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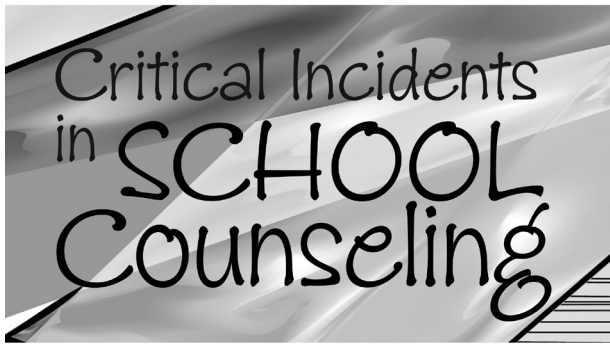
THIRD EDITION

Critical Incidents  
in **SCHOOL**  
Counseling



AMERICAN COUNSELING  
ASSOCIATION  
6101 Stevenson Avenue • Suite 600  
Alexandria, VA 22304  
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THIRD EDITION



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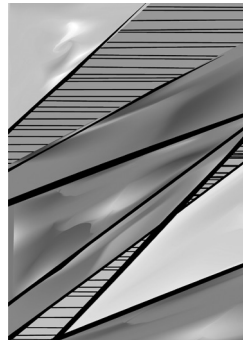
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# Dedication

We dedicate this work to our mentors and friends, who have supported us throughout our professional journeys.

To our loved ones—Dr. Gerald Portman, my partner, who has enriched my life journey and cared for me as no other.

—*Tarrell Awe Agahe Portman*

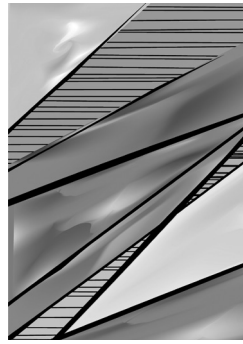
To Danica, Charlotte, Grace, and Molly—with tremendous love and gratitude. Every day of my life is better because of each of you.

—*Chris Wood*

To Eric, my extended family, and CES mentors—I am thankful for your love, generosity, and support along the way.

—*Heather J. Fye*





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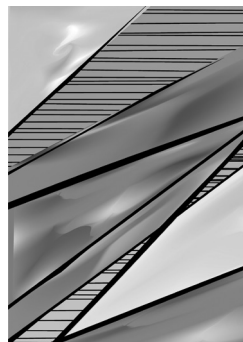
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## Preface

The first edition of *Critical Incidents in School Counseling* (Calia & Corsini, 1973) was published the year the United States began withdrawing troops from Vietnam, the U.S. Supreme Court outlawed state bans on abortion (*Roe v. Wade*), the World Trade Center opened in New York, the Watergate scandal extended to the White House, and an oil crisis caused gas rationing across North America. In the realm of education, Section 504 of the 1973 Rehabilitation Act was implemented as the first civil rights statute designed to prohibit discrimination against individuals with disabilities. The U.S. Supreme Court ruling in *San Antonio Independent School District v. Rodriguez*, however, set the stage for decades of inequity in school financing and subsequent educational quality. School counselors reading articles in the journal *School Counselor* found titles such as “Youth and the Occult” (Grey, 1973), “Career Education: The Counselor’s Role” (Brown, Feit, & Forestandi, 1973), “Integration Is More Than Just Busing” (Weinrach, 1973), and “Hand Scheduling Versus the Computer” (Marlette, 1973). Sample topics in Calia and Corsini’s text included the following: unwanted teen pregnancy; race relations; discerning mental illness, narcolepsy, or school phobia; cultural conflicts between school and family; the school counselor’s role in the promotion of college; trade vs. college degree; how to handle a discrepancy between parents’ perception of their child and the child’s poor performance as a student; and ethical dilemmas regarding school confidentiality, school policies, and/or the law.

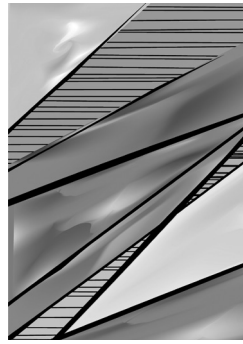
The purpose of the first edition of the text was to offer to school counselors, and school counselors in training, what textbooks did not; to meet the authentic needs of school counselors by providing a “practical” opportunity for learning. By presenting cases (critical incidents) and subsequent responses by expert consultants, the editors hoped to bridge the gap between theory and professional practice.

This original intent is consistent in the second edition, and now the third edition. Although the training for school counselors has improved

dramatically over the years and the profession now has better guides to professional practice, including a code of ethics (American School Counselor Association [ASCA], 2016) first published in 1984 and a national model for comprehensive school counseling programs (ASCA, 2012a), the need to help professional school counselors learn to critically reason through a wide array of specific incidents in unique professional contexts remains.

Obviously, the current world is very different than the one in 1973 or even 2000. In 1973, there were no mobile phones, personal computers, or the internet. Even since 2000, the explosion of social media seems to have created a different reality for youth. In 2000, just 6% of kids indicated they had been a victim of cyberbullying (Finkelhor, Mitchell, & Wolak, 2000), but by 2004, the number had risen to 42% (Wolak, Mitchell, & Finkelhor, 2006). Surprisingly, although the culture of today's youth may seem vastly different from that in 1973 or 2000, the critical incidents that concern school counselors seem surprisingly similar. The third edition of *Critical Incidents in School Counseling* includes themes that are similar to those in the previous editions: ethical questions, gangs, drug use, academic motivation, angry parents/families, and situations that don't seem to easily lie within the topics addressed by school counseling textbooks.

Many of the elements of this edition are also consistent with those of previous editions. Each *critical incident* is approximately the same length as in the previous editions; and, similarly, each *response* is equivalent in length to the *responses* published in the previous two editions.



## About the Editors

**Tarrell Awe Agahe Portman, PhD**, is the dean of the College of Education at Winona State University. She is a licensed school counselor, mental health counselor, and teacher, with over 35 years in education. She was one of two school counselor educators appointed to sit on the National Board for Professional Teaching Standards School Counseling Standards development committee. Dr. Portman has served the profession as president of the Association for Counselor Education and Supervision and president of the Association for Multicultural Counseling and Development. She has received numerous awards and recognitions over her career and was the first recipient of the Mary Smith Arnold Anti-Oppression Award from the Counselors for Social Justice division of ACA. Her research and publications focus upon school counseling and counseling issues among American Indians. She has served on editorial boards for the *Professional School Counseling*, *Journal of Multicultural Counseling and Development*, and *The Journal of Humanistic Counseling*.



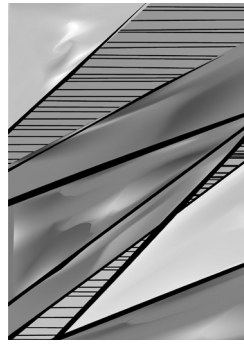
**Chris Wood, PhD**, is an associate professor in the Counselor Education program at the University of Nevada, Las Vegas. Dr. Wood has previous experience as a high school counselor, a counseling/guidance department chair, a counselor/group leader at a residential youth facility for troubled teens, and a career counselor at an alternative school serving grades 7–12. Dr. Wood was the editor for the journal *Professional School Counseling* for 6 years. Dr. Wood has been the principal investigator or faculty research associate on research teams that were awarded over \$3 million in state and federal grants. He has had over 30 conference presentations and 30 publications, including articles in *Professional School Counseling*, the *Journal of Counseling & Development*,

the *Journal of College Counseling, Counselor Education and Supervision, Career Planning and Adult Development Journal*, and *The Elementary School Journal*. Chris Wood was coeditor for the fifth and sixth editions of the National Career Development Association publication, *A Counselor's Guide to Career Assessment Instruments*. Dr. Wood was honored with the American Counseling Association Fellow Award in 2017.



**Heather J. Fye, PhD**, is an assistant professor at the University of Alabama. She is a certified K–12 school counselor and licensed professional counselor. Dr. Fye has worked in the mental health and school settings for 13 years. She has previously worked in child protective services, at a nursing home, in the elementary school setting, at an outpatient counseling clinic serving youth and their families, and at a college counseling center. Her research, publications, and presentations primarily focus on school counselor wellness, stress, coping, burnout, creativity in counseling, and implementation of the American School Counselor Association National Model. She has over 30 professional presentations on these topics and has been published in the *Journal of Counseling & Development, Measurement and Evaluation in Counseling and Development*, and *Professional School Counseling*. Dr. Fye and her colleagues were awarded the Association for Assessment and Research in Counseling MECD Patricia B. Elmore Award for Outstanding Research in Measurement and Evaluation in Counseling and Development in 2015 and the American Counseling Association Research Award in 2016 for their research on school counselor burnout.





## About the Contributors

**Nick Abel, EdD**, is an assistant professor of school counseling at Butler University. He is keenly interested in training future school counselors to implement comprehensive school counseling programs in an equitable, data-driven manner. Before entering counselor education, Mr. Abel worked for almost 9 years as a professional school counselor and has experience at both the elementary and high school levels.

**Tina Anctil, PhD**, is the associate dean for academic affairs in the Graduate School of Education at Portland State University. Dr. Anctil has been a practicing rehabilitation counselor for over 20 years and continues to provide clinical supervision to pre-licensure counselors through her private practice. Her research explores career development with adolescents and adults with disabilities.

**Caroline A. Baker, PhD**, is an associate professor and director of the counseling program at the University of Wisconsin—River Falls. Dr. Baker teaches school counseling courses including cultural and ethical foundations, practicum, and career. Her primary research focus has included understanding the experiences of students of color in graduate programs and the scholarship of teaching and learning in counselor education.

**Eric R. Baltrinic, PhD**, is assistant professor of counselor education at The University of Alabama. Before obtaining his doctorate, Dr. Baltrinic worked as a chemical dependency, outpatient, school-based, and home-based mental health counselor for nearly 20 years. His research interests and related publications include teacher in counselor education, supervision, co-occurring disorders, and counseling adolescents.

**Na Mi Bang, PhD**, is an assistant professor of school counseling at the University of Central Arkansas. She has provided workshops and lectures for counselors on the topic of career counseling and counselors' professional development. Dr. Bang has conducted diverse studies, using quantitative and qualitative methods, on the concerns and needs of counselors in their career path, career-related variables, and multi-cultural career counseling.

**Matthew J. Beck, PhD**, is an assistant professor in the Department of Counselor Education at Western Illinois University—Quad Cities. Dr. Beck worked in public education for 12 years as a teacher and professional school counselor at the elementary, middle, and high school settings in Illinois. His research interests are informed by his school counselor practice, which encompasses how school counselors, administrators, and schools can provide an optimal school climate that fosters academic, career, and social–emotional success of LGBTQ students.

**Kenya Bledsoe, LPC-S, NCC, NCSC**, is a doctoral student in counselor education and supervision at The University of Alabama. She is the interim executive director at College Admissions Made Possible (CAMP). Ms. Bledsoe is a 2017–2018 National Board for Certified Counselors (NBCC) Minority Fellow and a Chi Sigma Iota (CSI) International Leadership Fellow.

**Danielle S. Bryant, PhD**, is an adjunct professor of school counseling at California State University—Bakersfield. Dr. Bryant is a professional high school counselor in southern California. For more than a decade, she has provided individual and group counseling to diverse student populations in diverse school communities covering topics related to academic, career, personal, social, and emotional development.

**Rhonda M. Bryant, PhD**, is associate vice president of student life and dean of students at the University of the Pacific. She holds state and national counseling credentials in school counseling and mental health counseling. She has published articles and book chapters on school success, leadership, and counselor supervision. Dr. Bryant also mentors and coaches newly inducted counseling professionals.

**S. Kent Butler, PhD, LPC, NCC, NCSC**, joined the faculty at the University of Central Florida (UCF) as an associate professor in 2007. He currently serves as the faculty advisor to the Chi Sigma Iota International Honor Society (<http://www.csi-net.org/>). Outside of UCF, Dr. Butler has served as the 2011–2012 president of the Association for Multicultural Counseling and Development (AMCD) and currently serves as the AMCD Governing Council representative (2015–2018) for the American Counseling Association (ACA).

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**Dawnette Cigrand, PhD**, is chair of the Department of Counselor Education, Winona State University. She has multiple years of experience as a teacher and school counselor. She is actively engaged in school counseling advocacy issues at the state level.

**Richard E. Cleveland, PhD**, is a school counseling program coordinator in the counselor education program at Georgia Southern University. After serving as a full-time school counselor, Dr. Cleveland decided to pursue a doctoral degree at Seattle Pacific University.

**Jolie Daigle, PhD, LPC**, is a professor in the Department of Counseling and Human Development Services at the University of Georgia. Dr. Ziomek-Daigle teaches the clinical core courses such as interpersonal skills, counseling children and adolescents, psych diagnosis, play therapy, and internship. She is the 2014 recipient of the 2014 Association for Counselor Education and Supervision (ACES) *Counseling Vision and Innovation* award and is currently a service-learning fellow at the University of Georgia.

**Darcie Davis-Gage, PhD**, University of Northern Iowa. She brings 10 years of varied counseling experiences to the classroom. She worked as a counselor in a variety of mental health agencies, which included a partial hospitalization program, a women's mental health agency, a college counseling and advising center, and private practice. Dr. Davis-Gage's research interests are in the area of group counseling, creativity and flow theory, and diversity issues related to counselor education and practice.

**Norma Day-Vines, PhD**, Johns Hopkins University. She has published widely on counseling strategies for working more effectively with culturally and linguistically diverse children and adolescents, with a special emphasis on African American youngsters. Dr. Day-Vines has also worked with a collaborative team of researchers to examine the impact of school counselors and school counseling programs on student academic outcomes and college decisions using large national longitudinal datasets (e.g., Educational Longitudinal Study 2002; ELS 2002).

**Beth A. Durodoye, EdD**, Georgia Southern University. Dr. Durodoye's research spans topics in the area of multicultural counseling. She has authored or coauthored publications emphasizing multicultural counseling competencies as well as social justice and advocacy counseling. Dr. Durodoye currently sits on the Elders Council of the *Journal of Multicultural Counseling and Development* and is a former associate editor of the *Counseling and Values* journal.

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**Laura L. Gallo, PhD**, is an assistant professor in the Department of Counselor Education at Boise State University. She was a high school counselor in Marion, Iowa, for 10 years and recently graduated from the University of Iowa. Dr. Gallo has extensive experience in suicide prevention in K–12 schools as well as leading social–emotional support groups for high school students. She is also on the editorial review board for the *Professional School Counseling* journal.

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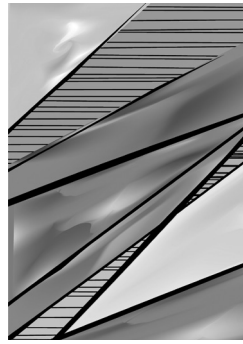
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