities or conditions are usually not so severe that the student is eligible for special education services.

ARD – The admission, review, and dismissal (ARD) committee is composed of a student’s parents’ and school personnel who are involved with the student. The ARD committee determines a student’s eligibility to receive special education services and develops the individualized education program of the student.

At Risk List – Those students who demonstrate lower rates of high school completion. The state has identified 12 criteria for official program identification.

BIL – Abbreviation for Bilingual

Bilingual – Instructional program for language minority students that makes use of the students’ native language

Blue Cards – Blue cardstock cards used for tracking at-risk students. These are kept in the student’s cumulative folder and updated yearly.

Care Team Meetings – C.A.R.E. (Children At-Risk Educationally) Meetings that are conducted by a multidisciplinary team including teachers, parents, special education personnel, intervention specialists, principal, counselor, and other professionals. This is a general education intervention plan using a problem solving process to meet the individual needs of students on a case by case basis.

Child Study Team – Similar to C.A.R.E. team meeting, just a different title.
**Conflict Resolution** – Resolving problems using specific strategies such as: listening to what the other person is saying and brainstorming a solution that all can agree on.

**Crisis Management** – Process which outlines different procedures used for different crises such as: tornadoes, fires, school lockdowns, and building evacuations.

**Dads and Donuts** – A parental involvement activity conducted at school. Dads are invited to accompany their sons and daughters and enjoy juices, coffee and donuts.

**ESL** – Abbreviation for English as a Second language

**HLS** – (Home Language Survey) San Angelo ISD uses this document to determine the language that is spoken in the home, and the language spoken by the student most of the time.


**LEP** – (Limited English Proficiency) The designation given to a student whose first language is not English.

**LPAC** – (Language Proficiency Assessment Committee) Comprised of the Bilingual/ESL teacher, counselor, administrator, Parent, or LPAC Parent makes up the committee. This committee meets at least once a year to discuss progress, and make decisions concerning the students continued participation in Bilingual, Dual Language, or ESL.

**Marsh Media** – Multimedia kits to promote character education traits to support your classrooms character education

**Moms and Muffins** – A parent involvement activity in which moms come to the campus before school one day a year to share a breakfast of juice and muffins with their children. The juice and muffins are provided by the school.

**Moving up Transition Activity** – Activities that will simplify the process and reduce unnecessary stress for new students on campus.

**Nature Study Skills** – A program that uses puppets and a variety of activities to teach the study skills needed to be a successful student. The program builds on itself each succeeding year.

**New Comer Club** – A club designed for new students. When a new student enrolls in school, they are given a bag filled with coupons to redeem for small
gifts from the staff members of the campus as a way for them to meet and become familiar with the staff members and what role they play on the campus.

**OLPT – (Oral Language Proficiency Test)** Test given to a possible LEP student when he/she is entering the school district for the first time.

**Peer Mediation Training** – Training provided to students on how to “mediate” disputes between two students. Training involves the techniques for mediation as well as follow up training.

**Peer Mediators** – Students chosen by their peers to provide positive ways to solve disagreement through mediation.

**Permanent Folders** – Folder with student records which hold students’ grades, state test results, health information, etc.

**PPCD – (Preschool program for Children with Disabilities)** Children who qualify are identified through a referral process.

**PRE-LAS** – The selected oral proficiency test given to students in Pre-Kindergarten thru first grade to determine eligibility as an English Language Learner.

**Red Ribbon Week** – One week set aside for school – wide drug awareness education.

**ROPES** – A physical challenge course consisting of high and low elements designed to teach problem solving skills, divergent thinking, and teamwork.

**RPTE – (Reading Proficiency Test in English)** These tests are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAKS to provide a comprehensive assessment system for limited English proficient (LEP) students.

**RPTE Test** – A test administered by the state of Texas to gauge the English reading ability of a student who possesses limited proficiency in English.

**SDAA II** - The State-Developed Alternative Assessment assesses special education students in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is an inappropriate measure of their academic progress. This test assesses the areas of reading, writing, and mathematics. Students will be assessed at their appropriate instructional levels, as determined by their admission, review, and dismissal (ARD) committees, rather than at their assigned grade level. The SDAA II is administered on the same schedule as TAKS and is designed to measure annual growth based on appropriate expectations for each student as decided by the student’s ARD committee.
Second Step – A guidance program on violence prevention for grades kindergarten – fifth.

Senior Luncheon – Usually held in May, when all of the graduating seniors that were 6th graders at your elementary school are invited to come and have a special lunch with the current 6th graders on the campus. This provides excitement, pride, and motivation for learning and emphasizes the importance of graduating for high school.

Special Programs – The identification and referral process for special programs, including Special Education, Section 504, Dyslexia, and Gifted and Talented (GT).

Steps to Respect – A Bullying Prevention Program for guidance for grades Kindergarten thru sixth.

TAKS - As mandated by the 76th Texas Legislature in 1999, the Texas Assessment of Knowledge and Skills was administered beginning in the 2002-2003 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; in writing at Grades 4 and 7; in English Language Arts at Grades 10 and 11; in mathematics at Grades 3-11; in science at Grades 5,10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3 through 6. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

TELPAS – (Texas Observation Protocols (TOP) ,Reading Proficiency Test in English) combination of two assessments which are given to all ESL/Bilingual students in Grades 2-12.

Terra Novas – Assessments of core subjects administered to ESL/Bilingual students in grades 2-12.

TOP – (Texas Observation Protocol) test administered to students in grades K-12. Assesses ESL/Bilingual students’ levels of listening, speaking, writing and reading.

TPRI – (Texas Proficiency Reading Instrument) assesses students’ (K-3) reading abilities/proficiencies.