Critical Incidents in SCHOOL Counseling

Third Edition

Edited by
Tarrell Awe Agahe Portman
Chris Wood
Heather J. Fye

American Counseling Association
6101 Stevenson Avenue • Suite 600
Alexandria, VA 22304
www.counseling.org
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
# Table of Contents

Preface xi  
About the Editors xiii  
About the Contributors xv  
Acknowledgments xxix  

Chapter 1  
**Introduction** 1  
*Chris Wood, Heather J. Fye, and Tarrell Awe Agahe Portman*

## Part I Who I Am as A Counselor

Chapter 2  
**I Never Thought I Would Be in This Position as a Supervisor!** 9  
*Incident Cindy Wiley*  
*Responses Sandra A. Loew, Patrick R. Mullen, and W. Bryce Hagedorn*

Chapter 3  
**Is This Really What I Went to School For?** 19  
*Incident Lawrence E. Tyson*  
*Responses Franciene Sabens and Amy Upton*
# Table of Contents

Chapter 4  
**When Is There Time for Me? How Do I Cope?**  
Incident  
*Lacey Ricks*  
Responses  
*Karen Moore Townsend and Yvonne Ortiz-Bush*

Chapter 5  
**What About One’s Religious Beliefs?**  
Incident  
*Tomeka McGhee*  
Responses  
*Zachary Michael Pietrantoni and Diana L. Wildermuth*

## Part II  What I Do as a Counselor

Chapter 6  
**Who Will Advocate If I Don’t?**  
Incident  
*Emilie E. Shaver*  
Responses  
*Jolie Daigle and Debbie Grant*

Chapter 7  
**How Did All of This Come Into My School?**  
Incident  
*Cheryl Lynn Spaulding Sewell*  
Responses  
*Tori Charette and Sandra (Sandi) M. Logan-McKibben*

Chapter 8  
**Suicide: Who Are You Going to Call?**  
Incident  
*Judith A. Harrington*  
Responses  
*Christy W. Land and Carolyn Stone*

Chapter 9  
**What Do I Do When My Supervisor Lacks Supervision?**  
Incident  
*Claire Merlin-Knoblich*  
Responses  
*Sarah I. Springer, Christine Hennigan Paone, and Melinda M. Gibbons*
Chapter 10

We’re Counseling as Fast as We Can!
Trapped in the Cracks of the System 83
Incident
Kenya Bledsoe
Responses
Jolie Daigle and LaWanda Edwards

Chapter 11

When It Rains, It Pours!
Where Do I Begin to Help? 91
Incident
Tiffany Stoner-Harris
Responses
Sophie Maxis and Jonique Childs

Part III  How I Serve as a Counselor

Chapter 12

Now That I Stand Up, How Do I Survive? 103
Incident
Matthew J. Beck
Responses
Darcie Davis-Gage and S. Kent Butler

Chapter 13

Prepared and Not Prepared:
Which Culture Decides? 113
Incident
Na Mi Bang
Responses
Joel M. Filmore and Erin Lane

Chapter 14

Not Enough Books and Too Many Students 121
Incident
Maiko Xiong
Responses
Norma Day-Vines and Tina Anctil

Chapter 15

Blowing Up in Science Class or
Getting Trapped in the System 127
Incident
Rafe McCullough
Responses
Tim Poynton and Anita Young
Chapter 16
What Do I Need to Know, and How Can I Get the Answers? Needs Assessment From a “Not Nosy” School Counselor 135
Incident Jennifer Sharp
Responses Brandie Oliver, Tom Keller, Nick Abel, and Richard E. Cleveland

Chapter 17
She’s Come Undone! Alternatives for Amy? 145
Incident James Gondak
Responses Linda Foster and Bradley T. Erford

Chapter 18
Did You Bring a Suicide Note? 153
Incident Tracy L. Jackson
Responses Malik S. Henfield and Laurie A. Carlson

Chapter 19
Professional Dilemma: Unteachable Teacher? 159
Incident Jason Durrell
Responses Richard E. Cleveland and Laurie A. Carlson

Chapter 20
But She’s Going to Be Famous! Addressing Attendance Concerns in Third-Culture Students 169
Incident Sebastien Laroche
Responses Jared Lau, Chris Wood, and Caroline A. Baker

Chapter 21
Assessment: Case of the Ninth-Grade Gap 181
Incident Justin R. Fields
Responses Christopher A. Sink, Richard T. Lapan, and Catherine Griffith
Chapter 22
“Other Than That, Mrs. Lincoln, How Was The Play?” Career Development 193
Incident
Allison List
Responses
Wendy Hoskins, Katrina Harris, and Cass Dykeman

Part IV What I Can Do to Make a Difference as a Counselor

Chapter 23
I Need to Know About Adverse Childhood Effects 205
Incident
Jodi L. Saunders
Responses
Amanda Dreisbach Rumsey, Catherine Y. Chang, Tom Keller, Brandie Oliver, and Nick Abel

Chapter 24
The “We” in Cyberbullying 213
Incident
Stephannee Standefer
Responses
Brandie Oliver, Nick Abel, Tom Keller, and Chris Janson

Chapter 25
Ambassador Between Two Nations 221
Incident
Lisa Grayshield
Responses
Heather J. Fye, Chelsey Windl, Nick Abel, Tom Keller, and Brandie Oliver

Chapter 26
How Can We Be Stronger Together? 233
Incident
Laura L. Gallo
Responses
Carrie A. Wachter Morris and Susannah M. Wood

Chapter 27
Am I Biased Too? Bias-Based Bullying 241
Incident
Cassandra A. Storlie
Responses
Jodi L. Saunders, Rhonda M. Bryant, and Beth A. Durodoye
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>When Systems Fail, What Is Next?</td>
<td>247</td>
</tr>
<tr>
<td></td>
<td>Incident</td>
<td>Robin Alcala Saner</td>
</tr>
<tr>
<td></td>
<td>Responses</td>
<td>Meredith A. Rausch and Danielle S. Bryant</td>
</tr>
<tr>
<td>29</td>
<td>Please Help Me, but Don’t Tell Me How to Raise My Child</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>Incident</td>
<td>Anna Viviani</td>
</tr>
<tr>
<td></td>
<td>Responses</td>
<td>Sondra Smith-Adcock and Lourdes M. Rivera</td>
</tr>
<tr>
<td>30</td>
<td>How Can We Work Across the Road If We Aren’t Included?</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>Incident</td>
<td>Dawnette Cigrand</td>
</tr>
<tr>
<td></td>
<td>Responses</td>
<td>Eric R. Baltrinic and Tarrell Awe Agahe Portman</td>
</tr>
<tr>
<td></td>
<td>References</td>
<td>273</td>
</tr>
</tbody>
</table>
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 multicultural 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).

Laurie A. Carlson, PhD, Colorado State University. Dr. Carlson is a former school counselor with a specialty of counseling LGBTQ youth. Laurie is coeditor of Critical Issues in Counseling Children, published by ACA.

Catherine Y. Chang, PhD, is a professor of counseling and psychological services at Georgia State University. She has conducted over 100 presentations, workshops, and keynote addresses and has authored/coauthored more than 80 publications, including one edited book. Dr. Chang’s primary areas of interest include social justice and advocacy, multicultural counseling competence, supervision, and counseling implications related to Asian American and Korean American clients.

Tori Charette, EdS, is a school counseling intern at the University of Florida, Gainesville.
Jonique Childs, PhD, NCC, is an assistant professor at the University of Massachusetts Amherst. Dr. Childs’s work experience includes serving various individuals from different ethnic backgrounds. Her work experiences within school and clinical mental health settings has allowed her to serve adolescents, high school students, undergraduates, graduate students, and older adults.

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.

Jason Durrell, MA, is a school counselor in the Olentangy Local School District in Delaware, Ohio.
Cass Dykeman, PhD, is an associate professor of counselor education at Oregon State University. He earned his doctorate in counselor education from the University of Virginia and his Master of Education in school counseling from the University of Washington. Before becoming a counselor educator, Dr. Dykeman served as a school counselor in Seattle, Washington. Dr. Dykeman has served as the principal investigator for two federal grants and is the author of numerous books, book chapters, and scholarly articles in the area of counseling. A complete listing of Dr. Dykeman’s scholarly work can be found at https://scholar.google.com/citations?user=OCvKsKUAAAAJ&hl=en.

LaWanda Edwards, PhD, ALC, NCC, is an associate professor in counselor education at Alabama State University—Montgomery.

Bradley T. Erford, PhD, LCPC, NCC, LPC, LP, LSP, is a professor in the human development counseling program of the Department of Human and Organizational Development at Vanderbilt University. He has authored or edited more than 30 counseling books. His research specialization falls primarily in development and technical analysis of psycho-educational tests and outcomes research and has resulted in the publication of more than 75 refereed journal articles, more than 125 book chapters, and 15 published tests. Dr. Erford has received numerous awards for his scholarship and service to the counseling profession.

Justin R. Fields, PhD, is a professional school counselor at Denton High School in Denton, Texas. He also has experience as a lecturer in counselor education programs. Dr. Fields works in an urban high school setting, partnering with students, parents, administrators, and community members to address issues related to academic achievement, personal/social wellness, and college and career readiness. His research interests include school counselor training programs, college and career readiness, and first-generation college students.

Joel M. Filmore, EdD, LCPC, is an assistant professor and program coordinator for the mental health counseling program at Springfield College Milwaukee. He is the 2017–2018 president of the Association for Lesbian, Gay, Bisexual & Transgender Issues in Counseling (ALGBTIC). Dr. Filmore received his doctorate in counselor education from Northern Illinois University’s CACREP (Council for Accreditation of Counseling & Related Educational Programs)-accredited counseling program along with a graduate certificate in quantitative research methods.

Linda Foster, MS, is a core faculty member in the MS in Clinical Mental Health Counseling program. Dr. Foster has worked as a licensed professional counselor for more than 10 years at the elementary, middle, and high school levels and has been a counselor educator for 12 years. She has served on local, state, national, and international counseling and editorial boards. Dr. Foster has presented various topics at the state, national, and international levels and has published numerous articles in peer-reviewed journals, as well as several book chapters.
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.

Melinda M. Gibbons, PhD, is a professor of counselor education and the PhD program coordinator at the University of Tennessee. She previously worked as a high school counselor and currently focuses her research on career development for underserved populations and school counseling best practices. Dr. Gibbons oversees several federal grants that support career and postsecondary awareness for rural Appalachian youth.

James Gondak, MEd, is a school counselor in Anne Arundel County, Maryland. Mr. Gondak works both in a traditional comprehensive high school and in an alternative evening high school with at-risk students, many of whom have recently immigrated. He has served on his county’s crisis response team, supervised school counseling interns, and is the coordinator of the Maryland College Application Campaign at his school.

Debbie Grant, MA, NBCC, LPC-S, works as a therapist in the New Beginnings program at Hoover High School in Hoover, Alabama. She has been a counselor for 33 years and is a licensed professional counselor supervisor, a national board-certified counselor, and a certified rehabilitation counselor. Prior to her move to Hoover High School in 2007, she served nearly 13 years as a counselor educator.

Lisa Grayshield, PhD, is an assistant professor of counseling and educational psychology at New Mexico State University. Dr. Grayshield is a member of the Washoe Tribe of Nevada and California. Dr. Grayshield is an avid proponent of Indigenous Ways of Knowing (IWOK): the incorporation of ancient and traditional forms of knowledge into academic endeavors.

Catherine Griffith, PhD, is an assistant professor in the Department of Student Development at the University of Massachusetts Amherst. Dr. Griffith is an associate director of the Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE). Her primary interests include the development of affirming interventions with LGBTQ youth, the ethical and legal aspects of school professionals’ use of social media, and the overall contribution of outcomes research in school-based settings.

W. Bryce Hagedorn, PhD, LMHC, NCC, AMC, QCS, is the program director of counselor education at the University of Central Florida. Dr. Hagedorn has served the counseling profession for such organizations as the ACA, the Association for Counseling Education and Supervision (ACES), the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC), CACREP, and the International Association of Addictions and Offender Counselors (IAAOC). His research in addictions, addicted family systems, the integration of spirituality and counseling, and counselor development have led to numerous publications and presentations.
Judith A. Harrington, PhD, SLPC, LMFT, is a faculty member in the Department of Counseling of the University of Montevallo Graduate School in Birmingham, Alabama.

Katrina Harris, PhD, is an assistant professor in residence in the Department of Educational & Clinical Studies, University of Nevada, Las Vegas. She has served as the internship coordinator in the counselor education program for the past 7 years and works closely with community mental health agencies and the local school district to provide and facilitate field experience placements for practicum students and interns. Dr. Harris’s research interests include self-advocacy, mentorship, homeless youth, cultural competence, and the recruitment and retention of faculty of color.

Malik S. Henfield, PhD, is an associate professor and school counseling program coordinator at the University of San Francisco. Dr. Henfield received a BA in biology from Francis Marion University, an MEd and EdS in K–12 school counseling from the University of South Carolina, and a PhD in counselor education from The Ohio State University.

Wendy Hoskins, PhD, is an associate professor in the Department of Educational & Clinical Studies, University of Nevada, Las Vegas (UNLV). Previously, she served as a school counselor in the K–12 setting and as a career counselor at a technical school. She continues to serve the school counseling profession as the school counseling program coordinator at UNLV.

Tracy L. Jackson, PhD, is the school counseling supervisor for the Loudoun County Public Schools, Loudon County, Virginia. For the past 11 years, she has served as a school counseling central office administrator. She has experience as an elementary, middle, and high school counselor and department chair. She currently is a Recognized ASCA Model Program (RAMP) reviewer and editorial review board member for the American School Counselor Association. Dr. Jackson has been an adjunct instructor at Regent University, Old Dominion University, Syracuse University, and George Mason University.

Chris Janson, PhD, is an associate professor and the director of the Center for Urban Education and Policy, University of North Florida. Before his work in academia, Dr. Janson was a public school teacher and counselor. His publication topics include explorations of school counselor leadership and collaboration. He was on the national leadership team of the Community Learning Exchange, a Kellogg Foundation initiative designed to build collective leadership capacity within historically marginalized communities.

Tom Keller, EdD, is the director of school counseling at Butler University. He was a high school counselor and director of guidance for 10 years. He has served as president of the Indiana School Counselor Association and was on the board of directors for the National Board for Certified Counselors (NBCC). He also is a consultant and chairs CACREP teams for universities seeking national accreditation.
Christy W. Land, PhD, is an assistant professor in the Department of Clinical and Professional Studies, University of West Georgia. She is an experienced school counselor turned counselor educator. Her skills include research, cognitive–behavioral therapy, group therapy, crisis counseling, and student counseling. Dr. Land is a strong health care services professional, with a PhD focused in counselor education/school counseling and guidance services.

Erin Lane, PhD, is an assistant professor of counselor education at Western Illinois University. Dr. Lane has over 10 years of experience in education as a teacher, administrator, and school counselor. She spent the last 5 years of her career as a school counselor serving the needs of gifted students in her district.

Richard T. Lapan, PhD, is a professor and chair of the Department of Student Development in the College of Education, University of Massachusetts Amherst. Dr. Lapan is a professor, counselor educator, and psychologist committed to transforming the profession of school counseling from an ancillary support service to a comprehensive program central to the academic, personal development, and social justice/diversity mission of every school.

Sebastien Laroche, PhD, is a school counselor in the Department of Defense Education Activity (DoDEA). Before working for DoDEA, Sebastien was a counseling intern at Highline High School in Burien Washington working with at-risk youth in grades 9–12. Currently, Dr. Laroche is a school counselor at Sullivans Elementary School, located in Command Fleet Activities, Yokosuka, Japan, where he supports the development of over 1,200 military-connected students in kindergarten through fifth grade.

Jared Lau, PhD, NCC, LPC, is an assistant professor in the CACREP-accredited counselor education program at the University of Nevada, Las Vegas. He teaches and supervises students in school counseling and clinical mental health counseling. Previously, Dr. Lau worked as a high school teacher abroad, where he also served as a cultural consultant for the Okinawa Prefecture Board of Education, and also served as a high school counselor in the southeast United States.

Allison List, MA, is a student–parent facilitator for GEAR UP, at the University of Nevada, Reno. She previously served in public education for 13 years, and for 7 of those, she was an elementary and middle school counselor. Ms. List was nominated for the Nevada State Counselor of the Year award for the 2016–2017 school year.

Sandra A. Loew, PhD, is a professor of counselor education at the University of North Alabama. She has experience counseling in schools, family counseling centers, and private practice. She was the School Counseling Program coordinator and taught the school counseling courses for 10 years. Currently, Dr. Loew is the chair of the department and, every semester, spends over 10 hours in local schools working with school counselors to stay aware of recent developments.
Sandra (Sandi) M. Logan-McKibben, PhD, NCC, NCSC, ACS, is a clinical assistant professor of counselor education in the Department of Leadership and Professional Studies, Florida International University. Before earning her doctorate, Dr. Logan-McKibben worked as an elementary and middle school counselor; was the district-level Tobacco Use, Prevention, and Education (TUPE) coordinator; and was a site supervisor for practicum and internship students. Her specific research interests include school counseling supervision, counseling children and adolescents, and professional issues in counselor education.

Sophie Maxis, PhD, is an assistant professor of school counseling at the University of North Florida. She is a former school counselor and high school math teacher, and she has served in a university–school partnership that aimed to increase the number of racially diverse, first-generation students who access and successfully complete college. Dr. Maxis currently prepares school counselors for urban contexts, with emphases on community-based practices, social justice, and advocacy for historically marginalized student groups in schools.

Rafe McCullough, PhD, NCC, LPC, is an assistant professor of educational leadership in the school counseling program at Lewis & Clark College in Portland, Oregon. Previously, Dr. McCullough was a middle school counselor. He served on the Professional Education Advisory Board for school counseling at Seattle University for 5 years and recently served on the Multicultural Competency Revision Committee for the Association of Multicultural Counseling and Development.

Tomeka McGhee, PhD, is an assistant professor and clinical placement coordinator at Walden University. She is a licensed professional counselor, global career development facilitator, and independent contractor. She conducts children’s clinical assessments and supports two rural school systems through pro bono group counseling services for grades 1–4, 7, and 8. She was the governance chairperson of her county’s Children’s Policy Council, which assesses children’s needs, and develops community plans to collaboratively address those needs, and remains a member.

Claire Merlin-Knoblich, PhD, is an assistant professor in the Department of Counseling, University of North Carolina Charlotte. She is a former school counselor and received her PhD in counselor education and supervision from the College of William & Mary. Dr. Merlin-Knoblich’s research focuses on multicultural education and school counseling, with an emphasis on prejudice reduction in K–12 schools. She also studies flipped learning in counselor education.

Carrie A. Wachter Morris, PhD, is an associate professor in the Department of Counseling and Educational Development at the University of North Carolina—Greensboro. She coordinates the school counseling track. She is past-president of the Indiana School Counselor Association and served on the school counseling advisory board to the Indiana Superintendent of Public Schools. Dr. Morris served as president
of the Association for Assessment and Research in Counseling and a member of the editorial boards of Counselor Education and Supervision and Professional School Counseling.

Patrick R. Mullen, PhD, is an assistant professor of counselor education and the faculty director for Project Empower in the College of William & Mary School of Education. He teaches graduate students in the master’s and doctoral counselor education program, with a focus on school counseling. Dr. Mullen is a national certified counselor, a national certified school counselor, and an approved clinical supervisor. Dr. Mullen’s general research areas include school counseling, counselor education and supervision, and counseling children and adolescents.

Brandie Oliver, EdD, is assistant professor of school counseling in the College of Education, Butler University. She was a middle school counselor and a grief counselor, and she has experience counseling at all developmental levels. She has served as president of the Indiana School Counselor Association and continues to serve on the board. Ms. Oliver is dedicated to the training, development, and supervision of school counselors who strive to be change agents in preschool–grade 12 education.

Yvonne Ortiz-Bush, PhD, is an assistant professor in the Advanced Educational Studies Department at California State University—Bakersfield. Her previous professional experience includes serving as an elementary and junior high school counselor in ethnically diverse school settings. Dr. Ortiz-Bush also worked as a mental health clinician for a school-based special education mental health program.

Christine Hennigan Paone, PhD, currently coteaches at Monmouth University. Her experience includes mental health counseling and teaching in both the high school and higher education settings. Dr. Paone’s research interests include counselor preparation and development.

Zachary Michael Pietrantoni, PhD, is an assistant professor in counseling education at California State University, Sacramento. Dr. Pietrantoni was an elementary school counselor, and, as an counselor educator, is active in teaching, publishing, and presenting research related to school counselor multicultural development. He an editorial board member for the Journal of School Counseling and on the advisory council for the Evidence-Based School Counseling Conference.

Tim A. Poynton, EdD, is an Associate Professor in the Department of Counseling and School Psychology, University of Massachusetts Boston. He was a school counselor at a school serving grades 6–12 and a senior research fellow at the Ronald H. Frederickson Center for School Counseling Outcome Research & Evaluation. Mr. Poynton is also the developer of the EZAnalyze data analysis tools, designed to assist school counselors in data collection and analysis.

Meredith A. Rausch, PhD, is an assistant professor in the College of Education at Augusta University. Before teaching, she enjoyed working in a number of clinical counseling settings, including outpatient day treatment, field work with children who endured abusive situations, elementary
Lacey Ricks, PhD, is an assistant professor of counselor education and college student affairs at the University of West Georgia. She has 7 years of experience working in school settings. Dr. Ricks’s areas of focus are poverty, disabilities, counselor self-care, social justice, narrative therapy, identity development, advocacy, and diversity.

Lourdes M. Rivera, PhD, is an associate professor at Queens College. Her work has focused on the career development and college and career readiness of students in grades 6–12 and preparing school counselors to effectively address these needs. Working with teachers and administrators, Dr. Rivera developed and implemented a career development and college and career readiness program for students attending an early college high school.

Amanda Dreisbach Rumsey, PhD, Clemson University. Her clinical background includes over 20 years of school and mental health counseling with adolescents and their families in a variety of programs, including outdoor residential treatment, wilderness therapy, and hospital settings, as well as rural, suburban, and urban school settings. Dr. Rumsey’s primary areas of interest focus on adolescents, trauma, and school counseling, with an emphasis on training needs and skill acquisition in the areas of suicide intervention, trauma, and multiculturalism.

Franciene Sabens, MSEd, LPC, NCC, is a counselor at Carbondale Community High School. She was the Illinois 2014 High School Counselor of the Year. She is coauthor of the 2014 Developmental Counseling Model for Illinois Schools and blogs at SchoolCounselorSpace.Blogspot.com. Ms. Sabens also serves on her state association board and is involved with school counseling related initiatives at the state and national levels.

Robin Alcala Saner, MA, is an assistant professor of counselor education at Winona State University. She was a practicing school counselor for the Rochester Public Schools for 22 years, working with students in grades 7–12 and acting as chair of the district leadership team for 5 years. Ms. Saner is a member of the Southeast Minnesota School Counselors Association Board of Directors and is currently a part of the Minnesota Reach Higher Team.

Jodi L. Saunders, PhD, is an associate professor and the director of child advocacy studies at Winona State University. She is the director of the Child Advocacy Studies Program. Before entering academia, she was a rehabilitation and mental health counselor for over 15 years, with 12 years in K–12 schools. Dr. Saunders is a foster parent and court-appointed special advocate (CASA) and also has numerous publications in the fields of counseling and advocacy.

Cheryl Lynn Spaulding Sewell, PhD, received her doctorate from the University of Georgia. She is a professional school counselor at Fowler Drive Elementary School.

Jennifer Sharp, PhD, NCC, is an assistant professor of counseling at Northern Kentucky University. She is an experienced school counselor and supervisor. Dr. Sharp is recognized for her work on incorporating character strengths in the classroom.
Emilie E. Shaver, MA, NCC, is a residence life coordinator at the University of Alabama at Birmingham. Before her current position, Ms. Shaver worked in areas of K–12 education as well as nonprofits. She works as an advocate for the Prison Rape Elimination Act crisis response line.

Christopher A. Sink, PhD, NCC, LHMC, is a professor of counseling and human services at Old Dominion University. Dr. Sink spent many years in high school and postsecondary counseling. He is on the editorial board of several major counseling journals and served as editor for Professional School Counseling and Counseling and Values. Among other areas of interest, his numerous publications and nationwide school district consulting focus on comprehensive school counseling and accountability issues.

Sondra Smith-Adcock, PhD, is an associate professor of counselor education at the University of Florida. She has taught in both the school counseling and clinical mental health programs. Her counseling experience includes working with children and families from the preschool to the high school years. Dr. Smith-Adcock has authored more than 40 publications on counseling topics, with an emphasis on counseling children and adolescents.

Sarah I. Springer, PhD, is an assistant professor in the Department of Professional Counseling, Monmouth University. Before her role as a counselor educator, Dr. Springer worked as an elementary and high school counselor for close to a decade. Dr. Springer developed and continues to maintain an online school counselor consultation and peer supervision group and regularly presents on related topics. Her research interests and scholarly work include counselor development, supervision, and group work.

Stephannee Standefer, MA, LCPC, is the program director of The Family Institute at Northwestern University—Evanston. She was a preschool–8th grade parochial school counselor and a clinical counselor/manager of clinical services at a large behavioral health hospital, where she led groups of all ages addressing various topics in addition to providing individual counseling to youth and adolescents. Ms. Standefer has provided consultation and community training regarding parenting, partnering, and family issues.

Carolyn Stone, PhD, is a professor in the College of Education & Human Sciences, University of North Florida. She has worked in education for over 40 years, focusing on transforming school counseling. Dr. Stone has numerous awards as recognition of her expertise and respect among school counseling professionals.

Tiffany Stoner-Harris, PhD, is an assistant professor in the Department of Counselor Education, Western Illinois University. She teaches the school counseling practicum and internship courses. Her prior experiences include early intervention counseling with children from birth to age 5 and their families, and counseling school-age children and adolescents in both individual and group counseling capacities in schools, community centers, and youth correctional settings. Dr. Stoner-Harris currently serves as an elected school board member in her local community.
About the Contributors

**Cassandra A. Storlie, PhD**, is an assistant professor in the School of Lifestyle Development & Educational Sciences at Kent State University. Her research includes the career development of marginalized populations, specifically Latinos/as, and leadership in the counseling profession. Dr. Storlie has counseling experiences in elementary and alternative school settings and has coedited a special issue in school counseling for the *Journal for Counselor Preparation and Supervision* in 2016.

**Karen Moore Townsend, PhD**, is a professor of counselor education at the University of North Alabama. She was a professional school counselor in a K–12 public school and has taught secondary English, history, and Russian language. Dr. Townsend is a member of the Alabama School Counselor Association, having served as postsecondary vice president, and is also a member of the Alabama Association of Counselor Education and Supervision board, as well as the Riverbend Mental Health Foundation board.

**Lawrence E. Tyson, PhD**, is an associate professor of counselor education at the University of Alabama at Birmingham (UAB). Dr. Tyson has been at UAB for the past 20 years and is the school counseling advisor. Before arriving at UAB, Dr. Tyson served as president of the Florida School Counselor Association and president of the Florida Counseling Association. After arriving at UAB, Dr. Tyson served as president of the Alabama Association for Counselor Education and Supervision, was a reviewer for *Professional School Counseling*, and was one of the original trainees for ASCA’s National Standards implementation. Dr. Tyson currently serves on numerous local school counseling advisory committees.

**Amy Upton, PhD, NCC, NCSC**, is an assistant professor in the Department of Professional Studies, University of South Alabama. Dr. Upton worked previously as a school counselor for 16 years, serving as a department chair during her last 3 years. Her research interests are around professional identity, school counselor preparation, school counseling program development, and development of resiliency in young people.

**Anna Viviani, PhD**, is an associate professor and program coordinator at Bayh College of Education, Indiana State University. She has 15 years of clinical mental health counseling experience in a variety of settings and has taught graduate and undergraduate courses at the master’s level in clinical mental health and school counseling programs. Dr. Viviani has presented at local, state, regional, and national conferences on childhood sexual abuse, counselor preparation, and supervision and training issues.

**Diana L. Wildermuth, PhD, NCC, LPC**, is an assistant professor of counseling at Temple University. She was a high school counselor and counseling department chairperson in a southeastern Pennsylvania for 14 years. Dr. Wildermuth has an extensive background in mental health, sports counseling, research methods, and diverse learners in the school setting. Her research interests include multicultural counseling and the role of the school counselor with English-language learners.
Cindy Wiley, EdS, LPC, is with the Shelby County Schools in Birmingham, Alabama. She was a high school teacher, counselor, and the counseling supervisor of Shelby County Schools in the Birmingham area. She holds an MA in counseling from the University of Alabama at Birmingham and an educational specialist degree in counseling from the University of Alabama.

Chelsey Windl, BA, is a graduate assistant at Winona State University. She is pursuing her master’s degree in school counseling.

Susannah M. Wood, PhD, is an associate professor at the University of Iowa. She teaches school counseling and counselor education and supervision courses. Dr. Wood is an experienced school counselor. Her research interests encompass preparing school counselors for their practice, with a focus on serving the gifted population, in collaboration with other educators and professionals.

Maiko Xiong, PhD, is a school counselor in Central Valley, California. Dr. Xiong currently works as a school counselor serving students in kindergarten through grade 6, a career counselor at a community college, and an adjunct professor in a clinical counseling program.

Anita Young, PhD, is an associate professor of counseling and human development at Johns Hopkins University. She has extensive experience in the field of education as a teacher, school counselor, school administrator, and district school counselor supervisor. Dr. Young’s research interests are school counselor leadership, examining best school counseling practices, and using accountability strategies to close achievement and opportunity gaps for all students. She is coauthor of *Making DATA Work and School Counselor Leadership: The Essential Practice*. 
Acknowledgments

This project owes a debt to the many school counselor educators who have used the previous editions and will use this book as an instructional tool. Your continued teaching improves our field and the lives of others. To the school counseling professionals who daily serve in the trenches to improve the lives of children and our society, whose purpose is to help people face the very incidents included in this book; and to the school counseling students striving to learn as much as possible about decision making and real-world incidents, who will serve on the frontlines in schools with the greatest national asset—our children. To the authors who contributed to this book, your insight, patience, and perseverance made this project possible.

A special place in our acknowledgments is given to the work of the authors of the first and second editions of *Critical Incidents in School Counseling*. Dr. Paul Pedersen was one of the early pioneers to consider creating a teaching text for counselor educators to use in preparing future counselors. His work has been replicated in many critical-incidents texts focused on specific counseling specialties. Dr. Larry Tyson joined Paul on the second edition and started work on this edition of *Critical Incidents in School Counseling*. We are grateful for Dr. Tyson’s selfless efforts; without him, this project would never have come to fruition. In addition, we were honored to work with great leaders in the field. I am thankful for their contributions to the field of school counseling over their career journeys.

A heartfelt special “thank you” goes to Carolyn Baker at the American Counseling Association, whose professionalism, patience, and commitment to this project were never ending. We, as professional counselors, are made better because of her support and dedication. We are also grateful to Chelsey Windl, a graduate assistant at Winona State University, for her tireless help.