



ARCHDIOCESE
OF
GALVESTON-HOUSTON
COMPREHENSIVE
DEVELOPMENTAL
GUIDANCE
PROGRAM

Acknowledgments

We wish to express our gratitude to those who contributed to the development of this guide. Special thanks to the Counselor Leadership Committee and the numerous mental health experts that provided guidance and support.

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Adapted in part from the works of:

American School Counseling Association Model (ASCA)

Catholic Teachers Resources (CTR) from the Archdiocese of San Francisco, California

Collaborative for Academic, Social, and Emotional Learning (CASEL)

Disciple of Christ-Education in Virtue by Dominican Sisters of Mary, Mother of the Eucharist

The Bullying-Free NZ School Framework, Te Tahuhu o te Maturanga Ministry of Education

The Texas Model for Comprehensive School Counseling Programs by the Texas Counseling Association

“Be active members! Go on the offensive! Play down the field, build a better world, a world of brothers and sisters, a world of justice, of love, of peace, of fraternity, of solidarity.” - Pope Francis

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Mission

The Archdiocese of Galveston-Houston comprehensive developmental guidance program aims to foster a student’s spiritual, social, emotional, academic, and physical growth. It provides opportunities for all to learn, live creatively, and relate to God, self, family, peers, and others responsibly. Through this program, students will learn to manage their emotions, build self-awareness, maintain positive relationships, show empathy and understanding for others, and make decisions based on their faith.

Vision

The *Religious Dimension of Education in a Catholic School* states that Catholic Schools “must help each student to become the ‘new creation’ that each one is potentially and at the same time prepare them for the responsibility of an adult member of society.” (USCC, 1988)

Catholic schools in the Archdiocese of Galveston-Houston are committed to enhancing the development of the ‘new creation’ through a strong guidance program, which enables students to grow and mature in love and realize their full potential as a child of God. To reach full human potential the student must grow their relationship with God, as well as their relationship with self and with others and all creation. (USCC, 1988) The Catholic school comprehensive developmental guidance program systematically assists students to develop the skills they need to enhance their spiritual, physical, social, emotional, and educational development.

Catholic School Guidance Program Defined

A Catholic school guidance program is developmental, systemic, sequential, clearly defined, and accountable. A comprehensive developmental program is vital to the academic success of all students. It is developmental by design and sequentially organized and implemented by Catholic schools with the support of teachers, administrators, students, and parents.

Texas Catholic Conference of Bishops Education Department (TCCB ED)

TCCB ED defines a guidance program as lessons/activities conducted throughout all grade levels and taught separately or integrated into other curriculum areas. Content addressed by a classroom teacher, or a counselor would include the student’s spiritual, physical, social, emotional, and educational development. Weekly guidance lessons should be taught in grades PK – 8. (TCCB ED, 2022)

DESIGN

The Catholic school shall collaborate with the administrator, counselor, staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance program. The Catholic school shall design the program to include 4 core elements:

- A **Guidance Curriculum** with integrated Catholic identity and 7 Human Virtues to support students' educational program.
- A **Response Support** component to provide intervention for any concerns about a student's academic, social, and emotional learning.
- An **Individual Planning Support** to guide student academic planning, monitoring, and social-emotional learning.
- **System Support** supports a Catholic school to plan, organize, implement, manage, and evaluate its guidance program to increase the efficiency and efficacy of direct services provided.

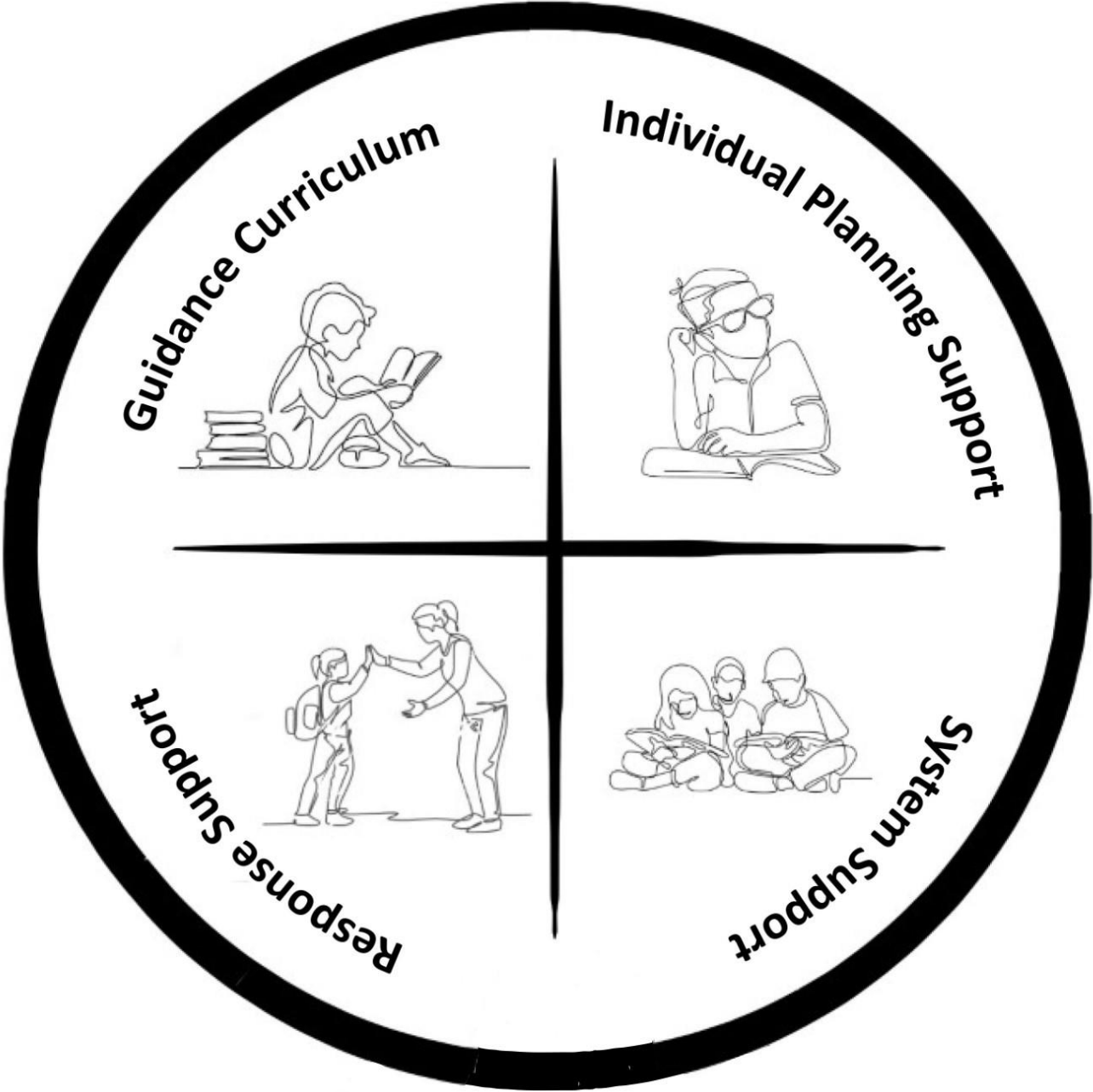
Catholic School Guidance Program Design Checklist	
Establish a School Plan	
✓	Well-defined process that leads to well-coordinated services for all students.
✓	Collaboration time for administrators, teachers, and counselors to review students with concerns and devise strategies for: <ul style="list-style-type: none">• Improving student performance and interest.• Involve parents as primary educators in student educational programs.• Reaching out to community agencies or third parties as resources.
✓	Review comprehensive developmental Catholic school guidance program with all staff members.
✓	Review and plan guidance curriculum classroom implementation with teachers.
✓	Review and plan individual planning, response, and system support with administrators and counselors.
✓	Ongoing monitoring system to assess student performance and provide services where needed.
✓	Planning process involving school, community, students, parents, teachers, administrators, and counselor.
✓	Planning team that includes the Catholic school counselor.
✓	Use data to analyze and improve student learning.
Clarify Roles	
✓	School administrators emphasize the importance of the guidance program and review roles and participation with all staff members.
✓	School provides parents with information on the Catholic school guidance program and the role and participation of the parent and child.

ROLES

Implementation of a high-quality Catholic school comprehensive developmental guidance program requires efforts and supports from school staff, parents, and students.

ROLES IN THE CATHOLIC SCHOOL GUIDANCE PROGRAM	
Students	Increase their knowledge and skills in Catholic identity by integrating 5 CASEL competencies; <i>Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Responsible Decision-Making.</i>
Teachers	Collaborate with Catholic school counselor and/or administrator to enhance the social-emotional learning of students and have a full understanding of the Catholic school guidance program mission.
Counselors	Provide developmental guidance through a balanced comprehensive program for all students. Collaborate with administrators, teachers, and parents to establish, implement, manage, and evaluate the Catholic school guidance program.
Administrators	Understand the mission, vision, evaluation, and expansion of the Catholic school guidance program. Collaborate with teachers, counselors, and parents to design and deliver a quality comprehensive developmental Catholic school guidance program.
Parents	Understand the Catholic school guidance program and how to access school support services to have increased involvement in their child's educational program.
Catholic School Office Administrators	Collaborate with administrators, counselors, and teachers to review their comprehensive developmental Catholic school guidance program mission and tracker to support their school community.

FOUR CORE ELEMENTS





GUIDANCE CURRICULUM

Guidance curriculum is taught through learning activities and planned lessons designed to foster students’ spiritual, social, emotional, academic, and physical growth. It provides opportunities for all children to learn, live creatively, and relate to God, themselves, families, peers, and others responsibly.

FRAMEWORK

In supporting student social-emotional learning, we have adopted two frameworks. One from The Collaborative for Academic, Social, and Emotional Learning (CASEL) and another from the *Disciple of Christ-Education in Virtue*. CASEL fosters knowledge, skills, and mindsets across five areas of competence and multiple key settings to establish positive learning environments. The *Disciple of Christ-Education in Virtue* is steeped in a Catholic worldview and fosters cardinal and theological virtues formation.

COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL)

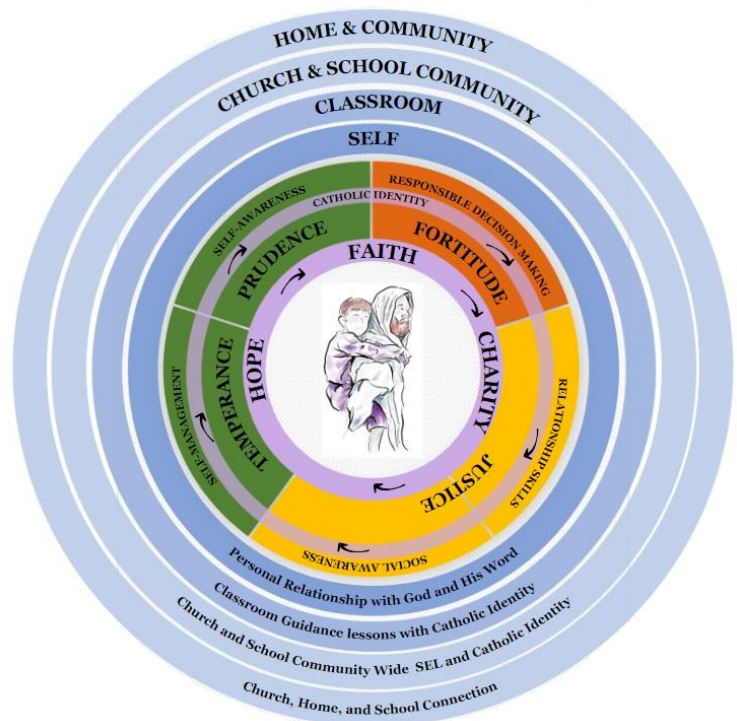
CASEL has five interrelated sets of cognitive, affective, and behavioral competencies:

- *Self-Awareness*
- *Self-Management*
- *Social Awareness*
- *Relationship Skills*
- *Responsible Decision-Making*

These five competencies support Catholic schools in building social-emotional learning environments that provide targeted lesson plans. Students acquire and effectively apply the knowledge and skills necessary to understand and manage emotions, set positive goals, show empathy for others, establish positive relationships, and make responsible decisions.

CATHOLIC IDENTITY

Catholic identity is intertwined in all five CASEL competencies, with lessons rooted in Bible passages and faith-based activities that call upon the teachings of God. Building the CASEL competencies is a process and with reflection and daily practice, students will grow and walk closer to God on their journey of self-



discovery. Students will follow in Jesus' footsteps and grow in love and compassion towards themselves, their families, and their communities.

CARDINAL VIRTUES

The CASEL competencies correspond directly to the Cardinal Virtues (moral virtues) of Temperance, Fortitude, Prudence, and Justice. The Cardinal Virtues are acquired by education and good actions. They teach students how to treat each other and to think in the right way. Virtues are gifts from God that lead us to live in a close relationship with Him. Virtues are like habits that need practice and if neglected can be lost.

THEOLOGICAL VIRTUES

There are three theological virtues: Faith, Hope, and Charity. These three virtues are the most important because they come from God and lead to God. They dispose Christians to live in a relationship with the Holy Trinity. The theological virtues are infused by God into the souls of the faithful to make them capable of acting as His children. Living a sacramental life and practicing the habits of the cardinal and theological virtues allow students to develop an integrated mind and heart. Virtues equip students to live a life of holiness, happiness, and human flourishing. The goal of a virtuous life is to become like God.

CASEL COMPETENCY: SELF-AWARENESS

CARDINAL VIRTUE: PRUDENCE

SELF-AWARENESS: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

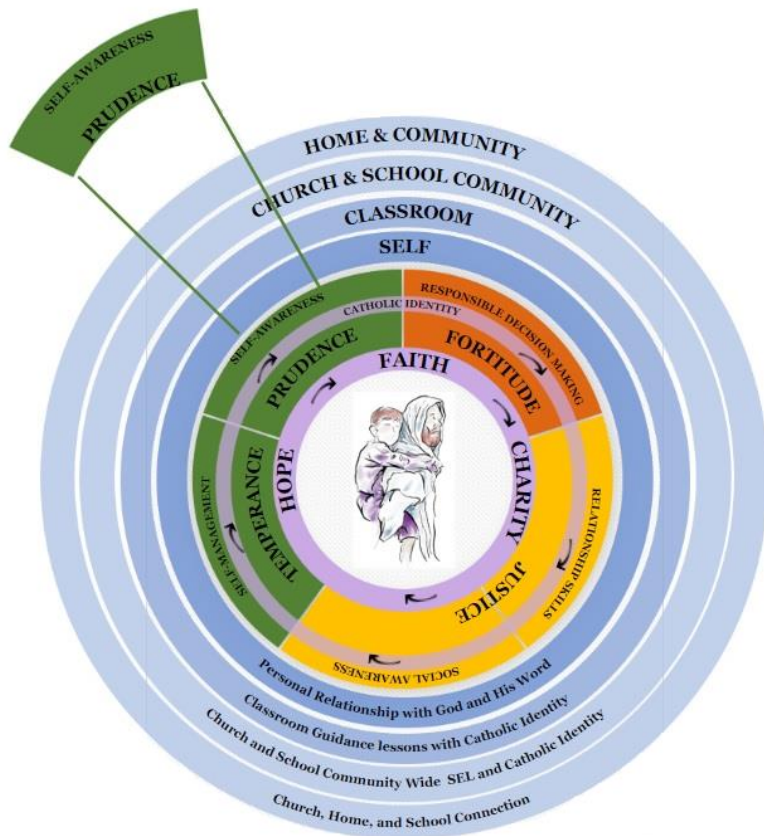
- Identifying emotions
- Self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

PRUDENCE: Prudence uses reason to discern true good in every circumstance and to choose the right means of achieving it. Prudence helps one apply judgment to their actions and aligns with what is known to be morally right.

VIDEO: [SELF-AWARENESS](#)

VIDEO: [PRUDENCE](#)

VIDEO: [VIRTUES](#)



CASEL COMPETENCY: SELF-MANAGEMENT

CARDINAL VIRTUE: TEMPERANCE

SELF-MANAGEMENT: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

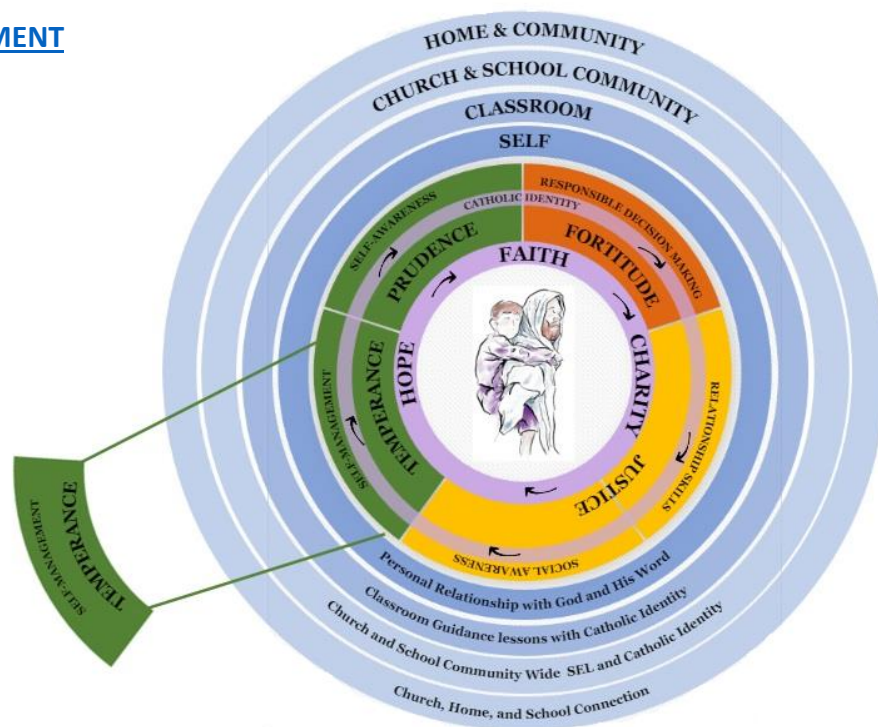
- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Executive functioning skills

TEMPERANCE: Temperance saves us from falling into temptation. It helps control desires for things and gives power over one’s instincts. Temperance helps keep temptations at bay and avoid overindulgence in things that should be done in moderation.

VIDEO: [SELF-MANAGEMENT](#)

VIDEO: [TEMPERANCE](#)

VIDEO: [VIRTUES](#)



CASEL COMPETENCY: SOCIAL AWARENESS

CARDINAL VIRTUE: JUSTICE

SOCIAL AWARENESS: The ability to understand the perspective of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand social norms for behavior in different settings, and recognize family, school, and community resources and support.

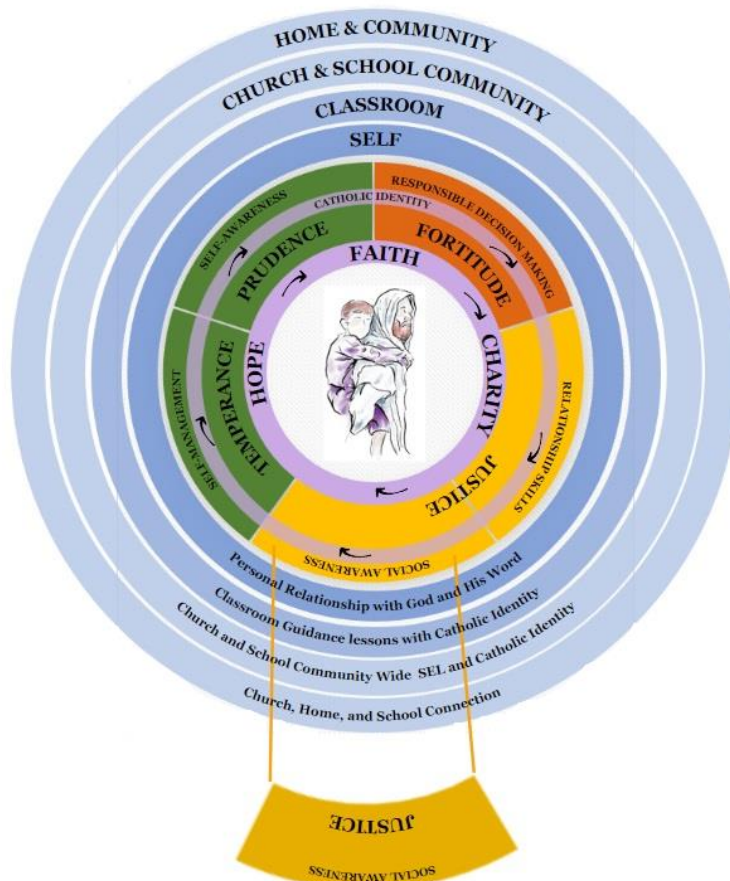
- Perspective taking
- Empathy
- Appreciating diversity
- Recognizing strengths in others
- Expressing gratitude
- Understanding influences of behavior

JUSTICE: Justice allows one to give God and others their due. Justice helps us protect the rights of others and thank God for everything He has given us and recognize how to rely entirely on Him.

VIDEO: [SOCIAL AWARENESS](#)

VIDEO: [JUSTICE](#)

VIDEO: [VIRTUES](#)



CASEL COMPETENCY: RELATIONSHIP SKILLS

CARDINAL VIRTUE: JUSTICE

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

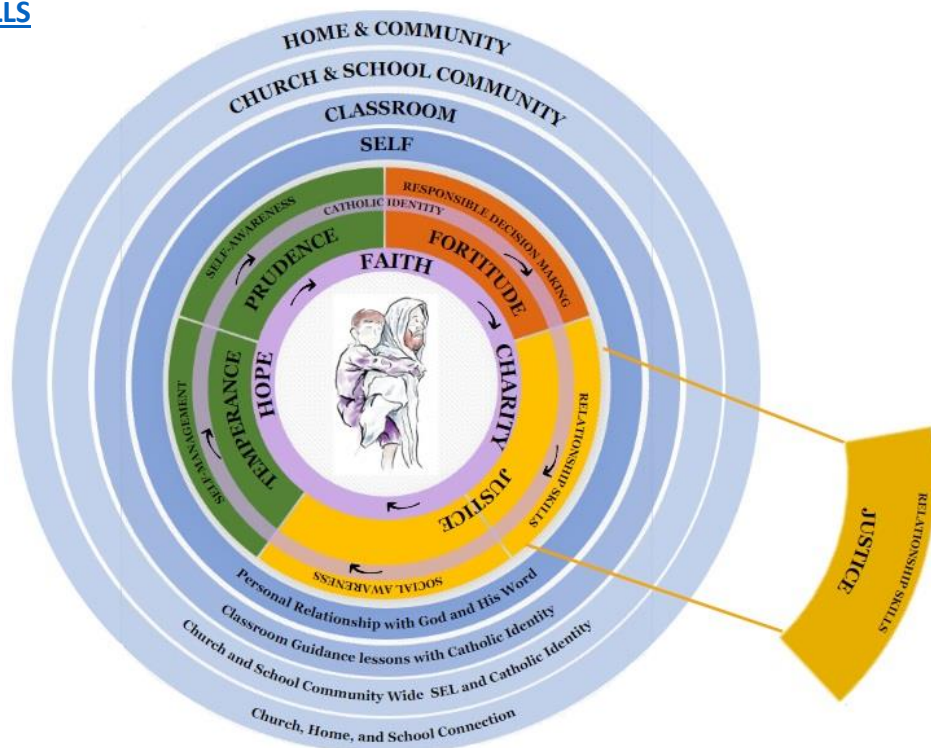
- Communication
- Social engagement
- Cultural competency
- Teamwork & Collaborative Problem Solving
- Social Pressures
- Leadership skills
- Supporting peers

JUSTICE: Justice allows individuals to give God and others their due. Justice helps protect the rights of others and thank God for everything he has given us and recognize how we rely entirely on Him.

VIDEO: [RELATIONSHIP SKILLS](#)

VIDEO: [JUSTICE](#)

VIDEO: [VIRTUES](#)



CASEL COMPETENCY: RESPONSIBLE DECISION-MAKING

CARDINAL VIRTUE: FORTITUDE

RESPONSIBLE DECISION MAKING: The ability to make constructive and respectful choices across different situations. This includes the capacity to consider safety concerns, and evaluate the consequences of various actions for personal, social, and collective well-being. Identify solutions to problems.

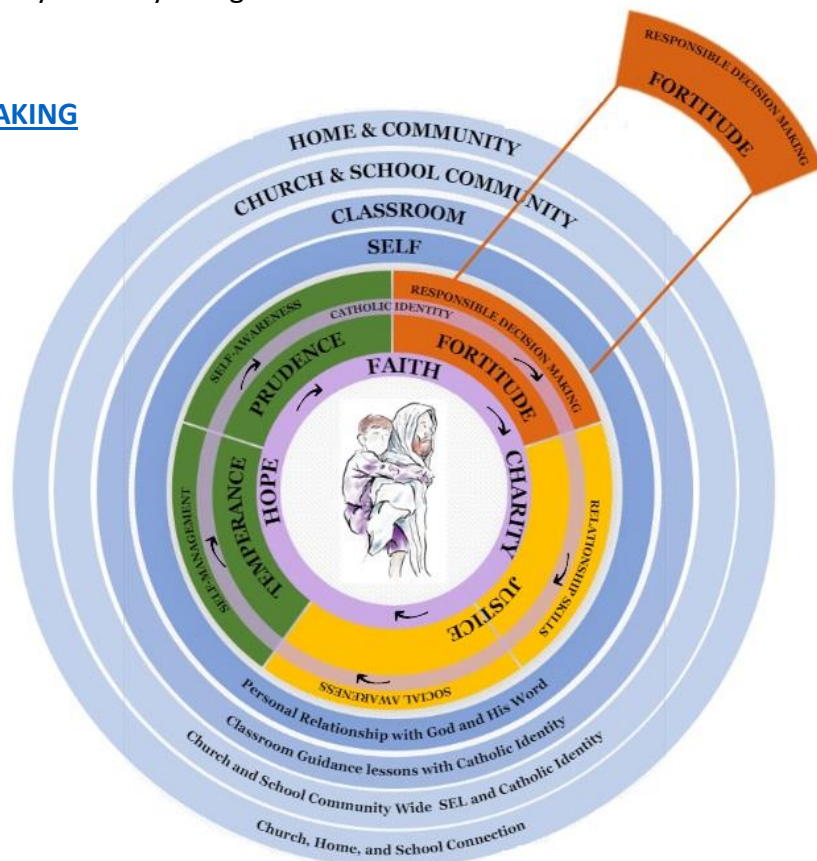
- Analyzing situations
- Curiosity and open-mindedness
- Evaluating one’s actions.
- Recognizing critical thinking skills
- Community contributions and impacts

FORTITUDE: Fortitude provides strength to do good and resistance to avoid evil in the face of obstacles. It strengthens one to resist temptations and overcome obstacles in moral life. Fortitude enables one to conquer fear. Having courage fueled by morality and good.

VIDEO: [RESPONSIBLE DECISION-MAKING](#)

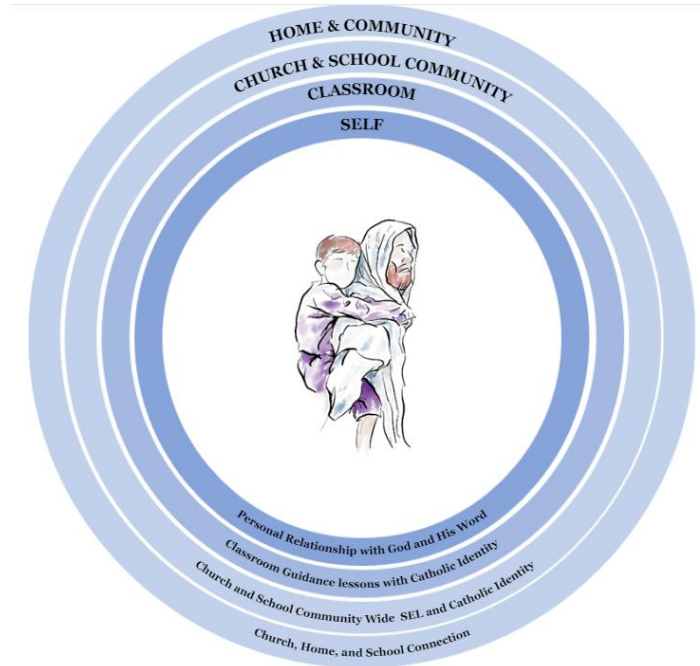
VIDEO: [FORTITUDE](#)

VIDEO: [VIRTUES](#)



KEY SETTINGS

The CASEL framework takes a systemic approach that emphasizes the importance of establishing and coordinating Social Emotional Learning (SEL) practices across key settings to enhance all students' physical, social, emotional, spiritual, and academic learning. (CTR, 2021) It is most beneficial to integrate SEL throughout the school's academic curricula and culture and through ongoing collaboration with families and community organizations. These coordinated efforts foster student engagement, establish supportive classroom and school climates and approaches to discipline, enhance adult SEL competence, and establish family and community partnerships. (CASEL, 2020) Students, families, schools, churches, and communities are all part of broader systems that shape learning, development, and experiences.



CLASSROOMS

Social-emotional learning can be enhanced using a variety of classroom-based approaches such as:

- (a) explicit instruction through which social and emotional skills are taught and practiced.
- (b) Integration of SEL and academic curriculum such as religion, language arts, math, science, social studies, health, and performing arts.

SEL instruction is conducted most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate instruction teachers must understand and appreciate the unique strengths and needs of each student. When teachers incorporate student experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process. Strong relationships between teachers and students can facilitate co-learning, foster student and teacher growth, and generate collaborative solutions to shared concerns. (CASEL, 2020)

SCHOOL & CHURCH COMMUNITY

Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school and church community.

Community partners often provide safe and developmentally rich settings for learning development, have a deep understanding of community needs, are viewed as trusted partners by families and students, and have connections to additional supports and services that schools and families may need. (CTR, 2021)

HOME & COMMUNITY

When schools and families form partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are students' primary educators and bring deep expertise about their child's development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL Catholic school efforts and adding an extension into the child's home.

ROLES IN GUIDANCE CURRICULUM			
School Counselor	Administrator	Teacher	Parent
Understand the 5 CASEL competencies with Catholic identity and 4 core elements in the development of the guidance curriculum.	Understand the 5 CASEL competencies with Catholic identity and 4 core elements in supporting teacher and parent involvement in the revision process of the guidance curriculum.	Understand the 5 CASEL competencies with Catholic identity and 4 core elements and make suggestions on the development of the guidance curriculum to meet classroom and student needs.	Awareness of the 5 CASEL competencies with Catholic identity and 4 core elements and has identified their child's relevance to the model.
Understand, communicate, and research topics that connect with the 5 CASEL competencies with a Catholic identity.	Uses topics discussed to support staff, community, parents, and students.	Integrate content with the 5 CASEL competencies with Catholic Identity.	Reiterate and incorporate topics at home.
Determine the needs of the school based on data and reports.	Communicate school data and goals to design the guidance curriculum	Substantiate needs of the classroom and school, based on student's report.	Validate the needs of the school based on their child's experiences and the expressed needs of other parents.
Uses a guidance programming questionnaire for all students based on student, teacher, parent, and administrator perspectives.	Review guidance programming questionnaire from all perspectives.	Complete the teacher guidance programming questionnaire.	Complete the parent and student guidance programming questionnaires and provide feedback.
Plan and schedule the implementation of the guidance curriculum	Support delivery of guidance curriculum.	Collaborate with the Catholic school counselor and administrator to review guidance lessons.	Request to review guidance curriculum and counseling resources and encourage the child's participation.
Implement differentiated instructional strategies and consider multiple intelligences among the students.	Provide professional development to staff on implementation and designed strategic approaches.	Implement student CAP accommodations, interventions, and instructional approaches in the classroom.	Communicate student learning preferences and empower the child to advocate for necessary instructional strategies. Creates open communication with the teacher and staff.

(Texas Model, 2018), (CTR, 2021)



INDIVIDUAL PLANNING SUPPORT

Individual planning support guides students as they plan, monitor, and manage their own spiritual, physical, social, emotional, and educational development. Catholic schools may use a variety of resources to assist individual students to develop and implement personalized plans and goals. Through individual planning support, students may set goals, make plans, analyze their strengths and weaknesses, assess current goal progress, and make decisions.

Catholic schools recognize that each student possesses unique interests, abilities, and goals, which will lead to various future life and career opportunities. Collaborating with students, families, educational staff, and the community, the Catholic school works to ensure all students develop a plan reflecting their interests, abilities, and goals. Individual planning support provides students with the opportunity to identify strengths, areas in need of improvement and make informed choices to support students in achieving their desired goals. The focus in planning is to support students acquire the skills to achieve academic success, make connections between school and life experiences and acquire knowledge and skills to support their spiritual and academic journey.

Through individual planning support, a student may:

- Set goals based on self-knowledge and information, such as results on assessments or interest inventories,
- Learn about their faith, school, the world, and their community,
- Make plans to achieve short- and long-term goals,
- Communicate their culture and family values,
- Analyze how their strengths and weaknesses enhance or hinder their learning,
- Assess their current progress toward their goals,
- Make decisions that reflect their individualized plan.

INDIVIDUAL PLANNING SUPPORT TOPIC EXAMPLES			
Executive Functioning skills	Goal setting	Assessment & Benchmark review	Leadership skills
Catholic Accommodation Plans (CAP)	Behavior Plans	Strength and Weakness Review	Interest inventory



RESPONSE SUPPORT

Response support provides specific interventions for a student with immediate concerns or circumstances that require direct support. The purpose of the response support is to intervene on behalf of those students whose immediate personal circumstances, concerns, or problems interfere with their spiritual, physical, social, emotional, and educational development. Based on the individual’s need, response support may be preventative or a crisis.

Preventative Response: A preventative response provides support before concerns become a crisis. A student may receive support for the development or enhancement of foundational skills, or before making an unhealthy decision. (Texas Model, 2018)

Crisis Response: A crisis response suggests that a critical incident has occurred, and the most immediate level of intervention is necessary. Depending on the severity of the situation, this may involve a specific protocol to follow and may include adherence to school policy. Interventions and actions ensure that the health, well-being, and safety of students are maintained. Under response support, a school may help individuals or groups of students identify problems or solutions, consult with teachers and parents, recommend referrals, and follow up with students to monitor their progress. (Texas Model, 2018)

RESPONSE SUPPORT TOPIC EXAMPLES			
Abuse or neglect	Grief/death/illness	Bullying	Substance abuse
Divorce/Custody	Self-Harm/Harm to others	Violence/school safety	Numerous missed school days
Social pressures	Stress/anxiety	Trauma	Academic failure/success

ROLES IN RESPONSIVE SERVICES			
School Counselor	Administrator	Teacher	Parent
Develop the responsive services.	Supporting teacher and parent involvement in the process of prevention and crisis areas.	Strategize with the school administrator and/or counselor on appropriate interventions and implementation recommendations within the classroom.	Provide information to the school relevant to their child's needs.
Provide individual and group counseling to students. Implement a referral system in the school for counseling support.	Review the referral system with teachers, counselors, and parents for students in need of support.	Observe and report student behavior that interferes with academics. Refers students to the school counselor and/or an administrator.	Aware of the counseling referral system at school. Attends school meetings on how to support their child in crisis.
Consult and communicate with the administrator, teacher, and parent.	Provide emergency response plans and communication. Provide consultation to counselors, teachers, parents, and administrators.	Collaborate with school counselor and/or administrator requests to consult, collaborate, and create appropriate interventions.	Review school communication plans during a crisis. Communicate to the school any struggles, concerns, or crises that may affect the child's academic plan.
Design, plan, and implement lessons in response to teachers' requests to address problems with students	Recognize and support the counselor and staff in implementing lessons that meet the social and emotional needs of students	Identify and communicate with counselor and/or administrator on identified student needs	Work with counselor and staff to reiterate goals and related lessons taught through the guidance curriculum.

(Texas Model, 2018), (CTR, 2021)

SYSTEM SUPPORT



System support is essential to the total Catholic school guidance program. It identifies and coordinates resources and activities on campus and in the community that indirectly benefit students. The purpose of system support is to assess student and campus data to support effective Catholic school guidance program balance in all four core elements. Through system support a Catholic school will plan, organize, implement, manage, and evaluate their guidance program to increase the efficiency and efficacy of direct services provided.

System support is the foundation of the school guidance program. Through system support schools:

- Consult with teachers, administrators, community members, parents, and support specialists, on the needs of the students or total Catholic school guidance program.
- Provide support for parent education and community relation efforts.
- Participate in the school improvement plans and goals.
- Participate in activities to advocate on behalf of students' spiritual, physical, social, emotional, and academic development.
- Collect, summarize, and interpret data generated by the *Catholic School Guidance Program Tracker*
- Manage the Catholic school guidance program.
- Pursue professional development, implementation, and coordination of guidance-related activities.

Guidance Program Tracker: This Guidance Program Tracker supports schools in developing, monitoring, and organizing the Catholic school guidance program. It identifies how Catholic schools are allocating time within the four core elements and non-counseling duties and where they are providing services to students. Additionally, it can track and indicate the number of students who have participated in a guidance activity. Based on data results (weekly, monthly, or annually), Catholic schools can initiate a plan of action to reallocate time and create a structured program balance for their guidance program. If the Catholic school identifies that there is a disproportionate amount of time being allocated in other areas, they may modify the tracker to focus more intentionally on the areas requiring change. (ASCA, 2019)

Catholic School Guidance Program Tracker

	Guidance Curriculum		Individual Planning Support			Response Support							System Support						Non-Counseling Duties				
Date	Classroom Guidance with Catholic identity	Small Group Guidance with Catholic identity	High School planning	Catholic Accommodation Plans (CAP)	Personal/Social planning: goal setting, strengths & weaknesses review, EF skills	Individual Counseling	Crisis Intervention: death, loss, on-call crisis, illness, trauma	Small-group counseling	Academic or behavior classroom interventions or referrals	Substance related	Self-Harm or Harm to others case	Mental Health provider meeting on student	Child Abuse or Neglect related	Staff presentations or workshops	Supervision Received/Delivered	Consultation: Staff, Admin., Parent	Parent Education, workshops, presentations	Advisory Councils/Committees	Program Management Activities	Community Outreach-external support, presenters	Disciplinary/Suspension	Assessment or Testing preparation	other duties: carpool, school event, etc.
Monday, August 2																							
TOTAL																							
TOTAL																							
PERCENTAGE																							

(ASCA, 2019)

Guidance Program Questionnaire: A Guidance Program Questionnaire may assist Catholic schools in evaluating any gaps and potential target areas for the school guidance program. The questionnaire is an instrument to collect data from teachers, parents, administrators, and students to assist with planning.

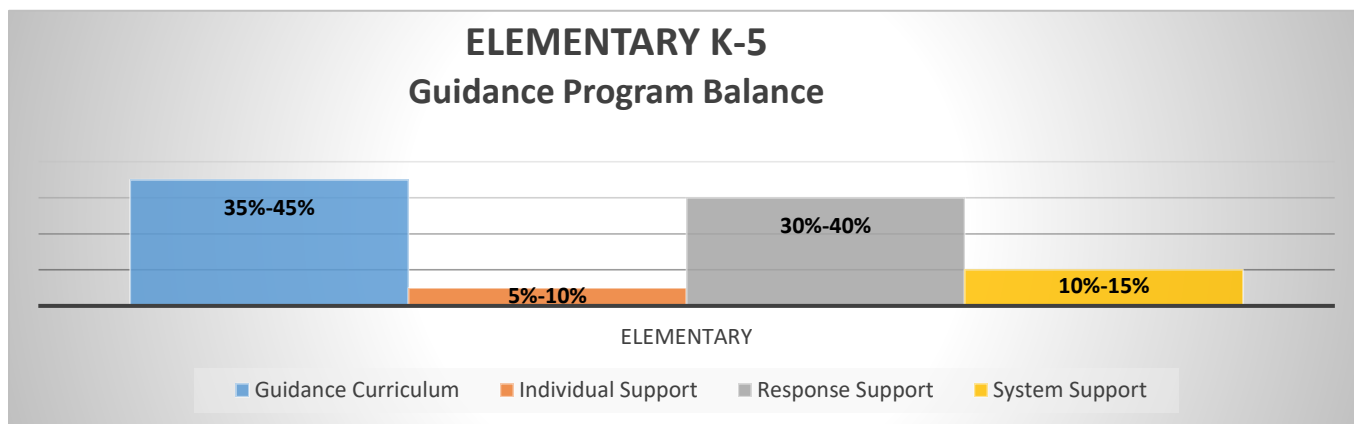
GUIDANCE PROGRAM QUESTIONNAIRE		MARK ONE:
To help the school plan the best activities for this school year, please rate each of the following items below to show how important each item is to you.		<input type="radio"/> STUDENT <input type="radio"/> TEACHER <input type="radio"/> PARENT/GUARDIAN
DIRECTIONS: Please write a number using the scale provided below in the box to the right of that item that best describes how important that topic is to you.		
3 = Very Important 2 = Somewhat Important 1 = Not important		
Self-Awareness	Identifying one's emotions	
	Linking self-perception (feeling, values, thoughts)	
	Experiencing self-efficacy (in control of their emotions)	
	Identifying and practicing self-confidence	
	Self-Awareness TOTAL	
Self-Management	Managing one's emotions	
	Identify/use stress management strategies	
	Exhibit self-discipline and self-motivation	
	Setting personal and collective goals	
	Using planning and organizational skills	
	Self-Management TOTAL	
Social Awareness	Perspective taking	
	Demonstrating empathy and compassion	
	Showing concern for other feelings	
	Understanding and expressing gratitude	
	Identify diverse social norms, including unjust ones	
Social Awareness TOTAL		
Relationship Skills	Communicating effectively	
	Developing positive relationships	
	Demonstrating cultural competency	
	Practicing teamwork and collaborative problem-solving	
	Resolving conflicts constructively	
	Relationship Skills TOTAL	
Responsible Decision Making	Identifying solutions and solving problems	
	Analyzing situations (information, data, facts)	
	Reflecting on information and evaluating all areas	
	Responsible Decision Making TOTAL	

Program Balance: Program balance refers to the allocation of delivery to each of the four core elements. (ASCA, 2019) A comprehensive developmental guidance program includes all four core elements, but the relative emphasis of each component will vary from Catholic school to Catholic school, depending on the developmental and assessed needs of the students served. General recommendations are made when a guidance program is assessed out of balance and requires a balanced approach. The consistencies in decisions regarding program balance:

- The balance between the four core elements shifts as students mature and accept more responsibility for their own growth and development.
- The Guidance Curriculum is a larger program core area at the elementary level than at the secondary level.
- Individual Planning Support is a larger percentage at the secondary level than at the elementary level.
- The needs for response support and system support stay constant, thus, these two program core elements maintain a similar share of the program throughout.

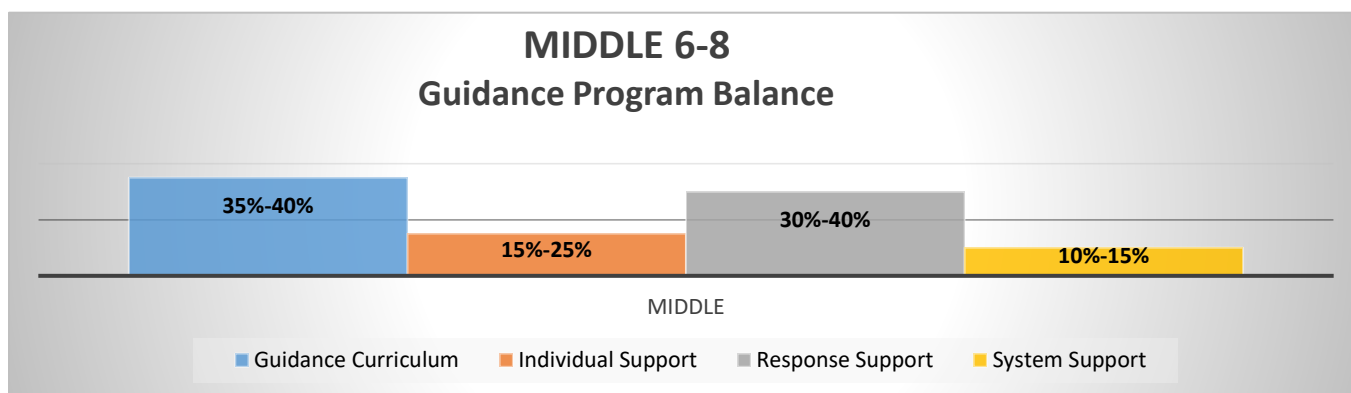
Elementary (K-5) Program Balance: Through the recommendations of the American School Counselor Association (ASCA) and American Counseling Association (ACA) an appropriate guidance program balance for elementary (K-5) is:

- ❖ Guidance Curriculum 35-45%
- ❖ Individual Planning Support 5-10%
- ❖ Response Support 30-40%
- ❖ System Support 10-15%



Middle School (6-8) Program Balance: Through the recommendations of the American School Counselor Association (ASCA) and American Counseling Association (ACA) an appropriate guidance program balance for middle school (6-8) is:





- ❖ Guidance Curriculum 35-45%
- ❖ Individual Planning Support 15-25%
- ❖ Response Support 30-40%
- ❖ System Support 10-15%



To identify the right school guidance program balance design, and assess whether a change in the current program is needed, the school must:

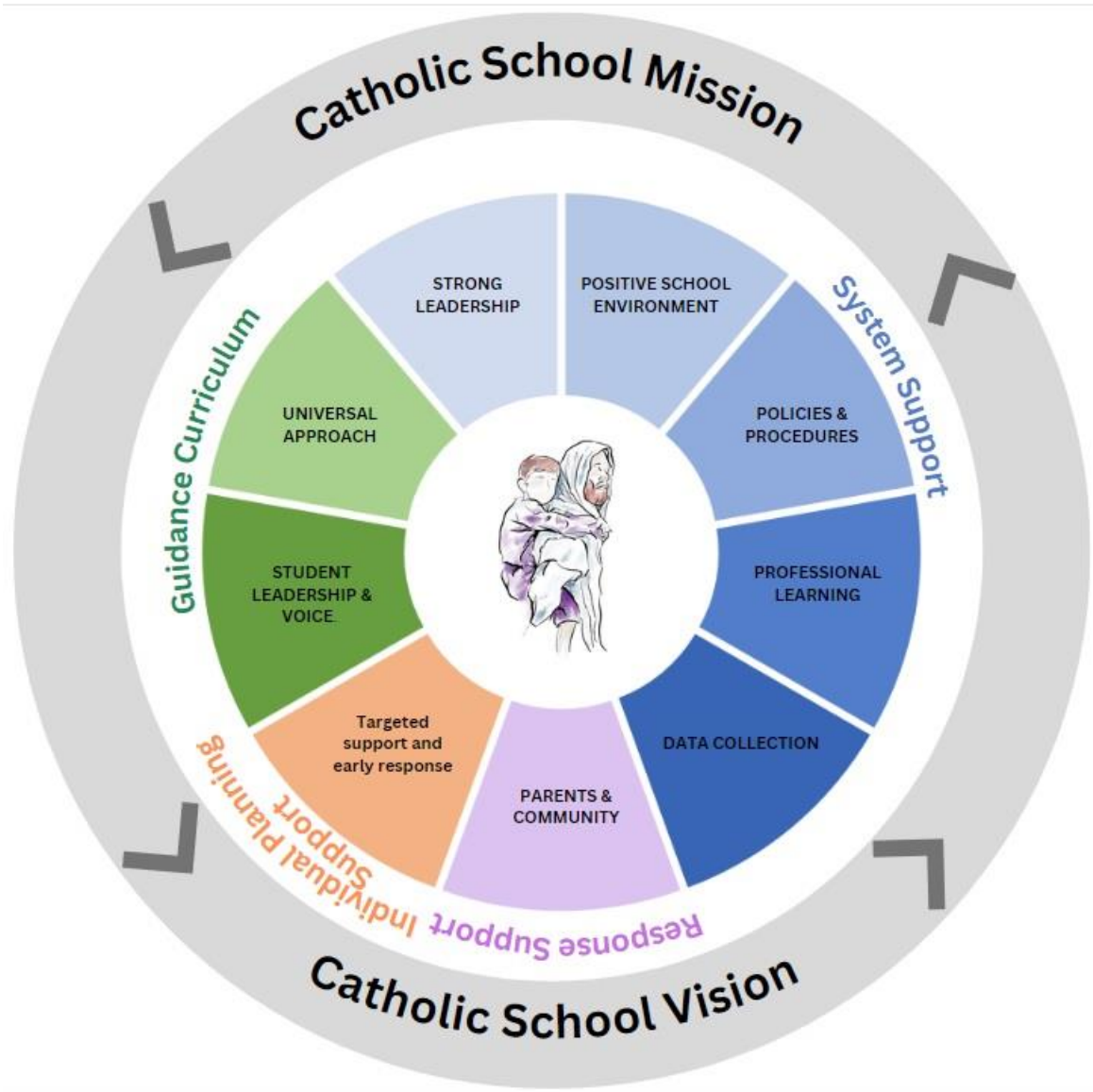
- Quantify the balance of the current Catholic school guidance program.
- Consider the recommendations that are provided by the questionnaires.
- Decide on the balance that fits their community needs.

OVERVIEW

4 CORE ELEMENTS			
GUIDANCE CURRICULUM	INDIVIDUAL PLANNING SUPPORT	RESPONSE SUPPORT	SYSTEM SUPPORT
			
Provides guidance content to teach all students how to develop transferable skills for daily living	Assists students in planning and managing their individual spiritual, social, emotional, personal, and academic development.	Addresses students' concerns that impact their spiritual, social, emotional, personal, and academic development.	Includes indirect student services of program management, support activities beneficial to students, and program accountability activities.
<u>Curricular Topics Addressed:</u> 5 CASEL competencies with Catholic identity	<u>Sample Topics Addressed:</u> Educational: strengths, weaknesses, uniqueness, and academic planning Personal: strengths and talents, leadership skills, and assertiveness Social: communication skills, responsibility, and accountability	<u>Sample Topics Addressed:</u> Academic concerns Attendance Bullying Child abuse and neglect Cross-cultural conflict Grief/loss/death Behavior Self-Harm/Harm to Others	<u>Sample Topics Addressed:</u> Program management: conduct needs assessment and plan program, plan guidance lessons. Support Activities: provide relevant parent education and teacher professional development. Program Accountability: collect and report data to support program effectiveness; seek professional development based on program needs

(ASCA, 2019), (Texas Model, 2018)

Archdiocese of Galveston-Houston Bullying Prevention Framework



Resources

Please note this list is not an endorsement or an exhaustive list of resources. Such resources and programs must be carefully evaluated to determine if their underlying philosophy, content, and activities are aligned with the mission of Catholic education and, if used, what adaptations might be needed. The Newman Society’s “Policy Guidance Related to Secular Materials and Programs in Catholic Education” offers a framework for such evaluation and support. (Donohue & Guernsey, 2020). We recommend school research and review each resource as changes are made within the vendor annually.

Catholic Resources	Grades
Catholic Teachers Resource (FREE resource provided by Archdiocese of Galveston-Houston Catholic Schools Office)	K-8
Disciples of Christ: Education in Virtue	K-12 th
Friendzy	K-8
Growing In Love	K-8 th
Growing with God	K-8 th
Virtues in Practice	PK-8 th

Non-Catholic Resources	Grades
4Rs (Reading, Writing, Respect and Resolution)	Pre-K-5 th
Acting Out Social Skills: Beyond Basics	6 th -12 th
Al’s Pals	Prek-3 rd
Caring School Community	K-8 th
Character Strong	6 th -12 th
Choose Love for Schools	Pk-12 th
Competent Kids, Caring Communities	K-5 th

Non-Catholic Resources	Grades
Enhancing Executive Function Skills	Pre-K-8 th
Explore Social Skills	6 th -12 th
Go! Social Emotional Stories	4 th -8 th
I Can Problem Solve	Pre-K-5 th
Kelso's Choice: Conflict Management	K-5 th
Kimochis	Prek-5 th
Learning to Get Along	Pre-K-3 rd
Lions Quest, Skills for Adolescence	6 th -8 th
Mindful Books: Hello Happy! No Worries, Be Brave, Be Positive	3 rd -8 th
MindUp	Pre-K-8 th
Open Circle	K-5 th
Overcoming Obstacles	K-12 th
PATHS (Promoting Alternative Thinking Strategies)	Pre-K-6 th
Pathway 2 Success	K-8 th
Peace Works: Peace Making Skills	Prek-K-2 nd
Peacebuilding Toolkit for Educators	6 th -8 th
Positive Action	Prek-K-12 th
Resolving Conflict Creatively Program (RCCP)	Prek-K-8 th

Non-Catholic Resources	Grades
<u>Ruler Approach</u>	K-8 th
<u>The Virtues Project-Educators</u>	K-8 th
<u>Taking Charge of My Behavior</u>	4 th -8 th
<u>Second Step</u>	Pre-K-8
<u>Smart but Scattered: The Revolutionary “Executive Skills” Approach to Helping Kids</u>	6 th -8 th
<u>Social Decision Making/Problem Solving Program</u>	K-8 th
<u>Student Success Skills</u>	6 th -12 th
<u>Too Good for Violence</u>	K-12 th

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