



Seventh Edition

Youth at Risk

**A Prevention Resource for
Counselors, Teachers, and Parents**

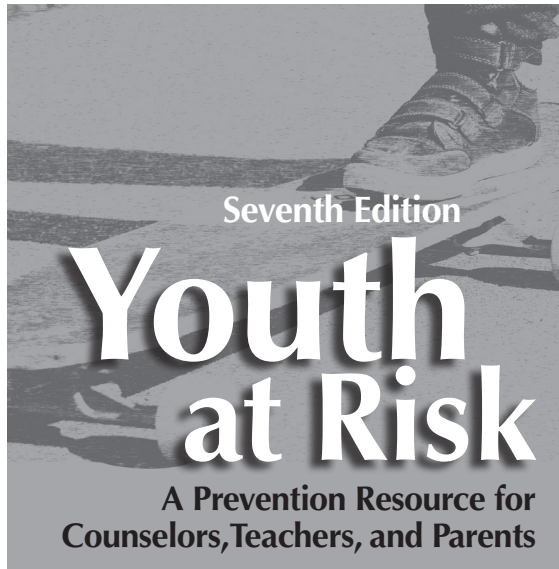
edited by

David Capuzzi
Douglas R. Gross



AMERICAN COUNSELING
ASSOCIATION

6101 Stevenson Avenue, Suite 600 • Alexandria, VA 22304
www.counseling.org



Copyright © 2019 by the American Counseling Association. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

American Counseling Association

6101 Stevenson Avenue, Suite 600
Alexandria, VA 22304

Associate Publisher • Carolyn C. Baker

Digital and Print Development Editor • Nancy Driver

Senior Production Manager • Bonny E. Gaston

Copy Editor • Beth Ciha

Cover and text design by Bonny E. Gaston

Library of Congress Cataloging-in-Publication Data

Names: Capuzzi, Dave, editor. | Gross, Douglas R., editor.

Title: Youth at risk : a prevention resource for counselors, teachers, and parents / edited by David Capuzzi and Douglas R. Gross.

Description: Seventh edition. | Alexandria, VA : American Counseling Association [2018] | Includes bibliographical references and index.

Identifiers: LCCN 2018047351 | ISBN 9781556203848 (pbk. : alk. paper)

Subjects: LCSH: Youth with social disabilities—United States. | Youth—Counseling of—United States. | Deviant behavior. | Adolescent psychopathology—United States. | Adolescent psychotherapy—United States. | Dropout behavior, Prediction of.

Classification: LCC HV1431 .Y68 2018 | DDC 362.74—dc23 LC record available at <https://lcn.loc.gov/2018047351>



Table of Contents

Preface	vii
Acknowledgments	ix
About the Editors	xi
About the Contributors	xiii

PART I • Introducing the Problem

Chapter 1	
Defining Youth at Risk	3
<i>Douglas R. Gross and David Capuzzi</i>	
Chapter 2	
Prevention: An Overview	23
<i>David Capuzzi and Douglas R. Gross</i>	
Chapter 3	
Resilience: Individual, Family, School, and Community Perspectives	43
<i>Rolla E. Lewis</i>	

PART II • Examining the Causes

Chapter 4	
The Impact of Dysfunctional Family Dynamics on Children and Adolescents	69
<i>Cass Dykeman</i>	
Chapter 5	
“Will I Ever Measure Up?” Problems of Self-Esteem	93
<i>Mary H. Guindon and Jessica J. Lane</i>	

Chapter 6

- Identifying and Preventing Mood Disorders
in Children and Adolescents 117
Marilyn J. Powell and Colleen R. Logan

Chapter 7

- Stress and Trauma: Coping in Today's Society 135
Savitri V. Dixon-Saxon and J. Kelly Coker

**PART III • Working With Youth at Risk:
Prevention and Intervention**

Chapter 8

- "Who Am I?" Unique Issues for Multiracial Youth 167
Laura R. Haddock and Jeannie Falkner

Chapter 9

- The Secret and All-Consuming Obsessions: Eating Disorders 191
Tiffany C. Rush-Wilson, Meredith J. Drew, and Ann M. Ordway

Chapter 10

- "I Don't Want to Live":
The Adolescent at Risk for Suicidal Behavior 219
David Capuzzi and Douglas R. Gross

Chapter 11

- A Future in Jeopardy: Sexuality Issues in Adolescence 255
Melinda Haley and Catherine M. Perusse

Chapter 12

- I Am Somebody: Gang Membership 281
*Adrian H. Huerta, Edwin Hernandez, and
Joey Nuñez Estrada Jr.*

Chapter 13

- "It Takes a Village": Advocating for Sexual Minority Youth 303
John F. Marszalek III and Colleen R. Logan

Chapter 14

- Death in the Classroom: Violence in Schools 323
Heather N. Paessler-Chesterton and Judy Green

Chapter 15

- "Escaping Reality": Adolescent Substance Abuse 349
Matthew V. Glowiak

Chapter 16	
Nowhere to Turn: The Young Face of Homelessness	373
<i>Melissa A. Stormont and Rebecca B. McCathren</i>	
Chapter 17	
"Do I Belong Here?" School Dropout	399
<i>Tamara E. Davis and Sylinda G. Banks</i>	
Chapter 18	
A Nation at Risk: Bullying Among Children and Adolescents	425
<i>Jennifer E. Beebe</i>	
Index	447



Preface

Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents is a revision of the 2014 sixth edition. The information presented in this seventh edition illustrates both continuing and developing factors that place youth at risk. When one compares this edition with earlier editions, it is obvious that factors such as violence, bullying, enhanced drug use, mental health issues such as stress and mood disorders, sexual orientation, and the positive and negative impacts of social media are emerging as highly significant risk factors for this population. This edition emphasizes these factors not only through the selection of authors knowledgeable in these areas but also through the inclusion of current research supporting such emphasis, case studies, and practical guidelines for successful prevention and intervention from individual, family, school, and community perspectives. In this new edition, major emphasis has again been placed on prevention efforts with at-risk populations as well as practical guidelines for successful prevention and intervention for behaviors most often identified as placing youth at risk. Selected chapters include case studies that explore prevention and intervention efforts from individual, family, school, and community perspectives. Every effort has been made to address the complexities of working with vulnerable youth in a way that provides professionals, as well as parents, with an information base and guidelines for working within the parameters of a prevention–intervention paradigm. This text differs from similar texts because of the attention it places on counseling and systems applications with youth at risk.

The text is developmental in orientation. Part I presents information dealing with identifying and defining the population and with behaviors and causal factors descriptive of youth at risk. Also included is information that serves as a foundation for understanding the prevention–intervention paradigm. Part I also addresses prevention from the point of view of the identification and promotion of resiliency in our youth.

Part II of the text deals with parameters that often serve as causal factors for the development of at-risk behaviors. Included in this section are chapters dealing with the effects of a dysfunctional family, low self-esteem, depression, bipolar disorders, mood disorders, and stress and trauma. Each chapter in this section not

only identifies various aspects of the causal factors but also presents information related to prevention strategies designed to deal with these factors.

Part III of the text deals with issues and behaviors most often identified as placing youth at risk. Chapters 8 through 18 focus on such issues as racial and ethnic identity, eating disorders, suicide, sexuality issues in adolescence, gang membership, counseling sexual minority youth, violence on the school campus, substance abuse, homelessness, school dropout, and bullying. Each chapter in Part III provides definitive information related to the specific issue and/or behavior; includes a case study to illustrate the information presented; and provides approaches to prevention and intervention from individual, family, school, and community perspectives.

New to This Edition

- Chapter 3, “Resilience: Individual, Family, School, and Community Perspectives,” has been heavily revised to further shift perspective so that counselors, educators, and parents see youth as having the developmental resources and self-righting capacities they need to navigate through life if they have adequate support.
- Chapter 5, “‘Will I Ever Measure Up?’ Problems of Self-Esteem,” has been newly written by two experts on issues connected with low self-esteem.
- Chapter 7, “Stress and Trauma: Coping in Today’s Society,” incorporates the suggestions and perspectives of a panel composed of a group of adolescents.
- Chapter 9, “The Secret and All-Consuming Obsessions: Eating Disorders,” written by three authors, one of whom specializes in working with clients with eating disorders, provides up-to-date perspectives on the topic.
- Chapter 12, “I Am Somebody: Gang Membership,” is written by three new contributors who are experts on working with gang members and see them as at-risk youth. Their approach is refreshingly strength based.
- Chapter 14, “Death in the Classroom: Violence in Schools,” is written by two new contributors, is heavily revised, and is of critical importance given recent school shooting incidents and the strong youth movement demanding reform of gun laws.
- Chapter 18, “A Nation at Risk: Bullying Among Children and Adolescents,” is also heavily revised and quite pertinent to a textbook such as ours.
- All chapters in this seventh edition include sidebars designed by the authors to create greater reader self-awareness and to enhance the presentation and understanding of the concepts, skills, roles, and applications provided in the chapter.
- The positive and negative impacts of social media are explored as they pertain to the areas discussed in this edition.
- This seventh edition provides those who adopt our text for use in a community college or university classroom with an instructor’s manual as well as PowerPoint slides. The instructor’s manual contains quiz items and suggestions for exercises and assignments that students can complete or that can be used during a class session.

Every effort has been made by the editors and contributors to provide current and relevant information in each of these areas of focus. We hope that this new edition of *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* will prove to be an invaluable resource for individuals committed to assisting young people in the often difficult transition from adolescence to adulthood.



Acknowledgments

We would like to thank the authors, who contributed their expertise, knowledge, and experience to the development of this text. We would also like to thank our families, who provided the freedom and encouragement to make this endeavor possible. Our thanks are also directed to Carolyn Baker and other members of the American Counseling Association staff for their encouragement and assistance with copyediting and ultimately the production of the book.



About the Editors

David Capuzzi, PhD, NCC, LPC, is a counselor educator and a senior core faculty member in community mental health counseling at Walden University and professor emeritus at Portland State University. Previously he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at The Pennsylvania State University and a scholar-in-residence in counselor education at Johns Hopkins University. He is past president of the American Counseling Association (ACA), formerly the American Association for Counseling and Development, and past chair of both the ACA Foundation and the ACA Insurance Trust.

From 1980 to 1984, Dr. Capuzzi was editor of *The School Counselor*. He has authored several textbook chapters and monographs on the topic of preventing adolescent suicide and is coeditor and author with Dr. Larry Golden of *Helping Families Help Children: Family Interventions With School-Related Problems* (1986) and *Preventing Adolescent Suicide* (1988). He coauthored and edited with Douglas R. Gross *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (1989, 1996, 2000, 2004, 2008, 2014, and 2019); *Introduction to the Counseling Profession* (1991, 1995, 1997, 2001, 2005, 2009, and 2013); *Introduction to Group Work* (1992, 1998, 2002, 2006, and 2010); and *Counseling and Psychotherapy: Theories and Interventions* (1995, 1999, 2003, 2007, and 2011).

In addition to *Foundations of Addictions Counseling* (2008, 2012, 2016, 2019) and *Foundations of Group Counseling* (2019) published by Pearson, he and Dr. Mark D. Stauffer have published *Career Counseling: Foundations, Perspectives, and Applications* (2006, 2012, 2019); *Foundations of Couples, Marriage and Family Counseling* (2015); *Human Growth and Development Across the Life Span: Applications for Counselors* (2016); and *Counseling and Psychotherapy: Theories and Interventions* (2016).

Other texts are *Approaches to Group Work: A Handbook for Practitioners* (2003), *Suicide Across the Life Span* (2006), and *Sexuality Counseling* (2002), the last coauthored and edited with Larry Burlew. He has authored or coauthored articles in a number of ACA journals.

A frequent speaker and keynoter at professional conferences and institutes, Dr. Capuzzi has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk and grief and loss; and serves as an invited adjunct faculty member at other universities as time permits.

An ACA Fellow, he was the first recipient of ACA's Kitty Cole Human Rights Award and also a recipient of the Leona Tyler Award in Oregon. In 2010 he received ACA's Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person. In 2011 he was named a Distinguished Alumni of the College of Education at Florida State University, and in 2016 he received the Locke/Paisley Mentorship Award from the Association for Counselor Education and Supervision. In 2018 he received the Mary Smith Arnold Anti-Oppression Award from Counselors for Social Justice, a division of ACA, as well as the U.S. President's Lifetime Achievement Award.

• • •

Douglas R. Gross, PhD, is a professor emeritus at Arizona State University, Tempe, where he served as a faculty member in counselor education for 29 years. His professional work history includes public school teaching, counseling, and administration. He is currently retired and living in Michigan. He has been president of the Arizona Counselors Association, president of the Western Association for Counselor Education and Supervision, chairperson of the Western Regional Branch Assembly of the American Counseling Association (ACA), president of the Association for Humanistic Counseling, and treasurer and parliamentarian of ACA.

Dr. Gross has contributed chapters to seven textbooks: *Counseling and Psychotherapy: Theories and Interventions* (1995, 1999, 2003, 2007, 2011); *Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents* (1989, 1996, 2000, 2004, 2008, 2014, and 2019); *Foundations of Mental Health Counseling* (1986, 1996); *Counseling Theory, Process, and Practice* (1977); *The Counselor's Handbook* (1974); *Introduction to the Counseling Profession* (1991, 1997, 2001, 2005, 2008, 2013, and 2017); and *Introduction to Group Work* (1992, 1998, 2002, 2006, 2010). His research has appeared in the *Journal of Counseling Psychology*, *Journal of Counseling & Development*, *Counselor Education and Supervision*, *Journal of Educational Research*, *Counseling and Human Development*, *Arizona Counselor's Journal*, *Texas Counseling Journal*, and *AMHCA Journal*.

During the past 20 years, Dr. Gross has provided national training in bereavement, grief, and loss. He is currently active in several charitable organizations in Three Rivers, Michigan.



About the Contributors

Sylinda G. Banks, EdD, is the director of student services at Bryant Alternative High School in Alexandria, Virginia. She received her Doctor of Education degree in school administration and policy studies from George Washington University and both her Master of Education in counseling and development and Bachelor of Science degree in psychology from George Mason University. During her career in education, Dr. Banks has served as a special education teacher, school counselor, school counseling specialist at the Virginia Department of Education, associate professor at Norfolk State University, and specialist secondary counselor for Fairfax County Public Schools. She has facilitated presentations at state and national conferences on choice theory, the American School Counselor Association National Model, academic success programs for students, school counseling program evaluation, and self-care.

Jennifer E. Beebe, PhD, NCC, is an assistant professor at Niagara University. In addition to being a counselor educator, she is a National Certified Counselor as well as a certified kindergarten–Grade 12 professional school counselor in New York. Jennifer has worked in multiple settings; such as schools, agencies, clinics, and a college counseling center. As a result, she has provided individual and group counseling to individuals across the life span. Her area of scholarship is focused on counselor development and supervision. Jennifer has partnered with local schools and communities to increase awareness, education, and intervention efforts to reduce bullying among students. Jennifer has presented at national, regional, and state conferences on bullying, cyberbullying, vicarious trauma, grief and loss, and supervision of counselors-in-training.

J. Kelly Coker, PhD, is an associate professor in the Department of Counseling at Palo Alto University. She has been a professional counselor since 1992 and a counselor educator in programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1998. Dr. Coker is a licensed professional counselor in North Carolina and has worked in school and private practice settings with children, adolescents, adults, and couples. Dr. Coker is active in the profession, with multiple professional publications and presentations, and currently serves as chair of the CACREP board.

Tamara E. Davis, EdD, EdS, is a professor in the Department of Counseling at Marymount University in Arlington, Virginia. Before coming to Marymount in 1999, Dr. Davis was an elementary and high school counselor for 9 years in Manassas, Virginia. She was on the board of directors of the American School Counselor Association (2010–2013). Dr. Davis has been a keynote speaker or presented at more than 100 workshops locally, regionally, and nationally on several topics, including student resilience and positive thinking in students. She is the author of *Exploring School Counseling: Professional Practices and Perspectives* (2nd ed.) as well as several school counseling publications at the state and national levels. Dr. Davis was named the 2007 Counselor Educator of the Year by the American School Counselor Association. She serves as the coordinator for the Northern Virginia School Counseling Leadership Team, a collaborative group of school counseling professionals from local graduate school counseling programs and surrounding school districts. She is past president of the Virginia School Counselors Association and continues to be active on the board.

Savitri V. Dixon-Saxon, PhD, is vice provost of the School of Counseling and the Barbara Solomon School of Social Work and Human Services at Walden University. She has been a counselor educator since 2002 and is a licensed professional counselor in the State of North Carolina. As a clinician, she has worked with adolescents and with traditional and nontraditional students in colleges and universities. She has worked in higher education for 27 years, and in her time as a leader at Walden, she has provided oversight for the development of six counseling programs.

Meredith J. Drew, PhD, is an associate professor of counselor education in the Professional Counseling Program at William Paterson University in New Jersey. Dr. Drew has a doctorate in counselor education and supervision and is a licensed professional counselor in New Jersey, a National Certified Counselor, and an Approved Clinical Supervisor. Dr. Drew is a certified school counselor in New Jersey with extensive experience in the schools. Her areas of interest include online education, individual and group counseling, supervision, school counseling, and wellness.

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=OCvKsKUAAAJ&hl=en>.

Joey Nuñez Estrada Jr., PhD, is an assistant professor in the School Counseling Program at San Diego State University. His research interests include street culture, holistic school–community–family partnerships, relationship-centered interventions, resiliency, and youth empowerment. His scholarship focuses on building socially just school environments by challenging systemic inequalities and eradicating school and community barriers to student learning, specifically for justice-involved youth and families. He uses a socioecological systems framework to train compassionate educators who focus on identifying

strengths to empower and build resiliency in justice-involved youth so they can heal from adverse childhood experiences and thrive academically and socioemotionally.

Jeannie Falkner, PhD, is a core faculty member in the Clinical Mental Health Counseling program at Walden University. She received her undergraduate degree from the University of Mississippi, her Master of Science in social work from the University of Texas at Arlington, and her doctorate in counselor education from the University of Mississippi. Dr. Falkner has been an educator in both social work and counseling for more than 17 years, supported by three decades of clinical work. Dr. Falkner is a member of the American Counseling Association, the Association for Counselor Education and Supervision, and the Association for Specialists in Group Work. Dr. Falkner routinely presents at the regional and national levels and publishes scholarly writings, most recently on counselor self-care. Her research interests include trauma-informed supervision, counselor wellness (including financial wellness), the culture of poverty and its impact on students and clients, and group counseling.

Matthew V. Glowiak, PhD, NCC, CAADC, LCPC, completed his doctorate in counselor education and supervision at Walden University. His dissertation examined veteran educators' perceptions of the internet's impact on kindergarten–Grade 8 learning and social development. Matt is an Illinois Licensed Clinical Professional Counselor, Certified Advanced Alcohol and Other Drug Counselor, and National Certified Counselor.

As an entrepreneur, Matt is cofounder of counseling speaks, LLC, in Chicago and Park Ridge, Illinois, a practice focused on clinical counseling, consultation, coaching, supervision, crisis intervention, and psychoeducational services and products. Matt currently serves as a clinical faculty member at Southern New Hampshire University. As a scholar, Matt has an emerging record of scholarship as outlined through refereed journal publications, magazine and newsletter articles, several book chapters, and multiple presentations. Matt is also committed to advocacy, as evidenced through his leadership roles in multiple flagship organizations and community service within others. He is currently chairperson of the Chi Sigma Iota International Counselor Community Engagement Committee and the Illinois Counseling Association Conference Event. He also serves on the American Counseling Association Publications Committee.

Judy Green, PhD, is a counselor educator and core faculty member in clinical mental health counseling at Walden University. Previously she served as an associate professor in counseling and human development at Walsh University in North Canton, Ohio, where she was also the school counseling coordinator. She earned a doctorate in counseling and human development services from Kent State University as well as two master's degrees, one in early childhood development and the other in school counseling. Dr. Green has extensive experience as a teacher, a school counselor, and a private mental health counselor. Her professional interests include group counseling, grief and trauma counseling, working as a volunteer mental health counselor for the American Red Cross, child and adolescent counseling, and training both school and mental health counselors. She has presented widely at local, state, national, and international conferences. Her current social change efforts have taken her to Tanzania every year since 2009, where she conducts training for local people

to become mental health facilitators (a program written and owned by NBCC International). She has done research regarding the perceived self-efficacy of those who have received the training and are currently using their newly acquired skills.

Mary H. Guindon, PhD, is currently a teaching associate professor for counselor education doctoral students at Kansas State University. She is the former chair of and associate professor in the Department of Counseling and Human Services at Johns Hopkins University. She is a principal of PsyCoun Consultants (www.psycoun.com) and has more than 30 years of experience in clinical practice, consulting, teaching, and administration. Dr. Guindon has published in the professional and popular press and presented nationally and internationally at professional conferences and symposia. Her books include *A Counseling Primer: An Introduction to the Profession* (as author) and *Self-Esteem Across the Lifespan: Issues and Interventions* (as editor). She holds a doctorate from the University of Virginia.

Laura R. Haddock, PhD, has been a counseling professional for more than 25 years in both clinical and academic settings. She received her doctorate in counselor education and supervision from the University of Mississippi and currently serves as a full-time member of the clinical faculty in the College of Online and Continuing Education at Southern New Hampshire University. Her clinical practice includes work with a variety of populations with a focus on trauma resolution and women's issues. As an engaged counseling professional, Dr. Haddock is active in the Association for Counselor Education and Supervision (ACES) as well as the Southern Association for Counselor Education and Supervision. She is a Licensed Professional Counselor/Supervisor, National Certified Counselor, and Approved Clinical Supervisor. Dr. Haddock has served on the Mississippi Licensed Professional Counselors Board of Examiners and the executive boards of the Mississippi Counseling Association and Mississippi Licensed Professional Counseling Association. She maintains a vigorous research agenda and routinely presents and publishes scholarly works. She was the recipient of the 2017 ACES Distinguished Professional Service Award—Counselor Educator. Her research interests include counselor wellness, student development and remediation, sexuality, cultural diversity, and supervision. In her spare time, Dr. Haddock enjoys travel and is a certified barbeque judge.

Melinda Haley, PhD, received her master's in counselor education at Portland State University, Oregon, and her doctorate in counseling psychology from New Mexico State University, Las Cruces. She was an assistant professor in the counseling and guidance program at the University of Texas, El Paso, for 5 years. Dr. Haley currently works as a core faculty member in the counselor education and supervision doctoral program at Walden University. She has written numerous chapters and journal articles on diverse topics related to counseling. She has extensive applied experience working with adults, adolescents, children, inmates, domestic violence offenders, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Dr. Haley's research interests include multicultural issues in teaching and counseling, personality development over the life span, personality disorders, the psychology of criminal and serial offenders, trauma and post-traumatic stress disorder, bias and racism, and social justice issues.

Edwin Hernandez, MA, is a doctoral candidate in the social science and comparative education program and a research associate for the Institute for Immigration, Globalization, and Education at the University of California, Los Angeles (UCLA). His research is broadly focused on issues around access and equity for underrepresented and underserved students across the educational pipeline. Prior to coming to UCLA, Edwin worked closely with students in alternative school settings as a school counselor in New York and served as a mentor through various school-community-based partnerships in California. Edwin received his master's in bilingual school counseling from New York University and his bachelor's in sociology from California State University, Northridge.

Adrian H. Huerta, PhD, is a provost's postdoctoral scholar in the Pullias Center for Higher Education Research. At Pullias, he is working on projects related to college access for males of color in high schools, community colleges, and 4-year colleges and universities. Dr. Huerta was selected as a poverty scholar-in-residence at the University of Washington West Coast Poverty Center for 2017–2018. His publications can be found in *Teachers College Record*, *Journal of College Student Development*, *Journal of the First-Year Experience & Students in Transition*, and other practitioner-focused books and journals. He earned his doctorate and master's in higher education and organizational change at the University of California, Los Angeles. He also earned a master's degree in educational policy and leadership at The Ohio State University.

Jessica J. Lane, PhD, is an assistant professor in counselor education and supervision at Kansas State University. Prior to serving as a counselor educator, she was an elementary teacher and school counselor in Kansas. She also served as a faculty member for 9 years in preparing preschool through 12th grade preservice teachers at Kansas State. Dr. Lane's research interests include the kindergarten transition, elementary school counseling, mindset, academic motherhood, collaboration between school counselors and administrators, collaboration between general and special education, and early childhood education.

Rolla E. Lewis, EdD, NCC, is a professor emeritus in educational psychology at California State University, East Bay (CSUEB). His current research and scholarly interests include public education advocacy, participatory leadership, and action research practices using the participatory inquiry process to lifescape school communities in ways that enhance students' learning power, wellness, and connectedness to the living environment and the communities where they live. He was a school counseling coordinator at Portland State University (1995–2006) and at CSUEB (2006–2014). He was board director for the Oregon School-Based Health Alliance and is an active associate of the Taos Institute. Dr. Lewis has published numerous chapters, articles, and poems in books, peer-reviewed journals, and other publications. With the school administrator educator Peg Winkelman, he wrote *Lifescaping Practices in School Communities: Implementing Action Research and Appreciative Inquiry* (2017, Routledge). He founded the Lifescaping Project with Peg Ardella Dailey and Greg Jennings. They designed and cowrote with professionals-in-training and practitioners *Lifescaping Project: Action Research and Appreciative Inquiry in San Francisco Bay Area Schools* (2017, WorldShare). He was a recipient of the Oregon Counseling Association's Leona Tyler Award for outstanding contributions to professional counseling.

Colleen R. Logan, PhD, serves as the program director for the Clinical Mental Health Counseling master's program at Fielding University. Previously she held academic and administrative positions at Walden University, Argosy University, and the University of Houston–Victoria. She served as program director for the Master's in Marriage, Couple, and Family Counseling and Addictions Counseling programs and the Counselor Education and Supervision doctoral programs and vice president of academic affairs and associate dean in the School of Psychology and Behavioral Sciences, respectively. In addition, Dr. Logan maintains a small private counseling practice specializing in affirmative and enrichment counseling.

In addition to acting in such academic and administrative positions, Dr. Logan also served as the president of the American Counseling Association (ACA; 2008–2009) and president of the Texas Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (TALGBTIC), a division of the Texas Counseling Association (2009–2010). She was recently elected director-elect representing TALGBTIC on the Texas Counseling Association's board of directors. In 2017 she received a special commendation from the ACA president for her contributions to the field of counseling and affirmative therapy with lesbian, gay, bisexual, and transgender individuals and their significant others.

Dr. Logan has presented locally, nationally, and internationally on issues related to counseling gay, lesbian, bisexual, and transgender clients. In addition, she has authored or coauthored a number of articles and chapters as well as a book regarding how to work effectively with gay, lesbian, bisexual, and transgender clients and their significant others.

John F. Marszalek III, PhD, is on the faculty of the Clinical Mental Health Counseling Program at Southern New Hampshire University. He received his bachelor's degree from Canisius College in Buffalo, New York. He received a master's in elementary education, a master's in counselor education, and a doctorate in counselor education, all from Mississippi State University. Dr. Marszalek is a National Certified Counselor and licensed professional counselor in Mississippi. He has been a counselor educator for more than 15 years and a counselor for more than 20 years, maintaining private practices in Fort Lauderdale, New Orleans, and Mississippi. Dr. Marszalek's research interests include gay, lesbian, and bisexual identity development theory and factors promoting and inhibiting long-term same-sex relationships in small towns and rural areas in the South. He served on the editorial board of the *Journal of LGBT Issues in Counseling* for more than 10 years.

Rebecca B. McCathren, PhD, is an associate professor in special education at the University of Missouri. She was a practitioner for 20 years before earning her doctorate in early childhood special education. She has extensive experience working with young children with disabilities and their families in diverse, integrated settings. Her interests include early communication and language development for children with disabilities, including those with autism; supporting children with disabilities in integrated settings; supporting families of children with disabilities or those who are at risk; and preventing language and behavioral challenges in young children.

Ann M. Ordway, JD, PhD, is a visiting professor at the University of Tennessee at Chattanooga. She holds her juris doctor degree from Seton Hall University and her doctorate in counselor education and supervision from Walden University. She was a licensed attorney in New Jersey for more than 20 years, a mediator, a Guardian ad Litem, and a parenting coordinator. She is a frequent presenter for the American Counseling Association and for the Association of Family and Conciliation Courts. She has authored and coauthored several articles related to high-conflict divorce, parental alienation, parenting coordination, and other topics. Ann's areas of interest include the preparation of counselors for court testimony and court-involved roles, ethics and law, multicultural competence, and protecting the interests of children embroiled in their parents' high-conflict divorces.

Heather N. Paessler-Chesterton, PhD, is program director of the Master of Arts in counseling program at the Townsend Institute for Leadership and Counseling at Concordia University in Irvine, California. Previously she served as a core faculty member for the master's in clinical mental health counseling program at Walden University. She is a Licensed Mental Health Counselor and a National Certified Counselor. A Regent University graduate, Dr. Paessler-Chesterton earned a doctoral degree in counselor education and supervision with a dual emphasis in community and school counseling. She enjoys consulting in her community and supervising counselors-in-training and has presented at the local and national levels on her background in multicultural settings and working with challenging youth. Dr. Paessler-Chesterton has spent much of her clinical career as both a mental health counselor and a school counselor and has directed counseling and related clinical services for students in alternative educational settings. Her area of specialization includes working with children and adolescents who are associated with high-risk issues, with an emphasis on trauma and attachment. Dr. Paessler-Chesterton is also a disaster mental health volunteer for the American Red Cross.

Catherine M. Perusse, MS, LCPC, NCC, received her master's in mental health counseling at Capella University in Minneapolis, Minnesota. She is currently working on her doctorate in counselor education and supervision at Walden University in Minneapolis, which she plans to complete in 2019. She has worked in a wide array of mental health areas and is currently the owner of a private practice located in Sandpoint, Idaho. She has extensive applied experience in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention with adolescents and adults with serious mental issues and individuals exhibiting suicidal behaviors. She is one of the founding community partners and a clinical director of a clinician-staffed local crisis line that addresses the lack of accessible services for those living in rural northern Idaho. Ms. Perusse's research interests include suicide prevention, assessment and treatment, trauma, posttraumatic stress disorder, access to treatment in rural areas, and biases that can lead to poor treatment.

Marilyn J. Powell, PhD, is a counseling psychologist licensed by the State of Texas and the dean of the School of Psychology at Walden University. She has been practicing psychology for nearly 20 years and has expertise and interests in academic leadership, the treatment of trauma disorders and anxiety, and couples therapy. She lives in Dallas, Texas, with her family.

Tiffany C. Rush-Wilson, PhD, received her doctorate in counseling from The University of Akron in 2003. She currently serves as the associate chair of the clinical mental health counseling program for the Chicago School of Professional Psychology. She has taught a variety of courses in mental health counseling and psychology at Walden University, John Carroll University, and Yorkville University. Dr. Rush-Wilson maintains a small private practice and is independently and dually licensed and certified as a counselor in the United States and Canada. She is interested in how diversity impacts eating, body language, and communication in mental health. She has worked in community mental health, in children's services, and extensively in private practice. She is a member of both the American and Canadian Counseling Associations and the Academy for Eating Disorders and has participated in community outreach and presented on women's issues, scope of practice, and eating disorders at local, national, and international venues.

Melissa A. Stormont, PhD, is a professor, codirector, and core faculty member in special education at Missouri University. Dr. Stormont has published extensively (more than 50 peer-reviewed articles, five books, and 10 book chapters) on the educational and social needs of children at risk for failure in school. Her current work includes establishing and supporting systems to prevent or ameliorate social, emotional, and behavior problems in young children. She collaborates with early childhood professionals, staff, and educators to build screening efforts for young children with socioemotional challenges. Another research area of focus is kindergarten readiness.