



SCHOOL COUNSELING RESEARCH & PRACTICE

A JOURNAL OF THE ARIZONA SCHOOL COUNSELORS'
ASSOCIATION, INCORPORATED

VOLUME 3, 2011

EDITED BY

Joyce A. DeVoss & Susan B. Stillman



SCHOOL COUNSELING RESEARCH & PRACTICE

A JOURNAL OF THE ARIZONA SCHOOL COUNSELORS'
ASSOCIATION, INCORPORATED

VOLUME 3, 2011

EDITED BY

Joyce A. DeVoss & Susan B. Stillman

SCHOOL COUNSELING RESEARCH & PRACTICE

VOLUME 3, 2011

CO-EDITORS

Joyce A. DeVoss & Susan B. Stillman

EDITORIAL BOARD

Lia Falco

Thom Hughart

Patricia Young

LAYOUT

Michael Rose

SCHOOL COUNSELING RESEARCH AND PRACTICE IS A JOURNAL PUBLISHED BY THE ARIZONA SCHOOL COUNSELORS ASSOCIATION, INC. ISSUES OF THE JOURNAL WILL BE MADE AVAILABLE TO THE THREE STATE UNIVERSITY LIBRARIES AS WELL AS WITH THE ARIZONA SCHOOL COUNSELORS ASSOCIATION, INC. MEMBERSHIP IN THE ARIZONA SCHOOL COUNSELORS ASSOCIATION, INCORPORATED INCLUDES A SUBSCRIPTION TO THE JOURNAL AND MANY OTHER BENEFITS. FOR MEMBERSHIP INFORMATION GO TO WWW.AZSCA.ORG

SCHOOL COUNSELING RESEARCH & PRACTICE

VOLUME 3, 2011
THIRD EDITION

CONTENTS:

The Professional School Counselor’s Role as Change Agent in School Discipline	7
Patricia B. Kyle and Joyce A. DeVoss	
Why Groups? The Importance of Group Counseling in Schools	17
Lia D. Falco	
Theory to Practice: School Counseling Student Reflections on Internship Experiences	25
Gayle M. Cicero, Susan B. Stillman, Joyce A. DeVoss, Cece Alday, Amy G. Carroll, Kelly Nagashima, Janine Welch and Emily Welty	
Career Development for All Students: School Counselor Advocacy with Undocumented Immigrant Youth.	35
Cassandra A. Storlie	
View from the Field	43
School Counseling Interns compare their experiences using the American School Counseling National Model as a Guide	
Erin Camden, Lisa Mc Morrow, and Ashlee O’Neal	
Call for Manuscripts.. . . .	45

THE PROFESSIONAL SCHOOL COUNSELOR'S ROLE AS CHANGE AGENT IN SCHOOL

DISCIPLINE

PATRICIA B. KYLE, PH.D.
SOUTHERN OREGON UNIVERSITY

JOYCE A. DeVOSS, PH.D.
NORTHERN ARIZONA UNIVERSITY

Patricia B. Kyle is an associate professor at Southern Oregon University. Correspondence concerning this article should be sent to the author at: kylep@sou.edu

Joyce DeVoss is an associate professor at Northern Arizona University.

Key words: school counselor roles, school discipline plan, classroom discipline.

ABSTRACT

The roles for professional school counselors delineated by the ASCA Model provide avenues for school counselors to be key resources for school staff and administrators involved in the discipline process—not as disciplinarians—but as vital change agents. School counselor expertise in discipline and behavior management strategies can permeate ASCA-aligned school counselor activities including consultation, professional development, classroom guidance activities, and individual student plans. Professional school counselors can advocate for approaches to school and classroom discipline that not only will have a positive impact upon the social-emotional well-being of all students and teachers, but will also be a force towards school success for all students. The authors utilize an Adlerian theoretical perspective in describing practical strategies for maximizing school counselor effectiveness as consultant and change agent regarding school discipline and classroom management. Research supports involvement for school counselors in the school discipline plan with positive outcomes.

THE PROFESSIONAL SCHOOL COUNSELOR'S ROLE AS CHANGE AGENT IN SCHOOL

Discipline

School counselor roles and responsibilities have evolved since the start of the guidance movement at the beginning of the 20th century with pioneers such as Dr. Eli Weaver, Jesse B. Davis and Fran Parsons (Studer, 2005). Even in the 21st century, with the development of the American School Counselor Association National Model (ASCA, 2005), appropriate and inappropriate roles of the professional school counselor (PSC) have not always been clearly delineated. In a discussion regarding PSCs and school discipline, Baker (2008) noted that many students become anxious when they are called to a professional school counselor's (PSC) office because they are concerned about being in trouble. He explained that some PSCs have responsibilities concerning school discipline and that others do not.

Typically, student discipline is the function of administration in K–12 schools. When counselors function as disciplinarians, their ability to establish encouraging counseling relationships with students could be compromised. The ASCA Position (2007) promoted “the use of the school counselor as a resource person with expertise in the area of discipline plans”, but affirms that “the professional school counselor is not a disciplinarian” (p. 1). Lieberman (2004) attested that when school counselors are assigned by school leaders as school disciplinarians, it decreases their effectiveness and impact upon the school. Therefore, professional school counselors should not be disciplinarians. However, school counselors could play a vital role in the discipline plan in schools (Gysbers & Henderson, 2012). PSCs are in a unique position to help teachers create a paradigm shift in discipline toward approaches that promote student self-responsibility and a productive learning environment

that promotes academic success for all students. Classroom management and discipline are the school factors that have the largest impact upon academic achievement (Marzano & Marzano, 2003). Clark and Amatea (2004) indicated that a great deal of teacher energy is dissipated through dealing with discipline problems. Teachers and students benefit from the support offered by school counselors in this area.

The ASCA National Model calls for professional school counselors to be leaders of systemic change in their schools (Dahir, Burnham, Stone, 2009). Many students' lack of success in schools are rooted in teacher-student conflicts that require skilled classroom discipline and management strategies. Teachers identify skill in classroom discipline and management as an area of great need (Marzano & Marzano, 2003). PSCs who develop skills in student behavior management and discipline can assist teachers and other school personnel with challenging student behavior and can also facilitate systemic change in the school. In 2007, ASCA adopted the position that "disruptive student behavior is one of the most serious, ongoing problems confronting school systems today" and that it is the role of the PSCs "to help create effective behavior change focused on positive healthy behaviors" (p.1). Furthermore, Eschenauer and Chen-Hayes (2005) asserted that PSCs need to be involved in helping students to learn new behaviors.

The comprehensive, developmental approach as articulated by Gysbers and Henderson (2012) and the ASCA National Model (2005) that was built on that foundation further address the important role of school counselors in school discipline. Gysbers and Henderson stressed the heavy reliance on guidance content in effective school discipline programs. Brigman and Campbell (2003) discovered that PSCs' activities of leading groups and conducting classroom guidance had a positive impact on both student behaviors and on academic achievement. The ASCA Model has created several avenues in which the school counselor can serve as a catalyst towards a discipline paradigm shift using tools that are very familiar to professional school counselors: consultation, professional development, classroom guidance activities and individual student planning. Furthermore, implementing a data-driven counseling program in concert with these defined roles strengthens the credibility of the program and of the

school counselor's critical role in transforming discipline practices in schools. Counselors can advocate for discipline practices that are proactive, respectful, and meet the needs of all students.

EVOLVING SCHOOL COUNSELOR ROLES IN SCHOOL DISCIPLINE

A comprehensive, developmental approach to school counseling requires the PSC to be a support person for the entire educational process. Influence on the school discipline program is an integral part of the school counselor's systemic focus and system's change agenda in the educational process. Perrusse, Goodnough, Donegan and Jones (2004) stressed that PSCs need to move towards being change agents in the educational process. Beale (2004) noted that PSCs who are implementing the ASCA Model in their schools are an important part of the movement toward school improvement. Teachers most frequently come to school counselors with a question such as, "What do I do with this student who is acting up? Help me!" PSCs can insure that their training equips them with practical strategies to help teachers and a process for implementing the strategies as part of an effective, systematic approach to discipline. PSCs can also impact the school-wide discipline approach in providing professional development activities. PSCs can provide professional development trainings to disseminate practical strategies that are aligned with counseling goals. PSCs can also utilize those strategies during future consultation interactions with the teachers.

CONSULTATION, PROFESSIONAL DEVELOPMENT, CLASSROOM GUIDANCE, INDIVIDUAL PLANNING

PSCs can influence school discipline in four areas of their ASCA Model-aligned roles. The four areas include consultation, professional development, classroom guidance and individual planning. They can share their expertise in student behavioral management through consultation and by providing relevant professional development for teachers. In addition, they can utilize classroom guidance activities to create a third important area of counselor involvement in the discipline management in schools. Rowley, Stroh, and Sink (2005) emphasized that classroom guidance lessons are a key component of the

comprehensive, developmental approach. They are the element that makes a difference in a school counseling program focusing on supporting the entire educational program rather than being separate strategies. Schlossberg, Morris, and Lieberman (2001) discovered that when school counselors utilize the developmental preventive approach in their counseling programs, they have a positive impact upon students' behavior choices and their attitudes toward school. Like teachers, PSCs are trained to effectively manage the class when conducting guidance lessons. When a teacher indicates that he or she is having difficulty with classroom discipline, the PSC who is well trained in discipline strategies has a valuable opportunity to model appropriate interactions with students, including positive discipline/management strategies for classroom teachers while they are in classrooms conducting guidance lessons. This modeling improves the likelihood of better future teacher-student interactions.

Individual planning is another aspect of PSCs' roles in which discipline and management tools can increase the school counselors' usefulness in developing behavior plans. McLeod (2005) urged principals to free school counselors from non-counseling roles to form leadership partnerships to positively impact student academic achievement.

CONSULTATION AND DISCIPLINE

PSCs can influence school discipline in a positive and collaborative way through consultation (Keys, Bemak, Carpenter, & King-Sears, 1998). PSCs find that, in spite of teachers' training in student discipline strategies, many of them find themselves considerably challenged with classroom management (Stickel, Satchwell, & Meyer, 1991; Marzano & Marzano, 2003). Those who come to the school counselor for consultation are frequently seeking additional approaches to supplement their training in addressing misbehaving students. This expressed need validates the importance of incorporating discipline strategies into counseling programs. Demanchick, Rangan, and Douthit (2006) posited that the multiple roles of school counselors delineated in the ASCA Model could help school counselors be effective in dealing with children with conduct disorders. The multi-systemic influences for PSCs encompassed by the ASCA Model provide a comprehensive structure for helping these behavior challenged students. PSCs

consult and collaborate with teachers to address serious behavior problems. These roles of consultant and collaborator are incorporated within the ASCA Model.

Adlerian psychology offers easy to learn and implement approaches to student discipline that PSCs can integrate into their consultant role. Lemberger and Nash (2008) discovered that Adlerian Psychology is a good fit with the goals of PSCs who are implementing the ASCA Model. Adlerians offer insight into the children's motivation for misbehavior, which can include one or all of the following: attention, power, revenge and/or display of inadequacy (Dreikurs, Grunwald, & Pepper, 1998, Albert et al., 2003). Adlerian intervention principles include: viewing children holistically, helping them to feel important by learning how they can contribute, a focus on social interest instead of self interest, appreciating the value of cooperation instead of competition and the power of encouragement (Albert et al., 2003; Bettner & Lew, 1998) One example of an Adlerian approach is the Action Plan Process. The Action Plan Process (adapted from Cooperative Discipline, 2003) can be very useful in consultation with teachers.

THE ACTION PLAN PROCESS OUTLINED

First, describe the misbehavior specifically. Then, identify or diagnose the type or goal of misbehavior. The next step is to select an intervention strategy most effective with that misbehavior. Following that, choose some encouragement techniques that can redirect the misbehavior. An important additional component of the approach is to involve parents as partners in the process. The PSC, the teacher, and parent work together modeling collaboration through the action plan process to come up with solutions to misbehavior. This kind of parent/teacher/counselor collaboration not only helps with the immediate situation, but also has the side benefit of helping the teacher and parent to deal with future discipline problems. As suggested by Stickel, Satchwell, and Meyer (1991), PSCs as consultants can also guide parents and teachers towards preventive approaches to discipline. "School counselors are encouraged to embrace a consultation approach aimed at prevention for all students" (Van Velsor, 2009, p. 13). This is consistent with the recommended role for PSCs in Gysbers' (2004) comprehensive, developmental approach to school guidance.

DISCIPLINE APPROACHES AS A TOPIC FOR TEACHER PROFESSIONAL DEVELOPMENT

The ASCA National Model (2005) includes the provision of professional development to teachers as a component of systems support. PSCs who offer teacher professional development workshops on approaches to discipline build a strong learning community as a supportive environment for the comprehensive, developmental counseling program. Benschoff, Poidevant, and Cashwell (1994) recommended that school counselors take a more active role in educating teachers about discipline and, thereby, promote the social/emotional development of students at the systems level. White and Kelly (2010) reported that providing professional development to teachers about effective discipline and management strategies not only impacts students' success in school, but also prevents students from dropping out of school.

When school counselors provide professional development to their schools on the topic of effective discipline, they foster the empowerment of the teachers. A common language is developed. Practical, positive corrective strategies can be discussed and practiced. The professional development not only sends the teachers away feeling more confident about dealing with misbehavior, but also supports the counselor's consultation role. The counselor can follow through with supporting specific applications of the learned material in individual or team consultation.

The PSC can help get the school year off to a good start by offering a two credit class for the teachers, during the first few weeks of school, two to three days a week at the school, right after students are dismissed. The credit and the convenience are likely to be greatly appreciated by the teachers, and teacher participation is likely to be high. Credit can be arranged through the continuing education department of the nearest college or university by submitting a course outline. The following are some sample learning objectives that have been used for this type of professional development. Teachers who attend the professional development will be able to:

- Describe strategies that promote self-responsibility in students.
- Apply techniques for taking objective action in order to deal with misbehaving students in their classes.

- Practice strategies for intervening effectively at the moment of misbehavior with attention, power, revenge and avoidance of failure misbehaviors.
- Learn how to resolve conflicts and to avoid and defuse confrontations.
- Generate encouragement strategies to help students feel capable, connected and contributing.
- Explore ideas to facilitate collaboration with colleagues, parents and students.

The following topics can be explored, through a variety of experiential activities, in the teacher professional development workshops (adapted from Albert et al., 2003).

RESPONSIBILITY STRATEGIES

These include a variety of responsibility strategies for K–12 students.

- Strategies That Promote Self-Responsibility in Students
- Cooperative or Democratic Discipline Styles
- Teaching Responsible Behavior
- The Message That Misbehavior Sends
- Redirecting Classroom Dynamics
- Choices
- Accepting Individual Differences
- Taking Action - The Action Plan Process
- Taking Objective Action
- Problem Solving Approach
- Types or Goals of Misbehavior in the Classroom

Taking Corrective Action

- Intervention Strategies For Attention-Getting Behaviors
- Avoiding and Defusing Confrontations
- Intervention Strategies or Power and Revenge Behaviors
- Helping Avoidance of Failure Students Feel Capable

Taking Supportive Action

- Raising Students "Capable" Level
- Relationships in the Class-Connect Strategies
- Making a Contribution to the Class

Taking Collaborative Action

- Parents as Partners in the Discipline Process
- Involving Students in Cooperative Discipline Process
- Promoting Self-Responsibility

Taking Preventive Action

- Violence Prevention
- Conflict Resolution
- Classroom Meetings
- Anger Management

DISCIPLINE CONNECTION WITH CLASSROOM GUIDANCE ACTIVITIES

The PSC's role in classroom guidance activities also greatly influences his or her consultation efforts regarding discipline and the corresponding potential for impacting the discipline paradigm in schools. Beesley (2004) found that, when classroom teachers were asked about various aspects of the comprehensive, developmental guidance model, they expressed most satisfaction with classroom guidance activities. Some of the benefits of classroom guidance activities are: establishing initial rapport with all students that is supportive of other components of a comprehensive guidance program; teaching students skills and guidance-related language that can be built upon in individual or group sessions; modeling for teachers effective interaction with students; and, observing and interacting with students with whom PSCs are working outside the classroom in their classroom setting (Kyle & Rogien, 2003).

In order to be effective at conducting classroom guidance activities, PSCs also need to be proficient in their own behavior management skills with students. PSCs are not only helping teachers when they strengthen their student discipline skills. They can be more effective in classroom guidance activities confident in classroom management and discipline. According to the ASCA Model (2005), "Although teaching experience is not required in some states, it is important for school counselors to receive training in ... classroom behavior management" (p. 16).

Classroom activities are essential for the PSC implementing a comprehensive, developmental guidance program. And, if the PSC is going to be effective in meeting the needs of all students, he or she needs to be proficient in classroom management skills.

While PSCs can be challenged in using these skills with difficult student behavior (Geltner & Clark, 2005), those who are proficient in them build credibility as a resource and serve as role models for teachers when they demonstrate best practices for dealing with classroom disruptions. This role is consistent with ASCA's Position (2007) which affirms that a PCS "serves as a model for effective classroom management skills" (p. 1). PSCs can also conduct workshops for parents, who generally appreciate learning practical discipline strategies. PSCs often hear questions from parents such as, "What do I do with this child at home?"

INDIVIDUAL STUDENT PLANNING

A PSC who is well equipped with an array of practical and positive discipline and behavior management strategies is also very likely to be effective in individual student planning where developing and reviewing behavior plans is key (DeVoss & Andrews, 2006). Boulden (2010) reported that behavior intervention support teams are a strength-based strategy for dealing with student misbehavior and that PSCs need to be part of that team. Boulden made a further point that misbehavior in the classroom not only impedes the learning of the disruptive student, but also of every student in the class. PSCs who have knowledge of an array of positive discipline strategies make valuable contributions to team-constructed student behavior plans and to a better learning environment for all students. The utilization of collaborative problem solving by a school team has been shown to be an effective approach for bringing about positive changes in classroom discipline (Greene, 2011). PSCs need to be key members of that team.

Villalba, Latus, Hamilton, and Kendrick (2005) reported that PSCs can be valuable members of school teams who develop functional behavioral assessments (FBA) for special needs student. Myers (2005) found that PSCs need to be involved in helping children with disabilities manage their behavior more effectively and helping school personnel to develop behavior management plans for them. Being a leader on positive behavioral support teams is an effective way for PSCs to implement preventative measures into their comprehensive guidance program (Curtis, Van Horne, Robertson, & Karvonen, 2010).

DATA-DRIVEN ACCOUNTABILITY SCHOOL COUNSELING PROGRAMS

Gysbers (2004) discovered that data-driven, comprehensive, developmental school counseling programs positively impact student academic achievement. He emphasized that school counseling programs need to be results-oriented and that PSCs should look to their district or building improvement plans in order to identify the results and then take action. Professional school counselors can review existing data or collect needed data about discipline referrals, detentions, incidence of fighting, and school attitudes, among others, to determine the effectiveness of their endeavors in the areas of discipline and management. Sherrod, Getch, and Ziomek-Daigle (2009) reported on the success of an academic year-long program which incorporated school-wide discipline strategies geared to lessening discipline referrals. One of the authors of this article (Kyle, 2011) reported on data collected in a counseling program that infused discipline strategies throughout the ASCA PSC role. Teacher responses to a survey indicated that 82% agreed or strongly agreed when questioned about whether the PSC-provided professional development activities with consultation follow-up helped them to feel more confident about discipline. The data also indicated an increase in students' positive attitudes towards school.

RESPONSIBILITY DISCIPLINE APPROACHES

Many of today's discipline approaches focus on developing self-responsibility in students (Albert et al., 2003). In a position statement, ASCA (2007) advocated that PSCs "help students understand the consequences of their behavior and help students learn and use more appropriate ways to act or control behavior" (p. 1). The Discipline with Dignity (2008) approach coined the expression responsibility models. PSCs can effectively integrate components from several responsibility models in order to construct an approach specifically for their school. The goal of these responsibility approaches is to teach students how to make more appropriate choices in the classroom. When teachers teach students responsible choices through effective discipline approaches, they not only deal constructively with the immediate situation, they also create a discipline program geared to positive,

long-range results. Cooperative Discipline (Albert et al., 2003); Opportunities and Options (Kyle & Rogien, 2003); Positive Discipline in the Classroom (Nelsen, Lott & Glenn, 2008); Discipline with Dignity (Curwin, Mendler & Mendler, 2008); Schools without Failure (Glasser, 2011); Consulting with Teachers (Carlson & Glasser, 2005) and Responsibility in the Classroom (Bettner & Lew, 1998) are all discipline/management approaches that have at their core building self-responsibility in students and are resources for the PSC to use in consultation, professional development, classroom guidance activities and individual student plans.

CREATING CLASSROOMS CONDUCIVE TO LEARNING

By utilizing a customized combination of responsibility approaches, PSCs can help teachers to create classrooms conducive to learning. These success-oriented classrooms can only exist in an environment that supports active involvement of students and that has self-discipline as its major goal (Kyle & Rogien, 2003). A discipline paradigm oriented toward strategies that promote self-responsibility and collaboration is essential. The PSC can offer educators practical strategies to deal effectively with misbehavior in a manner that holds students accountable for inappropriate behavior choices in their current situation, and, at the same time, facilitates self-discipline and prosocial behavior choices as students move forward into the future.

In providing consultation and professional development services to school personnel, PSCs are wise to emphasize that following through with supportive strategies is an essential part of the discipline process. Encouragement strategies become a critical ingredient to creating long lasting results, not just short-term solutions (Albert et al., 2003; Bettner & Lew, 1998). It is important for PSCs to not only focus on decreasing problems in schools, but to also incorporate a strength-based approach that can build a strong learning community and benefit all students (Galassi, Griffin, & Akos, 2008).

PSCs can help teachers to implement practical strategies that hold students accountable for inappropriate behavior, while at the same time teaching students to make appropriate behavior choices. The idea behind responsibility approaches is

that “students need to have their say, but not necessarily their way:” integrating both “voice and choice” for students are important (Kyle & Rogien, 2003, p. 11). If teachers can find some legitimate avenues of power for students in the classroom, students will not spend as much time seeking power in inappropriate ways. The teacher can be the ultimate benevolent authority, guiding the process and making sure that students are not only learning how to make appropriate choices, but are actually making appropriate choices. The teacher then follows through with encouragement strategies that help redirect the misbehavior into positive channels. Encouragement strategies are needed to help students feel capable (Albert et al., 2003; Bettner & Lew, 1995). These strategies create a sense of “I can do it”.

Students also need to feel connected. They need supportive relationships and a sense of belonging in the classroom. Each student must believe, “I can form a relationship with the teacher and with other students in the class”. Encouragement strategies that recognize students’ strengths used for the good of all can help students feel like they can contribute to the classroom. They can feel important by being needed in the classroom (Albert, et al., 2003).

When counselors promote responsibility approaches in their interactions with teachers, teachers gain confidence to meet the needs of all students. PSCs model active engagement of students and parents in the discipline process to create an educational environment that supports cooperation and equity for all students. The principles of democracy are enlisted and experienced in the classroom. Effective decision-making skills, critical thinking and responsibility for one’s actions are fostered in the students. School counselors share responsibility approaches during consultation, professional development, class guidance activities and individual student planning and, through the combination of these activities, affect a discipline paradigm shift from a traditional authoritarian approach to a responsibility approach (Kyle & Rogien, 2003).

PROFESSIONAL SCHOOL COUNSELORS SHIFTING THE DISCIPLINE PARADIGM

The position of ASCA (2007) and the development of the ASCA Model (2005) clearly delineating the components of an ideal comprehensive, developmental

counseling programs have pointed out an important way in which PSCs can bring about powerful changes in discipline approaches used in schools. The PSC can use the tools of consultation, professional development, classroom guidance activities, small groups and individual student planning to shift the discipline paradigm towards practices that will actually help the counselor to assist teachers in creating a positive learning environment for each and every student, while at the same time facilitate the social and emotional well-being of each student. An essential aspect of the ASCA Model is that school counselors be leaders in their schools (DeVoss & Andrews, 2006; Schwallie-Giddis, tar Maat, & Pak, 2003). PSCs need to be leaders in shifting the discipline paradigm in their schools towards practices that promote and encourage responsible behavior in children. The responsibility paradigm fosters the use of respectful, proactive techniques that foster self-discipline and self-responsibility. Counseling goals can be achieved with support of the school discipline process, rather than in spite of it.

Adelman and Taylor (2002) reported that professional school counselors are in a position to be instrumental in school reform and even act as a catalyst to meeting children’s needs more effectively. DeVoss and Andrews (2006) emphasized that “school counselors are called upon to be advocates for the academic success of all students” (p. 28). This translates into developing strategies for removing “barriers to student success” (p. 28). Integral tools for “removing barriers to success” are practical discipline and management strategies that teach and foster responsible behaviors. This important area of K–12 education that needs to be addressed systemically is one in which PSCs can and should lead the way (Johnson & Johnson, 2003). ASCA’s Position (2007) is that “it is not the professional school counselor’s role to serve as an enforcement agent but rather as a significant contributor to the development of the prevention and intervention plans through which problem behaviors are managed and positive behaviors are nurtured” (p. 1).

REFERENCES

- Adelman, H. S., & Taylor, L. (2002). School counselors and school reform: New directions. *Professional School Counseling, 5*(4), 235–248.
- Albert, L., DeSisto, P., Kyle, P., LePage, A., McGuire, M., Roy, W., ... Zygonc, Y. (2003). *Cooperative Discipline*. Minneapolis, MN: American Guidance Service.
- American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- American School Counselor Association (2007). *Position Statement: The school counselor and discipline*. Alexandria, VA, Author.
- Baker, S.B. & Gerler, E. R. (2008). *School counseling for the twenty-first century*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Beale, A. (2004). Questioning whether you have a contemporary school counseling program. *Clearing House, 78*(2), 73–77.
- Beesley, D (2004). Teachers' perceptions of school counselor effectiveness: Collaborating for student success. *Education, 125*(2), 259–311.
- Benshoff, J. M., Poidevant, J. M. & Cashwell, C. S. (1994). School discipline programs: Issues and implications for school counselors. *Elementary School Guidance and Counseling, 28*(3), 163–170.
- Bettner, B. & Lew, A. (1998). *Responsibility in the classroom*. Boston, MA: Connexions Press.
- Boulden, W. T. (2010). The behavior intervention support team program: Underlying theories. *Reclaiming Children and Youth, 19*(1), 17–21.
- Brigman, G., & Campbell, C. (2003) Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*(2), 91–99.
- Carlson, C. ,& Glasser, W. (2006). *Consulting with teachers*, Washington, D.C.: American Psychological Association.
- Clark, M. & Amatea, E. (2004). Teacher perceptions and expectations of school counselor contributions: Implications for program planning and training. *Professional School Counseling, 8*(2), 132–141.
- Curtis, R., Van Horne, J., Robertson, P., & Karvonen, M. (2010). Outcomes of a school-wide positive behavioral support program. *Professional School Counseling, 13*(3), 159–164.
- Curwin, R. L., Mendler, A. N., & Mendler, B. D. (2008). *Discipline with dignity: New challenges, new solutions*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Dahir, C., Burnham, J., Stone, C. (2009). Listen to the voices: School counselors and comprehensive school counseling programs. *Professional School Counseling, 12*(3), 182–192.
- Demanchick S., Rangan, M., & Douthit, K. (2006). Addressing conduct disorder in elementary school children: An application of the ASCA National Model. *Journal of School Counseling, 4*(9), 15– 25.
- DeVoss, J., & Andrews, M. (2006). *School counselors as educational leaders*. Boston, MA: Houghton Mifflin.
- Dreikurs, R., Grunwald, B., & Pepper, F. (1998). *Maintaining sanity in the classroom: Classroom management techniques*. New York, NY: Harper & Row.
- Eschenauer, R., & Chen-Hayes, S. (2005). The transformative individual school counseling model: An accountability model for urban school counselors. *Professional School Counseling, 8*(3), 244–249.
- Galassi, J. P., Griffin, D., & Akos, P. (2008). Strengths-based school counseling and the ASCA National Model. *Professional School Counseling, 12*(2), 186–181.
- Geltner, J. & Clark, M. (2005). Engaging students in classroom guidance: Management strategies for middle school counselors. *Professional School Counseling, 9*(2), 164–166.
- Greene, R. (2011). Collaborative problem solving can transform school discipline. *Phi Delta Kappan, 93*(2), 25–29.

- Glasser, W. (2011). *Schools without failure*. New York, NY: HarperCollins.
- Gysbers, N. (2004). Comprehensive guidance and counseling programs: The evolution of accountability, *Professional School Counseling*, 8(1), 1–14.
- Gysbers, N. C., & Henderson, P. (2012). *Developing and managing your school guidance program*. Alexandria, VA: American Counseling Association.
- Johnson, S., & Johnson, C. D. (2003). Results-based guidance: A systems approach to student support programs. *Professional School Counseling*, 6(3), 180–184.
- Keys, S., Carpenter, S. & King-Sears, M. (1998). Collaborative consultant: A new role for counselors serving at-risk youth. *Journal of Counseling and Development*, 76(2), 123–133.
- Kyle, P. & Rogien, L. (2003). *Opportunities and options in classroom management*. Boston, MA: Allyn & Bacon.
- Lemberger, M., & Nash, E. (2008). School counselors and the influence of Adler: Individual psychology since the advent of the ASCA National Model. *Journal of Individual Psychology*, 64(4), 386–402.
- Lieberman, A. (2004). Confusion regarding school counselor functions: School leadership impacts role clarity. *Education*, 124(3), 552–559.
- Marzano, R. & Marzano, J. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6–13.
- McLeod, K. (2005). Principals release these people! *Journal of School Counseling*, 3(6), 45–49.
- Myers, H. (2005). How elementary school counselors can meet the needs of students with disabilities. *Professional School Counseling*, 8(5), 442–451.
- Nelsen, J., Lott, L., & Glenn, H. S. (2008). *Positive discipline in the classroom: Developing mutual respect, cooperation, & respect in your classroom*. New York, NY: Three Rivers Press.
- Perusse, R., Goodnough, G., Donegan, J., & Jones, C. (2004). Perceptions of school counselors and school principals about the national standards for school counseling programs and the transforming school counseling initiative. *Professional School Counseling*, 7(3), 152–162.
- Rowley, W., Stroh, H., & Sink, C. (2005). Comprehensive guidance and counseling programs' use of guidance curricula materials: A survey of national trends. *Professional School Counseling*, 8(4), 296–305.
- Schlossberg, S. Morris, J., & Lieberman, M. (2001). The effects of counselor-led guidance interventions on students' behaviors and attitudes. *Professional School Counseling*, 4(3), 156–164.
- Schwallie-Giddis, R. tar Maat, M., & Pak, M. (2003). Initiating leadership by introducing and implementing the ASCA national model. *Professional School Counseling*, 6(3), 170–174.
- Sherrod, M., Getch, Y., Ziomek-Daigle, J. (2009). The impact of positive behavior support to decrease discipline referrals with elementary students. *Professional School Counseling*, 12(6), 421–427.
- Stickel, S. A., Satchwell, K. M., & Meyer, E. C. (1991). The school counselor and discipline: A three state survey. *The School Counselor*, 39, 111–115.
- Studer, J. R. (2005). Supervising school counselors-in-training: A guide for field supervisors. *Professional School Counseling*, 8(4), 353–359.
- Van Velsor, P. (2009). School counselors as social-emotional learning consultants: Where do we begin? *Professional School Counseling*. 13(1), 50–58.
- Villalba, J., Latus, M., Hamilton, S., & Kendrick, C. (2005). School counselor's knowledge of functional behavior assessment. *Behavioral Disorders*, 30(4), 449–455.
- White, S., & Kelly, F. (2010). The school counselor's role in school dropout prevention. *Journal of Counseling and Development*, 88(2), 227–235.

WHY GROUPS? THE IMPORTANCE OF GROUP COUNSELING IN SCHOOLS

LIA D. FALCO

UNIVERSITY OF ARIZONA

Lia D. Falco is an assistant professor of practice in the Department of Disability and Psychoeducational Studies Department, M.Ed. program in School Counseling. Correspondence concerning this article should be sent to the author at: ldf@email.arizona.edu.

The author wishes to acknowledge and thank Nicole Buccheit for providing the inspiration for the idea behind this article.

Keywords: comprehensive school counseling, group counseling, intervention

ABSTRACT

Group counseling in a school setting is an efficient, effective, and versatile intervention technique for school counselors. Unlike other areas of school counseling, the effectiveness of group counseling in schools is consistently supported by research (Bailey & Bradbury-Baily, 2007; Branigan, 2007; Brigman & Campbell, 2003; Delucia-Waack, 2000; May & Housely, 1996; Phillips & Phillips, 1992; Whiston & Sexton, 1998). Group counseling is an excellent way for school counselors to demonstrate the impact of their practices on important student outcomes such as academic achievement and behavior (Brigman & Campbell, 2003; Sciarra, 2004). Group counseling is essential for the current efforts to transform school counseling, and school counselors can fulfill their roles as leaders and advocates through group work (Paisley & Milsom, 2007). By understanding the benefits of group counseling in a school setting, school counselors may feel more empowered to implement group counseling interventions as a way to respond to the academic, personal/social, or career development needs of their students.

INTRODUCTION

The current view of professional school counseling, as reflected in the American School Counselor Association (ASCA) National Model (ASCA, 2005), calls for school counselors to shift from more traditional, reactive roles within schools in order to become more comprehensive and proactive in their delivery of counseling services to students. This means that most school counselors are expected implement comprehensive counseling programs and spend the majority of their time in direct service to students. Group skills are one of the core content areas of counselor education (CACREP, 2001), and small groups are one of the main components of a comprehensive school counseling program delivery system (ASCA, 2005). According to Paisley and Milsom (2007), “School counselors are asked to think and work differently—to accept responsibilities for educational leadership and advocacy as well as the more traditional direct services to children and adolescents. One response to these calls for working and thinking differently involves returning to one of

the most central and effective methods of providing school counseling—group work” (p.10). The authors argue that working or task groups, psychoeducational groups, and theoretically-based counseling groups complement and support the new vision for school counseling.

Extant research is not extensive, but findings consistently support the effectiveness of group counseling in schools. Group counseling interventions have demonstrated improvement in important student outcomes related to personal/social development (May & Housley, 1996; Hagborg, 1993; Hazell & Lewin, 1993; Omizo & Omizo, 1988a, 1988b; Utay & Lampe, 1995), career development (Fretz, 1981; Hatfield & Falco, 2010; Whiston, Brecheisen, & Stevens, 2003), and academic development (Brigman & Campbell, 2003; Steen & Bemak, 2008). Results of a meta-analysis conducted by Prout and Prout (1998) suggest that group interventions that were cognitive-behavioral and focused on specific issues were most efficacious and, in their review of the effectiveness of group work in schools, Gerrity and Delucia-Waack

(2007) concluded that research generally supports the efficacy of group treatments.

Within a school setting, group counseling is an effective way to provide direct services to a wide range of students with diverse needs. Group work, compared to other school counseling interventions, may be more appropriate than the guidance curriculum or individual counseling for meeting the needs of certain students (Steen, Bauman, & Smith, 2008; Paisley & Milsom, 2007). Certain academic, personal/social, or career concerns may be more adequately addressed in groups such as poor social skills or difficulty with decision-making (Becky & Farren, 1997). Group counseling provides a structure for students to give and receive feedback with peers and practice new skills in a safe place, and it provides an opportunity for students to talk and express feelings with others who may share common experiences.

Group work supports the new vision for school counselors as advocates and leaders, and efforts to bring more comprehensive and direct services to students. Yet, many counselors are reluctant to facilitate groups in the schools where they work (Steen, Bauman, & Smith, 2008). However, group interventions can be readily implemented in schools through use of careful planning and attention to group membership, group type, and group leadership skills. The purpose of this article is to discuss each of these issues in more detail, with the goal of promoting the use of groups in schools as a powerful way to meet the needs of diverse students at all levels. By understanding the benefits of group work in a school setting, school counselors may feel more empowered to implement group counseling interventions as a way to respond to the academic, personal/social, or career development needs of their students.

CAREFUL PLANNING

The importance of careful planning for group work in a school setting cannot be overemphasized. School counselors are often discouraged by the apparent lack of time or support for implementing group-based interventions. However, thoughtful planning that includes collaboration and a “team-building” approach can do much to alleviate administrator and teacher concerns and embed group interventions into the academic mission of the school (Wilson, 2010). Effective communication is essential for this to occur,

and school counselors should strive to communicate the intent of their group interventions in the most transparent way possible to foster collaborative relationships and to avoid misunderstandings (Geroski & Kraus, 2010). Perhaps the best way to advocate for group interventions is to establish their relevance. Geroski and Kraus (2010) suggest that in planning group interventions, school counselors must ask themselves one fundamental question: Does this group assist its members in maximizing their chances for success in school? Applying this question to each planned group intervention gives school counselors a concrete strategy for articulating a compelling rationale for their group interventions.

In addition to gaining school-wide support, school counselors are encouraged to find creative ways to build time into the regular school day for conducting groups. Examples include running groups during lunch or home-room. Some schools have specific study hours or advisory periods built into the schedule when teachers might feel more flexible allowing students to leave to participate. Other options might include running the group immediately before or after the school day, or rotating the times and days of the week when a particular group meets.

Articulating a clear rationale for specific group interventions, taking a collaborative approach, and being creative in finding time to run groups are all essential elements of careful planning. Lastly, part of the counselor’s responsibility in planning and advocating for group work in schools includes demonstrating the effectiveness of the group intervention. The best way to do this is to provide administrators, teachers, and other stakeholders with evidence that the group is producing the desired change in students (Erford, 2010). Therefore, it is also important to clearly define the purpose, goals, and objectives of the group then selecting appropriate measures to assess the group’s effect on the desired outcomes. This might include utilizing a pre-post survey to be completed either by the group participants, parents, or teachers to reflect any changes in intended outcomes as a result of the group. Assessing the effectiveness of the group might also include examining other data such as attendance or behavior referrals. Sometimes the best sources of accountability evidence in schools may be teachers, parents, and the students themselves, who are in a

good position to observe and evaluate any noticeable changes in attitudes, behavior or achievement (Erford, 2010).

GROUP MEMBERSHIP

Because the purpose of a counseling group tends to be designed around specific issues related to the needs of its members, membership should be based on a screening process so that students are appropriately selected and so that the group addresses the needs of the group members (Geroski & Kraus, 2010). Potential group members may voluntarily approach the counselor because they have heard about the group and want to participate, or they might be referred as potential members by a teacher or parent or through some other means. Proper screening involves informing each student of the purpose of the group and gathering information about his or her experiences related to the topic of the planned group. This is often done during an initial interview prior to the start of the group. It is important to keep in mind that not every group is good for every student nor is every student good for every group. It is common sense that members who want to be in groups tend to make for better groups; so it is important to use screening to select members who are likely to benefit from participation in the group (Geroski & Kraus, 2010). *See Appendix A for sample screening interview questions.*

Informed consent and assent are essential to the screening process. The ASCA ethical standards (2010, Section A.6.b) state that the professional school counselors “Recognize that best practice is to notify the parents/guardians of children participating in small groups.” Regardless of whether or not school policy requires consent, it is always prudent to obtain parental permission and student agreement prior to the beginning of a group. It is important that students understand their rights as group members, the purpose of the group, the goals and expectations of the group, the limits of confidentiality, and whether their participation is voluntary. These aspects of consent are in accordance with the school counselors’ ethical standards (ASCA, 2010) and best practices for group work as determined by the Association for Specialists in Group Work (Thomas & Pender, 2008). Informed consent and assent supports the school counselor’s efforts to communicate transparently and to work collaboratively with all stakeholders in the interest of

positive student outcomes. See Appendix B for an example information sheet to provide parents and others about groups.

Diversity is another important consideration when selecting group members. Even when issues of race, class, and status are not explicit goals of a particular group, experts argue that they are always present in every group (Corey, Corey, Callanan, & Russell, 2010; Jacobs, Harvill, & Masson, 1988). School counselors need to be intentional about selecting members so that each has a place and an opportunity for growth within the group (Geroski & Kraus, 2010). It is the responsibility of the group leader to create a safe space for all members of the group.

Developmental issues also play a role in selecting members for a group counseling intervention. School counselors need to select members and structure groups according to students’ cognitive abilities. Older students will be better able to process more complex emotions than younger students. This will affect the type of group that is most appropriate for students at various grade levels. Counselors will also need to tailor their vocabulary in developmentally appropriate ways in order to maximize the engagement of the group members (Geroski & Kraus, 2010).

GROUP TYPE

The most common types of counseling groups in schools are task groups and psychoeducational groups, but sometimes theoretically-based groups such as Adlerian or Rational Emotive Behavior Therapy (REBT) counseling groups can be appropriate for school settings (Vernon & Davis-Gage, 2010). Task groups, sometimes called work groups, come together with the purpose of working toward a specific group goal; therefore, the focus is on the accomplishment of the group goal rather than on individual needs of group members. Examples of task groups in schools might include planning a community service project or creating a new school club or organization. Task groups are beneficial in that they provide opportunities for synergy of ideas, interdependence, cooperation, and sometimes altruism in ways that working individually to meet a common goal might not (Corey, Corey, & Corey, 2010; Southern, Erford, Vernon, & Davis-Gage, 2010). In order to maximize the benefits of task groups, it is important that the school counselor clearly identify the purpose and goals, establish group

membership and guidelines, establish a structure for group meetings, and help facilitate both the process and the content of the group (Corey, Corey, & Corey, 2010). Using these guidelines for task groups will help each group member feel connected to and part of the group and help them understand their contribution to the group goal.

Psychoeducational groups are more structured than other types of counseling groups and are often focused on specific issues and behavioral goals (Corey, Corey, & Corey, 2010). While counseling groups tend to be less structured and more focused on self-disclosure, the processing that occurs in psychoeducational groups should help members understand and make meaning of the content and information presented (Bryan, Steen, & Day-Vines, 2010). Examples of psychoeducational groups in schools include communication and social skills groups (e.g., friendship groups, anger management groups). These groups are effective for helping students in developing behavioral and affective skills necessary for expressing emotions appropriately. For psychoeducational groups, the school counselor should select the topic and all of the activities prior to implementing the group, devise a format for organizing each session, and formulate specific processing questions related to the topic of discussion. The school counselor who leads psychoeducational groups should also have the ability to both teach content and attend to group process so that all students have a meaningful and substantive group experience (Bryan, Steen, & Day-Vines, 2010).

Certain theoretically-based counseling groups may also be appropriate for school settings. These types of counseling groups usually focus on helping members resolve personal or interpersonal issues, such as divorce or loss, but are not to be confused with therapy groups which are designed to treat more serious psychological problems and often seek to help members change facets of their personality (Corey, Corey, & Corey, 2010). Examples of theoretically-based counseling groups include Adlerian and REBT. Adlerian theory has a strong relationship and social orientation. It also emphasizes accepting responsibility, searching for meaning, and how the family constellation influences personality development (Carlson, Watts, & Maniacci, 2006). These facets make Adlerian approaches well-suited for group counseling. School counselors who wish to implement an Adlerian group should be comfortable modeling behavior, interpreting members'

nonverbal behavior, and using constructive confrontation to facilitate members' interpersonal growth (Vernon & Davis-Gage, 2010).

Rational Emotive Behavior Therapy (REBT) was developed by Albert Ellis and focuses on helping individuals resolve emotional and behavioral problems by challenging their beliefs about certain events and their perceived meaning. Ellis believed that people improved more from group counseling than individual counseling because group members can help challenge others' irrational beliefs and are accountable to several people not just the group leader. Ellis and Dryden (1997) also suggest that since many people seek counseling for help with interpersonal and relationship problems, and since the group itself is a social situation, these problems may be more ideally addressed in a group setting. Observing change in others can also be a powerful motivator for group members. REBT groups in schools might benefit students who are struggling with divorce, anger, or substance abuse. School counselors who wish to implement an REBT counseling group should be comfortable challenging members' irrational beliefs, providing experiential activities and behavioral exercises, and engaging in self-disclosure when appropriate.

GROUP LEADERSHIP

The thought of leading a group in a school setting can be intimidating and overwhelming for many school counselors. This final section will provide basic information about styles, characteristics, and skills for effective group leadership. Specific group techniques such as active listening, blocking, clarifying, confronting, linking, modeling, questioning, and summarizing are beyond the scope of this paper. For an excellent resource on group techniques, readers should refer to *Group Techniques* (2nd Ed.) by Corey, Corey, Callanan, and Russell.

Group leaders can use a variety of styles depending on their own personality and how much control they want to impose on group members' interactions. Leaders may also wish to utilize different styles for different groups after establishing the purpose and goals of the group and assessing the needs of the group members. Basically, group leadership style can be visualized along a continuum of high control to low control. The ideal amount of control will depend a lot on the group's topic and composition (members' age, development, etc.) (Milsom, 2010).

Characteristics of effective group leadership include flexibility, belief in the group process, enthusiasm, confidence, and willingness to model positive behavior (Milsom, 2010). In spite of their leadership style group leaders have limited control over student behavior and, although careful planning is essential, effective group leaders must be able to continuously assess the progress of the group and adapt accordingly. This includes a willingness to change the direction and focus of the group, if necessary, and accepting that not all students may be satisfied with the process. Belief in the group process and enthusiasm are closely intertwined. Effective group leaders must enjoy the group process and genuinely believe in the group's power to impact members in a positive way (Corey, Corey, & Corey, 2010). This belief should translate to enthusiasm for the process. Maintaining enthusiasm can be difficult sometimes, so group leaders should take some time before each group to focus and become free of distractions in order to be fully present and engaged in the group process. Confidence is another important aspect of effective group leadership. Just because a counselor is excellent at working with individual clients does not mean that he or she will necessarily work well with a group. Nevertheless, good basic counseling skills are an important foundation for effective group work. To improve confidence for running groups, school counselors should practice setting realistic, progressive goals for each session (Milsom, 2010) and co-leading groups with other counselors. Co-leadership provides counselors with opportunities to receive feedback regarding their skills, which is essential for practice and gaining confidence. Lastly, effective leadership requires willingness to model positive behaviors. School counselors who lead groups must maintain awareness of opportunities to demonstrate desirable behaviors to group members. By helping students understand how to interact in positive ways, group leaders can facilitate members' interpersonal growth and strengthen the trust and cohesion within the group.

SUMMARY AND DISCUSSION

To summarize, group counseling is an effective way to deliver direct counseling services to students within a comprehensive framework (ASCA, 2005). In some circumstances, group counseling interventions may be better suited than guidance lessons or individual counseling to respond to the academic, personal/social,

or career development needs of certain students. Group work has advantages over other methods of intervention in that it allows the counselor to meet with several students at any given time, it provides a structure for students to give and receive feedback with peers and practice new skills in a safe place, and it provides an opportunity for students to talk and share feelings with others who may share common experiences.

Group counseling supports school counselors' efforts to provide direct services to students with diverse needs in the most appropriate, efficient, ethical manner possible. Group counseling interventions are well suited for students who are dealing with a common issue such as divorce or loss and for students who may be working toward a common goal such as improving academic achievement or decision-making skills. Counselors may choose to implement a group for educational purposes (psychoeducational groups), to discuss or plan something (task group), or to help students explore deeper personal issues (theoretically-based counseling groups). A deeper understanding of the importance of careful planning along with attention to group membership, group type, and group leadership skills can empower school counselors to implement group counseling interventions in their schools when they might not otherwise. Group work is an integral component of the new vision of school counseling, and the following quote from Paisley and Milsom (2007) provides a nice conclusion, "Group work, whether in teams to support the mission of the school or in direct service to students, is a significant part of this new vision of school counseling. If professional school counselors intend to promote academic, career, and personal/social development for all students, then acknowledging the potential benefits of group work and identifying opportunities to implement groups will be critical" (p. 16).

REFERENCES

- American School Counselor Association (ASCA) (2005). *The ASCA national model: A framework for school counseling programs*. Alexandria, VA: Author.
- American School Counselor Association (ASCA) (2010). *Ethical standards for school counselors*. Retrieved from: www.schoolcounselor.org/files/EthicalStandards2010.pdf

- Bailey, D. F., & Bradbury-Bailey, M. E. (2007). Promoting achievement for African American males through group work. *The Journal for Specialists in Group Work*, 32, 83–96.
- Becky, D., & Farren, P. M. (1997). Teaching students how to understand and avoid abusive relationships. *The School Counselor*, 44, 303–307.
- Bemak, F., Chung, R. C., & Sirosky-Sabdo, L. A. (2005). Empowerment groups for academic success: An innovative approach to prevent high school failure for at risk, urban African American girls. *Professional School Counseling*, 8, 377–389.
- Brannigan, M. (2007). A psychoeducational group model to build academic competence in new middle school students. *The Journal for Specialists in Group Work*, 32, 61–70.
- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 7, 91–98.
- Brigman, G., & Goodman, B. E. (2001). *Group counseling for school counselors: A practical guide*. Portland, ME: J. Weston Walch.
- Bryan, J., Steen, S., & Day-Vines, N. (2010). Psychoeducational groups in schools. In B. Erford (Ed.), *Group work in the schools* (pp. 207–224). Boston, MA: Pearson.
- Carlson, J., Watts, R. E., & Maniaci, M. (2006). *Adlerian therapy: Therapy and practice*. Washington, D.C.: American Psychological Association.
- Corey, G., Corey, M. S., Callanan, P., & Russell, J. M. (1992). *Group techniques* (2nd Ed.). Pacific Grove, CA: Brooks Cole.
- Corey, G., Corey, M.S., & Corey, C. (2010). *Groups: process and practice* (8th Ed.). Belmont, CA: Brooks Cole.
- DeLucia-Waack, J. (2000). Effective group work in the schools. *Journal for Specialists in Group Work*, 25, 131–132.
- Ellis, A., & Dryden, W. (1997). *The practice of rational emotive behavior therapy*. New York, NY: Springer.
- Erford, B. (2010). Accountability in group work and school counseling. In B. Erford (Ed.), *Group work in the schools* (pp. 284–306). Boston, MA: Pearson.
- Fretz, B.R. (1981). Evaluating the effectiveness of career interventions. *Journal of Counseling Psychology*, 28, 77–90.
- Geroski, A. M., & Kraus, K. L. (2010). *Groups in schools: Preparing, leading, and responding*. Upper Saddle River, NJ: Pearson.
- Hagborg, W. J. (1993). Middle-school student satisfaction with group counseling: An initial study. *Journal for Specialists in Group Work*, 18, 80–85.
- Hatfield, A., & Falco, L. D. (2010). First-generation college-bound students: A small group intervention. In G. Walz, J.D. Bleuer, and R.K. Yep (Eds.) *VISTAS 2010 -Ideas and Research You Can Use*. Alexandria, VA: American Counseling Association.
- Hazell, P., & Lewin, T. (1993). An evaluation of postvention following adolescent suicide. *Suicide and Life-Threatening Behavior*, 23, 101-109.
- Jacobs, E. E., Harvill, R. L., & Masson, R. L. (1988). *Group counseling: Strategies and skills*. Belmont, CA: Brooks Cole.
- May, M., & Housley, W. (1996). The effects of group counseling on the self-esteem of sexually abused female adolescents. *Elementary Guidance and Counseling*, 11, 38–42.
- Milsom, A. (2010). Leading groups in the schools. In B. Erford (Ed.), *Group work in the schools* (pp. 60–75). Boston, MA: Pearson.
- Omizo, M. M., & Omizo, S. A. (1988a). Group counseling's effects on self-concept and social behavior among children with learning disabilities. *Journal of Humanistic Education and Development*, 26, 109–117.
- Omizo, M. M., & Omizo, S. A. (1988b). The effects of participation in group counseling sessions on self-esteem and locus of control among adolescents from divorced families. *The School Counselor*, 36, 54–60.
- Paisley, P. M., & Milsom, A. (2007). Group work as an essential contribution to transforming school counseling. *The Journal for Specialists in Group Work*, 32, 9–17.

- Phillips, T. H., & Phillips, P. (1992). Structured groups for high school students: A case study of one district's program. *The School Counselor*, 39, 390–393.
- Prout, S. M., & Prout, H. T. (1988). A meta-analysis of school-based studies of counseling and psychotherapy: An update. *Journal of School Psychology*, 36, 121–136.
- Sciarra, D. T. (2004). *School counseling: Foundations and contemporary issues*. Belmont, CA: Thomson/Brooks Cole.
- Southern, J. A., Erford, B. T., Vernon, A., & Davis-Gage, D. (2010). The value of group work: Functional group models and historical perspectives. In *Group work in the schools* (B. T. Erford, Ed.) Boston: Pearson.
- Steen, S., & Bemak, F. (2008). Group work with high school students at risk of school failure: A pilot study. *Journal for Specialists in Group Work*, 33, 335–350.
- Thomas, R. V., & Pender, D. A. (2008). Association for specialists in group work: Best practice guidelines 2007 revisions. *The Journal For Specialists in Group Work*, 33, 111–117.
- Utay, J. M., & Lampe, R. E. (1995). Use of a group counseling game to enhance social skills of children with learning disabilities. *Journal for Specialists in Group Work*, 20, 114–120.
- Whiston, S. D., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness? *Journal of Vocational Behavior*, 62, 390–410.
- Vernon, A., & Davis-Gage, D. (2010). Theoretically based group models used in counseling and psychotherapy groups. In B. Erford (Ed.), *Group work in the schools* (pp. 224–236). Boston, MA: Pearson
- Whiston, S. C., & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling & Development*, 76, 412–426.
- Wilson, R. F. (2010). Planning for group work in the schools. In B. Erford (Ed.), *Group work in the schools* (pp. 79–91). Boston, MA: Pearson.

APPENDIX A

Example Screening Interview Questions

- How did you learn about this group, and what interests you in participating?
- Are you willing to talk about personal issues with other students who may be experiencing similar issues?
- What would you like to work most on in this group?
- Are you willing to work on making progress towards your goals?
- How do you think the group will help you meet your goals?
- What would you bring to the group?
- How do you work with others?
- Can you keep what others say confidential, and can you follow the rules of the group?
- Do you have any questions about the group?

APPENDIX B

Group Counseling Information Sheet

What is Group Counseling?

As the school counselor, I will sometimes provide group counseling services throughout the school year. Counseling groups emphasize the usefulness of a group setting to help students learn more about a specific topic, practice new skills in a safe and supportive environment, and receive support for issues or problems that they might be experiencing. Group counseling will generally focus on the teaching of skills that may be helpful in difficult situations such as communication skills, assertiveness, anger-management, and expressing feelings. Problem solving, role-playing, and conflict resolution will be emphasized.

THEORY TO PRACTICE: SCHOOL COUNSELING STUDENT REFLECTIONS ON INTERNSHIP EXPERIENCES

GAYLE M. CICERO

GEORGE MASON UNIVERSITY, FAIRFAX, VIRGINIA

SUSAN B. STILLMAN AND JOYCE A. DeVOSS

NORTHERN ARIZONA UNIVERSITY, TUCSON, ARIZONA

AMY G. CARROLL AND EMILY WELTY

GEORGE MASON UNIVERSITY

CECE ALDAY, KELLY NAGASHIMA, AND JANINE WELCH

NORTHERN ARIZONA UNIVERSITY

Gayle Cicero is a counselor educator at George Mason University. All correspondence regarding this article can be directed to Gayle at: GCicero@AACPS.org

Susan Stillman and Joyce DeVoss are counselor educators at Northern Arizona University. Amy Carroll and Emily Welty are graduates of George Mason University. Cece Alday, Kelly Nagashima and Janine Welch are graduates of Northern Arizona University.

Keywords: professional identity, school counseling internship, theory to practice

ABSTRACT

Researchers conducted a qualitative phenomenological study to explore the perspectives of school counseling interns on translating theoretical knowledge gained in graduate program to school counseling practice. Three counselor educators and ten interns from two graduate programs in the Northeast and Southwest utilized a variety of technological tools to support collaborative data collection, analysis, and the writing process across time and space. Specifically, narratives were analyzed through an inductive process to understand how school counseling interns perceived the transition from theory to practice. Six themes emerged: Weighing Theory and Practice, Training and Experience, Valuing Relationships, Developing Self-Awareness, Implementing Ideals, and Professional Identity Formation. Recommendations include: providing opportunities for school counseling students to connect theoretical knowledge to practical situations, offering early field experiences, and creating ways for school counselors and school counseling graduate students to participate in mutual professional learning communities. The recommendations are intended to encourage rich dialogue related to the multiple factors within the practicum and internship experiences related to professional identity development.

PROBLEM STATEMENT

The transition from student to professional school counselor during the internship year is challenging and requires profound personal and professional adjustments (Peterson, Goodman, Keller, & McCauley, 2004). Researchers have explored this transition that counseling students navigate during their internship experience, the relationships they form with fellow students and with their supervisors, and their attempts to transform theory to practice, and they have identified a need for further study in order to

inform school counselor educators about the needs of their students (Woodside, Zeigler, & Paulus, 2009). This research was prompted by the desire to better understand the needs of school counselor interns in order to help them make a smooth transition from student to professional school counselor, translating theory to practice in their internship placements. Counselor educators seek strategies to facilitate students' professional identity development (Brott, 2006; Hatch & Lewis, 2008), allowing them to take ownership of their internship experience in order to direct their future role as leaders and change agents.

PURPOSE OF THE STUDY

The purpose of this qualitative study was to understand how counseling interns perceive the transition from theory to practice. A secondary objective was to understand the role of reflection in promoting self-awareness, which is needed to help navigate the role ambiguity prevalent within the school counseling profession (Shillingford & Lambie, 2010) within the context of the ASCA National Framework (ASCA, 2005). Ten students enrolled in the internship portion of their school counseling graduate programs in two universities located in the Northeast and Southwest participated in the study.

The following research questions guided our inquiry:

- What are the perceptions of school counseling interns regarding their transition from theory to practice related to the internship experience?
- What main concerns do school counseling interns discern related to their developing professional identity?
- How does self-reflection contribute to the promotion of interns' self-awareness regarding their future role as professional school counselors?

METHOD

Researchers using a qualitative phenomenological method, rooted within a constructivist philosophy, explored the perspectives of school counseling graduate students during their internship in their final semester of study. The value of a phenomenological approach is that it allows for the meanings to emerge through the participant descriptions and acknowledges the significance of the researcher in the process (Creswell, 2009). Phenomenological principles guided the data collection and analysis procedures. This unique approach underscored the importance of understanding the lived experiences of the participants, considering the commonalities and differences in the data (Creswell, 2009).

Participants were invited to respond to writing prompts through short narratives, which were analyzed through an inductive process. The words of the participants provided rich data for comparison and analysis. The research steps included: inviting participants to write narratives for the study; inviting

student volunteers to participate as authors and researchers; creating a schedule for web-based conferencing, which included deadlines for analysis and writing milestones; sending draft narrative to participants for feedback; posting draft on a website for collaborative editing of documents, for all authors to input final recommendations and edits; and finalizing article for submission to a journal.

Participants were selected through purposeful sampling. Twenty students from universities in the northeastern and southwestern United States were invited to participate if they were actively engaged in internship experiences. These students were invited because they were well positioned to contribute to a study about the internship experience and answer questions regarding: their experiences integrating theory and practice, how concepts in graduate school were incorporated into their experience, and challenges faced during their field experiences. Ten of the graduate students voluntarily participated in the study, and five of those students became co-authors of the study. Students were not offered special benefits for participating other than the satisfaction of contributing to research and possible publication. All students were offered the opportunity to be participants and researchers. One of the three professors involved served as de-briefer in order to mitigate bias related to both participating to and authoring a study. This process is further described later in this article.

During their final semester, participants wrote brief narratives in response to writing prompts. Participants were asked to respond to the following writing prompts: (a) how they experienced the merging of theory and practice during their practicum/internship experience, (b) whether and how they incorporated concepts learned in graduate school, and (c) challenges faced during practicum and internship experience. Theory and practice were not defined for the students, as this was left to each participant to personalize in their response. After an in-person explanation of the research project to each group of graduate students by their professors, interested students completed their narrative responses outside of scheduled class time and submitted electronically to respective professors. The narratives were then saved on Google Docs. Students interested in serving as researchers notified their professors, and a Skype conference call was initiated to

introduce the research team and begin the process. Each student participant was given access to the shared Google Doc to allow them to begin the analysis process. The participants were provided drafts of the data and analysis to review and edit for accuracy prior to completion.[SS₃]

The analysis process was facilitated by two professors, one from each institution. A third professor served as a de-briefer and monitored the research processes employed to ensure credibility of the study. Throughout the initial analysis the professor leading the process engaged in continual dialogue with the student researchers about personal biases and the inductive analysis process. This was an opportunity to teach and mentor graduate students in deep reflection as part of the research process. This strategy, as well as required journaling for all of the researchers, served to deepen their personal understanding of the data, and our discussions helped them to eliminate personal bias, to the greatest extent possible. The triangulation of analysis first from both facilitator professors working with the students in small groups, and then the professor serving as de-briefer working with both of the facilitator professors helped to create a credible data analysis process. A constant comparative analysis was used to identify themes and patterns (Glaser, 1965). The culminating graphic was a mind map representing six themes identified in the narrative documents. The analysis process was unique because there were seven coders comprised of four graduate students and two professors, reviewing and analyzing narrative documents collaboratively through web-based conferencing. Student authors were uniquely positioned as both participants and researchers, allowing them the opportunity to explore the role of researcher in a qualitative study. Journaling and open dialogue were employed throughout to mediate the impact of personal experiences on the analysis process. One professor played a key role by ensuring the integrity of the research process.

The initial analysis sessions were facilitated by one professor through Skype conference calls. Another professor, also in Skype, then led a smaller team through the process of narrowing down themes. A graphic organizer, a mind-map (Buzan & Buzan, 1996), was used to capture group ideas and aid in facilitating in-depth discussions regarding pertinent quotes from the narratives. The final writing was completed

synchronously through three-way conference calls and shared documents.

THEMES AND RELEVANT LITERATURE REVIEW

The themes that emerged from the participant experience guided the literature review and allowed the authors to examine where relevant literature in the field aligned or differed. Borrowing from grounded theory methodology, the literature review in this study derived from the data collected and analyzed by the authors. The six themes that emerged drove the ensuing search for literature and the quest to determine whether the data from the literature would “earn their way” (Glaser, 2004, para. 59) into the study. The literature review that follows revealed similarities and differences in published researched findings as compared to our participants’ experience in the transition from interns to practicing school counselors.

WEIGHING THEORY AND PRACTICE

According to Kaffenberger, Murphy, and Bemak (as cited in Dollarhide, Gibson, & Saginak, 2008), a clear discrepancy exists between the training counselors receive in school counselor education programs and actual practice in the field. Shillingford and Lambie (2010) found that “role confusion and role inconsistency among school counselors, administrators, and other stakeholders have been two factors that have plagued the profession over the years” (p. 214).

If most educators grapple with the role of the school counselor, how much more difficult might this be for school counseling interns? Whereas in theory, a school counselor implementing the ASCA National Model (2005) would understand their role in service delivery, Shillingford and Lambie (2010) suggested that both internal and external barriers may exist to hinder counselors’ progress as professionals delivering a comprehensive program. They argued that school counselors must develop the self-esteem, confidence, and self-efficacious identity as professionals needed to challenge existing practices and work toward systemic change. Furthermore, Bennis (1994) stated that leaders develop leadership through practice. “School counselors need practice in applying leadership skills and developing their own unique leadership styles” (DeVoss & Andrews, 2006, p. 66).

In the following section, student interns commented directly on the obvious connection between theory and practice. One student said, “after taking a class on group counseling and participating in a counseling lab with other graduate students, I was excited to be able to put what I had learned into practice at the high school level.” When reflecting on their practicum and internship experiences, three students identified a disconnect between theory and practice. One participant stated, “there are definite gaps between the theoretical approach and models that have been taught through the graduate program and the actual internship experience,” while another added that in her experience, “some counselors seem to be occupied completing other tasks, [which], while important, have no correlation with the training we have received in graduate school.” This student further explained that there were gaps between the theoretical approach in all aspects of the school counseling program components taught in school and the tasks associated with her internship experience.

Two interns surmised that counselors may use counseling theories without specifically considering what theory they are utilizing. One student stated, “It was not until I was questioned about what theories I used when counseling students did I actually think about it,” and another stated, “the merging of theory and practice for professional school counselors is something that I believe happens without a counselor necessarily consciously thinking about it.” She highlighted the importance of “having a theoretical foundation” and articulated the importance of reflection, stating, “the realization occurred toward the end of our discussion when I reflected on the counseling skills I used and the successful outcome of the session.”

Another counseling intern felt her program came together in her field experiences. “Through practicum and internship I got the full picture of what being a school counselor is all about.” Another intern explained that “there is and remains a disconnect between the theoretical underpinnings of a Master’s program in School Counseling and the reality of being able to utilize and demonstrate these skills in a school setting.” Similarly, another student stated, “it just looks different applying that theory into the school counseling setting.” An additional participant brought in a new perspective, stating, “this disconnect owes not to any lack of preparation on the part of the graduate

program. Rather, a difference exists between the professional school counseling of the future that we are taught in graduate school, and the reality of counseling in the schools today.”

Comments underscored the participants’ varying experiences and viewpoints regarding the level of connectedness between theory and practice as related to the school counseling internship experience. While four of the ten participants identified a clear bridge between theory and practice, five participants conveyed a disconnect between theory and practice. While participants acknowledged varying levels of alignment between theory and practice, one commonality was a sense that some gaps existed between the lessons of graduate coursework and the real world challenges associated with being a school counselor.

TRAINING AND EXPERIENCE

The school counseling interns in this study received practical training during their internship and had the opportunity to reflect on their experience during regularly scheduled seminar meetings with university supervisors. This combination of field experience and reflection provides a mechanism for students to bridge the gap between theory and practice. To improve school counseling interns’ ability to translate their training into action to become systems change agents, Shillingford and Lambie (2010) suggested that school counseling interns be placed in schools where their internship supervisors were oriented towards strong leadership practices, such as inspiring and challenging the way (Kouzes & Posner, 2007). In order to insure that leadership practices were emphasized and our students gained valuable experience from expert supervisors, counselor educators in both of the graduate programs in this study paid close attention to the level of experience and quality of the field supervisors.

In their model, Luke and Bernard (2006) emphasized contextualized supervision with specific supervision strategies for each ASCA Model school counseling component. When placing a school counseling intern, it is important for school counselor educators to consider the extent to which a school promotes and implements the ASCA Model. Teaching students about the model can help the school move further in compliance with ASCA (Peterson & Deuschle, 2006).

The School Counseling Supervision Model (Luke & Bernard, 2006) incorporates the four primary domains of school counselor function within a comprehensive school counseling program and assists supervisors in identifying the correct counseling program domain and focus for the supervisee within the domain (intervention, conceptualization or personalization) so that supervision can be most fruitful. The counselor educators in this study incorporated aspects of this model in their supervision seminars, allowing students to develop the ability to choose appropriate goals and interventions for the counseling program and students at their specific sites. The quality of supervision impacts students' perception of self-efficacy and empowerment.

Seven of the ten participants identified feelings of preparedness or confidence in their training. One student stated, "These experiences [practicum and internship] deepened my desire to become a school counselor" and underscored that her graduate training had prepared her "very well to be a competent school counselor." Another student highlighted her confidence in training related to meeting the needs of minority students and underserved populations through the implementation of a school counseling program. Still, another intern communicated pride in her academic program, stating "I am fortunate to have been a part of this program."

Although several participants acknowledged that their academic programs did not provide training for all aspects of the job, they all conveyed a sense of confidence in their overall training. One student counselor summed it up by stating, "my coursework may not have prepared me how to take on every specific challenge I may encounter as a school counselor; more importantly, it has given me the confidence to know that a solution for every challenge does exist and that I have the ability to find it." Another identified her beliefs about the importance of continuous professional development, stating, "it is important to continue this type of lifelong learning because it seems as though it might be relatively easy to lose focus of a counseling theoretical background and framework without it." Ideal school counseling supervisors convey that the notion that learning is a process that continues beyond the training experienced in graduate school and internship and throughout one's professional life as a school counselor.

VALUING RELATIONSHIPS

Researchers found that school counselors value relationships for both for personal growth and support, and also because successful relationships with others improve one's ability to get the job done (Scarborough & Luke 2008; Stillman, 2007). Similarly, Wood and Rayle (2006) stressed the importance of valuing relationships as a means to successfully team and collaborate with teachers, administrators, and the community to help students and their families. Furthermore, Shillingford and Lambie (2010) found that school counselors valued the Kouzes and Posner (2007) leadership practices of enabling, modeling, and encouraging over those of inspiring and challenging, suggesting a focus on relationship value over other leadership related practices. The downside of the priority given to relationship valuing over more risk-taking, inspiring, and challenging practices may, according to Shillingford and Lambie lead to a less effective school counseling service delivery.

The importance of relationships emerged in 5 participant responses. One student said, in reference to working with students, "Rapport cannot be established in one session," and also commented, "school counselors are not isolated in a school building." According to three other students, collaboration with other school personnel is beneficial to the student and the effectiveness of the school counselor. One of these three stated, "through my experience at this internship, I see the value of a good relationship between the school counselor and their students." Further, the same student intern commented about her internship, "my supervisor does a great job collaborating with teachers, administrators, and community service providers." A respondent echoed that it is essential for school counselors to network with teachers, principals, and other school personnel. A participant also commented on the importance of collaborating with other school personnel by pointing out the lack of such collaboration in her internship experience, stating, "counselors were portrayed as visible leaders in the school and surrounding communities; however, this notion was not as evident during my internship. The counseling office was separated from administrators, and each branch was primarily isolated from one another." One intern stated, "using the school environment" to the counselor's advantage, such as

attending school events or talking with students while they walk to class can be helpful to the school counselor when building rapport. One counseling trainee addressed another value of relationships within the school: educating others about the role of the school counselor. She continued, "The relationship between the school counselor and the school principal that is most conducive to positive change is one in which they continually dialogue about counseling duties and the way that school counselors can serve all students and school personnel."

DEVELOPING SELF-AWARENESS

Dollarhide et al. (2008) considered the development of "leadership attitude" (p. 265) essential for bringing about programmatic change and success. The authors found, also, that successful counselors were able to overcome and confront obstacles and challenges from others, and especially from within themselves. According to these authors, successful counselors were able to self-reflect, learn from their challenges, and find ways to overcome them, thereby developing self confidence and self-empowerment. The authors suggested that school counseling students be given opportunities for "encouraging and modeling self-reflection and growth" to help them engage in these same activities as practicing school counselors (p. 269). Effective supervisors engage their counseling skills to facilitate the trainees' self awareness through reflection on an activity, on their thoughts, or on their internal experience (Luke & Bernard, 2006). According to Shillingford and Lambie (2010), role ambiguity and incongruence are common conditions that school counselors face and may be able to be overcome with a focus on leadership through this self-reflective and self-awareness building process.

In addition to self-awareness and the development of a leadership attitude, Wood and Rayle (2006) emphasized the need for school counselors to adopt a systemic perspective when focusing on the themes of the ASCA model (2005). Similarly, Scarborough and Luke (2008) found that it is important for school counselors to develop not only self-awareness but also social and systemic awareness, so that they can learn to "work the system" (Stillman, 2007), skillfully negotiating obstacles, managing priorities, positioning themselves, and balancing concerns. Although an emphasis on systemic awareness was part of the

training for the interns, it did not emerge as one of the prominent themes in the interns' reflections.

All of the participants reported increased self-awareness as expressed by three constructs. Sub-properties of self-awareness were found to include self-reflection, internalizing, and modeling. One respondent underscored that her practicum and internship experiences increased her "practical knowledge," while three school counseling trainees highlighted the powerful impact of the internship experience in solidifying their desire to become professional school counselors. Half of the participants expressed that their supervising school counselors modeled best practices. For example, an intern stated that she saw her supervising counselor "go above and beyond for her students."

Another intern found that her supervising counselor "modeled how to put into practice the theories that were taught in classes."

IMPLEMENTING IDEALS

In addition to promoting the values represented in the ASCA Model (2005), many graduate school counseling programs choose to focus on specific themes and ideals, such as social justice, equity, and advocacy. One movement in the profession, The Transforming School Counseling Initiative (Martin, 2002) exhorted counselors to develop a leadership vision and implement it through collaboration with others within their schools (Shillingford & Lambie, 2010). DeVoss and Andrews (2006) encouraged school counselors to align their own professional ideals with the school's overall mission and guidance specific vision. Similarly, among other leadership practices, Kouzes and Posner (2003) recommended that good leaders inspire a shared vision.

Four of the participants discussed implementing ideals within the context of social justice. One trainee noted that her supervising counselor "believes that her main role is in advocating for her students." Further, another stated, "during the practicum experience my counselor supervisor modeled advocating for the students in numerous occasions. She would explain the student's social, cultural, or educational background, and advocate for the student's rights, while participating in teacher conferences or administrative discipline meetings." Two school counseling trainees

identified times when they would seize the opportunity to act as advocates where their counseling supervisors had not. This same student said that she “felt better prepared than currently practicing counselors to ensure that counseling programs address the needs of underserved and minority students.” Importantly, this theme was not addressed by 6 of the 10 participants. The data clearly showed that students, while reflecting similar ideals, utilized the themes stressed by their departments. Those students who commented on social justice attended the university whose counseling department’s mission statement echoed that phrase. On the other hand, the remaining students commented on the importance of advocacy, thereby reflecting their counseling department’s emphasis. Two participants found evidence in their schools that professional school counselors worked for equitable access and social justice, while two other participants noticed that some school counselors missed opportunities to work for social justice. Two counselors from each college discussed the ASCA Framework and linked the model to the concept of implementing ideals through their future professional role as a school counselor.

PROFESSIONAL IDENTITY

School counselors employ leadership practices in order to not only meet the needs of students, but also to promote their professional identity and clarify their sometimes ambiguous role (Shillingford & Lambie, 2010). According to Dollarhide and colleagues (as cited in Shillingford & Lambie 2010), school counselor identity development was influenced by whether or not they viewed themselves as a leader. Those counselors who did not view themselves as leaders appeared to have more “fear of personal failure, fear of risk-taking ,and perception of lack of control over administrators” (Shillingford & Lambie, 2010, p. 209). Scarborough and Luke (2008) found that successful school counselors “continually engaged in strategic activities to overcome barriers and to facilitate support” (p. 413). This type of behavior empowers school counselors and provides opportunities for visibility as educational leaders within the learning community.

Within the context of professional identity development, factors such as non-counseling tasks, caseload, and time usage emerged as challenges. Though participants provided multiple perspectives on

the internship experience, three participants commented that school counseling is more administrative than they had anticipated, three participants found the number of students assigned to each counselor challenging, while four participants were pleasantly surprised by their supervising school counselors’ roles. One student commented that “day-to-day work as a professional school counselor is much more administrative in nature, including scheduling, testing, and cafeteria duty, than I believed based on my education.” Another respondent identified the greatest challenge as “time management to serve the hundreds of students assigned to each school counselor.”

Participants were also surprised by many other aspects of school counseling observed during their internships. One trainee found that school counselors had a great deal of autonomy in how they defined their roles and adapted their work to most effectively help students. Another counseling intern noted that her supervising counselor was required to keep extensive records, “but always placed priority on students, never on completing paperwork.” Finally, a participant stated, “As I observed the counselors at work, completed my internship experience at the high school level, and took into account the theory that I learned in graduate school, I shaped my own beliefs on the role of the school counselor.”

RECOMMENDATIONS

Several recommendations emerged from the data analysis, applicable to counselor educators, counseling supervisors, and graduate school counseling students. It would benefit school counseling students and their graduate faculty mentors to provide opportunities during theory and introductory school counseling classes to connect the theoretical knowledge gained with practical situations anticipated as a future school counselor. Providing school counseling graduate students with early field experiences would allow them and their faculty members to explore the level of congruence between what is learned in training and what is actually happening in schools. It would also be beneficial to create multiple opportunities for practicing school counselors to attend classes with graduate students for credit towards their certification renewal as a way to promote continuous learning and a clearer connection between what is valued in contemporary school counseling programs.

It is also evident that providing support, beyond graduate school, for school counselors to continuing exploring their professional identity would be beneficial. To be effective, professional school counselors must sustain their enthusiasm and passion for the work (Stillman, 2007). One way to do that is for counselor educators and school counseling associations to connect professional school counselors with graduate school counseling students, throughout the program, enabling them to share their expertise, nurture the students along the way, and in doing so, reconnect with the ideals that drive their role as a professional school counselors.

Graduate students, school counseling internship supervisors, professors within graduate school counseling programs, and school counseling professional organizations may all benefit from the data analysis and recommendations of the study. In particular, the results may encourage rich dialogue related to the multiple factors that are relevant to the quality and scope of practicum and internship experiences. The importance of collaboration in designing meaningful field experiences is underscored by the rich narratives produced by participants in this study.

These recommendations are intended to support school counselors as they strive to incorporate a strong theoretical framework, skill development, the ASCA Model program and counseling vision into the actual work encountered within schools. Counselor educators, school site supervisors, and interns, regardless of level, will benefit from an exploration of challenges and opportunities created by the transitional year and its focus on theory to practice. Providing school counseling students with early field experiences will also allow opportunities for processing actual expectations with professors and mentors prior to the internship experience at the end of the graduate training. Finally, including practicing school counselors in the classroom with graduate students would provide the impetus for rich dialogue and for professional school counselors to maintain the currency of their practice.

REFERENCES

- Bennis, W. (1989). *On becoming a leader*. Cambridge, MA: Perseus Books.
- Brott, P. E. (2006). Counselor education accountability: Training the effective professional school counselor. *Professional School Counseling, 10*(2), 179–188.
- Buzan, T., & Buzan, B. (1996). *The mind map book: How to use radiant thinking to utilize your brain's untapped potential*. New York, NY: Penguin.
- DeVoss, J. A., & Andrews, M. A. (2006). *School counselors as educational leaders*. Boston, MA: Houghton Mifflin Company.
- Dollarhide, C., Gibson, D., & Saginak, K. (2008). New counselors' leadership efforts in school counseling: themes from a year-long qualitative study. *Professional School Counseling, 11*(4), 262–271. doi:10.5330/PSC.n.2010–11.262
- Glaser, B. G. with the assistance of J. Holton. (2004, May). Remodeling grounded theory [80 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* [On-line Journal], 5(2), Art.4. Retrieved from <http://www.qualitative-research.net/fqs-texte/2-04/2-04glaser-e.htm>
- Hatch, T. & Lewis, R. E. (2008). Cultivating strengths-based professional identities. *Professional School Counseling, 12*(2), 115–118.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). PLACE: Jossey-Bass.
- Peterson, J. S., Goodman, R., Keller, T., & McCauley, A. (2004). Teachers and non-teachers as school counselors: Reflections on the internship experience. *Professional School Counseling, 7*(4), 246.
- Scarborough, J., & Luke, M. (2008). School counselors walking the walk and talking the talk: A grounded theory of effective program implementation. *Professional School Counseling, 11*(6), 404–416. doi:10.5330/PSC.n.2010–11.404

- Shillingford, M., & Lambie, G. (2010). Contribution of professional school counselors' values and leadership practices to their programmatic service delivery. *Professional School Counseling, 13*(4), 208–217. doi:10.5330/PSC.n.2010–13.208
- Stillman, S. B.. (2007). Working the system: Aligning to advantage: A grounded theory. Available from ProQuest Dissertations and Theses database. (Proquest document ID# 304704046)
- Woodside, M., Ziegler, M., & Paulus, T. M. (2009). Understanding school counseling internships from a communities of practice framework, *49*(1), 20–38. Retrieved from http://vnweb.hwwilsonweb.com.ezproxy.fielding.edu/hww/results/getResults.jhtml?_DARGS=/hww/results/results_common.jhtml.35

CAREER DEVELOPMENT FOR ALL STUDENTS: SCHOOL COUNSELOR ADVOCACY WITH UNDOCUMENTED IMMIGRANT YOUTH

CASSANDRA A. STORLIE

DOCTORAL STUDENT / INSTRUCTOR

THE UNIVERSITY OF IOWA

CASSANDRA-STORLIE@UIOWA.EDU

Cassandra A. Storlie is a doctoral student and instructor at the University of Iowa. She can be contacted regarding this article at: cassandra-storlie@uiowa.edu

CAREER DEVELOPMENT FOR ALL STUDENTS: SCHOOL COUNSELOR ADVOCACY WITH UNDOCUMENTED IMMIGRANT YOUTH

Approximately 1.8 million school aged youth, living in the United States (U.S.), are immigrant and undocumented, primarily migrating from Mexico and Latin American countries (Passel, 2006). Many undocumented immigrant youth entered this country as children, having no choice but to follow their parents' direction in crossing the U.S. border in an illegal fashion. As these youth assimilate, they begin to recognize that their lack of citizenship affirms they do not have the same opportunities as their American counterparts (Gildersleeve, Rumman & Mondragon, 2010). Furthermore, there is an unconventional career development trajectory for undocumented immigrant youth, which is often recognized first by school counselors and student affairs professionals (Ortiz & Hinojosa, 2010).

Undocumented immigrant youth comprise approximately 2% of all school aged children in America (Passel, 2006). As advocates, school counselors have held considerable power in influencing the career trajectory of many undocumented immigrant youth (Ortiz & Hinojosa, 2010). However, school counselors working on career development objectives with undocumented immigrant youth have unique challenges that need to be explored to improve the knowledge, skills, and awareness of the counseling profession.

There are few future career choices for undocumented immigrant youth because of realistic fears of deportation, restrictions in obtaining lawful employment, and holding different values from the majority culture (Abrego, 2006; Abrego & Gonzales, 2010). Options for lawful employment in this country

are unattainable for this population (Drachman, 2006; Ortiz & Hinojosa, 2010). College aspirations are frequently not an option due to limited financial resources (Drachman, 2006; Ortiz & Hinojosa, 2010). Despite limited options, school counselors are charged with cultivating the career development in all students.

There is a lack of counseling literature that addresses the unique issues of undocumented immigrant youth in school settings, particularly on the issues of career development (Ortiz & Hinojosa, 2010). School counseling approaches can be modified to assist undocumented immigrant youth in academic, social/emotional and career domains. The purpose of this manuscript is to build a stronger understanding of the challenges school counselors encounter when career counseling undocumented immigrant youth. In order to advocate for career counseling for this population, a background on the barriers faced by undocumented students will be provided. Specific multicultural career counseling models will be introduced as a framework to work individually and in group settings with this population.

CHALLENGES OF UNDOCUMENTED STUDENTS

Emotional and psychological hardships are common for undocumented immigrant youth in contemporary society (Hernandez, Hernandez, Gadson, Huftalin, Ortiz, White, & Yocum-Gaffney, 2010; Dozier, 1993). The migration transition can be one of the most drastic experiences for a child (Perez, Espinoza, Ramos, Coronado, & Cortes, 2009). The loss of friendships and inability to see extended family can be considerable sources of grief. Further emotional issues can include adjustment to the individualistic American culture, learning the English language, living in

crowded environments and changing role expectations within the family (Perez et al., 2009). Depending on the age when the migration occurred, undocumented immigrant youth may also be going through developmental changes; creating a time of increased confusion, isolation, fear and uncertainty.

Negative stereotypes, powerlessness over one's future, and persistent discrimination can also contribute to emotional and psychological problems of undocumented immigrant youth. Perez et al. (2009) identified the majority of undocumented immigrant youth as having a triple minority status; encompassing ethnicity, lack of American citizenship, and low socioeconomic status. These conditions lead to emotionally destructive labels and micro-aggressions that occur in and out of the academic setting.

UNDOCUMENTED IMMIGRANT YOUTH AND THE AMERICAN EDUCATION SYSTEM

In 1982, the U.S. Supreme Court case *Plyler versus Doe* resulted in a federal ruling that gave undocumented immigrant youth the right to a K–12 education if they were residing in the U.S (Olivas, 2005). In spite of the progressive victory for school administrators and social advocates, the ruling fell short in guaranteeing students an education beyond high school (Drachman, 2006; Gildersleeve & Ranero, 2010). Results of this landmark court ruling did not apply to the post-secondary environment. Research on how school counselors have assisted with unique challenges that face undocumented immigrant youth is essential in order to serve and advocate for all students in the American K–12 school system (Perez, 2010).

Undocumented immigrant youth face formidable adversity in the American educational system, particularly when it comes to accessing higher education. The Higher Education Act of 1965 (Title IV) prevents undocumented students from obtaining college financial aid. This act includes financial resources such as student loans, grants and work study programs (Gildersleeve et al., 2010). Although few laws prevent undocumented immigrant students from attending American colleges, many students do not attend because of the inability to finance college costs (Drachman, 2006).

Paying for college can become increasingly challenging for undocumented immigrant youth. They

are unable to gain lawful employment in the U.S., preventing them from earning any income that could be placed toward college expenses. Hence, students may rely on their families to help with the cost of tuition, books and additional fees. Unfortunately, the majority of undocumented immigrant families live in small apartments with crowded conditions and little income (Oliverrez, 2006). Due to undocumented immigrant families' low socioeconomic status, the majority of families do not have the resources to help students with financing the cost of higher education.

For those families financially capable of assisting these students with college expenses, in-state and out-of-state tuition requirements become an additional hurdle. If a student perseveres amidst these challenges, traveling to and from class becomes a further dilemma. Undocumented immigrant youth cannot legally obtain a driver's license because they do not have a government issued Social Security number. Public transportation is an alternative and, often, guarded choice. In many urban areas, undocumented immigrant youth have an increased chance of encountering Immigration and Customs Enforcement (ICE) officials when using public transportation, potentially leading to an increased risk of deportation.

Despite all the barriers in pursuing higher education, some undocumented immigrant youth are still able to reach this goal with the assistance of their families. Approximately 10% of the 65,000 undocumented high school graduates enroll in college (Fortuny, Capps, & Passel 2007). However, Oliverrez (2006) found that even when families are supportive of a student's college education, the home environment may not support the demands of academic rigor due to overcrowding living arrangements. Abrego's (2006) ethnographic research also found that high levels of neighborhood violence may add increased stress to the academic demands of college. For the majority of undocumented immigrant youth, college becomes an impossible and often unattainable goal (Fortuny et al, 2007; Perez, 2010).

UNDOCUMENTED IMMIGRANT YOUTH AND CULTURE

Challenges and pressures arise with undocumented students when there is a competition between family obligations and requirements of the school. Dotson-Blake, Foster, and Gressard (2009), identified that the

conflict between school and family demands often results in “dissonance and disequilibrium within the family” (p. 233). Collectivistic values frequently supersede the values of the American educational system. Family discord may be a contributing factor to shocking dropout rates as high as 40% across the state of California and as high as 70% among some inner-city schools in Los Angeles for Latino youth (Rumbaut & Cornelius, 1995).

Many undocumented immigrant youth are socialized in American society and have lived in the U.S. for the majority of their life. Once they graduate high school, they encounter the harsh reality that they have limited career options and channels to become self-supporting. According to the Immigration and Nationality Act (2008), undocumented immigrants that are 18 years old and older, living illegally in the U.S. are violating federal law. Anxieties about deportation are unquestionable for undocumented immigrant youth across this country (Hernandez et al, 2010; Dozier, 1993). There have been recent deportation orders for high schools and colleges among students in California, Florida, New Jersey, New Mexico and Washington (Abrego & Gonzales, 2010).

In addition to the fear of deportation, undocumented immigrant youth lack available mentors to assist with the transition to the educational system in America. According to Oldfield (2007), undocumented immigrant students do not have the “cultural capital” in which they know someone who has navigated the educational pathways and may have trouble transitioning to the American educational system. In essence, school counselors are challenged with the task in helping all students transition within the academic setting (ASCA, 2005). De Leon (2005) identified relationships with teachers and school counselors helped with optimism and perseverance of undocumented immigrant youth, despite the vast barriers they encounter.

In December 2010, The DREAM Act (Development, Relief, and Education for Alien Minors) failed to become law. First introduced in 2001 by Senator Dick Durbin, the DREAM Act underwent multiple revisions. This legislation would allow a two-step process toward U.S. citizenship for undocumented immigrant youth. While it had its flaws in addressing issues of undocumented immigrant youth with disabilities, this act provided movement toward

expanding future career choices and opportunities for hundreds of thousands of students. With the failure of the DREAM Act, undocumented immigrant youth continue to struggle with the aforementioned challenges and will for the unforeseen future. These barriers make career options appear virtually impossible for these students; a unique career counseling task faced by 21st century school counselors.

SCHOOL COUNSELING AND CAREER DEVELOPMENT

School counselors are traditionally responsible for counseling the academic, social, emotional, and career aspects of students. The American School Counselor Association (ASCA) developed a National Model that focuses on three domains: academic development, career development, and personal-social development (ASCA, 2005). This model has been voluntarily incorporated into thousands of school districts across the nation. The foundation of this model promotes that “every student will benefit from the school counseling program” (ASCA, 2005). Furthermore, this model directs how career guidance can be implemented in a school setting. ASCA’s National Model identifies that:

- Students will acquire the skills to investigate the world of work in relationship to knowledge of self and to make informed career decisions
- Students will employ strategies to achieve future career goals with success and satisfaction
- Students will understand the relationship between personal qualities, education, training and the world of work (ASCA, 2005).

To ensure the integrity of career counseling in schools embracing the ASCA National Model (2005), it is crucial for scholars to examine how school counselors are handling the challenges when working with undocumented immigrant youth.

As daunting economic times become increasingly uncertain, career counseling in the school setting will be of greater importance to future generations of students. Unfortunately, current researchers suggest that career guidance in American schools is dwindling. Schenck, Anctil, Smith and Dahir (In press) examined reoccurring trends on career guidance within the school setting and found trends underwent sporadic

influxes through the history of school counseling. Further research has indicated that career development services are considered “a very low priority” or “not a priority” among school counselors (Schenck et al., in press). Constantine, Erickson, Banks and Timberlake (1998) found that minority students receive less career counseling than non-minority students. These implications further decrease the opportunity for career development in children who would otherwise be pushed into a vocational environment of labor work, earnings below minimum wage, and have “no prospects of mobility” (Jefferies, 2008, p. 249).

Studies have shown that many school counselors feel unprepared to incorporate career counseling into their daily work. ASCA School Counselor Competencies (2008) require school counselors to “understand career opportunities, labor market trends, and global economics, and use various career assessment techniques to assist students in understanding their abilities and career interests” (III–B–2d). Schenck, Anctil and Smith (2010) found that 75% of school counselor participants identified that they needed more training in helping students develop career goals and skills. It is evident that school counselors may need further training in career counseling practices. However, exposure to multicultural career assessments and theories are of greater importance as the student population continues to become more diverse (Arthur & McMahon, 2005; Cook, Heppner & O’Brien, 2005).

As population projections and future socio-demographic changes continue to impact the profession of school counseling, it is essential that school counselors receive professional development opportunities to enhance their multicultural awareness and sensitivity (Portman, 2009). School counselors must understand that “career assessments do not necessarily take into account students’ values related to ethnicity or familial commitments” (Ortiz & Hinojosa, 2010, p.55). Four multicultural career counseling models are suggested to enhance the advocacy for this marginalized population in both individual and small group formats.

ADVOCACY THROUGH MULTICULTURAL CAREER COUNSELING MODELS

Systems Theory Framework

Participating in career exploration exercises can be exciting for many students, but this exploration can become a significant obstacle for school counselors working with undocumented immigrant youth. The Systems Theory Framework (STF) has been introduced as a model that can incorporate the individual’s social, environmental and societal contexts (Arthur & McMahon, 2005). STF encourages counselors to directly assess how culture is represented in career development models and theories. Although the theory centers on the individual, accommodations can be made for those embedded in collectivistic cultures. Methodically, STF is able to address interactions between systems and subsystems that can influence one’s career development (Arthur & McMahon, 2005).

Individually, school counselors can work with undocumented students by acknowledging the context of multiple systems that impact their career development trajectory. Home visits may be warranted, with accompaniment from other school personnel, in order to address familial concerns about higher education. School counselors must be knowledgeable about existing laws in their state and be able to provide current information about funding and opportunities in higher education. Connecting undocumented students with an individual mentor is a particularly important intervention. As a change agent, school counselors are charged to address the emotional responses that the student has as a result of these clashing systems and to collaborate with other school personnel to develop in procedures in which to best extend services to these students. Furthermore, core conditions and validation of one’s experience are essential during individual sessions with undocumented students. Individualizing career plans, while incorporating their unique roles and values, can be of significant benefit to these students.

Ecological Theories

Ecological perspectives on career development (Cook, Heppner & O’Brien, 2005) have also shown enduring levels of multicultural sensitivity in terms of race and gender. Sensitivity to one’s unique environment is of substantial benefit to undocumented immigrant youth, particularly due to multiple challenges and barriers they face on a regular basis.

This perspective focuses on the influence of one's immediate and socio-cultural environment in relation to career development and vocational choice. Relationships with one's microsystem and macrosystem are fluid and become paramount when one begins choosing careers (Cook et al., 2005). Although helpful in understanding the career conceptualization of undocumented immigrant youth, it cannot change the legal barriers that students may face in obtaining a job. Embracing an ecological perspective may empower school counselors to become social change advocates, which can lead to improved working environments for undocumented immigrant youth.

Ecological theories can be of great benefit to undocumented students in a group setting. Small groups provide a sense of universality, while school counselors address systemic barriers in a culturally sensitive manner. Group settings, with a focus on strengths, can include topics on how overcome the social and cultural barriers to being career ready. Small groups can further connect students and promote the exchange career resources and information about funding and higher education. However, school counselors need to be prepared that many undocumented students may be weary of self disclosure when in a group setting (Chen et al, 2010). Further validation of the challenges undocumented youth have endured may temper these feelings of anxiety. Furthermore, small groups may be an appropriate setting in which to introduce other undocumented students willing to be mentors and who have been successful in higher education.

Social Cognitive Career Theory

Social cognitive career theory (SCCT) assists in the understanding of how individuals form interests, make career choices, and succeed in academic and vocational quests (Lent, Brown & Hackett, 1994). The foundation of SCCT incorporates assessing specific barriers that individuals encounter, addressing environmental issues and analyzing the relationship between these barriers and other variables. SCCT also focuses on positive environmental supports that may enhance career problem solving and coping efficacy (Lent, Brown & Hackett, 2000). This comprehensive theory incorporates both multicultural context and environmental supports, which can assist the school counselor in working with the complexity of

undocumented immigrant youth. The use of SCCT can be extremely useful for marginalized populations, not only in conceptualizing barriers but also in promoting solutions to those barriers.

SCCT can be utilized in both individual and group settings with undocumented students. In a group setting, student can complete assessments on their perceptions of supports within their family, friends and outside the school environment. Information from these assessments can help the school counselor become more aware of the perceived opportunities and barriers that undocumented students have in their community. Sessions that include the topics of internal and external challenges, and ways to promote effective coping can address the unique concerns of these students. Using a strength based approach in combination with SCCT can further assist with promoting resilience among undocumented immigrant youth (Chen et al, 2010).

Conclusion

As career counseling promotes the future choices of each student, it is crucial for school counselors to assess the efficacy of multicultural career theories with undocumented students. Schools that embrace the ASCA National Model (2005) can be examples of how multicultural sensitivity can be incorporated into academic philosophy. For example, due to the vast differences in each student, the ASCA National Model (2005) encourages individual student planning. This intervention alone supports the marked opportunity for school counselors to use cultural context (Paisely & McMahon, 2001) as a lens when providing career guidance with undocumented immigrant youth.

As school counselors find themselves in a unique position to become advocates for undocumented immigrant youth, it will be crucial to address the growing complexities of providing career counseling to this population. Professional development opportunities that address the unique career needs of undocumented immigrant youth are essential for school counselors, particularly in states with sizeable immigrant populations. The development of career counseling best practices with undocumented student is currently lacking from the counseling literature. Therefore, future research should incorporate current and effective career counseling interventions that are effective to best cultivate the career development in undocumented immigrant youth.

REFERENCES:

- Abrego, L. (2006). 'I can't go to college because I don't have papers': Incorporation patterns of Latino undocumented youth. *Latino Studies*, 4(3), 212–231.
- Abrego, L., & Gonzales, R. (2010). Blocked paths, uncertain futures: The postsecondary education and labor market prospects of undocumented Latino youth. *Journal of Education for Students Placed at Risk*, 15, 144–157. DOI: 10.1080/10824661003635168.
- American Counseling Association. (2005). *ACA code of ethics and standards of practice*. Alexandria, VA: Author.
- American School Counselor Association. (2005). *The ASCA national model: A framework for school counseling programs* (2nd ed.). Alexandria, VA: Author.
- American School Counselor Association. (2008). *School counselor competencies*. Alexandria, VA: Author. Retrieved from <http://www.schoolcounselor.org/files/SCCompetencies.pdf>.
- Arthur, N., & McMahon, M. (2005). Multicultural career counseling: Theoretical applications for the systems theory framework. *Career Development Quarterly*, 53, 208–222.
- Constantine, M., Erickson, C., Banks, R., & Timberlake, T. (1998). Challenges to the career development of urban racial and ethnic minority youth: Implications for vocational intervention. *Journal of Multicultural Counseling and Development*, 26(2), 82–94.
- Chen, E., Budianto, L., & Wong, K. (2010). Professional school counselors as social justice advocates for undocumented immigrant students in group work. *The Journal for Specialists in Group Work*, 35(3), 255–261. DOI: 10.1080/01933922.2010.492897.
- Cook, E., Heppner, M., & O'Brien, K. (2005). Multicultural and gender influences in women's career development: An ecological perspective. *Journal of Multicultural Counseling and Development*, 33, 165–179.
- De Leon, S. (2005). *Assimilation and ambiguous experience of the resilient male Mexican immigrants that successfully navigate American higher education*. Unpublished doctoral Dissertation, University of Texas, Austin.
- Diner, H. (2008). *Immigration and U.S. History. America.gov: Engaging the World*. Retrieved from <http://www.america.gov/st/peopleplace-english/2008/February/20080307112004ebyeessedo0.1716272.html>.
- Dotson-Blake, K., Foster, V., & Gressard, C. (2009). Ending the silence of the Mexican immigrant voice in public education: creating culturally inclusive family-school-community partnerships. *Professional School Counseling*, 12(3), 230–239.
- Dozier, S. B. (1993). Emotional concerns of undocumented and out-of-status foreign students. *Community Review*, 13, 33–29.
- Drachman, E. (2006). Access to higher education for undocumented students. *Peace Review: A Journal of Social Justice*, 18, 91–100. DOI: 10.1080/10402650500511667.
- Fortuny, K., Capps, R., & Passel, J. S. (2007). *The characteristics of unauthorized immigrants in California, Los Angeles County, and the United States*. Washington, DC: The Urban Institute.
- Gildersleeve, R. E., & Ranero, J. J. (2010). Precollege contexts of undocumented students: Implications for student affairs professionals. *New Directions for Student Services*, 131, 19–33.
- Gildersleeve, R., Rumann, C., & Mondragon, R. (2010). Serving undocumented students: Current law and policy. *New Directions for Student Services*, 131, 5–18. DOI: 10.1002/ss.364.

- Hartung, P. (2002). Cultural context in career theory and practice: Role salience and values. *Career Development Quarterly*, 51, 12–25.
- Hernandez, S., Hernandez Jr., I., Gadson, R., Huftalin, D., Ortiz, A.M., White, M., & Yocum-Gaffney, D. (2010). Sharing their secrets: Undocumented students' personal stories of fear, drive and survival. *New Directions for Student Services*, 131, 67–84. DOI:10.1002/ss.368
- Jefferies, J. (2008). Adolescent literacy policy; Do undocumented students play by the rules? *Journal of Adolescent & Adult Literacy*, 52(3), 249–251. DOI: 10.1598/JAAL.52.3.8.
- Krumboltz, J.D., & Vosvick, M.A. (1996). Career assessment and the career beliefs inventory. *Journal of Career Assessment*, 4, 345–361.
- Lee, C. C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling*, 4, 257–261.
- McCarthy, C., Van Horn, K., V., Calfa, N, Lambert, R., & Guzman, M. (2010) An exploration of school counselors' demands and resources: Relationship to stress, biographic, and caseload characteristics. *Professional School Counseling*, 1(3), 146–158.
- Olivas, M. (2005). The story of Plyler v. Doe, the education of undocumented children and the polity. *Immigration Stories*, 197–220.
- Olivero, C. (2006). Ready by restricted: An examination of the challenges of college access and financial aid for college-ready undocumented students in the U.S. Unpublished doctoral dissertation, University of Southern California.
- Ortiz, A., & Hinojosa, A. (2010). Tenuous options: The career development process for undocumented students. *New Directions for Student Services*, 131, 53–65. DOI: 10.1002/ss.367.
- Paisely, P., & McMahon, H. (2001). School counseling for the 21st century: Challenges and opportunities. *Professional School Counselor*, 5(2), 106–116.
- Passel, J. (2006). The size and characteristics of the unauthorized migration population in the U.S.: Estimates based on the March 2005 current population survey. Washington, D.C.: Pew Hispanic Center.
- Passel, J., & Cohn, D. (2008). Trends in unauthorized immigration: Undocumented inflow now trails legal inflow. Washington, D.C.: Pew Hispanic Center.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd Ed.). Thousand Oaks, CA: Sage Publications.
- Perez, W. (2010). Higher education access for undocumented students: Recommendations for counseling professionals. *Journal of College Admission*, 32–35.
- Perez, W., Espinoza, R., Ramos, K., Coronado, H., & Cortes, R. (2009). Academic resilience among undocumented Latino students. *Hispanic Journal of Behavioral Sciences*, 31(2), 149–181. DOI: 10.1177/0739986309333020.
- Perez, W., Espinoza, R., Ramos, K., Coronado, H., & Cortes, R. (2010). “Cursed and blessed”: Examining the socioemotional and academic experiences of undocumented Latina and Latino college students. *New Directions for Student Services*, 131, 35–51. DOI: 10.1002/ss.366.
- Peterson, J., & Nisenholz, B. (1999). *Orientation to counseling* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Portman, T.A.A. (2009). Faces of the future: School counselors as cultural mediators. *Journal of Counseling & Development*, 87, 21–27.
- Rumbaut, R., & Cornelius, W. (1995). California's immigrant children: Theory, research and implications for educational policy. Center for U.S.–Mexican Studies, University of California, San Diego.

Schenck, P., Anctil, T., & Smith, C.K. (2010). Career counseling identity of professional school counselors. *Career Developments*, 16–17.

Schenck, P., Anctil, T., Smith, C.K., & Dahir, C. (In press). Coming full circle; Reoccurring career development trends in schools. *Career Development Quarterly*.

Zunker, V. (2002). *Career counseling: Applied concepts of life planning*. Pacific Grove, CA: Cengage Learning.

SCHOOL COUNSELING INTERNS COMPARED THEIR EXPERIENCES USING THE AMERICAN SCHOOL COUNSELING

NATIONAL MODEL AS A GUIDE

BY ERIN CAMDEN, LISA MC MORROW, AND ASHLEE O'NEAL

Erin Camden, Lisa Mc Morrow and Ashlee O'Neal are recent graduates of Northern Arizona University. Correspondence regarding this article can be directed to Eric Camden at: ecteach05@yahoo.com

Being recent graduates of the school counseling program through Northern Arizona University, we were interested in the internship experience of others and whether they were at model versus non-model schools. Every internship experience is different, and we are hoping to give insight to future students in school counseling programs in choosing their internship sites.

My name is Erin, and I chose to complete my 600 hour internship for my school counseling Masters program at a high school in Cave Creek, Arizona. The school has approximately 1450 students in 9th through 12th grade. Roughly 12% of the student body receives reduced lunch. Having been an elementary teacher in low income areas previously, I wanted experience at the high school level and in an affluent area in order to have experienced working with as many diverse populations as possible. It was also very important for me to intern at a school that has a comprehensive guidance and counseling program which follows the American School Counseling Association (ASCA) Model. The counseling team earned the Recognized ASCA Model Program (RAMP) award in 2008 and while I was interning they were working on their re-RAMP application. I was able to help a great deal with this project. Having completed a practice RAMP application in my master's program, I felt more able to just jump in and help with the re-RAMP process throughout my internship. I collected and analyzed data we received from classroom guidance lessons, group counseling, individual counseling, and specific student information. I was also able to participate in the first advisory council meeting of the year. I was able to teach classroom guidance lessons, co-facilitate support groups, present in front of the entire senior class, attend professional development opportunities, and provide individual counseling.

I was fortunate enough to be able to complete my internship by working at the school full-time. I highly recommend working full time, if possible, as it allowed me to get a real grasp as to what happens on a daily basis. I was able to spend time helping each of the four counselors in their specific domain. My internship greatly prepared me for my new career as a school counselor. I now know what a model program looks like and I feel confident in my ability to begin the RAMP process at a future school. After my December graduation this internship experience led to a substitute counseling position in the district.

My name is Lisa and my internship was completed at a high school in Glendale, Arizona. There are approximately 2600 students in 9th through 12th grade, with five full time counselors and one part time counselor on campus. The graduation rate is 94%, with 85% of the graduating seniors pursuing post-secondary educational opportunities. I was able to secure my internship position through a friend who is a counselor in the same district. I was fortunate enough to be able to be a full-time intern, working 35-40 hours per week. I experienced every aspect of the counseling day, from registering new students to classroom presentations to student consultations. My main project was to design and implement a freshman unit, introducing the students to the Arizona Career Information System (AzCIS) where they would create their four year Education and Career Action Plan (ECAP). I personally met with 98% of the freshman class over a two month period. Each student completed a career cluster inventory, with the results helping them to choose classes during their high school career that would propel them towards their post-secondary goals. It was gratifying to work with the students, and watch them move from indifference to excitement and enthusiasm for their future.

During my internship, the counseling department began the process to apply for the RAMP designation. The department employs the ASCA model, and already had in place their school counseling program goals. As a team we created the statement of philosophy and mission statement. In addition, the department has been in the process of compiling the data to complete the classroom guidance curriculum report and the closing the gap report. The counseling department has been data-driven for many years, and has consistently gathered data from the different classroom guidance lessons that are presented throughout the school. I participated in several of the classroom lessons during my internship, and wrote the results summary for two of the lessons.

As part of my graduate work I completed an example of a RAMP application, and was able to share my work with the counseling department. In my opinion, the work we do during our graduate studies does not readily translate to the real working world. I was thrilled to actually see the process first hand, and to put what I learned during graduate school to work during my internship. Since working through the process during my internship as well as during my course studies, I feel I am prepared to RAMP a school on my own, whether as part of a team, or as the sole counselor on campus.

I thoroughly enjoyed my internship. I still have much to learn, yet I am confident that my experience along with the knowledge I gained has prepared me to seamlessly transition into any high school counseling department in the state.

My name is Ashlee and my internship experience was at an elementary school located in Glendale, Arizona. The school is a kindergarten through eighth grade campus with only one counselor. There are approximately 700 students and about three-fourths of them qualify for free or reduce lunch. I chose the location based upon a recommendation from one of my instructors at Northern Arizona University. I also took out a school loan so that I could take the opportunity to dedicate myself to a full-time internship of at least 32 hours a week on campus. The counselor at the school was in the process of completing an application for the RAMP award. I assisted the counselor of the school with many different elements of the RAMP process. I also provided the school with an example of a mock

RAMP application that I was required to do as part of my graduate studies. Lastly, I provided extra support in any area of the RAMP application that required data translation.

During my internship, other than assisting with the RAMP application, I was able to teach guidance lessons in grades K–8 from research supported curriculum, and help organize guest speakers for 7–8 grade. I developed and led student groups to assist in improving their social skills, and academics. I also led Club Ophelia, which is a 7th and 8th grade girls group, developing lessons and after school activities. When required. I also performed responsive services such as individual counseling, Child Protective Services reports, Professional Learning Community (PLC) plus meetings, and collaborated among various community agencies to provide external counseling referrals, and family support. Finally I was able to attend many professional development meetings that were offered both by the Pendergast District and other organizations.

I really enjoyed my internship experience, and was satisfied with the knowledge I gained from it. Overall I had a great internship experience, and I feel that it definitely prepared me for taking on the role of a counselor myself in the future.

SCHOOL COUNSELING RESEARCH AND PRACTICE

A NEW JOURNAL FROM THE ARIZONA SCHOOL COUNSELORS ASSOCIATION
CALL FOR MANUSCRIPTS - DEADLINE: JUNE 30, 2012

The journal from AzSCA, Inc. (School Counseling Research and Practice) invites the submission of manuscripts for consideration for the third issue of this journal to be published in 2012. The deadline for manuscript submission is June 30, 2012.

Manuscripts on issues of interest to practicing K–12 school counselors and counselor educators are welcome. Topics of interest would include empirical research, action research, innovations in school counseling practice, current trends and professional, legal and ethical issues. This issue will focus on advocacy for K–12 students. We are looking for both submissions about completed advocacy-related projects, data collection, analysis and your process of determining how to proceed, i.e., what were the roadblocks and successes along the way. In addition, articles on promising and beneficial school-based practices or contemporary issues for school counselors will be considered for inclusion. Your topic should be clearly connected to the ASCA Model in your manuscript. We are also seeking reviews of current books or other resources of interest to school counselors. The book and resource reviews should include practical implications for school counselors. We encourage counselor educators and their students to submit joint articles.

Manuscripts should not exceed 16 double-spaced typewritten pages, not including title page and references. The manuscripts should also be written according to the American Psychological Association (APA) Publication Manual (5th edition) style. Include on a separate page, the title of the article and an abstract of no more than 150 words. Submissions will be reviewed anonymously. Please be sure that authors names do not appear anywhere in the manuscript other than the title page. Use APA guidelines to eliminate biased language. Manuscripts must be sent electronically as e-mail attachment to editors, Joyce DeVoss, Joyce.DeVoss@nau.edu and Susan Stillman, Sbstillman@gmail.com. Direct questions should be addressed to Joyce DeVoss or Susan Stillman at the above email addresses.

Anyone who has experience as a school counselor or has published in professional journals, books, or has contributed chapters in books and would like to serve on the editorial board should apply to one or both of the co-editors by e-mail.

Further information including a Powerpoint on publishing/reviewing for publication and additional resources can be found on the Research Committee Tab of the AZ School Counselor Association website at <http://www.azsca.org/research.html>

