



Comprehensive, Developmental Guidance & Counseling Program

(Based on the Texas Education Agency's Model for Texas Public Schools)

Program Structure

Program Structure includes four components:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

To fulfill the basic mission of the Mansfield ISD guidance program in our schools, program balance must be established to guide the allocation of resources to each component.

Guidance Curriculum

The purpose of the guidance curriculum component is to help all students develop basic life skills. It is the foundation of a developmental guidance program. In Texas, seven areas have been identified as components of the guidance curriculum:

- Self-confidence Development
- Motivation to Achieve
- Decision-making, Goal-setting, Planning, and Problem-solving Skills
- Interpersonal Effectiveness
- Communication Skills
- Cross-cultural Effectiveness
- Responsible Behavior

They are defined as follows:

Self-confidence Development: This domain helps students have accurate self-concepts, value their uniqueness, and manage their feelings.

Motivation to Achieve: This domain assists students with developing their own academic potential, taking advantage of educational opportunities, identifying career opportunities that will allow them to fulfill their potential, and the development of leadership skills.

Decision –making, Goal-setting, Planning, Problem-solving Skills: This domain involves equipping students with the ability and tools to make decisions, develop a plan of action, set goals, gather information, solve problems, manage change, and manage transition.

Interpersonal Effectiveness: The focus of this domain includes respect for others, relating well with others, effective participation in groups, and the development of healthy friendships.

Communication Skills: This domain involves understanding basic communication skills, expressing themselves, and listening to others.

Cross-cultural Effectiveness: This area is designed to help students appreciate their own culture, respect others as individuals and accept them for their cultural membership, relate effectively with others based on appreciation for differences/similarities, and evaluate how stereotyping affects them and their relationships with others.

Responsible Behavior: This domain is designed to help students behave responsibly, take responsibility for their own behaviors, and be self-disciplined.

Responsive Services

The purpose of the responsive services component is to intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk. Although Mansfield ISD counselors respond to any concerns presented by students, the following topics have been identified as having high priority and/or relevance within the school setting. Topics of priority in Texas include:

- Academic Success
- Adolescent and Child Suicide
- Child Abuse and Neglect
- School Drop-outs
- Severe Stress
- Substance Abuse
- School-age Pregnancy
- Gang Pressures/Involvement
- Harassment Issues

Additionally, school districts have identified some recurrent topics presented for responsive services, including:

School-based issues, such as

- Attendance
- School attitudes and behaviors
- Peer relationships
- Study skills
- Being new to a school
- Emergent issues in intervention or postvention of a traumatic event
- Violence on campus (school safety)

Personal issues, such as

- Career indecision
- Financial aid
- College choice
- Death of a family member or friend

- Family divorce
- Family abuse
- Harassment issues, and
- Suicide prevention

Some responses are **preventive**: interventions with students who are on the brink of choosing unhealthy or inappropriate solutions to their problems or who are unable to cope with a situation. Some responses are **remedial**: interventions with students who have already made unwise choices or have not coped well with problem situations.

In this component, as in others, locally identified needs will dictate the priorities for problem topics and groups of students to be served. Mansfield ISD's developmental guidance and counseling program includes supplemental guidance and counseling services for students targeted by specific funding sources such as compensatory, gifted, migrant, special, or career and technology education programs.

Mansfield ISD counselors counsel individuals or small groups of students, appraise individuals for the purpose of problem identification, consult with teachers and parents, refer students and/or their parents and teachers to other specialists or special programs, coordinate programs and services with other specialists, and follow-up with students to monitor their progress toward resolution of their problems.

Individual Planning System

The purpose of the individual planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Mansfield ISD uses a variety of resources—staff, information, and activities—and focuses resources toward enabling students to develop and implement personalized plans. Through the individual planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;
- Assess their current progress toward their goals; and
- Make decisions that reflect their plans.

As part of the Mansfield ISD developmental guidance program, the individual planning system includes:

- Age-appropriate, objective-based activities;
- Relevant, accurate, and unbiased information; and
- Coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents. Parent involvement is essential.

Examples of typical Mansfield ISD systematic opportunities for providing planning assistance include; interpretation of standardized test scores, career development activities, strategies provided to facilitate students' transition from one school level to the next, course registration for the subsequent school year, and assisting students in researching financial aid for post-secondary education and/or training.

System Support

Whereas the three components previously described serve students directly, the system support component describes services and management activities which indirectly benefit students. The services include:

- Consultation with teachers;
- Support for parent education and community relations efforts;
- Participation in the campus-based school improvement plans and goals;
- Implementation of the state and local standardized testing program; and
- Provision of input from the students' perspective to policy-makers and instructional/curriculum planners.

Management activities are required to assure the delivery of a high quality guidance program. These activities include:

- Program development and management;
- Counselor staff development;
- Community outreach; and
- Development of appropriate written policies, procedures and guidelines.

School counselors consult with teachers and administrators on behalf of students, parents, and the guidance program and staff. They often collect, summarize, and interpret data generated by the testing program. Additionally, they manage the guidance program, pursue professional development, cooperate in the implementation of school-wide, district-wide or state-wide activities and coordinate guidance related activities which are assigned to them.

Recommended Time Allocation Percentages for Comprehensive Guidance Model in the Mansfield ISD:

Program Components	Elementary & Intermediate Schools	Middle Schools	High Schools
Guidance Curriculum	40%	30%	15%
Responsive Services	30%	30%	35%
Individual Planning	10%	20%	30%
System Support	20%	20%	20%