ASCAs Mindsets & Behaviors for your Core Curriculum Lessons

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Session Overview

- Domains

- Mindset Standards

- Behavior Standards

- How to incorporate into your sessions

Domains

ACADEMIC

- Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

SOCIAL/EMOTIONAL

- Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

CAREER

- Standards guiding school counseling programs to help students

  1) understand the connection between school and the world of work; and

  2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span

Out With the Old…

AMERICAN SCHOOL COUNSELOR ASSOCIATION

ASCA NATIONAL STANDARDS: DEVELOPMENTAL CROSSWALK TOOL

This form is a tool which can be used to assist in planning your overall guidance curriculum.

| ACADEMIC DEVELOPMENT DOMAIN	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.				
Competency A1 Improve Academic Self-concept				
A:A1.1 articulate feelings of competence and confidence as learners	☐	☐	☐	☐
A:A1.2 display a positive interest in learning	☐	☐	☐	☐
A:A1.3 take pride in work and achievement	☐	☐	☐	☐
A:A1.4 accept mistakes as essential to the learning process	☐	☐	☐	☐
A:A1.5 identify attitudes and behaviors which lead to successful learning	☐	☐	☐	☐
Competency A2 Acquire Skills for Improving Learning				
A:A2.1 apply time management and task management skills	☐	☐	☐	☐
A:A2.2 demonstrate how effort and persistence positively affect learning	☐	☐	☐	☐
A:A2.3 use communications skills to know when and how to ask for help when needed	☐	☐	☐	☐
A:A2.4 apply knowledge and learning styles to positively influence school performance	☐	☐	☐	☐
Competency A3 Achieve School Success				
A:A3.1 take responsibility for their actions	☐	☐	☐	☐
A:A3.2 demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	☐	☐	☐	☐
A:A3.3 develop a broad range of interest and abilities	☐	☐	☐	☐
A:A3.4 demonstrate dependability, productivity, and initiative	☐	☐	☐	☐
A:A3.5 share knowledge	☐	☐	☐	☐
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.				
Competency B1 Improve Learning				
A:B1.1 demonstrate the motivation to achieve individual potential	☐	☐	☐	☐
A:B1.2 learn and apply critical thinking skills	☐	☐	☐	☐
A:B1.3 apply the study skills necessary for academic success at each level	☐	☐	☐	☐
A:B1.4 seek information and support from faculty, staff, family and peers	☐	☐	☐	☐
A:B1.5 organize and apply academic information from a variety of sources	☐	☐	☐	☐
A:B1.6 use knowledge of learning styles to positively influence school performance	☐	☐	☐	☐
A:B1.7 become a self-directed and independent learner	☐	☐	☐	☐

ACADEMIC DEVELOPMENT DOMAIN (cont'd)	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
Competency B2 Plan to Achieve Goals				
A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school	☐	☐	☐	☐
A:B2.2 use assessment results in educational planning	☐	☐	☐	☐
A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement	☐	☐	☐	☐
A:B2.4 apply knowledge of aptitudes and interests to goal setting	☐	☐	☐	☐
A:B2.5 use problem-solving and decision-making skills to assess progress toward educational goals	☐	☐	☐	☐
A:B2.6 understand the relationship between classroom performance and success in school	☐	☐	☐	☐
A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities	☐	☐	☐	☐
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.				
Competency C1 Relate School to Life Experience				
A:C1.1 demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life	☐	☐	☐	☐
A:C1.2 seek co-curricular and community experiences to enhance the school experience	☐	☐	☐	☐
A:C1.3 understand the relationship between learning and work	☐	☐	☐	☐
A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	☐	☐	☐	☐
A:C1.5 understand that school success is the preparation to make the transition from student to community member	☐	☐	☐	☐
A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities	☐	☐	☐	☐

CAREER DEVELOPMENT DOMAIN	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
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.				
Competency A:1 Develop Career Awareness				
C:A1.1 develop skills to locate, evaluate, and interpret career information	☐	☐	☐	☐
C:A1.2 learn about the variety of traditional and nontraditional occupations	☐	☐	☐	☐
C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations	☐	☐	☐	☐
C:A1.4 learn how to interact and work cooperatively in teams	☐	☐	☐	☐
C:A1.5 learn to make decisions	☐	☐	☐	☐
C:A1.6 learn how to set goals	☐	☐	☐	☐
C:A1.7 understand the importance of planning	☐	☐	☐	☐
C:A1.8 pursue and develop competency in areas of interest	☐	☐	☐	☐
C:A1.9 develop hobbies and vocational interests	☐	☐	☐	☐
C:A1.10 balance between work and leisure time	☐	☐	☐	☐

CAREER DEVELOPMENT DOMAIN (cont'd)

	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
Competency A:2 Develop Employment Readiness				
C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills	☐	☐	☐	☐
C:A2.2 apply job readiness skills to seek employment opportunities	☐	☐	☐	☐
C:A2.3 demonstrate knowledge about the changing workplace	☐	☐	☐	☐
C:A2.4 learn about the rights and responsibilities of employers and employees	☐	☐	☐	☐
C:A2.5 learn to respect individual uniqueness in the workplace	☐	☐	☐	☐
C:A2.6 learn how to write a resume	☐	☐	☐	☐
C:A2.7 develop a positive attitude toward work and learning	☐	☐	☐	☐
C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	☐	☐	☐	☐
C:A2.9 utilize time and task-management skills	☐	☐	☐	☐
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction				
Competency B:1 Acquire Career Information				
C:B1.1 apply decision making skills to career planning, course selection, and career transition	☐	☐	☐	☐
C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice	☐	☐	☐	☐
C:B1.3 demonstrate knowledge of the career planning process	☐	☐	☐	☐
C:B1.4 know the various ways in which occupations can be classified	☐	☐	☐	☐
C:B1.5 use research and information resources to obtain career information	☐	☐	☐	☐
C:B1.6 learn to use the internet to access career planning information	☐	☐	☐	☐
C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice	☐	☐	☐	☐
C:B1.8 understand how changing economic and societal needs influence employment trends and future training	☐	☐	☐	☐
Competency B:2 Identify Career Goals				
C:B2.1 demonstrate awareness of the education and training needed to achieve career goals	☐	☐	☐	☐
C:B2.2 assess and modify their educational plan to support career	☐	☐	☐	☐
C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience	☐	☐	☐	☐
C:B2.4 select course work that is related to career interests	☐	☐	☐	☐
C:B2.5 maintain a career planning portfolio	☐	☐	☐	☐

CAREER DEVELOPMENT DOMAIN (cont'd)

	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.				
Competency C:1 Acquire Knowledge to Achieve Career Goals				
C:C1.1 understand the relationship between educational achievement and career success	☐	☐	☐	☐
C:C1.2 explain how work can help to achieve personal success and satisfaction	☐	☐	☐	☐
C:C1.3 identify personal preferences and interests which influence career choice and success	☐	☐	☐	☐
C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills	☐	☐	☐	☐
C:C1.5 describe the effect of work on lifestyle	☐	☐	☐	☐
C:C1.6 understand the importance of equity and access in career choice	☐	☐	☐	☐
C:C1.7 understand that work is an important and satisfying means of personal expression	☐	☐	☐	☐
Competency C2 Apply Skills to Achieve Career Goals				
C:C2.1 demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals	☐	☐	☐	☐
C:C2.2 learn how to use conflict management skills with peers and adults	☐	☐	☐	☐
C:C2.3 learn to work cooperatively with others as a team member	☐	☐	☐	☐
C:C2.4 apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	☐	☐	☐	☐

PERSONAL/SOCIAL DOMAIN

	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.				
Competency A1 Acquire Self-Knowledge				
PS:A1.1 develop positive attitudes toward self as a unique and worthy person	☐	☐	☐	☐
PS:A1.2 identify values, attitudes and beliefs	☐	☐	☐	☐
PS:A1.3 learn the goal-setting process	☐	☐	☐	☐
PS:A1.4 understand change is a part of growth	☐	☐	☐	☐
PS:A1.5 identify and express feelings	☐	☐	☐	☐
PS:A1.6 distinguish between appropriate and inappropriate behavior	☐	☐	☐	☐
PS:A1.7 recognize personal boundaries, rights, and privacy needs	☐	☐	☐	☐
PS:A1.8 understand the need for self-control and how to practice it	☐	☐	☐	☐
PS:A1.9 demonstrate cooperative behavior in groups	☐	☐	☐	☐
PS:A1.10 identify personal strengths and assets	☐	☐	☐	☐
PS:A1.11 identify and discuss changing personal and social roles	☐	☐	☐	☐
PS:A1.12 identify and recognize changing family roles	☐	☐	☐	☐

PERSONAL/SOCIAL DOMAIN (cont'd)

	Grade Configuration, if different than listed			
	K-2	3-5	6-8	9-12
Competency A2 Acquire Interpersonal Skills				
PS:A2.1 recognize that everyone has rights and responsibilities	☐	☐	☐	☐
PS:A2.2 respect alternative points of view	☐	☐	☐	☐
PS:A2.3 recognize, accept, respect and appreciate individual differences	☐	☐	☐	☐
PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity	☐	☐	☐	☐
PS:A2.5 recognize and respect differences in various family configurations	☐	☐	☐	☐
PS:A2.6 use effective communications skills	☐	☐	☐	☐
PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior	☐	☐	☐	☐
PS:A2.8 learn how to make and keep friends	☐	☐	☐	☐
STANDARD B: Students will make decisions set goals, and take necessary action to achieve goals.				
Competency B1 Self-Knowledge Application				
PS:B1.1 use a decision-making and problem-solving model	☐	☐	☐	☐
PS:B1.2 understand consequences of decisions and choices	☐	☐	☐	☐
PS:B1.3 identify alternative solutions to a problem	☐	☐	☐	☐
PS:B1.4 develop effective coping skills for dealing with problems	☐	☐	☐	☐
PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	☐	☐	☐	☐
PS:B1.6 know how to apply conflict resolution skills	☐	☐	☐	☐
PS:B1.7 demonstrate a respect and appreciation for individual and cultural differences	☐	☐	☐	☐
PS:B1.8 know when peer pressure is influencing a decision	☐	☐	☐	☐
PS:B1.9 identify long- and short-term goals	☐	☐	☐	☐
PS:B1.10 identify alternative ways of achieving goals	☐	☐	☐	☐
PS:B1.11 use persistence and perseverance in acquiring knowledge and skills	☐	☐	☐	☐
PS:B1.12 develop an action plan to set and achieve realistic goals	☐	☐	☐	☐
STANDARD C: Students will understand safety and survival skills.				
Competency C1 Acquire Personal Safety Skills				
PS:C1.1 demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	☐	☐	☐	☐
PS:C1.2 learn about the relationship between rules, laws, safety, and the protection of rights of the individual	☐	☐	☐	☐
PS:C1.3 learn about the differences between appropriate and inappropriate physical contact	☐	☐	☐	☐
PS:C1.4 demonstrate the ability to set boundaries, rights and personal privacy	☐	☐	☐	☐
PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	☐	☐	☐	☐
PS:C1.6 identify resource people in the school and community, and know how to seek their help	☐	☐	☐	☐
PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	☐	☐	☐	☐
PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	☐	☐	☐	☐
PS:C1.9 learn how to cope with peer pressure	☐	☐	☐	☐
PS:C1.10 learn techniques for managing stress and conflict	☐	☐	☐	☐
PS:C1.11 learn coping skills for managing life events	☐	☐	☐	☐
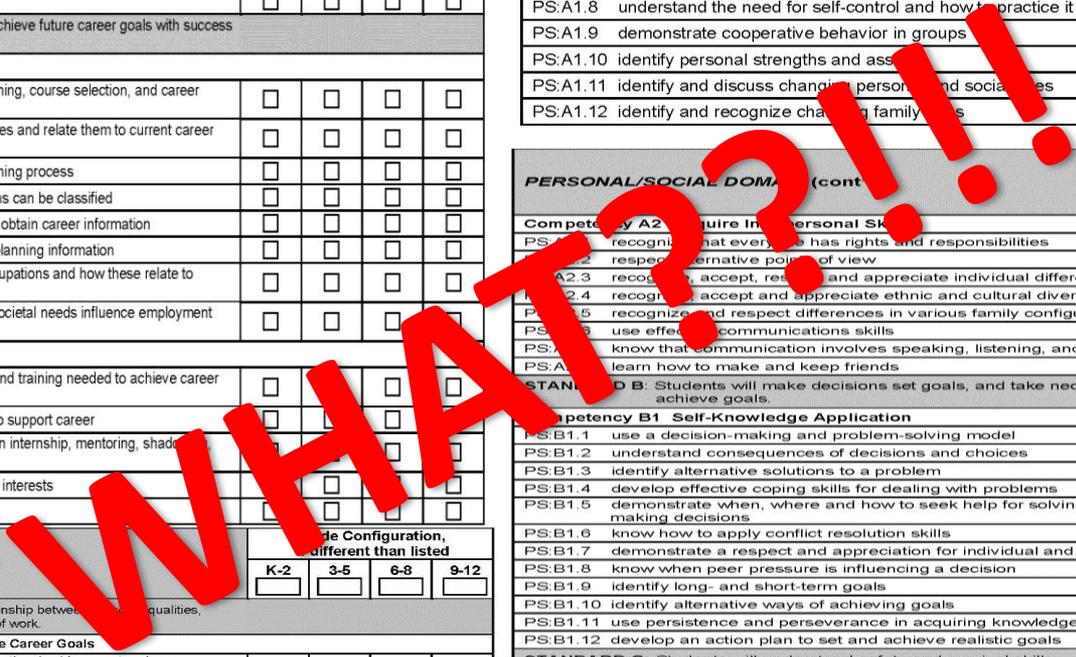
In With the Newly Revised…

Category 1: Mindset Standards
School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

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Mindset Standards

Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Mindsets

- Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

- Self-confidence in ability to succeed

- Sense of belonging in the school environment

- Understanding that postsecondary education and life-long learning are necessary for long-term career success

- Belief in using abilities to their fullest to achieve high-quality results and outcomes

- Positive attitude toward work and learning

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Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling:

- Learning Strategies

- Self-Management Skills

- Social Skills

Learning Strategies

- Demonstrate critical-thinking skills to make informed decisions

- Demonstrate creativity

- Use time-management, organizational and study skills

- Apply self-motivation and self-direction to learning

- Apply media and technology skills

- Set high standards of quality

- Identify long- and short-term academic, career and social/emotional goals

- Actively engage in challenging coursework

- Gather evidence and consider multiple perspectives to make informed decisions

- Participate in enrichment and extracurricular activities

Self-Management Skills

- Demonstrate ability to assume responsibility

- Demonstrate self-discipline and self-control

- Demonstrate ability to work independently

- Demonstrate ability to delay immediate gratification for long-term rewards

- Demonstrate perseverance to achieve long- and short-term goals

- Demonstrate ability to overcome barriers to learning

- Demonstrate effective coping skills when faced with a problem

- Demonstrate the ability to balance school, home and community activities

- Demonstrate personal safety skills

- Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills

- Use effective oral and written communication skills and listening skills

- Create positive and supportive relationships with other students

- Create relationships with adults that support success

- Demonstrate empathy

- Demonstrate ethical decision-making and social responsibility

- Use effective collaboration and cooperation skills

- Use leadership and teamwork skills to work effectively in diverse teams

- Demonstrate advocacy skills and ability to assert self, when necessary

- Demonstrate social maturity and behaviors appropriate to the situation and environment

SAMPLE Timeline for Covering the Domains
(8th Grade)

- 1st Nine Weeks: Academic—Study Skills—Via Math classes

- 2nd Nine Weeks: Social/Emotional—Bullying—Via Social Studies Classes

- 3rd Nine Weeks: Careers—Career Exploration/BRIDGE—Via Science Classes

- 4th Nine Weeks: Careers—Transition to High School—Via Language Arts Classes

Mindsets, by domain, based on my lessons for year…

- ACADEMIC:
  - Self-confidence in ability to succeed
  - Positive attitude toward work and learning
  - Belief in using abilities to their fullest to achieve high-quality results and outcomes

- SOCIAL:
  - Sense of belonging in the school environment
  - Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

- CAREER:
  - Understanding that postsecondary education and life-long learning are necessary for long-term career success

Behavior Standards	Academic Study Skills	Career Career Exploration	Social/ Emotional Bullying/Cyberbullying
Learning Strategies	• Use time-management, organizational and study skills • Apply self-motivation and self-direction to learning	• Apply media and technology skills	• Demonstrate critical-thinking skills to make informed decisions
Self-Management Skills	• Demonstrate the ability to balance school, home and community activities	• Demonstrate perseverance to achieve long- and short-term goals	• Demonstrate personal safety skills
Social Skills	• Create relationships with adults that support success	• Use effective oral and written communication skills and listening skills	• Demonstrate advocacy skills and ability to assert self, when necessary • Demonstrate social maturity and behaviors appropriate to the situation and environment • Create positive and supportive relationships with other students

Potential Activities	Academic	Career	Social/ Emotional
Learning Strategies	• Use time-management, organizational and study skills • Apply self-motivation and self-direction to learning **Develop study schedule based on current academics**	• Apply media and technology skills **Computerized Career Assessments; Computerized 4 year plans**	• Demonstrate critical-thinking skills to make informed decisions **What to do when you see someone isn't being treating fairly; conflict resolution strategies**
Self-Management Skills	• Demonstrate the ability to balance school, home and community activities **"What's on My Plate?" activity Prioritizing and Time management schedule**	• Demonstrate perseverance to achieve long- and short-term goals **Long Term: Education requirements for career choice; Short Tem: Hobbies related to career choice**	• Demonstrate personal safety skills **How to protect yourself online**
Social Skills	• Create relationships with adults that support success **Mentors/Tutors**	• Use effective oral and written communication skills and listening skills **Write a letter to a particular college asking for information. Write a letter to a career professional asking about particular career. Interview someone in their career choice.**	• Demonstrate advocacy skills and ability to assert self, when necessary • Demonstrate social maturity and behaviors appropriate to the situation and environment • Create positive and supportive relationships with other students **Appropriate online behavior; stand up for self; treating others with respect; role play friendship situations**

Click on the session's topic to register.

All Levels	Elementary	High
8	**27**	**27**
Best Practices for Themed Days/Weeks/Months	**Value Added Career Activities**	**Spicing Up Your College Counseling Initiatives**
Presentation Time: 2:00 PM	Presentation Time: 11:00 AM	Presentation Time: 2:00 PM

OCTOBER WEBINARS

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ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

	Grade Level		
Mindsets	**Academic**	**Career**	**Social/ Emotional**
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
2. Self-confidence in ability to succeed			
3. Sense of belonging in the school environment			
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success			
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes			
6. Positive attitude toward work and learning			
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions			
2. Demonstrate creativity			
3. Use time-management, organizational and study skills			
4. Apply self-motivation and self-direction to learning			
5. Apply media and technology skills			
6. Set high standards of quality			
7. Identify long- and short-term academic, career and social/emotional goals			
8. Actively engage in challenging coursework			
9. Gather evidence and consider multiple perspectives to make informed decisions			
10. Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility			
2. Demonstrate self-discipline and self-control			
3. Demonstrate ability to work independently			
4. Demonstrate ability to delay immediate gratification for long-term rewards			
5. Demonstrate perseverance to achieve long- and short-term goals			
6. Demonstrate ability to overcome barriers to learning			
7. Demonstrate effective coping skills when faced with a problem			
8. Demonstrate the ability to balance school, home and community activities			
9. Demonstrate personal safety skills			
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills			
2. Create positive and supportive relationships with other students			
3. Create relationships with adults that support success			
4. Demonstrate empathy			
5. Demonstrate ethical decision-making and social responsibility			
6. Use effective collaboration and cooperation skills			
7. Use leadership and teamwork skills to work effectively in diverse teams			
8. Demonstrate advocacy skills and ability to assert self, when necessary			
9. Demonstrate social maturity and behaviors appropriate to the situation and environment			