Manitoba Sourcebook for School Guidance and Counselling Services

A Comprehensive and Developmental Approach

Manitoba

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A Comprehensive and Developmental Approach

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Print copies of this resource can be purchased from the Manitoba Text Book Bureau (stock number 80555). Order online at <www.mtbb.mb.ca>.

This resource is also available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/specedu/documents.html>.

Ce document est disponible en français.

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Philosophy of Inclusion

Manitoba Education, Citizenship and Youth is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Preface

"Never doubt that a small group of thoughtful committed people can change the world. Indeed, it's the only thing that ever has."

Margaret Mead

School staff members work together to increase opportunities for success in the lives of learners. School counsellors provide education, guidance, and counselling to students through collaborative and consultative approaches that include direct instruction, guidance activities, team teaching, group and individual counselling, student support team planning, and other guidance-related activities.

Comprehensive guidance and counselling programs and services are inclusive. They are intended to help all students realize their full potential regardless of physical, social, emotional, educational, and other challenges.

Purpose

The purpose of this document is to support school counsellors in the important work they do in Manitoba schools. Specific information related to scope of activities, areas of service delivery, comprehensive and developmental guidance-related learning outcomes, and curriculum connections is provided, reflecting the breadth and depth of guidance and counselling-related activities in today's schools.

The document is designed as a source of information to assist schools in meeting the specific guidance and counselling needs of their students.

Intended Audience

This resource has been developed for school counsellors, teachers, and administrators in schools from Kindergarten to Grade 12.

Background

Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach is a collaborative response to provide practical resources to help school counsellors to plan, deliver, and monitor guidance and counselling services.

Key areas that are addressed in the document include

- scope of activities for school counsellors
- the rationale for a comprehensive and developmental guidance and counselling approach
- description of the service delivery model
- distinguishing guidance education from counselling
- record keeping, reporting, and information sharing
- data-informed decision making
- professional growth and cultural awareness

Organization of the Document

Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach (hereafter referred to as the *Sourcebook*) is divided into eight chapters.

Chapter 1 describes the foundation of guidance and counselling services, including a history of the profession in Manitoba, the role and function of school counsellors, and an overview of comprehensive and developmental services.

Chapter 2 discusses the scope of activities of school counsellors.

Chapter 3 focuses on the variety of counselling formats commonly used in school settings (component 1 of school guidance and counselling services).

Chapter 4 highlights the role of school counsellors in prevention activities (component 2 of school guidance and counselling services).

Chapter 5 offers information related to guidance education and connecting learning outcomes to compulsory curricula (component 3 of school guidance and counselling services).

Chapter 6 provides information on consultation, coordination, and planning (component 4 of school guidance and counselling services).

Issues related to information sharing, notetaking, and record keeping are discussed in **Chapter 7**.

The final chapter, **Chapter 8**, focuses on professional growth and the importance of cultural and personal history in counselling.

The *Sourcebook* ends with extensive appendices containing samples of curricular connections, codes of ethics, sample templates, and helpful resources.

Definition of Terms

The following terms are used within this document:

Circle of Care: A consensus model for coordinating multi-system support for 24/7 service plans for students with complex needs.

counselling: Therapeutic, healing processes that address developmental needs.

guidance education: Information giving and instruction that increases awareness, skills, and knowledge. The majority of learning outcomes for the guidance education component are located in a variety of Manitoba curricula.

individual assessment: Also known as an individual inventory or appraisal, conducted by school counsellors, often taking the form of an informal checklist, observation chart, or interview.

individual education plan (IEP): A global term referring to a written document developed and implemented by a team, outlining a plan to address the individual learning needs of a student. The IEP includes other more specific forms of plans such as a behavioural intervention plan (BIP) and an individual transition plan (ITP).

prevention:

primary prevention: Intervention focused on preventing a problem from occurring.

secondary prevention: Intervention focused on early indicators of problems.

tertiary prevention: Intervention focused on minimizing the immediate consequences of an existing severe problem.

specialized assessment: An individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students. This type of assessment requires a referral to the practitioner.

student services model: A multidisciplinary approach to providing a variety of services to enhance success for all students. Membership varies from school division to school division, but typically includes a student services administrator, school administrators, behaviour specialists, resource teachers, school counsellors, and clinicians.

student support team: A group of educators within a school who work together to address the specific requirements of students with exceptional learning needs in a particular school.

Sidebars and Graphics

This document uses sidebars and a variety of graphics to direct the reader.

Additional information on this topic

Reference to other Manitoba Education, Citizenship and Youth resources—these may be resources found online or in print.

Ethical Consideration

Reminder/Note

Consultation/Referral

Introduction

Today's schools are part of a global community that is constantly evolving. Keeping pace with the world is essential to fully prepare our students for the world in which they will become adults. To effectively meet the needs of all students in Manitoba schools, it is essential that the foundation of guidance and counselling services is both developmental in approach and comprehensive in nature. As students mature and develop, the program must keep pace with their social, emotional, behavioural, and cognitive changes and the relation of those changes to educational, career, and worldwide societal changes.

The comprehensive and developmental guidance and counselling program is school-wide and designed for all students. It is not restricted to students with exceptional learning needs.

Comprehensive and developmental guidance and counselling services are

- planned and developed within an integrated curriculum
- based on regular, systematic identification of needs and the pursuit of identified learning outcomes to meet those needs
- supportive of student learning in the dimensions of personal/social, educational, and career development for all students from Kindergarten to Grade 12
- responsive to the unique and specific needs of all students
- flexible in providing a range of guidance and counselling services from a developmental/preventive focus to a responsive/therapeutic focus
- aligned to meet changing needs on a regular basis
- integral to a team approach for student support

At the school level, the guidance and counselling program is flexibly designed to meet the needs of all learners. School counsellors also work within the student services delivery model of a school division.

School division plans, student services plans, and school plans include guidance and counselling services and programs. These plans include provisions for regular, systematic identification of needs and priorities, specification of expected outcomes, descriptions of activities, and identification of success indicators. Guidance and counselling programs and services should be aligned to changing needs on a regular basis.

Guidance and counselling are a shared responsibility of all staff. A team approach should be employed, wherein all staff members have specified roles to play. School counsellors play a key role in planning and implementing programs and services.

Chapter 1

Foundation of Guidance and Counselling Services

History of Manitoba School Guidance and Counselling *3*

Role and Function of School Counsellors *4*

Service Areas *5*

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Foundation of Guidance and Counselling Services

In this chapter:

- History of guidance and counselling services in Manitoba
- Role and function of school counsellors
- Service areas for a comprehensive and developmental approach to guidance and counselling
- Three areas of service delivery focus

History of Manitoba School Guidance and Counselling

The area of school guidance and counselling has changed to meet the needs of society over the past 40 years.

In the 1960s,

- classroom-based guidance classes related to family life education and health
- individual counselling focused on personal/social issues

From the 1970s to the 1980s, guidance and counselling services provided

- aptitude testing
- course selection guidance
- personal counselling
- educational counselling

From the 1990s to the present, guidance and counselling services include

- comprehensive and developmental guidance and counselling programs
- proactive prevention programs in a variety of areas such as personal safety, self-concept, study skills, and career exploration
- intensive and action-oriented counselling in areas of crisis intervention, mental health, relationships, appropriate behaviour, abuse, and violence

Guidance and counselling services have merged in the twenty-first century. The information-giving capacity of guidance services has been consolidated with the personal development opportunities offered by counselling approaches at all grade levels. This has been done to augment student learning, decision making, and self-awareness and to address specific needs. Infusing the guidance component of service delivery into regular curriculum programming has become more common.

*Role and Function of School Counsellors**

The primary goal of school guidance and counselling services is to enhance and promote student learning. These services are designed to provide supports and resources to students at all grade levels, to their families, and to educators. They are intended to facilitate the educational, personal, social, emotional, and career development of students in schools and in the community.

School counsellors provide a continuum of preventive, developmental, and intervention services within educational settings and facilitate referrals to community resources. They are members of the student services team. The school counsellor's role includes

School counsellors provide a continuum of preventive, developmental, and intervention services to all students.

- counselling
- education
- assisting in the development of effective behavioural change
- school-based consultation, planning, and coordination within and beyond the school setting in the best interest of students

The following descriptions outline four core services that school counsellors can provide within the school setting. These descriptions are intended to be used as guidelines for counsellors, administrators, and school staff in determining the specific role that a counsellor will perform in a particular school.

Educational services rely on a team approach. The primary differences between the work of Early Years, Middle Years, and Senior Years school counsellors is not in what they do, but how they do it.

* Source: Prince Edward Island Department of Education. Student Services Division. *School Counselling Services: Standards and Guidelines.* Charlottetown, PE: Prince Edward Island Department of Education, June 2005. 5. Adapted with permission.

*Service Areas**

1. Counselling

School counselling functions may include individual, group, and class work to provide both an intervention and prevention service. The intention of the counselling service is to

- respond to emotional, social, intellectual, academic, career, physical, safety, and health needs in a developmentally appropriate manner
- provide an environment that is conducive to self-exploration in order to develop an awareness of personal uniqueness
- promote personal and social development appropriate to developmental stages
- help students, through their families and their community, grow in areas such as self-esteem and individual responsibility, and in skills such as decision making and social relationships
- support and enhance a student's academic progress through a variety of activities,** which may include individual assessments, goal setting, instruction in study habits and organizational skills, and assisting with the development of individual education plans (IEPs), which include behaviour intervention plans (BIPs) and individual transition plans (ITPs).

Professional ethics require that school counsellors refer students to other trained professionals when the presenting issue is beyond their training or scope of practice.

2. Prevention

School counsellors may develop and implement plans and programs to facilitate student success in three ways:

- as part of a school team process
- as part of a student support team process
- as part of an individual counselling process

* Source: Prince Edward Island Department of Education. Student Services Division. *School Counselling Services: Standards and Guidelines.* Charlottetown, PE: Prince Edward Island Department of Education, June 2005. 6–9. Adapted with permission.

** See Chapter 4 for additional information.

These plans and programs may include prevention services.

Prevention services are proactive counsellor interventions that may be described as follows:

The **primary** prevention level focuses on preventing a problem from occurring. The emphasis is on enhancing positive school climate. One example may be a school program to facilitate a safe school environment.

The **secondary** level of prevention focuses on early indicators of problems. The goal is to intervene to shorten the duration or lessen the impact of a problem. Examples may include intervening with a student at risk of not graduating, supporting students new to Manitoba, and helping a student apply conflict resolution skills.

The **tertiary** level focuses on minimizing the immediate consequences of an existing severe problem. The emphasis is on intervening to regain control over a situation so remediation and prevention strategies can be developed, implemented, and assessed. Examples may include transitional counselling and planning for a student facing suspension from school and the re-integration of the student following suspension, stabilizing a student who is suicidal, and de-escalating a student exhibiting explosive behaviour.

Professional ethics require that school counsellors must not knowingly enter into or continue counselling a student who is receiving services from another counselling professional without first consulting with that professional.

The whole area of prevention and preventive planning responds to a range of complexity or severity. This planning often involves consultation with others and referral to school division clinicians or external agencies. In addition to counselling skills, helpful specialized skill sets that assist in prevention planning may include

- effective communication skills
- conflict resolution
- data collection
- collaboration
- mediation
- helping others recognize professional limitations to the scope of activities of school counsellors
- helping others to solve their own problems and make informed decisions
- specialized knowledge and skills for a consultation process

A major focus of prevention is related to safe, caring, effective school environments. Areas related to this focus include

- classroom profiles and differentiated instruction
- effective transitional planning among Early, Middle, and Senior Years schooling
- safe schools initiatives, including bullying awareness programming, positive behaviour systems, codes of conduct, and emergency preparedness planning
- promoting diversity and inclusion in all aspects of the school community

3. Guidance Education*

See Appendix A for links between the guidance education areas of the guidance and counselling program and student learning outcomes in compulsory curricula.

School counsellors may provide direct instruction to students in areas such as peer helping, conflict resolution, social skills, career exploration, and healthy lifestyle choices. As well, school counsellors provide support to other educators in implementing personal planning, promoting positive school climates, and enhancing the emotional/social well-being of students.

School counsellors' educational role may also include

- disseminating information to students, parents**, the educational community, and other professionals
- acting as a resource for professional learning and curriculum delivery, particularly in areas related to mental health, personal safety, and sensitive issues
- speaking publicly at school and/or to community groups
- participating in professional learning

* Formerly referred to as "guidance." The term has been adjusted to more accurately reflect the activity as a teaching component.

** In this document, the terms "parent" and "parents" refer to both parents and guardians. The term "parents" is used with the recognition that in some cases only one parent may be involved in a child's education.

4. Coordination

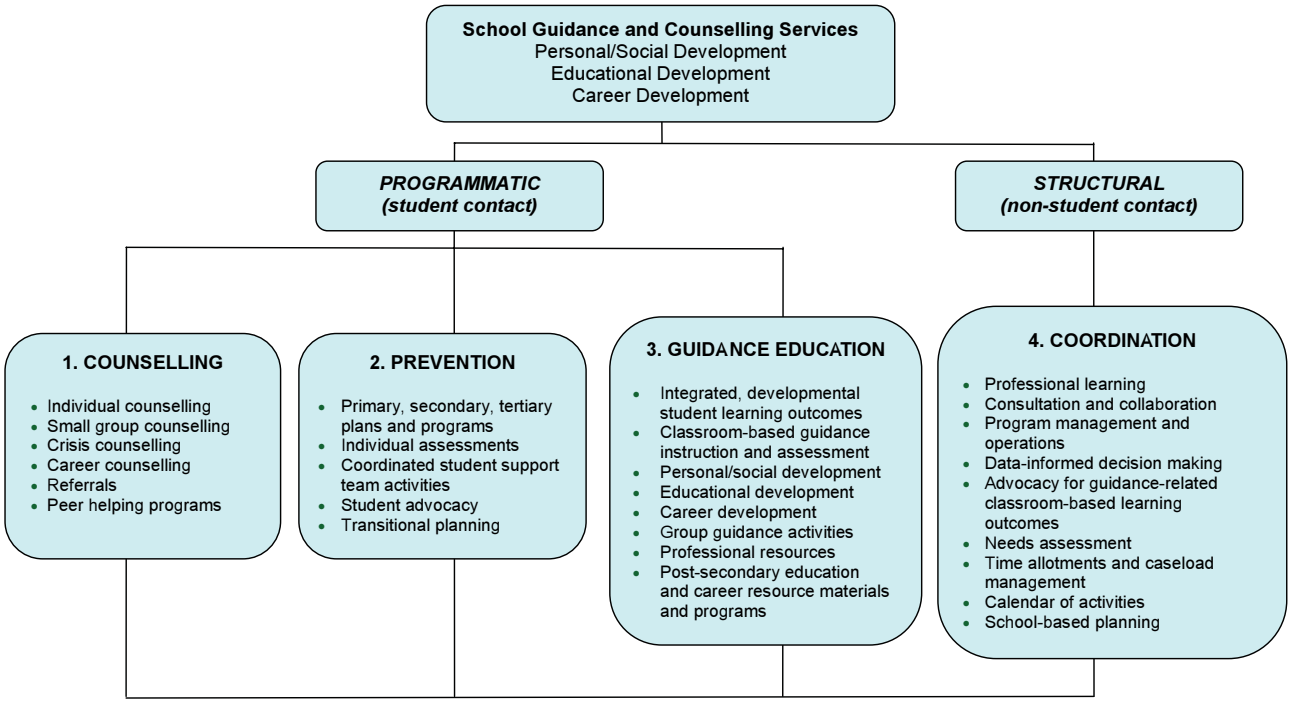
School counsellors consult and plan collaboratively with students, other educators, the school-based student services team, parents, other community agencies and external professionals.

School counsellors consult and plan collaboratively with students, other educators, the school-based student services team, parents, and other community agencies and external professionals in planning goals and effective strategies to promote the emotional, intellectual, social, academic, and career development of students. Consultation may focus on students' individual needs or on school, division, or community programs or services.

As a team member of multi-agency Circle of Care teams, the school counsellor assists in the access to and coordination of school, division, and other community services related to counselling for mental health issues. This assistance may include information gathering, referrals, and liaison between home, school, and the community. School counsellors assist students and their caregivers with transitions between grade levels, courses, and all educational facilities and programs including Early, Middle, and Senior Years schools; institutional programs; apprenticeship, technical/vocational/cooperative education programs; and post-secondary education institutions. Assisting students to make life transitions is an essential component of the planning cycle.

An overview of the types of services provided by comprehensive and developmental guidance and counselling is given below.

Comprehensive Guidance and Counselling Services



School-wide Comprehensive and Developmental Guidance and Counselling

The comprehensive and developmental approach to guidance and counselling has at its foundation a universal design of preventive education that is systematic and sequential to students' learning and development. A strong foundation in prevention reduces the number of students requiring more in-depth, ongoing, or critical interventions.

A universal school-wide systemic approach supports targeted activities that include both guidance and counselling for specific issues, concerns, and topics. Intensive individual and small group counselling is reserved for students who require additional, unique, and specific interventions.

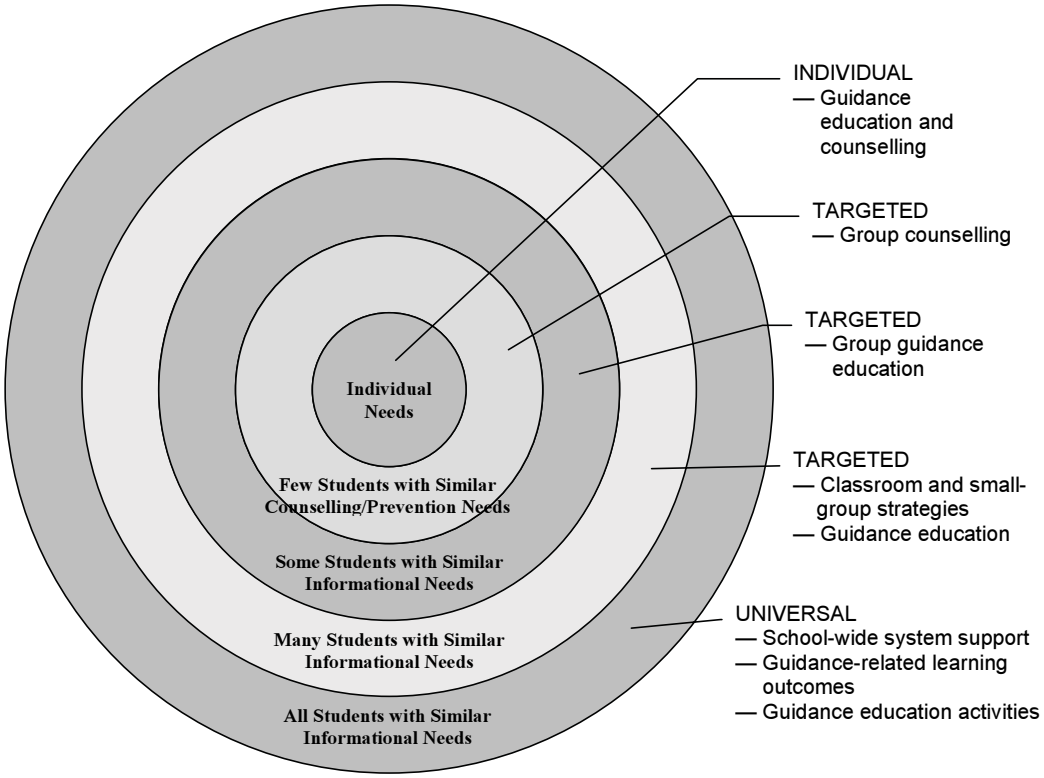
The Manitoba comprehensive and developmental model is based on the work of renowned Norman Gysbers.* There are two aspects to the model: structural and programmatic. Structural elements do not involve student contact. They are restricted to planning, monitoring, and sustainability components. It is the programmatic elements that are most visible to students, their families, and the community.

For further information on the work on Norman Gysbers, please see Supportive Resources at the end of this section.

Programmatic elements include guidance education, prevention, and counselling. The figure on the next page shows a targeted approach to programming. The figure should be viewed as fluid, with seamless movement from universal guidance (information-giving) activities to preventive-responsive counselling (therapeutic) interventions as needed by specific populations at particular times.

* In Gysbers's model (2002, 2003, 2006), the descriptive terms used are guidance curriculum, individual planning, responsive services, and system support. For reasons of clarity in the Manitoba model, the guidance curriculum and responsive services are seen as fluid and are combined to form the "guidance education" component. Elements of Gysbers's original responsive services and guidance curriculum that are specifically focused on risk reduction are combined to form the Manitoba "prevention" component. Individual planning is contained within the "counselling" component, and system support is described as "coordination."

School-wide Guidance and Counselling Programmatic Processes



*The Advantages of a Comprehensive and Developmental Approach**

Integration of guidance and counselling services into the regular, daily school experience has the following aims:

- to provide a structure to help meet the guidance and counselling needs of all students
- to encourage respect for individual strengths and needs and social and cultural diversity
- to help students understand themselves and build meaningful relationships with others
- to help students plan and achieve educational goals and explore personal career paths

* Source: Nova Scotia Education. *Comprehensive Guidance and Counselling Program.* Halifax, NS: Nova Scotia Education, 2002. 3–5. Adapted with permission.

- to provide consultation and coordination services to educators, parents, administrators, and others who work with students
- to ensure the accessibility of guidance and counselling to all students
- to provide developmental as well as preventive and responsive services

Guidance and Counselling Areas of Focus

For further information on specific learning outcomes, see Chapter 5 and Appendix A.

School guidance and counselling services are focused on three distinct areas, although these areas are frequently combined to create a meaningful context within student learning activities.

Personal/Social Development

This area focuses on self-knowledge, social skills, and safety issues. These issues are aligned with the changes in human dynamics and the maturing concept of self. This area addresses issues faced by young people at each particular age and stage of development and maturity.

Educational Development

The educational area of guidance and counselling services identifies key knowledge and skills that students require over time to become effective, independent learners within and beyond the school setting.

Career Development

Early career awareness outcomes emphasize decision making and the importance of work, both to oneself and to the community. This emphasis evolves into recognizing personal attributes and preferences through career exploration and career preparation in Senior Years. From Kindergarten to Grade 12, the focus of career development is on skill development rather than on specific career preparation.

These three areas of school guidance and counselling are focal points for

- Guidance Education
- Prevention
- Counselling

These areas merge, depending on the context and level of need. For instance, when delivering services related to anger management, the school counsellor may plan some related personal/social development learning outcomes to be delivered through whole class instruction (guidance education). Additionally, small group guidance (prevention) may occur for a small group of students with particular difficulties with anger, and individual behavioural counselling (counselling) may be required for a few specific students.

Chapter Summary

- The primary goal of school guidance and counselling services is to enhance and promote student learning.
- Guidance and counselling services span Kindergarten to Grade 12. Services are provided school-wide to all students.
- A comprehensive and developmental approach to guidance and counselling services uses a team approach and is integrated into curricular learning outcomes. It is sequential and systematic.
- There are four components to a comprehensive and developmental guidance and counselling program: counselling, prevention, education, and coordination.
- The four components focus on three areas in the program: personal/social development, educational development, and career development.

Supportive Resources

Gysbers, Norman C., and Patricia Henderson. *Developing and Managing Your School Guidance Program*. 4th ed. Alexandria, VA: American Counseling Association, 2006.

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Chapter 2

Scope of Activities

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Working Together *21*

- Working with Students *21*
- Working with Parents/Guardians *21*
- Working with Colleagues and Professional Associates *22*
- Working with the School and Community *22*
- Working with Attention to Self *23*

Chapter Summary *24*

Scope of Activities

In this chapter:

- Scope of activities for school counsellors
- Vignettes of typical daily activities

Comprehensive and developmental guidance and counselling programming includes two distinct yet interrelated components: programmatic areas (activities with student contact) and structural areas (activities without student contact). Within these two areas, the scope of counsellor activities includes

Programmatic Area

- Counselling: therapeutic, healing processes that address development needs
- Prevention: responsive processes that combine instruction and counselling to avert, minimize, or address potential areas of risk
- Guidance Education: information giving and instruction to increase awareness, skill, and knowledge

Structural Area

- Coordination: planning, consulting, referring, revising, and advocating to address school needs

Much of the work of school counsellors, such as professional consultation, referrals, and counselling, occurs in confidential settings. These activities are essential to an effective guidance and counselling program. Classroom-based education, public relations, and activities such as awareness campaigns (e.g., addictions, bullying, career, post-secondary opportunities) are also the responsibility of school counsellors. Clarifying what is within the scope of activities of school counsellors in general and what is beyond their scope specifically is important to ensuring that the needs of the school community are addressed efficiently and effectively.

Although there are differences in the responsibilities of school counsellors in Early, Middle, and Senior Years schools due to specific developmental needs, community needs, available resources, and the training of the school counsellor, the differences are mostly found in "how" the counsellor addresses the needs of the students, rather than "what" the counsellor addresses.

A vignette of a school counsellor's typical day in each of an Early Years, Middle Years, and Senior Years school is presented below to illustrate the comprehensive nature of guidance and counselling services and the similarities and unique features within each context.

EARLY YEARS VIGNETTE

8:30 – 9:00	Bus duty Greet students Transition Kindergarten student affected by anxiety disorder to classroom setting
9:00 – 9:30	Counsel and pre-teach this morning's Grade 3 personal safety lesson to student with history of abuse
9:30 – 10:00	Play therapy with student affected by recent house fire
10:00 – 10:30	Grade 3A classroom personal safety lesson (team-teaching 25 students)
10:30 – 10:45	Recess
10:45 – 11:15	Social Skills Group (6 students)
11:15 – 11:45	Record keeping, file management, parent telephone contacts, lesson preparation for bullying awareness
11:45 – 12:00	Transition student affected by anxiety disorder out of classroom and to parent's care prior to hallway movement for lunch
12:00 – 12:30	Lunch
12:30 – 12:50	Informal discussions with teachers re: issues or concerns
12:50 – 1:00	Greet afternoon Kindergarten students
1:00 – 1:30	Grade 3B classroom personal safety lesson (team-teaching 23 students)
1:30 – 1:45	Individual counselling: behaviour management
1:45 – 2:00	Individual counselling: anger management
2:00 – 2:30	Conflict resolution: 2 students
2:30 – 2:45	Recess
2:45 – 3:25	Student Support Meeting: coordination and consultation re: 7 students
3:25 – 3:30	Greet students as they depart for the day
3:30 – 4:00	Staff meeting

At the Early Years level, it is particularly important for the school counsellor to be visible by all students each day. Students typically gravitate towards their classroom teacher, and the visibility of the counsellor encourages students to recognize the school counsellor as an additional trusted adult.

MIDDLE YEARS VIGNETTE

8:30 – 9:00	Meet with concerned parents re: progress of child in coping with loss
9:00 – 9:30	Study Skills/Organization Group Session
9:30 – 10:00	Meeting with school psychologist re: assessment of student with self-harming behaviour Introduce student to school psychologist
10:00 – 10:30	Grade 7 Health classroom self-image and personal hygiene game and follow-up lesson (team-teaching 20 students)
10:30 – 10:45	Recess
10:45 – 11:15	Girls' Group (10 Grade 6 students)—today's focus: strategies for making and coping with losing friendships
11:15 – 11:45	Conflict Managers' Meeting
11:45 – 12:00	Meet with resource teacher re: referral of student with temporary personal/social issues that may impact on goals of IEP
12:00 – 12:30	Lunch
12:30 – 1:00	Lunch Duty
1:00 – 1:30	Grade 5 classroom (23 students)—focus: learning styles and learning differences
1:30 – 2:15	Homework Group (12 grade 8 students)—today's focus: time management and study skills
2:15 – 2:40	Individual counselling: behaviour management
2:40 – 3:10	Individual counselling: divorce-related concerns
3:10 – 3:30	Individual counselling: relationships
3:30 – 4:00	Telephone contacts and paperwork

As students reach Middle Years, the developmental differences in growth and maturity become more evident. Because puberty is a time of change and increasing allegiance to peers, school counsellors typically use the social dynamic to assist in group education and counselling sessions on issues that are related to change. This strategy permits a variety of viewpoints to be raised by peers with peers in a safe, structured environment.

SENIOR YEARS VIGNETTE

8:30 – 9:00	Meet with students working on university applications
9:00 – 9:30	Student Aid Group Session
9:30 – 10:00	Crisis Counselling
10:00 – 10:30	Career Education Session—today's focus: technology and job searches
10:30 – 11:00	Grade 10 Health Education Class—team-teach Addictions Awareness (lesson 2 of 4)
11:00 – 11:15	Individual Counselling: academic counselling
11:15 – 11:45	Peer Helpers' Meeting
11:45 – 12:00	Consult with 3 teachers re: status of hospitalized student and home-study requirements
12:00 – 12:30	Lunch
12:30 – 1:00	Referral telephone calls
1:00 – 1:30	Grade 9E (27 students)—focus: making wise option choices for Grade 10
1:30 – 2:45	Separation/Loss Group (12 Grade 10/11 students)—today's focus: managing difficult emotions
2:45 – 3:10	Individual counselling: behaviour management
3:10 – 3:30	Individual counselling: relationships
3:30 – 4:00	Drop-in access at Counselling Centre Planning for Job Fair

Senior Years students are far more independent in their decision-making and information-seeking behaviours. Having unstructured time in the Counselling Centre where students may browse materials and have informal conversations with the school counsellor is helpful. Because peer allegiance is still strong in Senior Years, the use of group strategies for education and counselling is both highly effective and time efficient. Senior Years students often face very adult situations, resulting in an increased need for privacy. This fact is reflected in the increased amount of individual counselling and referrals to other professionals.

Working Together

Regardless of the school setting, school counsellors, like all school staff, have a set of professional and personal responsibilities that define their scope of activities. School counsellors address the needs of

- students
- parents/guardians
- colleagues and professional associates
- school and community
- self

Working with Students

School counsellors are responsible for recognizing their boundaries of competence and provide only those services and use only those techniques for which they are qualified by training or experience.

The school counsellor's first professional responsibility is to the students. The educational, academic, career, personal, and social needs of all students within the school setting, from Kindergarten to Grade 12, are the focus of guidance and counselling.

To meet the needs of all students, school counsellors plan and deliver programming that is infused into the regular school day.

Because students may have diverse needs that require specific counselling expertise, school counsellors are responsible for recognizing their boundaries of competence and provide only those services and use only those techniques for which they are qualified by training or experience. When their professional assistance cannot adequately meet students' needs, or when students' needs require intensive or long-term counselling beyond what schools may reasonably be expected to provide, appropriate referrals are made.

Working with Parents/Guardians

Providing parents, as appropriate, with accurate information in a caring manner is part of working with minors in a school setting.

Parents/guardians play a primary role in the lives of students. Collaboration with parents in the best interest of students is a key activity of school counsellors. School counsellors do not provide family counselling. The focus of school counselling is on the personal, social, educational, and career development of the student.

Further information on appropriate educational programming is located at <www.edu.gov.mb.ca/k12/specedu/aep/pdf>

The Personal Health Information Act *is available at <http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php>*

Manitoba Pupil File Guidelines *are available at <www.edu.gov.mb.ca/k12/docs/policy/mbpupil/>.*

Providing parents, as appropriate, with accurate information in a caring manner is part of working with minors in a school setting. The open sharing of guidance education activities with the public is separate from the confidential nature of counselling relationships. Working with students to keep parents appropriately informed without breaching confidentiality is an important responsibility. The document *Appropriate Educational Programming in Manitoba: Standards for Student Services* assists school divisions by directing them to create policies that clarify processes related to students with exceptional learning needs. Issues of confidentiality, informed consent, referral, and right to privacy are enshrined in Manitoba law through *The Personal Health Information Act*. School-based policies on issues related to information sharing, consent, and referral should ensure easy student access to assistance and not inadvertently cause a negative impact for the student. These policies assist school counsellors and other educators in the important area of rights and responsibilities for the student, the parent, and the school. (For further information on consent, please see Chapter 7.)

Working with Colleagues and Professional Associates

School counsellors are members of the student services team. Like resource teachers and clinicians, they provide support to students with exceptional learning needs. Unlike resource teachers and clinicians, they also provide services to students without exceptional learning needs.

Guidance and counselling services are part of a broader delivery system designed to enhance the success of all learners. The school counsellor establishes and maintains an ongoing professional relationship with school staff, clinicians, and other service providers who work with students in the school. Colleagues and professional associates are consulted and provided with professional information related to the well-being of students who are also in their care.

Educational planning and ancillary services are coordinated in the best interest of the student. Information is shared with adherence to appropriate guidelines for confidentiality. School counsellors must work within the limits of the law, within the policies and procedures of school divisions and schools, as well as within the ethical requirements of the associations of which they may be members.

Working with the School and Community

Through the guidance and counselling process, children recover and learn more about themselves, enhancing their capacity to learn.

School counsellors play a dual role of educator (through guidance education activities) and therapist (through counselling activities). This dual role particularly merges when the counsellor is involved in prevention work. All of life's situations interact with each other. For instance, by addressing a student's personal/social needs through counselling, the school counsellor simultaneously teaches resiliency skills and affects the student's readiness for educational challenges. As a result of this interrelationship, the school counsellor supports the integration and contextualization of guidance and counselling services to address school and community needs.

The school counsellor therefore develops a comprehensive and developmental guidance and counselling program that meets the needs of the specific school population. This development process includes identifying needs, implementing and monitoring programs, as well as adjusting plans based on the developmental needs of students. Regular evaluation of the plan and its implementation are important to ensure the school and community are being well served.

Disseminating information to the school community about the services provided through school guidance and counselling is an important role of the school counsellor. Collaborating with community resource people to increase opportunities for students and making appropriate referrals to community agencies assists students with lifelong learning, transitions, appropriate care and treatment, and success.

Working with Attention to Self

It is important for school counsellors to recognize and discuss with their employing authority the limits of their available time, their training, and their role in the school. By doing so, they enhance communication with administration and other members of the school team and increase opportunities for effective program delivery and management of time, stress, and caseload sizes. It is also important for counsellors to recognize their individual needs for self-care and the advantage of following a personal wellness plan. (See Chapter 8 for further information on self-care.)

Unlike many other full-time teachers, full-time school counsellors typically do not have regularly scheduled classes. Their timetables are flexible to meet the counselling needs of students at various times of the school year while still delivering, and/or collaborating with others for the delivery of, the education and prevention components of the comprehensive guidance and counselling program. School counsellors strive for a balanced approach that allows sufficient time for professional self-reflection, planning, research, referrals, and record keeping. (See Chapter 6 for sample time allotments.)

In many schools, there is a single school counsellor. It is important for counsellors to make professional connections with colleagues who may provide insights, suggestions, and mentoring. It is similarly important for counsellors to reach out to their counselling colleagues to provide support and mentorship.

Chapter Summary

- The scope of activities for school counsellors is a series of actions that are based on a comprehensive approach to guidance and counselling services. Within that framework, the specific needs of the school community, the training and experience of the counsellor, and the expertise of colleagues and other professionals working with students are taken into account.
- The school counsellor works within his/her training and experience and must limit service delivery to those areas that a school may be reasonably expected to provide to assist students in finding success at school. Students requiring extensive, ongoing therapy or counselling should be referred to external agencies.

Chapter 3

Counselling – Component 1 of School Guidance and Counselling Services

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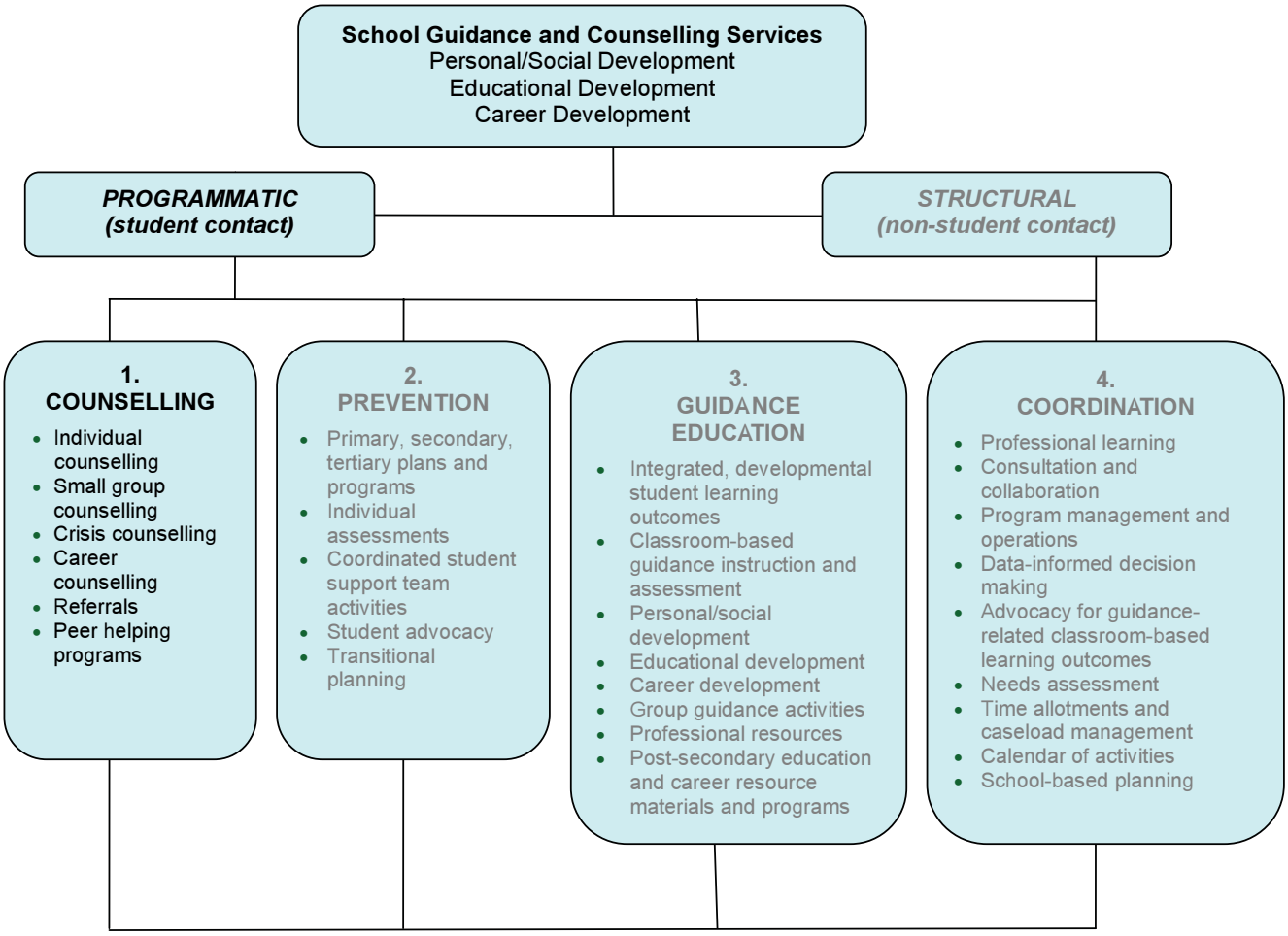

School Guidance and Counselling Services
Personal/Social Development
Educational Development
Career Development
PROGRAMMATIC
(student contact)
STRUCTURAL
(non-student contact)
1.
COUNSELLING
Individual counselling
Small group counselling
Crisis counselling
Career counselling
Referrals
Peer helping programs
2.
PREVENTION
Primary, secondary, tertiary plans and programs
Individual assessments
Coordinated student support team activities
Student advocacy
Transitional planning
3.
GUIDANCE EDUCATION
Integrated, developmental student learning outcomes
Classroom-based guidance instruction and assessment
Personal/social development
Educational development
Career development
Group guidance activities
Professional resources
Post-secondary education and career resource materials and programs
4.
COORDINATION
Professional learning
Consultation and collaboration
Program management and operations
Data-informed decision making
Advocacy for guidance-related classroom-based learning outcomes
Needs assessment
Time allotments and caseload management
Calendar of activities
School-based planning

Counselling – Component 1 of School Guidance and Counselling Services

In this chapter:

- Different counselling formats
- The referral process
- Peer helping programs
- Peer mediation

Counselling Formats

"[The counselling process] provides a relationship and communications base from which the student can develop understanding, explore possibilities, and initiate change. In this setting, it is the counsellor's competence that makes positive outcomes possible." (Gibson and Mitchell, 135)

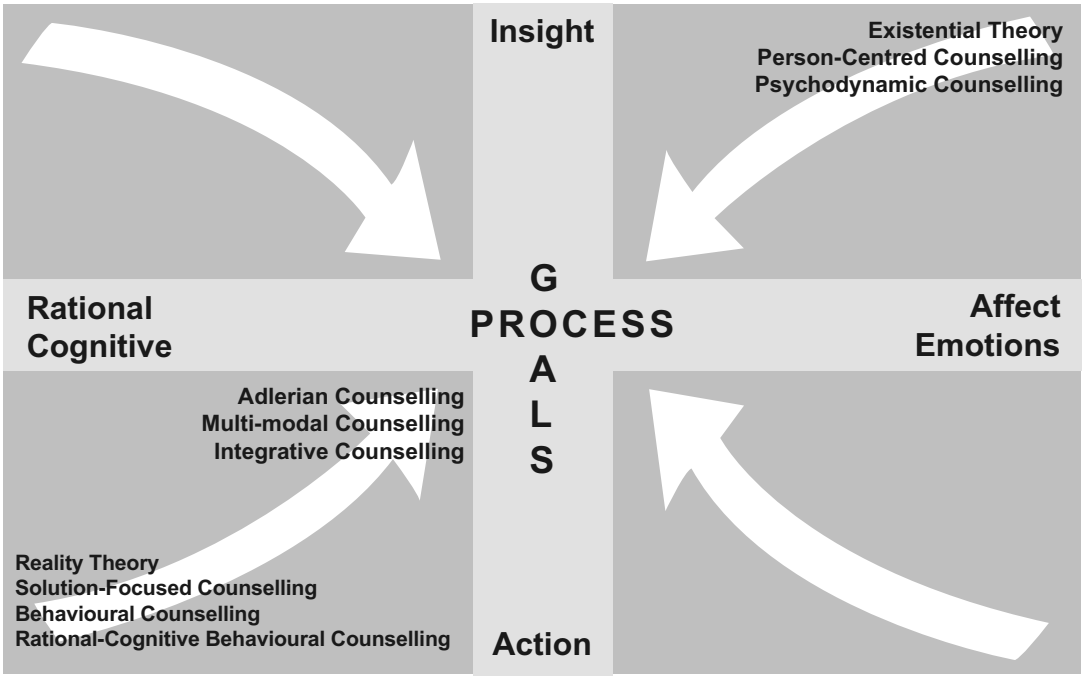
Individual Counselling

The counselling of individual students in schools by school counsellors has evolved quite dramatically over the past 40 years. Individual counselling focused mainly on personal/social issues in the 1960s, '70s, and '80s, and the major focus was relationship counselling (now "person-centred" counselling theory). Much emphasis was placed on dealing with students' feelings and helping them to gain insight into their concerns or issues.

In the 1990s and into the twenty-first century, the focus of individual counselling has become much more action-oriented and solution-focused, with much more time spent on determining realistic plans of action with the student, particularly in the area of behaviour management and mental health issues. Schematically, the recent evolution of individual counselling can be presented as shown in the figure on the next page.

There is much evidence to suggest that as counsellors gain more experience they tend to move towards the centre (Adlerian, multi-modal, and integrative approaches) and increasingly see the combined value of insight, action, emotions, and rational/cognitive approaches (Schulz).

Process and Goals of Individual Counselling



Gerard Egan, in *The Skilled Helper*, contends that individual counselling consists of using specific counselling skills and attitudes to

- help students to tell their stories (issues, concerns)
- help students to understand their stories
- help students to write better stories (plan some action for change)

Additional information on the importance of cultural awareness and personal history is located in Chapter 8.

To be effective, it is important for counsellors in Manitoba schools to understand their personal processes in counselling students and to recognize when movement from one process to another would be helpful, based on the specific needs and contexts of each student. Moving from one process to another more effective process based on the needs of the student requires the knowledge and skill to use a variety of counselling strategies (e.g., cognitive-behavioural therapy, reality therapy, solution-focused counselling, play therapy).

School counsellors provide individual counselling to students based on professional observations, self-referrals, and referrals from peers, parents, and school staff as needed. Counsellors provide short-term supportive services as well as longer-term counselling for ongoing concerns.

Small Group Counselling

Professional ethics require that informed consent is obtained prior to beginning group counselling sessions, and that the counsellor must have specific training in group counselling techniques.

From time to time, school counsellors notice a small group of students who have common needs or concerns that may be addressed most effectively in a group setting where students are able to feel less isolated and where they can benefit from the input of other students facing common issues. These group counselling sessions are intended to support students in making positive decisions and to learn to successfully manage personal concerns. Student participation in group counselling is voluntary and requires parental permission as appropriate. Group topics vary from school to school and from year to year. Some common topics that are well suited to group counselling are

- friendships
- social skills
- anxiety
- family separation/divorce/loss

It is important to note that group counselling is distinct from group guidance. Group counselling is therapeutic and developmental; group guidance is a form of teaching or mode of information delivery.

Career Counselling

Further information on career guidance education is located in Chapter 5.

Career counselling is an adjunct to general career guidance education sessions. Students often seek additional, personalized support in making decisions related to their future.

Following career guidance education, counselling may take the form of self-assessments, examining interests, personality, skills, values, and beliefs that impact on the types of future activities that the student seeks. For instance, students with limited insight into their personality and preferences may find it difficult to navigate career education resources without personal counselling.

Similarly, students who have made career decisions may require follow-up counselling to assist them with specific requirements such as time management, personalized course selections, and funding opportunities. Transitional planning for students who are exiting the school system is a critical component of career counselling.

Crisis Counselling

Issues related to crisis counselling are often referred to clinical staff or external agencies for additional support and consultation. The counsellor continues to provide any necessary supports for the student, if required.

Helpful hint: When counsellors find large portions of their workday are devoted to crisis counselling, consider prevention priorities that may avert crises. See Chapter 4.

When unplanned events and situations arise in the lives of young people, they often seek the assistance and support of the school counsellor. Students rely on the counsellor—who is a trusted adult in the school with knowledge of mental health issues, and skills in relationship building and problem solving—for non-judgmental understanding to help them address immediate and urgent issues that are beyond their limited life experience, coping strategies, or support networks.

In crisis counselling, the role of the school counsellor is to clarify the situation, stabilize the student, and determine whether the concern is within the school counsellor's training and scope of practice or one that requires referral to clinical staff or an external agency. Typically, urgent crisis counselling needs are referred to skilled professionals outside the school setting for additional support. The following list illustrates some crisis counselling situations:

- child protection/neglect/abuse
- threat making/threat receiving
- dating violence/stalking
- suicidal intentions and actions
- self-harming behaviours
- sexual health
- assault
- trauma/tragedy/loss/grief

Crises are time sensitive and have the potential to escalate quickly into more serious issues. When school counsellors are faced with crisis situations that are beyond their professional skill or that require long-term, intensive service beyond what may be reasonably expected of a school, making referrals for additional support is essential. In some cases (e.g., child protection, abuse, assault), there is a legal requirement to report and refer. In other cases (e.g., suicidal actions, threat receiving), the potential for harm is elevated, and there is an ethical responsibility to consult with appropriate professionals.

As with all forms of counselling, after the crisis has passed, the school counsellor continues to work toward increasing student self-knowledge, strengthening support networks, and increasing resiliency skills to decrease the potential for further crises. Helping students to recognize difficulties early, to work together with their family and friends (when appropriate), to increase communication, and to provide hope are constant goals.

Referrals

Current lists of professionals and agencies are located online at <http://cms00asa1.winnipeg.ca/crc/crc>. This website includes services for Winnipeg and other areas of Manitoba.

Manitoba Healthy Living also lists mental health support agencies at <www.gov.mb.ca/healthyliving/mhp.html>.

Referrals to external agencies, other professional services, and school division clinical staff are commonplace in Manitoba schools. The number and types of referrals will depend upon the needs of students in a particular school setting, caseload size, scheduling, and the training and experience of the school counsellor.

School divisions typically include clinical staff such as school psychologists and school social workers in their student support teams. These professionals are commonly available to school counsellors for consultation, planning, and referral.

An essential component of effective counselling services is the preparation for the referral process. It is important to work within the school division's referral process and to maintain a current list of professionals beyond the school setting to whom students and families may be referred. Common areas of referral include

- domestic violence services
- child and family services
- adolescent and child mental health services
- psychiatric services
- women's shelters
- crisis hotlines
- health clinics and hospitals
- policing and victim protection services
- mobile crisis units

School counsellors are advised to maintain a professional connection with referral agents to expedite the process for referrals.

*Peer Helping Programs**

What is peer helping?

Peer helping is based on the fact that youth often seek out their peers when they are experiencing some frustration, worry, or concern. Children and adolescents want to help each other, yet they often do not know what to do or how to do it. Peer helpers may be trained and supervised to provide a variety of services such as

- listening and understanding
- friendship and support
- decision-making assistance
- tutoring and academic help
- role modelling for younger children
- mediation and conflict resolution (see Peer Mediation on page 34)
- problem-solving assistance
- referral to professionals

Why peer helping?

The use of peer helping programs has increased dramatically over the last fifteen years. Peer programs now exist in schools, colleges and universities, hospitals, agencies, corporations, and senior citizen organizations. Although a variety of terms can be used to describe peer work, the term *peer helping* has gained acceptance as a way of summarizing the different peer programs.

What are the benefits of peer helping?

Peer helping assists children and adolescents to feel capable, understood, and responsible. Peer helping teaches young people decision-making skills to help combat negative peer pressure and provides children and adolescents with communication skills to understand others and be understood. In addition, peer helping enables youth to learn action skills to prevent substance abuse, enhance self-esteem, reduce loneliness, promote health, and support academic and personal achievement.

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* Source: Peer Resources. "Peer Helping Brochure and National Standards." <www.peer.ca/broch.html>. (21 Feb. 2007). Adapted with permission.

Peer helping also contributes to the climate of care and respect needed by educational institutions and community organizations to reduce violence, vandalism, truancy, and school dropouts. Peer helping is also a way for communities to demonstrate the value of service to others. By establishing a peer program, schools and community organizations teach children and adolescents how to help, not hurt, others.

What peer helping is not!

Peer helpers do not make decisions for others. They may suggest options or alternatives, identify potential consequences, or share their experiences, but they do not give advice or tell others what to do. Peer helpers do not provide therapy or treatment. Peer helpers are trained to identify the limits of their assistance and are required to refer individuals with concerns beyond their limits to the peer helper supervisor.

How do peer helpers help?

Peer helpers' roles are determined by the type of training provided as well as the school and community needs. Some typical assignments include working as

- peer tutors—helping students learn academic and social skills
- buddies—helping younger or new students make transitions into a new school
- orientation guides—helping students from feeder schools or helping persons new to the community
- referral agents—helping youth get connected to school counselling opportunities and other appropriate services
- peer supporters—helping others sort out concerns, brainstorm ideas, and provide practical help
- role models—helping others learn appropriate behaviours
- outreach workers—reaching out or building connections for youth who feel lonely or troubled

What is the role of the school counsellor in peer helping?

The school counsellor is often the supervisor for the peer helping program. In some schools, supervision is shared with other school team members such as the resource teacher, principal, the student council advisor, or teachers who may be involved in leadership courses in Senior Years schools.

Students become peer helpers using a school-based selection process that is often led by the school counsellor. Students enter the program with the knowledge and the permission of parents.

Most schools that employ a peer helping program as an adjunct to their guidance and counselling program begin with an initial intensive retreat, followed by ongoing mini-sessions throughout the school year. By beginning with a retreat at the beginning of the school year, peer helpers bond as a group and have ample opportunities to gain self-confidence and trust in their supervisor. The nature of a retreat permits enhanced skill training, practice, and retention.

During the school year, the school counsellor may function as supervisor, mentor, and trainer/facilitator for peer helpers as they face new challenges and require further information or skill sets. The counsellor is also a service provider for students who have been referred to the counsellor by the peer helpers in their work.

Peer Mediation

What is peer mediation?

One clear definition follows:

> Peer mediation is a voluntary process for resolving conflict. Students who have been trained in mediation assist those students in dispute to reach a mutually agreeable solution. The role of the peer mediators is to help the disputants find a win-win solution. They do not judge or counsel but listen carefully while each person tells her/his side of the story. Then the peer mediators encourage them to come up with ideas to resolve the conflict. (Van Gurp, 32)

Who mediates whom?

Mediators should be the same age/grade or older than the disputants. Do not expect younger students to mediate older ones.

Generating interest

Prior to developing a peer mediation program, it is important to clarify its purpose and limits. Mediation allows a safe environment for empowering students to communicate and resolve conflicts. It is never used when there is a potential for harm or when there is a recognizable power differential between students. Peer mediation does not replace consequences for misbehaviour.

Parents, students, and staff members should be made aware of peer mediation as one of several strategies that may assist in creating a positive learning environment.

Chapter Summary

- School counsellors use a variety of counselling techniques and tools to support students.
- Ethically, school counsellors may only provide group counselling and individual counselling support based on their training and experience. Referral processes are used to address needs that cannot be met by the school counsellor.
- Programs such as peer helping and peer mediation are effective adjuncts to comprehensive guidance and counselling services.

Supportive Resources

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Chapter 4

Prevention – Component 2 of School Guidance and Counselling Services

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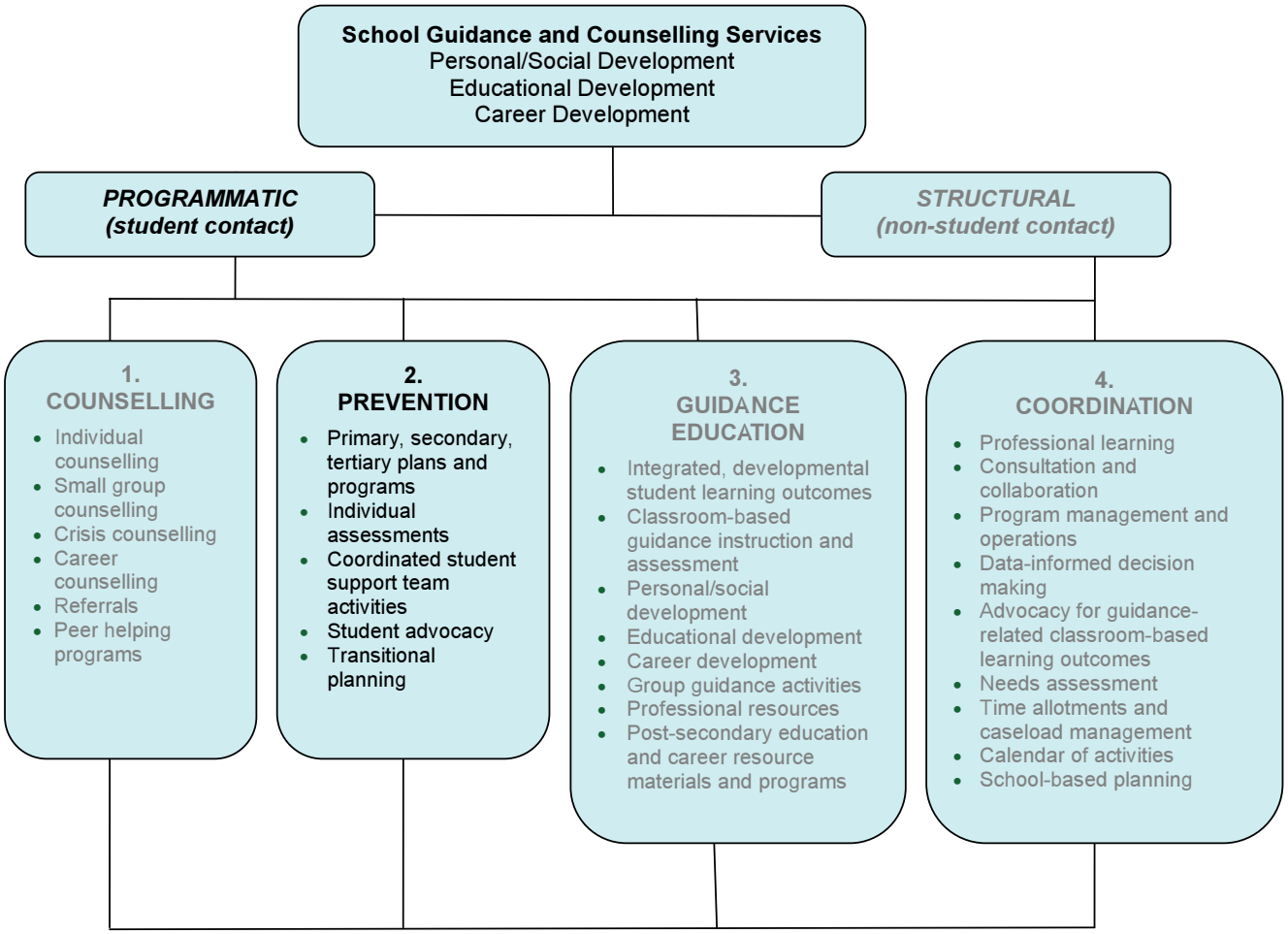
School Guidance and Counselling Services
Personal/Social Development
Educational Development
Career Development
PROGRAMMATIC
(student contact)
STRUCTURAL
(non-student contact)
1.
COUNSELLING
Individual counselling
Small group counselling
Crisis counselling
Career counselling
Referrals
Peer helping programs
2.
PREVENTION
Primary, secondary, tertiary plans and programs
Individual assessments
Coordinated student support team activities
Student advocacy
Transitional planning
3.
GUIDANCE EDUCATION
Integrated, developmental student learning outcomes
Classroom-based guidance instruction and assessment
Personal/social development
Educational development
Career development
Group guidance activities
Professional resources
Post-secondary education and career resource materials and programs
4.
COORDINATION
Professional learning
Consultation and collaboration
Program management and operations
Data-informed decision making
Advocacy for guidance-related classroom-based learning outcomes
Needs assessment
Time allotments and caseload management
Calendar of activities
School-based planning

Prevention – Component 2 of School Guidance and Counselling Services

In this chapter:

- Primary, secondary, tertiary plans and programs
- Individual assessments
- Coordinated student support team activities
- Student advocacy
- Transitional planning

Prevention Priorities

The goal of primary prevention is to avert known risks by creating awareness and providing information in areas with the potential to affect school success.

Primary Prevention

Proactive guidance and counselling services tend to begin with whole-class instructional sessions. Generally, proactive priorities include prevention programs, post-secondary preparation programs, social skill development programs, and self-knowledge sessions. Specifically, these priorities may include, but are not restricted to, friendship skills, personal safety, violence prevention, bullying awareness, self-management, youth-related issues, substance use, educational portfolio planning, post-secondary planning, and career planning.

The goal of secondary prevention is to provide early intervention and support to students whose difficulties have the potential to escalate and affect school success.

Secondary Prevention

The counsellor's role in secondary prevention may be either as an intervener or as an intermediary. This role may be complex and multi-layered. It may include, but is not restricted to, early intervention, individual counselling, acting as a referral agent for external services, providing interim support while awaiting external services, advocacy, membership in a school-based planning team, and acting as a mediator or teacher.

Tertiary Prevention

School counsellors may provide essential services to students in need through individual and small group guidance and counselling interventions, crisis intervention, and staff/parent consultation to address immediate or ongoing concerns related to existing severe difficulties of

The goal of tertiary prevention is to provide essential services to address immediate concerns related to existing difficulties of students.

students. These students may include, but are not restricted to, students with high risk factors for and low resiliency to social, personal, or educational difficulties; students with symptoms (based on a clinical diagnosis or life circumstances) that may affect attendance and success at school; and students with individual education plans (IEPs), including behaviour intervention plans (BIPs) and individual transition plans (ITPs).

Most school counsellors provide students with direct services based on an assessment of issues that are having an impact on their success in school. Services are needed following threat, tragedy, trauma, or societal issues or events that may have a negative effect on all, most, a few, or even individual students. Other services, such as innovative career exploration, opportunities for youth volunteers, leadership groups, peer helping programs, and instituting a Teens Against Drinking and Driving committee take a more proactive approach.

Individual Assessments

An individual assessment by the school counsellor is parallel to a teacher conducting a pretest before teaching a specific learning outcome. No consent is required.

Individual assessments are also known as individual inventories or appraisals. They must not be confused with specialized assessments or formal diagnostic assessments (which require parental consent, as appropriate).

Generally, school counsellors use a series of tools to systematically identify the needs and potential issues for all students in the school, just as classroom teachers use a series of tools to determine the learning levels of all students in their classroom.

The assessments conducted by school counsellors often take the form of observations, checklists, student journal entries, behaviour charts, anecdotal data collection from staff and student(s), case study analysis, and interviewing.

Specialized assessments (including formal, diagnostic assessments) are completed with the informed consent of the student and parents, as appropriate, and are often conducted by school division clinical staff (through a referral process) or specialized external agencies (such as a mobile crisis unit, Child and Family Services, or an adolescent mental health clinic).

To clarify the distinction between the use of individual assessments and the use of specialized assessments, it is helpful to consider the assessments by the school counsellor as parallel to a teacher conducting a pretest before teaching a specific learning outcome. No consent is required.

Coordinated Student Support Team Activities

All students are the concern of the school counsellor, and all students receive service from the counsellor in the form of the comprehensive guidance and counselling program.

All students enrolled in the school are the concern of the school counsellor, and all students receive service from the counsellor in the form of the comprehensive guidance and counselling program. For some students with specific and exceptional learning needs, however, the role of the school counsellor often involves coordinated individual planning that includes learning outcomes that are achieved through counselling.

As team members, school counsellors contribute to the education, development, and support of the whole child through the student support team, according to team members' experience and training.

Exceptional Learning Needs and At-Risk Students*

Comprehensive guidance and counselling programs and services are inclusive. They are intended to help students realize their full potential regardless of physical, social, emotional, cognitive, and other challenges.

The function of school counsellors with students with specific challenges may include

- working as a team member with other support professionals
- intervening with students with difficult behaviour
- providing responsive programs, including crisis counselling, group guidance and counselling, family support, and consultation
- providing in-service support presentations to staff
- providing specific programming to strengthen personal and interpersonal skills such as problem solving, decision making, understanding feelings, and self-acceptance
- providing referrals for additional specialized support services
- mediating and facilitating effective behaviour change
- providing social skills training individually and in small groups
- assisting in establishing appropriate individual behaviour plans
- serving as a consultant and resource to parents, teachers, and other school personnel
- promoting workshops for staff and students on various disorders
- supporting parents and families
- providing career planning

* Source: Manitoba Education, Citizenship and Youth. "Guidance and Counselling: Special Needs and At-Risk Students." *Guidance and Counselling*. 2006. <www.edu.gov.mb.ca/k12/specedu/guidance/special_needs_at_risk.html>. (20 Feb. 2007).

- making referrals to appropriate specialists
- participating in an individual planning process

An individual education plan (IEP) is a global term that includes plans such as behaviour intervention plans (BIPs), transitional intervention plans (ITPs), and other student-specific plans.

The function of school counsellors with students with unique challenges is flexible, depending on which staff members are best suited to support specific students at specific times, and on personality, established rapports, skills, expertise, caseload, and many other variables. Using a case-by-case approach, the role of each member of the student support team is clarified by the team in the creation of the individual education plan.

Below are two sample behaviour plans that show the interplay among all student support team members, including the school counsellor, in meeting the needs of a student.

Sample 1: Sample Behaviour Intervention Plan*

Purpose and Background

The purpose of the plan is to have Jim develop four social skills and four self-control techniques to gain positive acceptance and support from his peer group. This needs to be done with careful regard for the safety of other students.

Background information is extensive but the pertinent elements are outlined below.

Jim is wary of males in positions of trust and builds relationships more easily with females. This is particularly true when he is stressed. After a negative experience, he repeatedly mulls over perceived injustices. He becomes physically agitated and very oppositional during these times. He requires help to get himself out of these agitated states and is capable of doing this through talking. This may best be done with female staff.

* Source: Adapted and excerpted from Manitoba Education Citizenship and Youth. "Sample Behaviour Intervention Plan." *Behaviour Intervention Planning (BIP)*. <www.edu.gov.mb.ca/k12/specedu/bip/sample.html#hsupports>. (27 Feb. 2007).

Jim has Attention Deficit Hyperactivity Disorder (ADHD) and has a general pattern of responding with physical agitation and opposition to unstructured situations. He does respond positively to medication, but this helps only on low stress days.

Jim can misinterpret others' behaviours and intent. Volume can trigger anger reactions. When he is feeling vulnerable, Jim can misinterpret eye contact and frowns as challenging behaviour. He becomes quite uncooperative during these times, sometimes withdrawing into himself and sometimes exploding for no apparent reason. However, the explosion does serve to keep people away.

Schoolwork is particularly difficult for Jim. He has clear areas of weakness that will be addressed in the IEP. However, this problem is further exacerbated by Jim's underlying sense of inadequacy and corresponding fear that he will be "found out." Jim's need to hide his weaknesses hampers attempts to assist him in learning academic skills.

Jim has a sense of humour and loves to banter verbally. Eye contact is possible during these times. This positive state is typically noticed after he has had a good game (he is an excellent basketball player) or after he has helped someone (e.g., a younger child in trouble).

Critical Programming Needs

System	Social Learning	Personal/Emotional
• Ensure that Jim stop hitting or kicking children on the playground • Ensure that Jim stop threatening and belittling children in the classroom • Agree with Mrs. Sommers (Jim's mom) to an action plan for when Jim becomes uncontrollable • Develop an alternative to being sent home at noon hours • Family Services provide some in-home support when Jim's behaviour becomes dangerous to his brothers and sisters	• Give Jim cognitive behavioural training to help him handle his fears • Teach Jim new responses in dealing with angry feelings • Give Jim the opportunity to experience working within his mastery level, and provide structured positive feedback to help him recognize his strengths • Give Jim the opportunity to take a leadership role with children who are academically less able than he is	• Teach and maintain classroom routines and structures as much as possible • Give Jim the opportunity to meet with a female staff person, one-to-one, during times of stress • Control volume whenever possible and particularly when dealing with Jim on problem issues • Provide positive alternatives to high-risk activities, particularly to replace unstructured activities that involve physical contact • Provide high eye contact and smiles during positive interactions, and limit eye contact or frowns during stressful interactions • Maintain and monitor medication

Interventions

Proactive	
Structure	**Process**
All staff will be made aware of triggers at the next school staff meeting.	The psychologist will present information the team has regarding effective strategies for working with Jim.
Jim will meet with the educational assistant (EA) at the beginning of the class to go over work and any change in routines.	The time spent in this activity will usually be short but the EA can • increase the time if Jim is too upset to be in the classroom • involve others for help if needed
The counsellor, with the support of the psychologist and assistance of the EA, will help Jim develop more effective ways of dealing with personal and intrapersonal problems.	The counsellor will assist the EA in helping Jim clarify basic problem events. Jim can share this information at scheduled times (after lunch on even days). The counsellor will • assist Jim in the re-entry process, when he has lost privileges, by helping him develop more effective ways of handling problems • assist in mediation when there are major conflicts with other students
The resource teacher will • set up a group writing process for Jim and some other students to further develop writing skills • assist the teacher in developing an effective cross-age tutoring program	The writing program, involving seven students, will be highly structured and focus on positive rewards and encouragement. The program will occur on odd days after recess. The cross-age tutoring will be carefully structured with students trained on where and how to give tokens for success. There will be support for giving accurate positive feedback.

Reactive	
Structure	**Process**
A graduated re-entry plan will be developed for those situations where Jim must remove himself from a class or outdoor activity.	The counsellor and EA will explain the plan to Jim, and the principal will give formal direction and answer any questions. The focus will be on Jim developing self-control.
Alternative workspace will be provided in either the sick room or the resource room. When administrators are present, Jim will use the sick room or the resource room.	Jim, together with the EA and resource teacher, will develop a positive workspace in these places and be shown where assignments will be placed. The goal is to have a positive, predictable place where he can reduce stressors.
A structured re-entry to the lunchtime games will be offered under the direction of the physical education teacher. Jim will be given the chance to referee games at this time.	The physical education teacher will approach Jim and, if he is agreeable, make arrangements for him to be at school twice a week during lunch hours. The program will be initially implemented for two weeks.

Divisional Supports

- The **principal** provides support to staff when Jim's behaviour is dangerous to himself or others and determines when the formal safety plan must be implemented. His role with Jim is that of the person in authority. He will be identified as the person who decides whether Jim is in or out of the classroom or school and who takes the official responsibility for these decisions.
- The **classroom teacher** provides programming for regular subject areas and a positive classroom environment with clearly defined expectations and routines, and leads day-to-day problem solving around common social issues. Her role with Jim is that of director and coach. She will provide Jim with many high-success opportunities so that he can experience positive results from following her direction, but she will be firm in her expectations that he follow her direction.
- The **school counsellor** will meet with Jim on a regular basis to discuss alternative strategies for dealing with stress and will meet with Jim and other students involved to resolve major social issues that are too time-consuming to solve within the regular classroom. The school counsellor will take a mediator role with Jim when his behaviour has caused him to be removed from the classroom or school and will help him develop personal plans to better handle situations and gain re-entry.
- The **resource teacher** will work with Jim in a small group to help him develop writing skills and will assist the teacher in implementing a student tutor program that can help Jim and other students in the classroom to practise basic reading skills. She will take a strong encourager role.
- The **physical education teacher** will continue to support Jim in developing his basketball skills and give him the opportunity to develop some refereeing skills during the noon-hour games. He will take a mentor role.
- The **educational assistant** will meet with Jim first period in the morning to outline the day, determine Jim's response to direction, assist with projects, and be available when classroom or recess is too stressful. The educational assistant may also assist Jim in completing self-directed learning activities and provide some of the structured, positive feedback. She will be the listener, particularly in the morning when Jim sometimes tends to unload, and the supporter.
- The **school psychologist** will attend regular meetings with the team and provide parents and staff with strategies that may be beneficial to Jim in dealing with fears of inadequacy. The school psychologist will work with Jim's mother to identify and contact a therapist or psychiatrist if this seems helpful.

Sample 2: Circle of Care—Multi-system 24/7 Planning Process*

The Circle of Care planning process is based on results of a three-year pilot project to provide and evaluate coordinated services to children aged 5 to 11 with profound emotional/behavioural disorders who fit the following profile:

- the child/adolescent is a danger to self and/or to others and his/her actions are marked by impulsive, aggressive, and violent behaviour
- the behaviour is chronic—the disorder is persistent over a lengthy period of time
- the behaviour is pervasive and consistent—the disorder negatively affects all the child's/adolescent's living environments including home, school, and community
- the child/adolescent requires or is already receiving a combination of statutory and non-statutory services from the child and family, education, mental health, and/or justice systems as defined within *The Child and Family Services Act*, the *Young Offenders Act*, and *The Mental Health Act*.

What is the Circle of Care?

The Circle of Care is

- a consensus model that is respectful of the experience and expertise that all team members bring to the process
- a process for coordinating multi-system services around child-centred shared service goals
- a method for developing individualized 24/7 service plans for children with complex needs and their families that involves all caregivers in sharing information, expertise, and resources

The diagram on the following page shows the multi-system services that support Circle of Care in Manitoba.

The planning process used in the Circle of Care concept is easily adaptable for students with complex counselling needs. Strategic partnerships may be used for a variety of specific mental health issues.

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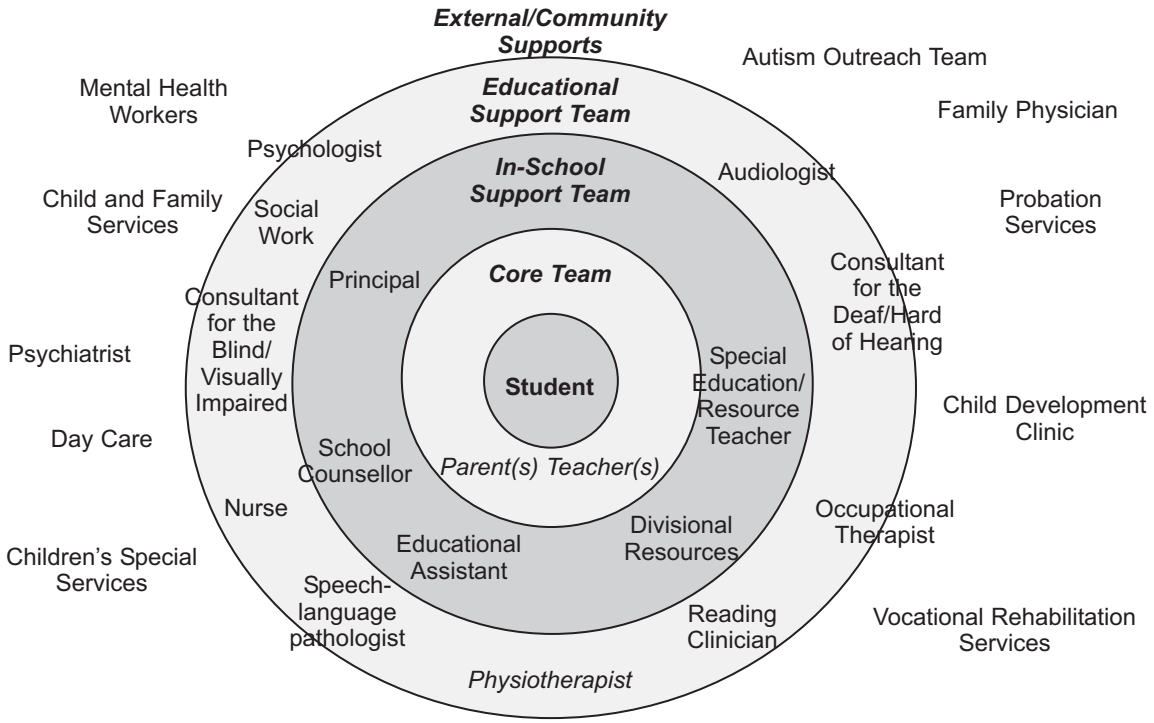
* Source: Excerpted from Manitoba Education, Citizenship and Youth. "Circle of Care: Multisystem 24/7 Planning Process." <www.edu.gov.mb.ca/k12/specedu/coc/index.html>. (27 Feb. 2007).

Circle of Care in Manitoba



There are seven basic components to a Circle of Care planning process:

- describing behaviours
- respectful understanding of the student
- sharing meaningful information
- developing shared service goals
- creating Circle of Care interventions
- cultural competence
- case management process

Student support teams have changing memberships depending upon student need and staff expertise. As a result, roles and responsibilities within individual education planning and appropriate programming are flexible. For instance, in some situations, it may be the school counsellor who is responsible for delivering cognitive-behavioural strategies because that is the individual best situated to provide effective support. In other situations, it may be a school psychologist, a behaviour specialist, a psychiatrist, or a resource teacher who delivers programming.

As mentioned earlier in the *Sourcebook*, individual education planning uses a team approach. By doing so, the entire student support team is able to provide data, to consider alternatives, and to provide effective service. The creation of the components of an individual education plan (IEP), including a behaviour intervention plan (BIP), individual transition plan (ITP), or any other specific plan for a student that involves a student support team should be accomplished by the team. The written plan is managed by the individual on the team who is best qualified to do so, with the input of the team. As in service delivery, this decision is typically made on a case-by-case basis and is dependent upon the staff member best situated to accomplish the task according to professional expertise, training, and time commitments.

Student Advocacy

One of the roles of school counsellors is advocacy, both in terms of promoting a comprehensive and developmental approach to guidance and counselling services and in terms of supporting students as they progress through the education process and through life's changes. School counsellors work with students, school administration, teachers, clinicians, parents, and the community to advocate for positive solutions to emerging concerns and difficult situations. These concerns and situations may range from relatively minor issues to serious, seemingly life-altering events. Common advocacy opportunities arise when students face suspension or expulsion from school, when students seek assistance in clarifying their position on educational difficulties with staff and parents, and when students wish to engage in mediation or restitution activities.

Many students also require additional support to advocate on their own behalf until they have developed sufficient skills in being a self-advocate. Part of the role of the school counsellor is to teach responsibility taking, decision making, and appropriate independence.

Another component of student advocacy is being a spokesperson for a comprehensive and developmental guidance and counselling program that meets the needs of the students. This may involve such activities as arranging meetings with staff, the community, the Chamber of Commerce, the board of trustees, the parent council, students, and others.

Transitional Planning

Similar to student advocacy, transitional planning assists students, staff, parents, and communities with changes in life circumstances. From regular preparatory work with students and families related to student transfers from one level of education to another (e.g., Early Years to Middle Years; Middle Years to Senior Years; Senior Years to post-secondary education, apprenticeship, or the workforce), the school counsellor eases the transition process into a series of manageable steps.

For most students, transitional planning is accomplished through orientation sessions: whole class guidance education sessions in which awareness of the upcoming change, information related to the new setting or course options, and strategies for decision making are provided. For some students with specific or exceptional needs, transitional planning is started at the student support team level and an individual transition plan is created specifically for the individual student affected by the anticipated change. Some situations that involve individualized transitional planning are

- a student is completing Senior Years education and will require a process for transitioning into the community, planning for the future, and securing ongoing support beyond the school
- a student is returning to school after having been hospitalized for an extended period of time
- a student is returning to school after being incarcerated for a period of time

For examples of individual transition plans, please see <www.edu.gov.mb.ca/k12/specedu/aut/pdf/chapter3.pdf> and <www.edu.gov.mb.ca/k12/specedu/fas/pdf/8.pdf>.

To learn more about a tool to create a transitional plan for students leaving Senior Years, please visit PATH at <www.drcvictoria.com/forms/PATH-explanation.pdf>.

Transitional planning is designed to increase opportunities for student success at school, at home, and in the community.

Chapter Summary

- All students may receive service from the school counsellor in the form of the comprehensive guidance and counselling program.
- The prevention component of the guidance and counselling program is the area in which the greatest overlap between clinical staff, teaching staff, and the school counsellor occurs.
- The prevention component is divided into primary, secondary, and tertiary prevention, to clarify the different functions of the school counsellor in anticipating or addressing existing student needs.
- A student support team approach is used with students who have specific or exceptional learning needs. In this way, appropriate educational programming is clarified, monitored, and adjusted by all professionals who are intervening to assist the student. This may result in an individual education plan (including an ITP or BIP) or Circle of Care plan.
- Two important functions of prevention work are student advocacy and transitional planning.
- Individual assessments conducted by the school counsellor are separate from and must not be confused with specialized assessments conducted by clinical staff and external agencies. Parental consent, as appropriate, is required for specialized assessment or access to clinical staff. Consent is not required for individual assessments by a school counsellor who is a member of the teaching staff.

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Chapter 5

Guidance Education – Component 3 of School Guidance and Counselling Services

Classroom-Based Collaborative Guidance Instruction and Assessment *55*

Integrated, Developmental Student Learning Outcomes *57*

- Overview of the Guidance Education Component *57*
- Personal/Social Development *57*
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- Educational Resources and Graduation Requirements *63*
- Post-secondary Education and Career Resource Materials and Programs *63*

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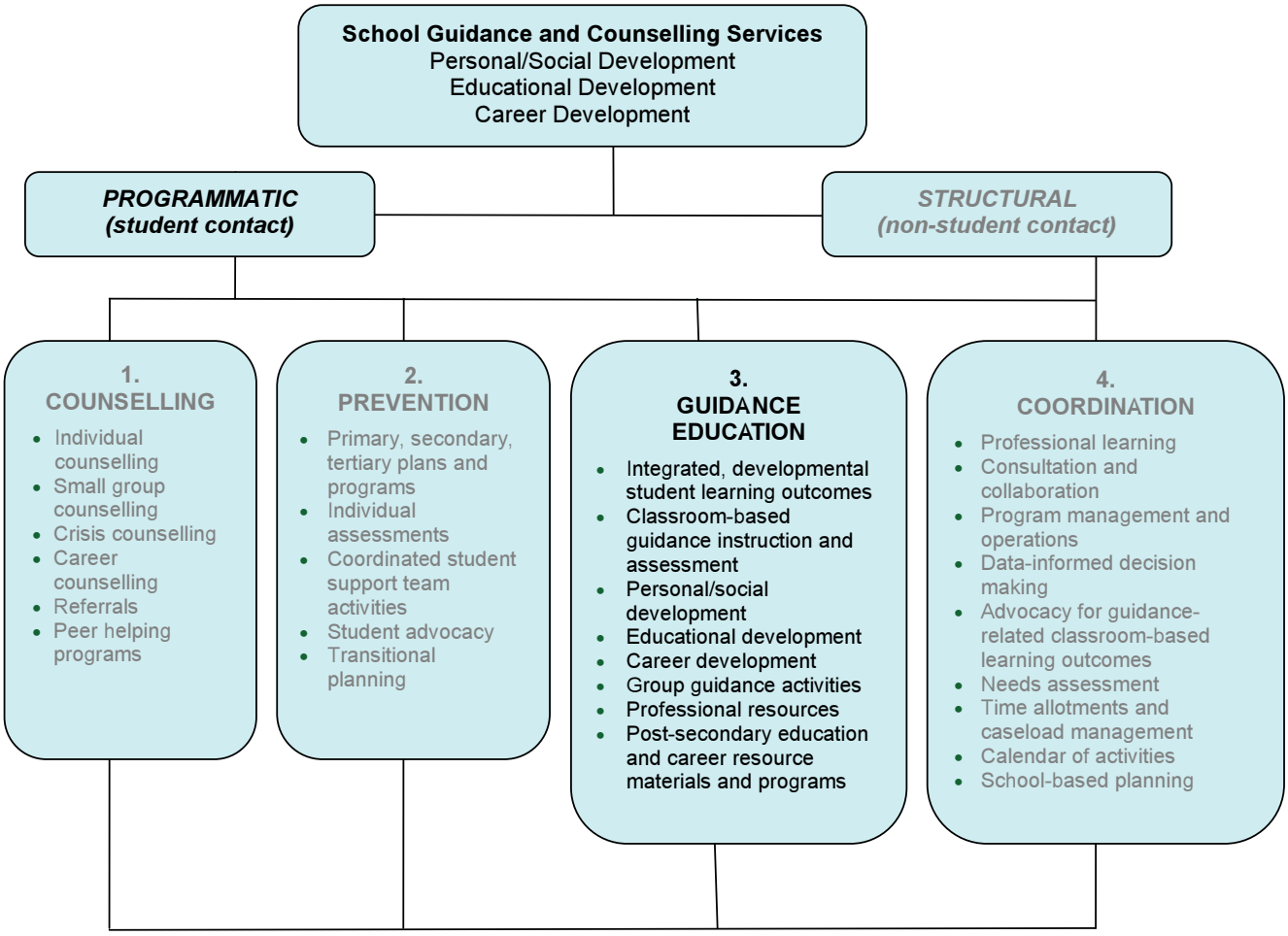

School Guidance and Counselling Services
Personal/Social Development
Educational Development
Career Development
PROGRAMMATIC
(student contact)
STRUCTURAL
(non-student contact)
1.
COUNSELLING
Individual counselling
Small group counselling
Crisis counselling
Career counselling
Referrals
Peer helping programs
2.
PREVENTION
Primary, secondary, tertiary plans and programs
Individual assessments
Coordinated student support team activities
Student advocacy
Transitional planning
3.
GUIDANCE EDUCATION
Integrated, developmental student learning outcomes
Classroom-based guidance instruction and assessment
Personal/social development
Educational development
Career development
Group guidance activities
Professional resources
Post-secondary education and career resource materials and programs
4.
COORDINATION
Professional learning
Consultation and collaboration
Program management and operations
Data-informed decision making
Advocacy for guidance-related classroom-based learning outcomes
Needs assessment
Time allotments and caseload management
Calendar of activities
School-based planning

Guidance Education – Component 3 of School Guidance and Counselling Services

In this chapter:

- Classroom-based guidance instruction and assessment
- Integrated, developmental student learning outcomes
- Personal/social development
- Educational development
- Career development
- Group guidance activities
- Post-secondary education and career resource materials and programs

Classroom-Based Collaborative Guidance Instruction and Assessment

For direct links between specific learning outcomes in compulsory subject areas and the guidance education component of comprehensive guidance and counselling services, please see Appendix A.

The approaches used in the guidance education component are predominantly classroom based and integrated into the regular structures of subject area curricular instruction. This component is typically the least confidential of all functions of the school counsellor. It is the guidance education component of the program that ensures that the school counsellor has contact with all students in the school.

A school-wide comprehensive and developmental approach to guidance and counselling relies on collegial planning and co-operation. To avoid duplication of student learning outcomes, it is important that the school counsellor and the teachers of subject areas that include similar or identical learning outcomes meet together to determine where they are most able to support each other's outcomes in the best interest of the student.

In Manitoba, the following compulsory subject areas share some similar student learning outcomes with each other and with the guidance education component of comprehensive guidance and counselling services:

- Language Arts (Kindergarten–Grade 12 English Language Arts [English Program], Français langue première, Anglais [Français Program], Français langue secondaire [French Immersion Program])
- Social Studies (Kindergarten to Grade 9)
- Physical Education/Health Education (Kindergarten to Grade 10)

For a listing of all complementary, compulsory learning outcomes, please see Appendix A.

Optional subject areas that have some overlapping student learning outcomes include:

- Career Development: Life/Work Exploration (Grade 9)
- Career Development: Life/Work Planning (Grade 10)
- Psychology (Grade 12)
- Home Economics (Grades 7 to 12)
- Family Studies (Grade 12)
- Law (Grade 12)
- Skills for Independent Living (Grade 10)
- Biology (Grade 11)

By planning together, the educational team

- reduces duplication of services
- reduces student boredom caused by repetition
- increases opportunities for interdisciplinary study and transfer of information
- increases opportunities to focus information related to specific subject areas rather than broad, foundational information
- increases knowledge of school counselling strategies in supporting school success

Depending on the organizational structure of each school and the comfort level of staff, the planning meetings for curriculum and instruction may be ad hoc and informal, scheduled at the beginning of each term/semester, or formalized into regular planning meetings that are scheduled by administrative staff. (See Chapter 6 for further details.)

Integrated, Developmental Student Learning Outcomes

The content areas of the guidance education component of the comprehensive guidance and counselling program are sequential and based on human development in three areas:

- personal/social development
- educational development
- career development

Overview of the Guidance Education Component

Content areas for the education component are organized according to Early, Middle, and Senior Years and further divided into the three core areas of focus. Each area is linked, grade by grade, to specific learning outcomes in compulsory curricula. All areas are subdivided to focus on developmental issues at the individual, social, and community level.

Personal/Social Development

The personal/social development area of the program has three clusters:

- Early Years—self and family, social skills, and safe communities
- Middle Years—family dynamics, social skills, and safe communities
- Senior Years—human dynamics, social skills, and safe communities

Educational Development

The structure of the educational development area of the program also includes three clusters: self and learning, social skills for learning, and community learning.

For further information on essential skills in career development see <www.hrsdc.gc.ca/en/hip/hrp/essential_skills/essential_skills_index.shtml>.

Among the essential skills, knowledge, and attitudes in the educational development area are the essential skills cited by Human Resources and Social Development Canada. They are

- reading text
- document use
- numeracy
- writing
- oral communication
- working with others
- thinking skills

- computer use
- continuous learning

These are the fundamental skills that make it possible for students to find success in all subject areas, the workplace, and the community.

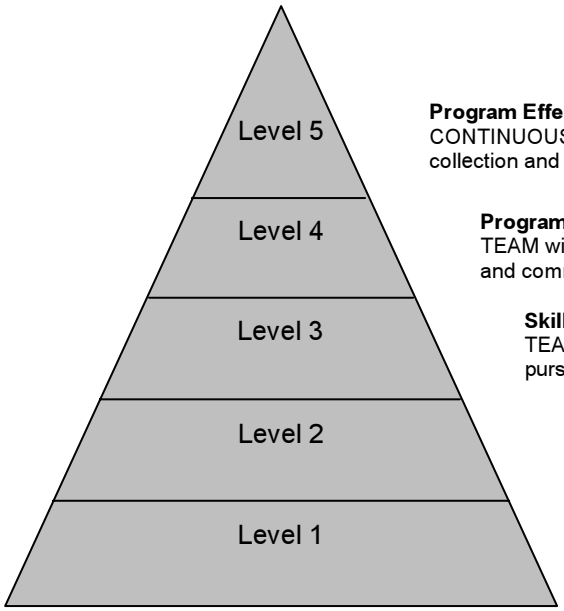
Career Development

For further information on career development see: A Self-Managed Career Portfolio Guide, Choices Explorer, Focus on the Future: Your Grad Planner, *and* The Real Game Series *at* <*www.edu.gov.mb.ca/k12/cur/cardev/resources.html*> *and* The Blueprint for Life/Work Designs *at* <*www.edu.gov.mb.ca/k12/cur/cardev/curdocs.html*>.

Career development is complex and multi-dimensional, involving growing through life and work—an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways. Thus, career development can be seen as the creation of an individual's life/work designs.

Early, Middle, and Senior Years clusters related to career development are organized into the following areas: self and work, social skills for working, and safe workplaces. While some of the outcomes related to career development are found in compulsory curriculum, *The Blueprint for Life/Work Designs* is more closely aligned.

Career development involves the growth of personal management skills that allow students to make better choices, make better transitions, and increase scholastic improvement. Doug Manning of Bridges Transitions Inc. describes a strategic plan to achieve this growth. The career development plan may be viewed as a five-level structure.



Program Effectiveness
CONTINUOUSLY improve the program with clear purpose and goals, data collection and review, and constant communication with the team.

Program Reach
TEAM with educators, school leaders, parents, post-secondary institutions, and community members to provide a comprehensive program.

Skilled Learners
TEACH students to make good choices, develop meaningful future plans, pursue high demand assets, and self-manage lifetime work/life transitions.

Informed Learners
PROVIDE students with comprehensive, accurate collections of occupational, educational, and financial aid contributions.

Assessments
ASSESS students to introduce them to possible futures.

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The following organizational charts outline the specific content areas within the clusters of the guidance education component.

PERSONAL/SOCIAL DEVELOPMENT

Early Years	Middle Years	Senior Years
Self and Family • feelings/anger management/ behaviour management • self-awareness/ awareness of others (Who am I?) • connections (family/supportive adults) • personal responsibility	**Family Dynamics** • adolescent issues (emotional development [fears/phobias/trauma/tragedy]) • self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management • alcohol/drugs • connections (family/supportive adults/peers) • personal responsibility and risk taking	**Human Dynamics** • youth issues (emotional maturation [moods, grief, anxiety, suicide, depression]) • self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management • alcohol/drugs/extremes • connections (family/supportive adults/agencies/peers) • personal responsibility
Social Skills • conflict resolution • friendships • diversity (exceptional learning needs/learning styles/ individuality/culture)	**Social Skills** • conflict resolution/mediation/ respect • relationships (peer pressure, realistic expectations, responsibility, abusive relationships) • diversity (exceptional learning needs/multiple intelligences/ individuality/ culture) • social responsibility	**Social Skills** • conflict resolution/mediation/ respect • peer helper/peer mediator/ volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility
Safe Communities • violence prevention • personal safety • harassment/intimidation • bullying	**Safe Communities** • violence prevention—risk taking • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring, home alone • harassment/intimidation/ cyberbullying • bullying/manipulation • *Youth Criminal Justice Act*	**Safe Communities** • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring • harassment/intimidation/ cyberbullying • bullying/manipulation • legal issues (charter and human rights, criminal code, *YCJA*)

EDUCATIONAL DEVELOPMENT

Early Years	Middle Years	Senior Years
Self and Learning • metacognition: thinking about thinking • learning styles • habits of mind • problem-solving strategies	**Self and Learning** • study skills/test preparation • strategies to reduce frustration/test anxiety • notetaking skills • learning styles and learning differences (including exceptional learning needs, ADHD, etc.) • goal setting • research skills • time management/organization skills/agenda books • connections (skill/knowledge transfer)	**Self and Learning** • educational planning/course selection/graduation requirements/ entrance requirements • self-concept/psychology of youth (Who am I?) including independence and self, time, and stress management • notetaking and précis writing • aptitudes/interests/strengths
Social Skills for Learning • group work/sharing • activity centres • positive behaviours for learning • brainstorming • strategies for asking for help	**Social Skills for Learning** • attitudes/critical inquiry skills • group work • communication skills • writing skills • diversity (exceptional learning needs/multiple intelligences/ individuality/ culture)	**Social Skills for Learning** • conflict resolution/mediation/ respect • peer tutors • presenting learning • diversity (exceptional learning needs/multiple intelligences/ individuality/culture)
Community Learning • listening skills • thinking aloud • homework strategies	**Community Learning** • homework habits • study schedules	**Community Learning** • portfolio writing • Internet research/plagiarism

CAREER DEVELOPMENT

Early Years	Middle Years	Senior Years
Self and Work • self-awareness/awareness of others (home chores, school chores) • career discovery	**Self and Work** • adolescent issues (chores, workload) • connections (role models, mentors, volunteerism) • matching interests to aptitudes • career exploration	**Self and Work** • youth issues—Employment Standards Act • resumé writing/portfolio writing • application forms/cover letters • connections (mentorships, volunteerism) • time management • entrepreneurship • matching aptitudes and interest to career choices
Social Skills for Working • diversity (exceptional learning needs/learning styles/ individuality/culture)	**Social Skills for Working** • conflict resolution/mediation/ respect • summer jobs/babysitting (intro to workplace attitudes, expectations, responsibilities) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace	**Social Skills for Working** • conflict resolution/mediation/ respect • interview skills • job shadowing • balancing work and school • workplace attitudes/expectations/ responsibilities • diversity (exceptional learning needs/multiple intelligences/ individuality/ culture) in the workplace
Safe Workplaces • types of workplaces	**Safe Workplaces** • youth issues—part time work/ babysitting safety • bullying in the workplace	**Safe Workplaces** • youth issues—part-time work • personal safety—workplace safety and health • work skills/certification/training/ on-the-job training • bullying in the workplace

*Group Guidance Education Activities**

"The classroom has been found the most effective setting for carrying out [group guidance education activities], and the guidance program generally does not detract from and, in fact, may even enhance the regular curricular offerings." (Gibson and Mitchell, 200).

Group guidance education is an effective means of responding to the varying needs of students. The group approach is typically used to address developmental needs and to implement preventive programs.

The aims of group guidance education activities include the following:

- to provide a means of sharing information on topics such as friendship, study skills, personal safety, and career information to specific groups
- to help students develop skills for programs such as conflict management, peer helping, and peer tutoring
- to help students develop knowledge and learn personal management and social skills such as coping with feelings and anxieties, developing empathy, dealing with peer pressure, goal setting, problem solving, and communication skills
- to help students facing similar transitions, such as moving from Middle Years schools to the Senior Years credit system, preparing for graduation, and preparing for post-secondary studies
- to provide a school-wide awareness of current issues at appropriate developmental stages, such as addictions and sexuality

Prior to scheduling large or small group guidance education sessions, the school counsellor should have evidence that there is a need for group education. Depending on the topic of the session, the need may be clearly evident (such as the need for information on course selection in Senior Years populations). For topics in which the student need may vary, needs assessments such as questionnaires, surveys, checklists, or anecdotal reports provide ample data to indicate the degree of need of specific populations. In the case of group guidance education in sensitive areas, involving the community in the planning process, including previewing materials, is recommended.

* Source: Adapted from Manitoba Education, Citizenship and Youth. "Guidance and Counselling: Group Work." *Guidance and Counselling*. 2006. <www.edu.gov.mb.ca/k12/specedu/guidance/group_work.html>. (28 Feb. 2007).

Educational Resources and Graduation Requirements*

For more information on graduation requirements and helpful resources, please go to <www.edu.gov.mb.ca/k12/policy/grad_require.html>.

Technology has made possible many educational opportunities that were not available in the past. Students are becoming more aware of opportunities and choices that fit with their plans for a future career. Many students are enrolling in college and university while in their Senior Years in school. School counsellors assist students in meeting their needs in a changing world. Student choice in course selection in Senior Years has been expanded.

The increased choice allows students to choose courses that are of interest to them while at the same time keeping core courses common to all. This includes allowing Senior Years students to get credits for locally developed courses, distance education courses, post-secondary courses (college and university), and for community service. School counsellors assist students and their families in personalizing the school experience while monitoring graduation requirements and providing support during the planning and implementation process.

It is important for school counsellors to keep abreast of educational opportunities beyond the regular school day and beyond the school that may assist students in finding success. Information about summer school courses, alternative education opportunities, distance education and satellite delivery courses, substitution of credits, as well as schools of choice is all part of the school counsellor's repertoire as an educational advisor for students and their families.

Post-secondary Education and Career Resource Materials and Programs

As part of the educational and career components of the comprehensive and developmental guidance and counselling program, school counsellors in Senior Years schools are a source of resources, materials, and calendars related to post-secondary institutions, apprenticeship, and career planning.

It is important for school counsellors to remain current with changes in post-secondary institutions' entrance requirements and requirements for the programs they offer. Recognizing patterns in student selection for post-secondary choices assists in planning for materials, presenters, or orientation sessions.

* Source: Adapted from Manitoba Education, Citizenship and Youth. "Graduation Requirements." *Policy and Planning*. 2006. <www.edu.gov.mb.ca/k12/policy/grad_require.html>. (28 Feb. 2007).

An important component of education and career resource materials and programs are Scholastic Achievement Test (SAT) applications for students electing to go to the United States and other institutions requiring an entrance examination; application forms for Manitoba universities and colleges, as well as other Canadian universities; and student loan, scholarship, and bursary applications.

Other supportive materials include

- summer school applications
- adult education learning centre pamphlets
- listings of distance and satellite delivery courses
- listings of high demand occupations
- listings of adult service programs and agencies
- posters of graduation requirements, college entrance requirements, and Manitoba university entrance requirements
- computers for online career search programs and career interest inventory programs
- bulletin board with
  - — part-time job opportunities in the community
  - — volunteer opportunities
  - — entry-level job opportunities organized by headings (e.g., subject areas [languages, mathematics, science, etc.), skills [people, mechanical, artistic, etc.], or habits of mind [persistence, motivation])
  - — due dates for applications
- sample resumés, letters of application, portfolios
- lending library of post-secondary calendars

Professional Resources

Schools often house professional resources through their library or use divisional professional resource libraries. School counsellors may also function as consultants for school staff in areas that relate to the comprehensive and developmental guidance and counselling program. This function includes sharing professional materials, resources, and learning opportunities.

Typically, the school counsellor's resources include materials about social, emotional, and/or behavioural aspects of development, educational development, the career development process, and knowledge of external agencies that may provide workshops, additional information, speakers, or materials.

At the Early Years level, school counsellors often assist school staff with professional materials, kits, posters, and information related to teaching students in areas such as friendship, problem solving, loss, safety, learning styles, families, and organization skills.

At the Middle Years level, professional resources related to such areas as time management, peer pressure, group dynamics, puberty, personal safety, bullying, and anger management are commonly accessed by school staff.

Senior Years school staff typically seek resources related to such issues as post-secondary opportunities, peer relations, motivation, study skill aids, and specific subject-area materials.

Chapter Summary

- The third component of a comprehensive guidance and counselling program is the guidance education component (formerly referred to in the 1960s and 1970s as "guidance classes"). It is school-wide and integrated into regular classroom instruction.
- The learning outcomes for the guidance education component are divided into Early, Middle, and Senior Years in the following three areas:
  - — personal/social development
  - — educational development
  - — career development
- Many of the learning outcomes are shared in compulsory subject areas.
- The classroom has been found to be the most effective setting for group guidance education activities.
- Providing educational materials, career resources, and information on graduation requirements are part of the educational component in Senior Years.

Supportive Resources

Anger

Eggbert, Leona. *Anger Management for Youth: Stemming Aggression and Violence*. Bloomington, IN: National Educational Service, 1994.

Stewart, Jan. *The Anger Workout Book for Teens*. Torrance, CA: Jalmar Press, 2002.

Positive Behaviour

Barrett, Paula. *Friends for Life*. Queensland, Australia: Australian Academic Press, 2005. Available online at <www.friendsinfo.net/downloads/FRIENDSintrobooklet.pdf>.

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Myrick, Robert D., and Robert P. Bowman. *Becoming a Friendly Helper: A Handbook for Student Facilitators*. Minneapolis, MN: Educational Media Corporation, 1981.

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Reithaug, Dawn. *Orchestrating Positive and Practical Behaviour Plans*. Vancouver, BC: Stirling Head Enterprises, 1998.

Scott, Sharon. *How to Say No and Keep Your Friends*. Amherst, MA: Human Resource Development Press, 1986.

Cliques

Giannetti, Charlene C., and Margaret Sagarese. *Cliques: 8 Steps to Help Your Child Survive the Social Jungle*. New York, NY: Broadway Books, 2001.

Wiseman, Rosalind. *Queen Bees and Wannabes: A Parent's Guide to Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and Other Realities of Adolescence*. New York, NY: Three Rivers Press, 2002.

Crisis and Threat

Cameron, J. Kevin. *Threat Assessment Training Guide*. 2nd ed. Lethbridge, AB: Lethbridge Community College, 2004.

Lerner, Mark D., Joseph S. Volpe, and Brad Lindell. *A Practical Guide for Crisis Response in Our Schools*. New York, NY: The American Academy of Experts in Traumatic Stress, 2003.

Manitoba Education, Citizenship and Youth. *When Words Are Not Enough: Precursors to Threat: An Early Warning System for School Counsellors*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.

Depression and Suicide

LivingWorks Education Inc. *Applied Suicide Intervention Skills Training* (ASIST). <www.livingworks.net>. (30 Jan. 2007).

Scowen, Kate. *My Kind of Sad: What It's Like to Be Young and Depressed*. Toronto, ON: Annick Press, 2006.

Williams, Kate. *A Parent's Guide for Suicidal and Depressed Teens*. Center City, MN: Hazelden, 1995.

Self-Harm

Favazza, Armando R. *Bodies Under Siege: Self-mutilation and Body Modification in Culture and Psychiatry*. 2nd ed. Baltimore, MD: The Johns Hopkins University Press, 1996.

Levenkron, Steven. *Cutting: Understanding and Overcoming Self-Mutilation*. New York, NY: W.W. & Company, 1998.

Restitution

Gossen, Diane. *It's All About We: Rethinking School Discipline Using Restitution*. Saskatoon, SK: Chelsom Consultants Limited, 2004.

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Violence and Bullying

Allan, John. A., and Judith Nairn. *Class Discussions for Teachers and Counsellors in Elementary School*. 2nd ed. Toronto, ON: Guidance Centre, University of Toronto Press, 1993.

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Human Resources Development Canada and National Life/Work Centre. *The Real Game Series*. <www.realgame.com/>. (30 Jan. 2007).

Manitoba Education, Citizenship and Youth. *Career Development, Kindergarten to Grade 12*. <www.edu.gov.mb.ca/k12/cur/cardev/resources.html>. (30 Jan. 2007).

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Take Our Kids to Work Day. <www.takeourkidstowork.ca/>. (30 Jan. 2007).

Chapter 6

Coordination – Component 4 of School Guidance and Counselling Services

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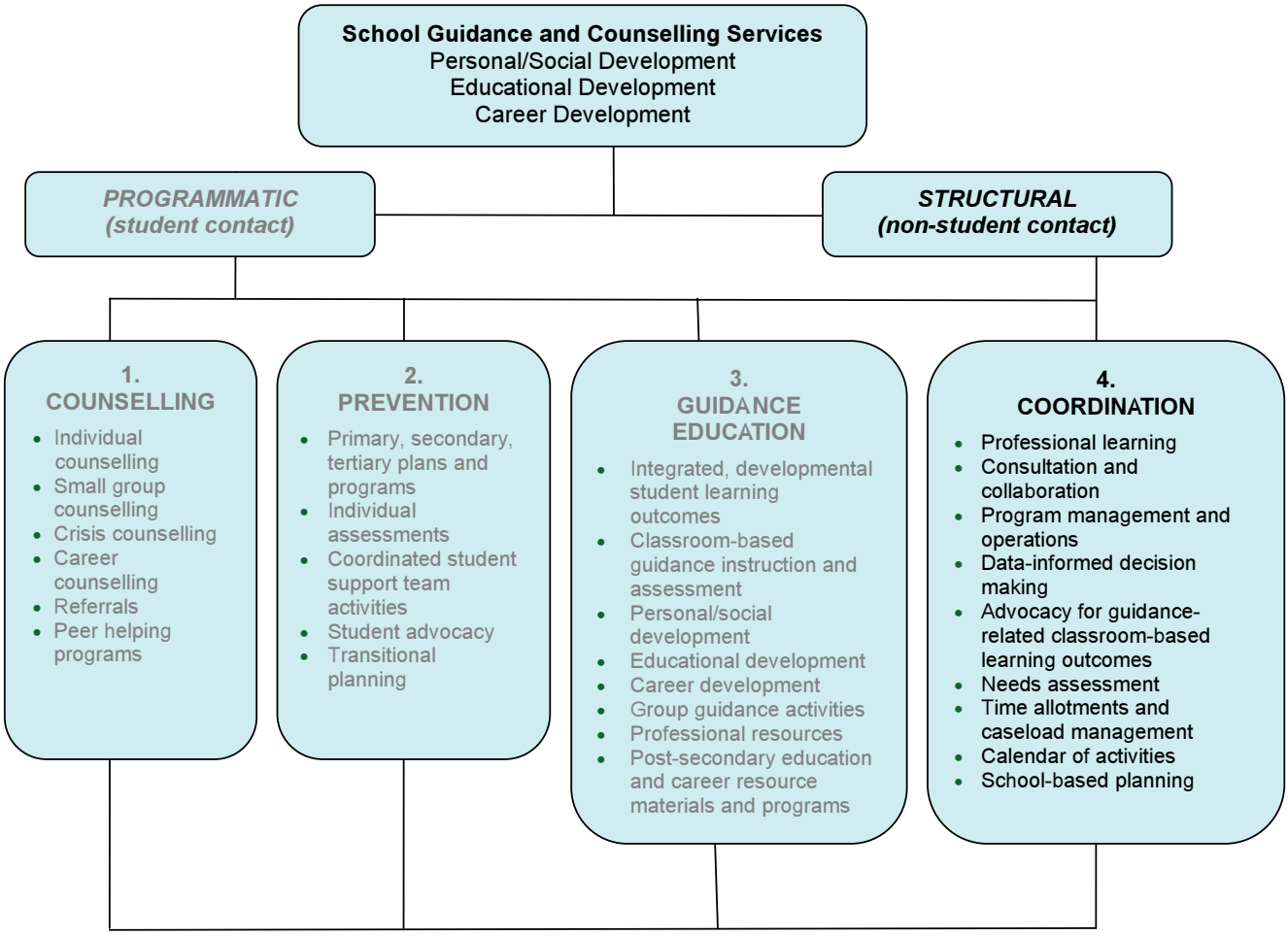

School Guidance and Counselling Services
Personal/Social Development
Educational Development
Career Development
PROGRAMMATIC
(student contact)
STRUCTURAL
(non-student contact)
1.
COUNSELLING
Individual counselling
Small group counselling
Crisis counselling
Career counselling
Referrals
Peer helping programs
2.
PREVENTION
Primary, secondary, tertiary plans and programs
Individual assessments
Coordinated student support team activities
Student advocacy
Transitional planning
3.
GUIDANCE EDUCATION
Integrated, developmental student learning outcomes
Classroom-based guidance instruction and assessment
Personal/social development
Educational development
Career development
Group guidance activities
Professional resources
Post-secondary education and career resource materials and programs
4.
COORDINATION
Professional learning
Consultation and collaboration
Program management and operations
Data-informed decision making
Advocacy for guidance-related classroom-based learning outcomes
Needs assessment
Time allotments and caseload management
Calendar of activities
School-based planning

Coordination – Component 4 of School Guidance and Counselling Services

In this chapter:

- Managing and sustaining a comprehensive and developmental program
- Sample calendars of education and counselling activities
- Consultation and collaboration
- The role of needs assessments
- Caseload management

Professional Learning

School counsellors are often involved in both providing professional learning to others through the sharing of information related to current issues in personal/social, educational, and career development, and in engaging in professional learning opportunities for themselves.

To stay current with effective counselling and teaching practices and with issues affecting children, youth, and families, it is important for school counsellors to engage in professional learning on a regular basis. One strategy is to become a member of teaching and counselling associations that provide resources and professional learning opportunities.

Please visit

- *<www.mbteach.org> for additional information on the Manitoba Teachers' Society*
- *<www.msca.mb.ca> for additional information on the Manitoba School Counsellors' Association*
- *<www.ccacc.ca> for additional information on the Canadian Counselling Association*

The Manitoba Teachers' Society (MTS) and the Manitoba School Counsellors' Association (MSCA: a special area group of MTS) both offer workshops, resources, and materials that are helpful to school counsellors.

Manitoba Education, Citizenship and Youth provides extensive resources, consultation, and professional learning opportunities for school counsellors through the Student Services Unit. The Department provides the full-time services of consultants specifically to support school counsellors in Manitoba.

Similarly, the Canadian Counselling Association (CCA) offers support to school counsellors across the country through online resources, national conferences, provincial director consultations, professional materials, and more.

Consultation and Collaboration

The school counsellor

- *is a teacher who has specific responsibilities for promoting the personal/social, educational, and career development of all students*
- *advocates, teaches, guides, counsels, consults, coordinates, and liaises with students and others in the best interest of all students*
- *plays a key leadership role in the design, implementation, and assessment of school-wide guidance and counselling services*

A comprehensive and developmental guidance and counselling program involves school counsellors working closely with their colleagues. Beginning with those components that are delivered to full classes, delivery is integrated into daily classroom lessons through

- information sharing—Regular classroom teachers may advise the school counsellor of their plan to deliver a guidance-related unit of study to assist the counsellor in preparing for increased student interest in specific topics.
- support and resources—Classroom teachers may be offered support materials, coaching, or resources by the school counsellor to assist in the planning and delivery of guidance-related lessons. Some classroom teachers may wish the counsellor to be present during part of the lesson to model the collegial nature of support and to recognize opportunities for counselling issues that may arise from the lesson.
- team-teaching—The school counsellor may offer to team-teach lessons that include specific learning outcomes that fit into the guidance education component of the comprehensive guidance and counselling program.
- direct instruction—The school counsellor may offer to teach specific lessons that are directly related to school guidance and counselling services.

To make this consultative, collaborative feature of the program truly integrated, open communication among staff members is needed. Depending on the size, training, interests, and needs of the teaching staff, the system of regular planning that fits the context of the particular school will vary from school to school. Some forms of planning meetings are:

Ad Hoc/Informal Meetings

The advantage of ad hoc planning meetings is the increased flexibility and openness they offer. Together, the school counsellor and teacher(s) plan which outcomes will be addressed jointly, the amount of time devoted to the outcomes, and the expected date of instruction. These meetings may be conducted in person, using a speaker telephone, or individually through email transmissions, faxes, or telephone conversations. The disadvantage of ad hoc meetings is that during particularly busy times in schools, the meetings or conversations are the first to be forgotten and the ability of the school counsellor to be available on short notice to deliver a unit of study or single lesson may be limited.

Scheduled Meetings at Logical Intervals

Pre-scheduled meetings at the beginning of a semester or term create a reliable format for considering the planning process and the amount of time required for preparation. Three meetings per school year is typically not onerous for teaching staff and individual follow-up conversations may confirm plans as the scheduled date for instruction approaches. These meetings allow all staff to reserve time appropriately for anticipated team teaching, direct delivery, or resource sharing. The disadvantage of minimal yet scheduled meetings is that in the turbulent life of school, where students may accelerate through certain units of study and get bogged down in others, it may mean the cancellation and rescheduling of group lessons that were planned several months in advance.

Formalized Meetings

Meeting once a month or every two months may allow for specific planning, provide flexibility, and open conversations about unique needs that were previously unknown. The advantage of regular meetings is the continuous sharing of student information that has an impact on teaching and learning. Many schools align joint outcome meetings just prior to or following regular meeting times such as student services meetings, staff meetings, or monthly departmental meetings.

Focus of the Planning Meeting

Planning meetings may be very brief. Staff members will need the following materials:

- daily planner
- calendar
- units of study/student learning outcomes

The discussion is typically about

- outcomes that require resources/support
- which outcomes are duplicated across subject areas and can be covered by the team in one area
- who will deliver the outcome(s) and during which subject area time slot
- the most appropriate time for teaching outcomes
- the length of time for outcome learning
- what type of resource/support is being requested (i.e., direct delivery, team teaching, materials)
- whether related student assessment will be conducted and how
- who will take responsibility for informing others of any changes in plan

Program Management and Operations

Managing a comprehensive and developmental guidance program requires planning, consultation, and attention to detail. Although each program will be unique to the needs of the school's population and the training and experience of the school counsellor, there are some components of management and operations that remain constant:

- budgeting
- use of facilities
- activities

Budget Management

Budgeting is a consultative process. Counsellors work with principals according to school policy and procedure to discuss needs and costs. Accountability measures are taken when funds are provided, so that counsellors and their administrators know where money has been spent and what results have occurred because of the expenditure. Suggestions include the following:

- spend within the budget
- be economical
- submit receipts
- keep a record of expenditures

Determining cost effectiveness is an essential component of program management.

Use of Facilities

The school counselling area is often a multi-purpose domain. In Early Years, students may engage in guidance education-related group work. Students browse for materials on specific topics of interest or concern. In Middle Years, students may sit to regain composure. In Senior Years, career searches and checking for employment opportunities are common. Sometimes students and staff use the area for studying or quiet discussion. Small group guidance sessions are common. Certainly, the school counsellor's office is used for individual education and counselling.

Because the school counselling facility is multi-functional, it is important to consider its atmosphere, its layout, and the resources available in it.

- Does the facility provide confidential and secure areas for files and individual counselling?
- Is the area quiet? welcoming? colourful? comfortable?
- Is there room to display materials and resources?
- Is there access to a Web-linked computer and career development software?
- Is the setting secure? supervised?
- Are other staff members using the facility for non-counselling purposes?

Management and smooth operation of the guidance and counselling program requires time and attention to the use of facilities. Whenever possible, it is best practice to have a relatively private area that is easily supervised. In this way, confidentiality and safety can be maintained simultaneously.

Activities

The school counsellor supports many activities that take place for students, their families, and staff. Often, the school counsellor coordinates and communicates to ensure that balanced activities that include as many students as possible take place.

When the school counsellor is the lead person on a specific activity, it is important to manage the timing so that the event is helpful for students but that it does not interfere with other events taking place at the school. Communicating with staff and coordinating meetings, field trips, workshops, and counselling or education sessions support the school team approach to providing balanced instruction and opportunity. (See Consultation and Collaboration for further details.)

Data-Informed Decision Making

As schools build comprehensive school guidance and counselling services, making decisions based on the needs of each particular school is important. This section of the *Sourcebook* is based on three important assumptions:

- School counsellors, like all classroom teachers, regularly gauge their impact with students based on the combination of pre-established learning outcomes and student response.

- School counsellors, like all classroom teachers, plan their activities and make strategic professional choices based on their training and their knowledge of human development in general and the needs of individual students in particular.
- School counsellors use school-based data to make structural and guidance-related decisions. Information specific to individual needs is used to make programmatic decisions in the areas of counselling and prevention.

Rationale for Data-Informed Decision Making

Using school-based data and feedback from needs assessments serves the following purposes (Alberta Education, 124):

- to determine students' needs for guidance and counselling programming and services
- to determine the kinds of support teachers need (e.g., consultation about individual students, communication skills for conducting effective parent conferences, interpretation of assessment data)
- to support the needs of parents (e.g., through workshops on parenting, student-focused conferences on learning and behavioural issues)
- to assist administrative decision makers in recognizing indicators of change that may require adjustments to guidance and counselling emphases and the school counsellors' responsibilities or time allotments
- to assist all educational partners in understanding the benefits of current services in combination with other services and supports provided by the school
- to provide data that supports school and school division priorities

There are many ways to gather data about the needs of a specific school community. Some examples include the following:

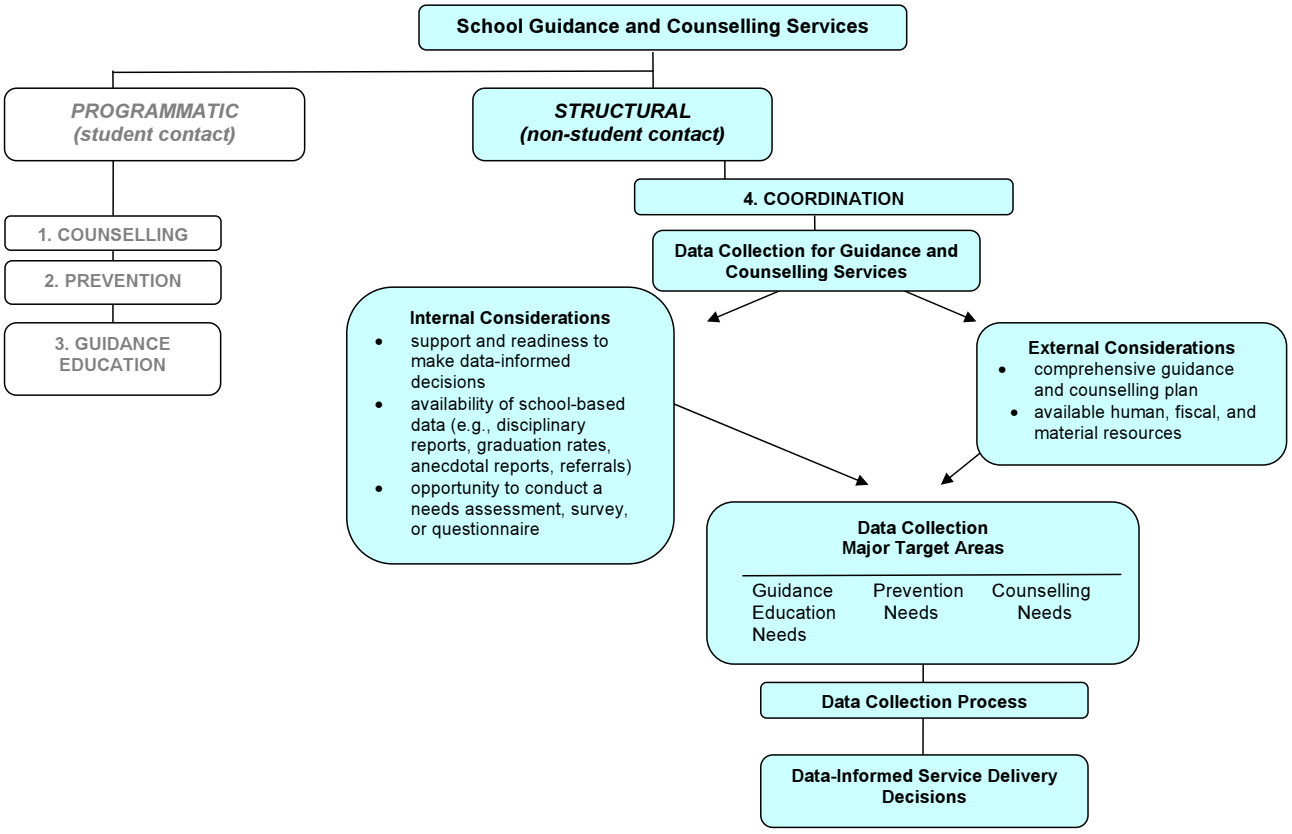
For a sample data collection form and needs assessment, please see Appendix C.

- informal conversations with students, parents, and staff
- structured interviews
- focus groups
- needs assessments, surveys, or questionnaires
- concept mapping
- review of student records
- examination of incident reports and types of referrals

Using school-based data to inform comprehensive services increases efficiency and effectiveness. Thoughtful planning is needed to ensure that the services provide information and support that are relevant to defined purposes.

The figure below illustrates one method of using data to assist in making programming decisions.

Data-Informed Comprehensive Guidance and Counselling Services



*Structural Processes**

See Appendix C for "Sample Needs Assessment."

Determine Needs

School counsellors may conduct needs assessments to determine which of the comprehensive guidance and counselling outcomes ought to be system-wide, whole class, small group, or individual. The needs assessment is a major source of information for the design and direction of service delivery.

It is helpful to categorize student needs according to specific domains (personal/social, educational, career development). Some methods used to contribute to a needs assessment in a community include

- holding discussions with students, parents, and staff
- soliciting input from local groups and associations
- using surveys and questionnaires
- conducting interviews
- examining guidance and counselling program feedback
- using focus groups
- seeking input from student councils and school advisory councils

These methods align with common strategies for school-based planning and may be used in conjunction with them.

Determine Resources

Once needs have been identified, it is important to determine what support services and available resources could meet these needs. Support services and available resources may include

- human resources (e.g., staff, community members, agencies, volunteers)
- materials resources (e.g., programs, audiovisuals, literature, computer hardware and software)
- financial support (e.g., budget, fundraising, grants)
- school division support (e.g., school board initiatives, school and school division priority areas)
- time availability (e.g., planning and evaluation, material preparation, and research)

* Source: Nova Scotia Education. *Comprehensive Guidance and Counselling Program*. Student Services Series. Halifax, NS: Nova Scotia Education, April 2002. 10–12. Adapted with permission.

- community resources (e.g., availability and accessibility of programs and services)
- school facilities (e.g., access to appropriate rooms for teaching, meeting, and counselling activities)

Identify Student Outcomes

Clearly identified student outcomes support the program and its integration into regular school life. The outcomes may be described, monitored, assessed, and improved over a period of time.

The process of identifying the student learning outcomes promotes

- increased awareness of the outcomes of different curriculum areas
- increased awareness by classroom teachers of methods to foster outcomes that are part of guidance and counselling services
- integration of the guidance education component into programming for specific subject areas
- a measurable, observable demonstration that the outcomes are being achieved.

Define Service Delivery Activities

See Appendix C for "Sample School Counsellor Activities."

Student needs are met by designing specific activities. The design of these activities typically determines the degree to which student outcomes are achieved. Some important design questions to be answered follow:

- How does the activity address specific student needs?
- Who will participate in the activity (individuals, small group, large group)?
- Who is in the best position to design a specific activity (school counsellor, classroom teacher, parent, student, other professional)?
- Does the activity have different impacts on different groups of students?
- How long will the activity take?
- What resources are needed?
- How will the expected student outcomes be evaluated?

Implement Services by Using Data

Once the guidance and counselling activities have been defined, implementation will take place. The time frame will vary from school to school, with some activities being immediate and short term and others requiring a much longer period. This is a critical stage when making decisions about providing services, as it is the local needs of the school that will be most directly addressed.

*Time Allotments and Caseload Management**

School counsellors organize and coordinate their services as an integral component of the system-wide, universal approach. Ideally, school guidance and counselling services are designed to foster support from both within and beyond the school community to meet the developmental needs of students. Counsellors establish services to address student needs that may be achievable through a variety of means, including curriculum activities, small group and/or individual counselling, student support teamwork, referrals, and consultation.

To provide a continuum of prevention and intervention services, it is important for school counsellors to organize their time to effectively provide such services. Scheduling and establishing priorities should result in enhanced student learning and success. Results from classroom profiles and from thorough needs assessments provide good data for planning.

The schedules of school counsellors are influenced by a number of factors:

- priorities established by the particular needs of the school
- addressing unexpected student needs such as a crisis
- developmental needs of all students
- school team coordination
- need for consultation with teachers, other professionals, and parents/guardians
- administrative responsibilities related to guidance and counselling services

Since full-time school counsellors generally have more flexibility than full-time classroom teachers in scheduling their time, it is important for them to coordinate their schedules with other members of the school team so that their services and activities complement one another. This allows the counsellor to accomplish a number of valuable results:

- to establish times for individual counselling
- to arrange for small group counselling
- to consult with classroom teachers and/or implement parts of the curriculum

* Source: Prince Edward Island Department of Education. Student Services Division. *School Counselling Services: Standards and Guidelines*, *Handbook for School Counsellors.* Charlottetown, PEI: Prince Edward Island Department of Education, June 2005. 12–13. Adapted with permission.

- to gain the support and cooperation of fellow educators
- to contribute to student support teams
- to consult with external agencies and make appropriate referrals

The figure below shows approximate time allotments as a guideline for full-time counsellors striving for balanced services.

Sample Time Management Plan*

DISTRIBUTION OF TOTAL COUNSELLOR TIME

	EARLY YEARS	MIDDLE YEARS	SENIOR YEARS
Guidance Education	30 – 40%	20 – 30%	15 – 25%
Prevention	5 – 10%	15 – 25%	25 – 35%
Counselling	30 – 40%	30 – 40%	30 – 40%
Coordination	15 – 20%	15 – 20%	15 – 20%
TOTAL	100%	100%	100%

The overall objective is for school counsellors to analyze their time over the course of a full school year to determine whether they are using it effectively to meet the identified goals and outcomes of the counselling services of each particular school.

Calendar of Activities

Maintaining a calendar of activities provides structure and coherence to school guidance and counselling services, while simultaneously offering students, staff, and the community an opportunity to see the variety of supports available at the school through the school counsellor.

A calendar of activities also assists progress toward meeting the goals identified through a needs assessment. When the activities in the calendar are added to daily events such as individual counselling, small group counselling, and classroom instruction (guidance education), the need for identifying time allotments and caseload management are more evident.

* Based on recommendations by Norman C. Gysbers and Patricia Henderson, CCA National Conference (Montreal, 2006).

Many schools post the school counsellor's calendar of activities on the school website. It is also often included in student handbooks and newsletters.

Below are three samples of typical school counsellors' calendars of activities. Remember, the items listed in the calendar are in addition to the daily activities of school counsellors and are based on a full-time schedule.

EARLY YEARS CALENDAR OF EVENTS Sample

SEPTEMBER

- Intake interviews with newly enrolled students and their parents
- Orientation sessions/Welcome Fair for Kindergarten students and their parents
- Orientation sessions for new students
- Classroom visitations to introduce counsellor to all students
- Distribution of comprehensive and developmental guidance and counselling services pamphlet
- Student Services meeting for students requiring team support

OCTOBER

- Conflict Manager training session
- Personal Safety classroom sessions
- Open House—parents' introduction to guidance and counselling services
- Student Services meeting for students requiring team support
- Class review meetings

NOVEMBER

- Bullying Awareness Week school-wide activities
- Manitoba Addictions Awareness Week school-wide activities
- Student Services meeting for students requiring team support

DECEMBER

- Friendship workshops
- Student Services meeting for students requiring team support

JANUARY

- Student Services meeting for students requiring team support

FEBRUARY

- Student Services meeting for students requiring team support
- Class review meetings

MARCH

- Student Services meeting for students requiring team support

APRIL

- Parent Information Night on Middle Years optional course selection process
- Student Services meeting for students requiring team support

MAY

- Student support team meeting for transferring files, transitional planning
- Student Services meeting for students requiring team support

JUNE

- Visitations from Middle Years School Counsellor re: transition to new school
- Transitional meetings for transfer of files to Middle Years school

MIDDLE YEARS CALENDAR OF EVENTS Sample

SEPTEMBER

- Intake interviews with newly enrolled students
- Orientation sessions for new students
- Classroom visitations to introduce counsellor to all students
- Distribution of comprehensive and developmental guidance and counselling services pamphlet
- Student Services meeting for students requiring team support

OCTOBER

- Conflict manager training session
- Open House—parents' introduction to guidance and counselling services
- Student Services meeting for students requiring team support
- Class review meetings

NOVEMBER

- Bullying Awareness Week school-wide activities
- Manitoba Addictions Awareness Week school-wide activities
- Student Services meeting for students requiring team support

DECEMBER

- Study skills workshops
- Student Services meeting for students requiring team support

JANUARY

- Individual counselling for students in academic difficulty
- Smoking Awareness Week activities
- Student Services meeting for students requiring team support

FEBRUARY

- Visitations from Senior Years school counsellor re: course selections
- Student Services meeting for students requiring team support
- Class review meetings

MARCH

- Student Services meeting for students requiring team support

APRIL

- Parent Information Night on Senior Years course selection process and graduation requirements
- Individual counselling for students in academic difficulty
- Student Services meeting for students requiring team support

MAY

- Student support team meeting for transferring files, transitional planning
- Study skills workshops
- Mental Health Week activities
- Student Services meeting for students requiring team support

JUNE

- Grade 8 graduation final preparations and awards nominations
- Summer school applications
- Transitional meetings for transfer of files to Senior Years school

SENIOR YEARS CALENDAR OF EVENTS Sample

SEPTEMBER

- Intake interviews with newly enrolled students
- Orientation sessions for new students
- Classroom visitations to introduce counsellor to all students
- Distribution of comprehensive and developmental guidance and counselling services pamphlet
- Course changes
- Student Services meeting for students requiring team support

OCTOBER

- Peer helper retreat
- Peer tutor training session
- Open House—parents' introduction to guidance and counselling services
- Student Services meeting for students requiring team support

NOVEMBER

- Take Our Kids to Work Day
- Bullying Awareness Week school-wide activities
- Manitoba Addictions Awareness Week school-wide activities
- Grade 12 students' preparation for advanced early registration for post-secondary studies
- Student Services meeting for students requiring team support
- University and College Information Fair

DECEMBER

- Grade 12 students' preparation for early registration for post-secondary studies
- Study skills workshops
- Student Services meeting for students requiring team support

JANUARY

- Individual counselling for students in academic difficulty
- Course changes
- Smoking Awareness Week activities
- Student Services Meeting for students requiring team support

FEBRUARY

- Universities, Colleges, and Apprenticeship Information Days
- Visit Middle Years school Grade 8 classes re: course selections
- Student Services meeting for students requiring team support

MARCH

- Career Symposium activities
- Student Services meeting for students requiring team support

APRIL

- Parent Information Night on post-secondary studies
- Grade 12 students' preparation for registration for post-secondary studies, student awards, and financial aid
- Work Fair
- Resumé writing and interviewing workshops
- Individual counselling for students in academic difficulty
- Student Services meeting for students requiring team support

MAY

- Student support team meeting for transferring files, transitional planning
- Study skills workshops
- Mental Health Week activities
- Student Services meeting for students requiring team support

JUNE

- Grade 12 graduation final preparations and awards nominations
- Summer school applications
- Graduation

National Awareness Promotions

September

AIDS Walk Week (Walk for Life)

Fetal Alcohol Syndrome (FAS) Awareness Day

October

Autism Month

Breast Cancer Awareness Month

Learning Disabilities Month

International Walk to School Week

Mental Illness Awareness Week

Fire Prevention Week

National School Safety Week

World Mental Health Day

International Day for the Eradication of Poverty

November

Take Our Kids to Work Day

Bullying Awareness Week

National Addictions Awareness Week

CPR Awareness Month

National Down Syndrome Awareness Week

Day of Tolerance

Universal Children's Day/National Child Day

International Day for the Elimination of Violence Against Women

December

World AIDS Day

International Day of Disabled Persons

National Day of Remembrance and Action on Violence Against Women in Canada

Human Rights Day

January

National Non-smoking Week

February

Eating Disorders Awareness Week

Sexual and Reproductive Health Awareness Day

March

Brain Awareness Week

Career Symposium

School Counsellors' Appreciation Week

April

Cancer Awareness Month

Dental Health Month

National Volunteer Week

World Health Day

Equality Day

Earth Day

May

Speech and Hearing Awareness Month

National Mental Health Week

Emergency Preparedness Week

Aboriginal Awareness Week

National Missing Children Day

Schizophrenia Day (Walk the World)

World No Tobacco Day

June

Relay for Life

National Cancer Survivors Day

World Environment Day

National Aboriginal Day

International Day Against Drug Abuse and Illicit Trafficking

School-Based Planning for Comprehensive Guidance and Counselling

For further information on planning see:

- Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports
- Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour

Guidance and counselling priorities may be included in annual school division and school plans, based on results from needs assessments. Effective planning includes programs and activities that are based on the needs of students and that result in positive student outcomes in terms of knowledge, skills, and attitudes in the areas of personal/social, educational, and career development. A balanced plan includes consideration of both programmatic and structural elements.

A team approach to planning encourages consideration of issues of diversity and inclusion. These issues have an impact on a range of programs and services and assist schools in addressing the diverse needs of all students.

The process of planning involves key stakeholders, including students, school staff, families, and the community, in a meaningful way and may include the following:

- a statement of vision and mission
- identification of priorities or key target areas
- statements of expected outcomes
- strategies and activities to achieve the outcomes
- measurable indicators of success (strategies for evaluating the effectiveness of activities)

Special consideration in planning may be given to the role of guidance and counselling in supporting and contributing to provincial priorities for Manitoba Education, Citizenship and Youth and school-planning priorities.

Chapter Summary

- It is important for school counsellors to keep current on issues and effective practices in addressing the personal/social, educational, and career development needs of students, and to be involved in ongoing professional learning activities.
- Program management and operations include maintaining a budget, effective use of facilities, and design of supportive activities based on the particular needs of the school's population.
- Maintaining a calendar of activities assists the school and community in understanding the role and function of the school counsellor. It also has the benefit of assisting in the counsellor's goal setting for the year.
- Ongoing consultation and collaboration allow for the comprehensive guidance and counselling services to be infused into the daily events of the school. They also allow for team planning and monitoring of student progress.
- A needs assessment assists in planning for service delivery that specifically meets the needs of the school community. It assists the counsellor in determining resources and deciding on the most effective strategies for providing services.
- Monitoring time allotments and caseload management is important to recognizing the internal and external considerations that have an impact on programming.

Supportive Resources

Manitoba Education, Citizenship and Youth. *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2004. Available online at <www.edu.gov.mb.ca/k12/docs/support/school-based/>.

Chapter 7

Notetaking, Information Sharing, and Record Keeping

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Notetaking, Information Sharing, and Record Keeping

In this chapter:

- The importance of creating and maintaining effective records
- Access, storage, transfer, and disposal of records
- Ethical decision making, information sharing, and disclosure

Record Keeping, Reporting, and Case Notes*

For further information, please see Manitoba Pupil File Guidelines *at <www.edu.gov.mb.ca/k12/docs/policy/mbpupil/> and* Guidelines on the Retention and Disposition of School Division/District Records *at <www.edu.gov.mb.ca/k12/docs/policy/retention/retention.pdf>.*

Please see Appendix B for guidelines for ethical behaviour and further information related to case notes and records.

The Importance of Proper Records

Counselling records exist for some students. School counsellors are required to maintain records to track the sequence and nature of the services provided within a counselling relationship. The purpose of these records is to enhance the counselling process and is not intended to be a means of "gathering evidence" to diagnose or to further a legal case. It is the responsibility of the counsellor to inform students, and parents, as appropriate, that counselling records are kept and of the purpose of such records. Information collected for such records is maintained and controlled in a responsible and efficient manner that is governed by strict rules of confidentiality.

Record Keeping

School counsellors

- record information in an objective, factual manner
- describe behaviour, avoiding the use of undefined and/or unnecessary adjectives
- avoid making opinions and assumptions; when personal impressions are required to clearly provide objective professional detail, identify clearly the personal impressions, observations, and hypotheses as opinion (e.g., an impression of student "uneasiness" or student "avoidance")

* Source: Prince Edward Island Department of Education. Student Services Division. *School Counselling Services: Standards and Guidelines, Handbook for School Counsellors.* Charlottetown, PEI: Prince Edward Island Department of Education, June 2005. 14–19. Adapted with permission.

- make and initial their own entries and record information in a timely manner
- note and initial any subsequent alterations or additions, leaving the original entry legible and intact, and never erase, delete, or white-out, etc.
- be brief, but ensure information is sufficient to support continuity of the counselling service

Maintenance and Retention of Case Notes

In addition to following provincial laws, school divisions are required to create policies and procedures related to the maintenance, retention, and disposal of records.

Counselling case notes are maintained in accordance with *The Public Schools Act*; regulations under *The Education Administration Act*; school division policies and protocols; the Manitoba Teachers' Society *Code of Professional Practice* and seven articles for "Making Decisions about Confidentiality"*; The Freedom of Information and Protection of Privacy Act*; and *The Personal Health Information Act*. Counselling records are retained according to the *Manitoba Pupil File Guidelines*, *Guidelines on the Retention and Disposition of School Division/District Records,* and school division policies. Counsellors have a responsibility to be aware of current laws, legislation, and policies relevant to record keeping.

The following guidelines assist school counsellors in creating effective, efficient documentation following a counselling session:

- Write case notes with the expectation that others will read them with a critical eye.
- Do not alter the record after the fact. Strike out the comment and replace it with the correction.
- Be as specific and precise as possible.
- Focus on objective, observable behaviours and statements.
- Avoid jargon or diagnostic labels.

School counsellors maintain counselling records with no less than the following information:

- Basic information
  - — name, date of birth, address, telephone number
  - — name of parent/guardian and/or contact person
  - — reason for referral/visit
- Record of each professional contact
  - — date of contact, length, name(s) of all present
  - — counselling information sufficient to keep track of counselling issues and indications of progress
  - — long-term/short-term goals

For sample communication, record keeping, case notes, and reporting sheets, please see Appendix C.

  - — plans/homework
  - — actions taken
  - — correspondence—written, telephone, email
  - — record of consultations regarding student, including telephone calls and emails
- Additional information as pertinent to the counselling relationship, such as copies of
  - — student drawings, letters, tests
  - — assessment reports prepared by the counsellor
  - — third party information, consultation notes, case conference notes
  - — consent forms
  - — copy of external referrals
  - — relevant external agency reports

Case notes should show that reasonable, ethical steps have been taken.

Notes may be written, taped, computerized, or maintained in any other medium as long as their utility, confidentiality, security, and preservation are assured, and as long as any alterations made to them are clearly visible.

Counsellors use professional ethical guidelines to share information from counselling notes with student support team members on an "as needed" basis for the purposes of appropriate educational programming.

School counsellors do not leave notes or records on their desks, on their computer screen, in computer files, or in any other area or medium where they can be read by others.

Counselling notes are maintained in a separate, secure file in the school counsellor's office at the school where the student attends. Information acquired by school counsellors that is used for the purpose of planning for the student is placed in the pupil support file record, cross referenced in the cumulative file, and separate from the counselling record.

A record of any assessments completed should be placed in the student's support file and cross-referenced in the cumulative file. Assessment reports should be placed in a file, separate from the cumulative file, in a secure location within the school, as outlined in the school division policy.

A school policy is required for the culling and archiving of records, based on information located in the *Manitoba Pupil File Guidelines* and *Guidelines for the Retention and Disposition of School Division/District Records*. It is recommended that, on a yearly basis, school counsellors review counselling records to ensure they are current and in compliance with school policy.

Access to Records

Providing parents, as appropriate, with accurate information in a caring manner, while respecting the privacy and dignity of the student, is part of working ethically with minors in a school setting.

Students have a right of access to their counselling records. Parents/guardians do not have an absolute right to know all the details of their child's counselling. Each request for access to records from a parent/guardian should be evaluated individually and decisions should be supported by the best interests of the child, school division policy, and privacy laws. Disclosure to others of information from these records only occurs with the written consent of the student, or parent, if deemed appropriate.

School counsellors may be required by law to release information contained in the counselling record. Otherwise, no person will have access to a counsellor's records except the school counsellor, the school counsellor's successor, or a person authorized to do so by law.

For further information, please see Manitoba Pupil File Guidelines *at <www.edu.gov.mb.ca/k12/docs/policy/mbpupil/>*

In deciding who has access or to whom information should be disclosed, the school counsellor will be guided by school division policy and the school division's Privacy Officer.

Release of Confidential Information to an External Agency

Before information from the counselling record is released to an external agency, written consent must be obtained from the parent/guardian or the student, as appropriate. A copy of the written consent, which outlines the information to be released, will be maintained within the counselling record.

Counsellors keep a record of students who receive guidance education services. Personal information related to these students is retained only as long as necessary for the fulfillment of the purpose for which it was collected. This is distinct from the retention of records of students who receive counselling services.

These conditions do not apply when the school counsellor's notes are subpoenaed.

Transfer

When a school counsellor leaves the school, the counselling records are transferred to the school counsellor's successor. It is important to note that the files, notes, and records of a school counsellor are the property of the school division in which he/she is employed, and therefore requests for information and transfer of files are regulated by school division policy and *The Public Schools Act* and guided by the *Manitoba Pupil File Guidelines*.

When a student transfers or transitions to another school within Manitoba, summary counselling records are transferred according to the regulations set out under *The Education Administration Act** and the policies of the school division. Generally, it is the summary counselling records that are included in the pupil support file and that are transferred within that file when the receiving school requests them. For students who receive counselling services but who do not have a pupil support file, a summary counselling record should be forwarded according to school division policy. Specific counselling session notes are retained at the school (or a prescribed secure location) for a period of 10 years once the student has left the school (*Guidelines for the Retention and Disposition of School Division/District Records, Manitoba Pupil File Guidelines*).

Please see Appendix C for Manitoba Pupil File Transfer Request Form.

Schools receiving a request for pupil files shall forward the cumulative file and pupil support file in a timely and secure manner as per the requirements of the Education Administration Miscellaneous Provisions Regulation.

To assist the student with understanding the transition process and building a positive relationship with the school counsellor at the receiving school, this transfer will be conducted in consultation with the student whenever possible.

Storage and Disposal

All personal information used to make a decision about a student must be retained according to the *Guidelines on the Retention and Disposition of School Division/District Records*.

Inactive files are to be archived and stored for a time period and in a manner that ensures easy access and identification for disposal, according to school division policy as guided by the *Manitoba Pupil File Guidelines*.

Disposal of inactive files is to be carried out in a manner that will ensure no portion of the information can be retrieved. Disposal of records should follow the guidelines as set out in the *Guidelines on the Retention and Disposition of School Division/District Records* and use school division policies and procedures.

* The pupil's file is transferred as per the provisions of the Education Administration Miscellaneous Provisions Regulation. Although there is no specific reference to summary counselling records in the regulations, as part of the pupil support file, the records are transferred.

*Information Sharing and Disclosure**

Generally, personal information **CAN** be shared under the following circumstances:

- with written consent

or

- to avert or minimize imminent danger to the health or safety of any person

or

- to report a child who might need protection under *The Child and Family Services Act*

or

- where organizations that are subject to *The Freedom of Information and Protection of Privacy Act* (*FIPPA*) are involved in a common program or integrated service

or

- by Order of the Court

or

- as under the *Youth Criminal Justice Act* (Canada) to facilitate the rehabilitation of a young person

or

- to co-operate with a police and/or child welfare investigation

Generally, health information **CAN** be shared if the situation meets at least ONE of the following:

- with written consent

or

- to avert or minimize imminent danger to the health or safety of any person

or

- to report a child who might need protection under *The Child and Family Services Act*

or

- by Order of the Court

or

- to a person who is responsible for providing continuing treatment and care to the individual (need not be a formal health services provider)

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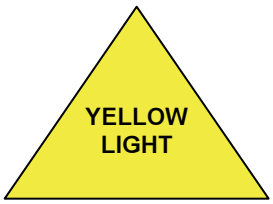
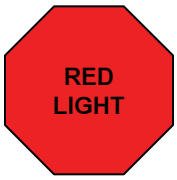
* Source: Alberta Children and Youth Initiative. "Information Sharing Overview for Children and Youth in Alberta." *Information Sharing: "Together for our Children" Fact Sheet.* Edmonton, AB: Alberta Children and Youth Initiative, June 2003. Adapted with permission.



In the following circumstances, school counsellors should obtain more information and/or get advice from a supervisor, consultant, or lawyer:

- consent is not provided or refused but there may be a health or safety issue for any individual or groups
- to report criminal activity to police (pursuant to FIPPA)
- where there is a subpoena, warrant, or order to produce information for a legal proceeding
- when a professional code of ethics may limit disclosure



Information should **NEVER** be shared if there is

- a legislative requirement barring disclosure
- no consent and no need to know nor overriding health/safety concerns
- consent but no need to know nor overriding health/safety concerns

*Decision Making**

School divisions support school counsellors in ethical decision making with policies and procedures that clearly address issues of student privacy and dignity while ensuring appropriate information sharing and professional ethics within the limits of the law.

The school counsellor is principally concerned with the personal, social, educational, and career needs of students, keeping in mind the best interests of the students. Many ethical situations facing school counsellors are complex and require professional judgment. The guidelines that follow are primarily for support and clarity as school counsellors respond to ethical dilemmas facing them. The school counsellor must respect students' rights, dignity, and privacy. At the same time, the rights and concerns of parents, the school, the school division, and staff must also be considered. The guidelines are also intended to support school boards and associations in their development of policies and protocols founded on professional counsellor ethics.

Ethical decision making requires that school counsellors stay abreast of legal and ethical issues related to their practices. **The guidelines that follow are designed to provide principles and suggestions to help understand, prevent, and respond to ethical dilemmas**.

* Source: Nova Scotia Education. *Comprehensive Guidance and Counselling Program*. Student Services Series. Halifax, NS: Nova Scotia Education, April 2002. 41–44. Adapted with permission.

Principles

- Students have the right to access the services of the school counsellor and counselling program in schools.
- Counselling services are most effective when students voluntarily seek them.
- Disclosure of confidential information regarding a student should be done with the student's knowledge.
- Co-operation with parents is desirable and preferable; therefore, the school counsellor should consider informing the parents of the counselling services in the event that there is
  - — significant interference to other aspects of the student's educational program
  - — group counselling
  - — a student who is personally or academically at risk
  - — an immediate opportunity for the parent to be a part of the solution
- When, in the counsellor's professional opinion, a staff member's understanding and support may be helpful, he/she is informed with the expressed confidentiality and preferably with the consent of the student.
- The principal should be informed and consulted when parent(s) object to counselling service for the student. The resolution of this ethical dilemma should take into consideration
  - — the wishes and needs of the student
  - — the professional judgment of the school counsellor
  - — the concerns of parents and others

Resolving Ethical Dilemmas

Before an ethical dilemma occurs, the school counsellor, whose role may include being an advocate for students, should

- attempt to meet the guidance and counselling needs of students in the school (along with any other school counsellors on staff)
- become knowledgeable and keep abreast of current information, practices, laws, policies, and standards regarding counselling strategies and relationship, especially
  - — ethical decision-making models
  - — the *Canadian Charter of Rights and Freedoms*
  - — *The Public Schools Act*
  - — regulations under *The Public Schools Act* and *The Education Administration Act*
  - — the *Youth Criminal Justice Act* (Canada)

  - — federal and provincial freedom of information and privacy laws
  - — Manitoba Teachers' Society Code of Professional Practice
  - — codes of ethics of related professional associations
  - — school division policies
- be cognizant of professional responsibility to use the above knowledge in making professional judgments
- maintain positive public relations for guidance and counselling services by enhancing awareness of the guidance and counselling services and related services available and the manner in which they are accessed and provided
- make students aware of the limits of confidentiality in entering the counselling relationship
- keep case notes
- continue professional learning, particularly regular professional dialogue about ethical matters
- participate in related professional associations, such as the Manitoba School Counsellors' Association and the Canadian Counselling Association

When an ethical dilemma occurs, the school counsellor takes the time required to

- identify and articulate the conflicting principles creating the ethical dilemma
- assess whether additional information is required and available
- establish a timeline for decision making
- acknowledge his/her own emotional response(s)
- list positive and negative consequences of each course of action for all concerned individuals
- consider possible legalities surrounding the issue
- identify boundaries of professional competence
- consult with a peer, other related professional, employing authority, or other appropriate authority
- rationalize his/her own decision and take action

After an ethical dilemma has been resolved, the school counsellor

- documents his/her professional decision
- considers informing the principal and/or other appropriate authorities
- reflects on the decision's impact on the student, counsellor, and others (e.g., staff, parents) and on future decision making

Related Issues

Disclosure*

The school counsellor weighs the rights of students to privacy and dignity with potential for harm. Professional ethics require that school counsellors work in the best interests of the student within the boundaries of the law.

Any disclosures should be made in a way that respects confidentiality and its limitations. The maturity and developmental level of the individual students must be taken into consideration when determining their understanding of the purpose and potential implications of the disclosure.

It is understood that the nature of certain concerns warrants discussion with the individual students regarding the value of informing their parents. The school counsellor's primary ethical concern is the well-being of the student. While informed consent is ideal, there may be times when the school counsellor deems it necessary to consult with parents or others without the student's consent. This is particularly true in cases with potential harm to self and others. In these cases, the counsellor has a duty to inform.

Referral*

The school counsellor has a responsibility to consider the student's privacy in the use of any forms of communication or referral. It is important for school counsellors to have access to communication equipment (fax machines, telephones, computers, etc.) that can be used privately and to have private facilities in which to meet with students. While word of mouth can be a private form of referral, it is not considered to be reliable; therefore, a process of written referral using school division processes (as appropriate) is recommended.

Referral forms make the referral process more efficient overall and generally provide better information because more thought is required for their completion.

See Appendix C for a sample Confidential Counselling Referral form.

School counsellors are encouraged to use the referral form that best facilitates the process, being private, user friendly, and expedient. There may be different types of forms for staff referral, parental referral, and student self-referral.

Pledge of Confidentiality

The Personal Health Information Act (*PHIA*) stipulates that all teachers must sign a pledge of confidentiality with the following conditions:

- that the teacher pledge only to the board policy (not the *Act*)
- that the board policy properly reflect the intent of *PHIA*

* Source: Nova Scotia Education. *Comprehensive Guidance and Counselling Program*. Student Services Series. Halifax, NS: Nova Scotia Education, April 2002. 45–46. Adapted with permission.

School divisions in Manitoba are required to have a board policy pertaining to confidentiality. Employees show their agreement to appropriate professional confidentiality practices by signing a pledge of confidentiality. Below is a sample pledge that aligns with the intent of *The Personal Health Information Act*.

Sample Pledge of Confidentiality*

As an employee of _____ School Division, I acknowledge and understand that I may/will have access to personal health information (statutory definition attached) about others, including students, the confidentiality and protection of which is governed by *The Personal Health Information Act* (the *Act*).

I further acknowledge and understand that the School Division has established written policies and procedures containing provisions for the security of personal health information in the Division's possession during its collection, use, disclosure, storage, and destruction; provisions for the recording of security breaches; and corrective procedures to address security breaches.

I further acknowledge that I have been provided orientation and that I have received or will receive ongoing training about these policies and procedures.

I acknowledge that I am bound by the policies and procedures established by the School Division in accordance with the *Act* and I am aware that a consequence of breaching them is prosecution under the *Act* and/or disciplinary action.

Chapter Summary

- School counsellors are required to maintain records to track the sequence and nature of the services provided.
- Records should be objective and factual.
- Files must be maintained in accordance with federal and provincial laws and school division policies guided by the *Manitoba Pupil File Guidelines* and the *Guidelines for the Retention and Disposal of Pupil Files*.
- Case notes must be maintained in accordance with *The Public Schools Act*, *The Education Administration Act*, and several other legislated acts, regulations, policies, and procedures.
- Ethical decision making requires professional judgment and adherence to the legal requirements.
- Disclosure for the purposes of consultation and referral is an important component of the school counsellor's work.

* Source: The Manitoba Teachers' Society. "Pledge of Confidentiality." <www.mbteach.org/confidential.htm>. (7 March 2007). Reproduced with permission.

Supportive Resources

Canada. Department of Justice Canada. *Canadian Charter of Rights and Freedoms*. Ottawa, ON: Department of Justice, 1982. Available online at <laws.justice.gc.ca/en/charter/index.html>.

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Manitoba. *The Child and Family Services Act*. C.C.S.M. c. C80. Winnipeg, MB: Queen's Printer—Statutory Publications, 1985. Available online at <web2.gov.mb.ca/laws/statutes/ccsm/c080e.php>.

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---. *The Personal Health Information Act*. C.C.S.M. c. P33.5. Winnipeg, MB: Queen's Printer—Statutory Publications, 1997. Available online at <www.gov.mb.ca/health/phia/>.

---. *The Public Schools Act*. C.C.S.M. c. P250. Winnipeg, MB: Queen's Printer—Statutory Publications, 1987. Available online at <web2.gov.mb.ca/laws/statutes/ccsm/p250e.php>.

Manitoba Education and Training. *Guidelines on the Retention and Disposition of School Division/District Records*. Winnipeg, MB: Manitoba Education and Training, 2000. Available online at <www.edu.gov.mb.ca/k12/docs/policy/retention/retention.pdf>.

---. *Manitoba Pupil File Guidelines*. Rev. ed. Winnipeg, MB: Manitoba Education and Training, 2004. Available online at <www.edu.gov.mb.ca/k12/docs/policy/mbpupil/>.

Chapter 8

Professional Growth and Awareness

Professional Growth *107*

The Importance of Self-Care *107*

- Stress Management *107*
- Time Management *108*

The Importance of Cultural and Personal History Awareness *108*

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Professional Growth and Awareness

In this chapter:

- Professional growth as a school counsellor
- The importance of self-care
- Cultural and personal history awareness

Professional Growth

Vibrant, robust services that meet the ongoing needs of the students and school community typically require planning, monitoring, and sustaining. It is important for school counsellors to know how to identify the various requirements of their position, based on the specifics of the services in their particular school, what areas to reflect upon, and how to acquire relevant professional learning that can be used to enhance their self-efficacy, professionalism, and personal satisfaction. A sample chart of common school counsellor activities is located in Appendix C.

The Importance of Self-Care

School counsellors, like all school team members, are role models for young people. Professional growth, self-care, and maintaining a balanced lifestyle are all part of embodying the principles of a well-rounded guidance and counselling program.

Stress Management

Rational detachment and non-violent crisis management skills are helpful strategies to support professional, objective responses to stressful situations. Working collaboratively and making appropriate referrals help to manage stress levels.

Additional information on issues related to stress and self-care may be found at the Manitoba Teachers' Society website at <www.mbteach.org/eap.htm> and through their Educator Assistance Program. Information on rational detachment and non-violent crisis management may be found at <www.crisisprevention.com>

The student services team approach provides ongoing support, multiple viewpoints for problem solving, and collegiality in addressing complex issues. When guidance education is infused into regular classroom instruction, all educators and students benefit. For the students, the consultative/collaborative model of service delivery contributes to a safe and caring environment that reduces stress and increases opportunities for success from a variety of different educators in daily school life. For the educators, team teaching, resource sharing, and professional consultations provide timely information to assist in the learning and teaching process.

Time Management

Often, issues related to time management are solved by planning for peak activity seasons. As student services team members, school counsellors recognize the spring and fall periods as particularly busy times for individual student planning in the school year.

Additionally, school counsellors are generally busiest with academic counselling during peak periods of enrolment, graduation, and course selection or change, as well as immediately prior to examination periods and following the distribution of report cards. (See Chapter 6 for time management and caseload management.)

There are no generalized patterns for peak periods of guidance education, prevention, and counselling, although any time the school population or society in general has elevated stress, the number of referrals and requests for service is likely to increase. Many counsellors notice an increase in mental health and personal issues immediately prior to school breaks and holiday seasons. Recognizing the potentially peak periods of student need assists in scheduling events with sensitivity and managing time effectively.

The Importance of Cultural and Personal History Awareness

Manitoba is a culturally diverse province. In education and in counselling, as in other facets of life, it is helpful to be knowledgeable of cultural differences that may be impeding students' progress. By recognizing the potential impact of cultural, ethnic, religious, socio-economic, experiential, and language factors on a student's daily life and the counselling process, the school counsellor is better able to work with the student to find positive solutions.

Additional information on ethical considerations related to culture and personal history are located in Appendix B, CCA Code of Ethics*, D10.*

Counselling professor Paul Pedersen recommends that counsellors develop the following traits to assist them in cultural awareness:

- ability to recognize direct and indirect communication styles
- sensitivity to nonverbal cues
- awareness of cultural and linguistic differences
- interest in the culture
- sensitivity to the myths and stereotypes of the culture
- concern for the welfare of persons from another culture
- ability to articulate elements of his or her own culture
- appreciation of the importance of multicultural teaching
- awareness of the relationships between cultural groups
- familiarity with accurate criteria for objectively judging "goodness" and "badness" in the other culture (cited in Gibson and Mitchell, 212)

Additional information on issues related to supporting students with cultural and linguistic sensitivities may be found in

- Helping Your Child Succeed: A Guide for Parents and Families of Aboriginal Students <*www.edu.gov.mb.ca/k12/docs/parents/ab_guide/ab_guide.pdf*>
- Incorporating Aboriginal Perspectives <*www.edu.gov.mb.ca/k12/abedu/perspectives/*>
- English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) <*www.edu.gov.mb.ca/k12/cur/diversity/eal/framework/eal.pdf*>

It is equally important for school counsellors to be aware of cultural biases that their own backgrounds and personal histories may bring to the education and counselling process, and to recognize when these factors may help or hinder the student.

Culture and personal history colour all aspects of life and are the threads from which people weave their personal view of the world. While no one can ever fully understand the worldview of another, one can convey an attitude of acceptance and respect. Often, when counsellors reflect on sessions that seem to have stalled, or when there is an impasse, they find a misalignment between the student's view of the situation and their own view. The task of the counsellor is to realign her or his viewpoint, particularly when working with younger students who are developmentally in early stages of cultural awareness and may not understand that others see the world differently.

In self-appraisal related to education and counselling, it is important to keep in mind that the work of school counsellors is based on building relationships that support the best interests of the student; that relationships involve, at a minimum, two individuals; and that from time to time there will be resistance to change and to growth, there will be regression, and there will be setbacks that are caused by persons and events beyond the control of the school counsellor.

In Manitoba, the philosophy of inclusion extends beyond exceptional learning needs. All students are welcomed into the school community and included as fully as possible in daily school life. For those students whose backgrounds and histories include experiences, languages, and cultural attributes that may sometimes have an impact on their ability to build relationships, to feel a sense of belonging, safety, or success at school, access to the unconditional positive regard of the school counsellor is often a key step to a happy, healthy life.

Chapter Summary

- School counsellors work with colleagues to provide appropriate programming and positive role models for students.
- There are patterns to heightened stress. Recognizing the patterns in a particular school aids in sensitive planning and effective service management.
- The consultative/collaborative process used by student support teams contributes to effective time and stress management for staff and students.
- Cultural and personal history have an impact on effective guidance and counselling services. Recognizing the potential effect of history on personal/social, educational, and career development is important. Knowing how history affects the counselling relationship helps to determine the most effective strategies for assisting students.

Supportive Resources

Manitoba Education, Citizenship and Youth. Free regional professional learning opportunities: <www2.edu.gov.mb.ca/yag/>

Manitoba Teachers' Society. Teacher Action Cohort and Educator Assistance Program: <www.mbteach.org/>

---. Special Area Group professional development activities: <www.mbteach.org/sag.htm>

Manitoba School Counsellors' Association. Regularly updated professional learning opportunities: <www.msca.mb.ca>

Rosin, Daniel. *I can have fun on a school night!* Winnipeg, MB: Harris Printing, 2002.

Conclusion

Conclusion

The *Manitoba Sourcebook for School Guidance and Counselling Services: A Comprehensive and Developmental Approach* is designed to support school counsellors in the development and implementation of comprehensive and developmental guidance and counselling services in Early, Middle, and Senior Years schools.

The scope of activities for school counsellors is focused on providing instruction and counselling related to personal/social, educational, and career development. The document has organized the scope of activities into the areas of

- Counselling
- Prevention
- Guidance Education
- Coordination

Legal requirements pertaining to confidentiality, record keeping, and reporting have been provided to assist the school counsellor in professional information sharing in the best interest of the student within the limits of the law.

Samples of forms, calendars, vignettes, and other illustrations have been included to highlight the need for planning and strategic management of time, caseloads, and service delivery.

As a member of a school team, the school counsellor works within the school setting, using school division policies and established school-based protocols to provide coordinated prevention and intervention services to students through classroom instruction, educational group sessions, and individual counselling; consultation services to families and staff; and referral services to clinical staff and external agencies.

Appendix A

Guidance Education Learning Outcomes and Curricular Connections

Guidance Education Learning Outcomes *A3*

Curricular Connections: Using Online Resources and Curriculum Navigator *A6*

- Sample 1: Early Years Personal/Social Development Text Sample *A7*
- Sample 2: Middle Years Personal/Social Development Text Sample *A10*
- Sample 3: Senior Years Educational Development Text Sample *A14*

Guidance Education Learning Outcomes

PERSONAL/SOCIAL DEVELOPMENT

Early Years	Middle Years	Senior Years
Self and Family • feelings/anger management/ behaviour management • self-awareness/awareness of others (Who am I?) • connections (family/supportive adults) • personal responsibility	**Family Dynamics** • adolescent issues (emotional development [fears/phobias/trauma/tragedy]) • self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management • alcohol/drugs • connections (family/supportive adults/peers) • personal responsibility and risk taking	**Human Dynamics** • youth issues (emotional maturation [moods, grief, anxiety, suicide, depression]) • self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management • alcohol/drugs/extremes • connections (family/supportive adults/agencies/peers) • personal responsibility
Social Skills • conflict resolution • friendships • diversity (exceptional learning needs/learning styles/ individuality/culture)	**Social Skills** • conflict resolution/mediation/ respect • relationships (peer pressure, realistic expectations, responsibility, abusive relationships) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility	**Social Skills** • conflict resolution/mediation/ respect • peer helper/peer mediator/ volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility
Safe Communities • violence prevention • personal safety • harassment/intimidation • bullying	**Safe Communities** • violence prevention—risk taking • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring, home alone • harassment/intimidation/ cyberbullying • bullying/manipulation • *Youth Criminal Justice Act*	**Safe Communities** • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring • harassment/intimidation/ cyberbullying • bullying/manipulation • legal issues (charter and human rights, criminal code, *YCJA*)

EDUCATIONAL DEVELOPMENT

Early Years	Middle Years	Senior Years
Self and Learning • metacognition: thinking about thinking • learning styles • habits of mind • problem-solving strategies	**Self and Learning** • study skills/test preparation • strategies to reduce frustration/ test anxiety • notetaking skills • learning styles and learning differences (including exceptional learning needs, ADHD, etc.) • goal setting • research skills • time management/organization skills/agenda books • connections (skill/knowledge transfer)	**Self and Learning** • educational planning/course selection/graduation requirements/ entrance requirements • self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management • notetaking and précis writing • aptitudes/interests/strengths
Social Skills for Learning • group work/sharing • activity centres • positive behaviours for learning • brainstorming • strategies for asking for help	**Social Skills for Learning** • attitudes/critical inquiry skills • group work • communication skills • writing skills • diversity (exceptional learning needs/multiple intelligences/ individuality/culture)	**Social Skills for Learning** • conflict resolution/mediation/ respect • peer tutors • presenting learning • diversity (exceptional learning needs/multiple intelligences/ individuality/culture)
Community Learning • listening skills • thinking aloud • homework strategies	**Community Learning** • homework habits • study schedules	**Community Learning** • portfolio writing • Internet research/plagiarism

CAREER DEVELOPMENT

Early Years	Middle Years	Senior Years
Self and Work • self-awareness/awareness of others (home chores, school chores) • career discovery	**Self and Work** • adolescent issues (chores, workload) • connections (role models, mentors, volunteerism) • matching interests to aptitudes • career exploration	**Self and Work** • youth issues—Employment Standards Act • resumé writing/portfolio writing • application forms/cover letters • connections (mentorships, volunteerism) • time management • entrepreneurship • matching aptitudes and interest to career choices
Social Skills for Working • diversity (exceptional learning needs/learning styles/ individuality/culture)	**Social Skills for Working** • conflict resolution/mediation/ respect • summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace	**Social Skills for Working** • conflict resolution/ mediation/respect • interview skills • job shadowing • balancing work and school • workplace attitudes/expectations/ responsibilities • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace
Safe Workplaces • types of workplaces	**Safe Workplaces** • youth issues—part-time work/ babysitting safety • bullying in the workplace	**Safe Workplaces** • youth issues—part-time work • personal safety—workplace safety and health • work skills/certification/training/ on-the-job training • bullying in the workplace

Curricular Connections: Using Online Resources and Curriculum Navigator

All compulsory curriculum learning outcomes that are linked to the guidance education component of the Comprehensive Guidance and Counselling program are available online.

To access Curriculum Navigator:

Step 1: Go to the *Guidance and Counselling* website at <www.edu.gov.mb.ca/k12/specedu/guidance/> and click on the *Curriculum Navigator* link.

Step 2: Log in with your user name and password.

Step 3: Follow the navigation directions. An online "Help" file will assist you.

- Select "school counselling."
- Key in your search term.

Step 4: The terms for the related subject area (e.g., language arts, social studies, physical education/health education) will appear.

Step 5: Select the information you wish to use.

To view printable versions of the learning outcome connections, please go to <www.edu.gov.mb.ca/k12/specedu/guidance/>.

Sample 1: Early Years Personal/Social Development Text Sample

EARLY YEARS

Personal/Social	Educational	Career
Self and Family • feelings/anger management/ behaviour management • self-awareness/awareness of others (Who am I?) • connections (family/supportive adults) • personal responsibility	**Self and Learning** • metacognition: thinking about thinking • learning styles • habits of mind • problem-solving strategies	**Self and Work** • self-awareness/awareness of others (home chores, school chores) • career discovery
Social Skills • conflict resolution • friendships • diversity (exceptional learning needs/learning styles/ individuality/culture)	**Social Skills for Learning** • group work/sharing • activity centres • positive behaviours for learning • brainstorming • strategies for asking for help	**Social Skills for Working** • diversity (exceptional learning needs/learning styles/ individuality/culture)
Safe Communities • violence prevention • personal safety • harassment/intimidation • bullying	**Community Learning** • listening skills • thinking aloud • homework strategies	**Safe Workplaces** • types of workplaces

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PERSONAL/SOCIAL DEVELOPMENT

Early Years	Curricular Connections—Grade 3

Self and Family

- feelings/anger management/ behaviour management
- self-awareness/awareness of others (Who am I?)
- connections (family/supportive adults)
- personal responsibility

Grade 3

Physical Education/Health Education

K.4.3.A.2b	Discuss how attributes and desires affect personal progress and achievement.
K.4.3.A.3	Explore the steps in the decision-making/problem-solving process.
K.4.3.B.2a	Identify appropriate and inappropriate ways of communicating emotions.
K.4.3.B.2b	Recognize the importance of friends and groups that are safe and dependable.
K.4.3.B.3a	Recognize anger triggers for self and others, and strategies to reduce, control, or avoid anger in emotional situations.
K.4.3.B.3b	Show an understanding of the steps in a conflict resolution process.
K.4.3.B.3c	Identify mediation skills that can be used as part of the conflict resolution process.
K.4.3.B.4	Recognize verbal and non-verbal behaviours associated with assertiveness.
S.4.3.A.2	Use the steps in the decision-making/problem-solving process, with emphasis on seeking relevant knowledge related to simple and everyday-living topics or issues.
S.4.3.A.4	Demonstrate the use of mediation strategies as part of a conflict resolution process in different case scenarios.
K.5.3.D.2	Identify helpful and/or harmful substances and their effects on a healthy body.
K.5.3.D.3	Recognize the factors that can influence making decisions regarding substance use.
S.5.3.A.4	Use avoidance and assertiveness skills in scenarios related to potentially dangerous situations.

Social Studies

3-KI-007	Identify factors that may influence their identities.
3-KP-033	Identify ways of resolving conflict in groups and communities.
3-VG-009	Be willing to accept differences among people, communities, and ways of life.
3-VG-010	Appreciate their connections to people and communities elsewhere in the world.

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PERSONAL/SOCIAL DEVELOPMENT

Early Years	Curricular Connections—Grade 3 *(continued)*
Self and Family • feelings/anger management/ behaviour management • self-awareness/awareness of others (Who am I?) • connections (family/supportive adults) • personal responsibility	**Grade 3** **English Language Arts** 1.1.1 Describe personal observations, experiences, predictions, and feelings. 1.1.2 Consider others' ideas and observations to discover and explore personal understanding. 1.2.1 Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections. 1.2.4 Ask questions to clarify information and develop new understanding. 3.1.1 Use self-questioning to determine personal knowledge of a topic and identify information needs. 3.2.1 Record and share personal knowledge of a topic. 5.1.1 Record ideas and experiences and share them with others.

Sample 2: Middle Years Personal/Social Development Text Sample

MIDDLE YEARS

Personal/Social	Educational	Career
Family Dynamics • adolescent issues (emotional development [fears/phobias/ trauma/tragedy]) • self-concept/psychology of adolescence (Who am I?) including personal resources; body image; and stress, time, and organization management • alcohol/drugs • connections (family/supportive adults/peers) • personal responsibility and risk taking	**Self and Learning** • study skills/test preparation • strategies to reduce frustration/test anxiety • notetaking skills • learning styles and learning differences (including exceptional learning needs, ADHD, etc.) • goal setting • research skills • time management/organization skills/agenda books • connections (skill/knowledge transfer)	**Self and Work** • adolescent issues (chores, workload) • connections (role models, mentors, volunteerism) • matching interests to aptitudes • career exploration
Social Skills • conflict resolution/ mediation/respect • relationships (peer pressure, realistic expectations, responsibility, abusive relationships) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility	**Social Skills for Learning** • attitudes/critical inquiry skills • group work • communication skills • writing skills • diversity (exceptional learning needs/multiple intelligences/ individuality/culture)	**Social Skills for Working** • conflict resolution/mediation/ respect • summer jobs/babysitting (introduction to workplace attitudes, expectations, responsibilities) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) in the workplace
Safe Communities • violence prevention—risk taking • personal safety—Internet safety, luring, home alone/ babysitting • harassment/intimidation/ cyberbullying • bullying/manipulation • *Youth Criminal Justice Act*	**Community Learning** • homework habits • study schedules	**Safe Workplaces** • youth issues—part-time work/ babysitting safety • bullying in the workplace

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PERSONAL/SOCIAL COMPONENT

Middle Years — Curricular Connections—Grade 7

Social Skills

- conflict resolution/ mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture)
- social responsibility

Grade 7

Physical Education/Health Education

K.3.7.B.1	Describe ways to respond to dangerous situations in the community.
K.3.7.B.4	Describe ways to seek help related to different types of accidents and/or dangerous situations.
K.3.7.B.5a	Describe scenarios that illustrate examples of physically, verbally, and emotionally abusive behaviours in different relationships.
K.3.7.B.5b	Develop strategies for avoiding situations that can potentially lead to conflict and violence.
K.3.7.B.6a	Establish safety guidelines to protect self and others from sexually abusive situations.
K.3.7.B.6b	Demonstrate an understanding of skills in dealing with case scenarios related to sexually abusive situations and ways to seek help.
K.4.7.A.1	Compare attitudes and behaviours that contribute to a sense of belonging.
K.4.7.B.1b	Describe conduct and ethical behaviours appropriate for engaging in physical activity and/or social events.
K.4.7.B.2a	Identify the characteristics associated with each of the communication styles and leadership qualities.
K.4.7.B.2b	Identify areas within the school and community that offer opportunities to make new friends and belong to a group.
K.4.7.B.3a	Identify anger-management skills as alternatives to aggression and violence.
K.4.7.B.3b	Describe how conflict situations affect personal behaviour and development.
K.4.7.B.3c	Review strategies, possible outcomes, and behaviours for conflict resolution among friends and/or peers.
K.4.7.B.4	Describe appropriate use of avoidance/refusal strategies when dealing with potentially dangerous situations and/or stressful social situations.
S.4.7.A.4	Apply conflict-resolution strategies to different scenarios.
K.5.7.D.3	Identify the positive and negative social factors that may influence avoidance and/or use of substances.
K.5.7.E.3b	Identify the effects of social influences on sexuality and gender roles.
S.5.7.A.4	Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse.
S.5.7.A.5	Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours.

(page 2 of 4)

PERSONAL/SOCIAL COMPONENT

Middle Years — **Curricular Connections—Grade 7 *(continued)***

Social Skills

- conflict resolution/ mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture)
- social responsibility

Grade 7

Social Studies

7-S-100	Collaborate with others to establish and carry out goals and responsibilities.
7-S-101	Use a variety of strategies to resolve conflicts peacefully and fairly.
7-S-102	Make decisions that reflect fairness and equality in their interactions with others.
7-S-104	Negotiate constructively with others to build consensus and solve problems.
7-S-105	Recognize bias and discrimination and propose solutions.
7-S-301	Evaluate the advantages and disadvantages of solutions to a problem.
7-S-303	Evaluate personal assumptions based on new information and ideas.
7-S-304	Distinguish fact from opinion and interpretation.
7-S-306	Assess the validity of information sources.
7-S-308	Compare diverse perspectives in the media and other information sources.
7-S-309	Interpret information and ideas in a variety of media.
7-S-311	Analyze prejudice, racism, stereotyping, or other forms of bias in the media and other information sources.
7-S-400	Listen to others to understand their perspectives.
7-S-401	Use language that is respectful of human diversity.
7-S-402	Persuasively express differing viewpoints regarding an issue.
7-S-404	Elicit and clarify questions and ideas in discussions.
7-S-405	Articulate their beliefs and perspectives on issues.
7-KC-002	Describe the impact of various factors on quality of life in Canada and elsewhere in the world.
7-KI-006	Identify diverse cultural and social perspectives regarding quality of life.
7-KI-007	Describe the impact of discriminatory attitudes and practices on quality of life.
7-VC-001	Respect the inherent dignity of all people.
7-VC-002	Acknowledge that the rights of citizenship involve limitations on personal freedom for the sake of collective quality of life.
7-VC-003	Be willing to contribute to their groups and communities.
7-VI-005	Respect others' rights to express their points of view.
7-VP-013	Demonstrate concern for people who are affected by discrimination, injustice, or abuse of power.
7-VI-006	Be willing to broaden personal perspectives and experiences beyond the familiar.
7-VE-017	Be willing to consider the consequences of their consumer choices.

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PERSONAL/SOCIAL COMPONENT

Middle Years — **Curricular Connections—Grade 7 *(continued)***

Social Skills

- conflict resolution/ mediation/respect
- relationships (peer pressure, realistic expectations, responsibility, abusive relationships)
- diversity (exceptional learning needs/multiple intelligences/ individuality/culture)
- social responsibility

Grade 7

English Language Arts

1.1.2	Compare own and others' insights and viewpoints.
3.1.3	Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes.
3.2.1	Select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research.
3.2.2	Extend inquiry and research questions using a variety of information sources.
5.2.1	Contribute to group efforts to reach consensus or conclusions.
5.2.2	Present group conclusions or findings to classmates.
5.2.3	Respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community.
5.2.4	Evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan.

Sample 3: Senior Years Educational Development Text Sample

SENIOR YEARS

Personal/Social	Educational	Career
Human Dynamics • youth issues (emotional maturation [moods, grief, anxiety, suicide, depression]) • self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management • alcohol/drugs/extremes • connections (family/supportive adults/agencies/peers) • personal responsibility	**Self and Learning** • educational planning/course selection/graduation requirements/ entrance requirements • self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management • notetaking and précis writing • aptitudes/interests/strengths	**Self and Work** • youth issues—Employment Standards Act • resumé writing/portfolio writing • application forms/cover letters • connections (mentorships, volunteerism) • time management • entrepreneurship • matching aptitudes and interest to career choices
Social Skills • conflict resolution/mediation/ respect • peer helper/peer mediator/ volunteerism • active listening • relationships (peer pressure, realistic expectations, responsibility, abusive relationships, dating violence) • lifestyles (decision making, sexuality) • diversity (exceptional learning needs/multiple intelligences/ individuality/culture) • social responsibility	**Social Skills for Learning** • conflict resolution/mediation/ respect • peer tutors • presenting learning • diversity (exceptional learning needs/multiple intelligences/ individuality/culture)	**Social Skills for Working** • conflict resolution/ mediation/respect • interview skills • job shadowing • balancing work and school • workplace attitudes/expectations/ responsibilities • diversity (exceptional learning needs/ multiple intelligences/ individuality/culture) in the workplace
Safe Communities • youth issues—gang awareness, safe neighbourhoods • personal safety—Internet safety, luring • harassment/intimidation/ cyberbullying • bullying/manipulation • legal issues (charter and human rights, criminal code, *YCJA*)	**Community Learning** • portfolio writing • Internet research/plagiarism	**Safe Workplaces** • youth issues—part-time work • personal safety—workplace safety and health • work skills/certification/training/ on-the-job training • bullying in the workplace

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EDUCATIONAL COMPONENT

Senior Years	Curricular Connections—Grade 9

Self and Learning

- educational planning/course selection/graduation requirements/entrance requirements
- self-concept/psychology of youth (Who am I?) including independence, and self, time, and stress management
- notetaking and précis writing
- aptitudes/interests/strengths

SELF AND LEARNING

Grade 9

Physical Education/Health Education

S.4.S1.A.1	Apply a goal-setting process as part of designing a short-term plan for a realistic personal goal related to academic and/or healthy lifestyle practices.
S.4.S1.A.2	Design, implement, and evaluate an action plan for making a decision based on personal values and beliefs related to physically active and healthy lifestyle practices.

Social Studies

9-S-102	Make decisions that reflect fairness and equality in their interactions with others.
9-S-104	Seek consensus in collaborative problem solving.
9-S-301	Analyze the context of events, accounts, ideas, and interpretations.
9-S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.
9-S-400	Listen to others to understand their perspectives.
9-S-401	Use language that is respectful of human diversity.
9-S-402	Express informed and reasoned opinions.
9-S-404	Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
9-S-405	Articulate their perspectives on issues.
9-S-406	Debate differing points of view regarding an issue.
9-VI-004	Be willing to consider diverse social and cultural perspectives.
9-VP-016	Be sensitive to the impact of majority rule on minorities and marginalized groups.

English Language Arts

1.2.1	Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.
1.2.2	Review and refine personal viewpoints through reflection, feedback, and self-assessment.
1.2.4	Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.
3.1.1	Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research.
3.2.1	Access, record, and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research.
5.2.1	Recognize that differing perspectives and unique reactions enrich understanding.

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Appendix B

Guidelines for Ethical Behaviour

The Manitoba Teachers' Society Code of Professional Practice *B3*

Making Decisions about Confidentiality *B5*

Manitoba School Counsellors' Association Guidelines for Ethical Behaviour *B11*

Canadian Counselling Association Code of Ethics *B15*

Other Codes of Ethics *B29*

*The Manitoba Teachers' Society Code of Professional Practice**

The Code of Professional Practice establishes the required standards of conduct for all members of The Manitoba Teachers' Society. A teacher's professional behaviour must reflect the spirit as well as the letter of the Code.

1. A teacher's first professional responsibility is to her or his students.
2. A teacher acts with integrity and diligence in carrying out professional responsibilities.
3. A teacher avoids involvement in a conflict of interest, recognizes that a privileged relationship with students exists, and refrains from exploiting that relationship for material, ideological, or other advantage.
4. A teacher speaks and acts with respect and dignity, and deals judiciously with others, always mindful of their rights.
5. A teacher respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the student's welfare.
6. A teacher's conduct toward colleagues is characterized by consideration and good faith.
7. A teacher first directs any criticism of the professional activity of a colleague to that colleague in private. Only after informing the colleague of the intent to do so, the complainant may direct in confidence the criticism to appropriate officials. It shall not be considered a breach of the Code
   a) to report reasonable grounds for suspecting child abuse to proper authorities according to legal requirements
   b) to consult with The Manitoba Teachers' Society or the president of the member's local association in good faith
8. A teacher does not bypass immediate authority to reach higher authority without first exhausting the proper channels of communication.

* Source: The Manitoba Teachers' Society. "Code of Professional Practice." Rev. 2003. <www.mbteach.org/aboutmts.htm>. (7 Feb. 2007). Reproduced with permission.

9. A teacher makes an ongoing effort to improve professionally.
10. A teacher adheres to collective agreements negotiated by the professional organization.
11. A teacher neither applies for nor accepts a position which is included in a Society in-dispute declaration.
12. A teacher or group of teachers makes only authorized representations to outside bodies on behalf of the Society or its local associations. Without the express permission of the Society, no member(s) conferring with outside bodies may explicitly or implicitly claim that they represent the Society or its local associations.

(Violation of the Code shall be addressed through application of MTS bylaws.)
(revised, Annual General Meeting, 2003)

*Making Decisions about Confidentiality**

To make decisions about the disclosure of confidential information, teachers must be aware of the law, the Code of Professional Practice, administrative policies, and contractual obligations, and should remember that law takes precedence over ethics. Nevertheless, teachers must often make difficult choices about confidential issues. In making decisions, teachers should

- identify potential issues and consider the ethical principles that apply to them
- review relevant codes and guidelines
- consult with colleagues and professional authorities for different perspectives
- consider all possible alternatives, using ethical principles as a framework for evaluating the consequences of each course of action
- make a decision, implement it, and evaluate its effectiveness

The teachers should have knowledge of legislation and professional guidelines related to their work with children around confidential issues:

- Manitoba Teachers' Society Code of Professional Practice
- *The Public Schools Act*
- Guidelines for Ethical Behaviour, Manitoba School Counsellors' Association
- *The Child and Family Services Act*
- Manitoba Guidelines on Identifying and Reporting a Child in Need of Protection
- *Youth Criminal Justice Act*
- *The Manitoba Human Rights Code*
- Manitoba legislation on privacy
- *Canadian Charter of Rights and Freedoms*
- The United Nations *Convention on the Rights of the Child*

* Source: The Manitoba Teachers' Society. "Making Decisions about Confidentiality." <www.mbteach.org/confidentiality.htm>. (7 Feb. 2007). Reproduced with permission.

Article 1. Understanding confidentiality

Confidentiality is the obligation not to disclose willingly any information obtained in confidence. Therefore, information disclosed in response to a search warrant, a subpoena, or a legal requirement for mandatory reporting is not a breach of confidentiality.

Child protection:

The teacher who has reason to believe that a child is or might be in need of protection shall forthwith report the information to the appropriate authorities in accordance with legal obligations pursuant to child protection legislation.

Potential harm:

If the behaviour of the student threatens potential harm to him/herself or another person, the teacher shall take appropriate action to protect the student and/or the other person.

Legal action:

The teacher may be required by the courts to provide records and relevant information regarding a student.

Basic principles:

Confidentiality is based on four basic principles:

1. Respect for an individual's right to privacy
2. Respect for human relationships in which personal information is shared
3. Appreciation of the importance of confidentiality to both individuals and society
4. Expectations that those who pledge to safeguard confidential information will do so

Confidential information in its broadest form is any information given in confidence to a teacher. Confidential information may include, but is not restricted to, disclosures of physical, mental, or emotional abuse; family problems; substance abuse; criminal behaviour; sexual activity; or suicidal thinking.

A teacher respects the confidential nature of information concerning students and may give the information only to authorized personnel or agencies directly concerned with the students' welfare. (Article 5, Code of Professional Practice, The Manitoba Teachers' Society)

Article 2. Protecting confidentiality

Confidentiality is very important to establishing and maintaining a strong teacher-student relationship. It is important that teachers are aware of the rights of individuals to privacy and to respect the confidential nature of information concerning students. A teacher, however, may consult and collaborate with other professionals for purposes of more effectively helping the student.

Some guidelines for protecting confidentiality are

1. A teacher shall consult with the student and attempt to obtain the consent of the student before divulging confidential information.
2. A teacher may consult and collaborate with other professionals for purposes of more effectively helping the student. The teacher shall share only such information that will serve the student's best interests, and divulge the student's name only when necessary.
3. A teacher shall share information verbally with other professional colleagues rather than giving them copies of notes and ensure that colleagues respect the confidential nature of the information being shared.
4. A teacher shall take care, when sharing information about students, that the information is accurate and unbiased.
5. A teacher shall guard against sharing confidential information in halls, staff rooms, or other public places where persons who do not need to know can overhear it.
6. A teacher shall not leave reports, student service records, computer files, or log books where unauthorized people can have access to them.
7. A teacher who is in doubt as to the reasonableness of a course of action regarding the sharing of confidential information should consult the school counsellor or school administrator before making a decision.

Article 3. Record keeping

A teacher shall keep accurate and objective records to facilitate the provision of services to students. Failure to keep records is negligence. There are no risks to having good records—well-organized, well-written, comprehensive notes will establish the teacher as a competent, caring professional.

Personal records are kept by a teacher to refresh his/her memory and to document important information regarding students for use in consultation, referrals, case conferences, and court proceedings. A teacher should record enough information to meet students' needs and to demonstrate effectively that she or he has acted in an appropriate and professional manner.

Notes should be made as immediately as possible to the time of the event(s), and the original notes should never be changed. Any additions should be initialled, signed, and dated.

A teacher shall make the student aware that confidential information is being recorded, share such information with the student, clarify the information, and inform the student of the possible need to report such information for legal or professional purposes.

Article 4. Maintaining records

Schools/school divisions should develop policies and procedures for the maintenance of records, including in such policies provisions for

- physical security of records
- access to records
- periods of maintenance for different types of records
- destruction of records

Teachers must take care that their personal records are kept in secure locations.

Article 5. Requests for information

Schools should develop procedures to ensure that the confidentiality of material is maintained when it is being received or sent by the school. A teacher must keep the best interests of the student in mind when making decisions to divulge confidential information. A teacher shall consult with the student and attempt to obtain the consent of the student before divulging confidential information to authorized personnel or agencies directly concerned with the student's welfare.

The teacher should be aware of the Manitoba *Public Schools Act* (*PSA*) [Part III, Section 41(1)] regarding the sharing of information with parents/guardians. The Act states, in part, that

> Every school board shall . . .
>
> (r) determine the times when and the manner in which reports and other information respecting pupils shall be delivered or provided or made available by teachers under section 96

The *PSA* in Part III Section 42.1 to 42.6 sets out the procedures for the collection, storage, retrieval, and use of information respecting pupil files.

The school/school division should develop policies and procedures for the sharing of information regarding court orders or other legal restrictions on the sharing of information about a student.

Teachers should be aware of all court orders regarding custody of students in their care, and any policies regarding the rights of non-custodial parents to information and access to a child. If non-custodial parents or other individuals involved with the student request information or access, a teacher should refer questions or concerns to the school administrator.

No information should be given without a documented request.

Schools should develop procedures to ensure that the confidentiality of material is maintained when it is being received or sent by the school. Particular care should be taken when giving information by phone or by fax.

Article 6. Legal proceedings

A teacher must never destroy records of confidential information.

Records that may be required in court proceedings should be maintained indefinitely, both to assist the student and to prove that the teacher acted responsibly.

The teacher should be aware of divisional policies regarding sharing of information with legal authorities. Information should not be given without a subpoena or a court order (e.g., search warrant).

There is no inherent right of a probation officer or the police to confidential information unless they have a search warrant. If police are executing a search warrant in the school, teachers should cooperate and immediately inform the administration.

If a teacher receives a subpoena requesting records, the teacher should inform administration and seek legal advice as soon as possible. The teacher should not automatically turn over records because the subpoena may be challenged as not serving the best interests of the student. The teacher should be aware that keeping records secret or storing them out of the school does not protect them from a subpoena which usually asks for all records kept under all circumstances in any location.

It is important to be aware that the law holds us responsible for our decisions. The defense of “following regulations or policies” does not alleviate a teacher’s accountability in making appropriate decisions about a student.

Article 7. So what if you don’t agree?

Teachers have a professional obligation to protect confidences. They also have the obligation to act in a professional manner in their interactions with students and with their peers.

School divisions should develop procedures whereby a teacher can comply with this protocol without breach of confidentiality or refuse to provide the information without being subject to disciplinary action by the division. A conflict may arise when there is a demand by the police or school administration to have confidential information released with which a teacher is reluctant to comply because doing so would violate this protocol. The teacher should immediately seek advice from a staff officer of The Manitoba Teachers' Society.

When in doubt, the teacher should

- remember that confidentiality resides with the student
- advise administration
- request Society help
- know the pertinent laws and regulations
- be accountable for decisions regarding students
- above all, act professionally

*Manitoba School Counsellors' Association Guidelines for Ethical Behaviour**

Basic Principles

This document is intended to provide guidelines for the ethical behaviour of school counsellors.

The guidelines complement the Manitoba Teachers' Society Code of Professional Practice by clarifying the nature of the ethical responsibilities of counsellors in a school setting.

The guidelines are based on the following principles:

- that each person has the right to be treated with respect, dignity, and integrity
- that each person is entitled to freedom of choice and, with that freedom, must accept responsibility for choices and decisions
- that full potential for each person depends upon the development of self-awareness, self-direction, and skills in interpersonal relationships, problem solving, and decision making
- that each person has the right to personal growth and development within the context of the personal liberties set out in *The Canadian Charter of Rights and Freedoms* and the United Nations *Convention on the Rights of the Child*

1. Primary Responsibility

The school counsellor's first responsibility is to act in the best interest of students.

2. Informed Student

The school counsellor shall inform students of the purposes, goals, techniques, and specific policies under which they may receive counselling, at or before the time when the counselling relationship is entered.

Such information includes concerns about confidentiality, legal restraints on counsellors, and the possible necessity for consulting with other professionals.

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* Source: Manitoba School Counsellors' Association. "Guidelines for Ethical Behaviour." Rev. Oct. 1997. <www.msca.mb.ca>. (8 Feb. 2007).

3. Confidentiality

Confidentiality is the obligation not to disclose willingly information obtained during counselling.

Confidentiality is crucial to establishing and maintaining a strong counsellor-student relationship. Therefore, the school counsellor shall attempt to obtain the consent of the student before divulging information received during counselling. Confidentiality is, nevertheless, not absolute.

Some exceptions to maintaining confidentiality are

1. *Child Protection*
   The school counsellor who has reason to believe that a child is or might be in need of protection shall forthwith report the information to the appropriate authorities in accordance with legal obligations pursuant to child protection legislation.
2. *Potential Harm*
   If behaviour of the student threatens potential harm to self or others, the school counsellor shall take appropriate action to protect the student and/or others.
3. *Legal Action*
   The school counsellor may be required by the courts to release all counselling records and relevant information.
4. *Consultation & Collaboration*
   The school counsellor may consult and collaborate with other professionals for purposes of more effectively helping the student. The school counsellor shall share only such information that will serve the best interests of the student.

4. Record Keeping

The school counsellor shall keep accurate and objective records of counselling sessions to facilitate the provision of services to students. Information received in the counselling process shall be kept as part of the counsellor's confidential records and not part of the records kept in the office of the school.

5. Group Counselling

The school counsellor shall make clear the purpose of group counselling and the techniques to be used in group sessions. The school counsellor shall strive to protect members of the group from physical or psychological harm.

6. Impartiality

School counsellors shall be aware of their personal values and shall strive to remain impartial in assisting students with decision making and problem solving.

7. Referrals

School counsellors recognize their boundaries of competence and provide only those services and use only those techniques for which they are qualified by training or experience.

School counsellors shall make appropriate referrals when their professional assistance cannot adequately meet students' needs.

School counsellors shall be knowledgeable about referral resources.

Whenever possible and appropriate, school counsellors shall make referrals with the knowledge and consent of students. At all times, counsellors shall act in the best interests of the students.

8. Testing and Assessment

The school counsellor shall adhere to established standards regarding the selection, administration, and interpretation of standardized tests and assessment techniques.

The school counsellor shall consider socio-economic, cultural, and ethnic factors in standardized tests.

The school counsellor shall explain the nature, purposes, and results of standardized tests in language that is understandable to the students, parents, and other professionals.

The school counsellor shall interpret test results with reference to other relevant information.

9. Programs and Services

School counsellors share with other educators the responsibility for establishing and maintaining counselling and guidance programs which are responsive to the needs of students and the community.

School counsellors shall provide parents with information on the role and function of the school counsellor.

School counsellors shall notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing programs and services.

10. Professional Standards

School counsellors shall strive to attain the standards of formal professional preparation that are recommended by the Manitoba School Counsellors' Association and the Manitoba Teachers' Society.

School counsellors shall strive to maintain professional competence by taking advantage of professional development opportunities.

School counsellors shall accept only those positions for which they are professionally qualified.

11. Professional Relationships

The school counsellor does not knowingly enter or continue a counselling relationship with a student who is receiving counselling from another professional person, without consultation with that other professional, except where the best interests of the student clearly demand such an extraordinary intervention.

In relationships with employers, colleagues, and professional organizations, the school counsellor shall abide by the Code of Professional Practice of the Manitoba Teachers' Society.

The school counsellor shall observe both the spirit and the letter of these guidelines.

Guidelines approved by Manitoba School Counsellors' Association/ Association Manitobaine des Conseillers d'Orientation Executive Council Jan 23, 1992
Revised October 1997
© 1997, Manitoba School Counsellors' Association

*Canadian Counselling Association Code of Ethics**

Ethical Principles

The expectations for ethical conduct as expressed in this Code are based on the following fundamental principles:

- **a. Beneficence** — being proactive in promoting the client's best interests
- **b. Fidelity** — honouring commitments to clients and maintaining integrity in counselling relationships
- **c. Nonmalificence** — not wilfully harming clients and refraining from actions that risk harm
- **d. Autonomy** — respecting the rights of clients to self-determination
- **e. Justice** — respecting the dignity and just treatment of all persons
- **f. Societal Interest** — respecting the need to be responsible to society

A. Professional Responsibility

A1. General Responsibility

Counsellors maintain high standards of professional competence and ethical behaviour, and recognize the need for continuing education and personal care in order to meet this responsibility. (See also C1, F1.)

A2. Respect for Rights

Counsellors participate in only those practices which are respectful of the legal, civic, and moral rights of others, and act to safeguard the dignity and rights of their clients, students, and research participants.

* Source: Canadian Counselling Association / Association canadienne de counseling. *CCA Code of Ethics*. Rev. ed. Ottawa, ON: Canadian Counselling Association / Association canadienne de counseling, Jan. 2007.

A3. Boundaries of Competence

Counsellors limit their counselling services and practices to those which are within their professional competence by virtue of their education and professional experience, and consistent with any requirements for provincial and national credentials. They refer to other professionals, when the counselling needs of clients exceed their level of competence. (See also F2.)

A4. Supervision and Consultation

Counsellors take reasonable steps to obtain supervision and/or consultation with respect to their counselling practices and, particularly, with respect to doubts or uncertainties which may arise during their professional work. (See also B10, C4, C7.)

A5. Representation of Professional Qualifications

Counsellors claim or imply only those professional qualifications which they possess, and are responsible for correcting any known misrepresentation of their qualifications by others.

A6. Responsibility to Counsellors and other Professionals

Counsellors understand that ethical behaviour among themselves and with other professionals is expected at all times.

A7. Unethical Behaviour by Other Counsellors

Counsellors have an obligation when they have serious doubts as to the ethical behaviour of another counsellor to seek an informal resolution with the counsellor, when feasible and appropriate. When an informal resolution is not appropriate or feasible, or is unsuccessful, counsellors report their concerns to the CCA Ethics Committee.

A8. Responsibility to Clients

When counsellors have reasonable grounds to believe that a client has an ethical complaint about the conduct of a CCA member, counsellors inform the client of the *CCA Procedures for Processing Complaints of Ethical Violations* and how to access these procedures.

A9. Sexual Harassment

Counsellors do not condone or engage in sexual harassment, which is defined as deliberate or repeated verbal or written comments, gestures, or physical contacts of a sexual nature.

A10. Sensitivity to Diversity

Counsellors strive to understand and respect the diversity of their clients, including differences related to age, ethnicity, culture, gender, disability, religion, sexual orientation, and socio-economic status. (See also B9, D10.)

A11. Extension of Ethical Responsibilities

Counselling services and products provided by counsellors through classroom instruction, public lectures, demonstrations, publications, radio and television programs, computer technology, and other media must meet the appropriate ethical standards consistent with this Code of Ethics.

B. Counselling Relationships

B1. Primary Responsibility

Counsellors have a primary responsibility to respect the integrity and promote the welfare of their clients. They work collaboratively with clients to devise integrated, individualized counselling plans that offer reasonable promise of success and are consistent with the abilities and circumstances of clients.

B2. Confidentiality

Counselling relationships and information resulting therefrom are kept confidential. However, there are the following exceptions to confidentiality:

(i) when disclosure is required to prevent clear and imminent danger to the client or others

(ii) when legal requirements demand that confidential material be revealed

(iii) when a child is in need of protection

(See also B15, B17, E6, E7, F8.)

B3. Duty to Warn

When counsellors become aware of the intention or potential of clients to place others in clear or imminent danger, they use reasonable care to give threatened persons such warnings as are essential to avert foreseeable dangers.

B4. Client's Rights and Informed Consent

When counselling is initiated, and throughout the counselling process as necessary, counsellors inform clients of the purposes, goals, techniques, procedures, limitations, potential risks, and benefits of services to be performed, and other such pertinent information. Counsellors make sure that clients understand the implications of diagnosis, fees and fee collection arrangements, record keeping, and limits of confidentiality. Clients have the right to participate in the ongoing counselling plans, to refuse any recommended services, and to be advised of the consequences of such refusal. (See also C5, E5.)

B5. Children and Persons with Diminished Capacity

Counsellors conduct the informed consent process with those legally appropriate to give consent when counselling, assessing, and having as research subjects children and/or persons with diminished capacity. These clients also give consent to such services or involvement commensurate with their capacity to do so. Counsellors understand that the parental or guardian right to consent on behalf of children diminishes commensurate with the child's growing capacity to provide informed consent.

B6. Maintenance of Records

Counsellors maintain records in sufficient detail to track the sequence and nature of professional services rendered and consistent with any legal, regulatory, agency, or institutional requirement. They secure the safety of such records and create, maintain, transfer, and dispose of them in a manner compliant with the requirements of confidentiality and the other articles of this Code of Ethics.

B7. Access to Records

Counsellors understand that clients have a right of access to their counselling records and that disclosure to others of information from these records only occurs with the written consent of the client and/or when required by law.

B8. Dual Relationships

Counsellors make every effort to avoid dual relationships with clients that could impair professional judgment or increase the risk of harm to clients. Examples of dual relationships include, but are not limited to, familial, social, financial, business, or close personal relationships. When a dual relationship cannot be avoided, counsellors take appropriate professional precautions such as role clarification, informed consent, consultation, and documentation to ensure that judgment is not impaired and no exploitation occurs. (See also B11, B12, B13, C5, C7, F10.)

B9. Respecting Diversity

Counsellors actively work to understand the diverse cultural background of the clients with whom they work, and do not condone or engage in discrimination based on age, colour, culture, ethnicity, disability, gender, religion, sexual orientation, or marital or socio-economic status. (See also D10.)

B10. Consulting with Other Professionals

Counsellors may consult with other professionally competent persons about the client. However, if the identity of the client is to be revealed, it is done with the written consent of the client. Counsellors choose professional consultants in a manner which will avoid placing the consultant in a conflict of interest situation.

B11. Relationships with Former Clients

Counsellors remain accountable for any relationships established with former clients. Those relationships could include, but are not limited to, those of a friendship, social, financial, and business nature. Counsellors exercise caution about entering any such relationships and take into account whether or not the issues and relational dynamics present during the counselling have been fully resolved and properly terminated. In any case, counsellors seek consultation on such decisions.

B12. Sexual Intimacies

Counsellors avoid any type of sexual intimacies with clients, and they do not counsel persons with whom they have had a sexual relationship. Counsellors do not engage in sexual intimacies with former clients within a minimum of three years after terminating the counselling relationship. This prohibition is not limited to the three-year period but extends indefinitely if the client is clearly vulnerable, by reason of emotional or cognitive disorder, to exploitative influence by the counsellor. Counsellors, in all such circumstances, clearly bear the burden to ensure that no such exploitative influence has occurred, and to seek consultative assistance.

B13. Multiple Clients

When counsellors agree to provide counselling to two or more persons who have a relationship (such as husband and wife, or parents and children), counsellors clarify at the outset which person or persons are clients and the nature of the relationship they will have with each person. If conflicting roles emerge for counsellors, they must clarify, adjust, or withdraw from roles appropriately.

B14. Multiple Helpers

If, after entering a counselling relationship, a counsellor discovers the client is already in a counselling relationship, the counsellor is responsible for discussing the issues related to continuing or terminating counselling with the client. It may be necessary, with client consent, to discuss these issues with the other helper.

B15. Group Work

Counsellors have the responsibility to screen prospective group members, especially when group goals focus on self-understanding and growth through self-disclosure. Counsellors inform clients of group member rights, issues of confidentiality, and group techniques typically used. They take reasonable precautions to protect group members from physical and/or psychological harm resulting from interaction within the group, both during and following the group experience.

B16. Computer Use

When computer applications are used as a component of counselling services, counsellors ensure that: (a) client and counsellor identities are verified; (b) the client is capable of using the computer application; (c) the computer application is appropriate to the needs of the client; (d) the client understands the purpose and operation of client-assisted and/or self-help computer applications; and (e) a follow-up of client use of a computer application is provided to assist subsequent needs. In all cases, computer applications do not diminish the counsellor's responsibility to act in accordance with the CCA Code of Ethics, and in particular, to ensure adherence to the principles of confidentiality, informed consent, and safeguarding against harmful effects. (See also D5.)

B17. Delivery of Services by Telephone, Teleconferencing, and Internet

Counsellors follow all additional ethical guidelines for services delivered by telephone, teleconferencing, and the Internet, including appropriate precautions regarding confidentiality, security, informed consent, records, and counselling plans, as well as determining the right to provide such services in regulatory jurisdictions.

B18. Referral

When counsellors determine their inability to be of professional assistance to clients, they avoid initiating a counselling relationship, or immediately terminate it. In either event, members suggest appropriate alternatives, including making a referral to resources about which they are knowledgeable. Should clients decline the suggested referral, counsellors are not obligated to continue the relationship.

B19. Termination of Counselling

Counsellors terminate counselling relationships, with client agreement whenever possible, when it is reasonably clear that: the goals of counselling have been met, the client is no longer benefitting from counselling, the client does not pay fees charged, previously disclosed agency or institutional limits do not allow for the provision of further counselling services, and the client or another person with whom the client has a relationship threatens or otherwise endangers the counsellor. However, counsellors make reasonable efforts to facilitate the continued access to counselling services when services are interrupted by these factors and by counsellor illness, client or counsellor relocation, client financial difficulties, and so forth.

C. Consulting and Private Practice

C1. General Responsibility

Counsellors provide consultative services only in those areas in which they have demonstrated competency by virtue of their education and experience.

C2. Undiminished Responsibility and Liability

Counsellors who work in private practice, whether incorporated or not, must ensure that there is no diminishing of their individual professional responsibility to act in accordance with the CCA Code of Ethics, or in their liability for any failure to do so.

C3. Accurate Advertising

Counsellors, when advertising services as private practitioners, do so in a manner that accurately and clearly informs the public of their services and areas of expertise.

C4. Consultative Relationships

Counsellors ensure that consultation occurs within a voluntary relationship between a counsellor and a help-seeking individual, group, or organization, and that the goals are understood by all parties concerned.

C5. Informed Consent

Counsellors who provide services for the use of third parties acknowledge and clarify for the informed consent of clients all obligations of such multiple relationships, including purpose(s), entitlement to information, and any restrictions on confidentiality. Third parties include: courts, public and private institutions, funding agencies, employees, and so forth.

C6. Respect for Privacy

Counsellors limit any discussion of client information obtained from a consulting relationship to persons clearly involved with the case. Any written and oral reports restrict data to the purposes of the consultation, and every effort is made to protect client identity and to avoid undue invasion of privacy.

C7. Conflict of Interest

Counsellors who engage in consultation avoid circumstances where the duality of relationships or the prior possession of information could lead to a conflict of interest.

C8. Sponsorship and Recruitment

Counsellors present any of their organizational affiliations or membership in such a way as to avoid misunderstanding regarding sponsorship or certification. They also avoid the use of any institutional affiliation to recruit private practice clients.

D. Evaluation and Assessment

D1. General Orientation

Counsellors adequately orient and inform clients so that evaluation and assessment results can be placed in proper perspective along with other relevant information.

D2. Purposes and Results of Evaluation and Assessment

Counsellors take responsibility to inform clients about the purpose of any evaluation and assessment instruments and procedures and the meaning of evaluation and assessment results.

D3. Evaluation and Assessment Competence

Counsellors recognize the limits of their competence and offer only those evaluation and assessment services for which they have appropriate preparation and which meet established professional standards.

D4. Administrative and Supervisory Conditions

Counsellors ensure that evaluation and assessment instruments and procedures are administered and supervised under established conditions consistent with professional standards. They note any departures from standard conditions and any unusual behaviour or irregularities which may affect the interpretation of results.

D5. Use of Technology

Counsellors recognize that their ethical responsibilities are not altered, or in any way diminished, by the use of technology for the administration of evaluation and assessment instruments. Counsellors retain their responsibility for the maintenance of the ethical principles of privacy, confidentiality, and responsibility for decisions regardless of the technology used.

D6. Appropriateness of Evaluation and Assessment

Counsellors ensure that evaluation and assessment instruments and procedures are valid, reliable, and appropriate to both the client and the intended purposes.

D7. Reporting Evaluation and Assessment Results

Counsellors ensure that when reporting evaluation and assessment results to clients and other individuals, care is taken to provide, in an appropriate manner, accurate and sufficient information for an understanding of any conclusions and recommendations made, and to identify the basis for any reservations which might exist.

D8. Release of Evaluation and Assessment Data

Counsellors ensure that evaluation and assessment data are released appropriately and only to the client and persons qualified to interpret and use them properly.

D9. Integrity of Evaluation and Assessment Instruments and Procedures

Counsellors who use psychological tests and other assessment instruments, the value of which depends on their novelty to the client, ensure that they are limited to and safeguarded by those with the professional interest and competence to do so.

D10. Sensitivity to Diversity when Assessing and Evaluating

Counsellors proceed with caution when judging and interpreting the performance of minority group members and any other persons not represented in the group on which the evaluation and assessment instruments and procedures were standardized. They recognize and take into account the potential effects of age, ethnicity, disability, culture, gender, religion, sexual orientation, and socio-economic status on both the administration of, and the interpretation of data from, such instruments and procedures.

D11. Security Maintenance

Counsellors ensure the integrity and security of evaluation and assessment instruments and procedures consistent with any legal and contractual obligations. They refrain from appropriating, reproducing, or modifying established evaluation and assessment instruments without the expressed permission and adequate recognition of the original author, publisher, and copyright holder.

E. Research and Publications

E1. Researcher Responsibility

Counsellors plan, conduct, and report on research in a manner consistent with relevant ethical principles, professional standards of practice, federal and provincial laws, institutional regulations, cultural norms, and standards governing research with human subjects.

E2. Subject Welfare

Counsellors are responsible for protecting the welfare of their research subjects during research and avoid causing injurious psychological, physical, or social effects to persons who participate in their research activities.

E3. Principal Researcher Responsibility

Counsellors, when in the role of principal researcher, are responsible for ensuring that appropriate ethical research practices are followed and, with respect to research involving human subjects, for obtaining an independent and appropriate ethical review before proceeding with the research. Research associates involved in the research activities share ethical obligations and full responsibility for their own actions.

E4. Voluntary Participation

Counsellors ensure that participation in research is voluntary. However, involuntary participation may be appropriate when it can be shown that participation will have no harmful effects on subjects, is essential to the research, and meets ethical review requirements.

E5. Informed Consent of Research Subjects

Counsellors inform all research subjects of the purpose(s) of their research. In addition, subjects are made aware of any experimental procedures, possible risks, disclosures, and limitations on confidentiality. Subjects are also informed that they are free to ask questions and to discontinue at any time.

E6. Research Confidentiality

Counsellors ensure that research information on subjects is confidential and the identity of participants is protected unless otherwise authorized by them, consistent with all informed consent procedures.

E7. Use of Confidential Information for Didactic or Other Purposes

Counsellors do not disclose in their writings, public presentation, or public media, any personally identifiable information obtained in confidence about clients, research participants, students, or organizational clients unless (1) there is legal authorization to do so, (2) reasonable steps are taken not to identify the person or organization, or (3) the person or organizational client has given informed written consent.

E8. Further Research

Counsellors have an obligation to collaborate with colleagues by making available original research data to qualified researchers who may wish to replicate or verify the research.

E9. Research Sponsors

Counsellors, when conducting research, obtain informed consent from sponsors and institutions and ensure that sponsors and institutions are given feedback information and proper acknowledgement.

E10. Review of Manuscripts

Counsellors who review material submitted for publication, research, or other scholarly purposes respect the confidentiality and proprietary rights of those who submitted the research.

E11. Reporting Results

In reporting research results, counsellors mention any variables and conditions that might affect the outcome of the investigation or the interpretation of the results, and provide information sufficient for others who might wish to replicate the research.

E12. Research Contributions

Counsellors give due credit through joint authorship, acknowledgement, footnote statements, or other appropriate means to those who have contributed significantly to the research and/or publication, and to those who have done previous work on the topic. For an article that is based mainly on a student thesis or dissertation, the student is listed as principal author.

E13. Submission for Publication

Counsellors do not submit the same manuscript or one essentially similar in content for simultaneous publication consideration by two or more journals. In addition, manuscripts published in whole or in substantial part in another journal or published work should not be submitted for publication without acknowledgement and permission from the previous publication.

F. Counsellor Education, Training, and Supervision

F1. General Responsibility

Counsellors who are responsible for counsellor education, training, and supervision adhere to current CCA guidelines and standards with respect to such activities and conduct themselves in a manner consistent with the *CCA Code of Ethics* and *Standards of Practice for Counsellors*.

F2. Boundaries of Competence

Counsellors who conduct counsellor education, training, and supervision have the necessary knowledge and skills to do so, and limit their involvement to such competencies.

F3. Ethical Orientation

Counsellors who are responsible for counsellor education, training, and supervision have an obligation to make their students, trainees, and supervisees aware of the ethical responsibilities as expressed in the *CCA Code of Ethics* and *Standards of Practice for Counsellors*.

F4. Clarification of Roles and Responsibilities

Counsellors who engage in counselling supervision of students or trainees take responsibility for clarifying their respective roles and obligations.

F5. Welfare of Clients

Counsellors who engage in counselling supervision of students or trainees take steps to ensure the welfare of clients during the supervised practice period and intervene, when necessary, to ensure that this obligation is met.

F6. Program Orientation

Counsellors responsible for counsellor education programs and training activities take responsibility to orient prospective students and trainees to all core elements of such programs and activities, including to a clear policy with respect to all supervised practice components, both those simulated and real.

F7. Relational Boundaries

Counsellors who work as counsellor educators, trainers, and supervisors establish relationships with their students, trainees, and supervisees such that appropriate relational boundaries are clarified and maintained, and dual relationships avoided.

F8. Obligation to Inform

Counsellors who work as counsellor educators, trainers, and supervisors take steps to inform students, trainees, and supervisees, at the beginning of activities associated with these roles, of all reasonably foreseeable circumstances under which confidentiality may be breached during such activities.

F9. Self-Development and Self-Awareness

Counsellors who work as counsellor educators, trainers, and supervisors encourage and facilitate the self-development and self-awareness of students, trainees, and supervisees, so that they learn to integrate their professional practice and personal insight.

F10. Dealing with Personal Issues

Counsellors responsible for counsellor education, training, and supervision recognize when such activities evoke significant personal issues for students, trainees, and supervisees, and refer to other sources when necessary to avoid counselling those for whom they hold administrative or evaluative responsibility.

F11. Self-Growth Activities

Counsellors who work as counsellor educators, trainers, and supervisors ensure that any professional experiences which require self-disclosure and engagement in self-growth activities are managed in a manner consistent with the principles of informed consent, confidentiality, and safeguarding against any harmful effects.

Other Codes of Ethics

American Association for Marriage and Family Therapy, Code of Ethics: <www.aamft.org/resources/LRMPlan/Ethics/ethicscode2001.asp>

American Association of Pastoral Counselors, Code of Ethics: <www.aapc.org/ethics.htm>

American Psychiatric Association, The Principles of Medical Ethics with Annotations Especially Applicable to Psychiatry: <www.psych.org/psych_pract/ethics/ethics.cfm>

American Psychological Association, Ethical Principles of Psychologists and Code of Conduct: <www.apa.org/ethics/code.html>

American School Counselor Association, Ethical Standards for School Counselors: <www.schoolcounselor.org/content.asp?contentid=173>

British Association for Counselling and Psychotherapy, Ethical Framework for Good Practice in Counselling and Psychotherapy: <www.bacp.co.uk/ethical_framework/>

British Institute of Career Guidance, The Code of Ethics for Members of the Institute of Career Guidance: <www.icg-uk.org/ethics.html>

Canadian Psychological Association, Canadian Code of Ethics for Psychologists, 3rd ed.: <www.cpa.ca/publications/>

The Canadian Traumatic Stress Network, Ethical Principles: <http://play.psych.mun.ca/~dhart/trauma_net/ethics.html>

Counsellors and Psychotherapists Association of New South Wales, Code of Ethics & Good Practice: <www.capa.asn.au/files/CAPAGoodPractice.pdf>

Irish Association for Counselling and Therapy, Code of Ethics and Practice: <www.irish-counselling.ie/infosheet7.htm>

National Association of Social Workers, Code Of Ethics: <www.socialworkers.org/pubs/code/code.asp>

National Career Development Association, Ethical Standards: <www.ncda.org/pdf/EthicalStandards.pdf>

Appendix C

Sample Forms

Child Protection/Suspicion of Abuse Report *C3*

Manitoba Pupil File Transfer Request Form *C5*

Communication Record *C7*

Classroom Instructional Record *C8*

Informed Consent Form for School Counsellors *C9*

Confidential Counselling Referral *C10*

Confidential Post-counselling Form *C11*

Case Note *C12*

Follow-up to Confidential Counselling Referral *C13*

Confidential Transition Form *C14*

Functional Assessment and Intervention Team Meeting Record *C15*

Guidance and Counselling Data: Frequency Charts *C22*

Sample Needs Assessment (Senior Years) *C25*

Sample School Counsellor Activities *C26*

Child Protection/Suspicion of Abuse Report

Date:_____

Time: _____

Full name of student: _____

Date of birth: _____

School: _____

Nature of concern: ☐ neglect ☐ physical ☐ sexual ☐ emotional

Description of Injury: (if physical, include size, shape, colour, location on body—see diagram on reverse side of page)

_____

_____

_____

_____

Description of incident: (include direct quotes)

_____

_____

_____

_____

Description of student's health or behaviour: (include drastic changes, chronic problems, relevant artwork, or acting out)

_____

_____

_____

_____

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_____

Signature

☐ original document
☐ school division copy

Child Protection/Suspicion of Abuse Report

Full name of student:_____ Gender: _____

Name of custodial parent(s)/guardian(s) (indicate *P* or *G*):
_____

Names and ages of siblings: _____
_____

Address: _____

Telephone: _____

Name and address of individual(s) disclosed as (D) or suspected of (S) causing incident (if known):
_____
_____

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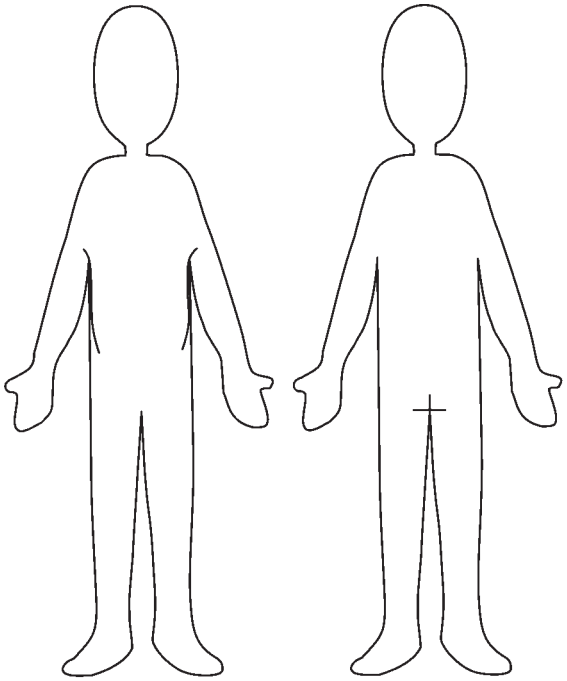
Physical location of injury



Manitoba Pupil File

Manitoba
Education, Citizenship and Youth

Transfer Request Form

Section 29(3) of Manitoba Regulation 468/88 requires that a principal must provide the pupil file of a pupil who has transferred to another school to that school within one week of the school requesting it. To facilitate the transfer process, PART I of this form may be completed by the principal of the school that the student has transferred to (the receiving school) and forwarded to the last school that the student attended (the sending school).

Upon receipt of the transfer form, the principal of the sending school will complete PART II and return it, along with the pupil file, to the receiving school. (Principals enrolling students who last attended a school outside of Manitoba should contact the previous jurisdiction for instructions regarding pupil file transfer requests.)

PART I: TO BE COMPLETED BY THE RECEIVING SCHOOL

Student:
(Complete Legal Name(s)) ..... Surname ..... Given Name ..... Middle Name(s)

..... MET#

Current Address: .....
Street or P.O. Box

..... City, Town ..... Province ..... Postal Code ..... Telephone No.

Previous Address: ☐ Not applicable, same as current address; or

.....
Street or P.O. Box

..... City, Town ..... Province ..... Postal Code ..... Telephone No.

Name of Parent(s)/Legal Guardian(s): .....

.....

Address: ☐ Same as student; or .....

Last School Attended (Sending School) .....
Name of School

.....
Street or P.O. Box

..... City, Town ..... Province ..... Postal Code

Receiving School .....
Name of Principal

.....
School Name

.....
Street or P.O. Box

..... City, Town ..... Province ..... Postal Code ..... Telephone No.

Enrollment Date: .....

....
Receiving School Principal's Signature Date

PART II: TO BE COMPLETED BY THE SENDING SCHOOL

Date Student Last Attended ……

Grade at Time of Transfer: K 1 2 3 4 5 6 7 8 9 10 11 12

Please list any relevant educational information that may affect placement or provision of services to the transferring student:

……

……

……

……

……

……

……

……

……

……

Date pupil file sent: ……

Sending School Principal's Name: ……

Sending School Principal's Signature: ……

Communication Record

Student: _____ Date of birth:_____

Referred by: ☐ self ☐ peer ☐ teacher ☐ parent
☐ administration ☐ resource ☐ external agency
☐ other _____

Home telephone: _____ Contact/Phone:_____

Area of concern:_____

Date	

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Classroom Instructional Record

	Classroom I.D.	*Date*	*Referred by*	*Area of Concern*	*Comments*
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					

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Informed Consent Form for School Counsellors

What You Should Know About Me and My Services

By agreeing to talk to me, I want you to understand that I will not release any information about you without your consent.

There are some exceptions, however:

1. If you have been or are being neglected or abused, I must inform Child and Family Services.
2. If you are thinking of harming yourself or someone else, I must inform someone in authority.
3. If I suspect that you are under the influence of alcohol or other drugs in school, I must inform the principal.
4. My files are kept confidential, but they can be subpoenaed to court.
5. I may consult with another professional about how to help you, but I would share only necessary information.
6. I must keep records, but if you change schools, your file information can be sent to that school's counsellor or that division's clinician.

I may let the principal or teachers know that you are meeting with me so you will be able to leave class.

_____
Date

_____ _____
Student Signature Counsellor Signature

Instructions for Use:

This Informed Consent Form explains confidentiality to students and explains when there will be exceptions to confidentiality.

Student signatures are optional but a counsellor must sign and date the form and place it in that student's file.

Adapted with permission. Evergreen School Division (June 2006).

Confidential Counselling Referral

Date: _____

Student Name: _____ Date of Birth: _____

Status: ☐ ***CRITICAL*** ☐ ***Urgent*** ☐ ***as soon as possible***

Is the student aware of this referral? ☐ **yes** ☐ **no**

Referral by:
- ☐ self
- ☐ peer name_____
- ☐ teacher name_____
- ☐ administrator name_____
- ☐ parent name_____
- ☐ other name_____

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Area of Concern:

- Academic
  - ☐ school achievement
  - ☐ attendance
  - ☐ subject area concern
  - ☐ test-taking preparation
  - ☐ post-secondary requirements
  - ☐ school leaving
  - ☐ course change/timetable
  - ☐ study skills
  - ☐ scholarships
- Behaviour
  - ☐ classroom
  - ☐ social skills
  - ☐ returning from suspension
  - ☐ mediation
- Career
  - ☐ making a career/educational choice
  - ☐ CHOICES/Bridges/Career Cruising/inventory session
  - ☐ resumé writing
  - ☐ portfolio
- Personal
  - ☐ stress
  - ☐ social/emotional
  - ☐ health
  - ☐ self-esteem
  - ☐ peer pressure
  - ☐ mental health
  - ☐ sexuality
  - ☐ friendship
  - ☐ finances/money
  - ☐ conflict resolution
  - ☐ home relations
  - ☐ gang
  - ☐ weight
  - ☐ housing
- Abuse
  - ☐ harassment
  - ☐ physical
  - ☐ sexual
  - ☐ drug/alcohol/substance
  - ☐ bullying
  - ☐ emotional
  - ☐ verbal
  - ☐ self
- Other: _____

Additional information:_____

_____

_____

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Confidential Post-counselling Form

Date: _____

Student Name: _____ Date of Birth: _____

Pre-counselling Status: ☐ ***CRITICAL*** ☐ ***Urgent*** ☐ ***as soon as possible***
Current Status: ☐ ***unstable*** ☐ ***stable with support*** ☐ ***stable***

Area of Concern:

- Academic
  - ☐ school achievement
  - ☐ attendance
  - ☐ subject area concern
  - ☐ test-taking preparation
  - ☐ post-secondary requirements
  - ☐ school leaving
  - ☐ course change/timetable
  - ☐ study skills
  - ☐ scholarships
- Behaviour
  - ☐ classroom
  - ☐ social skills
  - ☐ returning from suspension
  - ☐ mediation
- Career
  - ☐ making a career/educational choice
  - ☐ CHOICES/Bridges/Career Cruising/inventory session
  - ☐ resumé writing
  - ☐ portfolio
- Personal
  - ☐ stress
  - ☐ social/emotional
  - ☐ health
  - ☐ self-esteem
  - ☐ peer pressure
  - ☐ mental health
  - ☐ sexuality
  - ☐ friendship
  - ☐ finances/money
  - ☐ conflict resolution
  - ☐ home relations
  - ☐ gang
  - ☐ weight
  - ☐ housing
- Abuse
  - ☐ harassment
  - ☐ physical
  - ☐ sexual
  - ☐ drug/alcohol/substance
  - ☐ bullying
  - ☐ emotional
  - ☐ verbal
  - ☐ self
- Other: _____

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Follow-up:_____
_____
_____

Notes: _____
_____
_____

Case Note

Date: _____

Student Name: _____ Date of Birth _____

Counsellor Name: _____

Features present:

_____

_____

Key points:

_____

_____

_____

_____

_____

Homework:

_____

_____

Next steps for student/Future plans:

_____

_____

_____

Further counsellor action/Information required:

_____

_____

_____

_____

_____

Comments:

_____

_____

_____

Counsellor Signature _____

Follow-up to
Confidential Counselling Referral

Date of Referral: _____

Student Name: _____ Date of Birth:_____

Status at time of referral: ☐ ***CRITICAL*** ☐ ***Urgent*** ☐ ***as soon as possible***

Current status: ☐ ***CRITICAL*** ☐ ***Urgent*** ☐ ***stable***
☐ ***follow up in ____days***
☐ ***no further action required***

Referral by: ☐ teacher name_____
☐ administrator name_____
☐ parent name_____
☐ other name_____

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The following action(s) resulted from your referral:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Signature:_____

Date: _____

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Confidential Transition Form

Date: _____

Student Name: _____ Date of Birth: _____

☐ ***Regular Program*** ☐ ***IEP*** ☐ ***BIP***

Current Status: ☐ ***stable*** ☐ ***stable with support*** ☐ ***unstable***
☐ ***attending regularly*** ☐ ***attending irregularly*** ☐ ***not attending***

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Areas of Success:

- Differentiation
  - ☐ visual cues
  - ☐ outline of major lessons
  - ☐ advance notice of participation
  - ☐ work with educational assistant
  - ☐ work in isolation
  - ☐ extended timelines
  - ☐ use of calculator
  - ☐ written reminders
  - ☐ photocopied notes
  - ☐ group work
  - ☐ move while working
  - ☐ "chunked" lessons
  - ☐ pre-organized textbooks
  - ☐ use of manipulatives
- Primary contact
  - ☐ mother
  - ☐ father
  - ☐ student only
  - ☐ other:_____
- Effective discipline
  - ☐ immediate private conversation
  - ☐ conversation after "cool-down"
  - ☐ concrete plan
  - ☐ creation of self-management rules
  - ☐ time out in class
  - ☐ time out beyond class

Areas of Concern:

- Academic
  - ☐ school achievement
  - ☐ attendance
  - ☐ transition to workplace
  - ☐ study skills
  - ☐ homework
  - ☐ test taking preparation
- Behaviour
  - ☐ classroom level difficulties
  - ☐ suspension history
  - ☐ large group difficulties
  - ☐ small group difficulties
  - ☐ social skills
  - ☐ violence (☐ self ☐ others)
- Personal
  - support personnel intervention

- Contact: _____

Notes: _____
_____
_____

Functional Assessment and Intervention Team Meeting Record

Student Name: _____ Meeting Date: _____

Referring Person: _____ Date of Referral: _____

Team Members Present:

Referral Information

Reason for Referral

Source: Terrance Scott, Carl Liaupsin, and C. Michael Nelson. *Functional Behavior Assessment and Intervention Planning*. Reproduced with permission from Sopris West Educational Services.

Place information about behaviour and environment in the columns below.

*What happens immediately **before** and **after** the problem behaviour?*		
Problem Antecedents	Problem Behaviour	Problem Consequences

*What happens immediately **before** and **after** instances of positive behaviour?*		
Positive Antecedents	Positive Behaviour	Positive Consequences

Summarize important information obtained by team discussions.

What do we know about the student that might help us better understand the problem he or she is having?

General Antecedents

Under what conditions is this behaviour most likely to occur? (e.g., when a peer bumps or when asked to work quietly)

General Consequences

What outcomes does the student get from problem behaviour? (e.g., access to attention or escape from aversive tasks)

Predictable Explanation of Behaviour

When are you likely to see the problem behaviour and what are the likely consequences?		
General Antecedents	Problem Behaviours	General Consequences

Function of Behaviour

Does the problem behaviour allow the student to access and/or avoid attention, tasks, items, or sensory stimulation? (e.g., When in math class, Bart engages in disruptive behaviour to gain teacher attention.)

Intervention

Replacement Behaviour

What should the student be doing instead? (What do others do for the same function?)

Design Instruction

Can the student perform this behaviour? Under what conditions will this behaviour be successful and unsuccessful? What teaching examples will help make this clear to the student? (e.g., behaviour will work when getting attention from teachers but not peers; examples of different ways to get teacher attention)

Predicting and Preventing Failure

What are some circumstances or conditions that might tend to predict failure, and what can be done to prevent or remove those conditions?

Predictable Failure	Temporary Solution
What would make this intervention fail?	*How can we prevent this failure?*

Facilitating Success

What are some strategies that will make the replacement behaviour more likely? (e.g., manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, change routines, etc.)

Positive Consequences for Problem Behaviour

How can natural positive consequences be made available to the student when desired behaviour occurs?	*What enhancements can be made to increase the power of natural positive consequences?*
Natural Positive Consequence	Artificial Positive Consequences

Negative Consequences for Replacement Behaviour

What can be done when the student displays the problem behaviour ***so that the desired function cannot be realized?***

Measure

How will behaviour change be measured? (e.g., when the student is asked to complete a task, a tally will be made as a measure of whether task was completed)

Behaviour Objective

What are the conditions under which behaviour will be measured and what are the criteria for success? (e.g., When in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80% opportunities.)		
Condition	Behaviour	Criteria
When should the behaviour occur?	*What do you want the student to do?*	*How much is enough? (Use the measure from above)*

Set a date for follow-up meeting to discuss intervention outcomes.

Date and time_____

Was the intervention successful——did behaviour meet criterion levels? ☐ **YES** ☐ **NO**

If Yes, move on to new skill or increase criterion levels—specify below.

If No, team must make decisions regarding how to proceed.

(e.g., further assessment, adapt existing intervention, change intervention, lower criteria, hands off with further monitoring)

*This page may be copied and added on to this report as necessary.

Guidance and Counselling Data: Frequency Charts

Month: _____Year:_____

Frequency:

	Individual	Group/Classroom
Instruction: Guidance Education		
Counselling: Proactive/Preventive		
Counselling: Critical/Responsive		
Counselling: Urgent/Responsive		
Counselling: Non-urgent/Responsive		
Total		

Summary Comments: _____

_____

_____

Duration:

1 = one time only 2 = bimonthly 3 = once per month
4 = once per cycle 5 = once per week 6 = biweekly
7 = daily 0 = other (e.g., once per day for one week only)

	Individual	Group/Classroom
Instruction: Guidance Education		
Counselling: Proactive/Preventive		
Counselling: Critical/Responsive		
Counselling: Urgent/Responsive		
Counselling: Non-urgent/Responsive		
Total	1. 2. 3. 4. 5. 6. 7. 0.	1. 2. 3. 4. 5. 0.

Summary Comments: _____

_____

_____

Core Content:

	Individual	Group	Total
Academic 1. school achievement 2. attendance 3. subject area concern 4. test-taking preparation 5. school leaving 6. course change 7. study skills 8. scholarships 9. post-secondary requirements			
Behaviour 1. classroom 2. social skills 3. suspension-related 4. mediation			
Career 1. career/educational choice 2. CHOICES/Bridges/Career Cruising/inventory session 3. resumé writing 4. portfolio			
Personal 1. stress 2. social/emotional 3. health 4. self-esteem 5. peers 6. mental health 7. friendship 8. financial/money 9. conflict 10. home relations 11. gang 12. transition 13. sexuality 14. weight 15. housing			
Abuse 1. harassment 2. physical 3. bullying 4. emotional 5. sexual 6. verbal 7. electronic 8. self 9. drug/alcohol/substance			
Other			
Total			

Summary Comments: _____

_____

_____

Referral Sources:

	Self	Peer	Teacher	Admin	Parent	Other
Instruction/Guidance						
Counselling: Proactive/Preventive						
Counselling: Critical/Responsive						
Counselling: Urgent/Responsive						
Counselling: Non-urgent/Responsive						
Total						

Summary Comments: _____

_____

_____

Agency Referrals:

Clinical staff	
Mental Health	
Public Health	
Child and Family Services	
Addictions Counselling	
Other	
Total	

Summary Comments: _____

_____

_____

Sample Needs Assessment (Senior Years)

Form submitted by

☐ Student ☐ Parent ☐ Teacher ☐ Other: _____

Instructions: Rank the importance of the following services provided by a school counsellor by circling a number from 1 to 5 for each item below, where 1 indicates "not at all important" and 5 means "very important."

It is important for a school counsellor to	Not at all				Very
1. meet with every student in the school	1	2	3	4	5
2. discuss students' personal problems with them	1	2	3	4	5
3. lead small-group discussions on current student problems	1	2	3	4	5
4. provide in-class instruction on sensitive issues	1	2	3	4	5
5. discuss with students which courses they will take in school	1	2	3	4	5
6. show students the relationship between education and careers	1	2	3	4	5
7. provide career information to students	1	2	3	4	5
8. provide information about universities, colleges, trades schools, apprenticeship programs, and other post-secondary education opportunities	1	2	3	4	5
9. work with students who are failing or considering dropping out of school	1	2	3	4	5
10. work with students who are experiencing behaviour problems at school	1	2	3	4	5
11. plan and implement various activities such as study skills workshops, peer helper programs, and so on	1	2	3	4	5
12. provide other services such as _____ (Please list any on the back of this form.)	1	2	3	4	5

Reference: Gibson, Robert L., and Marianne H. Mitchell. *Introduction to Counseling and Guidance*. 6th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2003. 385–386.

Sample School Counsellor Activities

Component	Common Activities
1. Counselling	Service 1.1 Offer effective counselling to students based on appropriate, consistent, and established counselling strategies. 1.2 Counsel students to meet specific and exceptional learning needs to enhance the success of all learners. 1.3 Identify students in need of additional counselling. 1.4 Refer students whose needs are beyond scope of practice or training. 1.5 Develop a network of school division and community referral and consultation resources. 1.6 Establish, disseminate, and use a consistent protocol for obtaining informed consent, as appropriate. 1.7 Establish, disseminate, and use a consistent procedure for obtaining counselling services. 1.8 Use and maintain appropriate confidentiality and information-sharing protocols. 1.9 Provide developmentally appropriate counselling strategies, especially for young children and students with exceptional learning needs and mental health issues. 1.10 Provide culturally appropriate counselling strategies for all students. 1.11 Maintain professional records and notes of counselling sessions. Referrals 1.12 Use professional judgment in referring high needs students whose requirements exceed the time available for provision of adequate care. 1.13 Make and follow up on referrals to school division, community, and external agency services.
2. Prevention	2.1 Counsel individual students to meet primary, secondary, and tertiary needs (including crisis, developmental, and preventive needs). 2.2 Provide group counselling to meet primary, secondary, and tertiary needs (including crisis, developmental, and preventive needs). 2.3 Provide group guidance sessions to meet school-specific and classroom-/grade-specific needs.
3. Guidance Education	3.1 Encourage and assist classroom teachers in guidance education component of the guidance and counselling program. 3.2 Assist students in educational and career planning. 3.3 Assist students in transitioning between grade levels, schools, institutions, and home. 3.4 Help students understand the interrelationships among and between personal/social development, educational development, and career development. 3.5 Conduct student sessions for those areas of the personal/social, educational, and career development components of the guidance and counselling services that are not covered within specific subject area classrooms during a regular instructional day.

Component	Common Activities
4. Coordination	4.1 Collaborate in identifying, obtaining, and disseminating appropriate personal, educational, and career development resources. 4.2 Share appropriate levels of information in the best interest of the student. 4.3 Consult with teachers, administrators, and staff to meet individual student needs in areas requiring a team approach. 4.4 Share information that will impact school attitude, performance, and attendance with those individuals directly affected. 4.5 Conduct workshops, information sessions, or presentations on specific issues or concerns related to typical developmental concerns. 4.6 Assist teachers in developing and implementing instructional plans related to guidance and counselling, particularly sensitive issues, psychosocial development, and career development. 4.7 Encourage teachers to integrate available guidance and counselling resources in all related aspects of curricula. 4.8 Conduct staff development on issues affecting students, such as depression, suicide, ADD/ADHD, violence, risk of failure. 4.9 Develop and implement an effective protocol for obtaining clinical and other specialized services. 4.10 Alert student support teams of mental health issues that may affect the individual planning for particular students. 4.11 Consult and collaborate with other professionals who may be providing services to a student requesting or requiring counselling, prior to engaging in counselling. 4.12 Use data-informed decision making to assess the needs of all students and others served by the guidance and counselling services. 4.13 Ensure that the guidance and counselling services are inclusive of all students and address specific and special needs. 4.14 Inform appropriate educational partners about the available guidance and counselling services. 4.15 Use data to monitor and enhance guidance and counselling services. 4.16 Use federal and provincial legislation related to areas such as education, privacy, and the retention and disposal of records to inform professional activities. 4.17 Use the Manitoba Teachers' Society Code of Professional Practice, and school division and individual school policies and procedures to guide professional activities. 4.18 Use the Manitoba School Counsellors' Association's Code of Ethics as a baseline for guidance and counselling ethics.

Appendix D

(This section is reserved for specific school and school division information)

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