GUIDANCE & COUNSELING
VAN BUREN COMMUNITY SCHOOLS
K-12

Summer of 2007

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GUIDANCE CURRICULUM

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ACKNOWLEDGEMENT

The Department of Education has presented a Career Guidance Curriculum Guide to guidance counselors to be used throughout the state of Iowa. A section in that guide is established for the insertion of the local school district's guidance curriculum. A series of state sanctioned meetings, which outlined the procedures for guidance curriculum, have been attended for the expressed purpose of assisting the Guidance Department with the writing of the Van Buren Community District's Guidance and Counseling Curriculum Guide.

This curriculum plan is the result of those sessions. It reflects the uniqueness of the guidance plan of the Van Buren Community School District. This document is a valuable reference for the administration, staff, parents, and students. It should also serve as a springboard for the further development of concepts and skills within the total school environment.

Successful completion of this project is due to the efforts of the counseling staff and the administrative support of:

Dr. Karen Stinson, Superintendent
Chuck Russell, Elementary Principal
Jeff Miller, Secondary Principal

We gratefully acknowledge the participation involved in this curriculum development and complement their diligence and commitment to education.

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Dr. Karen Stinson, Superintendent

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Chuck Russell, Elementary Principal

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Jeff Miller, Secondary Principal

FORWARD

The purpose of this curriculum is to assist guidance counselors in the Van Buren School District with the implementation of a systematic, comprehensive Guidance Program.

This document provides direction for the counselors and is adaptable to physical/emotional/social development of the group and/or individual student.

Particular care was taken to incorporate concepts and skills consistent with career education and personal, educational and career development, and adjustment. The educational program is taught from a multicultural gender fair approach.

This curriculum was prepared for the counselors and by the counselors with the hope that through an effective guidance and counseling program, the students will become well-adjusted and contributing members of society.

GUIDANCE STATEMENT

To meet the challenges of today and tomorrow, education must assume major responsibility for providing experiences that foster the career development of all individuals. Career development is defined as individual self-development over the life span, while career guidance is defined as the school program resulting in home and school/community experiences, which foster career development. Career guidance fosters maximal development of individual potentialities by providing early and continual assistance to youth as they consider various choices, make decisions and accept the adjustments each must make as he/she moves through life.

A well-organized quality program is based on the belief that Guidance:

A. is a functional and integral part of the education process

B. is for all students

C. is primarily developmental in nature, although remediation and additional attention are necessary for some students

D. is a planned sequential program that enables students to develop to the fullest of their potential

E. is a helping relationship of counselors, students, teachers, parents, and administrators working together

F. does not supplant good teachers, but rather complements and reinforces them

G. program effectiveness should be measured in terms of delivery of promised services

EDUCATIONAL EQUITY POLICY

1. It is the policy of Van Buren Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of sex, color, national origin, religion, marital status, race, socioeconomic status or disability in its educational programs, activities or its employment and personnel policies.

2. This district shall provide program activities, a curriculum and instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles and life styles open to both men and women in our society. One of the objectives of the district's programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, religion, marital status, socioeconomic status, color, national origin and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

3. It is the policy of this district to affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where they are underrepresented. A fair and supportive environment will be provided for all students and employees regardless of their sex, race, national origin, marital status, religion, socioeconomic status, color or disability. Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities including comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans the race, color, national origin, sex, disability, socioeconomic status, marital status or religion, made from one employee to another, from an employee to a student or vice versa, and from one student to another creating an intimidating, hostile or demeaning environment is a violation of this policy.

4. The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

5. Inquiries regarding compliance of equity policies may be directed to the following: Title IX – High School Principal; Title VI – Early Childhood Center Director; and Section 504 – Superintendent, Van Buren Jr/Sr. High School, 503 Henry Street, Keosauqua, Iowa 52565, 319-293-3334, to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

6. The Affirmative Action Coordinator for the district shall be the Building Principals/Superintendent. The Educational Equity Coordinator for the district will be the Curriculum Director. Inquiries concerning a grievance procedure should be addressed to either coordinator.

Federal and state regulations require that the non-discrimination policy, the identity of the designated local coordinator and notification about the existence of the grievance procedure be disseminated to employees, students and parents on an annual or ongoing basis. This notification must be included in major annual or general publications such as:

Student Handbooks	*School Newsletters*	*Teacher Handbooks*
Local Newspapers	*Employee (Staff) Handbooks*	*Employment*
Application Forms	*Registration Handbook*	*Program Brochures & Publications*

Agreement forms with labor organizations and businesses which hold professional agreements with the school or agency.

Legal Reference:

20 U.S.C. 1221 et seq. (1994)
20 U.S.C. 1681 et seq. (1994)
20 U.S.C. 1701 et seq. (1994)
29 U.S.C. 794 (1994)
42 U.S.C. 12101 et seq. (1994)
34 C.F.R. Pt. 100 (1999)
34 C.F.R. Pt. 104 (1999)
Iowa Code 216.9; 256.11, .11A; 280.3 (2001)
281 I.A.C. 12

Cross Reference:

100.2 District Educational Equity Policy
402 Staff Educational Equity Policy
516 Student Educational Equity Policy

Date of Adoption: May 9, 1990

Date of Review: March 8, 2006

Date of Revision: April 12, 2006

EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is a continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990
Date Reviewed: March 9, 2005
Date Revised: November 8, 1995

PHILOSOPHY OF GUIDANCE AND COUNSELING

A basic philosophy of the Van Buren Community School Guidance Counseling Program is that the individual student is of central importance within the framework of school and society as a whole. The dignity and self-worth of each individual is the cornerstone upon which the goals and services of the entire program stand.

Students come to us with various backgrounds, values, and expectations. They share certain common needs, yet as individuals they are unique. They all attempt to satisfy their needs; however, they are unique in their abilities to fulfill them. The counseling task is one of helping students gain in the ability to satisfy their needs in a responsible manner. This means each individual should have the freedom to fulfill his/her own needs within a multicultural gender fair environment, but to do so in a manner, which does not deprive others of the opportunity to fulfill their needs.

The services are viewed as an integral part of the total educational program, and when used in conjunction with instructional services will provide a sound basis for the development of each individual to his/her fullest potential at that period in his/her life.

The guidance and counseling point of view reflects an attitude which attempts to help the individual student better understand themselves, capitalize upon their specific abilities and interests, make their own decisions wisely and accept responsibility for them, learn to solve their problems independently, and view themselves as worthwhile and contributing members of society.

DIVISION V
Education Program

670-12.5(256) *Education Program.* The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-90 school year.

12.5(21) *Guidance Program.* Each board operating a pre-kindergarten through grade 12 or kindergarten through grade 12 program shall provide an articulated sequential elementary-secondary guidance program to assist students with their personal, educational, and career development. Boards operating less than a full elementary-secondary program shall provide a sequential guidance program covering all grade levels operated. The program shall involve not only counselors but also instructional and non-instructional staff, students, parents, and community members. Facilities offering both visual and auditory privacy for counseling shall be provided. Properly licensed/certificated staff shall be employed at all program levels.

11.5(17) *Guidance services in elementary schools.* The board shall adopt and maintain a clearly described program of guidance services for its elementary schools to aid pupils with their personal, educational, and career development in conformity with Iowa Code section 280.14.

The Board shall provide a guidance and counseling program, for the students enrolled, by a guidance counselor certified with the State Department of Education and holding the qualifications required by the Board. The guidance counseling services will serve grades Kindergarten through twelve. The program will assist students with their personal, education and career development. The program shall be designed to coordinate with the education program and to involve school district personnel.

Senate File 277 – Section 256.11, Code 2007

Sec. 4. Section 256.11, Code 2007, is amended by adding the following new subsections:

NEW SUBSECTION. 9A. Beginning July, 2007, each school district shall have a qualified guidance counselor who shall be licensed by the board of educational examiners under chapter 272. Each school district shall work toward the goal of having one qualified guidance counselor for every three hundred fifty students enrolled in the school district. The state board shall establish in rule a definition of an standards for an articulated sequential kindergarten through grade twelve guidance and counseling program.

Chapter 12
GENERAL ACCREDITATION STANDARDS

PREAMBLE

The goal for the early childhood through twelfth grade educational system in Iowa is to improve the learning, achievement, and performance of all students so they become successful members of a community and workforce. It is expected that each school and school district shall continue to improve its educational system so that more students will increase their learning, achievement, and performance.

Accreditation focuses on an ongoing school improvement process for schools and school districts. However, general accreditation standards are the minimum requirements that must be met by an Iowa public school district to be accredited. A public school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school district that does not maintain accreditation shall be merged, by the state board of education, with one or more contiguous school districts as required by Iowa Code subsection 256.11(12). A nonpublic school must meet the general accreditation standards if it wishes to be designated as accredited for operation in Iowa.

General accreditation standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Iowa. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

With local community input, school districts and accredited nonpublic schools shall incorporate accountability for student achievement into comprehensive school improvement plans designed increase the learning, achievement, and performance of all students. As applicable, and to the extent possible, comprehensive school improvement plans shall consolidate federal and state program goal setting, planning, and reporting requirements. Provisions for multicultural and gender fair education, technology integration, global education, gifted and talented students, at-risk students, students with disabilities, and the professional development of all staff shall be incorporated, as applicable, into the comprehensive school improvement plan. See subrules 12.5(8) to 12.5(13), 12.7(1), and 12.8(1).

DIVISION I
GENERAL STANDARDS

281-12.1(256) General Standards.

12.1(1) Schools *and school districts governed by general accreditation standards.* These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade 12 school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade 12 schools operated under nonpublic auspices. Each school district shall take affirmative steps to integrate students in attendance centers and courses. Schools and school districts shall collect and annually review district, attendance center, and course enrollment data on the basis of race, national origin, gender, and disability. Equal opportunity in programs shall be provided to all students regardless of race, color, national origin, gender, disability, religion, or creed. Nothing in this rule shall be construed as prohibiting any bona fide religious institution from imposing qualifications based upon religion when such qualification are related to a bona fide religious purpose.

GUIDANCE STANDARDS AND BENCHMARKS

Standard 1: The student will develop an understanding of self and skills needed for day-to-day living.

Benchmarks:
1. Respect for self (individual responsibility for choices).
2. Respect for others (tolerance, MCGF).
3. Sex equity/harassment
4. Self-advocacy

Standard 2: The student will learn healthy, acceptable, and effective ways to relate to others.

Benchmarks:
1. Interpersonal relationships
2. Conflict resolution
3. Substance abuse education

Standard 3: The student will have an understanding of skills needed to be a successful life-long learner.

Benchmarks:
1. Listening and directions
2. Independent study habits/good organizational skills
3. Positive attitude (absences/tardies)
4. Self-advocacy

Standard 4: The student will have a realistic attitude towards his/her career/vocational process.

Benchmarks:
1. Group work
2. Goal setting and career choices

GUIDANCE SCOPE AND SEQUENCE

STANDARD 1: PERSONAL DEVELOPMENT:

The student will develop an understanding of self and skills needed for day-to-day living.

Benchmarks:	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Respect for self	I	I	I	I	S	S	S	M	M	M	M	M	M
2. Respect for others, tolerance	I	I	I	I	S	S	S	M	M	M	M	M	M
3. Sex equity/harassment	I	I	I	I	I	S	S	M	M	M	M	M	M
4. Self-advocacy	*	*	*	*	*	*	*	*	*	*	*	*	*

STANDARD 2: SOCIAL DEVELOPMENT:

The student will learn healthy, acceptable, and effective ways to relate to others.

Benchmarks:	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Interpersonal Relationships	I	I	I	I	S	S	S	M	M	M	M	M	M
2. Conflict Resolutions	I	I	I	S	S	S	S	M	M	M	M	M	M
3. Substance abuse education	I	I	I	S	S	S	S	M	M	M	M	M	M

STANDARD 3: ACADEMIC DEVELOPMENT:

The student will have an understanding of skills needed to be a successful life-long learner.

Benchmarks:	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Good study skills	I	I	I	I	S	S	S	S	M	M	M	M	M
2. Positive attitude toward learning	I	I	I	S	S	S	S	M	M	M	M	M	M
3. Test-taking skills			I	I	S	S	S	M	M	M	M	M	M
4. Self-advocacy	*	*	*	*	*	*	*	*	*	*	*	*	*

STANDARD 4: CAREERS

The students will have realistic attitude toward his/her career/vocational process.

Benchmarks:	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Group work	I	I	I	S	S	S	S	M	M	M	M	M	M
2. Goal setting and career choices	*	*	*	*	*	*	*	*	*	*	*	*	*

I=Introduced **S=Stressed** **M=Maintained** ***=Integrated/Infused**

K – 8
GUIDANCE

Subject Area: Guidance

Length of Unit: All year

Grade: K-6

Standard 1: PERSONAL DEVELOPMENT: The student will develop an understanding of self and skills needed for day-to-day living.

Benchmarks:

1. Respect for self (individual responsibility for choices). (K-2), (3-6), (7-8), (9-12).
2. Respect for others (tolerance MCFG)
3. Sex equity/harassment
4. Self advocacy

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Individual counseling Group counseling Classroom instruction: K-The Little Train That Could; 1-Kylie's Song; 2-Garbage Words/Power Words; 3-Garbage Words Recycled; 4-My Way Sally; 5-IALACADNPD; 6-Positive Attitude Toward School CAPS (Positive School Wide Behavior Support Program)	Develop a positive self concept.	Be able to resolve issues and concerns and develop problem solving skills. Students in group situations can develop empathy and sympathy. Teacher verbal reports of students using skills taught in guidance activities. Students showing positive school wide behaviors	HOTS CS GUID HOTS
2	Networking	Developing skills critical to personal and social development.	Feedback from various agencies indicates that students are making and maintaining appropriate contacts.	SPECIAL MCGF
2	Individual counseling Classroom instruction: K-Thank You, Mailing; 1-Hannah's Year; 2-Honesty, The Turtle Story; 3-Honesty, The Bloody Nose Story; 4-What Is Honesty? Video & discussion; 5-Trustworthiness, Respect & Responsibility; 6-Fairness, Caring & Citizenship; K-6 Christmas Cards CAPS (Positive School Wide Behavior Support Program)	Developing skills critical to personal and social development.	Be able to resolve issues and concerns and develop problem solving skills. Teacher verbal reports of students using skills taught in guidance activities. Students showing positive school wide behaviors.	HOTS GUID HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
3	Individual counseling Classroom instruction: K-2: Appreciating differences; 3-6: sexual harassment issues.	Understanding and developing gender appreciation	Teacher and student verbal reports of tolerance/intolerance of equity issues. Problems reported with equity or harassment issues. Teacher and student verbal reports of tolerance/intolerance of equity issues. Problems reported with equity or harassment issues.	MCGF
4	Individual counseling (Counselor's Box) SAT Referrals	Self advocacy for inter/intra personal problems.	Number of students counseled. Positive behavior changes.	CS

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Subject Area: Guidance

Length of Unit: All year

Grade: K-6

Standard 2: SOCIAL DEVELOPMENT: The student will learn healthy, acceptable, and effective ways to relate to others.

Benchmarks:

1. Interpersonal relationships.
2. Conflict resolution
3. Substance abuse education

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Individual counseling Classroom instruction: K-Tattling & Sharing; 1-Let's Be Friends video & discussion; 2-Illusions; 3-Rosie & Michael; 4-Self-O; 5-Back to Back Drawings; 6-Being a Friend, What Does It Mean? Video & discussion. CAPS (School wide Positive Behavior Program)	Develop an unconditional positive acceptance of others.	Counselor observation of students' relationships. Teacher & counselor verbal observations of students' relationships. Demonstrating school wide positive behaviors.	HGD HOTS
2	Individual counseling Student Assistance Teams Parent Involvement Group counseling Classroom instruction: K-The Amazing Mallika; 1-Ten Things To Do Instead of Hitting; 2-No More Teasing; 3-Working It Out Program, 4-How I Learned Not to be Bullied; 5-Don't Pick On Me, 6-Handling Your Anger	Develop an understanding of anger management and conflict resolution.	Counselor observation of students' relationships. Noted change in behavior documented by SAT members. Interaction between parent, student and counselor. Group process facilitating anger management & conflict resolution. Fewer office discipline referrals.	HOTS GUID CS HOTS HGD
3	Individual Counseling Linkages with outside services Classroom instruction: K-Becky's Book; 1-3 Drug Avengers; 4: Fast Forward Future; 5: Straight At You; 6-Respect Others, Respect Yourself. K-6 Red Ribbon Week Activities	Demonstrate an understanding of a healthy mental and physical lifestyle	Counselor observation Monitoring number & progress of students referred to outside agencies. Counselor observation	GUID

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Subject Area: Guidance

Length of Unit: All year

Grade: K-6

Standard 3: ACADEMIC DEVELOPMENT: The student will have an understanding of skills needed to be a successful life-long learner.

Benchmarks:

1. Good study skills
2. Positive attitude towards learning
3. Test taking skills
4. Self advocacy

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: K-Simon Sez; 1-Am I Being Responsible; 2-Getting Things Done; 3-The Listening Test; 4-Planner Patrol; 5-Planning Study Time; 6-Good Study Habits Individual counseling	Demonstrate skills necessary to become a successful independent learner.	Teacher & counselor verbal reports about students using skills taught in guidance segment. Counselor observation	GUID
2	Classroom instruction: K-People Hunt; 1-It's OK to Make Mistakes; 2 & 3-School is For Me!; 4-Following School Rules Questionnaire; 5-My Personal Strengths; 6-My Report Card. Individual counseling	Develop students' learning potential. Demonstrate skills necessary to become a successful independent learner.	Teacher & counselor verbal reports about students using skills taught in guidance segment. Counselor observation	GUID
3	Classroom instruction: 2 &3-Getting Ready for Tests; 4-Following directions; 5-My Personal Strengths; 6-Test Taking Tips Individual counseling	Achieve positive results in assessment situations. Demonstrate skills necessary to become a successful independent learner.	Teacher & counselor verbal reports about students using skills taught in guidance segment. Counselor observation	GUID
4	K-6 Counselor's Box & SAT self referral	Self advocacy when there are academic difficulties	Number of students who contact the counselor with academic difficulties.	HOTS

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Subject Area: Guidance

Length of Unit: All year

Grade: K-6

Standard 4: CAREERS: The student will have a realistic attitude towards his/her career/vocational process.

Benchmarks:

1. Group work
2. Goal setting & career choices

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: K-Puzzle activities; 1-Line Ups; 2-Ball Toss; 3-Marshmallow Tower; 4-Bridges; 5-Group Treasure Hunt; 6-Compliment Bingo Individual counseling	Develop positive group interaction skills. Demonstrate skills necessary to become a successful group member.	Teacher & counselor verbal reports about students using skills taught in guidance segment. Counselor observation	GUID
2	K-6 Career profiles (portfolios)	Develop an awareness of career planning.	Ongoing student portfolios that are shared with classmates and parents.	HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Group Guidance **Length of Unit:** 6 weeks

Grade: 7

Standard 1: PERSONAL DEVELOPMENT: The student will develop an understanding of self and skills needed for day to day living.

Benchmarks:

1. Respect for self, choices
2. Respect for others
3. Sex equity/harassment
4. Self advocacy

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Hometown Map, Birth order experiment, family presentations & discussion.	Develop a positive self concept.	Student positive feedback.	GUID
2	Classroom instruction: What Am I Really Like? Questionnaire	Develop skills critical to personal and social development.	Teacher & counselor verbal reports of students showing respect for others	CS
3	Classroom instruction: Flirting/Hurting? Video & discussion	Understanding and developing gender appreciation.	Objective pre & post tests over video information.	HGD
4	Counselor's Box & SAT self referral	Self advocacy when there are inter and/or intra personal difficulties.	Number of students who contact counselor w/ inter and/or intra personal difficulties.	HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Group Guidance **Length of Unit:** 6 weeks

Grade: 7

Standard 2: SOCIAL DEVELOPMENT: The student will learn healthy, acceptable, and effective ways to relate to others.

Benchmarks:

1. Interpersonal relationships
2. Conflict resolution
3. Substance abuse education

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Say "No" and Keep Friends, video workshop	Develop an unconditional positive acceptance of others.	Counselor observation.	HGD
2	Classroom instruction: Be Cool video workshop	Develop an understanding of anger management and conflict resolution.	Counselor observation	HOTS
3	Classroom instruction: Changing Channels video workshop	Develop an understanding of a healthy mental and physical lifestyle.	Counselor observation.	GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Group Guidance **Length of Unit:** 6 weeks

Grade: 7

Standard 3: ACADEMIC DEVELOPMENT: The student will have an understanding of skills needed to be a successful life long learner.

Benchmarks:

1. Good study skills
2. Positive attitude towards learning
3. Test taking skills
4. Self advocacy

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Straight Talk About School activities and worksheets.	Demonstrate skills necessary to become a successful independent learner.	Teacher & counselor verbal reports about students using skills.	GUID
2	Classroom instruction: Tools for 7th Grade Survival activity	Develop students' learning potential.	Teacher & counselor verbal reports ab out students using skills.	HGD
3	Classroom instruction: Be a Smart Test Taker	Achieve positive results in assessment situations.	3 week progress reports	GUID
4	Counselor & SAT referral	Self advocacy for academic difficulties	Number of students counseled for academic difficulties.	HOTS

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Subject Area: Guidance - Unit: Group Guidance **Length of Unit:** 6 weeks

Grade: 7

Standard 4: CAREERS: The student will have a realistic attitude towards his/her career vocational process.

Benchmarks:

1. Group work
2. Goal setting and career choices

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Line ups, Alone on a Raft, Camping Trip	Develop positive group interaction skills.	Teacher & counselor verbal reports about students using skills.	GUID
2	7th grade Career Profiles (portfolios)	Develop an awareness of career planning.	Ongoing student portfolio that is shared with each other and parents.	HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Career Education **Length of Unit:** 6 weeks

Grade: 8

Standard 1: PERSONAL DEVELOPMENT: The student will develop an understanding of self and skills needed for day to day living.

Benchmark:

1. Respect for self, choices
2. Respect for others
3. Sex equity/harassment
4. Self advocacy

Benchmarks	Section from Text	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Career profile; Thumbs Up/Thumbs Down	Develop a positive self concept.	Be able to analyze their work style preferences and early work interests.	HOTS
2	Classroom instruction: work simulation	Develop skills critical to personal and social development.	Be able to resolve issues and concerns and develop problem solving skills in a simulated work setting..	CS
3	Classroom instruction: Fair Play activity	Understanding and developing gender appreciation.	Quiz over equity information.	MCGF
4	Counselor's Box & SAT self referral	Self advocacy when there are inter or intra personal difficulties	Number of students seeking counseling or SAT assistance.	HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Career Education

Length of Unit: 6 weeks

Grade: 8

Standard 2: SOCIAL DEVELOPMENT: The student will learn healthy, acceptable and effective ways to relate to others.

Benchmarks:

1. Interpersonal relationships
2. Conflict resolution
3. Substance abuse education

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Work simulation in a classroom setting.	Develop and unconditional positive acceptance of others.	Counselor observation of students' relationships.	HGD
2	Classroom instruction: Work simulation, monthly budget, budgeting time exercise	Develop an understanding of anger management and conflict resolution	Counselor observation of students' relationships.	HOTS
3	Classroom instruction: Work simulation	Develop an understanding of the elements of a healthy mental and physical lifestyle.	Counselor observation	GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Career Education **Length of Unit:** 6 weeks

Grade: 8

Standard 3: ACADEMIC DEVELOPMENT: The student will have an understanding of skills needed to be a successful life long learner.

Benchmarks:

1. Good study skills
2. Positive attitude towards learning
3. Test taking skills
4. Self advocacy

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Work simulation	Demonstrate skills necessary to become a successful independent learner.	Teacher & counselor verbal reports about skills.	GUID
2	Classroom instruction: Wish List activity	Developing students' learning potential.	Positive student feedback.	CS
3	Classroom instruction: Pink Slip & Disaster Strikes	Achieve positive results in assessment situations.	Student verbal plan on how to deal with change on the job.	HOTS
4	Counselor's Box	Self advocacy when there are academic difficulties.	Number of children seeking counseling.	HOTS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Career Education **Length of Unit:** 6 weeks

Grade: 8

Standard 4: CAREERS: The student will have a realistic attitude towards his/her career/vocational process.

Benchmarks:

1. Group work
2. Goal setting and career choices.

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom instruction: Work simulation, Spin Game, Vacation Planning	Develop positive group interaction skills.	Payroll logs, vacation evaluation	TECH
2	8th Grade Career Profiles (Portfolios)	Develop an awareness of career planning.	Ongoing student portfolio shared with each other and parents.	HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Guidance **Length of Unit:** All year

Grade: 7 & 8

Standard 1: PERSONAL DEVELOPMENT: The student will develop an understanding of self and skills needed for day to day living.

Benchmarks:

1. Respect for self
2. Respect for others

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Individual counseling Classroom instruction	Develop a positive self concept.	Be able to resolve issues and concerns and develop problem solving skills. Change in attitude and/or behaviors in the classroom situation/resolution of the conflict.	HOTS GUID
2	Networking	Develop skills critical to personal and social development.	Feedback from various agencies indicates that students are making and maintaining appropriate contacts.	SPECIAL
3	Individual counseling	Understanding and developing gender appreciation.	Teacher and student verbal reports of tolerance/intolerance of equity issues. Problems reported with equity or harassment issues.	HGD
4	Individual counseling Student Assistance Team referrals	Self advocacy when there are interpersonal or intrapersonal difficulties. Self advocacy when there are interpersonal or intrapersonal difficulties.	Number of students who come to the counselor for counseling. Positive changes in students' behavior because of students' self referral to SAT	HOTS CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Guidance

Length of Unit: All year

Grade: 7 & 8

Standard 2: SOCIAL DEVELOPMENT: The student will learn healthy, acceptable, and effective ways to relate to others.

Benchmarks:

1. Interpersonal relationships
2. Conflict resolution
3. Substance abuse education

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Individual counseling	Develop an unconditional positive acceptance of others.	Counselor observation of students' relationships.	HGD
2	Individual counseling Student Assistance Team referrals Parent involvement	Develop an understanding of anger management and conflict resolution.	Counselor observation of students' relationships. Noted change in behavior documented by SAT members. Interaction between parent, student and counselor	HOTS GUID
3	Individual counseling	Develop an understanding of the elements of a healthy mental and physical lifestyle.	Counselor observation	GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Guidance

Length of Unit: All year

Grade: 7 & 8

Standard 3: ACADEMIC DEVELOPMENT: The student will have an understanding of skills needed to be a successful life-long learner.

Benchmarks:

1. Good study skills
2. Positive attitude towards learning
3. Test taking skills

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Individual counseling 3 Week Progress Reports Student Assistance Team referral	Demonstrate skills necessary to become a successful independent learner	Counselor observation Improvement once students see report Actions, recommendations of SAT members	GUID
2	Individual counseling	Demonstrate skills necessary to become a successful independent learner.	Counselor observation	GUID
3	Individual counseling Student Assistance Team referrals	Demonstrate skills necessary to become a successful independent learner.	Counselor observation Number of students referred and assisted by SAT members in improving test taking skills.	GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance - Unit: Guidance **Length of Unit:** All year

Grade: 7 & 8

Standard 4: CAREERS: The student will have a realistic attitude towards his/her career/vocational process.

Benchmarks:

1. Group work
2. Goal setting and career choices

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Individual counseling	Demonstrate skills necessary to become a successful group member.	Counselor observation	GUID
2	Individual counseling	Develop an awareness of career planning.	Counselor observation	GUID

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

9-12
GUIDANCE

Subject Area: Guidance **Length of Unit:** All year

Grades: 9-12

Standards1: Personal Development: The student will develop an understanding of self and skills needed for day-to-day living

Benchmark:

1. Respect for self (individuality responsibility for choices) (K-2) (3-6) (7-8) (9-12)
2. Respect for others (tolerance, MCFG)
3. Sex equity/harassment
4. Self-advocacy

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Student completes a variety of self assessments Individual Counseling Group counseling Classroom instruction	Develop a positive self concept	Students can discuss with counselor the results of the assessments and develop a personal plan for resolving ambiguities Be able to resolve issues and concerns and develop problem solving skills Students can listen in group situations develop empathy and sympathy Change in the attitude and/or behaviors in the classroom situation/ resolution of the conflict	LS HOTS CS GUID
2	Networking Service projects Role Playing Various assessment tools	Developing skills critical to personal and social development	Feedback from various agencies indicate that students are making and maintaining appropriate contacts Number of participants involved and the amount of positive verbal feedback from students and recipients Active student participation, positive discussion The completion and understanding of assessment tools and results for themselves.	SPECIAL TAG HOTS
3	Individual Counseling Classroom Instruction Gender Role Playing Group written material (How to decide situations about stereotyping women) (ASVAB specialized scores and testing interpretations)	Understanding and developing gender appreciation Understanding and developing gender appreciation	Teacher and student verbal reports of tolerance/intolerance of equity issues. Problems reported with equity or harassment issues. Counselor observation and student positive feedback Counselor analyzes and discusses student feedback	HGD MCGF CS LS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
4	Individual Counseling (counselor's box) Student assistance team referrals Voluntary Small group subject counseling on grief, relationships, suicide, substance abuse	Self advocacy when there are interpersonal and – or interpersonal difficulties Self advocacy when there are interpersonal and – or interpersonal difficulties	The number of students who come to see counselor about intra and inter personal difficulties Positive changes in student's behavior because of student's self-referral to SAT Number of students who self refer	HOTS CS HGD

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance

Length of Unit: All Year

Grade: 9-12

Standards 2: SOCIAL DEVELOPMENT: The student will learn healthy, acceptable, and effective ways to relate to others

Benchmarks:

1. Interpersonal relationships
2. Conflict resolution
3. Substance abuse education

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Extra curricular activity promoted Individual Counseling MOC	Develop an unconditional positive acceptance of others	Percentage of students involved in extracurricular activities Counselor observation of student's relationships with others Students who are at – risk are registered for MOC and are not dropping out	LS HGD SPECIAL
2	Individual Counseling Students Assistance Teams Parent Involvement	Develop an understanding of anger management and conflict resolution	Counselor observation of student's relationships with others Noted chance in behavior documented by SAT members Interaction between parent, student, and counselor	HOTS GUID CS
3	Individual Counseling Develop linkages School-based education and information (Safe and Drug Free)	Develop an understanding of the elements of a healthy mental and physical lifestyle Develop and understanding of the elements of a healthy mental and physical lifestyle	Counselor observation Number of students cross referred Amount of informational materials that are disseminated to students	GUIDANCE CS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance

Length of Unit: All Year

Grade: 9-12

Standards 3: ACADEMIC DEVELOPMENT: The student will have an understanding of skills needed to be a successful life-long learner.

Benchmark:

1. Listening & directions
2. Independent study habits/good organizational skills
3. Positive attitude (absences/tardiness)

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	After school tutoring Individual Counseling At Risk Intervention Academic Deficiency Reports Student Assistance Team	Demonstrate skills necessary to become a successful independent learner	Number of participants Counselor observation Joint observation by counselor and resource teacher Improvement once students see their report Actions, recommendations of student assistance team members	LS GUID SPECIAL
2	Dual Credit Programs Individual Counseling (understanding prerequisites, scheduling of courses; interest inventories) Workshops (Pre-registration and orientation meetings) Student Handbook	Developing student's learning potential Demonstrate skills necessary to become a successful independent learner	# of student's registered Counselor observation Students who participate Number of students who activity use the handbook	TAG HOTS GUID MEDIA
3	Classroom Instruction Individual counseling Individualized test preparation materials Post-test Interpretations Student Assistance Team	Achieve Positive Results in Assessment Situations Demonstrate skills necessary to become a successful independent learner	Positive scores on standardized tests Counselor observation No. of students benefiting from materials Students learning how to interpret their own test results Numbers of students referred and assisted by SAT members in test taking area	GUID MEDIA HOTS SPECIAL

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

Subject Area: Guidance **Length of Unit:** All Year

Grade: 9-12

Standards 4: CAREERS: The student will have a realistic attitude towards his/her vocational process
Benchmark:

1. Group work
2. Goal setting and career choices

Benchmarks	Activities	Critical Objectives	Assessments	Infusions/ Provisions
1	Classroom Instruction Career Exploration (College fairs, senior and junior days at colleges, consortium for sophomores – Career day) Individual Counseling Occupational Assessments (CISI, Work Keys, Choices, COPS) Financial Aid (workshops, videos, literature, meeting on funding for college) Student leadership Organizations (Upward Bound, HOBY) College and military recruiters Job Seeking Skills (classroom, group and individual instruction and coordination)	Develop positive group interaction skills Demonstrate skills necessary to become a successful group member	Teacher & Counselor verbal reports about students using skills that were taught in the guidance segment No. of student's involved and counselor student interactions Counselor observation No. of students who use the assessment No. of students & parents who actively participate No. of student who participate	GUID LS HOTS
2	Individual Counseling College and military recruiters Job Shadowing Work Experience Tech Prep College/Career Choices Scholarships- Grants- Financial Aid assistance Career exploration (College fairs, senior and junior days at colleges, consortium for sophomores – Career Day) Employability Skills (locating & obtaining employment, resumes, interviewing)	Developing an awareness of career planning Develop positive group interaction skills	Counselor observation No. of students who are involved No. of students, No. of new programs Amount of material and information disseminated to students and families Amount of monetary aid provided students No. of student's involved and counselor student interaction	GUID LS

Higher Order Thinking Skills (HOTS); Special Education (SPECIAL); Media Information Skills (MEDIA); Technology (TECH); Multi-Cultural Gender Fair (MCGF); Guidance (GUID); Talented and Gifted (TAG); Learning Skills (LS); Communication Skills (CS); Global Studies (GS); Human Growth and Development (HGD); Career Education (CE)

SCORING THE ROTTER INCOMPLETE SENTENCES BLANK

1. Do not score omissions and fragments. After all complete responses are scored the unscored items are pro-rated using the following formulas:

$$\frac{40}{40 - \text{omissions}} \times \text{the total score}$$

If more than 20 items are omitted, the blank cannot be scored.

2. Conflicts (C) responses indicate maladjustment. Conflict responses include hostility reactions, pessimist, hopelessness, and suicidal wishes, statements of unhappy experiences, and indication of past maladjustments. Response in this category, range from C1 to C3, depending upon the severity of the conflict or maladjustment expressed. The numerical weights for these responses are: C1=4, C2=3 and C3=6

C1 responses represent minor problems, which are not deep-seated, nor incapacitating. They refer to more or less specific difficulties. The following are examples of C1 responses:

The future...looks rather black, at least for the near future of our country.
The only trouble...is financial.
I regret...my ignorance of subject matter
I suffer...from sinus
What pains me...is racial tolerance

C2 responses represent more serious indication of maladjustments. The responses in the C2 category refer to broader and more generalized difficulties than those found in the C1 category. C2 responses include expressions of inferiority feelings. Psychosomatic complaints, concern over possible failure, generalized school problems, lack of goals, feelings of inadequacy, concern over vocational choice, and difficulty in heterosexual relationships. The following are examples if C2 responses

Other people...don't seem to be very impressed with me.
I suffer...headaches
I can't...concentrate
I wish...I could be as confident and natural as most people.
I regret...not having any goals to work towards.
My greatest fear...is that I'll be disinterested in the vocation I train myself for.
Most girls...are only looking for husbands.

C3 responses represent severe conflict or maladjustment. Such difficulties as suicidal wishes, sexual conflicts, severe family problem, fear of insanity, strong negative attitudes toward other people in general, feelings of confusion, and expression of rather bizarre attitudes fall in this area. The following are examples of a C3 response:

I...wish I were dead.
I regret...prolonged autoeroticism and fear that I might not be able to make a normal sexual adjustment.
The only trouble...is an inner confusion.
Sometimes...I think people watch me.

3. Positive (P) responses indicate a healthy or hopeful frame of mind. These are seen in humorous or flippest remarks, optimistic responses, and acceptance reactions. The numerical weights for these responses are: P1=2, P2=1 and P3=0

P1 responses are those that deal with positive attitudes toward school, hobbies, sport, expressions of war feelings toward some individual and expressed interest in people. The following are examples of P1 responses:

I...am glad I started to college.
The best...friend I have is Betty.
I like...sports.
People...are interesting.

P2 responses display a generalized positive feeling toward people, good social adjustment, healthy family life, optimism, and humor. The following are examples of P2 responses:

I am best...when I'm with people.
Most girls...appeal to me.
Back home...are a couple of swell parents.
I like...dancing
The best...woman is my wife
Most girls...appeal to me

P3 responses represent clear-cut good-natured humor, real optimism, and war acceptance. The following are examples of P3 responses:

I like...a great many things.
The best...is yet to come.
People...are swell.
I feel...happy
I regret...to hear the alarm clock.

4. Neutral (N) responses are those, which do not fall clearly into either conflict or positive categories. All "N" responses are scored 3. In general, neutral responses are/or a simple descriptive level, tend to evade the purpose of the test, and include stereotype, catch phrases, song titles, and clichés. The following are examples of N responses:

Most girls...are females
Boys...will be boys
When I was a child...I spoke as a child.
Sometimes...I wonder why spend each lonely night dreaming of a song.
People...who are truthful will be rewarded

5. An additional point is given to unusually long responses unless the response has already been rated 6.

6. Theoretically scores can range from 0-240. For all practical purposes they range from 70-200, with scores most commonly found in the range from 110 to 450. A cutting score of 135 provides a separation of adjusted and maladjusted individuals.

ATTITUDINAL INVENTORY

Because the matter of attitude is the most important of all personal traits, it is important that you take inventory of your attitudes toward people and situations. Read each of the following questions and answer honestly. A careful study of your answers can help you to see those areas that need improvement. On a separate sheet of paper, write the number that represents your answer in this manner: 5 = positively yes; 4 = mostly yes; 3 = undecided; 2 =mostly no; 1= positively no.
Answer with your first reaction.

TRAIT	5	4	3	2	1
1. Do you make new friends easily?					
2. Do you refrain from being a "complainer"?					
3. Are you careful never to interrupt when another person is speaking?					
4. Can you be optimistic when others around you are depressed?					
5. Do you refrain from boasting or bragging?					
6. Do you control your temper?					
7. Are you genuinely interested in the other persons point of view?					
8. Do you speak well of your employer?					
9. Do you keep the same friends for years?					
10. Do you feel well most of the time?					
11. Do you use proper English?					
12. Do you keep promises?					
13. Are you at ease with the opposite sex?					
14. Do you have good table manners?					
15. Do you organize your work and keep up with it?					
16. Do you get along will with your parents?					
17. Do you readily admit your mistakes?					
18. Can you be a leader without being bossy?					
19. Is it easy for you to like nearly everyone?					
20. Can you stick to a tiresome task without being "prodded"?					
21. Do you finish each task you begin?					
22. Do you realize your weaknesses and attempt to correct them?					
23. Can you take being teased?					
24. Do you avoid feeling sorry for yourself?					
25. Are you courteous to your fellow workers?					
26. Are you usually well groomed and neatly dressed?					
27. Are you a good loser?					
28. Do you enjoy a joke even when it is one on you?					
29. Do you like children?					
30. Do you keep your own room in order?					
31. Are you aware of the rules of etiquette?					
32. Do you refrain from giving alibis?					
33. Are you tolerant of other people's beliefs?					
34. Do you respect the opinions of your parents?					
35. Do you introduce people easily and correctly?					
36. Do your refrain from pouting when things go differently than you like?					
37. Are you a good listener?					
38. Can you speak before a group without feeling self-conscious?					
39. Do you like to attend parties?					
40. Are you the kind of friend you expect others to be?					
41. Do you accept compliments or gifts graciously?					
42. Can you disagree without being disagreeable?					

TRAIT	5	4	3	2	1
43. Do you like to give parties?					
44. Are you on time for engagements?					
45. Do you generally speak well of other people?					
46. Can you take criticism without being resentful for feeling hurt?					
47. Are you careful to pay back all loans, however small?					
48. Are you always on time for your appointments?					
49. Does your voice usually sound cheerful?					
50. Can you work well with those you dislike?					

WHAT ARE YOUR ROADBLOCKS?

Listed below are various obstacles people say prevent them from getting what they want out of life. Check the ones you feel are holding you back.

_____ Not enough talent

_____ Not enough money

_____ People don't like me

_____ Live in the wrong neighborhood

_____ Parents don't treat me fairly

_____ Friends have a bad influence on me

_____ Not "good-looking"

_____ Schools don't teach you what you need to know

_____ Overweight

_____ Too religious

_____ Not religious enough

_____ Too tall

_____ Too short

_____ Can't do things well

_____ Never say the right thing

_____ Parents don't realize my talents

_____ Born the wrong nationality

_____ Others _____

_____

1. I like…
2. The happiest time…
3. I want to know…
4. At home…
5. I regret…
6. At bedtime…
7. Boys…
8. The best…
9. What annoys me…
10. People…
11. A mother…
12. I feel…
13. My greatest fear…
14. In the lower grades…
15. I can't…
16. Sports…
17. When I was younger…
18. My nerves…
19. Other kids…
20. I suffer…
21. I failed…
22. Reading…
23. My mind…
24. The future…
25. I need…
26. Marriage…
27. I am best when…
28. Sometimes…
29. What pains me…
30. I hate…
31. This school…
32. I am very…
33. The only trouble…
34. I wish…
35. My father…
36. I secretly…
37. I…
38. Dancing…
39. My greatest worry…
40. Most girls…