

# 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 engages 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 needs based on the corresponding ASCA Mindsets & Behaviors. Some students may need to address each Mindset & Behavior standard throughout the years, while others may only need to focus on a few. Adapt these questions to meet individual students’ needs.**

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
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## MINDSETS

<p><b>Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being (M 1.)</b></p>	<ol style="list-style-type: none"> <li>1. As you look over the last few months, what has your child accomplished that has been a real highlight?</li> <li>2. What challenges or struggles have you observed your child facing?</li> <li>3. Could you give me an example of a time when your child was faced with a challenge and he/she was able to successfully resolve the issue on his/her own?</li> <li>4. How do you know when you need to step in, be supportive or let children struggle and find solutions on their own?</li> <li>5. As you think about post-high-school life for your child, what skills might he/she still need to develop to be successful? What community programs/activities could help develop these skills?</li> <li>6. Describe a time when you felt proud of your family. What are some of the values you have worked to pass along to your children? How have you seen your child practice/develop those values over time?</li> </ol>	<ol style="list-style-type: none"> <li>1. How would you characterize the quality of life (physical and mental health) of our community?</li> <li>2. If our students were at their best, how would our community be different (Physically, socially and emotionally)?</li> <li>3. What kinds of programs/services/resources would you like to provide in partnership with our school/district to help our students be their best?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about a time you felt proud of something you accomplished in the last few months.</li> <li>2. What else would you like to accomplish this year?</li> <li>3. What has gotten in your way of these accomplishments in the past?</li> <li>4. How do nutrition and sleep play a role in your accomplishments?</li> <li>5. What’s it feel like when you are faced with a new task in class?</li> <li>6. What do you tell yourself when an assignment or activity is hard?</li> <li>7. Do your thoughts help or hurt your success? How?</li> <li>8. Is there anything you need to change about what you say to yourself? What?</li> <li>9. Who are your strongest supporters?</li> <li>10. What activities or places make you feel safe and valued? Why?</li> <li>11. In what community activities do you currently participate? Are there others in which you might enjoy being involved?</li> <li>12. How could your involvement change how you think about your life after high school?</li> </ol>
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ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<b>Self-confidence in ability to succeed (M 2.)</b>	<ol style="list-style-type: none"> <li>1. Tell me about your child's level of confidence when faced with a new task.</li> <li>2. Describe your child's approach to working through a challenging assignment or problem.</li> <li>3. How motivated is your child to complete schoolwork without being assisted?</li> </ol>		<ol style="list-style-type: none"> <li>1. Tell me about a time you felt proud of something you accomplished in the last few months.</li> <li>2. Tell me about a time you completed a math assignment that made you proud. English? Writing?</li> <li>3. What else would you like to accomplish this year?</li> </ol>
<b>Sense of belonging in the school environment (M 3.)</b>	<ol style="list-style-type: none"> <li>1. Is there something your child looks forward to? Please describe.</li> <li>2. How would you rate your child's school experience on a scale of 1-10? Why did you give it that number?</li> <li>3. If your child had the perfect day at school, what would it look like?</li> <li>4. What do you think needs to happen to get closer to the ideal school day?</li> </ol>	<ol style="list-style-type: none"> <li>1. How would you describe the school's environment?</li> <li>2. In what ways would you suggest the school's environment could be improved?</li> <li>3. How could we partner with you to improve our school's environment?</li> </ol>	<p>School counselors: You may want to look at the questions in this instrument to guide conversations: Psychological Sense of School Membership Scale (PSSM; Goodenow &amp; Grady, 1993). Can be found at <a href="http://www.communityschools.org/assets/11/AssetManager/Survey7.pdf">www.communityschools.org/assets/11/AssetManager/Survey7.pdf</a></p> <ol style="list-style-type: none"> <li>1. Tell me about the activities you are involved in during the school day and after school.</li> <li>2. What is your favorite part of the school day?</li> <li>3. If you had to rate your school on a scale of 1-10 (1=terrible, 10=amazing), what would you rate it? Why?</li> <li>4. What would it take for our school to be amazing?</li> <li>5. Can you think of anything you can do to get your experience a little closer to amazing? Please describe.</li> <li>6. If you were going to try something new to be involved in this year, what would it be?</li> </ol>

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<p><b>Understanding that post-secondary education and lifelong learning are necessary for long-term career success (M 4.)</b></p>	<ol style="list-style-type: none"> <li>1. Have you had the opportunity to discuss what types of things your child might do after high school?</li> <li>2. Have you had the opportunity to discuss the types of problems your child would like to solve in the future?</li> <li>3. What programs have you already explored related to your child's career choice (e.g., two-year college, four-year college, certificates, trades, internships)?</li> </ol>	<p>Community partners might be helpful as guest speakers in classes, at job fairs or on panels.</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 something you learned from your training/education that you use frequently?</li> </ol>	<ol style="list-style-type: none"> <li>1. Imagine your life five years after you graduate from high school. What challenges do you want to solve? How does this relate to a career?</li> <li>2. As you consider your future, what types of options after high school have you already explored (e.g., two-year college, four-year college, certificates, trades, internships)?</li> <li>3. What concerns or questions came up for you as you explored?</li> <li>4. To achieve your career goals, how long are you willing to go to college or other type of training?</li> <li>5. What does success mean to you when it comes to a career?</li> <li>6. What do you want your lifestyle to be like after high school?</li> <li>7. Do your lifestyle expectations match your career and education goals? If not, what adjustments are you willing to make?</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. Consider the test results/grades your child earned this year. Do you think these tests/grades match your child's actual abilities?</li> <li>2. Describe why there might be differences.</li> <li>3. What might be a better measure of your child's abilities?</li> <li>4. How might we better motivate your child to achieve his/her best-quality work?</li> </ol>	<p>Teachers:</p> <ol style="list-style-type: none"> <li>1. In what ways do you convey results to students in the classroom?</li> <li>2. How do you personally celebrate progress?</li> <li>3. How do you celebrate progress with your students?</li> <li>4. Would you like more information on how to interpret assessment results?</li> <li>5. How do you think we might use our assessment results to more positively motivate students?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe a time you felt successful.</li> <li>2. Describe your strengths.</li> <li>3. What would other people say are your strengths?</li> <li>4. When thinking of your future, are there any skills you would like to further develop?</li> <li>5. What can you do to make this happen?</li> </ol>

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<p><b>Positive attitude toward work and learning</b> (M 6.)</p>	<ol style="list-style-type: none"> <li>1. How would you describe your child's attitude toward learning? Work?</li> <li>2. Are there times when your child is more positive about school than others? What is happening during those times?</li> </ol>	<ol style="list-style-type: none"> <li>1. Finding a career that is the right fit contributes to overall satisfaction. Do you know people in our community who have a positive attitude toward work?</li> <li>2. How might we create a partnership with these people?</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe a project you successfully completed recently.</li> <li>2. How did you feel?</li> <li>3. Did anyone notice/comment on your success? What did they say?</li> <li>4. What did you do to successfully complete the project? Be as specific as possible.</li> <li>5. What strategies can you use to help you successfully complete other projects?</li> <li>6. How do these strategies relate to your future?</li> <li>7. Do you know of people in our community that enjoy their work? Describe.</li> <li>8. How would you like to think and feel about your work?</li> </ol>

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<b>BEHAVIOR: LEARNING STRATEGIES</b>			
<p><b>Demonstrate critical-thinking skills to make informed decisions</b> (B-LS 1.)</p>	<ol style="list-style-type: none"> <li>1. Could you tell me about a time your child had to think through a difficult problem by himself/herself?</li> <li>2. What steps did he or she take? What solution was found?</li> <li>3. How often does your child get the opportunity to work through critical decisions or problems? How does he/she react?</li> </ol>	<ol style="list-style-type: none"> <li>1. Critical-thinking skills are part of student development in the area of career and college readiness. What types of projects or activities might your organization or group have that our students could assist with to develop these skills?</li> <li>2. What other real-world problems might our students help solve to gain experience with critical thinking?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you react when faced with a new and challenging situation in the classroom or during an extracurricular activity?</li> <li>2. Can you describe a time you worked through a challenging situation? How did you feel?</li> <li>3. Choosing a career path can feel like a big decision. What information have you gathered to help you make decisions about your future?</li> <li>4. Thinking about challenges you want to solve in life may help you narrow down a career path. Have you thought about challenges you would like to solve?</li> <li>5. You might change your mind, but what type of education are you currently leaning toward (four-year college, two-year college, industry-recognized training program or going straight to work)?</li> <li>6. How do your values and interests play a role in your decision? (School counselors: Utilize career assessment results here.)</li> <li>7. If a college admissions counselor or human resources department at a potential employer were to evaluate your behaviors at school, what would they say?</li> <li>8. What are you currently doing that will help you accomplish your goals?</li> <li>9. Anything you need to adjust?</li> </ol>

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<p><b>Demonstrate creativity</b> (B-LS 2.)</p>	<ol style="list-style-type: none"> <li>1. Tell me about ways in which your child is creative or imaginative.</li> <li>2. How do you think creativity helps your child learn?</li> </ol>	<ol style="list-style-type: none"> <li>1. Many employers are looking for employees who can be innovative, out-of-the-box creative thinkers. In what ways does out-of-the-box thinking help your organization work strategically in the community?</li> <li>2. How might we help students be more creative?</li> <li>3. Many people think of creativity in terms of arts and humanities. Do you have examples of creativity in STEM that might help us stimulate student interest in STEM fields?</li> <li>4. How might we do a better job of integrating STEM and art (STEAM) in our school?</li> </ol> <p><i>Note, these won't be useful questions for every community partner.</i></p>	<ol style="list-style-type: none"> <li>1. What world/community challenges do you want to solve (miracle question)?</li> <li>2. How would you approach this challenge differently than what is being done in the world/your community now?</li> <li>3. Can you think of careers related to tackling this challenge?</li> <li>4. Can you think of any STEM careers related to tackling this challenge?</li> </ol>
<p><b>Use time-management, organizational and study skills</b> (B-LS 3.)</p>	<ol style="list-style-type: none"> <li>1. How would you rate your child's time-management, organizational and study skills?</li> <li>2. In what ways do his/her habits align and not align with future goals?</li> <li>3. In what ways do you support your child's time-management, organizational and study skills?</li> <li>4. Is there anything you think would be helpful to your child to support his/her time-management, organizational and study skills?</li> </ol>	<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 examples of things that might go wrong if individuals in your organization did not have these skills?</li> <li>3. 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. How would you rate your time-management, organizational and study skills on a scale of 1-10? Describe your rating.</li> <li>2. Do you believe your strategies will get you the grades, future job and postsecondary education experience you want? How?</li> <li>3. Is there anything you would like to change about your time-management or study skills that will help you reach your goals? (If yes, have student develop a plan. If no, then check back in at a later date.)</li> </ol>

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<b>Apply self-motivation and self-direction to learning (B-LS 4.)</b>	<p><i>Note to school counselors: For these questions consider having students share their career assessments with parents/guardians.</i></p> <ol style="list-style-type: none"> <li>1. Are your child's career assessments connecting to his/her classes and/or extracurricular activities?</li> <li>2. Are there classes or extracurricular activities your child could take that would better relate to his/her career interests?</li> </ol>	<p>1. Self-motivated learning is important because in their careers students will have to be self-initiating. How might we improve self-motivation in high school students?</p> <p>2. What does your organization do to inspire self-motivation in youth?</p>	<p><i>Note to school counselors: For these questions consider referring to the student's career assessments to help the student relate motivation to work values.</i></p> <ol style="list-style-type: none"> <li>1. After taking the career assessments, what do you notice is important to you in a career?</li> <li>2. How do your career assessments connect to your classes and/or extracurricular activities?</li> <li>3. Is there anything you would like to adjust to better align your activities to what is important to you?</li> </ol>
<b>Apply media and technology skills (B-LS 5.)</b>	<ol style="list-style-type: none"> <li>1. Do you have Internet access at home?</li> <li>2. Can we assist you in finding a convenient location for your child to access the Internet for academic purposes?</li> </ol>	<ol style="list-style-type: none"> <li>1. How do you use media and technology in your organization?</li> <li>2. What technology skills do people need to have to be hired or be successful in your organization?</li> </ol>	<ol style="list-style-type: none"> <li>1. What types of technology and software do you use regularly? How do you use it?</li> <li>2. How can these technologies assist you in your future career?</li> <li>3. Can you think of some STEM careers related to your hobbies/interests?</li> <li>4. Are there any STEM careers you would like to know more about?</li> </ol>

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<p><b>Set high standards of quality (B-LS 6.)</b></p>	<ol style="list-style-type: none"> <li>1. Are you familiar with the college admissions process?</li> <li>2. Would you like more information about college admissions?</li> <li>3. Has your child taken any SAT or ACT prep courses? Has your child completed any dual credit, dual enrollment or industry certifications? If not, would you like more information about these services?</li> <li>4. Are you familiar with the FAFSA?</li> <li>5. Would you like more information about the FAFSA and other ways to pay for college?</li> </ol>	<p><i>Consider collaborating with college admissions counselors and financial aid advisors to provide information to parents and students.</i></p> <ol style="list-style-type: none"> <li>1. Given that schools are often told to push students to achieve high standards of quality, how would you as a community partner define high standards of quality?</li> <li>2. What measures of quality do you believe accurately reflect high standards for our students?</li> <li>3. How might we better prepare our students to meet high standards of quality in their future employment?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about a project, assignment or activity that you put a lot of effort into. (Be sure students describe specifics about the actions they took to accomplish the task.)</li> <li>2. How did you feel about the results of your hard work?</li> <li>3. If you continue to put a lot of effort into your work, how do you think you will do in college or on the job?</li> <li>4. Are there any classes or activities you are involved in that you would like to put more effort into?</li> <li>5. What type of postsecondary training have you considered?</li> <li>6. What do you know about the college admissions process?</li> <li>7. Have you taken any SAT or ACT prep courses? If not, would you like to?</li> <li>8. If you choose to go to college, do you know how you will pay for it?</li> </ol>
<p><b>Identify long- and short-term academic, career and social/emotional goals (B-LS 7.)</b></p>	<p>Consider having students share their goals with parents/guardians on an annual basis.</p>		<p><i>Note to school counselor: Consider goal setting with students throughout high school.</i></p> <ol style="list-style-type: none"> <li>1. Based on your exploration of different career options and career assessments do you have ideas about future careers? Describe.</li> <li>2. What are you currently doing that is helping you prepare for your life after high school? Socially? Academically? Career related?</li> <li>3. What are you not doing that you think would help?</li> <li>4. I'd like you to set a goal that is specific and challenging but attainable related to your academics. Given your career interests and postsecondary plans, what academic goal would make sense for you?</li> </ol>



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<p><b>Actively engage in challenging coursework</b> (B-LS 8.)</p>	<p>Consider having students share their goals with parents/guardians on an annual basis.</p>	<ol style="list-style-type: none"> <li>1. When students are challenged in courses, we want them to develop perseverance and resilience by working through difficulties. How do you think we might build challenges into courses and support student strengths?</li> <li>2. In what ways might students benefit from team building, cooperative learning and collaboration skills in working through challenging coursework?</li> <li>3. What other skills might help them learn to navigate these challenges and build perseverance and resilience.</li> </ol>	<p><i>These questions are a continuation of number 7 above.</i></p> <ol style="list-style-type: none"> <li>1. Are there any adjustments we should make to your course schedule for next term or next year that would better prepare you and align to your future goals?</li> <li>2. Are there classes where you are putting in a lot of effort to succeed? Describe.</li> <li>3. Are there classes where you would like to put in more effort? Describe.</li> <li>4. What are you willing to do differently?</li> </ol>
<p><b>Gather evidence and consider multiple perspectives to make informed decisions</b> (B-LS 9.)</p>	<p>Consider having students share their career interest with parents/guardians on an annual basis</p>		<p><i>Note to school counselor: This is less about questions and more about students investigating/ exploring career and postsecondary options, interests, values and abilities.</i></p> <ol style="list-style-type: none"> <li>1. After engaging in career exploration, taking career assessments, talking to community members about careers and taking into account what you like, what types of careers are of interest?</li> <li>2. What type of postsecondary training is going to help you get the career you want?</li> <li>3. What type of exploration have you done in terms of your postsecondary training choice?</li> <li>4. Do you need help with the admissions process, looking into financing options or anything else?</li> </ol>

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<p><b>Participate in enrichment and extracurricular activities (B-LS 10.)</b></p>	<ol style="list-style-type: none"> <li>1. In what types of afterschool activities, weekend and summer activities/programs is your child involved?</li> <li>2. In terms of school success and career preparation, how might extracurricular activities help your child develop? What skills or interpersonal relationships might be developed through these activities?</li> </ol>	<ol style="list-style-type: none"> <li>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?</li> <li>2. What kinds of programs are needed in our school community?</li> </ol>	<ol style="list-style-type: none"> <li>1. What kinds of things do you enjoy doing after school? On weekends? In the summer?</li> <li>2. What types of activities would you like to be involved in? What keeps you from being more involved in extracurricular activities?</li> <li>3. If you could choose any weekend activity to participate in, what would it be?</li> <li>4. How might participating in these kinds of activities prepare you for your life after high school?</li> </ol>

## BEHAVIOR: SELF-MANAGEMENT SKILLS

<p><b>Demonstrate ability to assume responsibility (B-SMS 1.)</b></p>	<ol style="list-style-type: none"> <li>1. What responsibility do you believe your child has as a citizen?</li> <li>2. What opportunities does your child have to fulfill responsibilities related to community?</li> </ol>	<ol style="list-style-type: none"> <li>1. As students get older, we want to encourage them to take more personal responsibility. From your perspective, how can schools encourage students to take more responsibility?</li> <li>2. Given that students are citizens, what are some ways students can begin to assume responsibility in our community?</li> <li>3. How can we partner to provide students with these types of service opportunities?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about your responsibilities. Include responsibilities both in school and outside of school.</li> <li>2. How are your responsibilities helping you achieve your career or college goals?</li> <li>3. Is there anything you would like to add that will help you achieve your goals?</li> <li>4. Are there any community service activities you would enjoy?</li> </ol>
<p><b>Demonstrate self-discipline and self-control (B-SMS 2.)</b></p>	<ol style="list-style-type: none"> <li>1. Self-control is important in a school and work setting. When something upsets your child, what are some ways he/she copes?</li> <li>2. Given that self-control takes time to develop, how would you describe your child's maturity over time? More or less self-control?</li> <li>3. When your child loses self-control, how does he/she regain it?</li> <li>4. Sticking with a task when it gets difficult is also important in a school and work setting. When your child is faced with a difficult task how does he/she handle it?</li> </ol>	<ol style="list-style-type: none"> <li>1. As you think about the importance of self-control and self-discipline for future workers, what self-discipline or self-control skills do you think high school students need?</li> <li>2. Given that skills develop over time, how might we do a better job of promoting these skills in the classroom?</li> <li>3. What are some ways to promote these skills through enrichment and afterschool programs?</li> <li>4. How might your organization partner with us to promote these skills?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is a goal you have set for yourself and achieved?</li> <li>2. What steps did you take to achieve that goal?</li> <li>3. What is another goal you want to set for yourself?</li> <li>4. As you think about students in our school, how many of them handle anger or disappointment well?</li> <li>5. Describe how most students handle these feelings.</li> <li>6. Has anyone ever taught you a different way to handle these emotions? Did their suggestion work? Why or why not?</li> <li>7. Would you be willing to try some new strategies?</li> <li>8. Why would self-control and self-determination matter for your future career?</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. How often does your child do his/her homework without assistance?</li> <li>2. When your child requires assistance, what type of assistance does he/she ask for?</li> <li>3. What are some things your child enjoys doing by himself/herself?</li> <li>4. Could you tell me about a time your child needed help but did not ask for it? Afterward, how did your child think through the situation and the consequences?</li> <li>5. Can you think of a time when your child missed an opportunity because he/she would have had to do something alone? How did you help your child think about that situation?</li> <li>6. It can be natural for high school students to want to be around their friends all the time. How do you ensure your child is getting a balance of alone/family/friend time?</li> </ol>	<ol style="list-style-type: none"> <li>1. Employers sometimes cite a desire for workers to be independent. How do we help foster independence in high school students?</li> <li>2. Could you think of some times when we don't want students to work independently?</li> <li>3. Can you think of some ways your organization needs employees to be both independent and interdependent in their work?</li> <li>4. How could we effectively help teachers think of ways to promote independence and interdependence in classrooms?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about the last class assignment you did on your own with no help at all.</li> <li>2. Which do you prefer, working on your own or with others?</li> <li>3. When you don't have the option to work with others on projects, are you able to complete projects anyway?</li> <li>4. What is the best thing about working alone?</li> <li>5. What is the best thing about working with others?</li> <li>6. What is one thing you enjoy doing alone?</li> <li>7. Think of your future career goal. Will you be working alone or with others? Both?</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. How long is your child willing to wait to be rewarded for a task?</li> <li>2. When your child thinks about his/her future, how many years is your child willing to dedicate to college?</li> </ol>		<ol style="list-style-type: none"> <li>1. Tell me about a time you wanted something and had to wait a long time for it.</li> <li>2. When you think about postsecondary options, does the time it will take to complete the degree/training matter to you?</li> <li>3. Even though it may take a long time to get through, what are some reasons why it is important to go to college?</li> <li>4. How will you benefit from going to college?</li> <li>5. What if you chose a career that requires you to go to college for a really long time, such as eight years beyond high school. How would you feel about that?</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. Could you give me an example of a time your child set a goal and stuck with it until he/she accomplished it?</li> <li>2. Setting goals and sticking to them can be hard for students. What are some ways we can encourage your child to remember and stick to his/her school goals?</li> <li>3. What are some ways you encourage your child at home to remember and stick to his/her goals?</li> <li>4. What are some ways you would like to see us celebrate your child's accomplishments?</li> <li>5. What are some ways your family celebrates accomplishments?</li> </ol>	<ol style="list-style-type: none"> <li>1. Achieving long-term and short-term goals is important, and one way to do that 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 goal 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. Tell me about a time you set a goal for yourself and stuck to it.</li> <li>2. What makes it difficult to stick with goals?</li> <li>3. What helps you stick with your goals?</li> <li>4. What reminders or supports might help you stick with your goals in the future (e.g., daily lists, agendas, organization, written plans, goal charts, visual imagery, mindfulness).</li> <li>5. Would you be interested in learning some strategies for sticking to goals?</li> <li>6. In what ways might sticking to goals help you in college? In your future career?</li> </ol>
<p><b>Demonstrate ability to 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.</li> <li>2. What helped your child to overcome this difficulty?</li> <li>3. What strategies has your child learned over time to be a better learner?</li> <li>4. How might we help your child be a better learner?</li> <li>5. As you think about future learning goals and challenges, what skills do you think your child still needs to develop to overcome future learning barriers?</li> </ol>	<ol style="list-style-type: none"> <li>1. Sometimes high school students aren't successful because they haven't mastered the ability to overcome barriers to learning. What are some barriers to learning you see in our school community?</li> <li>2. How might we reduce barriers to student learning?</li> <li>3. What strategies do our students need to learn to overcome barriers to learning?</li> <li>4. How might we work together to help students and their parents recognize barriers to learning and overcome them?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about a time you had difficulty learning something in one of your classes.</li> <li>2. What was the problem?</li> <li>3. How did you overcome the problem?</li> <li>4. If you were faced with a problem like this again, what would you do?</li> <li>5. What strategies do you use when you have an assignment you do not understand?</li> <li>6. What would you do in college or a work setting if you did not understand something?</li> </ol>

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<p><b>Demonstrate effective coping skills when faced with a problem</b> (B-SMS 7.)</p>	<ol style="list-style-type: none"> <li>1. How does your child react when faced with stress or a problem?</li> <li>2. How would you like for your child to react?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students face a lot of stress today. Learning to cope with this stress is an important skill. What types of coping strategies (positive or negative) have you seen students in our community using?</li> <li>2. What strategies would you like to see them using more often?</li> <li>3. How might we do a better job teaching students how to cope?</li> <li>4. How can our school work with your organization to promote positive student coping?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about a time you were faced with a difficult problem. How did you deal with it?</li> <li>2. What are some problems that people your age are faced with regularly?</li> <li>3. What advice might you give for how to handle these problems?</li> <li>4. Think about a time when you didn't handle a problem very well. What do you wish you'd done better?</li> <li>5. What did you learn from that experience that you have used or could use in other situations?</li> <li>6. How can you apply this to success in your education and a career?</li> <li>7. How common do you think it is for people to make mistakes?</li> <li>8. When people make mistakes, how should they handle it?</li> </ol>
<p><b>Demonstrate the ability to balance school, home and community activities</b> (B-SMS 8.)</p>	<ol style="list-style-type: none"> <li>1. Sometimes students are asked to do a lot at home, school and in their community. As you think about your child, how are the demands on his/her time? Too much? Too little?</li> <li>2. What is a typical day like for your child?</li> <li>3. How do you think learning to manage all of this is preparing your child for college or a career?</li> <li>4. When does your child seem to have a handle on balancing all of these competing time demands? When does your child struggle to balance it all?</li> <li>5. What resources does your child use to maintain balance (calendars, agendas)?</li> <li>6. What skills does your child still need to develop to balance all of these demands?</li> <li>7. How might we help?</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are asked to balance a lot between school, home and the community. How might students be better prepared to balance so much?</li> <li>2. How might we partner with you to provide support for families and students in achieving a healthy balance?</li> <li>3. How might we better convey messages about learning to balance these activities as part of future career and college development?</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell me about your typical day.</li> <li>2. If you had more time in your schedule, how would you like to spend it?</li> <li>3. As you think about how you spend your time, would you consider managing your time differently if it meant doing more of what you enjoy or find meaningful?</li> <li>4. Which of the following statements better describes you? <ul style="list-style-type: none"> <li>• There just is not enough time in the day to do everything I want to do.</li> <li>• I have no idea where my time goes.</li> </ul> </li> </ol>

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<p><b>Demonstrate personal safety skills (B-SMS 9.)</b></p>	<p>1. Students all vary in the amount of risk or caution they will take. When you think about your child and his/her personal safety, how risky or cautious would you say he/she is?</p>	<p>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?</p> <p>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.</p> <p>3. How might we work with your organization to prepare students and their families for the safety issues facing students in our community?</p>	<p>1. Think about your physical and emotional safety here at school. What kinds of things might happen that could make you or other students feel unsafe?</p> <p>2. What about outside of school?</p> <p>3. Is there anything you can do to increase your physical or emotional safety?</p> <p>4. What adults can support you in increasing your safety?</p>
<p><b>Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities (B-SMS 10.)</b></p>	<p>1. Consider a time when your child had to adapt to a changing situation. How did he or she respond?</p> <p>2. How flexible is your child when given new responsibility or tasks?</p> <p>3. How do you prepare your child for change?</p> <p>4. What are some of the strategies your child has developed for coping with change or transitions?</p>	<p>1. Changes in a workplace are a given. How can we prepare our students to adapt to changing situations and responsibilities?</p>	<p>1. What is change like for you?</p> <p>2. What is it like for you when teachers make changes to an assignment you did not anticipate or your class changes unexpectedly?</p> <p>3. Have you discovered any strategies that help you adapt to change?</p> <p>4. How might these strategies help you in college or at a job?</p>

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<b>BEHAVIOR: SOCIAL SKILLS</b>			
<b>Use effective oral and written communication skills and listening skills (B-SS 1.)</b>	<ol style="list-style-type: none"> <li>1. Think of your child and his/her communication with others. Think of how your child speaks, writes, listens. If you had to pick one of these areas as a strength (speaking, writing, listening) which would it be, and why?</li> <li>2. How might that strength help your child in his/her future career?</li> <li>3. How accurately does your child understand what you and others are communicating?</li> <li>4. If you could improve one thing about your child's communication, what would it be?</li> </ol>	<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. How do you assess effective communication in the hiring process?</li> <li>3. 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>	<ol style="list-style-type: none"> <li>1. Think about how you speak with, write and listen to others. Which of those is your strength?</li> <li>2. Which do you need to improve?</li> <li>3. How do you know when you are doing a good job listening to others?</li> <li>4. How do you know when you need to do a better job listening?</li> <li>5. Why might speaking, writing and listening be important for your future career goals?</li> <li>6. What do you think future employers look for when it comes to communication when hiring people?</li> </ol>
<b>Create positive and supportive relationships with other students (B-SS 2.)</b>	<ol style="list-style-type: none"> <li>1. How would you describe your child's relationships with peers?</li> <li>2. If you could change anything about the way your child interacts with others his or her age, what would it be?</li> <li>3. How do you think your child's ability to relate to same-age peers will help him/her in college? In career?</li> <li>4. What concerns do you have about peers and their influence on your child?</li> <li>5. How do you talk about these concerns at home?</li> </ol>	<ol style="list-style-type: none"> <li>1. Promoting positive peer relationships is important to the successful overall development of students. How would you characterize the peer relationships of youth in our community?</li> <li>2. How could we build positive rapport and trust among youth?</li> <li>3. How might we decrease relational aggression, bullying and interpersonal violence?</li> <li>4. How will making these relationships positive help promote career and college readiness?</li> </ol>	<ol style="list-style-type: none"> <li>1. How would you describe your relationships with other students?</li> <li>2. Have you ever wished other students treated you differently? How so?</li> <li>3. How do you show support and kindness to other students?</li> <li>4. How might you show more support to other students in the future?</li> <li>5. How will supporting others to succeed help you succeed in your future career?</li> </ol>

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<p><b>Create relationships with adults that support success</b> (B-SS 3.)</p>	<ol style="list-style-type: none"> <li>1. Describe how your child interacts with adults.</li> <li>2. If you could improve or change your child's relationships with adults, what would you want the relationships to be like?</li> <li>3. As you think about the adults in your child's life, who is a positive influence in terms of career aspirations?</li> <li>4. Who can support your child in making positive career and college decisions?</li> </ol>	<ol style="list-style-type: none"> <li>1. Positive adults who interact with youth to support career and college readiness are an important part of the school program. How do adults in your organization or program interact with youth in our school community?</li> <li>2. In what ways can we create positive relationships between students at our school and in your organization to promote career and college success?</li> </ol>	<ol style="list-style-type: none"> <li>1. As you think about your future career, what adults might help you think about or reach your future career goals?</li> <li>2. Considering the adults you know, who might be able to provide support or encouragement to you as you think about going to college?</li> <li>3. How would you define mentor?</li> <li>4. Is there anyone in your life you would consider a mentor? Describe why.</li> <li>5. How can a mentor help you reach your career and college goals?</li> <li>6. If you do not have a mentor, let's brainstorm some ideas to connect you with someone who can help.</li> </ol>
<p><b>Demonstrate empathy</b> (B-SS 4.)</p>	<ol style="list-style-type: none"> <li>1. Could you tell me about a time when your child showed worry or concern for someone who needed help?</li> </ol>	<ol style="list-style-type: none"> <li>1. Empathy is an important social skill for our students to demonstrate. What factors help students develop empathy?</li> <li>2. What are some barriers to developing empathy?</li> <li>3. What are some activities or programs hosted by your organization that help students develop socially including empathy and concern for others?</li> <li>4. How can we promote empathy in classrooms?</li> </ol>	<ol style="list-style-type: none"> <li>1. Could you tell me about a time when you saw someone in a bad situation. How did you feel, and what did you do?</li> <li>2. What responsibility do you have for helping others?</li> <li>3. Are you involved in any activities where you help others?</li> <li>4. If so, how do you think these behaviors will help you in your future work setting?</li> <li>5. If not, can you think of any volunteer activities in which you would like to get involved?</li> </ol>
<p><b>Demonstrate ethical decision-making and social responsibility</b> (B-SS 5.)</p>		<ol style="list-style-type: none"> <li>1. How do ethics play a role in your organization?</li> <li>2. What do you look for regarding ethical decision-making in a potential employee?</li> <li>3. Can you think of anything you would like us teach our students about ethical decision-making?</li> <li>4. Do you have any activities/resources that could help our students develop ethical decision-making?</li> </ol>	<ol style="list-style-type: none"> <li>1. Honesty and trustworthiness are important in a work setting. Can you tell me about a time when you made a decision to be honest and trustworthy? How did you feel?</li> <li>2. Why might employers want to work with people who are honest and trustworthy?</li> </ol>



ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<p><b>Use effective collaboration and cooperation skills (B-SS 6.)</b></p>	<ol style="list-style-type: none"> <li>1. Could you describe a project or activity your child did (in or out of school) that required collaboration with others?</li> <li>2. What was your child's response to the project? Highlights? Challenges?</li> <li>3. When doing group work, what role does your child tend to take in the group (supportive/task leader)?</li> <li>4. To work well with others as he or she gets older, what types of collaboration or cooperation skills does your child still need to develop?</li> </ol>	<p><i>Combine with leadership below.</i></p> <ol style="list-style-type: none"> <li>1. Collaboration, leadership, cooperation and an appreciation for diversity are important for helping individuals become productive members of organizations. How does your organization foster these four skills?</li> <li>2. How might we partner together to promote these skills in high school students?</li> <li>3. What types of activities or events might be offered through our partnership to enhance these skill sets?</li> <li>4. How might we better convey to parents the importance of cultural appreciation for their child's success?</li> </ol>	<ol style="list-style-type: none"> <li>1. What types of group activities do you enjoy doing?</li> <li>2. What makes group work fun/difficult?</li> <li>3. Could you describe a time you learned a lot from a group project?</li> <li>4. Could you describe a time when a group project didn't go well?</li> <li>5. Why might group work be important in your future career?</li> <li>6. Can you give an example of how groups work together in career settings (e.g., construction site, surgical teams, marketing/advertising groups).</li> <li>7. Are there any things you need to do differently when you are working in groups?</li> </ol>
<p><b>Use leadership and teamwork skills to work effectively in diverse teams (B-SS 7.)</b></p>	<ol style="list-style-type: none"> <li>1. Could you describe a time your child was in the role of leader?</li> <li>2. How did he/she adapt to that role?</li> <li>3. How would you describe the opportunities your child has had to work with individuals from other ethnicities, religions, race groups?</li> <li>4. Given that cultural sensitivity and diversity appreciation are important to many employers, how would you like to see our school work to prepare your child to work with individuals who might be different from him/her?</li> </ol>		<ol style="list-style-type: none"> <li>1. Could you describe a time you got to lead a group or team? What was that like?</li> <li>2. If you could be a leader of any type of group, what would it be?</li> <li>3. Many employers are looking for individuals with leadership skills. Why do you think they want leadership skills?</li> <li>4. America is diverse. There are people of many races, religions, ethnicities, and you will likely have the opportunity to work with diverse people. What might you learn from working with people who are different from you?</li> <li>5. What activities have you been involved in where you got to work with people from different, races, religions and ethnicities?</li> <li>6. Can you think of any activities where you could gain even more awareness about different people?</li> </ol>

ASCA Mindsets & Behaviors	Questions/Parents	Questions/Community	Questions and Prompts/Students
<p><b>Demonstrate advocacy skills and ability to assert self when necessary</b> (B-SS 8.)</p>	<p>1. Could you tell me about a time your child was assertive for himself/herself or someone else?</p>	<p>1. Advocacy skills and assertiveness are important in a work setting, yet not always done effectively. What tips can you offer our students for how to best advocate for an idea? How should they approach the situation/person? What should their communication sound like?</p>	<p>1. Think of a time when you felt someone was being treated unjustly. 2. How did you handle it? 3. Did the situation improve after you intervened? 4. How might advocacy skills be important in a work setting? 5. What is the best way to communicate your concerns so other people can listen and understand your perspective? 6. How effective do you think you are at communicating your concerns? 7. Any adjustments you would like to make to improve your how you communicate your concerns?</p>
<p><b>Demonstrate social maturity and behaviors appropriate to the situation and environment</b> (B-SS 9.)</p>		<p>1. What are some common inappropriate behaviors you see on the job?</p>	<p>1. What is a common inappropriate behavior you see other students doing? 2. How do you think this will work for them in the future if they keep doing the behavior?</p>

The Career Conversations provide a guide for working with middle and high school students, parents and community members to address the ASCA 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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