

The Merrill Counseling Series

5TH EDITION

# TRANSFORMING THE SCHOOL COUNSELING PROFESSION

BRADLEY T. ERFORD



*Fifth Edition*

# TRANSFORMING THE SCHOOL COUNSELING PROFESSION

**Bradley T. Erford**

*Peabody College at Vanderbilt University*



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*This effort is dedicated to The One: the Giver of energy, passion,  
and understanding; Who makes life worth living and  
endeavors worth pursuing and accomplishing;  
the Teacher of love and forgiveness.*

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# PREFACE

Myriad societal changes have created significant academic, career, and personal/social developmental challenges for today's students. A short list of these challenges includes high academic standards; suicide; substance abuse; technological changes recasting future labor-force needs; violence in schools, homes, and communities; and high-stakes testing. The prominence of these and many other challenges that confront children and youth today makes professional school counselors more essential than ever to the missions of schools.

In the past, many educators have viewed school counseling as an ancillary service. More recently, due to national school reform and accountability initiatives, school counselor leaders have encouraged professional school counselors in the field to dedicate their programs to the objectives of the school's mission, which typically focus on academic performance and the achievement of high academic standards by all students. Without question, school counseling programs with curricula emphasizing affective skills associated with academic performance help students become motivated to perform, "learn how to learn," and cope with the challenges of our diverse and changing world. Historically, professional school counselors have focused on career and personal/social needs as ends in themselves.

This new focus on academic performance in support of a school's educational mission is necessary to win the respect of school reform advocates and achievement-focused educators. Thus, professional school counselors must ensure that evidence-based, comprehensive, developmental school counseling programs address career and personal/social issues with the end goal of removing barriers to, and improving, educational performance. To accomplish this goal, however, professional school counselors must develop programs offering a broad range of evidence-based services aimed at the increasingly diverse needs of systems, educators, families, and students. *Transforming the School Counseling Profession*, Fifth Edition, was written to help to accomplish this goal.

Designed as an introduction to the school counseling profession, this book may also serve as a school counseling program development resource. Its goal is to inform the reader about how the seemingly diverse roles of the professional school counselor fit together in a comprehensive manner. Some topics are treated more thoroughly than others. Whereas most school counselor educational programs offer entire courses on some of these topics, others are barely touched on before students encounter them in

the field. This book will help school counselors in training to prepare for their entry into a career as a professional school counselor and to avoid mistakes. Experienced professional school counselors and counselor supervisors interested in new ideas may also find the book stimulating in its offering of new perspectives and detailed descriptions aiding program development. At times both idealistic and futuristic, the authors attempt to be realistic and practical as well, while pointing out more effective methods. Although our goal is primarily to educate the reader, we also seek to provoke discussion among professional school counselors, school counselors in training, school counselor educators and supervisors, and the broader educational community.

## ORGANIZATION OF THE TEXT

*Transforming the School Counseling Profession*, Fifth Edition, begins with a concise synopsis of the history of the profession, highlights issues that will determine its future course, and concludes with an explanation of 10 roles emerging from the current school counseling literature that must be considered to effectively implement an evidence-based, comprehensive school counseling program. In Chapter 2, I summarize the *ASCA National Model* (2012), its various components, and its application to school counseling. Chapter 3 offers a glimpse of current barriers to effective implementation of a school counseling program and presents a vision for the 21st century. Patricia J. Martin, formerly of the College Board and the Education Trust's Transforming School Counseling Initiative, presents some interesting perspectives on how to remove barriers to academic performance. This is followed in Chapter 4 by Vivian V. Lee of Johns Hopkins University and formerly of the College Board and Gary E. Goodnough of Plymouth State University, who summarize the planning and implementation of a systemic data-driven school counseling program.

Chapters 5 and 6 focus the reader's attention on discovering what works in school counseling. Chapter 5 explores the many facets of school counseling accountability, including needs assessment, program evaluation, service assessment, outcomes evaluation, and performance appraisal. School reform movements around the United States have made accountability a critical element in all educational components, and professional school counselors are wise to become knowledgeable leaders in this area. Chapter 6 provides a concise summary of school

counseling outcomes research, concluding that, although little research is available, existing research is generally supportive of school counseling services.

The next few chapters provide foundational support for understanding ethical, legal, and advocacy issues in school counseling. In Chapter 7, Lynn Linde of the American Counseling Association (ACA) focuses on the importance of ethical, legal, and professional issues related to the practice of school counseling. Chapter 8 answers the question “What does a multiculturally competent school counselor look like?” The cases and questionnaire provided are certain to provoke interesting classroom discussions. Chapter 9 provides practical, down-to-earth advice on leadership in schools and how to advocate, and teach others to advocate, for academic success and social equity. This chapter focuses on the professional school counselor as leader and as academic and social advocate, and it is an exciting addition to school counseling literature and practice.

Beginning with Chapter 10, the how-to of comprehensive and data-driven school counseling programs takes shape. Rachelle Pérusse, Jennifer Parzych, and I expand on the curriculum development and implementation processes in Chapter 4 and extend into the classroom guidance component of a developmental program. Chapter 11 focuses on school counselor competencies to promote academic and college access for every K–12 student. We need to promote access to rigorous academic coursework from the early years of elementary school to ensure that every student is college and career ready by graduation. In Chapter 12, Spencer (Skip) G. Niles of the College of William and Mary and I expand on the career-planning component of a comprehensive program that, although historically a focus in high school, has received greater emphasis recently in K–8 curricula. Chapter 13 provides a basic introduction to the individual and group counseling components of a comprehensive program, and Chapter 14 reviews the importance of consultation and collaboration, setting the stage for systemic collaboration and parent/guardian/community outreach.

The next chapters review some of the essential and emerging issues in education and school counseling. No discussion of school counseling would be complete without some attention to violence and bullying in the school and community and to students with other complex problems. Chapter 15, authored by Vivian Lee, Elana Rock, and me, focuses on systemic solutions, as well as assessing and counseling youth with complex problems through just such systemic solutions, while also addressing the development of conflict resolution and peer mediation programs in schools to combat violence and enhance interpersonal communication and problem solving.

Elana Rock of Loyola University Maryland and Erin H. Leff, a lawyer who specializes in education law in Baltimore, provide an exceptionally comprehensive look in Chapter 16 at the professional school counselor’s role in meeting the needs of students with disabilities, providing sufficient justification to protect the counselor from being overused in the special education process while providing enough information to allow professional school counselors to advocate for the needs of these students. An excellent introduction to mental and emotional disorders is provided in Chapter 17. Although professional school counselors may not diagnose these conditions in their workplace, knowledge of the medical model and characteristics of mental and emotional disorders will surely facilitate appropriate referrals, liaising with mental health practitioners, and integration into the school environment of students with mental and emotional disorders. It also serves as a reminder that school counselors are often the only mental health counseling provider in a school, and they need to strive to meet the mental health counseling needs of all students.

*Transforming the School Counseling Profession* seeks to be more than just an introductory text. Its purpose is to strike a chord with professional school counselors and school counselors in training all around the world and to lead the professional practice of school counseling in new and exciting directions that will benefit students, educators, parents, and the entire community. Professional school counselors can and must provide advocacy, leadership, and support in the school reform and accountability movements, helping to ensure that no student falls through the cracks.

## WHAT’S NEW IN THIS EDITION

The school counseling profession is changing rapidly, and the purpose of this revision is to accurately reflect these changes in practice and the extant literature, as well as to provide direction and leadership for future practice and scholarship. In this fifth edition of *Transforming the School Counseling Profession*, readers and instructors will note the following changes:

- This edition fully conforms to the 2016 CACREP standards and has been fully updated to reflect changes in the *ACA Code of Ethics* (ACA, 2014), *ASCA Ethical Standards* (ASCA, 2016a), and American Psychiatric Association’s DSM-5 (APA, 2013).
- Revisions have been made to Chapter 2, “The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program,” which



provides an overview of the third edition of the *ASCA National Model* (ASCA, 2012) and how it can be applied to practice in the schools to include ASCA's *Mindsets and Behaviors* (ASCA, 2014a).

- Greater standardization of ancillary features is found in nearly every chapter. Most chapters contain incorporated “Cultural Reflection” features, which provide reflective questions aimed at getting counselor trainees to consider how every topic in this book requires culturally sensitive modifications and consideration in implementing the transformed role. “Theory into Practice” features provide brief passages written by professional school counselors that demonstrate real-life examples of practitioners applying the theory and concepts covered in the chapter to actual practice venues, thus providing students with concrete applications, along with “Voices from the Field” features. Activities are included at the end of every chapter.
- As a result of updating the literature, more than 50% of the fifth edition's references are as recent as 2010.
- Revisions have been made to the PowerPoint slides available to instructors and the test questions provided in the Instructor's Manual, and the book is fully aligned with Pearson's MyLab Counseling materials.

## **SUPPLEMENTAL INSTRUCTIONAL FEATURES**

Supplemental to this book are pedagogical tools helpful to school counselor educators choosing to use this book as a course textbook. The companion Instructor's Manual contains at least 50 multiple-choice questions, 20 essay questions, and 15 classroom or individual activities per chapter. In addition, a comprehensive Microsoft PowerPoint presentation is available from the publisher for counselor educators to use or modify for classroom presentations.

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## **ACKNOWLEDGMENTS**

This book is dedicated to the tens of thousands of professional school counselors and school counselors-in-training who struggle daily to meet the seemingly ever-expanding needs of the students, families, educational colleagues, and communities they serve. This dedication extends to the thousands of counselor educators and supervisors who have devoted their lives to their profession, colleagues, and students. Thank you for making this a profession to be proud of! I especially want to thank the authors of this and previous editions who contributed their perspectives and words of wisdom. They are all true experts in their specialty areas and are truly dedicated to the betterment of the



profession. It is an honor to work closely with such an august group of scholars. Rebecca Fox-Gieg and Kevin Davis of Pearson deserve special mention for their stewardship during the editing of this book. I am also grateful to the following reviewers for their helpful and supportive comments: Jennifer Murdock Bishop, University of

Northern Colorado; Peggy L. Ceballos, University of North Texas; Trigg A. Even, University of North Texas Dallas; and Joe Ray Underwood, Mississippi State University. Finally, I am forever grateful to my family, whose tolerance for my periodic quest of solitude makes projects such as this possible.

# ABOUT THE EDITOR

**Bradley T. Erford**, Ph.D., LCPC, NCC, LPC, LP, LSP, is a professor in the human development counseling program of the Department of Human and Organizational Development in the Peabody College at Vanderbilt University. He was President of the American Counseling Association (ACA) for 2012–2013 and also was Treasurer. He is the recipient of the ACA Research Award, ACA Extended Research Award, ACA Arthur A. Hitchcock Distinguished Professional Service Award, ACA Professional Development Award, Thomas J. Sweeney Award for Visionary Leadership and Advocacy, and ACA Carl D. Perkins Government Relations Award. He was also inducted as an ACA Fellow. In addition, he has received the Association for Assessment in Counseling and Education (AACE) AACE/MECD Research Award, AACE Exemplary Practices Award, AACE President's Merit Award, the Association for Counselor Education and Supervision's (ACES) Robert O. Stripling Award for Excellence in Standards, Maryland Association for Counseling and Development (MACD) Maryland Counselor of the Year, MACD Counselor Advocacy Award, MACD Professional Development Award, and MACD Counselor Visibility Award. He is the editor of numerous texts, including *Orientation to the Counseling Profession* (Pearson Merrill, 2010, 2014, 2018), *Crisis Intervention and Prevention* (Pearson Merrill, 2010, 2014, 2018), *Group Work in the Schools* (Pearson Merrill, 2010; Routledge, 2015), *Group Work: Process and Applications* (Pearson Merrill, 2011; Routledge, 2019), *Transforming the School Counseling Profession* (Pearson Merrill, 2003, 2007, 2011, 2015, 2019), *Professional School Counseling: A Handbook of Principles, Programs and Practices* (PRO-ED, 2004, 2010, 2016), *Clinical Experiences in Counseling* (Pearson, 2015), *An Advanced Lifespan Odyssey for Counseling Professionals* (Cengage, 2017), *Applying Techniques to Common Encounters in School Counseling: A Case-based Approach* (Pearson Merrill, 2014), and *The Counselor's Guide to Clinical, Personality and Behavioral Assessment* (Cengage, 2006), as well as the author/coauthor of *Mastering the NCE and CPCE* (Pearson Merrill, 2011, 2015, 2020), *40 Techniques Every Counselor Should Know* (Merrill/Prentice Hall, 2010, 2014, 2020), *Assessment for Counselors*

(Cengage, 2007, 2013; Pearson Merrill, 2020), *Research and Evaluation in Counseling* (Cengage, 2008, 2015), *Educational Applications of the WISC-IV* (Western Psychological Services, 2006), and *Group Activities: Firing Up for Performance* (Pearson Merrill, 2007). He is also the General Editor of *The American Counseling Association Encyclopedia of Counseling* (ACA, 2009). His research specialization falls primarily in development and technical analysis of psychoeducational tests and has resulted in the publication of more than 70 refereed journal articles, 100 book chapters, and a dozen published tests. He was a representative to the ACA Governing Council and the ACA 20/20 Visioning Committee. He is a past president and past treasurer of AACE, past chair and parliamentarian of the American Counseling Association—Southern (U.S.) Region, past chair of ACA's Task Force on High Stakes Testing, past chair of ACA's Standards for Test Users Task Force, past chair of ACA's Inter-professional Committee, past chair of the ACA Public Awareness and Support Committee (co-chair of the National Awards Sub-committee), chair of the Convention and past chair of the Screening Assessment Instruments Committees for AACE, past president of the Maryland Association for Counseling and Development (MACD), past president of Maryland Association for Measurement and Evaluation (MAME), past president of Maryland Association for Counselor Education and Supervision (MACES), and past president of the Maryland Association for Mental Health Counselors (MAMHC). He is also a senior associate editor of the *Journal of Counseling & Development* and the *ACA Practice Briefs*. Dr. Erford is a Licensed Clinical Professional Counselor, Licensed Professional Counselor, Nationally Certified Counselor, Licensed Psychologist, and Licensed School Psychologist. Dr. Erford was a school psychologist/counselor in the Chesterfield County (VA) Public Schools. He maintains a private practice specializing in assessment and treatment of children and adolescents. A graduate of The University of Virginia (Ph.D.), Bucknell University (M.A.), and Grove City College (B.S.), he teaches courses in Testing and Measurement, Lifespan Development, Research and Evaluation in Counseling, School Counseling, and Stress Management.

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## ABOUT THE AUTHORS

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**Vivian V. Lee** is associate professor in the Counseling and Human Development Program at Johns Hopkins University. Prior to joining the faculty at JHU, Lee was associate professor of transcultural counseling at University of Malta. She is the former Senior Director at the National Office for School Counselor Advocacy of the College Board. She is a former teacher, secondary school counselor, director of school counseling, and counselor educator. She continues to teach school counseling courses as an adjunct at the University of Maryland at College Park. Her work includes research in the area of school counselor professional development, she has served as trainer with the Education Trust's National Center for Transforming School Counseling Initiative, and she has published articles and book chapters on developing school counseling programs, conflict resolution and violence, and group counseling. She received her master's and doctoral degrees from the University of Virginia and worked in public education for 24 years before joining the College Board.

**Erin H. Leff** is an attorney, mediator, and retired master's-level psychologist who has worked in special education for over 30 years. She earned an M.S. in educational psychology from the University of Wisconsin–Madison and a J.D. from Rutgers–Camden. She has worked as an attorney, a psychologist, and a program administrator in multiple states. She has been a special education due process hearing officer, appeals officer, and mediator. She has provided training on various topics in special education and mediation. She also has provided instruction on special education law and process at the graduate level.

**Lynn Linde** is the Senior Director of the Center for Counseling Practice, Policy and Research at the American Counseling Association (ACA). She received her master's degree in school counseling and her doctorate in counseling from George Washington University. Her previous

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**Patricia J. Martin** is a nationally recognized leader in the reform of school counseling and efforts to solidify counselors' work as an integral part of the primary mission for schools. She has served as a public school educator for over 35 years, as well as a mathematics teacher, school counselor, district supervisor of counselors, high school principal, chief educational administrator, and assistant superintendent of schools. She has developed and managed institutional programs and system policies that directly impact access and educational equity for all students. Pat provided leadership nationally in the development and implementation of a multi-year Wallace Foundation Grant at Education Trust, Inc.—The National Initiative for Transforming School Counseling (1995–2001), redefining the role of school counselors and establishing redesigned models for counselor education pre-service programs focused on advocacy and equity in educational outcomes for all students. Recently (2003–2013) at the College Board, Pat led the National Office for School Counselor Advocacy (NOSCA), creating national prominence for counselors in education reform by developing a distinct body of college and career readiness work, the largest depository in the nation, for advancing school counselors' role in this venue. In addition, at NOSCA she led the development of surveys and dissemination of results from the 2011 and 2012 National Surveys of School Counselors, seminal works supported by the

Kresge Foundation, which is guiding the national agenda for college and career readiness today. As a team member of the National Consortium of School Counseling for Post-secondary Success, she worked in support of former First Lady Michelle Obama's Reach Higher Initiative, advancing the White House College Opportunity Agenda.

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**Jennifer Parzych**, Ph.D., has been an assistant professor and coordinator in the school counseling program at Southern Connecticut State University since 2015. Prior to this appointment, she was an assistant professor in the school counseling program at Mercy College in New York from 2013 to 2015. She received a Ph.D. in counselor education from the University of Connecticut in 2013. Before becoming a school counselor educator, she was a school counselor at the high school and middle school levels in Connecticut for 15 years. Professionally, she has served as the president (2014–2015) and middle-level vice president (2013–2014) and is currently the treasurer of the Connecticut School Counselor Association. She is also President Elect of the

Connecticut Association for Counselor Education and Supervision. She is actively involved with statewide advocacy efforts to support K–12 comprehensive school counseling programming. She is an invited team member of the Connecticut Reach Higher Team, which is focused on improving school counseling programs to increase college access and opportunity. She has published articles in the areas of counselor preparation and college and career readiness and has delivered numerous presentations on program advocacy.

**Rachelle Pérusse** is an Associate Professor in the School Counseling Program at the University of Connecticut. Before becoming a school counselor educator, Dr. Pérusse worked as a high school counselor in a rural school district in Georgia with predominantly first-generation and low-income students and students of color. She was President of both the Connecticut School Counselor Association (CSCA) and the North Atlantic Region for Counselor Educators and Supervisors. She represented CSCA on the State of Connecticut's P-20 Council for Career and College Readiness and served on the Connecticut Department of Higher Education's College Readiness Project. She received the NOSCA National Advocacy Award for leadership in creating a college-going culture at the master's school counselor preparation level. In 2014, she was invited to speak on a panel at First Lady Michelle Obama's first White House Convening on School Counseling. Her current research is focused on preparing all students in grades 4 through 8 to attend a postsecondary option of their choice, as well as increasing the number of girls and students of color who choose a STEM career. Dr. Pérusse has had several articles published about national trends in school counselor education and has co-edited two books: *Critical Incidents in Group Counseling* and *Leadership, Advocacy, and Direct Service Strategies for Professional School Counselors*.

**Elana Rock** is an Associate Professor of Special Education in the Teacher Education Department at Loyola University Maryland. She earned a B.A. in psychology from the University of Pennsylvania, an M.A. in teaching children with emotional disturbance from New York University, and an Ed.D. in special education from Johns Hopkins University. Dr. Rock has served as an expert research consultant to the U.S. District Court's Special Master overseeing special education service delivery in Baltimore City Public Schools and continues to consult with schools and school districts on special education issues. Her research publications and presentations focus on children with concomitant high-prevalence disorders, the evaluation of service delivery in special education, and special education teacher education. Prior to earning her doctorate, she taught elementary and secondary students with learning disabilities and emotional/behavioral disorders.

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# Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges

Bradley T. Erford

**E**ditor's Introduction: It has been said that to know who you are, you must understand where you came from. When attempting to discern the future, historical events provide intriguing perspectives. Likewise, when beginning a journey of professional transformation, it is essential to understand the profession's roots and key developmental events. This chapter offers insights into current models by which to explain and understand what professional school counselors do, a synopsis of the historical roots of the school counseling profession, and from these perspectives, a peek at some of the profession's current and future challenges.

## ON BECOMING A PROFESSIONAL SCHOOL COUNSELOR: YOUR DESTINY

Welcome to an exciting career—and adventure! Among the many important components of a school counseling program and the functions of the professional school counselor, the professionals authoring the chapters of this book will advocate for the development of systemic, data-driven, and comprehensive, developmental school counseling programs, evidence-based and outcomes-based procedures, and the establishment of school–community partnerships. We will underscore the importance of social advocacy in removing systemic barriers to student academic performance and career and personal/social development. Much of the philosophical and practical underpinnings of this approach will be covered in detail in Chapters 2 through 6. And we will make clear that professional school counselors must attain and maintain a high degree of skill and competence in the various components of a comprehensive program to ensure that all students succeed.

High among these skills are individual and group counseling skills. With more than 20% of school-age youth presenting with diagnosable mental disorders, and only about one in five of these youths receiving mental health counseling services (National Institute of Mental Health, 2018), school counselors play a pivotal role in providing much needed triage, referral, and evidence-based counseling services to meet the developmental and mental health needs of all school-age youth. Sometimes, school counselors are the only mental health professionals that some students will ever meet.

Transformations are visible at both surface and deeper levels. The lessons of this text will be wasted if readers simply make cosmetic changes to program and profession. The transformations advocated in this text cut to the core of our mission, indeed to the very essence of why we wanted to become professional school counselors. Most professional school counselors enter the profession because they love to work with children or adolescents, want to make an important difference in students' daily lives, and believe in the power of education as an equalizing social force. Welcome to a profession in which you can do all that and more! But before you begin that journey, take a moment to visualize, in your mind's eye, what you see yourself doing as a professional school counselor.

Some professional school counselors-in-training picture themselves counseling a student in a one-on-one setting or, perhaps, a small group of students. Although this is certainly an important part of what a professional school counselor does, it is but a single facet. But what is counseling? The American Counseling Association (ACA) School Counseling Task Force (2013), building on the definition of counseling passed by the 20/20

Committee: A Vision for the Future of Counseling, provided the following definition:

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education and career goals. Using counseling theories and techniques, school counselors accomplish these goals by fostering educational and social equity, access, and success. The professional school counselor serves as a leader and an assertive advocate for students, consultant to families and educators, and team member to teachers, administrators and other school personnel to help each student succeed. (p. 1)

The professional school counselor provides a comprehensive school counseling program that is very broad and very deep—so broad and so deep that many counselor educators struggle to prepare professional school counselors who can “do it all.” From a realistic perspective, this may not be possible for all counselors (or perhaps any). The job of the professional school counselor is complex and involves a complicated interplay of what the school community’s needs are and the strengths and weaknesses of the individual counselor. This text focuses on the importance of using evidence-based school counseling practices, systemic change mechanisms, large-group developmental instruction using a core curriculum, and the skillful application of individual and group counseling procedures—procedures that school counselors are trained to use and are often the only people in the school who can provide these specialized services.

As you make your way through this text, try to picture yourself performing the described practices and implementing the suggested strategies. It is likely that your strengths and weaknesses as a counselor and learner, as well as your past life experiences, will make some practices feel natural, whereas others may feel uncomfortable. This is the normal developmental process of becoming a professional school counselor.

Please enjoy your wondrous journey in becoming a professional school counselor and transforming the school counseling profession—a journey on which hundreds of thousands have preceded you but that will be as distinct and fulfilling a path as you choose to make it. Enjoy the struggles and challenges. Serve the students, their families, your colleagues, and the community. But most of all, always remember in your heart why you wanted to become a professional school counselor!

## THE RISE OF PROFESSIONAL SCHOOL COUNSELING IN THE UNITED STATES

Knowledge of the history of the school counseling profession provides essential context for where we have been and often provides insights into mistakes made and future opportunities. Generally, historical overviews are far from exhilarating, but as you read the next dozen or so pages, consider all the changes your predecessors have experienced; how you will likely need to undergo a number of changes over the course of your career; and how you will need to continuously transform as a practicing school counselor to keep up with the changes of society, education, your students, and the counseling profession.

It can be argued that school counseling is the earliest form of intentional or systematic counseling in the United States or, perhaps, in the world. It also can be argued that many of the philosophical ideas and process methods incorporated into what professional school counselors now do could be traced in a fragmented way into ancient history (Dumont & Carson, 1995; Miller, 1961; Murphy, 1955; Williamson, 1965) as elders, teachers, or mentors engaged in dialogues intended to provide guidance to young people. Throughout history, every society has found methods beyond the family by which to provide young people direction and support as they grapple with questions of who they might become and how to achieve such goals. In some instances, the persons who delivered such guidance were philosophers, physicians, priests or other clerics, medicine men or shamans, teachers, or masters of apprentices. But such “guidance” or “counseling” was neither equally available to all young people nor planned and systematic.

Given this context, it is fair to suggest that the pervasive, formal, and systematic provision of guidance and counseling in schools is an American invention. Although notions that arose in European research laboratories about individual differences, assessment techniques, and psychological classifications and explanations for behavior were conceptually important in shaping some of the content and methods of school counseling, they were not the stimuli that caused school counseling to come into being.

Like other major social institutions, guidance and counseling in schools did not arise spontaneously, nor did they occur in a vacuum. Although there were visionaries, scholars, and early practitioners of guidance and counseling who were critical to the implementation of school counseling, the historical moment had to be right for the ingredients of change to take root and begin to flourish. In the last quarter of the 19th century in the United States, political and social conditions converged to prod the nation to initiate education reform and to sensitize it to emerging

issues of human dignity and the exploitation of children in the workplace, to the dynamics of massive immigration, and to the demands for human resources by the burgeoning Industrial Revolution.

Various historical authors during the 20th century have identified the different conditions that gave rise to guidance and counseling in U.S. schools. Brewer (1942) contended that four of the most important conditions were the division of labor, the growth of technology, the extension of vocational education, and the spread of modern forms of democracy. Traxler and North (1966) contended that the guidance movement in schools could be traced to five divergent sources: “philanthropy or humanitarianism, religion, mental hygiene, social change, and the movement to know pupils as individuals” (p. 6).

Clearly, many background or contextual variables influenced the rise of school counseling at the end of the 19th and the beginning of the 20th centuries. But there is general consensus that the beginnings of school counseling in the 20th century lay in vocational guidance. It also is clear that many of the concerns that gave rise to school counseling were focused on the quality and utility of existing educational processes. Embedded in the emerging concepts of both vocational guidance and education reform were issues of individual freedom of choice and dignity. These three factors, interacted and intertwined as philosophies and models of school guidance or counseling, were introduced by various pioneers in the field.

Different persons can be described as early visionaries or practitioners of school guidance and counseling. History has failed to record the names of many of them. But among those about whom we know, several persons have been worthy of special note: George Merrill, who in 1895 developed the first systematic vocational guidance program in San Francisco; Jesse B. Davis, who in 1898 began working as a counselor in Central High School in Detroit and in 1908 organized a program of vocational and moral guidance in the schools of Grand Rapids, Michigan; and Eli W. Weaver, principal of a high school in Brooklyn, who authored *Choosing a Career* in 1908. Although each made important contributions to the founding of vocational guidance, the person generally regarded as the primary architect of vocational guidance in the United States, the man who has come to be known as the “father of vocational guidance,” is Frank Parsons.

Parsons was a man with multiple interests and a social conscience. Trained as a civil engineer and as a lawyer, throughout much of his adult life Parsons was heavily involved in the activities of settlement houses in central Boston and in other cities along the eastern seaboard. It was there that he learned firsthand about the plight of immigrants and others trying to survive physically and to

find appropriate access to the rapidly growing occupational structure of the cities to which they had come. Such experiences fueled Parsons’s concerns about the need to deal with what he viewed as the excesses of the free enterprise system and the management of industrial organizations that led, in his view, to the debasement of individual dignity.

As these experiences grew, Parsons turned his attention to strengthening industrial education and creating the process of vocational guidance. His perception was that too many people, especially the immigrants from Europe, were not able to effectively use their abilities and to prosper economically and socially because of the haphazard way they found work and made the transition to the specialized world of the factory. Parsons created not only a counseling approach, which will be described later, but also what to him was a moral and social imperative to value and facilitate the effective use of human resources. In this sense, Parsons’s initiatives in vocational guidance were congruent with the growing emphasis of the time on vocational guidance as the “conservation of human resources” (Spaulding, 1915), the effort to avoid the waste of human talent by identifying and maximizing its use.

After several years of experience in providing vocational guidance and counseling, Parsons founded the Vocations Bureau of the Civic Services in Boston in January 1908, serving as the director and vocational counselor. Unfortunately, Parsons died only a few months after founding the Vocations Bureau. His legacy to the field of vocational guidance was captured in his major work, *Choosing a Vocation*, which was published posthumously in 1909. This extraordinary book laid out the principles and methods of implementing vocational guidance, collecting and publishing occupational information, conducting a group study of occupations, carrying on individual counseling, and processing individual assessment. Perhaps Parsons’s most famous contribution was what became known as a *trait and factor approach*: his articulation of the three broad factors or steps of the vocational guidance process. The trait and factor approach called for the following:

First, a clear understanding of yourself, aptitudes, abilities, interests, resources, limitations, and other qualities. Second, a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work. Third, true reasoning on the relations of these two groups of facts. (Parsons, 1909, p. 5)

Following Parsons’s death, the work of the Vocations Bureau was extended to the Boston schools, and



training of vocational counselors was undertaken. During the years following the publication of *Choosing a Vocation*, many leaders in American education began to recognize the social significance of and adapt to Parsons's paradigm of vocational guidance. This process was compatible with the growing calls for educational reform in the nation's schools. Parsons himself, among many observers of the time, attacked the public schools for their specialization in book learning and advocated that "book work should be balanced with industrial education; and working children should spend part time in culture classes and industrial science" (Stephens, 1970, p. 39).

Such views, targeted on the public schools, particularly those in the cities, reflected both the rising issues of child labor—children ages 8, 10, or 12 years working in coal mines and factories and not receiving the opportunity to go to school—and the dynamics of the Industrial Revolution that served as the backdrop for concerns about social and education reform. In the late 1800s and early 1900s, the United States was in the midst of making the transition from a national economy that was, in general, agriculturally based to one that was increasingly based in manufacturing and industrial processes. As this transition ensued, urbanization and occupational diversity increased, as did national concerns about strengthening industrial education as a way to prepare young people to take advantage of the growing opportunities in the workforce. To play out such goals effectively required information about how persons could identify and get access to emerging jobs. By the turn of the 20th century, particularly in urban areas, such information was so differentiated and comprehensive that families or local neighborhoods could no longer be the primary sources of occupational information or of the allocation of jobs. This set the stage for more formal mechanisms, including vocational guidance in the schools.

The issue of vocational guidance in the schools and elsewhere in society became confounded by the changing demographics of the potential workforce. At the beginning of the 20th century, large numbers of immigrants from nations with poor economic opportunities were coming to the United States, seeking new lives and options for themselves and for their children. Likewise, people within the United States were migrating from rural to urban areas, spurred by the concentration of large plants producing steel, furniture, automobiles, and other capital goods.

Such social and economic phenomena as industrialization, urbanization, and immigration stimulated concerns about whether existing forms of education were appropriate in a rapidly growing industrial society, how to meet the need for less bookish and more focused industrial education, how to bridge the gap between schooling and the realities of the adult world, how to make the school-to-

work transition, and how to adapt the new educational theories being advanced (e.g., Progressive Education, the concepts of John Dewey) for use in schools.

Stephens (1970), a historian, spoke about the relationship between industrial or vocational education and vocational guidance, indicating that, in this context, vocational education and vocational guidance were seen as a partnership. Certainly, as one of the major roots of the professional school counselor's role, engaging in vocational guidance was seen as a significant emphasis. However, other forces were also at work shaping the role of the professional school counselor at the beginning of the 20th century. For example, Cremin (1964), also a historian, suggested that the clearest reminder in schools of the impact of the Progressive Education Movement, spanning the last quarter of the 19th century and the first 50 years of the 20th century, is the guidance counselor. Although these events shaped the profession nearly a hundred years ago, notice how similar the challenges were to those we encounter today: economic/technological changes, oppression/justice issues, diversity/cultural issues, and the call for school personnel to address these changes. These are themes repeated throughout history that allow us to continue to predict and innovate.

## THE ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR IN THE 1920s, 1930s, AND 1940s

The layers of expertise expected of the vocational counselor began to be defined in the 1880s and 1890s and in the first decades of the 1900s, and debates about approaches to the philosophy and the role of counselors continued to occur in the 1920s, 1930s, and 1940s. These issues tended to be affected by other forces coming to prominence at the same time in schools and in educational philosophy. Some of these forces directly affected the extant perspectives about school counseling; others were more indirect. Hutson (1958) suggested that, in addition to the importance of vocational guidance as a powerful force shaping the guidance counselor's role, there were five other forces: student personnel administration; psychologists, working as researchers and clinicians; personnel work in industry; social work; and mental health and psychiatry. Each deserves further comment.

### Student Personnel Administration

The concept of student personnel administration originated in higher education, where it essentially related to the identification of a specific official, often called the Dean of Students, whose responsibility was dealing with the personal



and disciplinary problems of students. In time, this person would be expected to administer or provide leadership to all the nonacademic services that facilitate the progress of students through the institution. Included were such services as admissions, counseling, student orientation, financial aid, and placement. The functions of the vocational counselor took on an increasingly large array of responsibilities. Perhaps more important, this concept foreshadowed the creation of positions now commonly titled Director of Guidance Services, Director of Student Services, Director of Pupil Personnel Services, or in some larger school districts at an Assistant Superintendent level.

### **Psychologists, Working as Researchers and Clinicians**

The content and methodology of school counseling owe much to psychology as the major discipline providing insights into student development, cognition, behavior classification and analysis, and effective interventions. In his observations, Hutson (1958) referred to two particular contributions of psychologists. The first had to do with psychologists' research into the development of objective instruments for measuring human behavior (e.g., interest inventories, aptitude and achievement tests, diagnostic tests), without which many would see the role of the vocational counselor as nothing more than "organized common sense." But the availability of these tools and their use gave vocational counselors areas of expertise and information that enriched their ability to engage in vocational guidance and increased their professional credibility. The second contribution of psychologists in a clinical sense was to provide specialized services to specific groups of students experiencing particular learning or behavioral problems, usually through individual or group counseling services.

### **Personnel Work in Industry**

As personnel work in industry grew during the first 50 years of the 20th century, it provided job-requirement specifications, motivation studies, and tests for job application and vocational guidance purposes. Personnel work in industry also broadened the application of counseling to specific job-related problems, such as meeting job requirements, getting along with fellow workers, and other factors that could interfere with a worker's job efficiency. Such information helped to broaden the content and processes of vocational guidance in schools.

### **Social Work**

Following the visiting teacher movement that originated in 1906 and 1907 in settlement houses or civic associations

and involved working with problem pupils and their parents, school social work began taking on its own identity in the 1930s and 1940s. School social workers represented an official liaison among the school, the home, and community social agencies. The introduction of social workers to school staffs replaced the former concepts of law and punishment of problem or delinquent children by truant officers with such emphases as diagnosis, understanding, and adjustment. As school social workers became available to deal with specific problem children—those who were habitually truant and whose behavior was being monitored by legal or family services—the role of the school social worker also affected the role of the vocational counselor. Where social workers were available, counselors tended to be less directly involved with home visits or with community social agencies. The social worker tended to be the community liaison; the counselor was more tied to schools. In addition, as the school social worker and community agencies provided interventions for children with specific problems, the professional school counselor could focus more fully on the children who needed primarily educational and vocational guidance.

### **Mental Health and Psychiatry**

With the rise in psychiatric attention to schools, beginning in the early decades of the 20th century, the National Association for Mental Hygiene and related organizations disseminated the principles of mental health and information about various types of personality maladjustment and advocated that the development of wholesome personalities "is the most important purpose of education" (Hutson, 1958, p. 13). In the 1920s and subsequent decades, psychiatry focused on combating juvenile delinquency and sought to establish "child guidance clinics" for the psychiatric study and treatment of problem children in schools. Although the direct impact of guidance clinics on problem children was small, the insights about maladaptive behavior and principles of treatment subtly affected how professional school counselors were prepared, whom they referred to community agencies for treatment, and how they viewed the fostering of mental health as part of their role.

Each of these influences or forces shaped perspectives on why counselors were important in schools; how they needed to differ from, but be collaborators with, psychologists, social workers, and psychiatric specialists; and what functions they could serve in schools and with what groups of students. Such perspectives extended the analysis of the relationship of counselors to schools per se to why schools should appoint counselors. Cowley (1937) reported three areas of emphasis that were evolving in the public schools, guidance as the (a) personalization of education,

(b) integration of education, and (c) coordination of student personnel services. Like so many other issues and possibilities for action that occurred as guidance and counseling were taking root in the schools, these three areas continue to influence contemporary issues.

### **Guidance as the Personalization of Education**

Cowley (1937) suggested that, of most importance, “counselors have been appointed to counteract the deadening mechanical limitations of mass education” (p. 220). He decried the depersonalization of both higher and secondary education, the growing lack of close relationships between teachers and students, the lack of a personal touch in education, and the decreased concern on the part of administrators about student problems. In contemporary terms, guidance as personalization of education continues to be embedded in statements about the professional school counselor’s role as one in which the student is helped to achieve academic development (American School Counselor Association [ASCA], 2012).

### **Guidance as the Integration of Education**

Cowley (1937) was particularly concerned with the explosion of knowledge and the rapid growth of curricular offerings: the movement away from a fixed curriculum, which all students took advantage of in elective courses, and toward the compartmentalization of knowledge and the specialization of instruction. Cowley saw the professional school counselor as the person who would help each student facing such challenges to effectively sort through the educational options and create for himself or herself a unified course of instruction—that is, as the person who would discover each student’s talents and motivations and bring the resources of the institution to bear on developing these talents and motivations.

### **Guidance as the Coordination of Student Personnel Services**

Although Cowley (1937) saw educational counseling as the most important function that professional school counselors undertook, he felt it was necessary to coordinate the counseling function with the other functions in which professional school counselors engaged in relation to the roles of other mental health workers (e.g., psychologists, social workers, psychiatrists). He was concerned that a student could be “chopped up,” seen as a person with a specific problem rather than as a whole person. Thus, Cowley argued that the guidance counselor should be responsible for coordinating all the specialist services available to

students and for integrating those findings into a coordinated set of directions and support.

Arthur J. Jones provided additional perspectives on the needs of students and schools for counselors. In his classic work, *Principles of Guidance* (Jones, 1934), he summarized both the need for providing guidance and the significance of schools offering the guidance. He advocated for the need for guidance from the standpoint of the individual and the significance of providing guidance to enhance the school climate and support the school mission. In other words, school counselors should align their services with school mission and reform efforts—just like today.

By the mid-1930s, when Jones (1934) was discussing the status of school guidance and counseling in the nation, the approach to school counseling often, but not always, followed a trait-and-factor, or directive, approach. Tests had increasingly become available, although the range of behavior they assessed was still limited primarily to intelligence, aptitude, achievement, and interests. There were not yet any major theories of school counseling per se. Philosophies and principles of school counseling were being shaped by the Progressive Education Movement, by psychiatry, and by other emerging theories. Jones also described methods of guiding students, which in his view included counseling; homeroom guidance and group guidance; educational guidance with regard to choices of courses, schools, and colleges; stay-in-school campaigns; vocational guidance (beginning in the elementary school), including instruction, tryout, exploration, choice, placement, and follow-up relative to occupations; leadership guidance; and leisure-time guidance. Jones also explicitly stated that it is necessary to distinguish between counseling and the other noncounseling activities that the counselor does.

If this sounds familiar, it should. To this day, non-counseling responsibilities continue to impede ASCA’s (2012) recommendation that professional school counselors spend at least 80% of their time in delivery of direct services. Thus, professional school counselors continue to struggle with similar role diffusion and overload. Focusing on the comprehensive and important work of Jones reveals that many contemporary issues related to counseling versus guidance and the role of the professional school counselor have antecedents that have not yet been brought to closure. Support for and refinement of the techniques, the tools, and the philosophies of school counseling continued throughout the 1920s, 1930s, and 1940s. This text will not analyze the continuing support for school counseling or the additional techniques made available to the counselor through these three decades. Suffice it to say that during the 1920s, concerns about the

dignity and rights of children flourished, as did concerns for greater emphasis on mental hygiene in the schools in which professional school counselors would be important players. In 1926, New York became the first state to require certification for guidance workers and, in 1929, the first state to have full-time guidance personnel in the state's department of education, providing leadership to school systems for the integration of professional school counselors in schools.

Again, an economic crisis pointed to the need for counseling services in schools and society in general. Given the growing deterioration of the national economy during the Great Depression of the 1930s, the need to certify and train people in school counseling was overshadowed by the need for the techniques and processes associated with vocational guidance counseling. These included the creation during the Great Depression of a national occupational classification system, which resulted in the 1939 publication of the first edition of the *Dictionary of Occupational Titles* by the U.S. Department of Labor, and establishment in 1940 of the U.S. Bureau of Labor Statistics. In 1933, the Wagner-Peyser Act established the U.S. Employment Service, and several laws enacted during the 1930s provided fiscal support for vocational guidance activities. In 1938, a Guidance and Personnel Branch was created in the Division of Vocational Education in the U.S. Office of Education. That's correct—the U.S. government recognized the importance of counseling services way back in the 1930s! This unit continued until 1952 as the only federal office dealing with guidance in the schools, but it restricted the federal emphasis to vocational guidance. The major issues of technological unemployment during the Great Depression tended to focus on vocational guidance as a placement activity, causing some debate about whether school counselors or vocational educators should undertake the vocational guidance activities funded by the federal government.

The 1940s were a period in which the use of testing grew dramatically in response to the armed forces' need for worker classification as World War II ensued and, later, as veterans returned to society and were provided guidance services through schools, colleges, and community agencies. The *Occupational Outlook Handbook* was first published by the U.S. Bureau of Labor Statistics in 1948 (U.S. Department of Labor, 1949). During this period, federal support continued for vocational guidance and counseling in schools in support of vocational education.

In 1942, Carl Rogers published *Counseling and Psychotherapy*, which defined the counseling process as that concerned with other than traditional medical models,

disease entities, and psychoanalytic approaches in which the counselor was a directive authority. Rogers's book heralded the beginning of client-centered counseling, in which the counselor and client were seen as collaborators. Such perspectives were incorporated into the expansion of guidance techniques and increasingly eclectic models of what school counseling might be.

## SCHOOL COUNSELING COMES INTO ITS OWN: THE 1950s AND 1960s

In a sense, all the important strides made in support of counseling and guidance in schools during the first 50 years of the 20th century were a prelude to the major events of the 1950s and 1960s. These were the watershed years of legislation and professional development that essentially defined the importance of school counseling for the remaining decades of the 20th century.

Until the 1950s, there were relatively few school counselors across the United States; the opportunities for the professional preparation of school counselors were relatively limited; the advocacy for professional school counselors by professional organizations was not systematic; and the legislative support for school counseling, other than for vocational guidance, was largely nonexistent. All these conditions changed in the 1950s and 1960s.

Among the extraordinarily important indicators of support for school counseling in the 1950s was the founding of the ASCA in 1952 and its becoming, in 1953, a division of the American Personnel and Guidance Association (APGA; now known as the American Counseling Association [ACA]), formed in 1952 by the merger of the National Vocational Guidance Association, the American College Personnel Association, the National Association of Guidance Supervisors and Counselor Trainers, and the Student Personnel Association for Teacher Education.

It is important to note that the perspectives that the founding organizations brought to the creation of APGA shaped for the ensuing several decades the language and the emphases within which professional school counselors were evolving. For example, the term *guidance*, not *counseling*, was the accepted term for all that counselors did (Sweeney, 2001)—school counselors were often called guidance counselors in the decades immediately before and after the founding of APGA. Frequently, what professional school counselors did was called personnel work. The term *guidance* was widely viewed as conveying the notion that the professional school counselor was primarily involved in a directive form of giving advice to students. Personnel work suggested that the professional school counselor was engaged primarily in administrative

tasks related to maintaining student records about their schedules and progress. Although these terms lost favor by the early 1980s, their residual effects were to distort the images of professional school counselors. Indeed, one could argue that many, if not most, of the members of the four founding organizations were themselves administrators, not counselors. For example, to this day, the American College Personnel Association is composed primarily of deans of students and related administrative personnel. The same was true of the Student Personnel Association for Teacher Education before it was renamed and significantly changed in purpose in 1974, when it became the Association for Humanistic Education and Development, and again in 1999, when it changed its name to the Counseling Association for Humanistic Education and Development (C-AHEAD), and today when it is known as the Association for Humanistic Counseling.

Nevertheless, this federation of professional organizations speaking for counseling in K–12 schools, in institutions of higher education, and in workplaces gave credibility to and advocated for standards, ethical guidelines, and training for professional counselors working with various populations and in various settings. In 1953, *School Counselor* was created as the professional journal of the ASCA. Also in 1953, the Pupil Personnel Services Organization of the Division of State and Local School Systems was created in the U.S. Office of Education, a move that significantly broadened the view of school counseling as more than vocational guidance.

In 1957, APGA created the American Board for Professional Standards in Vocational Guidance. In 1959, the National Association of Guidance Supervisors and Counselor Trainers undertook a 5-year project designed to build a set of standards for education in the preparation of secondary school counselors.

In 1959, James B. Conant, the former president of Harvard, wrote *The American High School Today*, an influential analysis of the need for strengthened secondary school education. In the book, Conant argued for 1 full-time counselor (or guidance officer) for every 250 to 300 pupils in each American high school, a criterion that has been used frequently, even though such a ratio of school counselors to students has rarely been met at the elementary or middle school level.

### **The National Defense Education Act, 1958–1968**

By the 1930s, nearly every city of 50,000 or more inhabitants had some formal guidance work in the schools and professional school counselors employed to carry it out.

Courses to train professional school counselors had been developed and were being offered in several universities (e.g., Harvard University; Teachers College, Columbia University; the University of Pennsylvania; Stanford University), and textbooks were being written to identify the techniques by and assumptions on which such work could be undertaken (Jones, 1934). Guidance work in the schools continued to grow, and the number of professional school counselors multiplied through the 1940s and 1950s. But the major stimulus to the education and implementation of school counseling clearly was the National Defense Education Act (NDEA) of 1958.

Although not often considered in this vein, the NDEA, like the legislation on vocational education and vocational guidance that preceded it, identified professional school counselors as sociopolitical instruments to achieve national goals. In the case of the NDEA, professional school counselors became indirect participants in the Cold War between the United States and the Soviet Union. To be more specific, in 1957 the Soviet Union launched *Sputnik I*, the first human-made object to orbit Earth. As a result, although the United States was close to launching its own space vehicle, the Soviet launch precipitated a major national outpouring of news articles suggesting that the United States had lost the space race; that our science and engineering capabilities were inferior to those of the Russians; and that, once again, American schools had failed to produce students whose scientific and mathematical skills were competitive with those of students in the Soviet Union. The NDEA was the result. Passed by the U.S. Congress in 1958, the NDEA required states to submit plans of how they would test secondary school students so that academically talented students could be identified and encouraged to study the hard sciences in high school and go on to higher education with an emphasis on courses of study in the sciences, engineering, and mathematics. These legislative goals were not altruistic or concerned with the self-actualization of students. They were designed to increase the scientific capacity of the United States as it competed in the Cold War.

Central to the provisions of the NDEA were the training of large numbers of professional secondary school counselors and their placement in schools primarily to test students, to identify those capable of entering higher education in the sciences, and to encourage them to do so. Title V of the NDEA provided funds for school systems to hire and provide resources (e.g., tests, occupational and educational materials) to secondary school counselors and to reeducate existing secondary school counselors, as well as funds for universities to prepare professional school counselors in full-time,



year-long guidance and counseling institutes or to offer more specialized programs (e.g., precollege guidance) in summer guidance and counseling institutes. The 1964 amendments to the NDEA emphasized guidance and counseling for all students, giving impetus to elementary school counseling and to counseling in technical institutes and other nonbaccalaureate postsecondary educational institutions.

It is not possible to discuss all the effects of the NDEA, but there are several obvious results. With the full force of federal legislation behind the preparation and employment of secondary school counselors, the number of these counselors and the high schools employing them exploded. So did the number of colleges and universities providing preparation programs. Literature on professional school counseling became more comprehensive, as did the state certification requirements for counselors. The programs were transformed from simply taking courses on a piecemeal basis until one had completed what was needed for certification to full-time, more systematic, and integrated curricula, usually leading to a master's degree. Certainly, many more students in the United States were being served by professional school counselors in the 1960s and beyond than ever before; some state departments of education mandated that schools maintain specific counselor-to-student ratios to receive state funding. As the large amounts of federal support ended in the late 1960s, professional school counselors had become embedded in schools and were engaged in initiatives that went beyond the expectations of the NDEA. Even though the responsibility for funding school guidance and counseling programs shifted from the federal government to state and local school districts, by the end of the 1960s professional school counselors were vital participants in achieving the multiple missions of schools (e.g., dropout prevention, academic scheduling, educational and career guidance, crisis intervention).

### **The Great Society Legislation of the 1960s**

As the impact of the NDEA legislation unfolded during the late 1950s and throughout the 1960s, other major legislation was developed to address the Civil Rights Movement, the beginnings of technological impact on the occupational structure, rising unemployment, poverty, and other social ills. In many of these legislative acts, education was viewed as the instrument to restructure society, and professional school counselors were again supported. For example, the Elementary and Secondary Education Act (ESEA) of 1965 designated funds for guidance and counseling. The 1969 amendments to the ESEA combined

funds from the NDEA's Title V-B with funds from the ESEA's Title III into one appropriation for guidance. The Vocational Education Act Amendments of 1968 advocated for career guidance programs; responses to people who were disadvantaged and people with disabilities; and expansion of a broadened concept of guidance and counseling, including its extension into elementary schools. These pieces of legislation stimulated a large number of national and state conferences on guidance and counseling and innovative projects in career guidance, counseling, and placement.

### **THE YEARS OF CONSOLIDATION AND REFINEMENT: THE 1970s AND BEYOND**

The outpouring of federal legislation that specifically focused on guidance and counseling in the schools essentially reached its zenith in the 1960s. However, there have been important legislative initiatives since the 1960s. Much of the legislation in the 1970s focused on vocational education and career education. For example, career education was seen as a school reform initiative as it developed in the early 1970s and as it was reflected in the Career Education Incentive Act of 1976. Career education indirectly institutionalized career guidance in schools and infused its concepts and experiences as part of the teaching and learning process. The educational amendments of 1976 to the ESEA included major support for guidance and counseling in schools, a major emphasis on vocational guidance in schools, and the implementation of an administrative unit in the U.S. Office of Education. The purpose of this administrative unit was to coordinate legislative efforts in Congress on behalf of guidance and counseling and to serve in a consultative capacity with the U.S. Commissioner of Education about the status and needs of guidance and counseling in the nation's schools.

During this period, a large amount of theory building took place, leading to the development of materials on decision making, career education, drug abuse prevention, and self-development, which became available for specialists in guidance and counseling. Fears of economic crisis and concerns about widespread unemployment among youth continued to spur development of career guidance initiatives. The impact of the Civil Rights and Women's Liberation Movements, as well as legislation effectively mainstreaming nearly all special education students, refocused the attention of professional school counselors on diversity in schools and the needs of special populations for guidance and counseling.

## Multicultural Diversity

Beginning in the 1960s, federal legislation and state and local educational initiatives began to incorporate responses to multicultural diversity in the schools. Civil rights legislation had essentially banned segregated schools and caused municipalities throughout much of the United States to embark on policies and tactics by which to integrate African-American children into schools with White children. Such policies struck down notions of “separate but equal schools” and expected that children of all ethnic and racial backgrounds would be in the same classrooms taking the same courses, on the same athletic teams, in the same musical groups, and at the same social events. Children of different racial backgrounds and genders and those having other special characteristics could no longer be the target of discrimination or segregation.

Schools and communities used many methods to integrate schools. The busing of children from one part of town to another or from one town to another to change the demographic mix of students in a particular school was a frequently used method. In many schools, professional school counselors were given responsibility to develop plans of action and to work with culturally diverse groups of students in classrooms, in group counseling, and in other settings to help them to learn more about each other, to air their fears and concerns about integration, and to learn to respect each other and reduce conflict.

Part of the problem at the time was a lack of attention to issues of cultural diversity in counseling theory and counseling practice. A major challenge to counseling processes in a culturally diverse world was that for most of its history

in the United States, counseling, in both its assumptions and techniques, had ignored cultural differences or treated them as unimportant. Theories of counseling did not acknowledge the cultural distinctiveness of most people in the United States or the racial and ethnic traditions that shaped their behavior and affected their approaches to learning and decision making (Herr, 1998). Too often, culturally different students were treated as deficient, inferior, or abnormal, rather than as distinct in their socialization. In response to such inappropriate behavior toward cultural differences, Vontress (1970), among others, talked about the issues involved when White counselors counseled African-American students, and how cultural differences affect the establishment of rapport between counselors and students.

During the ensuing decades, growing attention has been directed to embedding scholarship about ethnic and racial differences into counseling theory and practice. Such perspectives do not embrace deficit models; rather, they provide affirmations of the worldviews of different cultural groups and the implications of these for counseling process. Virtually all counselor education programs now have one or more courses, practicum experiences, or other methods by which to prepare professional school counselors to work effectively and sensitively in a culturally diverse world. Professional school counselor training now includes studies of how appraisal, ethics, interventions, and counseling competencies/standards are affected by cultural diversity (e.g., Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2015). The refinement and application of these perspectives will be a constant presence in the training of professional school counselors throughout the 21st century.

### VOICES FROM THE FIELD 1.1

### SERVING A DIVERSE AND CHANGING STUDENT POPULATION

Today's world is growing ever smaller, thanks to modern advances in technology. But it is also growing smaller because of the diversity that continues to add to the depth of our communities and brings types of people who rarely interacted previously into the same sphere. In my experience at a suburban Baltimore public high school, the importance of keeping up with cultural changes and the growth that is occurring is critical to our field. Those cultural changes are not only ethnic or racial group changes, but also socioeconomic differences and family structure, among others. As professional school counselors, it is imperative that we understand our stakeholders and the perspectives from which they are coming in the best ways that we can in order to understand how to help them most effectively.

When a school's demographics begin to change, many structural implications need to be considered. For example, my school has a rising need for interpreters and for persons

who can translate documents into different languages. In order to most effectively communicate with some students and many parents, we need to do so in their native language. There are many complex and detailed educational issues of which parents/guardians and students need to be aware. It is particularly challenging to tell a parent/guardian about a student's academic difficulties or behavioral concerns if the parent/guardian is better versed in a different academic structure or has different expectations of the school's role compared to the parent's role and, on top of that, speaks a different language. It may not be necessary to know the details of other countries' school structures, but it is essential to keep in mind that a family may have very different expectations of your role as a professional school counselor than you do.

Socioeconomic changes within a school's population also require sensitivity and continued growth on the

part of professional school counselors. If a school becomes less affluent, new issues such as residency concerns, homelessness, and the need for students to have jobs are important for counselors to keep in mind. If a community becomes more affluent, other issues, like access to cars, drugs, and career opportunities or connections, need to be considered. All of these issues affect our students in unique ways, but if counselors do not learn about the community being served, students and families may not receive needed services.

Changing family structure is another factor that must be taken into consideration by counselors. Today, family structures are diverse—and often different from the “one mother, one father” model. In many instances, counties or districts have policies about which parents have access to student records and who is able to make educational decisions,

so professional school counselors need to be aware of the changes students’ families undergo. Counselors must also be sensitive to those differences and learn about how those changes affect the students.

It is critical for professional school counselors to be aware of diverse student characteristics so adjustments can be made in our buildings to best serve students. Cultural proficiency requires that counselors *not* treat everyone exactly the same and *not* be blind to the differences or the changes. Instead, cultural proficiency requires professional school counselors to be aware of and sensitive to changes and differences while working to always serve students and their families in ways that will be most beneficial.

Source: Kami Wagner, Professional School Counselor, Mt. Hebron High School, Howard County Public School System, Maryland. Reprinted by permission.

## The Latter Decades of the 20th Century

During the 1980s and into the 1990s, much of the legislative activity in the nation did not directly address school counseling; it focused instead on the need for professional school counselors to deal with issues such as child abuse, drug abuse prevention, and dropout prevention. Legislation supporting career guidance continued under new guises as well. Among the major legislation defining school guidance and counseling, with a primary emphasis on career guidance, was the Carl D. Perkins Vocational Education Act of 1984, the Carl D. Perkins Vocational and Applied Technology Act of 1990, and the subsequent amendments to these acts. These were the major federal sources of funding for guidance and counseling in schools through the 1980s and early 1990s. In 1994, Congress passed the School to Work Opportunities Act, which reinforced the importance of career guidance and counseling as students contemplate their transition from school to employment. Throughout the 1980s and 1990s, the National Occupational Information Coordinating Committee (NOICC)—created by congressional legislation as a joint effort of the U.S. Departments of Education, Defense, and Labor—provided career development and guidance program information and resources to elementary, middle, and secondary schools. Unfortunately, the NOICC was disbanded in 2000.

In 1995, the Elementary School Counseling Demonstration Act, which was expanded and reauthorized in 1999, represented the first major legislative departure in more than a decade from the emphasis on career guidance and related topics. This legislation, providing \$20 million, assisted schools in making counseling services more

accessible and in creating a more positive ratio of professional school counselors to students. Given the reduction of direct support for school counseling during the 1980s and 1990s at the state and national levels, rather than a ratio of 1 counselor to every 250 students, as recommended by the ACA and the ASCA, in 2014 the ratio across the United States averaged 1 professional school counselor to every 491 students. The state with the lowest counselor-to-student ratio was Wyoming (1:211), whereas the highest ratio was in Arizona, where there was 1 professional school counselor per 941 students (American School Counselors Association [ASCA], 2017). There were, however, some hopeful signs that more professional school counselors and innovative counseling programs were being developed.

For example, by the beginning of the 21st century, the Elementary School Counseling Demonstration Act had been expanded to include secondary schools, and the word *Demonstration* was dropped. The Elementary and Secondary School Counseling Program is a discretionary program administered by the U.S. Department of Education to provide competitive grants to school districts that demonstrate the greatest need for new or additional counseling services, or the greatest potential for replication or dissemination, or that propose the most innovative program. For fiscal year 2013, some \$50 million in federal funds were expended to meet the goals of the act. The more wide-ranging affirmation of the need for professional school counselors is embedded in the No Child Left Behind (NCLB) Act, signed into law in January 2002. This comprehensive legislation required that states adopt a specific approach to testing and accountability to lead to higher achievement for all children, take direct



action to improve poorly performing schools, raise the qualifications of teachers, and make many other changes in schools to make them accountable for student achievement. The need for and support of school counseling is evident in many parts of the legislation relating to dropout prevention, career counseling, drug and alcohol counseling, safe and drug-free schools, facilitation of the transition of students from correctional institutions back to community schools, identification of and services for gifted and talented students, and children who are neglected or delinquent or otherwise at risk of academic and social failure. These many legislative actions suggest the importance of counseling as a process that complements and is integral to the success of instructional methods and goals and, as such, allows, if not encourages,

school districts to have professional school counselors engage in many complex tasks. A time line of significant events in the history of school counseling is provided in Table 1.1.

CULTURAL REFLECTION 1.1

Given the historical overview so far, how might students, parents, and educators from diverse cultural backgrounds view the school counseling profession’s track record on achievement, access, and opportunity for all students? Given the diversity of school counseling services over time and across localities, what cultural barriers and access points might exist?

TABLE 1.1 A School Counseling Historical Time Line

Year	Event
1895	George Merrill developed the first systemic guidance program in San Francisco.
1908	Jesse B. Davis organized a program of vocational and moral guidance in the schools of Grand Rapids, Michigan.
1908	Eli W. Weaver, a high school principal in Brooklyn, New York, authored <i>Choosing a Career</i> .
1908	Frank Parsons founded the Vocational Bureau of the Civic Services, a vocational counseling program that was soon expanded to schools in Boston.
1908	Clifford Beers, a former patient in a mental institution, wrote <i>A Mind That Found Itself</i> , which helped illuminate the plight of patients with mental disorders.
1909	Parsons’s book <i>Choosing a Vocation</i> was published posthumously; it established the principles and methods counselors should follow to provide vocational guidance in schools.
1913	The National Vocational Guidance Association (NVGA) was founded at a meeting in Grand Rapids, Michigan. The NVGA became the first professional counseling organization and later became one of the four founding divisions of the American Counseling Association. Today, the NVGA is known as the National Career Development Association (NCDA).
1920s	This decade saw the rise of the student personnel, social work, children’s rights, mental health, measurement, and Progressive Education movements.
1926	William Henry Burnham became a pioneering advocate for elementary school counseling by publishing <i>Great Teachers and Mental Health</i> .
1926	New York became the first state to require certification for guidance workers.
1929	New York became the first state to have full-time guidance personnel in the State Department of Education.
1930	Arthur J. Jones wrote <i>Principles of Guidance</i> .
1938	The Vocational Education Division in the U.S. Office of Education established the Guidance and Personnel Branch.
1939	The <i>Dictionary of Occupational Titles (DOT)</i> was published.
1942	Carl Rogers published <i>Counseling and Psychotherapy</i> .
1948	The <i>Occupational Outlook Handbook</i> was published by the U.S. Bureau of Labor Statistics.
1952	The American Personnel and Guidance Association (APGA) was established. Today, the APGA is known as the American Counseling Association (ACA).
1952	The American School Counseling Association (ASCA) was founded.

Year	Event
1953	The ASCA became the fifth division of APGA.
1953	The Pupil Personnel Services Organization was created in the U.S. Office of Education.
1953	<i>School Counselor</i> was created as the journal of the ASCA.
1957	The APGA created the American Board for Professional Standards in Vocational Guidance.
1957	The Soviet Union launched <i>Sputnik I</i> , the first human-made satellite to orbit Earth.
1958	The National Defense Education Act passed, expanding the training and hiring of school counselors.
1959	James B. Conant authored <i>The American High School Today</i> , suggesting a ratio of 1 school counselor for every 250 to 300 students.
1962	C. Gilbert Wrenn published <i>The Counselor in a Changing World</i> , which influenced the school counseling profession in the years to follow.
1964	NDEA Title A was passed, which extended counseling to elementary schools.
1976	The Career Education Act integrated career education into schools.
1988	Gysbers and Henderson published <i>Developing and Managing Your School Guidance Program</i> , which focused the profession on comprehensive, developmental school counseling programs.
1994	The School to Work Act was passed, reinforcing career guidance and counseling.
1995	The Elementary School Counseling Demonstration Act was passed to assist elementary schools in providing counseling services.
1995	The Education Trust's Transforming School Counseling Initiative began.
1996	The new scope of work was released by the Education Trust (leadership, advocacy, assessment, use of data, counseling, and coordination).
1997	ASCA published <i>The National Standards for School Counseling Programs</i> , providing benchmarks for school counseling programs to promote student competency in the academic, career, and personal/social domains.
Late 1990s	Six universities received significant grants from the Education Trust to restructure their school counseling training programs based on the original eight essential elements. Additional universities became companion schools for transformation.
2002	The No Child Left Behind Act was signed into law.
2003	<i>ASCA National Model: A Framework for School Counseling Programs</i> was published. It was revised in 2005, and a third edition was released in 2012.
2006	The 20/20 Committee: A Vision for the Future of Counseling convenes for the first time at the ACA conference in Montreal.
2010	The 20/20 Committee agrees to the following consensus definition of counseling: "Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education and career goals."
2010	Common Core State Standards are introduced.
2013	The 20/20 Committee ends work after reaching consensus on principles that promote professional unity, a definition of counseling, model licensure title (Licensed Professional Counselor), and scope of practice. The committee was unable to reach consensus on model educational training standards for licensure.
2013	The ACA School Counseling Task Force (ACA, 2013) promoted the following definition related to school counseling, building on the 20/20 definition of counseling: "Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education and career goals. Using counseling theories and techniques, school counselors accomplish these goals by fostering educational and social equity, access, and success. The professional school counselor serves as a leader and an assertive advocate for students, consultant to families and educators, and team member to teachers, administrators and other school personnel to help each student succeed" (p. 1).
2014	ASCA released the <i>Mindsets and Behaviors</i> , a revision of the original <i>ASCA National Standards for Students</i> .

## VOICES FROM THE FIELD 1.2

## MY 30-YEAR JOURNEY IN SCHOOL COUNSELING

As a retired school counselor and teacher of graduate school students in school counseling, I often look back at my 30-year journey in school counseling and try to find things of value to share with my students. In the mid-1970s, I started out in high school counseling. At that time, the main focus was on career exploration and crisis counseling and whatever else the administration of the school wanted counselors to pursue. I was ever so lucky to have supervisors in the counseling department that encouraged all their counselors to become part of counseling associations and to attend programs that would help in our professional growth. At the same time, various grants were pursued, so school counselors could get all types of resources for their schools. In the summer, counselors were encouraged to work on various curriculum writing projects that could be shared with other counselors from the county school system.

As I observed the school environment in which I worked, I realized that there were many needs of the students not being met by our current counseling program. I was given the opportunity by my principal and supervisor to visit other schools in other school districts in order to bring back ideas that might be usable at our site. After some of the counselors in the county heard about this experience, they also wanted to be a part of it. So began a different type of professional development that proved beneficial to many schools and counselors. At the same time, many counselors were attending annual conferences and were bringing back ideas from other states and countries.

Society as a whole was changing during the 1980s, and more and more materials were being published on career activities, decision making, drug abuse, diversity, and, oh yes, accountability. We also saw a push from our administrations to be more precise in our child abuse reporting and to develop ways of charting dropouts and the prevention methods we were using. This, of course, brought about the question of what uniform evaluation methods we could use across the school system.

Workshops were developed in our county to produce a uniform school counseling program given to all students, while also addressing the diverse needs of students within schools. It was a wonderful time for counseling. Principals and staff were seeing how a sequential program in a school could elevate the level of learning for all students, while helping individual students to develop a plan that would make them more successful in everyday life. School counselors were given financial support in order to develop programs and to train students to help others in their school (e.g., peer facilitators).

During the 1990s, not only did the counseling profession change, but also the school administrative profession changed. This caused a paradigm shift in the counseling profession. More and more school systems were embracing site-based management. This gave principals more power to direct the programs in their schools. School counselors then had to present their program to the principal and see how that program fit in with

the school's mission. It was also the age in middle schools of "Teams!" This was very positive, in that the counselor was a part of the "Team" and therefore a major player in presenting counseling curriculum to a whole grade level. It initiated a collaborative environment with the staff of the schools that promoted counseling. In the high schools, however, counseling staffs often were more focused on counting credits, registering students, and completing other tasks that took them away from the classroom and other counseling-related programs.

When the ASCA's *National Standards* and *National Model* came to the forefront in the late 1990s and the first decade of the 2000s, principals began to look at their school's counseling program to see how it could become a program that could have a more detailed role in the achievement and success of all students. Again, across the nation, principals could see a more uniform method of delivering counseling objectives. Principals especially liked the data-driven methods of evaluation because they could use them in reports and put them in various aspects of the school program. Technological innovations helped show the impact of the counseling program. Principals also could see a yearly plan from their counselors that would allow principals to see how important counselor time was and to make a case for not assigning counselors to noncounseling duties.

Society is continually changing, and today professional school counselors are facing many challenges. Every year new administrators and counselors are coming into the schools, each with their own ideas and feelings about counseling. In our schools today, we have many different generations, each with its own perspectives on how school counseling should move forward. The following challenges are a few of the issues that should be looked at by our associations, advocates, and legislative representatives:

- As economic difficulties arise, more and more pressure will be put on principals to determine what the staffing in a counseling program will be.
- More and more, counselors will need to affect the "climate of the school" in a positive manner, showing the importance of the program.
- New students going into counseling need to recognize the impact they can have and convey to students that the future is full of hope and possibilities.

As I look back on my experience in counseling, I see how far school counselors have come and how hard they must work to not slide back to where we were in the 1970s, given the frequent pendulum swings of educational changes. Professional school counselors and their programs have a great deal to offer a society in need of transformation and direction.

*Source:* Mary Keene, Retired Professional School Counselor, Baltimore County Public Schools, Maryland; former-Affiliate Professor, School Counseling Program, Loyola University Maryland. Reprinted by permission.

## CONTINUING AND FUTURE ISSUES FOR THE SCHOOL COUNSELING PROFESSION

Space limitations prohibit a comprehensive analysis of all the trends cited in each of the decades discussed. For example, the use of computers in guidance and counseling began in the 1960s, with the first computer-assisted career guidance system becoming operational in 1965. In 1964, the Association for Counselor Education and Supervision (ACES) published the *ACES Standards for Counselor Education in the Preparation of Secondary School Counselors*, the forerunner to standards developed by the Council for the Accreditation of Counseling and Related Educational Programs (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2016). In the 1970s, pressure mounted for accountability in guidance and counseling. During the 1970s and 1980s, models were developed that envisioned school guidance and counseling as an integrated, planned, and systematic K–12 program, rather than a loosely connected set of services.

Such efforts were designed, among other reasons, to clarify the expected results or outcomes of guidance and counseling programs in the schools. To that end, in 1997, ASCA published *The National Standards for School Counseling Programs* (Campbell & Dahir, 1997). ASCA (2014a) revised these standards in its *Mindsets and Behaviors* publication. These standards argued that school counseling programs should facilitate three broad areas of student development: academic development, career development, and social–emotional development. From these standards, school counselors derive student competencies or desired learning outcomes that define the specific types of knowledge, attitudes, and skills students should obtain as a result of effective school counseling programs. Among their other purposes, the *National Standards* were intended to clarify appropriate and inappropriate aspects of the counselor role. The basic point was that the role of school counselors must be focused on addressing student needs, not performing noncounseling quasi-administrative tasks. Further, implementation of the *National Standards* and, more specifically, the three broad areas of student development—academic, career, and social–emotional development—requires counselor competencies that are important assets in furthering student development and in achieving educational goals. These counselor competencies should not be ignored or misused if local programs are to be comprehensive, professional, and provided for all students (ASCA, 2012).

In 2003, ASCA published the *ASCA National Model: A Framework for School Counseling Programs* to help professional school counselors implement the *National*

*Standards* and focus school counseling programs on four primary areas: foundation, management, delivery, and accountability. The *National Model* was published in a second edition in 2005 and a third edition in 2012 and is expanded upon in far greater detail in Chapter 2. The *National Model* has served to focus both what goals professional school counselors across the United States accomplish and how they do so through systemic and comprehensive developmental programs.

In the quest for clarity, professionalism, and accountability of professional school counselors, in addition to the substantial program of content and delivery identified in the *National Standards* and the *National Model*, the National Career Development Guidelines, briefly mentioned previously, have provided another source of program content and delivery, particularly for the career development segment of ASCA's (2014a) *Mindsets and Behaviors*. The National Career Development Guidelines (U.S. Department of Labor, National Occupational Information Coordinating Committee, 1992) also address three broad areas of student development: personal/social development, educational achievement and lifelong learning, and career management. The three domains organize the content of the guidelines in 11 goals and in three learning stages: knowledge acquisition, application, and reflection ([www.acrnetwork.org](http://www.acrnetwork.org)). These guideline domains, goals, indicators, and learning stages can be the basis for a K–12 or K–adult career development program, its delivery, and its evaluation.

Causal to these efforts, in 1995 the Education Trust (1997) began the Transforming School Counseling Initiative (TSCI). The next year, the new scope of work was released by the Education Trust (leadership, advocacy, assessment, use of data, counseling, and coordination), establishing the original foundation for essential transformation conversations. Later in the 1990s, the original six universities received significant grants from the Education Trust to restructure their school counseling training programs based on the original 8 (then 10) essential elements. Universities that did not receive grants were invited to become Education Trust companion schools for transformation. The TSCI movement was successful in changing the national conversation about school counseling to focus on leadership and advocacy and the use of data to equitably serve students of color and students from low-income backgrounds in ways they had not been served before. The focus was on equity in educational outcomes and opening opportunities for historically underserved populations. These principles became the foundation of the *ASCA National Model* (ASCA, 2012).

In 2010, the National Governors Association and the Council of Chief State School Officers introduced the



Common Core State Standards. These standards set high-quality expectations for all students in the areas of math and language arts to prepare graduates to compete in the global economy. Although our understanding of the scope and reach of the common core are still developing, almost every state has adopted the standards. A top 10 listing of what school counselors should know about the Common Core State Standards can be located at the ACA website (American Counseling Association [ACA] School Counseling Task Force, 2013).

The school counseling profession continues to grow and develop through the daily efforts of tens of thousands of professional school counselors; professional counseling associations, such as ASCA, ACA, and ACES; private, nonprofit organizational initiatives; and governmental programs. But the school counseling profession is not without current and future issues and challenges.

Despite the important contributions to the nation's schools and to its students made by professional school counselors, there continue to be basic issues that confront professional school counselors and school counseling programs. Herr (1998) has suggested that the future role of professional school counselors is based on 10 pivotal concerns. Admittedly, different school counseling programs and the regulations of different state departments of education promote or require different approaches to address these issues. Herr's concerns, as prescient today as in 1998, are presented here and in the following pages in abridged form with added commentary.

1. *The degree to which school counseling programs are systematically planned; tailored to the priorities, demographics, and characteristics of a particular school district or building; and clearly defined in terms of the results to be achieved rather than the services to be offered.*

The ASCA (2012) and, indeed, other blue-ribbon panels and national organizations have increasingly advocated for planned programs of school counseling. Such planned programs are intended to clarify the expected outcomes and how these outcomes will be achieved, to maximize the efficient use of resources committed to school counseling, to prevent or modify student risk factors and promote social and educational competence, and to provide a structure by which to assess whether professional programs of school counseling are meeting the goals assigned to them. The development of the ASCA *National Model* is a large step forward in addressing this and other issues. Further, the evidence-based school counseling movement has provided great focus and outcomes related to this issue (see Chapter 6).

2. *The degree to which school counseling programs [that] begin in the elementary school or in the secondary school [are] truly . . . longitudinal (K to 12) and systematically planned.*

For much of the latter part of the 20th century, as both secondary school counselors and, increasingly, elementary school counselors have been employed in schools, there has been support in the professional literature for longitudinal (i.e., vertically articulated) programs of school counseling. Essentially, students at every educational level have concerns, problems, and environmental circumstances that affect their behavior and productivity in school. Although the issues and tasks that students experience vary developmentally from kindergarten through grade 12, they are important at each developmental level and deserve the attention of professional school counselors and planned programs tailored to their needs.

3. *The degree to which school counseling programs are seen as responsible for the guidance of all students or for only some subpopulations of students, such as those at risk.*

A debate that has recurred throughout the history of professional school counseling has focused on whether school counseling programs should serve all students or only selected groups of students (e.g., college-bound youth, potential dropouts, those in crisis, those who are disruptive and act out). This issue has to do with how best to use the limited number of professional school counselors and to maximize their positive effects on students. The subquestions focus on whether all students need the attention and support of professional school counselors and whether subgroups of students who would benefit most from such services can be identified. Among the underlying assumptions are that many students can get along effectively without the help of professional school counselors, that many students receive positive support and resources from their parents or other persons in their environment that replace the need for a professional school counselor, and that a school should direct its resources to those students who cannot get adequate guidance outside school or who are most in need of such support. On the other hand, more recent initiatives insist that school counselors become achievement, access, and opportunity advocates for all students to ensure that all students are college and career ready.

4. *The degree to which school counseling programs include teachers, other mental health specialists, community resources, parent volunteers, and families as part of the delivery system.*

Because the ratio of professional school counselors to students in many schools is so high (e.g., almost 1:500 nationally), it is necessary to broaden the network of persons who can augment the work of professional school counselors. Thus, in many schools, teachers, parents, and others are trained to perform specific functions (e.g., completing academic scheduling, coordinating a career resource center, helping students use educational and career resources, providing group guidance topics or workshops) that free professional school counselors to deal with student problems for which they, specifically among school employees, are qualified (e.g., individual counseling, group work). In such situations, professional school counselors coordinate community resources and train and support other persons who augment and extend the outreach of their functions.

5. *The degree to which school counseling programs are focused on precollege guidance and counseling; counseling in and for vocational education and the school-to-work transition; counseling for academic achievement; and counseling for students with special problems such as bereavement, substance abuse, antisocial behavior, eating disorders, and family difficulties (single parents, stepparents, blended family rivalries).*

The issue here is whether the school counseling program in a particular school offers a range of interventions that address the academic, career, and personal/social needs of all students or whether the program emphasis is on a restricted range of students or topics (e.g., college-bound students, students in crisis).

6. *The degree to which professional school counselors should be generalists or specialists; members of teams or independent practitioners; and proactive or reactive with regard to the needs of students, teachers, parents, and administrators.*

This issue has to do with how professional school counselors should be educated and how they should function in a school. Should they be trained to view children or adults in holistic terms and thus be prepared to deal with any type of problem that students experience? Or should counselors be trained in a subspecialty (e.g., career, discipline, family, testing, substance abuse) and melded into a team of specialists who can combine to serve the needs of a particular individual? A further question is whether professional school counselors should be essentially passive and wait for students, parents, or teachers to come to them or be assertive in marketing their program and providing services, workshops, and so forth in multiple and visible forms and potentially outside counselors' offices.

7. *The degree to which professional school counselors employ psychoeducational models or guidance curricula, as well as individual forms of intervention to achieve goals.*

As professional school counseling has evolved during the past hundred years, so has the range of techniques available for use. In addition, the knowledge bases that students need to acquire for purposes of self-understanding, educational and career planning, interpersonal effectiveness, conflict resolution, and decision making have expanded. The question is, given pressures for efficiency and accountability, can such knowledge, and the associated attitudes and skills, be best conveyed to students by individual counseling? Or are these types of knowledge best conveyed through group work or a guidance curriculum (e.g., workshops, units in classrooms) that is likely to disseminate this information more evenly to all students? Make no mistake—school counselors are trained to provide individual and group counseling and must do so. But large-group, developmental instruction is a more efficient way of ensuring implementation of a comprehensive, developmental school counseling core curriculum, and it allows the school counselor contact with all students to appropriately discern needs better addressed in individual and small-group work.

8. *The degree to which the roles of professional school counselors can be sharpened and expanded while not holding counselors responsible for so many expectations that their effectiveness is diminished and the outcomes they affect are vague.*

Clearly, the role of professional school counselors is complex and comprehensive. The range of concerns and problems that professional school counselors are expected to address continues to grow as the dynamics of the larger society affect the readiness and behavior of students in schools. Thus, these questions must be addressed: What can counselors do best? For what outcomes should they be held accountable? How should their workload be balanced and to what end? Which current duties should be eliminated and which emphasized? How can the responsibilities of professional school counselors be made explicit and achievable?

9. *The degree to which professional school counselors have a reasonable student load, 250 or less, so that they can know these students as individuals and provide them personal attention.*

If one of the important aspects of professional school counselors' role is to help students personalize their education and make individual plans pertinent to their abilities, interests, and values, how is that best done when a professional school counselor is responsible for 500 to 1,000

students? Is the answer providing more group work; making more use of technology; shifting selected functions of professional school counselors to other persons in the school or community, such as teachers, parents, or mental health specialists; limiting the responsibilities of professional school counselors to a specific and defined set of functions; or lowering the counselor-to-student ratio to the recommended 1:250?

One possible response, now lost in the history of professional school counseling, is the Carnegie Foundation for the Advancement of Teaching's book *High School: A Report on Secondary Education in America* (Boyer, 1983). This report was unequivocal in its support of guidance services and student counseling as critical needs in American high schools. According to the report's conclusions,

The American high school must develop a more adequate system of student counseling. Specifically, we recommend that guidance services be significantly expanded; that no counselor should have a caseload of more than 100 students. Moreover, we recommend that school districts provide a referral service to community agencies for those students needing more frequent and sustained professional assistance. (Boyer, 1983, p. 306)

This very important but long overlooked recommendation has increased urgency in today's school environment, which is fraught with pressures for students and for those who teach and counsel them. It suggests that the needs of many students go beyond the capacity of the school to address and that there is a communitywide responsibility to coordinate and use all of the mental health resources available on behalf of the needs of the student population.

10. *The degree to which professional school counselors effectively communicate their goals and results to policy makers and the media both to clarify their contributions to the mission of the school and to enhance their visibility as effective, indeed vital, components of positive student development.*

This issue relates to how professional school counselors should use knowledge about what interventions work effectively, for which student problems, and under what conditions to help policy makers understand more fully their role. In this sense, professional school counselors must be advocates for the profession, spokespersons for their field, able to interpret their goals, use their skills, and promote an awareness of the added value they bring to positive student development and to the mission of the school.

### VOICES FROM THE FIELD 1.3

### A 30-YEAR PERSPECTIVE ON SCHOOL COUNSELING

In the early 1970s, when I completed my Masters of Education program in what was then "Guidance and Counseling" and entered the profession of "Guidance Counseling," my primary goal was "How do I get students who are upset to come see me?" The answer was "visibility, connections, and relationships." With that in mind, my first year as a "guidance counselor" began. I remained in my first school placement for eight years, during which time there was a growing awareness that simply providing responsive services to students who requested them was clearly not enough. In a school, one can see trends (e.g., developmental, seasonal, social, societal, economic) that can be addressed through a developmental and comprehensive plan of action. Therefore, after a couple of years, I began to assess the needs of the school community to ensure that I could deliver activities to all students that met those needs. This began to change my view of how to implement "guidance and counseling" in a school setting. Prevention became important in the delivery of services. Classroom guidance and group counseling took on new meanings as I began to see how a proactive approach could change the climate in a school.

Over the years, various models were constructed that answered the needs of professional school counselors who shared the vision that school counseling is for all students.

These models included a data-driven, needs-based program, allowing a wide variety of delivery methods; the incorporation of counseling, coordination, and consultation; a focus on specific goals; and a system of accountability that gave school counselors the needed framework on which to build. I began to look at all of the day-to-day things in which I was involved and realized that all of these activities supported the three overall domains crafted by the ASCA *Mindsets and Behaviors* (2014a). The ASCA *National Model* (2012) has provided a more organized structure and identified the professional school counselor as having an integral role in the achievement and success of all students.

This paradigm shift did not come without obstacles. Some of these challenges were as follows: (1) If schools are solely for student learning, how can a professional school counselor convince others that what they do has a direct impact on student achievement? (2) If a school counseling program is based on data and evaluated using data, what data should we be collecting, how are the data tied to student achievement, and how can they be measured? (3) How can a school counseling program be marketed to principals and the public in order to ensure "our seat at the table" as a contributing, indispensable educator? None of these answers has come easily. There is a constant need to educate other



professionals regarding the role of the professional school counselor. Other professionals continue to judge counselors based solely on *how many students they see, how many students went to college*, and the like. That professional school counselors contribute to students, staff, and the school climate is not easily observed—and not easily measured.

The barriers that school counselors remove to ensure students can learn often go unnoticed. Hence, marketing and accountability continue to be a need for professional school counselors, as they continue to make a difference in schools. It is difficult at times for school counseling interns to implement a comprehensive school counseling program, since often they work with only a limited percentage of the student population, and their part-time schedule precludes daily follow-up. In such cases, I recommend that interns create a mini-program for a smaller group of students with whom they work. Often, it is easier to see the results of your efforts with that smaller group.

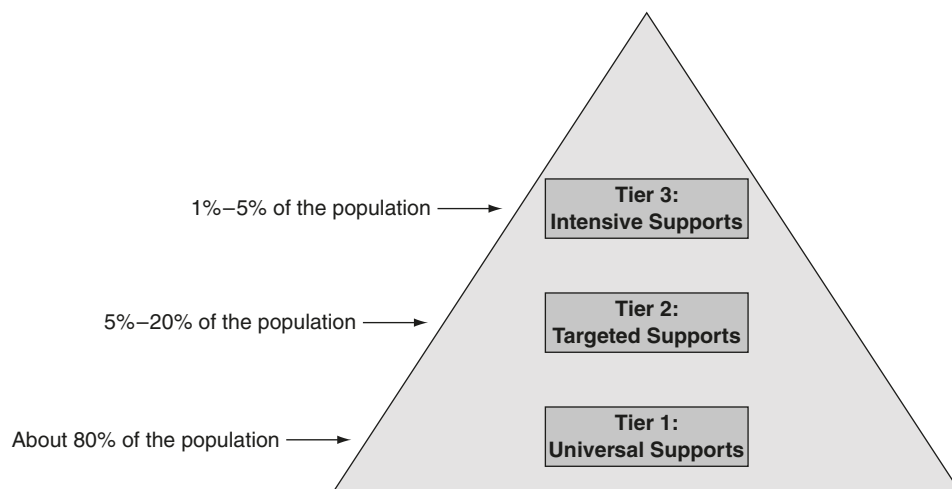
One of the programs that strongly influenced my thinking as an educator and professional school counselor over the years is Positive Behavioral Interventions and Support (PBIS), a school-wide behavior system based on the theory of response to intervention (RTI). It is an approach or framework for redesigning and establishing teaching and learning environments. RTI was designed primarily to address the academic needs of students with disabilities, but it is really an approach for addressing the behavioral needs of all students. Both RTI and PBIS offer a range of interventions that are systematically applied to students based on their demonstrated level of need and address the role of the environment as it applies to development and improvement of behavior problems. Both approaches implement their programs through a system of tiered interventions. This tiered-intervention approach has been extremely helpful to me as I

implement a comprehensive school counseling program. Each approach delimits critical elements to be in place at each tier. There are three tiers:

- Tier 1, or the universal tier, includes programs and interventions that address *all* students;
- Tier 2, or the targeted tier, includes programs and interventions for students in smaller groups who have demonstrated the need for additional supports; and
- Tier 3, or the intensive tier, includes a more in-depth analysis of the data on and individual interventions for students who have not responded to tier 1 or tier 2.

This model also fits well as school counselors implement the *ASCA National Model*. The universal tier (tier 1) includes all of the activities and programs developed for all students. Prevention, psychoeducation, advisement, and coordination of programs are included in this tier. The targeted tier (tier 2) includes counseling and consultation for students who need additional supports. The intensive tier (tier 3) involves systemic interventions and includes the coordination of wraparound services with other interventionists to meet the needs of students who require individual services in and out of the school. A pictorial representation of the tiered approach is shown in Figure 1.1. This model helped me to visualize my program around a graphic organizer, and it reminds me daily that I need to be creating a plan that addresses all students and includes a differentiated approach for a variety of issues.

In summary, I consider the delivery of a school counseling program to be as much about a philosophy as about an approach. Once you begin to see how the school counseling program positively affects a school, you begin to recognize how indispensable a comprehensive, developmental school counseling program is in helping to fulfill the mission and vision of the school.



**FIGURE 1.1** A model for understanding a professional school counselor's responsibilities to all students in a comprehensive school counseling program.

*Source:* Marcia Lathroum, Retired School Counselor and School Counselor Specialist, Maryland State Department of Education; former Affiliate Faculty, School Counseling Program, Loyola University Maryland. Reprinted by permission.

## TRADITIONAL AND EMERGING PRACTICES

The work of the transformed professional school counselor is multifaceted and stems from several essential realizations, which are discussed next. Following the realizations are 10 current and emerging practice areas that influence the implementation of school counseling services in various parts of the United States. It is essential to note that, depending on the school community's needs and the skills of the professional school counselor, some of these roles may predominate in a given school or even at certain times of the school year. However, necessary boundaries must be in place to ensure that no single role or service predominates universally. A comprehensive, developmental school counseling program requires substantial attention to balance the needs of *all* students.

### Realizations Guiding the Transformation of the Professional School Counselor

The first important realization is that, of all the education professionals, professional school counselors receive the most extensive specialized training in consultation and collaboration and in team and relationship building. It follows, therefore, that professional school counselors are among those most able and qualified not only to build collaborative relationships to fully implement a comprehensive, developmental school counseling program but also to move school reform work and task groups in positive directions, leading to changes that will benefit all students—that is, professional school counselors are in an excellent position to facilitate systemic changes that will eliminate barriers to student academic, career, and social-emotional success and that will advocate for achievement, access, and opportunity for all students.

Over the past several decades, many professional school counselors and counselor educators have come to realize that counselors' job descriptions and role responsibilities, coupled with the work and caseload realities, are overwhelming for all but the superhuman. Add to this the challenge professional school counselors face in taking a leadership role in school reform, and experienced professionals would justifiably throw up their hands.

This leads to the second realization: Professional school counselors can't do it all alone. Societal problems are creating developmental and clinical problems for children and youth in record numbers, and most citizens and stakeholders are expecting school personnel to effectively address these issues. Children are developing serious psychological problems at younger ages and in greater numbers; teachers are leaving the field in droves, and fewer college students are choosing teaching as a professional

career; professional school counselor caseloads and workloads are expanding; and governments and citizens demand improved test scores in high-stakes testing programs. In addition, school violence is all too common, technology is changing rapidly, and the challenges stemming from an increasingly diverse student population are growing. How can one person, a professional school counselor, possibly do it all?

One person can't do it all—and shouldn't be expected to. For too long, the "lone ranger" attitude has pervaded the profession. In transforming the profession, counselors must think systemically, use evidence-based approaches, and look to resources beyond themselves: community agencies, local business partners, teachers, parents, grandparents, and, yes, even the students themselves, among many other possible partners. If school conflict and violence are increasing, professional school counselors can partner with students, teachers, and organizations to implement a teacher- or student-led developmental conflict resolution curriculum and peer mediation program, while also tapping community organizations to provide workshops on personal safety. If substance abuse is a problem, professional school counselors can partner with community mental health and substance abuse professionals, teachers, parents, and students to implement a substance abuse curriculum taught by teachers. Counselors can run groups for students who abuse substances and for children of alcoholics and can harness the resources of local businesses and organizations such as the local Mothers Against Drunk Driving chapter to offer continuing programs to help parents and their children cope with substance abuse. If children's reading scores are below expectations, professional counselors can partner with community organizations, grandparents, parents, and educators to hold book drives to procure books for use by preschoolers and school-age children, organize community read-ins at local bookstores or the school or public library, facilitate coordination of a parent and grandparent volunteer reading program, and even ask older students to volunteer some time before or after school to listen to and help a younger child read.

The common denominator is that someone has to take the initiative to think systemically and get things started, and the professional school counselor has the systemic, collaborative, and human relationship skills to do it. Many traditional thinkers will reflexively argue that these are not the kinds of things that professional school counselors do—or should do. But think about it: Which of the partnering examples mentioned does not fit perfectly into the goals of a comprehensive, developmental school counseling program? The key is that the examples describe different ways to achieve the goals, rather than having a

professional school counselor counsel one child at a time or go into the classroom to teach one or several lessons on these topics. Although these traditional interventions are effective in their own way, the partnering plans use the gifts and talents of many other people who are more than willing to help, if invited to do so.

The third realization guiding the transformation of professional school counseling is that well-organized and well-run, evidence-based, comprehensive, developmental school counseling programs are greatly needed in today's schools and do work (see Chapter 6 for outcome studies on school counselor interventions). Furthermore, if a professional school counselor fails to implement a comprehensive program in a school, no one else will. Establishing such a program must become the professional school counselor's top priority. Some schools lack a comprehensive program because of poorly trained and unmotivated counselors or counselors who believe their job is merely to put out fires, provide long-term individual therapy for a select group of students in need, or complete office work. When counselors spend nearly all their time providing one type of service, a comprehensive program does not exist. The exception is when a school has multiple professional school counselors engaging in specialties, but even in this case, professional school counselors expend a lot of effort integrating and coordinating their services in a comprehensive manner.

This leads to the fourth realization: All professional school counselors have strengths and weaknesses and, therefore, may provide services of varying levels of quality to varying populations. Thus, in many ways, specialization makes sense and is most efficient, but only if the remaining portions of a comprehensive, developmental school counseling program are provided by other qualified individuals. It is here that the argument recycles to the discussion of partnering, including other professional school counselors, school personnel, or community resources. For professional school counselors, the key is to know what they are good at and to specialize in those areas without upsetting the balance of the school counseling program. Counterbalancing is provided by counselor, school, and community collaboration.

The fifth and final realization is that many students are not getting what they need from our educational and mental health systems (National Alliance on Mental Illness [NAMI], 2017). Some professional school counselors view their role as something like *triage*, which in medicine means to sort, prioritize, or allocate the treatment of patients. Although this holds true in most instances, like it or not, professional school counselors will encounter many students for whom they are the last and only hope. This is why school counselor training is so broad and comprehensive and includes topics such as human and career devel-

opment, counseling techniques and multicultural issues, appraisal, and special services. If counselors do not have the skills and knowledge to help those students, those students will likely not get help. This is also why professional school counselors need to become social advocates and members of their local, state, and national professional organizations. Oftentimes, working with an individual who has nowhere else to turn is like sticking a finger in the dike. A look to the left and right will often show other professionals using their fingers to plug a hole. By joining with other professional counselors in the same area, state, and nation and speaking with a united voice in advocating for the needs of students, professional school counselors are seeking solutions not only for the students they are working to help but also for all students—those whom colleagues are seeking to serve and those who will seek help in the future. The counseling profession is based on the belief that all human beings have worth and dignity (American Counseling Association [ACA], 2014). Professional school counselors seek to create systemic solutions for students who are oppressed and marginalized so that their paths of development will also lead to successful life opportunities.

Although many of the services provided by professional school counselors are well known and accepted, others are gaining wider acceptance in various parts of the country and world. The purpose of this text is to explore not only what professional school counselors *do* but also what they *could do*. A number of important roles and practices appear to have value to the transformation of school counseling. These 10 practices or initiatives will be reviewed briefly here and serve as a prelude to the chapters that follow.

### THE PROFESSIONAL SCHOOL COUNSELOR AS A PROVIDER OF INDIVIDUAL AND GROUP COUNSELING SERVICES

Mental health interventions in schools are critical. More than 20% of school-age youth meet mental health diagnostic criteria, and only a quarter of them access the level of intervention support they need to function effectively in the school environment (National Alliance for Mental Health, 2017). School counselors are the mental health experts in the schools. As such, individual and group counseling skills are critically important and students in training to become school counselors must understand that, within the transformed role, being social advocates and acting as an agent of change in schools does not mean not performing the traditional counseling services, such as individual and group counseling. Thus, it should come as no shock to hear that the professional school counselor will continue to provide specialized group and individual counseling in the schools.

The nature of the problems that bring students to counseling today differs from in years past. Today, students are much more likely to need assistance with special issues, exhibit clinical symptoms, or show resistance, all requiring a different approach. Chapter 13 reviews the developmental facets so essential to the implementation of individual counseling and group work within a comprehensive approach to school counseling. Chapter 17 focuses on what professional school counselors need to know about clinical disorders and psychopathology to help ensure their students get appropriate help. Some view professional school counselors of the future as serving in a school-based clinical role; undoubtedly, some professional school counselors are already providing services to clinically diagnosed students. Other school systems have hired licensed clinicians to provide counseling services (often receiving third-party reimbursement in the process), confining professional school counselors to those noncounseling functions of their role or, in a few instances, cutting school counseling positions altogether. Although many professional school counselors, having received appropriate education, experience, and supervision, are licensed to provide clinical counseling services by state licensing boards, the practice of what some see as mental health counseling in the schools is likely to remain a professional issue receiving much attention and discussion. While striving to implement systemic solutions to complex student problems, school counselors should not abandon the provision of mental health counseling in schools to other helping professions.

**THE SCHOOL COUNSELOR AS A PROFESSIONAL** By now, you have noticed the use of the term *professional school counselor*. This is the term adopted by numerous counselor educators and professional school counselors around the world. It means something! Professional school counselors are first and foremost representatives of their profession. How one professional school counselor behaves, good or bad, reflects on all professional school counselors.

Professional school counselors practice as professionals in three major ways. First, they are aware of the history of guidance and counseling, as well as the pressing issues guiding future transformations. When one is trying to know where one is going, it is generally helpful to know where one has been. Second, professional school counselors use effective evidence-based techniques and practices implemented through legal, ethical, and professional means. Belonging to a profession requires one to adhere to the highest standards of that profession.

Third, professional school counselors maintain membership in professional organizations at the local, state, and national levels. At the national level, ACA and

ASCA are the professional and political forces supporting the mission of professional school counselors. Each of these has branches or divisions in most states, and many local areas have affiliated chapters. All are ready to welcome professional school counselors and students-in-training into the profession, but it is counselors' responsibility to join and support these efforts. It is estimated that almost 90% of physicians belong to the American Medical Association (AMA), and 70% of licensed psychologists join the American Psychological Association (APA). Each organization has a powerful political and professional voice. Less than 20% of eligible counselors belong to either ACA or ASCA. Until counselors develop an allegiance to the profession to a degree commensurate with that of psychologists and doctors, their political and professional voices will remain background noise. Being a professional school counselor means committing to the mission of organizations that represent the profession. The dues money contributed annually to these organizations is small compared to the professional and political gains benefiting students and colleagues. It is no stretch to conclude that the job you seek in the near future exists because of the groundwork laid by professional organizations—and that the strength of the professional organizations will determine how long that job will exist in the future. Join today, and stay a member throughout the remainder of your career.

#### **THE PROFESSIONAL SCHOOL COUNSELOR AS AN AGENT OF DIVERSITY AND MULTICULTURAL SENSITIVITY**

Referred to as the Fourth Wave, multicultural (systemic) counseling and development exert a strong influence on the counseling field today. With U.S. demographic projections estimating that the trend toward a more diverse U.S. population will continue for decades, the demographics of teachers and professional school counselors, who are mainly White and female, will most likely also shift. Regardless, current professional school counselors must retool, and future professional school counselors must enter the field prepared to address the developmental and counseling needs of a diverse student population. Although professional school counselors are, by and large, ahead of other education professional groups, the multicultural counseling movement is helping professional school counselors lead the way toward a more diverse, tolerant, and sensitive educational environment. Chapter 8 addresses this essential area of practice, and multicultural issues are infused throughout the other chapters of this book.

#### **THE PROFESSIONAL SCHOOL COUNSELOR AS A LEADER AND ADVOCATE FOR ACADEMIC AND SOCIAL JUSTICE**

In some ways, this entire text is about preparing the professional school counselor to be an advocate



for social justice, but Chapters 3, 4, 8, and 9 specifically address the issue. Professional school counselors have an ethical responsibility to help students minimize or eliminate barriers to educational performance and career and social-emotional development, to advocate for achievement, access, and opportunity for all students. Sometimes these barriers and inequities exist in federal and state laws, regulations, and funding mechanisms; sometimes in the policies and procedures of local school systems; and sometimes in the hearts and minds of students, their parents, the community, and, yes, even teachers, administrators, and professional school counselors. Professional school counselors seek to address barriers and inequities, wherever they may exist, for the benefit of all. If a single student is oppressed and treated unfairly, no one in that society can claim equity.

**THE PROFESSIONAL SCHOOL COUNSELOR AS A DEVELOPMENTAL CLASSROOM SPECIALIST DELIVERING THE SCHOOL COUNSELING CORE CURRICULUM** Professional school counselors are aware of recent national (ASCA, 2012), state, and local standards that guide implementation of a comprehensive, developmental school counseling program. They have specialized expertise in planning and evaluating comprehensive programs. Although many have not been teachers before entering the profession, professional school counselors provide developmental educational instruction to classes and other large groups and prepare their lessons much as classroom teachers do. This means they write measurable objectives and plan interesting activities to meet the diverse learning needs of students. Perhaps most important, professional school counselors must assess the effectiveness of their instruction and evaluate the outcomes of the evidence-based, comprehensive program. Chapters 2, 4, 5, 6, and 10 address these issues in detail.

**THE PROFESSIONAL SCHOOL COUNSELOR AS A CAREER DEVELOPMENT AND EDUCATIONAL PLANNING SPECIALIST** Many states now require that individual educational and career plans be developed for every high school student to serve as a guide for college and career readiness. School counseling claims career development as its roots, and many professional secondary school counselors become specialists in career and lifestyle development. The trend is for elementary, middle, and secondary school counselors to provide more emphasis in this area as well. Chapters 11 and 12 provide an overview of the important developmental issues requiring attention. School reform and accountability movements in the United States demand that professional school counselors focus on academic performance, achievement, access, and opportunity. This

is commensurate with the *ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2012) and the goals of a comprehensive, developmental school counseling program.

**THE PROFESSIONAL SCHOOL COUNSELOR AS A SCHOOL AND COMMUNITY AGENCY CONSULTATION/ COLLABORATION SPECIALIST** Chapter 14 addresses the basics of consultation/collaboration models used with individuals and organizations, as well as how to engage parents in the educational process. Consultation has long been part of the professional school counselor's role, but collaboration makes the professional school counselor a more active and vested participant in the problem-solving process, whether working with individuals or organizations. In the future, working hand in hand with parents will become more important to all education professionals because supportive parents are more likely to have successful students. For example, students who have at least one parent actively involved in their academic life are more likely to get high grades and less likely to get suspended. More than half of all Americans believe parents need help to raise their children when they encounter challenging circumstances. It is important to note that these parents are not viewed as irresponsible so much as overwhelmed at the time (U.S. Department of Education, Office of Educational Research and Improvement, 2008).

**THE PROFESSIONAL SCHOOL COUNSELOR AS A SCHOOL REFORM AND ACCOUNTABILITY EXPERT** Another topic addressed throughout the text is the professional school counselor as an agent of school reform. School reform hinges on an understanding of what is and isn't working—a process called accountability. Chapter 5 introduces the topics of needs assessment and program evaluation, and Chapter 6 provides a synopsis of evidence-based counseling outcome research. Although one can take heart in knowing that there is validation for much of what professional school counselors do, what amazes many experienced counselors is the relative dearth of outcome studies related to school counseling. For example, in comparison with other functions outlined in this text, outcome assessment has traditionally received the least attention, although recent efforts are addressing this problem. This becomes another essential task for the next generation of professional school counselors. Much more outcome research and results evaluation of school counseling activities and services are greatly needed to determine the effectiveness of what is currently done and to lead the school counseling field in new directions.

### **THE PROFESSIONAL SCHOOL COUNSELOR AS A SAFE SCHOOLS, VIOLENCE PREVENTION, AT-RISK SPECIALIST**

Recent sensational news stories have created powerful safe schools and at-risk movements in the United States, and professional school counselors are positioned to play a pivotal role. Chapter 15 addresses the professional school counselors' responsibility in counseling students at risk. It is hard to underestimate the importance of these components in the future of school counseling. Conflict and violence are prevalent in schools and society, and the developmental and intervention components of a comprehensive school counseling program can address these problems on multiple levels.

### **THE PROFESSIONAL SCHOOL COUNSELOR AS AN ADVOCATE FOR STUDENTS WITH SPECIAL NEEDS**

More than five million students ages 6 to 21 receive special education services in the public schools (U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, 2017). The inclusion movement returned numerous students with significant emotional and learning problems to the regular education classroom to be taught by regular teachers with little or no training to instruct children with special needs. Though the research has demonstrated neutral to positive outcomes for special education students, the impact on regular education students and teachers is largely unknown.

Professional school counselors are often the designated (and sometimes lone) advocates for children with special needs and their parents in an intricate and often intimidating education bureaucracy. It follows that the more professional school counselors know about testing and special programs, including special education and the requirements of Section 504 of the Rehabilitation Act, the more effective the school counselor's advocacy will be.

It is essential that professional school counselors know all there is to know about school system standardized testing programs, the child study process, special education eligibility procedures and planning, Section 504 eligibility procedures and modifications, and group and individual assessment procedures and interpretation strategies. Professional school counselors who know the laws, ethics, policies, procedures, and loopholes serve as effective advocates for students, families, and schools. Chapter 16, which focuses on special education, serves as a primer on this subject.

### **LIVING THE TRANSFORMED ROLE**

The question becomes not whether the role of the professional school counselor will continue its transformation, but what shape this transformation will involve. This text

focuses on the importance of a systemic perspective, a comprehensive developmental program, and some important areas of professional practice, each of which has a great deal to offer a school community. But for a professional school counselor alone in a school to focus on only one of these practice areas would result in an ineffective program, or at least a program that is not comprehensive and that will not address many student needs. Likewise, professional school counselors who attempt to focus on all practice areas will probably become overwhelmed. No one can do it all. School counseling services involve a complex interplay of student and school community needs with counselor skills and strengths. Balance is needed, and it is quite possible that a professional school counselor who is unsuccessful in one school venue can be very successful in another venue in need of his or her particular strengths and talents. Thus, the transformed role of the professional school counselor will be multifaceted but flexible and practical.

It is helpful to think of the transformed role in terms of the confluence of rivers. When two or more rivers join, the resulting flow is dependent on a complex interplay of factors, including the volume of water (e.g., school, societal, and individual needs) and topographical features (e.g., services and resources). If the water volume of various rivers is heavy and the topography flat and featureless, a messy flood occurs! However, if the topography allows for channeling and measures of control—such as deep collecting pools, which make for calm appearances, or even steep, narrow walls with a rock-strewn path, which can lead to an appearance of controlled turbulence—the situation can be managed. Skilled, competent professional school counselors can make a huge difference in very important ways. Likewise, professional school counselors who partner with stakeholders to provide a pool of resources and services can often calm the flow or at least channel the flow in some positive directions. Either way, the needs of many students, parents, educators, and citizens will be addressed in a proactive manner.

Another helpful way of looking at this complex interplay is through the metaphor of nets of various sizes. Systemic interventions and an evidence-based, comprehensive, developmental school counseling program with its focus on large-group developmental and prevention-based programs is the first and highest net attempting to catch students and keep them on track developmentally. But as fate would have it, some students' needs are more complex, serious, and not necessarily developmental in nature, thus requiring intervention services. The next level of netting attempting to catch students in need may be group counseling with students or consultation or collaboration with parents and teachers. Although many students

are put back on track through effective implementation of these services, some require additional interventions (nets) that are more individualized. Individual counseling or referral to qualified mental health professionals when lack of time or skill requires it serves as that next level of netting. However, even after individualized services, some students will still present with unmet needs. These students are the ones who in the past have been described as “falling through the cracks” (or nets) and require a more systemic service-delivery approach. This is where school–community–agency partnering, additional systemic interventions, and social and academic advocacy come in. These systemic interventions (nets) are essential to ensure that the needs of all children in our society are addressed.

### CULTURAL REFLECTION 1.2

How might professional school counselors-in-training from diverse cultural backgrounds view the myriad approaches to school counseling presented in this chapter as each relates to enhancing children’s educational achievement, access, and opportunity? How might students, parents, and educators from diverse backgrounds view the myriad approaches to school counseling presented in this chapter as each relates to enhancing children’s educational achievement, access, and opportunity? What cultural barriers and access points might exist?

## Summary/Conclusion

Professional school counseling in the United States rests on a rich heritage of ideas, techniques, and implementation approaches. The profession has evolved in response to institutional changes such as immigration; national defense; social and school reform; economic circumstances, such as poverty and programs for the economically disadvantaged; the integration of culturally diverse students who had been previously segregated in some parts of the nation; and growing knowledge about student development—changes that have shaped concepts of education and the role of school counseling.

The historical roots that have spawned the need for counselors in schools and the future issues that remain to be fully resolved in these first few decades of the 21st century suggest that the role of the professional school counselor is not a rigid and static set of functions. Rather, it is a

role in a constant state of transformation in response to the changing demands on American schools and the factors and influences that affect the growth and development of America’s children and youth.

Across the hundred-plus years that make up the history of school counseling in the United States, the questions and issues have changed. However, there is no longer a question of whether professional school counseling will survive or whether it is relevant to the mission of the school. The questions today are how to make its contribution more explicit, how to distribute its effects more evenly across school and student groups, and how to deploy these precious professional resources in the most efficient and effective manner. These are the challenges that this generation of professional school counselors faces.

## Activities

1. Interview a school social worker, school psychologist, or community-based mental health worker to find out what role his or her profession plays in student development.
2. Research a culture different from your own, and brainstorm possible counseling issues someone from this culture may experience.
3. Talk to a professional school counselor or a school administrator to find out some of the noncounseling tasks that counselors are often asked to perform in a school. Develop a plan of action to advocate for using counselor time for counseling and not for non–counseling-related tasks.

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# The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program

Bradley T. Erford

**E**ditor's Introduction: A comprehensive, developmental school counseling program is an essential part of any K–12 educational program and has been effectively addressing developmental and prevention needs for several decades. It is responsible for supporting student educational performance and forms the foundation for career and college readiness and personal/social development. The *ASCA Mindsets and Behaviors* and *National Model* are reviewed in this chapter, as are practical program implementation issues, including other school personnel partners. A thorough understanding of a comprehensive, developmental school counseling program sets the stage for comprehending the role of the varied professional school counselor services presented in subsequent chapters.

## THE ASCA MINDSETS AND BEHAVIORS AND NATIONAL MODEL

In 1997, the American School Counselor Association (ASCA) published *The National Standards for School Counseling Programs* (Campbell & Dahir, 1997) to provide a standardized basis for the creation of comprehensive, developmental, and preventive school counseling services. The nine standards, three each in the domains of academic, career, and personal/social development, were accompanied by suggested student competencies (i.e., knowledge and skills to be acquired) and led to the development of comprehensive, developmental school counseling curricula by school systems around the country. The *ASCA National Standards*, revised in 2004 (American School Counselor Association [ASCA], 2004), constituted a historical landmark that gave direction to a profession floundering for a unified identity and role in school reform.

ASCA (2014a) published *Mindsets and Behaviors for Student Success* based on research on noncognitive factors influencing learning. These 35 standards apply to each of the three primary domains that professional school counselors at all levels should address: academic, career, and social/emotional development. These 35 standards also are further organized into a mindset standards category (6 standards; personal belief system) and a behavior standards category subdivided into learning strategies (10 standards; tactics used when learning or thinking), self-management skills (10 standards; persistence, avoidance, and organizational skills), and social skills (9 standards; social interaction skills). Take a moment right now to locate, read, and familiarize yourself with this important two-page document that forms the foundational constructs of a developmental curriculum (see <http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>).

Although the *Mindsets and Behaviors* standards can be implemented through nearly any component of the school counseling program, many professional school counselors today implement much of this developmental model through developmental core curriculum lessons, which are covered in depth in Chapter 10, and responsive services, covered in Chapter 13. School counselors in training should peruse the *ASCA Mindsets and Behaviors* and become well acquainted with these domains and standards. They likely will form the basis of your school counseling program whether you work in an elementary, middle, or high school.

Shortly after publication of the *ASCA National Standards*, leaders in the school counseling field realized that producing curricular standards and competencies was only the first step in transforming the school counseling profession. A developmental curriculum is essential to educating students and provides the what, but it falls short

of the how. At the same time, the Education Trust's (1997, 2009) Transforming School Counseling Initiative was gaining steam in school counselor education and public school venues. This initiative emphasized systemic, data-driven services and programs to address achievement disparities, particularly between racial or socioeconomic subpopulations, as well as more specific attention to issues of social advocacy and justice (see Chapters 3 and 4). To expand on and integrate the *ASCA National Standards* into a comprehensive framework that addressed the "how" of school counseling, ASCA (2003) published *ASCA National Model: A Framework for School Counseling Programs*, which was followed by a second edition (ASCA, 2005), and is now in its third edition (ASCA, 2012). This model focused professional school counselors on a more comprehensive, systemic approach to four core elements or mechanisms for student success—foundation, delivery, management, and accountability—and four infused themes—leadership, advocacy, systemic change, and collaboration and teaming, which are covered exhaustively later in various chapters of this book. The *ASCA National Model* borrowed heavily from several existing and effective approaches (e.g., Education Trust, 1997, 2009; Gysbers & Henderson, 2012; Myrick, 2011). In doing so, professional school counselors were encouraged to switch from the traditional focus on services for some select needy students to program-centered services for every student in the school and, by extension, for their families and community.

## THEMES OF THE ASCA NATIONAL MODEL

The *ASCA National Model* (2012) encouraged professional school counselors to focus on local student needs and on the local political context and to use data to identify and meet these needs, as well as to document program effectiveness. It emphasized four important themes: leadership, advocacy, collaboration, and systemic change. *Leadership* describes the activities of professional school counselors within the school and beyond to enact system-wide changes to facilitate student success. Professional school counselors work diligently to ensure that all students have access to rigorous academic programs and to close achievement and opportunity gaps among student groups, particularly minorities and the materially poor.

*Advocacy* involves the systematic identification of student needs and accompanying efforts to ensure that those needs are met. Professional school counselors help every student to achieve academic success by setting high expectations, providing needed support, and removing systemic barriers to success. Chapter 9 provides in-depth information on how professional school counselors can develop leadership and advocacy skills.

*Collaboration* requires that professional school counselors work with a wide array of stakeholders within the school, school system, and community. Collaborative efforts should focus on providing students access to rigorous academic programs and on other factors leading to academic success. Teaming with parents, educators, and community agencies to develop effective working relationships is critical to this goal. Chapter 14 addresses collaboration and consultation in depth.

*Systemic change* encompasses schoolwide changes in expectations, instructional practices, support services, and philosophy with the goal of raising achievement levels and creating opportunity and access for all students. A focus on data-driven and evidence-based programming allows professional school counselors to identify areas in need of improvement, leading to alterations in systemic policies and procedures that empower students and lead to higher performance and greater opportunities for postsecondary success. Chapter 4 provides professional school counselors with essential information for creating systemic changes in schools. These four themes are woven throughout the *ASCA National Model* (2012), but the heart of a comprehensive, developmental school counseling program is the four primary program components: foundation, delivery, management, and accountability.

### CULTURAL REFLECTION 2.1

How might professional school counselors from diverse cultural backgrounds view the various components of the *ASCA National Model* as it relates to children's educational achievement, access, and opportunity? How might students, parents, and educators from diverse backgrounds view the leadership role of the professional school counselor in implementing the various components of the *ASCA National Model*? What cultural barriers and access points might exist?

## FOUNDATION

The program *foundation*, the "what" of a comprehensive school counseling program, makes clear what every student will know and be able to do and emphasizes the school counseling program's vision statement that stems from a school counselor's beliefs and philosophies, mission, student competencies (i.e., academic, career, personal/social), and professional competencies (ASCA, 2012). The *Mind-sets and Behaviors* (ASCA, 2014a) implemented across the domains of academic, career, and social-emotional development form the foundation of a comprehensive, developmental school counseling program.

Likewise, an important focus of Chapter 4 is the systemic changes reflected in a school system's and school counseling program's beliefs, philosophy, mission, and program goals. The school counseling program must be based on a set of principles and beliefs that will direct the implementation of program components and services. Through collaboration and teamwork, professional school counselors help build a consensus among stakeholders on the principles and beliefs that will guide the program through construction of a vision statement. The purpose and vision of a program are then operationalized through development of a program mission statement and program goals, which align with the overall mission of the school system, as well as those of the individual schools. These facets of program foundation also are expanded upon in Chapter 4.

Student competencies include the *Mindsets and Behaviors* standards mentioned above (ASCA, 2014a),

the core components of a developmental curriculum, and other learning standards to which students and educators will be held accountable (e.g., state standards). Professional competencies comprise the attitudes, knowledge, and skills that school counselors need to develop to efficiently and effectively implement a comprehensive school counseling program. See the School Counselor Competencies in the Appendix of the *National Model* (ASCA, 2012) and the *ASCA Ethical Standards* (ASCA, 2016). Ongoing *professional development* congruent with the needs of the school community is critical. Relevant skill development and knowledge updating prepare the professional school counselor to continuously facilitate the implementation of a comprehensive school counseling program. Professional development encompasses in-service training, postgraduate education, and membership in professional associations.

## THEORY INTO PRACTICE 2.1

### IMPLEMENTING A COMPREHENSIVE, DEVELOPMENTAL SCHOOL COUNSELING PROGRAM AT THE ELEMENTARY SCHOOL

A comprehensive, developmental guidance program is the cornerstone of an effective school counseling program and includes delivering a schoolwide core counseling curriculum, individual student planning, responsive counseling services, and systems support services (referral, collaboration, consultation). The total school counseling program must be able to show the results of that program, not just serve as a list of what I accomplish on a day-to-day basis. A comprehensive, developmental school counseling program allows me to be in touch with *each student* in each class at least every other week. In addition to allowing me time to teach the students specific concepts and skills identified by my school system, it allows students the opportunity to set a time to meet with me regarding any issues they may be experiencing. It allows me to be approachable and accessible to all students, parents, and staff members.

In my school system, the Elementary Guidance Essential Curriculum, which drives my classroom core curriculum program, was developed by current professional school counselors. Its purpose is to provide all students, K through 5, with the knowledge and skills appropriate to each grade's developmental level. The three domains identified by ASCA—academic, career, and social-emotional—are embedded in the curriculum. Beginning with kindergarten and continuing through fifth grade, identified competencies and concepts are scheduled to be taught at specific times in the school calendar based on the developmental assets (strengths) and abilities of students in each grade. Each grade level builds upon the previous grade level (vertical

articulation) in terms of the concepts taught. For example, the personal safety topic taught in kindergarten is "Stranger Safety and Teasing." In first grade, the personal safety concept taught in September is "Teasing and Bullying"; then personal safety is revisited in April with the concept of "Good and Bad Secrets and Touches," when students are deemed to be more developmentally ready to handle this topic. In the fourth and fifth grades, personal safety concepts include "Internet Safety," "Sexual Harassment," "Peer Pressure," and "Child Sexual Abuse," all developmentally advanced, but age-appropriate concepts.

This continuum within each grade and across grades K through 5 provides all students the content necessary to attain the knowledge, attitudes, and skills related to each ASCA domain in a systematic and systemic manner (meaning a child can move within our county and still be aligned with the next concept being taught in the classroom by the school counselor). Each professional school counselor then creates lessons based on the developmental levels within each class, allowing us to differentiate classroom guidance instruction much like classroom teachers differentiate content area instruction, while addressing students with special needs or learning disabilities and even the personality of the class and classroom teacher. If I need to revisit a particular concept or skill, I am able to do so. At a teacher's or an administrator's request, I can develop a lesson to help that particular class with any concepts needing to be strengthened in order to prevent future problems or to address current concerns. Our school also has an annual, supplemental

focus (e.g., Character Education, Habits of Mind, Keys to Success), which I am able to either embed into lessons that are part of the existing Elementary Guidance Essential Curriculum or include as part of my comprehensive, developmental guidance program. Finally, as part of the classroom guidance program, I must always assess the effectiveness of my lessons. I do this by consulting with teachers to see that overall student progress is noted. This service definitely allows me to get “the biggest bang for the buck” in terms of having face-to-face time with each student.

The two biggest challenges in delivering the Elementary Guidance Essential Curriculum are limited amounts of time and the need to keep parents informed of the concepts being taught so that they can reinforce these skills at home. I insist on being part of the Cultural Arts schedule in that it *guarantees* me a scheduled time each week in each classroom. I request that classroom teachers remain in the classroom during my lesson so that they can supplement the lesson and so that, as teachable moments arise in the classroom, they can reflect back on my lesson with the class. I consider it a loose form of “co-teaching,” but an effective one. In order to keep parents informed of the concepts being taught in classroom guidance, I include a brief description of the concept being covered with each grade level in our monthly school newsletter. I also purchased a stamp with my name and “School Counseling Lesson” imprinted on it. Each paper I use as part of the classroom core curriculum lesson is imprinted with this stamp so that parents know that that particular paper was part of my lesson.

Individual student planning and counseling services assist students in establishing personal goals and developing future plans. At the beginning of each marking period, I issue a needs assessment to the teachers as a form of data collection on children and needs they may have. I usually know of students and their particular needs, but the needs assessment brings students to my attention whom I may not be aware of as having problems. At the elementary level, I meet with students struggling academically, behaviorally, or socially. Sometimes I meet with the students individually or with those students experiencing the same types of issues in a small group. We discuss the problems the students are experiencing and list ways they can work on the problems. Goals are set and revisited within an established time. With elementary-age students, I find that putting problems, possible solutions, and goals on paper helps them to remember on what they are to be working and provides teachers and parents with information on what the students are to be working. Contracts are often developed as a way to keep the students, the parents, and the teacher “in the loop” in terms of expectations and progress. Each time we meet, the worksheet or contract provides us a “talking point” on which to focus. Often, older students and I will review tests, benchmark assessments, and even state test scores to help establish the most meaningful goals for each particular student. In order for this service delivery

model to be effective, the students and their progress must be monitored in a consistent manner, and communication with the teacher and the home is imperative.

Indirect student services include consulting and collaborating with teachers, parents/guardians, other professional school staff (e.g., special educators, administrators), and community resource groups to identify ways to best help students and their families. Responsive student services include small-group counseling, where, again through a needs assessment and my knowledge of the student body, small groups are developed and services are delivered based on similar student needs. Each small group runs between 6 and 8 weeks, once permission is obtained from the parent/guardian. I survey the teachers, parents, and students (if developmentally appropriate) to see which skills students in the small group would *benefit most* from acquiring. Small-group lessons are then developed based on this information and other skills I deem necessary. Small groups are run according to traditional group counseling methods. After completion of the group, students self-assess, and teachers and parents/guardians are again surveyed to see if growth has taken place. I then reflect on what went well with the group as a whole, what didn’t work well, and what I would repeat again. This reflection piece is critical in moving forward with small-group counseling. Again, the challenge in delivering this service comes with scheduling. Whenever possible, I schedule groups during lunch so that students do not miss instruction or recess. I have also scheduled groups that deal with academic needs during reading instructional time as part of a three-group rotation.

Responsive counseling services also include crisis counseling as needed to provide staff and students and their families with support during emergencies. It may be short term or long term in nature and is based on the presented emergency. I also make referrals to outside agencies/resources as needed and follow up frequently with the person or family involved in the emergency. Referrals to other resources also fall into the indirect student services delivery model.

Periodically, I have the opportunity to seek ways to continue my personal professional development and growth through taking postgraduate classes, attending workshops/in-services, participating in professional learning communities, and being a member of professional associations (local and national). It also includes my providing staff and parents with up-to-date information and workshops on topics that are helpful to those two groups (based on a needs assessment distributed during fall parent-teacher conferences or administrative directive). It takes continuing commitment to stay current with changes in my profession and society.

*Source:* Kim K. Baicar, National Board Certified School Counselor, Broadneck Elementary School, Anne Arundel County Public Schools, Maryland. Reprinted by permission.



## DELIVERY

*Delivery* is the “how” of the comprehensive, developmental school counseling program. As professional school counselors implement their programs, they use delivery systems that are direct student services and indirect student services. *Direct services* are frequently targeted to students and include attention to the school counseling core curriculum (e.g., systematic, developmental classroom lessons, parent workshops), individual student planning (i.e., assistance in establishing personal goals and future plans), and responsive services (i.e., individual or small-group counseling, crisis response). *Indirect services* support direct services and are the foundation of a system-focused school counseling program and include referrals, consultation, and collaboration. These delivery systems are often called program components. Program components provide methods of service delivery that operationalize program goals.

For effective service delivery of a comprehensive school counseling program, professional school counselors must possess the knowledge and skills to implement both the direct and the indirect services detailed for each program component (school counselor competencies). For example, group counseling is one method of service delivery within the responsive services program component. This service delivery method is frequently used to address recurring needs identified in individual sessions, needs assessments, and consultations with parents and/or teachers. Planning and implementing group counseling services requires a cadre of group leadership knowledge and skills in such areas as teamwork, coordination, consultation, group skill building, and organizational skills. If any of these skills or knowledge bases is not developed, even the best-intended small-group counseling services might go awry. Therefore, in planning activities in each program component area, it is critical for professional school counselors to carefully inventory their knowledge and skills. Deficits in knowledge and skills are opportunities for professional development. In this way, service delivery within the comprehensive school counseling program reflects student needs and will not be compromised by limited professional school counselor knowledge or skills.

Moreover, professional school counselor knowledge and skills development should not be limited to service delivery that is primarily counseling related, where the professional school counselor provides direct service to students. The professional school counselor needs to possess knowledge and skills, even in areas where the primary service to students is indirect and focused on classroom and academic performance. Consultation with teachers on issues of curriculum development, classroom management, and classroom assessment is critical, even though professional school counselors’ primary role is not teaching

in the classroom all day. The professional school counselor’s knowledge and competence in these skill areas, applied through consultation services, delivers a direct service to teachers and an indirect service to students. This also broadens the school counselor’s skill base to facilitate delivery of curriculum in both the classroom and other large-group settings.

Thus, within the framework of a comprehensive school counseling program, various components provide multiple levels of service that build on and connect with each other. The professional school counselor is involved in both direct and indirect service activities that target the developmental needs of the school community.

Gysbers and Henderson’s (2012) enumeration of comprehensive school counseling program components is widely used and consists of four program components: guidance curriculum, individual student planning, responsive services, and systems support. Each program component encompasses both direct and indirect service delivery.

The remainder of this section elaborates on these four program components as adopted by the *ASCA National Model*. For each program component, suggestions are shared on both “how to do it” (techniques/strategies for successful implementation) and “why do it” (expected benefits). ASCA (2012) differentiates between direct student services (i.e., school counseling core curriculum, individual student planning, and responsive services) and indirect student services (i.e., referrals, consultation, and collaboration).

## School Counseling Core Curriculum

The school counseling core curriculum provides services to large, usually classroom-size groups. For example, classroom instruction and activities (guidance) consist of units on age-appropriate topics presented by either the professional school counselor or the classroom teacher in consultation with the professional school counselor. Each unit typically consists of multiple classroom lessons. Coordination and facilitation of peer helper programs may be related to the school counseling core curriculum, as may parent workshops.

Classroom instructional units are not independent; they may be linked to classroom guidance units at other grade levels and/or integrated into the school’s core curriculum. Scope and sequence across grade levels is an important classroom guidance consideration. For example, self-esteem is a common classroom guidance unit. An effective, comprehensive school counseling program articulates self-esteem classroom lessons at various grade levels, increasing in cognitive and affective complexity in the upper grade levels. A self-esteem unit in one grade level builds and expands on the content presented at the previous