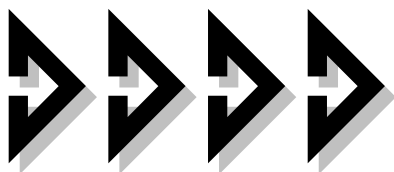


# Guidelines for Comprehensive Guidance and Counselling



in Manitoba



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# INDEX

	<b>Page</b>
Introduction.....	1
Four Program Components of a Comprehensive Guidance and Counselling Program.....	2
1. Guidance Curriculum	
2. Individual Planning	
3. Responsive Services	
4. System Support	
The Manitoba School Counsellor.....	4
Roles and Functions	
Leadership	
Advocacy	
Guidance Curriculum	
Teaming and Collaboration	
Responsive Services	
System Support	
Roles & Functions of Manitoba School Counsellors “The Scope of Work.....	6
Expanding Areas of Responsibility.....	7
The Manitoba School Counsellor and Certification.....	10
Sample Program Components for a Comprehensive Guidance and Counselling Program.....	11
Early Years.....	12
Middle Years.....	15
Senior Years.....	18

## INTRODUCTION

Society, families and children evolve continuously and the guidance and counselling programs in our schools need to constantly renew themselves to better respond to changing needs. The last document outlining the roles and responsibilities of counsellors was released in 1991 and reflected the realities of those times. The present document was developed by a group of counsellors and counsellor educators from four different Manitoba Institutions and Organizations. The purpose of the document is to bring forth the changes that have been developing throughout the province and to provide school divisions, individual schools, staffs, and counsellors with clear and consistent direction for the future.

A comprehensive guidance and counselling program is an essential and integral part of the educational system. *Guidelines for Comprehensive Guidance and Counselling in Manitoba* promotes an integrated, comprehensive guidance curriculum for all students that is the shared responsibility of all school staff.

A comprehensive guidance and counselling program...

- is a planned, developmental program with an integrated curriculum, based on regular systematic identification of needs and the pursuit of identified goals and objectives to meet those needs
- promotes student learning for personal/social, educational and career development for all students from Kindergarten to Senior 4
- responds to unique and special needs of all students from Kindergarten to Senior 4
- provides a range of guidance/counselling services from a developmental/preventive focus to a responsive/remedial focus
- uses a team approach, wherein all staff members have specified roles to play
- is provided with adequate resources
- requires trained counsellors to implement the program
- uses high quality, well-organized materials
- is evaluated on a regular basis.

## FOUR PROGRAM COMPONENTS OF A COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAM

This document proposes the use of the four components of comprehensive guidance and counselling programs as currently in use in several Canadian provinces and in the majority of the American states.<sup>1</sup> These components are:

### 1. THE GUIDANCE CURRICULUM

In much of the literature on comprehensive guidance and counselling programs, the term “Guidance Curriculum” is now used to refer to identified goals for guidance instruction and the developmental competencies which *all* students should develop in order to achieve personal success and fulfilment, and to make a contribution to society.

This document proposes that identified guidance content should be provided to all students (K to Senior 4) in a systematic way. Guidance content should consist of expected student learning outcomes in three areas: personal/social development, educational development, and career development. This content would normally be implemented through classroom teaching, group guidance methods, or units and courses for credit, using the same model of education as any other subject area. Classroom teachers, physical education teachers, health education teachers and counsellors work together to ensure a comprehensive guidance curriculum is offered to all students.

In Manitoba, at the present time, examples of guidance competencies are found in the *Blueprint for Life/Work Designs 2000*<sup>2</sup> and the *Manitoba Physical Education/Health Education Curriculum*<sup>3</sup>. Other activities used to develop specific competencies include the Career Symposia, Addictions Awareness Week, mentorship programs, and conflict resolution programs.

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<sup>1</sup> See, for example, Alberta Education. (1995) *From Position to Program. Building a Comprehensive School Guidance and Counselling Program*. Author. See also American School Counseling Association (1997). *Sharing the Vision. The National Standards for School Counseling Programs*. Author, and Gysberts, N.C., & P. Henderson. *Developing and Managing Your School Guidance Program*. Third Edition. (2000). Alexandria, VA: American Counseling Association,

<sup>2</sup> Hache, L., D.E. Redekopp, P. Jarvis. (Authors/Editors). *The Blueprint for Life/Work Designs*. (2000). An international partnership project of the National Life/Work Centre, Canada Career Information Partnership, Human Resources Development Canada, National Occupational Information Coordinating Committee (US). Publisher: The National Life/Work Centre, Saint-Joseph, NB.

<sup>3</sup> Manitoba Education and Training. Kindergarten to Senior 4 Physical Education/Health Education. Manitoba Curriculum Framework of Outcomes for Active Healthy Lifestyles. (2000). Author.

Learning outcomes that are sequential and developmental provide comprehensive guidance and counselling with program consistency, equity, clarity, and focus.

## **2. INDIVIDUAL PLANNING**

The Individual Planning component of the comprehensive guidance counselling program refers to the provision of personalized information, direction, assistance, and monitoring for students as they develop and manage their individual personal/social, educational, and career goals and plans. The activities in this component are delivered on a group or individual basis.

## **3. RESPONSIVE SERVICES**

The Responsive Services component refers to the provision of services which “respond” to students who are experiencing immediate on-going problems, concerns, or crises which interfere with their learning. This component includes activities such as individual and small group counselling, consulting with staff and parents, and referral to other specialists or services.

## **4. SYSTEM SUPPORT**

The System Support component includes those administrative and management activities necessary to support the comprehensive guidance and counselling programs, as well as activities or services provided by school counsellors to support other guidance and educational programs of the school. This component may also include consultation and collaboration with community agencies and other support services, staff development, research, budgeting, community relations, and program evaluation.

# **THE MANITOBA SCHOOL COUNSELLOR**

## **ROLES AND FUNCTIONS**

School counsellors are responsible for overseeing the development and implementation of a comprehensive guidance and counselling program. As specialists in child and adolescent development, they bring valuable knowledge and skills, which assist all school personnel to respond better to the personal, social, career and educational needs of students.

Over the years, the role of counsellors has evolved and widened in scope as their understanding of learning and human development has deepened. One significant change has been the collaborative approach to planning and problem solving. Parent outreach and multi-systemic interventions are much more common. Schools are using interdisciplinary team approaches to meet the needs of students and to develop appropriate interventions. School counsellors are key players on the team. Because of the nature of their training and their work, counsellors are in a position to call attention to situations that hinder the success of students, and to provide leadership in identifying issues, assessing student needs and providing interventions.

In Manitoba, the variety of school settings will account of some differences in the overall design of a school's guidance program. Nonetheless, the primary roles and functions of counsellors can be summarized as follows:

### **LEADERSHIP**

Counsellors play a leadership role in defining and carrying out guidance and counselling functions by problem-solving, planning, developing, and implementing the four components of the comprehensive program.

### **ADVOCACY**

Counsellors play an advocacy role for students with staff, families and outside agencies. They assure that all programs facilitate the educational process and offer opportunity for all students to reach their full potential.



## **GUIDANCE CURRICULUM**

Counsellors develop, co-ordinate and implement various developmental and preventive programs.

## **TEAMING AND COLLABORATION**

Counsellors participate in the consultation process as part of the inter-disciplinary team approach to respond to the personal/social, educational, and career development of students.

## **RESPONSIVE SERVICES**

Counsellors provide essential services to students in need through individual and small group guidance and counselling interventions, crisis intervention, and staff/parent consultation required to address immediate, or ongoing concerns of students.

## **SYSTEM SUPPORT**

Counsellors at all levels do a variety of tasks that are related to systems. This involves helping those who work with students rather than working directly with the students. This type of intervention includes conducting workshops for parents and staff, student placement, research, data collection, community outreach, and administration.

Most counsellors spend the majority of their time on direct services to students. School counselling programs and the role of the school counsellor should be determined by the personal/social, educational and career needs of the students in their community. The counsellor uses assessment and evaluation to identify the issues that impact on student learning and achievement. This applies to individual students and to the student body as a whole. This information then guides the counsellor in developing the programs and interventions needed.

## ROLES & FUNCTIONS OF MANITOBA SCHOOL COUNSELLORS “The scope of the work”

Leadership	Advocacy	Guidance Curriculum	Teaming & Collaboration	Responsive Services	System Support
<ul style="list-style-type: none"> <li>• Play a leadership role in defining and carrying out the Guidance and Counselling curriculum.</li> <li>• Promote, plan, and implement prevention programs, career/college activities, course selection and placement activities, social/personal management and decision-making activities.</li> <li>• Provide data snapshots of student outcomes, show implications, achievement gaps, and provide leadership for school to view through equity lens.</li> <li>• Collaborate with colleagues to provide additional supports to assist all students in reach academic success.</li> </ul>	<ul style="list-style-type: none"> <li>• Advocate for student experiences and exposures that will broaden students’ career awareness and knowledge.</li> <li>• Advocate for the most enabling placement for students.</li> <li>• Share pertinent data to help the whole school look at student outcomes.</li> <li>• Use data to effect change; calling on resources from school and community.</li> <li>• Work closely with families and outside agencies to ensure students are adequately supported and can succeed.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with all school personnel to establish a plan for the implementation of guidance curriculum for all students.</li> <li>• Assist teaching staff with resources to implement guidance curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate, consult and problem-solve with teams to ensure responsiveness to equity and cultural diversity issues as well as learning styles.</li> <li>• Collaborate with other helping agents (peer helpers, teachers, principal, community agencies, business).</li> <li>• Collaborate with school and community teams to focus on rewards, incentives and supports for student achievement.</li> <li>• Collaborate with school staff members in developing staff training on team responses to students’ academic, social, emotional and developmental needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling with individual students, groups, and families.</li> <li>• Crisis Intervention and planning to address immediate concerns.</li> <li>• Co-ordinate resources, human and other, for students, families, and staff, to improve student achievement (community, school, home, etc.).</li> <li>• Key liaison working with students, families, community and school staff to set high aspirations for students and develop plans/.supports for achieving those aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct regular needs assessments to better understand whole school needs and develop short term &amp; long term plans.</li> <li>• Establish and assess measurable goals for student outcomes from counselling programs, activities, interventions, and experiences.</li> <li>• Assess barriers that impede learning, inclusion and/or academic success for students.</li> <li>• Co-ordinate staff training initiatives which address student needs on a school wide basis.</li> </ul>

Parts of this chart were adapted from the *ASCA’s National Initiative for Transforming School Counselling*.  
The Education Trust, Inc. – Underwritten by DeWitt Wallace-Reader’s Digest Fund

## **EXPANDING AREAS OF RESPONSIBILITY**

### **GROUP WORK**

Manitoba school counsellors support group guidance and group counselling as important parts of the comprehensive guidance and counselling programs for Manitoba students, Kindergarten to Senior 4. Group work is an effective means of responding to the numerous and varying needs of students. Group guidance or large group work in the classroom is typically used to deliver curriculum, implement preventative programs and address developmental needs. The content includes educational, career and personal/social information not otherwise taught in regular school courses.

Group counselling or small group work is an intervention used by counsellors to address specific, individual needs. It is an efficient and effective way of dealing with students' problems and issues in educational, career and personal/social areas. It is the method of choice for enhancing social skills and developing awareness and understanding of self and others.

There are different types of group work. Each type has a very different focus and a different outcome for students:

#### **EDUCATIONAL GROUPS**

provide a means of sharing information on topics such as career information, parenting and study skills for educational success.

#### **TRAINING GROUPS**

allow students to develop knowledge and skills related to specific programs such as conflict managers, peer helpers, and peer tutors.

#### **SKILL DEVELOPMENT GROUPS**

offer specialized, controlled settings where a small group of students learn to deal with anger management, problem-solving, social skills and self-assertion.

## **STUDENTS AT RISK**

Manitoba school counsellors are committed to working with other school personnel to help at-risk students thrive in school. At-risk students include those identified as emotionally and behaviourally disordered, potential dropouts performing poorly in school, being truant, using drugs and alcohol, having family problems, being neglected, and those with unresolved problems and concerns.

The function of school counsellors with at-risk students may include:

- a) working as a team members with other support professionals;
- b) intervening with students with difficult behaviour;
- c) providing responsive programs, including crisis counselling, group guidance and counselling, family support, and consultation;
- d) providing in-service support presentations to staff;
- e) providing special curriculum programs to strengthen personal and interpersonal skills such as problem-solving, decision-making, understanding feelings and self-acceptance;
- f) providing referrals for additional specialized support services; and
- g) mediating and facilitating effective behaviour change.

## **STUDENTS WITH SPECIAL NEEDS**

Manitoba school counsellors support the concept of inclusion. They are committed to helping all students realize their full potential regardless of their physical, social, emotional, and other challenges. In Manitoba, all students have the same right to an appropriate education. School counsellors work with colleagues to create an inclusive school environment and intervene to help students with special needs in a number of areas:

- a) providing social skills training individually and in small groups;
- b) assisting in establishing appropriate individual behaviour programs;
- c) serving as a consultant and resource to parents, teachers, and other school personnel;
- d) promoting workshops for staff and students on various disorders;
- e) supporting parents and families;
- f) providing career planning;
- g) making referrals to appropriate specialists; and
- h) assisting in the completion of funding applications and individual educational plans.

## **PEER-HELPING**

Manitoba school counsellors believe that peer helping programs enhance the effectiveness of the total guidance and counselling program. Students or peer helpers assist with one-to-one helping relationships, group leadership, discussion leadership, tutoring and many other activities of an interpersonal helping or assisting nature. In short, peer helpers increase the effectiveness of the comprehensive guidance and counselling program by expanding services.

Students should be selected and trained by counsellors in communication and helping skills. The peer helpers can then help provide services such as:

- a) leadership/cross-age group
- b) tutoring in academic areas
- c) welcoming new students
- d) conflict resolution helpers
- e) community and volunteer services
- f) alerting counsellors to serious problems
- g) helping students-at-risk
- h) helping students with special needs
- i) peer helper trainers, and
- j) career information coordinators.

These students are provided with ongoing direction and help.

## **STUDENT PORTFOLIOS**

Manitoba school counsellors are part of the school team in the development of student portfolios. Formats for portfolios used in educational environments can vary widely and the applications overlap. The major use of portfolios in educational environments is in the areas of assessment of learning and school-to-work transition.

Teachers use assessment portfolios to integrate assessment with instruction, to provide a focus for teacher-student collaboration, to obtain concrete evidence for evaluation of learning, to give feedback on individual student performance and to provide evidence to support reports to parents.

Students use assessment portfolios for developing learning objectives and tracking learning outcomes, for recording the results of their own self-assessment activities, for compiling concrete evidence of their learning outcomes.

All portfolios used in educational environments can be used to facilitate a student's transition to the world of work or to further learning. Portfolios used in a classroom setting generally include some career exploration and decision-making activities. At the high school level, job search elements are added in addition to other career management activities such as networking and labour market research and educational planning. The use of the employability skills framework from the Conference Board of Canada allows a portfolio program to link classroom activities to employability skill development and focuses on assisting students making a smooth transition to the world of work.

## THE MANITOBA SCHOOL COUNSELLOR AND CERTIFICATION

At the present time, the majority of school counsellors in North America are certified both by provincial or state legislation and by professional Boards of Certification such as Canadian Counsellor Certification or the National Board of Counselor Certification. Both Boards have specified minimal training and experience requirements for school counsellors.

Certification of counsellors helps assure greater consumer protection as well as a base for the protection of the membership of the professional. In Manitoba, proposed certification would required counsellors to complete a 30-credit hour certificate, diploma, or degree program in counsellor education.

Following are the areas for counsellor certification.

**AREA  
1**

**SCHOOL  
COUNSELLING**

- Counselling theory, issues and practice
- Counselling in schools

**AREA  
2**

**COUNSELLING  
PRACTICUM**

- Counselling skills
- Field placement in counselling

**AREA  
3**

**GUIDANCE AND  
COUNSELLING  
IN THE SCHOOLS**

- Early years counselling
- Middle and senior years counselling
- Group guidance and counselling
- Psychology of human relationships
- Family life education
- Career information
- Career development theories
- Ethics in counselling
- Assessment for counsellors
- Intercultural counselling
- Current issues in counselling

**AREA  
4**

**COUNSELLING  
ELECTIVES**

- Child development
- Cross-cultural education
- Children's play
- Observing child behaviour
- Theory and practice of standardized tests
- Educational research methods
- Education of exceptional children
- Education of children with behaviour disorders

# **SAMPLE PROGRAM COMPONENTS FOR A COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAM**

## **EARLY YEARS**

- **Personal/Social**
- **Educational**
- **Career**

## **MIDDLE YEARS**

- **Personal/Social**
- **Educational**
- **Career**

## **SENIOR YEARS**

- **Personal/Social**
- **Educational**
- **Career**

## Program Components and Sample Processes

### EARLY YEARS – PERSONAL / SOCIAL

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides personal/social guidance to all early years students</p> <ul style="list-style-type: none"> <li>• Violence Prevention</li> <li>• Bullying</li> <li>• Harassment</li> <li>• Personal Safety</li> <li>• Feelings</li> <li>• Conflict Resolution</li> <li>• Social Skills</li> <li>• Other</li> </ul>	<p>Assists early years students in dealing with personal/social issues</p> <ul style="list-style-type: none"> <li>• Anger Management</li> <li>• Loss and transition</li> <li>• Making friends</li> <li>• Assertiveness</li> <li>• Making good choices</li> <li>• Other issues that arise</li> </ul>	<p>Addresses the immediate, ongoing concerns of students, via the in-school services</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> </ul>	<p>Addresses concerns for which the school needs out-of-school assistance</p> <ul style="list-style-type: none"> <li>• Consultation with divisional support services (social worker, psychologist, etc.)</li> <li>• Consultation with outside agencies</li> </ul>
<b>COUNSELLOR ROLE</b>	<b>COUNSELLOR ROLE</b>	<b>COUNSELLOR ROLE</b>	<b>COUNSELLOR ROLE</b>
<ul style="list-style-type: none"> <li>• Classroom and group guidance</li> <li>• Integration into Health Education and other curricula</li> <li>• Consultation with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Guidance and counselling</li> <li>• Consultation</li> <li>• Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Consultation</li> <li>• Coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Program management</li> <li>• Professional development</li> <li>• Consultation</li> </ul>



## Program Components and Sample Processes

### EARLY YEARS – EDUCATIONAL

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Works with teachers and resource personnel in helping early years students with educational matters especially in the area of behaviour management</p> <ul style="list-style-type: none"> <li>• Classroom listening skills</li> <li>• Skillstreaming for the Early Years Child</li> <li>• Helping with homework</li> <li>• Think aloud</li> <li>• Be a better listener</li> <li>• Everyone Makes Mistakes</li> <li>• Lions' Quest</li> <li>• Blueprint</li> <li>• Real Game</li> <li>• First Step</li> <li>• Reso</li> <li>• Other</li> </ul>	<p>Assists early years students in understanding and managing their educational and behavioural concerns</p> <ul style="list-style-type: none"> <li>• Feeling responsible</li> <li>• Behaviour Problems in the Classroom</li> <li>• Building self-esteem</li> <li>• School learning at home</li> <li>• The community</li> <li>• Parent involvement</li> <li>• Problem solving</li> </ul>	<p>Addresses the immediate, ongoing concerns of students, and their teachers</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> </ul>	<p>Program, staff and school support activities and services</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with divisional support services</li> <li>• Consultation with community agencies</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Classroom and group guidance</li> <li>• Individual behaviour management plans</li> <li>• Consultation and collaboration with staff</li> <li>• Assessment</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Guidance and counselling</li> <li>• Consultation and collaboration</li> <li>• Coordination</li> <li>• Case management</li> <li>• Placement</li> <li>• Follow-up</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Consultation</li> <li>• Coordination</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Program management</li> <li>• Case management</li> <li>• Consultation and collaboration</li> <li>• Professional development</li> <li>• Research</li> </ul>

## Program Components and Sample Processes

## EARLY YEARS – CAREER

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Co-ordinates the study of work to all early years students</p> <ul style="list-style-type: none"> <li>• Blueprint for Life/Work</li> <li>• Real Game (Make It Real)</li> <li>• People at Work</li> <li>• In My Neighbourhood</li> <li>• Busy Workers</li> <li>• Hobbies and Sports</li> <li>• What would you like to be?</li> <li>• Show and Tell Workers</li> <li>• Work in the family</li> <li>• Other</li> </ul>	<p>Assists early years students in understanding the world of work</p> <ul style="list-style-type: none"> <li>• Appreciating work</li> <li>• Free time</li> <li>• Parents and work</li> <li>• Going to work</li> <li>• Why work?</li> <li>• What is Fun?</li> <li>• Personal Goals</li> </ul>	<p>Addresses the immediate, ongoing concerns of students</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Class and small group counselling</li> </ul>	<p>Program, staff and school support activities and services</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Collaboration with other support services</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Classroom and group guidance</li> <li>• Field trips</li> <li>• Consultation and collaboration with staff</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Guidance and counselling</li> <li>• Consultation and collaboration</li> <li>• Coordination</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Consultation and collaboration</li> <li>• Coordination</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program management</li> <li>• Consultation and collaboration</li> <li>• Professional development</li> </ul>

## Program Components and Sample Processes

**MIDDLE YEARS – PERSONAL / SOCIAL**

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides personal/social guidance in a systematic way to all middle years students</p> <ul style="list-style-type: none"> <li>• Second Step</li> <li>• Healthy Lifestyles</li> <li>• Social Skills lessons</li> <li>• Ways to Stop Racism</li> <li>• Multicultural concepts</li> <li>• Mediation/Conflict Resolution</li> <li>• Anti-bullying awareness</li> <li>• Safe Schools</li> <li>• Making Good Choices</li> <li>• Physical Education/Health Education Curriculum</li> <li>• Personal Safety</li> <li>• Family Life Education</li> <li>• Drug Awareness</li> <li>• Other</li> </ul>	<p>Assists middle years students in planning and managing personal/social issues</p> <ul style="list-style-type: none"> <li>• Fears/Phobias</li> <li>• Social and Emotional Changes</li> <li>• Parents</li> <li>• Peer Pressure</li> <li>• Decision-making</li> <li>• Responsibility</li> <li>• Puberty</li> <li>• Anger Management</li> <li>• Assertiveness</li> <li>• Respect</li> </ul>	<p>Addresses the immediate, ongoing concerns of students</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> <li>• Grief/Loss</li> <li>• Harassment</li> <li>• Conflict</li> <li>• Anger</li> </ul>	<p>Program, staff and school support activities and services</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Collaboration with other support services</li> <li>• Collaboration with parents</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group Guidance</li> <li>• Study Skills</li> <li>• Consultation to staff</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Guidance and counselling</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Case management</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group Guidance</li> <li>• Counselling – individual</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Referral</li> <li>• Case management</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program management</li> <li>• Professional development</li> <li>• Consultation</li> <li>• Needs Assessment</li> <li>• Public Relations</li> <li>• Community Outreach</li> <li>• Advisory/Parent Groups</li> </ul>

## Program Components and Sample Processes

### MIDDLE YEARS – EDUCATIONAL

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides educational content in a systematic way to all middle years students</p> <ul style="list-style-type: none"> <li>• Study Skills</li> <li>• Homework Habits</li> <li>• Young People with ADHD/EBD</li> <li>• Writing Skills</li> <li>• Learning Styles</li> <li>• Organizing Research</li> <li>• Study Schedules</li> <li>• Note Taking</li> <li>• Attitudes</li> <li>• Lions Quest</li> <li>• Goal Setting</li> <li>• Communication Skills</li> <li>• Interests/Abilities</li> <li>• Other</li> </ul>	<p>Assists middle years students in educational development</p> <ul style="list-style-type: none"> <li>• Setting personal goals for school</li> <li>• Decision Making</li> <li>• Parents helping children with homework</li> <li>• School work</li> <li>• School subjects and work</li> <li>• Problem Solving</li> <li>• Peer Pressure</li> </ul>	<p>Addresses the immediate, ongoing concerns of students</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> <li>• Support Services involvement</li> </ul>	<p>Program, staff and school support activities and services</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Collaboration with other support services</li> <li>• Consultation with parents</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group Guidance</li> <li>• Study Skills Units</li> <li>• Consultation to Staff</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Guidance and counselling</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Case Management</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group Guidance</li> <li>• Counselling – individual</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Referral</li> <li>• Case Management</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program Management</li> <li>• Professional Development</li> <li>• Consultation</li> <li>• Needs Assessment</li> <li>• Public Relations</li> <li>• Community Outreach</li> <li>• Advisory/Parent Groups</li> </ul>

## Program Components and Sample Processes

### MIDDLE YEARS – CAREER

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides career guidance content in a systematic way to all middle years students</p> <ul style="list-style-type: none"> <li>• Blueprint for Life/Work</li> <li>• People working together</li> <li>• “Dream Catchers”</li> <li>• Employability Skills Profile</li> <li>• Career Adventures</li> <li>• Good Work Habits</li> <li>• Factors influencing Career Choices</li> <li>• The Real Game</li> <li>• N.O.C.</li> <li>• Career Future</li> </ul>	<p>Assists middle years students in planning and managing their career development</p> <ul style="list-style-type: none"> <li>• Building work skills</li> <li>• Personal qualities and work</li> <li>• Women in work</li> <li>• Job shadowing</li> <li>• Self-understanding</li> <li>• Linking to the future</li> </ul>	<p>Addresses the immediate, ongoing concerns of students</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> </ul>	<p>Program, staff and school support activities and services</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Collaboration with other support services</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group Guidance</li> <li>• Career Units and Courses for Credit</li> <li>• Consultation to Staff</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Assessment and advisement</li> <li>• Guidance and counselling</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Placement and Follow-up</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Counselling</li> <li>• Consultation</li> <li>• Referral and Coordination</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program management</li> <li>• Professional development</li> <li>• Consultation</li> <li>• Public Relations</li> <li>• Advisory Council</li> <li>• Needs Assessment</li> </ul>

## Program Components and Sample Processes

### SENIOR YEARS – PERSONAL / SOCIAL

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides personal/social guidance content in a systematic way to all senior years students</p> <ul style="list-style-type: none"> <li>• Alcohol and Drugs</li> <li>• Lifestyles</li> <li>• Peer Mediation/ Conflict Resolution</li> <li>• Be Real Game(s)</li> <li>• Teens and Careers: A Parent Guide</li> <li>• Safe Schools</li> <li>• Peer Helpers/Natural Helpers</li> <li>• Physical Education/Health Education Curriculum</li> <li>• Manitoba curriculum guide for Skills for Independent Living</li> <li>• Blueprint for Life/Work Designs</li> <li>• Multiple Intelligences</li> <li>• Other</li> </ul>	<p>Assists senior years students in planning and managing personal/social issues</p> <ul style="list-style-type: none"> <li>• Respecting Others</li> <li>• Parents</li> <li>• Decision Making</li> <li>• Harassment</li> <li>• Anger Management</li> <li>• Loss/Grief</li> <li>• Skills for Living</li> <li>• Sexuality</li> <li>• Cultural awareness</li> <li>• Personal growth</li> </ul>	<p>Addresses the immediate, ongoing concerns of students</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> <li>• Consultations with community agencies</li> </ul>	<p>Activities necessary to support the other three components</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Collaboration with other support services</li> <li>• Collaboration with parents</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group Guidance</li> <li>• Group Counselling</li> <li>• Consultation to Staff</li> <li>• Curriculum integration</li> <li>• Consultation with community agencies</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Individual appraisal</li> <li>• Individual advisement</li> <li>• Consultation</li> <li>• Group Guidance Counselling (individual or group)</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Crisis counselling</li> <li>• Consultation</li> <li>• Referral and Coordination</li> <li>• Personal counselling (small group or individual)</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program management</li> <li>• Professional development</li> <li>• Needs assessment/ research</li> <li>• Advisory Council</li> <li>• Consultation with teachers</li> <li>• Community Outreach</li> </ul>

## Program Components and Sample Processes

### SENIOR YEARS – EDUCATIONAL

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides educational content in a systematic way to all senior years students</p> <ul style="list-style-type: none"> <li>• “School Agenda Book”</li> <li>• Educational opportunities days</li> <li>• Speakers on further education</li> <li>• Visitations</li> <li>• Making educational plans</li> <li>• Course selections</li> <li>• Education fairs</li> <li>• Portfolio writing</li> <li>• Aptitudes, interests and strengths</li> <li>• Other</li> </ul>	<p>Assists senior years students in educational development</p> <ul style="list-style-type: none"> <li>• Effective problem solving</li> <li>• Consultation with parents</li> <li>• Information resources</li> <li>• Time management</li> <li>• Adjustment to classroom environment</li> <li>• Peer pressure</li> <li>• Lifelong learning philosophy</li> <li>• Assessment of self</li> <li>• Understanding</li> <li>• Case management</li> </ul>	<p>Addresses the immediate, ongoing concerns of students</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> <li>• Support Services consultation</li> <li>• Case management</li> </ul>	<p>Management activities that establish, maintain and enhance the guidance program</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Consultation with other support services</li> <li>• Consultation with educational institutions</li> <li>• Consultation with parents</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group guidance</li> <li>• Coordination with educational institutions</li> <li>• Consultation to staff</li> <li>• Curriculum integration</li> <li>• Consultation with support staff</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Individual appraisal</li> <li>• Individual advisement</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Placement and Follow-up</li> <li>• Case management</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Crisis counselling</li> <li>• Consultation</li> <li>• Referral and coordination</li> <li>• Case management</li> <li>• Personal counselling (small group or individual)</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program management</li> <li>• Professional development</li> <li>• Consultation with teachers</li> <li>• Needs assessment/ research</li> <li>• Advisory Councils</li> <li>• Staff and community relations</li> </ul>

## Program Components and Sample Processes

### SENIOR YEARS – CAREER

<b>GUIDANCE &amp; COUNSELLING CURRICULUM</b>	<b>INDIVIDUAL PLANNING SYSTEM</b>	<b>RESPONSIVE SERVICES</b>	<b>SYSTEM SUPPORT</b>
<p>Provides career guidance content in a systematic way to all senior years students</p> <ul style="list-style-type: none"> <li>• Blueprint for Life/Work</li> <li>• Career Development: A Resource Guide/ Real Game(s)</li> <li>• Canada Prospects/ Manitoba Prospects</li> <li>• Building Your Work Skills at School</li> <li>• Career Directions/Job Futures</li> <li>• Computer career programs</li> <li>• Career websites</li> <li>• National Occupational Classification</li> <li>• Work experience/Job shadowing</li> <li>• Brave Work</li> <li>• Other</li> </ul>	<p>Assists senior years students in planning and managing their career development</p> <ul style="list-style-type: none"> <li>• Decision making</li> <li>• Assessment for self understanding</li> <li>• Parent involvement</li> <li>• Career planning</li> <li>• Information resources</li> <li>• Exploring careers</li> <li>• Job shadowing</li> <li>• Personal management skills</li> <li>• Job search skills</li> </ul>	<p>Addresses the immediate, ongoing concerns of students that interfere with their career development</p> <ul style="list-style-type: none"> <li>• Staff consultations</li> <li>• Parent consultations</li> <li>• Individual guidance</li> <li>• Individual counselling</li> <li>• Small group counselling</li> <li>• Community/business/ agency consultation</li> </ul>	<p>Activities necessary to support the other three components and management activities that maintain and enhance programs</p> <ul style="list-style-type: none"> <li>• Consultation with administrators</li> <li>• Consultation with community agencies</li> <li>• Collaboration with other support services</li> <li>• Guidance Program Advisory Group</li> <li>• Collaboration with business/community groups</li> </ul>
<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Group guidance</li> <li>• Curriculum integration</li> <li>• Consultation to staff</li> <li>• Group counselling</li> <li>• Partnerships with business/community</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Individual appraisal</li> <li>• Individual advisement</li> <li>• Consultation</li> <li>• Coordination</li> <li>• Placement and follow-up</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Crisis counselling</li> <li>• Consultation</li> <li>• Referral and coordination</li> <li>• Personal counselling (small group and individual)</li> </ul>	<p><b>COUNSELLOR ROLE</b></p> <ul style="list-style-type: none"> <li>• Program management and operations</li> <li>• Research/needs assessment</li> <li>• Advisory Council</li> <li>• Community outreach</li> <li>• Consultation (teachers/parents)</li> </ul>