Index

Page references followed by *fig* indicate an illustrated figure; followed by *e* indicate an exhibit.

A
Accessible counseling center, 54*fig*
Accountability: competencies related to, 251*e*; strengthening your professional, 270
Advisory committee: Advisory Committee Form, 21*e*; Advisory Committee Volunteers, 21*e*; getting referral information out through, 63; seeking input from, 17–18, 207–208; sharing program ownership with, 22
Advisory Committee Form, 21*e*
Advisory Committee Volunteers, 21*e*
Advocating for students, 15–16
Affective education, 105–106
After-school child care, 167
Akos, P., 8, 94
Al-Anon, 188
Alateen, 188
Alcohol-related problems: assessing your own, 263; counseling children from homes with, 189–190; description and indicators of, 187–188*e*; intervention for, 188–189; prevention of, 191–192
Alcoholics Anonymous, 188
Amatea, E. S., 194
American Counseling Association (ACA), 69, 73, 81, 150, 238
American Personnel and Guidance Association (APGA), 73
American School Counselor Association (ASCA): advocacy competencies endorsed by, 15–16; ASCA ethical code and standards of, 150, 238, 241, 245, 254; ASCA Ethics Committee of the, 246; organizing group counseling guidelines by, 81; Professional School Counseling journal of, 8; School Counselor Competencies by, 248, 249*e*–251*e*, 268; Web site of, 241. See also ASCA National Model
Annual plans: Annual Planning Sheet worksheet, 50; description of, 17
Appraising: description of, 24, 96–97; determining level of student learning readiness by, 105–106; interviewing component of, 101; Learning Objectives Summary worksheet, 98; observing component of, 99–101; reviewing records component of, 101–102; testing component of, 97, 99
ASCA ethical code, 238, 241, 245, 254
ASCA Ethics Committee, 246
ASCA National Model: counseling services guidelines of the, 84; on delivering classroom guidance, 94; as fundamental to ASCA competencies, 251; on infusing guidance curriculum with school’s, 104; integrating guidance suggestions by the, 105–106; Professional School Counseling resource on using the, 67–68; school counselor programs based on, 14–15, 27; setting goals process by using, 49. See also American School Counselor Association (ASCA); School counseling programs
ASCA School Counselor Competencies, 248, 249*e*–251*e*
Assessing programs: Middle School Parent Needs Assessment, 45; Primary Student Needs Assessment, 44; questions used when, 42–43, 47; School Climate Survey, 48; Teacher Needs Assessment, 46
Assessing Your Cultural Encapsulation worksheet, 126
Assessment: childhood depression, 178–179; crisis referrals, 155; Middle School Drug and Alcohol Assessment questions for, 191e; of parent needs, 221–222; self-assessment, 258–261; of your physical well-being, 262–263
Association for Supervision and Curriculum Development (ASCD), 104
Authority: crises and first lines of, 145–146; crisis team, 146–147; school principals as the ultimate school, 201

B
Baker, S. B., 10
Balancing time. See Time management
Ballard, M. B., 157
Bartolomucci, C. L., 161
Bauman, S., 161
Behavior issues. See Classroom behavior
Behavioral approaches, 196
“Being with vs. doing to” activities, 214–216
Beliefs: acting on danger to student, 182; multicultural awareness and, 136; student’s self-efficacy, 106
Bhat, C. S., 69
Bibliocounseling, 133, 168
Bilingualism, 135
Birthday greetings, 215
Blame, 264
Bodenhorn, N., 157
Bowman, R. P., 34, 114
Bradshaw, C. P., 160
Brief counseling: benefits of using, 77–78; description of, 76; seven steps to, 77e
“Bring a Family Member to Lunch” program, 16
Brochure (school counseling), 32e
Brophy, J. E., 91
Bulletin board notices, 25
Bully Busters (Horne, Bartolomucci, & Newman-Carlson), 161
Bullying: characteristics of, 160–161; cyberbullying form of, 163; guidance curriculum on, 161–163;
Monitoring Student Assertiveness and Coping Skills form, 162e; passive and aggressive types of, 161; scenario on fear of, 86; scope of, 160

C
Canter, L., 119, 211, 232
Canter, M., 119, 211
Career development, 117–118
Carney, J. V., 160
Carr, T., 33
Case card, 65e
Celebrating events, 204
Center for Public Education, 109–110
Challenger disaster (1986), 143
Character education, 109
Chat rooms, 69
Checklist of Crisis Guidelines, 148e
Chen-Hayes, S. F., 15
Chibbaro, J. S., 163
Child abuse: description and forms of, 184–185; reporting, 185; resources and guidelines for dealing with, 185–186. See also Violence
Child study committee, 111
Childhood depression: assessment of, 178–179; common indicators of, 179; recognizing clues to, 182. See also Emotional stress; Suicidal students
Children. See Students
Chronic illness, 186–187
Clark, M. A., 96
Classroom behavior: behavior management plan to improve, 213e; character education to improve, 109; guidance curriculum on positive, 118–120; Monitoring Student Assertiveness and Coping Skills form, 162e; scenario on concerns about, 103; strategies for facilitating positive, 118–119. See also Discipline; Students
Classroom guidance: Classroom Guidance Evaluation Form worksheet, 95; crisis intervention, 152; delivering, 94, 96; as extension of counseling services, 200. See also Guidance curriculum
Classrooms: guidance lessons integrated into, 17; observation of students in, 99–101
Cockman, C. R., 94
“Code Blue” student clubs, 112
Cognitive interventions, 129–130
Colbert, R. D., 84, 237
Cole, C. G., 68
Cole, J.C.M., 160, 161
Collaborative teacher-counselor relationship: affective education through integration and,
Index

105–106; being with versus doing to type of, 214–216; character education and, 109; consultation and, 86–87/ff; educational planning and placement through, 110–112; establishing, 200–202; facilitating student homework through, 109–110, 172; for helping ELL students, 135; improving instruction and test results using, 112–117; movement toward, 104; parents working with the, 201; providing lifetime learning through, 118–120; relating personally component of, 202–206; relating professionally component of, 206–213; student career development through, 117–118; understanding guidance as mutual responsibility of, 106–108. See also Relationships; School counselors; Teachers

Columbia Shuttle disaster (2003), 143

Commercial parent education programs, 232

Communication: among all specialists working with students, 122; crisis intervention role of, 145; crisis plan for notifying superintendent’s office, 149r; parent conference, 223–225; sending hand-written, 208; special events, 222; technology-based, 69–70; test reporting to parents, 223.

See also Feedback

Communication strategies: bulletin board, 25; cyberspace, 25; existing avenues of communication, 25; letters and communiqués, 225–227; memo to parents, 227r; progress letter to parents, 226r; PTA/PTO presentations as, 227–229; for school counselors, 24–25; technology-based, 69–70; worksite visits as, 222–223

Community: becoming affective part of the, 5; becoming familiar with illicit drug use in, 191; communicating your role in the, 24; competencies for working with, 15; coordinating responsive services with resources of, 86, 189; counseling services explained to, 7; crisis intervention and the, 141–157; developing relationships with your, 197; drug prevention efforts of the, 192; ethical responsibilities to, 252–253; your philosophy and effectiveness in, 83–85. See also Responsive services

Counseling centers: assessing location and facilities of, 18; brightening up, 216; designing, 49, 51–53; elementary school, 51r–52, 76; Facility Checklist for a School Counseling Center, 19; inaccessible, 53r; middle school, 52r; receiving

Comprehensive program. See School counseling programs

Confidentiality issues: during counseling, 72; suicidal students and, 182

Consulting: Classroom Guidance Evaluation Form, 95; counselor-teacher-consulting relationship, 86–87/ff; delivering classroom guidance, 94–96; delivering instruction, 89, 91–92, 93–94; description of, 24, 86; Information Request worksheet, 90; providing information, 88–89; “Six Magic Steps” for situational, 87–88; Teacher In-Service Survey worksheet, 92

Coordinating program: coordinating a teacher advisement program, 68; coordinating teacher advisement program, 68; following up activities, 66; helping with school transitions, 67–68; keeping records, 65; organizing a peer helper program, 66–67; orienting students, parents, and teachers, 67, 221; receiving referrals, 63; sample case card, 65r; scheduling services, 63, 65; Teacher Referral Form, 64; using technology for, 68–70; tips on activities for, 59; using volunteers, 67

Coordination service, 24

Cornell, D. G., 160, 161

Costin, A., 184

Counseling: abused children, 185–186; behavioral approaches to, 196; brief, 76–78; of children dealing with divorce, 163–167; children experiencing loss, 192–193; children with school phobia, 196–197; children struggling with alcohol-related problems, 189–190; chronic or terminal illness and guidelines for, 187; crisis, 154–157; culturally diverse students and, 138–140; developmental, 152–153; exceptional children and, 127–128, 131, 133; as extension of instructional program, 200; group, 23, 78–82r, 170; individual, 22–23, 72–76; interviewing children, 75r; offering students and parents outside resources for, 202; parent and teacher, 81–83; psychodynamic approaches to, 196; qualities and characteristics of, 72; questions about your, 85r; relating educational progress of students to, 201; students exposed to violence, 194–195; voluntary issues of, 252–253; your philosophy and effectiveness in, 83–85. See also Responsive services

Counseling centers: assessing location and facilities of, 18; brightening up, 216; designing, 49, 51–53; elementary school, 51r–52, 76; Facility Checklist for a School Counseling Center, 19; inaccessible, 53r; middle school, 52r; receiving
referrals at, 63. See also School counseling programs

Counseling Children (Thompson, Rudolph, and Henderson), 74

Counseling supervisors, 239–240

Counselor-teacher consulting relationship, 86–87fig

"The Counselor’s Bag" (introductory activity), 34

Crethar, H. C., 15

Crisis: characteristics of, 143; types of, 143–144

Crisis counseling: assessment procedures during, 155; follow-up and evaluation of, 156–157; plan of action for, 155–156; questions to explore need for, 154–155

Crisis In-Service Survey worksheet, 150

Crisis intervention: crisis counseling component of, 154–157; importance of preparing for, 141–142; management following trauma or tragedy, 157; planning for, 144–150; preliminary preparation for, 142; preventive activities and programs for, 152–154; staff development for, 150–152

Crisis plan: factors to consider for, 144–146; general guidelines included in, 147–148; instructions for communicating with superintendent’s office, 149; specific procedures outlined in, 149–150

Crisis planning factors: authority, 145–146; communication, 145; emotional and psychological stress, 145; media, 144–145; safety, 144

Crisis teams: education on abuse indicators provided by, 185; formation and preparation of, 146–147

Cultural celebrations, 138

Cultural differences: celebrating, 138; community resources for understanding, 136; general guidelines for working with, 122–126; guarding against insensitivity toward, 215; guidance and counseling services in context of, 138–140; understanding and accepting, 106

Cultural encapsulation: assess your, 126; definition of, 124

Cultural sensitivity, 135

Culturally diverse students: community resources for, 136; guidance and counseling services for, 138–140; issues to consider for, 136; A Multicultural Checklist worksheet, 137

Cumulative Record Survey worksheet, 220

Curriculum. See Guidance curriculum; School curriculum

Cyberbullying, 163

D

Davis, T. E., 76

Death loss, 192–193

Decision making: advisory committee role in, 17–18; advocating for all students driving, 15–16; career development, 118; Ethical Decision-Making Checklist worksheet, 256; seeking input for, 16–18; winning support from principal for, 16–18

DeKruyff, L., 15

Delivering instruction. See Instructional presentations

Delivery competences, 250

Depression. See Childhood depression

Developmental counseling, 152–153

Dial-at-home activity, 214

Dinkmeyer, D., Jr., 232

Disabled children. See Exceptional children

Discipline: advocating for positive school, 119–120, 211, 213; Behavior Management Plan to improve, 213; in-service education for teachers on, 119. See also Classroom behavior

Discussion groups, 69, 230, 232

Diverse students: community resources for culturally, 136; culturally, 136–140; English Language Learners (ELL) as, 134–135; exceptional children as, 127–134; general guidelines for working with, 122, 124; guarding against insensitivity toward, 215; responsibility to intervene on behalf of, 121–122; School and Community Specialists worksheet, 125; Student Services Record worksheet, 123; understanding social and cultural differences of, 106. See also Students

Divorce: guidelines for working with children of, 165–166; impact on children by, 163–164; suggestions for working with parents during, 166–167; Wallerstein’s six psychological tasks to deal with, 164–165

Dougherty, A. M., 86

Dreikurs, R., 120, 211

Drouhard, N., 184

Drug use. See Substance abuse

E

E-mail: discussion groups and listservs, 69; receiving referrals through, 63

Eder, K. C., 83

Edinburgh Middle School Continuing Progress Award, 112

Education for All Handicapped Children Act (1975) [Public Law 94–142], 127

Elementary school counseling centers: accessible, 54fig; inaccessible, 53fig; individual versus group activities used in, 76; layout and example of, 51fig–52
Emotional stress: bullying and, 86, 160; chronic or terminal illness and, 186–187; crisis intervention and issue of, 145; divorce and, 163–167; learning to manage your own, 171; of loneliness and shyness, 168; sources of, 170–171; strategies for helping children with, 171. See also Childhood depression

Emotional well-being: avoiding blame for, 264; handling stress for, 264–265; importance of, 264; seeking support for, 265; taking time alone for, 265

Employee assistance program (EAP), 83

“Empty Chair” (role playing), 133

English Language Learners (ELL), 134–135

Ethical Decision-Making Checklist worksheet, 256

Ethical issues: ASCA ethical code, 238, 241, 245, 254; ethical standards for technology use, 69; responsibilities to colleagues and professional associates, 243–244; responsibilities to maintain ethical standards, 246–247; responsibilities to parents, 242–243; responsibilities to the profession, 245–246; responsibilities to the school and community, 244–245; responsibilities to students, 242; responsibilities to yourself, 245. See also Legal issues

Ethical practice: advertising your services, 248–251; ASCA and professional ethical standards for, 238, 241, 245; caring for yourself, 255; Ethical Decision-Making Checklist worksheet, 256; following through, 253; Four-Way Test for ethical relationships and, 247–248e; general guidelines for, 247–255; informing parents, 254; knowing when you’ve gone far enough, 252; seeking assistance from others, 254–255; understanding volunteerism in counseling, 252–253; understanding your values, 254

Evaluating services: accounting for your time as, 54; Group Counseling Evaluation, 57; methods used for ongoing, 56; Middle School Counselor Monthly Report, 55; Parent Evaluation Form, 61; Student Evaluation of a Middle School Counseling Program, 60; Teacher Evaluation Form, 62; Teacher Form for Individual Counseling Evaluation, 58

Evaluation: of crisis counseling, 156–157; of instructional presentations, 94; Parent Education Evaluation worksheet, 235; Workshop Evaluation Form for, 211, 212

Exceptional children: cognitive interventions for, 129–130; consulting with parents of, 133–134; counseling strategies for, 131, 133; general suggestions for counseling, 127–128; IDEA and Section 504 on, 128–129; siblings of, 128; token economy systems used with, 130–131, 132

Exchange greetings, 204

Exchanging greetings, 204

Exercise/physical fitness, 262–263

F

Facility Checklist for a School Counseling Center worksheet, 19

Faculty meetings: seeking input during, 207–208; sharing information during, 208

Falls, L., 7

Families: communicating with, 222–230; gathering knowledge about, 218–222; helping them orient to new community, 67, 221; home visits to, 221; providing information on community resources to, 88–89, 134, 136, 166, 170, 184, 187, 188, 194. See also Parents

Feedback: instructional presentation, 93; Monitoring Student Assertiveness and Coping Skills form, 162; obtained on bullying of students, 162–163. See also Communication

Field trips, 111

Follow-ups: to crisis counseling, 156–157; to crisis intervention, 157; ethical practices for, 253; professional relationship-building by, 209; to responsive services provided, 66

Foundations competencies, 249–250

Four-Way Test (International Rotarian Society), 247–248e

“Friendship Week” program: assignments for, 29e–30e; description of, 29

G

Galassi, J., 8

Geltner, J. A., 96

Gerler, E. R., 10

Gift giving: apples used for, 214; building personal relationships by, 205–206

Glasser, W., 119

Goal setting: helping students to compromise on realistic, 182; for individual counseling, 74; Personal and Professional Goals worksheet, 261; for school counseling program, 49; self-assessment component of, 259

Good, T. L., 91

Gordon, T., 232

Greeting exchange, 204

Grey, L., 120, 211

Group activities, 76
Group counseling: Counselor’s Checklist for Group Counseling, 82; description of, 23, 78; Group Pass to the Counselor’s Office form for, 79; organizing, 82; provided to relocated students, 170; selling, 78–79; for students with alcohol-related problems, 190; Teacher Survey for Group Counseling, 80; ten ground rules for participating, 82
Group Counseling Evaluation worksheet, 57
Group guidance, 23
Group Pass to the Counselor’s Office form, 79
Guidance curriculum: affective education by integrating, 105–106; on bullying, 161–163; career development through, 117–118; character education, 109; crisis intervention, 152; culturally diverse students and, 138–140; definition of, 23–24; educational planning and placement of, 110–112; as everyone’s responsibility, 106–108; helping students cope with death and dying, 193; lifetime of learning outcome through, 118–120; locating resources for, 107–108; presenting lessons and activities for, 108; on student homework, 109–110, 172; test results and improved instruction through, 112–117. See also Classroom guidance; School curriculum
Guidance in the Curriculum (ASCD), 104
Guidance program, 7
Guided imagery, 133
Gysbers, N., 14, 94
H
Haberstroh, S., 184
Hall, K. R., 160
Handicapped students. See Exceptional children
Hayes, J. B., 14
Healthy lifestyle, 262–263
Hebert, B. B., 157
Helping relationships: Four-Way Test for ethical, 247;–248; involuntary referrals and, 253; personal, 203–206; professional, 206–213; role of parents in, 254
Henderson, D., 74, 94
Henderson, P., 14
Hermann, M. A., 128
Home visits, 221
Homework: integrating counseling with curriculum through, 109–110; underachieving students and, 172
Horne, A. M., 161
Hosting staff parties, 204–205
IDEA (Individuals with Disabilities Education Act), 128–129
Immigrant students: English Language Learners (ELL), 134–135; language issues of, 134
In-service activities: Crisis In-Service Survey worksheet, 151; teacher education through, 119
Inaccessible counseling center, 53
Individual counseling: APGA position on benefits for young children, 73; description of, 22–23, 72–73; issues to consider for, 73; setting goals for, 74; structured interview during, 74–75
Individual planning, 23
Information: appraising process of gathering, 24, 96–102; developing strategies for gathering student, 120; Information Request worksheet, 90; instructional presentations on needed, 89–94; relating professionally by sharing, 208–209
Informing parents, 254
Instructional presentations: behaviors related to effective, 91, 93; description of, 89, 91; evaluation of, 94; getting feedback on, 93; preparation for, 91; Teacher In-Service Survey, 92; ten ideas for leading successful, 93
Integrating counseling: affective education through, 105–106; career development through, 117–118; character education and, 109; educational planning and placement for, 110–112; importance of, 103–104; lifetime of learning outcome through, 118–120; recognizing school-wide responsibility of, 106–108; student homework role in, 109–110, 172; test results and improved instruction for, 112–117
Intellectual development: attending workshops for, 268; professional readings for, 268; returning to school for, 267
International Alliance for Invitational Education, 47
International Rotarian Society, 247
Internet: facilitating appropriate use by students, 174–175; facilitating parent/student information through, 70. See also Technology; Web sites
Interpreters services, 135
Interviews: appraisals through, 101; “Me and My Family” student, 218–219; questions to ask during, 75; structure for, 74
Introductory activities, 34
Invisible behaviors, 205–206
Inviting School Success (Purkey and Novak), 106, 266
Index

The Inviting School Treasury (Purkey and Stanley), 266
Involuntary referrals, 253

J
Jacobsen, K. E., 161

K
Kahn, W. J., 86
Kennedy, A., 157
Knott, D., 157
Kohn, A., 109
Kress, V. E., 184

L
Latchkey children, 167
Laux, J. M., 160
Learning disabilities: alcohol/drug abuse and higher incidence of, 187; cognitive interventions for, 129–130; general suggestions for counseling children with, 127–128; IDEA and Section 504 on, 128–129; token economy systems and, 130–131, 132
Learning Objectives Summary worksheet, 98
Learning. See Student learning
Legal issues: counseling supervisor as resource on, 239–240; guidelines for technology use, 69–70; professional associations as resource on, 241; school board as resource on, 240–241; school principal as resource on, 238–239. See also Ethical issues
Lewis, J. A., 15
Listservs, 69
Loneliness, 168
Looking in Classrooms (Good and Brophy), 91
Loss: counseling children experiencing, 192–193; divorce as, 163–167
Lunch dates: with colleagues, 205; with students, 215

M
McAdams, C. R., 160
McKay, G., 232
McLaughlin, L., 160
Management competencies, 250–251
Marbach, C., 184
Mass telephone messages, 69
Maultsby, M. C., 130
“Me and My Family” student interviews, 218–219
Media crisis coverage, 144–145
Middle school counseling programs: accessible counseling center of, 54ffg; counseling center for, 52ffg; inaccessible counseling center of, 53ffg; parent discussion groups of, 232; sample master schedule for, 40e
Middle school students: Edinburgh Middle School Continuing Progress Award for, 112e; group activities interest by, 76; Middle School Counselor Monthly Report worksheet, 55; Middle School Drug and Alcohol Assessment questions for, 191e; Middle School Parent Needs Assessment worksheet, 45. See also Schools; Students
Monitoring Student Assertiveness and Coping Skills form, 162e
Moore, C., 157
Morning welcomes, 203–204
Moroti, A. A., 161
Moyer, M., 184
Multicultural awareness: increasing your, 136; A Multicultural Checklist worksheet, 137
Muro, J., 7
Murphy, J., 76, 78

N
National Association of Peer Program Professional (NAPPP), 66–67
National Board of Certified Counselors (NBCC), 69, 150
National Peer Helpers Association (now NAPPP), 66
National School Boards Association, 109
National School Boards Foundation, 109
Nelson, J., 119
Nelson, K. W., 184
A New Approach to Discipline: Logical Consequences (Dreikurs and Grey), 120
New students, 67–68, 169–170
Newman-Carlson, D., 161
No Child Left Behind, 109, 223
North Carolina School Counselor Association, 33
Novak, J. M., 47, 106, 111, 159, 195, 266
Nurturing a Teacher Advisory Program (Cole), 68

O
Obenshain, M., 157
O’Brennan, L. M., 160
Observing: appraisals through, 99, 101; Student Observation Notes worksheet, 100
Office of English Language Acquisition (OELA), 134
Organizing activities: Annual Planning Sheet, 50; designing a counseling center, 49, 51–53ffg;
evaluating services as, 54–59, 60–62; group counseling, 82; scheduling your time as, 53; setting priorities, identify goals, and selecting strategies, 49; types of, 47. See also Time management
Orienting activities, 67, 221
Osborn, C. J., 76

P
Paper trail control, 216
Parent conferences, 223–225
Parent counseling, 82, 83
Parent discussion groups, 230, 232
Parent education: on alcohol and substance abuse, 189; crisis intervention preparation, 153; discussion groups used for, 230, 232; on helping children use technology, 175; instructional presentations for, 89, 91–94; relocation counseling, 169–170
Parent Education Evaluation worksheet, 235
Parent education programs: commercial programs used for, 232; development of, 153; Parent Education Evaluation worksheet, 235; planning, 233–234
Parent Evaluation Form worksheet, 61
Parent support groups, 209–210
Parent Survey of the School’s Testing Program worksheet, 116
Parents: assessing needs of, 221–222; collaboration with both teachers and, 201; consulting with exceptional children’s, 133–134; crisis counseling follow-up with, 157; dial-at-home for daily contact with different, 214; divorce of, 163–167; effective use as volunteers, 229–230; ethical responsibilities to, 242–243; ethical standards for informing, 254; facilitating access to Internet information by, 70; following up with, 66; home visits with, 221; letters, communiqués, and memos sent to, 225–227; offering outside counseling resources to, 202; orienting activities for, 67, 221; Parent Survey of the School’s Testing Program, 116; providing information to, 88–89, 134, 136, 166, 170, 184, 187, 188, 194; school involvement by, 18; sending referral information to, 63; substance abuse or alcohol-related problems of, 187–188; test results reports made to, 223; test results and role of, 115–117; tips on effective use of volunteer, 67; Volunteer Application Form given out to, 230, 231; worksite visits with, 222–223. See also Families
Parsons, R. D., 86
Party hosting, 204–205
Paterson, J., 76
Pedersen, P., 126
The Peer Facilitator Quarterly, 67
Peer helper programs: crisis intervention through, 153; organizing, 66–67
Peer tutors, 111
Personal caring: emotional well-being component of, 264–265; importance of, 260–262; physical well-being component of, 262–263; social well-being component of, 266–267
Personal and Professional Goals worksheet, 261
Personal relationship-building: being invisible when appropriate, 205–206; being visible, 202–203; celebrating events, 204; exchanging greetings, 204; hosting staff party, 204–205; inviting a colleague to lunch, 205; offering a morning welcome, 203–204; professional benefits of, 202
Perspectives in Peer Programs (NAPPP), 66–67
Pérusse, R., 84, 237
Pescara-Kovach, L., 160
Physical fitness/exercise, 262–263
Physical well-being: importance of maintaining your, 262; self-assessing your, 262–263
Plan of action for crisis counseling, 155–156
Planning activities: assessing the program, 42–47, 48; for crisis intervention, 144–146; guidance integration, 107; for individuals, 23; organizing the program, 47–59, 81–82; parent education programs, 233–234; placement and educational, 110–112. See also School counseling programs
Podcasts, 69
Policies. See School policies/procedures
Popkin, M., 232
Positive discipline, 119–120, 211, 213
Positive reinforcement, 119
Positive self-statements, 129–130
Postcard for Student Transfers form, 170e
Poverty, 194
Presentations. See Instructional presentations
Primary Student Needs Assessment worksheet, 44
Principals. See School principals
Priority setting, 49
Probasco, B., 69
Professional accountability: competencies related to, 251; strengthening your, 270
Professional associations, 241
Professional caring: counselor competence development component of, 268–270; importance of, 267; intellectual development component of, 267–268
Professional relationship-building: benefits of, 206; collaborating on student behavior management plan, 213; facilitating support groups, 209–210; following up, 209; leading staff development, 210–211; promoting positive discipline, 119–120, 211, 213; seeking input, 206–208; sharing information, 208–209; Workshop Evaluation Form worksheet, 212
Professional School counseling (journal), 8, 67
Program Assessment Scale worksheet, 13
Progress letter, 226
Promotion activities: advertising the program through, 31–33, 215; promoting yourself, 33–34; school counseling brochure, 32
Psychodynamic counseling, 196
Psychological stress, crisis intervention and issue of, 145
PTA/PTO meetings: after-school child care discussions during, 167; communication through presentations at, 227–229; crisis intervention education during, 153; demonstrating test relaxation techniques at, 115; sending referral information to parents through, 63; Volunteer Application Form handed out at, 230, 231
Public Law 94–142, 127
Pupil personnel services, 7
Puppet show activity, 34
Purkey, W. W., 11, 47, 106, 111, 159, 195, 211, 266
R
Range, L. M., 182
Rational Emotive Behavior Therapy (REBT), 196
Ratts, M. J., 15
Record keeping: coordinating your, 65; information requests and related, 88–89; sample case card for, 65e; Student services Record worksheet for, 123
Records: appraisals by reviewing, 101–102; gathering information by reviewing cumulative, 219–220 “Red Alert” student team, 112
Referrals: crisis counseling, 154–157; involuntary, 253; to outside agencies, 254–255; as school counselor service, 24; suggestions for receiving, 63; Teacher Referral Form worksheet, 64
Rehabilitation Act (1973), 128–129
Reiner, S. M., 84, 237
Relationship-building techniques: being with versus doing to as, 214–216; for personal relationships, 203–206; for professional relationships, 206–213; provided to children of divorce, 165; provided to lonely and shy children, 168
Relationships: Four-Way Test for ethical, 247e–248e; personal, 203–206; professional, 206–213; role of parents in counseling, 254. See also Collaborative teacher-counselor relationship
Relocation, 169–170. See also School transitions
Resources: on child abuse case guidelines, 186; commercial parent education programs, 232; coordinating responsive services with community, 86, 189; legal considerations and, 238–241; locating guidance, 107–108; offering students and parents outside counseling, 202; providing families information on community, 88–89, 134, 136, 166, 170, 184, 187, 188, 194; seeking assistance from, 254–255
Respect, 208–209
Responsive services: appraisals, 24, 96–102, 105–106; characteristics of, 71–72; checking for duplication of, 122; communicating your role in, 24–25; consultation, 24, 86–96; coordination, 24; crisis intervention, 141–157; evaluating, 54–59, 60–62; gathering information on value of, 17, 20; glossary of responsive, 22–25; group counseling, 23; group guidance, 23; guidance curriculum, 23–24; individual counseling, 22–23, 72–76; individual planning, 23; principal’s assessment of, 20; referrals, 24, 63, 64, 154–157, 253, 254–255; relating educational progress of students to, 201; technology to help provide, 174–175. See also Counseling; School counseling programs; Serious student concerns; Student concerns
Roberts, W. B., 161
Role playing, 133
Romano, D. M., 128
Rudolph, L., 74
S
Safety issues: assessing degree of risk for student’s safety, 155; crisis intervention and, 144; safety education, 153–154; suicidal students and, 182–183
Sawyer, A. L., 160
Schedules: establishing a, 36, 38; using resources to create, 38, 40; sample middle school counseling program master, 40e; sample school counselor’s, 38e; for school counseling services, 63, 65; Time-Balance Worksheets for, 35e, 37; worksheet for writing, 39
Schmidt, C. D., 160
Index

289
Index

Schneider, S., 84
School boards, 240–241
School bus accident, 141, 145
School Climate Survey worksheet, 48
School and Community Specialists worksheet, 125
School counseling brochure, 32
School counseling programs: advertising your, 31–33, 215; annual plan for, 17; ASCA School Counselor Competencies for, 249; comprehensive versus traditional, 11–12; coordinating, 59, 63–70; counselor’s role in the, 10–11; description of, 9; integrating school curriculum with, 103–120; selecting strategies for, 49; selecting terms and language to describe, 7–9; sharing ownership of, 20, 22; ten keys to implementing comprehensive, 28–29. See also ASCA National Model; Counseling centers; Planning activities; Responsive services
School counselor competencies: ACA on student-level, 15; advocating for all students, 15–16; ASCA’s list of, 248, 249–251; continuous development of, 268–270; scheduling time for developing, 268–270; seeking input, 16–18; understanding limitations of your, 124
School Counselor Competencies (ASCA), 248, 249–251
School counselor identity: advertising the program to create, 31–33, 215; promoting yourself to create, 33–34
School counselor roles: communicating service, 24–25; in counselor programs, 10–11; determining, 28–31; identifying the, 6
School counselors: balancing time efficiently, 35–40; caring for yourself, 255; cooperative relationships between teachers and, 104; counselor-teacher consulting relationship, 86–87; creating identity of the, 31–34; ethical practice guidelines for, 247–256; ethical responsibilities of, 242–247; as integral part of the school staff, 200–201; multiple functions of, 5–6; personal caring, 260–267; Personal and Professional Goals worksheet, 261; preparing for crisis intervention, 141–157; professional caring, 267–270; selecting terms and language to describe, 7–9; self-assessment by, 258–261; sharing program ownership, 20, 22; your philosophy and effectiveness as a, 83–85. See also Collaborative teacher-counselor relationship
School curriculum: character education, 109; educational planning and placement approach to, 110–112; integrating guidance curriculum with homework of, 109–110, 172; need for integrating guidance objectives with, 103–104; understanding guidance as part of, 106–108. See also Guidance curriculum
School phobia: description and causes of, 195–196; guidelines for counseling children with, 196–197
School policies/procedures: child abuse reporting, 185; crisis intervention, 141–157; cyberbullying and bullying, 161, 163; discipline, 119–120, 211, 213; Internet use by students, 174–175; solutions by cutting through red tape of, 216; substance-abusing families and, 188–189; on suicidal students, 184
School principals: decision making and winning support from, 16–18; as legal consideration resource, 238–239; school counseling services assessment by, 20; sharing program ownership with, 20; as ultimate school authority, 201
School staff: Crisis In-Service Survey worksheet, 150; crisis intervention preparation of, 150–152; demonstrating respect to, 208–209; development of, 210–211; relating personally with, 202–206; relating professionally with, 206–216; school counselors as integral part of the, 200–201; specialists included in, 122, 125. See also Teachers
School transitions, 67–68. See also Relocation
School Web sites: communications through, 25; counseling program link on, 68
Schools: advocating positive discipline in your, 119–120, 211, 213; controlling paper trails created by, 216; counseling centers of elementary, 51–54; counseling programs of middle, 40–43; giving students responsibility to care for buildings of, 119; principals as being ultimate authority in, 201. See also Middle school students
Secret gift giving, 205–206
Section 504 (Rehabilitation Act of 1973), 128–129
Self-assessment: ask for input from people you trust, 259; check out your plans for success, 259; creating self-questionnaire for, 258; setting goals and behaviors to improve, 259
Self-care: importance of, 255; personal caring component of, 260–267; professional caring component of, 267–270; self-assessment component of, 258–261
Self-concept development, 181
Self-Efficacy Belief (Purkey), 106
Self-Concept and School Achievement (Purkey), 106
Self-injurious behavior (SIB), 183–184
Self-Protection Agreement form, 183
Self-statements, 129–130
Selling group counseling, 78–79
Serious student concerns: child abuse as, 184–186; child depression and suicide as, 178–183; chronic and terminal illness as, 186–187; loss as, 192–193; poverty as, 194; school phobia as, 195–197; self-injury as, 183–184; substance abuse as, 187–192; violence as, 194–195. See also Responsive services; Student concerns
Setting program priorities, 49
Sheras, P., 160, 161
Shyness, 168
Situational consultation, 86–88
“Six Magic Steps,” 87–88
Skare, G. B., 76
Social diversity, 106
Social well-being, 266–267
Special events: communications related to, 222; planning, 266
Specialists: communication among all, 122; School and Community Specialists worksheet, 125
Staff. See School staff
Stanley, P. H., 266
Strahan, D. B., 211
Stress: bullying and, 86, 160; chronic or terminal illness and, 186–187; divorce and resulting, 163–167; emotional well-being by handling, 264–265; learning to manage your own, 171; of loneliness and shyness, 168; sources of, 170–171; strategies for helping children with, 171
Strickland, C. A., 94
Student appraisals. See Appraising
Student assistance team, 111
Student concerns: bullying as, 86, 160–163; divorce as, 163–167; loneliness and shyness as, 168; relocation as, 169–170; sources of stress, 170–171; underachievement as, 171–174. See also Responsive services; Serious student concerns
Student Evaluation of a Middle School Counseling Program worksheet, 60
Student homework: integrating counseling with curriculum through, 109–110; underachieving students and, 172
Student learning: appraising to determine level of readiness for, 105–106; career development component of, 117–118; different levels of readiness for, 105; educational planning and placement approach to, 110–112; guidance curriculum providing lifetime, 118–120; relating counseling services to progress of, 201; self-concept and self-efficacy impact on, 106; test results and improved instruction impact on, 112–117; underachievement and, 171–174
Student Observation Notes worksheet, 100
Student services, 7
Student Services Record worksheet, 123
Student services team, 8
Students: advocating for all, 15–16; appraising, 24, 96–102, 105–106; behavior management plan for, 213; bullying of, 86, 160–163; different levels of learning readiness by, 105; discipline of, 119–120, 211, 213; ethical responsibilities to, 242; facilitating access to Internet information by, 70; following up with, 66; helping with school transitions by, 67–68; immigrant, 134–135; interviewing, 74–75r, 101, 218–219; introducing yourself to the, 34; lunching with, 215; observation of, 99–101; offering outside counseling resources to, 202; orienting activities for parents and, 67, 221; providing information to, 88–89, 134, 136, 166, 170, 184, 187, 188, 194; safety education of, 153–154; self-concept and self-efficacy of, 106; strategies for getting information on, 120; suicidal, 179–183; underachieving, 171–174; understanding array of problems faced by, 105. See also Classroom behavior; Diverse students; Middle school students
Students with special needs: culturally diverse populations as, 136–140; English Language Learners (ELL) as, 134–135; exceptional children as, 127–134; general guidelines for working with, 122, 124; responsibility to intervene on behalf of, 121–122; Student services Record worksheet, 123; understanding social and cultural differences of, 106
Substance abuse: assessing your own, 263; children in homes with, 187–188; indicators of family drug or alcohol-related problems, 188r; intervention in case of, 188–191; Middle School Drug and Alcohol Assessment of, 191r; prevention of, 191–192
Sue, D., 136
Suicidal students: establishing a counseling relationship with, 181–183; motives and behaviors of, 179r–180r; questions to ask, 181r; Self-Protection Agreement form for, 183r; verbal cues by, 180–181. See also Childhod depression
Index

Superintendent crisis notification plan, 149
Support: emotional well-being and role of, 265; facilitating parent and teacher, 209; winning principal’s, 16–18
Support groups: parent, 209–210; teacher, 209
Taking time alone, 265
"Teach to pass," 111
Teacher advisement program (TAP), 68, 107
Teacher counseling, 81, 83
Teacher Evaluation Form worksheet, 62
Teacher Form for Individual Counseling Evaluation worksheet, 58
Teacher In-Service Survey worksheet, 92
Teacher Needs Assessment worksheet, 46
Teacher Referral Form worksheet, 64
Teacher support groups, 209
Teacher Survey for Group Counseling worksheet, 80
Teachers: cooperative relationships between counselors and, 104; counselor-teacher consulting relationship, 86–87; demonstrating respect to, 208–209; ethical responsibilities to, 243–244; following up with, 66; guidance lessons provided by, 17; instructional presentations to, 89, 91–94; orienting activities for, 67; providing in-service education for, 119; seeking input from, 207–208; test results and role of, 113–114. See also Collaborative teacher-counselor relationship; School staff
"Teachers Are Terrific" monthly drawings, 112
"Teaching the test," 113–114
Technology: coordinating programs through, 68–70; expanding responsive services through, 174–175; guidelines for ethical and legal use of, 69–70. See also Internet
Telephone communication, 69
Terminal illness, 186–187
Test Buster Pep Rally (Bowman), 114
Test results: improved instruction and, 97, 99; Learning Objectives Summary worksheet, 98; No Child Left Behind mandates on, 109, 223
Testing coordinators, 97
Thompson, C., 74
Time controllers list, 269–270
Time management: establishing a schedule for, 36, 38; as organizing activity, 53; setting priorities for, 35–36; time controllers for increasing your efficiency, 269–270; time-balance sheets, 35, 37. See also Organizing activities
Time-Balance Worksheets, 35, 37
Tindall, J. A., 67
Token economy systems: description of, 130–131; Token Economy Agreement worksheet, 132
Toporek, R. L., 15
Translator services, 135
Turner, S. L., 67
Underachieving students, 171–174
United Way, 89
U.S. Chamber of Commerce, 89
U.S. Department of Education, 109, 128, 134
V
VanZandt, Z., 14
Varenhorst, B., 67
Violence: aggressive bullying form of, 161; counseling students exposed to, 194–195. See also Child abuse
Visible activities: celebrate events, 204; exchange greetings, 204; hosting a party, 204–205; morning welcomes, 203–204; relating personally through, 202–205
Voluntary counseling issue, 252–253
Volunteer Application Form, 230, 231
Volunteers: effective use of parent, 229–230; offering your services as, 33–34, 266; tips on effective use of, 67
W
Wallerstein, J., 164
Wallerstein’s six psychological tasks, 164–165
Web sites: Al-Anon and Alateen, 188; Alcoholics Anonymous, 188; ASCA (American School Counselor Association), 241; ASCA National Model, 49; Center for Public Education, 109; commercial parent education programs, 232; International Alliance for Invitational Education, 47; National Board of Certified Counselors (NBCC), 69; Office of English Language Acquisition (OELA), 134; school, 25, 68; school discipline approaches, 119–120, 211; on teacher advisement programs (TAPs), 68. See also Internet
Webinars, 69
Wellness, 262–263
West-Olatunji, C. A., 194
Whiston, S. C., 83
Index

Willard, N., 163
Worksheets: Annual Planning Sheet, 50; Assessing Your Cultural Encapsulation, 126; Classroom Guidance Evaluation Form, 95; Crisis In-Service Survey, 150; Cumulative Record Survey, 220; Ethical Decision-Making Checklist, 256; Facility Checklist for a School Counseling Center, 19; Group Counseling Evaluation, 57; Information Request, 90; Learning Objectives Summary, 98; Middle School Counselor Monthly Report, 55; Middle School Parent Needs Assessment, 45; A Multicultural Checklist, 137; Parent Education Evaluation, 235; Parent Evaluation Form, 61; Parent Survey of the School’s Testing Program, 116; Personal and Professional Goals, 261; Primary Student Needs Assessment, 44; Program Assessment Scale, 13; Schedule Worksheet, 39; School Climate Survey, 48; School and Community Specialists, 125; Student Evaluation of a Middle School Counseling Program, 60; Student Observation Notes, 100; Student Services Record, 123; Teacher Evaluation Form, 62; Teacher Form for Individual Counseling Evaluation, 58; Teacher In-Service Survey, 92; Teacher Needs Assessment, 46; Teacher Referral Form, 64; Teacher Survey for Group Counseling, 80; Time-Balance, 35; 37; Token Economy Agreement, 132; Volunteer Application Form, 230, 231; Workshop Evaluation Form, 212
Workshop Evaluation Form worksheet, 212
Worksite parent visits, 222–223
World Trade Center attacks (2001), 143
Wrenn, C. G., 258
Y
Young, A., 163