

## Preface

The first edition of this Handbook was published in 2004 and the second edition in 2010. Who would have thought so much about school counseling would have changed in just a decade? A dynamic wave of change has swept over school counseling programs all across the country. Since 2003, the American School Counseling Association (ASCA) published three editions of the *National Model for School Counseling Programs* (ASCA, 2003, 2005, 2012), which led to numerous important changes in how school counselors implement their school counseling programs. The model emphasizes four themes (i.e., leadership, advocacy, collaboration, and systemic change) that are infused throughout four elements, which help structure program formation and implementation: foundation, delivery system, management system, and accountability.

This third edition of the Handbook integrates and expands upon the changes brought about by revisions to the *ASCA National Model*. Revisions to each chapter reflect the influence of the model as appropriate. Other chapters give further substance and clarification to implementation of the model, including chapters in the section on Leadership and the Professional School Counselor.

Several other educational initiatives and societal dilemmas have either stemmed from or occurred simultaneously with the model. First, school reform has created a data-driven focus to programmatic changes; that is, data is used to define and demonstrate problems *before* strategies and innovations are implemented to address the problems. In the past, perceptions-based or subjective sources of information were used. Second, more attention is being given to the training of school counselors, particularly during school-based practicum and internship. Third, several clinical problems have received increased prominence in the schools over the past decade. The chapter on Habit Disorders was revised to include self-mutilation, as “cutting” among adolescents has become far too common in our schools. Also, the redefining of the autism spectrum to include children with high-functioning conditions has led to professional school counselors providing more frequent social interventions and academic advocacy to students within this clinical subpopulation. Finally, a number of chapters focusing on a school counselor’s work with special populations of students and special topics in schools were updated, including “Counseling Children of Poverty,” “Counseling Multiracial Students,” and “Emotional Safety in the Classroom.”

The section structure of the third edition of the Handbook is as follows:

- Section 1: The Foundations of School Counseling
- Section 2: Leadership and the Professional School Counselor
- Section 3: Comprehensive School Counseling Programs
- Section 4: Techniques and Approaches to Counseling in Schools
- Section 5: Assessment in School Counseling
- Section 6: Clinical Issues in School Counseling
- Section 7: Special Issues and Populations in School Counseling

As society and schools continue to change, a dynamic relationship with school counseling will continue to evolve. To school counseling professionals who use this book to retool and update skills, I hope the excitement of these transitions help you to provide even better services to your students and school community. To students who are entering the field, I hope this book provides you with a strong foundation of the current state of school counseling, but also gives you some perspective as to how the profession evolved to its current state and some insights into where you will take the field in the future. You could not have chosen a more challenging and gratifying career . . . Enjoy!

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