

2013-2014 Developmental Counseling Curriculum

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Revisions: 2002-2003, 2003-2004
Complete Revision 2013-2014

RATIONALE

HISTORY:

The Developmental Guidance and Counseling Program of the Lumberton School District was established in 1984 with one counselor in the Florence L. Walther School for grades K-8. The emphasis of the program was guidance and counseling services with consultation and coordination offered. The population of the district at that time was around 400 students and the community small and supportive.

However, during the 1980's and 1990's changes were occurring in the district. The township of Lumberton began to expand from a small central village to a diverse community of condominiums, townhouses, and large single family homes. The census report for 1990-2000 showed a 56% population change for Lumberton as compared with a 7.2% change for Burlington County. Student population in the 1986-87 school year was 494, and by the 2013-2014 school year the student population was 1,447. In an effort to accommodate the new student population the Walther School was remodeled and expanded, the district built Lumberton Middle School in 1991, and in the fall of 1998 Bobby's Run School opened. The Ashbrook School opened in the fall of 2003. In the 2013-2014 school year, there will be 4.5 counselors.

In 2011, in an effort to address harassment, intimidation, and bullying (HIB) in New Jersey, the state enacted legislation to combat incidences of HIB in the schools. In response, the school counselors were designated School Anti-Bullying Specialists responsible for intervention, prevention, and investigation of HIB.

This written curriculum for the Lumberton Township Schools Developmental Counseling Program has been prepared to offer coordination of services for students in all grades. It provides guidelines for the counseling staff to meet the developmental needs of the students, address the diverse nature of the community, and offer the specific knowledge and skills appropriate for students to be successful.

PSYCHOLOGY:

This curriculum addresses the total development of the child through Piaget's levels of Cognitive Development. Activities will be developed at each stage to address the needs of the student.

	Cognitive Level	Characteristics of Child
K-2	Preoperational Thought	Action oriented, egocentric, can't distinguish between self and outside world, assumes dreams and inanimate objects to be real and can only think of 1 dimension at a time.
3-5	Concrete Operation	More flexible, can retrace thoughts, correct themselves and start over again, consider more than 1 dimension, combine, reverse and form associations, think in concrete terms. Can't do abstracts.
6-8	Formal Operations	Begin to think abstractly, make comparisons, search for general rules. Test ideas internally. Understand cause and effect and develop concepts.

According to Piaget, knowledge should be presented to address the concerns of the learner within the context of the peer group, family group, the school environment and the community.

PHILOSOPHY:

The philosophy of the Developmental Counseling Program is to focus on the individual student. All students are accepted as unique individuals of worth having personal, social, and educational needs.

The emphasis of Lumberton Township's Developmental Counseling Program is that of maximizing the potential of all students through a developmental and preventative approach. The counselor works with the total environment of the students within the educational framework of the district. Through individual and group counseling, coordination of school and community services, and consultation, the counselor acts as a facilitator in helping the students become healthy, effective, functioning human beings.

GOALS:

The American School Counselor Association's National Standards for School Counseling Programs help school counselors, school and district administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities and policy-makers to provide effective school counseling programs for all students. (*The American School Counselors Association's National Standards for School Counseling Programs*). The Lumberton Township School District will attempt to address these standards through its Developmental Counseling Program. These standards are: Academic Development, Career Development, and Personal and Social Development.

Academic Development – The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home in the community. (*The American School Counselors Association's National Standards for School Counseling Programs.*)

Career Development – Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education and training and the world of work. (*The American School Counselors Association's National Standards for School Counseling Programs.*)

Personal/Social Development – Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills. (*The American School Counselors Association's National Standards for School Counseling Programs.*)

As of the writing of this curriculum no New Jersey Core Curriculum Standards exist for School Counseling, however, this curriculum will attempt to link its programs with the New Jersey Core Curriculum Standards in Comprehensive Health.

THEMES:

Goals will be met by focusing on three different themes with specific skills that relate to the concerns of the student.

I. COPING SKILLS/COPING WITH CHANGE

- A. Decision-making skills.**
- B. Adjusting to loss.**
- C. Skills for safety.**
- D. Adapting to change.**

II. DEVELOPING POSITIVE RELATIONSHIPS

- A. Communication skills.**
- B. Conflict Resolution skills.**
- C. Acceptance and Tolerance of difference in others.**
- D. Developing and maintaining positive peer relationships.**
- E. Resisting peer pressure.**
- F. Anger Management skills.**

III. PERSONAL GROWTH

- A. Developing a positive self concept.**
- B. Expressing feelings positively.**
- C. Stress reduction strategies.**
- D. Setting achievable goals.**
- E. Career education.**

**INTENDED LEARNING OUTCOMES
(OBJECTIVES)**

THEME I- COPING WITH CHANGE

Decision-making skills....

1. Students will understand the decision-making process for school, home, and community.
2. Students will understand that responsible decisions should be consistent with their personal and social values.
3. Students will develop several alternative solutions to a problem.
4. Students will identify consequences of various solutions.
5. Students will learn a decision-making model to deal with life/stress situations.
6. Students will understand the consequences of harassing, intimidating, or bullying others.

Adjusting to Loss....

1. Students will gain information on loss in order to facilitate a better understanding and expression of their own feelings.
2. Students will recognize appropriate alternatives to express their grief.
3. Students will share with others their loss experience and support one another.

Skills for Safety...

1. Students will develop an understanding of personal safety.
2. Students will learn that it is OK to talk about personal concerns and will identify trusted adults in their lives.

3. Students will develop strategies to keep themselves safe.
4. Students will be able to recognize and respond to bullying.
5. Students will understand the importance of reporting potential violent or threatening situations.
6. Students will understand the importance of talking to a trusted adult about thoughts of self-harm/suicide.

Adaptation to Change....

1. Students will develop an awareness of changing personal/social roles.
2. Students will develop an awareness of traditional and changing family roles.
3. Students will know how to seek help when their family has a problem.

INTENDED LEARNING OUTCOMES
(OBJECTIVES)
THEME II- DEVELOPING POSITIVE RELATIONSHIPS

Communication Skills...

1. Students will understand that communication is important in developing relationships.
2. Students will use active listening skills.
3. Students will give effective “I” messages.
4. Students will recognize the significance of nonverbal communication.
5. Students will identify information and feelings in verbal messages.
6. Students will understand the importance of responsible communication when using technology.

Conflict Resolution Skills...

1. Students will understand that conflicts are a natural part of life.
2. Students will identify causes for conflict.
3. Students will decide which responses to conflict produce win/win situations.
4. Students will demonstrate understanding of the mediation process.
5. Students will seek mediation for conflicts they are unable to resolve.

Acceptance/Tolerance of Differences in Others...

1. Students will recognize and accept the feelings and ideas of others.
2. Students will recognize and accept individual differences.
3. Students will demonstrate respect for other people.
4. Students will be able to work cooperatively with others.
5. Students will discuss acceptable and unacceptable social behaviors.
6. Students will recognize situations of harassment, intimidation, and bullying.

Developing and Maintaining Positive Peer Relationships...

1. Students will appreciate and respect their friends and classmates.
2. Students will make and maintain friendships.
3. Students will demonstrate how to be a good friend.
4. Students will demonstrate knowledge of good communication skills (see objectives 2, 3, 4, and 5 under communication skills)
5. Students will model positive behaviors for their peer group and younger schoolmates.
6. Students will be able to express gratitude for the kindness of others.
7. Students will be able to recognize, respond to and report harassment, intimidation, and bullying situations.

Resistance to Peer Pressure...

1. Students will understand the dynamics of peer pressure.
2. Students will realize that the peer group affects student behavior.
3. Students will demonstrate a resistance skills model to deal with peer pressure.

4. Students will understand the importance of “standing up” for what is right.
5. Students will be able to seek help for himself or herself or a friend who has a problem.

Anger Management skills...

1. Students will identify triggers to their anger and physical signs of their anger.
2. Students will understand the stages of anger.
3. Students will be able to role-play an anger control model designed to help better manage anger.
4. Students will design their own “cool down” plan.

**INTENDED LEARNING OUTCOMES
(OBJECTIVES)**

THEME III- PERSONAL GROWTH

Developing a Positive Self- Concept...

1. Students will understand the importance of a positive self-concept.
2. Students will understand that each person has academic, social, and emotional strengths and limitations.
3. Students will understand what is important to them.
4. Students will be able to express their own ideas.
5. Students will identify behaviors in need of change.
6. Students will demonstrate positive ways to change negative behaviors.

Expressing Feelings Positively...

1. Students will understand the importance of identifying and discussing feelings, thoughts and behaviors.
2. Students will understand the relationship between feelings and behavior.
3. Students will express emotions constructively.
4. Students will demonstrate how to deal with a wide variety of feelings.

Stress Reduction Strategies...

1. Students will be able to recognize the symptoms of stress.
2. Students will understand effective techniques for coping with stress.
3. Students will be able to identify problems that cause stress.
4. Students will know where to seek help for their problems.

Setting Achievable Goals...

1. Students will explore their personal preferences.
2. Students will demonstrate understanding of their strengths and weaknesses.
3. Students will be able to explore their goals.
4. Students will be able to outline steps to achieve their goals.

Career Education...

1. Students will develop an awareness of various careers.
2. Students will understand that academic skills such as math, reading, and science relate to career goals.
3. Students will recognize their different hobbies, sports, and leisure activities and relate them to career interests.

The counselor will fulfill the goals and objectives of the Developmental Counseling Program through individual counseling, small group counseling, classroom group guidance, coordination of services, and consultation with parents and teacher.

The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor. The counselor helps students identify strengths, weaknesses, and feelings. Students will use this heightened self-awareness in their decision-making.

The three main themes of the Developmental Guidance and Counseling Program will be taught by the counselor and reinforced throughout the curriculum by classroom teachers and specialists as the themes occur in their content area. The counselor will act as a consultant to offer counseling and activities to supplement the counseling curriculum.

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program in identifying and referring students for counseling services. Students will be able to self-refer when problems arise. The program will be evaluated periodically by teachers, parents, and students. The needs derived from this evaluation will direct the focus for future programing. Through the efforts of the entire school community the Developmental Counseling Program can help provide structure for our students as they explore their world, define their own identity, and prepare to assume their role in society.

UNITS OF STUDY
INDIVIDUAL COUNSELING:

The Lumberton Township School District offers individual counseling for those students whose concerns cannot be met through small groups or classroom group lessons. These children are seen individually by the school counselor as needed. Recognizing that each child is a unique individual with unique needs, the length and duration of individual counseling sessions varies from student to student. This service is offered in all grades.

UNITS OF STUDY

SMALL GROUP COUNSELING

Small group counseling is offered to students who are having personal or social problems which are affecting their daily functioning in school or at home. Any or all of these groups may be offered at different times during the school year, to meet the needs of the school population. Students can self-refer or be referred by teachers or parents. Students are placed into groups according to their cognitive level and individual needs.

The groups are divided according to the main themes of the program.

THEME I

COPING SKILLS: SMALL GROUP

1. **Grief Support.** K – 8th grade. NJCCCS: 2.1.E

This support group helps students adjust to the loss of a loved one. It explains the grief process and helps students support each other and their family during the stages of grief.

2. **Divorce/Changing Families.** K – 8th grade. NJCCCS: 2.1.E, 2.4.A

This support group is for children who have experienced a separation or divorce of their parents. Students meet to explore their feelings about the family changes and learn coping skills for dealing with the changes and problems that might arise. They learn that they are not alone in dealing with this issue and that their problems are similar to other students.

3. **Coping with Illness in the Family.** K-8th grade, NJCCCS: 2.1.E.
This small group is for students who have a seriously ill family member. Group members give support to each other and discuss feelings about their fears, anxieties, frustrations, and anger. Teachers are apprised of the situation and school support is offered to the student during this stressful time.

4. **COSA.** K-8th grade, NJCCCS: 2.2.B., 2.3.B., 2.3.C., 2.4.A.
This small group is for children affected by substance abuse in their family. It offers support to these children and teaches them specific skills for safety. These sessions are confidential and referrals are made by parents or students.

5. **Students on the Move/ New Student.** 1st – 8th grade, NJCCCS: 2.1.E.
Students new to the district are given the opportunity to meet other new students of the same age. They discuss the adjustment to a new school with the school counselor and each other.

6. **S.A.M. (Students of Active Military).** K – 8th grade, NJCCCS: 2.1.E.
This support group is offered for students whose parents have been called to active military duty. Students will discuss feelings and changes that occur as a result of deployment.

THEME II

DEVELOPING POSITIVE RELATIONSHIPS: SMALL GROUP

1. **Making Friends.** K - 8th grade. NJCCCS: 2.2.A, 2.4.A, 9.1.D.

The members in this small group discuss concerns about peer relationships and learn specific skills needed to make and keep friends. Skills are role-played, practiced outside the group, and reviewed.
2. **Social Skills.** K - 8th grade. NJCCCS: 2.2A, 9.1.D.

This small group is offered to students who need to acquire appropriate social skills. Skills are discussed, role-played, practiced outside the group, and reviewed.
3. **Anger Management.** K - 8th grade. NJCCCS: 2.2 A.

Students who have trouble controlling their anger will benefit from this small group. Members identify anger triggers through an anger control inventory and work on improving their conflict resolution skills. Students participate in anger control games and learn techniques to better manage their anger. If a group member needs additional support, the counselor uses behavior modification to reinforce the goals he/she has set.

THEME III
PERSONAL GROWTH: SMALL GROUP

1. **Self-esteem.** K - 8th grade. NJCCCS: 2.1.E.

The goal of this small group is to help improve each member's self-concept. Students explore multiple intelligences, talk about personal strengths and examine feelings about themselves. Students discuss how they would like to improve and set attainable goals. Members support each other with encouragement and positive feedback.

2. **Impulsive Behavior.** K - 4th grade. NJCCCS: 2.2.B.

This small group for impulsive children takes a skill-oriented approach. Children learn about motor control, self-expression, problem solving, decision making, and the importance of relaxation. Because children with impulse control problems have complex learning styles, this group will use activities like role-playing and games, to keep their attention.

3. **ADD Support.** 2nd - 8th grade. NJCCCS: 2.2.B.

This small group is offered to students diagnosed with Attention Deficit Disorder. Social skills, organizational skills, decision making skills, impulse control, and self-esteem are addressed.

4. **Stress Management.** K - 8th grade. NJCCCS: 2.1.E.

This activity oriented small group allows group members to experience multiple techniques for coping with stress. Students identify symptoms of stress and learn techniques for lowering their stress level.

UNITS OF STUDY

CLASSROOM GROUP COUNSELING

One of the functions of the Lumberton Township Developmental Counseling Program is to reach all students in the district and offer them developmentally appropriate skills to deal with personal and social issues. To accomplish this, counselors visit each grade with specific lessons prepared to address one of the themes of the curriculum. These lessons offer specific skills necessary to help students deal with day to day problems. The teachers remain in the classroom when at all possible, so skills taught can be infused into the total school program. Lessons are arranged to address a topic of concern to the students and teachers at a specific grade level. Units build on one another so that when a student graduates from eighth grade he/she will have been presented with specific skills that address all three major themes of the program.

WELCOME!

The counselors introduce themselves in the beginning of the school year to the incoming grade. The purpose of this is to help students adjust to school and become familiar with the counselor and the counseling services that are available.

KINDERGARTEN CLASSROOM GROUP COUNSELING:

INTRODUCTION TO CHARACTER EDUCATION

The purpose of this unit is to give students a foundation upon which to build their character. Students will learn basic pillars of character and discover ways that they can demonstrate good character. NJCCCS: 2.1.E, 2.2.A., 2.2.C.

Through the course of this unit, students:

1. Begin to understand the concepts of respect and empathy
2. Learn the importance of showing good manners.

3. Learn to recognize bullying behavior and know what to do if they are being bullied or see someone else being bullied.
4. Discover things that make themselves special individuals
5. Realize that sharing and being fair are ways to show caring for others.
6. Discuss the importance of honesty and the consequences of dishonesty.

FIRST GRADE CLASSROOM GROUP COUNSELING:

Introduction to Character Education II

The purpose of this unit is to build upon skills of good character introduced during Kindergarten. NJCCCS: 2.1.E, 2.2.A., 2.2.C.

Through the course of this unit, students:

1. Identify what is and what is not bullying.
2. Understand that being a good listener involves your eyes, ears, and brain.
3. Identify their own and others' feelings by using physical and situational clues.
4. Explore the importance of perseverance when learning new things.
5. Review responsible behavior at school and at home.
6. Practice cooperation and teamwork with each other.

SECOND GRADE CLASSROOM GROUP COUNSELING:

STOP, THINK, AND PICK-A-PLAN:

A CONFLICT RESOLUTION PROCESS

This unit will focus on teaching students a step by step of conflict resolution. NJCCCS: 2.2.A, 9.1.A, 9.1.D.

Through the course of this unit students will:

1. Learn that conflict with others is part of life but it is important to handle conflict in peaceful ways. Students will also learn the difference between a normal conflict and bullying.
2. Learn and practice the self-calming techniques of “stopping” and “breathing” to de-escalate conflicts.
3. Practice determining whether they should walk away or stay in a conflict situation.
4. Explore 3 plans to pick from if they decide to walk away.
5. Explore 5 plans to pick from if they decide to stay.

THIRD GRADE CLASSROOM GROUP COUNSELING: PEER RELATIONSHIPS

This unit helps foster positive peer relations among students in school. The unit will also review the Stop, Think, Pick-a-plan strategies that were presented in second grade in order to create a school wide conflict resolution program. NJCCCS: 2.2.A, 9.1.A, 9.1.D.

Through the course of this unit students will:

1. Explore the qualities needed to make and keep friends.
2. Understand how what we say and do affects our friendships.
3. Review the Stop and Think strategies. Discuss the 3 Pick-a-plan strategies if you walk away.
4. Review the 5 Pick-a-plan strategies if you decide to stay.
5. Learn to stand up for what is right and respond to bullying.

FOURTH GRADE CLASSROOM GROUP COUNSELING:

RESPONDING TO BULLYING

During this unit students will examine the many aspects of bullying. They will look at the various roles people take in a bullying situation, why bullying happens, and how bullying is different from other conflicts. NJCCCS: 2.1.E.

Through the course of this unit students will:

1. Recognize the different forms of bullying.
2. Learn how to respond to and report bullying.
3. Review strategies to assert self.
4. Identify the CARE strategies for by-standers.
5. Review and construct “I” messages.
6. Review steps for dealing with difficult situations.

FIFTH GRADE CLASSROOM GROUP COUNSELING:

ANGER MANAGEMENT

This unit will help students develop skills to manage anger NJCCCS: 2.2.A, 2.2.B.

Through the course of this unit students will:

1. Recognize anger, the triggers of anger, and its physical signs.
2. Explore rules that must not be broken when a person is angry.
3. Understand the four stages of anger.
4. Learn strategies to stay in control.
5. Design a “cool down” plan.

**SIXTH GRADE CLASSROOM GROUP COUNSELING:
CONFLICT RESOLUTION**

The purpose of this unit is to help students learn the causes of conflicts and peaceful ways to resolve conflicts. NJCCCS: 2.1.E, 2.2.A, 2.2.C.

Through the course of this unit students will:

1. Explore the nature of conflict.
2. Identify the four basic needs of all people.
3. Explain the origins of their conflicts.
4. Examine their responses to conflict.
5. Review peaceful ways to resolve conflicts.
6. Review the difference between typical conflict and HIB.

**SEVENTH GRADE CLASSROOM GROUP COUNSELING:
RESPONSIBLE ONLINE INTERACTION**

Students are increasingly socializing and communicating via computers, cell phones and mobile devices. These opportunities put students at risk for inappropriate conduct, contact and content. NJCCCS: 2.1.E, 2.2.A, 2.2.C, 8.1.D, 9.1.D.

Through the course of this unit students will:

1. Recognize online interactions as public not private.
2. Examine issue of respecting self and others as it pertains to online interactions.
3. Define cyber-bullying: its negative effects, appropriate responses and serious consequences.
4. Identify steps to protect personal safety, personal information and computers/devices while online.

EIGHTH GRADE CLASSROOM GROUP COUNSELING:

PERSONAL TRANSITIONS

Students in this grade are experiencing the transition from middle school to high school. This unit provides students with support in academic and social/emotional areas as well as planning for the future. NJCCCS: 2.1.E, 2.2.B, 9.3.B.

Through the course of this unit students will:

1. Self-evaluate past performance in middle school and set goals for the current academic year.
2. Make decisions cooperatively with the counselor and parents to select high school elective classes.
3. Recognize and respond positively to typical emotions and stressors associated with this transition period.
4. Explore how individual interests and abilities relate to future educational and career plans.

UNITS OF STUDY

SCHOOLWIDE/DISTRICT WIDE PROGRAMS

HIB COORDINATION/WEEK OF RESPECT

Each school in the district observes the first week of October as the Week of Respect. During this week the counselors in their role as Anti-Bullying Specialists coordinate age-appropriate activities emphasizing character education and the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. The themes introduced during this week are continually revisited throughout the academic year through the implementation of this and other district curricula.

CONFLICT RESOLUTION/ MEDIATION

This program offers a positive approach to conflict resolution in the school setting. It offers the students in our schools a peaceful process to handle disputes and conflicts with peers. Mediations are recommended by students, teachers and parents and facilitated by the school counselor.

POSITIVE SCHOOL CLIMATE

This program links to our Character Education program in each school and incorporates various enjoyable activities to promote an emotionally healthy school climate and positive atmosphere. These activities occur periodically throughout the year and sometimes involve the school community.

CAREER AWARENESS

This school wide program helps students explore various career interests, abilities, and skills. Students are presented with information that is diffused throughout all curriculum areas. This information helps to develop their career interests and includes videotapes,

selected presentations, and vocational counseling. The NJ Department of Labor web sites are available to gather occupational trends. The goal is for all students to have a better awareness of the importance of academics, leisure activities, career goals, and personal strengths in making an informed high school choice. Counselors act as consultants in this process.

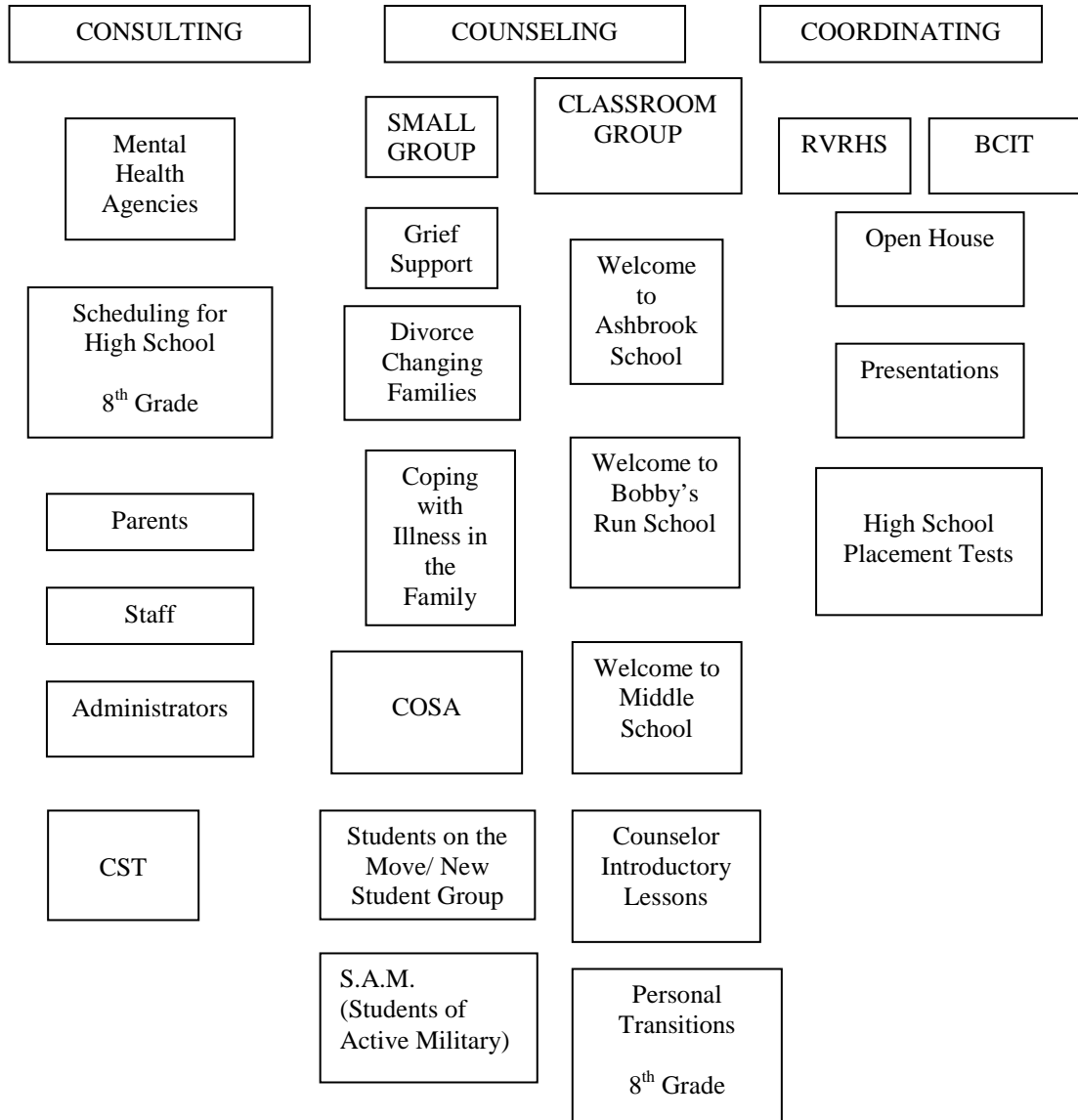
RED RIBBON WEEK

Each school in the district observes Red Ribbon Week during the month of October. Age appropriate activities focusing on Substance Awareness and Prevention and the promotion of healthy lifestyles are conducted. Activities are coordinated by the school counselors and various staff.

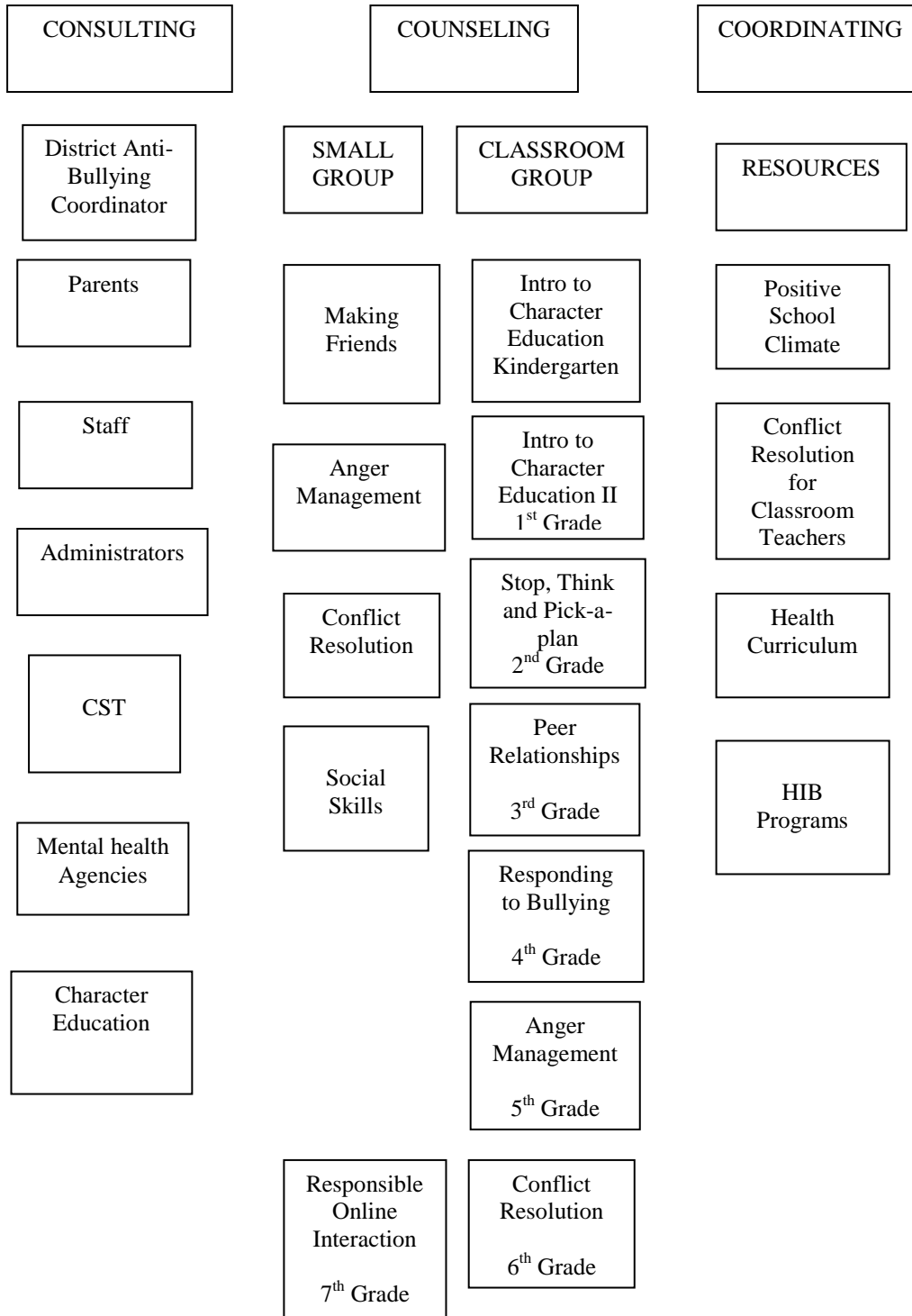
VIOLENCE PREVENTION WEEK

Each school in the district also observes Violence Prevention Week during the month of October. School counselors coordinate various activities with other staff members to raise awareness of peaceful alternatives to violence in the schools.

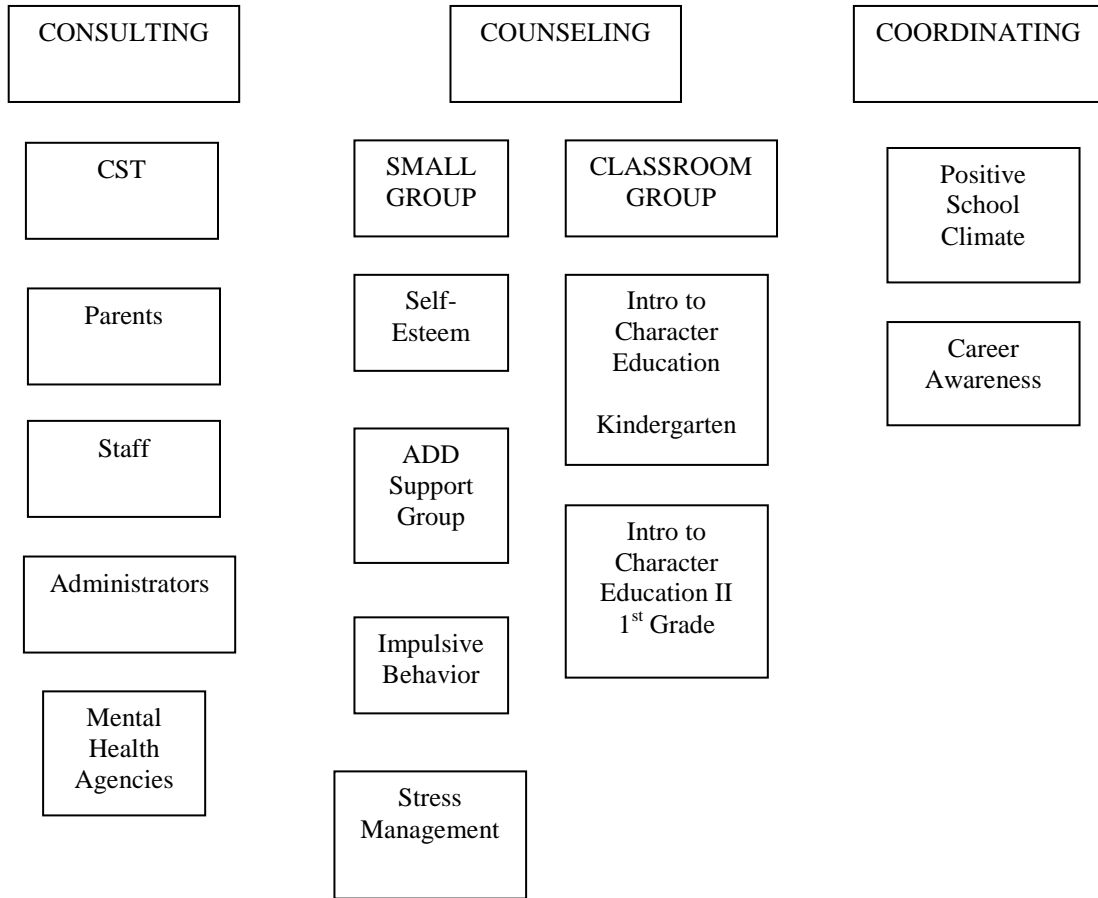
FLOW CHART
THEME I
COPING WITH CHANGE



FLOW CHART
THEME II
DEVELOPING POSITIVE RELATIONSHIPS



FLOW CHART
THEME III
PERSONAL GROWTH



SCOPE AND SEQUENCE

Kindergarten

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Impulsive Behavior Stress Management
Welcome to Walther School	Classroom Group Counseling Intro to Character Education	Classroom Group Counseling Intro to Character Education
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education	

SCOPE AND SEQUENCE

FIRST GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Impulsive Behavior Stress Management
	Classroom Group Counseling Intro to Character Education II	Classroom Group Counseling Intro to Character Education II
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education	

SCOPE AND SEQUENCE

SECOND GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Impulsive Behavior Stress Management ADD Support
Welcome to Ashbrook School	Classroom Group Counseling Stop, Think, and Pick-A-Plan: A Conflict Resolution Process	
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education	

SCOPE AND SEQUENCE

THIRD GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Impulsive Behavior Stress Management ADD Support
Counselor Introduction	Classroom Group Counseling Peer Relationships	
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education	

SCOPE AND SEQUENCE

FOURTH GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Impulsive Behavior Stress Management ADD Support
Welcome to Bobby's Run School	Classroom Group Counseling Responding to Bullying	
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education	

**SCOPE AND SEQUENCE
FIFTH GRADE**

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
<p style="text-align: center;">Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group</p>	<p style="text-align: center;">Small Group Making Friends Social Skills Anger Management</p>	<p style="text-align: center;">Small Group Counseling Self-Esteem Impulsive Behavior Stress Management ADD Support</p>
Counselor Introduction	Classroom Group Counseling Anger Management	
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education	

SCOPE AND SEQUENCE

SIXTH GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Stress Management ADD Support
Welcome to Lumberton Middle School	Classroom Group Counseling Conflict Resolution	
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education RATHIDAPS	

SCOPE AND SEQUENCE

SEVENTH GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group	Small Group Counseling Making Friends Social Skills Anger Management	Small Group Counseling Self-Esteem Stress Management ADD Support
Counselor Introduction	Classroom Group Counseling Responsible Online Interaction	
	Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect	
	Red Ribbon Week	
	Positive School Climate Character Education RATHIDAPS	

SCOPE AND SEQUENCE
EIGHTH GRADE

I COPING WITH CHANGE	II DEVELOPING POSITIVE RELATIONSHIPS	III PERSONAL GROWTH
Individual Counseling	Individual Counseling	Individual Counseling
<p style="text-align: center;">Small Group Counseling Grief Support Divorce/Changing Families Coping with Serious Illness... COSA (Children Affected by Substance Abuse) S.A.M. (Students of Active Military) Students on the Move/ New Student group</p>	<p style="text-align: center;">Small Group Making Friends Social Skills Anger Management</p>	<p style="text-align: center;">Small Group Counseling Self-Esteem Stress Management ADD Support</p>
Counselor Introduction	Mediation	
<p style="text-align: center;">Classroom Group Counseling Personal Transitions</p>	<p>Conflict Resolution/Mediation Violence Prevention Week HIB Coordination/Week of Respect</p>	
	Red Ribbon Week	
Course Selection for High School	<p>Positive School Climate Character Education RATHIDAPS</p>	

SUGGESTED RESOURCES

FLORENCE L. WALTHER SCHOOL

Books

Daniel-White, Becky. (2004) Daily Character Education Activities. Greensboro, North Carolina. Carson-Dellosa Publishing Co., Inc.

Hall, A., Holder, B., Matthews, E., McDowell, M., Pyne, L., Walker, S., Welch, R. White, K. (1998) Character Education: Ideas and Activities for the Classroom. Greensboro, North Carolina. Carson-Dellosa Publishing Co., Inc.

Hood-Hermann, Rachel and Sheritz-Sartori, Rosanne. (2006) Colorful Counseling. Warminster, Pennsylvania. Mar*co Products.

Martenz, Arden. (2007) Groups to Go: Small Groups for Counselors on the Go/K-3. Warminster, Pennsylvania. Mar*co Products.

Saenz-Villegas, Melinda. (2004) Storytelling Guidance. Warminster, Pennsylvania. Mar*co Products.

Villegas, Melinda. (2008) Storytelling Guidance II. Warminster, Pennsylvania. Mar*co Products.

Programs and Videos

Figiel, C., Jones, D., and Martenz, A. (2003) Kids' Value Pack. Mar*co Products.

Getting Along (1990). Children's Television Resource & Education Center (CTREC)

Prevent Violence with Groark, Programs 1-5. (1996) Live Wire Video Publishers.

Second Step: Skills for Social and Academic success (2011). Committee for Children.

You Can Choose, Programs 1-10. (1990-1991) Live Wire Video Publishers.

Games

Arneson, Lisa-Marie (2010) Feeling Sweet Matching Game. Bright Spots Games.

Arneson, Lisa-Marie. (2008). Thoughts and Feelings: A Sentence Completion Card Game. Bright Spots Games.

Nickel, Ann and Williams, Paige. (2010) Hooked on Friendship. Franklin Learning Systems, Inc. (2010) Hooked on Friendship. Franklin Learning Systems, Inc.

SUGGESTED RESOURCES

ASHBROOK SCHOOL

Books

Baker, Jed. (2003) Social Skills Training, Autism Asperger Publishing Co.

Baker, Jed, Ph.D. (2001) The Social Skills Picture Book: Teaching Play, Emotion, and Communication to Children with Autism. Arlington, TX, Future Horizons, INC.

Copland, Lori, Hunter and His Amazing Remote Control, (1998) Chapin SC, Youthlight Inc.

Garrity, Jens, Porter, Sager, Short-Camilli. (2004) Bully-Proofing Your School: Working with Victims and Bullies. Sopris West

Gatewood, Betts and Senn, Diane. (2001) "Bee" Your Best, with Character Ed. Chapin, SC, Youthlight Inc.

Gray, Carol, (2010) The New Social Story Book, Arlington, TX, Future Horizons Inc.

Huggins, Pat. (2005) Helping Kids Handle Anger; Teaching Self-Control, Sopris West

Huggins, Pat. (1993) Teaching Friendship Skills, Primary Version, Sopris West

Huggins, Pat and Shakarian, Lorraine. (1999) Helping Kids Handle Conflict: Primary Version, Sopris West

Huggins, Shakarian, and Manion. (1998) Helping Kids Handle Put-Downs, Sopris West

Huggins, Shakarian, Manion, and Moen (1997) Multiple Intelligences. Sopris West

McDougall, Nancy and Ragona, Sandy and Pentel, Kerri. (2008) Eliminating Bullying, Chapin, SC, Youthlight Inc.

McDougall, Nancy and Roper, Janet. (2001) Creative Coaching: A Support Group for Children with ADHD. Chapin, SC, Youthlight Inc.

Senn, Diane. (2008) Small Group Counseling for Children. Chapin, SC, Youthlight Inc.

Steps to Success: (2012).A Social Skills Program. Lumberton School District.

SUGGESTED RESOURCES

BOBBY'S RUN SCHOOL

Books

Baker, Jed, Ph.D. (2001) *The Social Skills Picture Book: Teaching Play, Emotion, and Communication to Children with Autism*. Arlington, TX, Future Horizons, INC.

Bellini, Ph. D, (2008) *Building Social Relationships*. Shawnee Mission, Kansas. Autism Asperger Publishing Co.

Carmen, Rebecca, CSW. (2004) *Helping Kids Heal: Activities to Help Children Recover From Trauma and Loss*. USA, The Bureau for At-Risk Youth.

Caselman, Tonia, Ph. D. (2005) *Impulse Control: Activities & Worksheets for Elementary School Students*, Chapin, SC. Youth Light Inc.

Martenz, Arden, (2006) *Small Groups For Counselors On the Go: Groups To Go*. Warminster PA. MAR*CO Inc.

Morganett Smead, Rosemarie (1990) *Skills For Living: Group Counseling Activities for Young Adolescents*. Champaign, Illinois. Research Press

Santori-Sheritz, Rosanne. (2005) *Stand Up Against Bullies*. Warminster, PA. MAR*CO Inc.

Telois, Beth (1998) *Ready To-Use- Conflict Resolution Activities for Elementary Students*. San Francisco, CA. Jossey Bass

Wittmer, Joe, Ph. D., Thompson, Diane W., Ed.S and Loesch, Larry C., Ph. D. (1997) *Classroom Guidance Activities: A Sourcebook for Elementary School Counselors*. Minneapolis, MN. Educational Media Corporation

Programs/Videos

Anson, Schloat. Ferejohn, Mike. Young, John. Hoover, Elizabeth (2000) *Dealing with Anger*. Mount Kisco, NY. Human Relations Media, Inc.

Anson, Schloat. Ferejohn, Mike. Young, John. Hoover, Elizabeth (2000) *Solving Conflicts with Teachers, Parents, and Peers*. Mount Kisco, NY Human Relations Media, Inc.

Anson, Schloat. Ferejohn, Mike. Young, John. Hoover, Elizabeth (2000) *Tolerance: Responding to Differences*. Mount Kisco, NY. Human Relations Media, Inc.

Beland, Kathy, M. Ed., Normand, Bridgid., Doces, Mia., Molyneux, Tonje. And Kamb, Rachel. (2011) *Skills for Social and Academic Success: Second Step Program. Second Step. 4th/5th Grades*

SUGGESTED RESOURCES

LUMBERTON MIDDLE SCHOOL

Books

Al-Anon Family Group Headquarters, Inc. (2003). *Alateen: Hope for Children of Alcoholics*. Virginia Beach, VA.

Bowman, Susan, Ed.S., LPC and Randall, Kaye, LISW-CP. (2006). *See My Pain: Creative Strategies and Activities for Helping Young People Who Self-Injure*. Chapin, SC. Youthlight, Inc.

Fox, Annie, M.Ed. (2000) *Can You Relate: Real World Advice for Teens on Guys, Girls, Growing Up, and Getting Along*. Minneapolis, MN. Free Spirit Publishing Inc.

Green, Susan Eikov and Holohan, Ellen. (2005). *Real People Dealing with Loss, Death and Grief*. Plainview, NY. Sunburst Visual Media.

Olweus, Dan, Ph.D. and Limber, Susan, Ph.D. (2007). *Olweus Bullying Prevention Program*. Center City, MN. Hazelden.

On Guard Online: Your Safety Net. Net Cetera Community Outreach Toolkit. Federal Trade Commission.

Randall, Kaye, LISW-CP and Bowen, Allyson, LISW-CP. (2008). *Mean Girls: 101 Creative Strategies and Activities for Working with Relational Aggression*. Chapin, SC. Youthlight, Inc.

Savage, Dan and Miller, Terry. (2011). *It Gets Better: Coming Out, Overcoming Bullying, and Creating a Life Worth Living*. New York, NY. Penguin Group Inc.

Schloat, Anson and Giachetti, Donna. (2007). *Succeeding in Middle School*. Mount Kisco, NY. Human Relations Media.

Scott, Sharon. (1997). *How to Say No and Keep your Friends: Peer Pressure Reversal for Teens and Preteens*. Amherst, MA. Human Resources Development Press Inc.

Stauss, Susan and Espeland, Pamela. (1992). *Sexual Harassment and Teens*. Minneapolis, MN. Free Spirit Publishing Inc.

Steps to Success: A Social Skills Program. Lumberton School District. (2012).

LUMBERTON TOWNSHIP SCHOOL DISTRICT DEVELOPMENTAL COUNSELING PROGRAM

NEEDS ASSESSMENT

Components of the Lumberton Township Developmental Counseling program include:

- Individual Counseling**
- Small Group Counseling**
- Classroom Group Guidance**
- Parent Consultation**
- Teacher Consultation**

Our goal is to benefit all students in our schools; therefore we would like your ideas for counseling services in order to meet our students' needs.

Individual Counseling

Children are seen on an individual basis as needed. Referrals are made by parents, teachers, CST, or students.

Small Group Counseling

Small Groups are set up as the year progresses according to student needs. A tentative list of available groups includes:

- Divorce/Separation/Changes in Family**
- COSA- Children Affected by Substance Abuse in the Family**
- Grief Support**
- Anger Management**
- Friendship**
- Social Skills**

Self Esteem
Illness in Family
Students on the Move/ New Student Group
Stress Management
Impulsive Behavior
ADD Support

Please list other groups that you feel would benefit your students:

Classroom Group Counseling

The Counseling curriculum includes:

Introduction to Character Education (Kindergarten)
Introduction to Character Education II (First)
Stop, Think, and Pick-a-plan: A Conflict Resolution Process (Second)
Peer Relationships (Third)
Responding to Bullying (Fourth)
Anger Management (Fifth)
Conflict Resolution (Sixth)
Responsible Online Interaction (Seventh)
Personal Transitions (Eighth)

If you would like a counselor to address any additional needs in your classroom or supplement a curriculum topic we can arrange a time. We would appreciate your comments or suggestions.

Professional Development

Teacher in-service is one aspect of the program that can help us in our attempts to meet the needs of the students. If you are interested in any topics related to the counseling program that could be presented at an in-service workshop or as a district professional development course, list them here.

Thank you for your input and continued support.

Please return to the school counselor by: _____.