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TECHNOLOGY ENHANCED GUIDANCE SERVICES: AN EXPLORATION AND EXAMPLE IN A JUNIOR HIGH SETTING

by

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ABSTRACT

Computer technology and the World Wide Web (WWW) are increasingly being viewed as tools worthy of use in guidance counselling. Guidance counsellors must develop means to apply technology in their practices. The overall aim is to enhance various aspects of guidance service provision by integrating computer technology tools, especially, Internet resources. The following folio offers many ideas about, and utilizations for, technology in contemporary counselling. These papers further explore one specific area of technology (the WWW) that junior high school counsellors can utilize to provide diverse services to their clients (students, parents, teachers), and members of the larger school community.

Today's professionals are faced with tremendous and constant change. Paper one discusses the changing role of today's guidance counsellors and the many challenges they face. Generally, it looks at those currently offered services that might be enhanced by the use of information technology. Cautions for using these tools are offered.

The second paper presents an overview of current and general technology resources useful to guidance counsellors and a discussion of counsellors' readiness to adapt these various tools. The paper explores the range of guidance services that can be augmented by the use of technological resources. Specific illustrations of 'on-line' services are then presented.

A model and prototype of one technologically enhanced guidance service are discussed in paper three. Specifically, this paper considers the integration of traditional

guidance services and WWW resources. A sample on-line guidance site provides a model counsellors might follow when developing web-based services in their own settings. Guidelines useful to those considering developing guidance websites, are also offered. Suggestions for evaluation are included as well.

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A great number of students and colleagues have immensely influenced this counsellor over the years. Quite special and inspirational to me, are the students, parents, and staff of I. J. Samson Junior High School in St. John's. Your hearts and spirit are big, and I am a better counsellor for having worked with everyone there. This folio seeks to give something back to these individuals.

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Danielle Pynn (my daughter) - Thank you for teaching me more, in one short year,

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PREFACE

In many respects, this folio's structure follows that of a text. It has one main focus that divides into three distinct, but related areas or 'chapters'. The overall topic of this folio is the potential integration of computer technology and guidance counselling. This folio considers computer technologies, generally, but focuses more heavily on Internet resources. The three chapters or papers offer the following discussions.

First, paper one provides an exploration of counsellor roles, challenges to counsellors, and possible solutions in these contemporary times. Potential for utilizing computer technology, particularly, the Internet, in guidance counselling is discussed.

Second, paper two offers a more detailed look at ways to enhance guidance service provision through the use of technology. The discussion looks at links between education, various types of technology, and guidance. Specific guidance services that could benefit from various computer technology augmentation are presented, as well as, illustrative examples of specific 'on-line' (web-based) service.

Third, one specific type of technology enhancement for school counselling is explored in paper three - Internet innovations. This paper provides a model for, and a prototype guidance service website. It is stressed that website developers carefully consider their settings and clientele.

It is unrealistic to claim that this folio covers all issues, concerns, or possibilities related to technology in guidance counselling. The natures of both technology and guidance preclude such efforts. It does intend to urge guidance professionals to consider these

'techno-tools' in their planning, programming, and practices. It is hoped that counsellors will determine the most appropriate balance between computers and counselling for themselves, which in turn, results in a beneficial, systematic, appropriate, and professional service for their clients.

PAPER ONE : A PERSPECTIVE ON CONTEMPORARY GUIDANCE SERVICE PROVISION

With rapidly changing times, all educators are faced with a continual evolution of thought and practice. Professional expectations are expanding and roles are being constantly rewritten. The following discussion explores a number of these contemporary changes and what these mean to guidance counsellors today. Particular attention is paid to those aspects of guidance counselling involving the use of information technology. This paper makes clear the distinction between 'guidance' and 'counselling', and explores potential contemporary roles for counsellors. An overview of current challenges facing guidance professionals is presented, with a general look at how innovations in technology may support today's guidance counsellors.

THE ROLE OF TODAY'S JUNIOR HIGH GUIDANCE COUNSELLOR

Contemporary guidance counsellors offer a multidimensional service. Guidance can be seen as different from counselling. Counselling has been described as a process and a 'working alliance' (Egan, 1990). More specifically, Tolbert , in 1972, defines counselling as....

> a personal, face to face relationship between two people in which the counsellor, by means of the relationship and his/her special

> competencies, provides a learning situation in which the counsellee ... is helped to know him/herself and his/her present and future possible situations, so that he/she can make use of characteristics and potentialities in a way that is satisfying to him/herself and beneficial to society, and further, can learn to solve problems and meet future needs [Gibson and Mitchell, 1990, p. 123].

In contrast, guidance and the 'guidance movement' initially focussed on vocational information and searches (Gibson & Mitchell, 1990). Organized guidance programs began in the 1920's, and grew to encompass many activities addressing various other areas including social, academic, and personal development. Hitchner and Tift-Hitchner (1987) describe 'guidance' as mainly the giving and/or exchanging of information. This activity can be individual or group and is often, a 'one-shot deal'. Guidance information usually takes the form of a presentation to students, parents, or teachers. Topics could include study habits, course selection, career interests, or any other identified need. These authors state there are benefits offered by engaging in guidance work including time efficiency, mutual education, consistency and thoroughness of information.

Technology in a junior high setting, while potentially beneficial to the provision of both guidance and counselling, may have a greater impact in the realm of guidance work. Technology, and specifically the Internet, can be an invaluable aid in helping guidance counsellors present information. It can save much time for counsellors by displaying

information for interested individuals 24 hours a day. These resources provide a means of quickly locating and examining materials, which clients can peruse at leisure. A well planned and presented guidance website can give clients information in a timely and convenient fashion, and thereby, meet basic premises and purposes of 'guidance' work (Hitchner & Tift-Hitchner, 1987). If specific help is needed, or direct counselling needs arise, 'face-to-face' counselling contact is required and is most appropriate.

While all guidance and counselling work is important, Gibson and Mitchell (1990) state that the actual delivery of "counselling is the single most important activity in which counsellors engage " (p.123). The present discussion acknowledges this. By addressing technological means of providing and improving the other, more guidance related aspects of a service, seeks to allow more time for counselling. This paper does not directly address interpersonal counselling. The intent of implementing computer technology is to allow counsellors more time to see, to help and to listen. The advancement of specific guidance objectives and the provision of guidance services generally is the goal (Hitchner & Tift-Hitchner, 1987).

To define the role of the contemporary guidance counsellor, it is useful to review traditional and historical views regarding the counselling profession. Lortie (1965) suggests that counsellors, in the 1960's, through their actions, perform three broad and distinctive roles: administrators, advocates and therapists. Guidance counsellors are involved in a number of administrative duties in their daily work. In this capacity, they 'route' students, allocate primary materials, and help maintain a school's system of order and discipline.

They use specialized skills and information to engage in many activities, such as academic assignment, career planning, and policy development. As advocates, they act on behalf of students wanting or needing changes in how the educational system affects them. They often spend time 'at bat' for students. As therapists, counsellors pursue totally free and trusting client - counsellor relationships which involve the exploration of students' many life paths and needs. This last role requires the most time and freedom, to be carried out effectively.

Guidance counselling in the 90's, and into the 21st century, will continue to be defined by individual counsellors and the roles they assume in schools. While Lortie proposes that counsellors must themselves define their roles, this luxury is not always available. Many counsellors are often expected to engage equally in all three capacities or work roles. In spite of this pressure, counsellors must cope and seek to address as many client needs as possible. One way to do this is to identify 'efficient means to many ends'. This folio focuses on these administrative aspects of counsellors' roles.

As Lortie states, administrative functions necessarily involve 'distance' between counsellors and clients. The use of technology, especially on-line resources, reflects this aspect of the role and also involves a 'physical distance'. Counsellor and client are not 'face to face' in the same office. Resources and certain services can be offered indirectly, for example, through a guidance service website. This paper and the following two, explore how guidance service delivery (administration) can be improved through the use of technology resources. These tools provide overall support for guidance programs and can

further the ultimate objective of there being more free time for counsellors to advocate, and to engage in the 'job' of counselling clients.

COUNSELLORS AND TECHNOLOGY: CONTEMPORARY CHALLENGES

Counsellors must appreciate both the potential benefits and shortcomings of technology as a useful tool in guidance service provision. Fostering the incorporation of technological advancements into the delivery of counselling services is becoming a key feature of contemporary guidance counsellors' roles. Today's counsellors are faced with an ever-changing array of student needs, as well as expanding expectations relating to their range of service provision. These professional challenges are compounded by limited resources. Simultaneously, there are both opportunities and challenges offered by technology. Thus, it is often necessary for counsellors to adjust their personal knowledge and attitudes to help them address the challenges in their settings. What follows is a discussion of a number of specific contemporary professional and situational factors impacting on counsellors seeking to offer an 'up to date', technologically supported, and relevant client service.

Client Needs and Resultant Services

Guidance programming is a dynamic process based often on information. Information gathering and dispersal are integral parts of guidance counselling itself

(Hitchner & Tift-Hitchner, 1987). Because clients have various information needs, counsellors must seek to meet these needs when devising and delivering their programs.

Clients need up to date information when forming opinions and making decisions regarding career, personal or other life choices. Most counsellors, in the past, have physically created centres or 'corners' where they display hard copies of information and resources such as pamphlets, posters, and infosheets. It is a major task to locate, obtain, and maintain these 'hard copies' of current resources, a task which consumes much time and can be quite costly. Because of the time and cost, many professionals are discovering the value of using the WWW to access the above materials quickly and oftentimes, for little cost.

Another way counsellors are discovering they can cut time and costs, when addressing client needs, is to work in teams. Guidance can be seen as 'a shared responsibility with the community' (Ohio State Dept. of Education, 1991; Newfoundland and Labrador Dept. of Education, 1988). Inherent in this orientation is the need to share information, communicate and network within and outside of schools. To provide effective guidance programming and services, communication and teamwork are essential. Counsellors need to make contact with as many school staff, and related community agencies as possible, to best serve their clients. This is a monumental, but a very important task that can reap many benefits for counsellors and their clients. These benefits include increased understanding of the counsellor's role and efficient working relationships.

One very important group, who should be informed of and involved with general and specific guidance programming, is parents. Parents' participation in schools significantly

influences their children's attendance, attitudes, and confidence. Their participation also influences school policies, which in turns, affects children's success. The frequent shortage of counselling services magnifies the need to help parents support and prepare their children to plan their educational and career futures (American Indian Science and Engineering Society, 1990). With the emergence of terms such as the 'global economy', the need is greater than ever to provide career and other information to parents.

Guidance professionals, themselves, also need continual access to current information and resources for their own professional development. While professional development and education are important, few counsellors are able to attend as many workshops and conferences as they would like. Quality of service may be affected if counsellors have limited access to information and in turn, education for personal and professional development.

Personal Preparedness and Attitudes Towards Technology

Because the use of technology in a guidance service is 'new', and many counsellors and administrators are unfamiliar with its possible utilizations, some individuals may experience both fear and uneasiness when faced with, what may be perceived as, the 'challenge of computers'. Counsellors who consider introducing technology-based services must be sensitive to this reality and must deal with it from the outset. Blank and White (1984) and Jay (1981) have pointed out that counsellors must first address their own attitudes, then, the attitudes of others. Before using technology in guidance counselling,

counsellors need to examine personal positions and develop a professional philosophy regarding the mix of computers and counselling they wish to offer. The following is an overview of the range of existing positions.

With the rapid expansion of information and technology, there is a growing unity, interdependence, and accessibility of information. Berenfeld (1996, p.17) refers to this growth as reflecting what he has termed an "infoshere". In this Information Age, some individuals and groups embrace and benefit from this growth. Many government agencies, libraries, and educational institutions have become more effective through computer and telecommunication use (Ward, 1996). Counsellors, too, must be open to adapting the opportunities afforded by this evolution.

Some groups, and some individuals, when faced with having to deal with these technological innovations, have experienced anxiety and frustration, or what has been widely labelled, 'techno-stress' and 'computer phobia'. When faced with the challenge of integrating technology, they often fail to rationally judge or evaluate the situation, perhaps because they have little information or experience with computers. These users need seek to overcome emotion and to move toward greater knowledge. Each individual must thus, examine all factors and available information and determine their own state of personal preparedness to use technology in their professional settings. Educators and guidance professionals are no exception to this phenomenon (Blank & White, 1984; Jay, 1981)

The emergence of such resources as the Internet has produced an explosion of information. Some researchers (Barlow, Birkerts, Kelly & Slouka, 1995) argue that not all

of this information is of high quality. It is their contention that the WWW, while allowing many individuals to write about issues, provides no assurance of accuracy or representativeness, nor guidance for composition, structure, and type of writing or WWW publishing. Oftentimes, it is an uncensored vehicle for expression of both legitimate or extreme ideas, concerns, and personal beliefs. While this view has a basis, there also exists quality, worthwhile, and accessible resources for educators and guidance professionals.

Other researchers point out that technological developments bring information not knowledge. They propose that while the information is there, the WWW does little to foster learning skills or critical skills (e.g., analysing, critiquing, evaluating), which contribute to one's education. Harris (1996) points out, for example, that retrieved information must be transformed into useable knowledge. Others discuss the idea of meaningful Internet activity that involves the synthesis, analysis, and evaluation of information. Barron and Ivers (1996) support this idea with a six-step research model which addresses questioning, planning, gathering (on-line), sorting and sifting, synthesizing, and evaluating. Guidelines are also emerging for the use of these materials, as well as, documentation and publication (APA,1999). Information accessing, without the critical skills or the support of teachers and counsellors, can be of limited value.

Another belief is that the Internet will produce a generation of poor writers and thinkers. As Carroll (1997) comments, similar thoughts and predictions surrounded earlier advancements in sharing ideas - the writing process, the creation of the word processor, the adoption of the typewriter, and even the invention of the Gutenberg printing press. He

points out that it was argued by some that writing would impair the memory, one could not think better using a pen, and that providing many people the opportunity to publish works would create a "flood of lousy information" (p. 155). We are indeed at a different time in history, but previous familiar arguments and perhaps similar emotional reactions to dramatic change, are again being put forth.

While arguments against technologies which foster rapid access to information may possess a certain amount of credibility, overall, they are deemed to be misguided. Proponents of these views feel that learning should not proceed based on excessive use of these resources, and that pedagogy using these resources is wrong. They claim that the human being should be at the core of education, not a machine, and that change should be social not technological. Many who share some of these beliefs could belong to the Lead Pencil Society, and are called "Luddittes" (Carroll, 1997).

There are other individuals who subscribe to what this author calls 'Gates Gusto'. Like Bill Gates, the creator of Microsoft Industries, these people feel that computers hold the key to the future for our children, and that people should embrace and follow technological advances if they are to be competitors in the 'global economy'. Taken to the extreme, those who do not 'worship' computers, E-mail and the Internet will be left behind both personally and professionally. Technology, in other words, will lead everyone to richer, more fulfilled personal, social and professional lives (Barlow, Birkerts, Kelly & Slouka, 1995).

Some who share this 'gusto', see technology as a strong motivator for students, and

as a tool to enhance learning. They see students as needing to be able to 'plug in' and receive guidance exploring this new medium (Caudell, 1994; Kongshem, 1994). Vedantham and Breeden (1995) feel that there is a great need for quality educational technology in all schools.

A more moderate position might be that children must be given the opportunity to take part in these new learning avenues. If students are to compete in the global market and community, educators must take on the responsibility of understanding and using new technology (Canadian Teacher's Federation, 1995; Collins & Collins, 1996). Educational researchers report numerous benefits for students and teachers who use technology and the Internet. The use of these resources can stimulate inquiry, and develop information and visual skills, as well as, help children become critical thinkers (Block, 1996; Champelli, 1996). Cotton (1997) writes of the Internet's reliance on the active involvement of students or users in both cooperative and independent learning. He writes of the potential for students to develop sophisticated research skills, increase knowledge across curriculums, improve creative ability, and develop keyboarding, reading, and writing abilities.

This paper, and those that follow, adopt a moderate view, or 'Middle of the Road' position, when it comes to the impact of IT, especially in the context of guidance and counselling. There appears to be both positive and negative aspects to technology use. Integration of the most beneficial aspects of technology for both teachers and learners, guidance counsellors and clients, seems the most appropriate avenue. Technology does not drive the future. People control the future by deciding how IT will be used. This set of

papers assumes technology and on-line resources can be used as administrative aids in guidance, and that they can save money, time and, most importantly, enhance learning and services to clients. Technology is just another tool at the counsellor's disposal; not something to fear but to learn about and implement in ways appropriate to each counsellor's practice and setting. Counsellors counsel, not computers, but technology can provide useful links to resources. Ultimately, these links may prove beneficial to clients.

Program Accountability and Resources

Unlike basic curriculum, guidance and counselling are not services that directly impact on resultant student grades. 'Passing' and the acquisition of knowledge are the direct objectives of the curriculum based side of education. There are groups who feel that teaching reading, writing and arithmetic are the only appropriate goals of the education system. They deem other activities such as music, physical education, and guidance as 'extra-curricular'.

While this view is deemed naive, guidance counsellors must consider this point of view, and promote their programs' importance for children. Guidance counselling serves to facilitate and individualize the educational process and outcomes. Children need guidance and support to acquire the information and skills necessary for school and future success. Individual student success may depend on the provision of guidance related services such as study skills, career fairs, or counselling support through a difficult personal situation. Guidance, thus serves education well, and technology that can enhance and

support both of these processes, may ultimately, help children better learn and succeed.

Out of the above discussion arises the critical issue of accountability. School guidance programs must increasingly assess and demonstrate the need for counselling services. Yockey (1994) said that schools were in financial difficulties and few counsellors were making themselves accountable by justifying the expense of school counselling and guidance programs. Yockey's study examined adults' opinions about school counsellors. Counsellors were seen in a positive light but taxpayers still believed that counsellors spent most of their time on paperwork and scheduling with little time for students. Forty-two percent of parents perceived that counsellors spent most of their time handling student scheduling while 62 percent stated most of counsellors' time was spent on paperwork. School counsellors need to inform all members of the education system and community about services they provide, and endeavour to educate and promote positive views of counsellor services. Future employment trends and opportunities may depend on it!

Worzbty and Zook (1992) suggested that most small schools face resource shortages and cutbacks. In their opinion, counsellors need to change from their present role of service providers to become service leaders. The use of contemporary technology may then help counsellors provide some service solutions by expanding (information) services and increasing resources. The integration and application of effective uses for new technology in the counselling profession may help counsellors become service leaders in their fields. Casey (1992) even suggested technological adaptations and innovations may increase the likelihood that counsellors will maintain their positions during educational restructuring

movements.

The fiscally responsible look at the element of overall program savings. Little attention may be paid to 'pros' or 'cons', moral implications, or ethical understandings. These individuals only consider how technology affects the 'bottom line'. The line of reasoning, sometimes used by management and administration of various private, or community agencies, and government departments, reflects the view that maybe fewer people will be needed if technology resources are utilized. Things can be accomplished quicker, thus saving money. (Weiss, 1996) said that with shortages and budget cuts, fiscal efficiency has become a frequent goal of many programs. There are many fiscal challenges to the contemporary counsellor.

As with many areas of government spending, monetary support for education and guidance is often limited. This results in frequent shortages of counselling services (American Indian Science and Engineering Society, 1990). Guidance counsellors are expected to do more with less. Any program must consider elements such as cost efficiency, as well as, time and work management. In these challenging times, counsellors must demonstrate their ability to provide efficient and useful service to clients.

While the use of technology is not without its unique limits and considerations, these obstacles are surmountable. Many researchers are already investigating and developing ideas to address these concerns. An example is the issue of equity in an evolving education and guidance system. Partnerships are constantly arising between government and private businesses to fund and make technology accessible to greater numbers of people in various

geographic areas (Canadian Federation of Teachers, 1995; I.J.S. School Report, 1996; Jensen, 1996). One such partnership, STEM~Net, exists in Newfoundland and Labrador. STEM~Net is an agency associated with Memorial University of Newfoundland that provides Internet access for educational groups in this province. This agency helps to supply Internet service to users at a moderate cost, especially for education professionals. The emergence of STEM~Net has greatly assisted schools in the development and integration of technology in the classroom. With proper funding and supports, the use of these technologies will additionally benefit decentralized, economically disadvantaged rural areas because of the convenience and ability to access such vast information bases and other individuals (Barker, 1995).

Guidance counsellors have many obstacles such as lack of funding, time and human resources, facing them in their day to day functioning. Despite the many challenges, and perhaps because of them, counsellors must seek to develop and maintain effective guidance programs. The exploration, development, integration, and use of computer technology and the Internet, within the world of guidance counselling, seems necessary and extremely significant.

TOWARDS A CONTEMPORARY GUIDANCE SERVICE: 'ON-LINE' SOLUTIONS

Over the years, school counselling has evolved from the administration of vocational guidance services to a multifaceted and ever-changing array of services (West, 1992). The

demands of the profession are growing and cover many areas such as assessment, crisis intervention and prevention, and group guidance activities. It is difficult to 'be everything to everyone all the time'. Counsellors must find ways to efficiently deliver as many services as possible without losing quality of service. The preceding discussion looked at many of these professional challenges facing contemporary guidance counsellors. What follows is an exploration of possible solutions offered via current technology, particularly, the Internet. The following discussion explores how these tools may benefit today's counsellors and clients.

A guidance and counselling service could make use of available technology tools such as data bases, cd rom and floppy disc products, as well as resources which are readily accessed through the WWW. This folio considers computer technologies, generally, but focuses more heavily on Internet resources. One must be clear as to the nature of 'on-line' resources. In the present discussion, such resources refer to certain guidance information and resources clients can access through a terminal, either in the guidance office, school computer laboratory, or on a personal computer at home. As such, students could access 'virtual' guidance offices. In reality, these 'offices' would be guidance information and service websites, perhaps located in a school server, and offered electronically via the Internet .

Guidance services could be enhanced though the use of websites. This term website is used instead of homepage as this writer sees a website as a relatively large and complex entity, which comprehensively and systematically organizes guidance service information

and resources available to users. It could take the form of a system of pages within a larger website, and may include links to a school's overall site, programs or services available on the school server, specific guidance information and services, or links to other guidance related WWW sites. A website is typically accessed through a school based, home based, or even library based terminal. It is also typically supported by some type of messaging or 'E-mail' (electronic mail) system.

The information offered should be selected based on anticipated and identified user needs and the site should be governed by some model of organization. Counsellors must develop guidance programs and deliver them to all involved parties (Hitchner & Hitchner-Tift, 1987). A website requires much planning and good overall presentation. There is also need for ongoing evaluation and modifications as necessary. Planned guidance and counselling programs are based on identified needs and intended outcomes. They also offer a number of different programs, and use varying intervention strategies to deliver this content to all students (Ohio State Dept. of Education, 1991). A website must reflect similar aims. As such, school counsellors must always search for new ways of delivering their message to students, staff and parents. It is natural to extend a contemporary guidance service and to have it integrate and use powerful information tools like computers and the World Wide Web in program delivery.

Having defined 'on-line resources', counsellors need to determine how these tools might fit into their overall guidance programs. The general components of a complete guidance program include: direct classroom instruction by counsellors, individual student

planning, responsive services, and system support. Each of these program components are important, as is the actual overall structure, or setup of the guidance program (Nebraska Dept. of Education, 1991). Though the use of technology and the Internet alone cannot effectively deliver an entire program; these resources can, however, be viewed as a powerful system support potentially creating a positive impact on the whole guidance program.

The integration of on-line resources into guidance counselling services can benefit both counsellors and clients. Two main areas of guidance are supported by these tools: information and communication. Technology use allows contemporary counsellors to offer more information often at lower or negligible cost, greater access to diverse expertise, a wider range of resources, more up to date information, anonymity to clients and outreach services. Immediate and emergency information, for example, can be presented along with help line numbers. By linking with other professional sites and information, less time and money need be spent on researching and purchasing materials. Integrated on-line services can offer clients ways of finding information and also means of learning what counsellors can do for them. Greater counsellor time, freed by the offering of some on-line guidance services, may be directed into additional guidance program areas including areas such as individual assessment and therapy.

The Internet can allow counsellors to offer support to clients by allowing ready communication opportunities through the use of E-mail and discussion groups. E-mail allows rapid electronic messaging between counsellors and clients, as well as counsellors themselves. On-line discussion groups for example, allow counsellors to instantly

communicate with colleagues and clients through simultaneous links or contacts on the WWW.

If the Internet is used to communicate in these ways, then there can be much advancement in the provision of guidance counselling services. By networking, professionals in counselling and related fields, also have the opportunity for greater education, professional development and consultation.

All clients and the general public can learn of the overall usefulness of guidance programs if counsellors post guidance reports, bulletins, and information on upcoming events on their websites. In terms of advertising guidance programs and guidance 'PR' (public relations) work (Schmidt, 1991), websites allow counsellors to let many users (clients and potential clients) learn about their work. Individuals can learn what a counsellor does if the guidance program is outlined on the website. By 'publicizing the counsellor's role', the service is clearly identified and thereby, clients' needs are more readily addressed. Through this identification, counsellors can then, be seen as better justifying and legitimizing their services and roles.

Overall, these dimensions of direct client service and professional support may lead to greater counsellor accessibility, accountability and overall program support. Clients may feel greater ease in approaching counsellors if they have had the opportunity to read and discover a little about the counsellor's role and the services a guidance office could provide before actually personally availing of the resource. The above technology interventions identified may lead to more positive perceptions of counsellor services, more efficient use

of counsellor time and budget, and ultimately, more time for therapy and direct individual service. Such technological support can be seen as offering a clear benefit to the end user, the student.

CONSIDERATIONS AND CAUTIONS

There is an explosion of Internet information available to anyone with a personal computer and a modem, hence, the present discussion is timely. It is perhaps time that all counselling professionals review the quality of this information and the implications of this information for themselves and their clients. It is ethically important to assure professional quality, reliability and validity.

Certain questions, criticisms and issues arise with the emergence of new technology and these have implications for school counselling. With global communication networking comes larger questions regarding the nature of education delivery, the construction of knowledge, and the idea of community. Issues of ownership, accessibility, definition and distribution of knowledge reflect problems arising in policy, as well (Goodenow, 1996).

On a more local or individual user basis, teachers have reported such problems with technology and the Internet as wide differences in teacher telecommunication skills, differences in teacher workplaces, and unreliable access to the Internet (Gunn, 1996). The Internet unquestionably has a number of obstacles to confront and address such as slow access for some users, its lack of censorship, security problems, and control of exponential

increases in information resources (Barker, 1995; Littman, 1996). Technical and ethical issues such as equity, connectivity, staff training, curriculum integration, and overall evaluation also exist (Anderson, 1995).

Proctor (1996) discusses the following four needs education professionals must consider when using technology based resources:

1. Integration of technology into regular teaching by classroom teachers is slow. Network technology must become quicker and ways to make teachers more comfortable with technology must be found.

2. Accessibility is not always available and easy. Networked information and services can only help the user if this system is made accessible and user friendly.

3. Monetary and human resources are not always readily available for technological endeavours. Technology is expensive. Educational administration, policy makers and stakeholders must provide the support needed to make these networks work.

4. Quantity and quality of Internet information is not assumable. There is a need for professionals to provide services and to offer analysis and evaluation of educational technologies and services.

The Canadian Guidance Counselling Association (1989) outlined ethical guidelines for counsellor conduct. Within these professional expectations lies a responsibility to the individuals served and a requirement that counsellors provide accurate information, and be aware of and seek to prevent danger to clients and others. Guidance and counselling professionals using technology must ensure these ethical expectations are met. Parents and

all interested parties need assurances about on-line access, content, and standardized roles and systems for ethical behaviour (Carpenter, 1996; Sanchez, 1996). All guidance counsellors, including those seeking to augment their services through technology, must work within the overall school system to address these concerns.

In developing websites, professionals must remember to use their evaluation skills and to carefully analyse the information passed onto children (Schrock, 1996). The need still exists to teach children, themselves, to become critical thinkers in all endeavours (Champelli, 1996). Again, it must be stressed that technology provides tools but educators and guidance counsellors provide the teaching and support - the crucial process of educating students about the transformation of information into useable knowledge (Harris, 1996). Guidance counsellors guide clients' searches for personal identity and fulfilment. Interventions using technology must, like all clinical tools, address individual needs and provide only the services that can be ethically supported and followed through on.

One issue, related to counselling, is of particular importance. The Internet constantly changes and there is an important need to exert some controls on these changes, especially for school-aged children. Media reports of child abuse, exploitation and pornography through the Internet are rampant. The possibility of such inappropriate and damaging Internet situations has resulted in the need to develop a new responsibility and accountability in the overall education system (Anderson, 1995). Many researchers are addressing these concerns in various ways. Websites offering curriculum support and resources, for example, are being carefully screened (Betts, 1996), and acceptable use

policies coupled with supervision of use and rules for student conduct (Higginbothem (1996); Palgi (1996) are being put in place.

In closing, this paper and those that follow seek to integrate the most beneficial aspects of technology for teachers and learners, guidance counsellors and clients. It seems that guidance programming and services can be supported by the opportunities offered by technology. While there are several areas of guidance service that can be enhanced by technology, an entire guidance program cannot be offered through technology. Counsellors need to seek utilizations of technology that are most appropriate for their professional settings and most importantly, their clients. Technology must be seen as an administrative tool in guidance providing information not knowledge (Harris & Champelli, 1996). Technology provides tools but educators (counsellors) provide teaching (guidance). For this discussion the Internet in guidance counselling should be used as a tool (Carol , 1997; Schmidt, 1991), an adjunct not a replacement for counselling in these contemporary times.

PAPER TWO: A DETAILED LOOK AT THE PROVISION OF TECHNOLOGY ENHANCED GUIDANCE SERVICES

The use of technology in education and guidance counselling itself, is not a new concept. Computers in the past were used by counsellors in five major ways namely: computer-based test interpretation, computer-assisted instruction, integration of audiovisual media, adaptive devices for diverse populations, and computer-assisted research (Sampson, 1990). It appears that contemporary guidance counsellors can expand upon this list. Counsellors can now avail of opportunities offered by technology and move towards more integrated and expanded services tailored to their particular counselling settings and the needs of their students. This paper looks at specific ways technology can help counsellors provide a worthwhile service and offers examples of specific ways that guidance services can be provided 'on-line'.

LINKS BETWEEN EDUCATION, TECHNOLOGY AND GUIDANCE

Contemporary technology innovations can be applied to several elements of a traditional guidance program and counsellors can utilize technology to further their guidance objectives for students. The challenge is to identify those aspects of technology which best address the service needs identified by counselling teams in particular schools. The following literature review outlines the integration of technology, on-line resources, specific school policies, with guidance aims and programs. To appreciate the range of potential uses of technology in guidance, it is useful to explore the ways in which both educators and

counsellors have taken advantage of technology.

There are numerous guidance applications which derive from the more general uses of technology in education. Lodge (1996) described four categories of technology use in education. These are: access to information, communication, production of materials, and curriculum support and delivery. The first three and to a degree, the fourth are clearly linked to the services offered in a guidance office. Technology also offers counsellor services beyond those typically recognized by educators.

Access to Information

A primary task of guidance counsellors is the provision of information to clients (Schmidt, 1991). There are numerous tools and innovations useful here. New tools and educational avenues include computer and multimedia learning centres, video-conferencing, resource sharing, digital tutors, cooperative learning and Internet use (Watson, 1996). All of these innovations provide opportunities for students and teachers to access information and develop skills (Sewall, 1996).

The newest and perhaps most rapidly expanding area of computer use and information accessing is centered around the Internet. Also known as the 'World Wide Web' (WWW), the Internet is a global telecommunications network that allows individuals and groups to quickly communicate, collaborate, and learn from each other. WWW access opens abundant resources school counsellors can use in their daily work to benefit both themselves and their clients (Gerler, 1995).

The Internet revolves around the use of information. Three categories of Internet use are: messaging or electronic mail use, remote log in (whereby a user accesses another computer's information), and file exchange or the transfer of information from one user's computer to another user's computer (Barker, 1995). Access to technology and the Internet has resulted in users having ready access to use such things as databases and being able to access such services as computer networking, spread-sheeting, voice-mail, worldwide electronic mail, electronic bulletin boards, and distance learning programs. It also allows for collaborative investigation and research across a wider range of areas (Barker, 1995; Vail, 1996; Wolfe, 1996). Counsellors can benefit from and avail of this technology and these resources to help them communicate with clients and similarly to make available to clients a vast range of beneficial information.

Communication

At the core of guidance programming and service provision is appropriate, skilled and efficient communication. The Internet allows clients to readily communicate with others around the world, as well as next door. Guidance personnel have the opportunity to develop communication applications offered by technology to counselling. Wagner (1995), for example, reported on uses of the Internet in vocational education which included electronic mail, students' participation in real-time conferences with schools internationally, and group E-mail sessions. Client access to other professionals and experts, beside the school counsellor, is also more readily available via the Internet.

With improved communication through technology, new opportunities are evolving for professional consultation and supervision of many types. E-mail can offer many of the same benefits students experience using distance education (Myrick & Sabella, 1995). Several of these uses can be appreciated as readily applicable to counselling. Counsellors, themselves, can use the Internet as a medium for professional discussion and communication through electronic mail (E-mail). The International Counselor Network (ICN), for example, is a medium through which counsellors can form and establish greater communication, information-sharing, and collaboration (Rust, 1995). Such networks may decrease feelings of isolation for counsellors especially in rural areas of the country.

Access to Materials and Resources

Counselling, like education in general, makes use of copious amounts of materials and resources. Counsellors frequently make use of information such as brochures, factsheets, and infosheets regarding various guidance topics. Tools, for example, career exploration materials, test interpretation programs, and software, also exist to help counsellors and clients. These allow students to explore and meet personal, career or other needs. Some resources directly assist clients. Others provide counsellors with information they, in turn, use when working with individuals.

Casey (1992) reports of various technology based materials being used effectively to build relationships, assess needs, and intervene with young people. Particular software programs have been designed to provide students with a way to explore issues such as

attitudes toward drugs, sex or drinking (Samson, 1990; Watanabe, 1990; Glover, 1995). In such programs, young persons often have the opportunity to independently assess their choices through identification with anecdotes and characters presented in the programs (Glover, 1995).

Resources can be readily found in the form of cd roms and on-line sites as well. Guidance programs need the support of these types of tools when addressing client needs, especially in areas such as career development and identification, personal development, and problem solving. Making these resources more readily accessible to counsellors and clients, allows greater information and learning opportunities for all.

Curriculum Support And Delivery

Many counsellors and many counselling programs involve direct teaching and program delivery at the classroom level. Counsellors, for example, often offer instruction in life skills, study and problem solving skills, mental health and career related issues. In considering the use of technology, and particularly the Internet, educational researchers report numerous benefits for students and teachers. Technology also allows greater access to information for class preparation and discussion. The use of Internet resources can stimulate inquiry and help children become critical thinkers (Block, 1996; Champelli, 1996). Cotton (1997) writes of the Internet's reliance on the active involvement of the student or user in both cooperative and independent learning. This researcher writes of the

potential for students to develop sophisticated research skills, increase knowledge across curriculums, improve creative ability, develop keyboarding, reading, and writing abilities.

CONSIDERATIONS IN THE PROVISION OF TECHNOLOGY ENHANCED SERVICES

Guidance programming involves the assessment of needs, the provision of resources and the utilization of expertise (Gibson & Mitchell, 1990). Prior to implementing technology in the practice of guidance counselling, these factors must be taken into account. The following is a general discussion of these programming considerations.

Overall, counsellors developing professional on-line services must address technical components as well as creative dimensions. The technical components can be addressed and easily learned by many individuals having background computer and technology information. It is the creative dimension that requires counsellor expertise, as it is here that professional decisions must be made as to content and actual presentation of information and services.

The actual client group or population being served is the first factor to consider in devising any element of a guidance program. In general, target groups for guidance websites largely, can include students and parents. A secondary audience includes new teachers, substitutes, the general public and anyone who wants to know more about a school and its programs. Practicality and usability are essential but complex issues needing

attention when addressing an on-line service. Both the perspectives of service providers and end users need to be considered, at the outset of any deliberation regarding a proposed service.

For service providers, another consideration must be the time required to design and maintain an on-line service. Counsellors wishing to develop a website, create a service that provides information and links users to many resources. Typically, little background skill is needed. The actual manufacturing and building of a website is readily accomplished through the use of site creation tools, closely resembling wordprocessors. Some schools even have 'webmasters', individuals who organize and maintain the overall school website. These people directly assist the would be site developer. Time is required to design a site and to decide what content to include. The site developer, for example, must decide what the site should look like and how it should operate. With the increasing existence of school-based servers and ready access to networks (i.e., STEM~Net), the costs of establishing such a service are usually minimal. Most schools have some computer resources, with many businesses and government agencies ready to give support.

Sites must be appealing, clear and easily operated by their end users. A site should not require expert user skill. For a junior high audience, a site must have good graphics, clear, short and meaningful prompts and an obvious relevance to the needs of the users. A more detailed set of criteria that might be used when developing and assessing a site, from a user viewpoint can be found in Appendix A.

RANGE OF TECHNOLOGY SUPPORTED GUIDANCE SERVICES

The contemporary guidance counsellor must provide a diverse range of services. What follows is a close look at 12 specific services which can be supported by technology and may be delivered 'on-line'. An overview and an illustrative example of each of these services is offered. Attention is paid to the nature of each service, the target groups at which it is aimed and the 'practicality', 'usability', and 'applicability' of these services in a junior high setting. .

Provision of Introductory and Related 'Orientations'

In all schools there are numerous types of 'orientations' needed. Parents need to know about a school in general, its programs, staff, policies, and resources. Students must be informed about and have ready access to this same information. Counsellors need to make present clients, students, in general, and perspective clients seeking individual service, aware of their programs and services. Some researchers refer to increasing accessibility as advertising the guidance program (Schmidt, 1991).

In a well developed school site, there might be an overall discussion of school programs and policies with an introduction and link to the guidance counsellor's website. Depending on the school and responsibilities assigned to various personnel, orientation information may or may not be handled by the counsellor. Some counsellors may provide orientation information to the school and its services generally, as well as the guidance

program and services. The WWW provides a graphic and narrative means for counsellors and their schools to present such school orientation information.

Creating a guidance website allows counsellors to present and have readily available, around the clock, information about their schools and their guidance programs. Some websites even provide 'virtual tours' which allow users to 'see' their perspective schools before they even enter. Such services may calm some anxiety new students feel on 'the first day' (Holy Heart of Mary High School, 1996). Having such school related services on-line, allows users to access school servers and hence, information which outlines school programs, and resources. Information detailing how classes are structured, curriculum and discipline codes, and available scholarships and awards can be readily included. Guidance personnel have historically often provided such information, especially to new students. Another type of orientation information which clients need relates to and supports guidance service provision . Especially, new students need to know how to access the guidance counsellor, how to make appointments, and when to approach someone for help. This type of information can be provided on-line in an 'arms-length' non-threatening way. In the past, and still, such information can also be offered in person.

Because many students make a very great transition when moving from elementary to junior high school, any service that eases this step is worthwhile. A guidance website can, by providing background and setting information to students and parents, ease the transition. Because computers usually are appealing to junior high students and a good means of presenting information, on-line services are often appealing and hence readily used by new

students (Belkin, 1988).

Counsellors who have delivered presentations to elementary students regarding junior high school know that both children and parents ask numerous questions and seek much information. 'One-shot' presentations, typically, cannot address all the needs expressed and questions asked. Websites can help address these unmet information needs. In addition to providing specific school related information, on-line services can offer orientation presentations. Parents and students can be directed to these additional resources. These materials can also often be accessed at home.

Counselling

The actual delivery of personal counselling in an individual or group setting should be the central focus of all guidance programs. Counselling can take place in numerous settings including traditional office settings, country retreats or workshops, or telephone crisis lines. While professional counselling via the Internet by using E-mails, or interactive discussion is available on-line , usually for a fee. In this author's opinion, this service is best suited for adults. It is this author's view that such services are not appropriately used with junior high schools students. Adolescents usually function in the 'here and now' with immediate needs requiring quick attention (Campbell, 1991), and hence, will likely tend to not respond well to the typical delays associated with an on-line, distant service. An on-line guidance website, at the junior high level, should not deliver counselling service, but can support services which may lead to later counsellor contact. An on-line junior high service

may facilitate and further encourage later counselling contacts and relationships.

To provide ethical on-line counselling, professionals would need to follow certain principles such as being aware of and helping prevent danger to clients and others, and acknowledging boundaries of competence (C.G.C.A.,1989; Schulz, 1994). A counsellor can put resources online but cannot be personally available 24 hours a day. Clients and counsellors need to be cautious in setting the conditions of service such as when the counsellor will be available on-line, how often service will be available, what type of counselling will be offered.

There are some aspects of a personal counselling service for junior high students which can be supported by on-line resources. Belkin (1988) advised that when counselling adolescents, it is beneficial to avail of programs that encourage the exchange of ideas and information. Rey Carr, (1996) has developed such an informational program which he calls the Peer Resource Network. This network provides information of a professional nature to students and also, where needed, to counsellors. Online resources can also increase clients' access to needed background and explanatory information. Similarly, students can exchange ideas by becoming involved in on-line peer support groups, which are a part of either regulated or non-regulated 'chat rooms'.

While direct, personal on-line counselling is not supported for a junior high school population, a case can be made for counsellors offering individuals support in the form of what has often been called 'booster shots'. These involve occasional, contacts with the counsellor to provide additional support and encouragement. This type of intervention can

benefit clients by providing support, and continuity of care. This service can be provided to specific individuals on an 'as needed' basis and may take the form of an occasional E-mail or inspirational note (Egan, 1990). The Internet can serve a supportive and important role to the therapist by helping clients seeking information. It may even help the 'potential' or 'non-client' by:

- Supplying an overview of services that might stimulate interest to make an appointment.
- Providing a confidential, non-threatening means to learn more about counsellors or the counselling process.
- Giving pertinent information and support to the 'non-client' or anonymous user in crisis who needs immediate help. For example, a website may provide clearly identified phone numbers for help lines and emergency situations. These identified services can, in turn, provide very important clinical or counselling information.

Such situations very clearly illustrate and justify the potential utility and benefit of professionals considering offering 'site-based' services.

Academic Support

Most children and their parents seek to find means of attaining better student grades. Oftentimes, counsellors can support these aims by offering services like study skills, time management, or homework tips for parents. The Internet supplies an abundance of sites offering this type of information. Whereas counsellors often produce or purchase pamphlets

addressing various academic topics, the WWW provides a means to access very current, low or no-cost materials for students and parents. Counsellors can also access professional sites to further their own knowledge regarding various learning styles, useful mnemonics, study strategies and so on. If clients have serious academic needs, in-person appointments and, perhaps, individualized student appraisal and assessment or support might be more appropriate.

If counsellors are so inclined, they could even initiate discussion groups or provide Internet forums on different topics associated with academic performance and issues. Again, these endeavours would be determined by time and interest but they exist as possibilities.

Educational Assessment

Counsellors spend a certain amount of time assessing individual students. The general purpose of assessment is to provide objective and dependable information about particular students and to aid in educational and psychological planning (Sattler, 1988). The goal is to help counsellors draw a picture of students' specific needs and overall life situations.

Assessment is a very individualized process, often requiring much one on one observation and evaluation. The Internet does not readily facilitate this type of endeavour. Although the potential is there to do testing and appraisals on-line, such activities present significant problems and may be difficult to conduct. On-line resources can provide much

information for counsellors interested in engaging in assessment activity.

Professional sites do exist that seek to help guidance counsellors find appropriate testing materials, e.g., ERIC AE Test Locator (1996). Many of these sites also provide discussion groups and consultation opportunities for counsellors. Also, many sites exist that provide up-to-date information on various difficult learning situations and psychological problems. Support groups, as well, can be accessed for students and parents experiencing various problems that may have been identified through the assessment process.

Career Exploration and Support

Adolescence, and the junior high years, are a time for exploration. One area adolescents ponder is the future, especially as it relates to their interests and aptitudes for an occupation or career choice. The focus of any career intervention must be broad based so that children do not inappropriately accept limits, and so that they can maximize their potentials (Herr & Cramer, 1988). Various resources exist to help counsellors facilitate such an exploration process. There are products like Choices (Careerware, 1996) that guide students through interest inventories and suggest the education pathways toward possible career choices. Some interest inventories and personality measures such as the Myers-Briggs Type Indicator (Myers & McCaulley, 1998) are technologically enhanced and may be suitable for on-line service adaptation. Before linking or offering these resources through a website, counsellors must examine how appropriate these tools are for their own clients,

how much user skill and computer experience is needed, and how much support clients may need when using and seeking to gain insights from these tools.

Other on-line resources may extend beyond school servers if links are made to the Internet. There is an abundance of information available regarding careers. Included in these resources are government publications and professional association infosheets that may be linked to a counsellor's website. Many of these are free of charge and at a level appropriate for adolescents. Additionally, counsellors could also plan and carry out special career initiatives if they desire, such as mentoring or job shadowing via E-mailing or Internet discussion groups.

Guidance Issues

Contemporary adolescents face numerous issues such as drug use, dating, sexuality, and peer relationships (Lefrancois, 1996; Gibson & Mitchell, 1990; Schmidt, 1991). Parents, teens and teachers need current reliable information to help them address and understand these areas of potential concern. One way that guidance counsellors can help meet this information need is by developing a resource list or library of activities, materials, videos, and speakers and by providing easy access to this library (Schmidt, 1991). Counsellors can also use the WWW to help clients access current materials, to provide useful information, and to readily present links within the counsellor's site and links to related websites. One cautionary note is offered to all counselling professionals regarding information use,

especially from WWW sources. This relates to 'the reliability factor'. Professionals must bear in mind, information is only as good as its source. Ethically, counsellors must check the appropriateness and quality of all sources and materials before offering these resources for client use. As video or biblio-therapy aids should only be recommended to clients after a preview, so too, must information presented on the Web and guidance websites. This author suggests that counsellors rely mostly on links to university materials, professional associations and well known, public agencies, e.g., Canadian Guidance and Counselling Association, and Kidshelp line.

Crisis Intervention

This writer sees potential uses for technology in the provision of crisis service to students. While the potential is great, there is a need to be very wary when considering such interventions. Counsellors could publicize school crisis intervention policies such as Tragic Events Response Team (TERT) at The Avalon East School Board. On-line information can help to inform clients and the general public of the needs and as to procedures to follow during a school or student crisis.

Tibble (1993) discussed the need for counsellors to make available current information on coping with tragedy and grief, and to support for personal or school crises. Information like support group addresses and telephone numbers or fact sheets can be 'posted' or presented on the guidance website. This type of material could help clients going through various personal crises, e.g., family death, parent separation or divorce. Clients on

counsellors' active caseloads, as well as, the general student population, parents, and teachers, could benefit from ready access to such resources.

As already mentioned, a very important potential function of guidance websites could be the provision of emergency information and contact numbers. For student users in desperate need who access guidance websites, the opportunity exists to provide outreach service with a direct link to the Kidshelp line, Telecare or similar crisis hotlines. The website can also support or communicate the need to approach a trusted adult for immediate help. An on-screen plea can also be made for the young person to approach the counsellor as soon as possible. These types of interventions may provide life saving support and information for students.

Special Needs

In devising guidance programs, counsellors need to identify and address students with 'special needs'. This process is a very individualized and student specific one. Special needs have been defined in two ways. First, these needs may relate to exceptional children's challenges and consequent experiences of any number of physical, social or emotional development problems, e.g., cerebral palsy, ADD. Special needs can also encompass the unique issues or concerns of individual students such as divorce, loss, and underachievement (Winzer, Rogow & David, 1987).

Addressing these needs may involve providing information, performing assessment,

individual counselling, teaching social skills or advocating for greater acceptance and student accessibility to programs. Technology can help counsellors in supporting these students. Computer-assisted assessment tools and test interpretation tools are available as already noted. Advocacy groups also exist on-line to help support students and families experiencing such special life challenges. Information abounds regarding many of these particular concerns.

Consultation and Community Networking

To effectively address client needs, the contemporary counsellor must work as a part of a team. A key building block for teamwork is consultation. Elkins and Elkins (1989) discussed the notion of collaborative consultation. This process reflects an interdisciplinary approach to child care and counselling. Teams can directly involve parties such as students, parents, teachers, and counsellors, and can extend to include school board personnel, e.g., speech therapists, educational psychologists. They can even grow to encompass community agencies or government groups including Community Health and Child Protection and Welfare.

Technology resources can support and further two important elements of consultation: information and communication. Generally, guidance websites can provide a means of informing all education stakeholders of school and many guidance policies and programming components. Specific guidance strategies and available types of interventions can also be shared via a website. To facilitate communication, parents and teachers could

access counsellors via E-mail or discussion groups. Various professionals could also consult via E-mail or on-line discussion using tools such as Freetel (Freetel Communications, 1996). Appropriate and careful use of on-line resources could well facilitate parent-school-community relations.

Supervision and Professional Training Support

Some counselling professionals are involved in supervision of counselling program interns. At times, counsellors themselves, are being supervised. Many university counselling programs require master's students to complete field practica or internships, where a third party, perhaps involved in supervision, is the university academic supervisor. All of these relationships necessarily involve a need for considerable collaboration and communication which could be supported by on-line resources. Using on-line technology can benefit all parties through greater accessibility to information, communication and, perhaps, faster feedback.

Evaluation and Documentation

The merit of any school program can best be realized by ongoing systematic documentation and evaluation. On-going documentation and evaluation also serve to support and legitimize guidance centers' programs. Evaluation typically includes periodic

formal review, as well as continuous, informal feedback from all people involved in and using the program and its components (Gibson & Mitchell, 1990). Counsellors could use technology resources in program reviews.

Another aspect of guidance that can be supported by technology is program review. Reviews present a clear picture of counsellors' duties and can involve such things as time analysis (Fairchild, 1986). In some situations, it is a school board or government requirement that such information be readily available (Newfoundland & Labrador Department of Education, 1988). Time analyses involve keeping an activity log and recording activities, as well as recording the amount of time devoted to each daily activity. Other types of record keeping include client session notes, report writing and meeting or case conference minutes. Technology has furnished counsellors with many computer software products such as, Lotus Organizer (Lotus Development Corporation , 1992) that allow for easier record keeping and time scheduling. These programs efficiently track appointments, meetings and can create reports and collate facts, assisting in this review process..

In terms of evaluation, the first step of this process involves reviewing a school's existing guidance program. On-line services can provide easy access to an up-to-date copy of a school's guidance program. Often such information is not up to date or easy to obtain. Offering summary reports via a guidance website helps to fill this information and evaluation requirement. Having such information easily available allows a ready means for external evaluation of guidance programs(especially in terms of goals, services, and

structure) by supervisors e.g., school board or Department of Education personnel.

There are many instruments available to help counsellors gain information on their services including surveys, rating scales, and checklists. Counsellors can include these tools on their websites. They could readily record and interpret comments from E-mail or electronic guest books. Through the use of these added elements, questions, problem areas, client needs, and potential future services can be identified.

Many contemporary counsellors are faced with the need to gain grants and funds for guidance oriented projects and programs. Such funding can hinge on well documented need and service plans. With education's increasing focus on the infusion of technology in today's schools, guidance personnel may find favour with sponsors or funding agencies if their programs incorporate an element of technology usage. Overall, the creation of guidance websites and the use of on-line resources can enhance documentation and provide a basis for internal and external evaluation of programs.

Clerical and Administrative Support

With government cutbacks and overburdened administrative support staff, the provision of guidance counselling services involves considerable clerical work. Clerical work involves tasks such as maintenance of personal notes, report writing, test interpretation, maintaining referral systems, and ordering materials (Newfoundland and Labrador Dept. Of Education, 1988; Klas, 1984). Organization is essential to success in this

area. Professionals need to manage their time, work and selves effectively. Utilizing technology can help counsellors in many of these domains (Schmidt, 1991). Word processors and test interpretation packages have been used for years by counsellors to support guidance administration. E-mail can be used as an additional way of receiving referrals and setting appointments. Counsellors can go on-line to find materials, to preview materials and to order things quickly. Personal planner packages like Lotus Organizer are available to help organize counsellor time and activities. Various guidance newsletters, brochures, and general public reports can be accessed and, as appropriate, 'posted' on a guidance website. These types of technology innovations may help address immediate clerical and administrative needs, support guidance program documentation, evaluation, further legitimize guidance service in schools, and ultimately, improve the services offered to clients..

ILLUSTRATIVE EXAMPLES OF ON-LINE GUIDANCE SERVICES

To create the most innovative and useful service possible, counsellors must review the work of others and adapt beneficial aspects of these ideas to their own settings and clientele. The following is a brief look at a few examples of specific aspects of on-line counselling services presently offered. These examples offer a starting point for counsellors considering the potential benefits accrued from these types of on-line program elements and

services.

Services Targeting Student Needs

On-line guidance can support users who, on their own or with encouragement, seek guidance related services. All guidance programming should attempt to be broadly based and address as many students as possible. On-line resources can support both clients on counsellors' active caseloads and students that have not been directly identified as needing support. A guidance website can offer support to all students who access it. It can allow students not yet on a caseload to learn about the nature of guidance and counselling, find needed information, and perhaps, take the next step towards making 'real connections' with guidance counsellors. As suggested above, the most needy clients can even access emergency support numbers or links. Potential clients can explore the website and decide for themselves what level of aid they wish to access in a nonthreatening and confidential fashion.

One example of student support or service offered via on-line resources is Rey Carr's Peer Resource Network (PRN) (Carr, 1996). PRN is a nonprofit, educational endeavour to aid in the development of peer support and mentoring programs. This network is an extension of the Peer Counsellor Journal established in 1983. The purpose of the Journal is the delivery of timely and need-based services and information about peer counselling and support to interested individuals (Carr, 1996).

Carr had encountered a number of administrative problems, in fulfilling this mandate. In 1996, he discussed the expenses associated with providing quality materials, practical services, and current resources. To maintain its service to members, Carr turned to technology and developed PRN. This service cut costs and improved efficiency by using computers, modems, fax-machines, and toll-free telephone lines. This network allowed distribution of materials and resources via the WWW, and provision of on-line consultation through E-mail.

Carr in a 1996 discussion of the advantages of PRN membership points out that members gain access to the largest and most comprehensive peer and mentor database in the world, research support, on-line consultation through E-mail, peer or mentor publications, surveys and instruments and are also provided with the opportunity to participate in ongoing pilot studies and projects. Additional benefits include time and cost savings for counsellors, as well as increased opportunities to gain professional knowledge. It is noted that there is a membership fee associated with joining PRN.

Services Targeting Parent Needs

Parents constantly seek information and services to help them address the various family situations and challenges they encounter. Guidance programming must seek to address these individuals' needs. Guidance professionals can work to meet these client needs through personal meetings, case conferences and counselling, referral to outside

agencies, and parent workshops.

Counsellors can also reach out to parents through a guidance website. Guidance information on students' needs can be presented to parents directly through the guidance website. Such information could include articles regarding changes, fact sheets regarding sexuality and health, school orientation material, and tipsheets on how to help children develop good homework habits. A particular example of an on-line resource that attempts to address parent needs is the National Parent Information Network (1996). This is a website designed to help parents address numerous concerns, questions or issues. A series of links exists to meet user needs. Topics, on which information is available, range from 'anorexia' to 'study habits'. The website is managed by parents and is designed to help inform and educate. Discussion opportunities exist, information is published and peer support for parents may be found through individualized reading and connecting with other parents experiencing similar problems. This website is free and easily accessible. It is not associated with any particular counselling agency so it must be viewed as a peer or self help resource, not a professional counselling site. Articles and information it supplies may emanate from professional sources.

Services Targeting Counsellor Needs

On-line resources can be a tremendous help to counsellors themselves. As discussed above, many professionals are already familiar with and use assessment and test

interpretation resources or career support resources. Other online resources support confidential evaluation and offer ready-to-use guidance and needs assessment forms. Counsellors can also obtain collegial support and professional development opportunities by accessing information through professional association sites like The School Counsellors Association of Newfoundland and the Canadian Guidance and Counselling Association.

One example of on-line resources supporting counsellors involves guidance counsellors using the Internet as a medium for discussion through electronic mail (E-mail). One such discussion group is called The International Counsellor Network (ICN). This is an on-line group that provides support, information and the opportunity for on-line discourse between counselling colleagues. This group allows greater opportunity for communication, information-sharing, and collaboration between professionals (Rust, 1995). Such communication and information networks may decrease feelings of isolation for counsellors especially in rural areas. Services which result in more educated and informed counsellors may very well lead to the provision of better quality guidance and counselling service to clients.

Services Targeting General Public Needs

Generally, the public can readily access on-line guidance services of the nature and type already discussed. While information and websites are abundant, it is not always easy

to find quality and specific information quickly. The development of systematic and specific school guidance websites can help those individuals wanting specific guidance information and support. Information can be clearly structured and organized according to the client type (student, parent, teacher, other interested individuals) and by specific topic or service (e.g., assessment, scholarships, careers).

Adults can easily access counselling on-line through E-mail and on-line discussions. There are many WWW counsellors for hire. Some sites allow individuals to access a counsellor immediately and to readily receive support and counselling. Others allow people to submit a description of their problem via E-mail and then receive a written response. Most of these sites are commercial and have a fee associated with the service.

This author sees a number of problems associated with such on-line counsellors for hire, especially when accessed by adolescents. Ethically, there may be a problem with accessibility of such services. Given the ages of potential clients, many school counsellors may not participate in on-line counselling. To offer E-mail and on-line counselling, assumes that student clients have a certain ability to coherently and concisely state their problems in written form. Language and writing problems and even, visual barriers may exist for some students. The opportunity for active, spontaneous, verbal discourse is often, limited in this option. There may also be additional difficulties including inadequate support and follow-up where counsellors know little about who their clients are. Once again, care and caution must be exercised in using on-line resources for counselling, especially with younger, less mature clients.

AUGMENTING GUIDANCE SERVICES WITH TECHNOLOGY

With any new development or innovation, there are always positives and negatives. Technology is no exception. Casey (1992) suggested that computers and technology offers counsellors numerous advantages when working with at-risk youth. Because youth often have positive associations with video game technology, computer based services can be more appealing. Technology use can also facilitate covert learning without the resistance common to overt educational approaches. Services integrating computers and technology allow multi-sensory approaches to learning using visual, auditory, and kinesthetic learning modalities, as well as individualized learning. These approaches can allow realistic goal-setting and encourage retrials after failures without group embarrassment, as students can work independently and also, in the privacy of their homes. Disadvantages associated with such uses of technology also arise. Too often, services utilize unappealing software, older computers, depersonalization, and unequal student-computer ratio.

Wagner (1995) discussed advantages of using the Internet. These include increased ability to arouse students' interest, ease of communication among teachers for sharing ideas, increased availability of new resources, potential to develop new relationships all over the world, and access to expertise. She also sees as problematic outdated hardware and software, lack of technical and curriculum support, lack of coherent structure, stability, documentation, and lack of training, censorship, and quality control.

In conclusion, computer technology and specifically, on-line resources are clearly able to augment and support many, though not all, aspects of school counselling services.

Guidance services can be enhanced through greater access to information and resources, easier client-counsellor contact and communication, and increased support for curriculum delivery. A range of guidance services including counselling, academic support and documentation, can be augmented through the utilization of general computer technology tools, as well as, specific WWW based resources. It is, then, the 'job' of the counsellor to assess the specific needs of his/her clients, and choose to develop appropriate uses for certain technological innovations within his/her setting.

PAPER THREE: TOWARD A SCHOOL-BASED GUIDANCE SERVICE WEBSITE: ISSUES, A MODEL AND A PROTOTYPE

The present document offers both an overall model for developing websites, as well as, a specific example of a potential working guidance website. It proposes an outline for the creation of an on-line junior high guidance support services for users who, on their own or with encouragement, are seeking guidance services or support. Such sites are not primarily intended to be 'places' students are required to go, although, at times, students might be strongly encouraged to explore or utilize these sites. There is no assumption that users will be offered direct personal counselling at these sites. The proposed sites would strive to offer a comprehensive, high quality and effective means of accessing guidance materials and services and, in some instances, general background and school information.

For this particular prototype, the technological tool or medium chosen to offer the above services is the World Wide Web or the Internet. The WWW is a worldwide telecommunications network that allows individuals and groups to communicate, find and display information, as well as interact electronically with others who have access to this same computer technology. For the reader who is less familiar with the WWW and related technology, some useful information to assist with an understanding of the Internet are included (See Appendix B).

As noted, an example of one prototype site was created. The actual address of the prototype website was http://www. geocities.com/Athens/6196. This paper offers a sample design and includes suggestions for content and additional information relating to site

assessment and evaluation. The offered information seeks to address the needs of a broadly based junior high school clientele seeking guidance related support. The proposed model also seeks to service the general student body, parents, teachers, fellow counsellors and, where possible, the larger community.

What follows is detailed information on a service that was piloted and designed with a specific school in mind. This service was designed with the support and service of STEM~Net. This agency provides a computer network to active educators in the K-12 and college sectors. STEM~Net aims to improve student achievement, by seeking to meet educators needs for various types of information. This service provider is heavily supported by Memorial University of Newfoundland, the Newfoundland and Labrador Teachers Association and several corporate sponsors. This technical support allows students, teachers, and others easy and fast access to the Internet and related sites. (See Appendix C for additional information regarding STEM~Net).

The site was piloted and developed to address the unique needs, interests and concerns of an urban junior high school, I.J. Sampson (I.J.S.) with a population of approximately 600 students. (See Appendix D for information on this school.) In developing the site, careful attention was paid to the nature of the guidance program already in place at this school. (See Appendix E for additional information on the guidance services offered at the time the model site was being developed.) For such sites to be successful, they must be dynamic and must address the client needs upon which a school's guidance program is based. This paper illustrates, what was intended to be, a 'student friendly', systematic,

accessible and useful guidance service. The website sought to help users identify and answer their own questions and to readily find their way to information of a type expected to be found in a 'real' guidance office. The site presented local information, specifically related to the target school, as well as, guidance and Internet resources in an organized and readily accessible fashion.

Hanna (1995) felt that human services and computers must move toward a mutually beneficial integration. The challenge to service providers is to develop the content (site) and therein, organize the broad, varied material and knowledge upon which it is based. This document, and prototype website described, strive toward meeting this challenge in the specific field of guidance counselling. Such sites will not replace counsellors. They will provide another avenue for users to obtain general school and educational information and provide a means of accessing information on educational and personal concerns including such sensitive and critical areas as date rape, drugs and abuse . The enhancement of guidance service provision is the overall goal.

DEVELOPING GUIDANCE WEBSITES

The success of any guidance project, program or endeavour depends on forethought and careful planning. There are many tasks and decisions to be made when counsellors consider using on-line resources and specifically, begin to create guidance websites. Site developers must have a theoretical, and practical counselling knowledge, as well as, have

the basic technical skills needed to plan and present an on-line guidance service. In addition, they must know or have assessed the general and specific goals of the population, and identified essential site elements. The following is an overview of these considerations.

Background Preparation

As noted above, to augment guidance services using technology offerings, counsellors must possess a certain standard knowledge base. Below is an itemized list of some activities the counsellor might consider when preparing to integrate information technology and guidance services. Prospective site developers are encouraged to:

- Be aware of or examine relevant literature concerning:
  - general guidance program development.
  - computer-assisted guidance and counselling services.
  - Internet (WWW) and guidance and counselling services.
- Identify their specific school's needs for guidance services.
- Base their services on an existing service or plan for a guidance program for the target school or client population.
- Acquire basic information and appropriate skills or supports regarding the preparation and construction of websites.
- Design a layout for the site which effectively identifies specific school information and service-related contents for links such as:

'internal' or school information in the website e.g., school and guidance policy, curriculum, faculty, etc. and 'external' information or an ever expanding series of links to be attached to and associated with the specific website.

- Identify and be familiar with Internet Searching Tools (e.g., Netscape Navigator, Excite Search, Yahoo, Webcrawler).
- Identify or plan ways for users to communicate with the counsellor.
- Develop a means for later program and site evaluation (e.g., E-mail or comments section in an electronic guest book or formal surveys or checklists).

Each of these considerations is discussed and elaborated upon below.

General Goals and Objectives for Guidance Websites

Counsellors must initially consider the goals of their specific websites. While the more broad goals for a site are suggested above, a more specific and detailed list of considerations is offered below. The aims ultimately chosen will be dictated by a counsellor's specific school and client setting. Some of the specific objectives for developing a model site could include:

- Improvement of guidance services and programming via technology.
- Provision of a dynamic, interactive and ever-changing guidance service through the

design elements of the website and the utilization of technology.

- Improved communication of guidance policies, information and objectives to all clients, school and education stakeholders.
- Improved communication between counsellors and: all clients, the general student body, fellow counsellors, and community agencies and professionals.
- Increased accessibility to resources and information for students, teachers, parents and community.
- Increased counsellor and service accountability.
- Establishment of a clear definition of a counsellor's role and what counsellors do.
- Increased client awareness of who counsellors are.
- Improved access to opportunities for professional development for counsellors.
- Easier location of WWW information deemed useful for students, teachers/ educators, parents, and other counsellors seeking help and support.
- Insurance material is offered in a user-friendly and useful manner.

Ultimately, all of these objectives fulfill the broader aim of finding a means of freeing counsellors to engage more in direct counselling activity, while providing increased support to students, teachers and interested others regarding guidance policies, information and service.

Essential Guidance Site Elements

After careful consideration of clients' needs and program objectives, guidance

counsellors must consider the specific components of their websites. In doing this, contemporary counsellors should follow general, oftentimes, traditional principles of guidance programming that reflect ethical and professional service to clients. Bearing this in mind, a quality site should attempt to contain essential elements such as:

- dynamic design.
- private and confidential means for clients to learn about the guidance program.
- effective means of communication, e.g., E-mail, chat lines, teleconferencing.
- up-to-date, reliable information with sources and content completely checked.
- easy and user-friendly means to finding information and communicating.

The site should also be based on and supported by:

- input from all partners/stakeholders in the guidance program.
- interactive and supportive networking with community resources/groups.
- good public relations, advertising, information sharing to make programs and services more visible.
- constant evaluation based on informal and formal feedback.

A GUIDANCE WEBSITE MODEL

The following discussion explores just one conceptualization of an 'on-line' guidance service. It is intended to offer a would-be site developer a starting point. From here, more complex and comprehensive systems can evolve. The model is presented in a graphic manner with accompanying descriptions of links and pathways. Overall, the

guidance site is meant to be attractive, well-structured, intriguing and interactive. It is also designed to provide reliable information from quality sources. Developing such a design and finding appropriate content requires extensive research and development.

Upon entering a guidance site, one might expect to find an initial screen that welcomes the user and invites the individual to "Come on in". The second screen, called a content screen, might then be offered. Such a screen could present users with five options, each with several pathways to follow, depending on the client's need(s). Each option is described below:

Route One

Here, users are asked if they are experiencing an emergency situation or need immediate help. Pertinent information, suggestions for counsellor or adult contacts, telephone numbers for and direct on-line links to crisis lines and websites can be given.

Route Two

This screen is for first time visitors to this website who wish to know what this website offers. This prompt links users to the next screen which provides general information. This screen provides answers to basic questions about the site, such as, who created it and why, who can use it, and how to proceed.

Route Three

Users wanting to know about the school's guidance program, services and information can avail of this avenue. This link brings individuals to the largest screen or portion of the site which provides detailed school and guidance information. From this point, the user has a number of options, as explained below:

- Our School: This prompt links the user back to the school's homepage and is for the client wanting to access information that is more school related, (i.e. faculty information, class schedules and regulations and is readily available on the website).

- Guidance Bulletin: This choice directs the user to an area with information from the counsellor, Guidance Advisory Committee, Home and School Association and student groups such as The Guidance Club. It is here that guidance related groups can post information on current and upcoming events, speakers, as well as, club and organization information.

- Guidance Program: The user choosing this link is provided with an outline of services and activities that the guidance program and counsellor can provide. There are associated links to World Wide Web resources as appropriate (e.g., career materials, assessment and special education information), school resources, (e.g., scholarship information) and specific

integrated guidance tools or materials, such as were discussed in the two earlier papers.

- Guidance Reports: This link makes readily available the most current and relevant special administrative and policy reports of guidance activities, service, needs and future plans or directions for guidance at the target school. Users could be linked to information such as school based client needs assessments and general guidance reports regarding past activities and services.

The following sections of the model are proposed and are designed to meet specific users' needs. The user is asked if he or she is a student, parent, teacher, counsellor , or interested other. From this information, users can be linked to corresponding pages and resources designed for the age, and interests of various users.

- Student Information and Links: If a user is a student, then specific student oriented links are presented such as the Kidshelp website, peer counselling resources, study skills, adolescent risk factors. Access can be made available to information related to adolescent issues like drug abuse, and sexuality, as well as communication or peer groups e.g., PRN.

- Teacher Information and Links: If a teacher is the website user, then again,

specific teacher oriented links and resources can be presented on-screen. Such resources as links to teacher discussion groups, fact sheets regarding various types of drugs, adolescent risk factors, community health and child welfare agencies can be offered.

- Parent Information and Links: Specific parent oriented links could be presented including Home-School Association resources, parent networks and associations, and infosheets on numerous adolescent issues such as sexuality and peer pressure. Information and resources of interest to this group of users could include adolescent risk factors, facts about suicide, and communicating with teenagers.

Some counsellors may consider offering links to information useful for other counsellors relating to professional development. As well, links to technical tools and aids for developing websites might be offered. There may also be users just generally interested in websites or IJS, who could be linked to useful resources depending on their interests. The two following sections briefly describe these proposed site options.

- Counsellor Information and Links: Included here, might be information about counsellor events, conferences and certification, as well as, on-line links to professional associations, e.g., School Counsellor's Association of

Newfoundland (SCAN), International Counsellor Network (ICN), and Canadian Guidance and Counselling Association (CGCA).

- Other Information and Links: General links to counselling issues, website construction and any number of topics could be addressed via a link to other information for general or community users. Examples of these types of links could include on-line access to community resources and lists of agencies, and connection to WWW search engines for further exploration of guidance related topics. Any users can then, individually and broadly research an issue as they so choose.

Route Four

Within the model, this option provides clients with the opportunity to directly explore and quickly locate guidance resources deemed appropriate or suited to their specific ages, interests, and information needs. These materials can be related to guidance issues such as suicide, health, or general child development. Users choosing this option go directly to specific links addressing these areas.

Users would indicate who they are: students, parents, teachers, counsellors, or interested others. Based on this information, the user is then directed to the links designed to address possible particular needs and concerns of possible relevance for specific individuals. For example, the user who identifies him or herself as a student would be

brought to a screen with information and links regarding such things as peer support, teen sexuality, drug abuse prevention. The parent user could be linked to resources including parent information networks, information bulletins regarding upcoming parent workshops, or recommended parenting books. Users who fall into the category of teachers could explore information and links to such things as professional discussion groups, peer support networks and information links on teen developmental issues. Interested others would be those users indirectly involved with the school or connected to the school such as business partners, community groups and government agencies. Links and information for these users could include guidance reports from past projects, or results of guidance needs assessments or surveys. General guidance and educational links could also be presented here.

Route Five

This pathway is for users who want to exit the site. This option creates a 'way out' for individuals. It could include prompts requesting evaluation data from the user. Users can exit directly or via one of the following routes:

- E Mail: This avenue provides the user an opportunity to pose questions, record comments or ask for an in person consultation or guidance counselling appointment.
- Evaluation: The user can provide information of potential future use to the site developer when exiting the website. It is also possible to present on-

screen a survey or checklist for the user to complete, if they are so inclined.

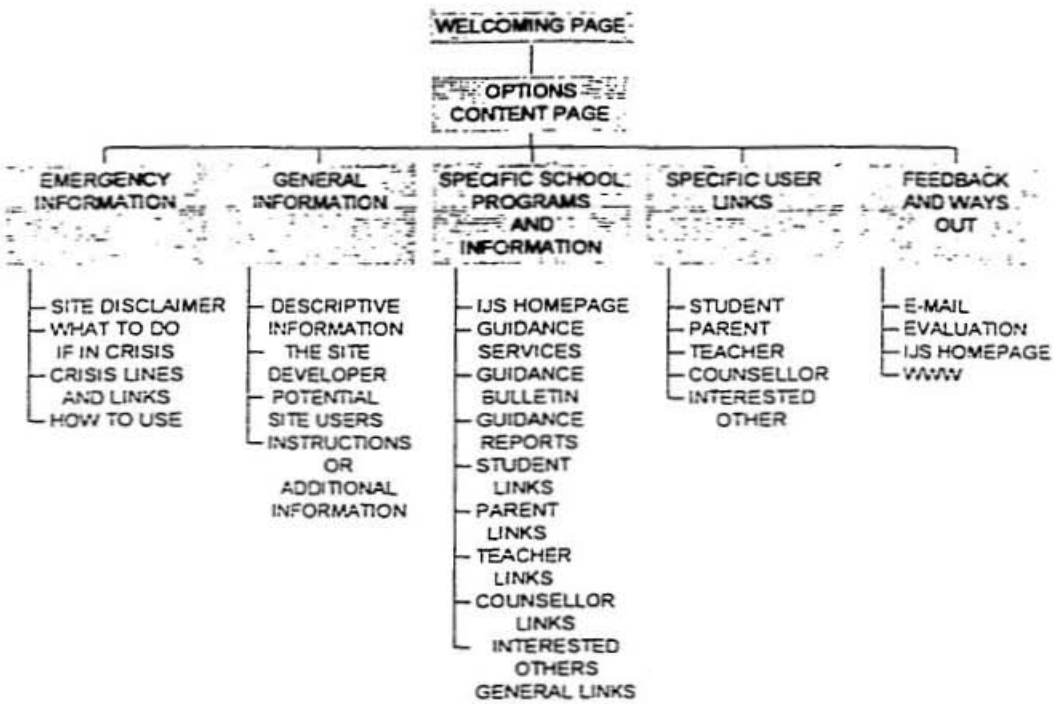
- Return to the school homepage: This option provides the user with the opportunity for exploration of additional school programs, policies and offerings.

- Onto the WWW: This exiting avenue allows the client to easily access WWW search engines to explore more individually on the World Wide Web.

These exit routes appear as options at the bottom of every screen so that users can easily and effectively exit at any point. Any surveys can then be included or submitted as an E-mail directly to the counsellor by pressing one button. It is quite possible to quickly and effectively retrieve evaluation data in this manner.

The above model for guidance websites can be graphically presented (See Figure 1) below.

FIGURE 1. ONE MODEL FOR A JUNIOR HIGH SCHOOL GUIDANCE WEBSITE



ONE GUIDANCE WEBSITE

A pilot guidance website was developed in 1996 at a target school - I. J. Samson Junior High School, (IJS). This sample guidance website design was based on the above model. It reflected the background and needs of this particular setting and clientele. An initial overview of the site which discusses various planning and program elements such as background, supports and pilot evaluation is offered.

The Setting

The setting selected for this endeavour, IJS seemed to be ideal for the implementation of a prototypical guidance website. The school had goals which were deeply involved with integrating computer technology, resource-based learning and educational programming. These goals had been adopted school wide and were in line with objectives set by a School Improvement Committee.

The school's focus on realizing the above goals resulted in the purchase of more than thirty computers for student and teacher use. I.J.S. was also involved with STEM~Net and that agency's Stellar Schools project. Being named a Stellar School enabled a school's students and staff to have free, high speed access to the Internet. I.J.S. sought and successfully attained this status by developing a number of educational projects and proposals, and by having secured technological equipment and support. This school developed many projects and ideas, several in collaboration with community and business partnerships, for example, Cable Atlantic, Newfoundland Power and Fortis. Such groups

provided the additional financial and technical support needed to enable progress in the school's technological endeavours. Specifically, this Stellar designation resulted in the school and students being supplied with free, continuous, high speed access to the Internet.

Another major step which supported the development of the site was the placement of computers in most classrooms. This allowed individual students nd class use of programs and resources. The resources deemed necessary to undertake an 'on-line' guidance service were readily available. These resources included hardware tools, human resources and an appropriate and supportive school climate.

Because I.J.S. was always actively seeking educational uses for the technology tools, the administration and staff saw the proposal of an on-line guidance service as complementary and useful for the general educational, technology and guidance endeavours at the school. A statement of need from the principal which illustrates this support is included in Appendix F. This school's education and technology-based networks made the resultant site cost reasonable

The prototype guidance website attempted to pull together various elements so as to present both personalized components (i.e., faculty member information) and professional service elements including useful, carefully screened, guidance information and resources in one systematically organized entity. The overall aim was to provide increased information and communication opportunities for I.J. Samson clients looking for selected types of guidance support. It was hoped that the site would, ultimately, allow the counsellor more time to engage in face-to-face counselling relationships. It was the intent of the site

developer to also make information readily available to parents, school sponsors, board members, or others interested in the school.

Overview of The Site

A guidance website can stand alone or can exist as one component of a school's website or homepage. In this instance, the guidance site was considered to be a site within the school's site. The reader must bear in mind the outline and site offered in this paper are of a prototypical nature, in one particular setting, and represent a first step for a technologically enhanced junior high guidance program. As all websites evolve, guidance websites must also undergo continuous modifications and improvements over time in response to future school and guidance program developments.

As a general note, all users and developers must appreciate the power of websites lie in the opportunity for interdependence and interconnectivity (Berenfeld, 1996). A user has various ways or routes by which to access information and can 'jump around' while exploring the information presented on-line. The information is thus, not presented or used in a necessarily linear or fixed sequential fashion. As such, the prototype website presents an obvious overall structure but offers users several places and options to change direction or go down different or related information or learning path.

Below is a close look at the process of developing guidance websites and at the information the developer must necessarily gather and consider.

Target School Background

When this prototype site was developed, the existing counselling program was considered tentative and in need of refinement. As already stated, the developed site was only a starting point, but had the support of many individuals and groups.

I.J.S. students and staff had kept up with technology advancements over the preceding few years and computer technology and educational applications had always been a priority. The staff had adopted a number of school improvement initiatives that involved technology and resource-based learning. These had resulted in the acquisition of funding to support the creation of a school computer lab with more than 30 computers. As already discussed, I.J.S.' involvement with STEM-Net, Stellar Schools, and business partnerships greatly supported the creation of an on-line guidance service.

Clientele

As with any adolescent population, there are stage specific concerns and developmental issues. Topics of concern included health, sexuality, peer relationships, study and career concerns. The school's population was over 500 male and female urban students in grades seven, eight and nine.

As noted earlier, the clientele for the site, as with any other on-line guidance site, was anticipated to include parents, guardians, and student family members. There was also a teaching and support staff of more than 40 individuals. As a neighbourhood school, and a school with strong business and agency partnerships, there were also many other connected

community individuals and groups (e.g., Community Health and Child Welfare) who were able to access the service.

Guidance Program Supports

Optimally, a website needs offer client services and itself, requires services and support from other related groups and agencies. All guidance programs and school endeavours should be the result of teamwork and should positively benefit the entire school. This project received support from and lent strength to many of the school committees' aims and initiatives. Some groups that provided site or program support are noted below:

- Guidance Advisory Committee
- Technology Committee
- School Improvement Committee
- Scholarship Committee
- Student Council
- Home and School Association/ School Council

Other community supports can be classified as direct client services or supports or resources. Examples of such supports are included below:

- Children's Protection and Child Welfare
- Tragic Events Response Committee
- Community Health

- Foster Families Associations
- Youth Diversion and Young Offenders Groups

Levels of Client Information and Intervention

Generally, in school guidance, there are different levels of intervention needed to address clients' various needs and issues. This website sought to address different information needs in various ways . This prototype guidance website considered these needs for information and intervention as outlined in the previously discussed model. The site offered information and links to groups based on the following categories:

- Emergency information - Users experiencing acute crisis need help immediately. It was deemed essential that the site initially advise individuals of ways to obtain help and support immediately. The actual site's initial options page asked the user "Where do you want to go now?". The user needing immediate intervention and support then answered this question by selecting the prompt or answered "I need help NOW!". This selection brings the user to a screen with basic crisis information e.g., emergency contact numbers, a link to the Kidshelp website and urged to the individual to seek further or immediate help. As already discussed, a website targeting a more mature clientele might address these immediate needs via on-line crisis, peer or professional counselling. This specific prototype did not offer or encourage such support.

- General information - Clients often seek basic or general information about guidance counselling. Questions may relate to what guidance counselling is, who the counsellor is and what services are provided. Much of this information can be offered via the website. To meet these requirements, there were specific screens linked to various parts of the website that described such things as the overall guidance program, who the guidance counsellor was, and what services were available for students and others. For the prototype, the developer considered and created a general information option for the first time visitor to the website. This screen specifically described the prototype site and included information such as who could use the site and how.

  After evaluation and further consideration of the website, this particular section could also include information such as an overview of the actual guidance program and guidance bulletins, not just general information related to the development of the prototype site.

- Specific school programs and information: Users may seek information on I.J. Samson School. Information specifically sought might relate to faculty and school courses, programs, and policies. This type of information may include, and on the prototype, did include historical information. At times, users are looking for information specifically related to past school or guidance programs and services. For example, information on orientation might be sought by students and parents.

This information can be provided easily via a guidance and school website. The I.J.S. guidance site also included information in the form of resources and links to past guidance center annual reports. Users can be easily linked and directed to such information on-line and, in this specific case, a direct link to the general IJS homepage was offered as well.

An outline of guidance programs and services offered by counsellors may be of great help to many clients. The proposed model and subsequent prototype addresses this need by providing a link to 'Guidance Services Information'. The actual prototype linked the user to a full description of the then current I.J.S. guidance program and services (See Appendix G for an outline of IJS guidance services) with accompanying and embedded links to information addressing specific guidance issues and concerns, e.g., special education and careers information, as deemed appropriate. General guidance program information included answering questions such as: who the counsellor is, what the counsellor can do to help individuals/groups, where, when and how one can access the counsellor, and why one would see a counsellor was offered here. Links to various resources and information were also presented such as a direct link to 'Careers and Your Future' (a list of WWW resources), after the user examined the career counselling services offered at the target school.

Future developers of these types of sites may want to further and more clearly divide

information into two large sections specifically, school and guidance information. This division may help users identify and address their needs more effectively.

- Specific user links - Individual users seek different information and so division of a guidance website's information and resources by category (e.g., student, parent, teacher, counsellor and interested others) may provide easier user access to useful and appropriate resources.

Here again, it is useful to note that information must be reliable and valid. The information in this site was derived from local, as well as provincial, national and international links to reputable groups, associations and professionals who offer reliable information and support children, parents/family, teachers, counsellors and community members. The prototype site allowed the user to access this information directly from the initial options page as well as, from the specific school program and information section of the site.

Links were provided to local, national and international information that could be presented and further explored on-line including information about anger management, bullying/harassment, tolerance, peer helping and tutoring, parenting, relationships and sexuality, drug abuse, career information, Kidshelp website, special education links, scholarship information, social skills. This information emanated from sources used in the existing guidance program, as well as specific user information needs. These links will

necessarily grow and evolve, as does the guidance program at I.J.S. or any counselling setting.

On reflection, future sites could address other potential needs of users such as learning difficulties and how these challenges may affect use of guidance websites. The would-be developer could also seek user feedback (e.g., by using surveys to identify specific areas of concern to address and present on-line.

- Feedback and ways out: A feature of any quality site is its openness to feedback and its recognition of the need for ongoing revision and development. Any model or any working site must seek to include a means of evaluation. An easy way out of the page could be provided on each page leading to other computer applications or programs, back to I.J.S.' homepage, or to this counsellor's E-mail account. This last option allows the user to share comments, suggestions, questions, or provide responses for later evaluation.

The above discussion presented a description of one guidance website and its components. Sample pages and samples of links from the prototype guidance website are offered in Appendix G. It should also be noted that Appendix H (WWW links and addresses) provides samples of linked resources and a list WWW links and site addresses used in the creation of the prototype service. Appendix I provides sample forms from the target school that could be used on a future website for administration and evaluation

purposes.

The results of preliminary evaluation of the prototype site clearly supported the need for such services as a means of helping further guidance goals for I.J.S. and schools in general. (See Appendix J for this information). While such a prototype site must continually change and develop, the offered site begins to address guidance needs in a new way. Guidance counsellors must continue learning, adapting new technology, and ultimately, helping clients access an ever expanding range of information and services. Guidance work that appropriately utilizes technology may allow counsellors to be the service leaders as discussed by Worzbty and Zook in 1992.

SUMMARY AND CONCLUSIONS

Good planning is necessarily the first step in good guidance work. Counsellors must always consider users of their sites will include students, teachers, parents, and extended community partners. The aim of the present folio was to explore, develop and integrate I.J.S. guidance information, general guidance materials and World Wide Web resources. Guidance professionals, who gather the above types of information and systematically plan their potential sites, are following what this author deems to be a good basic guidance programming protocol.

The actual content of virtually all guidance websites is ever changing, in need of constant update, alteration and improvement as guidance programming evolves and as the

nature and needs of a target school change. Looking at specific components, certain guidance services, information about the site, and counsellor, as well as various guidance reports and bulletins could be presented through a site. There can be links to the many educational and counselling programs and services of the school.

The prototype website provided specific information directed toward different clients within the junior high population - students, parents, teachers, counsellors, and interested others. This information included links to educational, guidance oriented, and professional sites on the Internet. These links provide individuals with a starting point from which they could explore issues, and seek answers to counselling questions. Typical links could include lists of local and outside resources, adolescent behavioural risk factors, teacher discussions of adolescent mental health issues, and pamphlets for parents.

Good presentation is a key step in developing a good guidance program and it is in this area that counsellors must address the need to provide users with an easy method for finding information. As such, any site must be constructed using a series of questions and user prompts.

The above discussed website sought to offer a prototype to others who may wish to use this technological tool in delivering guidance services. This researcher sees the WWW /Internet as a useful tool or adjunct supporting the contemporary counsellor and guidance programming. The utilization of on-line resources can be useful, cost and time effective and beneficial to the counsellor and his/her clients - students, parents/guardians, educators, community members and colleagues. This guidance service website has attempted to

demonstrate how to systematically organize and present useful and reliable information and service.

FUTURE DIRECTIONS

The preceding discussion explores a fraction of the potentialities that exist in merging guidance counselling and information technology. The present research assesses the appropriateness of certain interventions and provides a model and sample of one on-line guidance service - a website.

There is tremendous potential for further research and study in this area. The possibilities exist to study many areas and develop projects in areas such as mentoring on-line, Internet peer counselling relationships, on-line needs assessments via E-mail, parent discussion groups, group counselling through tele-conference, and so forth. The need exists, for counsellors and educators, to investigate these initiatives and assess the appropriateness and utility of such endeavours for their specific settings and clientele.

Innovation continuously necessitates change. Newer tools are always available which allow access to more and more current information and materials. While limits exist with regard to personal knowledge and preparedness, resources, budgets, and so forth, the possibilities for implementation or enhancement of guidance via technology may be limitless. For both counsellors and clients, this type of guidance work reflects a true evolution.

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APPENDIX A: SAMPLE WEBSITE SURVEY

Survey

Tell me a little about yourself

I am M__ F__

I am ___ years old Grade ____ (if applicable)

I am a Student Parent Teacher Counsellor

Interested Other (please specify) _____

I have __ no computer knowledge.
__ a little knowledge about computers.
__ a fair knowledge of computers.
__ extensive computer knowledge.

After browsing the website Counsellor's Corner, at
http://www.geocities.com/Athens/6196

please rate the following statements on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

Thank you for your time and support in this evaluation.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
This site is eye-catching.	1	2	3	4	5
I found the information I was looking for.	1	2	3	4	5
There is not enough information presented in Counsellor's Corner.	1	2	3	4	5
Counsellor's Corner is informative.	1	2	3	4	5
The information could be useful to me.	1	2	3	4	5
Counsellor's Corner is easy to use.	1	2	3	4	5
I would trust this information.	1	2	3	4	5
I know more about I.J. Samson's guidance program now.	1	2	3	4	5
Counsellor's Corner makes information searches easier.	1	2	3	4	5
Counsellor's Corner is well organized.	1	2	3	4	5

I would recommend Counsellor's Corner to others. Yes ___ No ___

I would return to this website. Yes ___ No ___

Additional comments (optional)

_____

_____

_____

_____

APPENDIX B: INTERNET INFORMATION

Internet/ WWW/World Wide Web - a world wide telecommunications network that allows individuals and groups to communicate, display information, and interact with others sharing similar computer technology. Basic requirements for access to the Internet are a high speed personal computer with telephone (modem) capabilities and appropriate software programs.

HTML - hypertext markup language - a code that enables an author to write and display information on the Internet. There are programs available that function much like word-processors. They translate documents into this language while being written.

STEM~Net - a computer network organized by Memorial University of Newfoundland for educators and students to access and use the Internet. This group maintains information, communication and supports many education, technology and Internet initiatives.

Webbrowsing - the various information searches an individual or group conducts, once connected by phone to the Internet. There are various tools one can use for finding information, for example, Webcrawler. This is a program that narrows and organizes a person's search much as ERIC or PSYCHLIT programs in traditional libraries.

Webservers - companies that provide the actual hookup and access to the WWW such as Cable Atlantic in St. John's, Newfoundland. These companies provide the software and support individuals need to use the Internet. They are an individual's connection to the Web. There are numerous groups offering various packages. Cost and number of access hours vary by package and company.

Websites/Homepages - a location on the WWW that allows an individual or group space to present ideas, information, graphics and so forth. Some spaces and information can be narrow, in breadth, and very limited, in content. Other websites present much detail and information that collaborates or links to other work on the Internet. These pages can range, in nature and content, from highly insightful research to pornographic and racist material. The author defines the parameters, credibility and depth of the site.

* One good source to learn more about the Internet and HTML is *A Beginner's Guide to HTML / NCSA / pubs@ncsa.uiuc.edu / revised April 1996*

APPENDIX C: STEM~Net INFORMATION

STEM~Net Questions & Answers

Fall, 1995

What is STEM~Net?

STEM~Net is a computer network for active professional K-12 and rural public-college educators in Newfoundland and Labrador. By assisting these educators in meeting their teaching, curriculum and professional development needs, STEM~Net aims to support their ongoing efforts to improve student achievement in this province.

Who or what can be reached using STEM~Net?

STEM~Net provides network connectivity among K-12 educators and classes, many college educators, and other invited post-secondary and community resource people throughout the province. It supports a range of services and programs related to instruction, curriculum and professional development. Through the Internet and its Canadian and Newfoundland/Labrador regional networks, STEM~Net provides access to a wide range of individuals, services and information throughout this province, Canada and the world.

What type of program and services does STEM~Net provide?

From the beginning, STEM~Net has provided electronic mail, newsgroup, library and Internet services. In addition, STEM~Net provides a graphical interface option for users and supports the development many curriculum-based activities These activities are as wide-ranging as the imaginations of the teachers and resource people involved, and may include dynamic test item banks, online newsletters, "Ask an Expert" and class-based networking projects. Through the implementation of a "Quality Assurance Program", with continuous feedback, evaluation and response, STEM~Net attempts to ensure that its services and programs are of the highest quality and meet the networking needs of users.

How did STEM~Net get its name?

Picture the STEM of a boat ploughing through the water, leading the way. Or picture the STEM of a tree lifting the leaves to new heights and vision. Pick whichever metaphor you wish. It may also be noted that "STEM" can be obtained from the first letter of "Science, Technology Education and Mathematics", where the initial program and training emphasis was concentrated.

Who is entitled to STEM~Net user-permits?

- Active professional K-12 and rural public-college educators in Newfoundland and Labrador.
- Full-time MUN Education students and faculty members.
- Selected Memorial University distance education classes.

STEM~Net regrets that it will not be able to provide network access for: retired public educators; instructors/staff of private post-secondary and adult institutions; nor serve other members of the community, except for those selected individuals who have been invited to serve specific resource roles.

What is the current stage of development?

The first two STEM~Net stages have been completed. These were the preparation stage (July 1992-Aug.1993) and the development stage (Sept. 1993- Sept.1994). In the implementation stage (October 1994 - March 1996), the emphasis has shifted from hardware and software to focus on services, program and training.

Implementation Stage (1994-96 Academic Years)

- Upgrade host and communications systems.
- Pilot multi-media networking software and approaches.
- Develop and implement STEM~Net Class Project Network.
- Help implement an extensive online program for science, technology education and mathematics educators, and help support programs in all other K-12 areas.
- Help place 350 computers with modems for teacher and instructor use in remaining sites around the province.
- Continue to train Lead Teachers, program leaders and class-project leaders.
- Organize and run familiarization events and workshops for NLTA Special Interest Councils.
- Help with ongoing training of Memorial University 's Education students in STEM~Net use.
- Support Memorial University's distance education program.
- Work with telecommunications industry to achieve full access, sufficient bandwidth and affordable rates for STEM~Net users.

How can I get involved?

If you are an active professional K-12 educator or college instructor, contact your School Board STEM~Net Coordinator or college president's office to ensure that you receive a user-permit request form. If you are an Education student or faculty member, you may obtain a request form at the STEM~Net office (room E5038).

For more information contact:

STEM~Net
E5038 G. A. Hickman Bldg
Memorial University of Newfoundland
St. John's, NF A1B 3X8

Phone: (709) 737-8836
Fax: (709) 737-2179

General email: staff@calvin.stemnet.nf.ca

Program email: program@calvin.stemnet.nf.ca

Will I be able to access STEM~Net from home as well as school?

Yes, provided that you have a home computer, a proper modem and suitable communications software. Home users must register their home telephone numbers with STEM~Net. This way registered users, utilizing their own STEM~Net user-permits (accounts), will be able to access STEM~Net without incurring long-distance charges. Users calling from telephone numbers not registered with STEM~Net will be billed for communications charges.

Will training be provided?

Yes. Each school has (or will have) a staff member who volunteers his/her services as a STEM~Net Lead Teacher. STEM~Net is working with school boards to provide training for these teachers. Lead Teachers then provide training and support for other staff members in their schools. In addition to this, other specialized workshops are held from time to time.

How much do I have to pay for a user-permit (account) and STEM~Net access?

Because of development and implementation funding from the Canada-Newfoundland Cooperation Agreement on Human Resource Development (HRD), STEM~Net will not be charging its registered users for user-permits, access and services until March of 1996. Starting in April of 1996, STEM~Net will need to generate operating revenues from its services to the teaching, school-board, government and post-secondary communities.

Are there any usage constraints?

Yes. All usage must be in support of the STEM~Net mission and goals, and must be consistent with the STEM~Net Acceptable Use Policy. As well, each user has a fixed amount of disk storage space and is bound to a monthly time-usage quota.

Will school students be able to use STEM~Net?

During the 1994-95 academic year, STEM~Net piloted the Class Project Network. This new network has its own server (susie) and is available for special teacher-led class-oriented projects that support the curriculum. STEM~Net will be working with the Canada-wide SchoolNet initiative to encourage provincial, national and international projects. For information on class projects, contact your School Board STEM~Net Coordinator or the STEM~Net Project Officer.

Schoolnet RINGS

Schoolnet RINGS (Reports on Investigations by Networked Groups of Students) is a class project system being piloted in the 1995-96 school year. It is sponsored by the Schoolnet initiative of Industry Canada and is being administered by STEM~Net. It focuses on investigations of curriculum-related topics by groups of students and computer-mediated communications between several of these groups or RINGS. It then results in the publication of an online RINGS journal. For

further information concerning RINGS, contact the Schoolnet RINGS project officer, eapower@calvin.stemnet.nf.ca.

Return to Administration Page

Return to STEM-Net Homepage

APPENDIX D: I. J. SAMSON INFORMATION

I. J. SAMSON JUNIOR HIGH

50 Bennett Avenue, St. John's, NF
A1E 2Y8
samson@calvin.stemnet.nf.ca

AVALON CONSOLIDATED SCHOOL BOARD

REPORT 1995-1996

I. J. SAMSON
Fur Nostra in Futurm Lucet

The mission of the I. J. Samson community is to facilitate lifelong learning which enables us to belong, to adapt to a changing world, and to move toward our potential in a safe and caring environment

Principal's Message

This Report is significantly different from any that you have seen before. Approximately thirty schools from across the province have been selected this year to participate in this school report pilot project and our school was fortunate in being among them.

The purpose of this Report is to provide the parents and guardians of the students at I. J. Samson Junior High School, as well as members of the general public, with current information about the school. You will undoubtedly find the statistics provided in this report both interesting and enlightening. The varied types of information presented herein will give you an opportunity to view the school from a different perspective and will, we hope, enable you to see why everyone who is associated with the school is indeed proud to be part of it. This report includes the results of certain standardized tests, as well as other information on program, curriculum, and special services, all of which serve to give you a snapshot of student achievement at our school.

We trust you will analyze the data and study the report, which describes the many facets of school life at I. J. Samson Junior High. However, just as parents are asked not to judge the achievement of their child on the results of one test, we respectfully request that you view the content of this report as one part only of the total picture of the school. In keeping with current educational philosophy, we at I. J. Samson are committed to accountability and openness to parents regarding student achievement and we value your response.

If you require clanfication on any points presented in this report, please contact the school immediately and your questions will be answered. We also encourage you to provide us with feedback on how useful you feel this report is both to parents in particular and to the public in general (a parent reaction form is provided).

Report 1995-1996
Provincial Indicators Project

Avalon Consolidated School Board Personnel:

Chairperson: Stephen Andrews

Superintendent: William C. Lee

School Principal: W. Donald Vokey

Vice-Principal: Fred Durant

Our School

Our school, I.J. Samson Junior High, is under the jurisdiction of the Avalon Consolidated School District which has 26 schools with a total of 10 800 students. The school currently has an enrollment of 443 students and offers grades 7-9.

Our Staff and Classes

Our school has a staff of 29 educational personnel, 28 in full time positions and 1 in a half time position. Our 19 classroom teachers, including 4 department heads and a music specialist, are supported by 2 administrators, 1 learning resource teacher, 1 guidance counsellor, 1 educational therapist, and 5 special services personnel. These special services personnel have expertise in the areas of challenging needs and special education. Our school also has the support of 5 student assistants and 1 French teacher aide. The school has the services of 2 secretaries, 1 caretaker, 3 cleaners and 2 cafeteria workers. In addition to staff based at the school, we have access to the following services at the District level: Speech language pathologists; teacher for the visually impaired; subject coordinators; and ESL (English as a Second Language) teachers.

The following table provides some additional information about our School, District and Province.

	School	District	Province
average size of instructional groups[1]	25.7	25.4	21.6
average years expenence of classroom teachers	15.4	15.1	15.7
% teachers teaching in multigraded[2] classes (K-9)	10.0	3.3	11.8

For example, the average size of the instructional groups in I J. Samson is 25.7 students.

Definitions:

(1) Instructional Group - A class of students instructed by an educator, not necessarily a homeroom.

(2) Multigraded Classes - Classrooms in which students in two or more grade levels are combined for instructional purposes. At I. J. Samson the challenging needs class and some music classes have students from more than one grade level.

Our Staff and Classes (continued)

Each year our staff attends various professional development (PD) activities. The following table indicates some of the PD activities that various staff members have attended recently. Some staff members have served as presenters at conferences and seminars.[3]

Professional Development Activities	Number of staff involved	Professional Development Activities	Number of staff involved
Heart Smart/First Aid	2	Learning Resources Council	1
Cooperative Small Group Learning	1	Music Special Interest Council	1
Introduction to Microsoft Word	7	School Administrators Special Interest Council	2
Introduction to Windows and Word Processing	10	Physical Education Special Interest Council	2
Non-violent Crisis Intervention	6	Science Special Interest Council	2
Suicide Prevention	5	Art Special Interest Council	1
Global Education - Ethical Consumerism	35	Council of Special Services	5
Internet Training	5	School Counselors of Newfoundland	2
Introduction to Windows' 95	1	Social Studies Special Interest Council	4
Advanced World Wide Web	6	Technology Special Interest Council	1
English Special Interest Council	2	Introduction to Novell for LAN Managers	2
CD ROM use and availability	5	Global Education at Killdevil	2
Canadian French Immersion Conference (ACPI)	2	Modern Language Special Interest Council	2
Mathematics Special Interest Council	4	Home Economics Special Interest Council	1

[3] A number of staff members at I. J. Samson have provided in-service to other groups. For example, this year our learning resource teacher presented at a provincial global education conference and at a School Board inservice. Our technology education teacher and French Department Head presented at a School Board inservice for junior high teachers.

In addition to the above many of our teachers are members of national organizations.

The following table shows the percentage of the instructional groups in our school in each size category

Size Category	% School	% District	% Province
1-5	0.0	0.4	1.4
6-10	2.6	1.8	5.5
11-15	10.5	7.3	13.2
16-20	13.1	13.4	23.0
21-25	30.7	22.6	25.4
26-30	22.9	30.6	19.3
31-35	8.5	17.1	8.0
36-40	3.9	2.6	1.6
40+	7.8[4]	4.2	1.6

[4] This large number represents the various band groupings in grades 7, 8 and 9.

For example, 30.7% of the instructional groups in our school contain between 21-25 students.

How well our students perform compared to others in Canada

Report 1995-1996 Provincial Indicators Project

The Canadian Tests of Basic Skills (CTBS) are standardized tests administered to selected grades annually to assess the performance of students in basic skill areas. At each grade level tested, student performance is compared to the results of a random sample of students at the same grade level across the country. The main purpose of this assessment is to compare the performance of our students to those elsewhere in Canada and identify strengths and weaknesses in our instructional programs. At each grade level the test is divided up into five major skill areas.[5] Student performance is reported as a percentile rank which shows where our students are relative to others at the same grade level. For example students scoring at the 45th percentile are performing better than 45% of students in the cross-Canada sample and lower than 55% of the same group. The tables below show the average percentile ranks of the students in this school on each skill area. These can be compared with the average percentile ranks for the District and the Province on the same tests.

[5] Skill Areas :
(i) Vocabulary
(ii) Reading Comprehension
(iii) Work Study(graphs, diagrams and use of reference books)
(iv) Language (spelling, capitalization, punctuation & usage)
(v) Mathematics (concepts, problem solving & computations)

Grade 7 CTBS Results, 1994-95

	Skill Area						Out of 140 students[6] in grade 7, 102 completed[7] the test in 1994-95
	Vocab	Read	Work	Lang	Math	Total	
School	57	50	54	49	57	56	
District	57	57	63	54	57	59	
Province	41	47	51	43	53	49	

For example, on the Total test, students in I.J. Samson achieved at the 56th percentile. In other words, these students on average, performed better than 56% and lower than 44% of the cross-Canada sample at the same grade.

[6] Students who are on special individualized programs are not included in these figures.

[7] Number of students completed refers to the number of students who completed the entire test.

Grade 8 CTBS Results, 1992-93

	Skill Area						1989-90 Total	Out of 152 students[6] in grade 8, 110 completed[7] the test in 1992-93.
	Vocab	Read	Work	Lang	Math	Total		
School	41	44	42	30	40	43	46	
District	50	53	51	49	43	52	58	
Province	33	41	42	40	40	40	40	

For example, on the Total test, students in I.J. Samson achieved at the 43rd percentile. In other words, these students on average, performed better than 42% and lower than 57% of the cross-Canada sample at the same grade. In the previous administration of this test in 1989-90, the school performed at the 46th percentile.

When these 1992-1993 standardized test results were analyzed at the school level, teachers decided that measures had to be taken to improve academic achievement. In an effort to address teachers' concerns a school improvement program was started at I.J. Samson. The school improvement committee, using a survey instrument developed in consultation with Memorial University of Newfoundland, identified the major concerns of our teachers. We then embarked upon the following initiatives:

- The method of curriculum delivery was changed to reflect a resource-based teaching approach;
- An interdisciplinary curriculum model was developed;
- A technology plan was developed;
- A Code of Conduct was developed to address discipline concerns;
- An annual Awareness Week was implemented to educate about vandalism, school pride and self esteem;
- A school-business partnership was initiated

The remainder of this report will give further details of our initiatives aimed at increasing student achievement at I. J. Samson.

Curriculum

Our school improvement committee identified the following objectives for improvement. These objectives are being accomplished through resource-based learning strategies, integration of technology and by a concerted effort at an interdisciplinary approach to curriculum delivery.

School Improvement Objectives at I. J. Samson Junior High

- To improve and revitalize the learning/instructional climate;
- To improve achievement and enrich participation in science and technology;
- To improve achievement levels in literacy, numeracy, and communication skills;
- To establish an acceptable level of computer literacy for students and teachers;
- To upgrade instructional personnel and instructional resources;
- To expand and nurture parental involvement in the educational process at our school;
- To nurture our school-business partnership;
- To extend curricular use of the school beyond the regular school day;
- To nurture the view of the school as a community centre for lifelong leaning.

Resource-Based Learning

One of the methods we are using to accomplish our school improvement objectives is the implementation of resource-based learning strategies. The goals of resource-based learning are to enliven and broaden the prescribed curriculum through the use of a variety of resources selected to match students' abilities, interest levels and styles of learning. The skills of learning are also focused on using the prescribed curriculum as the content vehicle. Through the use of resource-based learning the repertoire of strategies teachers employ is enriched in order to interest students and create learning situations that are more student centered.

The How of Our Resource Based Learning Approach

- Use resource-based learning and cooperative programme planning with the help of a learning resource teacher;
- Increase the quality, quantity and variety of resources available to students and teachers both within and outside the school;
- Organize these resources so they can be efficiently accessed by both students and teachers;
- In our cooperative program planning sessions focus on skill-based learning and on creating activities for students that are varied and relevant to their learning needs now and as lifelong learners;
- Infuse the prescribed curriculum with global issues which help students see that what they are doing is transferable to the real world.

Interdisciplinary Model

Integral to the objectives and successes of resource-based learning strategies is the degree to which we achieve an interdisciplinary curriculum model. The *Home Room Concept* is in place wherever possible. This approach encourages the use of curriculum content in the areas of social studies, religion, and health, to develop skills in 5 areas: Communications (verbal and written); technology, research and analysis; literacy; and numeracy. The student-centered and cooperative learning processes of resource-based units associated with the interdisciplinary model enrich personal development, particularly the social skills inherent in learning to work with others.

Curriculum (continued)

Subject Area Highlights *(Curriculum Extensions)*

Language Arts: In addition to the regular requirements of the curriculum, I. J. Samson provides accelerated and remediated programs in each of the three grade levels. The accelerated program aims to create, for our more capable students, a smoother transition to the advanced placement English courses available at the high school level. This is accomplished by taking the curriculum objectives to a higher level of expectation particularly in the domains of analysis, synthesis and evaluation.

Mathematics: A new program, offered to one English stream, and one French Immersion stream, will have students complete all junior high mathematics objectives by the end of grade 8. In their grade 9 year, these students will complete the high school Level I Mathematics objectives. This will place these students in a position to move more easily into advanced placement mathematics courses in high school.

Science: Our science program is enriched by the annual Science Fair, each student is required to complete a science project or research study for display in the Science Fair. Presentations by professionals from our business partner, Newfoundland Light and Power, are also integrated into our science program.

Social Studies: A special topics approach continues to improve motivation and increase curriculum relevancy. For instance the school's focus on the Quebec Referendum drew attention from local and national news media; our students appeared on CBC's "Magazine" referendum coverage in October, 1995. Our **Global Education** philosophy resulted in two grade 9 classes conducting a study for Queen's University.

French: Our Core French program is enriched by an accelerated curriculum in Grades 8 and 9. This program, along with a philosophy of providing as many authentic French experiences as possible (including French meals, visiting French plays and trips to a French milieu) helps provide a sound experience in second-language learning. Twenty-six of our Grade 9 Core French students will participate in our annual trip to Quebec City in May, 1996. As well, our French Immersion students will travel to St. Pierre in May, 1996. Our French Department, in cooperation with the French coordinator of the School Board, has developed a Learning Resource Unit (Le Monde de la Francophonie) which supplements the cultural component of our Grade 9 Core French program.

Physical Education: Nearly 25 % of our students are involved in varsity athletics. Many more participate in our intramural program. A number of our students received judo lessons as a regular part of their physical education program this year. Several continue their instruction in a private program organized by our physical educational department and an outside judo instructor. This program takes place at the school on Monday and Thursday evenings, and on Saturday mornings at nominal cost to our students.

[5] I. J. Samson is one of 18 schools in Newfoundland and Labrador designated as a "Global School". This global education project is a joint initiative of the Newfoundland and Labrador Teachers' Association and other provincial educational agencies, with major funding provided by the Canadian International Development Agency. The goal of this project is to increase global awareness across the curriculum and at all grade levels. Unfortunately the federal funding for this project has been discontinued. All I. J. Samson we are committed to global education and hope to continue with our program.

Global Education[5]

We have chosen "Ethical Consumerism" as our theme for 1995-1996. This theme dovetails neatly with the prescribed curriculum and aids us in our interdisciplinary approach to the curriculum. Since students in junior high school are often easily influenced by advertising and by the dictates of current trends we are hoping to add another dimension to their decision to buy: *What effect will my money have on others and the environment?*

Specialized Programs

Guidance and Educational Therapy

This year our school has embarked on a Pilot Project in conjunction with the Department of Social Services, particularly the Division of Child Protection and the Division of Youth Corrections. To date, this project is proving to be quite beneficial to all stakeholders. In the past the school had to work with as many as 15 different social workers who interacted with students and their families on a day to day basis. As a result of this Pilot Project, one child protection worker and one worker from Youth Corrections have been assigned to our school as primary contacts. This has improved communication immensely and has enabled school personnel to interact much more effectively with outside agencies.

The Guidance Counsellor plays a crucial role in the lives of students at the junior high school level. At our school the guidance program permeates all facets of school life, and the community at large. Career Planning, Drug Awareness, School Improvement, Student Council, and the Guidance Advisory Committee are but a few of the programs from which our students reap many benefits.

The Educational Therapist is another invaluable member of the school team. Students with long-term emotional/behavioral disorders are among those who avail of the services of the educational therapist. These students may also be experiencing a variety of other difficulties such as learning disabilities, poor study skills, lack of self-discipline, and the like. There is frequent consultation between the educational therapist and others who interact with the student such as teachers, parents, social workers, and psychologists to ensure the best possible service delivery to the students in need.

Special Needs

Our school is devoted to the delivery of special services and makes provisions for children who may be learning disabled or have lower academic abilities. An Individualized Program Plan (IPP) is designed to accommodate students with specific needs.

At I. J. Samson Junior High School, the area of Special Needs may encompass as many as 75 students and would include a Challenging Needs program and a Grade 7, 8, and 9 program. Program delivery is implemented through the use of mainstreaming and through individual/small group intervention in a resource room setting.

Challenging Needs

We currently have two Challenging Needs teachers in our school and we consider the program that we offer to be exemplary. The teachers have developed a curriculum in accordance with the needs of their students - their strengths and weaknesses.[9]

[9] As an off-shoot of our Challenging Needs program, a Leisure Pals Club was formed in 1985 and continues to develop and expand. This club involves students in our Challenging Needs program as well as those from the regular program. The main focus of the club is to promote acceptance of individual differences through leisure type activities such as swimming, bowling, skating, camping, and skiing.

Scholarship Program

At I. J. Samson we are endeavouring to place a greater emphasis on academics. Each year we highlight our scholarship program in our student agenda and have a special awards ceremony.

Our Scholarship Program

Various scholarships and awards are presented at the end of the school year to deserving students at all grade levels:

- First place in each classroom
- Highest mark in our scholarship examination at each grade level
- R. T. Job Scholarship - Best All-Round Student
- R. T. Fenwick Special Education Awards
- Froude Avenue Community Centre Award
- Teachers' Discretionary Award
- Home and School Association Principal's Award
- Honour Roll - 85% plus on overall average

Partnerships

I. J. Samson has become a leader in the development of working partnerships with parents, business, community organizations, government, the university and other schools. We believe that it is important to draw on the resources of the entire community as we strive for excellence. Our efforts have been recognized provincially and nationally.

School Recognition / Awards
Human Resource Development Funding $88,000[10]
Northern Telecom's Award for Excellence in Education
Northern Telecom Award $8000[10]
Administrator Nomination for Fortis Leadership Award
Administrator Nomination for Readers' Digest Leadership Award
Global School Designation
Conference Board of Canada National Award for excellence in business-education partnerships -1996 $1000
Avalon Consolidated School Board $90,000[10]
Fortis Education Foundation $29,000[10]

Newfoundland Power

Our partnership with Newfoundland Power emerged in April, 1993 as a direct result of our school improvement process. A *Partnership Team* consisting of the CEO of Fortis Inc., the CEO of Newfoundland Power, senior management personnel from Newfoundland Power, the administrators of I. J. Samson, the School Improvement Committee and the Department Heads of I.J. Samson oversees the setting of goals and objectives, their implementation, their assessment and measurement. We have various other teams in place to monitor and assist our partnership activities.[11]

I. J. Samson - Newfoundland Power Partnership Objectives
• To create relevancy between curriculum objectives and the business world that will stimulate students' interest in learning
• To create a vision of the school as a community of learners representing all the major stakeholders
• To create the technological infrastructure more reflective of the current technology-driven, information age
• To create among teachers, students and parents an appreciation for technology as a powerful learning tool
• To create a model of human resource sharing that can be duplicated by other learning institutions

Memorial University of Newfoundland

Each year a significant percentage of our teaching staff accepts teacher interns from the Faculty of Education. In addition to this partnership with Memorial we have worked with a research professor in the Faculty of Education to develop survey instruments which have been used to evaluate our school improvement process. The analysis of some of the data collected was completed at Memorial while the Department of Education and Training provided analysis of other aspects of the data. The results have been incorporated into our school improvement objectives.

Home and School Association

This team is composed of teachers and parents. This group is very active and committed to the school. While fundraising is one of their objectives they have expanded their role to include becoming involved in safety issues; exploring the community use of the school; ensuring that those who have expressed interest in volunteering at the school are contacted and researching school councils.

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[10] These funds were used to :Build a new Learning Resource Centre, which includes a networked 29 workstation computer lab; extend the local area network (LAN)to connect each classroom; and purchase computer software and hardware. This is an on-going project. We anticipate that each classroom will have at least one computer on the LAN by the end of the 1996-1997 school year.

[11] A *Project Management Team* consisting of four senior managers from NF Power, the Vice Principal, Department Heads (which include School Improvement Committee members) develop projects which meet the goals and objectives of the *Partnership Team* Offshoots of the *Project Management Team* are the *Evaluation Team*, which refines, administers and arranges for analysis of data obtained on our survey instruments and the *Technology Support Team* consisting of two telecommunications engineers and an applications analyst from NF Power and two teachers who volunteered to be trained as network administrators.

Report 1995-1996-Provincial Indicators Project

How our students feel about school

Students in various grades are regularly asked how they feel about the quality of their school life. The surveys used ask students whether they agree or disagree with a series of statements that all begin with: *School is a place where.....* The tables below show for the School, District and Province the percentage of students at each grade level who agreed with each of the statements.

Percent of Grade 8 Students Agreeing With Each Statement, 1992[14]

Statement - *School is a place where...*	School	District	Province
I like to be	62.8	55.0	62.7
I feel bored	43.0	50.8	44.3
I feel good about my work	82.6	77.8	83.5
I learn the things I need to know	93.4	92.0	93.5
I can get along with most of the students even though they may not be my friends	83.5	83.9	86.8
I sometimes wish I were different than I am	35.0	43.0	44.5
I feel important	62.3	57.0	62.1
Teachers treat me fairly in class	76.0	77.8	84.3
Teachers help me to do my best	78.5	83.5	89.0

[14] Before our School Improvement process began.

For example, 82.6% of the grade 8 students in I.J. Samson agree with the statement "School is a place where I feel good about my work".

Percent of Grade 7 Students Agreeing With Each Statement, 1994[13]

Statement - *School is a place where...*	School	District	Province
I like to be	60.1	57.5	58.1
I feel bored	45.5	50.6	47.8
I feel good about my work	76.2	79.1	81.1
I learn the things I need to know	95.2	95.0	93.5
I can get along with most of the students even though they may not be my friends	77.9	83.9	83.8
I sometimes wish I were different than I am	43.2	44.8	45.4
I feel important	55.8	51.6	57.8
Teachers treat me fairly in class	82.4	83.7	85.2
Teachers help me to do my best	85.6	87.6	89.5

[13] When this survey was completed these students had not been enrolled in our school for very long.

For example, 95.2% of the grade 7 students in I.J. Samson agree with the statement "School is a place where I learn the things I need to know".

This survey will be repeated in future years enabling us to compare results and link them to our school improvement strategies.

How our students are spending their time at school and home

Grade 7 students were asked in 1994-95 to tell us about some of their activities in and out of school. The table below shows us the percentage of students in our School, District and Province who gave each response.

Report 1995-1996 Provincial Indicators Project

Percent of Grade Seven Students Responding to Each Category, 1994			
Question	School	District	Province
HOW MUCH TIME DO YOU SPEND EACH DAY WATCHING TV?			
No time	2.3	3.8	2.5
Up to 1 hour	18.6	17.7	15.9
Between 1-2 hours	33.3	37.2	30.0
Between 2-3 hours	20.2	22.5	26.3
> 3 hours	25.6	18.8	25.3
WHERE DO YOU USE A COMPUTER?			
I don't use a computer	3.1	9.3	8.9
I use a computer only at school	48.1	31.3	48.9
I use a computer only at home	1.6	23.8	11.4
I use a computer both at school & home	47.3	35.5	30.8
WHICH OF THESE BEST DESCRIBES YOUR HOMEWORK?			
I rarely do any homework	3.9	1.8	2.6
I do my homework on my own	31.0	31.4	30.1
On my own and a parent/guardian checks it sometimes	47.3	52.5	48.9
On my own and a parent/guardian always checks it	17.8	14.2	18.4
WHAT KIND OF READING MATERIAL DO YOU READ MOST OFTEN?			
Comics and/or cartoons	11.1	8.3	12.7
News magazines	2.4	1.3	1.8
Special interest magazines	13.5	13.3	13.9
Books related to movies	7.9	6.5	11.6
Science fiction	4.0	9.4	10.3
Horror fiction(*4)	42.1	44.8	37.1
Poetry	0.8	0.7	1.3
Fantasy	15.9	14.0	7.1
Romance	2.4	1.7	4.1
HOW MANY HOURS EACH WEEK DO YOU SPEND OUTSIDE OF SCHOOL READING FOR PLEASURE?			
0-1 hours	28.3	23.6	30.7
1-2 hours	34.6	34.2	33.9
3-4 hours	15.0	18.9	15.9
5-6 hours	8.7	11.7	9.6
7 or more hours	13.4	11.5	9.9
HOW MANY HOURS EACH WEEK DO YOU SPEND OUTSIDE SCHOOL IN ORGANIZED ACTIVITIES?(e.g. clubs, piano lessons, ballet, sports, etc...)			
0-1 hours	13.4	10.6	13.1
1-2 hours	30.7	29.1	27.7
3-4 hours	24.4	25.8	26.2
5-6 hours	20.5	15.5	15.3
7 or more hours	11.0	19.0	17.7

(*4) It is the opinion of some staff members at I. J. Samson that most grade 7 students do not understand the difference between science fiction, fantasy and horror so it is likely that some respondents choosing horror may well be including science fiction and fantasy in this category. Many grade 7 students at I. J. Samson like the author R. L. Stine. Hence, we are making an effort to capitalize on this and lead them to more interesting fiction in two ways 1. In the Learning Resource Centre their interest in horror fiction is used to guide them towards more sophisticated writers and to a variety of genre and; 2. In their English program students are permitted to read two books in any one genre but are encouraged to expand their reading to include various other kinds of fiction.

It is interesting to note the gender differences in the answers to some of these items. At I. J. Samson 50.7% of the females reported that they read horror fiction most often while 31.4 % of the males reported reading horror fiction most often. As well, while 8.2 % of the females reported reading special interest magazines most often, 19.6 % of the males reported reading special interest magazines most often. It is also interesting to note that while 17.6 % of the females say they spent less than 1 hour each week outside of school reading for pleasure a very large number of males, 41.2 %, said they spend 1 hour or less outside of school reading for pleasure.

Co-curricular activities

Our school is in the unique position of having a very limited bus service in that the majority of students avail of a regularly scheduled city bus service for transportation to and from school. This enables students to participate in a variety of co-curricular activities offered by an array of dedicated teachers and volunteers.

Report 1995-1996 Provincial Indicators Project

ACTIVITY	NUMBER OF STUDENTS INVOLVED
Art Club	10
Choir	50
Leisure Pals	45
After school computers	80
Varsity Athletics	150
Intramurals	100
Drama	100
Weightlifting	25
Public Speaking and Debating	6
School Newspaper	5
Band	90
Global Student Inservice[15]	20
Enrichment	20

These activities add another dimension to the educational experience of our students and can often be one of the highlights of a student's school life.

[15] In March of each year 20 students from I. J. Samson and 20 students from St. Michael's Regional High (another global school) gather in a setting outside of a school to take part in activities relating to the International Day for the Elimination of Racial Discrimination.

Band

In addition to the regular program offerings, our Music program extends into the realm of co-curricular activities as well. In an attempt to build self-esteem and instill confidence in our students and their abilities, the music program has provided an outlet for involvement in the community at large. While the various music ensembles often perform in conjunction with the school's drama groups, they frequently represent our school at other functions. Their involvement has included performances at:

- Global Education Citizenship Day, May 1995
- Avalon Consolidated School Board's Retirement Banquet, June 1995
- Atlantic Provinces School Boards' Association Conference, January 1996
- Remembrance Day assemblies - I. J. Samson
- Annual I. J. Samson Christmas concerts
- Annual I. J. Samson Spring concerts

Choir

We have a vibrant choir at I. J. Samson. It is composed of students, teachers and student assistants at the school. They sing regularly at assemblies and concerts sponsored by the school. Over the past couple of years our teacher choir director has been assisted by students from Memorial University's Faculty of Music. This partnership has provided all involved with very enriching and beneficial experiences. The highlight of the past few years has been Newfoundland Power's invitation for our choir to sing at their annual Christmas breakfast.

Drama

Under the capable guidance of their teacher sponsor, the student actors and stage crew involved in drama at our school are part of an active and talented group. Students participating in this activity are given the opportunity to hone their public speaking skills as well as develop self-confidence and self-esteem. While working extremely hard during their lunch breaks, after school, and on weekends, they have come to be recognized for their abilities. Their involvements and accomplishments include:

- Membership in the Canadian Improv Association
- Junior Provincial Champs 1995-1996 - Improv Team: "Cheap Caviar"
- Avalon East School Drama Association - Non-competitive category: Most Spirited Entry
- Drama Festival performances
- Thanksgiving and Remembrance Day assembly plays
- Past performances have included: "Romeo and Juliet" and "Cinderella"

Staff 1995-1996

Teachers

Ms. D. Baker *(Special Education - On leave)*
Ms. C. Bartlett *(Grade 7 Homeroom/Music)*
Mr. D. Bartlett *(Grade 8 Homeroom)*
Mr. G. Billard *(Grade 7 French Immersion)*
Ms. C. Blundon *(Grade 8 French Immersion)*
Ms. B. Collett *(Grade 9 Homeroom/French Department Head)*
Ms. A. Crawford Major *(Learning Resources)*
Mr. F. Durant *(Vice-Principal/English)*
Mr. E. Feltham *(Grade 8 Homeroom - On leave)*
Mr. H. Fillier *(Grade 7 Homeroom)*
Ms. C. Fleming *(Special Education)*
Mr. B. Gallant *(Grade 8 Homeroom)*
Ms. I. Goulding *(Challenging Needs - On leave)*
Ms. M. Guinchard *(Challenging Needs)*
Mr. H. Hopkins *(Technology Education/Science)*
Ms. D. Howse *(Special Education)*
Ms. M. Lester *(Grade 8 Homeroom/Physical Education)*
Mr. D. Mallam *(Grade 9 Homeroom/Science)*
Mr. G. Mercer *(Grade 7 Homeroom)*
Ms. J. Nash *(Grade 9 Homeroom/English Department Head)*
Ms. P. Pomeroy *(Mathematics Department Head)*
Ms. B. Pynn *(Special Education)*
Ms. G. Pynn *(Guidance Counsellor)*
Mr. G. Riche *(Grade 9 Homeroom/Science/Mathematics)*
Ms. M. Snow *(Educational Therapist)*
Mr. M. Sooley *(Grade 7 Homeroom/Art)*
Mr. J. Sullivan *(Grade 8 Homeroom/Physical Education)*
Mr. E. Stentaford *(Art - On Leave)*
Ms. L. Tilley *(Art)*
Mr. D. Vokey *(Principal/Religion/Health)*
Ms. M. Warren *(Grade 7 Homeroom/Social Studies Department Head)*
Ms. S. Young *(Challenging Needs)*
Ms. G. Zwicker *(Home Economics/Science)*

Support Staff

Secretarial:
Ms. A. Bragg
Ms. A. Eddy

Student Assistants:
Ms. M. Horan
Mr. B. Parsons
Ms. M. Penney
Ms. B. Power
Ms. D. Power

French Teacher Aide:
Ms. M. Bidaud

Caretaker:
Mr. P. Deniel

Cleaners:
Ms. E. Brennan
Ms. W. Caul
Ms. P. Crews

Cafeteria Workers:
Ms. E. Hamlyn
Ms. K. Parmenter

Indicators

This publication is prepared in conjunction with the Avalon Consolidated School Board and the Department of Education and Training, with support from the Newfoundland/Canada COOPERATION Agreement on Human Resources Development

APPENDIX E: I J S GUIDANCE SERVICES

Guidance Program

Counselling/Therapy - Individual, joint, informal small group, formal group, parent and family interventions.

Academic counselling - study skills, time management, informal, curriculum-based and standardized assessment, class placement and support, Special Education and Individual Program Planning input, senior high school course selection, scholarship committee input and support.

Assessment - As stated above - informal and standardized testing, for academic, personal and other concerns.

Career exploration/counselling - Guest speakers, career information, Choices computer program (1996) (a computer software program complete with an interest inventory, planner, institution and career information), interest inventories/checklists available in and through the guidance office.

Guidance - individual and group intervention can be arranged upon referral from and in collaboration with students, teachers, parents or community groups. These sessions may be focussed and geared toward different issues and needs such as:

Additional issues a model and proposed site could deal with include:

Bullying/Harassment
Careers
Tolerance for individual differences
Class atmosphere
Self esteem
Drug awareness
Special needs

Crisis Intervention - The school has arranged a Tragic Events Response Team that has worked on, and continues to refine, the school's response to crises inside and outside the school. Information, action plans and a handbook are currently being developed.

In-service/Consultation/Support services - the guidance counsellor and school work with many other individuals and groups to provide service to clients. Such groups include the

Guidance Advisory Committee (a team of individuals who help determine the needs of grades and overall focus for guidance), the educational therapist at I.J.S., School Board professionals/consultants, Janeway Child Health Centre, Department of Social Services - Children's Protection and Youth Corrections, Drug Dependency Services and Public Health.

Special needs - guidance at I.J.S. attempts to address special needs of children and groups of students, e.g., children with challenging needs, physical and emotional difficulties, children experiencing family difficulties, loss issues and so forth.

A Special Needs Department has been created to deal with special education and challenging needs. The Guidance Advisory Committee will also look at special populations and issues for the children and families of I.J.S.

Orientation - new students, grade six transition to junior high school, senior high school changes and course selection are all examples of the orientation focus of guidance. A buddy system and grade seven speakers for grade six incoming students are also being developed.

A Guidance Club is also in development to address peers helping peers.

Supervision - the guidance program is open to and accepts interns from various fields, e.g., the guidance and educational psychology program at MUN. , as well as the social work program.

Special programs and projects - as able and available the guidance counsellor collaborates with and incorporates programs and community help, e.g., anger management groups, a pilot project between, Department of Social Services and I.J.S., partnership and group development with Drug Dependency Services.

Other program involvement - the guidance counsellor tries to increase visibility and accessibility by having input and involvement in various curricular and extracurricular activities every year, e.g., the music program, speak offs, Home and School Association, School Awareness activities.

Community networking - linkage and contact maintenance with community supportive agencies such as Community Health, Departments of Social Services, Drug Dependency Services and so forth.

Documentation/Evaluation - the guidance program is constantly devising forms, needs surveys, programs and policies for planning and evaluation purposes. Examples of this

component will be included such as parental letters regarding truancy, referral forms, and action plans for remediation.

Administrative and Clerical - the program's forms and policies for record-keeping, note-taking, scheduling, appointment procedures and so forth are included in this component. Storage and upkeep of cumulative records and transfer of records are other examples of the duties required here.

F. STATEMENT REGARDING THE NEED FOR A GUIDANCE WEBSITE

I. J. SAMSON JUNIOR HIGH SCHOOL
BENNETT AVENUE
ST. JOHN'S, NEWFOUNDLAND
A1E 2Y8

TELEPHONE 579-4934
579-7670

PRINCIPAL
W.D. Vokey
B.A., B.Ed., M.Ed.

VICE-PRINCIPAL
F. Durant
B.A., B.Ed., M.Ed.

The mission of the I. J. Samson community is to facilitate lifelong learning which enables us to belong, to adapt to a changing world, and to move toward our potential in a safe and caring environment.

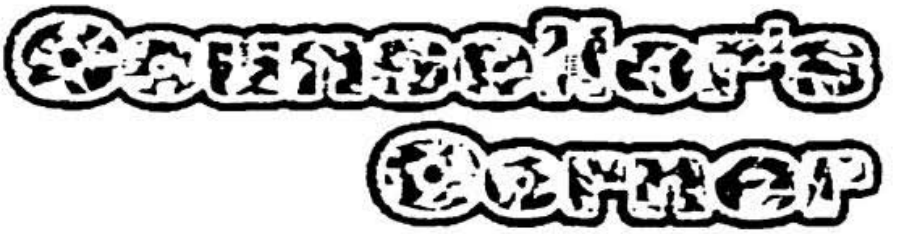
In attempting to accomplish our mission as a school and community, we offer a number of specialized programs such as Guidance Services. The counsellor plays a crucial role in the lives of students at the junior high school level. At our school, the guidance program permeates all facets of school life, and the community at large with programming in many areas such as Career Planning, Drug Awareness, and Study Skills.

"Counsellor's Corner : A Dynamic and Interactive Approach to Guidance Programming using the Internet" - the project proposed by and developed specifically for I. J. Samson Junior High School by Mrs. Gloria Pynn fits well with our aims, objectives and mission as a school community.

Our school improvement committee has identified a number of objectives for our school to pursue through resource-based learning strategies, integration of technology and an interdisciplinary approach to curriculum delivery. Such a guidance project encompasses and furthers such goals. As an administrator and Principal of I. J. Samson, I feel that this endeavour is needed, worthwhile and will provide another avenue for information, service delivery, communication and teamwork.

Mr. W.D. Vokey
Principal

APPENDIX G: SAMPLE PAGES OF THE PROTOTYPE WEBSITE



...COME ON IN

I would like to go back to the L.L. Homepage

Concepts created by
Gloria Pynn

You are number

196

to visit my page!!!

Best Viewed with

WHERE DO YOU WANT TO GO NOW?

I need help NOW!

Emergency Information

I am a first time visitor to this page and need to know what this is all about.

General Information

I am involved with I.J. Samson Junior High School and an interested to know about the Guidance Services. Programs and Information at I.J.

I.J. Samson Information

I would like to explore or find information related to guidance,counselling, and other issues

I AM A:

Student

Parent

Teacher

Counsellor

Interested Other

I HAVE TO GO NOW...

In a nutshell, what is included in this website?
I have a question or comment.

I would like to browse around more...
I would like to know more about I.J. Samson

GUIDANCE PROGRAM / SERVICES

I. J. SAMSON JUNIOR HIGH SCHOOL and our staff is dedicated to providing our students with a complete and well-rounded education. Guidance is at the heart of this lifelong process. Providing information and lending "a helping hand/ear" are esential keys to helping our children, families and community. Below is a look at the services presently provided by the Guidance Counsellor.

This is just a beginning! As our Guidance / Special Services Department grows and develops services will change and modify. Your input as a student, teacher, parent or community partner is extremely important to making I. J. Samson **A WONDERFUL PLACE TO GROW AND LEARN!**

Together, we can help our children learn and be happy!

What does the counsellor do? How can you help me?

Counselling

INDIVIDUAL COUNSELLING

Referrals from students, teachers, and parents can result in brief or long term counselling.

JOINT / SMALL GROUP COUNSELLING / DISCUSSIONS

When a number of students have similiar issues and or problems, groups can be arranged to address these issues. Peers / friends are used as a support and a means to theraputic change

FAMILY / PARENT COUNSELLING

This service has been provided on a limited basis due to time and workload. This service can include mediation, support and referral to outside agencies.

ACADEMIC AND EDUCATIONAL COUNSELLING

As needed and requested, assistance is available for individuals and classes experiencing problems of an academic nature. Interventions have included

Supplying Study Skills Information/Education
Time Management/Scheduling Skills
Informal and Standardized Assessment
Involvement with Curriculum Based Assessment
Arranging Class Placement Meetings
Consultation with respect to Individual Program Plans/Profiles for Students
Senior High School Course selections

Our Scholarship Program

Various Scholarships and Awards are presented at the end of the school year to deserving students at all grade levels:

First Place in each classroom
Highest mark in our scholarship examination at each grade level
R.T. Job Scholarship - Best all around student
R.T. Fenwick - Special Education Awards
Froude Avenue Community Centre Award
Teachers Discretionary Award
Home and School Association Principal's Award
Honour Roll - 85% plus on overall average

ASSESSMENTS

As mentioned above, referals are accepted from teachers, parents and others to investigate learning difficulties. Assessment can be informal or standardized, or a combination of both, to aid the student toward educational success. Consultation and subsequent meetings with teachers and parents are held to discuss results.

Where can I find more information on this topic?

CAREER COUNSELLING/EXPLORATION

Careers and the future in general, is a guidance focus supported individually via information and Choices Computer Program. School and curriculum-wide, Career Weeks and Junior Acheivement Programs have been offered to students in the past. A variety of career assessment tools are also available in the Guidance Office.

I would like to investigate the future

Guidance Issues
CRISIS INTERVENTION/PREVENTION

Unfortunately, tragic times and situations arise for us all. Our staff and counsellor offers support for students and families in crisis. There is also a Tragic events Response team and Program that has been developed and can be active in response preparation and inservicing teachers, parents and students in various areas of crises.

CLASSROOM GUIDANCE

Various activities are planned and carried out in classes to address identified guidance needs and interests e.g. Drug Awareness Speakers, Career Information, Harrassment and Bullying, Presentations on Individual Differences and Tolerance.

INSERVICE AND INFORMATION

As requested and available, students, teachers, and parents can request information on topics such as drugs and alcohol, teen suicide, anxiety and STDs.

I would like to find information on counselling issues

REFERRALS/CONSULTATION/SUPPORT

Teachers, parents, students and other colleagues can approach the counsellor and together, a plan to help an individual and family can evolve. This work can involve sharing information and advice regarding past and present possible supports, services and strategies. At times, referral to and from outside agencies such as The department of Social services or The Janeway is neccessary.

EDUCATIONAL THERAPY

An Educational Therapist is also on staff who works with the Guidance Counsellor to provide support to the students at I. J. This individual works with specific, identified students and provides individual counselling and support, behavioral programming and consultation with teachers, parents/guardians, student monitoring, case conferencing and referral/report writing.

SPECIAL NEEDS/EDUCATION SUPPORT AND INVOLVEMENT

The Guidance Counsellor is involved with assessing the needs and direction of Special Needs children at I. J. Samson. A Special Needs/Services Department is being formally developed presently.

I need to know more about this

ORIENTATION ACTIVITIES

Grade 6 students entering I. J. and Grade 9 students leaving I. J. need special attention. Orientation activities are an important way of addressing these needs. With administrative support and input from all staff, the Guidance Counsellor liasions and coordinates High school Program Meetings/Course selection Process as well as the Grade 6 Student Class Presentations, Introduction to I. J. and Placement Meetings. Brochures are available from the Principal for Grade 6 students, teachers and parents.

FIELD SUPERVISION

The Guidance Counsellor and Educational Therapist are involved with supervising students from Memorial University's Counselling and Social Work Programs.

SPECIAL PROJECTS

Input and involvement is supplied to a number of school and outside programs, days, committees and projects e.g. The Department of Social services and Schools Pilot Project, Global education Day.

INVOLVEMENT WITH OTHER PROGRAMS/DUTIES

To increase *counsellor visibility and accessiblity*, the Counsellor is involved with other School and Students Activities e.g. The Music Program, Student Counsil, Speak Offs, and Leisure Pals.

COMMUNITY NETWORKING

This Counsellor has felt it very important to make connections and plan for supports/projects between I. J. and our neighborhood. These plans include visits to Community Centres, consultations with Public Health, and Home and School Association.

What are some resources in my community?

DOCUMENTATION AND EVALUATION

A preliminary step has begun toward the evaluation of our Guidance Services and Program at I. J. A number of proposed forms and policies have beed submitted and are being developed regarding Student Absenteeism, Guidance Appointments, and so forth. An end of Year Guidance Report has

been submitted to the School Staff, Principal, Home and School Association and School Board to document the activities and usefulness of Guidance at our school. If you would like a closer look at that report click here.

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...

I would like to know more about I.J. Samson

Careers and YOUR Future

Human Resources Development Canada-Job Futures
Welcome to Human Resources Development Canada
The Canadian Environmental Careers Resource Manual-Home
Gopher Course Information
Gopher Job Directory
Virtual Products-Student Jobs
YWG Introductions
Global Vision Homepage
THE IDEAS OF A UNIVERSITY
Canada's Student Loan

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...

I would like to know more about I.J. Samson

S.O.S. S.O.S. S.O.S. S.O.S.

Needing help right now?

If you are in School now, please leave your computer and go seek out the counsellor or administration immediately!

Most important!y : TALK! TALK! TALK!

There are people out there and here to help you!!!

Emergency Contact Numbers

If you are in danger or anyone is hurting you CALL Children's Protection Services - 729-6032 or directly to the Police 729-8000 or 772-5400.

The Mental Health Crisis Centre offers a 24 hour, 7 day a week crisis intervention service for people of all ages living in St.John's and surrounding areas. You can call or visit in person. This is a free service, confidential, non-medical and voluntary. Call anytime at 737-4668 or Long Distance (no charge) 1-888-737-4668 or drop by The Centre at 47 St. Clare Avenue, St. John's.

If you're feeling down, troubled, in crisis, or just needing to hear a friendly voice, you can call TELECARE. This is a group of individuals that provide support to callers 24 hours a day. Please call at 579-1601.

You can also call the KIDSHELP PHONE at 1-800-668-6868. This is a free, 24 hour, confidential service for children. Trained counsellors will help you sort out and deal with any issue.

Now you can also visit the KIDSHELP WEBSITE for information and assistance.Check it out and bookmark it!

KIDSHELP NOW

Other people you can contact regarding specific concerns and issues include:

- *For direction with Health issues:Public Health Nurse: 738-4884*
- *Elizabeth House (support for expectant mothers): 726-0731*
- *Planned Parenthood (pregnancy testing and counselling): 579-1009*
- *Newfoundland & Labrador AIDS Committee: 579-8656*
- *Drug/Alcohol/Gambling Addictions Counsellors: 738-4919*
- *Al-Anon Family Groups: 722-ANON (2666)*
- *Victim Services: 729-0900*
- *Iris Kirby House (Shelter for abused women and children): 753-1461 or 753-1492 (24 hr crisis line)*
- *Naomi Centre (Shelter): 579-8432*
- *Rape Crisis Centre: 726-1411*

Please, Give us a chance to help!

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...

I would like to know more about I.J. Samson

My name is Gloria Pynn and I had been the counsellor at I.J. Samson Junior High School for the 1995-1996 school year. In finishing my master's degree in Educational Psychology, I have undertaken the design, development, and construction of this website as a project.

This page is for students, parents, teachers, fellow counsellors, community groups, and any person interested in I.J. Samson's guidance services and programs, or counselling in general.

It is designed to be an interactive, user-friendly and quality homepage, systematically organized. The aim is to combine computers and counselling (The Internet especially) to help present, publicize, enhance, and support the guidance program and services at I.J. Samson.

Hope I have made a good start to that end.

Gloria

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...
I would like to know more about I.J. Samson

END OF YEAR GUIDANCE REPORT 1995 - 96 SCHOOL YEAR

TIMELINE

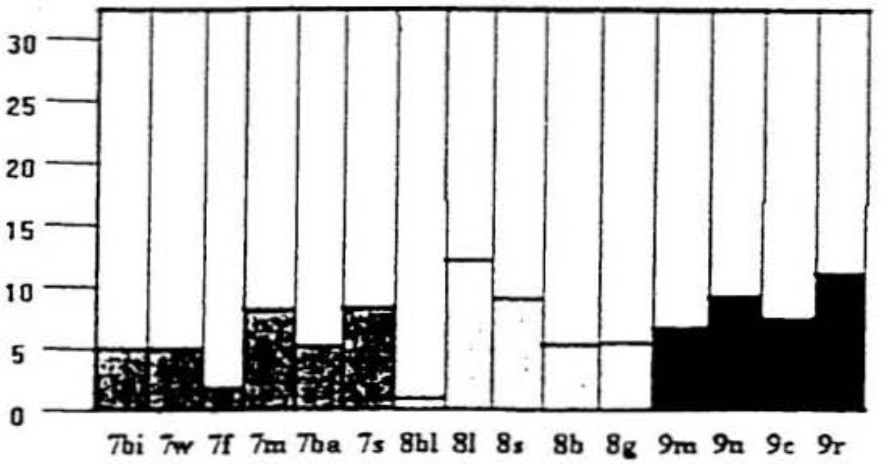
Sept 5, 1995 **Principal Don Vokey** required a substitute for **Guidance Counsellor** Dave Touchings at **I. J. Samson Junior High School**. At this time, I was contracted on a temporary, day to day basis. As such, my focus was on crisis counselling and addressing needs as they arose daily. Assessing needs and priorities was important and consultation with the Principal, Vice-Principal, Educational Therapist and teachers on staff helped me direct my energies during this time. About mid-year, I was informed I would be needed for the remainer of the school year. This allowed me to start on longer term planning for the students, staff and overall guidance program at I. J.

The following is a report of my efforts and work at I. J. Samson Junior High School. I have attempted to present an **overview** of what I have been doing, who I have worked with generally, what issues/needs have been presented and ideas for further development of the **Guidance Services and Program** at our school.

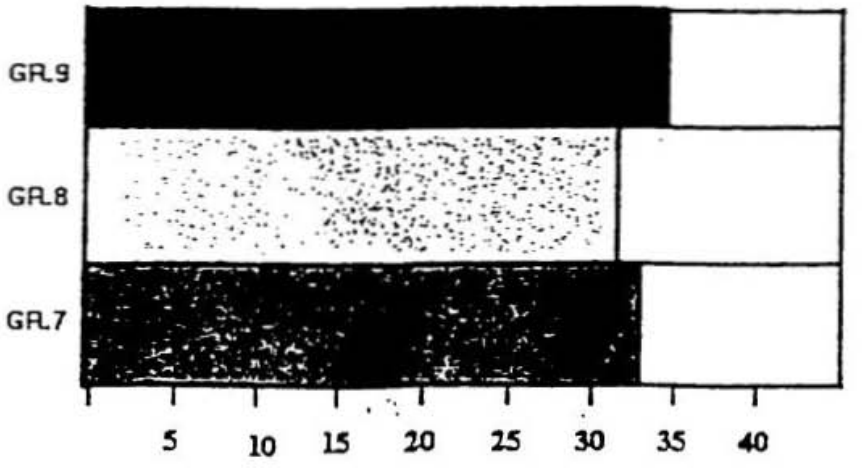
WHO HAS BEEN COMING TO SEE ME?

Here are a few STATS created from class checklists:

GUIDANCE CONTACTS
(BY HOMEROOM)



GUIDANCE CONTACTS
(BY GRADE LEVEL)



IN TOTAL 99 STUDENTS HAVE BEEN TO SEE ME THIS YEAR.
THESE CHILDREN COME FROM ALL GRADE LEVELS EQUALLY.
GRADE 7 : 33 GRADE 8 : 32 GRADE 9 : 34

WHAT OUR STUDENTS HAVE BEEN TALKING ABOUT - THE ISSUES OR PROBLEMS PRESENTING!

- SOCIAL PROBLEMS - GETTING ALONG WITH OTHERS, TEACHERS, FRIENDSHIPS AND DATING RELATIONSHIPS
- FAMILY ISSUES - DIVORCE, ALCOHOLISM AND DRUG ISSUES WITHIN THE FAMILY, LACK OF COMMUNICATION, ALTERNATIVE LIVING ARRANGEMENTS E.G. FOSTER CARE
- ABUSE - PHYSICAL, SEXUAL AND EMOTIONAL
- SUICIDE & HARMING ONESELF IN VARYING DEGREES
- TEEN USE OF DRUGS AND/OR ALCOHOL
- CRIME AND ITS DEFINITIONS AND CONSEQUENCES
- SEXUALITY AND SEX INCLUDING TEEN PREGNANCY, AIDS ETC.
- INTIMACY AND RELATIONSHIP DEVELOPMENT/BUILDING
- STRESS AND ANXIETY
- ACADEMICS AND STAYING IN SCHOOL OR DROPPING OUT

- STUDYING AND ORGANIZATION
- MOTIVATION OR LACK THEREOF
- BULLYING/TEASING
- CAREERS AND THE FUTURE
- EMOTIONS AND HOW TO CONTROL OR EXPRESS THEM
- FIGHTING AND "NOT RATTING ON YOUR FRIENDS" - HOW TO SUPPORT YOUR FRIENDS (IT WOULD BE INTERESTING TO HAVE SOME CLASS/GROUP WORK ON THESE ISSUES)

THESE ARE SOME OF THE ISSUES THAT HAVE BEEN PRESENTED TO ME BY OUR STUDENTS THIS YEAR.

TAKE NOTE OF MY ACTIVITIES - What have I been doing all year? How do I try to help students?

As Guidance Counsellor at I. J. this year, I have been quite busy and involved in a number and variety of projects/activities. Below is a list of my involvements with students, parents, teachers and others through the counselling program at I. J. Samson.

- **Individual Counselling**. Referrals from students, parents and teachers that resulted in brief or long term counselling.

- **Joint/Small Group Counselling/Discussions.** Counselling the student using peers/friends as a support and means to theraputic change. This usually involved students with similar issues/problems.

- **Family/Parent Counselling.** This service has been provided occasionally but on a limited basis due to time restraints. Mediation, support and referral to outside agencies has been offered to a number of families.

- **Academic and Educational Counselling.** As needed and requested, I have helped individuals and classes with problems of an academic nature. Interventions have included

- supplying Study Skills Information/Education
- Time Management / Scheduling Skills
- Informal and Standardized Assessment
- involvment with Curriculum Based Assessment
- arranging Placement Meetings
- Consultation with respect to Individual Program Plans/Profiles
- Senior High School Course Selections

Career Counselling / Exploration. Careers and the future in general has been a guidance focus this year supported individually via information and Choices Program, as well as school and curriculum-wide with a *Career Week* and *Junior Achievement Programs*. A variety of career assessment tools are also available in the guidance office.

Crisis Intervention. I have been involved in a number of situations as a support for students or families in crisis. There has also been a Tragic Events Response Team that needs to become more active in response preparation and inservicing of teachers and students.

Classroom Guidance. Various activities were planned and carried out in classes to address identified needs and to further guidance goals e.g. Drug Awareness Speakers, Career Information, Harrassment and Bullying, Presentations on Individual Differences and Tolerance.

Educational Therapy. Provided services to two students regarding behavioral issues and problems. At present, I am involved with one E.T. Student. Services provided include individual counselling and support, behavioral programming and consultation with teachers and parents/guardians, monitoring, case conferencing and referral/report writing.

Inservice and Information. As requested and available, students, teachers and parents have been supplied information on topics such as drugs and alcohol, teen suicide, anxiety and STDs.

Referrals/Consultation/Support. Teachers, parents and professional colleagues have approached me and together, we have shared information and advice regarding possible supports, services and strategies to help our students. This work has often included referrals to and from outside agencies such as Department of Social

Services, Social Workers, Public Health, Janeway Services and so on.

- **Special Needs/Education Support and Involvement.** I have been involved with assessing the needs and direction of programming for I.J. Samson. A Special Needs Department has begun to formally develop and will continue next year.

- **Orientation Activities.** I have been actively involved in the student orientation for *Grade 9* and *Grade 6* Students this academic year. With administrative support and input, I have liasioned and coordinated the High School Program Meetings / Course Selection Process as well as the Grade 6 Student Class Presentations, Introduction to I. J. and Placement Meetings. Attached is the beginning of an Grade 6 Orientation Package.

- **Field Supervision.** Throughout the year, I and the Educational Therapist have been involved with supervising the intern counselling activities of three M.U.N. Students from The School of Social Work and The Educational Psychology Program.

- **Special Projects.** Input and involvment has been supplied to a number of school or outside programs, days, committees and projects e.g. Dept. of Social Services and Schools Pilot Project, Global Education Day.

- **Involvement with other programs/duties.** To increase *counsellor visibility* and *accessibility* for students, I have been involved with various School Activities and Programs e.g. The Music Program, Student Council, Speak Offs and Leisure Pals.

- **Community Networking.** I have started to make connections and plan supports/projects between I. J. and *our neighborhood*. These have include visits to Community Centres, consultations with Public Health, community programs and Home and School Association.

- **Documentation and Evaluation.** I have begun, with this report, the evaluation of our Guidance Services and Program. A number of proposed forms and policies are attached regarding Student Absenteeism, Guidance Appointments, and so forth. Also included and recommended is a Needs Assessment tool for Junior High that we should work on next year.

Please see the following Guidance Schedule for a quick review of my activities over the School Year.

< SUBSTITUTE DAY TO DAY BASIS > CHOICES
STUDY DRUG UPDATE
E. T. SKILLS AWARENESS GRADE 9 H.S.
PLACE- ORIENTATION
MENT
SPECIAL NEEDS/PROFILES
OUTREACH - DROPOUT STUDENTS
INTERN SUPERVISION - SOCIAL WORKER S.W. AND ED.
<< CRISIS AND INDIVIDUAL COUNSELLING >>
<< PILOT PROJECT D.O.S.S. & I.J. >>

CAREER WEEK PREP < GRADE 6 ORIENT >
JUNIOR ACHEIVEMENT CLASS VISITS LEISURE
SCHOOL IMPROVEMENT ORIENTATION PALS CAMP
AWARENESS WEEK PLACEMENT
MEETINGS

GLOBAL DAY
PSYCHOLOGY INTERN SUPERVISION >>
<< CRISIS AND INDIVIDUAL COUNSELLING >>
<< PILOT PROJECT D.O.S.S. & I.J. >>

RECOMMENDATIONS / SUGGESTIONS !

- A FULL NEEDS ASSESSMENT FOR OUR SCHOOL - A SAMPLE SURVEY FOR THE STUDENTS IS INCLUDED AS A STARTING POINT.

- REVIEW OF SCHOOL POLICIES REGARDING VIOLENCE AND BULLYING / POSITIVE SCHOOL CLIMATE - PERHAPS A FOCUS FOR THE SCHOOL IMPROVEMENT COMMITTEE. STUDENT MORALE BUILDING E.G. " STUDENT WALL OF FAME "

- STUDY SKILLS PROGRAM FOR GRADE 7 STUDENTS AS PART OF ORIENTATION IN SEPT.

- GROUP WORK FOR GRADE 9 REPEATERS FOCUSING ON RETENTION, STUDY SKILLS, PEER HELPING, ETC.

- T.E.R.T. COMMITTEE BECOME ACTIVE EARLY AND INSERVICE THROUGHOUT THE YEAR.

- ESTABLISHMENT OF A GUIDANCE ADVISORY COMMITTEE

- DEVELOPMENT OF A STUDENT GUIDANCE CLUB / PEER HELPING GROUP TO ADDRESS TEEN ISSUES AND NEEDS AS DEFINED BY THE STUDENTS.

- SPECIAL NEEDS DEPARTMENT CONTINUE ITS DEVELOPMENT AND PLANNING RE POLICIES. ALSO INCLUDED THE PROPOSED "ACTION PLAN FOR REMEDIATION" AS A REFERRAL PROCESS.

- MORE INSERVICE ACTIVITIES FOR TEACHERS E.G. STRESS MANAGEMENT WAS IDENTIFIED AS AN AREA NEEDING ATTENTION.

- REVIEW AND IMPROVEMENT OF THE ORIENTATION ACTIVITIES E.G. PARENTS HAVE IDENTIFIED A CONFUSION WITH THE SENIOR HIGH CURRICULUM AND COURSE SELECTION PROCESS SAYING THEY NEED MORE SPECIFIC INFORMATION REGARDING THE COURSES AND MORE TIME TO DIGEST AND USE THIS INFORMATION APPROPRIATELY. PERHAPS USEFUL:

    - PARENT SESSIONS EARLY IN THE YEAR E.G. JAN
    - WRITTEN INFO AS SOON AS POSSIBLE
    - PERIODIC VISITS FROM DEPT. HEADS TO GRADE 9S

- OUR GRADE 9 TEACHERS ALSO NEED MORE SPECIFIC INFORMATION REGARDING COURSE SELECTIONS AND PROGRAMMING. PERHAPS WORK WITH THE HIGH SCHOOLS COULD IMPROVE THIS.

- MORE PARENT INVOLVEMENT IN THE GUIDANCE PROGRAM E.G. HELPING WITH CHOICES PROGRAM, HOME AND SCHOOL ASSOC. LIASION, AS WELL AS MORE INFORMATION AND PROGRAM OFFERINGS TO PARENTS :

  PARENTING SKILLS COURSE
  CURRICULUM INFORMATION FOR PARENTS - SENIOR HIGH AND JUNIOR HIGH
  DRUG AWARENESS / TEEN TOPICS

- IMPROVED GUIDANCE INFORMATION :

  USE OF THE INTERNET
  POTENTIAL HOMEPAGE / WWW SITE
  GUIDANCE CORNER IN THE LEARNING RESOURCE CENTRE
  CORRIDOR DISPLAYS SETUP BY STUDENTS AND RELATED TO CURRICULUM OR EVENTS

- MORE GROUP COUNSELLING WORK IN GENERAL E.G. :

  AN ANGER MANAGEMENT GROUP FOR ADOLESCENT MALES
  OPEN DISCUSSION GROUP FOR TEENS RE. RELATIONSHIPS
  SOCIAL SKILLS TRAINING GROUP

- ADDITIONAL TESTING MATERIALS AND SUPPORTS FOR SPECIAL NEEDS DEPARTMENT E.G. PURCHASE OF A WISC-III, EQUIPMENT FOR ORAL TESTING APPROPRIATE TO AGE LEVEL - WALKMANS ETC.

So how about YOU?

WHAT DO YOU THINK ? DOES THIS REPORT / YEAR END SUMMARY INFORM YOU OR ANSWER ANY QUESTIONS ? WHAT IS MISSING ? WHAT COULD BE BETTER OR DIFFERENT ? LET ME KNOW ! YOUR FEEDBACK IS ESSENTIAL TO IMPROVEMENT !

LET'S WORK TOGETHER TO HELP OUR CHILDREN LEARN AND BE HAPPY!

Community Resources

Community Education Resources
Newfoundland Directory
Educational Resources and Groups

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...

I would like to know more about I.J. Samson

Special Ed on the Net

The Instant Access Treasure Chest
The Individuals with Disabilities Education Act
Deafworld Web
Institute for Special Education
The University of Kansas SPED Online
Special Ed Resources on the Internet
Untangling the Web
The Arc
Dyslexia
Our Kids
The ERIC Clearinghouse on Disabilities and gifted education

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...
I would like to know more about I.J. Samson

COUNSELLOR LINKS

School Psychology Resources Online-Sandra Steingart,Phd.
Clinical Psychology Resources
Psychology Web Pages
NPIN Resources for those who work with parents
Canada's Schoolnet-Guidance Office
Guidance Resource Center, Cork
School Counsellor's Association of Newfoundland
Canadian guidance and Counselling
Canadian Psychological Association
ASCA
American Psychological Association-PsychNET
Community Education Resources
Newfoundland Directory
Educational Resources and Groups

In a nutshell, what is included in this website?

I have a question or comment.

I would like to browse around more...
I would like to know more about I.J. Samson

APPENDIX H: SAMPLE LINKS FROM THE PROTOTYPE SITE

COUNSELLOR'S CORNER - http://www.geocities.com/Athens/6196

http://www.cua.edu/www/eric_ae
ERIC Clearinghouse on Assessment and Evaluation
http://www.yahoo.com/Education/Educational_Standards_and_Testing/Yahoo - Education:Educational Standards and Testing
http://www.cua.edu/www/eric_ae/testcol.html#ETSTF
ERIC/AE Test Locator
http://calvin.stemnet.nf.ca/~hhopkins/samson/
I.J. SAMSON JUNIOR HIGH SCHOOL
http://maple.net/tgmag/
TG Magazine / La Commission des étudiants / The Students Commission
http://www.stemnet.nf.ca/
STEM~Net
http://www.stemnet.nf.ca/Community/comm.html
Community/Education Resources
http://www.jayi.com/jayi/Fishnet/Edge/
Edge -- July/August 1996
http://www.slip.net/~scmetro/childco.htm
Youth and Childrens Resource Net
http://www.islandnet.com/~rcarr/peer.html
Peer Resources Home Page
http://www.cmhcsys.com/selfhelp.htm
Mental Health Net - Self-help Resources Index
http://www.educ.indiana.edu/cas/adol/mental.html
Mental Health Risk Factors for Adolescents
http://www.stemnet.nf.ca/
STEM~Net
http://www.stemnet.nf.ca/Curriculum/curr.html
STEM~Net Curriculum Resources
http://www.stemnet.nf.ca/Community/comm.html
Community/Education Resources
http://www.webcrawler.com/select/ed.18.html
HotList of K-12 Internet School Sites
http://www.educ.indiana.edu/cas/adol/mental.html
Mental Health Risk Factors for Adolescents
http://ericps.ed.uiuc.edu/npin/reswork.html
NPIN Resources for Those Who Work with Parents
http://www.gsn.org/gsn/articles/index.html
Global SchoolNet Articles

http://schoolnet2.carleton.ca/
Rescol canadien - Canada's SchoolNet
http://quest.arc.nasa.gov/
NASA K-12 Internet Initiative
http://calvin.stemnet.nf.ca/~cfagan/
Special Education Resources
http://www.wordplay.com/nfdir/schools.html
Schools - Elementary and Secondary
http://www.educ.indiana.edu/cas/tt/v3i2/v3i2toc.html
Teacher Talk, 3(2), Adolescent Mental Health Issues
http://www.yahoo.com/Education/Guidance/
Yahoo - Education:Guidance
http://aspensys3.aspensys.com/eric/barak.html#1
ERIC Components
http://ericir.syr.edu/Eric/
ERIC Query Form
www.webcrawler.com
Webcrawler Seaching
http://www.parentsguide.com
BC Parent's Guide to Education in British Columbia
http://www.stemnet.nf.ca/
STEM~Net
http://www.stemnet.nf.ca/Community/comm.html
Community/Education Resources
http://www.educ.indiana.edu/cas/adol/mental.html
Mental Health Risk Factors for Adolescents
http://family.starwave.com/news/index.html
The Family Planet News Tipsheet
http://ericps.ed.uiuc.edu/npin/pnews.html
NPIN Parent News
http://ericps.ed.uiuc.edu/npin/parlist.html
PARENTING Discussion List
http://ericps.ed.uiuc.edu/npin/parlink.html
Internet Resources for Parents and Those Who Work with Parents
http://ericps.ed.uiuc.edu/npin/npinhome.html
National Parent Information Network
http://ericps.ed.uiuc.edu/npin/paskeric.html
AskERIC and Parents AskERIC
http://www.webcrawler.com/select/ed.parent.html
GNN Select Education: Parenting
http://ericps.ed.uiuc.edu/npin/respar.html
NPIN Resources for Parents
http://www.webcrawler.com/select/ed.20.html
Jon's List of Home-School Resources
http://www.wordplay.com/nfdir.html #S

Newfoundland Directory
http://www.webcrawler.com/select/ed.new.html
GNN Select: Education
http://www.stemnet.nf.ca/Community/edres.html
Educational Resources and Groups
http://www.bcpl.lib.md.us/~sandyste/school_psych.html
School Psychology Resources Online - Sandra Steingart,Ph.D
http://www.schoolnet.ca/adm/guidance
Canada's SchoolNet - Guidance Office
http://www.psychologie.uni-bonn.de/kap/links_20.htm
Clincal Psychology Resources
http://psy.ucsd.edu:80/otherpsy.html
Psychology Web Pages
http://ericps.ed.uiuc.edu/npin/reswork.html
NPIN Resources for Those Who Work with Parents
http://www.schoolnet.ca/adm/guidance
Canada's SchoolNet - Guidance Office
http://www.iol.ie/~grcigc
Guidance Resource Centre, Cork
http://www.cycor.ca/Psych/home.html
Canadian Psychological Association
http://www.scsn.net/asca
ASCA
http://canworknet.ingenia.com/canworknet/cgcf/english.
Canadian Guidance and counselling
http://www.apa.org
American Psychological Association PsychNET (SM)
http://www.stemnet.nf.ca/Organizations/SCAN/index.html
School Counsellor's Association of Newfoundland
http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html
Human Resources Development Canada - Job Futures
gopher://gopher.schoolnet.ca:419/11/jobs.dir
Gopher
http://hrdc-drhc.gc.ca/hrdc/hrib/learnlit/ops/slpind_e.html
Canada's Student Loan
http://quarles.unbc.edu/ideas/
THE IDEAS OF A UNIVERSITY
http://www-net.com/univ
University Links
http://www.microtronix.com/~globalvision
Index of /~globalvision/
http://www.hrdc-drhc.gc.ca/hrdc/menu-en.html
Welcome to Human Resources Development Canada
http://www.ilap.com/~tgmag/Women/ywg96home_e.html
YWG Introduction

http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html"
Human Resources Development Canada - Job Futures
http://www.schoolnet.ca/math_sci/env_geol/careers
The Canadian Environmental Careers Resource Manual - Home
gopher://gopher.schoolnet.ca:419/11/jobs.dir/course_info
Gopher
http://www.microtronix.com/~globalvision/
Global Vision Home Page
http://www.netscape.com
Netscape Navigator Homepage

APPENDIX I: SAMPLE FORMS FOR GUIDANCE WEBSITES

GUIDANCE APPOINTMENT REQUEST FORM

Student's Name : _____

Grade and Homeroom : _____

A Good Time for My Appointment : _____

Reason for wanting to see the counsellor (Please check) :

___ PERSONAL PROBLEM

___ ACADEMIC PROBLEM

___ INFORMATION - CAREER, HEALTH, STUDY SKILLS, ETC.

___ OTHER

- URGENT! YES ___ NO ___

Student's Signature : _____

GUIDANCE APPOINTMENT NOTIFICATION

_____ *has an appointment with me @* _____
(Student's Name)

on _____ . *Can he she be absent from your class for this*

time? YES _____ *ANOTHER TIME WOULD BE BETTER* _____

_____ _____
Subject Teacher *Guidance Counsellor*

Date : _____

- *NOTE TO STUDENT : This form MUST be presented to and signed by your SUBJECT TEACHER AS SOON AS POSSIBLE. You MUST bring this note to your appointment.*

GUIDANCE APPOINTMENT PROCEDURE

ALL STUDENTS should have access to the Guidance Counsellor. This is a RIGHT but one that must be understood and exercised in a clear and acceptable manner for all students and staff. To ensure service to students and to guard against academic or other problems, I propose the following Guidance Appointment Procedure.

- ***If a student wants to see the Guidance Counsellor, he/she can***

- ***USE YOUR PEN*** *- Fill out a GUIDANCE INTERVIEW REQUEST FORM - located in the Guidance Office, in the Main Office, and in each Classroom*

- ***USE YOUR VOICE*** *- Ask a Teacher to arrange a meeting for you*

- ***USE YOUR FEET*** *- Simply drop by my office* **** Before classes, during recess, lunch or directly after classes most preferably***

An actual appointment time is scheduled by the Student and Guidance Counsellor or sent to the Student by way of the Homeroom teacher or Office. There is usually a day to a week between the time I sign and send out the appointment notification and the actual appointment. This allows time for the following arrangements to be made:

- ***STUDENTS*** *- Once you receive your appointment, you MUST PRESENT THE NOTE TO YOUR SUBJECT TEACHER AS SOON AS POSSIBLE and HE SHE MUST GIVE PERMISSION BEFORE YOU COME TO YOUR APPOINTMENT.*

TEACHERS *- If the time scheduled is not convenient for example a test is being written or the student should not miss that class due to poor academic performance in that subject etc., PLEASE ASK THE STUDENT TO RESCHEDULE IT. If it is extremely important or an Emergency, I will let you know that the appointment must be kept.*

A NOTE ON EMERGENCIES

In most urgent cases, someone will get the student personally from class or a message will be sent. After the initial interview, I usually monitor and meet regularly with the student and can then follow the procedure above.

I would like response from Staff and Students about how these procedure works. If problems exist or arise with this or any area of the Guidance Program, PLEASE let me know so that DISCUSSION and CHANGE can occur.

I AM HERE TO HELP BOTH STUDENTS AND STAFF WITH PROBLEMS NOT TO CONTRIBUTE TO OR CREATE NEW ONES!

Teacher Referral Form

Student's Name : _____

Grade and Homeroom : _____

Desired Date for Interview (Teacher and Counsellor) : _____

Reason for Referral (Check and Briefly Describe) :

___ COUNSELLING - PERSONAL, SOCIAL ETC.
___ TESTING
___ ACADEMIC PLANNING
___ INFORMATION - CAREER, HEALTH, ETC.
___ BEHAVIORIAL
___ OTHER

- URGENT! YES ___ NO ___

_____

_____

Has there been any parent contact ? (Describe) : _____

_____

What contact has been made with the student on this issue ? _____

_____

Who else is aware of or has dealt with this matter in any way ? (Principal, Vice-Principal, Speech-language Pathologist, School Board Psychologist, Public Health Nurse, etc.)

_____

Signature : _____

Teacher Feedback Form

Teacher's Name : _____

Grade : _____

Desired Date for Interview (Teacher and Counsellor) : _____

_____

Hey, I've noticed in my class / our school that :

_____

_____

_____

In light of this, I feel my class / our school needs :

INFORMATION _____

INSERVICING _____

CLASS VISIT/PROGRAMMING WITH COUNSELLOR/ PUBLIC HEALTH NURSE / SOCIAL WORKER / OTHER PROFESSIONAL _____

OTHER ASSISTANCE / CONSULTATION _____

_____

_____

LET'S WORK TOGETHER TO HELP OUR STUDENTS LEARN AND BE HAPPY !

ACTION PLAN FOR REMEDIATION

STUDENT'S NAME : _____

TEACHER'S NAME : _____

GRADE : _____

DATE : _____

ACTION PLAN FOR REMEDIATION

STEP #1

Date Problem Noted : _____

Summary of Presenting Problem : _____

_____

_____

_____

Summary of Parent/Guardian Telephone Conversation/Meeting : _____

_____

_____

_____

Recommendations made to Parent/Guardian :

1. _____
2. _____
3. _____
4. _____

Modifications to be made within the Classroom :

1. _____
2. _____
3. _____

STEP #2

DATE : _____

A. Results of Modifications : * Include observational techniques used to determine the effectiveness of the modifications

1. Successful Modifications	Observations
_____	_____
_____	_____
_____	_____
_____	_____

2. Unsuccessful Modifications	Observations
_____	_____
_____	_____
_____	_____
_____	_____

B. Summary of Evaluation to Date (teacher - made tests, anecdotal records, etc.)

_____

_____

_____

C. Does a problem still exist after modifications at school ? YES _____ NO _____

If so, please summarize:

_____

STEP #3

DATE REFERRED TO A PROGRAM PLANNING TEAM : _____

Team Members : _____ Parent/Guardian _____ Special Needs Teacher

_____ Parent/Guardian _____ Principal

_____ Classroom Teacher _____ Guidance Counsellor/Therapist

_____ _____

Date of Meeting : _____

A. Summary of Meeting :

_____

_____

_____

_____

B. Additional Recommendations :

_____

_____

ate for Review : _____

APPENDIX J: PRELIMINARY EVALUATION OF THE PROTOTYPE SITE

PILOT WEBSITE EVALUATION

The present sample site was constructed and piloted at the target school in 1995-1996. A user survey was constructed to provide a basis for some initial evaluation of this project (Appendix A). Survey respondents were asked to consider 10 statements about the website. Amount of statement agreement was then circled using a five-point Likert scale. After these items, there were two statements that asked whether users would return to the site and would recommend it to others. There was also a section for individual comments. The survey yielded important information for the evaluation and further development of the project.

There were 26 respondents ranging in age from 13 to 47. Sample gender was equal - 13 female and 13 male respondents. The sample consisted of I.J.S. students (n=15), parents (n=5), teachers (n=5), and an administrator (n=1). The students involved in this sample were selected equally - five from each grade level (7,8,9).

As part of the descriptive information requested, computer experience of users was assessed. Twenty-three percent of users stated they have extensive computer knowledge. Forty-two percent said they have a fair knowledge of computers. Thirty-one percent reported a little knowledge of computers and only 4 percent had no computer knowledge. This information reflects the efforts of I.J.S. School Improvement and Technology Committees. Most individuals connected to I.J.S. are learning about

computers. For this particular project, this means the sample and population is quite knowledgeable, overall. This supports the initial premise that I.J.S. was a good school for this project. Also, as a point of discussion, this may allude to the need to educate and in service students, teachers, and parents who do not possess such knowledge. A school and community questionnaire or poll may help in pinpointing particular needs here.

The actual website statements were designed to assess such things as the project's design, usefulness, ease of use, accountability, and comprehensiveness. The actual data analysis generated from this survey is presented in Appendix K. Overall, the results were extremely positive. The minimum statement support yielded 73 percent agreement or strong agreement. Nine of ten statements garnered support ranging from 84. 6 percent to 96. 2 percent.

To look at specific items, half of the statements yielded respondent support of over 90 percent, (Statements 1, 5, 6,7, and 10). The highest rated item involved ease of use. Ninety-six percent of respondents stated the site is easy to use. Users also agreed or strongly agreed that the site is eye-catching, is trustworthy, and is well organized. Ninety-two percent of respondents also stated Counsellor's Corner provides information that could be useful to him or her.

Eighty-five percent to 90 percent of users agreed or strongly agreed that Counsellor's Corner is comprehensive, informative, makes information searches easier, and allowed them to find the information they were seeking (Statements 3,4,9 and 2).

Looking at the usefulness of the overall project, 96 percent of respondents stated

they would recommend Counsellor's Corner to others. Additionally, 100 percent said they would return to Counsellor's Corner.

An I.J.S. administrator reported the website to be "First Class! Excellent Resource. " A teacher at I.J.S. stated "It's a great idea for a school to have such a website for students to use.". Students recorded comments such as "Excellent website. I'll visit again!", and "Very useful and helpful to young teenagers who need help. " Perhaps the student stamp of approval can be summed up by a 14-year-old Grade 8 boy's response: "COOL".