# Contents

Acknowledgments xi
About the Authors xiii
Preface xv

## PART ONE

### COUNSELING STUDENTS WITH DISABILITIES:

#### THE BASICS

1. **Possibilities and Practicalities**  3

   - The Role of the School Counselor  6
   - Promoting Genuine Inclusion  8
   - Looking Out for Students  9
   - Addressing the Needs of Stakeholders: Parents, Teachers, and Students  10
   - Fostering Resilience  13
   - Amplified Needs  14
   - The ASCA National Standards Amplification of the Needs of Students with Disabilities  15

2. **The Art of Helping Students with Disabilities**  23

   - Everyday Distortions of People with Physical Disabilities  24
   - Spread and Global Evaluations  24
   - Typecasting  25
   - Distorted Perceptions of Students with Nonvisible Disabilities  28
   - Global Evaluation and Invisible Disabilities  30
   - Diagnosis and Perception  31
   - Possibilities: Seeing What Cannot Easily Be Seen  33
   - Possibilities: Predicting the Future  34
   - Seeing the Student in the Environment  35
Effective Helping Orientations: Social-Minority Versus Medical Models 37
Help That Is Helpful 39
Getting Comfortable 42
   Logistics 44
   Talking About a Student’s Disability 44

3 School Counseling Programs: Genuine Inclusion 47
   The Foundation 48
      Inclusion 49
      Sameness Is Not Fairness 50
      Ableism 50
   Delivery System 52
   Management 52
   Accountability 53
   From Theory to Practice 53
      Targeted Advocacy 54
      Systemic Advocacy 55

4 Protective Legislation and the School Counselor Role 57
   How We Got Here: A Glimpse Back in Time 59
   The Spirit of the Law Versus the Letter of the Law 62
   Legislation and the School Counselor’s Responsibilities 63
      Students Who Qualify for Special Education 64
      Review of the Process That Culminates in the IEP Meeting 71
      Importance of the IEP 72
      Defining the Least Restrictive Environment 72
   Behavior and Discipline: Special IEP Factors 73
      Functional Behavior Assessment 74
      Behavior Intervention Plan 75
   The Transition Plan 75
   Translating It All into Action 77
<table>
<thead>
<tr>
<th>Section 504 and 504 Plans</th>
<th>78</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLB and IDEA</td>
<td>80</td>
</tr>
<tr>
<td>Claudia’s Story</td>
<td>80</td>
</tr>
<tr>
<td><strong>5 Partnering with Parents</strong></td>
<td>85</td>
</tr>
<tr>
<td>A Glimpse of Common Parental Experiences</td>
<td>86</td>
</tr>
<tr>
<td>Stereotypes About Parents</td>
<td>89</td>
</tr>
<tr>
<td>Parental Stress</td>
<td>90</td>
</tr>
<tr>
<td>Neglectful and Abusive Parents</td>
<td>91</td>
</tr>
<tr>
<td>Partnering with Parents and Caregivers</td>
<td>92</td>
</tr>
<tr>
<td>What Parents Value in Helping Relationships</td>
<td>93</td>
</tr>
<tr>
<td>Responding to Parents’ Needs for Support and Empowerment</td>
<td>94</td>
</tr>
<tr>
<td>Common Barriers to Developing Collaborative Relationships with Parents</td>
<td>98</td>
</tr>
<tr>
<td>Critical School Transitions and Developmental Stages</td>
<td>98</td>
</tr>
<tr>
<td>Elementary School</td>
<td>99</td>
</tr>
<tr>
<td>Middle School or Junior High School</td>
<td>99</td>
</tr>
<tr>
<td>High School</td>
<td>99</td>
</tr>
<tr>
<td>Preparing for Transition</td>
<td>99</td>
</tr>
</tbody>
</table>

**PART TWO**

**MEETING THE NEEDS OF STUDENTS WITH DISABILITIES:**

**ADDRESSING THE AMPLIFIED ASCA DOMAINS**

<table>
<thead>
<tr>
<th>6 Meeting Students’ Academic Needs</th>
<th>111</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of Education and Academic Success</td>
<td>111</td>
</tr>
<tr>
<td>The Role of High-Stakes Testing</td>
<td>112</td>
</tr>
<tr>
<td>The Purpose of Inclusion</td>
<td>113</td>
</tr>
<tr>
<td>Amplified Academic Needs</td>
<td>114</td>
</tr>
<tr>
<td>Negative Academic Self-Concepts of Students with Disabilities</td>
<td>116</td>
</tr>
<tr>
<td>Twice-Exceptional Student Issues</td>
<td>118</td>
</tr>
</tbody>
</table>
Promoting Positive Academic Self-Concepts with Students with Disabilities
- Academic Interventions 119
- Counseling Interventions 121
- Modeling Self-Advocacy 122

Promoting Inclusion
- Mind-Sets that Resist Inclusion and Responses to Challenge Them 125
- Identifying Useful Accommodations and Technology 130
- Including Families and Other Natural Supports 134

Promoting Academic Resilience 136

7 Meeting Elementary Students’ Personal and Social Needs 139
- Fostering Social Integration in the Classroom 141
- Creating a Classroom Climate Conducive to Social Integration 142
- Resiliency and Self-Concept 156

Social Integration Beyond the Classroom
- Critical Social School Environments Outside Class 158
- Facilitating Social Integration: Fostering Social Skill Development 163
- Social Integration, Resiliency, Social Skills, and the IEP 164

8 Meeting Adolescent Students’ Personal and Social Needs 167
- Identity and Self-Esteem 169
  - Self-Esteem Development 169
  - Forming Identity 171
  - Sexuality Issues 174

Personal Self-Determination and Self-Advocacy 176

Social Skills: Basic and Specialized 178

High-Risk Activities 182
- Substance Abuse 183
- Unwanted Pregnancy and Sexual Abuse 183
- Juvenile Delinquency 184
- School Dropout 184

Dignity of Risk and Resiliency 185
- Dignity of Risk 185
- Resiliency 186

Integrating Personal and Social Competencies 187
Meeting Students’ Career-Planning Needs

Amplified Career Development Needs 190
What Is Realistic? 193
Expansive Realism in Action 195

Other Career Development Issues 196
Role Models and Mentoring 197
Standardized Career Assessment Instruments 198
Self-Determination and Self-Advocacy: Critical Assets in Career Planning 199

Transitional Planning 200
State and Federal Vocational Rehabilitation Services 201
Centers for Independent Living 203

On Your Own Without a Net 203
Transition to Work After High School Ends 204
Students with Disabilities and the ADA 204
Supported Employment for Students with Significant Disabilities 205

Transition to Postsecondary Education 206
Entrance Exams 206
Disclosing Disability Status 207
Choosing a College or University Planning 208
The Intangible Benefits of Work for Students with Disabilities 209

PART THREE

DISABILITY-SPECIFIC INFORMATION:
IMPLICATIONS AND PRACTICAL APPLICATIONS

Attention Deficit Hyperactivity Disorder 213
Anxiety Disorders 219
Asthma and Allergies 224
Autism 229
Bipolar Disorder and Depression 234
Cancer 239
Cerebral Palsy 243
Cystic Fibrosis 247
Deafness and Hearing Disorders 251
Degenerative Orthopedic Diseases (Muscular Dystrophy) 256
<table>
<thead>
<tr>
<th>Condition</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes</td>
<td>261</td>
</tr>
<tr>
<td>Fetal Alcohol Syndrome</td>
<td>266</td>
</tr>
<tr>
<td>Learning Disabilities</td>
<td>271</td>
</tr>
<tr>
<td>Mental Retardation</td>
<td>276</td>
</tr>
<tr>
<td>Oppositional Defiant Disorder/Conduct Disorder</td>
<td>280</td>
</tr>
<tr>
<td>Other Orthopedic Impairments</td>
<td>284</td>
</tr>
<tr>
<td>Seizures</td>
<td>289</td>
</tr>
<tr>
<td>Speech and Language Disorders</td>
<td>294</td>
</tr>
<tr>
<td>Spina Bifida</td>
<td>300</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>303</td>
</tr>
<tr>
<td>Visual Impairments</td>
<td>308</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>313</td>
</tr>
<tr>
<td>Notes</td>
<td>317</td>
</tr>
<tr>
<td>References</td>
<td>331</td>
</tr>
<tr>
<td>Index</td>
<td>349</td>
</tr>
</tbody>
</table>