

Steps to Prevention

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Acknowledgements

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Foreword

Responding to the continuing wave of school violence perpetrated, primarily, by youth on youth, Loretta Bradley, president of the American Counseling Association, called for preventive measures to be instituted so that tragedies like this one could be avoided in the future. Bradley said,

We can't simply try to pick up the pieces after a school and community have been devastated by one of these shootings. We need to provide guidance and support to our children and youth early. We should be providing them with the preventive services they need on an ongoing, everyday basis, to prevent outbreaks of violence from occurring in the first place.

-- *Counseling Today* (May 1999)

The role and skills of school guidance counselors have been identified by school and community leaders in providing intervention services to students and adults involved in a crisis-provoking situation. As horrific the events which have occurred in schools across the nation, a positive benefit can be the realization of the need for guidance counselors at all educational levels, K-12, who can assume a leadership role in identifying and addressing primary prevention programs that target aggressive antecedents to destructive conflict resolution.

The overall goal of this workshop is to identify a proactive approach to providing guidance services. Initially, however, it is necessary for counselors to list the various aspects of the services of a comprehensive school guidance program and the amount of time each service demands.

Goal and Objectives

Goal

The participant will identify a proactive approach to providing guidance services.

Objectives

The emphasis of this workshop is on "make and take" activities. Based on previous institute training, selected guidance articles, commercially developed guidance activities, and professional practices, participants will:

1. Identify major guidance functions/activities which should be an integral part of a school guidance program.
2. Analyze the use of time allocated to each function/activity.
3. Develop a yearly guidance calendar of major functions/activities which reflects the philosophy of the guidance program.
4. Review commercially prepared group guidance/counseling activities and share group guidance/counseling activities they have developed and used at their school.
5. Develop an informational session (presentation) on the guidance program to a targeted group (e.g., PTA, civic club, staff development program, faculty meeting.)
6. Specify the steps envisioned to implement a proactive guidance program.
7. Determine appropriate actions relative to confidentiality.

Section 1

Proactive Guidance Program

A Brief Historical Prospective

Guidance, as we know it today in the school setting, had its roots in vocational educational. In 1909, Frank Parsons, often referred to as the "Father of Guidance," founded a vocational bureau, in Boston, to advise young men seeking jobs. He was concerned that individuals understand their strengths and weaknesses and use this knowledge in choosing among vocational opportunities.

In 1910, the National Vocational Guidance Association (NVGA) -- now called the National Career Development Association (NCDA) -- was formed. In 1952, the American Personnel and Guidance Association (APGA) -- now the American Counseling Association (ACA) -- was established as an "umbrella" organization for a number of divisions, including the American School Counselor Association (ASCA).

The involvement of the United States of America in World War I and World War II prompted the government to look toward guidance counselors and psychologists to help in identifying and training personnel for specific functions both in the military and industry. The use of standardized testing became a more formalized process in this endeavor. Then, at the end of World War II, the government was faced with relocating and retraining military personnel returning to civilian life. Carl Rogers' book, *Counseling and Psychotherapy*, published in 1942, radically impacted the guidance movement because his theoretical approach was used extensively in the reacculturation process. Rogers advocated giving clients the responsibility for their own growth. He stated that the client should have an opportunity to be accepted and listened to by a counselor who was non-judgmental and accepting.

Prior to the revolution in the guidance movement resulting from Rogers' work, the literature in guidance and counseling

was of a very practical nature and dealt with such topics as testing, cumulative records, orientation procedures, vocations, placement functions, and so on. . . . (T)his early literature dealt extensively with the goals and purposes of guidance. With Rogers, a sudden change occurred and there was a new emphasis on the techniques and methods of counseling, research, and refinement of counseling technique, selection, and training of future counselors, and the goals and objectives of counseling. Guidance, for all intents and purposes, would suddenly disappear as a major consideration in the bulk of literature and be replaced by . . . more . . . concentration on counseling. (Aubrey, 1972)

Even today, a trained professional in a school guidance program is referred to as a "counselor." (The term "school guidance counselor" is used in this publication to indicate a broader role and function.)

The launching of Sputnik, in 1957, by the U.S.S.R. sparked a rapid development of school guidance and counseling services. Because the nation was stunned by this technological achievement, the U. S. Congress enacted the National Defense Education Act of 1958 as a "rider" to the Department of Defense's appropriation. (Later this program was renamed the National Direct Student Loan Program.) In addition to emphasis on curricula areas in math and science, this landmark piece of legislation recognized the value of guidance and counseling. It gave credibility to the idea that specialists in guidance and counseling were needed in schools and that such responsibilities should not be relegated to a "homeroom" activity. Counseling, as a service, quickly became the "heart" of guidance functions. And, "guidance worker" became "counselor," which, in part, began the process of limiting the role and function of guidance as a series of tasks performed in schools.

A Comprehensive School Guidance Program of Services

School guidance programs should be developmental and comprehensive in that regularly scheduled activities are planned, conducted, and evaluated. Zunker (1998) states that such an approach to a school guidance program ". . . establishes students' needs; establishes plans, activities, and staff to meet those needs; and recognizes that a comprehensive guidance program is an equal partner with other educational programs."

Guidance, as the term is used in the educational setting, *is the process of helping individuals to understand themselves and their world* (Shertzer and Stone, 1976). A specific set of services delimited by the professional association included the following.

- Program Development and Implementation
- Individual Guidance and Counseling
- Group Guidance and Counseling
- Student Appraisal
- Academic Advisement
- Educational and Occupational Planning
- Placement and Follow-Up
- Referral
- Consultation and Dissemination of Information
- Research, Evaluation, and Accountability
- Professional Development and Responsibilities

In response to a request from the Education Task Force on the 1982 Reorganization of Education in the State of Mississippi, Little, et al. (1983) developed *The School Guidance Program: A Model for Program Development and Evaluation*. This guide defined the role of the school guidance counselor within the curriculum framework. Subsequently, in 1986, the *Mississippi School Counselor Appraisal Instrument*, developed in response to a legislative mandate, delineated the job responsibilities of the school guidance counselor to administrators who were responsible for evaluating both the school guidance counselor and the program.

The school guidance program is organized to provide the following services: (In some instances, the service is more specific to secondary school students than to students in the elementary school.)

- **PROGRAM DEVELOPMENT AND IMPLEMENTATION**

Program development is exactly what the term implies: outlining major responsibilities and devising plans for delivery of services. A guidance program, to be successful, must identify needs, plan strategy for delivery of services, organize staff and time, provide identified services, and evaluate the program.

- **INDIVIDUAL GUIDANCE AND COUNSELING**

Individual guidance involves the process of disseminating information to students in an individual setting. This service is different from group guidance in which small groups of students with similar interests receive comparable information and participate in group discussions.

Counseling, on the other hand, is that part of the guidance services in which the counselor provides students with opportunities for positive growth experiences either individually or in groups. Through the counseling relationship, the guidance counselor helps students understand themselves in relation to the social, psychological, and economic world in which they live, to accept themselves realistically, to develop competency in personal decision-making, to accept responsibility for their own actions, and to resolve special problems. Counseling is but one part of the total guidance process, albeit a most important function.

- **GROUP GUIDANCE AND COUNSELING**

Group guidance and counseling is that part of guidance services in which the guidance counselor provides students with various appropriate activities concerning educational, vocational, and personal-social development within a group setting.

Group guidance is preventive and involves sharing information with a large group, such as a class. This information can be used to make better life decisions, such as choosing career directions or avoiding the use of drugs and alcohol. Group guidance is something every child in school needs and deserves on a regular basis. It is meant to prevent issues from becoming problems.

Group counseling is remedial in nature and is meant to assist those who are already having problems dealing with developmental issues. Participation in the group counseling usually is based on a survey or needs analysis and is oftentimes voluntary focusing on personal-social concerns. Group counseling is not the best choice for every student who has problems. It is one type of guidance service. A youngster who is painfully or an individual who is involved in a crisis, for example, would not be suited for group counseling: individual counseling or therapy would be a more appropriate approach.

- **STUDENT APPRAISAL**

Student appraisal includes all aspects involved in assessment of the student -- standardized achievement and aptitude tests, occupational inventories, student progress, and record maintenance -- as established by state law and school board policy -- along with appropriate interpretation of data to individuals directly involved with the student.

- **ACADEMIC ADVISEMENT**

In large group settings, students receive information regarding curricula offerings; grade-level, graduation, and college entrance requirements; and subject selection procedure. Parents receive similar information through school publications, PTA meetings, etc. Then, in individual guidance and counseling sessions, the student reviews standardized test results and academic progress, discusses post-(high) school plans, develops/revises the *4-Year Plan of Study*, and selects courses for the next school year. Parents are apprised of and required to approve the subject selected for the next school year.

- **EDUCATIONAL AND OCCUPATIONAL PLANNING**

Educational and occupational planning includes all those activities listed in both individual and group guidance and counseling designed to acquaint the student with occupational opportunities available and the necessary education and training required for job-entry skills. And, based on post-(high) school plans, the guidance counselor assists the student with subject selection for each school year while developing/revising the long-range *4-Year Plan of Study* designed to outline the sequencing of the educational program.

Also, the guidance counselor is responsible for counseling and guiding the student in making decisions about post-(high) school occupational and educational opportunities. Inherent in this process is providing the student with the necessary knowledge of how to apply for college admission and financial aid, and what is to be expected when making the transition from high school to post-(high) school experiences.

- **PLACEMENT AND FOLLOW-UP**

Placement and follow-up have been a traditional service of school guidance counselors, with an emphasis on educational placement in courses and programs. In actual practice, this service means that school counselors have responsibility for student scheduling, a time-consuming task which is viewed as an administrative function. Secondly, educational placement includes those activities associated with college admission. And, thirdly, placement includes those activities associated with employment placement.

Follow-up activities are a means of assessing the effectiveness of a program's placement activities. There are four distinguishable aspects of follow-up:

- < Incidental follow-up of students, which counselors carry on as part of their normal activities, e.g., follow-up interviews with individual students to note the effect of the counseling given, to gather additional information, or to assist students further with problems and adjustment.
- < Follow-up is to be found in connection with individual students who have served as a bases of case studies or who have received intensive remedial assistance.

- < Follow-up involves the systematic procedure of following up students from one unit of the school to the next higher one.
- < Follow-up work is done with graduates and other school leavers.

- **REFERRAL**

Referral is a guidance service in which the guidance counselor extends the services not available in the school setting by effective use of school district-level or community, state, and/or federal agencies which can provide expert assistance that the referring counselor cannot provide.

- **CONSULTATION AND DISSEMINATION OF INFORMATION**

Consultation is a process by which the guidance counselor assists a consultee with a work-related problem with a client, with the goal of helping both the consultee and the client in some specified way. Consultation has become an increasingly powerful force with school counselors spending at least 12% of their time performing consultation. In the consultation role, the guidance counselor provides requested information, provides requested training, provides solutions to a given problem, conducts a diagnosis of a problem, provides recommendations about actions to take, builds consensus among selected members of an organization, and/or improves the effectiveness of individuals in their work. (Dougherty, 1995, p. 3)

- **RESEARCH, EVALUATION, AND ACCOUNTABILITY**

Research is the process of securing data to evaluate the effectiveness of delivery of services in relation to the stated function and objectives. Accountability establishes a basis for relevance, effectiveness, and efficiency of the program and services.

The school guidance counselor must participate in long-range student planning and assume responsibility for periodic review and revision of such plans. Each activity should have a follow-up component enabling the guidance counselor to assess the effectiveness and appropriateness of the program. Evaluation should be both formative and summative.

- **PROFESSIONAL DEVELOPMENT**

The school guidance counselor is expected and required to maintain professional competency by attending and participating in workshops which new ideas, concepts, and material are disseminated and reviewed. Counselors need this renewal activity. Membership and active participation in professional organizations afford the counselor opportunity to gain new knowledge and skill and to develop a professional networking system.

A Developmental Approach

A developmental guidance program is designed to help students cope with normal developmental tasks that characterize each developmental stage. The school guidance program is based in human development (stage) theories in such domains as cognitive

development (Jean Piaget), psycho-social development (Erik Erikson), moral development (Lawrence Kohlberg and Carol Gilligan), and developmental tasks (Robert Havighurst). Guidance counselors need to be well-grounded in these theoretical frameworks when developing various guidance activities for students at different grade-levels.

School guidance and counseling programs must be structured to anticipate and nurture the developmental personal/social, career, and educational needs of students. The emphasis in developmental guidance programs shifts from working with individuals to working with all students, from remediation to prevention and from unplanned/unstructured to systematic and accountable.

Myrick (1987), in *Developmental Guidance and Counseling: A Practical Approach*, states:

There is an organized curriculum within the developmental approach to guidance. Based upon developmental stages, tasks, skills, and learning conditions, the guidance curriculum is a planned effort to provide each student with a set of skills and experiences that helps enhance all learning. Such an approach embraces all the goals of education. (p. 40)

He lists eight goals which characterize almost all developmental guidance and counseling programs.

- Goal 1: Understanding the School Environment
- Goal 2: Understanding Self and Others
- Goal 3: Understanding Attitudes and Behavior
- Goal 4: Decision-Making and Problem-Solving
- Goal 5: Interpersonal and Communication Skills
- Goal 6: School Success Skills
- Goal 7: Career Awareness and Educational Planning
- Goal 8: Community Pride and Involvement

Each goal is further delineated by a set of general objectives for each grade-level, K-12.

Further, Myrick (1987) lists seven principals of the developmental guidance program, which stipulate that developmental guidance

- is for all students,
- has an organized and planned curriculum,
- is sequential and flexible,
- is an integrated part of the total educational process,
- involves all school personnel,
- helps students learn more effectively and efficiently, and
- includes counselors who provide specialized counseling services and interventions.

School guidance programs center on programs and services which are collaborative, comprehensive, and developmental. Counselors need to be actively engaged in all three components. They need to collaborate with parents and teachers through skill-building workshops that will give parents and teachers the necessary knowledge so that they can understand the psycho-social issues students face and acquire the skills to assist students in making appropriate decisions. The guidance program should address the needs -- educational, career planning, and psycho-social -- of all students. School counselors should develop guidance activities which provide for individual counseling, small group work, and skill-building workshops for students.

Ballast and Shoemaker (1980) emphasize the importance of a written program, which includes:

- Statement of purpose.
- Description of each guidance program, activity, and service.
- Expected student outcomes of each program and service.
- Counselor activities to achieve each student outcome.
- Calendar and timetable for delivery of each activity and service.
- Evaluation strategies to measure effectiveness of each activity and service.

A Proactive Approach

The term "proactive" guidance and counseling implies an emphasis on the importance of anticipating -- with a degree of certainty based on knowledge of the developmental stages of students -- events in the lives of students and providing them, up front, with the skills to deal with them.

Keys and Bemak (1997) state that

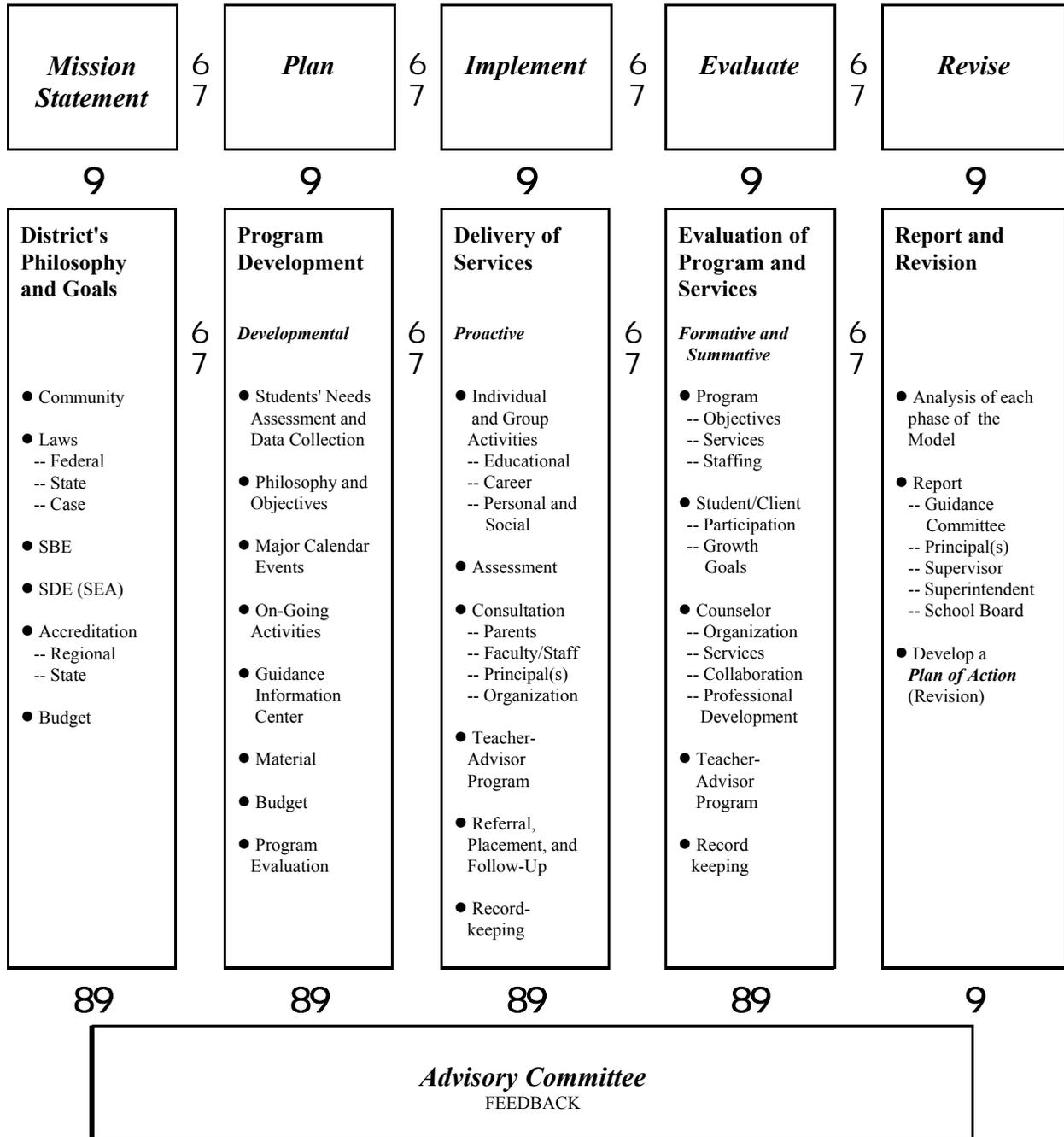
successful prevention efforts need to be comprehensive, multifaceted, and integrated. Comprehensive programs recognize the interconnection between the needs of children and families, and provide services and support for a full range of developmental needs, including physical, emotional, social, academic, and moral. Program continuity exists across age levels and includes different levels of service intensity based on need.

Multifaceted programs are multilevel, multicomponent, and multicontextual. Multilevel programs encompass interventions at the individual, family, community, and societal levels.

. . .

Multicomponent programs develop more than one type of skill or address more than one problem behavior. . . . Multicontextual programs address the key features of the contexts within which the individual is embedded, and thus include strategies that involve families, peers, the world of work, and school. (p. 257)

Figure 1 -- Model for a Comprehensive School Guidance Program



Program Development and Implementation

Figure 1 -- ***Model for a Comprehensive School Guidance Program*** -- depicts the interrelatedness in program development and implementation as a five-step process:

- Developing a Mission Statement -- Philosophy, Goals, and Objectives
- Planning the Program and Services
- Implementing the Program and Services
- Evaluating the Program and Services
- Revising the Program and Services.

The school guidance program should be in printed form and communicated to students, parents, faculty and staff, and administrators. A written program assists in helping others understand what counselors do and why they do what they do. Additionally, a written program is invaluable for guidance counselors in managing their time and meeting their responsibilities.

The mission of an effective school guidance program is based on analyses of data gathered from needs assessments -- students, faculty, and parents -- and input from a guidance advisory committee. Ultimately, the guidance program should be balanced in providing services to students with personal-social, career, and educational needs. For each service area, the goals of self-understanding, decision-making, interpersonal relations, and educational and vocational development should be represented. Additionally, the guidance counselor should have the freedom to respond to needs as they arise and take the initiative in addressing the developmental needs of all students.

Hitchner (1987) emphasizes the need for the school guidance counselor to determine the time restraints imposed by the school calendar and design the most economic delivery system for programs and services. Based on regional accreditation standards that the counselor-student ratio is "1:500 or major fraction thereof," it is feasible that a counselor could have an assignment of 750 students! Hitchner gives the following example of computing the time a counselor had per student, using a 1:600 ratio.

Figure 2 -- Time for Delivery of Services

$$\begin{array}{rcl}
 180 & = & \text{days in school year} \\
 \times \frac{7}{1,260} & = & \text{hours per day available for guidance services} \\
 = & = & \text{total hours per year for guidance services}
 \end{array}$$

Counselor-Student Ratio: 1:600

$$\begin{array}{r}
 600 \) \quad \frac{2.10}{1,260} \\
 \hline
 \end{array}
 = \text{hours per student per year}$$

The example Hitchner uses does not account for time the guidance counselor does not have access to the student, e.g., "exam week"; conferences with teachers, parents, administrators; assembly programs and pep rallies; state testing program; meetings with college and military representatives and vendors; professional meetings; writing letters of recommendation; etc. He states that the guidance counselor "will have much less than two hours of contact time each year for each student" (p. 36).

Myrick (1989) recommends that the guidance counselor employ the "law of parsimony" in meeting the demands within a limited time frame: target students through large-group work. He states that "the progression of working with students from large to small groups, to individual counseling, and to referral enables counselors to be more systematic in their interventions and to give more focused energy to students. It is not practical to meet with all students for individual counseling" (p. 17).

Myrick goes further to say that teachers should be trained to present classroom guidance activities on such topics as "communication skills, problem solving, substance abuse, conflict resolution, peer pressure, and goal setting" (p.15). He states that the guidance counselor should not feel totally responsible for classroom guidance activities.

Fleming (1999), in addressing the role of classroom teachers providing group counseling, states that

Teachers, who are to be commended for the excellent work they do under very stressful and often unrewarding conditions, have their own issues that limit their counseling potential. First, they are stretched beyond what could be reasonably expected of them in terms of time and energy. Second, teachers, although well-versed in curriculum, group dynamics, and developmental theory, are not trained in the area of mental wellness. Teacher training does not include any sort of counselor education component. . . .

Henderson and LaForge (1989) state that "because teachers are not trained to work with the affective domain of learning, professional assistance is needed" (p. 348) They emphasize the importance of delineating the difference between small-group guidance sessions and other academic classes, and training of teacher-advisors. Five goals for the in-service training include

1. A discussion of the unique characteristics of small-group guidance.
2. Actual participation in a small-group setting.
3. Practice in such communication skills as reflecting feelings, clarifying, universalizing, linking, summarizing, focusing, giving information, and blocking.
4. Practice in selecting appropriate exercises that encourage verbal interaction.
5. Discussion of the parameters for selecting topics appropriate for small-group guidance sessions.

A teacher-advisor program is only as effective as the guidance counselor(s) who develop, coordinate, and implement it.

Calendar of Major Events

A calendar of major activities is to a guidance counselor what the curriculum guide is to the classroom teacher. Ballast and Shoemaker (1978) define the calendar as a chronological listing of on-going activities, programs, and services which occur throughout the school year and monthly and weekly activities initiated by the guidance counselor. The use of a guidance calendar helps to space activities, thus avoiding an overload of responsibilities during certain times of the school year. They state that the calendar "insures that particular needs of students are attended to at the time of the year when the need is most compelling" (p. 4). Figure 3 depicts an example of on-going and monthly activities.

Figure 3 -- On-Going and Specific (Monthly) Activities

On-Going (Year) Activities

1. Provide individual counseling.
2. Organize and conduct group guidance activities
3. Register/Schedule new students.
4. Follow-up interview with new students (within two weeks).
5. Conduct exit conference with withdrawing students.
6. Participate in consultation activities:
 - Parent-Teacher Conference.
 - Teachers with students who have special needs.
 - Staff/Faculty meetings.
 - Employment/military/college representatives and recruiters.
 - Teacher-Advisor Program.
 - Administrators.
 - Agency and community organizations.
 - Special Education LSC.
7. Update students' cumulative record system.
8. Attend professional development activities.
9. Complete the Guidance Objectives Evaluation Report.

Specific Monthly Activities

Month of November

1. Schedule individual guidance sessions with 11th grade students, including the following topics:
 - Establish rapport.
 - Review and verify information on the school record and guidance folder, e.g., course work, credit, grades; 4-Year Plan of Study; activities; etc.
 - Verify current schedule.
 - Discuss post-high school plans.
 - Provide opportunity to express goals, aspirations, personal concerns, etc.
2. Conduct group guidance activity
 - 9th Grade: "Dropping Out: A Road to Nowhere."
 - 12th Grade: "Paperwork Required for College -- Admission and Financial Aid."
3. Attend the annual conference of the Mississippi Counseling Association (MCA).
4. Work on scholarships and letters of recommendation for seniors.
5. Arrange conference with students receiving two or more failing grades for the first nine-weeks grading period.

Since each activity cited in Figure 3 can demand an inordinate amount time, it is imperative that the guidance counselor maintain a balanced program. All of the services provided by the guidance counselor should be directly related to guidance, making a distinction between administrative, curricular, and guidance and counseling functions.

Gysbers and Henderson (1994) state that since things never go exactly as planned, "the calendar should be restudied, adjusted, and filled out as needed regularly during the school year. 'Regularly' might mean monthly, quarterly, or at the beginning of each grading period -- whichever best fits (the) situation" (p. 273).

Schedule of Appointments/Activities

The guidance counselor needs to develop the monthly calendar of events even further by maintaining a weekly schedule of appointments that details major activities for the week and each day, leaving sufficient time to respond to unexpected demands on time and expertise. Working collaboratively with classroom teachers, the counselor can use the schedule of appointments to provide for individual counseling sessions, small group work with a targeted group of students, classroom guidance activities, and consultation services, e.g., serving on a special education review team, working with teacher advisors in the tech-prep initiative, planning the state-mandated testing program, etc. Staffing and other regular or major activities can be noted on the schedule.

(Figure 4 -- *Schedule of Appointments and Activities* -- provides an example of a daily/weekly schedule. For purposes of this publication, the example is abbreviated in that neither the full week nor time intervals are depicted. In reality, the schedule would be presented in 'landscape' format so that a full week of activities/events could be projected and the guidance counselor's utilization of time realized.)

Figure 4 -- Schedule of Appointments and Activities

		Date/Day		Date/Day		Date/Day	
		MONDAY		TUESDAY		WEDNESDAY	
Period	Time	HR	Name	HR	Name	HR	Name
1	8:00						
	8:15						
	8:30						
	8:45						
2	9:00						
	9:15						
	9:30						
	9:45						
3	10:00						
	10:15						
	10:30						
	10:45						
• • • • • • • • • •							
6	2:00						
	2:15						
	2:30						
	2:45						
7	3:00						
	3:15						
	3:30						
	3:45						

When designing the layout for a Schedule of Appointments/Activities, the counselor can adapt it to fit any type of scheduling: regular six or seven period day, A-B or 4X4 format. The two most important reasons for such a weekly schedule are to (a) enable the guidance

counselor to efficiently plan activities and services and (b) serve as one component for program accountability.

Time Analysis Study

If time is a limited commodity, it is imperative that the school guidance counselor document the exact time spent in various activities. Wilkinson (1988) asks the following questions?

1. What were the specific activities I spent time doing?
2. What percentages of time were devoted to direct and indirect services to students?
3. Could the effectiveness of my time be improved using the information I gained? (p. 370)

Wilkinson developed a *Counselor's Log* on which she itemized her guidance and counseling activities throughout the school year. She says to succeed in compiling data that would be helpful in analyzing the program, it was necessary to "(a) select appropriate log materials, (b) determine how to categorize the data from the log, and (c) devise a method for summarizing the data" (p. 371).

Wilkinson identifies areas such as personal contact, telephone contact, classroom guidance, staff meetings, special education, testing, planning and coordinating, professional meetings, records management, clerical tasks, and other duties. Further, she identifies the type of service, including academic progress, planning and course selection; post-secondary planning, educational or career planning; personal problems; test review, interpretation, placement; and other (school policies and regulations, cumulative records, classroom management, attendance, tutoring, transfers, etc. An analysis of her year-long study reveals that 44.9% of her time was spent in counseling and consultation; 28.7% with indirect services (classroom guidance, planning and evaluating, staff meetings, special education, testing), and 26.4% with other activities (professional meetings, record management, clerical tasks.) The log she developed is presented in Figure 5.

Figure 5 -- Wilkinson's Counselor Log

Information Sheet for Log Data (Week of _____)

Category of Counselor Activity	Type					Time (minutes)	Task or Responsibility
	A	B	C	D	E		
Personal Contacts							
• Student							
• Parent							
• Faculty/Staff							
• Other							
Telephone Contacts							
• Student							
• Parent							
• Faculty/Staff							
• Other							
Other Responsibilities							
• Classroom guidance							
• Staff meetings							
• Special education							
• Testing							
• Planning and evaluation							
• Coordination							
• Professional meetings							
• Records management							
• Clerical tasks							
• Other							

A = academic progress, planning, course selection; B = post-secondary planning, educational or career planning; C = personal problems; D = test review, interpretation, placement; E = other (school policies and regulations, cumulative records, classroom management, attendance, tutoring, transfers, etc.)

Little (1978) was interested in collecting similar data to evaluate the effectiveness of a guidance program and to substantiate the need for additional staff members. He developed a Daily Counseling Log and Time Utilization Chart. Additionally, he wanted to determine the effectiveness of the program as measured by self-referral and referral by others (parents, teachers, teachers).

Figure 6 -- Daily Counseling Log and Time Utilization Chart

	Type of Referral ^o 7 Nature of Interview	Walk-In	Counselor Initiated	Teacher Referred	Principal Referred	Parent Request	Other	Total
	Group Work							
	Encompassing Counseling ¹							
A C A D E M I C	Initial Interview							
	Pre-Registration/Orientation							
	4-Year Plan of Study							
	Cumulative Record							
	Academic Progress							
	College/Financial Aid							
	Test Interpretation							
	Other							
	TOTAL CONTACTS							
	C A R E R S	Occupational Information						
Word-Study								
Job Referral								
Other								
TOTAL CONTACTS								
P E R S O N A L	Peer Relationships							
	Student-Teacher							
	Family Relationships							
	Health Concerns/Safety							
	Other							
	TOTAL CONTACTS							
GRAND TOTAL CONTACTS								

¹ Includes any combination of academic, career, and personal-social guidance and counseling activity.

The second part of the data collection instrument identified the amount of time spent on guidance and counseling activities directly targeted to students and other activities which were guidance related. Figure 7 shows an analysis of the data.

Figure 7 -- Major Tasks and Time Allotted for Each

Task	Percentage	Days
Guidance Administration	8.3	15
Clerical		
Reports		
Setting up Program		
Evaluation		
Guidance and Counseling	64.0	115
Academic		
Career		
Personal-Social		
Group Work	8.3	15
Consultation	6.7	12
Departmental		
Administrators		
Parents		
Professional		
Telephone	1.6	3
Testing (Group)	5.6	10
Testing (Individual)	4.4	8
Miscellaneous	1.1	2
TOTAL	100.0	180

However loosely they keep them, school guidance counselors maintain logs. These logs are essential in the evaluation of the various functions and services. The evaluation should be both formative (on-going) and summative. Wilkinson (1988) states that "documented data can substantiate counselor recommendations for more appropriate uses of their time" (p. 376). Not only should the counselor evaluate the program in terms of the number of clients -- students, parents, faculty and staff -- served and the amount of time spent on each program or service, but, also, in terms of the quality of the services in meeting the needs of the clients.



At this point, workshop participants will be assigned to groups in which they will be involved in a "hands-on" approach to assessing their guidance program and in developing a more proactive guidance program.

Notes



Activity 1 -- What Keeps You From Doing Your Job?

Directions: Working independently, list activities/assignments which you routinely do that are guidance and counseling related and those which are non-guidance related.

Guidance Related Activities	Non-Guidance Related Activities
-----------------------------	---------------------------------

Gallery Walk Notes

Make notes from the GALLERY WALK which you might want to use when you develop or revise your guidance program. The information gained from this activity can be useful when you discuss with your principal and guidance advisory committee the specific services that constitute a school guidance program.

Guidance Related Activities	Non-Guidance Related Activities
-----------------------------	---------------------------------

Activity 2 -- Organizing for Effectiveness
Planning Your Program and Services for the Year

Directions: Use your school district's calendar to identify key dates which have been scheduled that would limit or prevent you from providing guidance services.

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	August 1999			

Monthly Activities:

S	M	T	W	T	F	S
September 1999			1	2	3	4
5	6 Labor Day	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

S	M	T	W	T	F	S
October 1999					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	November 1999			

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

S	M	T	W	T	F	S
December 1999			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

S	M	T	W	T	F	S
January 2000						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	February 2000			

S	M	T	W	T	F	S
March 2000			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

S	M	T	W	T	F	S
April 2000						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	32	May 2000		

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Monthly Activities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

S	M	T	W	T	F	S
June 2000				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

COMPUTING AMOUNT OF TIME AVAILABLE FOR EACH STUDENT

180 = Number of Student Days.

- _____ = Days not available for guidance counselor to have planned activities for students (staff development, 6-/9-weeks tests, etc.).

= _____ = Number of days guidance counselor is available to see students.

X 7 = Hours per day guidance counselor available at seven (7) hours per day.

= _____ = Total number of hours available for all students during the school year.

_____ = Number of hours available per student
 _____)
 Number of Students = Number of hours available for all students

What is your priority: _____

Activity 3 -- Information Fare: How Full is Your Plate?

Based on the two previous activities, it is apparent that a school guidance counselor does not have enough time -- during the school day or school year -- to interact effectively with students on a one-on-one basis. While contact with the student individually for guidance and counseling is a major goal of every guidance counselor, it is apparent that a more efficient use of time must be considered.

One option available to the guidance counselor involves group work -- small group sessions and homeroom or classroom activities. Based on data analyzed from the needs survey and guidance committee input, specific activities within the developmental guidance framework can be developed for students at each grade level.

(Refer to pp. 13-14 for the brief reference to Myrick's work on the eight goals which characterize developmental guidance and counseling programs.)

As the firstline contact with students, classroom teachers can provide routine informational guidance services to students. At the secondary level, grades 7-12, teachers who are tech-prep teacher advisors can expand the group activities to include topics such as self-control, self-esteem, anger management, etc. The use of the classroom teacher can be an excellent vehicle in assisting the guidance counselor by conducting group activities. The counselor can develop or secure commercially prepared activities and provide inservice training to teachers. (Refer to p. 19 for Henderson and LaForge's reminder that teachers must be trained in the affective model.)

[The list on the next page of thematic and specific areas for group guidance and counseling activities serves as a beginning point in developing and/or securing topics and activities.]

Figure 8**Thematic and Specific Areas for Group Guidance Activities**

- 1.0 Establishing Good Relationships
 - 1.1 Anger Management
 - 1.2 Assertion Skills (e.g., "What about bullying?")
 - 1.3 Communicating with Others
 - 1.4 Conflict Resolution
 - 1.5 Tolerance
 - 2.0 Dealing with Difficulty
 - 2.1 Feelings (e.g., Anger, Depression, Fear, Loneliness, Sadness, Shame)
 - 2.2 Grief and Loss (e.g., Death, Separation, Suicide)
 - 2.3 Stress Management
 - 2.4 Transitions and Relationships
 - 3.0 Personal Assessment and Awareness
 - 3.1 Assessing Friendships
 - 3.2 Rational Thinking
 - 3.3 Responsible Behavior
 - 3.4 Self-Esteem
 - 3.5 Values and Respect
 - 4.0 Decision-Making and Problem Solving
 - 4.1 Distinguishing between "Wants" and "Needs"
 - 4.2 Goal Setting
 - 4.3 Peer Pressure
 - 5.0 Responsibility
 - 5.1 Academic Survival
 - 5.2 Accepting Responsibility
 - 5.3 Organizational Skills
 - 5.4 Time Management
-

**Activity 3A --These are the Group Activities I'm Going to Use
(Developmental Guidance Program)**

Directions: Review commercially prepared group guidance/counseling activities and select topics which are developmentally appropriate to the students in your job assignment as a school guidance counselor. List activities by title and reference source.

Grade- Level	Category [Refer to list on p. 38]	Information on the Activity (Title, Author, Publication, Publisher, Address, ISBN, Cost)
-----------------	--------------------------------------	---

1999 Summer Counseling Institute

Grade-Level	Category [Refer to list on p. 38]	Information on the Activity (Title, Author, Publication, Publisher, Address, ISBN, Cost)
-------------	--------------------------------------	---

Activity 3B -- What Would You Do?

Directions: The workshop facilitator will give you a specific scenario. Working in small groups, indicate what your role as a school guidance counselor would be in responding to a scenario depicting a hypothetical situation either in a preventive or intervention mode. Develop a skit and role play or describe what actions you would take when placed in a similar situation.

Activity 3-B -- What Would You Do? (continued)

Activity 4 -- Telling Others Where to Go (and What to Do)

Directions: Read the following journal article and develop the outline for an inservice training workshop you would present to teachers and staff on what to do if there were a death (suicide, accidental, anticipated or violent act) of a student or faculty/staff member.

Activity 4 -- Telling Others Where to Go (continued)

Suicide postvention: a new disaster plan -- what a school should do when faced with a suicide

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How many schools have suffered from fire? And yet, plans for fire drills are known and practiced by almost every school in the United States. Compare this with the number of schools that have plans in effect for coping with student suicide, and the results are striking. Suicide is the second leading cause of death today in the adolescent population, second only to accidents, and still few suicide plans for coping with the event of suicide are in effect in schools across the United States. Gone are the days of the single procedure; now, depending on what part of the country you live in, drills and written procedures exist for fires, tornadoes, earthquakes, and floods. These disasters may be one-in-a-lifetime situations, or disasters that may never occur -- and yet procedures must be established so all concerned will know what to do in the event that one of these disasters does indeed occur. Preventive planning can save time and lives and alleviate much confusion.

Another type of disaster that can occur in today's school systems is that of suicide. Are you a new school counselor anxiously awaiting your first crisis case? Are you a veteran counselor still leery of dealing with suicidal clients? Are you aware that the adolescent suicide rate in the United States has more than doubled in the past decade and is still rising (Langone, 1981; Lee, 1978; McBrien, 1983; Morgan, 1981; Motto, 1978; Ray & Johnson, 1983)? The statistics become even more alarming when we realize that many of the suicides are never recorded as suicides but are listed as accidents. With these thoughts in mind, it is probable that every counselor will at some time in his or her career come into contact with a client who will talk about, attempt, or commit suicide.

What can a counselor do to be prepared for this most difficult task of dealing with the suicidal client? Many workshops, articles, and conferences are available for counselors to upgrade their skills and improve their knowledge on the topics of dealing with the warning signs of and counseling strategies for the troubled or suicidal adolescent (Wellman, 1984). This article goes one step beyond the prevention and intervention vein of working with suicidal youth and presents a plan of action that could be taken when all other measures fail and counselors are faced with the actual crisis of a suicide. Postvention strategies need to be developed, distributed, and understood by all school personnel to provide an effective means of working with a death by suicide and its aftermath.

Just as schools have procedures for fire drills, tornadoes, and bomb threats, so should a procedure for a suicide be developed and readily available in the case of this type of disaster. All of the disasters mentioned affect the lives of the entire school population, with every minute important in helping to save a life. A planned procedure for dealing with a suicide can help save lives and improve the emotional environment of the school if carried out in an orderly manner. Confusion due to an absence of formal procedures can delay important postvention activities.

The counselor can be instrumental in developing the postvention plan. Each counselor knows his or her own school system, the community resources that are available, and other mental health workers who could be of vital importance.

Recognizing that each school and community is unique and possesses its own special resources, it is hoped that the following suggestions will be used as guidelines for each system to develop a plan that will be most appropriate for each school.

1. TEAM DEVELOPMENT

It is important to develop a "team" that will be able to handle this emotional crisis (Barrett, 1985; Capuzzi, 1986; Dayton City Public Schools, 1990; Hempfield High School, 1989; Pocono Mountain Board of School Directors, 1988). The team concept is used today in drug counseling and other specialized counseling areas in which experts are needed to aid counselors in efficiently handling large numbers of students. I suggest that teachers be asked to volunteer to serve on a special suicide task force and that these teachers be given special inservice training by counselors or area resource specialists on dealing with suicide and its aftermath. The team would be composed of counselors, area resource person, volunteer teachers with special training, school psychologists, and other personnel designated in advance by the postvention plan (Butler & Statz, 1986; Fuimura, Weis, & Cochran, 1985; Hart & Keidel, 1979; Konet, 1986; Quakertown Community School District, 1984; Wall & Viers, 1985).

2. INSERVICE PROGRAMS

School counselors, area resource persons, or other team members should present inservice workshops to the entire school staff in order that all teachers feel comfortable with discussing the issue of suicide with the students. Special workshops for small groups of students and all support staff, inclusive of bus drivers, janitors, and cafeteria workers, should also be planned to discuss the topic of suicide. Its causes, warning signs, and sources of help, in an attempt to prevent student suicide. It is also important to let the student population know that the staff is willing to discuss these sensitive issues when necessary.

3. FACULTY CONTACT

The day a suicide occurs (usually after school hours or on weekends), the principal should initiate a chain phone call to inform all faculty members of the tragedy and to schedule an early morning [faculty and staff] meeting for the following day. The phone call and morning meeting reduce the risk of faculty arriving at school uninformed. The purpose of the meeting is threefold: (a) to be sure faculty members are informed of the incident, (b) to ensure that faculty members know the facts surrounding the incident so they can dispel rumors and horror stories that may crop up during the day, and (c) to announce the special schedule and events of the day (Barrett, 1985; Hempfield High School, 1989; Shipman, 1987). Team members and planned resource persons should also be contacted so they can plan to assist at the school the following day. Substitutes also need to be scheduled for team members who will be out of their classrooms during the crisis phase of the school day. An end-of-the-day meeting should be held to evaluate and discuss the day's procedures as well as further concerns for the days to come. Mental health personnel should be available during this meeting for those teachers who need to work through their grief and loss due to the suicide.

4. CRISIS CENTERS

Special centers, staffed by counselors, school psychologists, area mental health workers, and specially trained team members, should be setup throughout the school (Barrett, 1985; Shipman, 1987; Souderton Area School District, 1986). The centers should be easily accessible and private for those students who might need special counseling throughout the day and for several days after the suicide. Team members can also be placed in certain classrooms to help teachers who feel uncomfortable with the early morning activities.

5. INDIVIDUAL CLASSROOM PROCEDURES

Faculty members should have a checklist of activities for the first class session of the day, similar to checklists used to describe the opening and closing procedures of school.

Each teacher should announce the death of the student and the known facts of the death to his or her first class of the day. Time should be allowed for grief reactions in the classrooms and discussions if necessary, but the teacher should then return to the regular education schedule as soon as possible. Students should be allowed to express their grief and discuss openly their feelings, fears, and concerns that surround the event. Teachers must know the location of special crisis centers to which they can send extremely upset students throughout the day for special counseling or help in dealing with this tragedy. Students should be made aware of the special counseling locations set up for the day and allowed to use the counseling services as needed. Funeral arrangements should be explained, and students should be informed that they will be allowed to attend the funeral if they have a note from the home.

Teachers should keep their eyes and ears open for those students who may react in an extremely upset manner. Students who appear extremely upset should be escorted to the counseling center, and the counselors should be notified so parents can be contacted. Some students may become so upset that they need to be sent home to spend time with family members. It is important for faculty members to be sensitive to the feeling of each student during this time because it is impossible to judge which students might have the strongest reactions. Teachers should try to return to the regular classroom agenda as soon as possible while allowing individual students the grief time that is necessary. It is very important to deal with the suicide in a gentle manner, but it is also important not to glamorize or turn the student who took his or her life into a hero.

6. DAYS FOLLOWING SUICIDE

Teachers should remain on the lookout for students who might show signs of depression related to the recent suicide. These students should be referred for counseling, and the parents should be contacted and invited to a special meeting to help them understand and help their child cope with his or her feelings. Warning signs that could suggest further difficulty for their child might be discussed, as well as sources of help.

7. HOME VISITATION

The principal, counselor, or favorite teacher should make a home visit to the family of the deceased within 24 hours of the death. This visit is not only for the expression of sympathy but also to explain the school's procedure in dealing with the death, to seek advice in what the family expects from the school, and to discuss possible plans for a memorial service or special event to be held in memory of the deceased. A second visit should occur, within an appropriate time frame, to return personal locker items and to lend support to the survivors. This second visit is handled best by a teacher who was close to the student or by the guidance counselor.

8. SPECIAL EVENTS OR MEMORIAL SERVICES

These items can be planned by the school or planned by the school or planned in response to the request of a parent. The events or services should be in memory of the loss of the student, but a point should be made that there are much better solutions to problems than suicide and that there are people to help when problems seem insurmountable. Planned events or services help students draw closure to the death and tragedy that has occurred and help them to begin to go on with their work and lives. Some sources would argue this step and would consider a memorial service a glorification of suicide (Garfinkel, Crosby, Herbert, Matus, Pfeifer, & Sheras, 1988). I believe a memorial service or special event helps with closure and promotes healthy feelings with friends, families, and significant others in the life of the deceased child.

9. MEDIA COVERAGE

It is extremely important to have honest, accurate coverage of the incident reported to the media. One school official should be responsible for all media coverage. This coverage should be checked and cleared with the family to avoid any problems in the community. The student's school activities should be reported, but the student should not be made into a hero or outstanding individual if this was not the case. The school's sympathy should be reported, but the idea should also be conveyed that a life was cut short that could have been saved if the individual had reached out for help.

10. LENGTH OF TIME FOR CONCERN

It is necessary for teachers and counselors to be alert for months after a suicide. Some students will deal with the loss and grief immediately, while others will let it fester and grow within themselves for months. The aftermath of suicide will often continue for up to 2 years. It is important that "high-risk" students be carefully monitored for at least 6 months, with less intense, but continual, concern for 1 to 2 years thereafter.

Suicide is on the rise, and it is unfortunate that school systems need to plan in advance for this type of disaster, but they must! Postvention taken seriously can aid the students, staff, administration, and community in dealing with such a tragedy. Suicide postvention, when carefully dealt with and openly planned for, can help to prevent further tragedies in the aftermath of suicide.

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Notes



Activity 5 -- Where Do I Go From Here? Implementing the Plan

Directions: Begin developing your Plan of Action by listing steps you plan to take and projecting a timeline for implementation. (Note: at this point you will be formulating a broad outline of the strategies you plan to take when you leave this workshop.)

Time-Line (Month or Length of Time)	Steps to Revise/Initiate Guidance Program
--	---

Activity 5 -- Where Do I Go From Here? (continued)

Time-Line (Month or Length of Time)	Steps to Revise/Initiate Guidance Program
--	---

Section 2

To Tell or Not to Tell: Legal and Ethical Issues on Confidentiality

Definition of Terms

Three important concepts -- ethical and legal -- the counselor needs to have a good working knowledge of are confidentiality, privileged communication, and informed consent.

Confidentiality comes from the root word *confide*, which is defined as "sharing secrets or discussing private affairs." Confidentiality, then, is the ethical responsibility of the school guidance counselor to safeguard from unauthorized disclosure any information given in the counseling process. Confidentiality is an *ethical* concept, whereas *privileged communication* is a *legal* concept, indicating an explicit promise to divulge nothing -- without the client's knowledge and authorization -- that transpired in a private conversation. (There is a limit placed on the concept of confidentiality which will be discussed later.)

Privileged communication is a legal concept that protects the right of clients not to have their confidences revealed publicly in a legal proceeding without their consent. Corey et al. (1988) state that "the privilege belongs to clients and is meant for their protection, not for the protection of the therapist" (p. 177). The privilege exists only for clients of professionals specifically enumerated in law. Corey et al. elaborate on this point by saying

The greatest threat to the integrity of privileged communication comes from the fact that various mental-health professions are excluded from these laws. Many professionals practice counseling and psychotherapy -- psychologists, social workers, psychiatrists, marriage and family therapists, certified clinical mental-health counselors, and pastoral counselors. But the privilege exists only for clients of professionals specifically enumerated in the statutes. (p. 178)

Privileged communication has been extended to clients' relationships with lawyers, medical doctors, and some mental health professionals (psychologists, psychiatrists, social workers), and, in some states, to licensed practicing counselors. In most states, the school guidance counselor's relationship with a client is not protected by privileged communication.

The concept of *informed consent* has both ethical and legal ramifications. Essentially, the concept of informed consent means that the helping professional (i.e., school guidance counselor) explains the counseling relationship so that the client understands the process, expectations, and limitations. Section A.3.a of the ACA Code of Ethics states that

When counseling is initiated, and throughout the counseling process as necessary, counselors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other pertinent information. Counselors take steps to ensure that clients understand the implications of diagnosis, the intended use of tests and reports, fees, and billing arrangements. Clients have the right to expect confidentiality and to be provided with an explanation of its limitations, including supervision and/or treatment team professionals; to obtain clear information about their case records; to participate in the ongoing counseling plans; and to refuse any recommended services and be advised of the consequences of such refusal.

Section B.3 of the Code states

When [a school guidance counselor is] counseling clients who are minors or individuals who are unable to give voluntary, informed consent, parents or guardians may be included in the counseling process as appropriate. Counselors act in the best interest of clients and take measures to safeguard confidentiality.

In performing their professional duties, school guidance counselors must not put themselves in jeopardy for either civil or criminal liability. They cannot afford to be "legally ignorant."

It is important to consider privileged communication in context. The person's right to privacy must be balanced with society's need for information. There are certain circumstances under which information must be provided by the school guidance counselor. (See Figure 9 for a list of circumstances.)

Figure 9 -- Exceptions to Ethical Principle of Confidentiality

- Client is a danger to self or others. Protection of the person or a third party takes precedence and includes the duty to warn.
- Client requests the release of information.
- Client is below the legal age (usually 18 years of age) and parents or guardians have the legal right to communication between the minor and counselor.
- Court orders release of information.
- Intra-agency or institutional sharing of information is part of the treatment process. (Client must be aware that this is being done.)
- Child abuse is suspected. All states legally require the reporting of suspected abuse.
- Counselor is receiving clinical supervision. (Client must be informed.)
- Clerical assistants process information. (Client must be informed.)
- Legal and clinical consultation are needed. (Client must be informed.)
- A third party is present during consultation.

Source: G. L. Arthur, Jr., and C. D. Swanson, "Confidentiality and Privileged Communication" in Theodore P. Remley, Jr. (Ed.), *ACA Legal Series 6*, (1993.) Arlington, VA: American Counseling Association.

More recently, the *Code of Ethics*, published by the American Counseling Association, states that a school guidance "counselor who received information confirming that a client has a disease commonly known to be both communicable and fatal is justified in disclosing information to an identifiable third party" (B.1.d.) The *Code* states that the school guidance

counselor must, at the time counseling is initiated and throughout the counseling process as necessary, inform the client of the limitations of confidentiality. (B.1.g.)

Tarasoff and the Duty to Warn

In 1976, the State Supreme Court of California, in *Tarasoff v. Regents of the University of California*, generated the dual duties to warn and to protect third parties of potentially dangerous client behavior. According to the court ruling

. . . once a therapist does in fact determine, or under applicable professional standards reasonably should have determined, that a patient poses a serious danger of violence to others, he bears a duty to exercise reasonable care to protect the foreseeable victim of that danger.

The court also recognized that the confidential nature of the counseling relationship is critical to its success and should be preserved. In its ruling, the court states that it realizes

the open and confidential character of psychotherapeutic dialogue encourages patients to express threats of violence, few of which are ever executed. Certainly a therapist should not be encouraged routinely to reveal such threats; such disclosures could seriously disrupt the patient's relationship with his therapist and with the persons threatened. To the contrary, the therapist's obligations to his patient require that he not disclose a confidence unless such disclosure is necessary to avert danger to others, and even then that he do so discreetly, and in a fashion that would preserve the privacy of this patient to the fullest extent compatible with the prevention of the threatened danger.

Although the original *Tarasoff* case involved a psychologist, Isaacs (1977) states that "the common term 'therapist' has often been presumed to apply to all mental health practitioners and may include school counselors since work sites are usually not designated in case decisions" (p. 327).

Subsequently, in the twenty-five years since Tarasoff, courts in most states have heard cases based on the failure to warn or the failure to protect that give conflicting rulings. Isaacs (1977) states that "the expansion of *Tarasoff* has been counterbalanced by decisions that limit its scope, particularly based on [the principle of] *foreseeability* [ability to predict or foresee] of harm (p.330). . . . Courts have alternated between limiting and expanding Tarasoff's application. As a result, counselors are often uncertain about the parameters of their legal duty to protect" (p. 331).

The school guidance counselor position with regard to confidentiality and informed consent is complicated further by the legal concept of *competency and capacity*; i.e., does the student have the maturity, as Isaacs says, "to participate fully in informed consent or to understand the implications of confidentiality" (p. 332)? And secondly, the question of "who owns a child's confidential information (parent or child)" must be answered (p. 332). Isaacs summarizes by stating that "if children are not accorded confidentiality or competence, then such distinctions for purpose of breaching confidentiality may be a moot point. Therefore, school counselors cannot consistently apply legal principles of confidentiality or use professional judgment of seriousness of threats or danger with their young clients when the ownership of confidentiality is in question" (p. 333).

Stadler (1990) states that school guidance "counselors must be prepared for situations in which confidentiality must be overridden" (Herlihy and Golden, p. 109). She goes further to say

we have seen that situations arise in which the duty of confidentiality ethically may be superseded by a more stringent duty. In those cases, such as suspected child abuse, the burden of proof is on the counselor to show that a stronger duty is being fulfilled. This responsibility means that the counselor must adequately justify a decision to override confidentiality.

The school guidance counselor must base the decision to reveal information obtained in a counseling session on the premise of potential harm to the client or a third party, not to avoid the possibility of litigation. Making an exception to the concept of confidentiality is easier to articulate than it is to implement.

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Internet Connections

List of web sites which can prove to be a source of invaluable information.

American Academy of Pediatrics	http://www.aap.org
American Association of Suicidology	http://www.suicidology.org
American Counseling Association	http://www.counseling.org
American Psychological Association	http://www.apa.org
American School Counselor Association	http://www.schoolcounselor.org
Attorney General's Office	http://www.ago.state.ms.us
Behavior On-Line	http://www.behavior.net/
Center for Innovation in Education	http://www.center.edu/
Counseling Resources	http://www.csun.edu/~hfedpool/couns.html
Counselor.Net	http://www.plattsburg.edu
Counseling Today	http://www.counseling.org/ctonline
Crime Prevention for Children	http://www.ncpc.org/
Department of Justice	http://www.usdoj.gov/kidspage/
ERIC	http://www.eric.syr.edu
Early Childhood	http://www.earlychildhood.com
Mentanoia Communications	http://www.mentanoia.org
National Association of Mental Health	http://www.nmha.org
National Association of School Psychologists	http://www.naspweb.org
National Association of Social Workers	http://www.naswdc.org
On-Line Psychological Services	http://www.onlinepsych.com/index.html
School Public Relations	http://www.nspra.org
Substance Abuse and Mental Health	http://www.samhsa.gov
Teacher Magazine	http://www.teachermagazine.org
U.S. Office of Education	http://www.ed.gov/offices/OESE/SDFS/
Washington State School Directors' Assn.	http://www.keepschoolssafe.org

Note: This is not an all inclusive listing.

Section 4 -- Appendix

Commercial Resources for Group Guidance/Counseling Activities 64

Internet Informational Articles for Faculty and Family 67

- └ Raising Children to Resist Violence
- └ Disaster: Helping Children Cope -- A Handout for Parents
- └ Death: Dealing with Crisis at School -- Practical Suggestions for Educators

Commercial Resources for Group Guidance/Counseling Activities

Anger Control Training for Children and Teens
by John F. Taylor, Ph.D.
ISBN: 1-884063-65-9
MAR*CO Products, Inc.
1443 Old York Road
Warminster, PA 18974
\$10.95

Building Self-Esteem
by Rose Westmoreland
Frank Schaffer Publications
23740 Hawthorne Boulevard
Torrance, CA 90505
Cat. No. FS-10147

Children and Trauma: The School's Response
VHS Videotape
Clearinghouse for Disaster Mental Health
1-800-789-2647
Free

Children Who Grieve
by Roberta Beckmann
ISBN: 1-55691-050-9
Learning Publications, Inc.
P. O. Box 1338
Holmes Beach, FL 34218-1338
\$22.95 MAR*CO

Conflict Management Training Activities
by Don L. Sorenson, Ph.D.
ISBN: 1-56499-023-0
Educational Media Corporation
P. O. Box 21311
Minneapolis, MN 55421-0311
\$19.95 MAR*CO

Conflict Resolution Skills for Teens
by David Cowan, Susanna Palomares, and
Dianne Schilling
ISBN: 1-56499-023-0
Innerchoice Publishing
P. O. Box 2476
Spring Valley, CA 91979

Counseling Today's Secondary Students
by Kenneth Hitchner and Anne Tiffitt-Hitchner
ISBN: 0-13-446741-8
Prentice-Hall
Career and Personal Development
Englewood Cliffs, NJ 07632

Counselor in the Classroom: Activities for
Elementary Students
by Pat Schwallis-Biddis, David Cowan, and
Dianne Schilling
Innerchoice Publishing
P. O. Box 2476
Spring Valley, CA 91979
(619) 698-2437

Facts to Relax By
by Julie Anne Mackay
Utah Valley Regional Medical Center
Education Department
1034 North 500 West
Provo, Utah 84603

Fast Forward—A Self-Esteem Program
by Mary J. Doody and Janet M. Dick
ISBN: 0-8251-1728-3
J. Weston Walch, Publisher
P. O. Box 658
Portland, ME 04104-0658

Games Children Should Play: Sequential Lessons
for Teaching Communication Skills in Grades
K-6
by Mary K. Cihale and Barbara Jackson Heron
Scott, Foresman, and Company
Goodyear Books Department G4B
1900 East Lake Avenue
Glenview, Illinois 60025

Group Counseling for School Counselors
A Practical Guide
by Greg Brigman and Barbara Earley
ISBN: 0-8251-1785-2
J. Weston Walch, Publisher
P. O. Box 658
Portland, ME 04104-0658

Helping Children Deal with Stress
MAR*CO Products, Inc.
1443 Old York Road
Warminster, PA 18974
\$32.95 Helping Children Series

How to Create Positive Relationships with
Students
by Michelle Karns
ISBN: 0-87822-348-7
National Training Associates

How to Study Better and Faster
Using Your Learning Styles and Strengths
by Aileen M. Carroll
ISBN: 0-8251-2206-6
J. Weston Walch, Publisher
P. O. Box 658
Portland, MN 04104-0658

Hurricane Blues
VHS Videotape
Clearinghouse for Disaster Mental Health
1-800-789-2647
Free

I Need to Get Along with Different Types of
People
by Claudine G. Wirths and Mary B. Kruhm
ISBN: 0-8251-2657-6
J. Weston Walch, Publisher
P. O. Box 658
Portland, ME 04104-0658

I Need to Get Organized!
By Claudine G. Wirths and Mary B. Kruhm
ISBN: 0-8251-2393-3
J. Weston Walch, Publisher
P. O. Box 658
Portland, ME 04104-0658

Imagine U: The Quest for Character
M. B. Swayze Educational Foundation of the
Mississippi Economic Council
P. O. Box 23276
Jackson, MS 39225-3276

Large Group Guidance Activities:
A K-12 Sourcebook
by Joe Wittmer and Diane W. Thompson
ISBN: 0-932796-70-2
Educational Media Corporation
P. O. Box 21311
Minneapolis, MN 55421-0311
\$21.95 MAR*CO

Motivating the Uncooperative Student
by John F. Taylor, Ph.D.
MAR*CO Products, Inc.
1443 York Road
Warminster, PA
\$10.95

Life Skills Activities for Secondary Students with
Special Needs
ISBN: 0-87628-541-8
The Center for Applied Research in Education
West Nyack, NY 10994

Person to Person Developing Interpersonal Skills
by Diane R. Smith
ISBN: 0-8251-2797-5
J. Weston Walch, Publisher
P. O. Box 658
Portland, MN 04104-0658

Positively! Learning to Manage Negative
Emotions
by Robert Kerr
J. Weston Walch, Publisher
P. O. Box 658
Portland, MN 04104-0658

Ready-to-Use Social Skills Lessons and Activities
for Grades 7-12
by Ruth Weltmann Begun
ISBN: 0-87628-866-2
The Center for Applied Research in Education
West Nyack, NY 10994

Ready-to-Use Violence Prevention Skills
Lessons and Activities for Secondary
Students
by Ruth W. Begun and Frank J. Huml
ISBN: 0-878628-917-0
The Society for Prevention of Violence
Cleveland, Ohio
The Center for Applied Research in Education
West Nyack, NY 10994

School Crisis Management: A Hands-On Guide to
Training Crisis Response Teams
by Kendall Johnson, Ph.D.
ISBN: 0-89793-142-4
Hunter House, Inc.
P. O. Box 2914
Alameda, CA 94501-0914
\$19.95

School Crisis Survival Guide
by Suni Petersen and Ron L. Straub
ISBN: 0-87628-806-9
The Center for Applied Research in Education
Business Information and Publishing Division
West Nyack, NY 10995

S*E*A*L*S + PLUS: Self-Esteem and Life Skills
by Kathy L. Korb-Khalsa, Stacey D. Azok, and
Estella A. Leutenberg
ISBN: 0-9622022-3-1
Wellness Reproductions
23945 Mercantile Road
Beachwood, Ohio 44122-5924
\$49.95 MAR*CO

Skills for Living: Group Counseling Activities for
Young Adolescents
by Rosemarie Smead Morganett
ISBN: 0-87822-318-5
Research Press
2612 North Mattis Avenue
Champaign, Illinois 61821
\$25.95 MAR*CO

Standing Tall
VHS Videotape
Centering Corporation
1531 North Saddle Creek Road
Omaha, NE 68104-5064

A Teacher's Guide to the Grieving Student
Code: TOGO
Centering Corporation
1531 North Saddle Creek Road
Omaha, NE 68104-5064
\$4.75

Teaching the Skills of Conflict Resolution
by David Cowan, Susanna Palomares, and
Dianne Schilling
ISBN: 1-56499-088-7
Innerchoice Publishing
P. O. Box 2476
Spring Valley, CA 91979
\$19.95 MAR*CO

The Decision-Making Skillbook (Gr. 6-9)
by Donald Barnes and Kenneth Miller
ISBN: 0-8251-1609-0
J. Weston Walch, Publisher
P. O. Box 658
Portland, MN 04104-0658

Violence Prevention
by Linda Meeks, Philip Heit, and Randy Page
ISBN: 0-9630009-4-2
Editorial, Sales and Customer Service Office
P. O. Box 121
Blacklick, Ohio 43004

When a Friend Dies
by Marilyn E. Gootman, Ed.D.
ISBN: 0-915793-66-0
Free Spirit Publishing, Inc.
400 First Avenue North, Suite 616
Minneapolis, MN 55401
\$7.95 MAR*CO

When Grief Visits School
by John Dudley
ISBN: 0-932796-71-0
Educational Media Corporation
P. O. Box 21311
Minneapolis, MN 55421-0311
\$14.95 MAR*CO

Working with Kids who Hurt
by Kathleen Bishop
MAR*CO Products, Inc.
1443 Old York Road
Warminster, PA 18974
\$9.95

Internet Informational Articles for Faculty and Family

The following list is a sample of articles that you may find on the Internet that may be useful for faculty and family:

“Raising Children to Resist Violence: What You Can Do” – American Psychological Corporation – <http://www.apa.org/pubinfo/apa-aap.html>

“Disaster: Helping Children Cope” by Debby Waddell, Ph.D., and Alex Thomas, Ph.D. – National Mental Health and Education Center of the National Association of School Psychologists – http://www.naspcenter.org/safe_schools/coping.html

“Death: Dealing with Crisis at School: Practical Suggestions for Educators” – National Association of School Psychologists – http://www.nasponline.org/NEAT/neat_poland.html