

INCARNATE WORD ACADEMY

S I N C E 1 8 7 1

Academic - Social - Career - Personal

Guidance Curriculum

Individual Planning

Responsive Services

Systems Support



Comprehensive Guidance Program

Guidance Department

At Incarnate Word Academy, guidance is an integral part of the total educational program. The Guidance Program is developmental and outcome-based in nature. At Incarnate Word Academy the philosophy of dedication to the total formation of our students, including spiritual, intellectual, personal, social and physical development are taken into consideration. The Guidance Program conducts activities designed to respond to the normal developmental needs of all students. The Guidance Program addresses the developmental needs of all students in the areas of academic, personal and social growth.

The Incarnate Word Academy Guidance Program includes the following components:

Guidance Curriculum
Responsive Services

Individual Planning
Systems Support

Guidance Curriculum

The guidance curriculum consists of structured developmental experiences presented systematically in grades preschool – 12 through classroom and group activities. The curriculum is organized around three major areas:

Career planning and exploration
Knowledge of self and others
Educational/career development

Counselors teach the guidance curriculum learning activities or units in classroom presentations. Counselors plan and teach structured group activities to develop skills and to increase the knowledge of students.

Individual Planning

Individual planning consists of activities that help all students plan, monitor, and manage their learning, as well as their personal and career development. Within this component, students evaluate their educational and personal goals. The activities in this component are usually counselor planned and directed, and include individual appraisal and individual assessment.

Systems Support

Systems support consists of the management activities that establish, maintain, and enhance the total guidance and counseling program. These activities include the following:

Professional development for counselors
Communication with parents

Consultation with teachers
Research

Guidance Department Outcomes

Assisted by the programs and services of the Guidance Department, students will:

1. Use effective communication skills, including accurate listening and the ability to express opinions, attitudes, and beliefs.
2. Relate to others in a respectful, empathetic manner.
3. Make decisions responsibly in academics, emotional and social aspects/ areas.
4. Choose, plan, and pursue educational and career goals effectively and realistically.
5. Prioritize time management.
6. Evaluate and modify behaviors to solve personal, interpersonal, and situational problems and to set realistic goals for these behaviors.

ACADEMIC

School Counseling Curriculum

Faith, Family and Friends – A resource that assists teachers in providing a warm, nurturing environment for the healthy development of children who bring Christ into the world.

- **Circle of Grace** – A Christian safe environment curriculum that helps to form and educate children and youth about positive relationships with God and others.
- **Self- Confidence Development**
 - Have accurate self- concepts**
 - become aware of some of their personal traits
 - describe themselves physically
 - Appreciate their uniqueness**
 - identify likeness/differences between themselves and others
 - describe what make them feel good about themselves
 - Manage their feelings**
 - identify their feelings
 - become aware of why managing their feelings is important
- **Responsible Behavior**
 - Behave responsibly**
 - behave appropriately in the various school settings
 - become aware of school/classroom rules
 - be able to follow rules and directions and complete tasks
 - describe areas in school in which they are self-sufficient
 - Take responsibility for their own behaviors**
 - identify their own behaviors
 - accept rewards and consequences for their behavior
 - Be self –disciplined**
 - know and follow rules

PERSONAL/SOCIAL

- **Individual Student Planning**
 - group sessions – with counselor
 - Individual sessions – with counselor
- **Responsive Services**
 - Speech Therapist – independent contractor
 - Dyslexia Tutor – independent contractor
 - Utilization of test scores – evaluated by administration and presented to teachers

CAREER

- **System Support**
 - Career Day - parents come and share their careers with students
 - Staff Development

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School Counseling Curriculum

- Classroom presentations by high school counselors
 - Neviance Training
 - Spring Presentation to 5th grade Elementary students (incoming 6th graders)
- Duke TIP/Explore – Talent Identification Program
- Neviance: Career Interest Inventory
- College Fair
- Test Taking , Study Skills, Mediation Classes/Skills
- Consult with teachers
- Integrate counseling components with other curricula
- Spring transitioning presentation to 8th grade class (incoming 9th graders)

PERSONAL/SOCIAL

▪ Individual Student Planning

- “Open door” policy - counselor is available for students and parents
- Accommodations made with proper documentation from a medical doctor
- Individual counseling sessions as needed/requested
- Tutoring - available through classroom teachers

▪ Responsive Services

- Personal conferences scheduled as needed
- Parent, teacher and administrative referrals
- Utilization of test scores – evaluated by administrator and shared with teachers
- Facilitate classroom accommodations as per recommendations from psychologist/physician
- Facilitate teacher/parent/counselor conferences when requested

CAREER

▪ System Support

- Neviance Career Inventory- explore future career and college opportunities
- Staff Development
- Parent Education
- 6th grade – Duke “Explore” - testing experience that can help parents and educators better assess a student’s academic needs by providing comparison scores to other Duke TIP students as well as students nationwide
- 7th grade – Duke “Talent Identification Program”
- 8th grade – High School courses (Geometry and Biology) and PSAT 8/9 test offered to all ML students
- IOWA Test (Spring) - 6th, 7th, and 8th grade students
- College Fair Scavenger Hunt for all Middle Level students

Incarnate Word Academy High School Level

ACADEMIC

School Counseling Curriculum

Classroom Presentations: Graduation plans, college applications, financial aid, PSAT, Naviance training and course selection

Naviance - College Research, Career Interest Inventory, Personality Inventory, College data management

Parent Meetings - Senior Parent Meetings and Follow the Schedule Night

College Fair - Allows students to interact with admission representatives from a wide range of post-secondary Institutions

College Classroom Presentations - Counselors present various topics on college admission and scholarship opportunities

PERSONAL/SOCIAL

▪ Individual Student Planning

Individual Meetings- Counselor meets with 8th, 11th and 12th grade parent and student

College Representative Meetings

Financial Aid Presentation/Workshops - College representative presents financial aid information to senior parents

College Application Workshop - Four different workshops are held at various times for students and parents

"Open Door" Policy - Students may stop in and meet with counselors

Accommodations - Accommodations may be made for students after sufficient paperwork is given to counselors

College Board Accommodation for PSAT, AP, SAT, and ACT - Counselors facilitate the process to request accommodations

Individual assistance for college applications and scholarships - Counselors and collegiate mentor work one-on-one with students

Naviance data entry- Students are taught to enter all data concerning college admissions and scholarship offers

▪ Responsive Services

Personal conference as needed

Parent, teacher and administrator referrals

Facilitate teacher/parent/counselor conferences

Facilitate College Board accommodations

CAREER

▪ System Support

Naviance career inventory - students are encouraged to complete inventory to assist with career exploration

Testing - AP, and PSAT - Testing for college credit, standardized tests, and college admissions

Reports to administrators - reports generated for testing, college admission and scholarships

Referrals, applications and registration to leadership events (Sister Cities, Rotary, HOBY, Prudential, Wendy's Heisman)

ADDITIONAL FORMS AND RESOURCES



CLASSROOM OBSERVATION CHECK LIST - ELEMENTARY LEVEL

Student: _____ Teacher: _____ Date: _____

Grade/Subject: _____ Start Time: _____ End Time: _____

Directions: Check if observed

ATTENTIVENESS

- 1. ____ LISTENS TO TEACHER'S DIRECTIONS AND CLASS DISCUSSIONS
- 2. ____ NEEDS DIRECTIONS REPEATED
- 3. ____ SHORT ATTENTION SPAN-EASILY DISTRACTED BY OTHERS
- 4. ____ OBLIVIOUS TO WHAT IS GOING ON IN CLASS (SEEMS TO BE IN ANOTHER WORLD)

BEHAVIOR

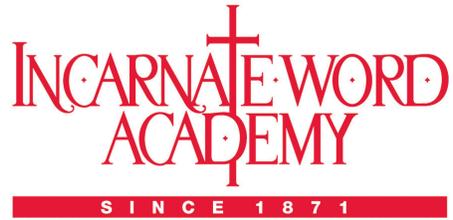
- 1. ____ WORKS QUIETLY AT WORK ASSIGNED
- 2. ____ SEEMS TO HAVE FRIENDS
- 3. ____ RESTLESS-MOVES ABOUT AT DESK-CAN'T SEEM TO SIT STILL
- 4. ____ DISTRACTS OTHERS FROM THEIR WORK
- 5. ____ DISRUPTS CLASS (If so, how? _____)
- 6. ____ FINISHES WORK WITHOUT ASSISTANCE
- 7. ____ FINISHES WORK BUT MUST HAVE ASSISTANCE
- 8. ____ DOES NOT FINISH WORK, EVEN WITH ASSISTANCE
- 9. ____ HIGHLY VERBAL (APPROPRIATE OR INAPPROPRIATE)

INSTRUCTIONAL PARTICIPATION

- 1. ____ LOOKS TO SEE HOW OTHER ARE DOING SOMETHING BEFORE HE/SHE DOES IT
- 2. ____ WORKS WELL WITH OTHERS IN SMALL GROUPS
- 3. ____ WITHDRAWS
- 4. ____ DISRUPTS GROUP ACTIVITIES
- 5. ____ RESPONDS BEST TO HANDS-ON DEMONSTRATION (PEER OR TEACHER)
- 6. ____ BEGINS WORK AFTER VERBAL INSTRUCTION

ADDITIONAL OBSERVATIONS AND/OR COMMENTS

Observer: _____ Title: _____ Date: _____



Struggling Student Information - Elementary Level

1. Vision/Hearing _____
2. Attendance _____
3. Previous Years Information _____
 - Grades _____
 - IEP, 504 or Testing information from a Psychologist _____
 - STAR Results _____
 - ITBS scores _____
4. Parent Conference _____
5. Intervention/Accommodations you have tried in the Classroom/see attached sheet _____

When the counselor meets with you please have:

- Current Grades _____
- Work Samples _____

When we meet we will discuss:

- Academic concerns
- Behavioral Concerns
- Accommodations/Interventions

INCARNATE WORD ACADEMY ELEMENTARY ACCOMMODATION FORM

S=Successful

U=Unsuccessful

SI=Some Improvement

Action Steps	DATE IMPLEMENTED	COMMENTS/ PROGRESS	RESULTS DATE REC'D
PARENT COMMUNICATION LOG			
PARENT/TEACHER CONFERENCE			
COUNSELING/OUTSIDE SERVICES			
STUDENT CONTRACT			
RESULTS OF DYSLLEXIA TESTING			
RESULTS OF PSYCHOLOGICAL			
RECORDS FROM PUBLIC SCHOOL			
OTHER:			
RESPONSE			
ORAL INSTEAD OF WRITTEN			
USE COMPUTER FOR WRITING			
GRAPH PAPER TO KEEP NUMBERS STRAIGHT			
REDUCE WRITTEN WORK			
BREAK WORK INTO CHUNKS			
DO NOT REQUIRE STUDENT TO READ ALOUD			
REDUCE WRITTEN WORK			
ASK STUDENT TO LISTEN TO INFORMATION AND REPORT ORALLY			
OTHER:			
PRESENTATION			
SMALL GROUP INSTRUCTION			
NOTE TAKING ASSISTANCE			
WORD BANK			
SHORTENED WRITTEN ASSIGNMENTS			
MULTIPLE CHOICE QUESTIONS			
HI-LIGHT MATERIAL			
VISUAL CUES			
NUMBER LINES			
ALPHABET STRIPS			

STRATEGIES	DATE IMPLEMENTED	COMMENTS/PROGRESS	RESULTS/DATE REC'D
AGENDA/PLANNER			
TRANSPARENCY			
AUDIO BOOKS			
SHORT SIMPLE DIRECTIONS			
VISUAL ORGANIZER			
REPEAT DIRECTIONS			
CHECK FOR UNDERSTANDING			
CUE STUDENT TO BEGIN WORKING			
ASSIGN PEER READING BUDDIES			
REVIEW VOCABULARY PRIOR TO READING			
PROVIDE PREVIEW QUESTIONS			
TALKTHROUGH MATERIAL ONE TO ONE AFTER READING ASSIGNMENTS			
SHORTEN ASSIGNMENTS TO FOCUS ON MASTERY OF KEY CONCEPTS			
READ DIRECTIONS TO STUDENT, THEN MODEL/DEMONSTRATE			
ACCOMPANY ORAL DIRECTIONS WITH VISUAL CUES			
ASK STUDENT TO REPEAT; CHECK FOR UNDERSTANDING			
USE VISUALS AND CONCRETE EXAMPLES			
USE GRID PAPER TO HELP CORRECTLY LINE UP MATH PROBLEMS			
ALLOW STUDENTS TO AUDIO RECORD LECTURES, TESTS REVIEWS AND TEST RESPONSES			
GIVE EXAMPLES			
DEVELOP AND MODEL ORGANIZATIONAL STRATEGIES			
RE-TEACHING			
PEER TUTORIALS			
OTHER:			
SETTING			
PREFERENTIAL SEATING			
QUIET AREA TO WORK			
OTHER:			
TIMING			
EXTRA TIME TO COMPLETE WORK			
SCHEDULE TEST IN THE MORNING			
INCREASE RESPONSE WAIT TIME			
HELP DEVELOP A TIME LINE FOR LONG ASSIGNMENTS			
OTHER:			

Incarnate Word Academy Middle Level

BEHAVIOR OBSERVATION SHEET

Student: _____ Grade/Age: _____ Date: _____

Please check the patterns of behaviors you have observed.

DEVELOPMENTAL ASSETS

- SELF MOTIVATED/SELF STARTER
- ENGAGED IN SCHOOL/CLASS
- COMPLETES HOMEWORK ON TIME
- DISPLAYS SENSE OF HUMOR
- READS FOR PLEASURE
- HAS CREATIVE OUTLET(S)
- ASKS FOR ASSISTANCE
- SHOWS INTEGRITY
- STANDS UP FOR PEER PRESSURE
- HONEST
- RESPONSIBLE FOR SELF
- THINKS BEFORE ACTING
- SOUND DECISION-MAKING SKILLS
- EMPATHETIC OR SENSITIVE
- RECOGNIZES OWN FEELINGS
- RESPECTS CULTURAL DIFFERENCES
- RESOLVES CONFLICTS PEACEFULLY
- TOLERATES CHANGE
- HIGH SELF-ESTEEM
- POSITIVE VIEW OF FUTURE

COMMUNICATION

- HAVE YOU COMMUNICATED WITH THE STUDENT'S PARENTS
- Yes
- NO

NUMBER OF ABSENCES IN YOUR CLASS?

BEHAVIORS

- INATTENTIVE
- EASILY DISTRACTED
- FORGETFUL
- DISORGANIZED
- DEFIANCE OF RULES
- IRRESPONSIBLE
- BLAMING
- FIGHTING/ARGUMENTATIVE
- SECRETIVE BEHAVIOR
- CHEATING
- DRAMATIC ATTENTION GETTING
- CRYING INAPPROPRIATELY
- BULLYING OTHERS
- IMPULSIVE
- STEALING
- EXTREMELY NEGATIVE
- HYPERACTIVE
- FIDGETY
- EXCESSIVE DEMANDS OF TEACHER
- DAYDREAMS REGULARLY
- Easily led by others
- WITHDRAWN
- EXCESSIVE SADNESS
- MOOD SWINGS
- LOW SELF ESTEEM
- MOOD SWINGS

ACADEMIC

- LOW GRADES
- DROP IN GRADES
- ACADEMIC FAILURE
- INCONSISTENT DAILY WORK
- DOES NOT FOLLOW DIRECTIONS
- LACK OF MOTIVATION
- OVERLY SENSITIVE TO CRITICISM
- COMPULSIVE OVER-ACHIEVER
- EASILY FRUSTRATED
- HOMEWORK INCOMPLETE

CLASS ATTENDANCE

- EXCESSIVE ABSENTEEISM
- FREQUENT TARDIES
- FREQUENT TRIPS TO NURSE

PHYSICAL CONCERNS

- FREQUENTLY FATIGUED
- SLEEPING IN CLASS

Incarnate Word Academy Middle Level and High School

Academic Counseling Office Accommodations Form

Counselors: Sherilyn Calhoun, High School & Hilda Cantu, Middle Level

Date: _____

Accommodation Needs for _____ Grade _____

Teachers,

Please note the accommodations needs for the above student based on the disability(s) listed below. As these accommodations were recommended by a licensed physician or certified assessment professional please follow appropriately in your classroom with this student. These accommodations provide better opportunity for this student to be academically successful and to reach his / her potential in the classroom. While our school does not provide a formalized special needs program for our students, we do want to give each of our students an opportunity to be as successful as possible in the classroom. We recognize and respect learning differences and implement strategies for success for our students.

Thank you.

Learning Disability/Handicapping Condition: _____

Accommodations Recommended

_____ 50% Extra time on tests, quizzes, exams

_____ 50% Extra time on classroom assignments

_____ Preferential Seating

_____ Other:

Additional Information: _____

Outside Counseling Resources

Stephen Farrell, MS, LPC

101 N. Shoreline
Corpus Christi, TX 78401
361.887.0822

Kathryn Watson Soward, Ph. D.

Licensed Clinical Psychologist
5830 McArdle Rd., Suite 4
Corpus Christi, Texas 78412
(361) 814-1900
(361)814-5200 FAX

Macy Kinzel, Ph.D, P.C.

Clinical Psychologist
3434 South Alameda
Corpus Christi, Texas 78411
(361) 855-2710
(361) 855-4204 FAX

DuBois Psychological Clinic

6000 South Staples St., Suite 200
Corpus Christi, Texas 78413
(361) 225-3944

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Psychology Neurofeedback
Specialist
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