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ABSTRACT

This document, one of five volumes that compose the Pupil Personnel Services Recommended Practices and Procedures Manual, is designed to provide school personnel with practices and procedures concerning guidance and counseling for Illinois school students. The first chapter discusses pupil personnel services philosophy and major concepts, as well as information about the manual. Chapter 2 focuses on the role of the school counselor, the role of other school staff members in the counseling and guidance program, and factors influencing implementation of the counselor role. Several school counseling program models are also described. The third chapter, on service delivery, discusses steps in the development of a comprehensive guidance and counseling program, including basic principles, influencing factors, and sample objectives and activities. The issue of professional commitment is also discussed. The final chapter deals with plans for the future. The appendices contain acknowledgements, a suggested format for a resource file, a bibliography, and additional readings. (JAC)

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PUPIL PERSONNEL SERVICES RECOMMENDED PRACTICES AND PROCEDURES MANUAL

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SCHOOL COUNSELING

Pupil Personnel Services Recommended Practices and Procedures Manual

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FOREWORD

The Illinois State Board of Education presents the *Pupil Personnel Services Recommended Practices and Procedures Manual*. The purpose of this volume — "Guidance and Counseling" — is to provide school personnel with practices and procedures concerning this discipline which will assist them in better serving students in Illinois schools. This is one in a series of five documents which will constitute the Manual:

"Administration of Pupil Personnel Services" by Mari Irvin, formerly Assistant Professor, Department of Psychology, Northern Illinois University and David Whiteside, formerly a Pupil Personnel Services Director in Illinois (contributing editors Beth Bandy and Sheryl Poggi, Illinois State Board of Education);

"School Social Work" by Paula Allen-Meares, Assistant Professor, School of Social Work, University of Illinois and Dorothy Yeck, Supervisor of School Social Work, Tazewell-Mason Counties Special Education (contributing editor Vaughn Morrison, Consultant for School Social Work Services, Illinois State Board of Education);

"School Guidance and Counseling" by Donna Chiles, School Counselor, Bloomington School District #87 and Ray Eiben, Professor, Counselor Education Department, Illinois State University (contributing editor Sheryl Poggi, Consultant for School Guidance and Counseling Services, Illinois State Board of Education);

"School Psychology" by George Batsche, Associate Professor, Eastern Illinois University and George McCoy, formerly Professor of Psychology and Psychologist for Laboratory School, Illinois State University (contributing editor, Neil C. Browning, Consultant for School Psychological Services, Illinois State Board of Education);

"School Nursing" by Joan Toren, School of Nursing, Northern Illinois University and Margaret Winters, School Nurse, Southwestern High School, Piasa, Illinois (contributing editor, Bettye Endicott, Consultant for School Nursing Services, Illinois State Board of Education).

Contributions toward development of this Manual were made by numerous Illinois pupil personnel services staff through a variety of vehicles, including professional organizations, field-testing, committee input and informal discussions as indicated in Appendix A. The Manual is a tribute to those individuals and their commitment to the students of this State.

The Illinois State Board of Education gratefully acknowledges the special efforts demonstrated by Ms. Beth Bandy and Ms. Sheryl Poggi of the Department of Specialized Educational Services in directing the efforts to produce the Manual. Consultants for the volumes were Rosemary Dustman, Supervisor of Pupil Services, Bloomington School District #87 and Dr. Garry Walz, Director and Professor of Education, University of Michigan. Additionally, appreciation is given to Dr. Libby Benjamin for her initial editing of each volume.

It is anticipated that this Manual will serve as a valuable resource for the field of pupil personnel services.



Donald G. Gill
State Superintendent of Education

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Chapter 1

Philosophy of Pupil Personnel Services

Since the spring of 1975 several activities have occurred which demonstrated that pupil personnel services (PPS) professionals desired written practices and procedures which would aid them in developing and upgrading their programs. Among these were acquisition and analysis of data from the pupil personnel surveys of 1978 and 1980, development of relevant Department of Specialized Educational Services goal statements, and development of the Conceptual Frame of Reference paper by the Pupil Personnel Services (PPS) Advisory Board. These undergird this document.

Actual development of the *Pupil Personnel Services Recommended Practices and Procedures Manual* extended over a three-year period, utilizing the PPS Advisory Board as a steering committee, an out-of-state consultant, an in-state consultant, and a reaction committee representing parents, school boards, general and special educational personnel, and PPS professional organizations. In addition, the manual was presented to and discussed with over 500 pupil personnel services professionals at professional organization conventions and meetings and field-tested in urban and rural school districts and special education cooperatives.

To facilitate its use, the manual is divided into five separate volumes, with this introduction common to all. Each of the four subsequent volumes was developed by a team of authors, one representing the practitioner level and one the university level.

It is hoped that these volumes will broaden the reader's understanding of the philosophy and rationale for pupil personnel services. Additionally, it is among the purposes of this manual to promote the principles adopted in 1981 by the Illinois State Board of Education. These principles are:

1. Pupil personnel services are an integral part of the total education program and should be organized and delivered for the purposes of helping all students achieve maximum benefits from the school program and helping teachers, parents and other persons involved to provide optimum teaching and learning conditions for students.
2. State and local pupil personnel services programs should be comprehensive in scope; based on a periodic needs assessment of at least a representative sample of students, parents, staff, and other interested parties; and should include provisions to document the extent and results of services provided to students, teachers, parents and others in the community. The local education agency should establish linkages with other community and regional resources to provide a coordinated and comprehensive approach to pupil personnel services.
3. Pupil personnel services should be designed to assure that the personal values of all program participants are respected.

Major Pupil Personnel Services Concepts

Basic to pupil personnel services is an understanding of the philosophy and fundamental concepts upon which such services are founded. Ideas about organization and delivery will necessarily differ according to setting, administrative viewpoint, available staff, and target population, but certain precepts will and should undergird all efforts. The Conceptual Frame of Reference statement for pupil personnel services in Illinois, the result of thoughtful study by a variety of professionals, states clearly the philosophy by which service deliverers should be guided.

All Pupil Personnel Services Are Related and Need to Be Coordinated for Optimum Effectiveness.

In many school situations, pupil personnel services specialists — guidance counselors, school nurses, school social workers and school psychologists — operate relatively independently of each other, with guidance counselors responsible for students in one building, school nurses perhaps for those in several buildings, and school psychologists and school social workers offering services through the central office to students throughout a district. This traditional professional territoriality should give way to the meshing of specific skills of each discipline into a collaborative effort with one essential purpose: effectively identifying and meeting the needs of the students to be served.

This essential purpose necessitates a team approach in which specialists share their knowledge and work together to provide coordinated services for students and their parents. Such an approach requires the creation of a master plan for pupil personnel services, developed through input from specialists in all areas and supported by the administration. Involvement of the community is an integral part of this concept as well. Parents and representatives from community social service agencies, including welfare agencies and probation offices, should have a voice in the development of the master plan. Initial planning must involve, at a minimum, teachers, administrators, and pupil personnel services professionals working together to determine how they can coordinate their efforts in order to meet student needs most effectively.

Communicating with each other is the first step in bringing about better coordinated, higher quality services for students and their parents. Too often these professionals have little opportunity to discuss mutual concerns or to involve themselves in systematic planning for the pupils. If the district has no designated pupil personnel services administrator, leadership must emerge from the staff. Pupil personnel services professionals should take the initiative in communicating the need for a coordinated team approach for services to the appropriate administrator(s). A building principal, central office administrator, or superintendent could assume the role of bringing pupil personnel services professionals together to discuss needs, roles, and strategies and then develop plans, implementation models and evaluation for services.

In attempts to strengthen pupil personnel services, educational personnel need to address questions such as the following:

- What are the identified needs of students and parents at the building and/or district level?
- What is being done to address these needs?
- What specific role does each discipline play in attempting to meet identified needs? Are there role duplication, communication, and implementation problems?
- How might a team respond to these problems, and what form should the team efforts take?

Thoughtful exploration of such questions can lead to the development of a highly coordinated pupil personnel services delivery system.

This delivery system, tested through application and modified through continuing evaluation, will eliminate gaps, overlap, and duplication of services and serve to maximize the competencies of those providing services. The result should be an effective and efficient delivery system based on collaborative relationships.

Pupil Personnel Services Require Developmental, Preventive, and Remedial Emphases.

While remedial activities will always be part of their function, pupil personnel services professionals are now broadening their sphere of operation to include programs and approaches of a developmental and preventive nature. This requires that these professionals possess knowledge of program design, development, and evaluation strategies, and of change-agent skills. It also involves the ability to consult with parents, teachers, and other specialists concerning student needs and behaviors.

This preventive emphasis requires that pupil personnel services professionals be skilled in dealing with groups of students as well as with individuals, not only to share important information, but also to help them become competent in setting goals, making decisions, and taking responsibility for their actions. Knowledge of and sensitivity to student interests and needs at various developmental stages in their lives are essential if the skill-building programs and approaches are to have meaning and relevance for students.

Pupil Personnel Services Should Be Broadened to Include the Entire Community.

In order to attain a comprehensive approach to pupil personnel services, school districts should involve the community to ensure its support and coordinate the available resources to meet the needs of youth.

The impact of concerned parents, social service agency personnel, and community leaders on the education of the community's children cannot be overestimated. Keeping key community members informed and involving them in pupil personnel services policy decisions and program design have several advantages. First, it eliminates the surprise factor which often promotes resistance to even the most soundly developed plan. Second, it provides a

base of support for pupil personnel services activities. Third, it can impact on critical or difficult decisions by contributing a variety of perspectives and viewpoints. Fourth, it promotes cooperation, collaboration, and commitment between the school and community in meeting student needs.

Finally, many community and social service agencies offer services that can supplement and help expand the continuum of those provided by the school district. With budget restrictions and personnel shortages, it becomes increasingly important to coordinate funding and resources.

Needs Assessment Is the Foundation of a Comprehensive and Effective Pupil Personnel Services Program.

Priorities in pupil personnel services programs should be developed from identified needs of students, staff, administrators, and parents and ordered according to rational and defensible criteria. Decisions relating to what services are offered, who provides them, how they are delivered, and for whom they are designed should be based on systematically obtained objective data. Such systematic and ongoing data collection helps pupil personnel services remain relevant to changing environmental conditions and human needs.

In developing a procedure for assessing needs, pupil personnel leaders should consider how the process will fit into the total program plan for the district. Duplication of effort is one of the dangers that may occur in conducting needs assessments. Program planners operating independently within individual pupil personnel services disciplines may ask basically similar questions of the target groups. Well-coordinated efforts within a team framework can avoid this duplication, enhance communication, and provide more effective responses to identified needs.

Procedures for conducting needs assessments vary widely, depending on the type of school, the commitment to the process, and the availability of technical and financial support. Basic guidelines for conducting a systematic needs assessment include the following steps.

1. Organize a planning group.
2. Identify goals and the target group(s) to be surveyed.
3. Determine the methodology to be used, i.e., survey instrument, personal interview, etc.
4. Decide on follow-up procedures to be used if initial response rate is inadequate.
5. Develop procedures for summarizing and interpreting needs assessment results.
6. Plan how and to whom results should be disseminated.
7. Determine how needs assessment data are to be translated into program goals and objectives.

Once a basic assessment is done, activities are undertaken to establish a PPS program. Ideally, each local school district has adopted a set of system and student goals based on the contributions of all staff members, including pupil personnel professionals. These goals statements describe the long-range expectations of the school district and also provide a sense of direction for school programs and services. The formal adoption of these goals by the local board of education implies broad community acceptance.

Pupil personnel professionals should play an integral part in developing broad goals and specific objectives for the services they perform. Objectives must be determined through team efforts to ensure understanding, cooperation and commitment.

An objectives-based pupil personnel services program focuses systematically on the needs of students. It moves from a stance of "What are we going to do?" to "How can we best accomplish the broad goals and specific objectives developed from needs assessment data?"

Objectives stated in terms of measurable outcomes provide a focus for the integrated efforts of pupil personnel services team members and thus diminish or eliminate a random approach to the delivery of services. When understood and accepted by school and community members, precisely stated objectives help to clarify conflicting expectations in regard to what services pupil personnel services professionals ought to be providing.

The underlying aim of an objectives-based pupil personnel program is for as many students as possible to attain the desired program outcomes. Four major steps are involved in the development and operation of an effective objectives-based program.

1. Develop specific objectives stated in terms of measurable outcomes to be attained by the students. These objectives should be based on student needs.
2. Select and present to students experiences and information designed to help them attain each desired outcome.
3. Assess the performance of the students to determine the effects of experiences and to identify those who did not attain one or more desired outcomes.
4. Provide additional experiences for those who did not attain one or more outcomes to promote more widespread attainment of the outcomes.

Evaluation Is a Critical Component of Any Pupil Personnel Services Program.

Successful evaluation incorporates several major principles.

Evaluation must *relate directly* to the stated program objectives. Evaluation is an easy task when objectives are stated in such a way that they speak to measurable outcomes in knowledge, skills, or attitudes, and when criteria for judging successful achievement are inherent in the objectives. Terms such as "gain understanding of," "acquire skill in," or "improve attitudes toward" are difficult to evaluate with precision. Program designers should keep the "how" of evaluation in mind as they develop the broad goals and specific objectives for the program.

Evaluation procedures must be *part of the initial program design*. The development of a means of assessing the value and success of a program at the outset lends purpose to the effort, assists program staff in developing realistic and measurable objectives, and clarifies outcomes for program implementers.

Evaluation must be *ongoing* and not be left to the end of a learning experience. This flow of assessment of reactions and progress allows for necessary modifications in approaches and/or content. This is particularly important in a new or pilot program when materials or techniques are being tested for a larger effort at a later date. Ongoing evaluation promotes sensitivity to student responses and relevance to student needs.

Evaluation must be a *cooperative effort*. The team effort should not be confined solely to the design and implementation of the pupil personnel services program. Together, the team members should also address themselves to the tasks of designing the evaluation instruments, examining data, and deciding upon needed changes or modifications in the existing program. However, the team's work does not end there. At the conclusion of the program, when the data are collected, team members should collaborate on methods of data organization and analysis, and come to consensus on what the data indicate. Involvement of each pupil personnel services discipline in the preparation and analysis of the measurement instruments will insure that objectives relating to aspects of the overall pupil personnel services program are included and will promote interest on the part of pupil personnel services professionals in the results.

Evaluation results should be *communicated to all concerned*. The public relations aspect of evaluation is often forgotten or overlooked, but it is a vital part of the evaluation process. A summary of program outcomes in understandable terms provides critically important feedback to program participants, facilitators, and district administrators. The ability to state unequivocally what a program was able to achieve, based on careful documentation, lends visibility and accountability to the effort. When outcomes are positive, all of the hard work and money that went into the program become justified; when outcomes are less than desirable, program developers can clearly speak to needs for change in staffing or resources. Communication inspires interest, and interest maintains motivation and support.

Resource Identification and Utilization Are Critical Elements of an Effective Pupil Personnel Services Model.

The special talents and strengths of the staff should be assessed to identify the skills that might enhance a pupil personnel services program. In addition, the community members can contribute much to pupil personnel services, if given the opportunity. Pupil personnel services teams should develop procedures to identify resource personnel, ascertain their willingness to contribute their time and talents, determine how and where their talents can supplement services, and then coordinate their involvement in the program. Involvement is usually accompanied by interest and commitment, leading to better cooperation and higher morale on the part of the staff and more meaningful relationships with community members.

It is probable that staff will need additional training to help them enhance present competencies or acquire new ones in order to implement identified priorities. Inservice training programs that teach requisite skills are, therefore, an essential component of resource utilization.

How To Use This Manual

The *Pupil Personnel Services Recommended Practices and Procedures Manual* consists of five volumes, one relating to the administration of pupil personnel services and four dealing with separate pupil personnel services disciplines. Titles of the five volumes of the manual are as follows:

- Administration of Pupil Personnel Services
- School Guidance and Counseling
- School Nursing
- School Psychology
- School Social Work

While these documents are written primarily for PPS professionals and administrators, each volume has items of interest and use for boards of education, community members and other interested educational staff. Organizationally, each volume addresses the philosophy of pupil personnel services and the organization and delivery of services for each discipline in relation to the total pupil personnel services program and includes extensive resource and bibliographical references. Common topics covered include key elements of role and function, professional commitment, future issues and recommended procedures and guidelines for delivering services. In each volume, emphasis is placed on the integral role of pupil personnel services within the total educational system.

This manual is intended to serve multiple purposes. Because of its format and content, it lends itself to a wide range of audiences and uses. Some ideas regarding the ways in which to use the manual are:

1. To update the knowledge of pupil personnel services professionals. Separate volumes are relevant to current program practices and developments in all aspects of pupil personnel work, and pupil personnel services staff from every discipline should find the manual a practical resource for professional updating.
2. To broaden the knowledge of all pupil personnel services professionals regarding developments in specialties other than their own. Pupil personnel services operate best when the practitioners have an understanding of the priorities and functions of their peers in other fields. The administrator who reads the sections devoted to school nursing and school social work, for example, may better understand the role and function of those specialists and thereby assist in improving communication and collaboration among staff. Reading all sections of the manual can broaden and enrich the reader's knowledge of pupil personnel services as a total, integrated program.

3. To serve as a basic resource for planning inservice training. It is often difficult to find resources for inservice training in pupil personnel services which are of interest to, and meet the needs of, all specialists. The content of this manual can serve as an inservice tool leading to further discussions and planning. For example, school teams might find it desirable to review each section, giving both the specialist and others an opportunity to examine and comment on the ideas and suggestions and decide how to implement them in their school program.

4. To educate community members. This manual may be of assistance to interested community members. Groups such as volunteers, parent-teacher associations, and teacher organizations will find a variety of ideas and material which can be helpful to them in both understanding pupil personnel services and working for their expansion and improvement.

The ultimate goal is that the implementation of the recommended practices and procedures suggested in these five volumes will enhance pupil personnel services provided to Illinois youth.

Chapter 2

Organization of Services

The increasingly multidimensional demands placed on counselors make it crucial that they be able to define clearly appropriate counselor roles and articulate those to others in the school and community. The manual clarifies selected aspects of counselor role and function and emphasizes the importance of counseling as part of a comprehensive program design. Additionally, the manual reflects the responsibilities and role and function of others, such as administrators, teachers, community members and parents, in relation to the total guidance and counseling program.

Role of the School Counselor

This chapter clarifies major aspects of the school counselor role, identifies universal counseling functions and attempts to stimulate thinking about the dimensions and dynamics of a counselor functioning in a comprehensive program. The American School Counselor Association also provides role descriptions for elementary, middle/junior high school, and secondary school counselors.

The school counselor's role is multidimensional. The counselor works with students, teachers, administrators, parents, and the community. The counselor's work focuses on the emotional, social, educational, and career development needs of all students, yet counselors provide for crisis-intervention and remediation needs. The crisis-intervention and remediation needs of students often create pressures making it difficult for counselors to provide services to these students, while meeting the developmental needs of all students.

The school counselor is a professionally trained person who assists all students to develop self-understanding and a positive self-concept, to relate effectively with others, to establish goals, and to make decisions appropriate to their developmental stages. The school counselor works with teachers, administrators, other pupil personnel services workers, and others in the school to develop and sustain a learning environment that promotes psychological, emotional and social, as well as intellectual, development. The school counselor works with parents to enhance parenting skills and to include them in partnership with the school in facilitating their children's growth and development, particularly as it relates to school learning. The school counselor is knowledgeable about community resources and is able to mobilize resources appropriate to a student's needs.

Defining the school counselor's role does not imply that the role is static. Many factors converging within a given building (or district) influence role implementation. Thus, priorities for services will vary among schools. Counselors can neither be everything to everybody nor do everything that needs to be done. Needs assessment and program evaluation will reveal priority student needs. Counselors should then meet with other pupil personnel services team members, the appropriate administrator(s), and representative faculty to determine cooperatively how to meet identified needs most effectively. A new or expanded role for the counselor may be indicated as a result of the needs assessment. Discussion among professionals should address questions such as: Who is the appropriate professional to assume the new role? What service(s) will have to be reduced/eliminated in order to implement the new role? Does the new or expanded role increase the school counselor's effectiveness in responding to student's personal, social, educational and/or career needs? If so, does the counselor have the knowledge and skills required or is additional training necessary? Establishing a clear statement of counselor role and the data base to support it will help to reduce discrepancies between counselors' perceptions of what they should do and the perceptions of administrators, teachers, and others.

The needs assessment data and cooperative planning enables school counselors to determine priorities among the various services or functions they can provide. Certain functions are common among school counseling programs though the proportion of time expended with each function will vary according to the central focus of the program. For the purpose of brief discussion, counselor functions can be categorized as follows:

- Individual Counseling
- Group Counseling
- Group Guidance
- Educational Planning and Course Selection
- Career Guidance and Counseling
- Appraisal
- Consultation
- Coordination, Liaison, and Referral
- Program Development, Evaluation, and Research
- Public Relations
- Professional Renewal

Individual Counseling

Individual counseling, often categorized as personal/social, educational, or career counseling, is an important part of the school counseling program. Students have the opportunity to obtain professional assistance with problem solving and decision making which requires individual attention provided in a caring, nonevaluative, confidential environment.

Individual counseling occurs at all levels—elementary through secondary. Students at all ages may be concerned about such things as making friends, feeling left out or alone, alcoholic family members, improving school work, abuse/neglect, their futures, others making fun of them, getting along with siblings, being afraid of new situations or separation or divorce in the family. Skills are applied in counseling that focus on developmental, preventive or remedial needs of students.

With young children, counselors often use activities along with discussion to put the children at ease and to enable them to use the natural play process for problem solving. The activities counselors use include role playing, simulated situations for problem solving and decision making, games, puppetry, drawing, and structured play.

Effective counseling can be achieved through a variety of counseling techniques. In one approach, Dyer and Vriend (1977) have summarized the dynamics of an effective counseling relationship and provided a checklist counselors can adapt to help students set goals for behavior change.

"Effective counseling begins with the important work of exploration, wherein self-defeating mental, emotional, and physical behaviors are identified and labeled. It then proceeds toward client self-understanding of why such self-limiting behaviors exist, what psychological maintenance system enables their perseveration, and/or what the client gets from such unproductive thinking, feeling, and doing. Next, the effective counselor helps the client to determine more productive alternatives to the undesirable old behavior and secures a bona fide commitment from the client to work at being different, to work on positive self-change. It is at this action phase, when a definite counseling directionality has been established, that goal setting becomes the paramount activity in the helping process."

"When assisting the student with goal setting, the counselor can ask, Am I helping the client to set goals that are: (a) High in mutuality? (not imposed by the counselor) (b) Specific in nature? (c) Relevant to the client's self-defeating behavior? (d) Achievable and success-oriented? (e) Quantifiable and measurable? (f) Behavioral and observable? (g) Understandable and repeatable? Also, the counselor with such a mind-set will be more likely to identify and gauge the worth of helping efforts that precede goal setting. Client behavioral change will seldom occur in a random fashion without client decisions to do the specific work required to bring about such change."

A counselor-student relationship should be established consistent with legislation regarding confidentiality and in keeping with ethical standards of the profession. A relationship built on mutual trust and understanding must also be developed.

Student behavior change will be difficult to achieve and/or sustain if there are environmental conditions reinforcing the "old" behaviors. It may be necessary for the counselor to work with the student's teachers and/or parents to develop and reinforce environmental changes which will enhance the student's growth and change.

A dilemma counselors face is that not every one-to-one conference is a true counseling relationship. By using their knowledge of human developmental stages and planning various strategies to meet student needs, a counselor can serve more students effectively. Individual counseling can then be utilized for those students who require it. School counseling, though therapeutic, is *not* therapy. Students, whose needs require counseling time or competence beyond what the counselor can provide, must be referred to another professional.

Group Counseling

Group counseling is a dynamic, interpersonal process in which the counselor facilitates interaction among students who are coping with normal, developmental problems. Group counseling is different from group guidance in that it is usually personal, remedial, and oriented toward identified problems. The counselor strives to create an atmosphere to reach the following general goals:

1. To help each member of the group learn to know and understand himself or herself; to assist with the identity-seeking process.
2. As a result of coming to understand self, to develop increased self-acceptance and feelings of personal worth.
3. To develop social skills and interpersonal abilities which enable one to cope with developmental tasks in the personal-social areas.
4. To develop increased self-direction, problem-solving abilities, and decision-making skills, and to transfer these capabilities to school, work, and social contexts.
5. To develop sensitivity to the needs of others, resulting in increased recognition of responsibility for one's own behavior; to become able to identify with the feelings of significant others, as well as to develop a greater ability to be empathic.
6. To learn to be an empathic listener who not only hears what is said, but understands the feelings which accompany what has been said.

7. To be congruent with self, able to offer accurately what one thinks and believes; to say what one means, to be a congruent sender.
8. To help each member formulate specific individual goals which can be measured and observed behaviorally, and to help each member make a commitment to move toward those goals.

(Dinkmeyer & Carlson, 1978)

Before initiating group counseling, counselors should seek faculty and administration support. This is especially necessary if feedback will be needed as the group members work toward their goals and/or if students will need to miss classes to participate. If students will come from classes, the schedule of group sessions should be rotated so that no one class is missed consistently. The counselor will need the freedom to protect the group counseling time from interference. A space providing adequate privacy and of adequate size will need to be secured. Furniture must be movable, preferably chairs which can be placed in a circle. Small tables may be needed for some activity groups of elementary students.

Group participation may be voluntary, at the counselor's invitation, or by referral. Needs assessment may reveal common concerns among students. They may be given the opportunity to sign up to participate. The counselor may become aware of students with similar problems which would be appropriate for group counseling. Teachers, administrators, parents, or other students may refer students for group counseling. Since close, personal interaction among students and with the counselor is a vital component of group counseling, groups should be small, probably no more than 10 students.

The counselor meets with each potential group participant in an initial individual screening conference to determine the nature and depth of the student's problem and to assess the appropriate delivery model — individual counseling, group counseling or referral to another professional. If group counseling is appropriate, students must agree to ground rules. These rules should include, but not be limited to, the following:

1. Being as open and honest as possible,
2. Listening actively and intently when others are talking and trying to help them solve their problems,
3. Keeping confidential what other group members share,
4. Attending regularly and on time,
5. Stating the goals they wish to achieve,
6. Identifying any student with whom they would be in conflict in a group,
7. Terminating their participation after three meetings if they cannot relate to the group or if the counselor requests it,
8. Making up class work missed.

Counselors need a theoretical framework from which to work with groups though the "theoretical orientation of the leader seems less important than does the nature of the relationship between the leader and group members." (Landreth & Berg, 1979). The counselor must be able to effectively assist the group to move from the initial high anxiety, surface sharing of information to the deeper expression of feeling and the development of trust and group cohesiveness. As sharing, trust, and cohesiveness evolve, the counselor assists the group to begin action for change; to talk about what they're going to do, to try out new behaviors within the group, and to try new behaviors outside the group.

Group counseling with elementary students requires that the counselor be skilled in utilizing both verbalization and activity as modes for student self-expression. The developmental stage of the child and the goals of the group will help the counselor determine the blend of verbalization and activity which can be most effective. When activity is the primary mode, the group should be smaller, perhaps 5 or 6 children, to enable the counselor to interact with each child and to maintain structure within the group.

With elementary students, this often requires that the counselor also work closely with teachers and/or parents. The counselor can assist the teacher or parent to establish a support system for the youngster, can work to effect environmental change which may help the student, and can obtain information which will help the counselor understand the reality/fantasy perceptions of the child. When working with "sensitive" topics such as divorce, it may be prudent to obtain parent permission for the youngster to participate in the group.

When studying the effectiveness of group counselors, Masson and Jacobs (1980) identified eight basic points of group leadership which tend to be overlooked by counselors and which reduce their effectiveness. These are summarized here as pointers for new counselors and reminders for experienced counselors functioning in the capacity of group leaders.

1. "Clarity of purpose." Think carefully about "why the group is needed, how it can help the individual members, and the possible directions of the group. Groups fail, for the most part, because the leader is unclear as to the group's purpose."
2. "Level of commitment." Understand "the extent to which each member has decided that the experience may be of value and is willing to put forth effort..." Work to achieve the highest level of commitment possible.
3. "Group focus." Help the group maintain a clear focus. "Groups often fail to develop because the leader allows the focus to shift at random."
4. "Cutting off members." Intercept verbally and in a nonpunitive manner, a member's speaking when the member is off focus or dominating the group. "Explain what you are doing and why and take some action that will further the purpose of the group."

5. "Thinking of members as individuals." Consider the needs of each individual and plan strategies that meet as many of the individual needs as possible.
6. "Leader energy." Demonstrate vitality. Keep a "well-modulated voice and good eye contact." A group cannot respond energetically to a listless leader.
7. "Time and place." Preestablish the length of each session and meet in a place with adequate space and privacy.
8. "Second-guessing." Anticipate unexpected events which may occur in the group and be prepared to deal with them.
6. Clarifying values.
7. Motivating achievement, improving study skills.
8. Career guidance for developing career awareness, stimulating career exploration, and assisting with career planning and decision making.
9. Training in human relations—human-potential seminars.

Educational Planning and Course Selection

All secondary school counselors are involved either directly or indirectly with helping students make future educational and career plans and choose courses appropriate for those plans, for high school graduation requirements, and for their own needs and interests. These are legitimate counselor functions, due to their professional training. Many other activities related to course selection, registration, scheduling (developing the master schedule and assigning students to specific classes), and meeting graduation requirements would be more cost-efficient and program-effective if not handled by the counselor. Counselors, administrators, and teachers may need to meet to formulate plans for more efficient distribution of tasks. For example, paraprofessionals could be utilized to schedule college representatives, order college catalogs, post announcements, drop and add courses, keep current checks on credits earned toward meeting graduation requirements, help students fill out registration forms, and develop schedules (in addition to selecting the courses) for students who enter school late. Administrative support and creative planning are needed in those schools where such activities have become counselor responsibilities simply because someone needs to do them!

At all levels, counselors and teachers need to work together to identify students who are not functioning well in the classroom and develop strategies to assist them. Effective strategies could include modifying the classroom instruction; working with the student regarding behavior control, study skills, attending to task, and organizational skills; consulting with parents regarding ways they can help their child become successful in school; and referring to determine eligibility for special class placement.

Career Guidance and Counseling

"Career guidance is an organized program to assist an individual to assimilate and integrate knowledge, experience, and appreciation related to: (1) self-understanding; (2) understanding of the work, society and those factors that affect its constant change, including worker attitude and discipline; (3) awareness of the part leisure may play in a person's life; (4) understanding of the necessity for the multitude of factors to be considered in career planning; and (5) understanding the information and skills necessary to achieve self-fulfillment in work and leisure.... Career counseling is much the same as other types of counseling except it focuses on the career development of the individual." (McDaniels, 1978, p. 102)

In addition to the above, inexperienced group counselors may wish to begin with closed groups, that is, groups that maintain the same membership throughout the life of the group. This eliminates the disruption a new member creates.

Group Guidance

Group guidance is developmental and preventive in nature. Group guidance utilizes information-giving, communication, and group process skills to assist students with common needs that can be discussed openly. The size of the group can vary from a few students to an entire classroom depending on the purpose of the meeting. School counselors are encouraged to expand their use of group work and to become more involved in helping teachers to integrate group work into their teaching. This can be achieved through a combination of counselors working in the classroom and teaching the skills to teachers, then working with them on a consultative basis. Many commercially packaged programs are now available which can be used as produced or adapted to local needs.

Common uses of group guidance include the following:

1. Orienting students to a new school which is particularly important at the time students move from a self-contained classroom to multiple classrooms and for new students' orientation to school counseling programs.
2. Information relative to educational planning, course selection, and registration process.
3. Teaching elementary school classroom units in such areas as becoming aware of self, making friends, cooperating, decision making, and values clarification.
4. Discussing behaviors, feelings and problem solving in small groups.
5. Disseminating information regarding college planning, college entrance testing, college application process, scholarships, and financial aids.

Career guidance is currently viewed in two ways. The traditional perspective categorizes student development needs into a triad of personal-social, educational, and career needs. The newer concept integrates all aspects of development under the rubric of life career development. Career guidance is a systematic program of counselor coordinated information and experiences designed to facilitate individual career development and career management (Herr and Cramer, 1979).

School counselors may be the prime movers in developing and incorporating career education into their school programs. However, continued leadership in the career education program would be determined by the school counseling program's priorities. School counselors who need to expand or update their career guidance programs can look to the literature for assistance. There is a wealth of published information and commercially packaged programs to assist counselors in providing relevant, timely assistance in meeting student needs.

Placement services also include potential activities for counselors. Among these are: (1) working with students and parents in determining placement needs for incoming students, students with special needs, students who are exiting and handicapped students; (2) coordinating the school-based placement services; (3) maintaining current vocational and educational information and resources; (4) participating in staff development activities for updating information relative to local-state-national labor trends and market needs; (5) providing information for students in developing job-seeking and work-effectiveness skills; (6) providing opportunities for students to test their skills for achieving specific job entry goals and/or for entering post-secondary training.

Appraisal

Most school counselors are involved with group standardized achievement and learning ability testing. Responsibilities for various aspects of organizing and administering the tests and interpreting the results are shared among counselors, teachers, and administrators. Counselor responsibilities may include:

1. Administering the group tests, although in many buildings this is done by teachers.
2. Organizing the materials.
3. Interpreting the results to students and parents.
4. Participating in decision making regarding the purpose of the testing program, tests to be used, dissemination of results to parents, and methods for maintaining confidentiality and security of test results and yet allowing accessibility for teacher and counselor use.
5. Planning inservice for teachers regarding interpreting and using test results.
6. Training others to administer other diagnostic tests as may be appropriate for initial screening of students experiencing learning difficulties.

7. Being aware of possible cultural, racial, or sex bias in tests when interpreting them and using no tests with known bias affecting the students to be tested.
8. Administering and interpreting some individual intelligence tests, if trained to do so.
9. Administering and interpreting vocational interest surveys and other appropriate instruments to assist students with career planning.
10. Articulating clearly to students, teachers, and parents that test scores are only one source of information regarding the student and should always be considered in concert with all other available information.
11. Participating in school district planning in which minimum competency testing is being considered.
12. Summarizing student data for use in curriculum development and revision.

Consultation

The traditional definition of consultation involves the development of an open, facilitative relationship between two parties as they focus on solving a problem(s) related to a third party. Each party in the consultation brings to the conference information and expertise from his/her professional role, and through sharing, they work to develop new insights and strategies to help the third party. Counselors frequently consult with teachers, parents, administrators, other pupil personnel providers and community agencies regarding specific students.

The more current view of consultation not only includes the traditional concept, but expands it. For example, the counselor may consult with a teacher on any of the following: new classroom management techniques which could be utilized with a class or classes of students; improving interpersonal and communication skills with students; integrating career education into the curriculum or giving increased positive feedback to students as a means of improving their self-concepts. As counselors move into consultation roles which affect groups of students, they are functioning as trainers of teachers. The impact is much broader than the counselor could accomplish alone.

Elementary school counselors have had a head start in functioning as consultants. Recognizing the importance of the teacher/child and parent/child relationship with young children, their training programs and initial role definitions emphasized the consultant role. They articulated that role to administrators and teachers and built the relationships necessary to implement it.

Many secondary school counselors entered their jobs expecting to do individual counseling and having minimal training in consultation. Because there was often limited articulation of their role to teachers, some counselor/teacher relationships have become tenuous at best. If poor relationships with teachers develop, it is the counselor's responsibility to initiate change.

Counselors with minimal consultation training need to upgrade their skills because counselors without consultant impact are limited to what they alone can do for students. Building this relationship provides counselors with opportunities to: (a) assist staff in creating a positive climate for the growth and development of students, (b) provide inservice for staff and others for improving interpersonal and communication skills, (c) help teachers to develop and use skills for coping with school-related problems affecting students' growth, (d) assist teachers in improving skills for implementing developmental and remediation strategies, (e) coordinate referral activities with the pupil personnel services team, (f) conduct groups for parents to develop parenting skills, and (g) serve as a resource in developing and revising curriculum relevant to student needs.

Counselors at all levels use their consultant skills. They participate in a variety of school and district committees. Establishing guidance committees and/or special services committees involving teachers and other pupil personnel services workers can serve not only to sharpen the focus and relevance of the school counseling program, but also to build linkages with teachers and increase impact on concerns related to the total school and/or district.

Establishing peer counseling programs is another extension of the school counselor's consultant role. The counselor trains students to help other students, thus capitalizing on the psychological growth potential of facilitative peer relationships, and extending counselor impact. An *example* of the planning and training for a comprehensive middle school peer counseling program is outlined below:

1. Formed design team consisting of one administrator, one counselor, three teachers, three students.
2. Planned program and trained for it—voluntary time.
3. Students made presentations to Parent Teacher Organization and faculty to gain support.
4. Team designed applications and approached 7th grade students recommended by parents, teachers, and other students. Self-selection also encouraged.
5. Design team members met with applicants and outlined time commitment involved for training and counseling during the next school year.
6. Teams of one student and one adult from the design team interviewed applicants.
7. Chose twenty-four 7th grade students.
8. Students and five design team adults attended two-day training session paid for by PTO. Training included such skills as active listening, "I" messages, and importance of caring, concern, and confidentiality.

9. Held two hour training sessions each week for two months.
10. Held one-day training session in August before school opened.
11. Scheduled elective "Peer Counseling" class once a day for peer counselors.
12. Each peer counselor met with counselor once a week to plan for assignments, and entire group of peers and counselors met once a week.
13. Peer assignments included counseling at least one student regularly on a one-to-one basis, tutoring, aiding in learning disabilities program, facilitating in group counseling sessions, assisting in 7th grade orientation, acting as hosts and hostesses to building visitors, "adopting" new students, taking 6th graders on building tour in spring.
14. Outcomes: higher level of self-esteem among peer counselors and their counselees, improvement in school climate, strong sense of commitment and school spirit.

(Grady, 1980)

Coordination, Liaison, and Referral

Counselors often recognize the need to bring together two or more professionals who share responsibilities/concerns regarding a student. Counselors may initiate the request or be asked by the student, teacher, parent, administrator, community agency representative or other pupil personnel services specialist to organize and coordinate a meeting or series of meetings. Coordination activities may include case conferences; pre-school, kindergarten or in-school screening; testing programs; community involvement in career guidance activities; and orientation programs.

The counselor is often the appropriate professional to both coordinate and serve as liaison between the school and community agencies. Counselors are familiar with student record policies and the procedures required for release of information regarding students. They are knowledgeable about test data and other school-related information which may be requested by authorized representatives of agencies such as the Department of Children and Family Services or Juvenile Court Services. Counselors frequently coordinate the data collection necessary for referral for testing, counseling, or other services provided by a community agency.

Other coordination services for which a counselor may be responsible include helping insure that all students receive and benefit from specially determined services or placement, developing successful articulation programs to effect a smooth transition among school levels, and establishing and giving direction to a guidance committee that functions to analyze and respond to program needs.

Program Development, Evaluation, and Research

The focus of this volume is on the professional school counselor who functions within an organized, systematic, comprehensive school counseling program. Periodic needs assessment validates program direction and/or indicates the need for change. Establishing program goals and objectives with measurable, behavioral outcomes builds in an ongoing evaluation process. Needs assessment procedures and model program development is described later in this document.

Evaluation is a necessary component of the school counseling program management system. Each goal statement in a comprehensive program design should have an evaluation procedure. Thus, evaluation includes each component of the program, as well as being appropriate for the total program. Mitchell and Gysbers (1978) identified seven tasks in the evaluation process:

1. Formulation of the questions to be answered by the evaluation.
2. Selection of evaluation design.
3. Selection of measurement instruments.
4. Development of procedure for data collection.
5. Establishment of a monitoring system. (Who will do what, when)
6. Performance of data reduction, summary, and analysis tasks.
7. Preparation of reports (includes finding, analyses, and recommendations).

Counselors are hard-pressed to find time to do research. Yet, at times research data is needed to validate the counselor's perception of need for change and/or to demonstrate that a new technique, strategy, or intervention accomplished the desired goal. School-based research done by school counseling practitioners is also needed as a contribution to the continued growth of the profession and to determine if the total school program is meeting the needs of students. The latter often results in developing and conducting follow-up studies of students.

Public Relations

Doing well at what one does has a way of telling its own story, but planned public relations efforts can communicate systematically to appropriate publics what the school counseling program is all about. The public relations effort can be as sophisticated as the counselor allows the time, creativity and budget to make it. A basic public relations effort would include placing counseling program activities on the school calendar; publishing an annual school counseling program calendar for distribution to faculty, administrators, and board of education; sending periodic newsletters to parents; holding orientation/open house for incoming students and parents; making periodic presentations regarding program efforts to the Board of Education and advisory councils; and offering to present programs to PTA's, PTO's or other school and community organizations. The American School Counselor Association has a public relations packet which can be purchased by counselors wishing to improve their public relations program.

Professional Renewal

Professional growth and a capacity for change are as necessary for school counselors as they are for those whom the counselor seeks to help. Walz and Benjamin (1978) describe renewal as containing two components: the updating of existing knowledge and skills and the acquisition of new ideas and competencies. Renewal incorporates the concept of *self-renewal*, in which counselors take responsibility for their own growth experiences, pursue self-instructional modes of learning of their own volition; and feel motivation, excitement, and joy in the process.

The increasing complexity of the school counselor's job created by changing societal and student needs, expanded counselor involvement in the total educational process, changing federal and state legal mandates, and more precise accountability requirements makes it necessary for counselors to maximize their own professional potential through continuing study and skill-development.

General self-renewal efforts aimed at generating new ideas and updating knowledge could be attained in the following ways:

1. Become a member of local, state, and national professional organizations.
 - a. Read publications.
 - b. Attend convention sessions.
 - c. Exchange ideas with colleagues.
 - d. Use publication lists, advertisements, and reviews for updating library.
2. Build a professional library at school.
3. Subscribe to commercially produced newsletters.

For more in-depth skill development, the following activities are recommended:

1. Attend pre- and post- American Personnel and Guidance Association, American School Counselor Association, Illinois Guidance and Personnel Association and regional workshops.
2. Participate in local workshops sponsored by community agencies such as the Mental Health Center or the Council for Exceptional Children.
3. Use the ERIC search system to identify literature for in-depth study in identified areas.
4. Take university courses; look at sociology, psychology, and educational administration departments as well as the counselor education department.
5. Talk with other counselors in the area regarding their self-renewal needs. If there are common needs, contact university extension offices about developing a course.

For school counseling staff development in schools and districts with several counselors:

1. Incorporate staff development time into the annual calendar, including district inservice days.
2. If there is specific training needed in the district, negotiate with the administration to hire a consultant for staff development. This could include all staff depending on need.
3. Utilize the skills of individual counselors or other PPS members to train other counselors on staff. Seek district financial and time-release support to provide training for a counselor who can then train staff.

Professional renewal is particularly pertinent to Illinois school counselors since the majority of counselors now employed have several years of experience, and there is limited turnover, particularly in large school systems. Counselors should take the initiative for self-renewal as part of their commitment to provide quality counseling services.

Two specific roles of school counselors are addressed because there is increasing pressure from various publics for increased counselor involvement. The counselor and exceptional children is included because the implementation of federal and state laws has, in some cases, increased counselor responsibilities with handicapped students.

Counselors receive input from all populations concerned with the school. Thus, counselors become aware that change in some aspects of the school may have potential to enhance student growth in a manner best achieved through system change. The role as change agent is included to aid counselors to more systematically synthesize the information they receive and to consider developing strategies through which change can be effected.

The Counselor and Exceptional Students

The school counselor assists teachers, parents, and other pupil personnel services personnel to identify students whose learning needs are not being met in the regular classroom. Volumes have been written about exceptional students, and there is increasing literature related to the school counselor's role with exceptional children. This section highlights some of the counselor's roles with handicapped and gifted students.

Handicapped Students

Pupil personnel services teaming has traditionally been most effective and highly organized in the process of identifying, planning for and serving students with handicapping characteristics. Once a referral for a case study evaluation is made, all team members begin to gather the data needed. A combination of federal and state laws and regulations and local district policy should result in a clear delineation of responsibilities for making the referral, contacting parents, coordinating data collection, organizing the multidisciplinary staffing, and monitoring the process to assure that the evaluation is completed within required time frames. The counselor is involved throughout the process as delineated locally.

The school counselor, working with teachers, parents and students, is often the appropriate professional to coordinate data collection for initial screenings and to facilitate decisions regarding referrals. Data collected will include group achievement and learning ability test scores, anecdotal records of observed student behaviors, current and past levels of educational functioning, and vision and hearing testing. The counselor may also contact parents regarding the student's learning problems, the assessment process, the school's responsibilities, and their rights.

The elementary school counselor's role is crucial due to the importance of early identification of students with learning problems. Beginning with preschool screening for school readiness and evidence of potential learning problems, a major identification thrust continues. Elementary counselors often need to know how to administer diagnostic instruments as well as group achievement and ability tests, particularly with primary age children. With the large numbers of students elementary counselors typically serve, they are nearly always involved in some phase of screening, assessment, or implementation.

To work as efficiently as possible, the elementary counselor could:

1. With the faculty, determine general teacher and counselor responsibilities for data collection.
2. With teachers, develop behavior checklists and anecdotal record forms for use by the teacher as a student problem emerges.
3. Develop a simple referral form teachers can use to alert the counselor to student needs.
4. Provide the teacher with descriptions of student behaviors which may indicate learning problems.
5. Develop a format for parent conferences to assure that all crucial areas of discussion are covered.
6. Devise a system for logging telephone calls and other information given informally so that follow-up occurs. Develop a form to be kept near the phone with a place for name of person calling, student referred to, and summary of conversation.

Following completion of the case study, counselors at all levels may participate in multidisciplinary staffings. If the student is eligible for special education services, the counselor participates in the development of the individualized education program (IEP), defining goals and objectives in the affective domain. The counselor's role in IEP implementation will generally relate to the emotional, social, behavioral, prevocational, vocational, and career planning needs of the student.

Depending on the availability of other members of the pupil personnel services team, the counselor may consult with teachers regarding behavior management techniques and may serve as the mainstreaming facilitator. The counselor assists the classroom teacher(s) to understand the nature of the student's handicap and to develop intervention strategies and encourages ongoing interaction between the classroom teacher(s), special education teacher(s), and other specialists who may be working with the student.

Counselors may work with parents following the IEP meeting by: (a) acting as a liaison with community agencies; (b) developing strategies with parents, who can view and reinforce at home the concepts their child has been taught at school; and (c) providing opportunities for parents to be involved in their child's educational process as teacher aides, tutors, and monitors." (Kameen, and McIntosh, 1979, p. 240).

Counselors may need to help parents deal with their feelings about their child's handicap. The counselor may be the first member of the pupil personnel services team to interact with parents about their child's learning problems and may help them through their initial uncertainty. The counselor may continue to be the key person for parents to contact at school, especially for the student receiving special education resource help. Goals for counseling parents of handicapped students include developing skills needed in raising their child, accepting and understanding him/her, and accepting themselves.

The role of the secondary school counselor working with handicapped students maintains the affective focus appropriate to the student's developmental stage. The counselor assists students to become competent in acquiring self-confidence, achieving socially acceptable behavior, maintaining good interpersonal skills, achieving independence, achieving problem-solving skills, knowing and explaining occupational possibilities, selecting and planning occupational choices; and seeking, securing, and maintaining employment (Brolin and Gysbers, 1979, p. 260). Counselors, in cooperation with special educators, may need to assume student advocacy roles to bring about instructional modifications which meet the needs of the handicapped and allow them the fullest participation possible, particularly in occupational skills development classes.

Counselors have a major role in working with those handicapped students, such as the physically handicapped, who remain in the regular school program. In addition to the competencies mentioned earlier, the counselor assists handicapped students to identify and link up with community agencies and organizations that can identify colleges and universities not only with majors of the student's choice, but also with programs and physical facilities meeting their needs, and communicates effectively with potential employers regarding their capability to do the job.

Counselors may help students at all levels to make the transition from special education services to regular school programs and vice versa. The student moving from special education to the regular classroom often needs support from the counselor, and the teacher(s) need consulting assistance in preparing to work with the student.

The passage of federal and state laws has required new roles for some counselors and the sharpening of skills for others. School districts with many handicapped students can utilize federal funds for differentiated staffing and for hiring specially trained or experienced school counselors to work with special education students as their needs assessments indicate. This increases services to handicapped students without reducing services to the total school population. In school districts in which additional staff are not being employed, counselors will need to balance services required to meet the needs of handicapped students with their commitment to provide services to all students.

Gifted Students

Gifted students also need counseling services. Crabbe (1980) has grouped the counseling needs of gifted students into four priority areas: (1) understanding of self, (2) social relationships, (3) career choices, and (4) educational concerns. The special needs of gifted students in each area are outlined as follows:

1. Understanding of Self

- a. Understanding self as different and coming to accept the difference
- b. Setting realistic goals through understanding strengths and weaknesses
- c. Understanding and accepting one's inner need to achieve
- d. Responding effectively to external pressure such as that applied by family
- e. Recognizing that having thought processes different from peers is acceptable

2. Social Relationships

- a. Developing tolerance of less able peers
- b. Developing skills to enable personal intellectual growth without alienating peers
- c. Developing communication skills through learning to listen to others and talking with peers even though gifted students may think more quickly or comprehensively than their age group

d. Learning to accept and value constructive criticism — learning not to "read into" peers' comments more than is meant

e. Relating within family group

f. Recognizing one's persuasive ability and learning to use it constructively

3. Career Choices

a. Seeking information among many alternatives

b. Encouraging experiences which broaden perspectives

c. Recognizing strengths and weaknesses and their relationship to career choice

d. Realizing the time commitment required for certain professional careers

4. Educational Concerns

a. Making appropriate course selections related to career choice or finding opportunities for exposure to additional options

b. Developing study skills

Counseling with gifted students, as with all students, needs to begin in elementary school. Kelly and Terry (1980) experimented with *Developing Understanding of Self and Others* (DUSO I and DUSO II) with gifted students, ages 9 to 12 years old. The goal of DUSO (Dinkmeyer, 1970, 1973) is to improve social and emotional growth. Gifted students in the study responded enthusiastically to DUSO activities when used in classroom and small-group experiences. They were also able to use the kits independently, to modify the materials, to develop innovative adaptations and to extend the materials and activities beyond their originally intended use. The authors observed that student self-concepts were enhanced, personal and career goals were discussed, students' ability to discuss and understand themselves progressed as the materials were used, and the creative use of the materials encouraged positive group interaction.

The Counselor as Change Agent

By virtue of their role in schools, their knowledge of developmental needs, their interpersonal relationship and group process skills, and their position in the organizational structure of the school, school counselors are in a unique position to become aware of needs requiring change in both their own role and in the school. Podemski and Childers (1980) identified six dimensions of the counselor's position in the school organizational structure, which, if capitalized upon, enhance the counselor's potential as a change agent.

- 1. Interaction with all school reference groups:** School counselors interact with students, parents, teachers, administrators and community groups. This interaction provides counselors with information, opportunity to sense developing problems, and knowledge of what each group can contribute to meeting the needs of another (p. 170).
- 2. System perspective:** Counselors have "an organizational concern for all aspects of school activity, availability of information that affects the total school and the ability to influence decisions regarding all aspects of school operation" (p. 170) due to a logical involvement in all types of policy and program decisions.
- 3. Staff authority:** Staff authority is defined as "advisory and supportive with authority emanating from specialized knowledge and skills." Advantages to counselors include: recommendations are accepted because they directly address the problem at hand in an objective, cognitive, and learned fashion" (p. 172). Freedom from line (control) authority allows recommendations...to be viewed as serving the good of the organization, rather than as being self-serving, and frees counselors from the bias inherent in having a vested interest and allows them to be creative, comprehensive and objective in offering recommendations (p. 172).
- 4. Confidentiality of information:** Confidentiality is essential to the success of the counseling function ... and the privilege of confidentiality is universally recognized by all reference groups in the school (p. 172). Thus, many different people seek out the counselor for advice and counsel. "Counselors, therefore, are privy to information not available to the larger system, or information that might be more accurate than that available to the system at large" (p. 172). Confidence cannot be betrayed, but the "problem-sensing" of the counselor can be used in a generic sense to identify and address the problem.
- 5. Access to data:** Counselors have access to school-based data and the prerogative to collect new data if needed. "Through ... collection and analysis, the counselor can assess organizational needs, sense problems, and facilitate change" (p. 173).

- 6. Flexible schedule:** A flexible time schedule allows the counselor to order responsibilities,...allocate them on the basis of need,...address crises as they arise and redirect activities as priorities change (p. 173).

At least two underlying assumptions contribute to the counselor's role in change. One is that counselors have established positive relationships with various reference groups. This is essential. Since counselors have no line authority, they must be able to work with and through others. While direct confrontation is at times useful in creating the dissonance necessary for change, it is more likely that cooperative relationships will produce change with longer lasting effects. The second assumption is that counselors will be able to translate problem sensing into problem identification and analysis.

Jones and Stewart (1980) have developed a systems model called Systems Analysis and Organizational Change which is specifically designed for the school counselor serving as the change agent. The model includes the following components:

- 1. Counselor as Change Agent.** Counselor responds to information or requests for intervention.
- 2. Identify System for Change.** Counselor gathers information to identify what needs to be changed, assesses own skills for making the change, and determines level of interest and skills of others.
- 3. Scout System's Tolerance for Change.** Counselor observes interpersonal relationships and organizational policies and identifies aspects likely to resist and support change.
- 4. Develop Contract for Change.** Counselor negotiates approval on the focus of intervention and agreement on the expectations, limits, and support of those concerned with the change.
- 5. Analyze Existing System.** Analysis includes gathering comprehensive data, doing force field analysis to determine strengths and weaknesses, developing list of strategies for changing the system.
- 6. Conceptualize Model of Planned System.** Developing a model involves identifying and operationally defining goal statements and realistically appraising personnel, time, and money resources for planning and implementing change.
- 7. Evaluate Model of Planned System.** Evaluation of the model must include the person who will be responsible for implementation. If a major organizational change is involved, testing of the model may be required. If the change is minor, the next step can be eliminated.
- 8. Simulate Testing of Planned System.**

9. Implement Planned System.

10. Monitor System Operation.

Counselors are in a position from which needs for change can be seen. Counselors who consult with teachers and administrators, actively participate in faculty meetings, and serve on school and district committees and task forces have the opportunity to bring about change. To work effectively for change in the school or district structure, philosophy, or goals requires skills which counselors may not have acquired from their initial training. Group process and human relations skills are essential, but are not all that is necessary. To become effective as change agents, school counselors will need to increase their skills and knowledge in such areas as understanding the school as a social system, assessing and creating the climate for change, building a power base, understanding the function of organizations, stimulating motivation for change, understanding leadership styles, knowing methods for effecting system change, and planning for change.

Effecting change requires skill, patience, and time. People are often slow to change; institutions are even slower. Attempting to move too fast or working in an unskillful manner can increase resistance and/or create an entrenchment in a position which is counterproductive. School counselors themselves are not immune to the need for change. The counselor striving for a "new professionalism" will be involved in a continuing process of assessing student needs, assessing his/her capability for responding to those needs, learning new skills, modifying the school counseling program, and increasing interaction with and impact on the total educational process. The goal is not change for the sake of change, but change which optimizes the climate and opportunity for maximum student growth.

Factors Influencing the Implementation of Counselor Roles

Administrator Philosophy

Administrative support, particularly that of the building principal, for a professional school counseling program is critical if counselors are to be able to maximize their potential for helping students. Administrators have a responsibility to acquire knowledge about and an understanding of model school counseling programming so that they can provide leadership or, at the very least, facilitate its implementation. Administrators who assign clerical tasks, supervisory, and quasi-administrative responsibilities to counselors can negatively affect staff morale and may deny more needed services to students and staff.

Counselors need to communicate with administrators to build relationships, to anticipate needs, and to suggest alternative solutions. Time studies may be useful to demonstrate the percent of time spent in noncounselor-related functions and the cost of that time. The key question administrators must ask in assigning duties is "Does this responsibility require counselor training?" Counselors should be able to demonstrate what functions they would have to curtail or eliminate in order to take on the added responsibility.

At times, situations may arise in which the counselor is faced with the dilemma of taking a student advocacy position which conflicts with established school policy. The counselor has obligations to the student and to the employer. There are no clear-cut guidelines for the counselor to use except professional judgment and common sense.

Administrator philosophy has specific impact in the determination of staff responsibilities for attendance, discipline, and supervision. Renegotiation of counselor roles in these areas seems to recur in schools as conditions change. For that reason, counselor roles in attendance, discipline, and supervision are considered separately.

Attendance

School counselors are concerned with students who are frequently or chronically absent from school, with or without parental permission. Success in school ranges from difficult to impossible for the student who is frequently absent. Factors such as low self-esteem, ineffective peer relationships and social interaction skills, inability to deal with the stress of school, fear of separation from family, poor health, and inadequate readiness or skills to master subject content may be causing the student's absenteeism. The counselor's role is to work with the student and his/her parents and teachers to identify causative factors and to develop intervention strategies.

It is neither appropriate nor cost-effective for counselors to be required to do routine attendance functions such as counting admission slips, checking hourly or daily attendance, making daily routine calls home when parents do not call the school, or compiling and filing monthly attendance reports. An attendance clerk should do the attendance accounting and systematically provide information for counselor follow-up as student attendance patterns indicate that an attendance problem is developing.

Discipline

School counselors are concerned with students whose behavior inhibits their own success in school and/or disrupts the learning environment for other students. Counselors do not condone student misconduct, but neither are they the authority figures who take disciplinary actions. The counselor seeks to establish a helping relationship with the disruptive student in which the student can explore his/her responses to frustration, dissatisfaction, anger, boredom, or whatever is contributing to the "unacceptable" behavior. The counselor helps the student understand his/her emotions, develop self-control, and expand his/her repertoire of behavioral responses so that in choosing an acceptable behavioral response, the student knows the likely consequences of the chosen behavior and accepts responsibility for it. Counselors also work with teachers and administrators to formulate plans regarding the disruptive student, and to ameliorate conditions in the classroom or the school which may be contributing to inappropriate student behavior.

Bickel and O'Neill (1979) have identified six categories of counselor roles in discipline which are preventive and/or remedial. The *Counselor* role, as previously described, involved helping students through individual or group counseling to modify their behavior. As *Mediator*, the counselor brings together opposing parties (e.g., teacher and student) for open discussion of the problem(s) and facilitates work toward a mutually agreeable compromise. Counselors as *Ombudsmen* place themselves between students and the system—identifying student needs, communicating these to school administrators, and working toward resolution. The counselor as *Consultant* works with teachers in identifying classroom conditions in need of change, gathering data to provide base for change, developing intervention strategies, making modifications, and evaluating progress. As *Psychological Educators*, counselors focus on affective development, helping teachers to respond to the social and emotional development of the whole child. This tends to foster a positive school climate and personal growth for all involved. The *Special Program Developer* builds special programs such as the psychological education component of alternative learning programs, student help rooms, and "rap rooms."

Supervision

The schedule of the counselor may tempt the administrator to require the counselor to take on noncounselor responsibilities. The school counselor should not be used routinely as a substitute teacher, cafeteria supervisor, or playground supervisor. The counselor should have no routine student supervision responsibilities different from or in addition to those shared by all faculty members on a short-term, rotating basis.

Counselor Load

A 1981 study by the Illinois State Board of Education indicated counselor — pupil ratio averages 1:745. This proportion indicates that most counselors have too many

students assigned to them to be able to meet the needs of all students individually. Some counselor loads are so large that even well-organized efforts utilizing various group and teacher consultation processes still only reach a portion of the students. The Education Task Force of the 1971 White House Conference on Youth recommended one counselor to fifty students, elementary through secondary. While few schools will be fortunate enough to reach such an ideal student/counselor ratio, districts should strive continually to provide pupil personnel services professionals, including counselors, in sufficient quantities to meet students' needs. Schools in areas characterized by high concentrations of negative factors (e.g. poverty, unemployment, absenteeism, low achievement) may need the lowest possible counselor/student ratio.

Budget

Schools have been and will continue to be experiencing a period of economic stress. In determining their budgetary priorities, school administrators and boards of education must consider their commitment to the education of the *whole* child and to meeting each child's affective and cognitive growth needs. Pupil personnel services, including the school counseling component, that have been effective in helping students meet their affective development needs as part of the total educational process will be able to demonstrate the importance of continued budgetary support.

Size of School or District

The sole school counselor in a small or rural school district and counselors in large school districts with large case loads face a similar problem — how to maximize program services with a limited number of personnel. Key elements include establishing priorities based on needs assessment data and creatively utilizing all available human and material resources. Teaming of pupil personnel services personnel and delineation of responsibilities based on the skills of the professionals may enhance service delivery and make it more efficient. Utilizing available community resources, training parent volunteers, organizing peer counseling programs, and encouraging teachers to incorporate activities such as self-concept development, values clarification, and career guidance into instruction can all extend counselor services. Counselors and librarians could develop a media center area or career guidance center which would include materials students could be trained to use independently. The counselor, other pupil personnel services workers, the faculty (or faculty committee), representative parents and students, and the administrator will need to plan together to determine priorities and to communicate as succinctly as possible what will be included in the program and what will go unattended. It is better to do what is done well than to overextend with the potential for ineffectiveness.

Counselor Competencies

Counselors' commitment to professional excellence requires periodic updating of skills. New strategies are continually being developed which can enable counselors to improve their effectiveness in meeting current and emerging student needs. When counselors can demonstrate that student needs exist to which the school is not responding, they should work aggressively to effect the necessary changes. Planning cooperatively with administrators, other pupil personnel services personnel, and faculty will provide opportunity for appropriate role assignments.

Federal and State Laws

Recent laws have had an affect on counselor role and function, and there will likely be others in the future. Counselors must be familiar with legislation so that they meet their legal responsibilities. New monies available through these enactments can have a positive effect in allowing qualifying local school counseling programs to expand. Counselors must be cautious, however, that program priorities do not change solely on the basis of federal or state emphasis or reimbursement.

School counselors in all settings may be faced from time to time with factors which both enhance and inhibit the fulfillment of their school counseling role. Counselors in schools in which significant modifications of roles and functions are needed should do the following:

1. Clarify their roles and functions and communicate that description in understandable, operational terminology to their supervisors, peers and students.
2. Develop and negotiate job descriptions that permit them to engage in the activities in which they, by definition, should be engaged. Refrain from involvement in nonprofessional, noncounseling activities.
3. Develop programs organize activities, plan and manage the procedural and operational aspects of their jobs.
4. Demonstrate their effectiveness in their proper roles.
5. Continue their professional development beyond the earning of degrees or certification.
6. Actively support and participate in professional functions that strengthen the position and function of the school counselor, such as...affiliation with professional associations.

(Day and Sparacio, 1980, p. 274.)

The school counselor has been described here as a pro-active counselor, i.e., a professional who achieves a balance between meeting developmental needs and crisis intervention, who utilizes individual counseling effectively and appropriately, but is also skilled in using other intervention strategies which reach more students. The pro-active counselor builds facilitative relationships with administrators and teachers and consults with them regarding behaviors and strategies that will enhance student psychological growth throughout the educational process. The pro-active counselor reaches out to home and community. The pro-active counselor has assessed student needs, developed a systematic program for delivery of services, and defined his/her role, and goes about doing what needs to be done with competence and a sense of direction.

Role of Others in the Guidance and Counseling Program

A successful guidance and counseling program requires the participation and cooperation of all educational personnel. The following provides a brief description of the roles and responsibilities of these individuals as they relate to the guidance and counseling program. This section has been adapted from a portion of the Master Plan for Elementary and Secondary Guidance in North Carolina.

Board of Education

- establishes policies for providing guidance and counseling programs as an integral part of the total educational process.
- provides adequate financial support for the program in such areas as personnel, inservice, and materials.

Superintendent

- is knowledgeable of the guidance and counseling needs of the total school population.
- views all school personnel as having guidance functions and responsibilities.
- provides committed leadership for an active ongoing guidance and counseling program.
- works with the Board of Education and the community to secure acceptance and support.
- requires accountability for the implementation of a realistic, developmental guidance and counseling program and for annual evaluation of the progress toward meeting goals, objectives, and developmental student outcomes.
- keeps the public informed about the needs and the progress of the guidance and counseling program.

Directors/Supervisors (instruction, vocational education, exceptional children, and pupil personnel services)

- serve as resource persons to teachers and counselors to define goals, objectives, and strategies in planning and implementing guidance and counseling programs in specific areas of the curriculum.
- work with the director of guidance and counseling and other appropriate local education agency personnel in planning, implementing, evaluating, monitoring, and following up a comprehensive guidance and counseling program.
- interpret local plans, including vocational education plan, exceptional children plan, and other local-state-federal plans with implications for guidance and counseling.

- assure that the components of a comprehensive guidance and counseling program, supported in whole or in part by state and/or federal funds, shall meet all quality standards and program assurances.
- cooperatively work with the director of guidance and counseling and other appropriate local education agency personnel in planning for inservice programs.
- coordinate with the director of guidance and counseling and other appropriate local education agency personnel resources (equipment, materials, etc.) for the guidance and counseling program.

Director of Guidance and Counseling or Program Coordinator (If not designated, the responsibilities below should be assigned to the supervisor/director who is best qualified.)

- establishes a systematic approach for making the guidance and counseling program visible at all levels.
- provides the superintendent and board of education information relative to funding needs, personnel, programs, and evaluation.
- works with the administrative and supervisory staffs in planning and developing curriculum.
- establishes and maintains cooperative working relationships with all personnel whose roles and responsibilities affect the development and implementation of guidance and counseling programs.
- provides leadership for developing appropriate models for individual schools.
- develops a dialogue with counselors on an individual basis.
- coordinates regular planned meetings where counselors can share information, consult on specific problems, and develop system-wide programs.
- coordinates and implements inservice at the building-level as determined by counselor staff needs.

- assists with local school inservice as requested with input from other directors or supervisors.
- keeps superintendent and board of education informed relative to needed changes based on assessment and evaluation.
- coordinates, when there is no designated test coordinator, the district testing programs.
- promotes professional growth among all guidance and counseling personnel.
- provides assistance in evaluating programs at the school building-level.
- coordinates district-wide monitoring, evaluation, and follow-up activities.
- assists the personnel director in screening applicants for counselor positions.

Principal

- establishes a positive climate for implementing the guidance and counseling program.
- provides leadership for planning, implementing, and evaluating the guidance and counseling program as an integral part of the total educational program.
- assures that counselors are relieved of excessive clerical and administrative duties.
- employs qualified personnel and provides them the needed facilities, time, equipment, materials, and clerical assistance.
- clarifies the role of the counselor staff; assigns specific responsibilities to other staff members.
- works closely with the guidance and counseling committee in the planning process, implementation, and evaluation.
- demonstrates knowledge and ability in developing instructional programs that will provide for individual abilities and needs of all students.
- utilizes the building-level personnel in planning for inservice, assessment, and evaluation.
- encourages staff members to improve and upgrade skills and knowledge for implementing guidance and counseling functions.
- holds counselors and other staff accountable for attaining the goals, objectives, and developmental student outcomes determined to be realistic and possible within a given time.
- establishes a public relations program that will emphasize guidance and counseling as an integral part of the school program.

Guidance and Counseling Committee

- assists the counselor staff in assessment, developing programs, and evaluation.
- assists counselors and teachers in developing activities and strategies that are developmental and provide scope and sequence in progressive order.
- works closely with the principal and counselors in designing and monitoring a management system for implementing and evaluating the guidance and counseling program.
- promotes a positive attitude for implementation of the guidance and counseling program.
- provides counselor staff support and input relative to strengths and weaknesses of all facets of the program.
- assists in the public relations program.
- has a regular schedule of meetings with a planned agenda.

Pupil Personnel Services Workers

School Nurse

- assists the counselors and teachers in creating in students a sense of responsibility for their own health as well as the health of those around them.
- identifies the students' physical needs and helps the counselors and teachers understand how these needs affect individual development.

School Psychologist

- helps counselors and teachers understand the emotional and developmental factors which affect the educational progress and overall development of students.
- confers with the counselors and other staff members about the evaluation of students with special needs in order to determine the existence, causes, and remediation of learning difficulties.
- assists counselors in designing the district testing program.

School Social Worker

- assists the counselor and teachers in understanding the environment of the student including any family or social problems which may result in unusual behavior or unsatisfactory school progress.

Special Education Teacher

- assists in the assessment of students with special needs for placement in the exceptional children's program.
- works closely with counselors to see that the guidance and counseling needs of students in the exceptional children's program are met.
- works cooperatively with the counselors in providing prevocational programs for exceptional children.
- works cooperatively with the counselors in educational and vocational placement of exceptional children.

Vocational Education Teacher

- keeps abreast of current information with vocational and educational implications related to his/her training program.
- assists students to achieve specific vocational competencies at a level which will enable them to gain entry into an occupational setting.
- provides employment counseling, placement, and follow-up services for students enrolled in vocational courses.
- works closely with the counselors who provide employment counseling, placement, and follow-up services for students enrolled in vocational courses.
- participates in the various activities of planning, implementation, and evaluation of the guidance and counseling program.

Classroom Teacher

- recognizes the value of guidance and counseling and seeks the knowledge and skills for implementing guidance and counseling functions.
- utilizes the subject area for helping students achieve developmental goals.
- works as a team member in planning and implementing guidance and counseling activities that are essential to the overall development of the students.
- requests assistance from the counselor in planning and implementing group guidance and counseling functions.
- has specific role responsibilities in contributing to the overall program of guidance and counseling.

Clerical Staff

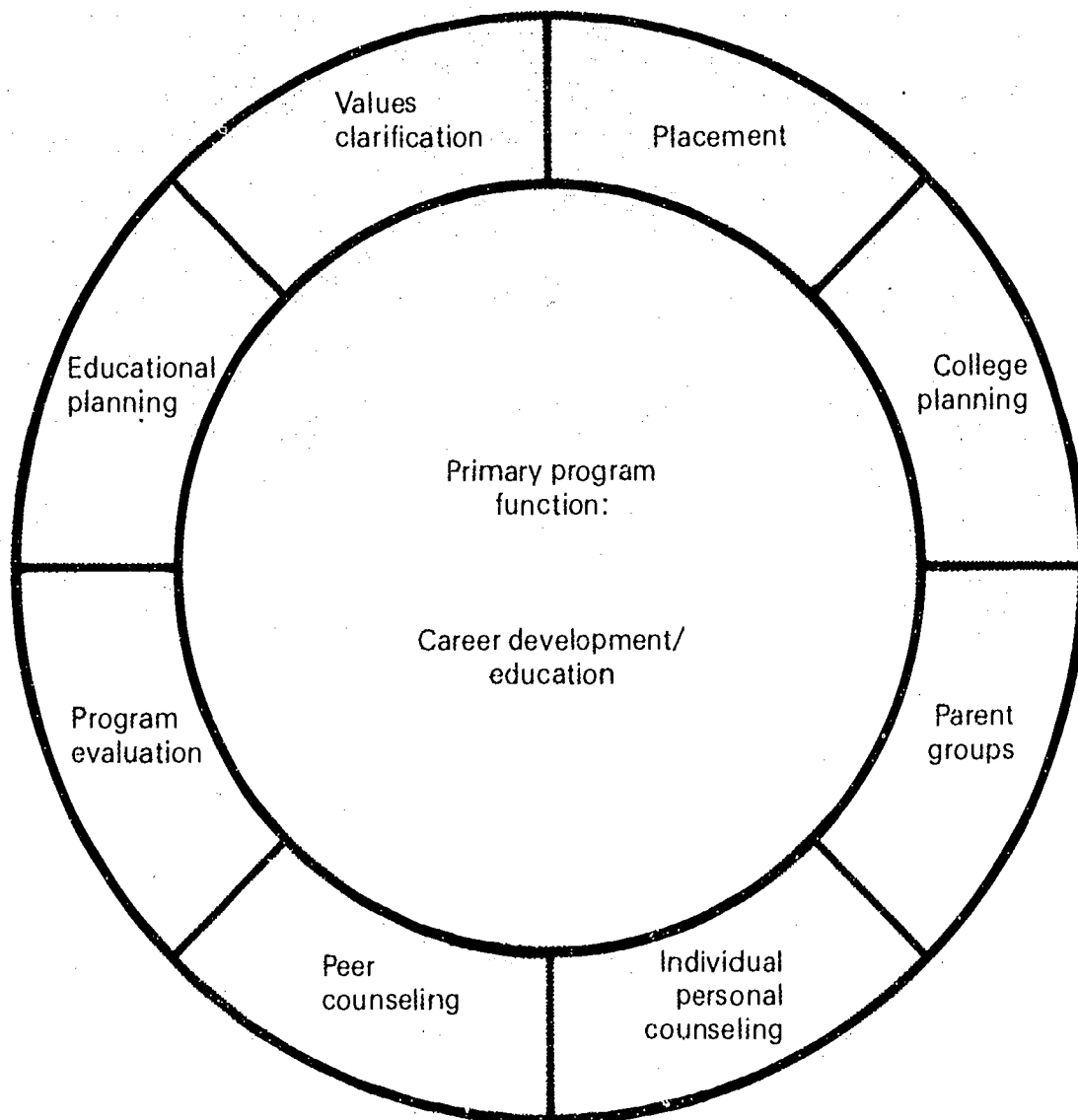
- answers telephone.
- does routine correspondence.
- duplicates materials.
- schedules group and classroom guidance and counseling activities.
- schedules appointments.
- transfers cumulative folders and transcripts.
- maintains materials to be used by teachers, parents, and students.
- records attendance.
- handles and disseminates test materials and posts test results on records.
- assists the counselor and/or teacher in preparing and displaying materials for group guidance and counseling activities.

School Counseling Program Models

During the 1950's, 1960's, and early 1970's, school counseling was characterized by growth, in terms of both numbers and the services offered to consumers. Throughout its history, however, school counseling has suffered from a lack of professional identity and a confusion as to its rightful place in the school. The profession has often found itself in a reactive, defensive stance, rather than in a pro-active, leadership position. Currently many forces are impinging on the growth and stature of the school counseling profession: declining enrollments, reduced financial resources, changing student attitudes, teacher and administrator disillusionment and stress, increased frustration with parental roles, increased social pressures, and interprofessional rivalry.

Some professionals conclude from the present status of school counseling that as a profession it has never fulfilled its promise. As change in education is inevitable, so is change in the school counseling profession. Supplementing the counselor's increased professionalism will be a renewed interest in sophisticated programming and delivery of services.

It is likely that school counseling programs in the immediate future will continue to provide a wide range of services to students, teachers, administrators, and the community. Therefore, it seems most appropriate to develop within each school's counseling program a primary or core focus and a number of secondary or peripheral emphases. The primary/core focus and peripheral emphases would be determined by assessing needs and defining goals and objectives. The diagram which follows illustrates one possible counseling program configuration for a school district.



Example: Primary and Secondary Functions (Career Development Education)

In the following section, eight program models are described. These include:

- Integrated Pupil Personnel Services Model
- Therapeutic Model
- Psychological/Developmental Education Model
- Psychoecological/Environmental Change Model
- School/Community Mental Health Model
- Consultant Model
- Curriculum Model
- Career Education/Guidance Development Model

Integrated Pupil Personnel Services Model

Case Study:

A teacher becomes aware of what she perceives to be an acute drug problem for one of her students. She follows the appropriate referral procedure for her district which is referral to the Director of Pupil Personnel Services who agrees with the teacher that the student does have a serious drug problem and needs immediate help. In this school system the school nurse has had extensive training and experience with drug users. The referral in this model would be to the nurse who provides ongoing assistance to the student in working on the problem.

The main emphasis of this model is on providing services to students, rather than on roles and functions of professionals representing particular disciplines. Teaming is highly valued, and various team members use both their separate skills and their shared expertise to facilitate the growth and development of students. Communication among team members is open and occurs more often than when the focus is on individual disciplines. Case conferences such as those mandated by P.L. 94-142 take place frequently, with team members present, not because of their professional titles, but because of their competencies in certain areas.

One way of implementing the integrated pupil personnel services approach is to designate one individual as the primary referral person. As referrals are made to this coordinator, the next step is to determine who has the competence to respond most effectively to the problems of the referred student. Once this matching of student need and team member expertise takes place, the team member and the student meet to define mutually acceptable goals and objectives. If the coordinator determines that a team effort is needed, it is his/her responsibility to work with members of the team in outlining problem-solving goals.

An integrated model has the advantage of utilizing the unique strengths of each member of the pupil personnel services team. It necessitates a tremendous amount of cooperation among all those involved and a greater commitment to working together as a unit than in the case of discipline-oriented approaches. The coordinator must possess the ability to facilitate a working unit and must have the confidence and trust of those who will be referring students to the team. It is likely that individual members of the team will continue to carry out many of

their traditional functions. For example, the training of the school psychologist dictates that he/she be the primary staff member involved with individual assessment and that the school counselor assume major responsibilities in the career counseling area. An advantage of the Integrated Pupil Personnel Services approach is its adaptability to both high school and elementary school levels.

Therapeutic Model

Case Study:

It becomes apparent to a number of high school teachers in School A that Jane Doe, an 11th grader, is experiencing serious problems in adjusting to her new school. Her attendance is irregular; she interacts with no one in her classes and appears hostile and withdrawn. In School A, the counseling program's highest priority is on dealing intensively on a one-to-one basis with students who are experiencing severe problems. Jane Doe is scheduled for a 45-minute interview once a week for the remainder of the year with a female counselor. She makes excellent progress.

Between 1940 and 1970, many colleges and universities developed psychological clinics and counseling centers. A primary activity of these clinics/centers was providing personal counseling to students with a problem or concern that was interfering with their social and intellectual functioning. As a consequence, graduate students doing their counseling practicum at these university sites became familiar with the therapeutic approach, viewed personal counseling as more exciting than other services performed by school counselors, and became convinced that this focus was the best way to maximize their graduate training.

In school counseling programs oriented toward therapy, the biggest percentage of the counselor's time is spent with a small number of students. Students with the most severe problems receive intensive help, while those who are "normal" may have little or no contact with the school counselor. This approach depends heavily on referrals and self-referrals and on a strong commitment from the student to devote considerable time to the counseling process.

Commitment to a therapeutic emphasis requires that school counselors have a strong background in diagnostic skills, a thorough understanding of counseling theory, and the desire and willingness to spend considerable time with severely disturbed adolescents and children. They also need extensive knowledge and experience in one or more of the following theoretical emphases: behaviorism, client-centered therapy, gestalt therapy, humanistic therapy, reality therapy, rational-emotive therapy, psychoanalytic therapy, transactional analysis, and existentialism.

It is doubtful whether school counselors can become knowledgeable and competent in any of these theoretical approaches in a one-year training program.

Counselors wanting to work in a therapeutically oriented program must also have thorough knowledge of and be skillful in the various aspects of a counseling relationship: empathy, flexibility, spontaneity, involvement, acceptance, listening, encouragement, interpersonal relationship, transference, and value orientation. Also essential is skill in the communication aspects of the counseling interview: reflection, clarification, structuring, confrontation, memorizing and terminating.

Many school counselors derive satisfaction from working intensively with students on a one-to-one basis. It is within this context that they feel able to utilize their knowledge and skills to the fullest extent. An extensive therapy emphasis, however, does make the counselor more vulnerable to stress and professional burnout. The counseling program that requires its counselors to focus their time on individual, personal counseling may need to devise methods for dealing with the severe stress which may result.

An important element in this model is having and using appropriate referral sources. Children and adolescents may be referred who have problems beyond the counselor's expertise and training. Working relationships must be developed with the local mental health center or with other helping professionals, both inside and outside the school, who are competent to work with special kinds of concerns.

A comprehensive therapeutic program includes group counseling as well as individual counseling. Group counseling allows the school counselor to work with a larger number of clients and thereby counteracts the criticism that a therapy-oriented program impacts on too few students. Doing group counseling requires a different set of competencies on the part of the counselor and creates a completely new set of concerns, especially in the area of ethics.

Psychological/Developmental Education Model

Case Study:

A needs assessment administered to students in High School B produces data indicating that there is a need within the school for improved communication skills among students. Students are poor listeners in classes. Defensiveness and hostility are typical responses from students when teachers and fellow students try to engage them in meaningful dialogue. In response to the need for better communication, the counselors set up a series of communication skills workshops, which are offered as part of a unit in 11th and 12th grade English classes. A one-semester course on beginning counseling skills is proposed as part of the curriculum for the next academic year.

Many terms have been used in recent years to describe humanizing efforts in the schools — terms such as: psychological education, affective education, humanistic education, confluent education, and developmental education. Whatever the terminology used, the underlying assumption is that the schools have become dehumanized and are placing major emphasis on knowledge transmittal and conceptual learning. Those who support greater humanism in schools contend that psychological factors are as important in predicting success in adult life as A.C.T. and S.A.T. scores. In this model, the emphasis is on prevention and training, rather than on treating victims of a dehumanized environment.

The Psychological/Development Education Model assumes that counselors are in a strategic position to help build more wholesome school relationships and to assist other school personnel in developing more humanistic learning environments. Gazda (1977) outlines eight propositions which he considers fundamental to the school counselor's involvement in psychological/developmental education:

1. All attempts to teach/educate by educators should be related to the pupil's developmental readiness.
2. If society believes that compatibility among its members is an important goal, then cooperation, rather than competition, should be emphasized during the educational experience.
3. Prevention of educational and interpersonal problems should be pursued much more than the remediation of these defects.
4. Positive self-concepts are developed through successful experiences; therefore, mastery learning should dominate.
5. The process of education should produce responsible, independent citizens.
6. Teachers, counselors, and other educational personnel should be taught in the manner in which they are expected to teach/counsel their pupils.
7. Process skills should be taught to teachers/counselors in such a way that they, in turn, can utilize the same or similar procedures to teach, train, or counsel their pupils.
8. Prospective teachers and counselors must be convinced that neither their education nor that of their pupils is ever really complete.

This approach emphasizes training more than therapy. Energy that counselors would spend on a few students in the Therapeutic Model is redirected toward working with small groups of students, teachers, and administrators. Focusing on Psychological/Developmental Education demystifies the nature of counseling/helping and entails, according to some of its proponents, a "giving away" of counseling skills.

Ivey and Alschuler (1973) outline the following characteristics of this model:

1. Long-term internalization is the goal rather than short-term knowledge and satisfaction.
2. Developmental theory and research suggest competencies that are critical to later development and the approximate age during which they are learned.
3. Eclectic procedures systematically organized to teach a specific outcome are more effective than a simple procedure used to solve a variety of problems.
4. The school or institution has to be treated if the problem is to be solved.

The fullest implementation of this model requires a reordering of the knowledge and competencies often considered essential for the school counselor. New emphases in learning would include:

1. Process consultation,
2. Group dynamics,
3. Organizational development,
4. Humanistic psychology
5. Learning theory,
6. Values clarification,
7. Developmental psychology,
8. The school as a social system.

The school counseling program oriented toward Psychological/Developmental Education will need to impact on the entire school curriculum and, to be accountable, will need to blend carefully the cognitive and affective, rather than place singular emphasis on the "feeling" aspect of education.

Psychoecological/Environmental Change Model

Case Study:

Students in Elementary School C are complaining in large numbers about a dislike for their lunch period. Complaints range from anxiety to negative reactions to the food. The elementary school counselor designs an instrument intended to assess the lunchroom environment to determine if factors can be identified which are creating negative reactions on the part of students. The results indicate that the noise level of the lunchroom is excessively high, too much pressure is being put on children to eat within a short period of time, the temperature in the room is too high, a few older students are intimidating younger children, and the food is not what students in a largely ethnic school

are used to eating. The counselor, in cooperation with administration, develops a plan to deal with those factors which are creating a negative environment for students.

This model assumes that the best way to help students function within the total learning environment is to change the system, rather than individuals. The program, using this approach, seeks to prevent problems by assessing the educational environment and existing programs with the purpose of making carefully planned positive changes. Through working with all segments of the educational community, the counselor hopes to have impact on large numbers of the individuals and thus minimize the criticism that counseling is "for only a few." When students are having difficulty learning course content, present helping approaches assume that something is wrong with the students, which the counselor might be able to remedy. This model takes a broader view, assuming that learner problems may be due to environmental deficiencies, to the interaction between learner and environment, or to learner deficiencies.

Successful implementation of this approach would require changes in counselor training programs. Greater emphasis would have to be given to system change strategies, environmental assessment techniques, designing of learning environments, and program evaluation and development. Currently practicing counselors could acquire most of the competencies through short-term workshops and additional graduate courses.

School/Community Mental Health Model

Case Study:

In Elementary School E teachers become aware of a 10-year-old male student who is constantly hitting and pushing other students. His course work is very much below the level predicted by his aptitude and achievement test results and his teachers are finding that more and more of their time is spent trying to prevent problems between the student and his peers. The teacher notifies the principal who, in turn, contacts the local mental health center director who immediately sends a specialist in children's mental health to begin work with the student. In concert with the boy's parents and teachers, the mental health counselor develops a plan for dealing with the boy's problems.

In many respects the goals for school counseling programs are similar to the goals for community mental health centers. Both organizations try to help members of their respective constituencies become productive members of society. Both school counselors and mental health counselors utilize behavioral science interventions to achieve their goals. Delivery systems in both settings are giving increased attention to pro-active, developmental approaches, rather than reactive or remedial. A collaborative effort between school counselors and mental health professionals results in more effective response to the needs of the community's youth.

A School/Community Mental Health Model necessitates that goals and priorities in both programs be clearly articulated and that the personnel involved in the programs know what they are. To maximize collaboration, the philosophies of the two programs should be closely related. The effectiveness of the cooperative efforts would be diminished if one program were developmental in focus and the other's thrust were remedial. Professionals at the community mental health center should also have knowledge of the school's policies and population. Inservice workshops and formal course work for the community mental health personnel should be in areas related to functioning within a school organization. Such knowledge will make it easier for the mental health counselor to understand the relationship between the characteristics of the school and the problems facing its students.

A school-agency coordinating council should be formed to facilitate cooperative efforts between school counselors and community mental health professionals. This entity would have responsibility for outlining referral procedures, negotiating specific responsibilities within the helping systems, scheduling workshops benefiting the employees of both agencies, and evaluating the quality of services provided.

This model can be implemented in any setting even though it may be best suited to small or middle-sized communities. It seems especially appropriate for a community whose school is not large enough to provide a total spectrum of pupil personnel services and whose mental health center staff is too small to provide comprehensive services to students. It might even be feasible in some communities for the school and the community mental health center to share the funding required to employ certain professionals.

Consultant Model

Case Study:

A junior high school teacher is experiencing serious discipline problems with his social studies class. He finds that homework is not being done, students are not responding in class, and many diversionary tactics are being used by students to keep the class in constant confusion. He discusses his problems with the counselor who, in a consultant capacity, analyzes the classroom difficulties and develops a plan for dealing with each of the concerns which have been identified. A learning through discussion approach is designed which combines outlining textbook material with classroom discussion.

During the past few years schools have realized that the school counselor's ability to work with individual students on a one-to-one basis is limited. As an approach, consultation differs from counseling in that the major focus of the professional's work is not directly on the student, but on those who must spend considerable time with the student, e.g., teachers, administrators, parents. The counselor-consultant role is to help the teacher/administrator/parent define the problem, identify interventions and strategies which might contribute to

solving the problem, and conduct periodic follow-up to determine the success or failure of whatever approaches are selected. By working directly with those adults who have ongoing contact with the student, environmental changes can be made and certain behaviors directly reinforced which, it is hoped, will have positive consequences for the student.

Consultation, as an integral part of a school counseling program, involves a number of interrelated functions. Among these are direct and indirect services to the child and direct services to the teacher, to parents, and to the school system. The skills necessary to deliver consultative services include knowledge and training in human relations, group processes, communication, time management, classroom management, and organizational development. Emphasis is on cooperation among all those who have significant contacts with a student, rather than on isolated treatment of the student's problem.

Consultation is viewed as a sequential process involving the following steps: entry (establishing the relationship), identifying the problem, planning for change, evaluation, and termination.

Through an ongoing system of evaluation, the consultant determines if the suggestions for change are having positive results. If not, new plans for change are developed and evaluated. Once the program is deemed successful, or at the end of the time established for the consultation intervention, the relationship is terminated or the contract for consultation services renegotiated.

Counselors acting as consultants can expand the impact of their expertise by enhancing teachers' interpersonal competencies and understanding of human behavior. Ideally, the consultant approach reduces the number of student problems which might need individual attention at a later time.

Curriculum Model

Case Study:

An evaluative study in a high school district provides data indicating that counselor involvement with the total school program is minimal and that many students are complaining that the school curriculum is irrelevant for their needs. A joint teacher/counselor committee determines that the number one priority for the counseling program should be increasing counselor impact on the school curriculum. To accomplish this, the following goals are established:

1. School counselors will design a program and train upper level students to become involved in:

- a. Cross-age and peer teaching (students will be given training in group skills, listening and responding, and in decision-making skills so that they can assist in tutoring and other instructional endeavors).
- b. Teaching counseling skills to peers.

2. School counselors will design and implement programs in communication skills for teachers and administrators.
3. Workshops conducted by counselors will be designed dealing with motivational strategies, new approaches to discipline, and innovative instructional approaches.
4. Counselors will work with a committee of teachers and administrators to more fully develop the affective aspect of the school curriculum.

Since its early days, proponents of school counseling have felt that counseling is supportive of curriculum but exists largely outside the school curriculum. Aubrey (1979) states that the present placement of guidance and counseling within the structure of education obstructs any significant curricular involvement by school counselors at the secondary level. Elementary and junior high counselors typically are more highly involved with curriculum and the instructional process. Aubrey believes that a number of areas relating to the school counselor's role with curriculum need addressing:

1. Who is most knowledgeable in advising students of curricular offerings—counselors or teachers? What areas of expertise/knowledge do each have in common and what is unique to each? How can this expertise/knowledge best be organized and presented to students?
2. What rationale justifies the use of school counselors as schedulers of students for curricular offerings and as persons empowered to drop and add subjects/classes? Does this rationale include an explanation of how these responsibilities can overcome antagonism between the stated aims of counselors and how they are perceived by students, teachers, and parents as counselors carry out their responsibilities?
3. If school counselors are viewed as essential agents in helping teachers to achieve curricular objectives successfully, shouldn't school counselors be given a voice in determining curricular objectives? If so, what vehicle(s) can be created to accomplish the outcomes?
4. Within the current school curriculum, irrespective of specific disciplines, can a core of objectives be identified that is similar in nature to the stated aims of guidance and counseling? If so, how can school counselors and teachers work together (inside and outside of classrooms) to achieve these objectives?

5. What role should school counselors play in assessing and evaluating the formal and informal school curriculum? In particular, based on counselor contact with students, how should counselors deal with curricular commissions and omissions reported to them?

(Aubrey, 1979, p. 156)

There are two major ways school counselors become involved in the school curriculum. In the first, counselors assist in the implementation of curriculum objectives by providing assessment data about students to teachers, by evaluating various aspects of school curriculum through interviews and conducting follow-up studies, and by providing consultant help to teachers as they attempt to humanize the curriculum. In the second, school counselors become directly involved in the school curriculum by designing credit-producing courses similar to other subjects within the school curriculum. Sprinthall (1978) suggests that, in some schools, a beginning may be to co-teach some units on values clarification, gestalt exercises or a communications module for six to eight weeks. Further activity could involve teaching or co-teaching classes with such titles as The Psychology of Peer Counseling, Cross-age or Peer Teaching, Cooperative Learning Child Development, or any one of a variety of process-oriented, action-learning programs. A long-range goal would be the design of interdisciplinary courses in human behavior with teachers and counselors sharing responsibility for the courses. Another possibility would be designing for each grade level semester courses which utilize the counselors' competencies. At the high school level, these courses might include career development, human growth and development, values clarification, communication skills, or decision making.

To fully integrate school counseling within the curriculum, the school counselor needs knowledge and competencies in classroom content and process, child and adolescent development, group processes, curriculum development and theory, and humanistic approaches to teaching and learning. The counselor who becomes involved with the teaching of courses needs to understand how to plan for teaching, how to utilize appropriate instructional strategies, and how to evaluate instruction.

Career Development/Education Model

Case Study:

Data collected from a needs survey in High School District F indicates that students are making poor career choices, are dissatisfied with their choice of colleges, and are not utilizing the opportunities provided by the district's technical and vocational programs. The counselors, in conjunction with the district's curriculum director, develop a four-year plan for career development which includes a six week unit at all grade levels dealing with career development tasks. The counselors assume responsibility for developing and delivering this program.

Included in this program model are many terms and definitions which create confusion for both counseling practitioners and consumers of career-oriented services. Since the early 1900's, such terms as vocational guidance, vocational counseling, career counseling, career guidance, and career development have been important to the school counseling function. In the 1970's, another term, career education, was added to the concepts with which the school counselor needs to be familiar. Definitionally, experts disagree as to the differences among the three most widely used terms—career education, career guidance, and career development. The following definitions are being offered as clarification of these terms.

1. Career development refers to a developmental process extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style.

(Hoyt, 1977, p. 11)

2. Career guidance is part of career education, a systematic program involving counselors and teachers, designed to increase one's knowledge of self; of occupations, training paths, and life styles; of labor market trends and employability skills; and of the career decision-making process, which helps the individual gain self-direction through purposeful and conscious integration of work, family, leisure, and community roles.

(Hansen, 1977, p. 39)

3. Career education is the total effort of educational agencies and communities in presenting organized career-oriented activities and experiences to all persons from nursery school through adulthood and orients the entire educational plan into one, unified, career-based system. (Illinois Elementary Occupational Information Program)

Another term which combines career education with a developmental focus is "Career Development Education." This term means "educational interventions by teachers, counselors, parents, and community designed to further a person's career development." This term will be used in this section with the understanding that what is important is not the term but career assisting "under whatever the preferred rubric."

(Cramer, 1978, p. 17)

According to Gysbers (1978), the following steps must be taken immediately to implement more fully the understanding of career guidance that has emerged during the past ten years:

1. Bring together previously fragmented and isolated guidance methods, techniques, and resources under the broadened career concept so that career guidance becomes the organizer for a total, comprehensive, developmental program, early childhood through adult years;

2. Establish career guidance as a program that is a full partner with other programs in schools, institutions, and agencies;
3. Plan and implement career guidance programs that respond to developmental, as well as immediate and/or crisis needs of individuals;
4. Understand that career guidance has a content or curriculum base, a base that is measurable and therefore accountable;
5. Understand that while a team approach is mandatory in the planning and implementing of career guidance programs, the professionally certified counselor provides both direct services to individuals and consultative relationships with other members of the career guidance team;
6. Understand that a comprehensive, developmental career guidance program includes components of placement, follow-up, and follow-through."

(Mitchell and Gysbers, 1978, p. 25)

Gysber's steps in implementing a career program, even though he does not use the term "Career Development Education," contain a heavy emphasis on development, as well as a focus on career guidance as a full partner with other components of the school curriculum. This approach does not preclude the inclusion of such services as placement, interviewing, and follow-through.

The school counseling program focusing on Career Development Education would contain the following direct service components:

1. Counseling individuals and small groups;
2. Conducting student assessment (ability, achievement, interest, personality, etc.)
3. Disseminating occupational and educational information;
4. Conducting career awareness, exploration, and experience-based programs;
5. Operating student service activities (e.g., career centers, job placement programs, etc.).

These broad functions are broken down into the following more specific counselor responsibilities:

1. Assist students to develop personal planning and decision making through individual and group counseling.
2. Use counseling strategies to help students become aware of personal attitudes and interests.
3. Assist students to identify, acquire, evaluate, and use self, occupational, and educational information.

4. Assist students to understand and apply data about their attitudes, achievements, aptitudes, and interests to their career decisions.
5. Assist the individual to realize that each person has a unique set of characteristics and that to plan realistically, each must achieve an accurate appraisal of personal strengths and weaknesses from which to evaluate available alternatives.
6. Assist students to acquire decision-making skills: generating alternatives, gathering information, predicting probability of outcomes, applying a decision-making strategy and evaluating process.
7. Interpret to students the role of life style and leisure in career development and the need for skills and information related to these emphases.
8. Assist students to recognize and assume individual responsibility for their own career planning.
9. Administer and interpret student measurement devices (aptitudes, interests, values) needed in career development.
10. Assist students to obtain preplacement/employability skills, including such activities as filling out employment applications, interviewing, sampling work experiences, and developing work-related interpersonal skills.
11. Place students in part-time work experiences, paid and volunteer.
12. Assist students to understand the various forms of post high school education opportunities (such as apprenticeship, military service schools, on-the-job training, correspondence schools, occupational education, college) and the likely relationship of each to various career patterns.
13. Evaluate student career development experiences in the school and community and use the information in counseling with students.
14. Assist students in identifying and obtaining exposure to realistic and appropriate role models.

The implementation of a Career Development Education program, involving the delivery of services of the type described above, necessitates that the counselor have considerable academic and work experience in career-oriented areas. Courses in developmental theory, decision making, counseling techniques, group processes, information sources, and work environments would be among the most essential.

One of the exciting aspects of the Career Development Education model is the availability of previously designed programs, components, and creative ideas for implementing key concepts. Among the program possibilities is the Career Resource Center as described by Jacobson (1978). The Career Resource Center represents a way of offering school counseling services which maximizes staff efficiency; enhances the image of the school counseling program among students, teachers, and other pupil personnel services professionals; and provides for service delivery at a low cost. The Career Resource Center, which was originally a career alternative, has now evolved into a full human resources center with all pupil personnel services team members operating in proximity to it. Goals of the Career Resource Center are increased student contact with school counseling services, as well as increased usage of available materials and resources. The Career Resource Center concept has resulted in expanded physical facilities and increased budgetary support for the entire program.

It is unlikely that anyone making an in-depth analysis of school counseling program content would find a single program that did not give some attention to careers. In many instances the school counseling program has a triadic focus—educational counseling, personal counseling, and career counseling. In school systems using a Career Development Education approach, the other functions would continue to be performed. The differences would be in the system-wide emphasis given to student development in the career area and the increased amount of staff time allocated to Career Development Education. As is true with many other program thrusts, differentiated staffing and a close relationship with community agencies would be essential.

In this chapter, eight models for school counseling programs were described. Basic attributes common to these models are:

1. The program is based on a careful assessment of needs.
2. The program is being constantly evaluated, and changes are made based on these evaluations.
3. The program is unique to the school in which it is located. It is unlikely that any two schools would have exactly the same program.
4. A model program fits in closely with the goals and objectives for the entire schools.
5. The program efficiently uses available human resources.

6. Operationally, the program takes into account the psychological development of the students and uses strategies and techniques appropriate to the level of the students for which the program is designed.
7. A model program follows a prescribed outline including objectives, interventions, strategies, evaluation, plans, etc., and is available to other schools in such detail that they can understand the content of the program.
8. A model program adheres to accepted ethical standards and is consistent with state and federal legal mandates.

These program models will serve as the foundation for the total school counseling program. Many of the traditional services delivered by school counselors will continue to be performed to some degree, either with the counselor directly responsible for service delivery or indirectly involved in the training of those who deliver the service. With this emphasis on a major program thrust (program core), those responsible for the counseling program will be better able to establish priorities for their functions and consequently increase their accountability to consumers. This will result in more visible, positive changes in students, as well as a positive impact upon the total school system.

Staffing Patterns

Regardless of the personnel (i.e., director of personnel, guidance and counseling director, etc.) involved in employing counselors, considerations should be given to developing a staff whose members have:

1. diversity of background experiences and work histories;
2. variety of effective personality traits and styles of behavior;
3. differing areas of special competencies or speciality of training;
4. proven skills in working effectively with elementary, junior high/middle and high school students and parents.

Once a staff is employed who possess these characteristics, assignments need to be made. There are two common methods of assignments:

1. Differentiated assignments — Counselors are not assigned a section of the student body, but are available to all students. Assignments include specialization in one or more of the following areas:
 - a. department chairperson or manager
 - b. career and vocational information
 - c. college and scholarship information
 - d. crisis intervention
 - e. personal/social counseling
 - f. group guidance
 - g. staff consulting
 - h. liaison with special services
 - i. liaison with community services
2. Student assignment — Each counselor is assigned a portion of the student body for all services. The counselor is considered a generalist. Counselors accept equal responsibility for all tasks. Assignments may be by age range, alphabetical order, class, etc.

Many programs are a combination of the two patterns. Counselors are assigned to areas of specialization and a portion of the student body. The ultimate decision, however, should be based on the needs of the system as they relate to the comprehensive guidance and counseling program.

Facilities

When establishing a counseling program, physical arrangements need to be made which will enhance the purpose of the guidance and counseling program. Physical arrangements need to ensure privacy, be equipped appropriately, and provide pleasing accommodations. Some suggestions for locating and equipping the guidance and counseling area are suggested below:

1. Provide attractive and comfortable furniture;
2. Arrange for visual and auditory privacy;
3. Provide private telephone(s);
4. Equip elementary counseling areas with play media and children's furniture;
5. Provide storage space;
6. Provide locked files for security;
7. Provide space for secretarial staff, display area, visitors waiting area and private counseling offices;
8. Separate and locate guidance and counseling area away from administrative offices;
9. Provide a direct entrance;
10. Make area accessible to students by giving consideration to traffic patterns.

Chapter 3

DELIVERY OF SERVICES

Developing a Comprehensive Guidance and Counseling Program

Principles

The school counseling program, as a part of pupil personnel services, has distinct, identifiable goals designed to meet the emotional, social, educational and career development needs of all students.

The philosophy of guidance and counseling is founded in the following basic principles:

1. Each individual has inherent worth and dignity.
2. Individuals at all ages have the capacity for decision making congruent with their stage of development and need to trust in that capacity.
3. Each individual is different from all other persons and has the right to retain that uniqueness if he/she so chooses.
4. Each individual has the innate capacity to learn and needs assistance in becoming self-directing.
5. Learning occurs in all the environments of the individual, not just the school. Learning is enhanced with the active participation of the learner and all the principals of his/her life.
6. Learning is a lifelong process.
7. Each individual needs skills to cope productively with change.

Influencing Factors

Regardless of the major emphasis of the program model, the development of the comprehensive program proceeds in a similar manner based on the above principles. Any program configuration would be based on data obtained from a carefully designed needs assessment, would include clearly stated objectives, would provide interventions and strategies consistent with the objectives, and would include a methodology for evaluating the total program as well as program components.

Prior to instituting a needs assessment procedure, school counselors will need to: be familiar with the objectives for counseling within a school system, have an understanding of procedures for ranking these objectives, and have available to them an inventory of resources for implementing counseling objectives within the district. Once objectives, available resources, and deficiencies are identified, the formal process of conducting a needs assessment can be undertaken.

The development of a comprehensive school guidance and counseling program through a systematic approach must take into account various factors which influence the counselor's ability to function effectively in the school. These include:

1. relationship to goals and objectives of the school system,
2. community characteristics,
3. background and training of staff,
4. availability and relationship to other pupil personnel services professionals,
5. availability of community services.

In the development of any kind of school counseling program, the designers must remember that the program operates within a total school system and that the goals and objectives for the school counseling program must be in concert with those defined as having priorities for the entire school system. If based on an assessment of needs, the emphases for a school counseling program are inconsistent with those established for the entire system, attention must be given to resolving these differences through a program of planned change. Postponing the implementation of a new school counseling program until changes in the overall goals for the school program can be accomplished is preferred to implementing a new program and having to abandon it due to lack of understanding and community resistance. Because of possible resistance from other publics with whom school counselors work, it is suggested that representatives from various groups work with school counselors in defining priority emphases within the total program.

As important as it is for school counselors to work within the context of the total school system, it is as important to consider the characteristics of the community in which the school is located. The values, attitudes, and social characteristics of the community affect the needs within the school for a particular focus within the school counseling program. The involvement of school counselors in such programs as values clarification, sex counseling, and drug prevention may be influenced by community attitudes toward these topical areas.

Steps in Developing a Comprehensive Guidance and Counseling Program

1. Needs Assessment

a. Purpose

- (1) Provide information for making decisions for program development.
- (2) Establish priorities for the use of time.
- (3) Establish annual goals and objectives.
- (4) Assist educational staff, students and parents to develop shared understandings of the school's guidance and counseling program and their responsibilities for implementation.
- (5) Assist administration, counselors and teachers to improve their own guidance and counseling practices and techniques.
- (6) Organize information which can be communicated to interested parties concerning objectives, activities, needs and values of the school guidance and counseling program.

b. Organize a planning group.

- (1) Identify a coordinator.
- (2) Obtain authorization from the superintendent.
- (3) Form a group to include representation from the administration, counselors, teachers, students, parents, board of education members, and community representative.
- (4) Orient planning group to guidance and counseling needs assessment and possible goals of a guidance and counseling program.

c. Select instruments and obtain data.

- (1) Analyze amount of time spent on activities and services to students, teachers, administrators and parents.
- (2) Prepare brief summaries of examples of guidance accomplishments or needs.
- (3) Survey students, parents, teachers and administrators.

d. Develop procedures for summarizing data and interpreting results.

- (1) Establish a system to obtain survey responses (e.g., follow-up phone call, hand collection, etc.).
- (2) Identify resources to summarize data (e.g., hand tally, computer, etc.).

- (3) Compare data with previous needs assessment data and program evaluation.

- (4) Develop the report.

e. Disseminate results.

2. Objectives and Activities

a. Purpose

- (1) Objectives and activities provide a basis for planning, organizing, and evaluating the total guidance and counseling program.
- (2) Objectives and activities give purpose and direction to a guidance and counseling program.
- (3) Objectives and activities provide a foundation for communication, understanding and cooperation among staff members.

b. Develop Objectives.

- (1) Establish a priority for objectives.
- (2) Determine existing efforts and their success relating to each objective.
- (3) Select objectives.

c. Develop Activities.

3. Evaluation Criteria

a. Purpose

- (1) Provides guidelines for examining the provisions, activities, organizational structure and administration policies of a comprehensive guidance and counseling program.
- (2) Provides a basis for planning and organizing program activities and for developing job descriptions and schedules.

b. Develop criteria for direct guidance and counseling services, indirect guidance and counseling services coordinated by counseling staff, organization and administration of guidance and counseling program, staff participation in guidance and counseling program and school program provisions which facilitate the achievement of guidance objectives.

c. Assess the extent to which the established criteria has been met.

- d. Prepare a report on guidance and counseling program accomplishments and recommendations for future program development.

- (1) Discuss tentative report with administration and counselors.

- (2) Prepare verbal report to total staff and school board.

4. Program Plan

a. Purpose

- (1) Organize objectives, activities and evaluation components.

- (2) Schedule time.

- (3) Make assignments.

- (4) Determine impact and resources (human and material).

- b. Develop a calendar of activities involving all counselors and administration.

- c. Share completed calendar with teaching staff and school board.

- d. Obtain administration and school board approval.

B. Program Outcomes

Objective

- 1. Orientation of students new to school will enhance the student's personal competency.

Activities

- 1.1 To provide a program for beginning of school year to orient groups of students to each other, faculty and staff, rules, curriculum, and individual schedule.

- 1.2 To provide a program to orient individual students to the above at any time during the school year.

C. Population-Based (e.g., students, teachers, administrators, parents, counselors)

Teacher Objective

- 1. Assisting teachers to understand the students for whom they are responsible.

Activities

- 1.1 Teachers will become knowledgeable about the individual student's present abilities to function educationally.

- 1.2 Teachers will become knowledgeable of the general nature and range of student abilities in a classroom group.

- 1.3 Teachers will identify the characteristics or conditions which affect learning.

D. Function-Based (e.g., group guidance, placement, appraisal, consultation, etc.)

Appraisal Objective

- 1. To provide students the opportunity to examine their potential, achievements and interests which will enable them to make more relevant educational, career/life, occupational and personal/social decisions.

- 1.1 Students will take interest inventories.

- 1.2 Students will take achievement tests.

- 1.3 Students will develop and keep own personal files.

- 1.4 Students will identify personal strengths and weaknesses.

- 1.5 Students will attend small group sessions on decision making and problem solving.

Sample Objectives and Activities

Developing objectives and activities can take a variety of forms. They may be written in terms of program outcomes, student outcomes, in reference to specific populations, in categories related to functions, according to grade levels, etc. Listed below are examples of four forms of developing goals and objectives. It is important to remember that whatever form a district decides upon, the objectives and activities should be measurable and written based on sound needs assessment data.

A. Student Outcomes

Objective

- 1. The student will demonstrate understanding of the influencing factors in developing a positive self-concept.

Activities

- 1.1 The student will be able to discuss situations that cause a variety of behaviors.

- 1.2 The student will be able to distinguish between the positive and the negative influences on attitudes toward self.

- 1.3 The student will be able to identify interests, abilities, and aptitudes as components of personal uniqueness.

Professional Commitment

As consumers of school counseling services become more aware of their rights as users of the services, each counselor faces increasing pressure to perform professionally. Being accountable for maintaining the highest standards possible necessitates that the school counselor:

1. Be familiar with the code of ethics of the appropriate professional organizations.
2. Be aware of the meaning of professional standards for school counselors and what constitutes professional malpractice, and
3. Be competent in the use of those interventions necessary to carry out the responsibilities of the school counselor.

The "Ethical Standards" published by the American Personnel and Guidance Association (APGA) is the ethics code most applicable to school counselors. As the school counselor's role and functions become more complex, it becomes increasingly important that counselors confer with other professionals on the ethical implications of various cases and that they understand the ethical implications of decisions before they are made. Sample ethics cases, such as those provided by VanHoose and Paradise (1979) offer potential for discussion and evaluation of alternative solutions.

Abiding by a code of ethics helps counselors to avoid accusations of malpractice. Malpractice difficulties develop when counselor negligence results in damage to the student. According to Pope, Simpson and Wiener (1978), malpractice results from such deficiencies in counseling as:

1. Breakdown in the counselor-student relationship for which the student seeks redress.
2. Breach of confidentiality.
3. Premature termination of counseling.
4. Provision of misleading or erroneous information.
5. Inappropriate diagnosis of the client's problem.
6. Failure to warn victims of client threats.
7. Failure to take appropriate action in interactions involving potential suicide.
8. Improper interventions and counseling methodologies.

What does a code of ethics really mean to the school counselor? What happens if there is a blatant violation of ethical principles? Ethical codes are adopted by professional organizations as guidelines for their members' behavior. Obviously, if the school counselor does not belong to the APGA, any violation of the ethics code will be a personal matter, rather than a matter to be dealt with

by the professional organization—one can hardly be policed and punished by an organization to which he/she has no allegiance. The success of an ethics code for school counselors depends on their personal commitment to exemplary professional behavior.

The following section identifies some issues which districts need to consider, discuss and around which local policy or guidelines should be developed. These issues include:

1. Obtaining consent for counseling.
2. Discontinuing counseling or terminating counseling prematurely.
3. Use of interventions without proper training.
4. Misuse of appraisal instruments.
5. Use of specialized counseling approaches.
6. Provision of misleading or erroneous information.

Obtaining Consent for Counseling

Increased emphasis on student rights necessitates that the school counselor understand the legal and ethical implications of consent for counseling. Operationally, consent for counseling can involve the counselor's obtaining permission from the student or from the student's parents before counseling is initiated. Questions which might be raised around the consent/permission issue include:

1. For what kinds of interventions, if any, is consent of student and/or parents required?
2. At what age is a student capable of giving informed consent?
3. What is the relationship between the parents' right to know and the privacy rights of students?
4. What happens if the counselor and the school determine that counseling services are needed and consent cannot be obtained?
5. How does the topic of consent relate to professional ethics?

Even though most of the above questions have no clear-cut answers, some additional information may be valuable to the school counselor. In the case of question 1, there are many kinds of counseling interventions for which consent should be obtained. Examples include behavior modification, sex-gender counseling, placement in special classes, and involvement in programs in which students may be labeled as having a potential for problems such as drug or alcohol addiction.

As for the age at which students are able to understand well enough to give informed consent (question 2), absent any statutory provision, 12 appears to be an acceptable age. Age 12 has been legally defined in Illinois as the age of consent for treatment for venereal disease or drug addiction, or abortion (within the first three months of pregnancy) without parental consent. Persons 12 years of age or older must also be told of their right to object to being admitted to a mental institution. Under the mental health code, patients 12 or older have the right to inspect and receive copies of their records upon request.

The question 3 of a student's privacy rights versus the parents' right to know is a difficult one. Here, the common sense of the counselor may be as important as any ethical guideline. In the case of some counseling issues such as abortion counseling, the courts may provide some helpful guidelines. Certainly, the counselor would be wise to explore with the student the pros and cons of obtaining parental consent before making any decisions.

Ethics Codes of both the APGA and the American Psychological Association (APA) deal with the issue of student consent (question 5). Section B.7 of the APGA Ethical Standards states:

Counselees shall be informed of the conditions under which they may receive counseling assistance at or before the time the counseling relationship is entered.....In individual and group situations, particularly those oriented to self-understanding or growth, the member-leader is obligated to make clear the purposes, goals, techniques, rules of procedure, and limitations that may affect the continuance of the relationship.

Goals for school counselors should be the fullest implementation of the above provisions of the ethics codes and openness with students about the nature and scope of the counseling that is going to occur.

Discontinuing Counseling or Terminating Counseling Prematurely

An area of concern to helping professionals is termination of the counseling relationship too soon, too abruptly, or without referral to another professional. In the case of the school counselor, the ending of the school year is a time when certain procedures need to be followed to assure that the student is receiving proper help during the summer months. These procedures would include:

1. Thorough discussion with the student of the alternatives which might exist for the summer;
2. Meeting with immediate supervisor and other involved members of the pupil personnel services team to discuss possible referral agencies;
3. Meeting with student's parents to discuss the need for continuing counseling and possible referral to outside agencies;

4. Contacting referral agency, if parents agree to referral, and making arrangements for the student to be counseled;
5. Meeting with student to explain the nature of his/her counseling at the end of the school term.

Once these steps have been followed, major responsibility for what happens next is up to the parents. In most instances, the parents will be expected to transport their child to the agency and meet whatever financial obligations are incurred.

The school counselor will be faced with a dilemma when the student needs to continue with counseling, but parents refuse to give their permission. In Illinois, any minor 14 years of age or older may request and receive counseling on an outpatient basis at a State of Illinois Mental Health Facility. However, until the consent of the minor's parents has been obtained, counseling is limited to five 45-minute sessions (Mental Health and Developmental Disabilities Code, Article V, Sec. 3-501, 1979). In many cases, counselors may have to accept the reality that if the parents do not give permission for counseling to continue, there is little that can be done. Unless the counselor discusses the situation with parents, however, the counselor may be liable for failure to provide proper treatment and assistance.

Use of Interventions without Proper Training

Section A.5 of the APGA Ethical Standards states:

The member neither claims nor implies professional qualifications exceeding those possessed and is responsible for correcting any misrepresentations of these qualifications by others.

The broad role expectation for school counselors—creating an "all things to all people" philosophy—sometimes places counselors in situations where they are asked to perform services for which they have marginal training or experience. The problem is further complicated by the nonspecific nature of what kinds of experience counselors need before they can be considered competent. A one-year preparation program is less than adequate for developing skills in all areas in which the counselor is asked to function. The pupil personnel services teaming concept is one way of eliminating the need for school counselors to be competent in every possible area of the helping professions. Referral to professional colleagues is a way of maximizing the talents that exist in a school district.

1. **Group counseling.** Counselors wanting to work with groups need to have academic preparation in group counseling, extensive knowledge of group counseling techniques and experience leading groups under expert supervision. The advantages of using group approaches are many, but they can quickly disappear if ill-conceived groups led by inadequately trained counselors become part of the school's program.

2. **Counseling techniques—theoretical approaches.** Many school counselors have had only a single course in counseling theories and techniques. By necessity, many such courses include an overview of various theories and techniques, but little in-depth training in the use of any one particular theory. The ethical counselor who wishes to use, for example, Rational-Emotive Therapy or Reality Therapy, needs to have a strong theoretical foundation as well as experience in the application of the particular approach. These competencies may have to be acquired through attendance at workshops, institutions, and inservice programs.

Misuse of Appraisal Instruments

A school counselor interested in following ethical guidelines does not use any tests or inventories without prior training in the administration and interpretation of the appraisal instrument. Section C.4 of the APGA Ethical Standards states:

Different tests demand different levels of competence for administration, scoring, and interpretation. Members must recognize the limits of their competence and perform only those functions for which they are prepared.

It is mandatory that school counselors who wish to use personality measures and individual mental tests have the background necessary to administer, score, and interpret these instruments. As a member of a pupil services team, the counselor refers many students who have a need for testing to the school psychologist.

Use of Specialized Approaches such as Drug Counseling, Assertiveness Training, Systematic Desensitization, Sex-Oriented Counseling, Peer Counseling

Many specialized approaches are used by school counselors with a great deal of success. Using such interventions and strategies demands specialized training. Some well-intended special programs fail because the counselor's competency is not at the same high level as his/her enthusiasm. Many workshops and institutes provide training in a particular area. How much training a counselor needs before becoming competent is a difficult question to answer; much responsibility in making this determination rests with the individual counselor. Appraising the level of competency attained is especially difficult in areas where the majority of training is cognitive and little opportunity exists to work with actual groups or individuals under supervision. The counselor should consider the possibility of assessing the talents of all members of the pupil personnel services staff. Assignment of responsibilities should be, at least in part, based on specific competencies achieved by members of the counseling staff.

Provision of Erroneous or Misleading Information

Some counselors have many opportunities in their day to provide information. For example, high school juniors and seniors request information about certain career areas; high school students want to know the entrance requirements of specific colleges and universities; parents want information on whether coaching has any effect on college entrance test scores; elementary teachers want data on how their students compare with students in other schools; parents of elementary school students want information on how to deal with difficult behavioral problems; junior high students want to know how certain kinds of drugs will affect them.

It is the counselor's responsibility to insure that the information provided to students, parents, or teachers is accurate, up-to-date, and relevant. If a high school student wants information on entrance requirements for the University of Illinois, it is not enough to delve into a college counseling handbook or a college catalog which is not current. For the student wanting information on career opportunities in teaching, it is of questionable ethics to share some perceptions the counselor has acquired from a family friend who has been unable to find a job as a college instructor of philosophy. The most recent *Occupational Outlook Handbook* is a valuable resource. Contacting the placement bureau of a nearby college can also provide valuable information. It may take the school counselor a bit longer to find the most recent, relevant information on a particular topic, but the counselor who operates under rigid ethical standards accepts no other alternative.

Rather than provide immediate answers to student's questions, the counselor may wish to assist them to find the information they are seeking on their own. School counselors cannot be expert in all informational areas; successful implementation of a shared information-gathering approach relieves counselors of impossible demands on their time and helps students acquire skills in and accept responsibility for future information-seeking endeavors.

To avoid malpractice suits and maintain behavior consistent with ethical principles, it is suggested that school counselors utilize the following recommendations as they apply to local work settings.

1. Keep up with new developments in school counseling interventions and strategies.
2. Continually evaluate progress made in counseling based on goals defined early in the counseling process.
3. Warn students of possible consequences of interventions and procedures used.
4. Have a sound rationale for counseling interventions, strategies, and procedures used.
5. Consult with professional consultants, supervisors, and professional peers as to the best procedures to use with particular students.

6. Obtain written consent from students or parents before recording interviews, releasing information, or using experimental interventions.
7. Take direct, appropriate action with students who endanger themselves or others.
8. Treat each student with respect for his/her person and his/her ideas.
9. Become aware of and attempt to deal with those aspects of the counseling relationship which may interfere with the progress of counseling.
10. Confine relationships with students to the office, except for specific situations which necessitate out-of-office contacts.
11. Do not terminate a relationship prematurely; make suitable arrangements for students who need to continue in counseling beyond the end of the school year.
12. Provide necessary information about students to other professionals, but do not share confidential, potentially destructive information.

The 1980's promise to be a time when legal principles and ethical considerations are sharply scrutinized on many levels. Several factors have already required counselors to examine legal principles and court decisions. Among these are:

1. Several court decisions have had a direct or indirect impact on the functioning of counselors and other helping professionals.
2. Federal and state laws have been passed which have a close relationship to the functioning of counselors.
3. The number of malpractice suits against professionals and of money settlements against professional counselors has increased.
4. There is a greater emphasis on accountability and a corresponding increased sophistication on the part of consumers of counseling services.
5. More approaches for counselor use in effecting behavior changes are now available.

The impact of these factors can be particularly felt by counselors in issues such as child abuse and neglect, sexual discrimination, client threats, parent vs. student rights, testing discrimination, and drug usage.

Child Abuse and Neglect

School counselors are among those professionals who, by Illinois law, are required to report cases of child abuse or neglect to the Department of Children and Family Services. At the time of submitting the report, the counselor should notify the person in charge of the school, agency, or

institution that a report is being made. Confidentiality is not an acceptable defense for failure to report such incidents. Recognition of child abuse or neglect may be difficult especially if no physical evidence is apparent, or if the abuse appears to be psychological or emotional. Section 3 of the "Abused and Neglected Child Reporting Act" (1980) provides some guidelines for the counselor. Any counselor who, in good faith reports child abuse or neglect has immunity from liability and actions, civil and criminal, which might result from making the report. The counselor may be asked to testify in any judicial procedure resulting from the filing of a report and cannot later refuse to testify claiming that the information shared was privileged. Section 22-23 of *The School Code of Illinois*, effective January 1, 1980, states that any certificate issued pursuant to the article can be suspended for a period not to exceed one calendar year for willful failure to report an instance of suspected child abuse or neglect. It is strongly recommended that each district have a policy defining child abuse reporting procedures.

Sexual Discrimination

The school counselor's responsibilities related to Title IX are both legal and attitudinal. From a legal standpoint, it is the counselor's responsibility to determine if the provisions of the act, as they pertain to counseling, are carried out. With respect to attitudes, it is the school counselor's obligation to insure that counseling is non-biased and, in other aspects of the school's operation, that nondiscrimination as a policy is implemented in a manner consistent with the rules and regulations of Title IX.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity requiring Federal financial assistance. (Title IX)

Counselor contacts with the provisions of Title IX may occur in scheduling, maintaining requirements for graduation which are more difficult for students of one sex, using career materials which have a built-in bias, using sexually biased tests and inventories, utilizing sexually biased communication, accepting through silence or inaction evidence of sexual discrimination from others, and sanctioning unequal opportunities for students in extra-curricular programs.

Certain aspects of sex bias in counseling are difficult to identify and even more difficult to eliminate. Subtle discrimination can enter into the counseling process through counselor's own sexual biases and sexual stereotypes. Often counselors are unaware of the impact of their labeling certain careers as "female" and others as "male." The subtle withholding of certain information or the use of biased materials and tests may affect the selection of a career and influence many aspects of a student's life.

If school counselors are to be a positive, significant influence on the career choices of their students, they must insure that both males and females are given objective information about prospective careers, colleges, and courses.

Client Threats

School counselors are sometimes faced with situations in which students pose a threat to themselves or others. Achieving a balance between reporting potentially dangerous incidents and risking losing the trust of the student creates a difficult situation for the counselor. Recent court decisions have helped to clarify the counselor's responsibility in reporting threats on the life of others to appropriate authorities.

The end result of a counselor's failure to warn may be a lawsuit for malpractice. Few articles have been written dealing with the reasons for possible malpractice suits against school counselors. The following are areas in which school counselors need to be aware of the possible, negative consequences of failure to follow accepted professional procedures.

1. Failure to care for obvious suicide risks,
2. Improper counseling methods,
3. Sexual improprieties with student clients,
4. Failure to warn others of potential danger,
5. Breach of confidentiality,
6. Premature termination or discontinuation of counseling,
7. Providing incorrect or misleading information,
8. Failure to obtain the consent of student or parents.

Lack of knowledge is no excuse for professional negligence. Professional school counselors are as vulnerable to legal action for not following appropriate procedures with students who have serious problems as are community-based therapists who are negligent in treating their clients.

Parent vs. Student Rights

The school counselor faced with the dilemma of parent rights versus student rights is placed in a "no-win" situation. If the counselor becomes a strong advocate for the student, the parents are likely to become angry with what they perceive to be a usurping of their rights. On the other hand, the counselor who sides with the parents may jeopardize the counseling relationship—not just with this student, but also with other potential students who expect the counselor to be supportive in such a situation.

In recent years, the courts have become involved in parent and adolescent disputes on whose rights are paramount when agreement cannot be reached. In some states, among them Illinois, statutes have been enacted assuring that minors may receive treatment for venereal disease without parent knowledge and permission. Some states, including Illinois, have passed legislation guaranteeing minors' rights to obtain short-term counseling from a mental health center without parent consent. For the school counselor, allegiance to a school system complicates the situation even more. Situations of this type may require consultation with professional colleagues as well as individual counseling with the student to explore alternatives to the disagreement in an objective and professional manner. Family counseling may also be recommended.

Testing and Discrimination

The counselor is not immune to lawsuits resulting from the administration of tests of questionable validity and the classification and placement of students based on these test data. In most instances, questions relating to testing and discrimination involve minority and special education students. A school counselor needs to be aware of discrepancies between the percentages of minorities in the district and the number placed in special education and lower academic tracks. The counselor also has the responsibility to raise questions about inconsistencies in test data detected from a student's record and differences between test data and verbal skills evidenced in the counseling interview. The school counselor should work in close cooperation with other school personnel to establish ability grouping procedures which do not depend solely on I.Q. scores as the criterion for determining eligibility for various academic tracks and programs. The legality of certain kinds of ability grouping has been questioned, and it is the school counselor's responsibility to work with other school officials to determine if what is being done meets both legal requirements and the needs of students. Becoming aware of recent court decisions and federal legislation (e.g. Larry P. v. Riles, 1971 and P.A.S.E. v. Hannon, 1980) should be of value to the school counselor.

Drug Usage

One of the most difficult predicaments for the school counselor occurs when the administration of the school demands information which the counselor has obtained in confidence, such as when a student shares information on drug usage with the counselor. The question of who needs to be informed in a drug usage situation is a critical one. The school counselor may want to keep information about a student's drug usage confidential so that the treatment plan can be implemented with a minimum of interference. Teachers and parents, as well as administrators, may want to know the scope of the problem. To resolve this kind of dilemma, the legislature, the courts, and members of each community may need to collaborate in developing guidelines which provide greater clarity than currently exists in the area of sharing drug information.

Another consideration in this case would be the counselor's right to keep his/her notes privileged under the Family Educational Rights and Privacy Act. If the counselor divulges any part of his/her notes on information obtained from the student, this might open the counselor's entire case notes to interested parties.

Interprofessional communication is key to the resolution of the kinds of difficulties posed by this example. Prior to the time such a situation arises, school counselors should discuss with their administrators the importance of confidentiality to the counseling relationship and define clearly the parameters of counselor-administrator communication. School counselors who assume an advocacy stance will often find compromise to be difficult and may have to take personal and professional risks to assure that student rights are maintained.

In addition to the areas discussed in this section, the school counselor's interest in the law might include: (1) the right to refuse counseling services; (2) suspension and expulsion of students; (3) students' first amendment rights—freedom of expression, speech, etc.; (4) accusation of sexual improprieties; (5) letters of recommendation; (6) student claims of educational malpractice; (7) personal issues such as employment rights as compared with other school personnel; and (8) student rights in such areas as arrest or parole violation.

School counselors' increased interest in the law will necessitate knowledge of the legal resources available and willingness to invest time in studying the implication of current and future court cases and legislation for their profession. It should be remembered that the major reason for knowing legal information is not to compete with specialists in legal matters, but to provide better services to students.

Chapter 4

Planning for the Future

One thing certain about the future is that rapid change will continue, thus making the future significantly different from the present or the past. One's ability to predict the probable direction, quality, and impact of change will determine, in large part, one's opportunity to prepare for and readiness to cope and live productively with the change(s). Counselors have a major responsibility for assessing probable futures as they work to prepare students for those futures.

Review of some of the current literature (Folkman, 1978; Hays, 1978; Sprinthall, 1980; Strom, 1975; Tiedeman, 1978; Toffler, 1974; Van Avery, 1980; Whiteside, 1978) related to student needs and counselor role in preparing for the future reveals enough consistency to draw some generalizations for consideration. Achieving the ideal in education would require a complete reorganization and redesign of both the process and content of education. Ideally, components of this revitalized education would include the following:

1. Structure, integrated cognitive and psychological growth experiences which involve interactive relationships between students and teachers and among students and help students to utilize critical thinking processes; expand self-concept development, value formation, and decision-making skills; expand time perspectives, develop understanding of the global nature of many problems; internalize the fact that for most problems there are several possible solutions; recognize signs of personal stress and develop coping skills; and conceptualize several possible futures for themselves.
2. Action learning (Toffler, 1974) which integrates schooling experiences with community experiences by having students participate in community service projects and simulated and real work experience from elementary through high school. The goals are to enhance the development of psychological and cognitive skills by applying them in "real life" situations, to reduce the compartmentalizing of students which occurs when school programs operate separately from the community, and to encourage students' sense of worth through accepting community responsibility at each stage of development instead of delaying the process until after high school.
3. Helping students to develop interests and skills for effective utilization of leisure time and to redefine the concept of work. If Strom's (1975) predictions are correct, by the year 2000, the leisure/work time ratios for those who work will be radically different from today, and the majority of the

population will not work at paid jobs. Automation will replace workers at a faster pace than new technology or services can be developed to employ them. "They (the experts) predict a society in which no more than 15% of the population will be needed to provide the basic necessities and services for all" (p. 94).

If people are to preserve dignity and live meaningfully in a relatively jobless society or one in which much of the work is routine and monotonous, Strom suggests that the following changes will need to occur.

- a. Children will need to learn that dignity is intrinsic and not derived from an external source such as the job one does.
 - b. The concepts of job and work will need to be separated, with work being "your mission as a person, the activity you pursue with a sense of duty and from which you derive self-meaning and a sense of personal worth" (p. 94).
 - c. With increased leisure time, interpersonal relationship skills will need to be maximized. "Suicides, depressions and other self-disabling behavior increase over week-ends and holidays when inner conflicts can no longer be repressed by the rigors of routine. In many cases, leisure appears to generate conflict or withdrawal" (p. 95).
 - d. Schools will need to spend more effort helping students to develop human relations skills, view personal development as lifelong, improve self-concept, learn concepts of sharing and interdependency, and develop an awareness of and have experience with community involvement.
4. Expand school counselor roles. Counselors who are expert in their consultant capacities can provide leadership in moving toward the development of revitalized education. They can help teachers develop empathy, communication, group process, and attentive listening skills. They can assist teachers to incorporate self-concept development, values clarification and decision-making activities into the curriculum. They can assist in the planning for integrating school and community growth experiences for students. They can expand their role to emphasize future trends such as psychological education, cross-cultural counseling, sex role counseling, single parent families, career guidance, and accountability/evaluation.

Counselors need to assess their own assumptions regarding how futures develop and whether or not the course of future events can be altered. It is incongruous, to say the least, that a counselor would believe in the value of the counseling process for helping individual students to change behaviors so as to enhance their personal development and yet believe that collectively human beings cannot significantly alter the course of future events for the improvement of the human condition—whether that be in the school, family, community, state, nation, or world.

In a strong indictment of current education and as a challenge to school counselors, Sprinthall (1980) says:

Thus a major issue for guidance as a profession is the urgent need to join forces with other policy groups to reset goals and priorities for schooling. New education...must include the personal and psychological development of each pupil first and foremost. Academic content needs to be analyzed critically and indeed harshly. That which does not meet the test of promoting overall psychological development needs to be thrown out. The psychological domains of self-development, ego maturity, competence, efficacy, moral development and interpersonal conceptual growth need to be emphasized as the real goals of the educational enterprise. (p. 487)

The complete reordering of educational priorities is a complex and slow process which cannot be accomplished by counselors alone. Many, if not most, schools in Illinois, particularly at the secondary level, are functioning in the traditional mode. Counselors can begin the process by carefully analyzing the extent to which their programs are future oriented and meet the psychological, developmental needs of students. Developing a comprehensive school guidance and counseling program, K — 12, is a beginning.

School counseling programs in elementary schools are essential. Self-concept development, values formation, decision-making processes, and coping skills are well established by the time a student reaches middle/junior high school. Increasing dysfunctional behavior such as substance abuse, juvenile delinquency, and school truancy in junior high students offers pointed evidence that preventive programs are needed and must begin early in students' lives.

The promise of the future is exciting. School counselors work each day to help young people develop the skills which will enable them to maximize their potential, to live life to its fullest, to direct their futures—to be and to become. To meet the challenge, counselors must be dynamic, continuing to grow, to learn, to care—to be and to become.

APPENDIX A

Acknowledgements

FIELD-TEST SITES

From November, 1980, through March, 1981, the entire *PPS Recommended Practices and Procedures Manual* was reviewed, discussed, critiqued and utilized by the following representative Illinois districts and joint agreements. The reactions received by these agencies were instrumental in revising the Manual to insure a practical and realistic document.

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Robert Leach Director of Special Education	Four Rivers Special Education District	James Agner
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The committee listed below includes a variety of Illinois professionals in pupil personnel services, special education and general education with expertise in their assigned field. These individuals assisted in the initial formulation of content and process.

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APPENDIX B

Resources

Each guidance department should maintain a file of resources which may be contacted for purposes of student referral, assistance with classroom activities, additional information, or other collaborative processes. A suggested format for maintaining such a resource file would include the following index card:

Resource Area _____

Organization or Agency: _____

Address _____ Phone _____

City _____ State _____ Zip _____

Name of Contact Person _____

Nature of resource or service(s) available:

The following list is offered as suggested resource areas which may be appropriate for such a file:

- | | |
|----------------------------------|---|
| 1. Guest Speakers | 17. Vocational Guidance Specialists |
| 2. Consultants | Job Developers |
| 3. Alternative Education/Options | 18. Local Teachers/Educators |
| 4. Law Enforcement Agencies | 19. Colleges/Universities |
| 5. Social Services Agencies | 20. Government Agencies (Local, State, Federal) |
| 6. Job Service/Employment | 21. Legislative/Legal |
| 7. Drug/Alcohol Abuse | 22. Professional Organizations |
| 8. Child Abuse | 23. Medical/Health |
| 9. Sex-related Problems | 24. Tests |
| 10. Mental Health | 25. Guidance Material Sources |
| 11. Service Clubs | 26. Research |
| 12. Community Organizations | 27. Military Recruiters |
| 13. Religious Organizations | 28. Funding Services |
| 14. Business/Industry | 29. Innovative Programs |
| 15. Media | 30. Other Schools/Districts |
| 16. Labor Unions/Apprenticeships | |

This form appears in the Unified State Plan for Guidance, Counseling and Placement in Colorado, Grades 7-12, Colorado Department of Education.

Work Sheet

Need: _____

Goal: _____

Objective	Person Responsible	Timeline (Evaluation Schedule)	Resources Needed (Be Creative)	Evaluation Criteria
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Resources

On the following pages is a sampling of organizations, publishers, and agencies which provide information of value to the school counselor.

The key to the kinds of materials provided is as follows:

(TM) Testing Materials

(RB) Reference Books

(CM) Curricular Materials

(ST) Skill Training

Addison-Wesley Testing
2725 Sand Hill Road
Merlo Park, CA 94025

American College Testing Program
2201 M. Dodge Street
P.O. Box 168
Iowa City, IA 52240

American Guidance Service -- CM
Publishers' Building
Circle Pines, MN 55014

The American Legion -- RB
P.O. Box 1055
Indianapolis, IA 62406

American Personnel and Guidance
Association -- CM, ST
Order Services Department FE
Two Skyline Place, Suite 400
5203 Leesburg Pike
Falls Church, VA 22041

The American Testing Program
(ATP) -- TM, CM
P.O. Box 168
Iowa City, IA 52243

Arco Publishing Company -- CM
219 Park Avenue South
New York, NY 10003

Argus Communications -- CM, ST
7740 North Natchez Avenue
Niles, IL 60648

Barron's Educational Series,
Inc. -- RB
113 Crossways Park Drive
Woodburg, NY 11797

B'nai B'rith International -- CM
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20005

Careers, Inc. -- CM, RB
P.O. Box 135
1121 -- 10th Street, S.W.
Largo, FL 33540

Chronicle Guidance Publications --
CM, RB
Moravia, NY 13118

The College Board -- CM
888 Seventh Avenue
New York, NY 10019

College Board Publications -- TM, CM
Box 2815
Princeton, NJ 08540

Consulting Psychologists
Press -- TM
577 College Avenue
Palo Alto, CA 94306

Educational and Industrial
Testing Service -- TM
P.O. Box 7234
San Diego, CA 92107

Educational Media Corporation -- CM
P.O. Box 21311
Minneapolis, MN 55421

Educator's Guide to Free Guidance
Materials -- CM
Educators Progress Services, Inc.
Randolph, WI 53956

Encyclopaedia Britannica -- CM
425 N. Michigan Avenue
Chicago, IL 60611

Encyclopedia of Careers
and Vocational Guidance -- RB
Doubleday and Company, Inc.
6 North Michigan Avenue
Chicago, IL 60602

ERIC Counseling and Personnel
Services (CAPS) -- CM
2108 School of Education
University of Michigan
Ann Arbor, MI 48109

Guidance Associates -- CM
757 -- 3rd Avenue
New York, NY 10017

Harcourt Brace Jovanovich, Inc.
-- TM, CM
Test Department
757 East 53rd Street
New York, NY 10017

Houghton Mifflin Company -- TM, CM
1900 South Batavia Avenue
Geneva, IL 60134

Human Development Training
Institute -- ST
7574 University Avenue
La Mesa, CA 92041

Institute for Personality
Ability Testing, Inc. -- TM
1602 -04 Coronado Drive
Champaign, IL 62820

Jastak Assessment Systems -- TM
Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806

Life Skills Training Associates -- ST
P.O. Box 48133
Chicago, IL 60640

Love Publishing Company -- CM
1777 Bellaire Street
Denver, CO 80022

Lovejoy's Guides -- RB
Simon & Schuster, Inc.
630 -- 5th Avenue
New York, NY 10020

Manson Western Corporation/
Western Psychological
Services -- TM
12031 Wilshire Boulevard
Los Angeles, CA 90021

McKnight Publishing Company -- CM
808 Eldorado Road
Bloomington, IL 61701

National Home Study Council -- RB
"Directory of Accredited Home
Study Schools"
1601 -- 18th Street, N.W.
Washington, D.C. 20009

NCS/Interpretive Scoring -- TM
4401 West 76th Street
Minneapolis, MN 55437

NTL Institute for Applied
Behavioral Science -- ST
P.O. Box 9155
Rosslyn Station
Arlington, VA 22209

Peterson's Guides -- RB
228 Alexander Street
Princeton, NJ 08540

The Psychological Corporation -- TM
757 Third Avenue
New York, NY 10017

Psychological Corporation -- TM, CM
304 East 45th Street
New York, NY 10017

Research Press -- CM
2612 North Mattis
Champaign, IL 61820

Scholarships, Fellowships
and Loans -- RB
Bellman Publishing Company
P.O. Box 164
Arlington, MA 02174

Science Research Associates,
Inc. -- TM, CM
155 North Wacker Drive
Chicago, IL 61606

Scott Foresman Test Division -- TM
Glenview, IL 60025

Singer Career Systems -- CM
80 Commerce Drive
Rochester, NY 14623

Stanford University Press -- TM
Stanford, CA 94305

Superintendent of Documents -- RB
U.S. Government Printing Office
Washington, D.C. 20402

University Associates/Learning
Resource Corporation -- TM, ST
8517 Production Avenue
San Diego, CA 92121

U.S. Department of Labor -- RB
Bureau of Labor Statistics
Washington, D.C. 20213

Vocational Education Center -- CM
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Western Psychological
Services -- TM
12031 Wilshire Blvd.
Los Angeles, CA 90025

APPENDIX C

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APPENDIX D

Additional Reading

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