



ELEMENTARY SCHOOL  
**CAREER** ↔ **CONVERSATIONS**







### Premises

1. All students have the opportunity to explore interests, abilities, values and goals with a certified school counselor.
2. All students have freedom of postsecondary training and career choice.
3. Career development should engage students, parents and community partners.
4. Career development is a lifelong process beginning at pre-K.
5. Students have the right to change their career aspirations and goals at any time.
6. Career conversations are primarily strength-based.

**Instructions:** Determine the student's, or group of students' needs, based on the corresponding ASCA Student Standards: Mindsets & Behaviors for Student Success. Select the standards appropriate to the needs being addressed, and then find the coordinating questions for the parents/family, community members, teachers and students. Some students may only need to work on one standard, and some may need to work on more. Adapt the questions to meet individual students' needs, and wherever you see the words "your child" in a question, replace with the student's actual name.

ASCA Student Standards	Family	Community Partners and Teachers	Students
<b>MINDSETS</b>			
<b>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.)</b>	<ol style="list-style-type: none"> <li>1. What types of activities does your child enjoy participating in both inside of and outside of school?</li> <li>2. Describe your child's typical eating habits.</li> <li>3. Describe your child's daily routine, including sleep patterns.</li> <li>4. What types of social media or technology does your child enjoy (e.g., video games, television, iPad, cell phone)? How much time each day does your child spend on social media technology?</li> <li>5. In what ways does your child handle disappointment? Anger? Frustration?</li> <li>6. How does your child handle success? Friendships?</li> </ol>	<i>Community Partner Questions:</i> <ol style="list-style-type: none"> <li>1. How would you characterize the quality of life (physical and mental health) in our community?</li> <li>2. What kinds of programs/ services/resources might be valuable to our school/district to help our students be their best?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about ways you take care of your body.</li> <li>2. How do you spend your afternoons and evenings after school?</li> <li>3. What might you eat for dinner?</li> <li>4. What time would you go to bed?</li> <li>5. How do you handle feeling angry? Sad? Disappointed?</li> <li>6. How do you celebrate your accomplishments?</li> <li>7. How would you describe the kind of friend you are?</li> </ol>

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<p><b>Sense of acceptance, respect, support and inclusion for self and others in the school environment (M 2.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe your child's relationship with his/her peers.</li> <li>2. What does your child enjoy about school?</li> <li>3. How often does your child speak about friends at school?</li> <li>4. What words would you use to describe your child's feelings and thoughts about our school?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. How would you describe our school's environment?</li> <li>2. How could our school's environment be improved?</li> <li>3. How might we collaborate to improve our school's environment (e.g., improving our social media approach, facilitating parent/student nights)?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the best thing about our school?</li> <li>2. If you could change anything about our school, what would it be?</li> <li>3. If you could be principal for a day, what new rules would you make?</li> <li>4. What makes our school unique or special?</li> <li>5. What activities or clubs have you participated in at school?</li> <li>6. What groups, clubs, activities or sports would you like to be in at school? What groups, clubs, activities or sports do you wish our school offered?</li> </ol>
<p><b>Positive attitude toward work and learning (M 3.)</b></p>	<ol style="list-style-type: none"> <li>1. How does your child react to learning new things?</li> <li>2. Give an example of a recent class project or homework assignment your child appeared to enjoy.</li> <li>3. What types of household chores or responsibilities does your child willingly help with?</li> </ol>	<p><i>Teacher Questions:</i></p> <p>It's important to encourage students to have a great attitude toward work and to foster a love of learning.</p> <ol style="list-style-type: none"> <li>1. What strategies do you use to keep students engaged in the learning process in your classroom?</li> <li>2. What excites or motivates students to learn more?</li> <li>3. What supports would be helpful for your students in promoting their positive attitudes toward education and work?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is something you enjoy learning about?</li> <li>2. When you go to the library, what types of books do you like to read?</li> <li>3. If you were a teacher for a day, what would you teach the students in your class?</li> <li>4. If you woke up tomorrow and were an adult, what career would you like to have?</li> <li>5. When you are asked to help at home, what responsibilities or chores do you enjoy helping with?</li> </ol>

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<p><b>Self-confidence in ability to succeed (M 4.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe your child's overall confidence when beginning a new task unassisted.</li> <li>2. How does your child cope with frustration when learning a new task?</li> </ol>	<p><i>Community Partner Questions:</i></p> <p>Confidence in one's abilities is crucial for school, career and life success.</p> <ol style="list-style-type: none"> <li>1. From your perspective, how might we better prepare and encourage students to have confidence when taking on new and more challenging tasks?</li> <li>2. In what ways could we partner with your organization to give students opportunities to build confidence in tasks while also improving their understanding of the world of work?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about something you do really well.</li> <li>2. Describe a time you felt really proud of something you did at school.</li> <li>3. When your teacher gives you homework, how sure are you that you will be able to complete it on your own? Anything about being able to ask for help or assistance?</li> <li>4. How confident are you that you will do well on tests?</li> <li>5. Tell me about a time you learned to do something difficult. What was that like?</li> <li>6. If you were to have difficulty with a task, such as homework or learning something new, what would you do?</li> </ol>
<p><b>Belief in using abilities to their fullest to achieve high-quality results and outcomes (M 5.)</b></p>	<ol style="list-style-type: none"> <li>1. What percent of effort does your child give to academics (e.g. 50 percent, 75 percent, 100 percent)?</li> <li>2. Can you give some examples?</li> <li>3. Describe times when your child tries harder and times when he/she does not? What seems to make the difference?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. How do you know when students are doing their best to achieve?</li> <li>2. When you have assessed that a student is not giving 100 percent, what do you do to encourage that student to do more?</li> <li>3. When you see students achieve their best potential outcomes, how do you acknowledge or recognize those students' efforts?</li> </ol>	<ol style="list-style-type: none"> <li>1. How important is it to be proud of the work you do at school?</li> <li>2. How do you know when you've done your best work?</li> <li>3. If you haven't done your best work, how might you feel?</li> <li>4. Imagine you turned in a homework assignment. You get an A on the assignment, but you know you didn't try your hardest or give your best effort. How would you feel about the A? The same week, you turn in an assignment and you work very hard on it. You get a B. But you really understand the work, and you know you did your best work. Would you still be proud of the B? Compare the B with the A. Which would you be most proud of? The A, the B or equally proud of both? Why?</li> <li>5. How do you feel when you've done your best work?</li> </ol>

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<p><b>Understanding that postsecondary education and lifelong learning are necessary for long-term career success (M 6.)</b></p>	<ol style="list-style-type: none"> <li>1. Have you and your child discussed any careers?</li> <li>2. Has your family had opportunities to visit a college campus for any reason? If so, tell me about that.</li> </ol>	<p><i>Community Partner Questions:</i></p> <p>Community partners might be helpful as guest speakers in classes, at job or career fairs, on panels or in video blogs.</p> <ol style="list-style-type: none"> <li>1. What type of training/ education did you receive for your career?</li> <li>2. How do you stay knowledgeable in your field?</li> <li>3. Would you be willing to demonstrate/share something with our students that you learned from your training/ education you frequently use?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the difference between a job and a career?</li> <li>2. At what age do people quit getting trained for their careers?</li> <li>3. In what ways do adults continue to learn new information? Why is that important?</li> </ol>

### BEHAVIOR STANDARDS: LEARNING STRATEGIES

<p><b>Demonstrate critical-thinking skills to make informed decisions (B-LS 1.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe how your child approaches problem solving. What steps does he/she take?</li> <li>2. In what ways are your child's thinking skills developing?</li> <li>3. What types of information does your child tend to seek when making decisions (consider social media, TV, peers, internet, other resources)? What types of play or activities does your child participate in (either inside or outside of school including at home) that is helping him/her become a better thinker?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Employers cite critical-thinking skills as an important trait when hiring. How do you measure critical-thinking skills in the hiring process?</li> <li>2. What are some ways you might be willing to collaborate with us to promote critical thinking about real-world issues in our classrooms?</li> </ol>	<ol style="list-style-type: none"> <li>1. Think of a problem you had lately. Describe how you solved the problem. If you had the same problem in the future, what might you do differently?</li> <li>2. Imagine you make cookies. When you are done, your cookies taste salty instead of sweet. How could you figure out what went wrong and why the cookies didn't taste right? What might you do differently next time you make the cookies?</li> </ol>
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<p><b>Demonstrate a creative approach to learning, tasks and problem solving</b> (B-LS 2.)</p>	<ol style="list-style-type: none"> <li>1. In what ways is your child creative (artistic, theatrical, problem solver, musical, writer, humorist, inventor, innovator)?</li> <li>2. How would you like to see your child's creativity nurtured at school?</li> <li>3. Describe how your child's creativity might be useful in a future career choice.</li> </ol>	<p><i>Community Partner Questions:</i></p> <p>Employers are looking for employees who are innovative, out-of-the-box, creative thinkers.</p> <ol style="list-style-type: none"> <li>1. In what ways does out-of-the-box thinking help your organization work strategically in the community?</li> <li>2. How can we collaborate with you to help our students think in original and creative ways?</li> <li>3. What opportunities or events would you like for your organization to participate in to foster the creativity of our students?</li> </ol>	<ol style="list-style-type: none"> <li>1. If you could be a new kind of superhero, what superhero power would you have?</li> <li>2. Imagine you could have a conversation with any animal. What animal would you like to have a conversation with? What questions would you ask?</li> <li>3. If you woke up one day and were a scientist, what would you invent?</li> <li>4. Tell me about something you have created, built or invented. What was it and what did you learn from the process?</li> </ol>
<p><b>Use time-management, organizational and study skills</b> (B-LS 3.)</p>	<ol style="list-style-type: none"> <li>1. Describe your child's ability to self-organize his or her school materials (backpack, folders, supplies).</li> <li>2. Describe your child's ability to manage his or her own agenda/schedule related to school and activities.</li> <li>3. What study strategies does your child currently use?</li> <li>4. What study skills might your child need to develop?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Many employers are looking for employees with excellent organization and time-management (self-initiation) skills. How important is that to your organization?</li> <li>2. What are some ways you could demonstrate these skills to students that might help them connect school to the world of work (e.g., a three-minute video that would be shown during a classroom lesson on organization)?</li> </ol>	<ol style="list-style-type: none"> <li>1. What happens when you leave school each day? How do you spend your afternoons and evenings?</li> <li>2. How do you study at home? Tell me about your homework and how you go about getting it done (probe as needed to get details: i.e., time of day, where in the home, materials used, who helps the student).</li> <li>3. If you need to do a project for class, how do you go about getting together the materials for the project? (Example: Imagine you were given a homework task where you were asked to turn a tissue box or a shoebox into an ocean scene. How would you go about getting organized for this, and what materials might you need?)</li> </ol>

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<p><b>Apply self-motivation and self-direction to learning (B-LS 4.)</b></p>	<ol style="list-style-type: none"> <li>1. On a scale of 1-10 (10 being the most), how motivated is your child as a learner?</li> <li>2. How much encouragement or support does your child need to complete new tasks?</li> <li>3. How much direction from you does your child need to complete school work?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. What are some strategies that parents can use to promote a love of learning at home?</li> <li>2. When students don't demonstrate self-motivation or self-direction, how do you encourage them toward these characteristics?</li> <li>3. How can we partner to help students develop greater motivation?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe something you love learning about. What makes learning about [insert child's idea here fun]?</li> <li>2. If you were a teacher, what would you teach your students about? How would you help your students learn? What kind of materials would you give your students to work with to make learning fun for them?</li> </ol>
<p><b>Apply media and technology skills (B-LS 5.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe your child's internet and technology skills.</li> <li>2. What concerns do you have about your child's media and technology skills?</li> <li>3. What support would you like to have to help your child learn to responsibly use technology?</li> <li>4. Career and college development involves technology and research. What programs have you been introduced to that help you and your child learn more about career and college opportunities?</li> </ol>	<p><i>Teacher Questions:</i></p> <p>Many employers cite technical skills as helpful for future employees.</p> <ol style="list-style-type: none"> <li>1. What types of technical skills do you integrate in the classroom?</li> <li>2. How might we collaborate to help students become more knowledgeable about using technology in a safe manner?</li> <li>3. How would you like your students to use technology for research?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how you use computers. What kinds of activities do you like to do?</li> <li>2. What other kinds of media, games or technology do you use (e.g., cell phones, iPads, video games)? How often do you use them?</li> <li>3. What kinds of things do you and your friends find interesting on the internet?</li> </ol>
<p><b>Set high standards of quality for tasks and activities (B-LS 6.)</b></p>	<ol style="list-style-type: none"> <li>1. How do you define "high standards" for your child's education? How does your child's education currently match the expectations you have?</li> <li>2. Consider your child's future. How is your child's current school performance preparing him/her for a future career?</li> <li>3. What expectations do you have for your child's future career? How do these expectations for your child's career match your standards for your child's education?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. What expectations do employers have for employee performance that we might start teaching young children now?</li> <li>2. How might we prepare our students to meet high-quality standards in the future workplace?</li> <li>3. How can we partner with you to help teachers, parents and students think about future workplace expectations and how students might begin to form the high-quality standards?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you know when you are doing your best work? When you are not doing your best, how do you change to do better?</li> <li>2. Why does it matter whether or not you try hard at school?</li> </ol>



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<p><b>Identify long- and short-term academic, career and social/emotional goals</b> (B-LS 7.)</p>	<ol style="list-style-type: none"> <li>1. What are some long-term goals you have for your child related to school and career?</li> <li>2. What short term goals does your family currently have that support the long-term goals you have for your child?</li> <li>3. How do you help your child connect the behavior and actions he/she takes today with the goals you have for him/her in the future?</li> <li>4. Families have different ways of communicating their hopes with each other. In what ways does your family share future dreams?</li> </ol>	<p><i>Teacher Questions:</i> Helping kids learn to set goals is an important task in career and college readiness.</p> <ol style="list-style-type: none"> <li>1. What are some goal-setting activities you do in the classroom with students as part of your academic planning?</li> <li>2. What goal-setting skills do students need help developing?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a goal? Can you give me an example of one you have?</li> <li>2. As you think about the rest of the school year, what is a school goal you might set for yourself? How would you go about achieving that goal?</li> <li>3. Imagine someone wants to become a scientist. What steps might that person need to take to reach the goal of becoming a scientist?</li> </ol>
<p><b>Actively engage in challenging coursework</b> (B-LS 8.)</p>	<ol style="list-style-type: none"> <li>1. How does your child respond when given difficult or rigorous class assignments? Give an example.</li> <li>2. How might engaging in challenging coursework prepare your child for the future workplace or his/her career? In what ways do you communicate the value of learning and perseverance when faced with challenging or difficult coursework?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. On a scale of 1-10 (1 is the least, and 10 is the most), how tolerant are your students of difficult or challenging coursework?</li> <li>2. What types of strategies do you use to improve students' tolerance of challenging work?</li> <li>3. How do you help reinforce persistence when students keep working on challenging activities even though they experience frustration?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about a time your teacher gave you something difficult to do and you were able to do it. How did you feel afterward?</li> <li>2. When you have a really hard assignment, what kinds of things do you say to yourself to encourage yourself?</li> <li>3. Consider a career you might like when you grow up. What might be something difficult that people with in that career have to do?</li> </ol>

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<p><b>Gather evidence and consider multiple perspectives to make informed decisions</b> (B-LS 9.)</p>	<p>1. As you think about your child's future and the importance of career and college decisions, what types of information would you like to see your child consider in the decision-making process?</p>	<p><i>Community Partner Questions:</i> Students often seek a lot of information in making decisions about careers and college.</p> <p>1. In what ways might we partner with your organization to bring a unique perspective and information to our students?</p> <p>2. What are some unique or interesting facts about your career or organization that students might find fun to learn about in a career unit?</p>	<p>1. What kinds of information should people look for when making decisions? How do you go about making decisions? Can you give me an example?</p> <p>2. Think of a career you might like. Before choosing that career, what are some things you would want to know about that career?</p>
<p><b>Participate in enrichment and extracurricular activities</b> (B-LS 10.)</p>	<p>1. What groups, clubs, sports, or activities does your child participate in outside of school?</p> <p>2. Describe any summer programs your child has participated in the last two years.</p> <p>3. What outside interests does your child have that he/she has not been able to participate in yet? What has kept your child from participating?</p> <p>4. What opportunities for enrichment would you most like for your child to have?</p>	<p><i>Community Partner Questions:</i></p> <p>1. Enrichment and extracurricular activities help students develop workplace skills and interpersonal relationships. How might we partner with you to improve enrichment or extracurricular programs for our students?</p> <p>2. What kinds of programs do we need in our school community?</p>	<p>1. What kinds of activities do you enjoy doing after school? On weekends?</p> <p>2. Tell me about some clubs, sports, or activities that you might enjoy participating in if you had the opportunity.</p> <p>3. Tell me about some places you enjoy visiting with your family or friends (e.g. museums, zoos, parks, science centers).</p>

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<b>BEHAVIOR STANDARDS: SELF-MANAGEMENT SKILLS</b>			
<p><b>Demonstrate ability to assume responsibility (B-SMS 1.)</b></p>	<ol style="list-style-type: none"> <li>1. What responsibilities does your child have at home?</li> <li>2. How consistently does your child perform his/her responsibilities at home?</li> <li>3. What type of feedback do you give him/her about chores or other household work?</li> <li>4. What are your expectations for your child to manage his/her school responsibilities?</li> <li>5. What type of planning or preparation do you and your child do to transition responsibility from you to him/her?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Given that students are citizens, what are some ways students can begin to assume responsibility in our community?</li> <li>2. How can we partner to provide students with these types of service opportunities?</li> </ol> <p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. How do you integrate student responsibilities in the classroom? In what ways do you build expectations over time for students to become more responsible with less support?</li> <li>2. How do you support parents in matching responsibilities at home with the responsibilities at school?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the responsibilities you have at home. At school. What happens if you don't complete your responsibilities?</li> <li>2. Tell me about a time you were given new responsibilities. How did you go about learning your new responsibilities and completing them?</li> <li>3. How do you feel after finishing your work/responsibilities?</li> </ol>
<p><b>Demonstrate self-discipline and self-control (B-SMS 2.)</b></p>	<ol style="list-style-type: none"> <li>1. Consider your child's ability to control his/her emotions. Does your child need support to improve this skill?</li> <li>2. What might your child need to improve about self-discipline before going to middle school?</li> <li>3. What concerns do you have for your child related to self-discipline in regard to how he/she interacts with peers (e.g., emotionally or physically reactive to others)? Academic self-discipline?</li> <li>4. Are there certain times or places where you have noticed your child has better self-control than other times or places?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. Self-discipline and self-regulation are critical to well-maintained classrooms and the workplace. Describe the overall self-discipline displayed by your students.</li> <li>2. How might we teach self-discipline and self-control through a variety of programs (classroom instruction, parent workshops, after-school, enrichment)? What have you seen or used that seems to help?</li> <li>3. Describe any type of integrated physical activities that you have found particularly useful (body movement, sensorial) or instructional activities (e.g. setting clear expectations, role modeling).</li> </ol>	<ol style="list-style-type: none"> <li>1. Think about times when you feel more in control of your feelings and times when you feel less in control of your feelings. What is happening when you feel more in control of your feelings? What is happening when you feel less in control of your feelings?</li> <li>2. Can you think of a time when you were upset about something but were able to calm yourself down? Describe how you calmed down.</li> </ol>

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<p><b>Demonstrate ability to work independently</b> (B-SMS 3.)</p>	<ol style="list-style-type: none"> <li>1. Describe your child's ability to play or entertain himself/herself independently.</li> <li>2. On a scale of 1-10 (10 being the most), how much tolerance does your child have for completing homework independent of adult help?</li> <li>3. What feedback have teachers given you regarding your child's independent work in class?</li> <li>4. At home, how likely is your child to complete chores or other household responsibilities without being managed by an adult or older sibling?</li> <li>5. What opportunities might you have for your child to practice more independence at home?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Can you think of some ways your organization needs employees to be both independent and interdependent in their work?</li> <li>2. How could we effectively help teachers promote independence and interdependence in classrooms?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe some activities you enjoy doing alone.</li> <li>2. What are some things you don't like doing by yourself? When you are asked to do these things independently, how do you go about doing them alone even if you don't want to?</li> <li>3. Why might it be important to be able to do some things independently?</li> </ol>
<p><b>Demonstrate ability to delay immediate gratification for long-term rewards</b> (B-SMS 4.)</p>	<ol style="list-style-type: none"> <li>1. Can you describe a time your child delayed a reward while working toward a long-term goal?</li> <li>2. How did you encourage your child to continue working toward his/her goal?</li> </ol>	<p><i>Teacher Questions:</i></p> <p>Teaching delayed gratification has been shown to have numerous long-term benefits for children. In your classroom, consider ways children have to wait for rewards.</p> <ol style="list-style-type: none"> <li>1. What are some strategies you promote for helping students cope with waiting for rewards for their work? What are some ways we can de-emphasize rewards and promote intrinsic motivation for students?</li> </ol>	<ol style="list-style-type: none"> <li>1. Have you ever wanted something you had to wait a long time for? Could you describe it to me? What was waiting for it like?</li> <li>2. What is a long-term goal you have? How will you keep working toward that goal? What will you do? What kinds of things will you tell yourself when you get tired of working toward your goal?</li> </ol>

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<p><b>Demonstrate perseverance to achieve long- and short-term goals (B-SMS 5.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe a goal your child set and achieved. How was he/she able to accomplish this goal?</li> <li>2. What long- or short-term educational goals does your child currently have?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Achieving long-term and short-term goals is important, and one way to do it is by persevering through difficulties. What are some ways we can remind kids to persevere and stick to their goals in the school environment?</li> <li>2. How can community partners remind students school is a goal worth achieving and that sticking to their goals matters?</li> <li>3. How can we work together to celebrate with students and their families when they accomplish goals?</li> </ol>	<ol style="list-style-type: none"> <li>1. How would you define the word goal?</li> <li>2. Have you ever written a goal before? If so, what was the goal? Did you accomplish your goal? How did you keep working toward your goal?</li> <li>3. What goals do you have for yourself now? What kinds of things do you do to make sure you are going to do to meet your goals?</li> <li>4. Sometimes people feel frustrated when they are working hard for a long time to reach a goal. How do you feel when you are working hard to reach your goals? What kinds of things do you tell yourself to encourage yourself to keep working hard?</li> </ol>
<p><b>Demonstrate ability to identify and overcome barriers to learning (B-SMS 6.)</b></p>	<ol style="list-style-type: none"> <li>1. Tell me about a time your child had difficulty learning something. How did your child overcome this challenge?</li> <li>2. What have you learned about your child's educational strengths that can help us better assist him/her in overcoming struggles in the classroom?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. How effective are our students at recognizing when they are struggling?</li> <li>2. How likely are students to ask for help?</li> <li>3. What strategies do our students need to learn to overcome barriers to learning?</li> <li>4. How might we better prepare students to be their own self-advocates to remove barriers to their success in the educational environment and in their future careers?</li> </ol>	<ol style="list-style-type: none"> <li>1. If you don't understand something you are learning in class, what do you do? How do you make sure you learn the information?</li> <li>2. How do you get help if you are confused about an assignment?</li> <li>3. Can you think of a time when you were having difficulty learning something? How did you get help or learn the information?</li> </ol>

ASCA Student Standards	Family	Community Partners and Teachers	Students
<p><b>Demonstrate effective coping skills when faced with a problem</b> (B-SMS 7.)</p>	<p>1. How does your child react when faced with a problem or stress?</p> <p>2. What concerns do you have about your child's coping strategies? Where would you like to see your child improve? Specifically, are any of the following a concern: anger, tantrums, emotional fragility?</p>	<p><i>Teacher Questions:</i></p> <p>1. How prepared are students in your classroom for dealing with problems?</p> <p>2. How do students cope emotionally with their problems? What concerns do you have?</p>	<p>1. Describe how you respond when someone makes you angry. What kinds of things do you do?</p> <p>2. Think about a time when you've been sad. How did you handle the situation?</p> <p>3. Think about a time you had a problem with a friend. How did you handle it? What did you learn? What might you do differently next time?</p>
<p><b>Demonstrate the ability to balance school, home and community activities</b> (B-SMS 8.)</p>	<p>All students have to learn to manage school, home and outside activities. For every child and family the balance is different.</p> <p>1. How is your child balancing school, home and outside activities? What concerns, if any, do you have?</p> <p>2. As you think about your child's school and career future, what do you hope he/she will learn about balancing home life and work life? What lessons about life balance are important to you?</p>	<p><i>Community Partner Questions:</i></p> <p>1. Families and students are asked to balance a lot between school, home and the community. How well are families balancing all of these things?</p> <p>2. How does your organization support families and students in ways that might help them prioritize and balance all of these activities?</p> <p>3. How might we partner with you to provide support for families and students in achieving this balance?</p> <p>4. How might we better convey messages about learning to balance these activities as part of future career and college development?</p>	<p>Think about school, outside activities, and anything you and your family do. I am going to read a few statements. If you think a statement is true for you, say "yes." If a statement is not true for you, say "no." If the statement is true sometimes, you can say "sometimes."</p> <p>1. I feel like I'm too busy and wish I had less to do.</p> <p>2. A lot of days I feel tired.</p> <p>3. I would like to have more time to relax and play.</p> <p>4. I have lots of energy every day.</p> <p>5. I would like to be in more activities after school and on weekends.</p>

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<p><b>Demonstrate personal safety skills (B-SMS 9.)</b></p>	<p>Teaching personal safety to children is a concern for all parents.</p> <ol style="list-style-type: none"> <li>1. On a scale of 1-10 (10 being most), how confident are you that your child knows how to protect himself/herself from basic injuries? Consider the risks your child takes. On a scale of 1-10, how concerned are you about the personal risks your child takes? How do you think these risks might affect your child?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. There are many personal safety skills students need to develop. What issues of personal safety do you think our students need to be prepared to address?</li> <li>2. How might we know if our students are truly prepared to deal with safety situations (consider active shooter drills, personal safety workshops, internet safety training)?</li> <li>3. How might we work with your organization to prepare students and their families for the safety issues facing students in our community?</li> </ol>	<ol style="list-style-type: none"> <li>1. What things do you do each day to keep yourself safe? 2. Imagine you are going to be outside for a whole day having fun with friends. What are some things you might need to keep safe?</li> <li>3. What are some things we do to keep safe in school each day? 4. What do you imagine grown-ups do to keep safe in their workplaces?</li> </ol>
<p><b>Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities (B-SMS 10.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe how your child handles transitions. In what ways does your child deal, or cope, with change?</li> <li>2. In regard to your child's future education endeavors, what concerns do you have about his or her ability to plan for or handle change?</li> <li>3. What kinds of responsibilities have changed for your child in recent months? How has your child responded to these changes?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Many families and students have to cope with transitions and change. What are some strategies that help families and children in our community cope with change?</li> <li>2. How might we better assist families to prepare for change and help children with transitions?</li> </ol>	<p>Life changes a lot.</p> <ol style="list-style-type: none"> <li>1. Can you tell me about a change you or your family went through and how you handled that? What did you learn from the change? What did you learn about yourself?</li> <li>2. Sometimes as people get older, they get more responsibilities. How have your responsibilities changed? What has that been like for you?</li> </ol>

ASCA Student Standards	Family	Community Partners and Teachers	Students
<b>BEHAVIOR STANDARDS: SOCIAL SKILLS</b>			
<p><b>Use effective oral and written communication skills and listening skills (B-SS 1.)</b></p>	<ol style="list-style-type: none"> <li>1. When it comes to listening, how does your child seem to hear messages best (e.g., while making eye contact, with a repeated message, with a physical touch or prompt)?</li> <li>2. What type of communication is a strength for your child (writing, drawing, speaking)? What type of communication does your child need support to develop? As you think of your child's future career, how do you hope his/her communication will evolve to its fullest potential?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. Many employers want to hire individuals who are effective communicators. What does effective communication mean to you?</li> <li>2. What activities or programs would your organization be willing to offer to help us improve student communication strategies (e.g., poster fair judges, mock interviewing)?</li> </ol>	<p>Imagine you were asked to share an idea you have for a movie.</p> <ol style="list-style-type: none"> <li>1. Would you prefer to share your idea by writing a paragraph describing your idea, drawing a picture with your idea or telling your idea? Which do you prefer least?</li> <li>2. Imagine you were asked to give a book report. Which of the following sounds more fun? Making a poster about the book, writing an essay about the book or giving a speech about the book?</li> </ol>
<p><b>Create positive, respectful and supportive relationships with other students (B-SS 2.)</b></p>	<ol style="list-style-type: none"> <li>1. Describe your child's relationships with his/her peers.</li> <li>2. In what ways would you like your child's relationships with other students to be different?</li> <li>3. Give an example of a positive interaction your child has had with a peer in the last month. Give an example of an interaction your child had with a peer in the last month that was problematic. For the problematic example, how did your child move forward with the relationship (i.e., has your child been able to resolve the issue positively?).</li> </ol>	<p><i>Teacher Questions:</i></p> <p>Positive relationships among students are critical to an overall positive school climate.</p> <ol style="list-style-type: none"> <li>1. How do you encourage positive relationships among students in your classroom? What supports do students in our school need to have better relationships with one another?</li> <li>2. What barriers exist to supporting positive student relationships in our school? How might we address some of those barriers?</li> </ol>	<ol style="list-style-type: none"> <li>1. What do you like about other students at this school? Describe ways in which students in our school care about each other.</li> <li>2. Describe times when you have disagreed with other students. Were you and the other students able to work things out? How might you and other students show kindness to each other? Why does it matter if students are nice to each other?</li> <li>3. How can adults in our school help you and other students be kind to each other?</li> </ol>



ASCA Student Standards	Family	Community Partners and Teachers	Students
<p><b>Create relationships with adults that support success</b> (B-SS 3.)</p>	<ol style="list-style-type: none"> <li>1. How does your child interact with adults in the school environment?</li> <li>2. Tell me about adults your child has positive relationships with outside of school (e.g., family members, mentors, coaches)?</li> <li>3. What types of role models would you like for your child to see (have access to/interact with)?</li> </ol>	<p><i>Community Partner Questions:</i></p> <p>Creating positive relationships with adult role models that support success is important.</p> <ol style="list-style-type: none"> <li>1. In what ways might your organization partner with us/ expand our partnership to allow our students greater access to caring adults?</li> <li>2. What type of training or development might volunteers from your organization need to feel comfortable committing time and resources to volunteering at our school?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about an adult you trust. What makes that person trustworthy?</li> <li>2. If you had a problem, who is an adult that you could share your problem with? How might that adult help you? Why might it be important to have an adult you can trust?</li> </ol>
<p><b>Demonstrate empathy</b> (B-SS 4.)</p>	<ol style="list-style-type: none"> <li>1. On a scale of 1-10, with 1 being never and 10 being always, how often does your child accurately recognize the feelings of others?</li> <li>2. Please give me some examples of ways your child shows he/she understands others' feelings?</li> <li>3. In what ways might this help your child in his/her future career?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. What are some activities or programs your organization hosts that help students develop socially, including empathy and concern for others?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you feel when you see someone being bullied or hear about someone being bullied?</li> <li>2. How do you show other people you care?</li> <li>3. Tell me about a time when you helped someone at school.</li> <li>4. What feelings do you have when you help other people? If you had \$100 and could give it to any charity, which one would you give it to and why?</li> <li>5. What are some careers where you could help others?</li> <li>6. What types of careers might you enjoy where you could help others?</li> </ol>

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<p><b>Demonstrate ethical decision-making and social responsibility (B-SS 5.)</b></p>	<p>Teaching children to make good choices and to do the right and ethical thing is a developmental process.</p> <ol style="list-style-type: none"> <li>1. How do you discuss ethical issues with your child? Can you give an example?</li> <li>2. What are some family activities you have participated in that help teach your child social responsibility?</li> </ol>	<p><i>Community Partner Questions:</i></p> <ol style="list-style-type: none"> <li>1. What do you look for in regard to ethical decision-making in a potential employee?</li> <li>2. Can you think of anything you would like to see us teach our students about ethical decision-making?</li> <li>3. Do you have any activities/ resources that could help our students develop ethical decision-making?</li> </ol>	<p>Sometimes, we see something happening that we know is wrong, and we have to make a tough choice.</p> <ol style="list-style-type: none"> <li>1. If you were taking a test and noticed another student was trying to look at your test and see your answers, what would you do?</li> <li>2. If a friend asked you to keep a secret that you were uncomfortable keeping, what would you do?</li> <li>3. Imagine you were told by your parents not to throw a ball in the house. You did it anyway and something was broken. If you tell your parents that you were throwing a ball and broke the item, you know you will be in trouble. You could lie and say it was an accident. What would you do?</li> </ol>
<p><b>Use effective collaboration and cooperation skills (B-SS 6.)</b></p>	<ol style="list-style-type: none"> <li>1. What are some activities your family enjoys doing together?</li> <li>2. Can you tell me about a project you have done with your child that involved your child's cooperation? In what ways did your child contribute?</li> <li>3. When your child works in a group with other children, how would you describe his/ her role in the group?</li> <li>4. How would you like to see your child improve on working with others? If he/ she were to improve, how might that benefit him/her in the future, specifically in the workplace?</li> </ol>	<p><i>Teacher Questions:</i></p> <p>Collaboration and cooperation are important skills for our students to have in the future workplace.</p> <ol style="list-style-type: none"> <li>1. What are some ways you foster these skills in your classroom?</li> <li>2. How do students in your class struggle with these skills?</li> <li>3. What do they specifically need to effectively use these skills in the classroom?</li> <li>4. How might we work together to improve students' collaboration and cooperation skills?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about a time you worked in a group with other students. What was that like?</li> <li>2. Think about the last time your teacher had you work together in groups. What was your group asked to do? How did you help make sure your group was successful? If you were asked to do the same group activity again, what would you do differently to make sure the job gets done even better?</li> <li>3. What is one thing that sometimes bugs you about working in groups? How could you make working in groups better?</li> </ol>

ASCA Student Standards	Family	Community Partners and Teachers	Students
<p><b>Use leadership and teamwork skills to work effectively in diverse teams</b> (B-SS 7.)</p>	<p>1. Describe a time your child was in the role of a leader.</p> <p>2. In what ways has your child been exposed to students or individuals from different cultural groups? What opportunities has your child had to work with diverse teams (religious, spiritual, race, ethnicity, disabilities, etc.)? How did your child respond to this opportunity? How might these types of opportunities help your child develop effective leadership skills for his/her future career?</p>	<p><i>Teacher Questions:</i></p> <p>1. In what ways do you provide opportunities for students to practice leadership in the classroom? How does being a leader have an impact on student learning?</p> <p>2. How do students at our school respond to exposure to different cultural groups? How might we encourage our students to have a better understanding and appreciation for diversity?</p>	<p>1. Tell me about a culture or country you learned about. What did you admire about that culture or country? What else would you like to learn about them? Why is it important to learn about other cultures?</p> <p>2. Describe how students in your class are different. How are they similar? Why is being different a good thing when we work together and learn? What is something you've learned from having students who are different from you in your class?</p>
<p><b>Demonstrate advocacy skills and ability to assert self, when necessary</b> (B-SS 8.)</p>	<p>1. In the past three months, has your child reported that another child has been unkind or physically hurt him/her at school? How did your child handle the situation? What feedback did you give your child about how to handle these situations in the future?</p> <p>2. On a scale of 1-10, with 1 being the least and 10 being the most, how prepared is your child to assert him/herself when he/she is injured emotionally? Physically? On the same scale of 1-10, how much of a concern is this for you as a parent? (If greater than 5, move to next question.) Would you like some techniques to practice assertiveness with your child at home?</p> <p>3. As you consider your child's future, including school and work, how would you ideally like him/her to assert him/herself? What outcomes do you hope for?</p>	<p><i>Teacher Questions:</i></p> <p>Consider the importance of our students' learning to advocate for themselves and be assertive. This is particularly true when it comes to bullying and in the future workplace.</p> <p>1. Describe how prepared students are to advocate for or assert themselves when they enter your class at the beginning of the year.</p> <p>2. In what ways do you encourage personal advocacy? What types of assertiveness skills do you promote in your classroom?</p> <p>3. How can we work together to better prepare all students with these skills?</p> <p>4. How can we work together to identify students who may need additional assistance or support for developing these skills?</p>	<p>1. Try to think of a time someone hurt your feelings or was unkind to you at school. How did you handle the situation at that time? If that same situation were to happen again, what would you do?</p> <p>2. If someone were mean or unkind to you and a teacher did not see it, how might you handle the situation? 3. If a friend of yours told you someone had been mean to them or hurt them on the playground, what advice might you give to your friend?</p>

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<p><b>Demonstrate social maturity and behaviors appropriate to the situation and environment (B-SS 9.)</b></p>	<ol style="list-style-type: none"> <li>1. Compared with other children, how mature do you believe your child is? Can you give some examples?</li> <li>2. Describe situations where your child may be unsure of how to behave appropriately. How well does your child take correction in these situations? Would you like for your child to have support to learn new ways of acting in situations like these? What types of support might help?</li> </ol>	<p><i>Teacher Questions:</i></p> <ol style="list-style-type: none"> <li>1. Describe some situations where students struggle to determine how to behave appropriately. How do you assist them in determining how to act/react in these situations?</li> <li>2. Students are quite different developmentally. When you encounter a socially immature student, how do you assist that student in recognizing appropriate ways to behave?</li> </ol>	<ol style="list-style-type: none"> <li>1. How are people supposed to act in a workplace? What behaviors are expected at work? Which of these same behaviors are expected at school?</li> <li>2. Think of a time when someone misbehaved and you helped him or her figure out how to behave correctly. What did you do or say to help?</li> </ol>
<p><b>Demonstrate cultural awareness, sensitivity and responsiveness (B-SS 10.)</b></p>	<ol style="list-style-type: none"> <li>1. How has your child's understanding of culture developed over time?</li> <li>2. In what ways do you celebrate your family's culture at home? In the community?</li> <li>3. What would you want your children to better understand about their own heritage? The history of our community?</li> <li>4. How might understanding other cultures help your child in the future?</li> </ol>	<ol style="list-style-type: none"> <li>1. How are students' differences celebrated at our school?</li> <li>2. In what ways are culture honored in the curriculum? How might we better include culture?</li> <li>3. How are faculty's cultures and heritage honored through teaching and reflected in the school's values?</li> <li>4. Describe opportunities students have to explore their own culture and the cultures of others in the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. How would you define culture?</li> <li>2. What does it mean to respect people who are different than you are?</li> <li>3. Why is it important to learn about other cultures or groups of people? How can you learn more about another person's culture?</li> <li>4. If you heard a student make fun of another student's culture, what would you do?</li> </ol>

The Career Conversations provide a guide for working with elementary, middle and high school students, parents and community members to address the ASCA Student Standards: Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. The Career Conversations questions are based on ecosystems theory, counseling theory and an extensive review of counseling and career counseling literature. The questions can be used to work with individuals and groups of students, parents and community members. The Career Conversations were developed by ASCA for the Colorado Department of Education.



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