

# Good Shepherd Catholic School Guidance and School Counseling

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# Guidance and School Counseling

## Mission and Vision

### **Mission:**

The mission of the GSCS School Counseling program is to provide resources, personal/social competencies as well as interventions and strategies for each student. Students are provided support to achieve their highest potential through academic success, social, emotional and spiritual growth.

### **Vision:**

The GSCS School Counseling program uses research-based curricula that include a guidance curriculum, individual planning and responsive services to promote student success in a faith-based setting.

# COUNSELING PROGRAM COMPONENTS



The comprehensive developmental guidance and school counseling program organizes the work of the counselor into three major components: a *guidance curriculum* which includes classroom and small group lessons, *individual planning* which includes academic and social concerns and *responsive services* which

address the immediate day to day needs of both students and their families.



# GUIDANCE CURRICULUM

The Guidance Curriculum provides guidance content in a systematic way to all students through classroom and/or group activities.

## **Purpose:**

Awareness, skill development, and application needed for the following three student development areas; personal and social development, and academic development.



The **guidance curriculum** is delivered through both classroom activities and group activities. Topics include, but are not limited to: friendship skills, divorce, grief and loss, bullying, social justice, and conflict resolution.

The School Counselor's role includes consultation, program implementation and facilitation.



# INDIVIDUAL PLANNING

The **individual planning** component includes counseling activities to assist all students in planning, monitoring, and managing their own academic achievement, as well as their personal and social development. Individual planning emphasizes educational counseling including academic concerns, social interactions, and study skills. The counselor's role includes guidance and consultation. The School Counselor is also responsible for case management with various outside agencies that are servicing student's mental, social and behavioral issues.

## **Purpose:**

Student planning, goal setting, emotional and behavioral management are the purpose of individual planning for students.



## **Issues Addressed:**

### **Personal/Social**

- Development of healthy self-concept
- Development of both short and long-term goals including implementation of strategies into the classroom

# RESPONSIVE SERVICES

Responsive services address immediate concerns of students and families that interfere with daily functioning in the classroom and social settings.



**Purpose:** Prevention and intervention are the tools used to respond to emergency situations and ensure that regular functioning resumes as soon as possible.

## Issues Addressed:

### Personal/Social Relationships

- Grief, loss, death
- Substance abuse
- Family problems/concerns
- Hygiene Issues
- Coping skills

### Academic

- Tardiness, absences and truancy
- Conduct and behavior



# ADDITIONAL SERVICES:

## Social Thinking and Superflex Program (©Michelle Garcia Winner)



*What is Social Thinking?*

Social thinking is what we do when we interact with people: we think about them. And how we think about people affects how we behave, which in turn affects how others respond to us, which in turn affects our own emotions.

Whether we are with friends, sending an email, in a classroom or at the grocery store, we take in the thoughts, emotions and intentions of the people we are interacting with.

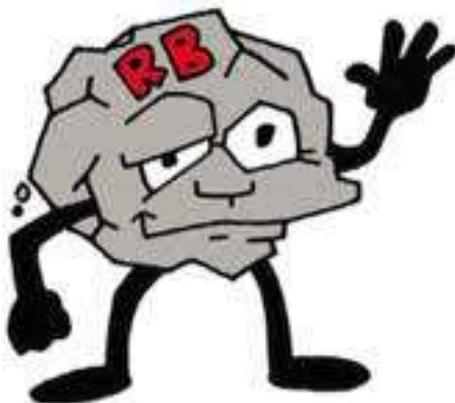
Most of us have developed our communications sense from birth onwards, steadily observing and acquiring social information and learning how to respond to people. Because social thinking is an intuitive process, we usually take it for granted.

But for many individuals, this process is anything but natural. And this often has nothing to do with conventional measures of intelligence.

In fact, many people score high on IQ and standardized tests, yet do not intuitively learn the nuances of social communication and interaction.

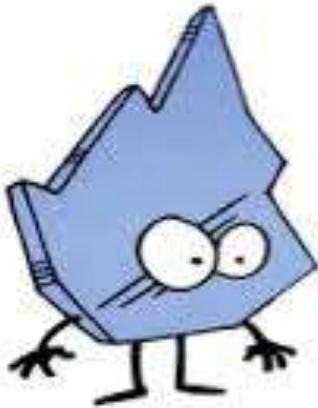
While these challenges are commonly experienced by individuals with autism spectrum disorders (high-functioning), social communication disorder,

Asperger's, ADHD, nonverbal learning disability (NLD) and similar diagnoses, children and adults experiencing social learning difficulties often have received no diagnosis.



A treatment framework and curriculum developed by Michelle Garcia Winner targets improving

individual social thinking abilities, regardless of diagnostic label. Professionals and parents alike are using these methods to build social thinking and related skills in students and adults. Social Thinking books, workshops and trainings, created by Winner or based on Winner's work, now offer a range of strategies that address individual strengths and weaknesses in processing social information.



At Good Shepherd Catholic School *Social Thinking* is taught by the Guidance Counselor in small group settings. The curriculum is used daily, as well as weekly, in in small group and classroom lessons. The small group participants are identified by teachers, administrators and parents.



**SuperFlex** Social Success!



## **Bullying Prevention and Intervention**

At Good Shepherd Catholic School we credit our low occurrence of bullying to zero tolerance combined with an educational program that teaches students how to identify bullying along with prevention and intervention tactics. The program is designed to improve peer relations and make our students feel safe.

Goals of the program include:

- Understanding the definition of bullying
- Identifying bullying behaviors
- Reducing existing bullying problems among students
- Preventing the development of new bullying problems
- Achieving better peer relations at school

At Good Shepherd Catholic School the program is taught by the Guidance Counselor in a classroom setting as requested by teachers and administrators.

# **Bul-lyi-ng**

Repeated aggressive behavior intended to hurt another person, physically or mentally. Bullying exploits an imbalance of power.

Bullying consists of three basic types of abuse:

1. Emotional
2. Verbal
3. Physical

## Health and Safety

### Good Touch Bad Touch



The Good-Touch/Bad-Touch® program is designed to empower students, teachers, parents and other caring adults to connect in positive, supportive ways with each other to prevent, address and solve problems of abuse, sexual abuse and sexual harassment. Using varied teaching techniques that involve children in the classroom lessons, Good-Touch/Bad-Touch® helps schools meet curriculum standards for Health, Safety and Social Education.

The program is presented in a culturally sensitive manner to students in Kindergarten through third grade. Topics include:

- Empowering children about their right to be safe from all types of violence
- Giving students ownership of their body
- Using appropriate language to describe their body
- Explain what *safe touch* is
- Help students trust their feelings

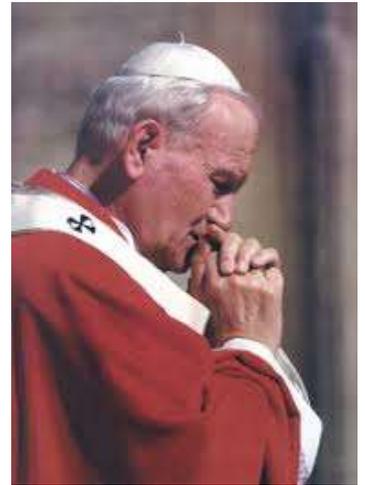
Good Shepherd Catholic School also uses the RCL Benzinger Family Life curriculum, as dictated by the Diocese of Orlando. This curriculum provides age-appropriate instruction and moral catechesis utilizing a virtues-based pedagogy with an emphasis on Christian living.



## Social Justice

*"...What is at stake is the dignity of the human person, whose defense and promotion have been entrusted to us by the Creator, and to whom the men and women at every moment of history are strictly and responsibly in debt."*

*Pope John Paul II*

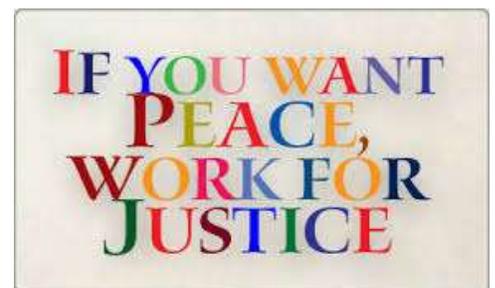


Social justice is an integral part of Church teaching. It is based on the rights that flow from and safeguard human dignity, and it inclines us to work with others to help make social institutions better serve the common good.

At GSCS the teachings of Social Justice include but are not limited to:

- Human rights and human dignity
- Freedom
- Truth
- Common good
- Acceptance and understanding of different cultures and races

The lessons of Social Justice are taught by the Guidance Counselor in a classroom setting per teacher or administrative request. The lessons include visuals, role-playing, small group activities and open discussion. Each lesson is unique in nature as it is tailored to reach the appropriate age-level and specific needs of the intended audience.





## NCEA IFG: ACRE Test Results

Since the late 1970's NCEA (National Catholic Education Association) has offered assessment instruments designed to strengthen catechetical/religious education programs. The Assessment of Catechesis/Religious Education (ACRE for students) helps school, parish and diocesan leaders evaluate the faith knowledge and attitudes of students in Catholic schools and parish-based religious education programs.

As an integrated assessment tool, NCEA ACRE provides faith knowledge questions (cognitive domain) and questions related to religious beliefs, attitudes, practices, and perceptions (affective domain). Students in grades five (5) and eight (8) participate in the ACRE test annually at GSCS.

The affective statements evaluate student perceptions regarding a variety of categories. The statements below are summary statements based on the results of the 2014 GSCS administration of the test in the category of Student Concerns:

- According to the 5<sup>th</sup> graders, 67% of the students state that teasing, bullying and name-calling are not a problem/are a minor problem at GSCS.
- According to the 8<sup>th</sup> graders, 83% of the students state that teasing, bullying and name-calling are not a problem/are a minor problem at GSCS.

- 84% of the 5<sup>th</sup> graders state that racism is not a problem/is a minor problem at GSCS.
- 92% of the 8<sup>th</sup> graders state that racism is not a problem/is a minor problem at GSCS.
- According to the 5<sup>th</sup> graders, 98% of the students state that personal safety is not a problem/is a minor problem at GSCS.
- According to the 8<sup>th</sup> graders, 95% of the students state that personal safety is not a problem/is a minor problem at GSCS.

The results of the ACRE are used as supporting data for the programs that are provided by the Guidance and School Counseling program at GSCS.