

Comprehensive Counseling Program Plan Shaw Island School District #10 School Year 2022-2023

Board Approved 2022-05-17

INTRODUCTION

During the 2021 legislative session, the Legislature passed Substitute Senate Bill 5030 which requires districts to develop and implement a comprehensive school counseling program plans for all schools that addresses students' social/emotional, academic and career development in alignments with the American School Counselor Association (ASCA) National Model.

The district plans must include:

1. Related state and national learning standards of: **Social/Emotional Development** strategies and activities to support and maximize each student's ability to manage emotions, learn and apply interpersonal skills, and maintain positive mental health; **Academic Development** strategies and activities to support and maximize each student's ability to think critically and creatively, engage in their learning, access rigorous coursework, and make informed decisions; **Career Readiness** strategies and activities to support and maximize each student's ability to understand the connection between school and the world of work.
2. Provide a process for identifying student needs through a multi-level school data review and analysis including data on program results (instruction delivered and impact of students served) and data regarding communication with staff, parents and students.
3. Establish an annual review and assessment process for the plan that includes staff and parents.

Although the intent of the legislature was to have school counselors deliver most of the plans as appropriate, in small districts such as ours the bulk of this plan will be handled by our two teachers with support from the district office. This will require additional training to ensure that our teachers are prepared to understand and support students' social/emotional learning.

PART 1:

Social/Emotional Development

Because we know that creating social/emotionally healthy students starts with a great foundation of skills and strategies to help students manage emotions and apply interpersonal skills to maintain a positive mental health, all student will participate in the Second Step Curriculum. This program included four full units of weekly, age-appropriate lessons for each grade. Lesson plans include scripting and support for our teachers to guide student conversations and well as downloadable handouts to promote student engagement. The interactive, teacher led units include five 15–30-minute lessons. The last lesson of each unit is a performance task in which students demonstrate evidence of their learning. Teachers will select appropriate lessons and grade levels based on the needs of their students. (See Appendix A for full scope and sequence)

Because we believe that all educators need to understand and support students' social-emotional learning, staff will participate in online professional learning to assist teachers in developing their social-emotional learning support capacity. Such online opportunities may consist of the following classes:

- OSPI SEL modules
- OSPI Confident Action and Referral by Educators (CARE) online training

The school's School Improvement Plan will be in the area of improving Social-Emotional Learning and student health. At that time, further specifics will detail new teacher/staff learning.

Academic Development

We will implement strategies on an individual student basis based on **ASCA's Student Mindsets and Behaviors Standards** (See Appendices B and C). Use of these standards will help teachers pick appropriate lessons/activities from the Second Step curriculum to tailor specific activities for each student. With only a few students per teacher, differentiation of activities and strategies to meet students unique learning needs and support each student in reaching their academic goals will be provided.

Career Readiness

We will implement strategies and activities to support and maximize each student's ability to understand and think about the connections between school and the world of work. We will provide opportunities for students to explore careers and the preparation needed to have different careers. We will also offer opportunities for students to age-appropriately explore their interests, talents and the relationship between these and a variety of careers.

In the primary grades students will have opportunities to look at a host of careers and experience some of these careers in age-appropriate activities. In the upper grades these explorations will continue. Additionally in grades 5-8, students will participate in the **You Science Discovery** online program. This program uses brain games and interest inventories to help students to determine what their skills and interests are and helps them match these to a variety of career inventories.

PART 2: Multi-Tiered System of Supports (MTSS)

Because Shaw Island School is small, we are able to remain highly flexible and personal in our ability to meet the individual needs of our students. We see our work in meeting these needs as a full collaboration with the whole school staff in conjunction with ongoing collaboration with families.

We look at student academic and social-emotional needs in a tiered approach to a continuum of levels of support:

- **Tier 1:** This is general classroom good-teaching practices (universal supports) in communication with families. With our small teacher- student ratio, teachers have the opportunity to really know their students and such small learning communities allow increased opportunities for building on student strengths and providing differentiated supports based on student needs. Parents and teachers assume with some minor adjustments if needed, students will be successful. Most student needs are met with Tier 1 level of supports.
- **Tier 2:** In this tier or continuum of support, students may need much more specific evidenced-based interventions. Teachers, administration and families work to provide interventions with clearly defined exit criteria and regular progress monitoring to assess the effectiveness of the intervention. As students gradually master the skills, the interventions are removed. Increased communication with families is provided to ensure consistency of support in school and at home.
- **Tier 3:** Students who demonstrate significant risk or do not respond to Tier 2 interventions may receive Tier 3 intensive interventions that are individualize to meet

their needs. Interventions may be intensified through duration, alignment, dosage, attention to transfer and comprehensiveness.

- **Crisis Supports:** As part of Tier 2 and 3 supports, students who are in need of more serious supports through individual therapy may be referred to counseling services through a cooperative venture with Orcas Island School District. If appropriate, these students would be able to have six therapy sessions. For other immediate type crisis needs, Shaw Island School will reach out to other local districts and the San Juan County Trauma Team including Compass Health for short-term immediate help.

PART 3:

Assessment and Evaluation:

This plan will be assessed and evaluated on a yearly basis. Staff and families will be asked to weigh in. Additionally, each student will be assessed with the ASCA Mindsets & Behavior Planning Tool (See Appendix D) and this information will be shared with the families.



FULL SCOPE AND SEQUENCE

Second Step[®] Elementary and Second Step[®] Middle School Digital Programs

Kindergarten

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Relationship Skills

Lesson Title	Objectives Students will be able to:
Lesson 1 We Watch. We Listen. We Think.	Demonstrate they know ways to pay attention
Lesson 2 Why We Pay Attention	Identify reasons to pay attention
Lesson 3 Mistakes Are Okay!	Recognize mistakes are a part of learning by encouraging themselves and others when they make mistakes
Lesson 4 Practice Makes Better	Name two ways they can get better at a skill
Lesson 5—Performance Task Let's Practice and Learn!	Demonstrate paying attention and using kind words to encourage themselves and others while learning something new together

Kindergarten

Unit 2: Emotion Management

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
Lesson 6 Sometimes We Feel Happy	Give at least one reason why they think someone is feeling happy
Lesson 7 Sometimes We Feel Sad	Give at least one reason why they think someone is feeling sad
Lesson 8 Sometimes We Feel Mad	Give at least one reason why they think someone is feeling mad
Lesson 9 We Can Feel Calm	Practice asking for help and slow breathing as ways to feel calm
Lesson 10—Performance Task What Are They Feeling?	Label feelings using behavioral and contextual clues and demonstrate a way to feel calm

Unit 3: Empathy & Kindness

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
Lesson 11 We Can Be Kind	Give an example of a kind act
Lesson 12 Why Kindness?	Give a reason why they think kind acts are important
Lesson 13 Showing Kindness	Demonstrate two kind acts: asking “Would you like to share?” and “Would you like a hug?”
Lesson 14 Kindness at School	Give at least one example of a kind act they could do in a given situation
Lesson 15—Performance Task Demonstrating Kindness	Give at least one example of a kind act they have done or someone has done for them



Kindergarten

Unit 4: Problem-Solving

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 16 We Can Say the Problem	Repeat a clearly stated problem
Lesson 17 Ready to Solve Problems	Name "feeling calm" as a helpful first step for problem-solving
Lesson 18 Apologizing Can Help	Demonstrate apologizing as a problem-solving strategy
Lesson 19 Taking Turns and Sharing	Demonstrate offering to share or taking turns as problem-solving strategies
Lesson 20—Performance Task We Can Solve Problems	Demonstrate a problem-solving process

Grade 1

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management

Lesson Title	Objectives Students will be able to:
Lesson 1 Time to Pay Attention	Demonstrate how they pay attention
Lesson 2 Everyone Gets Distracted	Name behaviors that would help them pay attention when distracted
Lesson 3 You Did It!	Describe how they have gotten better at one skill they've learned
Lesson 4 Helpful Thoughts	Suggest helpful thoughts to encourage themselves to keep trying
Lesson 5—Performance Task We Can Do It!	Demonstrate practicing and paying attention—despite mistakes and distractions—to learn something new

Grade 1

Unit 2: Emotion Management

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness

Lesson Title	Objectives
	Students will be able to:
Lesson 6 Noticing Feelings	Name one way they can guess how someone feels
Lesson 7 Sometimes We Feel Worried	Name a reason for why they think someone feels worried
Lesson 8 Feeling Calm	Name a reason for why they think someone feels calm
Lesson 9 Feeling Frustrated	Name a reason for why they think someone feels frustrated
Lesson 10—Performance Task Noticing Clues	Label feelings using behavioral and contextual clues and demonstrate a way to feel calm

Unit 3: Empathy & Kindness

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills

Lesson Title	Objectives
	Students will be able to:
Lesson 11 The Power of Kind Acts	Describe how kind acts can help people feel good
Lesson 12 Ways to Be Kind	Demonstrate two kind acts: asking “Are you okay?” and offering their company
Lesson 13 Offering Kind Acts	Demonstrate two kind acts: offering to help and inviting to join
Lesson 14 Practicing Kind Acts	With adult support, demonstrate at least one kind act they could do for others
Lesson 15—Performance Task Demonstrating Kind Acts	Demonstrate at least one kind act they could do for others



Grade 1

Unit 4: Problem-Solving

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 16 How to Say the Problem	State a problem respectfully
Lesson 17 Was It an Accident?	Identify problems caused by accidents and demonstrate an appropriate response
Lesson 18 Ask for What You Need	Describe what they would want and need to solve a problem
Lesson 19 We Can Make It Better	Identify ways to make amends to solve a problem
Lesson 20—Performance Task Solving Problems	Suggest one way to solve a problem

Grade 2

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 How to Get Good at Something	Identify things they've done to get good at something
Lesson 2 What Mistakes Tell Us	Give at least one example of things they can do to keep going when they get stuck or make mistakes
Lesson 3 Helpful and Unhelpful Thoughts	Identify the likely outcomes of a character's helpful or unhelpful thoughts
Lesson 4 We Can Change Our Thoughts	Replace unhelpful thoughts with helpful thoughts
Lesson 5—Performance Task Learn and Get Better	Apply what they've learned to give advice to someone having a hard time acquiring a new skill

Grade 2

Unit 2: Emotion Management

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
Lesson 6 Feeling Proud	Identify reasons for feeling proud
Lesson 7 Feeling Disappointed	Identify reasons for feeling disappointed
Lesson 8 Help Yourself Feel Better	Generate helpful thoughts as a strategy to regulate strong feelings
Lesson 9 Different Feelings	Recognize that people can have different feelings about the same situation because of their experiences
Lesson 10—Performance Task How Do You Feel?	Explain why different people can have different feelings in the same situation

Unit 3: Empathy & Kindness

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills

Lesson Title	Objectives Students will be able to:
Lesson 11 What's Empathy?	Describe how empathy leads to an act of kindness
Lesson 12 Empathy in Action	Describe how empathy has led them to show kindness to others
Lesson 13 Having Empathy	Identify a kind act they could do for someone
Lesson 14 Empathy at School	Use empathy to identify a kind act they could do for a person in their school community
Lesson 15—Performance Task Empathy and Kindness	Use empathy to identify a kind act they could do for a person of their choosing



Grade 2

Unit 4: Problem-Solving

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 16 The Way to Say a Problem	State the problem without blame
Lesson 17 Thinking of Solutions	Generate multiple solutions to a problem
Lesson 18 Which Solution?	Explain why one solution is better than another for solving a given problem
Lesson 19 What Would I Want?	Generate ways to make amends to solve a problem
Lesson 20—Performance Task Be a Problem-Solver	Generate possible solutions and select the solution that makes sense

Grade 3

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 Changing Your Brain	State what happens in their brain when they learn a new skill
Lesson 2 Getting Better with Practice	Describe the connection between their own practice and effort and the changes that happened in their brain
Lesson 3 More Than Practice	Name two additional actions they can take to improve a skill
Lesson 4 Planning for Practice	Make a practice plan with a partner
Lesson 5—Performance Task Make a Practice Plan	Use a handout to make a practice plan for a skill they want to get better at

Grade 3

Unit 2: Emotion Management

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 6 Why Emotions?	Suggest an example of information that emotions give them
Lesson 7 How Angry?	Differentiate feeling annoyed, angry, and furious through contextual and behavioral clues
Lesson 8 Take a Break	Recognize when and how to take a break to regulate a strong emotion
Lesson 9 How Happy?	Differentiate feeling content, happy, and excited through contextual and behavioral clues
Lesson 10—Performance Task Strength of Feelings	Recognize differences between levels of intensity of similar emotions

Unit 3: Empathy & Kindness

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 11 Kindness and Friendship	Identify kind acts that can build a new friendship
Lesson 12 Building a Friendship	Identify kind acts that can make existing friendships stronger
Lesson 13 My Kind of Kindness	Describe different ways people prefer to be shown kindness
Lesson 14 Asking Questions	Ask questions to determine how someone else feels and identify a kind act they might want
Lesson 15—Performance Task Do Something Kind	Generate kind acts they can do to build a friendship



Grade 3

Unit 4: Problem-Solving

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 16 STEP by Step	Recall a process they can use to solve problems (STEP)
Lesson 17 S: Say the Problem	Restate the wants and needs of each person involved in a given problem
Lesson 18 T: Think and E: Explore	Identify whose wants and needs are met by possible solutions
Lesson 19 P: Pick a Solution	Pick a solution for a given problem and explain why they chose it
Lesson 20—Performance Task Solving a Problem	Solve a given problem using the STEP process

Grade 4

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 Setting a Good Goal	Use criteria to identify a class goal
Lesson 2 Making a Plan	Make an effective plan to reach a class goal
Lesson 3 Checking Our Progress	Evaluate progress toward a class goal so they can make adjustments if needed
Lesson 4 Reflecting On Our Journey	Reflect on the goal-setting process
Lesson 5—Performance Task Ready, Set, Goal!	Apply the goal-setting process to a new group goal and reflect on how it went

Grade 4

Unit 2: Emotion Management

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 6 The Balanced Brain	Explain why it is important to manage strong emotions
Lesson 7 What Is Rethinking?	Describe the benefits of rethinking a situation
Lesson 8 How to Rethink	Use questions to help them rethink given situations
Lesson 9 Take Another Look	Rethink a situation they have personally experienced
Lesson 10—Performance Task Rethink It!	Rethink a variety of situations

Unit 3: Empathy & Kindness

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 11 The Same, But Different	Explain different points of view in a given situation
Lesson 12 Ask, Listen, Learn	Generate questions a person could ask to better understand someone's point of view
Lesson 13 Seeing It Differently	Ask questions to better understand someone's point of view
Lesson 14 Changing Your Mind	Explain how understanding someone's point of view could change their own thinking or actions
Lesson 15—Performance Task A New Point of View	Demonstrate taking another person's point of view

Grade 4

Unit 4: Problem-Solving

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 16 A Good Problem-Solver	Explain what they can do to be a better problem-solver
Lesson 17 Saying It Respectfully	Describe a given problem from each person's point of view
Lesson 18 Exploring Outcomes	Evaluate possible solutions to a given problem
Lesson 19 A Good Solution	Evaluate which solution best solves a problem
Lesson 20—Performance Task STEP into Problem-Solving	Apply the STEP process to solve a problem from each person's point of view

Grade 5

Unit 1: Growth Mindset & Goal-Setting

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 The Right Goal for Me	Identify a personal goal and explain why it is right for them
Lesson 2 My Plan	Make an effective plan to reach a personal goal
Lesson 3 Changing My Plan	Evaluate their progress toward a personal goal so they can adjust their plan if needed
Lesson 4 Time to Reflect	Reflect on their experience of working toward a personal goal
Lesson 5—Performance Task My 10-Minute Goal	Apply the goal-setting process to a new personal goal and reflect on how it went

Grade 5

Unit 2: Emotion Management

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 6 Strong Emotions	Give an example of a recurring situation that causes them to feel strong emotions
Lesson 7 What Is Stress?	Identify signs and causes of stress in themselves
Lesson 8 Planning for Change	Identify what a person can think or do differently to manage their strong emotion in a recurring situation
Lesson 9 What Can I Change?	Identify what they can think or do differently to manage strong emotions in a recurring situation
Lesson 10—Performance Task Making a Change	Identify two things they can change in a recurring personal situation to preemptively manage strong emotions

Unit 3: Empathy & Kindness

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 11 Empathy in the Community	Describe how people used empathy to identify and address a community problem
Lesson 12 What's the Problem?	Identify problems in their community and the people affected
Lesson 13 A Different Point of View	Describe different points of view to build empathy for the people affected by a community problem
Lesson 14 Community Solutions	Evaluate possible solutions to a community problem
Lesson 15—Performance Task Your Solution	Explain how their solution meets the wants and needs of the people affected by a community problem

Grade 5

Unit 4: Problem-Solving

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 16 Beginning to STEP	Explain how to begin the STEP problem-solving process
Lesson 17 When? Where? Who?	Identify when, where, and with whom to work on different problems
Lesson 18 Solutions Web	Predict whether a potential solution will be successful based on the points of view of everyone involved
Lesson 19 Let's Reflect	Evaluate the outcome of a solution based on how it affected everyone involved
Lesson 20—Performance Task Putting It All Together	Apply the STEP process and consider the context in which they might best solve the problem

Grade 6

Unit 1: Mindsets & Goals

Program Themes: Academic Success, Belonging, Growth Mindset, Helping Others, Planning Ahead, Perspective-Taking, Resilience, Starting Right

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1A Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help
Lesson 1B Helping New Students	Use empathy skills to identify ways they can help new students feel welcome and comfortable at school
Lesson 2 How to Grow Your Brain	Describe what happens in their brains when they try something new and how their brains change with experience and practice
Lesson 3 Trying New Strategies	Name new strategies they can try when they're having trouble learning something new
Lesson 4 Making Goals Specific	Write a specific goal
Lesson 5 Breaking Down Your Goals	Break a big, long-term goal down into smaller, short-term goals
Lesson 6 Monitoring Your Progress	Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal
Lesson 7—Performance Task Bringing It All Together	Create an action plan for achieving a goal

Grade 6

Unit 2: Recognizing Bullying & Harassment

Program Themes: Bullying and Harassment, Conflicts, Helping Others

CASEL Core Competencies: Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 8 Common Types of Bullying	Describe the three most common types of in-person bullying (physical, relational, and verbal)
Lesson 9 Recognizing Bullying	Describe the effects of being bullied and recognize the difference between bullying and joking around
Lesson 10 Responding to Cyberbullying	Describe what cyberbullying is and its effects and identify strategies for responding to cyberbullying
Lesson 11 How to Be an Upstander	Explain how to use three upstander strategies
Lesson 12 Standing Up and Staying Safe	Describe the challenges of being an upstander and choose appropriate strategies for responding to bullying while staying safe
Lesson 13—Performance Task Raising Awareness About Bullying	Apply their knowledge from the unit to promote awareness about bullying prevention at school

Unit 3: Thoughts, Emotions & Decisions

Program Themes: Conflicts, Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 14 What Emotions Tell You	Describe why emotions matter in their lives
Lesson 15 Emotions and Your Brain	Describe what happens in their brains when they feel a strong emotion
Lesson 16 How Emotions Affect Your Decisions	Describe how strong emotions can influence the decisions they make
Lesson 17 Managing Your Emotions	Demonstrate and evaluate strategies for managing their emotions

Grade 6

Lesson Title	Objectives Students will be able to:
Lesson 18 What Works Best for You?	Determine the emotion-management strategies that work best for them and choose the best strategy to use in a situation, given the context
Lesson 19—Performance Task Raising Awareness About Managing Emotions	Apply their knowledge from the unit to promote awareness about emotion-management strategies at school

Unit 4: Managing Relationships & Social Conflict

Program Themes: Conflicts, Growth Mindset, Perspective-Taking, Relationships

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 20 We're Changing	Describe the changes they've gone through in the past, the change(s) they're currently going through, and how those changes affect their relationships
Lesson 21 Why Conflicts Escalate	Identify actions that escalate conflicts and determine ways to prevent conflicts from becoming more serious
Lesson 22 Considering Multiple Perspectives	Examine a social conflict from multiple perspectives so they can resolve minor conflicts
Lesson 23 Respectful Communication	Demonstrate how to use respectful, non-defensive language to prevent conflicts from getting worse
Lesson 24 Resolving Challenging Conflicts	Identify and evaluate various solutions to a conflict in order to find the best solution
Lesson 25 Making Amends	Demonstrate how to make amends in meaningful and restorative ways
Lesson 26—Performance Task Conflict Solvers	Demonstrate resolving a social conflict

Grade 7

Unit 1: Mindsets & Goals

Program Themes: Academic Success, Belonging, Growth Mindset, Helping Others, Perspective-Taking, Planning Ahead, Resilience, Starting Right

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1A Starting Middle School	Describe challenges they might face as they start middle school and identify resources where they can get help
Lesson 1B Helping New Students	Use empathy skills to identify why some students feel nervous when they're starting middle school and ways they can help new students feel welcome and comfortable at school
Lesson 2 Creating New Pathways in Your Brain	Explain how practicing something difficult helps the brain grow new neural pathways
Lesson 3 Learning from Mistakes and Failure	Analyze simple and complex scenarios to determine what they can learn from making mistakes
Lesson 4 Identifying Roadblocks	Distinguish between internal and external roadblocks
Lesson 5 Overcoming Roadblocks 1	Think of and select appropriate strategies as part of If-Then Plans for overcoming roadblocks
Lesson 6 Overcoming Roadblocks 2	Create an If-Then Plan to anticipate and get past a roadblock that could prevent them from achieving a goal
Lesson 7—Performance Task Advice on Roadblocks	Give advice to a sixth-grade student who's trying to learn something new and feels like giving up

Grade 7

Unit 2: Recognizing Bullying & Harassment

Program Themes: Bullying and Harassment, Conflicts, Helping Others, Relationships

CASEL Core Competencies: Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 8 What Is Harassment?	Define harassment in their own words and distinguish between bullying and harassment
Lesson 9 What Is Sexual Harassment?	Recognize and define sexual harassment and explain the difference between flirting and sexual harassment
Lesson 10 The Effects of Sexual Harassment	Describe the effects of sexual harassment and identify sexual harassment support resources available at school
Lesson 11 Gender-Based Harassment	Recognize gender-based harassment and the effects it can have on someone, as well as how stereotypes about gender contribute to gender-based harassment
Lesson 12 Our Rights and Responsibilities	Describe their right to be protected from harassment at school, as well as the responsibilities they and their school have to create a harassment-free environment
Lesson 13—Performance Task Preventing Harassment	Describe their rights and responsibilities regarding harassment and the consequences of engaging in harassment to their peers

Unit 3: Thoughts, Emotions & Decisions

Program Themes: Conflicts, Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 14 Emotions Matter	Explain the importance of emotions and describe how emotions can affect their thoughts and decisions
Lesson 15 Feel, Think, Do	Explain how thoughts and emotions are connected and can affect their decisions
Lesson 16 Unhelpful Thoughts	Distinguish helpful thoughts from unhelpful thoughts and analyze how unhelpful thoughts can negatively affect the decisions they make
Lesson 17 Reframing Unhelpful Thoughts	Explain how to interrupt and reframe unhelpful thoughts



Grade 7

Lesson Title	Objectives Students will be able to:
Lesson 18 Practicing Positive Self-Talk	Practice using positive self-talk to reframe unhelpful thoughts
Lesson 19—Performance Task Making Better Decisions	Demonstrate how strong emotions can prompt unhelpful thoughts and model strategies for managing their emotions and reframing unhelpful thoughts

Unit 4: Managing Relationships & Social Conflict

Program Themes: Conflicts, Perspective-Taking, Planning Ahead, Relationships

CASEL Core Competencies: Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 20 What Makes a Conflict Escalate?	Identify common reasons why social conflicts escalate from minor to major
Lesson 21 Keeping Your Cool in a Conflict	Describe how using emotion-management strategies can prevent the escalation of a conflict
Lesson 22 Conflicts and Perspectives	Explain how to listen to and consider someone else's perspective during a conflict
Lesson 23 Resolving Conflict Part 1	Describe the perspectives of everyone involved in a conflict in a nonjudgmental way
Lesson 24 Resolving Conflict Part 2	Consider possible solutions and their consequences in order to find the best solution for resolving a conflict
Lesson 25 Taking Responsibility for Your Actions	Explain what to do to take responsibility for their actions and make things as right as possible
Lesson 26—Performance Task Tips for Resolving Conflicts	Identify the key elements of resolving conflicts successfully

Grade 8

Unit 1: Mindsets & Goals

Program Themes: Academic Success, Belonging, Growth Mindset, Planning Ahead, Relationships, Resilience, Starting Right, Values

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 1 Welcome!	Describe how the Second Step® program can help them navigate physical, social, and emotional changes in adolescence
Lesson 2 Who Am I? My Identity	Name unique and important aspects of their identities
Lesson 3 My Interests and Strengths	Describe how they used their personal strengths to develop an interest, skill, or ability
Lesson 4 Harnessing My Strengths	Explain how to use their strengths to get better at something new
Lesson 5 Pursuing My Interests	Describe ways to make the most of positive factors and decrease the effects of negative factors while pursuing an interest or goal
Lesson 6 My Future Self	Describe important aspects of their future identities
Lesson 7—Performance Task My Path Forward	Identify strengths and skills they already have and explain how they can use them to develop their interests

Unit 2: Recognizing Bullying & Harassment

Program Themes: Bullying and Harassment, Conflicts, Helping Others

CASEL Core Competencies: Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 8 Understanding Bullying	Recognize that most people believe bullying is harmful behavior, despite its prevalence in school culture
Lesson 9 Social Factors that Contribute to Bullying	Recognize how social factors contribute to bullying and harassment

Grade 8

Lesson Title	Objectives Students will be able to:
Lesson 10 Environmental Factors that Contribute to Bullying	Identify environmental factors that contribute to bullying and harassment
Lesson 11 Speak Up and Start a Movement	Explain how to use strategies to disrupt factors that contribute to bullying and harassment
Lesson 12 Be Inclusive and Change Policies	Explain how to use additional strategies to disrupt factors that contribute to bullying and harassment
Lesson 13—Performance Task Stand Up for Change!	Apply their knowledge from the unit to create a plan for disrupting factors that contribute to bullying and harassment at school

Unit 3: Thoughts, Emotions & Decisions

Program Themes: Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies: Self-Awareness, Self-Management, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 14 Understanding Stress and Anxiety	Recognize how stress and anxiety affect their emotions, thoughts, and bodies
Lesson 15 Where Does Stress Come From?	Categorize common sources of stress and explain the difference between controllable and uncontrollable stressors
Lesson 16 Can Stress Help You Grow?	Reframe certain types of stress as opportunities for growth
Lesson 17 Strategies for Managing Stress	Demonstrate how to choose strategies for managing stress
Lesson 18 Changing Strategies and Getting Help	Analyze stressful situations, decide if they need to change strategies or get outside help to manage their stress, and identify people who can help them when they feel their stress is unmanageable
Lesson 19—Performance Task My Stress-Management Plan	Create an individual plan for managing their stress

Grade 8

Unit 4: Managing Relationships & Social Conflict

Program Themes: Academic Success, Belonging, Growth Mindset, Planning Ahead, Resilience, Starting Right

CASEL Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Lesson Title	Objectives Students will be able to:
Lesson 20 My Values	Identify their core values and how their behaviors demonstrate these values
Lesson 21 Values and Relationships	Describe the connection between their values and healthy behaviors in relationships
Lesson 22 Recognizing Others' Perspectives	Analyze conflicts from multiple perspectives to help prevent them from escalating
Lesson 23 Finding the Best Solution	Generate and evaluate solutions to conflicts that are mutually acceptable to everyone affected
Lesson 24 Making Things Right	Identify a variety of ways for making amends to restore a relationship that's been damaged
Lesson 25 Unhealthy Relationships	Distinguish between healthy and unhealthy relationships
Lesson 26—Performance Task Guide to Healthy Relationships	Describe the importance of choosing healthy relationships, tell if a relationship is healthy, and recognize and manage unhealthy relationships
Lesson 27 High School Challenges	Identify challenges many students face starting high school and people they can go to for help with these challenges



ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-Readiness Standards for Every Student

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Overview

The 36 ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. The ASCA Student Standards can be aligned with initiatives at the district, state and national levels to reflect local priorities.

To operationalize the standards, school counselors write or select measurable learning objectives that align with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. The learning objectives directly reflect the school counseling program's vision, mission and goals, as well as the school's academic mission.

Research-Based Standards

The ASCA Student Standards are based on a review of research and college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance. The ASCA Student Standards are organized on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners," conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Student Standards are based on the evidence of the importance of these factors.

All 36 standards can be applied to any of the three school counseling domains of academic, career and social/emotional development. The school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual.

The standards are arranged within general categories of noncognitive factors related to academic performance as identified in the University of Chicago 2012 literature review. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including mindsets, learning strategies, self-management skills and social skills for success.

Category 1: Mindset Standards – Includes standards related to students' psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student's belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

- a. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. **Self-management Skills:** Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- c. **Social Skills:** Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Grade-Level Learning Objectives

Grade-level learning objectives are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and annual student outcome goals are aligned with the school's academic mission, school counseling standards and learning objectives are also aligned with academic content standards at the state and district level.

Grade-level learning objectives are housed in the ASCA Student Standards database at www.schoolcounselor.org/learningobjectives. School counselors can search the database by keyword to quickly and easily identify learning objectives that will meet student developmental needs and align with specific ASCA Student Standards. The database also allows school counselors to contribute to the learning objectives by sharing other ways to meet or align with a specific standard.

Domains

The ASCA Student Standards can be applied to three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college-, career- and life-readiness for every student. The domain definitions are as follows:

Academic Development – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Career Development – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Social/Emotional Development – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Implementing the ASCA Student Standards

School counselors use the ASCA Student Standards to guide the development, delivery and assessment of the three direct student services as defined by the ASCA National Model: instruction, appraisal and advisement, and counseling. The standards help school counselors determine what student knowledge, attitudes and skills will be measured as they work to help all students become college-, career- and life-ready.

School counselors deliver the ASCA Student Standards to all pre-K–12 students in classrooms, groups or individual settings in a manner that is appropriate for the students' development level/age. School counselors review achievement, attendance and discipline data to guide the selection of specific mindsets and behaviors appropriate for the individual, group or grade level, as well learning objectives to operationalize the standards.

School counselors implement the ASCA Student Standards through the following steps.

1. *Identify need.*

School counselors identify a specific student challenge found in the school's student outcomes (achievement, attendance, discipline). Challenges could include:

- underperformance in achievement (standardized test scores, grades, credits earned)
- overrepresentation in discipline (offense categories, consequences)
- higher absenteeism (absences, late arrivals, early departures, chronically absent)

Specific developmental stages or differences may also serve as the basis for school counselor interventions. If the issue is related to underlying systemic issues, the school counselor advocates to change policies, guidelines and practices to address the systemic issues.

2. *Collect supplemental data.*

School counselors collect supplemental data, soliciting opinions, beliefs and insights from stakeholders who are directly involved with students experiencing the identified challenge. These stakeholders include but are not limited to parents, teachers, administrators and students.

3. *Select student standard.*

School counselors select a specific mindset or behavior that best aligns with the data and the factors suggested in the supplemental data.

4. *Write learning objectives aligned with the student standard.*

School counselors operationalize the selected mindset or behavior by selecting or writing a measurable student learning objective(s) that will help students attain the standard. The learning objective(s) identify the specific knowledge and/or skills students need to attain that stated standard.

5. *Create pre-/post-assessment.*

School counselors create a pre-/post-assessment based on the student learning objectives and selected student standard.

6. *Select or develop strategies.*

School counselors select or develop strategies, activities and/or interventions that facilitate attainment of the learning objectives.

7. *Administer pre-test.*

School counselors administer the pre-test to determine the baseline knowledge and skills of targeted students.

8. *Deliver selected or designed strategies.*

School counselors deliver the strategies, activities and/or interventions to targeted students.

9. *Administer post-test.*

School counselors administer the post-test, assessing the students' acquisition of the knowledge and skills.

10. *Reflect for improvement of practice.*

School counselors reflect on the process, identifying what might be improved when next delivered.

School counselors use the ASCA Student Standards to ensure equity and improve access for all students. While the standards are based on a review of research and other college-, career- and life-readiness documents that identify strategies influencing student achievement and academic performance, learning happens within the context of the school environment. Students learn best in environments that are accepting, respectful, supportive and inclusive, and students cannot attain these standards in an inequitable environment.

As part of the implementation of a school counseling program based on the ASCA National Model, school counselors shape ethical, equitable and inclusive school environments that help all students achieve and succeed. School counselors have an ethical responsibility to provide curriculum and activities that ensure equitable academic, career and social/emotional development opportunities for all students.

Implementing the ASCA Student Standards through the lens of equity and access is essential to improving outcomes for all students. Without careful and thoughtful implementation, standards such as these can reinforce the status quo, including gaps in achievement, opportunity and attainment, and disproportionate rates of discipline and suspension for students of color. School counselors are aware that factors such as educators' beliefs, mindsets and behaviors can also perpetuate inequitable learning environments. The ASCA Student Standards should be used to promote equity and access for all students and create a school culture free of bias and oppression.

When faced with data exposing inequitable student outcomes, school counselors address the issue in two ways:

- work to help students attain the ASCA Student Standards
- use their leadership, advocacy and collaboration skills to address underlying systemic issues and create systemic change in the school

This combination of direct and indirect student services facilitates systemic change and affects students' ability to attain the ASCA Student Standards. To deliver indirect student services, school counselors:

- Advocate for policies, practices and guidelines that dismantle bias and promote equity for all
- Lead efforts to challenge policies, procedures, practices, traditions, customs or other behaviors perpetuating intentional or unintentional biased behaviors and outcomes
- Serve on school/district committees focused on ending bias, including committees addressing academic content
- Advocate for learning materials and resources in all content areas that promote diversity and inclusion and address systemic barriers
- Recognize and respond to incidents of bias among staff and students
- Collaborate with families, educators, businesses and community organizations focused on promoting opportunity and ending disparity, bias and oppression
- Present workshops for parents/families on how to foster and support respectful student behaviors

Collecting Mindsets & Behaviors Data

Collecting meaningful Mindsets & Behaviors data relies on the development of effective measures. School counselors go beyond asking if participants enjoyed the activity or if they believed it was beneficial. Rather, school counselors ask questions around the key Mindsets & Behaviors data concepts:

knowledge, attitudes and skills. Answering these questions helps school counselors communicate how students are different as a result of the school counseling program.

Asking questions that are developmentally appropriate and will lead to meaningful results requires thoughtful consideration. The mindsets and behaviors selected for the intervention or activity not only provide the basis for content but also form a basis on which questions are developed. Brainstorming statements that begin with stems such as I believe..., I know... and I can... guide question development. Once several of those statements have been written, they can be reworded into prompts that become data measures for multiple mindsets and behaviors.

Simple, meaningful questions can be most helpful in creating a data story. Measurement is less time-consuming when the mindsets and behaviors measures are easy-to-administer, easy-to-score and easy-to-analyze. No more than three to five questions or prompts are needed for any one measure. Forcing that limitation maintains the concentrated focus of both the intervention and the measure. It ensures the least amount of time is spent completing and scoring the assessment.

The ASCA Student Standards: Helping Students Become College-, Career- and Life- Ready

All students have the right to access a school counseling program that prepares them for the future and promotes equity and access for all. The ASCA Student Standards serve as the foundation for school counselors' work in direct student services for all students and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the ASCA Student Standards to assess student growth and development, create culturally sustaining strategies and activities, and build a program that helps students achieve their highest potential.

Citation Guide

When citing from this publication, use the following reference:

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author.

Resources Used in Development of ASCA Student Standards (2021)

The following documents were the primary resources that informed ASCA Student Standards.

Document	Organization	Description
ACT National Career Readiness Certificate	ACT	Offers a portable credential that demonstrates achievement and a certain level of workplace employability skills in applied mathematics, locating information and reading for information.
Building Blocks For Change: What it Means to be Career Ready	Career Readiness Partner Council	Defines what it means to be career-ready and highlights the outcome of collaborative efforts of the Career Readiness Partner Council to help inform policy and practice in states and communities.
Career and Technical Education Standards	National Board of Professional Teaching Standards	Defines the standards that lay the foundation for the Career and Technical Education Certificate.
Cross Disciplinary Proficiencies in the American Diploma Project	Achieve	Describes four cross disciplinary proficiencies that will enable high school graduates to meet new and unfamiliar tasks and challenges in college, the workplace and life.
Framework for 21st Century Learning	Partnership for 21st Century Skills	Describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.
ISTE Standards for Students	International Society for Technology in Education	Describes the standards students need to be prepared to thrive in a constantly evolving technological landscape.
Social Justice Standards: A Framework for Anti-bias Education	Learning for Justice	Presents anchor standards and age-appropriate learning outcomes that allow educators to engage a range of anti-bias, multicultural and social justice issues.
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Teaching Adolescents to Become Learners: The Role of Non-Cognitive Factors in Shaping School Performance	The University of Chicago Consortium on Chicago School Research	Presents a critical literature review of the role of noncognitive factors in shaping school performance.
What is "Career Ready"?	ACTE	Defines what it means to be career-ready, involving three major skill areas: core academic skills, employability skills, and technical and job-specific skills.



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Appendix C: Classroom and Group Mindsets & Behaviors Action Plan



Classroom and Group Mindsets & Behaviors Action Plan

The ASCA Student Standards: Mindsets & Behaviors for Student Success guide the planning and delivery of all student activities and interventions. The classroom and group Mindsets & Behaviors action plan provides an overview of the delivery of direct services in large group (LG), classroom (Class) and small-group (SG) settings. This plan presents the topics addressed, while the annual calendar presents the schedule of all classroom and groups activities.

Use the classroom and group Mindsets & Behaviors action plan to identify all ASCA Student Standards addressed through classroom and group activities. Although some activities address multiple standards, list the activity with the primary mindset or behavior addressed by the activity. It is not necessary to repeat activities with all standards addressed through that activity.

School Name	Date Created	Most Recent Revision Date

Mindset Standards				
Mindset	Activity/Focus or Purpose	Participants	Class/LG	SG
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being				
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning				
M 4. Self-confidence in ability to succeed				
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes				
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success				
Behavior Standards				
Learning Strategies	Activity/Focus or Purpose	Participants	Class/LG	SG
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks and problem solving				
B-LS 3. Time-management, organizational and study skills				
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				

B-LS 6. High-quality standards for tasks and activities				
B-LS 7. Long- and short-term academic, career and social/emotional goals				
B-LS 8. Engagement in challenging coursework				
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias				
B-LS 10. Participation in enrichment and extracurricular activities				
Self-Management Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SMS 1. Responsibility for self and actions				
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals				
B-SMS 6. Ability to identify and overcome barriers				
B-SMS 7. Effective coping skills				
B-SMS 8. Balance of school, home and community activities				
B-SMS 9. Personal safety skills				
B-SMS 10. Ability to manage transitions and adapt to change				
Social Skills	Activity/Focus or Purpose	Participants	Class/LG	SG
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful and supportive relationships with other students who are similar to and different from them				
B-SS 3. Positive relationships with adults that support success				
B-SS 4. Empathy				
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary				
B-SS 9. Social maturity and behaviors appropriate to the situation and environment				
B-SS 10. Cultural awareness, sensitivity and responsiveness				

Appendix D: ASCA Mindsets & Behaviors: Program Planning Tool



ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

Mindsets	Grade Level		
	Academic	Career	Social/Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			

