

Course Syllabus

CNS 658

Seminar in Guidance and Counseling

Summer Semester 2015

L.T.Dye, Ph.D

**Department of Counseling
and Student Affairs**

**Gary A. Ransdell Hall 2016
Western Kentucky University
Bowling Green, KY 42101**

Voice: (270) 745-3029

FAX: (270) 745-5031

e-mail: lacretia.dye@wku.edu

Catalog Description:

Presentation and discussion of research in guidance and counseling. Emphasizes theoretical and practical criticism of relevant studies in the field.

Purpose of the Course:

This course is designed to prepare school counseling students to respond effectively in critical situations within a school setting. Course work will introduce theory and professional expectations of school counselors in crisis situations, suicide assessment, and assisting students with issues related to substance abuse. Students will also be introduced to theory and role of consultation in schools. An emphasis of current issues and trends in the field of school counseling will be integrated throughout the course.

Required Text:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs*, 3rd ed. Alexandria, VA: Author (You probably already have a copy of this- every school counselor should have one!)

Gillen. L., & Gillen, J. (2008). *Yoga calm for children: Educating heart, mind and body*. Portland, OR: Three Pebbles Press.

Course Objectives:

This course is specifically structured to meet the following 2009 CACREP Standards:
Core Curriculum Knowledge Outcomes:

Section II.G.1 – PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE

c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

e. counseling supervision models, practices, and processes;

Section II.G.3. HUMAN GROWTH AND DEVELOPMENT

- c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment;

School Counseling Program Area Knowledge Standards

FOUNDATIONS

A. Knowledge

- 7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

- 6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

D. Skills and Practices

- 4. Demonstrates the ability to use procedures for assessing and managing suicide risk.

ASSESSMENT

G. Knowledge

- 1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
- 2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

COLLABORATION AND CONSULTATION

M. Knowledge

- 1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.
- 2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
- 3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.
- 4. Understands systems theories, models, and processes of consultation in school system settings.
- 5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
- 6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.
- 7. Knows school and community collaboration models for crisis/disaster preparedness and response

Course Requirements and Instructional Methodologies:

(1) Classroom Participation – The major forum for learning in this class is through classroom discussion, experiential activities, and demonstrations. Therefore all students are expected to participate during class time. Students are allowed **three hours of absence**; those students who miss more than the allowed time may have their final grade reduced one letter grade.

(2) Book Reflection/Application Paper - After reading chapters (reading schedule will be provided in class) from *Yoga Calm for Children*. Write a 3-5 page paper exploring the theme: “What Is Integrative Wellness to Me?” Incorporate information obtained through internet/media/news, including the value of social/emotional learning, Yoga Calm principles and philosophy and observations from experiential processes. Final page of your homework will be a one-page, principle-based guidance lesson plan of how Social/Emotional processes and activities can be applied in your work with children. You will develop your group project guidance lesson plans from this - use the Class Planner and Principle Inquiry worksheets handed out in class (don’t use the book’s approach in chapter 9). I will also include you with sample lesson plans. The class plan will be based on one of the five Yoga Calm principles (e.g., Stillness, Listening, Grounding, Strength, Community) as a theme.

(3) Student Led Topic Consultation – Your dyad/triad presentation is a research investigation with a minimum of 12 references in APA format on one of the following topics:

Addiction	Bullying	Confidentiality
Accreditation	Parental Rights	Consulting
Achievement Gap	Evaluation & Grading	Cutting
Eating Disorders	ADD/ADHD	Parenting
Trauma	Childhood depression	Obesity
Pregnancy	Sexual Identity	School violence
Divorce	Urban Schools	Rural Schools
Faculty relations	Legislative Issues: Nationally, Regionally, Statewide, and Locally	
Administration – discipline, attendance, weapons	Special Education and 504 Plans	
Classroom Discipline & Management	Social Emotional Learning	
School – Family – Community partnerships	Mindfulness/Yoga in Schools	

You may choose to do this in a variety of formats such as PowerPoint, Prezi, experiential activity, creative arts activity, small group discussion, etc. This is a time for you to extend you and your classmates’ basic knowledge of the topic into application. Your presentation should address how teachers and parents can work with the school counselor to positively support the issue addressed. Feel free to bring in current events and multi-media to assist you with this presentation. I encourage you to make this presentation interactive so that parents or teachers, etc. will remain actively engaged. You will need to provide your classmates with all the materials used in your presentation so that you may begin to build your school counseling resources. This can be done electronically or providing hard copies of materials for each classmate. Your materials will be submitted to the Electronic Portfolio System.

Your 'Intro to School Counseling' book can be used as one of your references; however, your references should come from scholarly journals, books, and chapters. The meat of your presentation should include but not limited to:

- A Historical account of the topic: What was the situation that caused this topic to be of concern and what was taking place before the topic became newsworthy?
- Who was the pioneer in developing this topic?
- What is the true meaning behind the topic and how is it currently defined?
- Why did the topic become necessary for implementation?
- Where did the grassroots begin?
- Within what timeframe and era did the topic's development take place?
- How was the topic implemented? What was the method or strategy used?
- The topic's current practice, laws, and/or guidelines.
- Critical incidences that led to current practices
- Based on the historical information, the topic's current practices and our country's current state of affairs, what changes would you propose? Or what parts of the practices you believe needs strengthening, revised, or terminated. Why?

(4) Final Group Project Your group project will be a presentation of a School Counseling Comprehensive Program that you may have as a resource or implement once becoming a school counselor. This project is to advance your understanding of school counselor expectations based on the ASCA National Model and should familiarize you with your future role as a school counselor. According to class discussions, there are several stakeholders within a successful school program. As a future school counselor your Comprehensive Program should include the following materials to support your role:

- A school counseling mission
- An identity statement
- An educational piece explaining the school counselor's role and job duties,
(Can be in the form of a letter, power point, graph, or picture, etc. BE CREATIVE!)
- A greeting to faculty and staff introducing the school counseling/guidance department,
- A greeting to parents introducing the school counseling/guidance department,
- A generic letter to a community organization that your department would like to partner with for the success of your students,
- School counselor brochure,
- A teacher survey assessing student issues, teacher concerns, student needs, etc.,
- Classroom guidance curriculum schedule of at least 10 themes with accompanying activities,
(BE CREATIVE BUT RELATIVE TO REAL ISSUES)
- Minimum of five group counseling programs that are gender specific, cultural specific, unisex, and identity formation.
- A transitional prospective plan
- A method of how you will evaluate your program.
- A calendar of events for scheduling purposes

Review of Crisis Manual Portion – You will select two crisis manuals from different schools. Carefully review each crisis manuals and pay close attention to the roles assigned to the school counselor and administrators.

In your Comprehensive Program:

- Identify the role of the school counselor in the schools crisis plan.
- Review the suicide assessment section of each crisis manual. Explore the similarities and differences of the type of assessment used. Is the assessment a checklist (quantitative) or is it based on a discussion (qualitative)?
- Address what is the protocol for the school counselor once a student states they have a plan to commit suicide?
- Consider the affects that crisis, trauma, and disasters have on children and their ability to effectively learn in schools
- Create a checklist that can easily be provided to school faculty to assist them in identifying these affects.
- Consider the consultation and collaboration information discussed in previous courses. What steps should the school counselor participate in to assist development of an effective crisis management team?
- Address issues to consider before, during and after a crisis

School Board Presentation:

- Students will develop a presentation that would be appropriate to give to school board members (approximately 10 minutes). The presentation should discuss the student's school counseling program and provide evidence of the effectiveness of the program.

******Your project should be bound in a 3 ring binder. Each form or insert should be protected by transparency sheets.**

******All work should be in APA format and all references used should be cited and listed in reference list.**

Grading:

Book Reflection Paper	15 points
Student Led Topic Consultation	20 points
Final Group Project	50 points
Participation/Contribution	15 points

Grading Scale:

90 - 100 pts.	A
80 - 89 pts.	B
70 - 79 pts.	C
60 - 69 pts.	D
Below 60 pts.	F

TOTAL 100 points

GRADING SCALE:

A= 90 - 100%; B= 80 - 89%; C= 70 - 79%; D= 60 - 69%; & F= below 60%

EVALUATIVE DIMENSION	"A" GRADE	"B" GRADE	"C" GRADE	"D/F" GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
Thought & Originality	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors

ASSESSMENT SCALES — KNOWLEDGE OUTCOMES

RUBRIC #1: STUDENT LED CONSULTATION

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
	Student has not met minimal requirements for this assignment. This reflects little and unsatisfactory progress in acquiring a knowledge	Student has met less than satisfactory requirements for this assignment. This reflects minimal progress in acquiring a knowledge base of school	Student has met the requirements for this assignment. This reflects satisfactory progress in acquiring a	Student has exceeded the requirements for this assignment. This reflects exemplary progress in acquiring a knowledge base of school

	base of school counseling, as well as an inability to satisfactorily conceptualize and apply this knowledge with classmates.	counseling, as well as minimal ability to conceptualize and apply this knowledge with classmates	knowledge base of school counseling as well as an ability to conceptualize and apply this knowledge with classmates	counseling, as well as an ability to conceptualize and apply this knowledge with classmates.
VI. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. II.G.3.g.; SC.G.1.				
VII. Understands the ways in which student development, well-being, and learning are enhanced by family school-community collaboration. II.G.3.c.; SC.M.1				
VIII. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community. II.G.1.c.; SC.M.2.				
X. Understands systems theories, models, and processes of consultation in school system settings. II.G.1.c.; SC.M.4.				
XI. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. II.G.1.c.; SC.M.5.				

ASSESSMENT SCALES — KNOWLEDGE OUTCOMES

RUBRIC #2: FINAL GROUP PROJECT

Specific CACREP Knowledge Outcomes	Student demonstrates insufficient knowledge	Student demonstrates minimal knowledge	Student meets knowledge requirements	Student exceeds knowledge expectations
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I. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event II.G.1.c.; SC.A.7.				
III. Effects of crises, disasters, and other trauma-causing events on persons of all ages. II.G.3.c.; SC.C.6				
V. Demonstrates the ability to use procedures for assessing and managing suicide risk. II.G.4.c; SC.D.4.				
IX. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students. II.G.3.c.; SC.M.3				
XII. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. II.G.1.c.; SC.M.6.				
XIII. Knows school and community collaboration models for crisis/disaster preparedness and response. II.G.3.c.; SC.M.7				

Policy on Participation and Late Assignments:

Academic Performance - As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance

Students will be expected to participate in discussions, complete reading and turn-in assignments by the due dates, and interact in a professional manner. Course assignments are due on the date indicated in the syllabus. Assignments will generally not be accepted after the stated due date; cases of *extreme emergency* should be discussed with me. Assignments are due by the designated due date (and may be submitted early). Assignments should be posted on Blackboard in the designated areas.

Group Work - Students are expected to participate fully in group assignments; i.e., in-class and out-of-class group assignments are to be completed through group cooperation, problem-solving, and contribution of all members.

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The

handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the **Professional Performance Review process and rubric**. The handbook discusses this and other important information.

Academic Dishonesty Policy (also see WKU Student Handbook):

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting. Plagiarism will result in grade of "F" for the entire course.

WKU defines plagiarism as the following:

To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbooks:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

From the Office for Student Disability Services:

Students with disabilities often need help to ensure an adequate academic and social environment while attending the University. This assistance is usually provided through

the Office For Student Disability Services which coordinates its activities through many other campus offices as well as public agencies. Students with disabilities may receive priority in academic advising and class selection with particular attention to locations of accessible classes. If a student with a disability has special concerns or need, before he/she attends the University, they are encouraged to contact Huda Melky, Director of Equal Opportunity/504/ADA Compliance, Wetherby Administration Building Room 13, 745-5121. Upon request, for persons with print related disabilities, this publication is available in alternate format. Please contact Matt Davis, Coordinator of Student Disability Services, 745-5004 V/745-3030 TTY.

Per university policy, students are not to request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Library Services:

The Extended Campus Library Services (ECLS) office may be helpful as you work on various assignments. This office will copy citations and pull library books for students and send them through the mail. There is no cost to the student (although you do have to pay to return the library books). The ECLS also have a courier service to our extended campuses. For more information, please see the webpage at http://www.wku.edu/library/dlps/ext_camp.htm.

CNS 658 – EVALUATION OF GROUP MEMBERS

Your group project is the result of the combined efforts of your group members. In order to fairly evaluate your project and each group member individually, your candid input is needed. Assuming that your final submission is the result of “100%” effort, you are responsible for assigning a percentage to each of your group members that represents their efforts and participation. The following questions should be considered when completing this form.

- Was effort equally distributed amongst all group members?
- Did one member assume more responsibility and provide more effort than others?
- Did someone let the group down, even though the end result was successful?

List each group member’s name (including your own) and briefly describe the role the individual demonstrated in this project. Assign a percentage of effort to each member. As you total the percentage of effort assignments, be sure it totals 100%. Thanks for your candor with this evaluation.

YOUR NAME: _____

SCHOOL DISTRICT NAME: _____

Group Member # 1: _____ Percentage of effort/contribution: _____%

Their role:

Group Member #2: _____ Percentage of effort/contribution: _____%

Their role:

Group Member #3: _____ Percentage of effort/contribution: _____%

Their role:

(Use back if necessary)

Course Schedule

Referenced readings can be found under “Course Documents” on Blackboard. This schedule subject to change

Weekend #1 6/19-6/20

Friday Evening –

- Course Introduction - Student expectations – Group assignments
- Yoga Calm ‘mini- workshop’ – (this will be a model of consultation project)
- Discussions of ‘current state of students’ (article available on BB)
- ‘Reading Hour’ (8pm-9pm) – Chapters 1-3 of Gillen & Gillen

Saturday Morning –

- Work day for Student Led Consultation Projects
- Attend & write a brief summary of your experience at WORLD REFUGE DAY FEST ROLAND BLAND PARK 11 AM – 4PM (must attend at least 2.5 hours) to earn extra points

Saturday Afternoon

- Work day for Student Led Consultation Projects
- ‘Reading Hour’ - Chapters 4-7 of Gillen & Gillen

Weekend #2 7/10-7/11

Friday Evening –

check in -

- Discussion/Quiz of Chapters 1-7
- Dyad Presentations (1-3 groups)

Saturday Morning –

- Trauma in schools discussion
- Dyad Presentations (1-3 groups)

Saturday Afternoon –

- Dyad Presentations (1-3 groups)
- Comprehensive Guidance program presentation/discussion

Weekend #3 7/25-7/26

Friday Evening -

- Book Reflection/Application due on BB
- Final Group Work

Saturday Morning

- Group Project - School Board Presentation

Saturday Afternoon

- Group Project – School Board Presentation

Selected References:

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- Josephson Institute of Ethics. (2001). *Josephson Institute of Ethics report card on the ethics of American youth 2000. Report #1: Violence, guns, and alcohol*. Marina del Ray, CA: Author.
- Kellerman, J. (2000). *Savage spawn*. New York: Ballantine Publishing.
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- Markos, P. (2003). Homelessness in the United States and its effect on children. *Guidance and Counseling*, 18, 118-124.
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- Muschert, G. (2007). The Columbine victims and the myth of the juvenile superpredator. *Youth violence and Juvenile Justice*, 4, 351-366.
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