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Georgia School Counselors Association

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Editorial Board

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From your GSCA President

With great pride, GSCA introduces the 13th edition of the GSCA *Journal* to our membership. *"*Lighting the Way for the Future*"*, this year's GSCA theme, represents the lighthouse; stable, constant and having the ability to show guidance and direction. This *Journal* adds to your professional *"*beacon of light*"*. Reading up to date research and methods can help you validate your programs. We are united in our efforts to help students, and part of our role as counselors is to read the professional literature in our field. The opportunity to read articles written by your fellow Georgia counselors is invaluable. I hope you find the articles exciting and reaffirming that what you do in your schools can shine a light of hope and success for students.

With the assistance and guidance of Dr. Fran Mullis and Dr. Dana Edwards, our GSCA *Journal* Editors, many of our authors had the confidence to submit manuscripts. I want to thank all of the authors who contributed professional articles to this *Journal*. Thank you for taking the time and effort to present programs that follow the ASCA National Model and to develop programs that assist student success. The ASCA National Model serves as the Framework for School Counseling Programs and will help school counselors find their place in the school environment.

Since this is Dr. Mullis and Dr. Edwards last year as editors for our *Journal*, I want to thank both of these fine professionals for these last few years, devoting their skills and effort in the recruitment of counselors to submit manuscripts for our *Journal*. There are many hours behind the scenes to produce this type of publication. We have one of the best state *Journal*s in our country. Also, I would like to thank this year's editorial board who gave their time to review and edit potential *Journal* articles. Thank you to all who have had a part in producing this *Journal*, we are proud of our profession. Enjoy reading and plan to submit a manuscript about your program next year in the GSCA *Journal*.

*"*Georgia School Counselor: Lighting the Way for the Future*"*

Jenny Lacy

Jenny Lacy
President, 2006-07
Georgia School Counselors Association

From the Journal Editors

Dr. Fran Mullis and
Dr. Dana Edwards

Thank you to all of the authors who submitted articles for the 2006 GSCA *Journal*. Writing for publication is a time consuming, and sometimes discouraging, task; however, seeing your article in print makes the effort worthwhile. The articles in this year's *Journal* are thought provoking and packed with information. We believe readers will find many useful ideas.

Providing direct services to students is one important role for school counselors. The first three articles address direct services. The article by Dowling provides very helpful information about counseling issues affected by technology. Bates describes a classroom guidance unit on sexual harassment and its effect on referrals for sexual harassment. Using magic arts in schools may be a controversial topic, but Levin describes how teaching students magic arts skills may have helped reduce behavior infractions by severely emotionally disturbed youth.

In addition to providing direct services, school counselors are being encouraged to advocate for others. Chibbaro describes advocacy and offers suggestions for advocacy efforts, and Anderson describes a specific program for advocating for school personnel to be sensitive to students with special needs. School counselors must continually advocate for themselves and their role as envisioned by the American School Counselor Association (ASCA). Gillilan describes a study done in her school to determine parental perceptions of elementary school counselors and provides suggestions for educating parents about the appropriate role of the school counselor.

The next three articles articulate aspects of professional development for pre-service and in-service school counselors. Thompson and Richmond describe using coaching to improve delivery of classroom guidance instruction, and Boes, Chibbaro and Bingeman discuss an ethics study that highlighted areas where ethics knowledge appears to be insufficient in both school counselor candidates and practicing school counselors. Paisley, Bailey, Ziomek-Daigle, and Getch describe the importance of site

supervision for graduate students in school counseling and present implications for school counselors who supervise graduate students as well as for counselor educators.

The article by Klein and Gee discusses the ASCA model. They propose a different model informed by postmodernism, the therapeutic common factors and innovative educational research.

We hope you enjoy reading this issue and find many useful ideas to inform your practice of school counseling. Please consider submitting one of your ideas for the 2007 *Journal*.

Dr. Fran Mullis Dr. Dana Edwards

The School Counselor and the Tech Generation: Issues and Tips

Sue Y. Dowling

ABSTRACT

School counselors should be knowledgeable about the influence of today's technologies on common issues dealt with in counseling. This article describes several of these issues and how they are affected by use of technology. Suggestions are provided to help counselors deal with the current challenges posed by the use of interactive communication technologies.

THE SCHOOL COUNSELOR AND THE TECH GENERATION: ISSUES AND TIPS

The old saying *"*Fools names and fools faces always appear in public places*"* is no longer totally accurate. With the advent of online blogs, many of our students' names and faces are in public places – that is, the *"*public domain*"*. Wherever interactive technologies are used, issues that concern school counselors may occur.

Students deserve admiration for the clever ways they use these new technologies. They network better than most CEO's of large companies. They upload, download, create, and share like experienced webmasters. At the same time that they are working on research projects, they are playing games, enjoying their MP3's, and Instant Messaging eight of their friends simultaneously. Multi tasking is their way of life.

Unfortunately, few students have positive role models to show them the ethical and wise use of technology. How many of your students have parents that blog, or text message, or belong to a local guild in their multiplayer online gaming community? In fact, how many parents even have a desktop that is not graced with a Windows background? Our students design their desktops to reflect their personality. Technology is integrated into their lives and self image, while many of their parents are still learning how to save a file in a folder other than *"*My Documents*"*. It's not that parents are not putting forth the effort to stay abreast of technologic change; it's just that it takes time and support to learn about this new social change. In the meantime, students are learning by trial and error. The older student is the model for the younger student. The risks and dangers are numerous, and often the student is simply unaware of these risks. As a

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result, school counselors must be prepared to address online issues.

COUNSELING ISSUES AFFECTED BY TECHNOLOGY

The issues or concerns brought to the school counselor are not new. However, computer technology affects, and sometimes exacerbates, these issues.

Bullying

Bullying itself is not new, but in the past, students had physical confrontations at school, at the bus stop, during lunch, and in other places when the bully was physically in their presence. They had safe places in the classroom, at home, or other places during the day. Cyber bullying using text messaging, web posting, blogs, or email provides *no escape* from the tormentors…it is often present 24/7.

- Text messaging may be used throughout the day and night to harass the bullied student.
- Unauthorized photos may be taken of the student in an embarrassing situation and then shown to other students.
- Photos may be morphed, or altered in a way that embarrasses the bullied student, and put online.
- Blogs may be created in the student's name and then groups of other students may comment to that blog using nasty and degrading messages.
- Students may use the Internet to spread falsehoods about the bullied student.

Additionally, the scope of the harassment is much larger. In the past, when a group of boys pushed one boy around and made fun of him in a locker room, they left the situation and told fellow students about what they had done. The student was ashamed to walk down the hall because others had heard about what had happened. After a few days, most students had forgotten the incident. Now, those same students may push another student and tease him, but the bullying doesn't stop there. They use their camera phone to document the incident. Then they email it to everyone in their address book, and post it to a website with degrading comments for the world to read. The student has nowhere to go for escape and this bullying is perpetuated by the fact that once an image is posted online, it can never be retrieved. It's difficult if not impossible to find refuge from today's cyber bullying. The counselor must be aware of these important factors when dealing with students facing such harassment.

Relationships

Instant messaging, blogs, email and text messages are used to start relationships, build relationships and end relationships. These relationships quickly develop, become intense and are abruptly ended. Breaking up is hard to do, but it's even harder on the students when their attempts to communicate with their ex-boyfriend, or ex-girlfriend, are blocked. These fast, intense, and abrupt relationships produce residual emotions that the counselor must understand in order to be effective.

Rejection

Isolation can be intensified by online practices. Social networking, or blogging, focuses around the number of friends one has on his/her site. When a specific

individual is targeted to be excluded, their friend request can literally be rejected. If rejected by a whole group of people, that individual suffers from exclusion and humiliation. The same phenomena occurs when an individual's communication is consistently blocked when instant messaging or text messaging.

Sexual solicitation and exposure
Exposure to sexual content is a concern of parents and educators. Research by the National Center for Missing & Exploited Children (Finkelhor, Mitchell, & Womak, 2000) revealed that 19% of students 10-17 years of age were sexually solicited online and 25% were exposed to unwanted sexual material. It is common to experience conversations about cybersex and have the opportunity to view webcams of naked individuals when visiting chatrooms as a young teen. This type of exposure at younger ages, in explicit detail, and in such high quantities may have consequences for the student's sexual development. The research that documents possible consequences is lacking at this time. It is reasonable to assume that some students being counseled have been exposed to graphic sexual content on the computer. These students may have questions, may be experiencing difficulty resisting the urge to return to those sites, and may be feeling guilty for engaging in those behaviors.

Other content and information
Sexual content is not the only type of information that is freely available to students. Information regarding cults, hate groups, prejudice, violence, illegal or inappropriate material, and gangs is freely available. In addition, sites that offer support for behaviors such as self injury, eating disorders, or suicide are among the many accessible sites. These online groups may validate antisocial or destructive tendencies in addition to providing directions for carrying out counterproductive measures, such as cutting.

Gambling
Romer (2005) found that an estimated 7,900,000 American teens are addicted to gambling, which is more than half of all people in the United States with pathological gambling addictions. According to estimates from another study (Christiansen Capital Advisors, LLC, 2004), nearly $12 billion was wagered worldwide on the Internet in 2005, increasing at a greater rate than any other form of gambling. Teenage betting is growing so fast that Gamblers Anonymous on Long Island is reaching out directly to teens for the first time in its history. This is the first generation that is raised in a society of legalized gambling. Online gambling only complicates the problem with more than 2000 web sites. McNulty (2006) stated that out of 37 randomly selected online gambling sites, a minor was able to register, play, and pay at 30 of them. Considering these facts, it would be prudent to anticipate that some students may be wrestling with gambling problems.

Virtual versus real world substitutions
The line between reality and fantasy is blurring. The following are some examples of that confusion.

- Virtual community – People disengage from social and work commitments to spend time on the Internet, prompting the new label *"*mouse potatoes*"*. Students that

may have difficulty in real world social situations may find community online in the virtual world. Online gaming communities form tight bonds and have even hosted online memorial services for gamers that have been killed in real life. Although these services are touching, in reality they are virtual funerals.

- Virtual Property – Individuals buy virtual property for thousands of dollars (Terdiman, 2005). Film director and gamer Jon Jacobs paid $100,000 for a piece of virtual real estate in the Sweden-based "Project Entropia". The property is in the Paradise V Asteroid Belt and comes with mining and hunting taxation rights, mall deeds, a land management system, a billboard marketing system, and space station naming rights ("Gamer buys virtual space station", 2005). This trend is not limited to adults. Young children can purchase virtual hotel rooms and parties at www.habohotel.com.
- Virtual Personality – Students may assume any personality online. In some ways this is advantageous, as they can try on personas and then delete them if they are not accepted by others. One characteristic that is commonly seen online is disinhibition, where the user does and says things that he or she would not do or say offline.

Sexual enticement and grooming

Online grooming is a procedure facilitated by cyber-technologies to prepare another person to be the victim of sexual abuse. Some predators' desired result is sexual discussion with the child or cybersex with the child. However, many are interested in the meeting and groom the child to lower his/her inhibition in order to arrange a face to face meeting. The enticement and grooming of students by predators has become easier to do with the advent of interactive communicative technology. A predator is able to groom his/her victim at a much faster pace and is able to groom multiple victims simultaneously. The predator uses well defined grooming techniques that manipulate the victim in order to establish a relationship, develop trust, and isolate the victim from support in his/her environment. Victims of online grooming and subsequent physical abuse continue to feel a bond to their abuser after prosecution and sentencing of the abuser. In 50% of cases studied by Wolak, Mitchell, and Finkelhor (2003), investigators found that victims believed they were in love with or felt close friendships with offenders.

SUGGESTIONS FOR SCHOOL COUNSELORS

Because of the prevalence of teens going online, it is behind the times to ask, "Do you have an online life?" Instead, it is more appropriate to ask, "How is your online life?", or to say "Tell me about your online life". Additionally, be aware that many, if not most, of the cybersafety issues that students are dealing with will not be reported, even when students are directly asked. Students do not want to risk losing the right to use their online devices. Their answers will be influenced by how they think the counselor will react to their disclosures (Gaunt, 2004). Students must be assured that unless they are facing imminent danger,

committing a crime or causing harm to someone else, they will continue to have online access.

Underlying problems of character or lack of knowledge must be addressed when a student has online issues. Many problems caused by the use of technology are symptoms of the character of the user. If a student is a bully offline, that student may bully online. If a student cheats on a test by copying someone's test, that student may text the answers to another student using the cell phone. However, some misuse of technology is simply a matter of ignorance. When a student does not understand copyright laws, the cut and paste function is a convenience when writing a paper. Students who are unaware that possession of child pornography is a felony may download child pictures along with adult pornography when using their peer to peer program. The attitude that if it is freely available online, it must be okay, is a common attitude among students. That is the attitude that inspires downloading music and movies, and sharing those downloads with friends. Students may not realize that what they are doing is piracy.

Parent involvement is vital; however, some parents feel that they don't understand technology and they hesitate to discuss or set rules for its use. A study conducted by the National Center for Missing & Exploited Children and Cox Communications ("Statistics: Teen internet safety study", 2006) shows that parental involvement in the child's virtual life is a deterrent to some of the risks. Students who had parents that addressed the online dangers tended to refrain from posting pictures, ignored messages from unfamiliar people, refused to chat, blocked unknown senders and reported disturbing occurrences to adults. Unfortunately, a fourth of the students said their parent have never spoken to them about Internet safety. To complicate matters, half of the high school aged students report that their parents or guardians know "very little" or "nothing" about what they do on the Internet. Parent internet safety presentations are available in Georgia and may be requested by completing a presentation request form through the website www.familyinternet.info.

Specific suggestions for counselors may include the following. In instances of multiple relationship problems, include students on the Instant Messenger buddy list or the student's blog (i.e. MySpace) friends list in the session. Prior to approaching cyber issues, consider what should be done in various situations, what you would suggest regarding offline meetings, and what is legal and illegal online. Be aware that instances of recording someone without their knowledge with cell phones or digital recorders have been reported. In these situations, students record a counseling session or a classroom discussion. If baiting is used, the student may provoke the educator and then record the dialogue. Most importantly, do not abandon the skills, experience and intuitions you already have, but rather apply them to cyberspace (Gaunt, 2005).

CONCLUSIONS

The advent of new interactive technologies introduces new challenges and issues for school counselors. Applying previous knowledge and experience learned from offline situations to the current online situations is the key to the effective counseling of today's technologically sophisticated generation.

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An Action Research Study: Using Classroom Guidance Lessons to Teach Middle School Students about Sexual Harassment

Rebecca C. Bates

ABSTRACT

This article describes a three-part classroom guidance lesson that teaches middle school students the definition of sexual harassment, the difference between flirting and sexual harassment, and the harmful effects of sexual harassment. An action research study evaluated the effectiveness of the lessons in decreasing referrals for sexual harassment in the grade level studied. Suggestions for further research are provided.

AN ACTION RESEARCH STUDY: USING CLASSROOM GUIDANCE LESSONS TO TEACH MIDDLE SCHOOL STUDENTS ABOUT SEXUAL HARASSMENT

Sexual harassment is not a new problem in our society. In accordance with ethical and legal norms, the middle school described in this study adopted a zero tolerance stance on sexual harassment and implemented a school policy for dealing with it. In spite of these measures, students continued to engage in sexually harassing behaviors. Because of the high number of referrals for sexual harassment at this school, this action research (AR) project was undertaken. One seventh-grade team had a very high number of referrals for sexual harassment. Prior to the classroom guidance series intervention adopted for this AR, two of this team's referrals resulted in out-of-school suspensions, and one in a tribunal hearing that placed the student in an alternative school.

According to school discipline records, the average number of referrals for sexual harassment per team is approximately 4 to 5 a month, with differing levels of severity. When interviewed about the proposed project, the principal and assistant principals agreed that some form of action needed to be taken regarding sexual harassment. One seventh-grade team had an average of 8 referrals per month – with an unusually high percentage of referrals considered to be more severe offenses according to the school discipline records. The teachers on the seventh-

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grade team realized the problem and voluntarily decided to have their classes participate in the classroom guidance activities for the pilot study.

Literature Review of Sexual Harassment in Public Schools

The literature regarding sexual harassment in public schools demonstrates that sexual harassment is a pervasive problem with far-reaching consequences. The American Association of University Women (AAUW) Educational Foundation's 2002 survey on sexual harassment in grades 8 - 11 reported that students were afraid in school, and the self-confidence of harassed students was adversely affected. Further, only 7% of those harassed reported the incident(s), 59% of students admitted to being offenders, most harassment occurred out in the open, and 85% of students surveyed had been sexually harassed. Wasserman (2003) reported that sexual harassment can seriously affect children's self concept. Additionally, many students who have been harassed reported not wanting to attend school, having trouble concentrating in class, and having a harder time studying or earning lower grades. According to Stone (2000) numerous areas of students' lives are affected by sexual harassment, including self-concept, growth, development, identity confusion and popularity. Stone also reports that embarrassment, self-consciousness, self-blame, helplessness, and self-doubt may be by-products of sexual harassment. Harm caused by sexual harassment has been well documented (Grube & Lens, 2003). Sexual harassment has been noted to interfere with a student's ability to learn and harmful effects such as depression, insomnia and other psychological problems have been diagnosed. Further, harassment can adversely affect a person's future – possibly leading to chronic health problems or affecting career outcomes (Grube & Lens).

Noting such adverse effects of sexual harassment, the question arises *"what can be done to prevent it?"* Common themes throughout the literature regarding the prevention of sexual harassment in the schools included these suggestions for educators: have open communication, explain reporting procedures, protect students who come forward to report, and ensure that each school or system has a sexual harassment policy in writing and make it easily accessible (AAUW, 2002; Stone, 2000; Wasserman, 2003). AAUW's guidelines for preventing sexual harassment in schools recommended that principals get everyone *"on board"* including other administrators, teachers, parents, counselors and students in order to put an end to the problem. It is also recommended that anyone who witnessed or was told about sexual harassment should be required to report it. Further suggestions included: educating parents and enlisting their support; making it clear that harassment or retaliation against those who report it will not be tolerated; creating and teaching a sexual harassment curriculum; encouraging students to form leadership groups to educate others about prevention of sexual harassment; putting sexual harassment on the agenda for PTO meetings; encouraging students to speak up for themselves; educating students about how to report harassment; teaching students to interrupt any harassment they observe; and reminding victims of sexual

harassment that it's not their fault (AAUW).

Wasserman (2003) stressed the importance of helping students distinguish between wanted versus unwanted behaviors, as well as understanding that sexual harassment is illegal and should be reported. Other studies emphasized the importance of creating a school policy on sexual harassment that outlines specific behaviors that will not be tolerated, including sexual harassment of teachers toward students, and stressing to everyone in the school that the policy will be enforced ("Stress school policy", 2004).

Multicultural issues were also addressed in the sexual harassment literature. Harassment adversely affects learning opportunities across ethnic groups, and noted that 39% of African Americans, 33% of European Americans, and 29% of Hispanic Americans reported not wanting to go to school due to sexual harassment. Further, 42% of African Americans, 30% of European Americans, and 35% of Hispanics reported not wanting to participate in class after the harassing incident occurred (Stone, 2000). These statistics highlight the negative impact of sexual harassment on learning. Stone recommends an advocacy role for school counselors to help alleviate sexual harassment. Further suggestions for counselors include: 1) staying current on laws, ethical standards and district policies, 2) acquiring professional development about sexual misconduct issues, 3) placing sexual harassment on the agenda of local school board meetings to raise awareness, 4) implementing a policy to protect gay, lesbian and bi-sexual students from harassment or other misconduct, 5) forming a committee to address harassment issues, 6) publicizing that the counseling office is a safe place to disclose incidents of sexual harassment, 7) encouraging parent involvement, 8) providing sexual harassment workshops for staff, 9) conducting a survey for staff and students, and 10) promoting the inclusion of sexual harassment issues in the school's curriculum (Stone, 2000).

Raising awareness of sexual harassment by 1) reviewing policies, procedures, and behavior expectations with faculty, staff and the student body, 2) reinforcing the message against harassment in handbooks, 3) administering a survey on the prevalence of harassment, 4) instructing students and staff on how to report sexual harassment and to whom, and 5) communicating policies and procedures to parents are prevention strategies suggested by Flynn (1997). Grube and Lens (2003) suggested infusing a no tolerance message throughout the informal environment of the school. Such a policy would ensure that students know the procedures for reporting sexual harassment and are comfortable in doing so. Developing a workable definition of sexual harassment, consistently vocalizing support for victims and publicizing knowledge of interest in eliminating sexual harassment are additional strategies for prevention. Keeping parents informed and involved, as well as supporting students who report instances of harassment while ensuring fair treatment of them and protecting them from any backlash are other prevention strategies. Educating personnel and students about sexual harassment and what it looks like is also important. Yaffee (1995) recommends

teaching students to confront the harassment instantly and to immediately report it. Yaffee points out that when students report incidents of sexual harassment or misconduct, they often are met with disbelief or are blamed for the harassment; therefore, staff must be taught to support and protect students. Equally important, as Yaffee suggests, is that the staff be familiar with laws and school policies regarding harassment if students are being taught to report it. This study attempted to implement some of the strategies suggested by various authors and to document their impact on sexual harassment referrals.

METHOD

Because of the pervasiveness of the problem of sexual harassment, a plan was developed to present a classroom guidance series on this topic. By informing students of the definition of sexual harassment and teaching them to respond appropriately to incidences of harassment, it was hoped that incidences of sexual harassment in one seventh-grade team would be reduced.

Participants

Students served by this classroom guidance series were in the seventh grade at a suburban middle school in the Atlanta area. All participants were members of one team. A total of 97 students received the classroom guidance series. Approximately 68% of the students served were Caucasian, 30% were African American, and 2% were Hispanic. Ages of the students ranged from 12 to 14 years, with a mean age of 13 years.

Evaluation

The method of evaluation for this project was the comparison of the number of discipline referrals for the selected team before, during, and after the classroom guidance series where each student received all three lessons. The counselor obtained information about referrals for sexual harassment from the assistant principal (AP).

Procedure

Resources used for this guidance series included the book *Group Activities for Counselors* (Elliot, 1994) and the Sunburst video, Sexual Harassment: It's Hurting People (National Middle School Association & Quality Work Environments, 1994). The resources and materials used for each lesson are listed in the Appendix. A series of three guidance lessons was taught over a period of 4 weeks, with each lesson taught to four classes. In the first lesson, students participated in defining sexual harassment, were taught how to distinguish between sexual harassment and sexual discrimination, and shared and discussed examples of sexual harassment. Students were asked to give their definition of sexual harassment, and the counselor wrote student's suggestions and ideas on the board. The United States Equal Employment Opportunity Commission's (EEOC) (n.d.) official definition of sexual harassment was then posted on the board. Discussion about what constitutes "unwelcome behaviors", "sexual advances", and "sexual favors" was held. Examples of sexual harassment were given. Next, an explanation of the difference between sexual harassment and sexual discrimination was provided. Finally, short vignettes were read aloud

from the *"What If…?"* lesson, and students participated in determining if the story was an example of sexual harassment, discrimination, or *"other"*.

In the second lesson, students learned to distinguish between sexual harassment and flirting. They also discussed the feelings each produces, and the importance of intention and interpretation in determining the difference between harassment and flirting. First, the counselor reviewed the definition of sexual harassment from lesson one, then students were asked about flirting and what that looks like. Students were then broken up into four groups and each group was given an assignment. Group 1 listed examples of sexual harassment, group 2 listed examples of flirting, group 3 listed feelings produced by sexual harassment, and group 4 listed feelings produced by flirting. Groups 3 and 4 were given feeling words sheets to help facilitate the list of feeling. (Note: The first of the four times Lesson 2 was conducted, the students were broken up into two groups – with group 1 listing both examples of and feelings produced by sexual harassment, and group 2 listing both examples of and feelings produced by flirting. It was decided that the groups were too large for participation by all students; thereafter, four groups were used.) Once the lists were produced, they were posted at the front of the classroom and compared, with emphasis placed on the meaning of intentions and interpretations. In closing, discussion questions were asked to review the difference between harassment and flirting.

In the third lesson, students were shown visual examples of sexual harassment on video, were reminded of how to report harassment and to whom it should be reported. The lesson began with a review of the previous two lessons. Next, the class viewed the video showing student actors and actresses portraying examples of sexual harassment that occurs in schools. Discussion followed about the realistic nature of the vignettes, as well as of the importance of reporting sexual harassment. The fact that sexual harassment is illegal was stressed, the school policy on sexual harassment was reviewed, and a review of how to report sexual harassment was conducted. Students also listed the people to whom they could report harassment, and the counselor listed the suggestions on the board. In closing, the counselor asked for any other questions that the students might have regarding sexual harassment.

RESULTS

Before the classroom guidance series was implemented, the team had an average of 8 referrals for sexual harassment per month from August through October, with 9 referrals in August, 8 in September and 8 in October. The classroom guidance series began in late October and ended in mid November. During this period, a total of 5 referrals for sexual harassment were made for the team– a reduction of 3 referrals from the previous average. Only 3 sexual harassment referrals were made for this team from the time the guidance series ended until the start of winter break (approximately 3 weeks).

DISCUSSION

According to the reduction in number of discipline referrals for this team from November to December it appears that the classroom guidance series on sexual harassment may have a positive impact in reducing the number of incidents of sexual harassment. This reduction could be the result of fewer incidences of harassment because students know what it is and that is it illegal. Reduced incidences of referrals could also be the result of students being more assertive about stating that harassing actions were inappropriate. However, it would not be surprising if the number of referrals were to increase temporarily due to the newly acquired knowledge about sexual harassment, resulting in a higher rate of reporting, which in turn would result in more referrals. It is too soon to make any conclusive statements of findings.

Limitations

There are several limitations to this action research. No comparison or control group was used. It would have been helpful to compare sexual harassment referrals to another seventh grade team or to another grade level. Although the lessons seemed to be effective with seventh grade, it is not known if they would have been effective with other grade levels. Referrals were tracked for only a few weeks after the intervention; a longer tracking time would have been informative.

Recommendations

Most of the activities carried out during the classroom guidance series went well, and the guidance lessons are worth repeating. However, there are some revisions that might make the series more effective. It would be beneficial to conduct the series earlier in the semester or school year. This would allow for more time to gather data at the conclusion of the lessons, as well as provide more time to observe the effects of the guidance series. Including a brief staff or team teacher training program about sexual harassment would also be appropriate. This could be done during a planning period, and include a review of the school's policy on sexual harassment, a brief review of examples of sexual harassment, and procedures for reporting incidences of harassment. This would benefit both the team teachers and the students by having the teachers *"*all on the same page*"*. Finally, conducting a pre/post test regarding knowledge about sexual harassment, as well as a confidential survey on sexual harassment behaviors would be helpful. The test would help measure the amount of student knowledge gained from the guidance series, and the survey would shed light on how prevalent sexual harassment actually is on the team.

CONCLUSION

With the increased emphasis on academic achievement and testing programs, it can be difficult for teachers to find time for classroom guidance, especially if the guidance lessons do not directly pertain to academic achievement. However, this guidance series consists of only three lessons and has the potential to decrease incidences of sexual harassment, leading to fewer discipline referrals and a school environment more conducive to learning. More data needs to be gathered over a longer period of time to determine if three lessons on sexual harassment are enough to decrease sexual harassment in a middle school setting.

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APPENDIX

Resources Needed for Sexual Harassment Guidance Lessons

Lesson Number	Resources Needed for Each Lesson
1	Chalkboard and chalk Guidance lessons from Elliot's book - Defining Sexual Harassment What If…?
2	Chart paper and markers Handout with feeling words Guidance lesson from Elliot's book - Flirting and Harassment: What's the Difference?
3	Chalkboard and chalk TV and VCR Sunburst video – Sexual Harassment: It's Hurting People

Magic Arts Counseling: The Tricks of Illusion as Intervention

David M. Levin

ABSTRACT

Magic arts counseling is defined as a nontraditional, experiential curriculum utilized for promoting student growth. Applicable research and the history of using magic with students provide the rationale for its employment in educational programming. In an effort to systematically explore its benefits several educational factors and key elements of magic arts counseling are defined. The current study examined the use of a 6-week magic arts small group counseling module with pre-adolescent boys. The study compared measures of self-esteem and subsequent behavioral outcome measures for students receiving the magic arts sessions described. The investigation indicated positive gains on a variety of measures and highlighted the utility of a magic arts module. Limitations of the investigation and directions for future research are considered.

MAGIC ARTS COUNSELING: THE TRICKS OF ILLUSION AS INTERVENTION

Magic arts counseling is a student-centered, experiential-based educational approach that utilizes the art of illusion in the context of an empowering and empathic professional educator-student relationship with the fundamental goal of student growth. Magic arts counseling can be used along with a traditional academic curriculum and can encompass a variety of techniques and instructional strategies. When employed by the school counselor or teacher, the utilization of illusion and tricks may offer a unique and unequaled potential for both academic and personal/social development in a variety of classroom settings or programs.

HISTORY AND RESEARCH

The use of magic in various helping professions dates as far back as 1900, with a wide range of theoretical and case-specific arguments highlighting the benefits of its use. Empirical, systematic research investigating the specific use of magic arts in a classroom or school setting is much more limited.

Project Magic is a non-profit organization designed to give the gift of magic to people with various physical, psychological, and social disabilities (Kaufman, 2002). According to David Copperfield's Project Magic Handbook:

> Patients involved with this fun and stimulating activity experience

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enhanced motivation. As a person with a disability learns the mechanics of a magic illusion, they are motivated to increase physical dexterity, functional skills and communication. Additionally, the learning of a magical illusion can aid in the improvement of problem-solving, the ability to work with numbers, and other cognitive skills.

Most people with disabilities have come to believe that they are less capable than a non-disabled person. Therefore, the ability to perform simple magic allows them to do something that others cannot. Performing magic involves knowing something that the audience does not know –the secret. The performer can work *"*miracles.*"* This baffles the spectator and creates within the performer a sense of accomplishment, pride and self-fulfillment. (Kaufman, p. 5)

Porter (2002) described his study with 6th grade students over a 6 week period. The results were mixed, but Porter asserted that the use of magic with this population resulted in an increase in the students*'* sense of mastery, enhanced comfort level in social situations, and improved confidence in the performance of adaptive and functional tasks.

Spruill and Poidevant (1993) used magic activities to build the interest of elementary and middle school students in small group counseling and classroom guidance activities. They detailed specific magic activities and guidelines for using magic with children. According to Bowman (1986) magic illusions can be used in a variety of ways:

> Counselors perform levitation by raising children*'*s self-concepts. They help some students transform their behaviors, attitudes and perceptions. They even help children make some fears and erroneous beliefs vanish while making new awarenesses and self-confidence appear. (Bowman, p.130)

Magic Arts in Practice: The Rationale

First of all, counselors must promote the benefits of a magic arts curriculum to administrators. Without clear advocacy for its counseling benefits, magic arts in the classroom may be mistakenly perceived as a hobby versus a decisive medium for nontraditional experiential education with the potential to impact student growth. Educators would be wise to distinguish their use of magic as an art form used to highlight and reinforce cognitive/social lessons as opposed to implementing black magic or voodoo. It would be sensible for counselors to know their school community before using magic arts with students. Providing administrators with a clear rationale for its utility, highlighting its unique ability to reach students and stressing the empirical support discussed will help to put administrators at ease and, ideally, collaborate in the effort.

Educational Factors and Elements of Magic Arts

The following are the theorized educational factors and key elements of utilizing magic arts for the purpose of student growth. The factors and

elements are not mutually exclusive and may be useful in a variety of classroom settings or guidance programs. The descriptions that follow provide ideas that may help promote magic arts activities in the schools or classroom.

Rapport building.
Magic arts may be an easy way for the educator to connect to the student to deliver a particular lesson whether academic or social/developmental. Magic illusions are a good way to take the *"edge"* off when educators must initially get to know the student and may help faculty appear more playful and approachable (Gilroy, 1998). Magic arts activities are highly engaging and tend to get the attention of children quickly.

Empowering the child and self-esteem.
After using an illusion in the classroom, an educator may choose to teach the students the trick. Not only is the educator teaching them a new skill that they can repeat for peers or adults, but also allowing them in on a *"secret"* and allowing them some leverage, or power or control, that may be very helpful for some students. The performer can potentially do something the audience member(s) cannot; therefore, helping to promote self-esteem and self-confidence.

Instilling hope.
Instilling hope may transpire when the most difficult situations can sometimes seem to work out in the context of your illusion. The illusion may help to symbolize optimism, the possibilities of change, or turning negatives into positives. The magic arts counselor may incorporate what Purkey and Schmidt (1990, as cited in Spruill & Poidevant, 1993) referred to as the plus factor. The plus factor is the notion that even the most difficult situations can be made to seem easy. This conceptualization may be particularly helpful for students who felt inadequate or have depressive symptoms.

The illusion as a metaphor.
Using the trick as a metaphor for a specific lesson may promote heightened teachable moments by promoting social/emotional development and health/wellness in children (Gilroy, 1998). For example, magic illusions that *"break out"* or *"escape"* can represent overcoming obstacles and achieving goals. According to Spruill and Poidevant (1993) the use of magic objects and actions can metaphorically represent information that is not easily accessible to children and can bring to the surface heretofore unspoken thoughts and feelings.

Reframing.
This concept allows one to look at things from another perspective and teaches the skill of reframing in the context of the magic illusion. The educator may assign students a week of trying to figure out a particular trick, then process what it was like to have to *"think outside the box"* and apply this skill to their own challenges. This concept may teach students how to problem solve.

Interpersonal skills.
The educator can model appropriate social skills when performing. This educational factor allows students to practice or perform an illusion with peers or adults in order to exercise appropriate interactions, practice giving and receiving feedback, and practice presentation or

assertiveness skills versus aggression. This may be an effective way for students who like excessive attention to receive it appropriately. In addition, the concept of illusion may also be used to talk about perspective and how two individuals may perceive the same situation differently.

Group cohesion.
Magic illusions may be an effective ice breaker for new classes or small counseling groups. The educator may perform an illusion in which teamwork is necessary in order for the effect to work. Students also may be given particular roles prescriptive to the particular dynamics of the classroom.

Assessment tool.
Magic arts can be used in conjunction with established techniques and testing to help gauge or assess for certain learning disabilities. Monitoring the response to certain magic illusions may be effective in highlighting depressive symptoms, hyperactivity or attention challenges, and frustration tolerance/anxiety concerns (Gilroy, 1998). For example, a student struggling with hyperactivity or poor impulse control may insist on the illusion being revealed or may shout out their theory about the secret to the educator's illusion.

Academic learning.
Many illusions may help students practice cognitive skills, such as following complex directions, sequencing, memory, conceptualization and problem solving. Furthermore, illusions tend to involve colors, numbers, alphabet/reading or mathematics.

Trust building.
Using illusions may allow students to process how it feels to be tricked or how it feels to trick someone else. It may provide an opportunity to discuss good secrets versus bad secrets. In a counseling relationship, the counselor may gain leverage with the child by revealing the illusion in an effort to encourage the student to be open about potentially guarded or sensitive information.

Recognition of boundaries and personal rights/safety.
Magic arts may help students practice the demonstration of appropriate boundaries by setting clear rules and guidelines during illusions and related activities. Students may have to process their impulsivity mishaps and acknowledge the concept of the magician's personal space as well as their own. The idea of asking permission before performing a trick on someone can be used to highlight benefits of this element.

Applying lessons to remove barriers to learning.
Specific issues may be addressed such as reinforcing lessons about the dangers of drugs and alcohol or the "misdirection" of advertising companies by using magic arts activities (Gilroy, 1998). The activities may prove useful for students struggling with issues of grief or loss by processing loss in terms of where something goes when it disappears.

METHOD

Instrument

The Rosenberg Self-Esteem Scale (RSE, Rosenberg, 1989) consists of 10 items intended to measure a continuum of self-worth statements ranging from those endorsed by those with low self-esteem to those that are endorsed only by persons with high self-esteem. Extensive reliability (internal consistency and test-retest) and validity (convergent and discriminant) information is available for the Rosenberg Self-Esteem Scale (Blascovich & Tomaka, 1991).

Setting

The setting is an intensive-level experiential residential psychiatric hospital for severely emotionally disturbed youth 6 to 18 years of age. While a nontraditional academic setting, it is a Southern Association of Colleges and Schools (SACS) accredited school in the state of Georgia consisting of approximately 120 students. Approximately 45% of the population is Caucasian, 45% African American, and 10% are Latino, Native American, Asian, or mixed. Admission to the school program requires the diagnosis of at least one Axis I diagnosis and each student is prescribed psychotropic medication(s). The entire student population is classified as special education.

Participants

Within the setting described, a population of 9 pre-adolescent boys was utilized for the study. Diagnoses of students comprised in the study included: Depressive Disorder Not Otherwise Specified, Oppositional Defiant Disorder (ODD), Conduct Disorder, Intermittent Explosive Disorder, Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD), Bipolar Disorder, Post-Traumatic Stress Disorder (PTSD), and Schizoaffective Disorder. Common psychosocial stressors included a history of physical and/or sexual abuse, poor family functioning and/or termination of parental rights, legal issues, and substance abuse.

Procedure

Students were randomly assigned to counseling groups within the pre-adolescent male program. Of the four small groups, two received the 6-week magic arts intervention. Data collection was not used in the control groups because it was facilitated by a different counselor that was not able to be involved in the study.

The 9 students utilized were divided into two groups of 5 and 4 respectively. Each group met 6 times; once a week for one-hour sessions. Although 9 students began the intervention, only 6 students were able to provide both pre and post test data due to students graduating the program midway through data collection. Of these 6 students, 5 were Caucasian, and 1 was African American. A pre-post test assessment was used to evaluate the effectiveness of the program for the participating students. The sessions were delivered in the participating counselor's office using the counselor's typical format of an initial student *"*check-in*"* about their current level of functioning, followed by the intervention, and concluding with a discussion about their participation in terms of the behavior modification system. While many of the sessions incorporated a variety of the key elements discussed, such as *trust building, reframing,* and *group cohesion*,

the variable isolated and intended for measure was empowering the child and self-esteem.

Each group took the RSE (Rosenberg, 1989) before and after the magic arts small group counseling module. The measure of self-esteem was chosen as a construct that could be clearly measured and that would directly relate to the key element of *empowering the child and self-esteem*. By testing this one variable, the contribution of the magic arts intervention and its impact on subsequent behaviors can be assessed. Participants recorded their level of agreement next to each item, corresponding with whether they strongly agreed, agreed, disagreed, or strongly disagreed. Students with difficulty reading had staff nearby to assist in completing the ten statement scale. While 9 students took the initial assessment, only 6 students participated in the module to completion, with 3 students in each group. Student dropout was exclusively related to students' graduation from the pre-adolescent program. Both groups received the same intervention week to week. For the purposes of data collection and analysis, the 6 students' data was aggregated and analyzed as one group.

In addition to the RSE, student's behavioral progress was tracked by direct care staff or classroom assistants using direct observation recording. Staff documented behavioral observations every 8 hours on student flow sheets. Staff recorded the number of interpersonal boundary violations and behavioral time outs. According to program policy, staff records a boundary violation after each time a student has clear difficulty keeping limbs to themselves, engages in horseplay, or brings up information about other students without permission or in an inappropriate context. Staff records that students received a time out when students did not followed directions to the degree that time and/or space was needed to reflect on the potential safety concern of the behavior. These measures were chosen as two clear measurable indicators of students' behaviors in the school milieu. Student totals for each behavioral indicator were collected at the beginning of *Session 1* and again at the end of *Session 6*.

Session 1.

Students received the RSE to measure their self-esteem prior to intended intervention. Students completed the 10-item scale, rating their level of agreement with statements provided. After completion of the pre-test, students were introduced to the concept of magic arts and discussed the concept of illusion. Posters were used to discuss magic arts guidelines and safety. Rules were outlined such as asking permission before performing a magic illusion. This provided an opportunity to talk about how some people do not like to be tricked. An initial illusion was demonstrated called the *shrinking dime* trick. This particular illusion was revealed in order to promote discussion about how illusions work, introduce the concept of misdirection, demonstrate "patter" or narrative and have students theorize and think critically about the problem prior to the disclosure of the secret. Students were asked to talk about how they could apply this problem solving concept to challenges of their own.

Session 2.
The demonstration and practice of illusions began with easier, simpler illusions to help students feel as successful as possible. The counselor shared a variety of illusions, including an easy rope trick called the *angry knot* that allowed for a discussion about coping skills. They were taught an easy rubber band illusion called the *jumping rubber band*. Further illusions included a variety of mental magic activities, including the *magic color cube*, and *birthday prediction magic.* After the illusions were revealed, students were given time to practice on their peers or the counselor and rejoin for practice sessions in front of the group. The idea of being a good audience, having appropriate boundaries and practicing good interpersonal skills was discussed.

Session 3.
Students were given their own magic wands and encouraged to have a creative magic phrase for effective misdirection. Wands were kept in the counseling office until the final magic arts session. Students were shown important magic props such as the magic hat and cape that could be used for future performances. Students were then shown a make-your-own magic illusion in which a pretend monster appears out of an ordinary cereal box called *cereal surprise*. Students were provided construction paper and cereal boxes and were able to craft their own illusion by the end of the session.

Session 4.
During this session, the counselor first performed then taught performance illusions such as the *haunted hanky* and the *magic coloring book*. These illusions are moderately challenging and require the student to be able to follow several steps. These illusions focused on interpersonal skills and how to engage the audience. Students learned how to handle disappointments when illusions did not work or how to recover after an audience member spoils the illusion. Again, students were given time to rehearse and practice the illusion of their choice for their peers in the small group.

Session 5.
Students reviewed types of magic and famous magicians from the past and present, including Harry Houdini and David Blaine. Students put previous illusions into various categories such as mentalism, street and stage magic. The counselor demonstrated three stage illusions, including the *zombie spoon*, the *mummy*, and the *magic levitation box*. Again, students were given time to explore the illusion, often having to work together by using their peers as assistants.

Session 6.
The final session was billed as performance day. Students briefly reviewed each illusion listed on a dry erase board with the counselor. Students chose which illusion they wanted to practice for the session before giving the rest of the group a final performance. If students chose to they could wear the provided hat and cape and could enlist the powers of their magic wand. Students took turns performing illusions for the group and receiving positive feedback from their audience. At the conclusion of the group students were given the post-test RSE to complete. The counselor also

provided a small bag of rubber bands and ropes for students to keep with their teachers in the classroom to use during free time if they chose to practice some of their illusions.

RESULTS

The results of the RSE pre-test indicated a wide range of responses among the 6 students. Items were investigated independently for student response. In general, the students seemed to highlight responses that would make them appear favorable or seem higher functioning. For each item, the mean response fell on the agreement scale consistent with the direction that would suggest at least a moderate amount of self-esteem.

The RSE post-test results indicate gains in self-esteem when compared to the initial assessment. Students improved on 8 of the 10 scale items. Improvement occurred when the level of agreement scale moved in the numeric direction consistent with higher self-esteem. The statement, *"*On the whole, I am satisfied with myself,*"* produced a change in mean response from 1.5 to 1.17. With this statement, endorsing a score of 1 indicated strong agreement, 2 indicated agreement, 3 indicated disagreement, and 4 indicated strong disagreement. There was a mean change in response of .33 in the direction that indicated students were more satisfied with themselves after the intervention. There were identical gains and positive changes with the statements *"*I feel I do not have much to be proud of,*"* and *"*I feel that I'm a person of worth.*"* The response with the largest improvement in measure of self-esteem was *"*All in all, I am inclined to think I am a failure.*"* The initial student response of 2.83 increased to 3.5 upon post-test, a mean change of .67 in the direction of increased disagreement with the statement. Gains consistent with improved self-esteem were also recognized for the following statements, *"*I feel I have a number of good qualities*"*, *"*I certainly feel useless at times*"*, *"*I wish I could have more respect for myself*"*, and *"*I take a positive attitude toward myself.*"* There seemed to be no difference in the aggregate mean for the statement, *"*I am able to do things as well as most other people.*"* For the statement, *"*At times I think I am no good at all,*"* students disagreed with a mean of 3.0 and scored a 2.5 at the end of the module. These means indicate a .5 decrease towards agreement with the negative statement.

The tracked behavior progress measures indicated large positive gains on every measure. Behavior measures at the beginning of the magic arts small group showed 120 total boundary violations for the 6 students, a mean of 20 violations per student. In addition, students' misbehaviors and safety required a total of 82 time-outs, a mean of 13.67 per student. During the final week of the intervention only 42 total boundary violations were recorded, with a mean of 7 per student, and only 31 time outs, with a mean of 5.17 per student. These totals indicate a 65% decrease in interpersonal boundary violations and a 62% decrease in the requirement of staff intervening with behavioral interventions.

DISCUSSION

The magic arts small group counseling experience appeared to successfully employ several educational factors and promote key elements critical for

personal/social development and related student growth. The history and research related to the use of magic with students supported the implementation of an exclusively magic-oriented module. While numerous factors or elements were conceptualized, previous research and anecdotal support seemed to consistently highlight the benefits of magic arts with students' self-esteem and self-confidence.

Despite several limitations of the research, the overall outcome of the investigation suggests a clear benefit of using magic arts with students. Results may have been influenced by the fact that students' completed the scale among peers within a group. Although students were told they would not be sharing their responses, sheer proximity to their peers may have influenced their endorsements. Despite this potential "faking good" phenomenon, the pre-test still provided a seemingly valid baseline to compare post-test results.

The results for the statement "At times I think I am no good at all," indicated a regression in the students. One explanation may be the potential confusion endorsing items with negative language. Students may have confused their response to the statement by responding in agreement versus disagreement.

Further limitations are the countless variables that cannot be controlled for, most significantly, the rest of the students' treatment over the course of the 6 week period. Many extraneous variables cannot be ignored, such as students' family involvement, ongoing education, medication adjustments, individual counseling and classroom guidance. These results seem to indicate a clear improvement amongst these particular students at this particular stage in their growth process. Another obvious limitation is the small sample size and its ability to generalize to larger populations. These results do provide the foundation for further research, the inclusion of a control comparison, and the rationale for more sophisticated analysis.

A first step in future research may be to crystallize the anticipated benefits of the intervention. A magic arts curriculum or module has the potential to incorporate such a variety of lessons and enhancing qualities it is easy to lose site of the intended goal. Future research may investigate the possibility of developing a core curriculum or clearly defined module that can be delivered consistently and reliably by professional educators in order to further validate its effectiveness. The nontraditional, experiential-based growth opportunities magic arts afford can indeed work its magic if delivered by empathic professional educators dedicated to delivering innovative and empirically founded services.

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Advocacy and the Professional School Counselor: Practical Suggestions for Advocacy Efforts

Julia S. Chibbaro

ABSTRACT

The role of the school counselor underwent various transformations throughout the twentieth century. In an effort to define the role of professional school counselors in the twenty-first century, the American School Counseling Association (ASCA) developed the ASCA National Model: A Framework for School Counseling Programs. The framework of the graphic model includes four themes, one of these being advocacy. The role of the school counselor as advocate and practical suggestions for implementing advocacy as part of a professional school counseling program are discussed.

ADVOCACY AND THE PROFESSIONAL SCHOOL COUNSELOR: PRACTICAL SUGGESTIONS FOR ADVOCACY EFFORTS

The role of the school counselor has undergone various transformations throughout the twentieth century as counselors have struggled to meet the needs of students and their families (Galassi & Akos, 2004). School counselors have grappled with the need to define the profession to create a unified identity (Allen, 1998; Baker, 2000; O'Bryant, 1992; Schmidt, 1998). The expectations and demands placed upon school counselors vary according to grade level served, administrative leadership, and district policies. In addition, the special interests and needs of parents and the local school community impact the duties of the school counselor (Campbell & Dahir, 1997; House & Hays, 2002).

Borders (2002) addressed the role of the school counselor in the twenty-first century as one which should focus on how school counseling is "being done in a wide range of contexts by a variety of practitioners" (p. 180). The new millennium brought with it an era of educational reform which began to delineate the role of professional school counselors as change agents and advocates for the profession (Allen, 1998; Tysl, 1997). School counselors who were seen solely as service providers stood on the edge of possible extinction as the new millennium approached and demanded professional reform (Lenhardt & Young, 2001). Sabella (2006) discussed the need for school counselors to be accountable for outcomes through the use of data and data driven programs which aid in developing curricular goals and plans. In an effort to clarify the evolving transformations and redefine professional school counseling, the American School Counseling Association

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(ASCA) developed the ASCA National Model: A Framework for School Counseling Programs (2003). The ASCA National Model includes national content standards for student development adapted from Campbell and Dahir (1997). The authors of the ASCA model state that *"Advocating for the academic success of every student is a key role of school counselors and places them as leaders in school reform"* (ASCA, 2003, pp 24-25).This National Model has been referred to by Davis (2005) as a landmark for school counseling programs as it outlines the necessary elements for developing effective school counseling programs. The framework of the graphic model includes four themes (1) advocacy, (b) leadership, (c) collaboration and (d) systemic change. These four themes are major elements of the Education Trust's Transforming School Counseling Initiative and these themes are positioned to focus on the importance of the school counselor's leadership role in advocacy (Education Trust, 2003).

ADVOCACY COMPETENCIES

Brown and Trusty (2005) presented three areas of advocacy competencies essential for professional school counselors. These competencies include dispositions, knowledge, and skills needed for designing successful school counseling programs. Of the three areas, Brown and Trusty viewed dispositions as the most important and stated that they are related to a counselor's personal identity and character. *"Without advocacy dispositions, knowledge and skills will not translate into advocacy"* (p. 282). According to Brown and Trusty, professional school counselors who embrace advocacy dispositions are those counselors who are willing to take risks in meeting the needs of students; who help families grow through empowerment; who agree to advocate for the profession on behalf of students and others; and are able to analyze ethical laws and principles which are needed for solving problems. Advocacy dispositions are necessary for the development of advocacy skills (Baker & Gerler, 2004; Gysbers & Henderson, 2000).

Advocacy knowledge includes areas of knowledge surrounding available resources, parameters, dispute resolution mechanisms, advocacy models and systems change (Brown & Trusty, 2005). Advocacy skills described by Brown and Trusty are comprised of communication skills, collaboration skills, problem-assessment skills, problem-solving skills, organizational skills and self-care skills. Examples of advocacy activities as outlined by Brown and Trusty include providing professional development to teachers on methods to respond to child abuse; promoting enrichment opportunities for students who have are talented artistically; advocating for a student who is at risk for dropping out of school; and advocating for promoting tolerance in the school environment (p. 265).

An ACA Task Force on Advocacy Competencies composed of Lewis, Arnold, House and Toporek (n.d.) outlined three levels of advocacy as the client/student level, the school/community level and the larger public arena. Each level has two domains consisting of advocacy competencies that include both the individual and systems approach. Lewis, Arnold, House and Toporek describe an advocacy orientation as one which embodies not only system change, but also empowerment of the client through counseling. Advocacy oriented professional school counselors are cognizant of the impact of social, political, and cultural factors which affect human development and help their clients and students to better understand their lives in the context of these factors.

Bemak and Chung (2005) discussed the emerging advocacy and leadership roles of school counselors as critical. The gap in achievement for poor and minority students as well as social, economic and political issues affecting all students alerts school

counselors of the need to promote equity for students and their families. Thirteen recommendations and guidelines to assist counselors in making the transition from a traditional counselor role to assuming an advocate role are provided by Bemak and Chung. Encompassed in these suggestions are recommendations for establishing partnerships and relationships with community and outside resources which enable a team approach to meeting the needs of all students. Bemak (2000) specified that interdisciplinary cooperation and collaboration on multiple levels should occur for school counselors to become effective advocates.

ADVOCACY EFFORTS

Field and Baker (2004), in their qualitative study, discussed how nine school counselors defined advocacy and described their advocacy efforts. Advocacy efforts by the counselors studied included supporting students, writing letters, taking a stand for students, and being a voice for students. One of the conclusions drawn by the authors was that many of the advocacy behaviors practiced were reactive to an individual student's needs or to a problem that had been in existence for some time. The authors further concluded that additional research is needed in order for the school counseling profession to shift from reactive to proactive interventions on behalf of the students to ameliorate problems.

In addition to various descriptions and definitions of advocacy, assorted descriptions of actions taken by the school counselor as advocate are presented. Galassi and Akos (2004) suggested that school counselors focus their efforts on fostering success in academic, career, and personal/social development, including educational access equity and justice for all students. House and Hayes (2002) stated that as advocates, school counselors should work proactively with students and parents by teaching them how to access support systems within their environments to remove barriers to learning. In addition, school counselors should incorporate data locally, regionally, and nationally to foster system changes in an effort to promote high educational standards for all children. Hughey and Akos (2005) asserted that developmental advocacy, which emphasizes proactive approaches to help students build skills necessary for adolescence, can be used to foster a comprehensive middle school counseling program. Howard and Solberg (2006) affirmed that school counselors need to focus on promoting school success for all students and become agents for social justice when creating and implementing school based interventions, especially when working with students who are from diverse and low-income backgrounds.

Do professional school counselors have an obligation to serve as advocates? Baker and Gerler (2004) encouraged counselors to respond to the demands of diversity and the struggles for equality on many levels with advocacy actions. Baker and Gerler recognized that multiculturalism and numerous societal issues have the potential to prevent students from being successful in schools. According to ASCA's Ethical Standards for School Counselors (2004), a school counselor's primary obligation is to the student and "is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student" (A.1.b). The ACA's (2005) code of ethics states "when appropriate, counselors advocate at individual, group, institutional, and societal levels to examine potential barriers and obstacles that inhibit access and/or the growth and development of clients" (A.6.a.). Davis (2005) stated that "an important guideline is to honor your commitment to being a professional school counselor and be ready to advocate for the programs and practices that you know will

sustain the students and the profession" (p. 274). Several authors believe that school counselors are best positioned to assess and promote academic success for all students (Beale, 2004; House & Hayes, 2002; Kaplan & Evans, 1999; Sears, 1999).

PRACTICAL SUGGESTIONS FOR SCHOOL COUNSELORS

After having reviewed the most recent advocacy literature, it is apparent that no clear definition of advocacy relating to school counselors exists (Chibbaro, Cao, Jackson & Lavizzo, 2005). In addition to this unclear definition of advocacy, confusion surrounding the specific actions and competencies necessary for school counselors to serve as advocates remains (Bemak & Chung, 2005; Brown & Trusty, 2005; Field & Baker, 2004; Galassi & Akos, 2004; House & Hays, 2002; Howard & Solberg, 2006; Hughey & Akos, 2005; Kiselica & Robinson, 2001; Lewis, Arnold, House & Toporek, n.d)

Supplying the professional school counselor with specifics of how advocacy impacts their role and function and types of duties associated with this role is not viable. Perhaps specificity of this role as advocate may never be feasible due to variations in social, economic and political forces. However, providing practical suggestions for school counselors as advocates is possible.

1. Conduct a needs assessment.
ASCA's National Model (2003) incorporates the use of data collection and analysis as a part of the management system of school counseling programs With its' focus upon immediate application, Allen, Gallagher and Radd (1992) suggested that action-oriented research is appropriate for school counselors to use in the school setting. Allen (1992) stated that action-oriented assessment methods and techniques may be used to ascertain student characteristics, programs, and to measure changes resulting from a particular intervention or process. Rowell (2006) explained that "action research has evolved both as a method of inquiry and as a means to mobilize and guide communities, classrooms, and professionals in taking action to improve social conditions and conditions of practice." (p. 376). The first suggestion for school counselors as advocates is to conduct a needs assessment using some form of action research which include, but are not limited to behavioral observations, needs assessments and student portfolios.

2. Develop a plan of action.
Ezell (2001) stated that "a necessary condition for doing advocacy is that you have to know that action is necessary, that the unmet needs of current and future clients are not and will not be addressed without an advocacy intervention" (p. 15). Fiedler (2000) developed a five step model including problem definition, information gathering, action planning, assertive action and follow-up. Based upon the results of the needs assessment, choose two or three areas of improvement that you feel your school counseling program could positively impact. Narrow down your area of concern to the one area that you feel most passionate about. As Fiedler's model suggests, developing a plan of action is the third step. A thorough examination of who is going to have the greatest benefit from the resolution of the problem should be considered. Also, any adversarial individuals or groups should be considered.

3. Take assertive action.
Rowell (2006) discussed the power of politics as practiced by politicians at the state, local and district levels. The relationship between knowledge and power and changes that are realizable as well as beneficial must include the political distribution of power. Change can be both empowering and frightening. Knowledge of systems change may be necessary on the part of the counselor. In

taking assertive action to resolving concerns, it is helpful to consider multiple perspectives and attempt to create situations in which all parties can benefit. Of particular importance is to ensure that actions are culturally responsive to diversity within the school setting (Simcox, Nuijens, & Lee, 2006).

4. Follow-up to ensure changes or solutions are being implemented.

Monitoring on the part of the school counselor is needed to complete this step. If changes are being implemented as a result of the advocacy efforts, the school counselor should thank those individuals responsible for following through with suggested changes. If the counselor discovers that there are not any changes being implemented, the counselor should approach the situation in a professional and respectful manner.

5. Personally assess strengths and weaknesses of advocacy efforts.

Asking basic questions such as what efforts were positive and what were negative lay the foundation of this final step. Ask yourself what you learned and will repeat in the future, and what you learned not to repeat. Taking steps to eradicate and improve situations for students and their families is never a mistake on the part of the professional school counselor.

Professional school counselors must continue to strive to meet the needs of all students they serve, to adhere as closely as possible to ASCA's National Model (2003), and to do their best with what they have been given.

SUMMARY AND CONCLUSIONS

The role of the professional school counselor as advocate has emerged as indicated in ASCA's National Model (2003). Recently, articles about advocacy for students' development (Kuranz, 2002), and advocacy for sexual harassment victims (Stone, 2000), have appeared in professional journals. The specificity of direction as "how to" advocate for students and their families appears to be scarce in the literature for professional school counselors. This article is an attempt to provide school counselors with practical steps to begin advocacy efforts.

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Try a Disability on for Size: Sensitizing School Personnel

Mary Jane Anderson

ABSTRACT

Education professionals may feel uncomfortable or unprepared when interacting with students with disabilities within school settings. Several federal mandates have been passed in the last 30 years to ensure that students with disabilities receive the same educational services as students without disabilities. Although these students are now in the school setting, minimal training is conducted with regular educators – classroom teachers, principals, counselors – to sensitize and prepare them to work effectively with students with special learning abilities. Creating a school climate that accepts and embraces all students is typically part of the school counselor's role. This paper outlines hands-on activities that counselors can use as an in-service training for school personnel. The activities simulate perceptual, learning, and physical difficulties to help participants feel and respond to what everyday life may be like for students who live with disabilities. A list of materials, procedures, and questions for reflection and discussion are included for each of the ten activities.

TRY A DISABILITY ON FOR SIZE: SENSITIZING SCHOOL PERSONNEL WHO WORK WITH STUDENTS WITH SPECIAL NEEDS

Teachers, counselors, and principals often are at a loss when faced with interacting with students with disabilities. These education professionals may be unfamiliar, uncomfortable, and overwhelmed by a child's disabling condition. Feelings of inadequacy and an inability to relate may cause professionals to shy away from, overlook, or even ignore the many needs of students with special learning abilities. Beginning with the passage of P. L. 94-142, the Education for All Handicapped Children Act of 1975, public schools became responsible for educating students with special needs in the least restrictive environment. Since that time, the revisions of the Individuals with Disabilities Education Act (IDEA) have further shaped the course of special education services ranging from segregated classes in schools to mainstreaming, to, in some districts across the country, the full inclusion of all students with special needs into regular education classrooms. Although these students are now in the school setting,

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minimal training is conducted with regular educators — classroom teachers, principals, counselors — to sensitize and prepare them to work and interact effectively with students with special learning abilities.

Creating a school climate which accepts and embraces all students is typically part of the school counselor's role. To help every child achieve academically, counselors must identify learning and social barriers that negatively impact the student's ability to succeed. Sometimes those barriers come from disapproving, judgmental or stereotypical attitudes of school personnel. In most cases, educators are not intentionally critical or uncaring – they simply lack experience with or do not understand special learning populations. When impediments in the school environment are discovered, counselors should advocate for change and develop programs to address student needs. One such program is the implementation of staff training to increase sensitivity to students with special needs.

Specific sensitivity training about the impact of having a disability can help to alleviate the distancing that sometimes occurs between helping professionals and students with special needs. The use of experiential activities in sensitivity training has been found to be an effective way to foster cognitive development (Epstein, 1994). Research has revealed that individuals with advanced levels of cognitive development have greater self-knowledge and self-awareness, enhanced self-confidence, self-esteem and internal locus of control, and possess more tolerance and respect for differences (Reiman, as cited in Brendel, Kolbert, & Foster, 2002; Sidanius, Pratto, & Bobo, 1996; Vogt, 1997). Experiential activities also aid in forming more positive attitudes towards others (Brewer, as cited in Srull & Wyer, 1988; Petty & Cacioppo, 1981) and in creating more positive and caring responses and behaviors towards others (Epstein, as cited in Tyler & Guth, 1999). Filer (1982) also noted the importance of using real-life interactions with people with disabilities, as well as role-plays and simulations as a way of creating empathy and reducing avoidance behaviors in counselors in training.

The simulations presented here have been gathered over the last thirty years. Except for those otherwise cited, the activities were obtained from a Council for Exceptional Children's Annual Conference workshop (Stayton, O'Brien, & Davis-Wilson, 1980) and are used here with permission. They may be used with one leader where all participants do the same activity at one time. Or, if the directions are copied and posted, the activities may be set up as stations around the room through which participants move in small groups of two to four (with the exception of activities one and nine, which are designed to be completed with a large group). In workshops conducted by the author, attendees are asked to write a short reflection after completing each experience. These are helpful later during the debriefing and discussion period.

If the presenter keeps things moving, the ten activities presented here should take approximately two hours for participants to complete and discuss. It may be helpful to prepare a short list of definitions of different disabilities that are commonly seen in students in your school or district. Adding some suggestions for modifications that can be made in the classroom setting and tips

for successful interactions with students with disabilities may also be useful.

ACTIVITY 1
THE STIGMA OF LABELING

(Idea from Dan Jacobs, University of New Orleans special education graduate student, 2000.)

Purpose

In this activity participants will gain a sense of the stigma placed on children with special needs through the diagnostic labeling process that is required for students to access special education services.

Materials: Index cards, pencils, envelopes

Procedure

1. Instruct the audience to think of one of their worst physical or personality attributes, write it down, and put it in the envelope. Explain that they will not have to share what is on the card with anyone.
2. Instruct them to turn that attribute into an adjective, and to put the adjective before their name. For example, a person whose worst attribute is his big ears would think of himself as "Big-Eared John".
3. Instruct participants to imagine being referred to by this attribute for their entire lives, to consider that people have made decisions about their access to services, including what kind of education they received, potential career choices, employment opportunities, social activities, and daily living activities, based solely upon this description.
4. Ask the audience to consider the fact that this information may be shared with a number of different individuals throughout the day, months, and their entire lives. Some of these individuals really care about them, because they are family members, clergy or teachers. Others may not be so closely connected with them and really don't care about them. Instruct them to think about the fact that some of these people may actually resent them, because they represent changes in the systems, they take more time, create more work, and should just "stay in the special classes."
5. Have participants consider the fact that while this information about them is supposed to be kept strictly private, that individuals seeing your attribute may have varying degrees of regard for the term confidentiality, and some may even disregard it completely.
6. Lastly, enlighten participants to the fact that, through this experience, they have gained some sense of what children with disabilities go through every single day in schools across the country. This kind of experience happens when we look at a person with a disability solely in terms of their disability, and we do not consider the other gifts and talents that the person may have to offer. Labeling and stigmatization happens when we think of persons as being a disability vs. having a disability. This exercise emphasizes the need for using person-first language in working with persons with disabilities.

Discussion Questions

Which aspect of the exercise made you the most uncomfortable?

How did you feel when thinking about the above possibilities?

What might you do differently in your interactions with persons with disabilities in the future?

ACTIVITY 2
PHYSICAL DISABILITY SIMULATION

Purpose
To help participants gain a sense of what it is like to have restricted use or no use of hands
Materials: Duct tape or string, coloring sheets, crayons or markers

Procedure
1. Assist participants in tying their dominant hands behind their backs and completing the coloring activity using only their non-dominant hands. Or, assist participants in duct taping 3 fingers together on the dominant hand and use the taped hands to color the worksheet.
2. Occasionally scold the participants for not working faster, for coloring outside the lines, or for the work being so messy, to help them feel the pressure some teachers and parents may place on children.
3. Have them work quietly for about 5 minutes, then share some of their thoughts with others.

Alternate Activity for Physical Disability Simulation
Materials: Plain paper, pencils

Procedure
1. Instruct participants to write their names in their best penmanship on a blank sheet of paper with their non-dominant hand, and then ask them to reflect on the experience.

ACTIVITY 3
FIGURE-GROUND PERCEPTION DISORDER

Purpose
This activity will enable participants to experience an inability to visually attend to relevant stimuli while ignoring irrelevant stimuli, referred to as a deficit in figure-ground perception.
Materials: Faces/vase picture*, beautiful woman/old hag picture*
Procedure
1. In groups of two or three, instruct participants to look at the picture and describe to their classmates what they see. Ask them to explain to each other how what is seen by them may be different from what is seen by others.
2. Difficulties with figure-ground perception can occur auditorially as well as visually. What difficulties might people have when they cannot block out excess stimuli?
3. Have participants write some reflections on the experience.
   *To access the pictures, perform a Google internet search for *"*figure-ground perception*"* and *"*faces/vase*"* picture (Wertheimer, 1912) or *"*beautiful woman/old hag*"* picture (Leeper, 1935).

ACTIVITY 4
LEARNING DISABILITY SIMULATION - PHONETIC PERCEPTION

Purpose
In this activity participants will experience the difficulty of not being able to remember, from one reading experience to the next, standard phonetic rules of the English language.
Materials: Word cards on which phonetically spelled words are printed

Procedure

1. Hold up first card. Ask participants to sound out words aloud.
2. Accept correct answers, or give them, as needed, and repeat procedure for all word cards. Add some of your own!

Phat=fat (ph as in elephant)
Pheym=fame (ph as in elephant, ey as in they)
Tioet=shut (ti as in action, oe as in does
Ghreim=frame (gh in cough, ei in weigh)
Ghrend=friend (gh as in cough)
Ghoti=fish (gh in laugh, o in women, ti in station)
Pon=pawn (o as in dog)
Fut=foot (u as in put)

Discussion Questions

What parts of the activity did you find most difficult? How could you cope better?

ACTIVITY 5
VISUAL IMPAIRMENT SIMULATION

Purpose

In this activity participants will gain a sense of what it feels like to have three different problems with vision.
Materials: Simulation goggles*; coloring sheets, word find puzzles or mazes; pencils and/or crayons

Procedure

1. Ask participants to try on each pair of goggles, then complete the activity sheets. They should discuss their feelings and difficulties within the group as they proceed. Ask what the experience makes them think about and write some reflections.

*The goggles simulate the visual impairments glaucoma, (safety goggles smeared with glue), tunnel vision (goggles covered with black construction paper with a small hole in the center of the paper), and peripheral vision (goggles covered with black construction paper except on the sides).

ACTIVITY 6
LEARNING DISABILITY SIMULATION - WRITTEN LANGUAGE DIFFICULTY

Purpose

To acquaint attendees with the difficulty some may have in forming complete sentence patterns.
Materials: Strips of paper with the following words written on them:
anticipate not any aggression do I further of acts rebels the by

Procedure

1. Tell participants that not all people have the ability to put words together in sentences that form structured language patterns as we know them, and that this activity will help them get a sense of that.
2. Distribute paper strips. Encourage participants to quietly try to figure out what the sentence says. After a few minutes, select volunteers to read it, even if they don't raise their hands. If no one can figure it out, share the secret sentence: I do not anticipate any further acts of aggression by the rebels.
3. Discuss strategies used for figuring out the sentence, how they felt when they could/couldn't do it, and how they think others may feel under the same circumstances.

ACTIVITY 7
PHYSICAL IMPAIRMENT SIMULATION USING A WHEELCHAIR

Purpose
To help participants experience using a wheelchair
Materials: Wheelchair (usually available for loan from medical services store); strips of paper with written directions to travel to several destinations in the building (place paper strips in a large manila envelope).

Procedure
1. Instruct participants to select one strip of paper from the envelope.
2. Using the wheelchair, they are to follow the instructions on the strip. Allow a limited time (5-10 minutes) to complete the task. If you have a large group, two to three students may follow, but not assist, the person in the wheelchair and make observations as to the difficulties they encounter or responses from others.
3. Participants should write reflections to be discussed at the end of class.

Possible tasks for the strips:

- Imagine there is a fire and get out of the building through the nearest exit. Return to group.
- Find a soda machine and buy a soda. Return to the group.
- Get a drink of water from the nearest water fountain and return to the group.
- Use the nearest restroom facilities and return to the group.
- Ask someone for directions to a telephone and find it. Return to the group.

ACTIVITY 8
VISUAL-MOTOR COORDINATION DISORDER SIMULATION

Purpose
Through this activity participants will experience an inability to coordinate vision with hand movements while tracing or completing a simple design when looking in a mirror.
Materials: Mirrored tiles (from hardware store) sized 12x12, pencils, file folders, maze or connect the dot worksheets

Procedure
Participants will work in pairs for this simulation.

- Place a maze worksheet flat on the table in front of you.
- Hold a file folder horizontally over the maze worksheet, blocking your direct line of vision to the maze worksheet.
- Your partner should stand facing you, holding a mirror at a 90° angle, thus allowing you to view the worksheet only from the reflection in the mirror.
- While looking at the mirror, work through the maze.

*See an example of how to hold the folder at http://pe.usf.edu/projects/civitan/projects/roleplay.htm

ACTIVITY 9
LEARNING DISABILITY SIMULATION - DYSLEXIA

Purpose
This activity will help participants develop a deeper understanding of what it is like to have dyslexia and other reading difficulties.

Materials: Two handouts - several copies of *"*An Experience in Specific Learning Disability,*"* one copy of the Translation of the *"*An Experience in Specific Learning Disability*"*

1. Randomly distribute *"*An Experience in Specific Learning Disability*"* handout to all participants except one. The participant who did not receive the *"*An Experience in Specific Learning Disability*"* handout will receive the translation handout. Remember who received the translation handout, but act as though everyone in the group received the same handout.
2. Ask two or three participants to read aloud their handout. Allow time for them to struggle with their understanding, pronunciation, and interpretation. As they struggle, rush the participants by putting your hands on your hips and/or ask them to speed up their reading.
3. After a few minutes ask the participant who received the translation handout to read it aloud. After that, provide others with the translation. Then ask the following reflection questions:
    - What were you feeling as you began and continued through the exercise?
    - What questions and thoughts did you have as you heard the translation being read easily?
    - Based on this activity, how might you change your interactions with others in the future?

AN EXPERIENCE IN SPECIFIC LEARNING DISABILITY AND HOW IS YOUR VISUAL PERCEPTION?

Please decode the following:

E ach chilb miths le ar mimp biza dili tyis a niudiuib uald ut s omeg sne ral oberact eris tic a bo exist:

ye oraye yas ever ape or ado veanerape lwtel lip ence; so me oft he we re gre nelevt syw gto ws ap pear tod e — bis or ber sof wotor ac tivity; d. so r ber sofe wotional ity; b. sor be Rs off ber ceptiou; D i sorbersof concegtion; D, so. R be r s o f a tt en tiow; d, s orbers ofwe wory.

NOW letsbiscus ssowe of your *"*percegtual grodlews.*"*

1. li ststeom eo F the thinqs t hat we bey onrr eab inp t ask wor ebiff ie ult.
2. l is tso we o Ft he thi ng s yon bib t haten ad led yo u tor eab tyis pager.

Wh atmere so we of yo ur re ac ti ou so rt ho ug tsw hi le ntt emgt in gtor ea bthis?

Translation:

Each child with a learning disability is an individual but some general characteristics do exist:

He/she has average or above average intelligence; some of the more prevalent symptoms appear to be — disorders of motor activity; disorders of emotionality; disorders of perception; disorders of conception; disorder of attention; disorders of memory.

Now let's discuss some of your *"*perceptual problems.*"*

1. List some of the things that made your reading task more difficult.
2. List some of the things you did that enabled you to read this paper.

What were some of your reactions or thoughts while attempting to read this?

ACTIVITY 10
READING DISABILITY SIMULATION - SPECIFIC LEARNING CHANNEL LIMITATIONS

Purpose

During this activity participants will experience the difficulties and

frustrations when asked to use only their visual learning channels, and, specifically, what is experienced by children who learn well by what they hear, but not by what they see.
Materials: Ladle Rat Rotten Hut Handout

Procedure

1. Direct participants to take a copy of the passage and read it silently. Tell participants to raise their hands when the passage starts to make sense.
2. When everyone has raised their hands, or has reached their tolerance level, take turns reading some of the passage aloud. Allow people some time to struggle with the reading.

Reflection Questions:

- How do you think you would feel if everyone around you read the story immediately?
- Can you think of instances in schools when this may occur? Discuss, and then write some reflections.

LADLE RAT ROTTEN HUT

Chace (1956)

Wants pawn term dare worsted ladle gull hoe lift wetter muder inner ladle cordage honor itch offer lodge, dock florest. Disk ladle gull orphan worry putty ladle rat cluck wetter ladle rat hut, an fur disk raisin pimple colder Ladle Rat Rotten Hut.

Wan moaning Ladle Rat Rotten Hut's murder colder inset, "Ladle Rat Rotten Hut, heresy ladle basking winsome burden barter an skirker cockles. Tick disk ladle basking tutor cordage offer groin-murder hoe lifts honor udder site offer florist. Shaker lake! Dun stopper laundry wrote! Dun stopper peck floors! Dun daily-doily inner florist, an yonder nor sorghum stenches, dun stopper torque wet strainers!"

"Hoe-cake, murder," resplendent Ladle Rat Rotten Hut, an tickle ladle basking an stuttered oft.

Honor wrote tutor cordage offer groin-murder, Ladle Rat Rotten Hut mitten anomalous woof.

"Wail, wail, wail!" set disk wicket woof, "Evanescent Ladle Rat Rotten Hut! Wares are putty ladle gull goring wizard ladle basking?"

"Armor goring tumor groin-murder's," replisal ladle gull. "Grammar's seeking bet. Armor ticking arson burden barter an shirker cockles."

"O hoe!" Heifer gnats woke," setter wicket woof, butter taught tomb shelf, "Oil tickle shirt court tutor curdage offer groin-murder. Oil ketchup wetter letter, an den-O bore!"

Soda wicket woof tucker shirt court, an whinny retched a cordage offer groin-murder, picked inner windrow, an sore debtor pore oil worming worse lion inner bet. Inner flesh, disk abdominal woof lipped honor bet, paunched honor pore oil worming, an garbled erupt. Den disk ratchet ammonol pot honor groin-murder's nut cup an gnat-gun, any curdled ope inner bet.

Inner ladle wile, Ladle Rat Rotten Hut a raft attar cordage, an ranker dough ball. "Comb ink, sweat hard," setter wicket woof, disgracing is verse.

Ladle Rat Rotten Hut entity bet rum, an stud buyer groin-murder's bet.

"O Grammar!" crater ladle gull historically, "Water bag ieer gut!" A nervous sausage bag iee!"

"Battered lucky chew whiff, sweat hard," setter bloat-Thursday woof, wetter wicket small honors phase.

"O, Grammar, water bag noise! A nervous sore suture anomalous prognosis!"

"Battered small your whiff, doling," whiskered dole woof, ants mouse worse waddling.

"O Grammar, water bag mouser gut! A nervous sore suture bag mouse!"

Daze worry on-forger-nut ladle gull's lest warts. Oil offer sodden , caking offer carvers an sprinkling otter bet, disk hoard-hoarded woof lipped own proe Ladle Rat Rotten Hut an garbled erupt.

Mural: Yonder nor sorghum stenches shut ladle gulls stopper torque wet strainers.

CONCLUSION

It is helpful to have a brief discussion period after completing the activities. It is not uncommon for participants to describe an eye-opening experience after working through the disability simulations. Experiencing the various difficulties encountered helps attendees tap into the affective realm, and feelings such as "frustrated, discouraged, stupid, embarrassed, angry, overwhelmed, helpless, powerless, afraid, and ashamed" are often expressed. Behavioral responses may be communicated also: "I wanted to hide, to turn around and give up," "My mind kept telling my hand to go in one direction, but my hand wouldn't obey," "I couldn't wait to get those glasses off — I can't imagine what it would be like to wear them all the time," and "I felt like I didn't have a clue as to what was being read, like I would never be able to catch up, and why bother trying? No wonder kids act out when they have such academic troubles!" The richness that comes from experiential learning is something that cannot be captured in a textbook, lecture series, or even through observation. Although these activities have been developed for use with school personnel, they may just as effectively stimulate parents to gain insight into their children's special learning difficulties.

In our society, and especially for school-age children, the stigma of being different is enormous. It is our duty as school counselors and advocates to help teachers, paraprofessionals, parents, principals, and students to develop a deeper understanding and regard for the often profound challenges students with disabilities face every day. Ultimately, what we want people to acknowledge is that while some learning and intellectual differences may exist, we have more similarities than we have differences. Students with disabilities have the same basic needs, desires, and dreams for the future as persons without disabilities. Developing an understanding of and interacting with students with disabilities provides the opportunity to practice true acceptance of others, and to consider more deeply what it means to be a valid and contributing member of our society. It also calls for us to develop patience, to be grateful for our own capacities and talents, and to acknowledge our own shortcomings and challenges.

As humans, we often fear most what we know or understand least. Having an encounter in which participants can gain a sense of another's experience, even momentarily, is a powerful and valuable learning tool. School counselors can share these opportunities for the enrichment of the entire school community.

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Parental Perceptions of Elementary School Counselors in a Suburban Atlanta School

Dana C. Gillilan

ABSTRACT

This action research study revealed common parental perceptions regarding the role of elementary school counselors. The paper discusses their perceptions and ways in which counselors can better communicate their role to parents. The research was conducted in an elementary school of approximately 1,136 students. The school opened in 2003, and is located in a middle to upper class suburban community northwest of Atlanta. Most parents are well–educated and actively participate in school activities with their children.

PARENTAL PERCEPTIONS OF ELEMENTARY SCHOOL COUNSELORS IN A SUBURBAN ATLANTA SCHOOL

Elementary school counselors spend a significant amount of time working with parents in day-to-day consultations, student support team meetings, phone conferences, and assisting with crisis situations. However, it is the observation of the author that many parents do not fully understand the role of the elementary school counselor

The purpose of this action research study (ARS) was to collect data that would provide a better understanding of how parents view the counselors at School A. Because it seems that the school counselor's role is misunderstood by many respondents, an important task for school counselors is to clarify the job description and communicate this information to parents.

Review of Related Literature

The literature identifies and discusses three common themes pertaining to:

1) defining the role of the elementary school counselor,
2) parent/counselor relationships, and
3) making parents aware of the counseling programs.

Defining the Role of the Elementary School Counselor

The role of counselors is often confused and lacks clarity for many people (Lieberman, 2004). Anderson (2002) emphasized the importance of counselors realizing their primary role in

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schools is to "implement a program and apply the distinct skills and knowledge that only they possess" (p. 7). This is sometimes forgotten by school counselors because often they are assigned numerous duties and responsibilities not addressed in the expected role of the school counselor. Parents often are not aware of the educational requirements and responsibilities of school counselors. One of the most common reasons that parents seek the assistance of an elementary school counselor is to develop strategies to change children's behavior. Littrell & Peterson (2001) find consultation to be a common role of school counselors who are effective at offering suggestions for parents to use at home and helping teachers with ideas to use in the classroom.

According to Lieberman (2004), "All parties have a stake in, and an opportunity, to heighten the probability of promoting excellence for all schools and all children once roles and functions are clearly defined and universally applied" (p. 555). This statement reiterates the need for school counselors to clarify continually their job description with parents, because school counselors need to help parents understand that counselors are available to assist their children in the areas of academic achievement, personal/social growth, and career preparedness (American School Counselor Association [ASCA], 2004, 2005).

Building Collaborative Relationships with Parents

The importance of building a strong partnership between parents and school personnel, particularly counselors, is emphasized in the school counselor literature. Giles (2005) discusses the correlation between a solid parent-school relationship and student achievement, including social and emotional development. White and Mullis (1998) support this relationship as they describe the interactions between school personnel and family members as having a "powerful effect on student success" (p. 243). In this era of emphasis on academic performance, positive parent-school relationships are a key component of and reason for building rapport with parents.

Amatea, Daniels, Bringman, and Vandiver (2004) discuss a partnership model between families and educators as a way to assist in problem solving and meeting students' needs. This model appears to aid the Student Support Team process and the importance of creating a sense of equality among team members, including the parents, in making decisions to help the child.

Making Parents Aware of Counseling Programs

Improving communication between counselors and parents is an important aspect of making parents aware of the components of a school counseling program. Sabella and Booker (2003) suggest utilizing technology to communicate the role of the counselor to parents. They recommend using media, such as Power Point presentations to explain and promote the school guidance program.

Lenhardt & Young (2001) explain the importance of marketing school guidance programs. They suggest the use of brochures to promote the school counseling program and make parents aware of the counselor's role. Parent newsletters, published on a regular basis

by the guidance department, are another means of providing information to parents (McFadden, 2003).

RESEARCH QUESTIONS

The following questions were developed to gain insight into the respondents' understanding of the role of the elementary school counselors at School A.

1. Are parents aware of the educational requirements of an elementary school counselor?
2. What do parents think are the primary job responsibilities of an elementary school counselor?
3. Do parents consider counselors to be a vital resource in the elementary school?
4. What are some ways in which counselors can better communicate their role to parents?
5. Approximately how many parents at School A communicated with an elementary school counselor, and what were some of the most common reasons?

METHODOLOGY

Data Collection

In this action research study, quantitative methods, in the form of frequency counts, and qualitative methods were used to collect information from parents at School A. In addition, the other two counselors on the school's guidance team contributed parent information in the form of archival data.

Data Sources

- Surveys – 1,136 parent surveys were sent home to include all kindergarten through fifth grade students at School A (see Appendix A).
- Interviews - All parents who completed the survey were invited to participate in a follow-up interview. Thirty-three volunteers were randomly selected for an interview by telephone or in person.
- Archived Data – The counseling team at School A compiled a list of the number of parent contacts for the 2005-2006 school year by grade level, and sorted them by themes to indicate the most common reasons for parent/counselor consultations.

Data Analysis

The data was analyzed according to frequency counts Summary tables indicate common themes from interview responses (see Appendix B and Table 1) and organize information gathered from the archived data (see Appendix C, Appendix D, and Table 2).

RESULTS OF DATA COLLECTION

A total of 1,136 parent surveys were sent home with students in kindergarten through fifth grade. Two hundred eighty-seven or 25% of the surveys were completed and returned to the principal investigator. When respondents were asked about the degree requirements for a school counselor, 41% responded correctly that a Master's Degree in Counseling was required, 29% thought that school counselors only needed a Bachelor's Degree in Psychology, and

16% answered that a Bachelor's Degree in Education was sufficient for school counselors.

When respondents were asked to identify the main job responsibilities of elementary school counselors, only 30% could name all three correctly. The correct responses were: 1) meeting with individual students on a short-term basis, 2) teaching lessons in the classrooms, and 3) facilitating student support groups.

Fifty percent of the respondents at School A strongly agreed that elementary school counselors were valuable resources, while 39% agreed with that statement. Only 2% either disagreed or strongly disagreed.

Thirty-three parent interviews were conducted. Although some parents were interviewed in person, the majority were questioned by telephone. As a result of the parent interviews, many suggestions were identified as possible ways to increase awareness of the counseling program at School A. A brochure or pamphlet distributed to all students at the beginning of the school year seemed to be a resource that was well-liked and most commonly mentioned by the parents (see Table 1). It was interesting to note that many respondents indicated that they would prefer to receive information in the form of a pamphlet or brochure rather than a website or blog. During the interviews, most of the parents said that they would rather read something that came home in writing, as opposed to reading it on the computer.

There are two full-time counselors and one part-time counselor at School A. After a review of records from August 2005-February 2006 for the most common reasons for parent contacts, the common themes that emerged included: grief/loss, friendship, divorce, anger management, and school adjustment (see Table 2). Copies of the blank forms used to record parent contacts are included in Appendix C and Appendix D.

DISCUSSION

The results of this ARS indicated that although many parents are aware of the school counselor's role, there also are many parents who do not realize the scope of the job description, qualifications, and that counselors are available for all students. It may be helpful to communicate this information to parents at the beginning of each school year, possibly through the school newsletter or guidance department brochure. A brochure should be helpful in promoting the guidance program and making parents more aware of the role of elementary school counselors. Brochures could be distributed to all parents at Fall Open House and available in the main office as new parents register children throughout the school year. Brochures also might be placed in the lobby of counseling offices. School counselors may want to consider introducing themselves and explaining their program to parents through the use of a Power Point presentation during a Parent Teacher Student Association (PTSA) meeting.

In many of the interviews, parents expressed that their children did discuss classroom guidance lessons. This is a positive result for School A, because so much of the counselors' time is spent in classrooms.

It appears some parents may have difficulty admitting that they have

consulted with an elementary school counselor. On the parent surveys, the majority of respondents indicated that they had not contacted a counselor. Based on numbers of parent contacts, and the surveys identified by name, there were many respondents who chose not to admit having talked to a counselor. It is unclear if parents had some concerns about confidentiality, or if there were other reasons for this response. Parents also seemed reluctant to talk about specific counseling issues during the interview.

Limitations/Implications

One of the challenges with the ARS was getting the parent surveys returned. Surveys were sent home with all students, and parents were given two weeks to complete them. Brightly colored paper was used, in hopes of gaining parents' attention. Several e-mails were sent to the teachers reminding them to collect the surveys from the students.

The return rate might have been higher if incentives for both the parents and the students had been offered for participating in the surveys. Ideas include a drawing for a gift certificate for parents and an ice cream party for the class with the highest number of returned forms. Also, if there was funding available through a grant or PTSA donation, it might have been helpful to send reminder letters to the parents, a second copy of the survey, or even mail the surveys.

CONCLUSION

The purpose of this study was to consider ways in which counselors at School A could better communicate their role to parents. Based on the information collected from the respondents, parents would like to be more informed about our role through the distribution of a brochure at the beginning of the school year. Overall, the results of the study seemed to indicate that parent participants had a positive attitude towards the counselors and considered them a valuable resource.

FUTURE RECOMMENDATIONS

It might be interesting to complete this study at other elementary schools within the same system, especially to find out if the results would differ at schools with less parental involvement and varying socio-economic levels. Counselors may benefit by discovering ways to increase communication with parents, creating a stronger awareness of their role, and, therefore, contributing to the academic achievement of students.

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APPENDIX A
PARENTAL SURVEY

Grade Level(s) of Child/ren: _____ Teacher's Name(s) _____

1. What is the name of the counselor assigned to your child or children's grade level(s) this year? (Circle all that apply.)

   (a) Counselor A (b) Counselor B (c) Counselor C

2. What degree is required of an elementary school counselor? (Circle one.)

   (a) Bachelor's Degree in Psychology
   (b) Bachelor's Degree in Education
   (c) Any Bachelor's Degree
   (d) Master's Degree in Counseling
   (e) Any Master's Degree

3. Which of the following is a part of an elementary school counselor's job? (Circle any and all that apply.)

   (a) Meet with individual students on a short-term basis
   (b) Diagnose children with Attention Deficit Hyperactivity Disorder (ADHD)
   (c) Teach lessons to students in classrooms (i.e. Study Skills, Career Awareness, Friendship/Social Skills)
   (d) Facilitate student support groups (i.e. Divorce, Grief/Loss)
   (e) Administer psychological tests
   (f) Individual counseling on a long-term basis

4. Which, if any, of the following activities with a counselor has your child discussed with you? (Circle any and all that apply.)

   (a) A lesson taught by the counselor in the classroom
   (b) A student support group meeting
   (c) An individual conversation with the counselor
   (d) My child has not discussed any counselor interactions with me.
   (e) Other _____

5. Have you ever contacted an elementary school counselor about your child to discuss: (Circle any and all that apply.)

   (a) Academics (b) Behavior (c) Social Skills/Friendship
   (d) Grief/Loss (e) Separation/Divorce (f) Anger Management Strategies
   (g) I have not contacted an elementary school counselor.
   (h) Other _____

6. Having an elementary school counselor at my child's school is a valuable resource.

1	2	3	4	5
Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Additional comments:

*If you would be willing to answer a few follow-up questions by phone or in person, please provide your name and telephone number below.

_____ _____

Name of parent completing survey (Optional) Phone number (Optional)

APPENDIX B
PARENTAL INTERVIEW

Grade Level of Child/ren: _____

1. Tell me about your communication with a counselor(s) at our school.

2. In what ways has a counselor at our school helped you or your child?

3. What do you think are the main job responsibilities of a counselor at our school?

4. What suggestions do you have for making parents more aware of the role of the counselors at our school?

TABLE 1

Parent Suggestions for Increasing Awareness of Counseling Program

• Brochure/pamphlet describing the guidance program sent home with all students at the beginning of the school year.	.• Counselors should give a brief presentation describing their program at the Fall PTSA Open House.
• Provide grade level appropriate newsletters with helpful information for parents regarding common childhood behaviors to expect at certain ages.	• Counselors should frequently update their website/blog.
• Counselors should have teachers distribute brochures/pamphlets at Fall PTSA Open House/Sneak-a-Peek, and briefly talk to parents about the role of the counselor. Counselors should also be available in a designated area that evening to meet with parents.	• Continue submitting monthly articles for parents in the PTSA newsletter under "Counselor's Corner."
* Counselors should include an introductory brochure/pamphlet in the new student registration packets that are distributed throughout the school year.	• Submit introductory letter about counselors to be printed in the student handbook that will be distributed to all parents in the Fall.
• Brief introductory letter from each counselor with individual pictures, so parents can identify their child's counselor.	• Counselors should distribute a brief, one page flyer explaining their role to parents.
• Counselors should identify their classroom guidance lessons/activities so that parents will know that they taught the lesson, and not the teacher.	• Counselors should present a brief program at PTSA meetings when students are performing, thus reaching many parents.
• Counselors should introduce their program to parents at Kindergarten Orientation..	• Counselors should include a note to parents that explain that they are available to all students and not just for crisis situations.

TABLE 2

Parent Contacts and Common Reasons for Consulting with Counselors

August 2005 – February 2006

Grade Level	#	Common Reasons
Kindergarten	25	School Adjustment, Behavior, Friendship, Grief/Loss, Economic Assistance
First	76	Divorce, School Adjustment, Grief/Loss, Moving
Second	89	Divorce, New students from hurricane areas, Friendship, Academics, Career Day, Student Support Team, Social/Emotional concerns, Anger Management, School Adjustment, Grief/Loss
Third	57	Divorce, Friendship, Academics, Anger Management, Grief/Loss, Economic Assistance, Terminal Illness, Teacher Conflicts, School Adjustment, Honesty
Fourth	65	Anger Management, Resources for private counseling, Divorce, Group Information, Grief/Loss
Fifth	71	Human Growth/Dev. Program, Friendship, Grief/Loss, Divorce, Social/Emotional concerns, Behavior, Anger Management, Motivation, Organization, Student Support Team
TOTAL Parent Contacts	**383**	**Most Common Themes: Grief/Loss, Friendship, Divorce, Anger Management, School Adjustment**

APPENDIX C

Fax:
E-mail:

Counselor:_____

School:_____**Month:**_____

COUNSELING SERVICES	
Individual Counseling: Number of sessions with individual students	
Group Counseling: Number of sessions conducted with 3 to 15 students for personal/social support	
Classroom Guidance Sessions: Number of sessions conducted with a classroom of students for skill building.	
Group Guidance Sessions: Number of sessions conducted with 3 or more students for skill-building.	
Staff Consultations/Education: Number of consultations with staff concerning student/school needs. Include Student Support Team meetings and staff development.	
Parent Consultations/Education: Number of telephone or personal conferences with parents. Includes classes and presentations to parent groups.	
Community Agency Consultations/Referrals: Number of consultations with or referrals made to community agencies.	
COUNSELING CASES	
Academic Services Including Test Preparations/Interpretation: Number of student contacts in the area of test preparation, interpretation, and other testing services. Does not include test administration.	
Academic Service Including Dropouts: Number of student contacts because of attendance-related problems. This includes dropout prevention and recovery.	
Discipline Services: Number of student contacts because of school discipline problems.	
Post-Secondary Education/Career Planning Service: Number of student contacts for post-secondary educational planning and for career planning.	
Emotional/Family/Health/Personal/Homeless Services: Number of student contacts because of emotional, family, health-related, personal, or social problems.	
Special Education Related Services: Number of students contacts to discuss services required by the student's Individualized Education Program (IEP)	

APPENDIX D

DAILY COUNSELING RECORD

Date_____

7:30
7:45
8:00
8:15
8:30
8:45
9:00
9:15
9:30
9:45
10:00
10:15
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12:45
1:00
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1:30
1:45
2:00
2:15
2:30
2:45
3:00
3:15
3:30
EVE.

Calls to Make:
❒ 1. _____
❒ 2. _____
❒ 3. _____
❒ 4. _____

Consultations to Have:
❒ 1. _____
❒ 2. _____
❒ 3. _____
❒ 4. _____

Students to See:
❒ 1. _____
❒ 2. _____
❒ 3. _____
❒ 4. _____
❒ 5. _____
❒ 6. _____
❒ 7. _____

Tasks to Accomplish:
❒ 1. _____
❒ 2. _____
❒ 3. _____
❒ 4. _____

Written Communication:
❒ 1. _____
❒ 2. _____
❒ 3. _____
❒ 4. _____

Meetings to Attend:
❒ 1. _____
❒ 2. _____
❒ 3. _____

Count:

Ind. Cl._____	Abuse_____
Grp. C._____	Attendance_____
Grp. C._____	Discipline_____
Cl. G._____	Dropout_____
Parent_____	Ed/Career_____
Staff_____	Personal/Social_____
Agency_____	Substance Abuse_____
	Suicide_____
	TestPrep/Interp._____

Using Coaching to Improve Delivery of Counseling Instruction

Dianne Acuna Thompson
Rae Lynn Richmond

ABSTRACT

Coaching is an emerging form of professional learning. The article focuses on how coaching may be used to improve the quality of delivery of counseling instruction in the classroom.

USING COACHING TO IMPROVE DELIVERY OF COUNSELING INSTRUCTION

The National Staff Development Council (NSDC) has set forth new standards for effective professional learning. One of the main tenets of the standards is that professional learning, which refers to the improvement of instructional strategies and building of collegiality, should be ongoing and job embedded. NSDC's goal is that soon there will exist a culture where every educator engages in high quality professional learning every day (National Staff Development Council website, n.d.). The concept of coaching lends itself well to this goal in addition to being an effective tool for improving instructional skills in the classroom.

Educators, including counselors, work in isolation every day. They interact with hundreds of people each day, but rarely observe or collaborate with peers (Robbins, 1991). In order for educators to improve their teaching skills, and more importantly, improve student learning, there must be communication between peers. Also, peer coaching can reduce the isolation many educators feel. Barkley (2005) stated, "By definition, excellence in teaching is a form of communication and group activity" (p. v). In addition to reducing isolation, peer coaching is being utilized for professional learning in many school systems because it capitalizes on schools' greatest resources – human resources.

What is Coaching?

What exactly is coaching, and how or why does it work? Peer coaching is defined by Robbins (1991) as "an avenue to develop a collaborative workplace where staff members interact freely to address curriculum and instruction, observe and teach each other, develop and analyze materials, plan and solve

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problems together" (p. III). For coaching to be effective, however, the coaching experience must exhibit quality. Glasser defined quality as "almost always includes caring for each other, is always useful, has always involved hard work… and it always feels good" (as quoted in Barkley, 2005, p.10). Effective coaching is an on-going dialogue between professionals, and coaching adds quality to school performance and environment. It is not evaluative in nature; rather it provides the coachee the opportunity for collaboration, observation, feedback and the chance to practice newly acquired skills. Sparks and Loucks-Horsley (1989) describe the peer coaching process as one where peers observe one another in the classroom, gather objective data about student performance or teacher behavior, and then provide feedback in a follow-up conference. The coaching process, involving a pre-conference, observation, post-conference feedback, and reflection, can be a growth experience for both the coachee and the coach. Because coaching is a continuous process, it brings about changes in behavior. Sparks and Loucks-Horsley cited Shalway's research which showed that it takes 10 to 15 coaching sessions before educators can transfer what they have learned to their classroom practice. This also reflects the need for coaching to be an on-going process if the goal is to improve delivery of instruction.

It is important to differentiate the role of the coach from that of a mentor. Barkley (2005) provides clarification of the roles when he says

> To me, the difference between mentor and coach can be equated to the semantic difference between the words "help" and "assist." Helping implies that someone cannot fare well alone, that outside help is needed to succeed or come up to speed. Assisting someone implies that the person is quite capable but needs assistance to pull together a skill, knowledge, or behavior. Coaching acknowledges one's capabilities. It empowers one to bring strengths to fruition….It says, "You have strengths; let's discover them and fine-tune them, get them out into the classroom". (p. 25)

Counselors and Coaching

There are several reasons for counselors to become involved with peer coaching. First, counselors need to act as members of the instructional teams in their schools. When counselors are delivering guidance lessons they need to evaluate the quality and effectiveness of their delivery. Through the process of coaching they can gain insight and feedback regarding their instruction. If counselors find that their instructional methods are not working, there must be a change in teaching strategies if there is to be an improvement in student learning. This means not only taking a superficial look at instructional methods such as organizational skill or curriculum content, but also analyzing the methods being used in classroom instruction. Bernhardt (2000) stated, "Too often, schools in this country conduct their education programs with little formal analysis of how well those programs work. Teachers and administrators rely instead on 'gut feelings' about what's working and what isn't" (p. 33). She contends that all educators should replace hunches with hypotheses, identify the real cause of the problems,

assess the real needs, and address them. Peer coaching promotes an analysis of what is being done in the classroom and focuses on the instruction and not the instructor. By improving instruction, peer coaching may impact student achievement, and, when used to evaluate guidance programming, can also be part of the accountability component of the ASCA National Model (Bowers & Hatchett, 2002).

Second, while it is not the job of the school counselor to be in charge of the mentoring or peer coaching program, counselors can be a significant part of these programs. It is an opportunity for counselors to share expertise and model quality instructional practices and classroom management. Additionally, it may foster strong relationships with students and teachers which may assist in impacting student achievement.

Third, the basis of the coaching relationship is trust. There needs to be trust between those engaging in the coaching collaboration, and the trust of the principal and other members of administration must be gained so that adequate time and resources will be allocated to the coaching process. The building of trust and relationships is a strength area for many counselors. By participating in the coaching process, counselors can have an impact on the culture of the school by building collegiality with teachers and showing they are a part of the instructional team. As indicated by Bowman and McCormick (2000) teachers who participated in a peer coaching study made more favorable comments about professional growth than teachers who did not participate. Neufeld and Roper (as cited in the Annenberg Institute for School Reform, 2003) reported that:

> The impact of coaching often goes beyond improving content instruction. The conditions, behaviors, and practices required by an effective coaching program can affect the culture of a school or system, thus embedding instructional change within broader efforts to improve school-based culture and conditions. (p. 2)

FORMS OF COACHING

Demonstration Lessons

One form of coaching is the demonstration of lessons. Demonstrating lessons can be extremely effective; however it also has some pitfalls. Feger, Woleck and Hickman (2004) stated that demonstrating lessons can only be impactful if all participants are engaged in the process. The coachees cannot simply sit in the back of the room; they must be directed to observe specific instructional strategies or classroom management techniques. In this way they are involved in what is happening. The observations then become the basis for the follow-up conference.

The elementary counselors in Hall County used demonstration coaching when the sexual abuse prevention program was implemented. The training was done through seminar presentation, which gave an overview of the lesson and the research behind the development, and was followed by demonstration lessons in a local school. The demonstration of the lessons developed the counselor's confidence in effectively delivering this sensitive material. In retrospect, the demonstration lesson was critical to the learning and delivery of the material because some

schools had only one counselor, eliminating the possibility of consulting with a peer about the lessons. The training experience could have been further enhanced by observing other counselors within the system and getting feedback on the delivery of these critical lessons.

Co-teaching Lessons

Co-teaching is another way to improve instructional practice. In this situation the coach and teacher meet prior to the lesson to plan together how to focus on the student learning goals, what questions and materials best support these goals, and on which aspect of the lesson the coachee would most like feedback. The coach provides as little or as much support during the lesson as requested or needed; this may entail modeling some questioning techniques during a class discussion or asking the coachee to shadow the coach as they listen in on small-group discussions and offer suggestions for further exploration to some children. After co-teaching, the pair discusses the lesson (Feger, et al., 2004).

Peer coaching

Another form of coaching which has become increasingly popular is peer coaching. Black, Molseed and Sayler (2003) describe peer coaching as involving *"*two or more teachers observing in each other's classrooms to hone their instructional skills…collaborating to enhance an area of instruction that the observed teacher wishes to study*"* (p. 65). Black et al. stated that some veteran teachers expressed fear about having someone observe them. The fear likely arises from the fact that teaching is a very isolated profession. Black et al. shared that one teacher changed her mind about being observed when she realized peer coaching allowed the participants *"*to see not only themselves, but their students, in fresh ways…[and] because of their familiarity with both the students and the curriculum, their observations led to a deeper understanding of how they could improve their own practices*"* (p. 61-62). It appears the real value in this experience comes from the participants' on-going ability to reflect and collaborate about the skill(s) they chose to have observed. Because it's job-embedded and the expertise is on site, it is a cost and time efficient way to improve instruction and student learning. Harwell-Kee (1999) believes that the most effective coaching may occur at the end of the day while the day's events are still fresh in the participant's minds. Harwell-Kee also reports that participants often find that reflecting at the day's end is both energizing and mentally stimulating. Additionally, Harwell-Kee believes that the coaching process can and should take advantage of coaching opportunities that occur throughout the day, such as engaging in meaningful discussion between classes or even during lunch. Peer coaching can be used with counselors as well as with teachers.

DISCUSSION

Counselors sometimes wonder whether it is best to be involved in a coaching relationship with another counselor because they understand what counselors do. One counselor reported that her coaching experience outside the counseling department had been more rewarding and more effective than coaching within the counseling

department and it was an opportunity for public relations. She also felt that it gave her a better understanding of life inside the traditional classroom. The counselor believes her experience was enhanced because she chose to work with a math teacher. Having never liked nor been particularly good at math, observing this subject enabled her to focus on the skills that the teacher wanted observed without getting caught up in the story or activity, which might have been the case in a language arts class, for example. When contemplating participating in a coaching program, one needs to consider what would best meet one's own learning needs. It is also important, if supported by your local or district administration, not to be restricted to participating in coaching within your building. If, for example, one counselor wants to observe another counselor conducting specific programs, such as bullying, sexual abuse prevention or similar programs, and there is only counselor in each school, then observing a counselor at another school might be the best way to improve instructional delivery of that topic. Consider, however, participating in a variety of coaching relationships to gain a broader perspective about teaching styles.

SUMMARY

The essential component for a successful coaching program is that it be non-judgmental, non-evaluative and built on a foundation of trust and mutual respect. To be done correctly, it requires participants to engage in well-organized and clearly outlined professional learning to develop the skills to objectively gather data and provide feedback to the coachee. Coaching has increased in popularity as participants have seen the power and impact of the experience on their personal and professional growth and, more importantly, on student achievement.

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An Ethics Study: Implications of Knowledge for School Counselor Candidates, School Counseling Supervisors, Practicing School Counselors and Training Programs

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ABSTRACT

This paper addresses a survey conducted to examine knowledge of ethics in school counselor candidates. Students in school counseling practicum and internship classes indicated their familiarity with ethical codes and ethical decision making-models and responded to items pertaining to ethical dilemmas. Areas of concern to counselor educators included a lack of familiarity with ethical decision-making models, certain aspects of testing ethics, and issues surrounding suicide. Results provide feedback to counselor educators, counseling supervisors, practicing school counselors, and the counseling community about particular areas of ethics needing additional coverage in coursework, in-service education or other types of training.

AN ETHICS STUDY: IMPLICATIONS OF KNOWLEDGE FOR SCHOOL COUNSELOR CANDIDATES, SCHOOL COUNSELING SUPERVISORS, PRACTICING SCHOOL COUNSELORS AND TRAINING PROGRAMS

Accountability became a focal point in higher education in the 1990's as institutions were impelled to focus on performance (Burke & Minassians, 2002). While counseling programs have performance objectives attached to course work to determine levels of proficiency, other areas of competency are more complicated to assess. Particularly challenging to measure is knowledge of ethics. The identification of performance objectives is difficult due to the fact that there is no black and white

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answer to an ethical dilemma because each ethical dilemma is complex. However, as knowledge of ethics and ethical codes is essential to the practice of professional counseling, the assessment of competency in this area is critical.

When ethical dilemmas arise, all counselors are encouraged to review the content of professional code of ethics (Corey, 2005; Cottone & Tarvydas, 2003; Davis 2005; Remley & Huey, 2002). Within the counseling profession, various ethical codes such as the American Counseling Association (ACA) *Code of Ethics and Standards of Practice* (2005), American Psychological Association (APA) *Code of Ethics* (2002), American Mental Health Counselors Association *Code of Ethics* (2000), and American School Counseling Association (ASCA) *Ethical Standards for School Counselors* (2004) are available. In addition to national codes and standards, several states also have guidelines, to which professional counselors who are licensed within the state must comply (Millner & Boes, 2000).

School counselors can be distinguished from other mental health professionals by their work setting. School counselors work specifically with minors and have ethical responsibilities to both students and parents/guardians (Huey, 1986). In addition to ethical responsibilities to students and parents/guardians, ASCA's Ethical Standards for School Counselors (2004) include guidelines for responsibilities to colleagues, the school and community, self and the profession. Counselors are faced daily with responsibilities that involve making decisions affecting the lives of students and families. Often, the essence of what school counselors do demands a thorough knowledge and understanding of ethics (Davis, 2005).

Although counselors are expected to know and comprehend ethical standards, ethical decision-making models, and codes, it is probable that the understanding and knowledge of each counselor may vary (Costa & Altekruse, 1992; Herlihy, Healy, Cook & Hudson, 1987; Millner & Boes, 2000). Counselor education programs differ in the methods and extent of instruction in ethics (Stadler & Paul, 1986). For example, ethics training may be offered as a specific course taught or training could be integrated in all course content areas of counselor training (Millner & Boes). In addition, continuing education programs and opportunities for learning are distinct and are typically available according to areas of specialization. Zibert (1992) found that in Texas, ethical knowledge of counselors in private practice was greater than ethical knowledge held by school counselors. The present study did not compare ethical knowledge of various counseling groups; rather the intent was to measure ethics knowledge of School Counseling Candidates (SCC) on both ethical standards and an ethical decision-making model in one school counseling program. The purpose of this article is to report the results of the study to demonstrate how knowledgeable SCCs are in ethics as they prepare to enter the field as practitioners. Because the ACA *Code of Ethics and Standards of Practice* was recently revised, the timeliness of this study seemed notable.

METHOD

As a method to determine the ethical training needs of and knowledge held by counselors, Millner and Boes (1998)

developed the *Ethics Knowledge Scale for Counselors (EKS-C)*. Millner and Boes (2000) used the *EKS-C* to investigate counselors' level of satisfaction with ethics knowledge and perceptions of need for ethics education among counselors. Results were mixed indicating some counselors were satisfied with their ethics education while others felt they lacked ethical decision-making knowledge (Millner & Boes, 2000). The original study focused on counselors who were licensed or in the process of obtaining licensure in two southeastern states and included some school counselors as respondents.

In an effort to assess SCCs' knowledge of ethics and ethical decision-making models, SCCs were administered the *EKS-C* during their initial practicum experience. In addition, the study assessed if SCCs enrolled in an initial certification program were more knowledgeable than SCCs enrolled in practicum and internship. Initial certification students have already earned a master's degree in community counseling or a closely related field such as psychology and are working to become certified in the state of Georgia as school counselors. Upon review of the data by counselor educators, the information can help school counseling programs revise the manner in which ethics knowledge is taught, if necessary. Although the *EKS-C* assesses knowledge of ethics pertaining to a wide variety of situations, this assessment of SCCs only used scaled items pertaining to general knowledge about ethical codes, items specific to working with a school counseling population, and the use of an ethical decision-making model.

Characteristics of Participants

The majority (n=36) of SCCs were students enrolled in practicum and internship classes in the master's program for school counseling. There were 3 SCCs enrolled in the initial certification/non-degree program for school counseling.

The age range of respondents was 24-47 years old. Twenty three of the respondents were younger than 29 years, and 14 respondents ranged between the ages of 32-47 years. Two respondents did not provide their age (see Table 1). There were 2 male respondents. Most respondents had only a bachelor's degree which is the normal expectation because the school counseling program is a master's level degree. However, those in the initial certification program must have a master's or higher level degree to be enrolled in this non-degree earning program. Thus there was one respondent with an M.S. degree, one with an M.A. degree, one who had already obtained an Ed.S. degree and one respondent held a Psy.D. degree. Seven respondents did not answer this item.

Twenty six respondents worked in the public school setting, either as a full-time practitioner or an intern, 2 listed their occupations as counselor educators, 1 listed his/her profession as a supervisor, 1 was unemployed, another indicated 'other' for occupation and 7 did not respond. The majority of the respondents were Caucasian (n=28). There were 8 African American respondents, 1 respondent indicated other and 1 respondent chose not to answer this item. One respondent indicated Arab American as his/her ethnic background (see Table 2).

Design and Procedure
Over a two semester time frame, students in the school counseling program that is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) were administered the *EKS-C* (Millner & Boes, 1998). A total of 39 surveys were completed by students during the initial meeting of their practicum and internship courses fall 2005 and spring 2006. The intent of the survey was to examine the level of knowledge of ethics that SCCs have at the beginning of clinical experiences. An additional motivation for the survey was to examine the extent to which the counseling program was preparing SCCs for their clinical experiences. Data from the survey provided practicum and internship supervisors with information about the level of knowledge their supervisees held in relation to ethics and ethical decision-making models.

Measures
The Ethics Knowledge Scale for Counselors (EKS-C) was developed to measure the ethical knowledge of counselors in Alabama and Georgia (see Boes & Millner, 1998). The instrument uses descriptive statistics to analyze the data. Examples of instrument items include, *"*When interpreting tests, counselors may consider some tests invalid due to inappropriateness of norms for the person tested*"* and *"*The best way of dealing with cultural differences between a counselor and a client is to ignore the differences.*"* Respondents indicate on a Likert-type scale whether they strongly agree, agree, disagree, strongly disagree, are neutral, or do not know for each statement. Internal consistency for the instrument was maintained at .64 by the Kuder-Richardson K-R20 formula.

RESULTS

Knowledge of Ethical Codes
The majority of the respondents (n=38) indicated they were familiar with the *ACA Code of Ethics and Standards of Practice* (2005). In addition 16 respondents indicated familiarity with ASCA's *Ethical Standards for School Counselors* (2004), 9 indicated they were familiar with the *Code of Ethics* (2002) for APA, and one SCC did not respond. Thirty one respondents indicated that they adhere to an ethical code; 8 did not respond. Twenty SCCs specified that they adhere to ASCA's *Ethical Standards for School Counselors* (2004), and 15 noted they adhere to the ACA *Code of Ethics and Standards of Practice* (2005) (see Table 3).

Knowledge of Ethical Decision-Making Models
Sixteen respondents reported familiarity with an ethical decision-making model which was less than half of the respondent pool and 14 reported that they were not familiar with an ethical decision-making model; the other respondents were not sure or did not respond. The majority of respondents (n=31) were aware of ACA's ethics website but 5 respondents were not aware of it or the benefits associated with using it. The others did not respond.

Knowledge of Ethics in Testing
Several items pertained to testing and the use of test results. Two items discussed the use of computerized testing; one item indicated that it was unnecessary for counselors who use

computerized testing to interpret the tests. The majority of respondents disagreed or strongly disagreed, however 3 respondents gave a neutral response or acknowledged that they did not know. On the item asking if computerized testing allows counselors to forgo validity and reliability rating, the majority disagreed or strongly disagreed, and 3 indicated a neutral or did not know response. Sixteen respondents agreed or strongly agreed that it was permissible to destroy computerized records and 8 disagreed or strongly disagreed. Fifteen noted that they did not know or were neutral about the item. A final item on testing asked if counselors may consider some tests invalid due to inappropriate norms for the person being tested. Over one half of the respondents agreed or strongly agreed with this item while 6 disagreed or strongly disagreed. Several SCCs did not respond, noted they were neutral or did not know.

Knowledge of the Counseling Relationship

Regarding the counseling relationship, statements addressed physical contact, counselor self-disclosure, and appropriate dissemination of information in the initial session. For the statement, *"It's appropriate for a counselor to hug some clients"*, the majority of the respondents (n=27) agreed or strongly agreed, however, 6 disagreed and 6 were neutral. In response to the statement that counselors have rights to frequently self-disclose to clients, the majority disagreed or strongly disagreed (n=24), however, 8 agreed and 7 were neutral. The two items concerning information presented in the initial session stated counselors must inform the client of their training and experience and they must state the limits of confidentiality. In response to training and experience, the respondents were divided on this statement with 16 agreeing or strongly agreeing, 13 disagreeing, and 10 remaining neutral or indicating they did not know. Concerning the initial explanation of confidentiality, the majority of respondents agreed or strongly agreed with this statement, however, 2 disagreed and 3 were neutral.

Knowledge of Professional Considerations

Items pertaining to professional considerations included issues of boundaries of competence, clients served by others, and peer consultation. In response to the statement indicating that counselors must at times perform duties outside their area of competence, the majority disagreed or strongly disagreed (n=25). However, 9 respondents agreed or strongly agreed and 5 respondents were neutral. Concerning the statement that a counselor must terminate his/her relationship with a client if a client is involved with another helping professional, the majority of respondents disagreed or strongly disagreed (n=28). However, 8 were neutral or did not know and 3 disagreed or strongly disagreed. Finally, the majority of respondents agreed or strongly agreed (n=36) with the statement that counselors must seek peer consultation periodically, however, 2 respondents were neutral and 1 respondent did not know.

Knowledge of Respect for Clients Rights

Items in this section addressed the rights and limits of confidentiality and respect for multicultural differences. The item pertaining to confidentiality stated that a counselor must break confidentiality if a

client is suicidal. The majority of respondents indicated that they agreed or strongly agreed (n=35) with this statement. However, 4 respondents disagreed or strongly disagreed. The statement addressing cultural diversity indicated that the most appropriate manner of working with cultural differences is to ignore them. All of the respondents, with the exception of one who did not know, (n=38) disagreed or strongly disagreed with this statement.

CONCLUSIONS

Several implications and recommendations resulted from the information that emerged from this study. Additionally there were some limitations which are addressed below.

Implications

It appears that the majority of students were well informed about most issues that were assessed using various EKS-C subscale items. However, there was concern regarding the number of SCCs who chose not to respond to some items. Because the survey was confidential and not coded in any manner it was difficult to know which students were not responding and the reasons for the lack of responses. It may have been that because the instrument was administered during the initial meeting of the practicum and internship course the students were embarrassed to stay in class without taking the survey. Participation was voluntary and students were told that there would be no repercussions for not taking the survey. However, it appears there was some reason for not completing a full survey.

While all but one SCC indicated familiarity with an ethical code, it is difficult to know if the SCC was not familiar with an ethical code or he/she chose not to answer the item for some other reason. Of concern to the school counseling supervisors was the indication that 8 respondents either did not acknowledge adhering to an ethical code or that they did not adhere to an ethical code. Either reason is bothersome. On a positive note, 16 respondents indicated being familiar with ASCA's code as well as ACA's code. Certainly, the school counseling supervisors would like to see this number increase in the future.

More than one half of the respondents indicated they were not familiar with an ethical decision-making model. This finding presented the university supervisors the perfect opportunity to introduce an ethical decision-making model during class. Knowing an ethical decision-making model provides SCCs the appropriate means to come to terms with ethical dilemmas. Additionally, it is interesting to note that 20 respondents acknowledged the ASCA's code as their means for ethical conduct, but only 16 indicated familiarity with ASCA's code. Also worthy of mention was the number of respondents who were not familiar with either the ACA ethics website or the Georgia School Counselor Association's ethics committee. These results indicated to the supervisors the need to introduce these topics for practicum and internship discussions.

On the *EKS-C* items pertaining to testing, the group appeared to be more knowledgeable about the ethics of testing in some areas but not others. Although the majority indicated they were aware of computerized records, validity and reliability ratings, and norming on a

comparable population to the client(s) being tested, it was discouraging to school counseling faculty to learn there were SCCs who were not aware of some ethics of testing issues. Practicum and internship are not mandated as the culminating experiences in this school counseling program so SCCs may not have taken the assessment course that would train them in the ethics of testing or they may be taking the course concurrently with the practicum or internship experience.

Again supervisors were dismayed with responses that were not in agreement or neutral regarding the counseling relationship and the appropriateness of hugs and self-disclosure. The division of SCC's responses to items pertaining to information disclosed at the first meetings and the discussion of confidentiality alerted university supervisors to address these items immediately. It was believed that if only one student responded erroneously to issues of confidentiality and other information giving procedures, it was an important issue to address as school counseling faculty. However, as respondents were in a school counseling program, responses might reflect the discrepancy between the nature of the school counseling relationship and an adult counseling relationship. For instance, SCCs working with younger children may have indicated hugging would be appropriate. Because the nature of the counseling relationship varies somewhat with the age of clients, site supervisors might be asked to discuss with SCCs standard procedures of their individual school on the issue of hugs. Similarly, disclosing information about training and experience may not always be possible for practicing school counselors. However, it is ethically essential that SCCs discuss with students/clients the nature of the clinical experience as a counselor-in-training. When the SCC becomes an employed school counselor disclosure may be better conveyed in a brochure to parents at the start of the year.

Also as a result of the survey findings, the school counseling faculty was alerted to review with SCCs such professional considerations as competency levels and not practicing outside educational and experience limits, client involvement with other counselors, and the need to seek peer consultation on a regular basis. As demonstrated by responses on the survey all but one SCC indicated they were aware of cultural diversity issues and the appropriate manner in which to address such needs. However there were 4 respondents who disagreed with or strongly disagreed with breaking confidentiality when clients indicate they were suicidal and this alarmed the supervisors. It alerted them to include this discussion during initial meetings of practicum and internships. Again the school counseling faculty indicated an increased effort to more strongly address suicidal ideation and threats early in the school counseling course work. During practicum and internship discussions, several SCCs indicated they had little knowledge on the appropriate means to handle suicide threats. Although this was difficult to hear, the school counseling faculty reaffirmed the intent to address this issue during initial school counseling course work. Suicide ideation, threats, plans and interventions are always addressed early in the clinical courses.

This may be the reason that SCCs did not respond appropriately to the items on suicide, yet addressing this early in the program and again during the clinical work would reinforce these important concepts.

Limitations

Data was collected for only two semesters and no pilot study was carried out which are both limitations of the study. Additionally, the instrument was a general survey for counselors and was not geared to the school counseling setting. Furthermore, SCCs were surveyed in one school counseling program only and no comparison group such as community counseling students in the same or a similar training program were examined.

DISCUSSION

After a review of the results the school counseling committee applauded the faculty for their conscientious teaching about ethical issues. Additionally, the school counseling committee reconfirmed its commitment to ethics education and decided to review the courses in which ethics and ethical models are discussed. There are only three courses on counselor methods/theories that are prerequisites to practicum and internship, therefore, students may not have taken the introduction to school counseling overview, the assessment course, or the multicultural course before practicum and internship. Making time in the assessment course to discuss the appropriateness of ethical issues that come with testing was a commitment the school counseling faculty was willing to make. Specifically, it was deemed that discussions of suicide planning, intervention, and prevention are imperative topics for the school counseling overview course and should be reinforced during the practicum and internship courses.

A practical conclusion was to consider a system of coding surveys in some fashion so that surveys of SCCs who seem to have an inappropriate response or no response are red flagged for further, perhaps more personal or one-on-one, discussions. Another conclusion was to find and use a survey that more clearly addresses school counseling issues. One such survey might be the Remley and Huey (2002) An Ethics Quiz that has brief scenarios specific to school counselor action. This survey is lengthy in that there are 20 various descriptions of school counseling ethical issues, but the scoring is easy and the answers direct the examinee to the ASCA standard specific to the item. This quiz along with social demographic items and questions pertaining to familiarity with an ethics code and adherence to the same code might gather more helpful information on the ethics knowledge of SCCs. The use of the Remley and Huey survey could lead to further discussions during practicum and internship supervision. Finally the school counseling committee reemphasized its commitment to continue to underscore ethics with SCCs as it is a necessary performance objective.

RECOMMENDATIONS

One recommendation is for training programs to seek help with teaching SCCs about the new ACA *Ethical Code* and ethical decision-making models by

conducting in-service training for practicing school counselors and site supervisors. This training could be conducted at pre-training workshops at the various districts at the beginning of each school year. Another recommendation would be to involve the legal experts for school districts in these pre-training workshops to help counselors sort out the differences between legal and ethical issues and to discuss the legal ramifications of certain issues.

The results indicate the need for all counselor educators to address ethical codes and ethical decision-making models in practicum and internship discussions. SCCs might be encouraged to join professional school counselor organizations and to become familiar with these codes prior to their practicum and internship experiences. Additionally, practicing school counselors might be made aware of the importance of keeping up-to-date with revisions to the ethical codes and encouraged to attend continuing education ethics workshops for their own self-improvement and for licensing purposes should they be licensed professional counselors. Finally, practicing school counselors and site supervisors might be invited to speak on these issues to practicum and internship classes.

Recalling that Zibert's (1992) study in Texas found that private practitioners were more knowledgeable of ethics than school counselors, it is imperative that SCCs enter the field with appropriate knowledge of ethics and ethical decision-making models. Both training programs and school counseling site supervisors are in the position to help develop this knowledge base.

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TABLE 1

Age of Respondents

	n	24-29	30-35	36-40	41-45	46-49	NR
Number of Respondents	39	23	6	4	1	3	2

Note. NR indicates no response.

TABLE 2

Gender and Ethnicity of Respondents

Gender			Ethnicity				
n	M	F	African	Caucasian Amer.	Arab-Amer.	Other	NR
Number of Respondents							
39	2	37	8	28	1	1	1

Note. NR indicates no response.

TABLE 3

Familiarity with and Adherence to Ethical Codes and Ethical Decision-Making Models

	n	AXA	AMHCA	APA	ASCA	Orher	Varies	NR
Familiarity with Codes	39	38	0	9	16	1	0	1
Adherence to Codes	39	15	0	0	20	3	0	9
Adherence to Ethical Model	39	6	0	0	4	0	4	25

Note. NR indicates no response.
Note. ACA refers to the American Counseling Association, AMHCA to the American Mental Health Counseling Association, APA to the American Psychological Association, and ASCA to the American School Counselors Association.

Site Supervision of Graduate Students in School Counseling: A Georgia Perspective

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ABSTRACT

This article considers the unique supervision needs of graduate students in practicum and internship in the state of Georgia where, in addition to guidelines from national initiatives, the Board of Regents institutions are utilizing new standards for the preparation of school counselors incorporating roles as both counselors and educators.

SITE SUPERVISION OF GRADUATE STUDENTS IN SCHOOL COUNSELING: A GEORGIA PERSPECTIVE

Supervision of counselors within any of the specialties of the profession has been identified as a critical component of professional development (Association for Counselor Education and Supervision, 2000). Supervision consists of a relationship and process that provides the bridge between theory and practice. School counseling represents one of the specialties in particular need of assistance in the translation of coursework to real world settings. The Transforming School Counseling Initiative (The Education Trust, 2003) and the National Model from the American School Counselor Association (2003) call for school counselors to impact K-12 student development in academic, career, and personal/social domains. These initiatives also ask that school counselors extend their traditional involvement with counseling and coordination to include educational leadership, advocacy, teaming, and assessment of outcomes. These *"*new vision*"* school counselors are, therefore, in the unique position of serving as both counselors and educators *and* as such, require specialized supervision to support development in both roles.

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The purpose of this article is to consider the supervision of graduate students in practicum and internship in the state of Georgia where, in addition to guidelines from national initiatives, the Board of Regents institutions are utilizing new standards for preparation of school counselors incorporating counselor roles as both counselors and educators.

STATEMENT OF RELEVANT ISSUES

Professional school counselors are in the unique position of being both counselors and educators (Paisley, Daigle, Getch, & Bailey, in press). School counselors are often the only mental health professional in the building and as such deal with the increasing incidence of pathology and at risk factors as well as the normal developmental difficulties of young people in the process of growing up. School counselors are simultaneously part of the educational system being called upon to provide a quality and equitable education for all young people in our society in order to position them for the best futures possible, and to fully participate in a democratic and pluralistic society. For school counselor candidates in graduate schools and their university and site supervisors, this dual role presents the considerable challenge of being prepared for and supervised in both roles.

Supervision of School Counselors

Bernard and Goodyear (2004) describe supervision as being focused on educating the counselor, helping with skill development, increasing abilities to conceptualize clients, supporting the development of professional behaviors and attitudes, and increasing self-awareness. Specifically, they define supervision as:

> An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to client(s) she, he or they see(s), and serving as a gatekeeper of those who are to enter the profession (p. 8).

An argument can be made also that supervision is a specialty unto itself, and that being a good counselor or teacher is necessary but not sufficient for being a good supervisor (Borders & Brown, 2005; Dye & Borders, 1990). Bernard's (1979) discrimination model suggests a social role model for supervision that includes functioning in three roles (counselor, teacher, consultant) while dealing with three potential areas of focus (intervention, conceptualization, or personalization). The complexity of this model as well as other proposed models (Bernard & Goodyear, 2004) and the distinct nature of the associated activities support the need for training in supervision, training that all too often is not occurring (Henderson & Lampe, 1992; Herlihy, Gray, & McCollum, 2002).

In reviewing the literature related specifically to the clinical supervision of school counselors, Luke and Bernard (2006) note that while supervision has been a significant part of pre-service preparation and is also recognized as a

critical contribution to practice, there is no evidence that supervision is actually occurring in any substantial way in school counseling contexts. In fact, results from several studies suggest that school counselors do not receive clinical supervision at all once employed (Crutchfield & Borders, 1997; Sutton & Page, 1994). A variety of reasons have been considered in explanation of this lack of supervision (Dollarhide & Miller, 2006) including: (a) limited availability of qualified supervisors, (b) lack of awareness of benefits and resulting counselor resistance, (c) assignment of tasks that are clerical rather than clinical, (d) complicating ethical issues, and (e) lack of a state or national mandate. Regardless of why this lack of clinical supervision for school counselors occurs, the situation places particular importance on the quality of supervision that school counseling graduate students receive while in their preparation programs. Internship and practicum supervision may, in fact, be the best – if not the only – opportunity for supervision that school counselors receive.

Supervision of School Counseling Graduate Students

For school counseling graduate students, one of the most critical learning experiences involves the practicum and internship supervision provided by university and site supervisors. In a summary of guidelines for site supervisors for school counselors, Roberts, Morotti, Herrick, and Tilbury (2001) note that:

> In sum, the on-site experiential components of the counselor education program should be the apex of the intern learning experience, wherein student competencies, program teaching, skills acquisition, and site supervisor mentoring merge to mold the novice counselor into the best that one can be at the conclusion of that stage of professional development. (p. 208)

They further suggest the following guidelines for site supervisors of school counselors:

- Be familiar with university expectations prior to agreeing to supervise.
- Have training in supervision through a university course or professional workshop.
- Accept responsibility as role models for the next generation of school counselors.
- Know relevant legal and ethical standards.
- Be willing to communicate with university supervisors.
- Notify university personnel of any concerns as soon as possible.
- Commit to the necessary reflection time with the intern.

To provide the best mentoring suggested by Roberts et al., it is necessary for site supervisors to be aware of the standards toward which graduate students are being prepared and the requirements of various regulating bodies.

SUPERVISING IN GEORGIA FOR BOTH ROLES

In 2004, the Board of Regents (BOR) of the University System in the State of Georgia adopted *Principles for the Preparation of School Counselors*. These principles include the requirement that all BOR school counselor preparation programs become accredited by the

Council for the Accreditation of Counseling and Related Educational Programs (CACREP). This CACREP requirement acknowledges the importance of the counseling core as the foundation for school counselor preparation and dictates that all programs in Georgia will meet the highest standards deemed appropriate by the profession. The authors, as faculty members in a BOR school counselor preparation program, have used these new principles in conjunction with the CACREP standards with which their program was previously aligned to design a preparation program which encourages the development of a school counselor professional identity embracing roles as both counselors and educators. Practicum and internship provide the opportunities for the school counseling candidates to demonstrate competence in both roles by developing programs, designing interventions, and impacting K-12 student outcomes. These programs and interventions are focused on promoting academic success, career preparedness, and personal/social development for all K-12 students.

Relevant Board of Regents Principles

The Principles from the Board of Regents (2004) include sections related to overall results, performance outcomes, institutional factors, and inputs. For curriculum development and assessment purposes in practicum and internship, the performance outcomes for candidates provide the most relevant guidelines. The nine standards require that school counseling candidates demonstrate competence in their ability to:

- Advocate for school policies, programs and services that are equitable and responsive to cultural differences among students.
- Advocate for rigorous academic preparation of all students to close the achievement gaps among demographic groups.
- Coordinate a school to career transition plan for each student.
- Provide leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.
- Use student outcome data to facilitate student academic success.
- Provide individual and group counseling and classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.
- Collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.
- Assess student needs and make appropriate referrals to school and/or community resources.
- Demonstrate mastery and application of the content knowledge in each of the core areas of counseling recommended by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

The CACREP Standards (2001) for the Counseling Core then become the

foundation upon which the more specialized school counseling standards rest.

The CACREP Foundation

The graduate students in this school counseling program are, therefore, expected to be knowledgeable in the following core counseling areas associated with CACREP (2001) accreditation: (1) Professional Identity and Orientation; (2) Social and Cultural Diversity; (3) Human Growth and Development; (4) Career Development; (5) Helping Relationships; (6) Group Work; (7) Assessment and Evaluation; and (8) Research and Program Evaluation (CACREP, 2001). These content areas are required for all counselors and provide the foundational knowledge base for the counseling portion of the dual roles associated with school counselor identity development. In addition to the CACREP common core curricular experiences, all students in the school counseling program are required to complete course work related to the specialty: (1) foundations of school counseling, (2) contextual dimensions of school counseling, and (3) knowledge and skill requirements for school counselors. In this particular preparation program, graduate students are required to take a course in each of the core content areas as well as four specialty courses in school counseling (Foundations of School Counseling, Seminar in School Counseling, Practicum, and Internship). This program also has a special emphasis on social justice; therefore, all courses emphasize topics related to social and cultural issues.

The ASCA National Model

The preparation program is also grounded in the ASCA National Model (2003). This model provides a framework for school counseling program development including a clearly articulated foundation, management system, and delivery system as well as a structure for accountability based on K-12 student outcomes. The ASCA Model uses standards in three domains of development – academic, career, and personal/social and requires that professional school counselors function as educational leaders, advocates, collaborators, and program evaluators. A clear focus is maintained on K-12 student outcomes as well as the processes that support those results. In this graduate program, students are introduced to this model in their foundational course at the beginning of the preparation program. This knowledge is reinforced in a seminar during the first academic year. Opportunities to demonstrate competence in the model are provided in clinical experiences. The components of and goals for the ASCA model are highly compatible with both the Transforming School Counseling Initiative (2003) and the BOR Principles (2004).

Clinical Experiences

Practicum and internship provide the vehicle for demonstrating content knowledge and skills. For clinical requirements, school counseling graduate students are expected to complete a 100-hour practicum, with 40 hours in direct services including individual and small group work. Students are also required to complete a 600-hour internship; 240 hours of which must be in direct service. One hour of individual supervision and one and one-

half hours of group supervision are required weekly. Typically the site supervisor provides individual supervision and the university supervisor provides group supervision for internship. During practicum, candidates also receive one hour of individual supervision at the university.

In the particular program within which the authors work, practicum, a 100-hour introduction to the school setting, focuses on interventions with individuals, small groups, and some classroom guidance. Practicum is designed for the students to practice and continue developing basic counseling skills as they begin to integrate theory and knowledge in the *"*real world*"*. During practicum, candidates work with faculty and local school site supervisors to determine internship sites. The students complete practicum under the supervision of the course instructor, school site supervisor, and university supervisor. In the second academic year, candidates complete a 600-hour internship becoming involved in the total school counseling program and overall mission of the school. At this stage, candidates are expected to be involved in the full range of school counseling activities such as: (a) individual counseling, small groups, and classroom guidance; (b) consultation with teachers, parents and outside agencies; and (c) coordination of school-wide projects. Candidates are also asked to become familiar with school improvement plans and to design and implement an intervention to contribute to at least one of the school improvement goals. Students are assessed on the development of their counseling skills with a review of prior work in practicum and current skills in internship. The practicum and internship experiences serve to blend the roles of educational leaders and professional counselors through the practice and continual development of personal/social, academic, and career counseling.

Appropriate activities.

There are numerous activities that we consider appropriate as part of the clinical experiences of school counseling candidates and that relate to CACREP and BOR standards:

- Individual counseling
- Small group activities
- Classroom guidance
- Parent consultation
- Teacher consultation
- Observing the site supervisor or master teachers
- Shadowing an administrator
- Parent education
- Community outreach
- Consultation with other members of the school community
- Academic or behavioral monitoring
- Staff development
- Coordinating school wide projects
- Newsletters
- Any activities associated with a comprehensive developmental school counseling program or implementation of the ASCA model
- Any activities that allow them to demonstrate competence in the CACREP and BOR standards areas.

Sequence of activities.

As a sequence for clinical experiences on site, it is important to remember that practicum is typically the first field experience for graduate students in a true counseling role. As such, they would

likely need more structure and guidance initially as well as a case load that is appropriate for beginning professionals. Interns, typically, will present with more experience and confidence but will still need an intentional and gradual process of engagement. For both experiences, a sequence of activities is helpful. Graduate students first need to be oriented to the school, introduced to faculty and staff, and made aware of all relevant policies and procedures. It is also helpful to use the beginning of practicum and/or internship to develop an effective working alliance between the graduate student and the supervisor. The working alliance refers to the congruence of goals, tasks, and methods. Initially, it is also helpful for graduate students to be able to observe the site supervisor in a variety of roles. From observation, graduate students can begin co-facilitation with the site supervisor, followed by facilitation with site supervisor observation prior to working independently.

Because the ASCA model and the BOR competencies require outcome data, it is essential for graduate students to have access to the school data and school improvement goals. The program in which the authors work requires that graduate students complete a collaborative action research project based on a school profile they construct. The profiles include data on achievement, attendance, behavior referrals, course-taking patterns, and special education placements as well as qualitative information from interviews with students, parents, and other educators. Graduate students are asked to select an issue based upon an identified need of the school and develop an intervention that will make a contribution. Students have typically chosen projects related to attendance, achievement, and violence prevention. They are also required to provide work samples as documentation in each of the BOR standards of competence.

IMPLICATIONS FOR SITE SUPERVISORS

While being a good school counselor is fundamental to becoming a good site supervisor, it is not enough. With that said, good site supervisors are individuals who are able to transfer their counseling skills to the supervision of school counselors-in-training. An understanding of current state-of-the-art in school counseling at both the state and national levels is also fundamental to becoming a good site supervisor. In Georgia, this will require familiarity with the CACREP standards, the ASCA Model, and the BOR Principles. In addition, individuals serving in this role will need to understand the level of responsibility involved with supervising school counseling practicum and internship students in their preparation for assuming the role of a transformed professional school counselor. This responsibility includes, but is not limited to, making sure that their supervisees have adequate opportunities and support for the experiences as outlined by the training programs. In preparation for providing these opportunities and support, site supervisors must possess an in-depth familiarity of the training programs in which their supervisees are enrolled. Finally, site supervisors must see their role as a process and not an event. This process involves training, experience, and a high level of commitment to their supervisees, the

students they serve, and the profession as a whole. Anecdotally, site supervisors report that while orienting and supporting graduate students is time-intensive in the beginning, they find that helping to educate their future colleagues to be extremely rewarding.

IMPLICATIONS FOR SCHOOL COUNSELING PREPARATION PROGRAMS

Counselor educators involved in the preparation of school counselors must be intentional in developing strong relationships with the practitioners who serve as site supervisors. It is important that counselor educators view practitioners/site supervisors as partners in the preparation process and not as ancillary participants. In addition, counselor educators must be clear with the site supervisors, the counselors-in-training, and themselves, regarding the expectations of the supervision experience and the type of counselors they wish to produce. In an effort to produce the best school counselors possible, school counselor preparation programs must be committed to providing adequate training for site supervisors and have well thought out and intentional methods of evaluating both supervisees, supervisors, and the supervision experience itself. It will also be important for preparation programs to have in place adequate means to communicate with and receive feedback from site supervisors. Feedback should be requested in multiple forms, should include formal and informal methods, and should be solicited early and often. Typical methods include formative and summative evaluation forms, phone conferences between site supervisors and university faculty, and site visits by university representatives. Other more informal feedback loops are available when partnerships are in place between counselor educators and practicing school counselors as well as through professional associations and conferences including both groups. Finally, counselor educators responsible for preparing school counselors for their new roles should not simply solicit feedback from site supervisors but must also be responsive to that feedback. This feedback could enhance the supervision experience for students as well as assist in the refinement of the supervision experiences as a whole.

SUMMARY

Quality supervision can greatly enhance the specialty of school counseling. Practicum and internship (as part of the preparation process) provide a set of experiences for which quality supervision is particularly significant. Collaboration between professional school counselors and school counselor educators has the potential of making these initial field experiences more substantive and meaningful. In Georgia, this collaboration can be structured using the CACREP standards, the ASCA National Model, and the BOR Principles to support the development of graduate students who can become professional school counselors functioning at the highest levels as both counselors and educators.

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Postmodernism, Therapeutic Common Factors, and Innovation: Contemporary Influences Shaping a More Efficient and Effective Model of School Counseling

James F. Klein
Corrie R. Gee

ABSTRACT

School counseling lacks clarity. This confusion is the result of competing models and confusing standards, domains, and competencies. This article offers a simplified model of school counseling entitled the "Six 'C' Model" (i.e., Care, Collaboration, Champion, Challenge, Courage, and Commitment). The interactive model is informed by the following contemporary influences: (a) postmodernism, (b) the therapeutic common factors, and (c) innovative educational research.

POSTMODERNISM, THERAPEUTIC COMMON FACTORS, AND INNOVATION: CONTEMPORARY INFLUENCES SHAPING A MORE EFFICIENT AND EFFECTIVE MODEL OF SCHOOL COUNSELING

This article espouses a position relative to school counseling as well as presents a model of school counseling informed by postmodernism, the therapeutic common factors, and innovative educational research (e.g., Henderson and Milstein's Resiliency Wheel, 1996; Search Institute's Internal Assets, 2000). The authors believe that Albert Einstein was correct when he said, "everything should be made as simple as possible, but not simpler" ("Simplicity Quotes," n.d.). The field of education and, more specifically, school counseling tend to complicate their roles by implementing intricate models, policies, and procedures. Educators and school counselors can easily get trapped in the minutia.

The American School Counselor Association's (ASCA) National Model (2005) articulates an approach to school counseling that parallels the aforementioned complications vis-à-vis an elaborate model with a laborious delivery plan. While the basic underlying research and principles are sound, it is easy to get consumed by the details (e.g., domains, standards, competencies, skills, knowledge, awareness, etc.). Add State

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criteria to this model, not always consistent with ASCA, and one has a recipe for gridlock in terms of providing attentive, effective, and efficient school counseling services.

The following article introduces a new model of school counseling entitled the "Six 'C' Model." The model emanates from contemporary movements in mental health and education that are not entrenched in school counseling research and/or literature. Therefore, the following section will concisely expose the reader to the following influences: (a) postmodernism, (b) the therapeutic common factors, and (c) innovative educational research. This overview should allow for the reader to contextualize the "Six 'C' Model." Following the overview will be an introduction to, and explanation of, the "Six 'C' Model" of school counseling. Finally, implications for school counselors will be provided.

POSTMODERN INFLUENCE

Before one has a basic understanding of postmodernism, it is important to tackle a few of the underlying tenets associated with modernism. An essential assumption of modernism is that there is an actual reality with enduring properties that is independent from those who observe it (Erwin, 1999). The continued proliferation of scientific methodology otherwise known as modernism guides treatment and influences an array of subspecialties, which includes mental health (Miller & Thoresen, 1999). According to Hansen (2004), modernism applied to counseling "means that counselors can objectively observe clients and accurately come to know particular truths about them" (p. 131).

The authors believe that one can extend modernistic influences to school counseling because school counselors occasionally embrace a mental health identity over that of school personnel and/or educator. This position is reinforced by Martin (2002), who asserts that school counselors have typically been provided with mental health-focused training and while this training provides school counselors with skills to be mental health professionals, it falls short of providing the skills necessary to promote academic success. Therefore, because one's training as a school counselor is steeped in technique acquisition and skill development, as well as an understanding of external pressures (e.g., national and state models), a modernistic philosophy continues to permeate one's understanding and programmatic efforts in school counseling. School counseling and mental health share a modernistic orientation that views the student and/or client through an objective and/or collective lens as opposed to a subjectively and/or individually oriented understanding of self and truth.

The authors believe postmodernism offers the ideal backdrop for the "Six 'C' Model" because of its primary emphasis on the individual construction of meaning and knowing. Postmodernism asserts that meanings are created, not discovered by individuals (Leary, 1994). In other words, as Rosen (1996) states, "a totally objective reality, one that stands apart from the knowing subject, can never be fully known" (p. 5). Therefore, knowledge represents a combination of the observer and the observed (Hansen, 2004). Hansen goes on to raise some interesting postmodern oriented

questions about counseling: (a) Can a counselor ever gain accurate client knowledge?, and/or (b) Do clients and counselors co-construct healing narratives? Postmodern philosophy, literature, language, and its basic tenets are ambiguous and complex, thus, beyond the scope of this article.

It is important to note that mental health and school counseling have operated under a modernistic paradigm far too long and continue to minimize the clients/students construction of truth and understanding relative to what they need in life and school. The "Six 'C' Model" builds upon this philosophical momentum by recognizing and celebrating students and their ability to positively orient their lives in concert with a caring school counselor. Additional influences on the "Six 'C' Model" are derived from the common factors literature.

THERAPEUTIC COMMON FACTORS INFLUENCE

In the spirit of Einstein's quote and congruent with school counseling's need for efficiency and effectiveness, the common factors literature further supports the "Six 'C' Model." There are a number of common factors identified relative to mental health. The common factors, as understood by the authors, deviate from modernistic elements via the celebration of an individual's contribution to change vis-à-vis the therapeutic relationship as well as what one brings to the counseling experience. More specifically, the authors will use four factors as identified by Hubble, Duncan, and Miller (1999). Hubble, Duncan, and Miller built upon the research of Lambert (1992) and Lambert, Shapiro, and Bergin (1986). They identified the following four common factors: (a) client or extratherapeutic factors; (b) relationship factors; (c) placebo, hope, and expectancy; and (d) models and techniques.

Factor one, client or extratherapeutic factors, according to Lambert (1992) are the personal and environmental dimensions that one inherently brings to therapy (e.g., support systems, coping skills, etc.). These factors account for 40% of the therapeutic outcome. Factor two, relationship factors (e.g., care and empathy), according to Lambert account for 30% of the outcome. Factor three, placebo, hope, and expectancy contribute up to 15% of the outcome and reflect the client's hope and expectation for a positive therapeutic experience (Frank & Frank, 1991; Lambert). Finally, factor four; models and techniques contribute up to 15% of the outcome (Lambert).

It is apparent from the aforementioned percentages that structured or predictable aspects of counseling (e.g., techniques and/or therapeutic orientations) influence positive client outcomes in a negligible manner. Therefore, one may surmise that individual characteristics (i.e., client or extratherapeutic factors) when united with a collaborative therapeutic venture (i.e., therapeutic relationship) have the greatest influence on positive outcomes. For a school counselor, outcomes could mean positive growth in one's personal/social development, career development, or academic development. The final influence on the "Six 'C' Model" is innovative educational research (e.g., Henderson and Milstein's Resiliency Wheel, 1996; Search Institute's Internal Assets, 2000).

INNOVATIVE EDUCATIONAL INFLUENCE

The Education Trust's (2003) National Initiative for Transforming School Counseling (TSCI) as well as ASCA's National Model (2005) have influenced and informed the development of contemporary school counseling programs. For example, this influence is reflected in ASCA's annual Recognized ASCA Model Program(s) or (RAMP) awards (ASCA, n.d.). Award recipients represent national school counseling programs recognized because of their commitment to delivering a comprehensive, empirically driven school counseling program (ASCA, n.d.). Despite efforts like the RAMP awards, the authors believe that Henderson and Milstein's (1996) Resiliency Wheel and the Search Institute's (2000) Internal Assets provide for greater depth and simplicity in delivering school counseling services. The Resiliency Wheel and Internal Assets serve as the final influence to the development of the "Six 'C' Model."

According to Galassi and Akos (2004) and Osterman (2000), research has demonstrated that one's need for belonging affects academic attitudes, beliefs, behaviors, and ultimately one's level of achievement. The inference is that positive outcomes begin with interpersonal relationships. Henderson and Milstein's (1996) Resiliency Wheel is composed of six factors with arguably, "a caring and supportive environment" as the key factor followed by: (a) setting and communicating high expectations, (b) providing opportunities for meaningful participation, (c) increasing prosocial bonding, (d) setting clear, consistent boundaries, and (e) teaching life skills. Underlying all of these aspects is the influence of a relational dynamic.

Unfortunately, connecting a student or students with an educator who can provide these aspects is increasingly difficult, in part, due to the scarcity of time. Time is a commodity with which most educators can ill afford to part. However, as postmodernism reveals and the common factors demonstrate, positive relationships in which individuals are valued and challenged can influence positive outcomes. It is the authors' belief that school counselors can facilitate the central principles of the Resiliency Wheel in students and thus promote academic, personal/social, and career growth.

The Forty Developmental Assets proposed by the Search Institute (2000) and more specifically the four internal assets of (a) educational commitment, (b) values, (c) social competencies, and (d) positive identity also support a relational dimension. According to Galassi and Akos (2004), the school counselor plays a critical role in assisting students to develop internal assets. Cultivation of these four assets is critical to a student achieving academic, personal/social, and career success, because as Benson (1997) states, schools and communities must marshal efforts to erect assets in students/children if we expect them to develop into healthy and productive citizens. School counselors are a vital part of this effort and can make valuable contributions to a student's journey through life and school. The "Six 'C' Model" of school counseling collapses the aforementioned contemporary influences into a basic model that is transferable to any student, under any condition, at any time.

THE "SIX 'C' MODEL" OF SCHOOL COUNSELING

The following model is a comprehensive effort to encapsulate the essence of school counseling and present school counselors with a model that is applicable and adaptable to any situation (e.g., academic, career, personal/social, crisis, etc.). Figure 1 displays the model and reflects its simplicity. Its simplicity is not only visual, but also practical. It is an inter-related model that functions symbiotically. The model's inter-relationships are not exclusive, linear, or fixed. For example, a student may present with a learning disability and together the school counselor, student, and parents/guardians facilitate courage so that advocacy for accommodations with the school can take place. This example is focused on one inter-relationship between courage and care in the "Six 'C' Model." Every interaction and/or intervention is filtered through a "caring" relationship between the school counselor and relevant stakeholders.

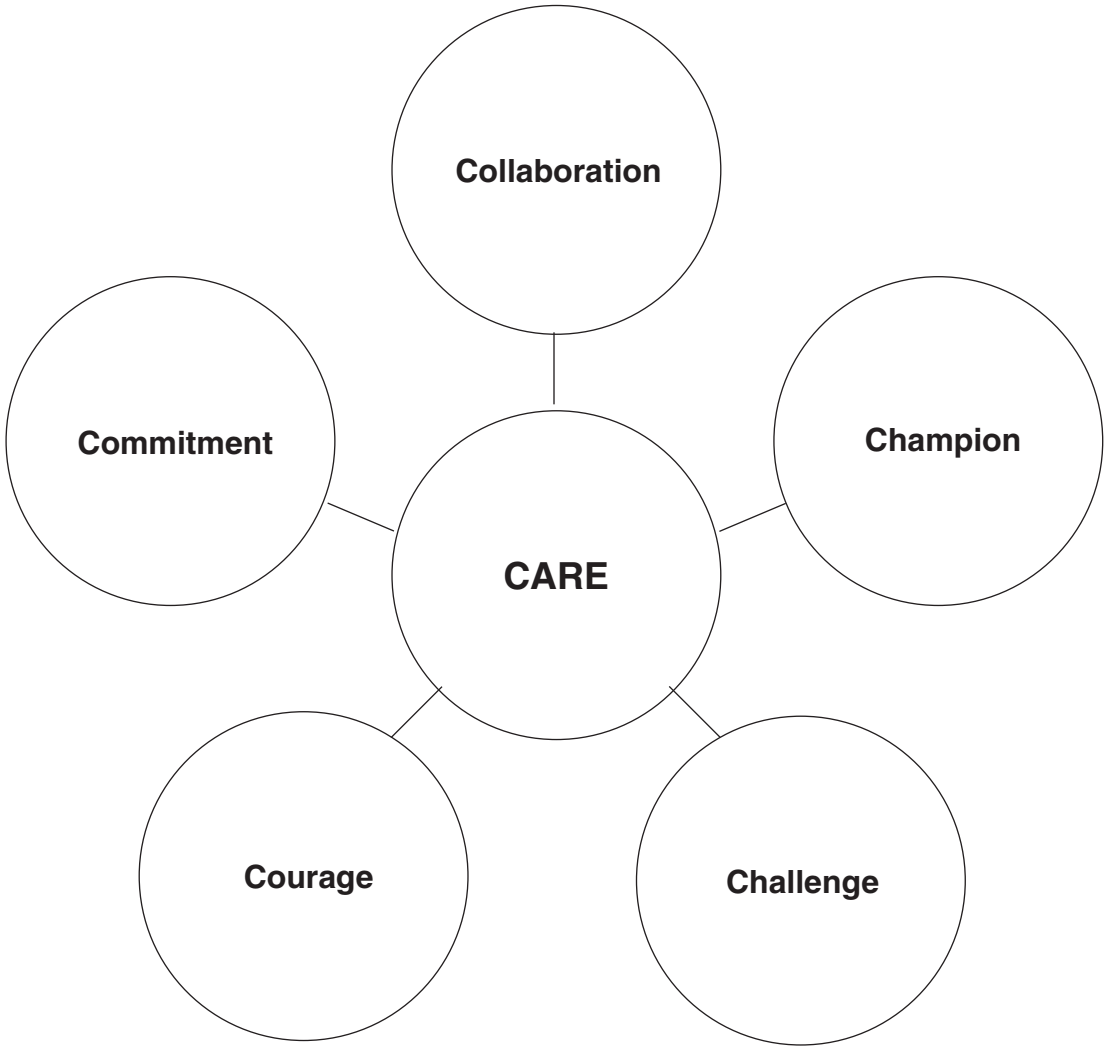

Figure 1. Six 'C' Model of School Counseling. Care is the central ingredient informing all other dimensions of the model.

Overall, the model is informed by care and this dimension serves as the central ingredient for all other elements. Care is defined by Merriam-Webster's Collegiate Dictionary as "to feel interest or concern; to have a liking, fondness, or taste" (Mish et al., 1999, p. 173). The "Six 'C' Model" and school counseling informed by care attends to, and values the relational dimension. The "Six 'C' Model" constructed around care seeks to facilitate the following features in students, teachers, administrators, parents/guardians, and all stakeholders: (a) collaboration, (b) champion, (c) challenge, (d) courage, and (e) commitment.

Instead of providing literal definitions of collaboration, champion, challenge, courage, and commitment, the authors believe it would be more fruitful to qualitatively describe these features through the language of Reality Therapy and the work of William Glasser. These two elements capture the essence and inter-relatedness of the "Six 'C' Model." For example, Sharf (2004) discusses that throughout the counseling process in Reality Therapy, a friendly relationship is established and as time progresses the friendliness is combined with firmness. This demonstrates how care interacts with collaboration and challenge. Furthermore, Glasser (1972) asserts that a counselor must show that he or she cares about the client and is willing to process anything the client and/or counselor considers worthy of change. This example demonstrates once again care, but also its inter-relationship with courage and commitment. Finally, inherent to a school counselor's role is advocacy for students, staff, self, and the field of school counseling. Advocacy is understood in the "Six 'C' Model" as champion.

In short, it is the position of the authors that if school counselors seek to facilitate the features of the "Six 'C' Model", regardless of the situation, positive outcomes are likely to follow. Inherent to the "Six 'C' Model" is a non-expert (i.e., postmodern orientation) approach in which individuals and/or groups (e.g., school counselors and students; school counselors and parents; etc.) work together to construct meaning as well as facilitate advocacy, appropriate risk taking, appropriate confrontation, and the fostering of dedication to co-constructed goals. These goals can be academically oriented, personally/socially oriented, or career oriented. The fundamental difference between this model and current movements in school counseling (e.g., Education Trust, ASCA, etc.) is that the philosophy and application remains consistent regardless of what situation (e.g., crisis, classroom guidance, individual counseling, group counseling, etc.) is presented and/or who is presenting it (e.g., parent/guardian, administrator, teacher, or student). The "Six 'C' Model" is fluid, adaptable, efficient, effective and most important, uncomplicated.

IMPLICATIONS FOR SCHOOL COUNSELORS

The implications for school counseling are straightforward. The culture of school counseling and education in general is one that values evidence-based outcomes, efficiency, and effectiveness. The "Six 'C' Model" addresses these aspects and allows for school counseling to legitimately attribute positive growth to

services rendered regardless of domain (e.g., academic, career, or personal /social). This position may appear tenuous, but one need not look any further than the empirical validation associated with the therapeutic common factors.

Empirically validating counseling interventions continues to be a challenge, but the therapeutic common factors proved the value of "flexible" dimensions (e.g., therapeutic relationship). Based on the research, one can reasonably assume that these "flexible" dimensions make a difference when combined with competence and/or adequate training in the foundations of a profession. Therefore, it is our belief that school counselors who provide caring service as well as facilitate the other key features (e.g., collaboration, champion, challenge, courage and commitment) in their students and/or other stakeholders on a consistent basis, will be able to demonstrate empirically that their interventions contribute to growth and development. This empirical "proof" could be gathered by conducting research efforts utilizing a pretest-posttest control group design.

Additionally, it is understood that school counseling mandates can be unique to school districts and to schools within a district. The simplicity of this model allows for one to position it within the context of whatever is needed. Thus, there is a universal quality to the "Six 'C' Model" and this collective quality is consistent with what Martin (2002) describes as a new vision for school counseling. Martin suggests moving school counseling from a position of maintaining the status quo, to "one of cutting-edge social action, advocacy for access, and support for success for all students…" (p. 152). Moreover, Martin recommends that instead of making students feel good or simply providing students with mental health services, school counselors need to aggressively empower students to construct successful futures. The "Six 'C' Model" is a positively oriented model that is congruent with Martin's call to action for school counselors.

Finally, the greatest implication of the "Six 'C' Model" for school counselors is that it offers flexible standardization. A flexible as well as standardized model can be advantageous for a profession (i.e., school counseling and/or school counselors) that is typically defined by individuals trained in a different discipline (i.e., educational administration and/or administrators). The "Six 'C' Model" allows for school counselors to operate consistently regardless of the variability in their defined role. Whether one is facilitating the Criterion-Referenced Competency Test (CRCT) or facilitating a small group, positive change occurs through the "Six 'C' Model."

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The Editorial Board of the *GSCA Journal* is requesting that practicing school counselors, supervisors, counselor educators, and other professionals interested in the promotion of school counseling in Georgia submit articles for publication in the next issue of the *Journal*.

Articles that highlight the positive outcomes of counseling with students and/or that support the accountability of school counseling programs in Georgia are of particular interest to our readers. Manuscripts that address ethical/philosophical issues relevant to school counseling, describe successful school counseling techniques and practices, review books and other media products of interest to school counselors, poetry and other creative writings will also be included in the issue. Articles should be linked to the National Standards for School Counselors and the ASCA School Counseling Model.

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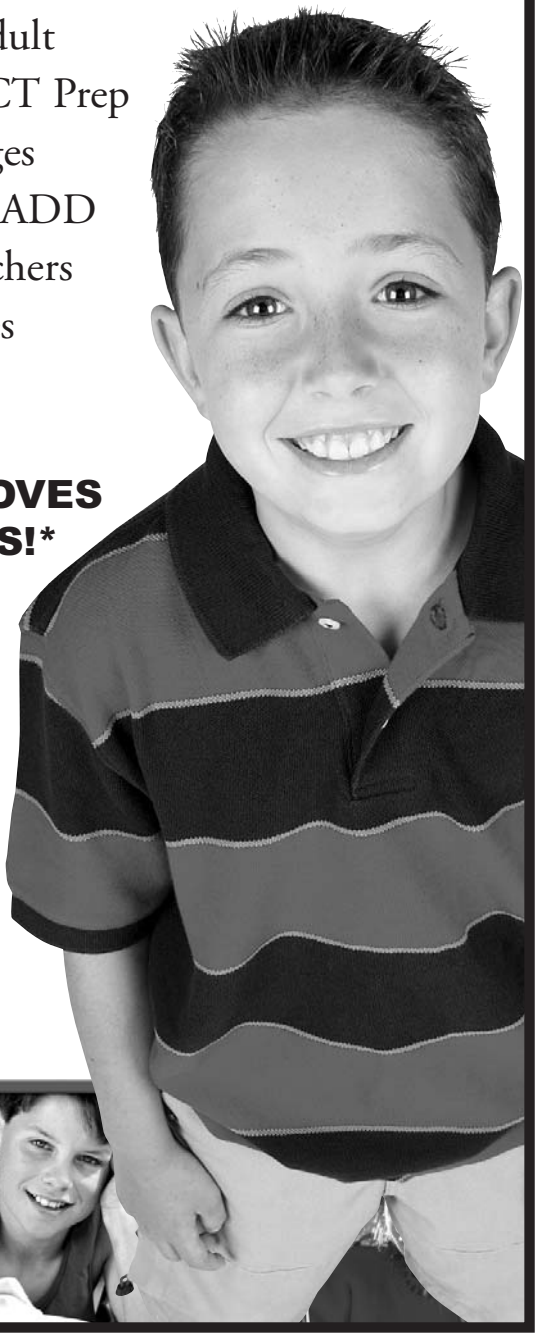

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