



ARCHDIOCESE OF SAN ANTONIO
CATHOLIC SCHOOLS

The Four Component Comprehensive Developmental School Counseling Model

Introduction

Rooted in the mission of the church, the Comprehensive Developmental School Counseling Model for Catholic Schools utilizes research-based practices to provide a systematic, planned program delivered by trained mental health professionals that promotes the academic, physical, social, emotional, behavioral, moral, and spiritual development of every child and youth served in Catholic Schools within the Archdiocese of San Antonio. The mission of the Catholic school counselor is to translate the mission of Catholic education and their school's unique Catholic identity and faith traditions into a program of highly effective counseling services for students, faculty, and the school community.

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools identifies guidance and counseling services as an essential element which contributes to the framework for the design and implementation of academic excellence in Catholic education:

Section Two: Standard 9

An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark 9.2

Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

The Comprehensive Developmental School Counseling Model for Catholic Schools provides a framework for the services delivered by counselors at the elementary and secondary campuses in the Archdiocese of San Antonio. The framework consists of four areas of service delivery:

I. Guidance Curriculum

A well planned and implemented program of classroom guidance lessons is the foundation of a comprehensive developmental school guidance and counseling program in the Catholic schools. Developmental guidance counseling is conducted weekly with classroom-sized groups of students utilizing curriculum designed to promote the healthy academic, social, emotional, behavioral, physical, and spiritual development of all students.

In collaboration with others, it is counselor's responsibility to coordinate and deliver weekly classroom presentations that is designed to proactively assist all students to develop and apply skills for maximum educational, career, personal, social, and spiritual growth in grades K-12. In the research based text, *Growing in Love: Comprehensive Guidance and Counseling Curriculum for Catholic Elementary Schools*, the National Catholic Education Association has identified four guidance curriculum domains:

- **Spiritual Domain**

Purpose: All students will explore their personal relationship with God and how that is expressed in their daily lives.

Focus: Developing a student's appreciation of oneself as a spiritual being, one's relationship with God, and reflection on how one's resultant religious values relate to issues of daily life.

- **Academic/Educational Domain**

Purpose: All students will achieve the highest level of academic development and value the importance of life-long learning.

Focus: Developing skills that enhance the student's ability to learn.

- **Career/Occupational Domain**

Purpose: All students will explore the world of work to foster knowledge of a broad range of career and vocational opportunities.

Focus: Developing a student's self-awareness, career awareness, and the decision-making process.

- **Intrapersonal Doman**

Purpose: All students will acknowledge one's self-worth and develop an awareness/appreciation for their unique gifts and talents.

Focus: Enhancement of self-growth and personal awareness.

- **Interpersonal/Social Domain**

Purpose: All students will acquire the basic skills to interact positively with others and value individual differences.

Focus: Enhancement of self-growth, as well as developing socially appropriate interactions and healthy relationships.

Classroom Guidance Counseling: Domains and Competencies

<p style="text-align: center;"><u>DOMAIN I: SPIRITUAL</u></p> <p>Purpose: <i>All students will explore their personal relationship with God and how that is expressed in their daily lives.</i></p> <ul style="list-style-type: none"> • Respect for God and their Catholic Faith • Respect for Others Kindness, Empathy, & Compassion Bully Prevention • Service to Others • Respect for Self Personal Safety Theology of the Body Cyber safety/Digital Citizenship • Virtues and Character Education 	<p style="text-align: center;"><u>DOMAIN II: ACADEMIC/EDUCATIONAL</u></p> <p>Purpose: <i>All students will achieve the highest level of academic development and value the importance of life-long learning.</i></p> <ul style="list-style-type: none"> • Study Skills, Note-taking, and Strategies • Listening and Following Instructions • Knowledge of Personal Learning Style • Time Management Principles • Goal Setting: SMART Goals • Responsible Behavior and Work Habits
<p style="text-align: center;"><u>DOMAIN III: CAREER/OCCUPATIONAL</u></p> <p>Purpose: <i>All students will explore the world of work to foster knowledge of a broad range of career and vocational opportunities.</i></p> <ul style="list-style-type: none"> • Identifying Personal Strengths and Interests • Career as Vocation: What is God calling you to do? • Value the Social Contribution of All Workers • Exploring the World of Work: Career Clusters: http://www.texascaresonline.com/clusters/clusters.asp http://www.txcareerclusters.org/ 	<p style="text-align: center;"><u>DOMAIN IV: INTRAPERSONAL</u></p> <p>Purpose: <i>All students will acknowledge and value one's self-worth and unique gifts & talents</i></p> <ul style="list-style-type: none"> • Identifying and Managing Feelings • Stress Management and Self-care • Substance Abuse Education and Prevention • Decision Making and Problem Solving • Managing Change
<p style="text-align: center;"><u>DOMAIN V: SOCIAL/INTERPERSONAL</u></p> <p>Purpose: <i>All students will acquire the basic skills to interact positively with others, and value individual differences.</i></p> <ul style="list-style-type: none"> • Healthy Personal Relationships and Friendships • Respectful Communication: Verbal, Non-verbal, & Technology (Digital Citizenship) • Social Skills • Cooperation and Teamwork • Communication Skills • Cross-Cultural Effectiveness/Respect for Diversity 	

Ponce, D.L. & Muskin, M. B. (2007). *Growing in Love: Comprehensive Guidance and Counseling Curriculum for Catholic Schools*. Washington, DC: National Catholic Educational Association.

II. Responsive Services

Responsive services involves direct counseling services to students (i.e. individual counseling and small group counseling) and direct consultation services to parents/guardians. The purpose of the responsive services component is to address the immediate needs of those students whose personal concerns or challenges put their continued personal, social, career, and/or educational development at risk. School counselors use accepted theories and effective techniques to provide individual or small group developmental, preventive, remedial, and/or crisis counseling.

School counselors provide responsive services individually and/or in a small group counseling setting. In addition to the direct services provided students, counselors in the school setting consult with teachers and parents, provide referral sources for students, coordinate support with other service providers, and follow-up with students to monitor their progress toward resolution of their problem/concern(s).

Informed Consent

Establishing counseling as a regular education service provided by the school, each school counselor will implement procedures for students, parents, teachers, and faculty to request counseling and refer a student for counseling services. In order to provide students and parents with information regarding the nature of counseling services on the campus and the procedures for securing services, it is a best practice to include a statement in the student handbook regarding counseling services and confidentiality.

School counselors in the Archdiocese of San Antonio must secure parent permission for small group services and on-going individual counseling services by obtaining written consent from the parent, legal guardian, or other person showing evidence of legal responsibility for the student. However, it is important to note that Family Code §32.004 authorizes counseling *without* parental consent for: suicide prevention, chemical addiction or dependency, or sexual, physical or emotional abuse. If a parent or legally authorized representative expresses a wish to deny services, this request must be put in writing and provided to the campus administrator.

Although counselors respond to *any* concerns presented by students, some topics have been identified as having high priority and/or relevance within the school setting, which include:

School Based Issues	Personal Issues
<ul style="list-style-type: none"> • Attendance • Goal Setting for academic success • School attitudes and behaviors • Motivation and self-confidence • Peer relationships • Study and organizational skills • School transitions • Test anxiety • Career indecision • Financial aid and scholarships • College choice • Digital citizenship 	<ul style="list-style-type: none"> • Adolescent and child suicide prevention • Child abuse and neglect • Severe stress/anxiety • Depression • Self-harm and eating disorders • Emotional regulation • Death of a family member or friend • Family changes/divorce • Substance abuse • School-age pregnancy • Gang pressures or involvement • Bullying and harassment issues • Emergent issues in intervention or post-vention of a traumatic event

III. Individual Planning

The purpose of the individual planning component of a comprehensive Catholic school counseling program is to provide coordinated advisement activities to guide all students, in partnership with parents, to plan, monitor, and manage their own educational, career, and personal-social development. Through the individual planning system, school counselors support students to:

- Set challenging educational, career, service, and personal-social goals/personalized plans that are based on self-knowledge and information about school, the world of work, and their society.
- Make plans for achieving short-term, intermediate, and long-term goals and assess their current progress toward their goals.
- Utilize developmentally appropriate interest and career inventories.
- Explore the world of work (i.e. Career Days, Career Fairs, Field Trips, Guest Speakers, etc.)
- Foster post-secondary college, career, and military readiness.
- Analyze how their personal strengths and weaknesses enhance or hinder the achievement of their goals.
- Manage transition from one school level to the next.

As part of the developmental guidance program, counselors at the high school level provide information about post-secondary education/training to students and parents through yearly systematic opportunities which includes:

- Opportunities for goal setting that conforms to the following criteria: Specific, Measurable, Attainable, Relevant, and Timely.
- Interpretation of standardized test results, interest and career inventories, and other assessment data to assist students in making educational and career decisions.
- College awareness and career development activities. (e.g., Career Days, College Night, College Visits)
- Pre-registration for courses for the subsequent school year and on-going graduation planning.
- Assisting students to research and secure financial aid for post-secondary education and/or training.
- Facilitating and supporting students in postsecondary planning (i.e. college application process, scholarship application process, etc...)

IV. Systems Support

The system support component describes services and management activities which *indirectly* benefit students. The services include:

- Consultation with teachers and administrators on behalf of students
- Support for the parent education program and community relations efforts
- Participation in the campus-based school improvement plans and goals
- Management of guidance program activities
- Pursuing on-going counselor professional development
- Development of appropriate written policies, procedures and guidelines
- Collection and interpretation of data related to direct and indirect counseling services

Program Balance by Level

Program balance refers to the allocation of resources—a counselors time and talents-- to each of the developmental guidance and counseling program components over the course of a school year. The table below contains the recommended balance by level.

	Guidance	Responsive Service	Individual Planning	Systems Support
Elementary	30%-35%	35%-40%	5%-10%	10%-15%
Middle School	30%-35%	35%-40%	15%-20%	10%-15%
High School	15%-20%	35%-40%	25%-35%	10%-15%

References:

American School Counselor Association. (2012) *ASCA National Model: A Framework for School Counseling Programs 3rd Edition*. Alexandria, VA: Author

Murray, R.J. (2008). *The Ministry of Pastoral Guidance Counseling in Schools*. Washington, DC: The National Catholic Educational Association.

Murray, R.J., Suriano, K., Madden, J. (2013) Catholic school counseling: From guidance to pastoral care. *Catholic Education: A Journal of Inquiry and Practice* (7)1, (33-52).

Ponce, D.L. & Muskin, M. B. (2007). *Growing in Love: Comprehensive Guidance and Counseling Curriculum for Catholic Schools*. Washington, DC: National Catholic Educational Association.

Texas Education Agency. (2004) *Model Comprehensive, Developmental Guidance and Counseling Program for Texas Public Schools 4th Edition*. Austin, TX: Author

Texas Counseling Association. (2004) *Texas Evaluation Model for Professional School Counselors 2nd Edition*. Austin, TX: Author

Updated: August 3, 2021