Comprehensive Guidance and Counseling Programs' Use of Guidance Curricula Materials:

A Survey of National Trends

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Abstract
Comprehensive guidance and counseling programs are being implemented throughout the United States. One of the most widely used programs, the Missouri Model, includes a guidance curriculum as one of its central program elements. The authors discuss the results of a study exploring the national trends in the use of school counseling guidance materials. Implications for comprehensive guidance and counseling program implementation are included.

    The American School Counselor Association (ASCA, 1997) clearly supports a comprehensive guidance and counseling orientation through its policy statement, the publication of the National Standards for School Counseling Programs (Campbell & Dahir, 1997), and the ASCA National Model (ASCA, 2003). Variations of the

comprehensive guidance and counseling program model (CGCP) have been adopted throughout the United States (Sink & MacDonald, 1998). Given its widespread acceptance, this approach is likely to serve as the foundation for delivering guidance and counseling services to schools for many years to come.

One of the most used programmatic orientations has been the Missouri Model (Gysbers & Henderson, 2000, 2005; Sink & MacDonald, 1998). This model has four major components: guidance curriculum, individual planning, responsive services, and system support. Although each element of the model is important, perhaps the guidance curriculum component is the most innovative. It helps transform and focus school counseling from a collection of practices to an educational program, integrating the CGCP into the academic mission of a school district (e.g., ASCA, 2003; Borders & Drury, 1992; Gysbers & Henderson, 2000, 2001; Lapan, 2001, 2005; Watkins, 1994).

A review of the literature describes several dimensions of the guidance curriculum component. Numerous writers suggested the guidance curriculum component must include developmentally appropriate student competencies (e.g., ASCA, 2003; Gysbers & Henderson, 2000, 2001, 2005; Hughey, Gysbers, & Starr, 1993; Lapan, 2001, 2005; Lapan, Gysbers, Multon, & Pike, 1997; Lapan, Gysbers, & Sun, 1997; Sears, 2005; Starr & Gysbers, 1993), educationally-focused classroom presentations (Hughey et al., 1993; Hughey, Lapan, & Gysbers, 1993; MacDonald & Sink, 1999), and guidance classroom activities (ASCA, 2003; Gysbers & Henderson, 2001, 2005; Hughey et al., 1993; Lapan, 2001, 2005; Lapan et al., 1997; Lapan, Gysbers, & Petroski, 2001). Research studies have indicated that guidance curriculum activities have a positive impact on student development (e.g., Brigman & Early, 2003; Carns & Carns, 1991; Evans & Burck, 1992; Gerler, 1985; Gerler & Anderson, 1986; Hadley, 1988; Jarvis & Keeley, 2003; Lapan, Gysbers, Hughey, & Arni, 1993; Lee, 1993; Sears, 2005; Sink & Stroh, 2003; St. Clair, 1989).

The importance of integrating current developmental theory into a guidance curriculum has been emphasized by multiple counselor educators (e.g., Borders & Drury, 1992; Gysbers & Henderson, 2001, 2005; MacDonald & Sink, 1999; Myrick, 2003; Paisley & Hubbard, 1994; Sears, 2005; Sink & MacDonald, 1998). Moreover, content areas, intervention strategies (Lapan et al., 1997), and developmental domains (ASCA, 2003; Gysbers & Henderson, 2001; Sink & MacDonald, 1998) are perceived as important features of a guidance curriculum.

Rationale for Research

The weight placed on a guidance curriculum in the Missouri Model and the National Model (ASCA, 2003) strongly suggests school counselors need to be familiar with curriculum materials that can benefit students. This familiarity of available resources should begin in higher education programs that train future school counselors, given effective counselors are the product of strong graduate counseling programs (Kaplan, 2002), and continue throughout the school counselor's tenure in the role.

A review of the general and school counseling research literature located relatively few guidance studies that used more widely published curricular resources and materials covering any or all of CGCPs' personal-social, educational-academic, and career developmental domains (e.g., Bergin, Miller, Bergin, & Koch, 1990; Borders & Paisley, 1992; Jarvis & Keeley, 2003). It appears that most guidance studies used various curricular materials and lessons either developed specifically for the study or synthesized multiple resources. For instance, a descriptive study designed to determine the effects of comprehensive developmental guidance program's activities on a rural school's counseling program (Bergin et al., 1990), utilized four curriculum resources in implementing the guidance curriculum: *Developing Understanding of Self and Others (DUSO), Kits I-R and II-R* (Dinkmeyer & Dinkmeyer, 1982); *Transition* (Dupont & Dupont, 1979); *Test Buster Pep Rally* (Bowman, 1987); *World of Work Adventures of the Lollipop Dragon* (Himmel, 1970). The results of the attitudinal survey distributed to students, parents, and teachers indicated that most respondents rated their school's CGCP in a favorable light, as well as perceived the guidance materials and the classes used within the program to be helpful in meeting the program goals and developmental competencies.

In another study, Borders and Paisley (1992) used children's literature as the foundation for a bibliotherapeutic-oriented classroom guidance curriculum. This story-based curriculum comprised of widely published quality children's books was designed to teach thinking skills (e.g., decision-making, self reflection) and values. The results of the quasi-experimental study indicated some conceptual growth (i.e., a personal quality reflecting cognitive complexity and interpersonal maturity) could be achieved in upper level elementary-age children after implementation of 12 guidance lessons over a period of three months.

With the increased emphasis in the profession on accountability (ASCA, 2003; Lapan, 2001, 2005; Maliszewski & Mackiel, 2002), two guidance-related studies of late have used more research-based curricular materials. Brigman

and Campbell (2003) tested the impact of school counselor-directed interventions on student achievement and school success behavior using a group counseling and classroom guidance approach called Student Success Skills (SSS). The SSS guidance curriculum (Brigman & Goodman, 2001) focuses on developing students' cognitive, social, and self-management skills. By conducting a well controlled experimental study with lower-achieving fifth, sixth, and eighth grade students, these researchers demonstrated that about 70% of the students in the experimental group improved on average 22 percentile points, as measured by the School Social Behavior Scale (Merrell, 1993). This instrument seeks to measure student behavior relative to cognitive, social, and self-management skills. Moreover, not only were there significant group differences found between the experimental and control students' overall test scores, favoring the former group, 82% and 61% of the students receiving the guidance intervention improved in their mathematics and reading scores, respectively.

Finally, Jarvis and Keely (2003) conducted a literature review on career development issues, including in their article a summary of promising guidance-related curricula/programs. Even though, very few were mentioned, the authors singled-out the *Real Game Series* (Barry, 2001) as a valuable collection of comprehensive, developmentally-sequenced programs for student career building. While not fully articulated in the article, this career development resource appears, in part, to be research-based.

Aims of the Study

Given the paucity of information distinguishing the most salient and well-researched guidance curricula and resources, the overall goals of this article were to first investigate national trends in the use of curriculum materials within the context of comprehensive guidance and counseling programs, and second, to offer preservice and inservice school counselors a summary of available curricula and resources which can be readily used in their guidance lessons.

With these aims in mind, the following research questions were addressed:

1. To what degree do school counselors use guidance curriculum materials to implement the guidance curriculum component in a CGCP?
2. Are there guidance materials commonly used by school counselors in these programs?
3. What developmental domains are addressed by the use of these materials?
4. What counseling program objectives are addressed through the use of these materials?

Method

The authors surveyed 102 school districts in 12 states that were identified as having implemented a CGCP. Participating districts were previously identified in a nationwide study on counselors' perceptions of comprehensive guidance and counseling (Sink & Yillik-Downer, 2001). Respondents were either school counselors or representatives of school districts noted as having implemented a CGCP.

In order to differentiate between the terms *guidance curriculum* and *guidance curriculum materials*, it was necessary to define the use of these terms. For purposes of this study, the expression *guidance curriculum* relates to one of four components of the Missouri Guidance Model, and *guidance curriculum materials* are those resources (e.g., *Second Step*) that have been developed to assist in the delivery of a particular curricular area (e.g., violence prevention) that addresses one or more developmental domains (e.g., career, educational, psychosocial, personal/affective, character/moral development).

Survey Instrument

An initial letter and a survey instrument requesting participation in the study were mailed to 193 school counselors or district counseling and guidance representatives in the 102 identified districts in the spring of 2000. Due to an inadequate response rate ($n = 11$, 6%), participants were re-surveyed in the fall of 2000 using a revised version of the letter requesting participation in the study and the revised survey instrument. Copies of these documents can be obtained upon request from the first author.

Respondents were asked to provide demographic information such as age, gender, ethnicity, and number of years in the position. Additionally, participants were requested to list the curricular materials used in their CGCP, the publisher, the publication year, and the grade level for which the curriculum is used. Counselors participating in the study identified the developmental domain(s) being addressed by the use of particular curriculum material. Categories included the areas of educational, cognitive, psychosocial, personal/affective, character/moral

development, and career/vocational. Finally, participants noted the district guidance and counseling program objective(s) addressed by the curriculum materials. Program objectives included anger management, problem-solving skills, drug/alcohol awareness, personal safety, empathy training, social skills, impulse control, conflict resolution, goal setting, self-awareness/concept, and study skills.

Once the results from the surveys were compiled, the authors purchased selected guidance curriculum materials noted by the respondents. Curricular materials were purchased only when (a) the publishers were identified by respondents in the study, (b) the curricula was available from the publishers, and (c) the curricula did not involve extensive training or workshop participation. These were then thoroughly analyzed by the researchers (see Table 1). Respondents in the study were given the opportunity to request a final report of the study.

Results
A total of 86 surveys were returned, for a return rate of 45%. Rates of return from individual states ranged widely from 0% to 100%. Reflecting the gender makeup of most US school personnel, the school counselors surveyed were 81% female. They were primarily of European American descent (73.3%), with the remainder African American (3.5%), Asian American (2.3%), and Hispanic (1.2%). Participants choosing not to identify ethnicity accounted for 19.9% of returned surveys. The mean age of respondents was 45 years, and they were in their current position for an average of 9.6 years.

Ninety-four different curricular materials were noted by respondents, with 84% of those noted only once (see Table 2). Sixty-three different curricula*r* materials were used at the elementary school level, 42 at the middle school level, and 28 at the high school level, with some curricula used at multiple school levels. Only 15 curricular materials were noted as being deployed by more than one respondent and only four of these were reported as being used by more than two respondents.

Results of the study indicate that curricular materials were utilized by school counselors to assist students in key developmental domains, with use in the personal/affective domain reported the most (n = 140, 74%) and the cognitive (academic) domain the least (n = 92, 49%). The personal/affective domain was the most often reported developmental domain addressed by curriculum that was used exclusively at the elementary school level (n = 48, 79%) while the most often reported developmental domain addressed by curriculum used exclusively at the middle school and/or high school levels was the career/vocational developmental domain (n = 32, 65%).

Participants in the study were asked to note district guidance/counseling program objectives being addressed through the use of curricular materials. Although counselors reported all objectives listed on the survey were addressed to some degree, curricular materials were used most often to help improve student self-awareness/concept (n = 118, 62%) followed by increased problem-solving skills (n = 115, 61%) and social skills (n = 107, 57%). For curriculum used exclusively at the elementary school level, curricular materials used most often were for the purpose of improving a student's social skills (n = 42, 69%). In contrast, improving elementary students' study skills was the least mentioned objective (n = 7, 12%). Raising student self-awareness/concept by using curricular materials was the most commonly reported objective at the middle and high school levels (n = 30, 61%), with impulse control mentioned the least (n = 7, 14 %).

Discussion
The primary goal of this study was to examine national trends in the use of curriculum materials as applied in schools with an operational CGCP. The findings are sequentially discussed here.

Research Question 1
In response to the first research question, every respondent in the study indicated the use of curricular materials in the implementation of their guidance curriculum component. For those school counselors participating in the study, the degree to which curricular materials are used to implement their CGCP was high, supporting statements by various researchers that this CGCP component is important to the overall success of CGCP (e.g., Bergin et al., 1990; Borders & Drury, 1992; Brigman & Campbell, 2003; Gysbers & Henderson, 2000, 2001, 2005; Lapan, 2001, 2005; MacDonald & Sink, 1999; Sink & MacDonald, 1998; Sink & Stroh, 2003).

The number of different curricular materials reportedly deployed by respondents declined

from the elementary school level (n = 63) to the middle school level (n = 42) to the high school

level (n = 28). Perhaps this finding is consistent with the observation that school counselors spend more time working in the guidance curriculum and less time in individual planning at the elementary school level, while the

reverse time allocation is true at the middle school and high school levels (e.g., Gysbers & Henderson, 2001, Myrick, 2003; Sink & Yillik-Downer, 2001).

Research Question 2

The second research question asked whether or not there are commonly used curricular materials in use by school counselors. The results showed that a wide variety of curricular materials addressed a range of topics at the elementary, middle/junior high, and high school levels. Curricular materials such as books, videos, workshops, trainings, classroom materials, and consumables to be used one time only were reported as being used to address such student issues as anger management, bullying, problem solving, personal safety, social skills, conflict resolution, impulse control, self-esteem/awareness/concept, study skills, friendship, divorce, and drug/alcohol use.

Although school counselors reported a wide range of curriculum materials in use, there was a distinct lack of continuity of resources. For example, no curriculum was noted as being deployed consistently across districts or states. Only four curricula were reported as being used by more than two respondents: (a) *The Missouri Comprehensive Guidance and Counseling Program*, (b) *Here's Looking at You*, (c) *Second Step*, and (d) *Talking About Touching* (see Table 2).

The *Missouri Comprehensive Guidance and Counseling Program* was the most frequently cited curricular materials used by counselors nationwide. Missouri has been at the forefront of the comprehensive guidance and counseling movement for almost two decades. This CGCP model is a K-12 programmatic approach that includes guidance curricular materials targeting educational planning, career planning and exploration, and knowledge of self and others. The curriculum seeks to address various competencies outlined in the content element program (Gysbers & Henderson, 2001, 2005). This approach is highly consistent with the developmental domains suggested by the American School Counselor Association's National Standards (Campbell & Dahir, 1997) and the National Model for School Counseling Programs (ASCA, 2003).

Second Step, a K-8 violence prevention program, is designed to reduce impulsive and aggressive behavior and promote social competence through teaching students to change attitudes and behaviors that contribute to violence. Second Step focuses on the skill areas of empathy, impulse control, problem solving, and anger management (Committee for Children, 1991, 1992a, 1992b, 1997). Results from research examining the efficacy of *Second Step* indicate positive effects for decreasing physically aggressive behavior and increasing prosocial

behavior (e.g., Frey, Hirschstein, & Guzzo, 2000; Grossman, et al., 1997; McMahon & Washburn, 2003; McMahon, et al., 2000; Orpinas, Parcel, McAlister, & Frankowski, 1995; Taub, 2002; Van Schoiak-Edstrom, Frey, & Beland, 2002), verbal perspective taking, and social problem solving (Beland, 1988, 1989, 1991; Moore & Beland, 1992).

Talking About Touching is a personal safety curriculum for P-3 students. It covers the areas of personal safety, sexual abuse, and bullying. Designed to increase children's knowledge of personal safety, awareness of sexual abuse, and their options for resisting abusive situations, it provides information about where to go for assistance (Sylvester, 1997). *Talking About Touching* program evaluation results, albeit limited, indicate an increase in P-6 students' personal safety knowledge (Madak & Berg, 1992; Sylvester, 1997), as well as preschoolers' and kindergarteners' perceived competence regarding personal safety (Sylvester, 1997).

Here's Looking at You (HLAY) is a K-12 drug education program designed to provide students with healthy behavioral norms, increase protective factors, and reduce risk factors that have been correlated with drug use. It claims to be a research-related curriculum that focuses on the gateway drugs of alcohol, nicotine, and marijuana and has a strong abstinence message. It is developed around three major elements: giving students current and accurate information, teaching them social skills, and providing them with opportunities to connect with their school, families, and community. Results from studies examining the efficacy of *HLAY* produced mixed results, indicting that although the program may be effective at transmitting information about alcohol and drugs to students, the program has little effect on changing students' attitudes and behaviors regarding drugs and alcohol (Green & Kelly, 1989; Kim, 1988; Kim, McLeod, & Shantzis, 1993).

With the exception of the *Missouri Comprehensive Guidance and Counseling Program*, which was reported as being used by every Missouri respondent, the other three commonly reported curricula (*Second Step, Talking about Touching*, and *Here's Looking at You*) were noted as being used by ten counselors or less ($\leq 11\%$). Other than these four programs, most of the curricular materials reported as being used do not appear to be well researched or implemented systemically and purposefully as a part of the guidance component of a CGCP (see Table 2).

Although the districts responding to the study may have implemented a CGCP, there appears to be a deficiency of district- or state-adopted curriculum to satisfy the guidance curriculum component of a CGCP. As stated previously, the guidance component is one of four integral components of a CGCP (Gysbers & Henderson, 2000, 2005). Without such a component— or a well- designed and implemented one—students' personal, social, and academic needs as set forth in the CGCP's competencies and benchmarks cannot fully be met (ASCA, 1997, 2003).

Research Question 3

The third and fourth research questions looked at the degree to which respondents used curricular materials to address specific developmental domains and counseling and guidance program objectives, respectively. The results of this study suggest that respondents clearly utilize guidance curriculum materials that speak to a variety of developmental domains. Categories included the educational, cognitive, psychosocial, personal/affective, character/moral, and career/vocational domains. The personal/affective dimension ($n = 48$) was the most commonly reported developmental domain to be addressed by curriculum used at the elementary school level. The indication that the career/vocational developmental domain was the most commonly reported at the secondary level is encouraging since previous authors suggested that this domain did not appear to be an integral component of the guidance curriculum (e.g., Hoyt, Hughey, & Hughey, 1995; Hughey, 2005; Jarvis & Keeley, 2003; MacDonald & Sink, 1999). In sum, these findings suggest that school counselors using curricular materials to address developmental domains are implementing the recommendations of the American School Counselor Association's National Model (ASCA, 2003) regarding quality developmental guidance and counseling programs.

Research Question 4

There was a positive effort by schools and school districts to use guidance curriculum materials to address a broad range of counseling and guidance program objectives. Program objectives in the areas of self-awareness/concept, problem-solving and social skills were reported the most often. However, objectives to improve study skills, improve impulse control, and raise awareness of drugs and alcohol were reported the least even though a major goal of a comprehensive counseling and guidance program is to assist students to achieve a school's learning goals (ASCA, 2003, Campbell & Dahir, 1997; Myrick, 2003) and a national priority is to warn students of the deleterious impact of drugs and alcohol on learning (US Department of Education, 1994). Before concluding, the study's limitations and its application to school counseling practice are now considered.

Research Limitations and Suggestions for Future Investigations

Because this was a descriptive study using purposefully selected respondents, there are inherent concerns about the validity of the results (Gall, Borg, & Gall, 2003). First, the study's internal validity was compromised. For instance, the use of self-report data was largely prejudicial and based on ex post facto reporting. Moreover, the respondents' information was cross-sectional in nature. Longitudinal data need to be collected in subsequent research. Second, nonprobability sampling affected external validity. Given the truncated number of schools and school districts represented in the sample and the inadequate survey return rates for various school districts in several regions of the country, the generalizability of the results to a nationwide audience is problematic. Future studies would benefit from not only stratified random sampling procedures, but also from experimental studies looking at the efficacy of large-group guidance in a variety of developmental domains.

With these caveats in mind, the study does provide initial data to determine the nature and extent of published guidance curriculum materials being used by school counselors in various states. The results are encouraging for they support the recommendations of ASCA (2003), Gysbers and Henderson (2000), and Myrick (2003) that these materials should be used, for example, to address student competencies within developmental domains as well as CGCP program objectives.

Recommendations for School Counselors Working within CGCPs

We recommend that school counselors within counseling and guidance programs consider the following when implementing their guidance curriculum:

- Develop district-wide guidance curriculum materials by grade level (Neukrug, Barr, Hoffman, & Kaplan, 1993; Snyder & Daly, 1993; Haack, 1994; Lapan et al., 1997; MacDonald & Sink, 1999; Gysbers & Henderson, 2001, 2005) to meet the benchmarks set forth in the CGCP. Vertically align the middle school/junior high curriculum with both the elementary and high school curriculum (Lapan, 2001, 2005). Horizontally align the curriculum so that all schools at a particular level use the same curriculum. An example is where all elementary schools in the district use the same curriculum to help students develop effective social skills. Finally, developmentally align the curriculum for gifted, average, and slow learners (MacDonald & Sink, 1999).

- Set aside financial resources to select and purchase appropriate research-based guidance curriculum materials and human resources to assist in the implementation of the guidance curriculum component. Gysbers and Henderson (2000, 2001, 2005) strongly advocated that financial support for the guidance program is crucial.
- Collaborate with local universities and schools of education to research and design curriculum that meets students' particular needs in the geographic area (Kaplan, 2002).
- Increase efforts to raise student awareness of the potential harmful affects of drugs and alcohol by conducting classroom guidance units using drug/alcohol awareness curricula or by assisting teachers to integrate this curriculum into their classroom lessons. Bibliocounseling approaches can help students solve problems and gain self-understanding through identification with characters in the story who experience similar problems (Borders & Paisley, 1992; Whiston, 2003; Whiston & Sexton, 1998).
- Select or develop curricular materials to teach study skills through classroom guidance lessons or small groups of students who are falling behind. This would be consistent with the findings that guidance interventions can positively affect students' success in the classroom (Borders & Drury, 1992; Whiston, 2003; Whiston & Sexton, 1998) and guidance curriculum activities can have a positive impact on student development (Brigman & Campbell, 2003; Borders & Paisley, 1992; Carns & Carns, 1991; Evans & Burck, 1992; Gerler, 1985; Gerler & Anderson, 1986; Hadley, 1988; Jarvis & Keeley, 2003; Lapan et al., 1993; Lee, 1993; Sears, 2005; Sink & Stroh, 2003; St. Clair, 1989).
- Develop and implement a guidance curriculum that positively affects student learning. Doing so aligns the school counselor's role and responsibilities with the educational mission of the school (ASCA, 2003; Brigman & Campbell, 2003; Gysbers & Henderson, 2001; Lapan, 2005; Sears, 2005; Sink & Stroh, 2003).

Summary and Concluding Remarks

The guidance curriculum component of CGCPs are strongly recommended to fulfill, in part, the academic missions of schools (ASCA, 2003; Borders & Drury, 1992; Brigman & Campbell, 2003; Campbell & Dahir, 1997; Myrick, 2003; Sears, 2005). Given this component's educational importance, a descriptive study was initiated with three principal foci. First, the investigation asked a nationwide sample of school counselors operating within the context of a comprehensive guidance and counseling programs to identify what guidance curricular materials they were regularly using for the guidance curriculum component of the program. Second, it looked at the nature and degree to which school counselors are implementing the guidance curriculum component. Third, the survey asked the respondents about the developmental domains and guidance program objectives being addressed through the implementation of a guidance curriculum. In brief, the study tentatively shows that school counselors believe the guidance component as a teaching-learning process aids in meeting programmatic goals as well as helps students attain developmental competencies. Further, there were a multiplicity of guidance-related resources being used by school counselors, and in only a few locations (e.g., Missouri), was there any real implementation consistency. Clear curricular differences emerged across grade levels. Finally, several recommendations for using curricula more effectively to implement this component were specified. This investigation reinforces the notion that school counselors can utilize guidance curricula to accomplish the educational aims of schools as well as assist students to realize their own learning goals (ASCA, 2003; Borders & Drury, 1992; Campbell & Dahir, 1997; Myrick, 2003).

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Table 1

Curricula Purchased by Seattle Pacific University's School of Education

Curricular Material	Publisher	Publication Date
Behavior Smart	Center for Applied Research in Education	1994
Bullies Are a Pain in the Brain	Free Spirit	1997
Bullyproof: Teachers Guide on Teasing and Bullying	Wellesley College Center for Research	1996
Bully-Proofing Your School	Sopris West	1994
Coping with Conflict	Youthlight	1996
Counseling Toward Solutions	Center for Applied Research in Education	1995
Giving Pain Words	BJR Enterprise	1994
Growing Through Grief	Mountain Rainbow	1989
Guiding Kids Through Divorce	BJR Enterprise	1991
Helping Kids Handle Anger	Sopris West	1991
Kelly Bear Behavior	Kelly Bear Press	1988
Kelly Bear Feelings	Kelly Bear Press	1988
Missouri's Comprehensive Guidance and Counseling Program ("The Box")	Missouri Department of Education	1998
Pathfinder: Exploring Career and Educational Paths		
Power Play	Youthlight	1999
Second Step—Grades 1-3	Committee for Children	1997
Second Step—Middle School	Committee for Children	1997
Social Skills Activities for Special Children	Center for Applied Research in Education	1993
Teaching Friendship Skills (Intermediate)	Sopris West	1991
Teaching Friendship Skills (Primary)	Sopris West	1991
Wise Quotes	Wise Skills	1999
Wise Words	Wise Skills	1999

Table 2

The Most Frequently Reported Curricula Used In Comprehensive Guidance Program

Curriculum	Publisher	N of counselors reporting using this curriculum	States of counselors reporting using this curriculum
Missouri Comprehensive Guidance	Missouri Department of Education	48	Arizona, Missouri, South Carolina
Here's Looking at You	Comprehensive Health Education Foundation	10	Idaho, Missouri, Texas
Second Step	Committee for Children	6	Idaho, Missouri, South Carolina, Texas
Talking About Touching	Committee for Children	4	Idaho, Texas