The Wisconsin Developmental Guidance Model, used in schools across the state of Wisconsin, has recently been revised. Working from the original piece, School Counseling Programs: A Resource and Planning Guide (1986), the revision focused on the identification and delivery of nine developmental guidance competencies (listed below with their definitions) throughout curricula and activities in schools.

Developmental guidance programs strive to provide all students with experiences designed to help them grow and develop. Furthermore, developmental guidance programs stress the prevention of problems by providing students with age-appropriate information, skills, and goals that should eventually lower the rate of crises students experience. The collaborative efforts of parents, school staff, and communities are viewed as critical to the process of delivering developmental guidance and preparing Wisconsin’s students for the future.

CONNECT FAMILY, SCHOOL, AND WORK
Students can recognize and describe how family, school, work, and community systems are interdependent, and how each system influences attitudes, aspirations, opportunities, and behavior.

SOLVE PROBLEMS
Students can use a problem-solving model to define a problem, evaluate information, obtain assistance, incorporate creativity to generate alternatives, make justifiable choices, monitor progress, and evaluate results.

UNDERSTAND DIVERSITY, INCLUSIVENESS, AND FAIRNESS
Students can recognize the positive effects of developing an inclusive and fair community, and can demonstrate their understanding of diversity, inclusiveness, and fairness through their interactions and participation in a diverse society.

WORK IN GROUPS
Students can utilize interpersonal skills to work cooperatively in diverse settings to accomplish goals.

MANAGE CONFLICT
Students can effectively use nonviolent conflict management skills.

INTEGRATE GROWTH AND DEVELOPMENT
Students can describe how their physical, social, emotional, intellectual, and occupational development relates to the accomplishment of their educational, personal, and career objectives.
DIRECT CHANGE
Students can identify factors involved in change, and can utilize this information to develop skills that allow them to manage change that impacts family, school, community, and the workplace.

MAKE DECISIONS
Students can make informed decisions by considering personal priorities, assessing resources, examining options, and anticipating consequences.

SET AND ACHIEVE GOALS
Students, in conjunction with significant others in their lives such as their family, school personnel, and members of the community, can set personally meaningful life goals and develop plans to achieve these goals.