



Section II

Delivery System

The *Michigan Comprehensive Guidance and Counseling Program (MCGCP)* is delivered to students through the four main components:

- Guidance Curriculum
- Individual Student Planning
- Responsive Services
- Systems Support

All activities included in a school counseling program fit into one of the four components of the delivery system. The Guidance Curriculum component provides a vehicle to systematically deliver knowledge and skills to every student. The Individual Student Planning component provides school counselors the opportunity to work closely with all students and their parents/guardians to plan, monitor, and understand the academic growth and development of the student. The Responsive Services component responds to students direct, immediate concerns and includes, but is not limited to, individual and small group counseling, crisis counseling, referrals, and consultation with parents or guardians, teachers, or other professional specialists. The Systems Support component enables the school counseling program to be effective through a variety of support activities including professional development, consultation, collaboration and teaming, and program management and operations. In addition, the Systems Support component provides appropriate support to other educational programs in the school (Gysbers & Henderson, 2000).

On the page 23 is a chart that summarizes the four components of the program. Additionally there are samples of activities from each component along with blank forms for activities that can be developed by the counselor.



Four Components of a Comprehensive Guidance and Counseling Program

Guidance Curriculum	Individual Student Planning	Responsive Services	Systems Support
Provides guidance content in a systematic way to all students, K-12.	Assists students in planning, monitoring, and managing their personal and career development.	Addresses the immediate concerns and needs of students on a referral or self-initiated basis.	Includes program, staff, and school support activities and services.
Purpose	Purpose	Purpose	Purpose
<ul style="list-style-type: none"> * Student awareness * Skill development * Application of skills needed in everyday life 	<ul style="list-style-type: none"> * Student educational and occupational planning * Decision making * Goal setting 	<ul style="list-style-type: none"> * Prevention * Intervention 	<ul style="list-style-type: none"> * Program delivery * Program support
Areas Addressed may include	Areas Addressed May include	Areas Addressed may include	Areas Addressed May include
<ul style="list-style-type: none"> * Conflict resolution * Personal safety * Motivation to achieve * Decision making, goal setting, planning, and problem solving * Interpersonal effectiveness * Study skills * Appreciating diversity * Peer resistance skills * Responsible behavior * Awareness of educational opportunities * Knowledge of career opportunities * Knowledge of career/technical training 	<p>Educational</p> <ul style="list-style-type: none"> * Acquisition of study Skills * Awareness of educational opportunities * Appropriate course selection * Lifelong learning * Utilization of test data <p>Career</p> <ul style="list-style-type: none"> * Career awareness and exploration * Knowledge of vocational/technical training * Positive work habits 	<ul style="list-style-type: none"> * Academic concerns * School-related concerns: <ul style="list-style-type: none"> tardiness absences / truancy misbehavior school phobia drop-out prevention * Divorce * Physical/sexual/emotional abuse * Grief/loss/death * Substance abuse * Family issues * Sexuality issues * Coping with stress * Interpersonal Relationships 	<ul style="list-style-type: none"> * Guidance program development * Parent education * Teacher/administration consultation * Staff development for educators * School improvement planning * Counselor professional development * Research and publishing * Community outreach * Public relations * District committees * Advisory councils
Counselor Role	Counselor Role	Counselor Role	Counselor Role
<ul style="list-style-type: none"> * Guidance curriculum implementation through classroom lessons * Structured groups * Consultation 	<ul style="list-style-type: none"> * Assessment * Advisement * Placement * Transitions 	<ul style="list-style-type: none"> * Individual and small group counseling * Consultation * Referral 	<ul style="list-style-type: none"> * Program management * Consultation * Coordinator



Guidance Curriculum

The Guidance Curriculum component consists of a written curriculum that is comprehensive, structured, sequential, developmental in design, and focuses on prevention. The purpose of the Guidance Curriculum is to guarantee that selected standards and benchmarks will be taught to all students, empowering them to learn to live, learn to learn, and learn to work over a lifetime.

The curriculum is organized around the three domains: Academic Development, Career Development, and Personal/Social Development. A needs assessment designed to identify and prioritize the selected benchmarks from each domain is recommended.

Knowledge, skills, and attitudes are taught using a variety of curriculum activities and materials. Student mastery of these benchmarks is assessed using pre/post tests, product creation or activity completion.

The Guidance Curriculum is delivered through such strategies as:

- **Classroom guidance lessons:** School counselors provide instruction, team teach, or assist in teaching the school guidance curriculum, learning activities or units in classrooms, the career center, or other school facilities.
- **Interdisciplinary curriculum development:** School counselors participate on interdisciplinary teams to develop and refine guidance curriculum that integrates across the curriculum. The scope and sequence of the guidance curriculum may include units delivered through other classroom disciplines.
- **Group activities:** School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests. Counselors plan and teach structured group activities to develop skills and to increase student knowledge. Many students will receive these services that are available to all. These group activities are counselor-initiated and should not be confused with small group work requested by specific students, i.e., divorce groups, grief groups, which fit into Responsive Services.

While counselor responsibilities include the organization and implementation of the guidance curriculum, the support and cooperation of the entire school community is necessary for its successful implementation.

Examples of topics within this component:

Appreciating diversity	Decision-making skills
Appropriate course selection	Job preparation
Bullying	Peer resistance skills
Career awareness	Personal responsibility
Career exploration	Personal safety
Conflict resolution	Study skills
Cooperative group work	Substance abuse

Recommended time allocation for Guidance Curriculum*:

Elementary	30% to 40%
Middle/Jr. High	20% to 30%
High	15% to 25%

*When calculating the time spent on Guidance Curriculum include lesson-planning time.



Guidance Curriculum Lesson Format

- **Grade Level:**
- **Domain:**
- **Standard:**
- **Benchmark:**
- **Indicator:**

- **Time:**
- **Group Size:**
- **Materials:**

- **Introduction:**
- **Procedure:**
- **Processing Questions:**

What: Questions about what took place in the lesson/activity.

So What: **Questions** about the lesson/activity and how it relates to the students and real life issues.

Now What: **Questions** that will lead to attitude or behavior changes that will impact students' lives. The emphasis is on the objective of the lesson or activity.

Summary: Summarize the lessons learned from the previous discussion and its relevance to the lesson. (*Still More Activities that Teach*, Jackson, 2000)

- **Observation Notes:**
- **Activity Evaluation:**



Sample Elementary School Guidance Curriculum Lesson Form

Grade Level:	5th
Domain:	Academic Development
Standard:	Standard A2-Acquire skills for improving learning.
Benchmark:	A: A2.1 Apply time-management and task-management skills.
Time:	40 minutes
Group Size:	Class
Materials:	Book, <i>How to Do Homework Without Throwing Up</i> (Romain & Verdick, 1997) and 30 copies of the homework sheet .
Introduction:	Explain to the class that homework in is an expectation. There is a way that they can get their work completed and have a little free time everyday. The book is silly, but it has many good hints for doing homework.
Procedure:	Read pertinent excerpts from the book.
Processing Questions:	After reading certain suggestions, ask the students to clarify the message. Ex: What is a healthy breakfast? How does this information help students get their homework completed? Is this advice easier said than done-why? What hurdles get in the way of students completing homework (extra-curricular activities, noisy siblings, TV)? What are some tips to help students overcome these hurdles? Next, have the students fill out the Homework Sheet and make a commitment to their homework completed. The sheet includes when and where homework will be done and the name and telephone number of a study buddy who can answer questions about the work.
Observation Notes:	Help reluctant students find a buddy. Personally check to see that every student has completed the Homework Sheet and taped it in his/her planner (if available). If planners are not available, the sheet may be taped on the desk or in the locker.
Activity Evaluation:	1. Completion of the Homework Sheet. 2. Teacher report of increased homework completion.



Sample Middle School Guidance Curriculum Lesson Format

Grade Level:	7th
Domain:	Personal/Social Development
Standard:	Standard C: Students will understand safety and survival skills.
Benchmark:	PS:C1 Acquire Personal Safety Skills
Indicators:	PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact. PS: C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual.
Time:	40 minutes
Group Size:	Class
Materials:	Video-Sexual Harassment (Ex: Sunburst Company, Inc.)
Introduction:	The purpose of this lesson is to educate students about sexual harassment, including: the definition, law, school policy, and how to stop sexual harassment.
Procedure:	View the video with the class and lead a discussion about what was learned.
Processing Questions:	Discussion questions are usually included with the video. Begin with what took place in the video and lead the questions to how the information relates to the students and how they can stop sexual harassment.
Observation Notes:	Note any comments that would indicate that a student may have experienced sexual harassment. A follow-up meeting with the student may be warranted.
Activity Evaluation:	A brief pre-post-test assessing knowledge may be given.



Sample High School Guidance Curriculum Lesson Format

- Grade Level:** 9th
- Domain:** Career Development
- Standard:** B: Students will employ strategies to achieve future career goals with success and satisfaction.
- Benchmark:** C:B1: Acquire career information.
- Indicator:** C:B1.7: Describe traditional and non traditional career choices and how they relate to career choice.
- Time:** 1 class period
- Group Size:** Classroom
- Materials:** Markers, paper
- Introduction:** The term “gender role” refers to the stereotypic roles that males and females are expected to play. The purpose of this lesson is to stimulate discussion and provide knowledge about careers and gender roles in careers.
- Procedure:**
1. Break the class into small groups of two to three people each. Provide each group with a pencil and paper. Then tell students that they will be writers for a soap opera called “Days of (insert school name)” or “As (insert school name) Turns” or whatever name they think is suitable. Tell students that they will be developing characters for the soap. You will be giving the class a description of characters, and they will have to give the character a first and last name. They can be funny names, but they must have first and last names. If they ask if a character is male or female, tell them that the decision is up to them.

Write the following characters on the board:
 - A doctor who is rude to patients and thinks that he/she is better than everyone else.
 - A doctor who goes out of their way to help the homeless population of the city
 - The administrator in charge of the hospital
 - The security guard
 - The janitor
 - The operating room nurse
 - The nurse who works in the new baby ward
 - A volunteer who helps the elderly patients
 - A volunteer who helps in the children’s ward
 - The business manager of the hospital
 - The drunk who comes in the emergency room every Friday night
 2. When the groups have completed their lists, have them give a report of the names that they choose. Tally male and female on each of the careers. At the end of the reporting time you have an indication whether your group thinks the character is male or female. Stereotyping will usually emerge from the names presented by each group.



3. Closing. Draw two boxes on the board. Write “male box” and “female box” on the board. Explain that every time someone tells you to do something because “boys should do this” or “girls should do that” that they are putting you into a box.

Have members of the group report times they have felt put in the box. Explain that no one has the right to assign jobs by gender. Have students end the lesson in a team huddle, breaking with the phrase, “Don’t put me in the box”.

4. A follow-up lesson could be interviewing people in careers that are non traditional, such as a female construction worker, a male dancer or nurse.

Processing Questions: Discuss the activity using the following questions:

- What made this activity easy?
- How did you decide to make the character male or female?
- How has our culture given us the impression that there are male and female jobs?
- Do you feel that any of these jobs are definitely male or female? Why?
- What can we do to change the impression that jobs are gender related?
- Should men and women be paid the same amount of money if their jobs are the same?

**Observation
Notes:**

Check to see that every student is engaged in the activity.
Involve every student in sharing names given to characters.

**Activity
Evaluation:**

Have students write down 5-10 careers in which they have an interest. After each career, write one of the following letters: “M” if the career is stereotypically a male career; “F” if the career is stereotypically a female career; and “N” if the career is not stereotypically male or female. Have students write about what they have learned as a result of this evaluative activity.



Individual Student Planning

Individual Student Planning consists of school counselors coordinating ongoing systematic activities designed to assist each student establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor, and manage their own learning as well as meet competencies in the areas of academic, career, and personal/social development. Within this component, students evaluate their educational, occupational, and personal goals. School counselors assist students in making transitions. These advisement activities are generally delivered on an individual or small group basis. Parents, guardians, and other school personnel are often included in these activities. Systematic delivery of individual planning for every student includes a documented strategy for student success.

Individual Student Planning is implemented in individual, small group or classroom settings:

- **Individual appraisal:** School counselors work with students analyzing and evaluating their students' abilities, interests, skills, and achievement. Test information and other data are often used as the basis for helping students develop and review Education Development Plans (EDPs).
- **Individual advisement:** School counselors advise students using personal/social, educational, career and labor market information in planning personal, educational and career goals. The involvement of students, parents, guardians and school personnel is critical in planning students' programs that meet their needs.
- **Transitions:** Counselors assist students in making the transition from school-to-school, school-to-work or school to higher education or career/technical training.

Examples within this component:

- Test score/interest inventory review, interpretation and analysis
- Career awareness, exploration, planning, and decision making
- Yearly course selection
- College financial aid planning
- Promotion and retention information
- Education Development Plan
- Higher education program selection
- Job shadowing
- Portfolios
- Career/technical planning
- Visiting the next level building
- Orientation programs for incoming students

Recommended time allocation for Individual Student Planning:

Elementary	5% to 10%
Middle/Jr. High	15% to 25%
High	25% to 35%



Individual Student Planning Activity Format

Counselor _____ **Date of Activity** _____

Major Activity/Goal _____

Domain _____

Standard _____

Benchmark _____

Indicator(s) _____

Grade Level _____ **Number of Students Affected** _____

Time Required _____

Materials:

Procedures:

Observation Notes:

Activity Evaluation:



Individual Student Planning Activity Format

Counselor: _____ **Date of Activity:** _____

Major Activity/Goal: 10th grader students update their Education Development Plan

Domain: Career Development

Standard: B: Students will employ strategies to achieve future career goals with success and satisfaction.

Benchmark: B: 1.0 Acquire Career Information

Indicators: C:B1.2 Identify personal skills, interests and abilities, and relate them to current careers choice.
C:B1.6 Learn to use the Internet to access career planning information.

Benchmark: B:2.0 Identify Career Goals

Indicators: C: B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
C: B2.4 Select course work that is related to career interests.

Grade Level: 10th **Number of Students Affected:** 327

Time Required: 1-2 class periods

Group Size: Class

Materials: Locally developed or electronic EDP such as My Dream Explorer, Discover, Career Cruising, etc.
Class set of computers
TV screen linked to computer for classroom instruction/demonstration.

Introduction: Each school year 8th grade students develop their EDP. 9th-12th grade students update their EDP's as required by the Michigan Department of Education.

Procedure: The counselor may meet with students as a classroom group or in small groups during this process. Using locally developed or an electronic EDP program, meet with students to review and update their personal EDP. Handout the needed materials. Interest inventories and other assessment data are utilized in this process. Each student will document data on their EDP. Have students view suggested courses for each of their preferred careers. Students may need to



make changes to the courses in their EDP based upon the reviewed career information. Appropriate courses can be entered for each grade.

Observation Notes: Be aware of students who are having difficulty using the chosen career program. Check for students who are off-task. Ask the classroom teacher to assist students who are having difficulty while the counselor provides instruction using the screen linked to the electronic EDP program.

Activity Evaluation: Each 10th grader will have updated their EDP and will also complete an evaluation form.

Sample evaluation form:

Using the following rating system, complete the following evaluation.

1 – strongly agree 2 - agree 3 - no opinion 4 – disagree 5 – strongly disagree

- 1. I have a better understanding of my interests: 1 2 3 4 5
- 2. I have a better understanding of careers that relate to my interest: 1 2 3 4 5
- 3. I have a better understanding of the post-secondary institutions that provide training for the careers I am interested in: 1 2 3 4 5
- 4. I have a better understanding of the high school courses that need to be in my Education Development Plan in order to progress toward the career pathway of highest interest: 1 2 3 4 5

Two things I liked about this educational development planning activity are:

- 1. _____

- 2. _____



Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counseling, consultation, referral, peer facilitation or information. This component is available to all students and is often student initiated through self-referral. Teachers, parents, guardians, or others may refer students for assistance. Although school counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation.

Responsive Services are delivered through such strategies as:

- **Consultation:** School counselors serve as student advocates and consult with parents, guardians, teachers, other educators, and community agencies regarding strategies to assist students and families.
- **Individual and small group counseling:** Counseling is provided in a small group or on an individual basis for students experiencing difficulties dealing with relationships, personal concerns, or normal developmental tasks. Individual and small group counseling help students identify problems, causes, alternatives, and possible consequences so they can take appropriate action. Small group counseling is provided to students based upon common identified needs. Such counseling is normally short-term in nature since *school counselors do not provide long-term therapy*. When necessary, referrals are made to appropriate community resources.
- **Crisis counseling:** Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and families facing emergency situations. Such counseling is normally short term and temporary in nature. When necessary, referrals are made to appropriate community resources. School counselors often provide a leadership role in the district's crisis intervention team process.
- **Referral:** Counselors use referral sources to deal with crises such as suicide ideation, violence, abuse, depression, and family difficulties. These referral sources may include mental health agencies, employment and training programs, juvenile services and other social and community services.
- **Peer facilitation:** Many school counselors train students as peer mediators, conflict managers, tutors, and mentors. The techniques of peer mediation and conflict resolution are used to help students learn how to make changes in the way they get along with others. In peer mediation, students are trained in a system to use with fellow students who are having trouble getting along with each other. Mentors and tutors provide additional support.

Recommended time Allocation for Responsive Services:

Elementary	30% to 40%
Middle/Jr. High	30% to 40%
High	30% to 40%



Responsive Services Activity Form *Small Group Counseling*

Counselor _____ Date of Group _____

Name of Group _____

Grade Level _____ Number of Students Affected _____

Time Required _____

Group Goals:

Materials:

Procedures:

Observation Notes:

Activity Evaluation:



Sample Responsive Services Activity

Small Group Counseling

Counselor _____ **Date of Group** Sept. 7-Oct. 15, 04
Name of Group Newcomers **Time Required** Six 40-minute sessions

Grade Level 6th **Number of Students Affected** 20 new students

Group Goals:

(1) To help new students adjust to their new school; (2) to provide the opportunity to share feelings about moving; and (3) to assist the new students in making friends.

Materials:

Permission slips, folders, markers, crayons, pencils, handouts, construction paper, maps, and party food.

Procedures:

Before beginning the group, permission slips must be collected. Organize the groups of about 5-6 students with cooperation from the staff as to a good time for the students to be out of class. Plan each group session with specific goals in mind, i.e., reason for the move, where did the student move from, feelings about moving, what is the student missing the most, reactions to the new school, making friends, learning about the new school. Use the techniques of drawing, games, and handouts to engage the students in discussion. During the last session have a party to celebrate that the students are not new any longer, and have them complete an evaluation form.

Observation Notes:

Be aware of students who are really struggling with the move. Perhaps they may participate in a friendship group. In addition, adjusting to issues may be identified that will need to be addressed in the future.

Activity Evaluation:

Review student evaluation forms concerning effectiveness of the group.



Systems Support

Systems Support consists of management activities that establish, maintain, and enhance the total school guidance and counseling program. School counselors use their leadership and advocacy skills to promote systemic change by contributing in the following areas:

- **Professional development:** Professional school counselors regularly update and share their professional knowledge and skills by attending professional association conferences, workshops, and meetings. Additionally, as the school counseling profession continues to change and evolve, school counselors must maintain and improve their level of competence. School counselors attend school professional development training to ensure their skills are updated in the areas of curriculum development, technology, and data analysis. As school counselors continue with post-graduate course work, they are encouraged to contribute to the professional literature. They also provide in-service instruction in school counseling curriculum and other areas of special concern to the school and community.
- **Consultation and collaboration:** Through consultation, partnering, collaboration, program coordination, and teaming, school counselors provide significant contributions to the school's mission.
 - **Consultation:** Counselors regularly consult with teachers, staff members and parents or guardians in order to provide information, to support the school community and to receive feedback on the emerging needs of students.
 - **Collaboration with staff, parents, guardians and the community:** Collaboration involves orienting staff, parents, guardians, business and industry, civic and social service organizations and community members about the comprehensive school counseling program through such means as partnerships, newsletters, local media, and presentations.
 - **Community outreach:** Activities included in this area are designed to help counselors become knowledgeable about community resources, referral agencies, field trip sites, employment opportunities, and local labor market information. Counselors visit local businesses, industries, and agencies.
 - **Advisory councils:** School counselors are active in serving on community committees, or advisory councils. Involvement in other school and community programs gains support for the school counseling program.
 - **District committees:** By serving on site and district department, curriculum committees and advisory boards, school counselors assist in generating school-wide and district support.
- **Program management and operations:** This includes the planning and management tasks needed to support activities conducted in the school counseling program. It includes responsibilities that need to be fulfilled as a member of the school staff. For



example, school counselors may organize and coordinate such programs as the crisis response plan, Red Ribbon Week, career fairs, test preparation, and job shadow programs.

- **Management activities:** These include budget, facilities, policies and procedures, research, and resource development.
- **Data analysis:** Counselors analyze student achievement and counseling program-related data to evaluate the counseling program, conduct research on activity outcomes, and discover gaps that exist between different groups of students that need to be addressed. Data analysis aids in the continued development and improvement of the school counseling program. School counselors share data and their interpretation with staff and administration to ensure each student has educational equity and access.
- **Fair share responsibilities:** As team members within the educational system, school counselors perform fair share responsibilities that align with and are equal in amount to the fair share responsibilities provided by other educators on the school site.
- **Parent education programs:** School counselors conduct workshops and informational sessions for parents or guardians to address the needs of the school community and to reflect the student school guidance curriculum.

Recommended time Allotment for Systems Support:

Elementary	15% to 20%
Middle/Jr. High	15% to 20%
High	15% to 20%



Systems Support Activity Form

Counselor _____ **Date of Activity** _____

Activity _____

Goal(s) of Activity _____

Time Required _____ **Participants** _____

Materials:

Procedures:

Observation Notes:

Activity Evaluation:



Sample Systems Support Activity

Counselor: Counselor & Teacher **Date of Activity** 10/15/ 04

Activity Homework Presentation for Fourth Grade Parents-‘Homework Without Tears...’

Goal(s) of Activity (1) to educate parents about how they may help their children with homework, (2) to acknowledge that many families struggle with homework and responsibility, (3) to provide an environment in which parents may interact and share suggestions with each other.

Time Required 2 Hours **Participants** 30 Parents

Materials:

Promotional flyer, sign-in sheet, 30 name tags, 3 markers, 30 pencils, 30 handouts, resources (books, web sites, articles) about homework, plastic bag with educational tools (pencil grip, easy reader strip, post-its, erasable highlighters/pens), evaluation form, computer, PowerPoint presentation, and refreshments.

Procedures:

Present idea to principal, and with permission to proceed, place the event on the school calendar. Sign-up for the room. Send home the flyer with the progress reports or report cards for the first marking period and advertise in the local paper and school newsletter. Develop PowerPoint presentation and handouts. Make arrangements for refreshments. Make a plan with co-presenter about which area to cover. Practice the PowerPoint. Collect all materials, set-up and test equipment, and organize the room. Welcome, presentation with participant interaction, and evaluation. Clean-up.

Observation Notes:

Be aware of parents who monopolize the conversation with their own personal concerns. Offer to speak with them after the meeting. Note any parent who may have other concerns about their child, such as a learning disability, who may need further interventions.

Activity Evaluation:

Written evaluation to be collected at the end of the meeting.