SCHOOL COUNSELING CURRICULUM GUIDE

Grades 9-12
Course Description

9-12 Guidance School Counselor Curriculum Guide

The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences. The National Standards for School Counseling Program related to academic, career and personal/social development are delivered and taught in individual and group sessions by the counselors with the support of the administration and professional staff as is necessary. Teachers and counselors collaborate to integrate activities from the counseling curriculum into classroom lessons and into school-wide programs. It is expected that at a minimum counselors shall meet individually with students twice in a year and also through an approved plan in appropriate group sessions.

The recommended K-12 Guidance Curriculum is a national and standards based curriculum that provides clear directions for the nature and scope of the Guidance Program and also the desired outcomes for students. This Guidance Curriculum begins with the major responsibilities of all Guidance Counselors as reported in the Study of the Guidance Program completed in April, 2014, followed by the ASCA National Standards, New Jersey Core Curriculum Standards and concludes in the Appendix with suggested timelines and activities at K-4, 5-8, and 9-12 grade levels. The suggested timelines and activities should be revisited each year and modified accordingly to meet the standards set and the responsibilities for Guidance Counselors.

http://www.state.nj.us/education/modelcurriculum/ela/
The Paterson School District Board of Education believes that the school counseling program is an integral part of the education of each student. The school counseling program therefore must be comprehensive, developmental, systemic, structured, flexible, sensitive and proactive. From Pre-K through the twelfth grade, the counseling program addresses the academic, personal, social, college/career, and life planning needs of all students. The district, through the direction of the Board of Education and the Superintendent, and the implementation by the counseling and teaching staff emphasizes the strong capabilities of every student and therefore organizes the counseling program as the primary means along with teachers to support and to develop every student to participate successfully in a rapidly changing world. The school environment, as directed by the building Principal, must therefore be a child-centered learning environment that supports individual student needs and interests along with the development of the critical skills of academic, emotional, and social intelligence. Guidance Counselors must be provided by the Principal and the District with a demanding but attainable schedule to counsel, guide, and support students. Additionally, Guidance Counselors must work with professional staff as well as the community to learn and to enlist their talents to serve students and their families well. The outcome of the Guidance Counseling Program is expected to equip every student with the confidence and skills to pursue college and/or a career enabling them to be successful and to thrive in the world they will enter. Anything less is regarded to be more than inadequate.
## Pacing Chart for 9-12: SEPTEMBER-JUNE

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>ASCA National Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-assessment of personal skills and interests prepares students to make appropriate postsecondary school plans.</td>
<td>CRP1, CRP2; CRP3,CRP4,CPR5,CPR6,CRP7,CRP8,CRP9,CRP10,CRP11,CRP12</td>
<td><strong>Academic Development</strong>&lt;br&gt;<strong>Standard 1</strong>&lt;br&gt;Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.&lt;br&gt;<strong>Personal/Social Development</strong>&lt;br&gt;<strong>Standard 2</strong>&lt;br&gt;Students will make decision, set goals, and take necessary action to achieve goals.&lt;br&gt;<strong>Standard 3</strong>&lt;br&gt;Students will understand safety and survival skills.&lt;br&gt;<strong>Career Development</strong></td>
</tr>
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<td></td>
<td>Educational performance correlates with future life and career options.</td>
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<td>CRP1, CRP2; CRP3; CRP4; CRP5; CRP6; CRP7; CRP8; CRP9; CRP10; CRP11; CRP12</td>
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<td>Develop effective coping skills for dealing with problems and learn techniques to manage conflict</td>
<td>5</td>
<td>CRP1, CRP2; CRP3; CRP4; CRP5; CRP6; CRP7; CRP8; CRP9; CRP10; CRP11; CRP12</td>
</tr>
</tbody>
</table>
| 6 | Career choices are influenced by academic planning and personal relationships and circumstances. | CRP1, CRP2; CRP3; CRP4; CRP5; CRP6; CRP7; CRP8; CRP9; CRP10; CRP11; CRP12 | Academic Development  
**Standard 1**  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
Personal/Social Development  
**Standard 2**  
Students will make decision, set goals, and take necessary action to achieve goals.  
**Standard 3**  
Students will understand safety and survival skills.  
Career Development |
| 7 | Effective research leads to informed action plans and appropriate goal setting. | CRP1, CRP2; CRP3; CRP4; CRP5; CRP6; CRP7; CRP8; CRP9; CRP10; CRP11; CRP12 | Academic Development  
**Standard 1**  
Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span  
Personal/Social Development  
**Standard 1**  
Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.  
**Standard 3**  
Students will understand safety and survival skills  
Career Development |
## Educational Technology Standards


<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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</table>
| Technology Operations and Concepts            | - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources  
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| Creativity and Innovation                     | - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.                                                                                                         |
| Communication and Collaboration               | - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.                                      |
| Digital Citizenship                           | - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.  
- Compare and contrast policies on filtering and censorship both locally and globally. |
| Research and Information Literacy            | - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.                              |
| Critical Thinking, Problem Solving, Decision Making | - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.                                                                 |

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## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
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<th>CRP1. Act as a responsible and contributing citizen and employee</th>
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<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<th>CRP2. Apply appropriate academic and technical skills.</th>
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<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
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<th>CRP3. Attend to personal health and financial well-being.</th>
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<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
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<th>CRP4. Communicate clearly and effectively and with reason.</th>
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| Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and
others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Differentiated Instruction

**Strategies to Accommodate Students Based on Individual Needs**

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Provide a warning for transitions</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<td>Provide lecture notes/outline</td>
<td>Reading partners</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td>English to Spanish translation if necessary</td>
<td></td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>TV &amp; videos</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<td>Read directions aloud</td>
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<td>Color code materials</td>
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Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

- Open-ended activities and projects.
- Form and build on learning communities.
- Providing pupils with experiences outside the ‘regular.’
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Surveys
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
- Accountable Talk
- Student Conferencing
- Exit Slips
Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

*Language Arts and Social Studies* emphasizes active questioning, analysis, and research skills for students to effectively frame their own arguments by defending, challenging, substantiating, and qualifying their assertions.
<table>
<thead>
<tr>
<th>Grade: 9-12</th>
<th>Topic: College and Career Readiness</th>
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**College Ready Practices:** CRP1, CRP2; CRP3; CRP4; CRP5; CPR6; CRP7; CRP8; CRP9; CRP10; CRP11; CRP12

**ASCA National Standards:**
- Academic Development: Standard A, Standard B

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<th>Essential Questions</th>
<th>Sample Activities</th>
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<td>Self-assessment of personal skills and interests prepares students to make appropriate postsecondary school plans.</td>
<td>What strengths and values contribute to personal and academic achievement? What skills and experiences are needed to achieve future career success and satisfaction?</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving Naviance/Family Connection inventories College visits/tours Speakers</td>
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<tr>
<td>Effective decision-making and goal setting skills are necessary to achieve personal success.</td>
<td>What program of studies will best prepare a student for their chosen career path? What skills, knowledge, and attitudes are needed to be an effective learner in</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress</td>
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<tr>
<td>Educational planning impacts postsecondary academic and career opportunities.</td>
<td>What is the relationship between personal influences, education and training, and the world of work?</td>
<td>Individual sessions&lt;br&gt;Group sessions and classroom guidance lessons&lt;br&gt;Assist in the transition and adjustment to educational life&lt;br&gt;Career and Character Education&lt;br&gt;Discuss academic and personal progress&lt;br&gt;Process the value of education&lt;br&gt;Provide crisis intervention services&lt;br&gt;Facilitate Peer Mediation/Problem-Solving&lt;br&gt;Naviance/Family Connection inventories. College visits/tours&lt;br&gt;Speakers</td>
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<td>College Ready Practices: CRP1, CRP2; CRP3;CRP4;CRP5;CRP6;CRP7;CRP8;CRP9;CRP10;CRP11;CRP12</td>
<td>How does the use of technology aid in the exploration of careers and postsecondary institutions?</td>
<td>Individual sessions&lt;br&gt;Group sessions and classroom guidance lessons&lt;br&gt;Assist in the transition and adjustment to educational life&lt;br&gt;Career and Character Education&lt;br&gt;Discuss academic and personal progress&lt;br&gt;Process the value of education&lt;br&gt;Provide crisis intervention services&lt;br&gt;Facilitate Peer Mediation/Problem-Solving&lt;br&gt;Naviance/Family Connection inventories. College visits/tours&lt;br&gt;Speakers</td>
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<td>What strengths and values contribute to personal and academic achievement?</td>
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<td>Develop effective coping skills for dealing with problems and learn techniques to manage conflict</td>
<td>What are some ways you manage stress and or problems you encounter? What are the ways you manage conflict?</td>
<td>Speakers</td>
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<td>Complete required steps toward transition from high school to entry into post-secondary education, training programs or work.</td>
<td>How prepared are you once you leave high school? What skills and experiences are needed to achieve future career success and satisfaction?</td>
<td>Speakers</td>
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<td>Assess strengths and weaknesses based on high school performance.</td>
<td>Can you identify study skills necessary for academic success?</td>
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<td>Discuss academic and personal progress Process the value of education Provide crisis intervention services Facilitate Peer Mediation/Problem-Solving Transcript Review Conference Naviance/Family Connection inventories.</td>
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<td>Identify career resources in the school and community. College Ready Practices: CRP1, CRP2; CRP3;CRP4;CRP5;CPR6;CRP7;CRP8;CRP9;CRP10;CRP11;CRP12</td>
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<td>ASCA National Standards: Academic Development: Standard A, Standard B; Career Development: Standard A, Social/Development Standard: A, Standard B, Standard C</td>
<td>Where do you want to go to college? Do you want to commute or stay on campus? Do you want to go to a four or two year college? Do you understand how to apply for scholarships, grants, and</td>
<td>Individual sessions Group sessions and classroom guidance lessons Assist in the transition and adjustment to educational life Career and Character Education Discuss academic and personal progress Process the value of education College visits Facilitate Peer Mediation/Problem-Solving Speakers</td>
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<td>Student’s will have an understanding of the college process. College Ready Practices: CRP1, CRP2; CRP3;CRP4;CRP5;CPR6;CRP7;CRP8;CRP9;CRP10;CRP11;CRP12</td>
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<td>financial aid?</td>
<td>What are the majors offered that you are interested in and does the college of your choice offer it?</td>
<td>College Fairs</td>
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</table>
National Institute on Drug Abuse
http://www.nida.nih.gov/
The National Institute on Drug Abuse supports over 85% of the world’s research on the health aspects of drug abuse and addiction. This site lists information on drug abuse trends, treatment methods, research, and publications.

National Institute on Drug Abuse and Alcoholism
http://www.niaaa.nih.gov/
This website includes news, research, publications, and databases on alcohol and related problems. The NIDAA also provides leadership in the national effort to reduce the severe and often fatal consequences of these problems.

National Clearinghouse for Alcohol and Drug Information
http://www.health.org/
Information about illicit drugs, alcohol, and tobacco are provided in these websites. Also included are related links, funding information, a "kids only" page, and special features and campaigns.

Web of Addictions
http://www.well.com/user/woa/
This site was developed in response to concern about the pro drug use messages in some Web sites and the extent of misinformation about drugs on the internet. The Web of Addictions is dedicated to providing accurate information about alcohol and drug addictions. This site is a resource for teachers, counselors, and students who need factual information.

Dual Diagnosis Website
http://users.erols.com/ksciacca/
Dual diagnosis refers to the co-occurrence of mental illness with drug or alcohol addiction. This site is designed to provide information and resources for service providers, consumers, and family members.

Substance Abuse and Mental Health Services Administration
http://www.samhsa.gov/
This federal agency is charged with improving the quality and availability of prevention, treatment, and rehabilitation services in order to reduce the...
consequences of substance abuse. This site provides news and information on mental health and substance abuse, including a treatment locator.

**Alcoholic’s Anonymous**  
http://www.aa.org  
The Alcoholics Anonymous website offers information on this self-help fellowship, support, and network for those seeking recovery and those affected by other’s alcoholism.

**Narcotics Anonymous**  
http://www.na.org/index.htm  
Narcotics Anonymous is an international, community-based association of recovering drug addicts.

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### ABUSE and ASSAULT

**Sexual Assault Information Page**  
This is a not-for-profit information and referral service providing information about rape and acquaintance rape, child sexual abuse, incest, ritual abuse, sexual assault, and sexual harassment. Also included is information about counseling and legal sources.

**National Clearinghouse on Child Abuse and Neglect**  
http://www.calib.com/nccanch  
This is a national resource for professionals seeking information on prevention, identification, and treatment of child abuse, neglect, and related child welfare issues.

**Voices in Action Incest Survivors**  
http://www.voices-action.org  
VOICES in Action, Inc. is an international organization providing assistance to victims of incest and child sexual abuse, helping victims to become survivors.

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### ASSESSMENT/TESTING

**Myers-Briggs® Links: Online Personality Type Resources**  
http://www.mdbest.com/mbti_links.htm  
Everything you always wanted to know about the Myers-Briggs but could never find online! This is the official site – others have been taken off line.
This also includes information and links to the online version of the Keirsey-Sorter, sometimes called the "short version" of the Myers-Briggs.

Assessment and Evaluation on the Internet
http://www.ericac.net/intbod.stm
This site provides annotated links to some of the best sites on the internet that provide educational assessment, evaluation, and research compiled by the ERIC Assessment and Evaluation Clearinghouse.

CAREER COUNSELING

New Hampshire Employment Security
http://www.nhes.state.nh.us/
The official website of NH Employment Security, with information about its various programs and links for job seekers and employers.

Career Builder
http://www.careerbuilder.com/
Career Builder offers job search features, career projects, career coaching, counseling, and testing, and articles such as "The Color of Success".

Career Magazine
http://www.careermag.com/
This site may interest students as it combines serious job search skills with humor. Features include negotiation skills, job hunt IQ test, and a learning center.

Promoting Safe Work for Young Workers
http://www.cdc.gov/niosh/99-14111.html
This Center for Disease Control and Injury Prevention web site lists rules and laws pertaining to working teens, and give resource contact information. The home page of this site contains a large list of health related resources, including curriculum.

WorkinfoNET
http://www.gov.nf.ca/nlwin/No_Frames/Home/2HOME.HTM
This site, developed by the government of Newfoundland and Labrador, Canada, offers information and guidance on occupations and career, workplace issues and supports, and career and employment training.

CERTIFICATION INFORMATION
Information on State Credentialing
http://www.nbcc.org.states/info.htm
The National Board for Certified Counselors maintains a listing of state credentialing information for the country.

State Certification and Licensure Guidelines for School Counselors
http://members.delphi.com/psychoh815/index.html
The American Counselors Association provides this state by state information.

New Hampshire Certification Guidelines
http://www.ed.state.nh.us/Certification/teacher.htm
This New Hampshire Department of Education web site includes detailed information about the certification process, alternative certification processes, and requirements. Forms are available to download.

College Board
http://www.collegeboard.com/
The College Board site connects students to colleges and opportunities such as planning for college, taking the tests (SAT and others), Finding the right college, Getting into college, and Financial Aid.

Hobson’s College View
http://www.collegeview.com
Hobson’s offers online college search, campus events, books and articles, financial aid and scholarship information, career planning tools, and services for counselors.

New Hampshire Higher Education Assistance Foundation
http://www.nhheaf.org
The NHHEAF Network does more than help students and parents with college financing. They have program to assist teacher and counselors with helping students think about their futures early, workshops about college and career planning for counselors and for students and parents, and many other resources.

Peterson’s College Guide
http://www.petersons.com/
The developers of the well-known college guide have provided website services for guidance counselors, students, parents, and admissions officers.
Preparing Your Child for College
http://www.ed.gov/pubs/Prepare/index.html
This full text on-line publication, a resource guide for parents, includes sections on preparing for, choosing, and financing a college education, long-range planning, and career planning.

Think College Early
http://www.ed.gov/thinkcollege/early/tce_home.htm
The U.S. Department of Education initiative of college counseling for middle school age students is supported by a web site full of ideas, information, planning tools, and resources.

COUNSELOR EDUCATION PROGRAMS

Directory of CACREP Accredited Programs
http://www.counseling.org/CACREP/directory.htm
The Council for Accreditation of Counseling and related Educational Programs lists the accredited programs in each state.

COUNSELING INFORMATION ONLINE

American Psychological Association
http://www.apa.org/pubinfo/
The Public Affairs Office of the APA has prepared resources to provide information on mental health and psychological issues collected into topical groups of health information, family, and the mind-body connection. Articles cover such topics as: "Depression and Psychotherapy", and "Controlling Anger Before it Controls You".

Career and Personal Planning
http://www.bced.gov.bc.ca/irp/
The British Columbia (Canada) Ministry of Education has compiled an extensive curriculum plan for personal and social development K-12, which they call career and personal planning. This Integrated Curriculum Package contains learning outcomes, suggested ideas for instruction, a list of recommended learning resources (books, videos, electronic resources) and possible methods for evaluating students’ progress. This is one of my favorite guidance curriculum sites and I have sought and obtained written permission from the BC Ministry of Education for New Hampshire Guidance Counselors to download, duplicate, and use any information from this site. Follow the link from "Integrated Resource Packages" to "Career and Personal Planning", and then to any specific grade level.

Center for School Mental Health Assistance
CSMHA’s mission is assisting programs and individuals involved in or interested in advancing school mental health programs. Assistance is provided by phone, email, or at CSMHA sites.

Chuck Eby’s Counseling Resources  
http://www.cybercomm.net/~chuck/guide.html  
The links listed here provide a number of Counseling and Guidance resources for students, parents, and counselors, such as college information, financial aid information, sources for study skill help, career information, resources for parents, and resources for counselors.

Counseling Center Index Page  
http://ub-counseling.buffalo.edu/index.shtml  
The Student Health Center Counseling Center of the University of buffalo lists some useful information on their site including self-help materials (pamphlets for students) that would be appropriate for High School students. These self-help materials deal with topics such as Anxiety, Stress, Relationships, Alcohol & Drugs, Overcoming Depression, Preventing Suicide, Rape, Abuse, and Violence, Coping with Death and Grief, Health, Diet, and Body Image, Study Skills, and other resources.

Counseling Center Village  
http://www.ub-counseling.buffalo.edu/ccv.html  
The University of New York at Buffalo sponsors this site, which is made up of many home pages and other web resources created by college and university counseling centers around the world.

Counseling Resources on the Internet  
http://www.csun.edu/~hfedp001/links.html  
The California State University at Northridge Department of Educational Psychology and Counseling has included links to Professional Organizations, Counseling Theories Webpages, Counselor Education Departments, Mental Health Links, Prevention Resources, Multicultural Counseling Resources, Career Counseling Resources, Family Counseling Resources, and others, including the American Association for Therapeutic Humor.

Crisis Counseling  
http://www.crisiscounseling.org/  
The Mentor research Institute Crisis Counseling page offers links and articles free for your information and use. Links lead to pages about effective crisis intervention, abuse and violence, suicide and self-hurting, drugs and alcohol, teenage runaways, and gangs, and others.

Curriculum Links for Guidance Counselors  
http://www.esu16.k12.ne.us/curriculum/guidance.html
This page of useful links comes from the Nebraska Educational Service Unit #16. It includes career, behavioral, and mental health information, and links to the home page offer other types of educational information.

**Discipline Help – You Can Handle Them All**
http://www.disciplinehelp.com/
This web site is a free discipline resource from the MASTER Teacher learning center. A link to "Solutions for Handling 117 Misbehaviors" brings you to a tool that presents a step-by-step approach to changing inappropriate student behavior to appropriate behavior. The belief behind these methods is that "a program of discipline must teach self-discipline". NOTE: Some people have found these solutions equally effective with adult behaviors.

**Dr. Bob’s Mental Health Links**
http://www.dr-bob.org/mental.html
This page of mental health links is geared toward professionals in the field but has information for all, including a virtual en-psych-lopedia, psychopharmacology tips, and a link to psycho-babble.

**Effective Collaboration and Practice – Special Education**
http://www.air.org/cecp/
The Center for Effective Collaboration and Practice describes their mission as "Improving services for children and Youth with Emotional and Behavioral Problems, helping communities create schools that promote emotional well-being and safe learning, and supporting effective collaboration at a local, state, and national level." This web site contains an extensive list of resources to support their mission.

**ERIC Counseling and Student Services Clearinghouse**
http://ericcass.uncg.edu/
The Educational Resources Information Center Counseling and Student Services Clearinghouse (ERIC/CASS) is one of the original ERIC sites, established in 1966 by Dr. Garry R. Walz at the University of Michigan. Its scope includes school counseling, school social work, school psychology, mental health counseling, marriage and family counseling, career counseling, and student development. Although ERIC has gone through some changes in the past year, there should be links to the new sites.

**Guidance Resources Homepage**
http://www3.dist214.k12.il.us/guidance/index.html
This information has been compiled by an Illinois High School Guidance Counselor to assist guidance counselors and high school students with planning for the future and with other guidance issues. Categories include Career Planning, General Post Secondary Information, General Financial
Aid, Test Preparation, Special Education Issues, Personal Counseling Issues, Information on Specific Careers, College Home Pages, Scholarship Information. Study Skills, resources for Athletes, and College Information.

HE@LTH
http://www.athealth.com
Athealth.com is a site that provides information on a variety of mental health issues and conditions. Their motto is :Mental Health Touches Everyone. This site includes the latest information on mental health for both practitioners and consumers, and a weekly newsletter.

International Counselor Network
http://www.members.home.net/ruste/icn.html
The International Counselor Network (ICN) was started to cut down on the isolation felt by many counselors who do not have the time to connect with colleagues. The contact person reached by this link is a professional elementary school counselor, although all types and disciplines of counselors are members of this group. ICN members share ideas, resources, and discussions about counseling issues.

International Society for Mental Health Online - WebPsych
http://www.ismho.org/webpsych/
The WebPsych Partnership has set up this web site index to make it easy for both professional and lay people to find useful and timely information about a variety of counseling and psychology webpages.

Internet Mental Health
http://www.mentalhealth.com/main.html
The purpose of this website is "improve understanding, diagnosis, and treatment of mental illness throughout the world." Links lead to information on the 54 most common mental disorders, web community message boards for sufferers of particular illnesses, information on medications, magazines, diagnoses, research, and links to other sites.

Lorrie’s Links
http://www.portup.com/~lburhans/leftcol.html
This regularly updated collection of Guidance and Counseling Resources for school counselors, parents, and students offers a large list of links to more links on topics such as school guidance, alcohol and adolescents, career exploration, counseling/psychology, and college resources.

Mental Help Net
http://www.mentalhelp.net/
This award-winning guide to mental health, psychology, and psychiatric information lists links to current research and articles, resource links, diagnostic criteria, medication information, and other services.
Positive Behavioral Interventions and Supports
The Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) has been established by the Office of Special Education Programs, US Department of Education, to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. Brief fact sheets, called Positive Behavior Support Practices describe effective practices in a variety of behavioral areas.

Psych Central
http://psychcentral.com
Psych Central is Dr. John Grohol’s Mental Health Page offering mental health and psychology resource links, automated diagnostic quizzes, articles and essays, and book reviews.

Psych Web
http://www.psychwww.com/
This web site contains psychology-related information for students and teachers of psychology, including Books online, Brochures, APA Style resources, a Find Anything page, and Psychology Journals on the web.

Psycsight Articles by Robert Caldwell
http://www.psycsight.com/article.html
This site contains full text articles on specific counseling issues such as abuse, depression, shame, relationships, making choices, and others.

School Psychology: Counseling Internet Resources
http://library.scsu.ctstateu.edu/schlpsychbib.html
The Southern Connecticut State University annotated bibliography of Internet resources was created to be a practical guide for school counselors, school psychologists, parents, and students. The sites contained within the bibliography were primarily chosen for their value, timeliness, and subject specialty.

Student Counseling Virtual Pamphlets
http://counseling.uchicago.edu/vpc/virtulets.html
The University of Chicago Student Counseling and Resource Service has developed and posted a collection of pamphlets for students on various counseling issues. This extensive list was written with the Chicago University student in mind, so the write-ups may refer to services available only to students at that university. However, the topic information is good, and may be useful for guidance counseling office handouts.
Youth Suicide Prevention Programs: A Resource Guide
The National Center for Injury Prevention and Control has developed this resource guide to help identify the most effective strategies and model programs for youth suicide prevention. It includes information on School Gatekeeper Training, Prevention Programs, and recommendations.

Zeal Personal Health: Mental Health
http://www.zeal.com/PersonalHealth/Mental_Health/
This website is listed from the pages of The Counseling Zone, a network for mental health professionals and graduate students. It lists 17 subcategories and 21 websites.

EDUCATIONAL RESOURCES

New Jersey Department of Education
http://www.state.nj.us/education
The New Jersey Department of Education web site provides a wide range of resource and information in areas such as: School Ethics; School-to-Career, N.J. Administrative Code; NJ School Law; Standards and Assessments; Whole School Reform; and Special Education

American School Directory
http://www.asd.com/
This site, designed to connect families and schools, contains the "vital information on all 108,000 K-12 schools in America". Links take you to school calendars, menus, contact information, wish lists, and student artwork. Also offered are links for teachers such as classroom activities and Certificate Maker.

Busy Teachers’ Website K-12
http://www.ceismc.gatech.edu/busyt/welcome.html
This site is designed to provide teachers with direct source materials, lesson plans, and classroom activities for all grade levels on subjects ranging from Archaeology to Social Studies. There is a section for HS Guidance Counselors also.

KidSource Online
http://www.kidsource.com
The KidSource site has a variety of offerings for educators, school counselors, and parents, such as the full text article: “Helping Your Child with Homework,” and discussion groups on Gifted, Learning disabilities, Medical and health problems, Teen years, Computers and kids, and Safety and nutrition.
Middle Web  
http://www.middleweb.com/  
Middle Web is a site exploring the challenges of middle school reform, and "brimming with resources" for educators and parents. Follow the Links to "our Favorite General Resources" or any of the other categories for some wonderful research, articles, and Internet resources. This is one of those deep sites where links lead to links lead to more links.

National School-to-Work Learning Center  
http://www.stw.stw.ed.gov/  
The main page of the National STW site lists links for educators, employers, labor, parents, partnerships, and students.

NCREL  
http://www.ncrel.org/info/sitemap.htm  
The North Central Regional Educational Laboratory index page lists a number of links to educational information, including a link to "School and Community" which results in a Safe Learning Communities: Strategies and Resources page with links to data and research on school violence and safety, resources for schools, parents, students, and communities on violence prevention, and other.

Pathways to School Improvement  
http://www.ncrel.org/sdrs/  
Pathways to School Improvement, a site of the North Central Regional Educational Laboratory, is a huge and all inclusive source of information on meaningful learning. Topic headings include assessment, at-risk, curriculum, early childhood, goals and standards, governance, instruction, integrated services, leadership, learning literacy, math, parent and family involvement, preservice education, professional development, safe and drug free, school to work, science, technology, and others.

Student Support Services  
http://www.gov.nl.ca/edu/Divisions/SSS.htm  
The student Support Services Division of the Ministry of Education for Newfoundland and Labrador is responsible for special education programming, guidance services, student retention, and other special services. The links to "Pathways Forms" provide extremely clear forms for documenting pre-referral interventions and adaptation plans. This home page also, under "Publications", links to complete and extensive guidance documents on such topics as "Profiling the Needs of Children and Youth", "Discipline, School Violence, & Safe School Teams", "Balancing Student’s Rights and Responsibilities for Primary, Elementary, Intermediate, and Senior High", and Child Maltreatment".

US Department of Education  
http://www.ed.gov/  
The USDOE website lists numerous links and a wealth of information on an enormous number of topics. By linking to "Gateway to Educational
Materials" or "Publications & Products", counselors can access such items as: High School Counselor’s Handbook" "Grant Application for Elementary School Counseling Demonstration Program", "Early Warning, Timely Response: A Guide to Safe Schools", and many others. Some products and publications are free of charge.

**ETHICAL STANDARDS AND GUIDELINES**

**ACA Code of Ethics**
[http://www.consling.org/resources/codeofethics.htm](http://www.consling.org/resources/codeofethics.htm)
The American Counseling Association Code of Ethics and Standards of Practice are contained here.

**ASCA Ethical Standards**
[http://www.schoolcounselor.org/ethics/index.htm](http://www.schoolcounselor.org/ethics/index.htm)
The American School Counselors Association lists their standards and resources available from the Ethics Committee.

**National Standards for School Counselors**
[http://www.schoolcounselor.org/national.htm](http://www.schoolcounselor.org/national.htm)
This site gives information on the National Standards for School Counseling Programs from the American School Counselors Association.

**NBCC Code of Ethics**
[http://www.nbcc.org/ethics/nbcc-code.htm](http://www.nbcc.org/ethics/nbcc-code.htm)
The National Board for Certified Counselors web site contains the NBCC Code of Ethics, Standards for the Ethical Practice of Web Counseling, and Standards for the Ethical Practice of Clinical Supervision.

**GRANTS AND FUNDING SOURCES**

**Grant Opportunity Resources**
This site is a resource for information and expertise on grant writing.

**Grants Web**
[http://www.sraininternational.org/cws/sra/resource.htm](http://www.sraininternational.org/cws/sra/resource.htm)
The Grants Web site contains links to many other grants-related Internet sites and resources. They include funding opportunities, data bases,
professional activities, and policy issues.

THEORIES OF COUNSELING

Behavior Online  
http://www.behavior.net/
This site provides resources for Applied Behavioral Science Professionals. It includes discussion groups on a variety of mental health subjects including creative arts therapies, organizational development, meditation in therapy, law, ethics, and psychotherapy, as well as several specific theories of counseling.

California State University Links to Theories and Institutes  
http://www.csun/edu/~hfedp001/links.html#anchor000000
This is a list of websites containing information about different counseling theories.

FAMILY COUNSELING

National Parent Information Network  
http://npin.org/
This site provides links and research-based information about parenting and family involvement in education. It is maintained by the ERIC research system.

PROFESSIONAL ORGANIZATIONS

American Counseling Association  
http://www.counseling.org/
The ACA is a not-for-profit, professional and educational organization whose mission is to promote the development of professional counselors, advance the counseling profession, and to use the profession and practice of counseling to promote respect for human dignity and diversity. The ACA provides leadership training, publications, continuing education opportunities, and advocacy.

American School Counselor Association  
http://www.schoolcounselor.org/
ASCA is the national organization that represents the profession of school counseling by focusing on professional development, enhancing school counseling programs, and researching effective school counseling practices.
National Board for Certified Counselors  
http://www.nbcc.org/  
NBCC® is an independent, non-for-profit credentialing body that monitors a national certification system to identify for professionals and the public those counselors who have sought and obtained certification. It maintains an informative newsletter and promotes and verifies continuing education for counselors.

American College Counseling Association  
http://www.collegecounseling.org/  
ACCA is a division of the American Counseling Association. It’s member base is made up of counselors in the higher education, college, university, community, and technical college settings whose purpose is fostering student development.

National Career Development Association  
http://ncda.org/  
NCDA is a division of the American Counseling Association and provides service to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service.

Association for Specialists in Group Work  
http://asgw.educ.kent.edu/  
ASGW was founded to promote quality in group work training, practice, and research both nationally and internationally.

American Association for Marriage and Family Therapy  
http://www.aamft.org/  
AAMFT is the professional organization for the field of marriage and family therapy, representing the professional interests of more than 23,000 counselors throughout the United States, Canada, and abroad.

International Association of Marriage and Family Counselors  
http://www.iamfc.org/  
IAMFC is an organization that promotes excellence in the practice of family counseling by creating and disseminating publications and media products, providing a forum for exploration of family-related issues, and emphasizing collaborative efforts.

Association for Counselor Education and Supervision  
http://www.siu.edu/~epse1/aces/  
ACES emphasizes the need for quality education and supervision of counselors in all work settings, through accreditation processes and professional
development activities.

**American Association of Pastoral Counselors**
http://www.aapc.org/
AAPC represents and sets professional standards for pastoral counselors and pastoral counseling centers. Pastoral Counselors are certified mental health professionals who have had in-depth religious and/or theological training.

**Association for Counselors and Educators in Government**
http://www.voled.com/org/aceg/index.htm
ACEG is an association for counseling and education professionals whose work settings are in government or military related agencies.

**Association for Gay, Lesbian, and Bisexual Issues in Counseling**
http://www.aglbic.org/
This division of ACA promotes education for mental health service provides about issues confronting gay, lesbian, bisexual, and transgender individuals.

**Association for Multicultural Counseling and Development**
http://www.edap.bgsu.edu/AMCD
AMCD provides global leadership, research, training, and development of multicultural counseling professionals with a focus on racial and ethnic issues.

**American Mental Health Counselors Association**
http://www.amhca.org/
AMHCA strives to enhance the professional of mental health counseling through advocacy, education, and professional development. This organization also provides information and standards on credentialing in this field.

**National Association of Cognitive Behavioral Therapists**
http://www.nacbt.org/
NACBT is an organization dedicated solely to the teaching and practice of cognitive-behavioral psychotherapy, to supporting practitioners, and to setting standards for credentialing that enable the general public to be confident that they will receive quality CBT from certified members.

**National Association for College Admission Counseling**
http://www.nacac.com/index.html
This organization for college admissions counselors links members to college fairs, national conferences, professional development, education and technology, and other resources.

**National Institute on Mental Health**
http://www.nimh.nih.gov/
NIMH is the component of the National Institutes of Health charged with generating the knowledge needed to understand, treat, and prevent mental illness.

**College and Career Websites**
College Board on Line www.collegeboard.org/
American College Testing www.act.org/
American Universities www.clas.ufl.edu/CLAS/american-universities.html
The Chronicle of Higher Education www.chronicle.merit.edu/
College, Scholarships, Careers, Majors, and More www.embark.com/
Business, Trade, and Technical Schools www.rwm.org/rwm
Educational and Career Opportunities System www.ecos.embark.com/
College Information: Kaplan Education Centers www.1.kaplan.com/
College Information Peterson's Links to two and four year colleges www.petersons.com/
College Information: The Princeton Review www.review.com/
College Search on College Net www.collegenet.com/
Listing of American Universities www.clas.ufl.edu/CLAS/american-universities.html
Links to Web servers at university and community colleges in the U.S. www.utexas.edu/world/univ/
Information on college links and college admission process: FishNet www.jayi.com/
Colleges, Scholarships and Financial Aid www.college-scholarships.com/
Historically Black Colleges and Universities http://eric-web.tc.columbia.edu/hbcu/gowebs.html
Center for Education and Work www.cew.wisc.edu/cew/publications/ivaec/Default.htm
School-to-Work www.stw.ed.gov/
America’s Job Bank  [www.ajb.dni.us](http://www.ajb.dni.us)
America’s Career Infonet [www.acinet.org/acinet/](http://www.acinet.org/acinet/)
Career Builder  [www.careerbuilder.com](http://www.careerbuilder.com)
Career Mosaic  [www.careermosaic.com](http://www.careermosaic.com)
CareerPath.com  [www.careerpath.com](http://www.careerpath.com)
JOBTRAK  [www.jobtrak.com](http://www.jobtrak.com)

Online Career Center  [www.occ.com](http://www.occ.com)
The World Wide Web Employment Office  [www.toaservices.net/annex.html](http://www.toaservices.net/annex.html)
Career Services: The Catapult  [www.jobweb.org/catapult/catapult.htm](http://www.jobweb.org/catapult/catapult.htm)
Learning Styles Inventories  [http://snow.utoronto.ca/Learn2/introll.html](http://snow.utoronto.ca/Learn2/introll.html)

**Mental Health Sites**

Center for Effective Collaboration and Practice: Improving Services to Children and Youth with Emotional and Behavior Problems  [www.air-dc.org/cecp/](http://www.air-dc.org/cecp/)
School Mental Health Project/Center for Mental Health in Schools UCLA  [www.smhp.psych.ucla.edu](http://www.smhp.psych.ucla.edu)
Center for Mental Health Services CMSH  [www.samhsa.gov/cmhs/htm](http://www.samhsa.gov/cmhs/htm)
National Institute of Mental Health  [www.nimh.nih.gov](http://www.nimh.nih.gov)
Center for Mental Health Services Knowledge Exchange Network  [www.mentalhealth.org/index.htm](http://www.mentalhealth.org/index.htm)
Peer Resources: Strengthening Peer Helping and Peer Support  [www.peer.ca/peer.html](http://www.peer.ca/peer.html)
Adolescent Directory on line  [http://education.indiana.edu/cas/adol/adol.html](http://education.indiana.edu/cas/adol/adol.html)
Resources for Children and Adults with Attention Deficit Disorder  [www.chadd.org](http://www.chadd.org)
Mindtools  [www.mindtools.com/](http://www.mindtools.com/)
National Alliance for the Mentally Ill  [www.nami.org/](http://www.nami.org/)
Youth Suicide Prevention  [www.sanpedro.com/spcc/suicide.btm](http://www.sanpedro.com/spcc/suicide.btm)
School Psychology Resources Online [http://mail.bcpl.lib.md.us/~sandyte/school-psych.html](http://mail.bcpl.lib.md.us/~sandyte/school-psych.html)
Suicide Prevention Advocacy Network [www.spanusa.org](http://www.spanusa.org/)
The Federation of Families for Children's Mental Health [www.ffcmh.org](http://www.ffcmh.org/)
Center for School Mental Health Assistance [http://csmha.ab.umd.edu/](http://csmha.ab.umd.edu/)
Facts for Families [www.aacap.org/factsFam/](http://www.aacap.org/factsFam/)
Stress Management [www.stress.org](http://www.stress.org/)
Stress and Anxiety Research Society [http://star-society.org](http://star-society.org)

**Resources from Government and National Agency Websites**

The National Longitudinal Study of Adolescent Health [www.cpc.unc.edu/projects/addhealth.addhealth_home.html](http://www.cpc.unc.edu/projects/addhealth.addhealth_home.html)
National Youth Gang Center [www.iir.com/nygc](http://www.iir.com/nygc)
Law-Related Education [www.abanet.org/public/youth/youth.html](http://www.abanet.org/public/youth/youth.html)
Substance Abuse and Mental Health Services Administration [www.samhsa.gov](http://www.samhsa.gov/)
U.S. Department of Justice [www.usdoj.gov](http://www.usdoj.gov)
National Criminal Justice Reference Service NCJRS [www.ncjrs.org](http://www.ncjrs.org)
Office of Juvenile Justice and Delinquency Prevention OJJDP [www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)
U.S. Department of Health and Human Services [www.hhs.gov](http://www.hhs.gov)
Center for Substance Abuse Prevention [www.samhsa.gov/csap/index.htm](http://www.samhsa.gov/csap/index.htm)
Center for Disease Control and Prevention, Division of Adolescent and School Health DASH [www.cdc.gov/nccdphp/dash](http://www.cdc.gov/nccdphp/dash)
Health Resources and Services Administration HRSA, Bureau of Primary Health Care BPHC [www.bphc.hrsa.hhs.gov](http://www.bphc.hrsa.hhs.gov)
Health and Human Services Administration HRSA, Maternal and Child Health Bureau MCBH [www.hhs.gov/hRSA/mcbh](http://www.hhs.gov/hRSA/mcbh)
Office of National Drug Control Policy [www.ncjrs.org](http://www.ncjrs.org)
National Center for Educational Statistics [www.nces.ed.gov](http://www.nces.ed.gov/)
Center for Effective Collaboration and Practice [www.air-dc.org/cecp](http://www.air-dc.org/cecp)
National Educational Services [www.nes.org/](http://www.nes.org/)
Office of Special Education Programs OSERS [www.ed.gov/offices/OSERS/OSEP/index.html](http://www.ed.gov/offices/OSERS/OSEP/index.html)
Regional Education Laboratories [www.nwrel.org/national/index.html](http://www.nwrel.org/national/index.html)
National Center for the Improve Practice in Special Education Through Technology, Media, & Materials [www.edc.org/FSC/NCIP/](http://www.edc.org/FSC/NCIP/)
Federal Resource Center for Special Education [www.dssc.org/frc/](http://www.dssc.org/frc/)
The Council for Exceptional Children [www.cec.sped.org/home.htm](http://www.cec.sped.org/home.htm)
Center for Effective Collaboration and Practice [www.air-doc.org/cecp/degault.htm](http://www.air-doc.org/cecp/degault.htm)
Institute on Violence and Destructive Behavior [www.interact.uoregon.edu/ivdb/ivdb.html](http://www.interact.uoregon.edu/ivdb/ivdb.html)
National School Safety Center [www.nssc1.org](http://www.nssc1.org)
Partnership Against Violence Network PAVNET [www.pavnet.org](http://www.pavnet.org)
Centers for Disease Control and Prevention, Division of Violence Prevention [www.cdc.gov/ncipc/dvp/dvp.htm](http://www.cdc.gov/ncipc/dvp/dvp.htm)
Office of Juvenile Justice and Delinquency Prevention [www.ncjrs.org/ojdp](http://www.ncjrs.org/ojdp)

**Alcohol and Substance Abuse Websites**

The Web of Addictions [www.well.com/user/woa/](http://www.well.com/user/woa/)
The Archivist on Addictions [www.habitsmart.com/index.html](http://www.habitsmart.com/index.html)
Al-Anon/Al-Ateen [www.al-anon-alateen.org](http://www.al-anon-alateen.org)

**Violence Prevention Websites**

School Violence Virtual Library [www.uncg.edu/edu/ericass/violence/index.htm](http://www.uncg.edu/edu/ericass/violence/index.htm)
Coping with School Violence [http://familyeducation.com/topic/front/0,1156,1-2179,00.html](http://familyeducation.com/topic/front/0,1156,1-2179,00.html)
School Violence Prevention [http://eric.uoregon.edu/publications/digests/digest094.html](http://eric.uoregon.edu/publications/digests/digest094.html)
School Discipline [http://eric.uoregon.edu/publications/digests/digest078.html](http://eric.uoregon.edu/publications/digests/digest078.html)