

THIRD EDITION

# The Transformed School Counselor

**Carolyn Bishop Stone**

*University of North Florida*

**Carol A. Dahir**

*New York Institute of Technology*



---

Australia • Brazil • Mexico • Singapore • United Kingdom • United States

# CONTENTS

PREFACE xii

## **1 Working in Today's Schools 1**

- Education in the United States: The School Improvement Agenda 3
  - Improving the Nation's Education Outcomes 5
  - The Challenges 5
- School Counseling: Moving Forward with the Times 8
- Defining the Role of School Counseling in 21st-Century Schools 11
  - Transforming School Counseling 13
- School Counselors Acting as Agents of Change 15
- Issues Affecting Today's Schools 16
  - Pressures from the Global Economy 16
  - The Power of Technology 17
  - Swings and Shifts in Societal Issues and Values 18
- School Counseling Programs: Essential to Every Student's Education 19
  - Advancing the Academic Agenda 19
  - Leaders and Advocates for School Improvement 21
  - Partners in Educational Excellence 21
- Comprehensive School Counseling Programs 22
- Tech Tools 25
- Looking Back: Salient Points 27

## **2 Counseling Theory in Schools 30**

- Counseling in the Complex World of Schools 32
- Defining Counseling 33
- Counseling Students: Purpose and Limitations 34

Theoretical Underpinnings of Counseling	34
The Gestalt Approach	35
The Person-Centered Approach	37
The Individual Psychology Approach	38
The Behavioral Approach	40
The Reality Therapy Approach	42
The Rational Emotive Behavior Therapy (REBT) Approach	43
The Cognitive Behavior Approach	47
The Existential Approach	49
Motivational Interviewing	50
Solution-Focused Counseling	53
Choosing a Theoretical Approach	55
The Practice of Counseling Skills and Techniques	55
Establishing a Relationship	55
Setting the Tone in a Counseling Session	56
Exploring the Issues	57
Setting Goals	58
Transitioning to Independence	58
The Challenge of Counseling Individuals and Groups in Schools	59
Tech Tools	60
Internet Resources	60
Looking Back: Salient Points	62

### **3 Counseling Practice in Schools 65**

The Applications of Counseling in Schools	67
The Many Dimensions of the School Counselor's Role	70
Identifying Needs: Designing Interventions	73
Individual Counseling	74
Group Counseling	75
School Counseling Core Curriculum	76
Core Curriculum State Standards	77
School-Based Advisory Programs	77
Applications of Assessment and Testing	80
Looking at Learning Styles	85
The Importance of Understanding Student Development	88
Developing Helping "Skills" with Teachers	89
Student Development and Resilience	89
Acquiring the Developmental Assets	91
Tech Tools	94
Looking Back: Salient Points	97

### **4 School Counselors as Leaders 100**

Collaborative Leadership for the 21st-Century School	101
School Counselors as Collaborative Leaders	103

Leadership as a Mindset	104
Personal/Social Consciousness Skills and Leadership	104
Principals as Partners	105
School Counselors and Power	107
School Counselors Developing Leadership Skills	109
Self-Awareness	110
Facilitative Communication	110
Team Development	113
Staff Development	114
The Impact of the School Counselor as Leader	114
Improving School Climates	114
Successful Instructional Programs	115
Developing High Aspirations in Students	116
Course Enrollment and Tracking Patterns	118
Leadership: Rewarding but Challenging	118
Tech Tools	119
Looking Back: Salient Points	121

## **5 School Counselors as Advocates 124**

The Role of Social Advocacy in School Counseling	125
The School Counselor as an Advocate	126
Closing the Information, Opportunity, and Expectation Gaps	127
Empowerment	128
Characteristics of an Effective Advocate	129
The Ethics of Advocacy	131
The Impact of Advocacy on School and Community	133
Advocating for Change within Schools	133
Advocating for Social Action in the Wider Context of Community	137
Advocacy Skills	138
Use of Technology for Advocacy	138
Advocacy through Staff Development	141
Recommended Steps When Advocating for Change	141
Guiding Principles of Effective Advocacy	143
Tech Tools	144
Looking Back: Salient Points	146

## **6 Legal and Ethical Issues for School Counselors 149**

Professional Ethics	150
Ethics, the Law, and Administrative Hearings	151
An Ethical Decision-Making Model	153
The Complications of Confidentiality in the Context of Schools	155
Students' Rights and Responsibilities	157
Parents' Rights and Responsibilities	157

Community Standards and School Board Policy	157
Confidentiality and Privileged Communication	158
Confidentiality and Informed Consent	158
Group Work in Schools	160
Working through Case Studies	160
Counselors' Case Notes or Sole Possession Records	161
Rights for Noncustodial Parents	162
Negligence and Malpractice Involving Suicide	163
Letters of Recommendation	164
Negligence in Academic Advising	165
Negligence in Abortion Counseling	166
Sexual Harassment	169
Child Abuse Reporting	172
Values of Counselors, School District and School Level Administrators	173
Falsifying Educational Records	176
Tech Tools	178
Looking Back: Salient Points	180
<b>7 Implementing the ASCA National Model</b>	<b>183</b>
Moving the Profession Forward	185
Legitimizing School Counseling	186
Bringing School Counseling into the 21st Century	187
Why National Standards for School Counseling Programs?	188
Key Areas of Student Development	188
ASCA Mindsets and Behaviors for Student Success	189
Domains	190
Student Competencies	191
The Evolution of the ASCA National Model: One Vision, One Voice	192
Comprehensive School Counseling	192
The Developmental Approach	193
The Results-Based Approach	193
Understanding the ASCA National Model	194
Working from a Program Perspective	196
Looking at the Four Components of the ASCA National Model	198
The Foundation System	198
The Delivery System	199
The Management System	204
The Accountability System	210
The Transformed School Counselor's Knowledge and Skills	213
Meeting the Challenges of School Improvement	214
Tech Tools	217
Internet Resources	217
Looking Back: Salient Points	220

**8 Accountability and Data-Driven Decision Making 223**

- Accountability: Success, Not Survival 224
  - History of School Counselor Accountability 226
- The American School Counselor Association (ASCA) National Model and Accountability 226
  - Process, Perception, and Outcome Data 227
- Accountability Supports Advocacy and Equity 230
- Building a Data-Driven School Counseling Program 231
  - Start with the Data 231
  - Barriers to Data Use 232
  - School Counselors Who Have Data-Driven Programs 232
  - Critical Data Elements 237
  - Disaggregated Data 238
- The Application of MEASURE: A Six-Step Accountability Process 241
  - Step One: Mission 242
  - Step Two: Elements 242
  - Step Three: Analyze 243
  - Step Four: Stakeholders-Unite: Identify Stakeholders to Help and Unite to Develop an Action Plan 244
  - Step Five: Results/Outcomes 247
  - Step Six: Educate Others as to the Results 249
- Tech Tools 255
- Looking Back: Salient Points 257

**9 Diversity Matters 260**

- What Is Diversity? 262
- Changing Times: Changing Demographics 262
- Promoting a Social Justice Agenda 264
- The Influence of Culture on Counseling 267
  - Defining Cultural Competence 268
- Multiculturalism 270
  - Individualism and Collectivism 271
  - Multicultural Education 271
- The Profile of a Culturally Competent School 275
  - Eliminate Stereotyping 276
- A Broader View of Diversity 278
- Creating a Culturally Compatible Climate 286
  - Challenging Beliefs and Changing Behaviors 287
- Tech Tools 291
- Looking Back: Salient Points 294

**10 Working with Special Needs Students 298**

- Providing for the Educational Needs of All Students 300
- A Social Justice Agenda: Utilizing Differentiated Systems 301
  - Response to Intervention 302
  - RtI and Special Education 304
  - A Multitiered Approach 305
  - The School Counselor's Role in RtI 306
  - RtI and the ASCA National Model 308
- Positive Behavior Interventions and Supports (PBIS) 313
- Special Education 315
- Procedural Steps in Special Education Placement 318
- The Dominant Classification: Learning Disabilities 321
- The School Counselor's Role in the Special Education Identification Process 321
- Overidentification/Overrepresented Youth in Special Education 322
  - No Child Left Behind 329
  - Section 504 of the Rehabilitation Act of 1973 330
- Supporting Every Student's Right to a Quality Education 332
- Tech Tools 333
- Looking Back: Salient Points 337

**11 Creating a Safe, Supportive, and Respectful School Culture and Environment 341**

- Safe and Supportive Learning Environments 342
- The Challenge for Educators 345
  - School Violence Defined 346
  - The Etiology of School Violence 353
- School Counselors: Committed to Safe and Supportive Schools 357
  - Characteristics and Actions of Successful Programs 359
  - Conflict Resolution and Peer Mediation: Positive Behavior Alternatives 360
  - Steps to Developing a Peer Mediation Program 361
  - A Climate of RESPECT 362
- Programs of Promise 371
  - Character Matters 371
- School Counselors: Taking the Next Steps 373
- Tech Tools 374
- Looking Back: Salient Points 377

## **12 School Counselors as Consultants 381**

- The Effectiveness of Consultation in the Schools 382
  - Consultation as a Powerful Tool 384
  - Consultation as an Effective Use of Time 384
  - The Consultant as Facilitator 385
- Consulting with Teachers 386
  - PREPARE for Effective Consultation with Teachers 387
- Consulting with Parents 391
  - PARTNER for Effective Consultation with Parents 392
- The Four Ds of the Action Plan 395
- Application of the Four Ds in the Case of Susan 396
  - Data Gathering in the Case of Susan 396
  - Devising the Action Plan in the Case of Susan 403
  - Delivering the Action Plan in the Case of Susan 405
  - Debriefing in the Case of Susan 405
- Response to Intervention and Special Education (SE) 405
- Parent Education 408
- Tech Tools 408
- Looking Back: Salient Points 410

## **13 School Counselors as Coordinators, Collaborators, and Managers of Resources 414**

- Coordination, Collaboration, and Management of Resources 416
  - Coordination 417
  - Setting Priorities 418
  - Time Management 419
- Getting Organized 419
  - Planning 419
  - Designing 419
  - Implementing and Evaluating 420
- Collaboration and Management of Resources 420
  - Collaboration 420
  - Management of Resources 421
- CASTT a Wider Net 422
  - CASTT a Wider Net in the Community 422
  - CASTT a Wider Net with Administrators 426
  - CASTT a Wider Net with Students 427
  - CASTT a Wider Net with Teachers and Other Staff Members 428
  - CASTT a Wider Net with Technology 430
- Barriers to Collaboration and Management of Resources 431
- Collegiality: Taking Collaboration to a Higher Level 432



Application of CASTT in Building a Safe and Respectful School Climate 433  
Tech Tools 435  
Looking Back: Salient Points 438

**14 All Students College and Career Ready 441**

Succeeding in the Global Environment 443  
Connecting Education and Earnings 444  
Career Counseling: Theoretical Underpinnings 451  
School Counselors: Critical Players in Career Development 453  
Career Decision Influencers 456  
    Parents/Guardians 456  
    Educators 457  
    Peers 458  
What Is College and Career Readiness? 458  
    The Four Keys to College and Career Readiness 458  
Career Development Is Everyone's Responsibility 462  
Connecting to Standards and Competencies 464  
    The National Career Development Guidelines 464  
    The ASCA National Model and Career Development 465  
All Students College and Career Ready 466  
    Equity and Access 466  
The School Counselor Commitment to College and Career Readiness Counseling 469  
Tech Tools 470  
    Internet Resources 472  
Looking Back: Salient Points 474

**15 Transitioning into the Field of School Counseling 478**

Envisioning Your Future 480  
Planning for Your Success 481  
    Learning about the Home and Community Environment 481  
    Learning about the School Environment 482  
Heading Toward Success 484  
    Organizing Your Physical Environment 484  
    Organizing Your Time 484  
    Organizing Your Resources 485  
    Organizing Your Data Sources 485  
    Organizing Your Support System 485  
Ensuring Your Success 485  
    Professional Development 486  
    Management Agreement 486

Practicing Wellness	486
Professional Comportment	487
Maintaining Your Professional Commitments	488
Laying the Foundation for Your School Counseling Program	490
Vision and Mission Statements	490
Building a Belief System	490
Building Your Team	491
Making the Shift to a Comprehensive, Transformed School Counseling Program	492
One Year Later: Envisioning Your Transformed School Counseling Program	493
A Closing Word from the Authors	494
Tech Tools	495
Looking Back: Salient Points	498
REFERENCES	500
NAME INDEX	520
SUBJECT INDEX	527