

The Avon Community School Corporation Higher Ability Social/Emotional Counseling Plan

Guiding Principles	Research/Resources	Standards	Counselor Roles/Responsibilities	Evidence	Teacher Roles/Responsibilities	Evidence
<p>1. Ideal practices for meeting the unique needs of students with high abilities must include classroom and counseling efforts differentiated to meet the social/emotional needs of high ability students.</p>	<p><i>Social-Emotional Curriculum with Gifted and Talented Students</i>, Prufrock Press Inc., 2009, Van Tassel-Baska, Cross, Olenchak, pg. 116-130, 289. <i>Activities and Resources for Affective Education of High Ability Students of Indiana</i>, a document produced through Ball State University, Activity on pg. 13, Sample Dilemmas pg. 9-12. <i>Understanding Adolescent Anxiety Disorders; What Teachers, Health Educators, and Practitioners Should Know and Do</i>. The International Electronic Journal of Health Education, 2001 www.bvsde.paho.org/bvsacd/cd32/hey.pdf</p>	<p>High ability learners have unique social and emotional development needs; therefore, they must receive counseling support from qualified adults who are trained to handle their unique needs.</p>	<p>The school counselor may implement classroom guidance lessons that correspond to the <i>Indiana School Counseling Competencies for Students</i>. The school counselor will have ongoing consultation with the classroom teacher, students and parents.</p>	<p>The K-8 school counselor may coordinate the administration of a social/emotional pre/post survey for students during the year. The results of the survey, aligned with the <i>Indiana School Counseling Competencies for Students</i>, will determine specific topics discussed. Counselors will facilitate small groups for students based upon their individual needs (friendship, acceptance, etc.). Counselors and teachers will collaborate, discuss, and voice concerns about students and topics that need to be addressed. Grades 9-12 will use a referral process.</p>	<p>The teachers will implement classroom lessons that correspond with the <i>Indiana Program Standards for High Ability Students</i>. The teacher will have ongoing consultation with the counselor, students, and parents.</p>	<p>The teacher will use a plethora of instructional strategies such as the following: classroom discussions, study of novels and stories about high ability students, formulate book buddies (interaction with students at different levels, abilities, and needs), study biographies, write in journals, study moral dilemma/ scenarios, conduct role-playing, share resources and research with parents via website, newsletters, meetings, etc.</p>
<p>2. High ability students must be provided counseling services to address their social/emotional needs.</p>	<p><i>The Essential Guide to Talking with Gifted Teens</i>, Free Spirit Publishing, 2007. <i>Learning to be a Durable Person</i>, Prufrock Press Inc., 2007. <i>What Would You Do?</i> Book 1 and Book 2, The Critical Thinking Co., 2010.</p>	<p>Services in academic development and social/emotional development for high ability students are provided.</p>	<p>The school counselor may coordinate and facilitate small groups and/or individual counseling for students identified as needing additional support in these areas. The school counselor will have ongoing consultation with the classroom teacher, students, and parents.</p>	<p>The school counselor may create small groups activities based on the needs of the students. The school counselor may lead discussions and activities with the individual student. A Freshman Peer Mentor Program will be utilized at the high school level to individualize student needs. Students may be referred by a teacher, peer mentor, or parents for specific support.</p>	<p>The teachers may coordinate and facilitate whole group, small group and individual lessons for students based on need. The teacher will have ongoing consultation with the counselor, students, and parents.</p>	<p>Teachers will identify characteristics of high ability learners in novels and movies that showcase high ability learners, journal and conduct discussions around these characteristics, and provide moral dilemma/scenarios & role-playing that allow students to participate in real life simulations.</p>

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3. Underachieving high ability students must be provided counseling and support to reach their potential.	www.sylviarimm.com	High ability learners who, based on classroom performance, are underachieving, must be provided with specific counseling that addresses their issues and problems.	The school counselor and /or teacher will meet the needs of our underachieving high ability students by providing a support system that may consist of small group and/or individual counseling in the identified area of need. The school counselor will have ongoing consultation with the classroom teacher, students and parents.	The school counselor will support our underachieving high ability students by facilitating the needed response that addresses the specified area at issue. These students may require an Response to Instruction (Rtl) plan that documents the goals and progress made.	The teacher will support our underachieving high ability students by facilitating the needed response that addresses the specified area at issue. These students may require an Response to Instruction (Rtl) plan that documents the goals and progress made.	Response to Instruction (Rtl) plans will be written for at-risk students who are either underachieving or displaying unique behaviors. This will consist of a meeting with teacher, parents, counselor, and administrator to address the student's unique needs with a plan of action.
4. At-risk high ability students must be provided with counseling to help them reach their potential.	www.sylviarimm.com	High ability at-risk learners must be provided supportive services to meet their potential.	The school counselor and/or teacher will provide support for identified at-risk students and facilitate the necessary process to meet their area of need. The school counselor will have ongoing consultation with the classroom teacher, students and parents.	The school counselor may create small group activities based on the needs of the students. The school counselor will lead discussions and activities with the individual student. Response to Instruction (Rtl) plans can be written to document a student's needs and the pathway to remedy those needs.	The teachers may coordinate and facilitate whole group, small group and individual lessons for students based on need. The teacher will also be an active part of identifying, writing, and implementing the Response to Instruction (Rtl) plan for an individual student who is at-risk in either achievement or behavior.	Response to Instruction (Rtl) plans will be written for at risk-students who are either underachieving or displaying unique behaviors. This will consist of a meeting with teacher, parents, counselor, and administrator to address the student's unique needs with a plan of action.
5. High ability learners must be provided with career counseling that is designed to meet their individual needs.	Children's Dictionary of Occupations, by Paramore, Barbara, 2004 (K-6 Level) Strengths Finder 1.0 and 2.0, Rath, Tom, Gallup Press (M.S./H.S. Level) Clifton Strengths Finder Assessment-34 Most Common Talents, (on-line Assessment w/strengths discovery, and action-planning guide (M.S./H.S. Level) Occupational Outlook Handbook (OOH), 2008-2009 Edition (H.S./H.S. Level)	High ability learners must be provided with career counseling services based on their individual talents and strengths.	The school counselor will implement classroom guidance lessons that correspond to the Indiana School Counseling Competencies for Students. The school counselor will have ongoing consultation with the classroom teacher, students, and parents.	The school counselor will provide and/or coordinate lessons associated with, but not limited to, graduation plans, a year-long portfolio, and interest inventories. The school counselor may organize a Career Fair.	The teacher will provide instruction that highlights career awareness, goal setting and leadership traits. The Career Planning & Skills Success Class at the high school freshman level will highlight career awareness, goal setting, and college readiness skills.	Teachers will understand and utilize student interests and learning styles, will expose students to different career options (invite parents to come in and share their jobs and educational experiences), will conduct career fairs and/or simulations, will study biographies, and will identify careers/professions based on the student's strengths.