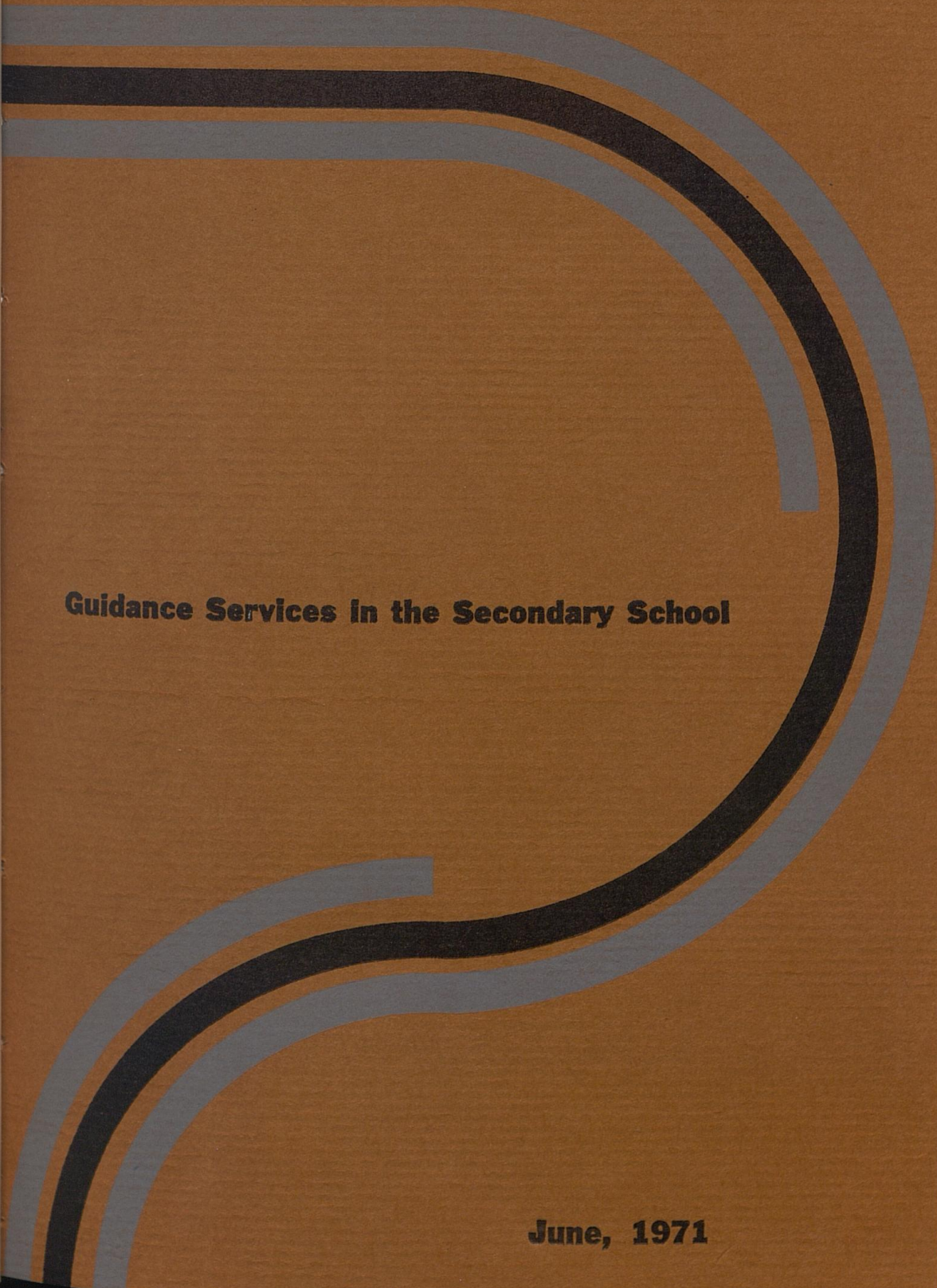


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Guidance Services In the Secondary School

June, 1971

Guidance Services in the Secondary School

Guidance Services in the Secondary School

Division of Guidance Services / Bureau of Pupil Personnel

Published by the Kentucky Department of Education

Wendell P. Butler

Superintendent of Public Instruction

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Foreword

A program of guidance and counseling services is essential in any sound educational program. While it is recognized that guidance responsibilities are shared by the home, school and community, the school has a major responsibility for providing adequate services for all of its students.

The secondary school guidance program has been rapidly developing in Kentucky schools during the past decade. Many school districts need to extend and improve their guidance programs.

This bulletin has been prepared to assist school administrators, guidance personnel, and others in evaluating and improving local secondary school guidance programs. It is a revision of previous guidance bulletins which were published in 1958 and 1964.

Wendell P. Butler

Superintendent of Public Instruction

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- Wayne Ashley Division of Guidance Services
Jonah Belcher Counselor—Johnson Central High School
Dorothy Bottoms Counselor—Henry Clay High School
Bette Boyd Counselor—Daviness County Elementary
Bill Braden Division of Guidance Services
Dr. Emmett Burkeen Western Kentucky University
Georgia Campbell Counselor—Morton Jr. High School
Jack Cole Division of Guidance Services
Mabel Criswell Counselor—Harrison County High School
Ann Daugherty Counselor—Jessamine County High School
Lloyd Dean Counselor—Prichard High School
Ralph Denham Counselor—Turkey Foot Jr. High School
Juanita Dickson Western Kentucky University
Andy Dunn Counselor—Knox Central High School
Sandra Easton Northern Kentucky Community College
Leon Eubank Counselor—Elizabethtown High School
Billie Feltner Counselor—Clay County High School
Ruby Gunn Division of Guidance Services
Marlene Hale Counselor—Russell Springs High School

James Hancock Counselor—Lafayette Sr. High School
Janet Harding Counselor—Dixie Heights High School
Dr. Robert Hayes Eastern Kentucky University
Celia Hornbuckle Counselor—Paul G. Blazer High School
Dr. Ben Humphreys Murray State University
Dr. Louis Karmel University of Kentucky
William Martin Counselor—Beaumont Jr. High School
Douglas McKinley Division of Guidance Services—Vocational
 Guidance
Clarence Musgrave Fayette County Schools
Dr. Curtis Phipps University of Kentucky
Dr. Charles Riddle Morehead State University
Robert Rowan Murray State University
Dr. Don Rye Murray State University
Dr. Lee Sheely Western Kentucky University
Bernadine Steele Counselor—Central City High School
Margaret Stephens Counselor—Holmes High School
Georgia Sublett Counselor—Bowling Green High School
Richard Turner Georgetown College
Harold Van Hook Somerset Community College
Hazel Whitaker Morehead State University
Mary Williams Counselor—Knox Central High School

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Marshall Swain
 Assistant Superintendent, Pupil Personnel Services

Kearney Campbell
 Director, Division of Guidance Services

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1 Nature and Meaning of Guidance

The goal of guidance in the school today is consistent with the goal of education; namely, the development of mature, productive, self-reliant and happy people. A basic point of view contained in this bulletin is that an effective program of guidance services is indispensable to the achievement of the goals of education.

Educators, parents, and other lay people are solidly united in a common recognition of the need to provide a means for boys and girls to systematically acquire assistance in dealing with persistent problems that occur with growing up. There is also a growing feeling that provision should be made in the curriculum for students to have contact with a person who has responsibility and time for assisting them in all aspects of their development. Out of these concerns the inclusion of guidance activities, under the professional leadership of specialized personnel, is becoming recognized as a necessary phase of an adequate school program. The following statements strongly support this belief:

Yet it would not be too much to say that on the success or failure of our guidance program hangs, in all probability, the success or failure of our system of public education.—James B. Conant¹

To achieve these things (the objectives of the schools) for every child, the schools must have an effective program of guidance and counseling in preparation for the world of work.²

¹ J.W.M. Rothney and B. A. Roens, *Guidance of American Youth*, Harvard University Press, Cambridge, Mass., Foreword.

² A Report to the President—The Committee for the White House Conference on Education, April, 1956.

The rationale for a well planned program of guidance activities is derived from the following principles, namely:

1. that individuals are different from one another as to capabilities, aptitudes, interests, needs and desires.
2. that the school has the obligation to provide for all pupils regardless of their social or economic status.
3. that guidance is a continuous process and every experience an individual has, influences to a degree, his perception in solving problems.
4. that guidance does not propose to prescribe solutions, but rather, tries to assist individuals to arrive more intelligently at satisfactory solutions.

Too often the meaning of guidance is limited to certain services or to fragments of a guidance program rather than a program of activities designed to accomplish desired results. Some of the usual misinterpretations are that "guidance" is synonymous with "good teaching," "a testing program," "cumulative records," "counseling," "remedial teaching," "grouping for instruction," "identifying and working with the maladjusted," "providing for exceptional children," "vocational guidance," or "advice and direction."

The nebulous "everything that is good is guidance" defies effective administration, supervision and evaluation.

Focus and Purpose

The focus of guidance is upon the individual. As stated by Mathewson:

"The purpose of guidance is to improve the capability of the individual to understand self and environment and to deal with self-situational relations for greater personal satisfaction and social usefulness in the light of social and moral values."³

". . . the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities in accord with social and moral values."⁴

Thus one may think of guidance in a school as "a program of activities designed to provide the information and skills boys and girls need to make wise decisions, to make personal and social adjustments, and to improve their planning", or, "all those special activities aimed directly at giving systematic aid to pupils at various edu-

³ Mathewson, R. H., *Guidance Policy and Practice*, New York; Harper and Rowe, Publishers, 1962, p. 134.

⁴ *Ibid.*, p. 141.

cational levels in solving their educational, occupational, health, social, and personal problems."

Although guidance services are a part of the curriculum, they are not synonymous or coterminous with instruction. To clarify the distinction between guidance and instruction it may be said that those activities which are intended to help pupils understand themselves to better interpret their environments, to make adjustments, to set certain goals, to develop systems and to accept responsibility for behavior come under the category of guidance, rather than instruction. Guidance activities are designed to meet adjustmental needs of individuals apart from the understanding and skills acquired through the instructional program. While not a part of the instructional program, guidance services aid the school in its instructional program through improved understanding of pupils and their needs.

Guidance services do not recruit for any phase of education but aid individuals to make choices on the basis of broader self-knowledge and opportunities. The implications given to the term "guidance that infers directing or taking over the management of a pupil's life or making decisions for him" is contrary to the concept that guidance is *proffered assistance*, not imposed direction. The program of guidance services is mainly concerned with enabling each pupil to better understand himself, and to utilize more effectively his assets and opportunities. The ultimate goal of guidance is self-direction on the part of the individual pupil. *It is recognized that from the time a child enters the elementary school until he graduates from high school he needs help in acquiring capacity for self-direction and in maintaining satisfactory progress toward worthwhile goals.*

A program of guidance services at all levels of the school—kindergarten or primary through secondary—serves the typical and atypical child.

The adjustment of the individual, as a major goal of guidance, is forcefully emphasized in the following statement:

"The need to get along effectively in academic, occupational, and social situations and, perhaps even more significantly, to get along with one's self may require individualized, professional aid in learning the modes of good adjustment and of relating the self effectively to its own values and to its surroundings. Like the need-pattern which it serves, we may call this the professional process-area of adjustment."⁵

The duties and responsibilities of personnel are set forth in the section on "Organization and Administration of Guidance Services." Suffice it to say that an effective program of guidance services is a

⁵ R. H. Mathewson, *Guidance Policy and Practice*, 3rd Revised Edition, Harper Brothers, New York, 1962, p. 17.

cooperative enterprise that involves administrators, teachers, counselors, and other staff. This presumes that the three following conditions are present:

1. well thought out procedures for carrying out guidance activities
2. responsibilities of each member of the "guidance team" have been clearly defined, and
3. established procedures for integrating new faculty into the guidance services program.

Basic Principles Underlying Guidance Services

The following are some principles that are basic to a sound program of guidance services:

1. Guidance services, as all other phases of the curriculum, should receive careful scrutiny in order to determine their adequacy for meeting the needs of the total school population.
2. Schools should provide guidance services for each pupil from the time the child enters school until he leaves.
3. Guidance services should assist all pupils in their adjustments when needed.
4. Individuals may require special help in understanding and accepting themselves and their situations.
5. A sound program evolves from the cooperative planning of the entire school staff. A program that is arbitrarily introduced into a school may be severely handicapped from the beginning.
6. The principal should be the key person in the initiation and development of guidance services in a given school. He is ultimately responsible for its effectiveness.
7. Counselors should be assigned duties that most effectively utilize their specialized training. *Assignments that impair relationships with pupils or consume their time with activities of a non-professional nature represent an obvious waste of valuable skills.*
8. Community resources should be identified and drawn upon to strengthen guidance services.
9. In-service training of teachers and whole school staff in the area of guidance is essential to the improvement of guidance services in a school.

The program of guidance services should be smoothly integrated with other aspects of the school curriculum so that it is accepted as an essential, normal activity instead of some isolated appendage of the total program of the school.

Planned Program Guidance vs. Incidental Guidance

A school may have many guidance activities and yet lack what could be described as a comprehensive guidance program. Some of the activities may not be effective due to lack of planning and co-

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⁶ Miller
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ordination. For instance, inadequate provisions for counseling, failure to assign responsibilities for leadership, and lack of planned evaluation seriously limit the effectiveness of guidance activities.

A distinction should be clearly made between guidance that may be offered in a school on a planned basis as opposed to a haphazard, incidental, spontaneous manner. Miller summarizes the advantages of an organized guidance program as follows:

1. An organized guidance program enables staff members to spend their time more effectively in guiding students. Information about students is gathered and organized in a scientific manner. Teachers are given professional help in fulfilling their guidance responsibilities. Lines of communication between staff members are kept open. Overlapping of services is reduced, if not eliminated.
2. An organized guidance program helps the student receive an adequate balance of guidance services. For example, in a school where no organized guidance program exists, students might be tested quite extensively, yet receive little or no counseling. In another school a great deal of time might be spent in gathering information about pupils and little or no time spent in disseminating this information. More will be said about this point later in the chapter.
3. In a properly organized guidance program, staff members are aware of the advantages accruing to them through their participation in the program, are quite likely to think of themselves as a part of a team, and are willing to engage in planning for additional services.⁶

Incidental guidance lacks the planning and coordination basic to being an essential element to the total school curriculum.

The guidance-service concept makes it possible for the administrator to overcome the "bugaboo" of guidance responsibility by placing the emphasis on the activities to be performed, followed by a competent staff to perform the activities.

Costs of guidance services may be calculated on the basis of salaries and related expenses. But against these costs must be placed the social costs of maladjustments, frustrations, unrealistic planning and wasted manpower if adequate guidance services are not provided.

The following section deals with the organization and administration of guidance services. It also includes the functions of personnel who participate.

⁶ Miller, Frank M., *Guidance Principles and Services*, Columbus: Charles Merrill Books, Inc., 1968, pp. 53-54.

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Organization and Administration

Every worthy undertaking, if it is to be carried forward effectively, requires a scheme of operation. Usually one of the first things a leader does is to develop a plan whereby steps may be taken toward an objective. If the leadership operates in terms of democratic principles, such plans are developed in cooperation with other persons involved. The result is an organization during which and within which persons operate in discharging their various responsibilities and contributions to the enterprise.⁷

Guidance, like many other aspects of education, cannot function effectively when left to mere chance based on the assumption that "everybody does it." Incidental guidance is as inadequate as accidental education. Lack of organization in guidance services results in omission of important aspects, overlapping activities, duplication of effort, and general confusion among the staff members. Because of the extent of the services included, and the wide variety of persons involved, it is essential that there be a well planned and effectively implemented organization of the program of guidance services. Any school, regardless of size, can have an organized program of guidance services if there is a sincere effort on the part of the principal and faculty to develop such a program.

Before an attempt is made to organize a program of guidance services within a school, it is essential that certain basic principles of

⁷ Henry J. Otto, *Elementary School Organization and Administration*, Appleton-Century-Crofts Company, Inc., New York.

school organization be considered as it relates to the establishment of any school service including the guidance services.

1. Any service, whether new or old, needs the acceptance and leadership of the school administrator.
2. The success of a service depends upon a state of readiness of the school staff to accept, contribute to, and utilize the service.
3. The objectives of any service have to be clearly defined.
4. The development of a service has to evolve from existing services and be adapted to the unique circumstances inherent in any given school setting.
5. A service has to be developed in harmony with the total educational program of the school.⁸

Humphreys, Traxler and North set forth seven guiding principles of organization of guidance services, expressed in the form of a suggested course of action:

1. Prepare a clear-cut statement of the objectives of the program of guidance services. These objectives should take into account the characteristics and needs of the student body. They should be consistent with the objectives of the educational institution as a whole.
2. Determine precisely the functions of the guidance services program—that is, what the program should do for students.
3. Assign specific duties to those who are to participate in the program. Allocate tasks to individuals on the basis of their qualifications for the work, and give them definite responsibilities for performing these tasks.
4. Give each person assigned to a task in guidance services authority commensurate with his responsibility.
5. Define clearly the working relationships (a) among those people who are directly responsible for guidance services, and (b) between these members of the guidance staff and other personnel in the school or college who participate in the program of guidance services directly or indirectly. Recognize that some of the personnel of the institution will work directly and full time in the field of guidance services; others will work directly and part time; and still others will work indirectly and during a small share of their total work time.
6. Set up the form of organization that is best adapted to the institution's purposes, personnel, size, financial resources, and other characteristics.
7. Keep the plan of organization and its operations as simple as possible.⁹

⁸ Edward C. Roeber, Glenn E. Smith, and Clifford E. Erickson. *Organization and Administration of Guidance Services*, McGraw-Hill Book Company, Inc., New York, 1955, p. 26.

⁹ J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North. *Guidance Services*, Science Research Associates, Inc., Chicago. 1960, pp. 361-362.

Planning the Guidance Program

A guidance program must be carefully planned if it is to be carried out in the most efficient manner.

The principal is responsible for the educational program in the school where he is employed. Since guidance is an integral part of the total educational program the principal is the key person in developing and improving the guidance program. Much of its success or failure depends upon his educational leadership. The principal must secure the enthusiastic support of his staff and community. He must be able to justify the additional costs, teacher time, equipment and supplies.

Orientation of the Faculty to Guidance—One of the most important steps in undertaking a guidance program in the school is to help the faculty increase its understanding of guidance. Whether this understanding is the first step in planning the program or putting the program into operation depends upon the method of planning. It is essential, however, that the school staff acquire this understanding early if they are expected to accept and take an active part in the guidance program. Orientation of the faculty should include information about guidance aims, methods, and the nature of and need for a program of guidance services. Leaders in guidance have frequently pointed out that probably more attempts to organize guidance programs have failed because teachers have not been adequately informed of the purposes of the work than any other single cause.

The principal may use any one of several methods in developing with his staff, an understanding of guidance. One school used the following method with a great deal of success:

1. The faculty selected guidance to study as the professional problem for the school year.
2. Faculty meetings for professional improvement focused around guidance.
3. Each faculty member did some thinking and reading on his own (the school made available to each teacher a well-selected bibliography of important aspects of guidance).
4. One or more members of the faculty was responsible for a topic at each faculty meeting. A group discussion of the topic followed.
5. The basic information from each meeting was pooled and interpreted as a background for planning and developing a guidance program for the school.

Since the principal of the school has the responsibility for planning the guidance program he may do the planning himself, delegate the responsibility to some other person on his staff, such as the assistant principal, school counselor, or the guidance committee. The majority of principals who have developed guidance programs favor the



The guidance committee works to establish and maintain an effective guidance program.

latter method. If this method is to be used in planning the guidance program, the following steps and activities are suggested:

1. Appoint a faculty guidance committee.
 - a. Duties of the committee to be:
 - (1) to explore and suggest tentative plans of organization.
 - (2) to keep the faculty members and other groups informed and work in close harmony with them.
 - (3) to suggest plans for long term development of guidance services.
 - b. The committee should not be large, but should:
 - (1) include representatives from different units of the school.
 - (2) represent a variety of interests.
 - (3) have administrative representation.
 - (4) use consultative services.
2. Designate some person to serve as committee chairman.
3. Encourage and enlist faculty cooperation in planning the program. This may be done in a variety of ways.
 - a. Establish such committees to study various aspects of the program.
 - b. Use a survey blank to obtain expressions of faculty interest, desire to participate, questions and suggestions.
 - c. Arrange to have faculty discussions of problems related to organizing the program.
 - d. Enlist the aid of the faculty in conducting surveys and studies needed for organizing the program.
4. Survey and evaluate the present status of guidance services.

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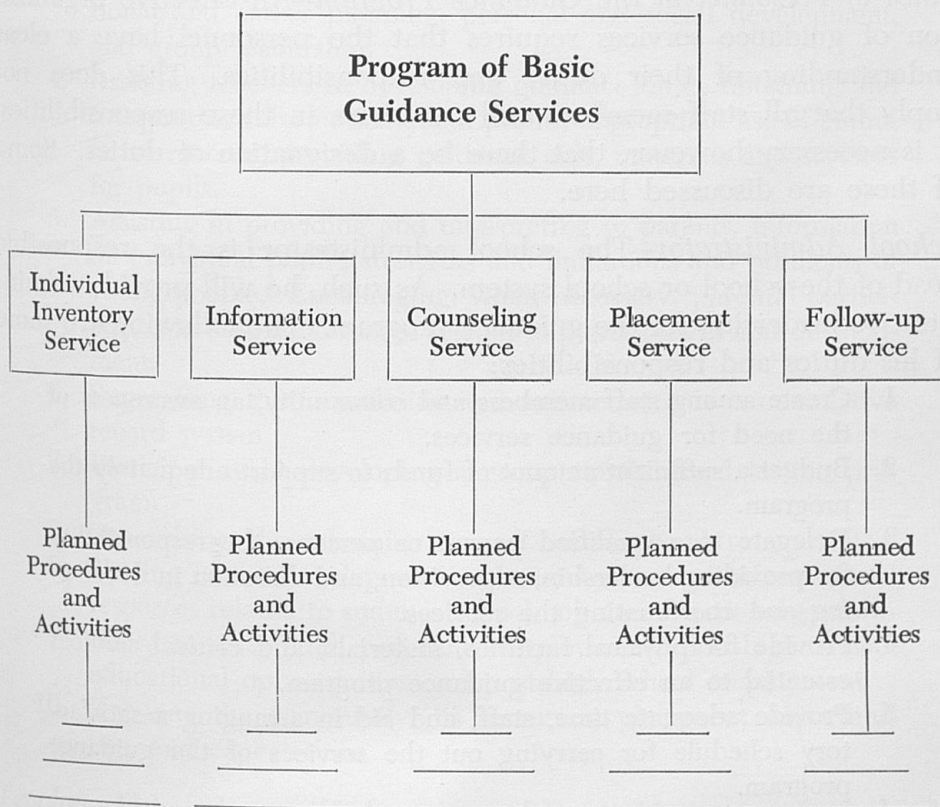
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5. Survey the resources available in the school and community which would be needed in developing an effective program.
6. Study good guidance programs in other schools.
7. Develop a proposed plan for the guidance program and take steps for implementing the plan as soon as possible.
8. Use consultants from State Department and colleges and universities.

Organizing the Guidance Program

A plan or pattern of organization is essential to the effective functioning of guidance services. No single plan is adaptable to all schools. In few instances will the pattern from one school fit another without modification. It is, therefore, important that the program be organized in terms of services that will meet the needs of the students enrolled in the school and in terms of available personnel who can perform the needed services. There are five basic guidance services that should make up the guidance program. These are shown in the following chart:



Beginning the Guidance Program—The program of guidance services may be started by selecting certain services and techniques for special consideration and development. It is generally desirable to develop

a modest guidance program involving all of the guidance services even though some of the services may be provided only on a limited basis. It is usually best to first place emphasis on development of services instead of upon technique. Some of the services and techniques are given below. Attention may be centered upon:

1. establishing a basic testing program.
2. developing a good cumulative record system.
3. learning more about students and understanding inventory data.
4. providing factual information about career opportunities.
5. developing an occupational file or section in the library.
6. developing procedures for orientation of new students.
7. providing counseling interviews even though the activity may not be as extensive as desired.
8. developing better home and school cooperation.
9. discovering and assisting those students who appear to be in greatest need of immediate assistance.
10. modifying school curriculum and requirements in accordance with determined needs of students and the community.

Roles of Personnel in the Guidance Program—An effective organization of guidance services requires that the personnel have a clear understanding of their duties and responsibilities. This does not imply that all staff members will not share in these responsibilities. It is necessary however, that there be a designation of duties. Some of these are discussed here.

School Administrator—The school administrator is the responsible head of the school or school system. As such, he will provide administrative leadership for the guidance program. The following are some of his duties and responsibilities:

1. Create among staff members and community, an awareness of the need for guidance services.
2. Budget a sufficient amount of funds to support adequately the program.
3. Delegate to a qualified person or persons, the responsibility for providing leadership, supervision, and direction in developing and coordinating the services.
4. Provide for physical facilities, materials, and clerical services essential to an effective guidance program.
5. Provide adequate time, staff, and aid in arranging a satisfactory schedule for carrying out the services of the guidance program.

Counselor—Counselors, properly qualified by personal characteristics, training, and experience are essential in providing counseling and other important guidance services. A desirable ratio would, perhaps, be one counselor for each 300 pupils in high school. A "Guidance

Counselor Unit" (ASIS) may be approved for the secondary school under the Foundation Program, if certification and program requirements are met, a tentative program is planned and adequate facilities are provided for carrying out this program. The counselor's responsibilities in a school are his by virtue of his special skills and position.

Some of these are:

1. Coordinating the guidance program within the school under the direction of the principal and faculty guidance committee, and performing a liaison function between the school and community counseling resources and facilitating their use by teachers and pupils.
2. Counseling with students on matters of self-understanding, educational and vocational plans, secondary school program planning, academic achievement, post-high school educational and occupational opportunities and placement, social and personal development. This is the counselor's major responsibility.
3. Providing for and participating in group guidance programs with emphasis on orientation, effective study methods, educational and career planning, personal and social development, and group leadership.
4. Assisting teachers in developing guidance units, obtaining and interpreting information about pupils, appropriate use of cumulative records, providing guidance aids, materials and services for pupils.
5. Assisting in providing and interpreting to parents, information on individual pupil's strengths and limitations and problems of young people. Encouraging, when necessary, parental participation in case conferences related to pupil growth and development.
6. Supervising the formulation and maintenance of a cumulative record system.
7. Participating in developing a group standardized testing program.
8. Supervising the administration of standardized group tests.
9. Sharing in the development and maintenance of informational resources related to summer school, job and vocational explorations, summer and part-time employment, post-high school educational opportunities and post-high school employment.
10. Knowing the community, its resources, placement opportunities, and expectations.

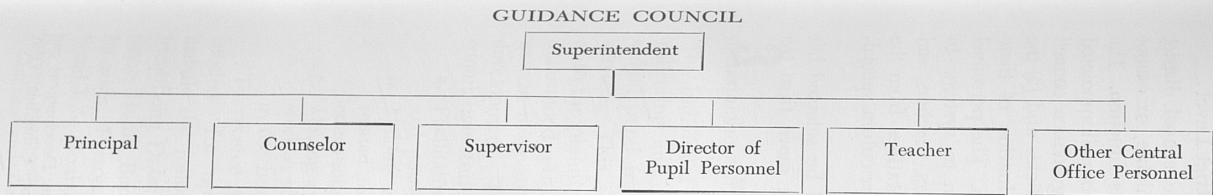
Teacher—Although specific functions of the guidance program should be assigned to the guidance staff, every teacher may, and should, contribute extensively to the program. The contribution made by the teacher as well as services rendered by counselors are important factors in determining the effectiveness of the guidance program.

It is desirable that all teachers have basic training in guidance and that they possess an understanding of the nature of the program of guidance services as it relates to the work of the teachers. Teachers, like other contributors to the guidance program, should be encouraged and should desire to assist to the maximum limits of their abilities. The following are some of the duties and responsibilities generally suggested for teachers:

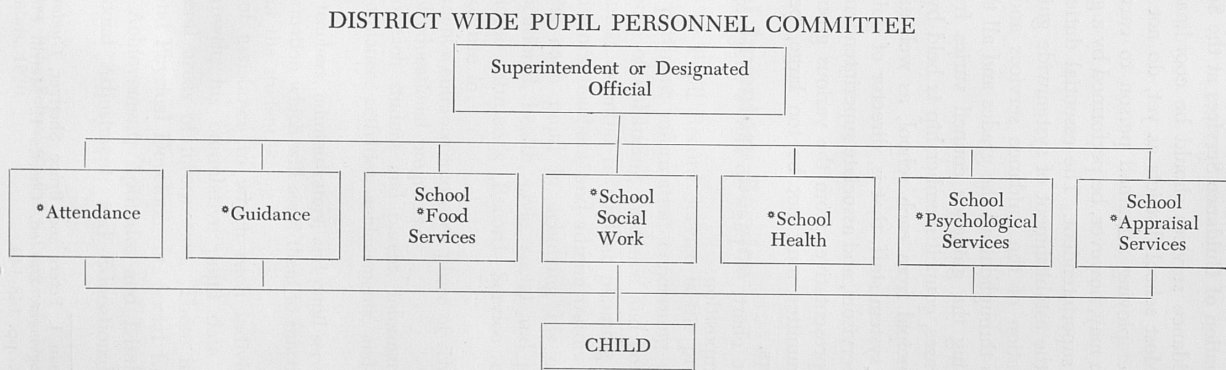
1. contribute to the individual inventory and assist in keeping it up to date.
2. use the individual inventory in obtaining a thorough knowledge of every pupil in his group as an aid in teaching, in conferring with parents, and in assisting pupils through individual contacts.
3. within the limits of his competence, assist students having problems.
4. be alert to observe the need for special help and refer pupils to counselors when the need for such assistance is indicated.
5. provide group activities which will contribute to desirable personal adjustment and wholesome social relationships of students.
6. demonstrate a genuine interest in each person as an individual by attempting to create an educational and social environment which is in harmony with the nature and needs of the individual.
7. confer with the counselor in regard to individuals who seem to have special problems.
8. cooperate with counselors and others by assisting in important aspects of the guidance program such as placement, orientation, information, follow-up and evaluation.
9. cooperate in various group activities relating to the guidance program.
10. utilize opportunities presented by the classroom activities, co-curricular activities, clubs, and individual and group contacts in providing services.

Other Personnel—The librarian is in a unique position to make available a wealth of informational materials to pupils and teachers. She can aid materially by cooperating with counselors and teachers in obtaining and disseminating educational and occupational information, and information helpful in personal adjustments and social relationships.

Personnel operating out of the central office that may, and do, contribute to the guidance program of the school are the Supervisor of Instruction, Director of Pupil Personnel, School Social Worker and School Psychologist.



Another way that the district wide guidance program fits into the districts total organizational structure may be seen in the following design.¹⁰



* Representatives of their service area.

¹⁰ Adopted from Pupil Personnel Services in Kentucky State Department of Education; Department of Pupil Personnel Volume XXXV, February 1967, No. 2, p. 8.

Coordination of Guidance Services at the School District Level

Guidance services should be coordinated at the school district level. Most school districts as yet, do not have available, or cannot justify employing a trained person to carry out this function. The function may, however, be performed by a guidance council appointed by the superintendent. The essential duties of the guidance council are (1) the establishment of systemwide guidance policies and (2) the coordination of the guidance services and the evaluation of these services throughout all the grades and all the schools. The personnel composing the guidance council varies from system to system. In many cases, council membership is held by counselors, teachers, and the principal from each school, as well as representatives from the central system staff, that is, director of guidance, curriculum specialists, supervisors, and associate superintendents.¹¹

Representatives from the various groups should be selected but the committee must not be too large, perhaps not more than ten members.

The chart, on page 15 shows suggested committee organization and composition.

¹¹ Herman J. Peters and Bruce Shertzer, *Guidance Program Development and Management*, 2nd ed. Charles E. Merrill Publishing Co., Columbus, Ohio, 1969. pp. 148-149.

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3 Individual Inventory Service

The Individual Inventory or Pupil Record Service is the process of collecting and recording pertinent information concerning an individual pupil for the purpose of enhancing guidance and counseling services. This service is most essential to student planning as well as to the planning of counselors, teachers, and administrators in their determined effort to assist each pupil in achieving his optimum growth in vocational, educational, health, civic, social and personal development. The individual Student's Record Service contains cumulative student data for use in:

- a. Facilitating each student's entrance into each phase of school and post-high school educational programs.
- b. Making available to each student and parent, information related to past performance, activities, achievements, and to educational progress.
- c. Making available to teachers, administrators, and pupil service workers student information which will assist them to function in the best interest of the student.¹²

To receive the type of assistance to which each individual is entitled for optimum growth, his cumulative pupil data should include the following general areas of information. These include: Identifying Data; Health and Physical Development; Social Environment; Home Background; Achievement; Aptitudes and Disabilities; Interests; Personal and Social Adjustment; and Educational-Vocational Life Goals.

¹² Ohio Department of Education, "The School Guidance Program." Division of Guidance and Testing, Columbus, 1970.



Sharing of cumulative data for increased self-understanding

Identifying Data—Identifying data should include data such as the name of student, address, sex, birthdate, when student enrolled, previous school attended, number of brothers and sisters younger and older, parents' names and addresses, telephone number, educational achievement of parents, etc.

Health and Physical Development—Records of health and physical development should contain an up-to-date report of physical examinations, physical impairments and weaknesses, and any other pertinent information concerning the physical development of the individual student which might give some insight into the student's well-being, or lack of well-being.

Social Environment—Social environment is very important to the education of the pupil. It is advantageous to know the kind of social environment that surrounds the student in his neighborhood, who his friends are at school, what type of activities he engages in at school and during his free time at home. The child learns a great deal from his social environment and can be disadvantaged by an unfavorable one.

Home Background—Proper utilization of the information collected on the home background of an individual may serve as an indispensable tool in guidance and counseling. Insight into the pupil's

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behavior and attitudes may come from knowing the relationship of the pupil at home to other members of the family. Economic, social, health and occupational factors of the family will have their effects upon the individual.

Achievement Records—Achievement records from pre-school to post-high school should be maintained. Grades, standardized test results, academic awards, rank in class and/or program, student activity participation and any other pertinent information should be made a part of the achievement records.

Aptitudes and Disabilities—Knowledge of the aptitudes of an individual should serve as a vital source of information in guidance and counseling. It definitely has its place in the cumulative data. Disabilities should also be considered as they affect limitation on a student's performance and as they ultimately relate to the shaping of the individual's personality.

Interests—Information related to the social, educational and vocational interests of an individual could be utilized effectively by guidance counselors, classroom teachers, and administrators. The teacher could capitalize upon the interest of an individual in planning instructions. The counselor could very effectively utilize this information in assisting the counselee.

Personal and Social Adjustment—Choices and adjustments must be made by the pupil in the educational, vocational and social areas of his life. The counselor through developmental or remedial counseling should make every effort to assist the students in making the proper choices and adjustments in a continuous process.

Educational-Vocational Life Goals—These should convey to school personnel in a general way the aspirations that a student has for his life. In this category of data should appear such items as a tentative vocational choice by the pupil, stated level of educational achievement (16 year old drop-out, high school graduate, college graduate, trade school graduate, apprenticeship program) and a four-year plan sheet which lists the courses which the high school pupil has taken or proposes to take to assist him in achieving his life goals.

The data to be collected should be concise, pertinent and should be utilitarian in nature for the designated school and its school personnel.

Securing Pupil Data

Various tools and techniques may be used in securing and assembling information about pupils. A brief discussion of some of these tools and techniques follows:

Interview—A record should be kept of each significant interview. Among the common items to record are: date of the contact, reasons for the interview, nature of problem discussed, and plan of action. Many interviews with the school counselor regarding personal problems will be of a confidential nature and the counselor will have to restrict the access to the record of these interviews.

Anecdotal Records—Anecdotal records are descriptive accounts of episodes or occurrences in the daily life of the pupil. The recording of such incidents sheds light on a pupil's personality traits or behavior patterns when viewed over a period of time. Anecdotal records reflect not only the poorer incidents of a child's behavior, but also the good patterns. These should be concisely written and free from opinion. If comments are to be made they should be separated from the incident itself. A good anecdotal record should contain three parts: the incident, comments, recommended action. As these are written they should be dropped into the folder of the student.

The Autobiography—The autobiography is a tool which can be used in any school. Many times English teachers cooperate in obtaining the autobiographies of pupils. Significance of the autobiography varies with its recency and the freedom of expression exercised by the pupil. Without a general outline as a guide in writing the autobiography, there is danger that significant information may be omitted; an outline also provides uniformity. However, if an outline is used, it should be flexible enough for the pupil to include information which he believes is important. Appendix A contains a sample outline for an autobiography.

The Health Record—The health record used in Kentucky schools, complete and accurate, should be inserted in the cumulative folder of the pupil. To have a satisfactory health picture of the child, the health record should be kept up to date.

Sociogram—In some instances a profitable technique for determining the relationship and interrelationship of the group is the sociogram. The sociogram is an important measuring instrument for analyzing the inter-personal relationships in a group. It may be constructed to show to some extent the social structure of a group as expressed by the group members themselves. The value of the sociogram lies in the fact that it allows the teacher to analyze more effectively and intelligently the status of each member within a group and to take steps to improve any undesirable situations.

Rating Scales—The rating scale has been developed for use mainly in two fields, namely through personality and occupational inventories. The better type of rating scale secures information about the

person being rated in such a way to objectify the rater's observations. Objectivity in the areas of personality and occupational choice is extremely difficult to obtain due to the subjective nature of the areas. It is doubtful that a school without the services of a school psychologist could fully use personality inventories. The school counselor is not trained for the deeper psychiatric implications of personality inventories except to recognize extreme deviates and refer them to more highly skilled personnel for treatment.

Pupil Personal Data Blank—The personal data blank can be very short and simple or it can be long and quite complicated depending on the amount of information a school wants to obtain with this one technique. Information which can be obtained on the personal data blank includes: identifying data, home and family background, educational and occupational goals, scholastic data, personal interest, activities, hobbies, and occupational interest and experience.

Testing and Inventory Techniques—Tests are important diagnostic tools which have as one of their evaluative purposes the measurement of various components of behavior in an objective and standardized manner. Measurement is essentially the quantitative description of pupil behavior. Inventory techniques supply degrees of agreement, personal preferences and selective choices. They are not tests, as such, but may serve as a basis for personal assessment.

Although test data will not provide a complete picture of the individual pupil, the normative results will suggest possibilities for (1) pupil evaluation, (2) group placement, (3) remedial or accelerated programming and (4) the assessment of content mastery.

The teacher should be familiar with the normal distribution concept and capable of identifying the comparative relationships of percentile scores and standard scores. For example, the process of recognizing the individual's unique characteristics within the context of his peer group, can be of great significance.

Testing Programs—It is desirable that testing programs improve instruction and learning, establish expected outcomes, and lead to self-evaluation for independent study on the part of the school and the teacher as well as the pupil. They may be initiated at the state, the school and/or the classroom level. Once needs are established and educational objectives developed, a testing committee composed of interested persons may implement proper procedures of planning, administering, scoring, interpreting and recording results. The testing committee should be an integral part of the guidance services provided at any level. Consultative services are always available through the State Department of Education in the Division of Guidance Services and through the state universities and colleges.

Selecting Tests and Inventories—The selection of tests and inventories should emanate from the instructional objectives which generally fall into three categories:

1. Acquisition of knowledge.
2. Intellectual abilities and skills and psychomotor skills.
3. Attitudes and values.

Teachers in a given school may well choose from review or specimen sets those tests and inventories most relevant and appropriate in terms of content, level of difficulty and ease of administration and scoring. Criteria in selection should include validity, reliability, and practical applicability in terms of purchasing and scoring tests. A relatively complete listing of tests and publishers can be found in *The Standardized Testing Program* published by the Division of Guidance Services, State Department of Education at Frankfort.

Administering and Scoring Tests—Who shall administer the standardized tests in a school program? Usually, schools consider having the teachers cooperate with the counselor in these endeavors. The guidance counselor having received specialized training, can maintain uniformity in testing conditions, and can avoid mis-administration, mis-scoring and mis-use of test results. However, the more time the counselor must give to administering and scoring tests, the less time he has for counseling pupils. An administrator-counselor-teacher cooperative working arrangement helps to solve this problem and provides continuity, involvement and proper useability. In-service training conferences facilitate this on-going process. In some schools where para-professional persons are assigned to the counselor, they may be trained to assist in administering tests. As part of the in-service training program, it is advisable to have the participants work through all phases of giving, taking, scoring, converting the raw scores of the test and in the proper use of test scores. Problem areas which arise may then be corrected before the tests are actually administered in the classroom, thus providing for greater accuracy and ease of administration. If the tests are to be scored locally, it is well to decide upon a procedure for re-checking.

When Should Tests Be Administered?—Another question that often arises is, "When should tests be administered?" Many schools favor a fall testing program. Such a program permits intensive use of the results during the year that follows. However, long-range programs, provide for year-to-year evaluations whether or not fall or spring administrations are rendered. These can lead to independent self-studies by the schools, usually a necessary tool for purposes of school accreditation.

Measures of intelligence and achievement are desirable at all grade levels, but require rotational patterns of organization. A flexible planning program permits the tests to be given as needed to meet the guidance and counseling objectives and instructional purposes. Achievement testing may come annually, but may be alternated with intelligence testing to reduce the work load of recording test data. Yearly measures, however, give impetus to pupil growth making comparisons in strengths and weaknesses possible from time to time.

Ordinarily, a commercial standardized test would not be suitable as a basis for assigning grades, but scores from such a test could serve to complement the scores from teacher-made tests.

High school testing varies according to the use made of subject matter tests and that made of the external types, such as the American College Testing Programs. Interest inventories stimulate exploration of vocations and careers in the world of work. Problem check lists at any level from grade six to grade twelve serve as an aid to the identification of problems which confront pupils of a given age level.

Recording Test Results—A necessary adjunct to successful testing is a system of cumulative records which will provide a continuous picture of the growth of the pupil. For recording test results there should be appropriate spaces for the names of the test, the forms, the dates, the chronological ages, raw scores, converted scores, norms used, and comments. Every effort should be made to keep the cumulative record simple and practical.

Recording Pupil Data

The plan used by most schools in recording important data about the individual pupil is the cumulative folder. Such a folder should contain sufficient information to give a unified developmental picture of the pupil. Following are nine guidelines for developing cumulative record forms:

1. The cumulative record form for a student should agree with the objectives of the local school.
2. The form should be the result of the group thinking of a faculty committee.
3. The form should provide for a continuous record of the development of the student from the first grade to the end of his formal education; for this purpose a series of forms may be used.
4. The form should be organized according to the customary sequence of academic years; for each year the same or similar kinds of information should be recorded for a student.

5. The form should contain carefully planned spaces in which to record the results of standardized tests including date of test, title of test, student's score, his standing in terms of norms, and the like.
6. The form should provide for the annual recording of the personality ratings or behavior descriptions that represent the consensus of the student's counselor and teachers.
7. The form should be as comprehensive as possible, but it should not overburden the clerical or teaching staff of the school.
8. The form should be accessible to the teachers as well as to the principal and counselors. If a counselor has recorded highly confidential information about a student, this information should be filed outside the regular form.
9. The form should be re-evaluated periodically; it should be revised as needed to take account of educational developments.¹³

Form and Contents—The cumulative folder should be adapted to the needs of the school and based on uses to be made of its contents. Within a given school system the cumulative folders should be reasonably uniform in content and arrangement. They should be kept alphabetized by grade or grade levels.

Certain types of information should be found in the cumulative folder. The following are considered important:

1. personal and family data
2. scholastic achievements
3. test scores and ratings (mental ability and academic aptitude, achievement, special aptitudes, personality ratings, and interest inventories)
4. special interests and talents
5. health and physical development
6. work experience (part-time and summer)
7. non-scholastic activities and achievements
8. projected high school program (commercial, vocational, college preparatory, general)
9. teacher observations of personal and social behavior
10. occupational and educational plans beyond high school
11. significant interview notes and other necessary information.

In a technical and computer age, more and more records are being stored in the computer. The cumulative folder will continue to be used, however, for many years to come. One addition to the regular folder might be the "Sibling Line,"¹⁴ developed by C. W. Riddle.

¹³ J. Anthony Humphreys, Arthur E. Traxler and Robert D. North, *Guidance Services*, Science Research Associates, Chicago, 1960.

¹⁴ Riddle, C. W., "Accumulated Folder Used by the Punjab Synod Guidance Program," Jullundur City: Kitab Ghar Company, 1960.

live. There is no need to consult birth dates of the persons involved which may or may not be noted on the pupil's record.

Location of Cumulative Records—The cumulative folders should be stored in the Guidance Office but kept readily accessible to persons who have need for the information contained in them. The record of the high school student will serve its purpose best if centrally located.

Using Cumulative Records—Each school will find many uses for the cumulative folders. Counselors make use of them in counseling and conferring with teachers; teachers use them to plan classroom experiences in accordance with needs of individual pupils. Administrators use cumulative folders in curriculum planning and modification. The following will give some direction to the more common specific uses to be made of them:

1. Cumulative folders enable the teacher to get acquainted with new students quickly.
2. Cumulative folders are useful in dividing classes into small groups for purposes of instruction.
3. Cumulative folders help teachers and counselors to identify strengths and weaknesses of individual students.
4. Cumulative folders help the school discover special talents of students and also those with unusual mental ability and special interests.
5. Cumulative folders contain information which may be used in conferring with certain students about problems of behavior, social or personal development.
6. Cumulative folders serve as a basis for conferences with parents and students about the ability, achievement, growth, and school adjustment of the student.
7. Cumulative folders form an excellent basis for reports to colleges and employers.
8. Cumulative folders are especially valuable in helping students and parents make plans for the student's career.

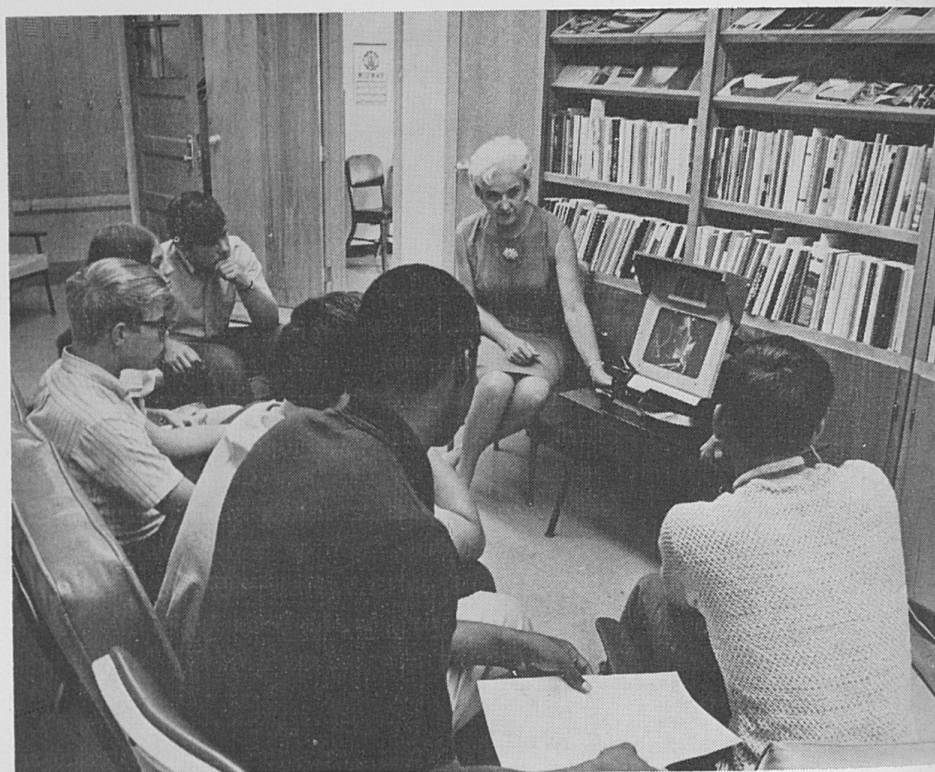
4 Information Service

One of the most important guidance services is the information service, the major aim of which should be to aid in the effective development of the individual. Many students do not realize that they want or need information; therefore, the school counselor may need to create a conscious need for information. Generally speaking, the student wants or needs information in order to make a choice, plan, or decision. It may be in one or more of the occupational, educational, and/or personal-social areas.

Information Services should help to broaden horizons for the student in relating himself to the world of work, education, and social groups. Therefore, information not only helps to answer questions, but helps to broaden horizons for the individual.

Making information personal and the utilization of information in counseling and guidance involves the communication process. Combining the principles for good communication and counseling as they apply to information processes makes possible information in accord with the following statements by Hollis and Hollis:

1. Information is essential for communication and for the effective development of an individual.
2. Information is generally more meaningful when it is obtained over an extended period of time.
3. Information is gained throughout life and is often perceived by one individual differently than it is by another. Thus, the use of information in counseling and guidance is concerned with the processes (obtaining, perceiving, synthesizing, in-



The sharing of information with students often lends itself effectively to group activities.

ternalizing, and utilizing over an extended period of time) rather than the act alone.

4. In any communication or counseling, the individual and his uniqueness become the determining dimension. The person, his needs, his variables, and his stage of development must be considered. Information to be meaningful must be personalized.
5. The information area or topic is another dimension, which when understood enables the counselor or the individual or both to focus on the information received.
6. Individuals neither want nor need information all on one depth. At times general, broad information is needed. At other times, specific, resource information is most helpful. At still other times, the individual is attempting to assimilate the information and needs a feedback so as to have a means of evaluating understandings, ideas, expectations, progress, and his own self-concept.¹⁵

¹⁵ Joseph W. Hollis and Lucile U. Hollis, *Personalized Information Processes*. The MacMillan Company, 1969.

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Career Information

The selection of a vocation is, beyond any doubt, one of the most important decisions an individual makes in life. He spends, in many cases, the larger portion of his waking hours involved in some sort of vocational activity. The kind of occupation he selects is an important factor in self-fulfillment—his successes, his standards of living, his friends, and where he will live.

The importance of vocations in the lives of individuals makes it imperative that students have adequate occupational information on which to base vocational choices. Sound occupational choices cannot be made in a haphazard manner. "Vocational choice should be seen as a process extending over years and not as an event, that the student be helped to make a series of choices as he becomes increasingly realistic about himself and the occupational world."¹⁶ When an individual objectively understands his vocational assets and liabilities in relation to occupational opportunities, his chances for valid selection are improved. Consequently, there must be available in the school comprehensive and up-to-date information about jobs and training opportunities that will aid students in making sound vocational choices. Vocational information, therefore, must cover an extremely wide range of occupations, and be accessible on a local, regional, national and international basis.

Educational Information

Presentation of information about educational opportunities and conditions should be a continuous process throughout the school life of the youth, but there is a concentration of need at several periods, or levels, in the life of the average individual. The student typically exhibits a need for educational information on entering the junior high school, senior high school and during the later high school years. The amount and nature of the information needed varies from level to level, and, of course, from student to student. For some, it may be necessary for the counselor to provide information earlier than planned. If an effective guidance program has been in operation, the student may be aware of the need for educational information sooner than normally anticipated.

When the student moves from the one-teacher plan of most elementary schools to the departmentalized plan of the junior high school, he will probably require certain additional information. Much of the educational information at this level can be obtained from the staff and students of the junior high school. Educational information

¹⁶ C. Gilbert Wrenn, *The Counselor In A Changing World*, American Personnel and Guidance Association, Washington, D.C., 1962.

should acquaint the student with various curricula offered, information about the physical plant, administrative procedures and co-curricular activities. In addition to the specific facts about the school, the student needs information about the importance of staying in school, how to study, and how to select school courses. Through counseling the pupil should understand the relationship of his school experiences to the life pattern he has been developing for himself.

Many of the questions asked by students entering senior high school are similar to those asked by students entering junior high school. These questions generally pertain to long-range plans.

It is difficult to draw a sharp line between the information needs of students in the earlier and the later years of high school. Generally, it can be said the requests for more information about post-high school education becomes more specific as graduation approaches. Subjects on which students need information in later years of high school are:

1. educational institutions which offer specific kinds of education;
2. available scholarships or other student aids and how to apply for them;
3. available job and apprenticeship opportunities;
4. military responsibility and opportunities;
5. how to find and utilize information regarding the previous four (4) areas.

The counselor should assist in providing the student and the parents with an understanding of the student as an individual in relation to educational opportunities for his optimum growth and development and to promote self-direction of the student.

Personal and Social Information

During recent years the scope of the information service has been expanded to include information related to the personal and social adjustment needs of the students. One goal of the guidance program is to develop within each student full understanding of himself. In order to arrive at self-understanding young people need information about human behavior. Understanding others, which obviously includes getting along with others, is a goal of the guidance program. Understanding others, overlaps such areas as boy-girl relations, personal appearance, home and family, health, current social problems, and use of leisure time.

Answers to problems may not always be found in books or other materials. The counselor's own wisdom and sensitivity in dealing with youth is, in the last analysis, his best tool. By learning about problems that are common to people of this age, a counselor may help a young



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The counselor assists students in utilizing equipment designed for use in career Exploration.

boy or girl recognize problems of which he had not been aware, see old problems in a new perspective, and solve some of the problems that confront him.

Source materials can provide the counselor with background information for group discussions of problems, in courses, clubs and informal gatherings, and for individual interviews with students, teachers and parents.

Making Information Available to Students

Educational, occupational, and personal-social adjustment information may be made available or presented to pupils in a variety of ways. The school staff should plan the program carefully and select those activities which can be carried out effectively. Some of the methods of making information available to pupils follow:

1. The counseling interview.
2. Courses and/or group guidance in orientation, mental hygiene, occupations, and personal and social development.
3. Teaching units in which educational, occupational, and personal social adjustment information is integrated. (An outline for studying an occupation and the preparation of it is shown in the Appendix E.)
4. School organization or clubs.
5. Scheduled times for assembly programs, career and conference days, and pre-enrollment orientation.
6. An up-to-date library containing occupational and educational and personal-social information, appropriate for various methods of dissemination.
7. Informative displays at the most appropriate locations for student use.
8. Audio-visuals aid.
9. Bulletins to parents regarding guidance and counseling services.
10. Bulletin boards that are attractive and stimulating.
11. News items in local and school papers on new occupational developments and educational opportunities.
12. Utilization of special lay personnel for groups or individuals.
13. Group and individual visits to educational institutions, community agencies, business and industry.

Sources of Occupational Information

The occupational world is a world in transition and the counselor will have to keep pace with this transition if he wishes to conduct high caliber vocational counseling.

The effective counselor is aware of the fact that in order to aid individual development, gathering occupational information must be efficient. With the wide variety of such information, counselors should be prepared to make accurate evaluations as to which materials best serve their purposes. Selectivity becomes a major factor, what materials are more current; how accurate and free from bias is the source of the information; is the information appropriate to the level of understanding of the individual. Sources of occupational information are practically unlimited. The counselor should become familiar with as many sources as possible.

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5 Counseling Service

Counseling has been defined as a helping "relationship." Presumably when counselors, social workers, and others use the term "helping relationship," they mean they endeavor, by interacting with another person, to contribute in a facilitating, positive way to his improvement.¹⁷ The counselor assists others to understand, modify or enrich their behavior. "The counselor is interested in the behavior of people—living, feeling, knowing people—and in their attitudes, motives, ideas, responses, and needs."¹⁸ Counseling may involve two individuals or a group of individuals.

As counseling becomes understood, the need of this service for *all* students becomes apparent. This includes all individuals from the time they enter school until they leave. Counseling services should be available to:

1. The elementary child
2. The junior high school student
3. The high school student
4. The drop-out
5. The post-secondary school student.

Counseling is the "heart" or the major function in the total guidance program. Developmental counseling should be emphasized not only at the elementary level, but at all levels of the educational program. It must *begin* at the elementary level and continue through-

¹⁷ Shertzer, Bruce, and Shelly C. Stone. *Fundamentals of Counseling*, (Boston: Houghton Mifflin Company., 1968), pp. 5-6.

¹⁸ *Ibid.*, pp. 5-6.



Individual Counseling—one of the most important guidance services

out the individual's school career. At all levels counseling must be provided for the academically inclined, the vocationally inclined, the slow learner, the rapid learner, the disadvantaged, the advantaged as well as the average student. Effective developmental counseling will lessen the time required for crisis counseling.

Team Approach in Counseling—The counselor is only one member of the team in the "helping relationship." In reality, social workers, teachers, principals, parents, peers, lunch room workers, school nurses, bus drivers, and janitors are all involved in the development of the self-concept of the individual. The quality of the contributions of the total team will depend upon the aptitudes, skills, and personalities of all individuals of which it is comprised. However, training and experience will enable the counselor to be more aware of the individual differences and individual similarities, and better trained to cope with the individual needs of students.

Counselor Values—Should a counselor convey his values to a counselee? There seems to be little doubt that the values of the counselor (either consciously or unconsciously) become known to the counselee. The real question is to what degree the counselor attempts to impose his values upon the counselee. Generally the counselor is *not* justified in consciously and directly manipulating the client because:

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1. Each individual's philosophy of life is different, unique, and unsuited to adoption by another;
2. All counselors cannot be expected to have a fully developed, adequate philosophy of life;
3. The appropriate places for instruction in values are the home, school, and church;
4. An individual develops a code of ethics, not from a single source or in a short period of time, but over a long time and from many influences;
5. No one ought to be prevented from developing his own unique philosophy since it will be the most meaningful to him;
6. The client must have the right to refuse or accept any ethic of philosophy of life.¹⁹

It is generally accepted that the counselor should be flexible so that procedures and methods can be developed which meet the needs of students.

Counselor Competencies—Students require varying competencies from the counselor. One major requirement in any situation is to believe in the worth of each individual as of prime importance. The counselor's degree of commitment to this value will assist in establishing a personal relationship vital to any counseling process.

Counselor competencies vary in different settings. Whatever the setting, it is necessary to employ practices, based on a combination of training and common sense to:

1. Help a young person make and carry out plans for such areas as vocation, education and other dimensions for a pattern of living.
2. Help individuals and groups work through personal obstacles which hinder personal, social development and reduce environmental dissatisfactions.
3. Recognize problems beyond the counselor's field and to make referrals to the proper source.
4. Function as a team member with the teaching staff, administration, and parents in building a better learning environment.
5. Be knowledgeable and appreciative of the cultural and social behavior of individuals.
6. Be able to use research as a means of improvement.

The school counselor of the future will be better able to help students as his competencies are increased in depth and scope and his role is more clearly defined through self study of past successes, past failures, additional training, and the sharing of experiences with other school counselors.

¹⁹ op.cit., p. 343.

For each counselor, his proficiencies will be defined by the adequacy of his preparation for the position he holds. There are some areas in which counselors are expected to differ from both teachers and principals. These are defined by the following certification guidelines:²⁰

Area I, *Philosophy and Principles of Guidance and Pupil Personnel Services.*

Preparation in this area should include a study of the philosophical principles underlying the basic services of an adequate program.

Area II, *Organization and Administration of Guidance and Personnel Services.*

Preparation in this area should include a study of the organization and administration of guidance services as they relate to the total school program, emphasizing involvement of all school personnel, evaluation, referrals, facilities, and financing.

Area III, *Appraisal, Assessment and Understanding the Individual.*

Preparation in this area should include a study of individual and group instruments for individual appraisal (tests, inventories, anecdotal records); case study techniques, management of cumulative records; procedures in securing, recording, interpreting and using pertinent information about the individual.

Area IV, *Developmental Processes, Personality, and Behavior Change.*

Preparation in this area should include a study of the following as they relate to behavior change: human growth and development, foundations, and dynamics of human behavior and personality, learning theories and their applications, counseling and consultation with teachers, other school staff, and parents.

Area V, *Theories and Methods of Counseling.*

Preparation in this area should include a study of the major contemporary theories of counseling and a coverage of the relevant research findings, allowing for some time to be devoted to laboratory demonstration and participation.

Area VI, *Career Development and Vocational Planning.*

(1) Secondary. Preparation in this area should in-

²⁰ Division of Teacher Education and Certification, State Department of Education, Guidelines for the *Preparation-Certification of Guidance Counselors*, Teacher Education Circular 257, February 1969, p. 5.

clude: theoretical concepts emphasizing the relationship of value priorities, scope of experience, and educational aspirations to processes of career development; study of psychological, sociological, and economic influences upon career planning, inter-relationship of educational, personal, social, and career guidance; the value and dignity of work as it contributes to self-realization; study of human and material resources; and procedures for a comprehensive program of vocational guidance at different school levels.

- (2) Elementary. Preparation in this area should include theories of career development, reorganization and utilization of occupational materials appropriate for elementary school children; techniques of working with teachers which will aid the pupil in career development.

Area VII, *Group Guidance Procedures.*

Preparation in this area should include the meaning, purposes, objectives, scope and methods of group guidance with emphasis on the articulation with all other educational activities.

Area VIII, *Supervised Experiences in Guidance and Counseling.*

Preparation in this area should include supervised experiences in actual work with students in the school setting for which the individual plans to seek certification as a counselor and shall include those experiences appropriate for the implementation of a total school program.

Area IX, *Investigation and Research Procedures.*

Preparation in this area should include a study of the nature and functions of research in education, characteristics of the most commonly used types of research; practice in methodology; training in research utilization. This area should also provide for studies in statistics, tests and measurements, data processing, and programming techniques.

Area X, *Electives from General and/or Professional Education.*

Preparation in this area should provide opportunities for the student to develop understanding and skills beyond the minimum requirements for the program. Cooperative arrangements with representatives of departments of schools offering courses in related fields should assure an interdisciplinary planning that will

further enrich the student's general and professional education or background. The specific needs of the individual student in this area should be determined by the student's graduate committee.

Kentucky has a two-level certification for counselors. The provisional certificate is based on a master's degree in counseling and guidance. The standard certificate requires an additional planned 6th year graduate program in the area of counseling and guidance and related areas. College programs for the standard certificate generally emphasizes two aspects of counselor's function—counseling and research. Both of these skills may be better developed after having had experience as a school counselor. (For detailed information regarding requirements for both certificates, write directly to the State Department of Education, Division of Teacher Education and Certification, Frankfort, Kentucky 40601).

The Counselor in the School

The contribution of the school counselor to the educational team varies in relation to the school in which the counselor functions. Although his function will be unique to his situation, a number of general functions have been recognized. The ACES-ASCA policy statement concerning his expected function describes his work in the school as a contribution directly to the specific purposes of the school; to the broad purposes of education; and as a protective guardian of individuality and of the individual.²¹ He would be expected to base his work on sound rationale and to have made a commitment to school counseling as a profession.

Counseling activities, individual and group, should take up the *major portion* of the counselor's time. The ACES-ASCA policy statement defines the types of counseling as:

1. *Developmental Counseling:* The counselor should help each student achieve as smooth a transition as possible through the normal sequence of developmental stages from childhood toward adulthood. Only if the student successfully moves into more mature stages of development will he increasingly be able to assume responsibility for his own learning; until then he cannot take full advantage of the educational opportunities offered by the school.
2. *Decision making and planning:* The counselor should help each student with both short-term and long-term decision making and planning, thereby promoting the more efficient learning that results from goal-directed behavior. The counselor should help each student understand the significance of

²¹ "A Joint ACES-ASCA Policy Statement Concerning the School Counselor," American Personnel and Guidance Association, 1969.



Counseling must be provided *when* needed.

the learning activities in which he takes part by helping him recognize their relevance to valued goals.

3. *Crises Counseling*: The counselor should help each student be reasonably free from, or at least able to control, distracting needs and problems so that in the classroom the student is able to give attention to the learning activity in which he is involved. It is not implied here that the counselor should practice therapy but rather that he should stand by, ready to provide a sort of "psychological first aid."

Proper utilization of developed skills and competencies are requisite to functioning within the broad framework of the above

counseling settings. Basic to the school counselor is the belief that every student should be assisted in the development of his potential human resources. These developments will take as many directions as there are students. The counselor is qualified to assist the student in making those decisions which seem most appropriate for the student at that point in his life when he spends time with the counselor. Neither the counselor nor the student can project himself into the future except in a fictional way. They can only consider the present moment, the accumulated history, and the perception leading to this moment and then allow the student to make his choice. Based upon consideration of the consequences of the action this should be the student's choice. This consequence is determined in light of a personal historical reference—the student's reference.

If the school counselor expects to maintain a good relationship and develop a proper rapport with counselees, it is imperative that a code of ethics be followed. The American Personnel and Guidance Association has developed a code of ethics for counselors, which may be used as guidelines in the area of ethical standards.²²

²² American Personnel and Guidance Association, *Ethical Standards*, 1605 New Hampshire Avenue, N.W., Washington, D.C.

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Placement and Follow-up Services

Placement and Follow-up are basic services of the guidance program. Placement concerns both the educational program and the occupational field. Follow-up is the fundamental step which provides the key to the evaluation of the guidance program, and gives insight into possible changes needed to improve the curriculum. The close relationship of these services in the guidance program makes it logical for them to be a part of the same Section.

Placement

Placement is concerned with assisting the student to achieve what for him appears as the appropriate next step in his educational or occupational experience. Placement services may be defined as a basic service of the school's guidance program which includes all of the activities in the school designed to help students enter the next phase of their educational program or to enter employment, whether it be within the school or beyond the school. Placement is the service which helps students to act upon their choices and carry out their plans.

The Placement Service may assist a student to gain admittance to an appropriate educational experience such as a class in chemistry, a college, a vocational school, or an apprenticeship in industry, as well as in finding a job. Placement is concerned with helping the student use every opportunity to move forward and finally achieve educational, occupational, and social goals suitable to his background of understanding and his ability to achieve.

In the area of placement it is imperative that adequate guidance services with sufficient time for counseling be provided. Otherwise, both educational and vocational placement will often be based on snap decisions, aimless drift, and fleeting interests without any real correlation with student's interests and aptitudes. Every student should be helped to have an intelligent assessment of his abilities and interests as related to a vocation or vocations for which he is best suited. Youth is eagerly seeking such assistance as each face the future with its rapidly changing milieu and resulting problems.

To be effective, the placement service of the guidance program must be planned, and organized, but flexible. This involves the selection of one or more persons—a counselor or counselors, if possible, to be responsible for coordination of the service. The coordinator should have a sense of direction with respect to the purposes and services of the guidance program. Centralization of the placement service is especially important in relation to the job placement service. The need for maintaining a recognized channel for the convenience of students and employers is an important consideration in planning this service. Centralization has the further advantage of providing a staff member who is familiar with placement procedures in various business and industrial establishments, which provide employment opportunities for young workers. The incidental aspects of educational placement *needs to be replaced with planned procedures designed to provide appropriate situations to facilitate a student's adjustment* as he progresses toward his educational goal.

The staff member responsible for the student's placement in an activity has a responsibility for following up to determine whether he actually received the benefits which he sought when he entered the activity. If not, further effort should be made to help him to obtain, in other ways, the experience which he needs.

Placement Within the School—One of the major aspects of the placement function is that of assisting students to make the transition to the next grade of school or toward the completion of a formal education. Placement within the school in a general sense is an activity which involves every staff member, but counselors have a special responsibility to help place students where they can best meet their needs and interests and use their capabilities most effectively. Special help is needed in the transition from elementary to secondary school and from secondary school to college, special vocational training, or the world of work.

Placement in Specific Courses—Successful program planning should be considered as a continuous process throughout the student's stay in school. It involves learning about the individual by helping him

to learn about himself, providing orientation, counseling, and instruction which will acquaint students with the opportunities, requirements and characteristics of the next educational step.

Prior to entrance into his high school career, the student should become acquainted with subject matter offerings of the school, required courses, the electives from which he can choose and the graduation requirements. He should be informed of the proper sequence of courses and oriented to the subject matter in the various courses. He should be helped to understand what values for him are in certain courses and to what vocational areas they lead. Much educational and vocational information is needed by the student before he can make wise choices.

Providing information and individual assistance in course selections are parts of the information and counseling services of the guidance program. Individual interviews are necessary for the purpose of preparing a tentative four-year high school program. This program should be re-evaluated each year. It gives the student a broad vision of his educational program and impresses upon him the fact that today's choices directly affect his future. After the student has selected appropriate courses in his educational plan, the next step is that of placement. A counselor, teacher or principal having placement responsibility assists the student to enroll in appropriate classes. Without access to such placement services and counseling, a student may have an inadequate educational program. Ideally, parents should be consulted prior to the placement of their sons or daughters. A parental interview is better than sending home a prepared program for a parent's signature.

Placement in Co-Curricular Activities — Co-curricular activities may contribute much to the discovery of interests, development of attitudes, and improvement of self-concepts. Helping students become placed in co-curricular activities for the purpose of providing developmental experiences, is a service that should be included in a good program.

Such activities as school assemblies, school plays, talent shows, editing a school paper or year-book, serving on the Student Council, clubs of various kinds such as hobby, language, FFA, FHA, commerce, science, and collector's clubs, class organizations and intramural athletics give students opportunities to participate with other students and thus learn leadership, responsibility, tolerance, and respect for proper authority. Even though students may participate in a particular activity, as has been suggested, it cannot be taken for granted that participation will serve the expected purpose. This can

be ascertained only by following-up the individual and evaluating the degree to which his developmental or adjustmental need was met.

Placement in Post-Secondary Education—Assuming that the student has completed a high school program of studies which was consistent with his educational plans beyond high school, there are still other considerations. He may need assistance not only in selecting an institution which offers the particular curricula of his choice, but also help in getting accepted and enrolled in the institution. This may be a college, vocational, technical, or business school.

The counselor must strive to be constantly aware of the changing admission of standards at every institution. Year by year the weight given by admission committees to certain factors, such as grades and test scores, varies. Much depends on how the credentials of the applicant compare with those of others.

Placement in the Occupational Field—Job placement is an integral part of the guidance program. The person responsible for job placement should be in close contact with personnel in industry, employment offices, private employment agencies, business and the professions in the student's community, and in surrounding areas. Units in the different classes may be used to keep students informed of conditions in the labor market and prepare them to find and apply for work. Vocational teachers usually have close contacts with employers in the community. They may assume, in some cases, the responsibility for the placement of students in part-time or full-time employment.

There are many community resources to which students can be referred for direct job placement. Examples of these are:

1. The Office of Economic Security may assist in placement of dropouts and post-graduates.*
2. Competitive examinations for Merit System positions are given periodically by the Kentucky Department of Personnel for students who will go to work immediately upon graduation. These examinations can be scheduled in local high schools and vocational schools in the field of commerce, upon request to the Kentucky Department of Personnel.
3. The physically handicapped may receive aid through the State Program of Rehabilitation. For assistance contact the Bureau of Rehabilitation Services, Kentucky Department of Education.**
4. Military recruitment offices will arrange programs informing students of the opportunities available in all branches of military service.

* See Appendix E for address of local offices of Economic Security.

** See Bureau of Rehabilitation Services (District Offices) Appendix F.

Follow-up

The Follow-up Service is a basic and an essential step in the guidance program. It is one means by which the school gains insight into the changes needed to improve the guidance program and the curriculum. Follow-up Service is that service of the guidance program which helps to evaluate the effectiveness of the school's activities in meeting the needs of the students. It involves securing information from former students, both drop-outs and graduates. Leadership in the follow-up service, as in all other services of the guidance program, should be provided by a professional school counselor. However, it is of the utmost importance that follow-up studies be planned and carried out as a cooperative project involving the whole staff. In addition to obtaining general information, individual teachers may find that follow-up procedures will give them information related to the effectiveness of their subjects and methods of instruction. Whenever changes are indicated after interpreting the information gathered, the school must have the vision and courage to make those changes in its program in order to better meet the needs of all students.

Purposes of the School in Following Up Former Students—An effective follow-up program serves the entire school. Purposes of following up former students are to:

1. *Determine effectiveness of the curriculum by obtaining information from students who withdrew from school before completing the school's program.*

Information may be gained as to the courses and activities that may have been more valuable to those students.

2. *Determine the effectiveness of the instructional program in meeting learner needs.*

Through the professional use of student questionnaires, teachers may discover certain weaknesses in their classroom procedures, thus having a working basis for improving their instruction. This allows for continuous growth and self-improvement for the staff.

3. *Determine the effectiveness of the guidance program in meeting learner needs.*

Information obtained from students in various groups can be useful in determining whether the program has provided effectively for the special needs of each group.

4. *Enable the school to keep in touch with former students.*

Changes in long-range plans in the school's program are aided by continuous follow-up of former students. It must also be recognized that former students often have valuable contributions to make to the school's present program and should not be overlooked as a resource of the school.

5. *Provide Statistical Data.*

Through the use of appropriate statistical procedures the school may become aware of certain trends and learning needs which might not be detected through counseling individuals or analyzing single questionnaires. An opportunity is afforded to review the operation of the entire system in the light of these trends.

Specific Outcomes of Well-Planned and Executed Follow-Up Studies

—The value that any school or school system can derive from a planned program of follow-up is dependent upon the degree of its commitment to use the results, the quality of the planning, the execution of the follow-up study, and the honesty with which the weaknesses will be evaluated and corrected. If the staff works together to study the problem in a professional manner, it is possible to achieve part or all of the following:

1. Learn why the student leaves before graduation.
2. Cause the staff to become aware of the reason for drop-outs.
3. Determine the percentage of students who enter college.
4. Determine the number of former students who enter employment immediately after leaving school.
5. Obtain opinions of former students concerning the effectiveness of the school's program.
6. Compare the occupational fields actually entered by former students with those expressed by them before leaving school.

General Procedures—The size and nature of the school community will cause variations in the possible techniques to be used. The following general methods have been used effectively in the initiating of the follow-up service:

1. Set up committees to consider possible approaches in the following up of former students.
2. Inform the school staff of the purposes of the program and enlist their cooperation.
3. Study the methods used and progress made in other schools that have an established follow-up program.
4. Decide on the classification to be used in listing former students such as: drop-outs, unemployed, employed, college students, etc.
5. Assign responsibilities to members of the faculty who are willing to help in obtaining and using information.
6. Stress the importance of using follow-up data for professional purposes only and in a highly ethical manner.

Techniques for Follow-up of Former Students

A school staff planning to make a follow-up study should be alert to use every possible means of contacting former students. It

must be recognized that no technique will be effective in every instance. The following instruments have been employed effectively by many schools:

The Questionnaire for Follow-Up—Perhaps the most popular technique in a follow-up study is the questionnaire which is mailed or otherwise made available to former students. Such a questionnaire should be made as brief as possible to encourage its return and to facilitate mailing.

Part of the popularity of the questionnaire comes from its uniformity which makes it possible to record and tabulate the information in statistical form for analysis and evaluation. While a number of more or less standardized follow-up questionnaires are available to serve as a guide, each school will wish to ask for certain information which may be needed in a given school. Accordingly, the school staff should design the questionnaire to call for the particular information it wishes to study. Such a questionnaire designed and used in one school system is found in the Appendix C.

The Follow-Up Letter—The follow-up letter is a technique that should be understood and made available to members of the staff. Since this method seems more personal than a standardized questionnaire, it may often receive attention and elicit a reply where the questionnaire would not. In general, a follow-up letter calls for fewer items of information than does a questionnaire. Since the person receiving the letter is invited to reply in his own words, the replies are more difficult to tabulate, but often the answers give a better insight of the student's thinking than does a questionnaire.

The letter should state the use that will be made of the information given. It should include the form or stationery on which the replies are to be made and a return stamped envelope with the return address completed. Finally, the letter should include a request that the return letter be completed and placed in the return mail within three to five days.

The Follow-Up Interview—It should be understood that the interview technique can be used to good advantage, even though information has been previously obtained by other means. Whenever possible, within the limits of time available, the interview should be made directly with the former student. An alert counselor will realize, however, that much information may be obtained by interviewing the employer and other associates.

In order to receive maximum benefit from the interview, it should be planned in advance. The phrasing of questions should be

well in mind so that direct information may be obtained. The interviewer should be thoroughly familiar with good interviewing techniques.

Other Follow-Up Techniques — Information can be obtained from counselors in vocational schools, employment service offices, colleges and from parents, and former classmates. Placement and follow-up procedures have too often been neglected. However, as counselor-student ratios become more realistic so should the feasibility of providing such services. The counselor with drive and initiative will devise ways of conducting and improving these services.

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7 **Group Guidance Procedures**

An adequate guidance program should include provisions for group guidance procedures as part of the total program. In the preceding chapter efforts have been made to point out guidance services that can be shared and performed by school counselors and other members of the school staff. Underlying much of this work is a precept that includes group procedures as a method of providing some of these essential student services. This chapter attempts to specifically illustrate how group procedures can be used to carry out and to enhance the total guidance program.

Since the basic structure of society itself, beginning with the family and expanding outward to include other groups such as schools, churches and neighborhood centers around group activities, it is logically assumed that as part of the educational process, students must learn how to operate effectively as a member of a group. Therefore, if group guidance procedures are used for the benefit of the students as part of the educational process, these techniques can be profitably used to assist in the development of the student as a social being.

Group Guidance Principles

Group guidance has been accepted as a technique which makes its own unique contributions to the guidance process. Research on group activities has revealed that some things happen among peer groups which can meet individual needs; often accomplishing things which individual counseling fails to do. For example, through group guidance:



Gaining personal insight through group guidance

1. Some students, given a free non-threatening environment in which they can communicate and become involved with peer-group members, may learn to accept group tasks, to cooperate with others, to examine and solve problems, and find self-direction.
2. Students may improve their self-image, develop a sense of sharing, acquire a respect for proper and just authority, and an awareness of feelings in themselves and others.
3. Some students are reassured by the discovery that other students have problems similar to their own.
4. Some students talk more freely or listen more intently to others than to the counselors, as group settings often seem more natural to them than do individual conferences; but quite often as an outgrowth of group guidance, students feel a need to talk individually with a counselor.
5. A great deal of information which does not require individual work can be more economically and effectively presented in groups.

Organization for Group Guidance—In every school there are many available resources for group guidance. The organization for group guidance in the school should be worked out based upon the needs of the pupils; the amount of teacher time and schedule time that

can be allotted; the available facilities for carrying out the program, and the training, interest and experience of the teacher or counselor involved.

Regular group guidance classes have a definite place in the school program. They should perhaps meet for at least one period per week. In some schools each pupil is scheduled for a group guidance class in lieu of a study period.

Group guidance classes may be taught by a specially trained teacher or by regular members of the faculty who are interested and have the necessary qualifications. Although it is very desirable that the teacher be trained in guidance techniques, it is more important that he have the personal characteristics to inspire confidence in pupils and that he be genuinely interested in the problems of young people.

The general theme of group guidance for any grade should be determined by the special needs of the age and grade level. For example, a unit on orientation will be needed for the first year of a junior or senior high school, or both, depending upon the organization of the school. Educational guidance may be the central theme for eighth or ninth grade pupils who are at the point of making choices of subjects for the years ahead. Vocational guidance is usually given added emphasis in the eleventh or twelfth grade.

Group Guidance Procedures for Orientation—Orientation activities can be carried out very effectively using group guidance procedures. It is of primary importance that the students be helped to adjust as rapidly as possible to their new surroundings after entering school for the first time and after each major change in their educational status. The following techniques are offered as samples:

1. Visitations
2. Group Conferences
3. Student Handbooks
4. Assembly Programs.

Orientation procedures are discussed at length in the following Section, *Orientation Procedures*.

Group Procedures in the Information Service—Group guidance can be used in the information service for the principle purpose of contributing to the acquisition of knowledge relative to vocational and educational opportunities, personal-social growth of students, and for the following special purposes:

1. To disseminate guidance information that individuals need, and to stimulate discussion.
2. To create in individuals the awareness of needs or problems held in common.

3. To broaden horizons of individuals in areas where they need assistance.
4. To encourage recognition of viewpoints held by others and to understand the basic philosophies, attitudes, and values contributing to them.

Personality and Social Development—A wide range of techniques may be used in helping the student to grow up physically, socially, and emotionally. Some suggested techniques for utilizing information in a group guidance situation are:

1. personal data—definite provisions should be made to discover the personal problems that are of vital concern to the group. Autobiographies, personal data blanks, and the results of social, personality and adjustment tests and inventories can be used for this purpose. Standard problem check lists or questionnaires planned and designed by the teacher or by the group itself are helpful in finding the students who need individual help.
2. sociometrics—a sociogram may be used to study the friendship patterns of the group. By asking each student to make a first, second, and third choice of persons with whom he would like to sit in the lunchroom, the teacher can find out about the social relations existing in his classroom. He can then help the friendless ones to find ways of making friends; he can assign those who are often left out to work with the ones they have chosen and he can make special use of the group leaders.
3. group discussion—a warm, friendly atmosphere must be established in which young people can feel free to talk things over frankly among themselves, and to work out satisfactory solutions to their common problems. Only topics which are of real importance to teenagers should be used. These topics may be selected by means of an occasional problem census or informal interviews with selected students. The form of discussion may be varied by using: buzz sessions, panel discussions and forums, problem conferences, lecture discussions, dramatizations, sociograms or role-playing, audio-visual aids, and questionnaires or question boxes.
4. committee work—this often-used technique is very valuable. Each student is given an active role on some committee. The duties of each committee should be clearly outlined, chairmen should be responsible for leadership, and time should be allotted for planning.

Educational Planning—As the student approaches each change in his educational program, information about available opportunities should be provided. The following techniques are suggested:

1. disseminating information—all students need to know about high school courses, elective subjects, majors, minors, and

graduation requirements. Some of them need to know about college entrance requirements, scholarships, loan funds, and other ways of financing a college education. Others will need information about technical business, vocational courses, evening classes, home study courses, and other ways of furthering their education.

2. using books and pamphlets—with such topics as Utilizing Study Hours, Becoming a Better Student, Discovering Your Real Interests, Should You Go to College, School Subjects, and Jobs.
3. group discussions—there should be thoughtful consideration of good study habits, the value of satisfactory school records, and the importance of achieving to capacity.

Vocational Exploration—There is a multitude of ways to approach vocational exploration through the use of group guidance techniques. Such exploration began at the elementary level would focus attention on those occupations familiar to the young child and concentrate on the development of interests and the development attitudes toward the world of work.

At the secondary level the student draws closer to the time when he will have to make important decisions relative to his future career. Therefore, it follows that vocational exploration should become more intense but increasingly broad in the number of career avenues opened to the student for his investigation. Every teacher should attempt to incorporate into their class work group activities which makes the student aware of how his subject area relates to the world of work. At all levels, close cooperation between the school counselor and the teacher is necessary for proper coordination of these activities.

The school counselor will find standardized tests and interest inventories extremely helpful in conducting group guidance sessions dealing with career opportunities. These tests and inventories can provide essential information needed by students prior to their making tentative occupational decisions.

Modern technological advances can expedite group guidance activities as audio-visual techniques have been vastly improved. For example, through the intelligent use of filmstrips, recordings, films, and educational TV programs, occupational exploration can be made considerably broader in scope as well as more interesting to the student. In fact, what can be done by the school counselor to facilitate vocational exploration through group guidance is confined only to the limitations of the counselor's ingenuity and imagination.

Group Procedures for the Individual Inventory Service—The Individual Inventory Service is ideally suited to the use of group procedures.

This service should be more than the processing of collecting, recording, collating, and utilizing information about the student by the school staff. If it is to be fully utilized, the information must eventually be assimilated by the individual student. When a student can take new information about himself and have an opportunity to compare it to that which he already understands, the new information will have greater meaning for him. For many students this comparison may be between himself and the other members of his class. We can take advantage of this natural tendency to compare himself with his peers by utilizing it to aid in accomplishing the purposes of the individual inventory service.

Group work in individual appraisal should consider the special needs of the age and developmental level of the students. Certain information, (for example, achievement level in arithmetic), can be assimilated by a sixth grader. Other information, (aptitude, or lack thereof, for training to be a nuclear physicist), might be difficult for a college freshman to assimilate. The counselor must be constantly cognizant of the appropriateness of the information for the student or students with which he is working.

The broad area of ability, aptitude and achievement testing, particularly test interpretation, lends itself to group procedures. The student frequently takes these tests as a member of a group. Usually any interpretation he receives is done privately with the counselor or teacher. If intelligently planned, (with precautions taken for understanding and options made for follow-up through individual counseling), interpretation of test results can be done efficiently in groups. The student may then have made "local norms" available to himself in the members of his own class or school. Whether we like it or not, he already makes use of these natural norms after the "official interpretation." "Your score equals or exceeds 60% of a stratified, random sampling of high school sophomores in the United States" is a difficult statement for him to comprehend. However, when he can say to himself, "I am as good as most of my fellow students on this test," he is able to make the information meaningful to himself.

The area of test interpretation has been dealt with in depth to illustrate how group procedures can be advantageously used with the individual inventory service. Most of the other areas of this service are equally amenable to group work. Strengths, weaknesses, talents, and disabilities, most of the information about the individual student, which he is ready to incorporate into his developing personality, lend themselves to group work. Some of these areas are interests and aversions, personality traits, financial resources, social environment, home background, health and physical development, personal and social development, and educational-vocational life goals. All of these

things may be used by the school counselor as devices in group guidance to help students grow in self understanding.

Group Guidance as Part of the Total Program—Group procedures and one-to-one counseling complement and supplement each other. It is not a matter of deciding whether to use group procedures or not; nor is it solely a matter of expanding for the purpose of saving time, but rather it is a matter of deciding *when* to use group guidance and *when* to use individual work. Group work can assist the individual student in integrating cognitive, psychomotor, and affective information about himself; information that he will be able to assimilate, and integrate with knowledge he already possesses.

As a result of circumstances and guidance procedures pointed out in subsequent parts of this chapter relating to guidance services, group guidance appears as an essential facet of the total guidance program. Group activities then, must be a significant part of the education process, and those activities must be planned to offer a sequence of developmental experiences. The random use of group experience may provide, at best, only an incidental benefit. Students, as their world of association expand, need exposure to increasingly mature group experiences in a planned program.

In using group guidance procedures, the school counselor should keep the following things in mind:

1. The school counselor must not use group guidance as a substitute for individual counseling, (but such group work often brings to light needs for individual counseling).
2. Some students may not be ready for group work without some preparation for it.
3. Private and intimate information about individual students is obviously best handled in individual sessions. Since what is private or intimate depends on the perceptions of each student and his counselor, the student must be free to keep confidential those areas of his life which he deems necessary. Furthermore, it is the duty of the counselor to help him to develop the discretion necessary to make such a decision.
4. Group procedures can be very beneficial and productive or harmful and destructive.
5. As a final precaution, the counselor must guard against the possibility that students might generalize from the norms of their group to the whole school, the whole state, or to the nation or world.

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Orientation Procedures

Orientation activities are essential to an effective guidance program. The orientation program serves several purposes, but basically it is an informative function. The activities help students understand and react favorably to each phase of the educational process. Hence, there is a necessity for coordination in the school district to effect a smooth transition from one level to the next. One of the responsibilities of counselors is to see that students in the school's program learn that the counseling services are designed to help them. Readiness for using guidance and counseling services is an important factor in successfully orienting a student in school. The student, to achieve this readiness, must recognize his problems, his personal difference from others, his permissive relationship with the counselor, and the fact that counseling is there to serve him.²³

Orientation Procedures at Different School Levels

Pre-School—At this level, school and social adjustment can be initiated by relating to children from the nursery school to the Head Start and kindergarten levels. This phase may include pre-school clinics, home visitations, field trips, and parent visitations and participation. Teachers should initiate guidance records at this level.

Elementary—During this period, the elementary school counselor may find it advantageous to arrange meetings designed to orient parents to school. Such meetings can be arranged for parents of students entering first grade and for those new to the community. In addition

²³ Henry McDaniel, *Guidance in Modern School*, Dryden Press, 1956, p. 389.

to such topics as school policies, grading practices, and special activities, the role of the counselor in the school should be explained. Such meetings provide the counselor with an excellent opportunity to establish friendly relationships with parents and may pave the way for future counselor-parent contacts. This will help parents in preparing their children for school.

Through parent-teacher groups and questionnaires returned by parents, an orientation plan can be initiated. Before the first day of school it is well for the teacher to know something about the children under her supervision. Assistance can then be given the pupils, so they may have a more complete knowledge of what to expect and what is expected of them. The last year of this level is a crucial point for orientation. The school, in many instances, has the responsibility of preparing pupils for junior high school. This may be accomplished through exploratory courses, group guidance situations, or career studies. Hence, cooperation between the elementary school counselor and junior high school counselor is important. For additional information concerning orientation at the elementary level, consult the *Elementary Guidance Bulletin* published by the Division of Guidance Services.²⁴

Junior High School—The purpose of orientation activities at this level is to orient students from one school setting to another, aimed towards the development of understanding of school policies, available opportunities offered by the school, and personal and social adjustment to the new surroundings. Orientation for entrance into high school cannot be over-emphasized, as choices made at this level regarding curricular and co-curricular opportunities can be critical for many students.

Senior High School—Through an organized orientation program at the Senior High School level, it is hoped that transition from one school level to another will be orderly and developmental. Hence, the counselor should become familiar with each pupil's general ability, his achievement, his aptitudes, his interests, his occupational choice, and his personal qualities for that choice.

The stage for career orientation, begun at previous levels, assumes even greater importance at the secondary level. Perhaps at no other phase of his life will the student have the need or time to study such a wide range of occupational and educational material. The counselor should provide this material and help each student make tentative choices in accordance with his abilities, aptitudes and interests. In career orientation the counselor should work closely with com-

²⁴ "Guidance in the Elementary School," Volume XXXVI, Division of Guidance Services, Bureau of Pupil Personnel 1968.

munity resource personnel, such as Youth Opportunity Centers, college counselors, vocational and technical school counselors, armed services personnel, and employment personnel in local industry. An awareness of employment trends and technological needs will enable students to set tentative goals and to adjust better to college, post-secondary education, or employment. Follow-up data on students may be used in orienting pupils to conditions which they may expect upon leaving school.

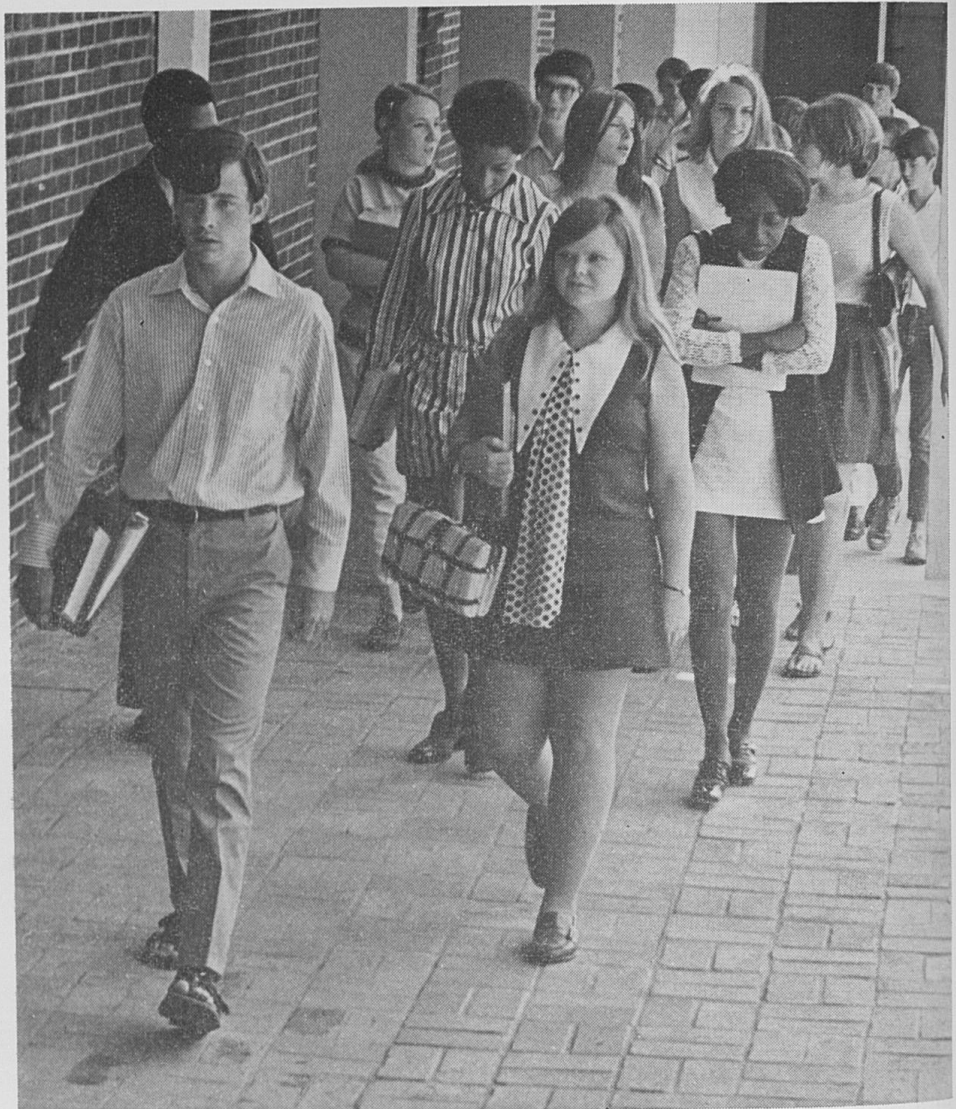
Methods of Orientation

Visitation to Feeder School—The counselor or other school representatives should perhaps visit the feeder school and speak to the “on-coming class” on matters relating to the objectives, opportunities, and requirements of the receiving school. Counselors may assist the prospective students to plan or adjust their schedules in light of varied future educational or vocational goals. This visit may include former students and representatives of the various departments to assist in presenting pertinent information.

Orientation Day—This is a popular method of familiarizing students to the new school. Orientation Day activities most often include an assembly program where departmental representatives make presentations, tour of the school plant, classroom visitations, and question and answer sessions. The scope and therefore the ultimate value of any Orientation Day Program is limited only to the extent of the creativeness and ingenuity of the persons planning the program.

Orientation Packets—Counselors often prepare packets of orientation materials to be issued to new students in the fall. These packets may contain some of the following items: a welcome from the principal and staff; a handbook; school paper; a floor plan of the building; a faculty list with the subjects taught by each teacher; class schedule; and an interest inventory sheet which would establish a record showing previous activities and activities in which the student may currently be interested. These packets may be distributed on the first day of school to all new students either in a general assembly or in the homeroom period. It is recommended that there be discussion in regard to these materials so that the student is aware of what type of information is available in the packets.

Student Handbook—A tool for orientation that is especially valuable during the first year of school is a student handbook. It serves as a refresher for students in regard to courses of study, activities, and responsibilities. It may contain information such as the school philosophy, the school curriculum, school policies, requirements for graduation, methods of grading, course descriptions, athletics, intra-mural



Orientation on the first day of school can make a difference.

sports, extra-curricular activities, and other information deemed pertinent.

Buddy System—Schools may use upper-class members to act as “big brothers or big sisters” to new pupils. Each new student is assigned to a buddy who introduces the student to teachers and classmates, tours the building to locate specific classrooms, and accompanies the new student to lunch. In addition, the buddy should help familiarize the student with such things as school policies, location of buses, school activities, and organizations, when such help is needed.

Assembly Programs—Many schools use assembly programs to assist

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in the orientation of students. The Student Council in many schools conducts a program early in the year. At this time, principals, counselors and council officers can briefly familiarize students with school routines and opportunities. Some type of program devoted to extra-curricular activities, in which students may participate, will give all a feeling of belonging to the school and experience in cooperating with others.

Homeroom Periods—Homeroom periods may be used as the setting for a continuous program of orientation, including such topics as school adjustments, social adjustments, and personal adjustment. Homeroom periods are excellent for units on reading, outlining, and effective study. Counselors should take an active part in setting up and coordinating orientation activities for homerooms.

Orientation To Post-Secondary Educational Opportunities—College representatives may visit high schools and talk with interested persons in a group situation. Also effective are panel discussions by previous graduates now in college. They may discuss courses, the importance of grades, and good study habits. A College Night Program for several area schools at one location can enable each student to visit several college representatives for short periods of time. This type of program can be most informative for students and parents. Subsequent campus visits by students should be encouraged by counselors. Continuing education or post-secondary education is assuming increasing importance as we enter the seventies. The wise counselor will acquaint students with opportunities available in technical schools, vocational schools, nursing schools, two-year technical programs in college, and apprenticeship programs. Mimeographed copies of available programs, distributed and discussed in group guidance sessions, can be most effective.

Orientation to World of Work—As a part of orientation, students should be exposed to the world of work. The school may hold a career day in which various vocational personnel may visit the school and talk to the interested students about their particular interests. Career days or evenings can be successfully planned as a part of the entire occupational-information program. Students should be involved in selecting fields to be covered, planning the agenda, inviting and introducing speakers, and evaluating the conference. An obvious value is that students have an opportunity to learn about various occupations from men and women experienced in the fields they represent. Field trips to industries in the area are valuable if carefully planned. Today's industries welcome such visits to their plants. Films and filmstrips which give a graphic view of occupations can be obtained free or for a nominal fee. On special programs guest

speakers can present occupational information. Likewise, on such programs, representatives of the armed forces can discuss obligations to and opportunities within the armed services.

Parents-Counselor Communication—At the elementary level parents' ties with the school seem to be close. At later level this relationship tends to diminish; yet, during this period of their lives, young people need parental support and understanding. The counselor can bridge this gap subtly, by establishing good working relationships with parents. All too often parents are called only when a student is doing unsatisfactory work. Too seldom do they hear reports of outstanding leadership or achievement. Communication between home and school can be improved in many ways. Letters can be written to parents explaining briefly the school's interest in its students and inviting parents to call and discuss their sons and daughters. The counselor may wish to be in his office one or two evenings a week for parent conferences. Such methods are bound to build good parent and counselor relationships, an essential part of orientation. Orientation is a vital part of the total school program. Only if a student has learned to know himself and his strengths and weaknesses through guidance and counseling, can he adapt to his school environment and make future plans for himself. On a large measure, it is the responsibility of counselors to help students in making a smooth transition from school level to school level and finally to post-secondary education or to the world of work.

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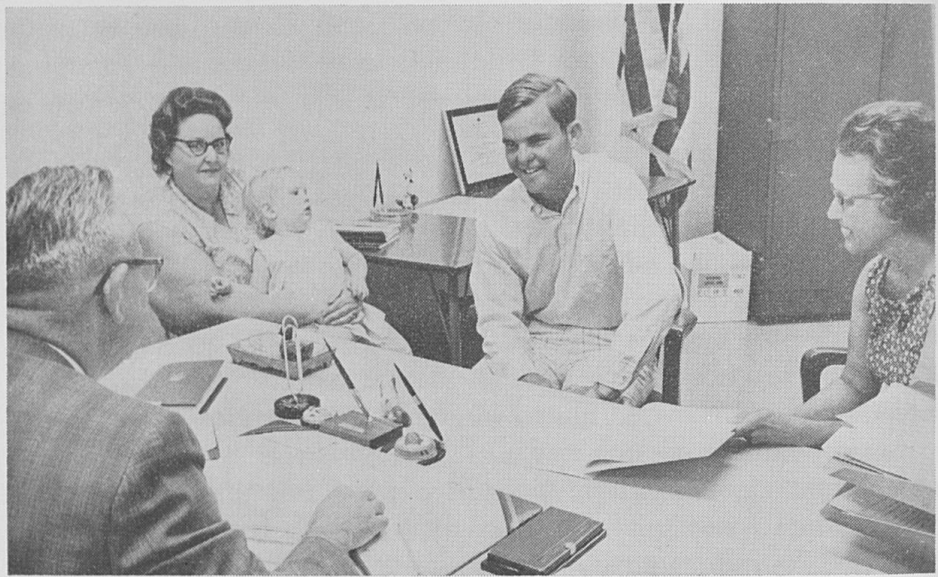
9 Using School and Community Resources

The over-all purpose of the guidance program in the school is to serve all pupils in relation to their abilities, interests and needs. The success of a guidance program is determined to a large extent by the relationship that exists between the school and its staff and the community of which the school is a part. The success is also determined, to a large extent, by the availability and utilization of both school and community resources. Pupil problems have their origin in both the school and the community, and as a result, solutions may require the combined resources of both.

A functional guidance program requires utilization of school and community resources, with the school and community agencies sharing a common concern for the welfare of the student.

A major responsibility of a functional guidance program is to provide leadership in the process of using school and community resources. Members of the faculty and staff are the school's most powerful resources in guiding youth. The teachers, school counselors, administrators, and others daily influence the lives of their students. The best and most resourceful of these are not contributing to the fullest extent, to the benefit of students, unless they work in harmony with all concerned.

The school counselor needs to become familiar with the various resources that can be of assistance to him in providing guidance services to students. The counselor can maximize his effectiveness if he uses all school and community resources available. In this way, each person may contribute in accordance with his particular com-



Parent, counselor, resource person and student work to resolve a problem.

petencies and insights towards the common goal of meeting student needs. This team approach provides a system of maximum services for students.

Community Resources

Optimum community resource utilization requires certain understandings and relationships, namely:

1. A mutual interest in the welfare of the students.
2. Community understanding of guidance efforts of the school.
3. A well-organized referral system.
4. Development of an effective means of communication between community agencies and school.

Although it has long been recognized that the school should be aware of the specific needs of the community, it has not always been ready or able to recognize the values that accrue to the school from making use of community resources.

Each community differs somewhat from other communities, but in each there are agencies, clubs, churches, and professional organizations which provide various unique services to youngsters. The school's counselor should be a key person in recognizing the richness of these resources and utilizing them for the benefit of school youth.

There are some student concerns which can best be handled by agencies outside the school. Community agencies are not intended to replace any of the guidance services offered by the school; they only supplement or complement them.

The school counselor, in many instances, takes the initiative in

assisting the rest of the school staff in developing a close working relationship with the community. This initiative can be taken in three ways: first, by assisting in collecting information that can be of use to the school staff concerning the community and its social and economic life; second, by organizing and conducting special community studies; and third, by acting as a liaison person between the school, community, and youth-service agencies.

In order to assure availability of all possible guidance resources within the community and to promote the effectiveness of youth services, certain steps should be taken:

1. The school counselor should become familiar with the agencies, clubs, and organizations that provide services for youth, or for special groups of young people.
2. The school counselor should establish contacts with individuals representing these organizations and agencies. In this way, individual students can be referred to the proper persons when services are needed.
3. The school counselor should work to keep two-way communication open between other members of the school staff and the representatives of the various agencies located in the community.

The counselor must familiarize himself with home and community influences that contribute to the fostering of problems of adjustment and with agencies or individuals in the community that can be utilized to resolve and/or to prevent reoccurrence of these problems. The counselor should also feel the need for knowing something about the homes from which their students come and the standards which govern their behavior.

The community in which a student lives, undoubtedly, exerts a powerful influence upon him. It shapes his goals, his ideals, his character, his attitudes, and his life through the experiences it provides. In some communities, agencies, individuals and organizations have helped students in the pursuit of educational and occupational goals. Many schools are assisted by individuals in the community in their Career Day Programs. People such as farmers, nurses, doctors, dentists, plumbers, electricians, and bankers speak to the boys and girls on their respective professions or occupations.

The counselor must draw from a vast storehouse of knowledge obtainable through reports, test data, and other descriptive literature which comprises a profile of the community in which he works. His effectiveness will also be enhanced through orientation to the services performed by family, welfare and children's agencies, child guidance clinics, health and recreational centers.

The Vocational Rehabilitation Center and the Mental Health

Clinics are very good resource aids. They assist in preparation for life adjustment in a suitable vocation and render advice to schools that are without adequate personnel and facilities for students with a wide range of handicaps. It is a part of the counselor's responsibility to recognize when the problems of a child are of such a nature so as to need the help of a specialist. The problems exhibited by students will, of course, determine the kind of resource needed. For example, after identifying a child with an emotional problem, referral may be made to a doctor, clinical psychologist or social worker whereas a child with a reading problem may require the assistance of a remedial reading teacher.

To lessen the chance of duplication of services, many communities have formed councils of social agencies so that workers in the various groups may be informed about the work of one another. School counselors benefit from active participation in such councils.

Service Clubs such as Lions, Rotary, Kiwanis, Exchange, Optimist, and others are always available to the schools for contributions to education through their various committees charged with providing vocational information. Often these clubs will provide successful career people to speak to girls and boys about vocations in which they have expressed an interest.

Many times students seek personal interviews with individual club members. Some clubs offer continuous vocational information for this purpose. The Chamber of Commerce often takes the initiative in arranging visits to local industries.

Leaders of the YMCA, YWCA, Boy Scouts, and Girl Scouts work with students under informal conditions; in this manner they are often able to learn about a student's background and character in a way that the school cannot.

During summer vacations, experiences in work and organized recreation contribute to the total development of the student. Many communities offer opportunities for part-time employment. Work experiences serve to hold students in school who would otherwise drop out and at the same time provide financial help. These also serve a useful purpose in discovering and developing vocational interests and aptitudes, all of which may be helpful in later career planning.

The school counselor should be well acquainted with people who are in position to help him work toward a better understanding of the student and his problems. The probation officer, the judge of the local juvenile court, and child welfare workers of the Bureau of Public Assistance can be important contacts and often have a wealth of information concerning certain students. Counselors acquire information on community resources in many ways. In addition to formal surveys and checks, students may assist in this effort through

special projects conducted by the student council and other student organizations.

Outside the school and the home are other potentially important persons. Professional persons such as doctors, nurses, lawyers, engineers, social workers and ministers are all possible sources of help. The local television and radio stations and newspapers are important in publicizing guidance projects and often have much to do with their acceptance.

The procedures for drawing upon resources for guidance purposes may vary, but securing information is usually the first step. The next step involves classifying or determining the potential utilization of each resource, and finally the procedures used in taking advantage of the specific resources.

An up-to-date file should be kept for guidance purposes, listing all available community resources. It should also contain necessary information as to the nature of the agency, the title of the agency, and the area of service or types of problems handled by the agency. A record of past successful or unsuccessful experience with these agencies might also be helpful in eventual analysis and approval of services offered by these agencies.

The public library card catalog may contain some general information about community resources. Directories of social agencies are a valuable source of information. The Department of Social Work and Education would be able to provide information about sources of aid for many different problems. Even the telephone directory can be of help. There should be little reason for not finding sources of available aid.

Clinical guidance services for children are being set up throughout the state on a county basis. It is well to keep the local medical group informed of the development of the school's counseling program, for they are more likely to inform the counselor of ways in which their patients may be helped by the school program.

School Resources

Some schools have a number of specialists such as school nurses, reading consultants, curriculum supervisors, school counselors, school social workers, school psychologists, and Directors of Pupil Personnel. There are guidance resources in most school settings to which a counselor may turn for help.

The following list is an effort to include personnel that may be available in a variety of school settings. Obviously, the greater the number of resource persons available the greater is the counselor's opportunity for helping the students with their various needs, but only if the counselor is capable of working harmoniously and effectively with them. The list of resource persons include:

Teachers	School health personnel
Other counselors	Directors of Pupil Personnel
Psychologists	Administrators (principal, asst. principal, etc.)
Librarians	School Social Workers
Principals	Home-bound teachers
Supervisors	Other school personnel

The following list is made up of some better known organizations which provide some source of aid to the people of the community. Many of these agencies could have been listed under more than one of these headings, because many of these are engaged in different types of activities. An attempt has been made to list them only under the classification where they have major service or interest.

Health Resources

Physical Health

- Local or county health departments
- Arthritis and Rheumatism Foundation
- The American Cancer Society
- The Cerebral Palsy Foundation
- The Infantile Paralysis Foundation
- Multiple Sclerosis Society
- State Heart Association
- State Tuberculosis and Health Associations
- Association for the Blind, Inc.
- Citizens Council for Health and Welfare
- American Heart Society
- American Medical Society
- State and County Society for Crippled Children
- American Dental Association
- American Diabetes Association
- American Public Health Association
- American Social Hygiene Association
- Muscular Dystrophy Association of America
- National Society for the Prevention of Blindness
- Baby Health Services
- Convalescing Hospital for Children

Mental Health

- State and local Mental Health Center
- County and State Mental Health Associations
- American Red Cross
- Big Brothers (Optimist Club)
- Boy and Girl Scouts
- National Mental Health Association
- American Association on Mental Deficiency
- Family Counseling Service

Social Agencies

- Family Service Association of America
- Private children's agencies
- American Red Cross

Council of Social Agencies
American Public Welfare Association
Association of the Junior Leagues of America, Inc.

Occupational Agencies

United States Department of Labor
State Department of Labor
National Vocational Guidance Association
American Craftsmen's Education Council
American Federation of Arts
Cooperative Recreation Service

Religious Groups

Catholic Welfare Bureau
Jewish Family Service
Young Men's Hebrew Association
 Young Women's Hebrew Association
Salvation Army
Young Men's Christian Association
Young Women's Christian Association
National Jewish Welfare Board
Board of Hospitals and Homes of the Methodist Church
National Council, Protestant Episcopal Church, Department of Christian
 Social Relations
Local, State, and National Ministerial Associations

Children and Youth Agencies

Family and Children's Bureau
Boy Scouts of America
Girl Scouts of America
Camp Fire Girls of America
Boys Clubs of America
Girls Service League of America
National Committee—Boys and Girls Work Club
Comprehensive Care Centers
Juvenile Diagnostic Centers
4-H Club
Boys' Club Federation
Catholic Youth Organizations
Future Farmers of America
Future Craftsmen of America
Future Homemakers of America
Girl Reserves (YWCA)

Service Clubs and Fraternal Organizations

Business and Professional Women's Club, Inc.
Optimists International
Benevolent and Protective Order of Elks
International Association of Lions Clubs
Kiwanis International
Rotary International
The Shriners of North America

Fraternal Order of Eagles
Independent Order of Odd Fellows
Loyal Order of Moose
Amvets
American Legion
Daughters of the American Revolution
United Daughters of the Confederacy
Civitan International

Governmental Agencies

State Departments of Health
Divisions of Child Hygiene
Divisions of Dental Hygiene
Divisions of Communicable Diseases
Divisions of Public Education

State Departments of Public Welfare

Divisions of Social Administration
Services for the crippled children
Services for the blind
Child Welfare services
Public Assistance services
Divisions of juvenile research
Division of mental hygiene
Community child guidance services
Community welfare classes for retarded children
Bureaus of education and prevention
Special state schools
Bureaus of Vocational Rehabilitation
Bureau of Economic Security
State Departments of Education, Division of Special Education
State Schools for the Deaf
State Schools for the Blind
County Child Welfare Boards for Neglected Mentally Retarded Children
United States Department of Health, Education and Welfare
Children's Bureau
Bureau of Public Assistance
Office of Education
Public Health Service

Community Action Agencies

United States Department of Agriculture

Bureau of Human Nutrition and Home Economics
Extension Service

Local Public Education Programs

The State University and State Colleges

Private Agencies

Colleges and Universities
Day Care Centers
Goodwill Industries
Kindergartens
Volunteers of America

10

Evaluation of a Program

Evaluation is the key to the development and improvement of any educational service. This is especially true for the development and improvement of the guidance services program in the school. Nearly all schools have been providing some guidance services but many have not analyzed them to determine the adequacy and relevance of their programs.

The following check list is a device which may be used in making a general appraisal of the program of guidance services in the school. For a more comprehensive instrument for evaluation, the reader is referred to The Guidance Services section of the Evaluative Criteria, National Study of Secondary School Evaluation: 1785 Massachusetts Avenue, N.W., Washington, D. C. 20036. 1969.

Check List for Appraising the Program of Guidances Services

<i>Aspect of the Program</i>	<i>Yes</i>	<i>No</i>
I. <i>Organizing and Administering the Program of Guidance Services</i>		
1. The principal and superintendent believe that the guidance program is an important phase of the curriculum and give it consistent administrative support -----	<input type="checkbox"/>	<input type="checkbox"/>
2. A copy of the philosophy of guidance services developed by the guidance committee has been placed in the hands of each member of the faculty -----	<input type="checkbox"/>	<input type="checkbox"/>

<i>Aspect of the Program</i>	Yes	No
3. One person is responsible for coordination of guidance services -----	<input type="checkbox"/>	<input type="checkbox"/>
4. The administration utilizes the resources of the faculty by delegating specific duties in the guidance program to appropriate members -----	<input type="checkbox"/>	<input type="checkbox"/>
5. Adequate files and record space are provided for the guidance program -----	<input type="checkbox"/>	<input type="checkbox"/>
6. There is a definite well-planned in-service program in operation for improvement of the entire staff in the area of guidance -----	<input type="checkbox"/>	<input type="checkbox"/>
7. Adequate funds are allotted in the budget to provide for needed guidance services -----	<input type="checkbox"/>	<input type="checkbox"/>
8. Arrangements have been made for resources to identify and assist children with special problems--	<input type="checkbox"/>	<input type="checkbox"/>
9. Guidance services function throughout all grade levels of the school system -----	<input type="checkbox"/>	<input type="checkbox"/>
10. Existing guidance services are well planned and in accord with the school's guidance philosophy-----	<input type="checkbox"/>	<input type="checkbox"/>

II. *Individual Inventory Service*

(Pupil Record Service)

1. The cumulative record is passed on as the student progresses from grade to grade and from school to school -----	<input type="checkbox"/>	<input type="checkbox"/>
2. Confidential information, obtained through counseling, are kept in private files -----	<input type="checkbox"/>	<input type="checkbox"/>
3. Cumulative records are kept up-to-date and free of irrelevant materials -----	<input type="checkbox"/>	<input type="checkbox"/>
4. Provisions are made for obtaining information for the cumulative record through:		
a. appropriate tests and inventories -----	<input type="checkbox"/>	<input type="checkbox"/>
b. parent conferences -----	<input type="checkbox"/>	<input type="checkbox"/>
c. teachers record of observations of behavior--	<input type="checkbox"/>	<input type="checkbox"/>
d. medical examination results -----	<input type="checkbox"/>	<input type="checkbox"/>
e. student-teacher conferences -----	<input type="checkbox"/>	<input type="checkbox"/>
f. counselor interviews with students -----	<input type="checkbox"/>	<input type="checkbox"/>
g. home visits -----	<input type="checkbox"/>	<input type="checkbox"/>
h. sociometric studies -----	<input type="checkbox"/>	<input type="checkbox"/>
i. autobiographies -----	<input type="checkbox"/>	<input type="checkbox"/>
j. case studies -----	<input type="checkbox"/>	<input type="checkbox"/>
k. information obtained from community agencies	<input type="checkbox"/>	<input type="checkbox"/>
5. Cumulative records are accessible to qualified persons who have valid reasons to use them -----	<input type="checkbox"/>	<input type="checkbox"/>

<i>Aspect of the Program</i>	Yes	No
6. Cumulative record data are used extensively by teachers to get a more complete picture of each student -----	<input type="checkbox"/>	<input type="checkbox"/>
7. Valid users of cumulative records have received instruction on their interpretation and use -----	<input type="checkbox"/>	<input type="checkbox"/>
 III. <i>Information Service</i>		
1. Adequate career development information materials are maintained as a part of the school library in collaboration with the school counselor-----	<input type="checkbox"/>	<input type="checkbox"/>
2. Information is available concerning current occupational opportunities and requirements-----	<input type="checkbox"/>	<input type="checkbox"/>
3. Students are kept informed about scholarships, loans and self-help opportunities-----	<input type="checkbox"/>	<input type="checkbox"/>
4. The school has a planned, regularly conducted program of orientation activities for new students--	<input type="checkbox"/>	<input type="checkbox"/>
5. There is printed information about the school program and activities provided for each student prior to, or at the time of registration-----	<input type="checkbox"/>	<input type="checkbox"/>
6. Occupational and educational information are consistently made available through planned Group Guidance activities -----	<input type="checkbox"/>	<input type="checkbox"/>
7. Information is available regarding post high school educational opportunities-----	<input type="checkbox"/>	<input type="checkbox"/>
 IV. <i>Counseling Service</i>		
1. The persons doing counseling meet the certification requirements of the state -----	<input type="checkbox"/>	<input type="checkbox"/>
2. Counselors have adequate time in which to do counseling -----	<input type="checkbox"/>	<input type="checkbox"/>
3. Counseling services are continuously available for all students -----	<input type="checkbox"/>	<input type="checkbox"/>
4. All counseling interviews are private -----	<input type="checkbox"/>	<input type="checkbox"/>
5. Provision is made for referral of students with special problems -----	<input type="checkbox"/>	<input type="checkbox"/>
6. Adequate records are made of counseling conferences with students -----	<input type="checkbox"/>	<input type="checkbox"/>
7. Students are assisted in making choices about education, vocation, and personal living in terms of their aptitudes, interests, abilities and available opportunities -----	<input type="checkbox"/>	<input type="checkbox"/>
8. All school leavers are interviewed before leaving school -----	<input type="checkbox"/>	<input type="checkbox"/>
9. Provisions are made for Group Counseling -----	<input type="checkbox"/>	<input type="checkbox"/>

<i>Aspect of the Program</i>	<i>Yes</i>	<i>No</i>
10. Adequate facilities are provided for private counseling conferences -----	<input type="checkbox"/>	<input type="checkbox"/>
11. Provisions are made for proper student orientation regarding counseling services -----	<input type="checkbox"/>	<input type="checkbox"/>
<i>V. Placement Service</i>		
1. The school counselor assists graduates and drop-outs in securing employment -----	<input type="checkbox"/>	<input type="checkbox"/>
2. Assistance is rendered students who need part-time or vacation employment -----	<input type="checkbox"/>	<input type="checkbox"/>
3. Each student is helped to:		
a. enter the next step in his educational program, or -----	<input type="checkbox"/>	<input type="checkbox"/>
b. enter the next step toward reaching his occupational goal -----	<input type="checkbox"/>	<input type="checkbox"/>
c. find services available to him through other community agencies -----	<input type="checkbox"/>	<input type="checkbox"/>
<i>VI. Follow-Up Service</i>		
1. The guidance department conducts follow-up studies of all former students, both graduates and drop-outs -----	<input type="checkbox"/>	<input type="checkbox"/>
2. There has been a decrease in the number of students leaving high school before graduating -----	<input type="checkbox"/>	<input type="checkbox"/>
3. There has been an increase in the number of students entering high school -----	<input type="checkbox"/>	<input type="checkbox"/>
4. There has been an increase in the number of students voluntarily:		
a. seeking counseling interviews -----	<input type="checkbox"/>	<input type="checkbox"/>
b. requesting personal-social information -----	<input type="checkbox"/>	<input type="checkbox"/>
c. requesting career development information -----	<input type="checkbox"/>	<input type="checkbox"/>
5. There has been a decrease in the number of disciplinary cases, based on reports from both the principal's office and classroom teachers -----	<input type="checkbox"/>	<input type="checkbox"/>
6. The reactions of present students, parents, and faculty to the program of guidance services are systematically obtained -----	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher utilization of guidance services has increased:		
a. a greater number of staff members have contacted the counselor for guidance information. -----	<input type="checkbox"/>	<input type="checkbox"/>
b. a greater number of conferences have been held with individual teachers on the subject of guidance -----	<input type="checkbox"/>	<input type="checkbox"/>

<i>Aspect of the Program</i>	<i>Yes</i>	<i>No</i>
c. a greater number of teachers have involved the counselor in parent and/or student conferences	<input type="checkbox"/>	<input type="checkbox"/>
8. Improvements have been made in the curriculum to more realistically meet the student needs-----	<input type="checkbox"/>	<input type="checkbox"/>
9. There has been an increase in the number of constructive teacher activities devoted to problems of students:		
a. individual case studies -----	<input type="checkbox"/>	<input type="checkbox"/>
b. discussion topics for regular faculty meetings--	<input type="checkbox"/>	<input type="checkbox"/>
c. themes or sub-themes of system-wide, in-service programs -----	<input type="checkbox"/>	<input type="checkbox"/>
10. The administration indicates support of the guidance program through its:		
a. favorable comments, both oral and written----	<input type="checkbox"/>	<input type="checkbox"/>
b. increases in budgetary allotments -----	<input type="checkbox"/>	<input type="checkbox"/>
11. There has been an increase in the number of parents and laymen in the community who speak well of the school -----	<input type="checkbox"/>	<input type="checkbox"/>

The following outline is provided as a guide for you. You may wish to modify it to suit your own needs. The outline is designed to help you organize your thoughts and experiences into a coherent and meaningful narrative. It is not intended to be a rigid structure, but rather a flexible framework that you can adapt to your own style and content.

1. Introduction
2. Childhood
3. Education
4. Career
5. Family
6. Hobbies and Interests
7. Reflections

Appendixes

1. Appendix A: Sample Outline for an Autobiography
2. Appendix B: Sample Outline for a Research Paper
3. Appendix C: Sample Outline for a Business Plan
4. Appendix D: Sample Outline for a Grant Proposal
5. Appendix E: Sample Outline for a Thesis
6. Appendix F: Sample Outline for a Dissertation
7. Appendix G: Sample Outline for a Book
8. Appendix H: Sample Outline for a Memoir
9. Appendix I: Sample Outline for a Biography
10. Appendix J: Sample Outline for a History Paper
11. Appendix K: Sample Outline for a Science Paper
12. Appendix L: Sample Outline for a Literature Paper
13. Appendix M: Sample Outline for a Social Science Paper
14. Appendix N: Sample Outline for a Humanities Paper
15. Appendix O: Sample Outline for a Law Paper
16. Appendix P: Sample Outline for a Medicine Paper
17. Appendix Q: Sample Outline for a Nursing Paper
18. Appendix R: Sample Outline for a Psychology Paper
19. Appendix S: Sample Outline for a Sociology Paper
20. Appendix T: Sample Outline for a Political Science Paper
21. Appendix U: Sample Outline for an Economics Paper
22. Appendix V: Sample Outline for a Business Paper
23. Appendix W: Sample Outline for a Management Paper
24. Appendix X: Sample Outline for a Marketing Paper
25. Appendix Y: Sample Outline for a Finance Paper
26. Appendix Z: Sample Outline for a Computer Science Paper

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Appendix A Sample Outline for an Autobiography

The following outline is a suggested list of items which may be used in gathering student data. It is recommended that school counselors wishing to use the autobiography develop an outline which is suited to their school's particular needs. However, this outline may serve as a base from which a counselor can begin the construction of a device which will serve his purposes.

- A. Years Before School:
 - 1. Description of your family
 - 2. Places you have lived
 - 3. Funny things you did, said as a youngster
 - 4. Ways you amused yourself
- B. Early School Days:
 - 1. My recollection of the first day of school
 - 2. The friendships I formed
 - 3. The kinds of things I liked to do
 - 4. Incidents your family related to you
- C. Last Years in Elementary School:
 - 1. Chief desires and wishes
 - 2. Favorite subjects
 - 3. What I liked about my teachers
 - 4. What I disliked about my teachers
- D. High School Days:
 - 1. Social activities
 - a. What I do —after school
 - during school
 - in the evenings
 - on weekends
 - 2. School activities
 - a. My successes
 - b. My failures
 - c. My hopes
 - d. My plans for future work
 - e. Suggestions for courses or opportunities in school
- E. What I would change about myself, my home, my friends, my school, or anything else, if I could.
- F. Other information about myself that was not covered in the outline above.

Appendix B Outline for Studying an Occupation

This list of items for studying occupations is a device which can be used totally, or in part, for studying occupations. This could be used as a guide for individuals or by teachers in cooperation with the school counselor in conducting group guidance classes dealing with vocations.

A. Job Study

1. History and prospects for the future
2. Importance in relation to society
3. Number of employees in field (is field already, or becoming crowded)
4. Needs and trends
5. Services and/or duties performed
6. Qualifications (age, physical requirements, special aptitudes, experiences, etc.)
7. Special skills or training required
8. Working conditions (hours—hazards—geographic location—travel involved—etc.)
9. Legislation affecting occupation
10. Preparation—what training is required and where can training be obtained—length of time for training
11. Methods of entering field (directly or indirectly)
12. Advancement opportunities
13. Related occupations
14. Earnings, other benefits and rewards
15. Organizations associated with occupations: unions—professional organizations, etc.

B. Personal Assessment

1. Why have I chosen this occupation for study
2. Does this occupation seem to fit my aptitudes—interests—abilities—etc.
3. Will I be able to satisfy my other personal needs in life through this occupation (status—prestige—self-fulfillment—etc.)
4. What do people employed in this field think about it—what do my parents think—what do my friends think—what does my school counselor think
5. Could I be happy with this job for the rest of my working life
6. If I prepare for this occupation and am not satisfied, what other careers are open to me with similar requirements (that is in training, experience, personal traits, etc.)

Appendix C Sample Form

Sample Form of Questionnaire for use in Follow-Up
 Studies of Former High School Students
 Answers will be Kept Confidential

Name of School _____ Date _____

Your Name: Mr. _____
 Mrs. _____
 Miss _____

If "Mrs." give your maiden name here: _____

Permanent Address _____
 (This is the address at which we can reach you at any time)

1. Are you A. _____ Single C. _____ Divorced or Separated
 B. _____ Married D. _____ Widowed (Check one of these)
 If married, how many children do you have? _____

2. What are you doing now? (Check one or more)
 A. _____ Employed full-time G. _____ not employed, but looking for
 B. _____ employed part-time a job
 C. _____ in school, full-time H. _____ not employed, NOT looking
 D. _____ in school, part-time for a job
 E. _____ in business for self I. _____ Other (Please describe)
 F. _____ in Armed Forces _____

3. Please list below any additional education you have had or are now taking since leaving high school: (INCLUDE all types of education or training)

Name of School	Course Taken	Date Started— Date Completed	Diploma Degree or length of training
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. What vocation did you select as your life work when you were in high school?

5. What kind of life work do you actually expect to do?

6. What could the high school have done to make your educational experiences more helpful to you?

7. IF YOU DROPPED OUT OF HIGH SCHOOL BEFORE GRADUATING, these are very important questions:

A. Will you tell us very frankly the *real* reason or reasons why you left school? Your honest answer may help us to improve our school.

B. At what level did you leave school: grade _____ month of year _____

8. We would like to know how you rate the HELP your high school gave you in the following areas: (please check the proper column for each item)

AREA	The high school helped me			
	A great deal	Somewhat	Little or none	I'm not certain
A. Using my spare time	_____	_____	_____	_____
B. Taking care of my health	_____	_____	_____	_____
C. To become more knowledgeable of community and civic affairs	_____	_____	_____	_____
D. In preparing for marriage and family responsibilities	_____	_____	_____	_____
E. In preparing for the world of work	_____	_____	_____	_____
F. Getting along with others				
1. classmates	_____	_____	_____	_____
2. Family	_____	_____	_____	_____
3. Teachers	_____	_____	_____	_____
G. Preparing for further education	_____	_____	_____	_____
H. Understanding my abilities and interests	_____	_____	_____	_____
I. Helped me in learning how to study	_____	_____	_____	_____
J. Helped me to select appropriate courses	_____	_____	_____	_____
K. Helped me to relate school work to the needs of life	_____	_____	_____	_____
L. Helped me to cope with personal problems	_____	_____	_____	_____
M. Helped prepare me for eventually assuming responsibility for my own affairs	_____	_____	_____	_____
N. Thinking through problems	_____	_____	_____	_____
O. Helped me to improve my self-concepts	_____	_____	_____	_____
9. If you now live in the school district, please tell if and how this high school can be of further assistance to you.	_____			

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If you have had full-time employment experience (complete this section)

10. Please describe the jobs you have held since leaving high school:

Employer (or firm)	Title of Job (or kind of work)	Date You Started	Date You Left	Approximate Weekly Wage
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

11. To what extent has your high school training helped you on your present job?

- A. A great deal B. Some C. Little or none D. Not certain

12. Have any specific high school courses or activities been of special value to you on your present job? (Check the blanks of those which helped)

- | | | |
|---|--|--------------|
| A. <input type="checkbox"/> English | H. <input type="checkbox"/> Sports | Others _____ |
| B. <input type="checkbox"/> Speech | I. <input type="checkbox"/> Science | _____ |
| C. <input type="checkbox"/> Bookkeeping | J. <input type="checkbox"/> Student Government | _____ |
| D. <input type="checkbox"/> Typing | K. <input type="checkbox"/> Home Economics | _____ |
| E. <input type="checkbox"/> Business Math | L. <input type="checkbox"/> Student Activities | _____ |
| F. <input type="checkbox"/> Industrial Arts | M. <input type="checkbox"/> Vocational Courses | _____ |
| G. <input type="checkbox"/> Mathematics | N. <input type="checkbox"/> Clubs | _____ |

13. Which of the following helped you most in getting your first steady job after leaving high school? (Please check one or more)

- | | |
|--|---|
| A. <input type="checkbox"/> Parents or relatives | E. <input type="checkbox"/> Private Employment agency |
| B. <input type="checkbox"/> Friends | F. <input type="checkbox"/> School Teacher, Counselor or other person |
| C. <input type="checkbox"/> Newspaper ad | G. <input type="checkbox"/> My own efforts |
| D. <input type="checkbox"/> Public Employment Agency | H. <input type="checkbox"/> Other: _____ |

14. Where was the knowledge of training needed in your present job gained? Check one or more.

- | | | |
|---|---|---|
| A. <input type="checkbox"/> High School | D. <input type="checkbox"/> Hobbies | G. <input type="checkbox"/> At home |
| B. <input type="checkbox"/> College | E. <input type="checkbox"/> Other job experiences | H. <input type="checkbox"/> On-the-job training |
| C. <input type="checkbox"/> Vocational School | F. <input type="checkbox"/> Home study courses | I. <input type="checkbox"/> Others _____ |

15. If you wish to elaborate on how your high school helped you, please feel free to do so on the back of this page or by adding an additional sheet.

16. If you wish to elaborate on how your high school failed to meet your needs, please feel free to do so in the same manner as Item 15.

Thank you for your help and cooperation—
Please return to:

Prime Example—High School
Sample—Kentucky 0001

Appendix D Publications of the Division of Guidance Services

Bureau of Pupil Personnel Services
Division of Guidance Services
Kentucky Department of Education

Bulletins In Print

Secondary Guidance Services Bulletin—114 pages—Revised July 1971.

This bulletin is widely used by counselors in the State of Kentucky as a basic handbook for the services that they offer; including topics ranging from philosophical aspects of guidance services to the more practical aspects of organizing a program and providing needed services to secondary students.

Guidance In The Elementary School—81 pages—Published July 1968

An excellent first publication of the Division of Guidance Services dealing with the total elementary school guidance program. It is used by many beginning elementary counselors in establishing and developing their programs.

Counselor's Handbook On Post-High School Education—122 pages—Published November 1967 (will be revised—1971).

A comprehensive listing of Kentucky's colleges, universities, and vocational-technical schools including basic essential information relative to the institutions listed. Certain admission requirements, locations, scholarships and financial assistance programs.

Standardized Testing Program—79 pages—Published March 1966

An informative bulletin offering suggestions for planning, administering, and using standardized tests. A listing of tests and test publishers is included. (is being revised—1971).

Guidance Resource Information—79 pages—Published September 1969

A listing of educational, occupational and social-personal materials available for both elementary and secondary levels. Also contains a listing of materials, names of publishers and their addresses.

Periodical Publications

State-Wide Voluntary Testing Program—Published annually in the Spring

This is a description of the Voluntary State-Wide Testing Program. It gives such information as the purpose of the program, tests that can be used, description of the tests, and administrative details. An application for participation is included as page 2 of this booklet. It is mailed annually in the spring to all superintendents, counselors, test coordinators and supervisors of instruction.

Guidance Guideposts—Published on a quarterly basis each year

Keeps school personnel posted on current developments in guidance in Kentucky and provides information of value in organizing and developing programs of guidance services.

Elementary School Counselor—Issued in Autumn, Winter, and Spring of each school year

Provides important relevant information. Its articles are usually of high interest dealing with the growth and development of elementary school guidance programs in Kentucky.

Directory of Guidance Personnel In Kentucky Public Schools—Published annually in the Fall

This is a complete listing of all the secondary and elementary counselors working in Kentucky public school systems. Sent annually in the Fall to all public school counselors.

Appendix **E** Locations

Locations of the Offices of Employment Services, Kentucky Department of Economic Security

Local Office	Address	Zip Code
Ashland	1840 Carter Avenue	41101
Bowling Green	803 Chestnut Street	42101
Corbin	310 E. Center Street	40701
Covington	320 Garrard Street	41011
Covington YOC	108 Pike Street	41011
Danville	121 E. Broadway	40422
Elizabethtown	229 N. Miles Street	42701
Frankfort	High & Mero Streets	40601
Glasgow	445 N. Green Street	42141
Harlan	119 S. Cumberland Ave.	40831
Hazard	High Street	41701
Henderson	212 N. Water Street	42420
Hopkinsville	110 River Front Drive	42240
Lexington	300 S. Upper Street	40508
Louisville	600 West Cedar Street	40203
Madisonville	56 Federal Street	42431
Mayfield	319 S. Seventh Street	42066
Maysville	Kehoe Viaduct	41056
Morehead	126 Bradley Avenue	40351
Owensboro	215 E. Fourth Street	42301
Paducah	416 South Sixth Street	42001
Pikeville	216 College Street	41501
Prestonsburg	North Lake Drive	41653
Somerset	410 E. Mt. Vernon Street	42501
Winchester	15 W. Lexington Avenue	40391

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Appendix F District Offices

District Offices of the Bureau of Rehabilitation Services

District Office	Address	Telephone No.
Ashland	411 Nineteenth	324-6343
Ashland	U. S. Youth Center	928-6414
Bowling Green	811 Fairview Avenue	842-0389
Bowling Green	925 Woodway Drive	842-6335
Covington	208 Greenup Street	291-1116
Danville	600 Russell Street	236-8885
Harlan	107 South Cumberland	573-3890
Harlan	101 North Cumberland	573-5730
Harlan	Harlan A.R.H.	573-3321
Hazard	A.R.H., P.O. Box 978	436-3111
Henderson	300 South Alvasia	826-6174
LaGrange	Box 118	279-5431
Lexington	624 North Broadway	252-0851
Lexington	400 Lafayette Pkwy.	252-2478
Lexington	2050 Versailles Road	254-5701
Lexington	650 Kennedy Road	254-0576
Lexington	U. K. Medical Center	233-5000
Louisville	600 West Center	585-5911
Louisville	2665 Helm Street	636-2851
Louisville	1839 South 34th	772-2571
Louisville	323 East Chestnut	589-4321
Lyndon	8310 Westport Road	425-4737
Madisonville	113 East Center	821-5174
Middlesboro	A.R.H., P.O. Box 340	248-1426
Mt. Vernon	Rockcastle County Board of Education	256-2171
Owensboro	920 Frederica Street	685-3129
Paducah	Broadway and 17th	442-0282
Paducah	2229 Mildred Street	444-9687
Paintsville	Mayo State Vocational School	789-3843
Paintsville	403 Broadway	789-3217
Prestonsburg	29 First Avenue	886-3557
Somerset	124 Security Building	678-8922
Whitesburg	Letcher County Board of Education	633-7506
Division of Disability		
Deter.	415 West Main Street, Frankfort	564-3710
Williamson, W. Va.	A.R.H. Mounted Route 2	237-1010
Vocational Rehabilitation Facilities		
Frankfort State Hospital and School, Frankfort		564-4530

Outwood State Hospital and School, Dawson Springs	797-3791
Central Hospital, Louisville	245-4121
Eastern State Hospital, Lexington	255-1431
Kentucky State Hospital, Danville	236-2200
Western State Hospital, Hopkinsville	886-4431
Kentucky School for the Blind, Louisville	895-7423
Kentucky School for the Deaf, Danville	236-5132
Kentucky Industries for the Blind, Brownsboro Road, Louisville	896-8557

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Appendix **G** Directory

Directory of Local Public Assistance Offices
Commonwealth of Kentucky

County	Office Address	Telephone No.
1. Adair	P. O. Box 437, Columbia, 42728	384-2163
2. Allen	505 East Main, Scottsville, 42164	237-3661
3. Anderson	109 W. Woodford St., Lawrenceburg, 40342	839-4265
4. Ballard	Court House, 2nd Floor, Wickliffe, 42087	335-3591
5. Barren	445 N. Green St., P.O. Box 176, Glasgow, 42141	651-5119
6. Bath	108 W. Main St., P.O. Box 7, Owingsville, 40360	674-6344
7. Bell	McCarty Bldg., Pine St., P.O. Drawer 631, Pineville, 40977	337-3038
8. Boone	Court House, Burlington, 41005	586-6515
9. Bourbon	Bourbon County Welfare Bldg., Bank Row & High Sts., Paris, 40361	987-2455
10. Boyd	411 Nineteenth St., P.O. Box 750, Ashland, 41101	324-6189
11. Boyle	121 East Broadway, Danville, 40422	236-4844
12. Bracken	Miami Street, P.O. Box 235, Brooksville, 41004	735-5181
13. Breathitt	P.O. Box 115, Jackson, 41339	666-2481
14. Breckinridge	Hardinsburg Medical Center, P.O. Box 107, Hardinsburg 40143	756-2303
15. Bullitt	210 Buckman Avenue, P.O. Box 1, Shepherdsville, 40165	543-7386
16. Butler	221 Butler Street, Morgantown, 42261	526-3395
17. Caldwell	102 Seminary St., P.O. Box 646, Princeton, 42445	365-5524
18. Calloway	202-C South Sixth St., P.O. Box 452, Murray, 42071	753-1871
19. Campbell	403 York Street, Newport, 41071	291-6735
20. Carlisle	1st National Bank Bldg., Bardwell 42023	628-3314
21. Carroll	601 Sycamore Street, Carrollton, 41008	732-4271
22. Carter	Burton Bldg., W. Main St., Grayson, 41143	474-5103
23. Casey	Bates Bldg., South Main Street, Liberty, 42539	787-8338
24. Christian	110 Riverfront Drive, P.O. Box 524, Hopkinsville, 42240	886-3354

County	Office Address	Telephone No.
25. Clark	15 W. Lexington Ave., P.O. Box 82, Winchester, 40391	744-3772
26. Clay	119½ Anderson Avenue, Manchester, 40962	598-2118
27. Clinton	111 Cross Street, Albany, 42602	387-6446
28. Crittenden	123 E. Carlisle Street, Marion, 42064	965-3478
29. Cumberland	Court House Square, Burkesville, 42717	864-2792
30. Daviess	215 E. Fourth Street, Owensboro, 42301	683-1555
31. Edmonson	Wilkes Clinic Bldg., P.O. Box 134, Brownsville, 42210	597-3195
32. Elliott	Green & Thompson Bldg., Main St., Sandy Hook, 41171	738-6656
33. Estill	100 River Drive, Irvine, 40336	723-2123
34. Fayette	120 West High Street, Lexington, 40508	252-2371
35. Fleming	Court House, Box 92, Flemingsburg, 41041	845-7561
36. Floyd	North Lake Drive, Prestonsburg, 41653	886-3871
37. Franklin	100 Mero Street, Frankfort, 40601	564-6636
38. Fulton	307 Main Street, P.O. Box 2, Fulton, 42041	472-1638
39. Gallatin	Adams Bldg., High & Franklin Sts., Warsaw, 41095	567-7281
40. Garrard	104 Danville Street, Lancaster, 40444	792-2701
41. Grant	140 N. Main Street. Williamstown, 41097	824-8251
42. Graves	319 S. Seventh Street, Mayfield, 42066	247-2862
43. Grayson	308 W. Market Street, Leitchfield, 42754	259-4041
44. Green	Durham Bldg., 2nd Floor, Greensburg, 42743	932-5461
45. Greenup	207 Harrison Street, Greenup, 41144	473-3381
46. Hancock	Rexall Bldg., Hawesville, 42348	927-3411
47. Hardin	229 N. Miles Street, Elizabethtown, 42701	765-5242
48. Harlan	Clover & Cumberland Streets, Harlan, 40831	573-2120
49. Harrison	Wigglesworth Bldg., Pike & Walnut Sts., Cynthiana, 41031	234-4933
50. Hart	204 N. Washington Street, Munfordville, 42765	524-2651
51. Henderson	212 N. Water Street, Henderson, 42420	826-8351
52. Henry	Harrison Ave., P.O. Box 84, New Castle, 40050	346-5226

No.	County	Office Address	Telephone No.
772	53. Hickman	John Miller Bldg., Waterfield Drive, Clinton, 42031	353-2251
118	54. Hopkins	P.O. Box 472, Madisonville, 42431	821-4481
446	55. Jackson	Dunsil Bldg., Godfrey Street, McKee, 40447	287-7131
478	56. Jefferson	600 Cedar Street, Louisville, 40203	585-5911
792	57. Jessamine	1st Floor, Court House, Nicholasville, 40356	886-4127
555	58. Johnson	2nd Street, Williams Bldg., Paintsville, 41240	789-5307
195	59. Kenton	320 Garrard Street, Covington, 41011	431-4085
656	60. Knott	Hotel Bldg., Court & Main Sts., Hindman, 41822	785-5138
2123	61. Knox	514 N. Main St., P.O. Box 71, Barbourville, 40906	546-3121
371	62. Larue	108 A. Walters Avenue, Hodgenville, 42748	358-3110
7561	63. Laurel	Fifth & Long Sts., London, 40741	864-4533
3871	64. Lawrence	Jefferson & Franklin Sts., Louisa, 41230	638-4526
6636	65. Lee	Mahaffey Bldg., P.O. Box 577, Beattyville, 41311	464-2404
1638	66. Leslie	1st Floor, Melton Bldg., P.O. Box 208, Hyden, 41749	672-2306
7281	67. Letcher	Webb Avenue, Whitesburg, 41858	633-4471
2701	68. Lewis	421 Lexington Ave., Box 38, Vanceburg, 41179	796-3121
8251	69. Lincoln	Murphy Bldg., Stanford, 40484	365-2413
2862	70. Livingston	Court House Yard, Smithland, 42081	928-2102
4041	71. Logan	160 S. Main Street, Russellville, 42276	726-9557
5461	72. Lyon	Dale Avenue, P.O. Box 24p, Eddyville, 42038	388-2206
3381	73. McCracken	416 S. Sixth Street, Paducah, 42001	444-6393
3411	74. McCreary	Jackson Bldg., P.O. Box 457, Whitley City, 42653	376-5304
5242	75. McLean	2nd Street—Main & Branch, Calhoun, 42327	273-3200
2120	76. Madison	109 E. Irvine Street, Richmond, 40475	623-1310
4933	77. Magoffin	P.O. Box 310, Salyersville, 41465	349-3212
2651	78. Marion	105 W. Main Street, Lebanon, 40033	692-3426
8351	79. Marshall	1304 Main St., P.O. Box 181, Benton, 42025	527-4121
5226	80. Martin	Main Street, East of Court House, Inez, 41224	298-3577

County	Office Address	Telephone No.
81. Mason	Kehoe Viaduct, P.O. Box 206, Maysville, 41056	564-3035
82. Meade	478 Broadway, Brandenburg, 40108	422-3390
83. Menifee	P.O. Box 83, Frenchburg, 40322	768-3941
84. Mercer	102 Moreland Avenue, Harrodsburg, 40330	734-3643
85. Metcalfe	Suburban Motel, Glasgow Road, Edmonton, 42129	432-3771
86. Monroe	Third and Main Streets, Tompkinsville, 42167	487-5551
87. Montgomery	P.O. Box 411, Mt. Sterling, 40353	498-5398
88. Morgan	Prestonsburg Street, West Liberty, 41472	743-3129
89. Muhlenberg	Court Row, Greenville, 42345	338-2330
90. Nelson	111 Sylvan Drive, Bardstown, 40004	348-3928
91. Nicholas	City Bldg., Chestnut Street, Carlisle, 40311	289-5335
92. Ohio	Flener Bldg., 112 E. Washington St., Hartford, 42347	298-3251
93. Oldham	105 Main Street, LaGrange, 40031	279-5347
94. Owen	North Madison St., P.O. Box 332, Owenton, 40359	484-3400
95. Owsley	West Court Street, Booneville, 41314	593-5133
96. Pendleton	Goldberg Bldg., Fourth & Chapple Sts., Falmouth, 41040	654-6321
97. Perry	High St. & Judy Ave., P.O. Box 678, Hazard, 41701	436-3195
98. Pike	220 College Street, P.O. Box 410, Pikeville, 41501	432-1441
99. Powell	Washington & Court Sts., P.O. Box 43, Stanton, 40380	663-4410
100. Pulaski	410 E. Mt. Vernon St., P.O. Box 696, Somerset, 42501	679-4311
101. Robertson	County Office Bldg., Mt. Olivet, 41064	724-2221
102. Rockcastle	Hilton Building, Mt. Vernon, 40456	256-2481
103. Rowan	Bradley Ave., P.O. Box 566, Morehead, 40351	784-4356
104. Russell	Bates Bldg., S. Main Street, Jamestown, 42629	343-2972
105. Scott	139 W. Main Street, Georgetown, 40324	863-1381
106. Shelby	P.O. Box 5, Shelbyville, 40065	633-3530
107. Simpson	N. Main Shopping Center, Franklin, 42134	586-5253

No.	County	Office Address	Telephone No.
3035	108. Spencer	Miller Bldg., 1st Floor, Main Street, Taylorsville, 40071	477-8417
3390	109. Taylor	223 E. First Street, Campbellsville, 42718	465-4628
3941	110. Todd	Jefferson Davis Hotel, E. Main St., Elkton, 42220	265-2324
3643	111. Trigg	28 W. Main Street, P.O. Box 464, Cadiz, 42211	522-8522
3771	112. Trimble	Court House, Bedford, 40006	255-3278
5551	113. Union	111 S. Morgan Street, Morganfield, 42437	389-1892
5398	114. Warren	801 Chestnut Street, Bowling Green, 42101	842-1647
3129	115. Washington	Walton Bldg., Box 407 , Springfield, 40069	336-7502
2330	116. Wayne	133 South Main, Monticello, 42633	348-3326
3928	117. Webster	N.E. Corner, Leiper & Main Sts., Dixon, 42409	639-9841
5335	118. Whitley	Lawson Bldg., Williamsburg, 40769 408 Center Street, P.O. Box 427, Corbin, 40701	549-0221 528-3302
3251	119. Wolfe	Murphy Bldg., Main Street, Campton, 41301	668-3831
5347	120. Woodford	175 N. Main Street, Versailles, 40383	873-3381
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Appendix H Directory

Directory of Community Mental Health Centers Commonwealth of Kentucky

Included in Appendix H is a listing of Regional Mental Health Centers and the areas which they serve. It should be pointed out that there are a number of local Mental Health and Comprehensive Care Centers within each region. Limitation of space has kept us from listing all of their offices. However, by contacting the regional office listed here you will be able to locate the center nearest you. Also listed in each region is an emergency service number that can be used on a 24-hour basis. At the time that the Bureau of Public Assistance furnished us with this listing, Regions 2 and 13 were not in operation.

Region 1—Western Kentucky Regional Mental Health Center

(Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Livingston, Marshall, McCracken)

Administrative Office

308 Guthrie Building
Paducah, Kentucky 42001
Phone: 442-1697

24-hour emergency number is (502) 442-1697.

Region 2—not in operation at date of this publication.

Region 3—Pennyroyal Regional Mental Health Center

(Caldwell, Christian, Crittenden, Hopkins, Lyon, Muhlenberg, Todd, Trigg, Union, Webster)

Administrative Office

313 East Seventh Street
Hopkinsville, Kentucky 42240
Phone: 886-5163

24-hour emergency number is (502) 886-5163.

Region 4—Green River Comprehensive Care Center

(Daviess, Hancock, Henderson, McLean, Ohio)

Administrative Office

403 West Third Street
Owensboro, Kentucky 42301
Phone: 683-0279

24-hour emergency number is (502) 683-0278.

Region 5—Regional Mental Health-Mental Retardation Center for Area V

Administrative Office

925 Woodway Drive
Bowling Green, Kentucky 42101
Phone: 842-6335

24-hour emergency number is (502) 842-6335.

Region 6—North Central Regional Mental Health Center
(Breckinridge, Grayson, Green, Hardin, Larue, Meade,
Nelson, Taylor)

Administrative Office

216 W. Dixie
Elizabethtown, Kentucky 42701
Phone: 769-1304

Region 7—Mammoth Cave Area Regional Mental Health Center
(Adair, Allen, Barren, Cumberland, Hart, Metcalfe,
Monroe)

Administrative Office

1006 Glenview
Glasgow, Kentucky 42141
Phone: 651-3082

24-hour emergency number is (502) 651-3082.

Region 8—Kentucky Region 8 Mental Health Center

Administrative Office

4832 Brownsboro Road
Louisville, Kentucky 40207
Phone: 897-3301

24-hour emergency number is (502) 935-8103 or 897-3301.

Region 9—Northern Kentucky Mental Health Center

(Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Pen-
dleton, Owen)

Administrative Office

Northern Kentucky Mental Health Center
Second and Greenup
Covington, Kentucky 41011
Phone: 431-3052

24-hour emergency number is (606) 431-3052.

Region 10—Central Kentucky Regional Mental Health Center

(Anderson, Bourbon, Clark, Fayette, Franklin, Jessamine,
Harrison, Nicholas, Powell, Scott, Woodford)

Administrative Office

Comprehensive Care Center
201 Mechanic Street
Lexington, Kentucky 40507
Phone: 254-3844

24-hour emergency number is (606) 254-3844.

Region 11—Southern Bluegrass Regional Mental Health Center

(Boyle, Casey, Garrard, Lincoln, Marion, Mercer, Wash-
ington, Madison, Estill)

Administrative Office

P.O. Box 112

Danville, Kentucky 40422

Phone: 236-2726

24-hour emergency number is (606) 236-2726.

Region 12—Lake Cumberland Regional Mental Health Center
(Clinton, McCreary, Pulaski, Russell, Wayne)

Administrative Office

129 South Main Street

Somerset, Kentucky 42501

Phone: 678-4493

24-hour emergency number is (606) 678-4493.

Region 13—not in operation at date of this publication.

Region 14—Southeastern Regional Mental Health Center

(Clay, Knox, Laurel, Whitley, Jackson, Rockcastle)

Administrative Office

Doctors Park Building

Mitchell Street

Corbin, Kentucky 40701

Phone: 528-7010

24-hour emergency number is (606) 528-7010.

Region 15—Comprehended, Inc. Mental Health Center

(Bracken, Fleming, Lewis, Mason, Robertson)

Administrative Office

Hord Building—2nd and Market Streets

Maysville, Kentucky 41056

Phone: 564-5506

24-hour emergency number is 564-5506.

Region 16—Cave Run Mental Health Center

(Rowan, Menifee, Montgomery, Bath, Morgan)

Administrative Office

Cave Run C.C.C.

325 East Main Street

Morehead, Kentucky 40351

Phone: 784-9274

24-hour emergency number is (606) 784-9274.

Region 17—Upper Kentucky River Regional Mental Health Center

(Breathitt, Knott, Leslie, Letcher, Perry, Lee, Owsley,
Wolfe)

Administrative Office

P.O. Box 800

Lincoln Hotel Building

North Main Street

Hazard, Kentucky 41701

Phone: 436-5761

24-hour emergency number is (606) 436-5761.

Region 18—Upper Cumberland Comprehensive Care Center
(Bell, Harlan)

Administrative Office

Mounted Route 1

Harlan, Kentucky 40831

Phone: 573-1624 or 573-1625

24-hour emergency number is (606) 573-1624.

Region 19—Appalachian Regional Mental Health Center
(Boyd, Carter, Elliott, Greenup, Lawrence)

Administrative Office

1539 Central Avenue

P.O. Box 790

Ashland, Kentucky 41101

Phone: 325-4664

24-hour emergency number is (606) 325-4664.

Region 20—Mountain Regional Mental Health Center
(Floyd, Johnson, Magoffin, Martin, Pike)

Administrative Office

South Lake Drive

Prestonsburg, Kentucky 41653

Phone: Office—886-3887

Clinic—886-3893

24-hour emergency number is (606) 886-3887.

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