

**FAIRFIELD SCHOOLS
DEPARTMENT OF
CURRICULUM AND INSTRUCTION**

**DEVELOPMENTAL SCHOOL COUNSELING CURRICULUM
GRADES K - 6**

ACKNOWLEDGEMENTS

Susan Ciccotelli, Superintendent of Schools
Dr. Michael Trabucco, Principal/Director of Curriculum & Instruction

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Sarah Kirk
Erika Pilato

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THE ROLE OF THE SCHOOL COUNSELOR

The school counselor is a positive change agent in the school and plays the role of an advocate for the success of all students (New Jersey School Counseling Initiative, NJSCA, 2005).

The school counselor is a master's level certificated professional, trained in counseling programs that meet the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The New Jersey school counselor endorsement authorizes the holder to perform school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students, and parents regarding personal, social, educational, and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and families (NJAC 6A :9-13.8, NJDOE, 2004).

The school counselor who works in Fairfield Public Schools will develop a comprehensive counseling program that is aligned with the American School Counselors Association (ASCA) National Standards and National Model and New Jersey School Counseling Association (NJSCA) NJ School Counseling Initiative. The comprehensive program will also address the mandates of Harassment, Intimidation and Bullying Legislation and NJ Administrative Code. The counseling program will also be flexible to address any particular needs of the school district based on needs assessments and/or administrative directive.

In a comprehensive school counseling program designed to respond to local student needs, the school counselor is on the cutting edge of positive change. She/he is a change agent, skilled in group dynamics problem-solving, goal setting and decision making, advocacy, family systems and systemic change. As an active change agent in the school, she/he collaborates with others to facilitate and promote change each day in all school arenas: in classrooms, school climate, parent conferences, staff development, I&RS committees, and community groups. In addition, the school counselor helps to close the achievement gap and open opportunities for all students.

A Fairfield Public school counselor:

- Designs, leads, implements and evaluates the comprehensive school counseling program
- Follows a clearly defined counselor role description based on counseling goals for all students
- Establishes positive relationships with all students through individual contacts, lunch bunches or play groups
- Provides classroom guidance, individual and group counseling, behavioral interventions, high school transition guidance and crisis counseling as needed
- Utilizes professional training in individual and group counseling, group facilitation, consultation, coordination, collaboration, and systemic change
- Collaborates with teachers, administrators, and other specialists to promote student improvement and success
- Works to remove school, cultural, community, and systemic barriers to student achievement
- Assures access to opportunities and rigorous educational experiences for all students
- Solicits broad participation from parents, teachers, students, community members, support staff, board members, and administrators

BELIEFS AND PHILOSOPHY

The philosophy and beliefs of the programs presented by the school counselors of Fairfield Public School are that:

- Students are our highest priority
- Students are unique and have the right to develop their individual career and personal/ social potential
- Students have the right to be treated with dignity and respect and learn in a safe and supportive environment
- The school counselor is an advocate for and supports each student by fostering student connectedness with peers, staff, and family

The School Counselor will:

- Plan and manage the comprehensive school counseling program
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association
- Participate in professional development activities essential to maintaining a quality school counseling program

MISSION STATEMENT

The mission of the Fairfield Public Schools Counseling Department is to engage all students in an academic, personal/social and career program which provides the tools for students to function responsibly in an ever-changing global community.

PROGRAM GOALS

The counselor will fulfill the goals and objectives of the Developmental Counseling Program through individual counseling, small group counseling, classroom group guidance, coordination of services, and consultation with parents and teachers. The curriculum is based on the philosophy that the affective development of the student, while the responsibility of the entire school staff, is a primary concern of the counselor. The counselor helps students identify strengths, weaknesses and feelings. Students will use this heightened self-awareness in their decision-making.

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

The success of this program is dependent on the school community working as one unit to help each child reach his/her full potential. Teachers and parents will be an integral part of the program to identify and refer students for counseling services. Students will be able to self-refer when problems arise.

[ASCA Standards for Students Competencies and Indicators](#)

1. Personal/Social Development

FOCUS: Becoming aware of who I am and how I interact effectively with others.

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as the students progress through the school and into adulthood.

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

2. Academic Development

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

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

3. 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 National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan.

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

Fairfield Public Schools

Schoolwide School Counseling Developmental Programs for All Grade Levels

The counseling curriculum consists of structured developmental experiences presented through classroom and group activities. The purpose is to provide all students at all grade levels with knowledge and assistance in acquiring and using life skills. Student competencies as defined in this program will be addressed through the use of small group counseling, large group session and school wide programs.

SCHOOL-BASED COUNSELING

Services

- Individual Counseling for:
 - Academic Concerns
 - Adjustment to school (new student transition)
 - Behavioral Issues
 - Crisis Management/Crisis Prevention and Intervention
 - Grief/Bereavement
 - Home and Family Issues
 - School Interaction Problems
 - Suicide/Risk Screenings
 - Transition to the next grade level/new school
- Group Counseling for:
 - Academic Issues
 - Anger Management
 - Divorce and family changes
 - Grief and loss
 - Decision Making
 - New Students
 - Psychoeducational
 - Social Skills
 - Stress Management
 - Study Skills
 - Self-Esteem/ Self-Concept
- Large group (classroom developmental lessons):
 - Bullying
 - Character Education
 - Conflict Resolution
 - Violence Prevention
 - Skills for Learning
 - Empathy
 - Emotional Management

Other counseling services include:

- Student recognition programs
- School Climate Teams

- Intervention and Referral Services Committee
- Section 504 Committee
- Parent conferences and referrals
- Staff consultations/ teacher meetings
- Community referrals to outside agencies/resources
- Participation in Back to School Night and parent/teacher conferences
- Periodic check ins with at-risk students
- Participation in committee meetings (i.e., Response to Intervention/Intervention and Referral Services)
- Anti-Bullying Specialist

CONSULTATION

Consulting System

- Administration
- Child Study Team
- Special Language Specialists
- Outside agencies
- Parents
- Teachers
- Other School Counselors/Student Services Professionals
- Articulation with lower elementary and middle school counselors

ELEMENTARY SCHOOL COUNSELING CURRICULUM

Grade	Skill	Objective	ASCA Standard	Suggested Resources
Kindergarten	Conflict vs. Bullying	LWDAT: -Understand that conflict is a normal occurrence in relationships. -Use words to describe the problem.	PS:A PS:B PS:C A:A C:A C:C	<u>Second Step:</u> Unit 1- Empath and Skills for Learning

		<ul style="list-style-type: none"> -Compare different solutions through guided discussion. -Use words and assertiveness skills to deal with conflict -Identify the difference between bullying vs. conflict. -Discuss reasons for supporting the conflict solution of their choice. -Understand the difference between tattling and telling. 		<p><u>Second Step Bullying Prevention Unit:</u> Lesson 1: Recognize, Report, Refuse Lesson 2: Bystander Power Lesson 3: Bystander Responsibility Lesson 4: Bystanders to Cyber Bullying</p> <p><u>Social Decision Making/Social Problem Solving Curriculum:</u> Lesson 5: Be your BEST</p> <p>Annual Activities: -Week of Respect -School Violence Awareness Week -HIB Student and Staff Training. - <i>*Additional resources included in Appendix A</i></p>
Grade 1	Conflict vs. Bullying	<p>LWDAT:</p> <ul style="list-style-type: none"> -Understand that conflict is a normal occurrence in relationships. -Use words to describe the problem. -Generate multiple solutions to problems presented -Use words and assertiveness skills to deal with conflict -Identify the difference between bullying vs. conflict. -Provide reasons for supporting the conflict solution of their choice. -Understand the difference between tattling and telling. 	<u>PS:A PS:B PS:C A:A C:A C:C</u>	
Grade 2	Conflict vs. Bullying	<p>LWDAT:</p> <ul style="list-style-type: none"> -Understand that conflict is a normal occurrence in relationships. -Use words to describe the problem without blaming any party. -Generate several solutions to a problem and determine if they are safe and respectful -Accept responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios -Practice assertiveness skills to deal with conflict -Identify the difference between bullying vs. conflict. -Understand the difference between tattling and telling. 	<u>PS:A PS:B PS:C A:A C:A C:C</u>	
Grade 3	Conflict vs. Bullying	<p>LWDAT:</p> <ul style="list-style-type: none"> -Define the term “conflict.” -Understand that conflict is a normal occurrence in relationships. -Define the term “bullying” and begin to understand from a legal perspective. -Recognize the difference between bullying and normal conflict. -Use words to describe the problem without blaming any party. -Generate and apply various solutions to determine a safe outcome. -Justify choice of conflict solution. -Recognize aggressive, passive, and assertive behavior. Practice assertiveness skills to deal with conflict -Determine when reporting problem to an adult is an appropriate action. -Accept responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios. 	<u>PS:A PS:B PS:C A:A C:A C:C</u>	
Grade 4	Conflict vs. Bullying	<p>LWDAT:</p> <ul style="list-style-type: none"> -Define the term “conflict.” 	<u>PS:A PS:B PS:C A:A C:A C:C</u>	

		<ul style="list-style-type: none"> -Understand that conflict is a normal occurrence in relationships. -Define the term “bullying” and begin to understand from a legal perspective. -Recognize the difference between bullying and normal conflict. -State the problem without blaming any party. -Generate and apply various solutions to determine a safe outcome. -Justify choice of conflict solution. -Recognize aggressive, passive, and assertive behavior. -Apply assertiveness skills to deal with conflict -Determine when reporting problem to an adult is an appropriate action. -Accept responsibility for their actions by admitting, apologizing, and offering to make amends in response to scenarios. 		
Grade 5&6	Conflict vs. Bullying	<p>LWDAT:</p> <ul style="list-style-type: none"> -Define the term “conflict.” -Understand that conflict is a normal occurrence in relationships. -Define the term “bullying” and begin to understand from a legal perspective. -Recognize the difference between bullying and normal conflict. -Generate and apply various solutions to determine a safe outcome. -State their reasons for supporting the conflict solution. -Recognize aggressive, passive, and assertive behavior. -Apply assertiveness skills to handle conflicts. -Determine when reporting problem to an adult is an appropriate action. 	PS:A PS:B PS:C A:A C:A C:C	

DIFFERENTIATION

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources 	<ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: https://www.teachersfirst.com/content/esl/adaptstrat.cfm

Grade	Skill	Objective	ASCA Standard	Suggested Resources
Kindergarten	Listening and Peer Relationships	LW DAT: -Understand and demonstrate Whole Body Listening Skills. -Identify good and poor listening behaviors. -Understand the concept and benefits of positive self-talk. -Understand the importance of reflective listening in social situations.	PS:A PS:B A:A C:A C:C	
Grade 1	Listening and Peer Relationships	LW DAT: -Understand and demonstrate Whole Body Listening Skills. -Identify good and poor listening behaviors -Utilize positive self-talk. -Understand the importance of reflective listening in social situations. -Distinguish an assertive request from a passive or aggressive one. -Understand the importance of reflective listening in social situations.	PS:A PS:B A:A C:A C:C	
Grade 2	Listening and Peer Relationships	LW DAT: -Understand and demonstrate Whole Body Listening Skills. -Identify good and poor listening behaviors -Utilize positive self-talk. -Understand the importance of reflective listening in social situations. -Distinguish an assertive request from a passive or aggressive one.	PS:A PS:B A:A C:A C:C	Second Step: Unit 1: Skills for Learning Unit 2: Empathy Social Decision Making/Social Problem Solving Curriculum: Lesson 2: Respectful Listening
Grade 3	Listening and Peer Relationships	LW DAT: -Identify good and poor listening behaviors -Understand the importance of reflective listening in social situations -Apply skills for learning (focus attention, listen effectively, use self-talk, act assertively) to social situations -Effectively listen using ears, eyes, brain and body (whole body listening) -Understand the role effective listening has in practicing empathy (identify others feelings using clues, take others' perspectives, show compassion, develop friendship skills)	PS:A PS:B A:A C:A C:C	Other Resource(s): Mindful Schools Calm.com <i>*Additional resources included in Appendix A</i>
Grade 4	Listening and Peer Relationships	LW DAT: -Identify good and poor listening behaviors -Understand the importance of reflective listening in social situations and practice skill -Apply skills for learning (focus attention, listen effectively, use self-talk, act assertively) to social situations -Effectively listen using ears, eyes, brain and body (whole body listening) and understand implication of poor listening skills in social situations	PS:A PS:B A:A C:A C:C	

		-Understand the role effective listening has in practicing empathy (identify others feelings using clues, take others' perspectives, show compassion, develop friendship skills)		
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Grade 5&6	Listening and Peer Relationships	<p>LWDAT: -Identify good and poor listening behaviors -Understand the importance of reflective listening in social situations and practice skill -Apply skills for learning (focus attention, listen effectively, use self-talk, act assertively) to social situations -Effectively listen using ears, eyes, brain and body (whole body listening) and understand implication of poor listening skills in social situations -Understand the role effective listening has in practicing empathy (identify others feelings using clues, take others' perspectives, show compassion, develop friendship skills)</p>	PS:A PS:B A:A C:A C:C	
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Grade	Skill	Objective	ASCA Standard	Suggested Resources
Kindergarten	Listening and Academic Success	<p>LWDAT: -Focus attention by concentrating and ignoring distractions and by using eyes, ears, brain and body (whole body listening) -Use self-talk to maintain attention and focus. -Identify an assertive tone and posture. -Understanding that assertive communication is the best way to ask for help.</p>	A:A A:B A:C PS:A	<p>Second Step: Unit 1: Skills for Learning Unit 2: Empathy</p>
Grade 1	Listening and Academic Success	<p>LWDAT: - Focus attention by concentrating and ignoring distractions and by using eyes, ears, brain and body</p>	A:A A:B A:C PS:A	<p>Social Decision Making/Social</p>

		(whole body listening) -Demonstrate self-talk strategies for remembering directions. -Identify assertive posture and tone of voice		Problem Solving Curriculum: Lesson 2: Respectful Listening Other Resource(s): Mindful Schools Calm.com <i>*Additional resources included in Appendix A</i> <i>*Additional resources included in Appendix A</i>
Grade 2	Listening and Academic Success	LWDAT: -Identify examples of successful listening -Identify examples of focusing attention - Demonstrate using self-talk in response to scenarios -Demonstrate assertive communication skills in response to scenarios.	A:A A:B A:C PS:A PS:B	
Grade 3	Listening and Academic Success	LWDAT: -Apply focusing-attention and listening skills in response to scenarios -Identify classroom distractions -Demonstrate the use of self-talk in response to scenarios -Demonstrate assertive communication skills in response to scenarios -Evaluate three-step plans for different scenarios using the Good Plan Checklist criteria -Create a simple, three-step plan that meets the Good Plan Checklist criteria -Connect academic success to success in other areas of life	A:A A:B A:C PS:A PS:B	
Grade 4	Listening and Academic Success	LWDAT: - Acquire self-confidence in the ability to learn. -Apply self-motivation and self-direction to learning. -Demonstrate the ability to work independently. -Demonstrate assertiveness skills and ability to assert self, as necessary. -Demonstrate social maturity and behaviors appropriate to the situations and environment -Connect academic success to success in other areas of life as demonstrated by discussion regarding short- and long-term planning	A:A A:B A:C PS:A PS:B C:C	

Grade 5&6	Listening and Academic Success	LWDAT: -Acquire self-confidence in the ability to learn. -Apply self-motivation and self-direction to learning. -Demonstrate the ability to work independently. -Demonstrate assertiveness skills and ability to assert self, as necessary. -Demonstrate social maturity and behaviors appropriate to the situations and environment -Connect academic success to success in other areas of life as demonstrated by discussion regarding short- and long-term planning	A:A A:B A:C PS:A PS:B C:C	
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<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources 	<ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm
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Grade	Skill	Objective	ASCA Standard	Suggested Resources
Kindergarten	Emotional Management	LW DAT: -Apply “calming-down” techniques to manage feeling excited or impatient while waiting. -Identify disappointment and apply “calming-down” techniques. -Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully. -Understand that they have choices in the way they resolve conflicts -Apply anger management techniques.	PS:A PS:B PS:C A:A C:A C:C	Second Step: Unit 2 &3: Emotion Management Basic Mind Yeti Unit 3 & 4: Problem Solving
Grade 1	Emotional Management	LW DAT: -Identify physical cues in their bodies that help them identify their feelings. -Demonstrate Calming-Down Steps to manage strong feelings. -Demonstrate the proper belly-breathing technique. -Recognize situations that require the use of calming-down strategies. -Use positive self-talk to calm down. -Identify trusted adults to talk to when feeling worried.	PS:A PS:B PS:C A:A C:A C:C	Other Resource(s): Mindful Schools Annual Activities Disabilities Awareness Week Student Recognition Programs Kindness Week National School Counseling Week <i>Additional resources included in Appendix A</i>
Grade 2	Emotional Management	LW DAT: -Identify physical clues that can help them name their own feelings. -Calm down using learned steps and strategies -Identify trusted adults to talk to when feeling worried.	PS:A PS:B PS:C A:A C:A C:C	
Grade 3	Emotional Management	LW DAT: -Understand how they typically handle conflicts (interpersonal and intrapersonal conflicts) -Understand what emotions and thoughts impair their ability or	PS:A PS:B PS:C A:A C:A C:C	

		<p>willingness to resolve conflicts peacefully.</p> <p>-Apply anger management techniques. -Generate alternatives to physically fighting. -Identify physical clues that can help label own feelings</p> <p>-Recognize how strong feelings affect their brains and bodies</p> <p>-Calm down using learned steps and strategies</p> <p>-Manage their strong feelings</p>		
Grade 4	Emotional Management	<p>LWDAT:</p> <p>-Understand how they typically handle conflicts (interpersonal and intrapersonal conflicts); identify strengths and areas needing improvement</p> <p>-Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully.</p> <p>-Apply anger management techniques. -Generate alternatives to physically fighting.</p> <p>-Apply individual abilities to their fullest to achieve high quality results and outcomes. -Demonstrate self-discipline and self-control.</p> <p>-Apply effective coping skills when faced with a problem.</p>	PS:A PS:B PS:C A:A C:A C:C	

Grade 5&6	Emotional Management	<p>LWDAT:</p> <p>-Understand how they typically handle conflicts (interpersonal and intrapersonal conflicts); identify strengths and areas needing improvement</p> <p>-Understand what emotions and thoughts impair their ability or willingness to resolve conflicts peacefully.</p> <p>-Apply anger management techniques. -Generate alternatives to physically fighting. -Apply individual abilities to their fullest to achieve high quality results and outcomes. -Demonstrate self-discipline and self-control. -Demonstrate ability to overcome barriers to learning</p> <p>-Apply effective coping skills when faced with a problem.</p>	PS:A PS:B PS:C A:A C:A C:C	
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of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources	deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources	Intervention Bank • NJDOE resources	• NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: https://www.teachersfirst.com/content/esl/ad_aptstrat.cfm
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Grade	Skill	Objective	ASCA Standard	Suggested Resources
Kindergarten	Goal Setting	LWDAT: -Develop S.M.A.R.T goals with guidance. -Take on new challenges with optimism. -Finish task once started. -Use adversity as a motivator and teaching tool. -Revisit goals and progress monitor with assistance. -Work harder even after experiencing failure or feel like quitting.	PS:B PS:C C:A C:C A:A A:B	https://characterlab.org/ https://characterlab.org/tools/grit http://www.crockettsclassroom.com/2017/01/setting-smart-goals-with-students.html <i>For other resources, confer with administration regarding latest goal-setting district initiatives. *Additional resources included in Appendix A</i>
Grade 1	Goal Setting	LWDAT: -Develop S.M.A.R.T goals with guidance. -Take on new challenges with optimism. -Finish task once started. -Use adversity as a motivator and teaching tool. -Revisit goals and progress monitor with assistance. -Work harder even after experiencing failure or feel like quitting.	PS:B PS:C C:A C:C A:A A:B	
Grade 2	Goal Setting	LWDAT: -Develop S.M.A.R.T goals with guidance. -Take on new challenges with optimism. -Finish task once started. -Use adversity as a motivator and teaching tool. -Revisit goals and progress monitor with assistance. -Work harder even after experiencing failure or feel like quitting.	PS:B PS:C C:A C:C A:A A:B	

Grade 3	Goal Setting	LWDAT: -Develop S.M.A.R.T goals with increased independence. -Take on new challenges with optimism. -Finish task once started. -Use adversity as a motivator and teaching tool.	PS:B PS:C C:A C:C A:A A:B	
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		-Revisit goals and progress monitor with assistance. -Work harder even after experiencing failure or feel like quitting.		
Grade 4	Goal Setting	LWDAT: -Develop S.M.A.R.T goals with increased independence. -Take on new challenges with optimism. -Finish what you begin. -Working harder even after experiencing failure or when you feel like quitting.	PS:B PS:C C:A C:C A:A A:B	
Grade 5&6	Goal Setting	LWDAT: -Develop S.M.A.R.T goals independently. -Take on new challenges with optimism. -Finish what you begin. -Working harder even after experiencing failure or when you feel like quitting.	PS:B PS:C C:A C:C A:A A:B	

DIFFERENTIATION

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources 	<ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: https://www.teachersfirst.com/content/esl/adaptstrat.cfm

Kindergarten - Grade 6	Career Awareness	<i>Career Awareness Objectives are addressed via previously listed topics. Please see listed, “ASCA Standards” for topics addressing these objectives.</i>	New Jersey Career Assistance Navigator Career Scavenger Hunt CareerShip
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		<p><i>The role of the Elementary School Counseling Program is to support students in developing career readiness skills by helping them to:</i></p> <ul style="list-style-type: none"> • <i>develop strong academic skills;</i> • <i>work cooperatively with peers;</i> • <i>become self-reflective about current abilities and goals;</i> • <i>manage and express emotions productively;</i> • <i>demonstrate problem-solving skills in academic and social setting.</i> 	<p>Bureau of Labor and Statistics Virginia Career View *Additional resources included in Appendix A</p>
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DIFFERENTIATION

Special Education	G&T	RTI	ELL
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student’s IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Contents should be modified: abstraction, complexity, variety, organization • Process should be modified: higher order thinking skills, open ended thinking, discovery • Products should be modified: real world problems, audiences, deadlines, evaluation, transformations • Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied • NJDOE resources 	<ul style="list-style-type: none"> • Tiered Interventions following RTI framework • RTI Intervention Bank • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: https://www.teachersfirst.com/content/esl/adaptstrat.cfm

Appendix A: Elementary School Resources

Counseling Tools (from <http://www.elementaryschoolcounseling.org/resources.html>)

- A Story + Art www.amommysadventures.com/p/start.html
- A Thin Line www.athinline.org
- About Face (Arthur Game) <http://pbskids.org/arthur/games/aboutface/aboutface.html>
- Banner Snack www.bannersnack.com
- BrainPOP www.brainpop.com
- BrainPOP Jr. www.brainpopjr.com
- Buckalope Elementary www.buckalopeelementary.com
- Bulletin Boards to Remember <http://bulletinboardstoremember.blogspot.com>
- Challenge Day www.challengeday.org/mtv
- College Career Life Planning www.collegecareerlifeplanning.com
- Confident Parents, Confident Kids <http://confidentparentsconfidentkids.org>
- Dove Social Mission www.dove.us/Social-Mission
- EduKate & Inspire <http://edukateandinspire.blogspot.com>
- Fable Vision www.fablevision.com

Hello Grief www.hellogrief.org
Help Others.org www.helpothers.org
The Home Teacher <http://thehometeacher.blogspot.com>
Infinite Learning Lab <http://learninglab.org>
It's My Life <http://pbskids.org/itsmylife/index.html>
Jodee Blanco Videos www.jodeeblanco.com/media_room_video.htm
The Kid Should See This <http://thekidshouldseethis.com>
Learn to Read from Your Sofa www.sofasandsectionals.com/sofa-reading-resources
Life Lessons for Little Ones www.lifelessonsforlittleones.com
Little Parachutes www.littleparachutes.com
Mean Stinks <https://meanstinks.com>
Meeting Wizard www.meetingwizard.com
National Alliance for Grieving Children www.childrengrieve.org
The NED Show www.thenedshow.com
Notebook Babies www.notebookbabies.com
Online Storytime www.barnesandnoble.com/u/online-storytime-books-toys/379003588
Pacer Center's Kids Against Bullying www.pacerkidsagainstbullying.org
Paula Kluth: Toward Inclusive Classrooms and Communities www.paulakluth.com
PBS Kids <http://pbskids.org>
Prezi <http://prezi.com>
Reading Rockets www.readingrockets.org
Sesame Street Tool Kits www.sesamestreet.org/parents/topicsandactivities/toolkits
Sesame Street YouTube Channel www.youtube.com/user/SesameStreet
Smile box www.smilebox.com
Smyface <http://smyface.com>
Social Media Icons <http://webdesignledger.com/freebies/the-best-social-media-icons-all-in-one-place>
Speakaboos www.speakaboos.com
Starfall: I'm Reading! www.starfall.com/n/level-c/index/load.htm?f
Stop Bullying Now! www.stopbullying.gov
Story bird www.storybird.com
Storyline Online www.storylineonline.net
Teens Against Bullying www.pacerteensagainstbullying.org
Virginia Career VIEW www.vaview.vt.edu
Vistaprint www.vistaprint.com
Watson Institute (Social Stories) www.thewatsoninstitute.org/teacherresources2.jsp?pageId=2161392240601226415747290
We Do Listen Foundation www.wedolisten.org
We Give Books www.wegivebooks.org
Weebly www.weebly.com

The Wonderful World of Sticky Burr www.stickyburr.com

YouTube (Elementary School Counseling's Account) www.youtube.com/user/eschoolcounseling

Suggested Literature (from the New Jersey State Bar Foundation Bullying Busting Curriculum & Conflict Resolution):

Chrysanthemum: Kevin Henkes [You Tube Video](#)

The Hundred Dresses: Eleanor Estes & Louis Slobodkin

Nobody Knew What to Do: Becky Ray McCain

Telling Isn't Tattling; Kathryn M. Hammerseng

Say Something: Peggy Moss [You Tube Video](#)

The Terrible Things: Eve Bunting

The Ugly Duckling: Hans Christian Andersen

Just Kidding: Trudy Ludwig

King of the Playground: Phyllis Reynolds Naylor [You Tube Video](#)

The Empty Pot: Demi [You Tube Video](#)

Enemy Pie: Derek Munson [You Tube Video](#)

Recess Queen: Alexis O'Neill [Recess Queen](#)

Ruby the Copycat: Margaret Rathmann [You Tube Video](#)

The Three Little Pigs and the Big Bad Wolf: James Halliwell-Philipps [YouTube Video](#)

David Goes to School: David Shannon [You Tube Video](#)

Character Trait: Acceptance

The Colors of Us: Karen Katz

The Colors of Us: :Jamie Lee Curtis & Laura Cornell

Carla's Sandwich: Debbie Herman

A Bad Case of Stripes: David Shannon

Derek the Knitting Dinosaur: Mary Blackwood

Charlie the Caterpillar: Dom De Luise

Tyrone and the Swamp Gang: Hans Wilhelm

The Glitter Dragon:Caroline Repchuk

Crickwing: Janell Cannon

Cheater: Hans Wilhelm

Big Al: Andrew Clements Yoshi

Rainbow Fish to the Rescue: Marcus Pfister

Alexander and the Terrible Horrible No Good Very Bad Day: Judith Viorst

Character Trait: Caring

Please Don't Hurt Abby the Labby: Wendy Wyatt

Corduroy: Don Freeman

Have you Filled a Bucket Today?: Carol McCloud

Character Trait: Trustworthiness

Junie B., First Grader-Cheater Pants: Barbara Park

The Real Thief: William Steig

Why Mosquitoes Buzz in People's Ears: Verna Aardema

I Like Your Buttons: Sarah Lamstein

The Golden Goin: Alma Flor Ada

David Gets in Trouble: David Shannon

Edward Fudwupper Fibbed Big: Berkeley Breathed