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Incorporating classroom guidance into a comprehensive high school guidance program

Winifred L. Dewey
University of Northern Iowa

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Abstract

A comprehensive high school guidance program which includes developmental and preventative classroom guidance lessons provides the opportunity for students to develop necessary academic, personal/social and career skills that will enable them to be positive and contributing members of society. Counselors today are spending a disproportionate amount of the day responding to students and others with complex issues and high-risk behaviors. Although classroom guidance is a recommended part of most counseling program models, the majority of high school guidance programs do not include classroom guidance opportunities. This paper reports the need for system changes which incorporate classroom guidance and provides suggestions for collaboration and scheduling that focus on the developmental and preventative classroom guidance opportunities in order to reduce the need for responsive services.

INCORPORATING CLASSROOM GUIDANCE INTO A COMPREHENSIVE
HIGH SCHOOL GUIDANCE PROGRAM

A Research Paper

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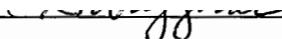
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Michael D. Waggoner

Head, Department of Educational Leadership,
Counseling, and Postsecondary Education

Abstract

A comprehensive high school guidance program which includes developmental and preventative classroom guidance lessons provides the opportunity for students to develop necessary academic, personal/social and career skills that will enable them to be positive and contributing members of society. Counselors today are spending a disproportionate amount of the day responding to students and others with complex issues and high-risk behaviors. Although classroom guidance is a recommended part of most counseling program models, the majority of high school guidance programs do not include classroom guidance opportunities. This paper reports the need for system changes which incorporate classroom guidance and provides suggestions for collaboration and scheduling that focus on the developmental and preventative classroom guidance opportunities in order to reduce the need for responsive services.

The role of the school guidance counselor and the focus of the school guidance program have changed considerably during the last century. According to Gysbers (2001) the birth of vocational guidance in the early 1900's was a response to the need for students to connect school learning with the world of work and a result of the economic, educational, and social conditions of the period. Later in the 1920's and 1930's the focus shifted to an emphasis on mental health with concern for the student's personal adjustment.

The passage of the 1958 National Defense Act provided funding for "identification and counseling of scientifically talented students" (Gysbers, 2001b, p.100). Then in the 1960's through the 1980's, school guidance counselors were part of the school's pupil personnel services and addressed a wide variety of appraisal, counseling and placement services for students. With the passage of the Carl D. Perkins Vocational Education Act of 1984 and the Carl D. Perkins Vocational and Applied Technology Act of 1990, the emphasis swung back to career awareness, assessment, labor market information and decision making. Today, schools demand a continuum of vocational and personal services from school guidance programs and guidance counselors.

Kuranz (2002) cited Baker (2001), Green & Keys (2001), Gysbers (2001), and Paisley & McMahon (2001) who all noted that historically, the role of the school guidance counselor has been defined primarily by "societal needs, federal legislation, revenue sources and the impact of the current 'best thinkers', rather

than by guidance counselors or the professional associations with whom counselors are affiliated (p. 4). As a result, guidance counselors today find it difficult to formulate a clear definition of their own role within the school and find themselves assuming tasks and providing services based on past counselor roles.

In addition, students today live in an increasingly complex society. The major problems that counselors addressed in the 1940's were talking, chewing gum, making noise, running in the halls, wearing inappropriate clothes, and not putting paper in the wastebasket (Sager, 1991). According to Thompson (1992), today's counselors are dealing with issues such as substance abuse, pregnancy, divorce, high dropout rates, eating disorders, violence, suicide, and homelessness, in addition to the traditional counseling areas of career advising, academic skills, and relationship skills. The counselor's time and skills are spread over many areas, with many student problems involving high risk behaviors. Today's counselors find it difficult to address the needs of all students.

The lack of clear definitions and the complex problems that counselors have to deal with led to the 1997 development by the American School Counseling Association of *The National Standards for School Counseling Programs* compiled by Dr. Carol Dahir and Dr. Chari Campbell. Just recently this organization published *The ASCA National Model: A Framework for School Counseling Programs* to assist schools in implementing school counseling

programs that meet the national standards. “The ASCA Governing Board understood it was time to convey a clear purpose and mission of a comprehensive counseling program...” (Kuranz, 2002, p. 4).

These national standards provide a clear model for guidance programs that assist student development in academic, personal/social and career areas. However, designing and implementing a comprehensive developmental secondary school guidance program tailored to the specific needs of the community, school, and students it will serve is a task that requires careful study, assessment, planning, collaboration, development, and evaluation. Kuranz (2002) identified at least eighteen key counselor expectations in a comprehensive guidance program that make it difficult for a counselor to implement the program without collaborating with teachers, parents, and community agencies.

Often counselors find much of their time spent responding to the immediate needs of students, faculty, and parents. Gysbers and Henderson (1994) recommended that the high school counselor’s time be divided with 25% of the counselor’s time spent in guidance curriculum, 30% in individual planning time, 30% in responsive services, and 15% in system support activities. A well-planned developmental and preventive curriculum incorporating classroom guidance provides the key to an effective and balanced guidance program. Preventive guidance lessons provide the knowledge and skills needed to be self-sufficient and socially responsible, and reduce the need for responsive services. Students,

faculty, and parents who are taught the skills to cope with difficult situations are better prepared to deal with problems that develop.

Efficient use of time demands that services be provided to groups of students by incorporating classroom guidance opportunities into the high school schedule (Ripley and Goodnough, 2001). The counselor must design or secure appropriate lesson plans for incorporating the developmental skills that are a part of a comprehensive program and find a model for delivering these services to all students.

The purpose of this paper is to illustrate the need for and benefits of providing classroom guidance opportunities at the high school level, delineate steps for making system changes that will provide opportunities for doing this, and provide examples of classroom guidance resources at the high school level.

Establishing a Need for Classroom Guidance

The ASCA National Model (2003) for school counseling programs specifies that the school counselor's mission is to support the academic achievement of all students in the areas of academic, personal/social, and career development in order to prepare them for the complex world of today. When guidance programs are organized and implemented as comprehensive developmental and preventative programs incorporating classroom guidance and closely tied to the educational goals of the school, they contribute to positive student academic success, produce

students who are better prepared for life after school, and contribute to a positive school climate.

Numerous models have been created describing the components of a comprehensive guidance program. Myricks' developmental guidance model, cited in Burnham and Jackson (2002), includes six components: individual counseling, small group counseling, classroom guidance/large group guidance intervention, consultation, and coordination of indirect guidance services. The ASCA National Model (2003) includes four components: a guidance curriculum provided through classroom and group activities, individual student planning, responsive services, and systems support and is similar to other models by Gysbers and Henderson (2000), Vernon and Strub (1991), and Vernon (2001). Gysbers and Henderson (2000) and Vernon (2001) clearly identify classroom guidance as a major part of the guidance component. Vernon also stipulated that the classroom guidance program should be developmental and preventative in nature.

In introducing her Passport Program for high school students, Vernon (1998) referred to the changing world and complex needs of today's students, but stressed that the developmental stages of high school students have remained comparatively the same. It is these developmental stages that help counselors understand the student's perspective for dealing with the complex issues in today's world. As the world constantly changes around them, students are often

confused about what is normal. Classroom guidance opportunities provide information about what is normal, teach thinking skills and coping strategies, and provide opportunities to practice these skills in a safe environment.

Teaching students the skills they need to cope with the complexities of today's world is the key to decreasing or preventing problems later in life. Thompson (2002) stated that "Many of the nation's problems can be addressed through prevention and early intervention initiatives..." (p.4).

Guidance Reform is Necessary at the High School Level

High school counselors often are often asked to assist with scheduling, discipline, and record keeping which limits the time spent providing essential counseling services. In a study of perceptions of future school administrators about the role of school counselors, Fitch, Newby, Ballestero, and Marshall (2001) reported that although study participants prioritized the school counselor's role in agreement with ASCA role definitions, many participants still rated record keeping, registration, special education assistance, and administering tests as significant or highly significant parts of a school counselor's role.

Hall and Rueth (1999) concurred with Vernon (2001), noting that students in middle and high school face significant developmental issues that are a part of the maturation process. How these concerns are addressed will affect student success and self-sufficiency as secondary students and adults. Hill and Rueth recommended that the school counselor be a primary participant who encourages

risk-taking, promotes self-efficacy, and provides for a developmental approach to student well-being through classroom guidance.

Lapan, Gysbers, and Sun (1997), as reported in Gysbers (2001a), found that Missouri high school students from schools with fully implemented guidance programs reported earning higher grades. In addition, they felt better educationally prepared for the future, reported better access to career and college information, and felt that their schools had a more positive climate.

The ASCA National Model (2003) quoted Nelson and Gardner's (1998) study which found that students involved in comprehensive guidance programs rated their education as better overall, took more advanced math and science courses, and had higher ACT scores.

Clearly, comprehensive guidance programs have a positive impact on high school student success. But in view of the complex needs of today's students and with a past history indicating the lack of a clear definition and a focus on guidance programs dependent on current needs of society or administrative demands, there is a need to reassess today's high school guidance programs and redesign them in a manner that will provide better services for all students.

According to Gysbers and Henderson (1994), "Guidance reform will require a reconceptualization of guidance from an ancillary crisis oriented service to a comprehensive program firmly grounded in principles of human growth and development" (p viii).

Changing the Focus of High School Guidance

Cassel (2001) defined a high school guidance program as providing the bridge between home and the workplace or college. He believed that the factor having the greatest impact in relating high school learning to the skills necessary for success later in life is the student's personal development and included such skills as self-esteem, coping skills, assertiveness, locus of control, conformity, sympathy, self-efficacy and caring. These are skills that can be addressed through classroom guidance, but classroom guidance opportunities are rare today at the high school level.

According to Mariani (1998) former ASCA executive director Nancy Perry and Carol Dahir, co-author of the ASCA National Standards, believed that pursuing a developmental approach to school counseling will bring counselors out of their offices and into the classrooms. Today's high school guidance programs require a greater emphasis on teaching skills through classroom guidance and promoting a positive school environment.

Enlisting Administrative Support for Change

There is a call for change in high school guidance programs today, but it is difficult to achieve systemic change alone. Changes to the school guidance program may be initiated by school administrators at the same time other policies or instructional objectives are established for a school system, or they may originate from guidance staff, teachers, parents or community members with a

desire to improve counseling services. Incorporating classroom guidance opportunities into a high school guidance program most likely involves the kind of changes that require decisions from the school board and administration. One of the foremost issues addressed by Schmidt (2003), Gysbers and Henderson (2002), and Thompson (1992) is the need to involve administrators at the very beginning of the change process. Once the decision is reached to make changes by incorporating classroom guidance into the high school guidance program, the guidance counselor or guidance department will need to educate administrators, staff, and teachers about the need for change, emphasizing the services that are not being provided and could be provided, and illustrating the benefits to students and staff that a more comprehensive program can provide. The ASCA National Model can help answer questions about how students will be different as a result of the change in services.

Gysbers and Henderson (2002) recommended forming a steering committee made up of guidance staff, administrators, and teachers to meet early on with the superintendent and Board of Education. This group will have responsibility for policy decisions. Also essential is an advisory committee made up of guidance staff, teachers, parents, a student representative, and interested community members from businesses, community mental health agencies and the media. The advisory committee serves as a liaison between the community and school and makes recommendations about community and student needs.

In their manual on strengthening counseling programs Rye and Sparks (1991) provided an example of a written proposal for change. Their proposal is an excellent example of how to make administrators aware of the planning process, gain their support, and establish a plan administrators can share with the school board and community. Rye and Sparks' proposal included a general time line for the change process.

It is the counselor's job to educate others about how the new program can provide greater services and assist students to become "adaptable, self-regulated, mature, and healthy learners in a vibrant and pluralistic society" (Sink, 1998, p. 1). "School counselors must show how the comprehensive counseling program supports and contributes to academic achievement" (Kuranz, 2001, p. 179).

Assessing the Current Program and Student Needs

Gysbers and Henderson (2002), Vernon and Strub (1991), Rye and Sparks (1991), Thompson (1992), and Schmidt (2003) all recommended beginning the change process with an assessment of the current guidance program. Once the steering and advisory committees have agreed upon the school district and counseling program philosophy and rationale, the guidance staff can begin the process of assessing the current guidance program and its services. Guidance staff will want to identify the services currently being provided, how well they are being provided, what services are not provided, and what services students,

parents, teachers and administrators believe should be provided. Vernon and Strub (1991), as well as Rye and Sparks (1991) provided helpful examples of needs assessments that can be used to gather pertinent information. Rye and Sparks (1991) offered examples of needs assessments for teachers and administrators, parents of elementary, junior high or high school students, and students at various grade levels. Vernon and Strub (1991) also included an example of a guidance department self-assessment. Another valuable resource is the time assessment both resources recommended for counselors' use in determining the amount of time currently spent on different responsibilities within the guidance program. This may also provide a clearer picture of time spent on classroom guidance.

Systemic change of the guidance program will require a great deal of commitment and time. The steering committee, with input from the advisory committee, will have to decide how extensive the needs assessment will be. Notably, Schmidt (2003) recommended obtaining information from all teachers involved and from a sample of students and parents, being careful to include both parents and students from various socioeconomic groups and from all ethnic groups represented by the school population. Questionnaires, surveys or interviews may be used to obtain information. Assessment manuals can provide accurate information on how best to select sample populations.

The needs assessment will provide a picture of the services that parents, students, teachers, and staff desire from the guidance program. The planning committees and guidance department will have the task of compiling the information, determining the available resources, and prioritizing the appropriate services to meet those needs.

Classroom Guidance Activities as Reflected in Standards and Benchmarks

While the National Standards present a guideline for a comprehensive guidance program, the needs and philosophy of the school district and community it represents will determine the goals and objectives that become the focus of the specific school guidance program. Some goals will be established as a result of local or state mandates for learning objectives or as standards for providing student services. The questionnaires, surveys, and interviews help clarify guidance opportunities currently offered and these along with set priorities for guidance services will be used to establish school standards and benchmarks with specific grade level objectives that are developmentally appropriate.

As standards and benchmarks are implemented for the school, decisions are made about which areas counseling programs can best address to contribute to student success. A career development standard might be for students to acquire knowledge about themselves as a worker. One of the benchmarks may be for students to develop knowledge about their own interests, skills and abilities, and the relationship between that information and career choices. A classroom

guidance lesson involving interest inventories and career exploration is an activity that can help achieve the competencies and objectives involved with this benchmark

Under the personal/social domain one standard is that students will understand safety and survival skills. A classroom guidance lesson involving information on suicide prevention could address several benchmarks including applying effective problem solving and decision-making skills to make safe and healthy choices, differentiating between situations requiring peer support and situations requiring adult professional help, and identifying resource people in the school and community and knowing how to seek help. Student peers are likely to be first to communicate with a friend engaged in suicidal intention. School sponsored suicide prevention training significantly increases knowledge about suicide characteristics and provides information about intervention and seeking appropriate help (Jacobsen, Aldana & Collier, 1997).

An academic standard for students might be to acquire the attitudes, knowledge and skills that contribute to effective learning in school and throughout life. A possible benchmark would be to develop knowledge about learning styles in order to positively influence school performance. In a guidance class students could be divided into small groups and then challenged to brainstorm different ways to learn new information, perhaps even devising games or jingles to help them remember a specific piece of new information. A

classroom discussion could then pull together information on various learning styles, how people learn differently, and why different situations require different learning styles. This discussion could help students understand the strengths of different learning styles and develop a variety of study skills

Incorporating Classroom Guidance into Secondary Schools

Historically it has been very difficult for secondary and middle schools to initiate classroom guidance. The structure of the school day, the need to earn credits for graduation, and the pressure on teachers to prepare students to do well on standardized tests make it difficult for counselors to convince teachers to share their class time for guidance lessons. However, teachers must be aware of the role that emotional well being plays in the intellectual development of students. Jenkins and Daniel (2000) stated that “Cognitive learning cannot take place in a state of affective disorder” (p. 16).

Classroom guidance lessons are the essential component for providing developmental and preventive guidance. According to Lopez, guidance director for the Ysleta Independence School District (cited in Gysbers & Henderson 2002), “The strongest component of the comprehensive guidance program involves the counselor engaging students in guidance lessons and involving faculty and staff so that the program is embraced by everyone, not just the counselor” (p 100).

Classroom Guidance through Collaboration with Key Personnel

Incorporating classroom guidance into a high school guidance program is a task requiring the skill and services of many individuals. With the average student to counselor ratio at 551 to 1, it is impossible for one counselor to provide all services to all students (Kuranz, 2001). As guidance counselors work with administrators, teachers, staff, and parents to develop a developmental guidance program that includes the student services all desire, it becomes apparent that this also requires a new model for providing these services. Partnerships must be established. According to Paisley and McMahon (2001) “Through collaborative working relationships, school counselors can connect with other school personnel, counselor educators, parents, and community counselors and leaders so that they may combine their efforts and collectively meet the needs of the students”(p. 113). In Border’s words (2001) “Collaboration with other school personnel is critical to a counselor’s ability to function effectively within the school” (p. 184).

Classroom Guidance as a Part of the High School Curriculum

Thompson (1992) envisioned the implementation of personal development skills as a part of the secondary school curriculum and saw it evolving as a required course much like driver’s education or computer literacy. Targeted lessons within the personal development class would be taught by the guidance department or specialists within the community on such topics as substance abuse,

eating disorders, or depression. This seems a viable way to gain needed classroom guidance time.

Green and Keys (2001) proposed that a comprehensive guidance program could best be developed by creating linkages with resources within and outside the school and establishing collaborative relationships with shared knowledge and joint goal setting and planning. Counselors could design a curriculum unit that includes many developmental topics and work with teachers, nurses, or other school staff to provide expert information to students in classes or groups. Substance abuse or relationship counselors could be called upon to provide information to high school students from their experienced perspective.

Myrick's model of a comprehensive guidance program (Burnham and Jackson, 2000) visualized the classroom teacher as a partner in delivering classroom guidance lessons. But Burnham and Jackson's report (2000) indicated that this was not happening and counselors did not believe it was a likely solution.

Hall and Rueth (1999) proposed a classroom approach with the school counselor as the primary leader in student development, a curriculum course on developmental issues, and the counselor and classroom teacher as co-facilitators and co-teachers with topics entered around interpersonal and intrapersonal developmental issues.

While Whiston (2002) agreed that collaboration with faculty and staff is an important role of the school counselor, she cautioned against the movement

toward more collaboration for two reasons. First, she questioned the wisdom of counselors preparing guidance lessons for teachers or teacher advisors to present to students. She pointed out that math teachers would not be hired to teach art classes and questioned why guidance lessons should be delivered by someone other than the guidance counselor when this might have a negative effect on the quality of the lessons. This may be true, but the fact that one counselor can teach a lesson to only about 15-25 students during the same time frame that ten advisors can teach it to 200 students outweighs the fact that one of the ten groups may not have the lesson explained as clearly as possible. Providing in-service training for individuals who will be presenting lessons helps insure the best possible delivery.

Advisor/Advisee Programs

According to Gysbers and Henderson (1994), there are other options for providing group or classroom guidance. "One way to do this is with an individual advisory system where students are assigned in small groups to meet with a caring adult who serves as a student advocate and who facilitates guidance group activities (p 91). Jenkins and Daniel (2000), Cole (1992), Dale (1995), Galassi, Gullledge, and Cox (1998), James (1986), and Goldberg (1998) referred to these programs as advisor/advisee or teacher advisor programs.

James' 1986 monograph about adviser/advisee programs highlighted six successful programs that addressed the needs of transescent middle school students. These reports from schools in Maryland, Colorado, Georgia, New York,

Kansas, and West Virginia contain information about how to set up the programs, details on types of lessons taught, how programs were scheduled, the advisor role, and the impact of the programs. James also answered questions about the process of implementing such programs and provided a list of do's and don'ts for success.

Cole (1992) and Dale (1995) provided a view of the advisor/advisee or teacher advisor program, defined the role of the advisor, and offered examples of the types of activities that could be included. Galassi, Gullledge and Cox (1998) identified more detail about how to establish a program, but Jenkins and Daniel (2000) provided the best overall picture of the advisor/advisee program, the philosophy behind its development, alternative ways to set it up and concerns to address. These authors also included information about nine functioning advisor programs.

In a 1994 recommendation from the joint commission of the National Association for Secondary School Principals and the Carnegie Foundation for the Advancement of Teaching it was proposed that every high school student have a "personal adult advocate" to help them develop a sense of belonging and personalization (Jenkins and Daniel, 2000). While the teacher advisor role may appear to be similar to the homeroom teacher of the past, the advisor/advisee role encompasses much more because it emphasizes the development of a personal relationship with students. The advisor collects information about academic, physical, and emotional needs of each student from faculty and parents, helps

students recognize their own talent and interests, and serves as a contact for parents.

A five year study done with 122 high school and 135 middle school advisor/advisee programs found a 60% decrease in the number of students leaving school before graduation (Jenkins & Daniel, 2000). There was also an increase in parent participation and improved student attendance. Advisor/advisee programs have been around for a long time and seem to make a difference in the lives of students.

Planning Classroom Guidance Activities

A major component in developing classroom guidance is developing or finding activities that will meet the established objectives and desired outcomes for students. There are many valuable resources available for doing this.

Vernon's Passport Program (1998) provides a developmental guide with emotional, social, cognitive, and self-development activities for students in grades 9-12.

One of the most exhaustive resources available is Blum's *The School Counselor's Book of Lists* (1998). At first glance this book appears to be a listing of student traits, desired skills, and interventions, but it includes much more. Along with many other things, the book includes over one hundred pages of videos, books, and curriculum available on various classroom guidance topics for students from kindergarten through high school. The extensive indexes make

locating information quick and easy, and the practical and succinct manner of presenting the information is easy to read and quick to peruse.

Hery (1996) identified eight priority adolescent topics on suicide, alcoholism, divorce, eating disorders, peer pressure, dating responsibilities, anger control and self-esteem and provided short vignettes, questions for discussion, and follow up activities. Her short dramas written for three to four actors are up to date, in adolescent language, and provide an alternate venue that appeals to students. These could be used in classroom settings with discussion following, or presented as part of an assembly with later discussion in class groups or advisory groups.

An excellent resource for working with secondary students on anger management comes from Wilde (1995). Wilde recommended REBT guidance lessons starting at the fourth grade level and anger control guidance curriculum at the elementary, middle school and high school levels, as well as training for teachers who have day to day contact with students and can reinforce techniques that students have been taught. Wilde provided techniques for working with individual students, classroom guidance lesson plans and suggestions for working with anger control groups.

The Youth Relationships Manual (Wolfe et al, 1996) was developed to help young men and women understand the role of power in relationships. It is an eighteen week curriculum for high school students based around six videos and

provides a lot of excellent activities and ideas. The authors highly recommended using the curriculum as it was written, but the 18 two hour lessons would not easily fit in a school schedule. It could be used for an after school group, or portions could be used for a small group activity or as classroom lessons.

Many computer internet resources exist for developing classroom guidance opportunities on the topic of career exploration and evaluation. No cost interest inventories and career information from the University of Indiana can be located at <http://icpac.indiana.edu/career.html> . The Occupational Outlook Handbook and Dictionary of Occupational Titles are available online from the Department of Labor at <Http://stats.bls.gov/oco/ocodot1.htm> Virtual Job Shadowing is available at www.jobshadow.org and numerous websites provide information about specific career areas at such sites as <http://www.ieee.org/usab/EMPLOYMENT/cnty.html> (computer engineers), <http://www.aota.org> (occupational therapy). The Iowa Commission on the Status of Women provides up to date information on women's issues such as inequality in wages at <http://www.state.ia.us/government/dhr/sw/> Mobile classroom computer labs allow for classroom exploration and discussion of career topics.

Local Area Education Agencies offer a wide variety of video tapes on topics related to relationship skills, dating and date rape drugs. Coupled with facts, figures and discussion questions from sources such as Teen Health at www.healthnet.com and the Rape Victim Advocacy Program at rvap@iowa.edu

classroom guidance lesson can be developed providing information on preventative guidance topics like sexual assault and date rape.

Internet resources such as the ASCA Counselor Immediate Response Guide (2002) provide resources for valuable classroom discussion on current topics. The Public Broadcasting System offers free educational lesson plans linked to PBS programs. Topics such as drunken driving, relationship violence, and drug and tobacco use are available at www.pbs.org. Students can watch PBS programming and then participate in classroom discussions.

Books such as *Am I Blue: Coming Out of the Silence* by Marion Dane Bauer and *Two Teenagers in Twenty* by Ann Heron are appropriate reading for high school students and could be used to develop a classroom guidance lesson on homosexuality and acceptance of individual differences.

Evaluation and Cost Benefits of Classroom Guidance

There are many reasons for measuring the effectiveness of the guidance program. As the guidance program is developed it is coordinated with specific values, goals, and objective of the individual school and school district. Classroom guidance activities become part of the curriculum designed to achieve these desired values, goals, and objectives. To establish whether the classroom guidance lessons are accomplishing the desired goals, it is essential to measure the student outcomes and to make changes in the program or activities if the desired results are not being reached. Measuring outcomes and making needed

changes allows the guidance department to create learning opportunities, improve academic progress, and create a positive school environment. Kuranz (2002) called accountability a necessity. He pointed out the need for demonstrating to school administrators how the guidance program contributes to the school improvement plans and aids in student academic achievement.

In these times of tight budgets and staff reductions, Whiston (2002) cautioned that if counselors do not establish the need for developmental and preventative classroom guidance and prove its effectiveness, these programs are in danger of being cut. Herr (2002) raised concern about costs of services and illustrated the economic benefit of providing preventive classroom guidance and developmental and responsive group counseling. When student needs can be met in classroom and group settings, it greatly reduces the amount of time counselors are called upon for individual counseling and increases the amount of time that is available to serve more students. Maliszewski, and Mackiel (Gysbers and Henderson, 2002) provided a clear explanation of process-based and results-based evaluation and the difficulties involved in the evaluation process.

Conclusion

The role of the high school counselor has changed considerably over the past several years. Recently the American School Counselor Association provided a National Model for defining the role of the school counselor and for clarifying the components of a comprehensive school guidance program.

Individual school districts have begun the process of designing comprehensive developmental and preventative guidance programs which are tailored to meet the needs of their specific schools and communities. These comprehensive programs will teach the skills students need to cope with the complex problems they encounter in today's changing world.

In the past, counselors have spent a high percentage of their time responding to the immediate needs identified by students, faculty, and parents. By implementing developmental and preventative guidance, counselors can reduce the requests for responsive services. Classroom guidance provides the vehicle for providing developmental and preventative guidance services. Classroom guidance lessons provide information, teach skills, and provide a safe environment to practice skills. They can be tailored to meet the specific needs of all secondary school students, and the classroom setting multiples the number of students served at a given time.

Through careful assessment of current services and needs and the enlistment of administrative, faculty, and staff support, a program can be designed that will meet the needs of the students, community, and the school it serves. Guidance lessons may be incorporated as part of a secondary school personal development curriculum, through collaboration with classroom teachers, through advisor/advisee programs, or in other small group settings. The support of faculty, staff and administrators in setting schedules, providing release time for

students and faculty, and in providing program delivery opportunities is essential. Classroom guidance is an essential component of a comprehensive developmental and preventative high school guidance program and provides support “for the academic achievement of all students so that they are prepared for the ever-changing world of the 21st century” (ASCA, 2003, p 8).

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