

Comprehensive Guidance & Counseling Program for the Lyndhurst School District

**ASCA Standards 2010
NJCCC Standards 2010**

Comprehensive Guidance & Counseling Program for the Lyndhurst School District

Standards

The Lyndhurst School District counseling program is based on national standards for school counseling programs as well as State core curriculum standards.

- American School Counselor Association (ASCA) Ethical Standards for School Counselors of the American School Counselor Association at <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>
- NJ State Department of Education Core Curriculum Content Standards (NJCCCS) at www.state.nj.us/education/cccs
 - Health Education NJCCCS
 - 21st Century Life and Career NJCCCS
 - Technology Education NJCCCS

The New Jersey Core Curriculum Content Standards Relevant to School Counseling Programs

Standard 2.1 Wellness

All students will learn and apply health promotion concepts and skills to support a healthy, active lifestyle.

Standard 2.2 Integrated Skills

All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Standard 2.3 Drugs and Medicines

All students will learn and apply information about alcohol, tobacco, other drugs, and medicines to make decisions that support a healthy, active lifestyle.

Standard 2.4 Human Relationships and Sexuality

All students will learn the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.

Standard 9.1 Career and Technical Education

All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

Standard 9.2 Consumer, Family and Life Skills

All students will demonstrate critical life skills in order to be functional members of society

21st Century Connections

- 8.1 Technology (Education Technology)
- 9.1 The 21st Century Life & Career Skills
- 9.3 Career Awareness, Exploration, Preparation
- 9.4 Career Clusters
- Character Education (Core Values)

ASCA NATIONAL STANDARDS FOR STUDENTS

American School Counseling Association

LEARNING TO LIVE: PERSONAL SOCIAL DEVELOPMENT

Focus: *Becoming aware of who I am and how I interact effectively with others*

- ASCA Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- ASCA Standard B: Students will make decisions, set goals and take necessary action to achieve goals.
- ASCA Standard C: Students will understand safety and survival skills.

LEARNING TO LEARN: ACADEMIC DEVELOPMENT

Focus: *Achieving academic success, aspiring to the highest level of student achievement, acquiring skills for lifelong learning*

- ASCA Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.
- ASCA Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- ASCA Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

LEARNING TO EARN: CAREER DEVELOPMENT

Focus: *Becoming aware of life/career choices, planning for work after school, reaching life/career potential to become a satisfied worker and earn a satisfying living throughout life*

- ASCA Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions.
- ASCA Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
- ASCA Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

THE NATIONAL CAREER DEVELOPMENT GUIDELINES

Competency 1 –	Knowledge of the importance of self-concept
Competency 2 –	Skills to interact with others
Competency 3 –	Awareness of the importance of change and growth
Competency 4 –	Awareness of the benefits of educational achievement
Competency 5 –	Awareness of the relationship between work and learning
Competency 6 –	Skills to understand and use career information
Competency 7 –	Awareness of the importance of personal responsibility and good work habits
Competency 8 –	Awareness of how work relates to the needs and functions of society
Competency 9 –	Understanding of how to make decisions
Competency 10 –	Awareness of the interrelationship of life roles
Competency 11 –	Awareness of different occupations
Competency 12 –	Awareness of the career planning process

Resources

- ASCA Standards 2010
- NJCCC Standards 2010
- Health Education Curriculum
- 21st Century Curriculum
- Naviance

ROLES AND RESPONSIBILITIES

ASCA ROLE STATEMENT

There is no substitute for school counselors as managers of school culture and of student development outcomes (academic, career, personal/social). When national, state, or local mandates overlook or underestimate the importance of the school counselor managing a comprehensive counseling and guidance program, the net result is that students ultimately will be underserved and their full potential will be underdeveloped. Effective school counselors are uniquely able to work with all students because they are specialists in human behavior and relationships. According to ASCA Role Statement, 2000-2001, there are four primary interventions that school counselors are expected to use, and for which they alone have specific and adequate training.

Components	Role of the School Counselor
<p>Guidance Curriculum: Provides guidance content in a systematic way to all students.</p>	<p>Structured: <i>Facilitate the developmental guidance curriculum, e.g., large group.</i> Classroom: <i>Assist or team with faculty in teaching activities related to personal/social development, academic development, and career development.</i></p>
<p>Individual Planning: Helps students monitor and understand their own development.</p>	<p>Conferences: <i>Guide individuals and groups of students through the development of educational, career, and personal plans; this includes post-secondary planning.</i> Coordinate: <i>Coordinate parent participation in the student individual planning.</i> Monitor: <i>Assist students in the implementation of plans and next step planning. Coordinate parent/family participation in reviewing plans.</i> Assessment: <i>Interpret test and other appraisal results appropriately.</i></p>
<p>Responsive Services: Addresses immediate concerns of students.</p>	<p>Counseling: <i>Counsel with students individually about their concerns using accepted theories and techniques appropriate to school counseling.</i></p>

	<p>Small Groups: <i>Conduct structured, goal oriented groups to meet students' needs for learning.</i></p> <p>Referral: <i>Use an effective referral process to help students, families, and others use special programs and services.</i></p> <p>Coordinate: <i>Coordinate and partnership with school and community personnel to bring together resources for students and families.</i></p> <p>Consultation: <i>Conference with parents, faculty, administrators, and other relevant individuals to improve student achievement.</i></p>
<p>System Support: Includes program and staff support activities and leadership.</p>	<p>Program Leadership: <i>Plan, implement, and evaluate annually the building guidance program.</i></p> <p>Leadership/Participation: <i>Assessment program, school improvement, and staff development.</i></p> <p>Consultation: <i>Coordinate, conduct, or participate in school improvement initiatives. Partnership with resources to improve school achievement.</i></p>

Elementary School Counselor

Primary Functions

An elementary counselor provides a comprehensive, developmental guidance and counseling program for students in grades K-3. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote the other elementary school educational programs.

Major Professional Responsibilities with Key Duties

<p>1. Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.</p>	<p><i>Provide orientation for students new to the school; facilitate orientation programs for parents and students and assist students in transition from elementary school to middle school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration.</i></p>
<p>2. Implement the elementary counseling curriculum, with the cooperation and collaboration of faculty and staff.</p>	<p><i>Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<p>3. Counsel small groups.</p>	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the elementary level may include self-awareness, self-identity, academic issues, behavior patterns, peer problems, family issues, child abuse prevention, decision-making, and substance abuse prevention, among others.</i></p>
<p>4. Counsel students individually.</p>	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>
<p>5. Consult with teachers, staff, and parents regarding</p>	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic</i></p>

developmental needs of students.	<i>achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i>
6. Refer students with critical needs, in consultation with their parents, to appropriate community resources.	<i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i>
7. Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school.	<i>Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i>
8. Ensure accessibility of all programs for all students.	<i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i>
9. Evaluate and revise the building guidance program.	<i>Review the school-counseling program as needed with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i>
10. Pursue professional growth.	<i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.</i>

Middle School Counselor

Primary Functions

A middle school counselor provides a comprehensive, developmental guidance and counseling program for students in grades 4 - 8. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teachers, staff, and parents to enhance their effectiveness in helping students; and works in conjunction with school staff to promote the other middle school/junior high school educational programs.

Major Professional Responsibilities with Key Duties

1. Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.	<i>Provide orientation for students new to the school; facilitate orientation programs for parents and students and assist students in transition from middle school to high school. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness and career exploration.</i>
2. Implement the middle school counseling curriculum, with the cooperation and collaboration of faculty and staff.	<i>Develop and work with teachers to deliver developmentally sequenced counseling activities in the classroom in cooperation with school administrators and teachers. Facilitate the infusion of counseling activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i>
3. Counsel small groups.	<i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of groups of small groups of students. Session topics at the middle school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention, among others.</i>
4. Counsel students individually.	<i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i>
5. Consult with teachers, staff,	<i>Participate in group consultation with administrators,</i>

<p>and parents regarding developmental needs of students.</p>	<p><i>teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with problems impacting their child' s ability to function in school.</i></p>
<p>6. Refer students with critical needs, in consultation with their parents, to appropriate community resources.</p>	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<p>7. Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school.</p>	<p><i>Establish effective liaisons with all grade levels; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>
<p>8. Ensure accessibility of all programs for all students.</p>	<p><i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
<p>9. Evaluate and revise the building guidance program.</p>	<p><i>Review the school-counseling program as needed with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>

10. Pursue professional growth.	<i>Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations</i>
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High School Counselor

Primary Functions

A high school counselor provides a comprehensive, developmental counseling and guidance program for students in grades 9–12. The counselor structures activities to meet the needs of her/his assigned caseload; consults with teacher, staff, and parents to enhance their effectiveness in helping students; and works in harmony with school staff to promote the other high school educational programs.

Major Professional Responsibilities with Key Duties

<p>1. Work with teachers and parents to meet the needs of students through the development of academic, personal, social, and career awareness activities.</p>	<p><i>Provide orientation for students new to the school; facilitate orientation programs for parents and students and assist students in transition from high school to their next steps in connecting to training and education programs. Inform students and their parents of test results and their implications for educational planning and provide resources and information to assist in career awareness, career exploration, and career planning activities.</i></p>
<p>2. Implement the high school counseling curriculum, with the cooperation and collaboration of faculty and staff.</p>	<p><i>Work with teachers to conduct developmentally sequenced counseling/guidance activities in the classroom or in advisor-advisee groups. Facilitate the infusion of counseling/ guidance activities into the regular education curricula to support the developmental needs of students. These activities may include a variety of resources and materials.</i></p>
<p>3. Counsel small groups.</p>	<p><i>Conduct structured, goal-oriented counseling sessions to meet the identified needs of small groups of students. Session topics at the high school level may include self-concept, self-identity, academic issues, attendance and behavior patterns, conflict resolution, peer mediation, family issues, substance abuse prevention, child abuse prevention, and suicide prevention and intervention, among others.</i></p>
<p>4. Counsel students individually.</p>	<p><i>Work with students on personal, social, or academic problems. Problem resolution may be reached after one session, or students may need to be seen on an ongoing basis and then referred for more long-term support.</i></p>

<p>5. Consult with teachers, staff, and parents regarding developmental needs of students.</p>	<p><i>Participate in group consultation with administrators, teachers, parents, and others to improve student academic achievement and social/emotional development; conduct professional development programs for faculty; conduct and facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; and assist families with problems impacting their child's ability to function in school.</i></p>
<p>6. Refer students with critical needs, in consultation with their parents, to appropriate community resources.</p>	<p><i>Consult and coordinate with in-district professionals and community agencies, such as school social workers, psychologists, nurses, administrators, community-based counselors, service agencies, juvenile court liaisons, and physicians. Use an effective referral process for assisting students and others to use special programs and services.</i></p>
<p>7. Coordinate, conduct, or participate in activities, which contribute to the effective operation of the school.</p>	<p><i>Establish effective liaisons with all departments; act as an advocate for individual students as appropriate in conjunction with other staff; assist other school staff in the placement of students with special needs in appropriate programs; and participate with the administration and faculty as a team member in the implementation of the district testing program in relation to the school improvement plan.</i></p>
<p>8. Ensure accessibility of all programs for all students.</p>	<p><i>Maintain a current knowledge of equity and diversity issues; promote equal educational opportunities for all students; provide information to school staff on particular policies relating to all students; assist school staff members in the placement of students with special needs in appropriate programs, such as special education and gifted education; and promote personalizing education for all students.</i></p>
<p>9. Evaluate and revise the building guidance program.</p>	<p><i>Review the school-counseling program as needed with staff and administration. Using the appropriate program evaluation tools, review and modify the program components.</i></p>

10. Pursue professional growth.

Attend state and local staff development programs; join professional organizations; read professional journals; attend relevant workshops and conferences sponsored by the district, county, state, and/or national organizations.

K-3 ELEMENTARY PROGRAM

Comprehensive Guidance & Counseling Program

GOALS

The student assistance counselor and school counselor provide services designed for prevention, intervention, and referral for services that support student learning and adjustment. These services include support to parents and staff, as well as individual students. The counselor and program specifically support student development through:

- The design and delivery of classroom lessons that support student learning in the areas of social and emotional development.
- Providing small group counseling for education and support of students who are experiencing similar identified needs that impede their academic and/or personal/social development.
- Providing individual short-term counseling for students and parents as indicated.
- Supporting all efforts to implement a Character Education approach.
- Assisting school personnel with student assessment and interventions in the areas of academic achievement and personal/social development through participation on student support teams and ongoing staff interactions.
- Conducting individual assessments as necessary and designing appropriate interventions.
- Participating in school teams designed to respond to and manage crisis situations that affect individual students or the school community.
- Providing referrals to outside agencies, as indicated, and serving as liaison between the school and referral agencies.
- Providing parents with education individually and in groups.
- Advising professional and paraprofessional school staff regarding student behavior as appropriate.
- Providing case-management for identified students who are not classified.
- Collaborating with other student assistance counselors on a regular basis.
- Participating in the identification of needs and training of staff members on topics relative to student physical and social-emotional well-being.
- Acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

4-8 MIDDLE SCHOOL PROGRAM

Comprehensive Guidance & Counseling Program

GOALS

The student assistance counselor and school counselor's role is to provide services designed for prevention, intervention and referral for students, parents and staff members which will enable each student to examine, evaluate, and choose realistic personal goals related to academic achievement, career awareness, and personal/social development in order to benefit most fully from his/her education and life experiences.

Academic Development

- Monitor student achievement and attendance and provide appropriate interventions as necessary.
- Assist school personnel with student assessment and interventions in academic achievement through participation on student support teams and ongoing staff meetings.
- Advise students in regard to course selection and scheduling options.
- Use and evaluate data to help teachers and students make informed decisions regarding individual student progress.
- Where appropriate, participate in the facilitation or administration of testing and evaluation services.
- Participate in making referrals for alternative programs for students not meeting success in the general education program.

Career Development

- Assist students in exploring educational and career choices.
- Acquaint students with the relationship between achieving academic standards and the attainment of career goals.
- Develop and implement career education to be infused in the general education curriculum.
- Introduce career clusters

Personal/Social Development

- Provide small group counseling for education and support of students who are experiencing similar identified needs that impede their academic and/or personal/social development.
- Provide individual short-term counseling for students and parents as indicated.
- Assist school personnel with student assessment and interventions in personal/social development through participation on I&RS Teams and ongoing staff interactions.
- Conduct individual assessments as necessary and design appropriate interventions or referrals.
- Participate in school teams designed to intervene and manage crisis situations that affect individual students of the school community.

- Provide referral to outside agencies as indicated, and serve as liaison between the school and referral agencies.
- Provide parents with education individually and in groups.

9-12 HIGH SCHOOL PROGRAM

Comprehensive Guidance & Counseling Program

GOALS

The student assistance counselor and school counselor's role is to provide services designed for prevention, intervention and referral for students, parents and other staff members which will enable each student to examine, evaluate, and choose realistic personal goals related to academic achievement, career awareness, and personal/social development in order to benefit most fully from his/her education and life experiences. The counselors (guidance and student assistance/substance abuse) and program specifically support student development through:

Academic Development

- Monitor student achievement and attendance and provide appropriate interventions as necessary.
- Facilitate and advise students and families in regard to selection of, and application to post secondary options.
- Provide and advise students with testing information related to post secondary options.
- Assist school personnel with student assessment and interventions in academic achievement through participation on student support teams and ongoing staff interactions.
- Advise students in regard to course selection and scheduling options.
- Use and evaluate data to help teacher and students make informed decisions regarding individual student progress.
- Participate in making referrals for alternative programs for students not meeting success in the general education program.

Career Development

- Assist students exploring and making informed educational and career choices including opportunities to change focus.
- Acquaint pupils with the relationship between achieving academic standards and the attainment of career goals.
- Participate in the development and implementation of career education to be infused in the general education curriculum.

Personal/Social Development

- Provide small group counseling for education and support of students who are experiencing similar identified needs that impede their learning process.
- Provide individual short-term counseling for students and parents as indicated.
- Assist school personnel with student assessment and interventions in personal/social development through participation with I&RS and ongoing staff interactions.
- Conduct individual assessments as necessary and design appropriate interventions.
- Assist in intervention and management of crisis situations that affect individual students or the school community.

- Provide referral to outside agencies as indicated and serve as liaison between the school and referral agencies.
- Provide parents with education individually and in groups.
- Provide prevention services regarding, substance abuse, mental health issues, and other at risk behaviors.
- Connect students and families with out of district resources for substance and mental health issues.

<u>Guidance Curriculum</u>	<u>Responsive Services</u>	<u>Individual Planning</u>	<u>System Support</u>
<i>Recommended Time</i>	<i>Recommended Time</i>	<i>Recommended Time</i>	<i>Recommended Time</i>
Grades K-3 25%	Grades K-3 35%	Grades K-3 20%	Grades K-3 20%
Grades 4-8 25%	Grades 4-8 35%	Grades 4-8 20%	Grades 4-8 20%
Grades 9-12 15%	Grades 9-12 30%	Grades 9-12 35%	Grades 9-12 20%

The following shows how national and state goals and competencies are addressed in the **Lyndhurst School District Counseling Program K-3**. The numbers in parentheses indicate the New Jersey Core Curriculum Standard and specific progress indicators that are addressed by that goal.

Academic Development

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

Improve Academic Self-Concept

- K-3 students will be able to:
 - Develop feelings of self-esteem (9.2.4 B1, B2, B3)
 - Begin to evaluate study habits (9.2.4 B2, B3)
 - Recognize the importance of writing down homework assignments (9.2.4 B2)
 - Learn how to organize and complete their work (9.2.4 B2)
 - Begin to understand the importance of developing academic goals (9.2.4 B2)
 - Learn to evaluate their academic goals and accept mistakes as part of the learning process (9.2.4 B2, B3)

Acquire Skills for Improving Learning

- K-3 students will be able to:
 - Learn test-taking skills (9.2.4 B2)
 - Use communication skills to know when and how to ask for help when needed (9.2.4 B1, 9.2.4, B2, C2)
 - Learn time-management and task management skills (9.2.4 B1, B2)
 - Learn different strategies for studying (9.2.4 B2, B3)

Achieve School Success

- K-3 students will be able to:
 - Take responsibility for their actions (9.2.4 D1)
 - Work cooperatively with peers and teachers (9.1.4 B1, B2, B3, 9.2.4 B3, C1, C2, C3, C4, C5, D1)
 - Demonstrate the ability to work independently (9.1.4 B1, B2, 9.2.4 B2)
 - Recognize goals they have already achieved (9.2.4 B2)
 - Transition to the next grade level (9.2.4 B2)

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

Improve Learning

- K-3 students will be able to:
 - Learn test-taking skills (9.2.4 B2)
 - Develop good study habits and manage study time (9.2.4 B1, B2, B3)
 - Be an independent learner (9.2.4 B1, B2)
 - Organize and apply academic information from a variety of sources (9.2.4 A1,

- A3, 9.2.4 B2)
- Seek information and support from faculty, staff, family, and peers 9.2.4 B2,
- B5, C2)

Plan to Achieve Goals

- K-3 students will be able to:
 - Establish challenging academic goals (9.1.4 B1, 9.2.4 B2, B3)
 - Use assessment results in educational planning (9.2.4 A2, A3, A4, B1, B2)
 - Use and maximize study plans (9.1.4 B1, B2, B3)
 - Understand the relationship between classroom performance and school success (9.1.4 A1, A3, B1, B2, B3, 9.2.4 B2)

Standard C: Students will understand the relationship of academic to the world of work, and life at home and in the community.

Relate School to Life Experiences

- K-3 students will be able to:
 - Seek extra-curricular activities and community experiences to enhance the school experience (9.1.4 A1, B1)
 - Appreciate that learning can also take place out of school (9.1.4 A1, B2, 9.2.4 B2)

Personal and Social Development

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

Acquire Self-Knowledge

- K-3 students will be able to:
 - Develop a positive attitude toward self as a unique and worthy person (2.1.6 F1, 9.2.4 B1, B2, C3)
 - Identify values, attitudes and beliefs (2.1.6 F1, 9.2.4 B2, B4, D1)
 - Learn the goal setting process (2.2.2 C1)
 - Identify and express feelings (2.1.2 F2, F3, 2.1.6 F1, 9.2.4 C1, C2)
 - Distinguish between appropriate and inappropriate behaviors (2.1.2 F3, F4, 2.1.4 E3, F2, F3, F6, F7, 2.1.6 F2, 2.2.2 D1, 2.2.4 A5, 9.2.4 D1, C2)
 - Understand the need for self-control and how to practice it (2.1.2 F3, 2.1.4 F2, F4)
 - Demonstrate cooperative behavior in groups (2.1.2 E4, 2.1.4 F4, 9.2.4 C1, C5)
 - Identify personal strengths (2.1.6 F1, 9.2.4 B2, B4)
 - Identify and recognize changing family roles (2.1.6 F5, 2.4.2 A1, A2, A3, 2.4.4 A1, A2, A3, A4, 2.4.6 A1)

Acquire Interpersonal Skills

- K-3 students will be able to:

- Recognize that everyone has rights and responsibilities (2.1.4 F7, 2.1.6 F6, 9.2.4 D4)
- Respect alternative points of view, individual differences, ethnic and cultural diversity, and differences in family configurations (2.1.4 F6, F7, 2.2.2 E4, 2.2.4 E3, 2.4.4 A4, 9.2.4 C3, C5)
- Use effective communication skills (2.1.2 F2, F3, F4, 2.1.4 F2, F4, F6, 2.1.6 F2, F3, F4, 2.2.2 A4, 2.2.4 A3, A4, 2.2.26 A3, A4, 9.2.4 C1, C2, C5)
- Know that communication involves speaking, listening and nonverbal behavior (2.1.2 F3, 2.1.4 F2, 9.2.4 C2)
- Learn how to make and keep friends (2.1.2 F3, 2.1.4 F4, F6, 2.1.6 F1, F2, 2.4.2 A4, A5, 2.4.4 A5, A6, A7, 2.4.6 A3, A4, 9.2.4 C1, C3, C5, D1)

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

Self-knowledge Application

- K-3 students will be able to:
 - Use a decision-making and problem-solving model (9.2.4 A1, A2, A3, A4, 2.2.4 B1, 2.2.6 B1)
 - Understand consequences of decisions and choices (9.2.4 D4)
 - Develop effective coping skills for dealing with problems (9.2.4 B5, 2.1.4 F5, F6, 2.1.6 F4, F5)
 - Demonstrate when, where and how to seek help for solving problems and making decisions (2.1.2 F3, 2.2.2 F2)
 - Know how to apply conflict resolution skills (2.1.2 F4, 2.1.4 F3, F4, 2.1.6 F2, F3, 9.2.4 B5, C4)
 - Demonstrate a respect and appreciation for individual and cultural differences (2.1.4 F7, 2.1.6 F6, 9.2.4 C3)
 - Know when peer pressure is influencing a decision (2.1.4 F2, 2.1.6 F1)
 - Identify long and short-term goals (9.2.4 A1, A2, A3, B2, B4)

Standard C: Students will understand safety and survival skills.

Acquire Personal Safety Skills

- K-3 students will be able to:
 - Demonstrate knowledge of personal information
 - Understand the relationship between rules, laws, safety and the protection of rights of the individual (9.2.4 D1, D4, 2.1.2 E4, 2.1.4 F3, 2.1.6 F2)
 - Be able to differentiate when a situation requires peer support or adult help (2.1.2 F3, F4, 2.1.6 f2, f3, 2.2.2 f2, 9.2.4 A3)
 - Apply effective problem-solving and decision-making skills (9.2.4 A1, A2, A3, A4, 2.2.4 B1, 2.2.6 B1)
 - Understand the dangers of substance use and abuse (2.3.4 B4, 2.3.6 B4)
 - Learn coping strategies for peer pressure and other life stressors/events (9.2.4 B5, C4)

Career Development

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

Develop Career Awareness

- K-3 students will be able to:
 - Learn about the variety of traditional and nontraditional occupations (9.1.4 A1)
 - Develop an awareness of personal abilities, skills, interests and motivations (9.1.4 A2)
 - Learn how to interact and work cooperatively in teams (9.1.4 B3, 9.2.4 C5)
 - Learn to make decisions (9.2.4 A2, 2.2.4 B1)
 - Learn how to set goals (2.2.2 C1)
 - Develop hobbies and interests (9.2.4 B2, B4)

Develop Employment Readiness

- K-3 students will be able to:
 - Acquire employability skills such as working on a team, problem-solving and organizational skills (9.2.4 A1, A2, A3, A4, C5, 2.2.4 B1)
 - Utilize time and task management skills (9.2.4 B1, B5)

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

Acquire Career Information

- K-3 students will be able to:
 - Know the various ways in which occupations can be classified (9.1.4 A1)

[OBJ]

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Acquire Knowledge to achieve Career Goals

- K-3 students will be able to:
 - Understand the relationship between educational achievement and career success (9.1.4 A1, A2, A3, B2)
 - Explain how work can help to achieve personal success and satisfaction (9.1.4 A3)

Apply skills to Achieve Career Goals

- K-3 students will be able to:
 - Learn how to use conflict management skills with peers and adults (2.1.2 F4, 2.1.4 F3, F4, 2.1.6 F2, F3, 9.2.4 B5, C4)
 - Learn to work cooperatively with others as a team member (2.1.2 E4, 2.1.4 F4, 9.2.4 C1, C5)

The following shows how national and state goals and competencies are addressed in the Lyndhurst School District Middle School's Counseling Program 4-8.

Academic Development – to encourage and assist students in their academic development and achievement of realistic educational goals.

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

Middle school students will continue to improve their skills in:

Improving academic self-concept

- Articulate feelings of competence and confidence as learners (9.2.4 B1, B2, B3)
- Display a positive interest in learning (9.2.4 B2, B3)
- Take pride in their work and achievement (9.2.4 B2)
- Accept mistakes as essential to the learning process (9.2.4 B2)
- Identify attitudes and behaviors that lead to successful learning (9.2.4 B2, B3)

Acquiring skills for improving learning

- Apply time-management and task-management skills (9.2.4 B2)
- Demonstrate how effort and persistence positively affect learning (9.2.4 B1, 9.2.4, B2, C2)
- Use communication skills to know when and how to ask for assistance (9.2.4 B1, B2)
- Apply knowledge and learning styles to positively influence school behavior (9.2.4 B2, B3)

Achieving school success

- Taking responsibility for their actions (9.2.4 D1)
- Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students (9.1.4 B1, B2, B3, 9.2.4 B3, C1, C2, C3, C4, C5, D1)
- Develop a broad range of interests and abilities (9.1.4 B1, B2, 9.2.4 B2)
- Demonstrate dependability, productivity and initiative (9.2.4 B2)
- Share knowledge (9.2.4 B2)

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

Middle School students will continue to enhance their skills in:

Improving learning

- Demonstrate the motivation to achieve individual potential (9.2.4 B2)
- Learn and apply critical-thinking skills (9.2.4 B1, B2, B3)
- Apply the study skills necessary for academic success (9.2.4 B1, B2)
- Seek information and support from staff, family and peers (9.2.4 A1, A3, 9.2.4 B2)
- Organize and apply academic information from a variety of sources (9.2.4 A1, A3, 9.2.4 B2)
- Become a self-directed and independent learner (9.2.4 B2, B5, C2)
- Use knowledge of learning styles to positively influence school performance (9.2.4 B1, B2)

Planning to achieve goals

- Establish challenging academic goals (9.1.4 B1, 9.2.4 B2, B3)
- Use assessment results in educational planning (9.2.4 A2, A3, A4, B1, B2)
- Develop plan of study to maximize academic ability and achievement (9.1.4 B1, B2, B3)

- Apply knowledge of aptitudes and interests to goal setting (9.1.4 A1, A3, B1, B2, B3, 9.2.4 B2)
- Use problem-solving and decision-making skills to assess progress toward educational goals (9.1.4 A1, A3, B1, B2, B3, 9.2.4 B2)
- Understand the relationship between classroom performance and success in school (9.2.4 A2, A3, A4, B1, B2)
- Explore post-secondary options consistent with interests, achievement, aptitude and abilities (9.1.4 B1, 9.2.4 B2, B3)

Standard C: Students will understand the relationship of academics to the world of work, and life at home and in the community.

Middle School students will continue to enhance their skills in:

Relating school to life experiences

- Demonstrate the ability to balance school, extracurricular activities, family and leisure time (9.1.4 A1, B1)
- Seek co-curricular and community experiences to enhance the school experience (9.1.4 A1, B2, 9.2.4 B2)
- Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals (9.1.4 A1, B2, 9.2.4 B2)
- Understand that school success is the preparation to make the transition from student to community member (9.1.4 A1, B2, 9.2.4 B2)
- Understand how school success enhances future career opportunities (9.1.4 A1, B2, 9.2.4 B2)

Personal and Social Development

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

Middle School students will continue to:

Acquire self-knowledge

- Develop positive attitudes toward self as a unique and worthy person (2.1.6 F1, 9.2.4 B1, B2, C3)
- Identify values, attitudes and beliefs (2.1.6 F1, 9.2.4 B2, B4, D1)
- Learn the goal-setting process (2.2.2 C1)
- Understand change is a part of growth (2.1.2 F2, F3, 2.1.6 F1, 9.2.4 C1, C2)
- Identify and express feelings (2.1.2 F2, F3, 2.1.6 F1, 9.2.4 C1, C2)
- Distinguish between appropriate and inappropriate behavior (2.1.2 F3, F4, 2.1.4 E3, F2, F3, F6, F7, 2.1.6 F2, 2.2.2 D1, 2.2.4 A5, 9.2.4 D1, C2)
- Recognize personal boundaries and rights (2.1.2 F3, 2.1.4 F2, F4)
- Understand the need for self-control and how to practice it (2.1.2 F3, 2.1.4 F2, F4)
- Identify and discuss changing personal and social roles (2.1.2 E4, 2.1.4 F4, 9.2.4 C1, C5)

- Identify and recognize changing family roles (2.1.6 F5, 2.4.2 A1, A2, A3, 2.4.4 A1, A2, A3, A4, 2.4.6 A1)

Acquire interpersonal skills

- Recognize that everyone has rights and responsibilities (2.1.4 F7, 2.1.6 F6, 9.2.4 D4)
- Respect alternative points of view (2.1.4 F6, F7, 2.2.2 E4, 2.2.4 E3, 2.4.4 A4, 9.2.4 C3, C5)
- Recognize, accept, respect and appreciate individual differences, cultural and ethnic diversity (2.1.4 F6, F7, 2.2.2 E4, 2.2.4 E3, 2.4.4 A4, 9.2.4 C3, C5)
- Use effective communication skills (speaking listening and nonverbal behavior) (2.1.2 F2, F3, F4, 2.1.4 F2, F4, F6, 2.1.6 F2, F3, F4, 2.2.2 A4, 2.2.4 A3, A4, 2.2.26 A3, A4, 9.2.4 C1, C2, C5)
- Learn how to make and keep friends (2.1.2 F3, 2.1.4 F4, F6, 2.1.6 F1, F2, 2.4.2 A4, A5, 2.4.4 A5, A6, A7, 2.4.6 A3, A4, 9.2.4 C1, C3, C5, D1)

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

Middle School students will continue to enhance their skills in:

Self-knowledge application

- Understand consequences of decisions and choices (9.2.4 D4)
- Identify alternative solutions to a problem (9.2.4 A1, A2, A3, A4, 2.2.4 B1, 2.2.6 B1)
- Develop effective coping skills for dealing with problems (9.2.4 B5, 2.1.4 F5, F6, 2.1.6 F4, F5)
- Demonstrate when, where and how to seek help for solving problems and making decisions (2.1.2 F3, 2.2.2 F2)
- Know how to apply conflict resolution skills (2.1.2 F3, 2.2.2 F2)
- Demonstrate a respect and appreciation for individual and cultural differences (2.1.4 F7, 2.1.6 F6, 9.2.4 C3)
- Know when peer pressure is influencing a decision (2.1.4 F2, 2.1.6 F1)
- Identify alternative ways of achieving goals (9.2.4 A1, A2, A3, B2, B4)
- Use persistence and perseverance in acquiring knowledge and skills (9.2.4 A1, A2, A3, B2, B4)
- Develop a plan to achieve realistic goals (9.2.4 A1, A2, A3, B2, B4)

Standard C: Students will understand safety and survival skills

Middle School students will continue to:

Acquire personal safety skills

- Demonstrate knowledge of personal information (9.2.4 D1, D4, 2.1.2 E4, 2.1.4 F3, 2.1.6 F2)
- Learn about the relationship between rules, laws, safety and the protection of rights of the individual (9.2.4 D1, D4, 2.1.2 E4, 2.1.4 F3, 2.1.6 F2)

- Learn about the differences between appropriate and inappropriate physical contact (2.1.2 F3, F4, 2.1.6 f2, f3, 2.2.2 f2, 9.2.4 A3)
- Demonstrate the ability to set boundaries, rights and personal privacy (2.1.2 F3, F4, 2.1.6 F2, F3, 2.2.2 F2, 9.2.4 A3)
- Differentiate between situations requiring peer support and requiring adult support (2.1.2 F3, F4, 2.1.6 F2, F3, 2.2.2 F2, 9.2.4 A3)
- Identify resource people in the school and community, and how to seek their help (9.2.4 A1, A2, A3, A4, 2.2.4 B1, 2.2.6 B1)
- Apply effective problem-solving and decision-making skills to make safe and healthy choices (9.2.4 A1, A2, A3, A4, 2.2.4 B1, 2.2.6 B1)
- Learn about the emotional and physical dangers of substance use and abuse (2.3.4 B4, 2.3.6 B4)
- Learn how to cope with peer pressure (9.2.4 B5, C4)
- Learn techniques for managing stress and conflict (9.2.4 B5, C4)
- Learn coping skills for managing life events (9.2.4 B5, C4)

Career Development

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

Middle School students will continue to:

Develop career awareness

- Development and awareness of personal abilities, skills, interests and motivations (9.1.4 A1)
- Learn how to interact and work cooperatively in teams (9.1.4 B3, 9.2.4 C5)
- Learn how to make decisions and set goals (9.2.4 A2, 2.2.4 B1, 2.2.2 C1)
- Understand the importance of planning (9.2.4 A2, 2.2.4 B1, 2.2.2 C1)
- Pursue and develop competency in areas of interest (9.2.4 B2, B4)
- Develop hobbies and interests (9.2.4 B2, B4)
- Learn how to balance work and play (9.1.4 B3, 9.2.4 C5)

Develop employment readiness

- Acquire employability skills such as working on a team, problem-solving and organizational skills (9.2.4 A1, A2, A3, A4, C5, 2.2.4 B1)
- Learn to respect individual uniqueness (2.1.4 F6, F7, 2.2.2 E4, 2.2.4 E3, 2.4.4 A4, 9.2.4 C3, C5)
- Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace (9.2.4 B1, B5)

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

Middle School students will be able to:

Acquire career information

- Apply decision-making skills to career planning (9.1.4 A1)
- Use research and information resources to obtain career information (9.1.4 A1)
- Understand how changing economic and societal needs influence employment trends
- Identify career goals (9.1.4 A1)
- Demonstrate awareness of the education and training needed to achieve goals (9.1.4 A1)

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Middle School students will continue to:

Acquire knowledge to achieve career goals

- Understand the relationship between educational achievement and career success (9.1.4 A1, A2, A3, B2)
- Explain how work can help to achieve personal success and satisfaction (9.1.4 A3)
- Identify personal preferences and interests influencing career choice and success (2.1.4 F6, F7, 2.2.2 E4, 2.2.4 E3, 2.4.4 A4, 9.2.4 C3, C5)
- Understand that work is an important and satisfying means of personal expression (9.2.4 B1, B5)

Apply skills to achieve career goals

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals (9.2.4 A1, A2, A3, A4, C5, 2.2.4 B1)
- Learn how to use conflict management skills with peers and adults (2.1.2 F4, 2.1.4 F3, F4, 2.1.6 F2, F3, 9.2.4 B5, C4)
- Learn to work cooperatively with others as a team member (2.1.2 E4, 2.1.4 F4, 9.2.4 C1, C5)

The following shows how national and state goals and competencies are addressed in the **Lyndhurst School Counseling Program 9-12**. The numbers in parentheses indicate the New Jersey Core Curriculum Standard and specific progress indicators that are addressed by that goal.

Academic Development

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

Improve Academic Self-Concept

9-12 students will be able to:

- Strive to be lifelong learners (9.2 B1)
- Understand the importance of developing academic goals (9.2 B2)
- Notice that they have to work through their mistakes to reach their goals (9.2 A1)
- Identify attitudes and behaviors that help and hinder their successful learning (9.2 B2)
- Continue with the development of self esteem (9.2.B1, B2, B3)

Acquire Skills for Improving Learning

9-12 students will be able to:

- Utilize time management skills to prioritize their academic task (9.1 B4; 2.2 B1)
- Understand that hard work will help them achieve their goals (9.2 B2)
- Realize how to ask for help when needed for academic classes (9.1 B2; 9.2 C2)
- Understand their learning style and use this information to improve their chances at learning successfully (9.2 B2, B3)
- Develop a sense of self-responsibility in the learning process (9.2 B3)

Achieve School Success

9-12 students will be able to:

- Take responsibility for their actions in their classes (9.2 D1)
- Work well independently and as part of a team of students (9.1 B4)
- Work cooperatively with the school staff (9.2 A1)
- Share with others what they have learned (9.2 C2)
- Transition to work or college (9.1 A1, A2, A4; 9.1 B4)

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

Improve Learning

9-12 students will be able to:

- Use their critical thinking skills to solve problems (9.2 A1)
- Utilize various study skills to achieve success in their classes (9.2 A1)
- Challenge themselves to reach their academic potential (9.2 B1)
- Seek and utilize information and support from others (9.1 B2, 9.2 C2)

Plan to Achieve Goals

9-12 students will be able to:

- Develop, implement and adjust a 4-year plan of study to maximize academic development and achievement (9.2 B1)
- Apply knowledge of interests and academic strengths to create goals (9.1 B4)
- Understand the relationship between classroom performance and success in school (9.2 B1)
- Identify post-secondary options consistent with interests, achievements, aptitudes and abilities (9.1 B3)
- Utilize assessment results effectively (9.2 A2)

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Relate School to Life Experiences

9-12 students will be able to:

- Demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life (9.2 B2; 2.1 B1)
- Find extra-curricular activities that enhance the school experience (9.1 A1)
- Understand the relationship between learning in school and working outside of school (9.1 B1)
- Understand how school success and academic achievement enhance future career and vocational opportunities (9.1A 1-4)

Career Development

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

Career Awareness and Preparation

9-12 students will be able to:

- Learn about and evaluate the variety of traditional and nontraditional occupations (9.1 A2)
- Develop an awareness of personal abilities, skills, interests and motivations (9.1 A1, B1)
- Understand the importance of planning for the future and setting goals (9.1 A4, (.2 B1)
- Learn how to make decisions (9.1 A1, 2, 3, 4, 5)
- Develop vocational interests (9.1 A1)

Develop Employment Readiness

9-12 students will be able to:

- Acquire organizational skills (9.1 B4)
- Learn how to write a resume (9.1 B4)

- Understand the importance of responsibility, dependability, punctuality, integrity and effort (9.1 A3, 9.2 B3, 9.2 D1)
- Utilize time and task management skills (9.2 B1)

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

Acquire Career Information

9-12 students will be able to:

- Apply decision-making skills to career planning, course selection and career transition (2.2 B2)
- Identify personal skills, interests, and abilities and relate them to current career choice (9.1 A1, 2)
- Use research and information resources to obtain career information (9.1 A2)
- Use the Internet to access career planning information (9.1 A2)

Identify Career Goals

9-12 students will be able to:

- Analyze information regarding the education and training needed to achieve career goals (9.1, A2, B2)
- Assess and modify their educational plan to support career goals (9.1 A4, 9.2 B2)
- Select course work that is related to career interests (9.1 A1, 2)
- Maintain a career planning portfolio (9.1 A1, 9.2 B1)

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Acquire Knowledge to Achieve Career Goals

9-12 students will be able to:

- Understand the relationship between educational achievement and career success (9.1 A3, 9.2 D3)
- Identify personal preferences and interests influencing career choice and success (9.1 A1)
- Identify the skills needed to compete in the changing workplace (9.1 A5)
- Understand that work is an important and satisfying means of personal expression (9.1 A1)

Apply Skills to Achieve Career Goals

9-12 students will be able to:

- Learn how to use conflict management skills with peers and adults (9.2 C1)

Personal / Social Development

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

Acquire Self-Knowledge

9-12 students will be able to:

- Develop positive attitudes toward themselves as unique and worthy (9.1B)
- Identify their values, attitudes, beliefs and feelings (9.1A)
- Learn and apply the goal-setting process (9.1B)
- Identify and discuss their changing personal and social roles in school and the community (9.1B)
- Identify and recognize changing family roles as they get older (9.2.1F)
- Distinguish between appropriate and inappropriate behavior (9.1B)

Acquire Interpersonal Skills

9-12 students will be able to:

- Recognize that everyone has rights and responsibilities (9.2C)
- Respect alternative points of view and accept and appreciate individual differences (9.2C)
- Recognize, accept and appreciate ethnic, cultural and family differences (9.2C)
- Know that communication involves speaking, listening and nonverbal behavior (9.2C)
- Learn how to make and keep friends (9.2C)

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

Self-Knowledge Application

9-12 students will be able to:

- Use a decision-making and problem-solving model to identify solutions to a problem (9.2.2B)
- Know when peer pressure is influencing a decision
- Identify and create long-term and short-term goals (9.1B)
- Develop effective coping skills for dealing with problems
- Demonstrate when, where and how to seek help for solving problems and making decisions
- Know how to apply conflict resolution skills (9.2C)
- Use persistence and perseverance in acquiring knowledge and skills
- Develop an action plan to set and achieve realistic goals (9.1B)

Standard C: Students will understand safety and survival skills

Acquire Personal Safety Skills

9-12 students will be able to:

- Learn about the relationship between rules, laws, and safety in school and the community
- Learn about the differences between appropriate and inappropriate physical contact (9.2.4A)
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek their help
- Apply effective problem-solving and decision-making skills to make safe and healthy choices
- Learn about the emotional and physical dangers of substance use and abuse (9.2.3B)
- Learn how to cope with peer pressure (9.2.4B)
- Learn coping skills for managing life events (9.2.4C)