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.
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
Learning Outcomes and Standards measure student results. MyLab Counseling organizes all assignments around essential learning outcomes and national standards for counselors.

Video- and Case-Based Exercises develop decision-making skills. Video- and Case-based Exercises introduce students to a broader range of clients, and therefore a broader range of presenting problems, than they will encounter in their own pre-professional clinical experiences. Students watch videos of actual client-therapist sessions or high-quality role-play scenarios featuring expert counselors. They are then guided in their analysis of the videos through a series of short-answer questions. These exercises help students develop the techniques and decision-making skills they need to be effective counselors before they are in a critical situation with a real client.

Licensure Quizzes help students prepare for certification. Automatically graded, multiple-choice Licensure Quizzes help students prepare for their certification examinations, master foundational course content, and improve their performance in the course.

Video Library offers a wealth of observation opportunities. The Video Library provides more than 400 video clips of actual client-therapist sessions and high-quality role-plays in a database organized by topic and searchable by keyword. The Video Library includes every video clip from the MyLab Counseling courses plus additional videos from Pearson’s extensive library of footage. Instructors can create additional assignments around the videos or use them for in-class activities. Students can expand their observation experiences to include other course areas and increase the amount of time they spend watching expert counselors in action.

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.
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.
ABOUT THE AUTHORS

Gary E. Goodnough, NCC, is the chair of the Counselor Education and School Psychology Department at Plymouth State University, New Hampshire. He received a Ph.D. in counselor education from the University of Virginia in 1995 and is a National Certified Counselor and state-licensed clinical mental health counselor. A former high school director of guidance, he has coedited a book on school counseling, written several articles and book chapters, and made numerous regional and national professional presentations.

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 positions include Director of Clinical Experiences at Loyola University Maryland and faculty in the school counseling program, Chief of the Student Services and Alternative Programs Branch at the Maryland State Department of Education, state specialist for school counseling, a local school system counseling supervisor, a middle and high school counselor, and a special education teacher. She has made numerous presentations over the course of her career, particularly in the areas of ethics and legal issues for counselors and public policy and legislation. Dr. Linde is an ACA Fellow and the recipient of the ACA Carl Perkins Award, the Association for Counselor Education and Supervision’s (ACES) Program Supervisor Award, the Southern Association for Counselor Education and Supervision’s (SACES) Program Supervisor Award, and ACA President’s Award, as well as numerous awards from the Maryland state counseling association and from the state of Maryland for her work in student services and youth suicide prevention. She has held a number of leadership positions in the ACA and its entities and was the 2009–2010 President and the 2012–2013 Treasurer of the ACA.

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
About the Authors

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.

Spencer G. Niles is Dean and Professor at the School of Education at the College of William & Mary. Previously, he served as Distinguished Professor and Department Head for Educational Psychology, Counseling, and Special Education at the Pennsylvania State University. Prior to joining the faculty at Penn State, he served on the counselor education faculty at the University of Virginia. Dean Niles was recently identified as one of the most influential deans of education in the United States. He is a Past President of Chi Sigma Iota International and President Elect of the National Career Development Association (NCDA). He is the recipient of the NCDA Eminent Career Award, ACA’s Thomas Sweeney Visionary Leadership and Advocacy Award, President’s Award, David Brooks Distinguished Mentor Award, ACA Extended Research Award, ACA’s Visionary Leader and Advocate Award, and University of British Columbia Noted Scholar Award. Niles is a Fellow of ACA and NCDA. He has served previously as President for the National Career Development Association (2003–2004), Editor for The Career Development Quarterly, Editor for the Journal of Counseling & Development, and continues to serve on numerous journal editorial boards. He has authored or coauthored approximately 140 publications and delivered over 150 presentations on career development theory and practice. He has taught in over 25 countries and is an Honorary Member of the Japanese Career Development Association, Honorary Member of the Italian Association for Educational and Vocational Guidance, a member of the Board of Directors for the International Center for Career Development and Public Policy, and a Lifetime Honorary Member of the Ohio Career Development Association.

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 comitant 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.
BRIEF CONTENTS

Chapter 1  Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges  1
Bradley T. Erford

Chapter 2  The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program  26
Bradley T. Erford

Chapter 3  Transformational Thinking in Today’s Schools  42
Patricia J. Martin

Chapter 4  Systemic, Data-Driven School Counseling Practice and Programming for Equity  67
Vivian V. Lee and Gary E. Goodnough

Chapter 5  Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs  94
Bradley T. Erford

Chapter 6  Outcome Research on Evidence-Based School Counseling Interventions and Programs  131
Bradley T. Erford

Chapter 7  Ethical, Legal, and Professional Issues in School Counseling  145
Lynn Linde

Chapter 8  Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression  172
Bradley T. Erford

Chapter 9  Leadership and Advocacy for Every Student’s Achievement and Opportunity  190
Bradley T. Erford

Chapter 10  Implementing the Developmental School Counseling Core Curriculum in the Classroom  211
Rachelle Pérusse, Jennifer Parzych, and Bradley T. Erford

Chapter 11  Academic K–12 Development and Planning for College and Career Readiness  232
Bradley T. Erford

Chapter 12  Promoting Career and Individual Planning in Schools  250
Spencer G. Niles and Bradley T. Erford

Chapter 13  Counseling Individuals and Groups in School  269
Bradley T. Erford
xiv  Brief Contents

Chapter 14  Consultation, Collaboration, and Encouraging Parent Involvement  293
   Bradley T. Erford

Chapter 15  Systemic Approaches to Counseling Students Experiencing Complex and
   Specialized Problems  316
   Bradley T. Erford, Vivian E. Lee, and Elana Rock

Chapter 16  The Professional School Counselor and Students with Disabilities  341
   Elana Rock and Erin H. Leff

Chapter 17  Helping Students with Mental and Emotional Disorders  382
   Bradley T. Erford
CONTENTS

Chapter 1  Becoming a Professional School Counselor: Current Perspectives, Historical Roots, and Future Challenges  1
Bradley T. Erford

On Becoming a Professional School Counselor: Your Destiny  1
The Rise of Professional School Counseling in the United States  2
The Role of the Professional School Counselor in the 1920s, 1930s, and 1940s  4
   Student Personnel Administration  4
   Psychologists, Working as Researchers and Clinicians  5
   Personnel Work in Industry  5
   Social Work  5
   Mental Health and Psychiatry  5
   Guidance as the Personalization of Education  6
   Guidance as the Integration of Education  6
   Guidance as the Coordination of Student Personnel Services  6
School Counseling Comes into Its Own: The 1950s and 1960s  7
   The Great Society Legislation of the 1960s  9
The Years of Consolidation and Refinement: The 1970s and Beyond  9
   Multicultural Diversity  10
   The Latter Decades of the 20th Century  11
Continuing and Future Issues for the School Counseling Profession  15
Traditional and Emerging Practices  20
   Realizations Guiding the Transformation of the Professional School Counselor  20
Living the Transformed Role  24
   Summary/Conclusion  25
   Activities  25

Chapter 2  The ASCA National Model: Developing a Comprehensive, Developmental School Counseling Program  26
Bradley T. Erford

The ASCA Mindsets and Behaviors and National Model  26
Themes of the ASCA National Model  27
Foundation  27
Delivery  30
   School Counseling Core Curriculum  30
   Individual Student Planning  31
   Responsive Services  31
   Indirect Student Services  32
Management 33
  Annual Agreement 33
  Advisory Council 33
  Use of Data, School Program Data, and Program Results Data 34
  Action and Lesson Plans 34
  Calendars 34
  Assessments: School Counselor Competencies, Program Assessment, and Use of Time 36

Accountability System 37

Roles of Other School Personnel in the Comprehensive School Counseling Program 39
  Teachers 39
  Resource Teachers 39
  Principals and Assistant Principals 39
  School Psychologists 40
  School Social Workers (Visiting Teachers, Pupil Personnel Workers) 40
  School Nurses 40
  Secretaries (Administrative Assistants) 40
  Summary/Conclusion 40
  Activities 41

Chapter 3 Transformational Thinking in Today’s Schools 42

  Patricia J. Martin

School: The Primary Workplace for School Counselors 42
  The Context of Professional School Counseling 42

Four Forces Driving Change in Schools 43
  Inequities in the Educational System 43
  Changes in the Nation’s Demographics and School Populations 44
  Changes in the Economy and the Workplace 45
  Major Changes in Education Public Policy 46

Education Reform 49
  The College and Career Readiness Policy and School Reform 49
  Policies That Promote College-Level Rigor for All Students Drive Changes in School Counselor Practice 50

Transforming the School Counseling Profession 52
  School Reforms Prompt the Transforming School Counseling Movement 52
  The Transforming School Counseling Initiative: The Education Trust, Inc. 52
  National Standards for School Counseling Programs 53
  The ASCA National Model: A Framework for School Counseling Programs 55
  The Reach Higher Initiative 55

Impact of Change on School Counselor Practice 56
  Accountability in School Counselor Practice 56
  Advocacy in School Counseling Practice 58
  National Guidance for Transformed School Counseling Functions 59

A Call for Change in School Counselor Preparation Programs 60
### Contents

<table>
<thead>
<tr>
<th>Chapter 4</th>
<th>Systemic, Data-Driven School Counseling Practice and Programming for Equity</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vivian V. Lee and Gary E. Goodnough</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implementing the New Vision of School Counseling</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Program Vision—Commitment to Social Justice</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Equity—A Working Definition</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Program Structure—Making a Paradigm Shift to Systems</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Understanding Systems in School Counseling</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Integrated Educational and School Counseling Programs</td>
<td>72</td>
</tr>
<tr>
<td></td>
<td>Outcomes/Results</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>District and School Policies</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Understanding the Role of Data</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Data Skills</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Measuring Progress toward Access, Attainment, and Achievement Data</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Systemic Assessment</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Data-Driven Goals</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Planning the School Counseling Program</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Strategic Planning and Program Development</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>The Program Calendar</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>Implementation at Multiple Levels of Programmatic Intervention</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Individual Level of Intervention</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Group Level of Intervention</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Classroom Level of Intervention</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Grade Level of Intervention</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>School Level of Intervention</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>School District Level of Intervention</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Family Level of Intervention</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Community Level of Intervention</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Evaluating the Systemic, Data-Driven School Counseling Program</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Summary/Conclusion</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Activities</td>
<td>93</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 5</th>
<th>Accountability: Assessing Needs, Determining Outcomes, and Evaluating Programs</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bradley T. Erford</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accountability in School Counseling</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Needs Assessment</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Data-Driven Needs Assessments</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Perceptions-Based Needs Assessments</td>
<td>98</td>
</tr>
</tbody>
</table>
Chapter 6  Outcome Research on Evidence-Based School Counseling Interventions and Programs  131
Bradley T. Erford

Outcome Research in School Counseling  131
Is School Counseling Effective?  132
Which Students Benefit from School Counseling Interventions?  133
What Are the Effective Methods for Delivering School Counseling Programs?  134
School Counseling Core Curriculum  134
Individual Student Planning  137
Responsive Services  137
Does a Fully Implemented School Counseling Program Make a Difference?  142
Summary/Conclusion  143
Activities  144

Chapter 7  Ethical, Legal, and Professional Issues in School Counseling  145
Lynn Linde

Professional Associations and Credentialing Organizations  145
Ethical Standards and Laws  146
ACA Code of Ethics  147
The Practice of Internet or Technology-Assisted Distance Counseling  151
ASCA Ethical Standards for School Counselors  153
Decision Making Using Ethical Standards  154
Other Sources of Information and Guidance  155
The Court System  155
Statutory Law  156
State and Local Agencies  156
Making Decisions  157
Additional Legal Considerations  159
Professional Competence  159
Contents  xix

"Can I Be Sued?" and "What Is Malpractice?"  160
Subpoenas  161
Confidentiality  161
Limits to Confidentiality  162
Confidentiality and Privileged Communication  163
Minor Consent Laws  164
Records and Personal Notes  165
Educational Records  165
Personal Notes  167
The Health Insurance Portability and Accountability Act of 1996  167
Child Abuse  168
Suicide  168
Summary/Conclusion  171
Activities  171

Chapter 8 Culturally Competent School Counselors: Affirming Diversity by Challenging Oppression  172

Bradley T. Erford

Multicultural and Anti-Oppression Terminology  175
Multicultural and Social Justice Counseling  177
Multicultural Competence  178
The Need for Culturally Competent School Counselors  178
Integrating Multicultural and Anti-Oppression Topics in School Counseling Programs  179
Empowerment-Focused Interventions  180
Individual Counseling  180
Group Counseling  181
Consultation  181
Assessment  181
School Counseling Core Curriculum Lessons  182
School Counseling Program Coordination  182
Data Collection and Sharing  183
Increasing Professional School Counselors' Multicultural Competence  186
Investigate One's Own Cultural, Racial, and Ethnic Heritage  186
Attend Workshops, Seminars, and Conferences on Multicultural and Diversity Issues  186
Join Counseling Organizations Focused on Cultural and Social Justice Equity Competencies  186
Read Literature Written by Culturally Diverse Authors  186
Become Familiar with Multicultural Education Literature  186
Professional School Counselor Multicultural Competence Checklist  187
Practice Cases  187
Summary/Conclusion  188
Activities  189
Chapter 9  Leadership and Advocacy for Every Student’s Achievement and Opportunity  190
Bradley T. Erford

Professional School Counselors: Leading and Advocating  190
Professional School Counselors as Leaders  192
Research in School Counseling Leadership Practices  193
Leadership in Professional School Counseling Organizations at Local, State, and National Levels  195
Professional School Counselors as Advocates  195
Challenging Barriers to Achievement and Opportunity  196
Advocacy in Transformed School Counseling Programs  197
Applying Advocacy Competencies in Schools  197
Empowering Students with Achievement and Opportunity Competencies  199
Empowering Parents and Guardians with Achievement and Opportunity Advocacy Skills  200
Empowering Educators with Achievement and Opportunity Advocacy Skills  202
Empowering School Systems for Achievement and Opportunity Advocacy  203
Empowering Community Stakeholders for Achievement and Opportunity Advocacy  205
Publicizing School Counseling Program Achievement and Opportunity Advocacy Outcomes  206
From Status Quo Gatekeepers to Systemic Change Advocates and Leaders  207
Savvy School Counselors Publicize Achievement and Opportunity Gap Outcomes  208
Summary/Conclusion  209
Activities  210

Chapter 10  Implementing the Developmental School Counseling Core Curriculum in the Classroom  211
Rachelle Pérusse, Jennifer Parzych, and Bradley T. Erford

The Scope and Responsibility of the School Counselor  211
The Effect of Core Curriculum Classroom Instruction on Student Development  212
The Role of the Professional School Counselor in Delivering the Core Curriculum  214
Setting Up and Managing a Classroom Environment  215
Arranging the Classroom  215
Working with the Classroom Teacher’s Rules  216
Preventing Discipline Issues in the Classroom  216
Managing Disruptive Behaviors as a Counselor in the Classroom  217
Crafting a Curriculum  217
Creating Units and Lessons  220
Scope and Sequence  220
Conceptualizing a Unit  220
Learning Considerations for Planning Units and Lessons  221
Learning Objectives  222
Chapter 11 Academic K–12 Development and Planning for College and Career Readiness 232
Bradley T. Erford

Academic and Career Planning in the Modern Era 232
Who Are the Underserved in U.S. K–12 Education? 232
What Key Organizations and Frameworks in Career and College Readiness Are Helping Professional School Counselors as Systemic Change Agents? 233
What Key Assessment and Learning Tools Do School Counselors Use in Collaboration with Other Educators to Strengthen Academic Preparation in Schools? 235
What Is College and Career Readiness? 237
What Are the Data? 237
What Is Equity in College and Career Readiness Academic Outcomes? 244
How Can Professional School Counselors Lead and Advocate Systemic Change for College and Career Readiness in School Counseling Programs? 245
NOSCA’s Eight Components of College and Career Readiness Counseling 245
What Are Academic Planning and Development? 245
What Is K–12 Academic Development? 246
What Are the School Counselor’s Roles and Responsibilities in Academic Planning and Development? 247
How Does the Professional School Counselor Collaborate Effectively with Teachers, Administrators, and Parents/Guardians in Academic Development for Students? 247
What Are the Critical Interventions? 248
Summary/Conclusion 248
Activities 249

Chapter 12 Promoting Career and Individual Planning in Schools 250
Spencer G. Niles and Bradley T. Erford

The Tradition of Career-Planning Interventions in Schools 250
Career and Educational Planning Today 250
Implementing Systematic and Well-Coordinated Career-Planning Programs 252
Career Assessment 253
Career and Educational Planning in Elementary School 255
Career and Educational Planning in Middle or Junior High School 258
Career and Educational Planning in High School 261
Multicultural Implications of Career Planning 265
Developing Life-Role Readiness and Salience 265
Summary/Conclusion 268
Activities 268
**Chapter 13  Counseling Individuals and Groups in School  269**

Bradley T. Erford

Individual Counseling in Schools  269
Developmental Considerations  271
  Early Childhood  271
  Middle Childhood  272
  Adolescence  273
A Counseling Model for Children and Adolescents  273
  Building a Therapeutic Alliance  273
  Assessing Specific Counseling Needs  275
  Designing and Implementing Interventions  277
  Conducting Outcome Evaluation and Termination  278
  Solution-Focused Brief Counseling  279
  Reality Therapy/Choice Theory  281
Group Counseling in Schools  282
  Types of Groups  283
  Setting Up Groups in Schools  285
  Conducting Group Work  288
  Summary/Conclusion  291
  Activities  292
  Helping Lab Videos  292

**Chapter 14  Consultation, Collaboration, and Encouraging Parent Involvement  293**

Bradley T. Erford

The Counselor as Consultant: Case Examples  293
Consultation Models  294
  The Triadic-Dependent Model: Traditional Expert-Directed Consultation  294
  The Collaborative-Dependent Model: Partnership and Problem Solving  298
  The Collaborative-Interdependent Model: Addressing Issues with Multiple Causes Across Multiple Contexts  299
Systems-Level Consultation Process  303
  Step 1: Enter the System  303
  Step 2: Join the System  304
  Step 3: Initiate Problem Solving  305
  Step 4: Frame Change  306
  Step 5: Evaluate Change  307
  Step 6: Facilitate Closure  307
School Consultation and Collaboration with Diverse Populations  307
Collaborative Consultation: Reaching Out to the Broader Community  308
Encouraging Parent/Guardian Collaboration in Their Children’s Educational Experiences  309
School Outreach and Changing Family Needs  310
Chapter 15 Systemic Approaches to Counseling Students Experiencing Complex and Specialized Problems 316

Bradley T. Erford, Vivian E. Lee, and Elana Rock

The Changing Needs of Students and Families 316
Resiliency: Focusing on What’s Right, Rather than What’s Wrong 317
Identifying and Categorizing Students with Complex Problems 318
Systemic Approaches to Working with Students Experiencing Complex Problems 319
System Failures: Who Is to Blame? 320
Why Haven’t Needs of Students Experiencing Complex Problems Been Addressed? 320
Working with Youth with Complex Problems 321
Responding to Crisis Situations 321
Suicide 324
Violence and Threat Assessment 326
Substance Abuse 327
Grief Work and Children from Changing Families 330
Dropout Prevention 333
Conflict Resolution and Peer Mediation Program Development 336
Effective Systemic Intervention for Students with Complex Problems 338
Summary/Conclusion 340
Activities 340

Chapter 16 The Professional School Counselor and Students with Disabilities 341

Elana Rock and Erin H. Leff

Improving Outcomes for Students with Disabilities 341
Serving Students with Disabilities 342
Federal Legislation 343
Individuals with Disabilities Education Improvement Act 344
Section 504 and the Americans with Disabilities Act 351
Family Educational Rights and Privacy Act (FERPA) 352
Related Services for Students with Disabilities Under the IDEA and Section 504 353
Counseling Services 353
Parent/Guardian Counseling and Training 353
Rehabilitation Counseling Services 354
Transition Services Under the IDEA 355
Providing Services to Support Students with Disabilities 355
Developing and Using Response to Intervention 355
Multidisciplinary Team Responsibilities 358
Provision of Direct Services to Children with Disabilities 368
Individualized Transition Program Planning 371
Secondary Transition Programming 372
Chapter 17  Helping Students with Mental and Emotional Disorders  382
Bradley T. Erford

Prevalence of Mental Health Issues in Youth  382
Factors Contributing to the High Incidence of Emotional Disturbance  383
The Professional School Counselor’s Role  384
  Barriers to Providing Mental Health Services in Schools  385
  Current and Future Trends in the Way Services Are Provided  385
What Professional School Counselors Need to Know About Mental and Emotional Disorders  386
  Diagnosis and Treatment Planning  387
Neurodevelopmental Disorders: Disorders Ordinarily First Diagnosed in School-Age Children or Adolescents  387
  Intellectual Developmental Disorder  387
  Specific Learning, Motor, and Communication Disorders  389
  Autism Spectrum Disorders  390
  Attention-Deficit/Hyperactivity Disorder  391
  Tic Disorders  393
Disruptive, Impulse-Control, and Conduct Disorders  393
Feeding and Eating Disorders in Children and Adolescents  395
Elimination Disorders: Encopresis and Enuresis  397
Depressive Disorders  397
Substance-Related and Addictive Disorders  398
Schizophrenia Spectrum and Other Psychotic Disorders  400
Obsessive-Compulsive Disorder  400
Trauma and Stressor-Related Disorders  401
  Reactive Attachment Disorder  401
  Posttraumatic Stress Disorder  401
  Adjustment Disorders  403
Anxiety Disorders  403
  Separation Anxiety Disorder  403
  Generalized Anxiety Disorder  404
  Summary/Conclusion  405
  Activities  405

References  407
Name Index  423
Subject Index  427