



The Role of your School Counselor

Self-image is the picture we have of ourselves. It is how we feel about ourselves and how much we like ourselves. It affects every aspect of our behavior; our ability to learn, our capacity to grow and change, our choice of friends and careers. It is no exaggeration to say that a strong positive self-image is the best possible preparation we can give young people for success in life. If we can help a child develop a quiet respect for the person he/she is, we will have provided a tool for happiness and productivity throughout life.

Your Counselor meets with children:

- *Individually*
- *In small groups*
- *In the classroom*

Your Counselor meets with parents:

- *Individually*
- *In parenting sessions*

Your Counselor meets with teachers:

- *To discuss individual children's needs*
- *To assess classroom issues*

DEVELOPMENTAL STAGES

The following stages were taken from the book, *Yardsticks*, by Chip Wood

5 year old

- Gross motor control improving
- Falls out of chair sideways
- Paces self well
- Active but can control physical behavior
- Likes to help; cooperative, wants to be “good”
- Likes rules and routines
- Needs approval
- “Play” and “good” favorite words
- Needs release from adult “Can I...?”
- Often does not communicate about school at home
- Literal behavior; often only one way to do things
- Bound cognitively by sight and senses
- Learns best through play and own action
- Does not yet think logically

6 year old

- * Good visual pursuit for reading
- * Sloppy; in a hurry; speed is a benchmark of 6
- * Noisy in classroom
- * Falls backwards out of chairs
- * Enjoys out of doors, gym
- * Wants to be first
- * Competitive; enthusiastic
- * Sometimes a “poor sport” or dishonest; invents rules
- * Any failure is hard; thrives on encouragement
- * Friends are important (may have a best friend)
- * Likes to “work”
- * Likes to explain things; show and tell is useful
- * Loves jokes and guessing games
- * Loves to ask questions
- * Likes new games; ideas
- * Loves to color; paint
- * Learns best through discovery
- * Enjoys process more than product

7 year old

- * Works with head down on desk
- * Written work tidy, neat
- * Sometimes tense
- * Many hurts, real and imagined
- * Inwardized, withdrawn
- * Sometimes moody; depressed; sulking or shy
- * Touchy
- * Changeable feelings
- * Needs security, structure
- * Relies on teacher for help
- * Conscientious; serious
- * Good listener
- * Precise talker
- * Likes one-to-one conversation
- * Vocabulary development expands rapidly
- * Needs closure; must complete assignments
- * Likes to work slowly
- * Likes to work alone
- * Likes to be read to
- * Erases constantly, wants work perfect

8 year old

- * Speedy, works in a hurry
- * Full of energy
- * Needs physical release, outdoor time
- * Attention span limited
- * Gregarious, humorous
- * Likes to work cooperatively
- * Resilient; bounces back quickly from mistakes
- * Prefers same gender activities
- * Friendship groups often include more children than at 7
- * Talkative
- * Listens, but so full of ideas cannot always recall what has been said
- * Exaggerates
- * Engrossed in activity at hand; loves to socialize at same time
- * Likes groups and group activity
- * Very industrious
- * Often works quickly
- * Basic skills begin to be mastered

9 year old

- * Increased coordination
- * Pushes self to physical limits
- * Fatigues easily
- * Tension outlets such as nail-biting, hair-twisting, lip-pursing
- * Highly competitive
- * Self-aware
- * Impatient
- * Worrier; anxious
- * Sees adult inconsistencies and imperfections
- * Can be sullen and moody
- * Loves vocabulary and language play and information
- * Baby-talk sometimes re-emerges
- * Age of negatives: "I hate it," "I can't," "boring," "yeah, right"
- * Industrious and self-critical
- * Dawn of "bigger world"
- * Intellectual curiosity
- * Ability to deal with multiple variables emerges