

## ABOUT THE EDITOR AND AUTHORS

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### ABOUT THE EDITOR

**Bradley T. Erford**, PhD, is professor and director of in the School Counseling Program at Loyola College in Maryland. He is an American Counseling Association (ACA) Fellow and the recipient of ACA's Research Award, Hitchcock Distinguished Professional Service Award, Professional Development Award, and Carl Perkins Government Relations Award. He has received the Association for Counselor Education and Supervision's (ACES) Robert O. Stripling Award for Excellence in Standards and the Maryland Association for Counseling and Development's (MACD) Maryland Counselor of the Year, Professional Development, Counselor Visibility, and Counselor Advocacy Awards. His research specialization falls primarily in development and technical analysis of psychoeducational tests and has resulted in the publication of seven books, numerous journal articles, numerous book chapters, and eight psychoeducational tests. He is an ACA Governing Council Representative, past chair of the ACA–Southern (U.S.) Region, past president of the Association for Assessment in Counseling and Education (AACE), past president of the Maryland Association for Counseling and Development (MACD), past president of the Maryland Association for Counselor Education and Supervision (MACES), past president of the Maryland Association for Mental Health Counselors (MAMHC), and past president of the Maryland Association for Measurement and Evaluation (MAME). Dr. Erford is the past chair of ACA's Task Force on High Stakes Testing, past chair of ACA's Task Force on Standards for Test Users, past chair of ACA's Public Awareness and Support Committee, past chair of ACA's Interprofessional Committee, and member of the ACA 20/20 Vision Task Force. Dr. Erford is a Licensed Clinical Professional Counselor, Licensed Professional Counselor, Nationally Certified Counselor, Licensed Psychologist, and Licensed School Psychologist. He teaches courses primarily in the areas of assessment, human development, research and evaluation in counseling, school counseling, and stress management.

### ABOUT THE AUTHORS

**Lyndon P. Abrams** earned a PhD in counseling from Texas A&M University–Commerce. He is a Nationally Certified Counselor and has professional counseling experience in the community settings. Dr. Abrams is currently an associate professor in the Department of Counseling at the University of North Carolina at Charlotte.

**Patrick Akos**, PhD, is an assistant professor of school counseling in the School of Education at the University of North Carolina at Chapel Hill. He is a former college, elemen-

tary, and middle school counselor and was recognized in 2004 as the American School Counselor Association's Counselor Educator of the Year. Dr. Akos's research focuses on the transition into and out of middle school and strengths-based school counseling. Currently, his research focuses on how school personnel can promote successful transitions and how school counselors can intervene and advocate for optimal development of early adolescents.

**Stanley Baker**, PhD, NCC, LPC, is a professor of counselor education at North Carolina State University. His professional K–12 teaching and school counseling experience was in rural and small-city locations in western and southern Wisconsin. He has been a counselor educator for 35 years at Penn State and North Carolina State universities and is a former editor of *The School Counselor* and *Professional School Counseling*. Research and writing interest areas include enhancement of the school counseling profession, evaluation of teaching methods in prepracticum courses and in supervision of counseling practicums, evaluation and accountability strategies in school counseling, research design and assessment strategies for counselor educators, the effectiveness of cognitive-behavioral primary and secondary prevention program strategies delivered by professional school counselors, and the enhancement of the research efforts of doctoral students in counselor education via faculty mentors.

**Jan R. Bartlett**, PhD, is an assistant professor in the School of Applied Health and Educational Psychology, in Counseling and Counseling Psychology at Oklahoma State University. Her K–12 professional school counseling experience was in a rural mountain school district in Arkansas. She has been a counselor educator, preparing professional school counselors in New York, Iowa, and Oklahoma. Research interests include the role of intergenerational connections in youth development, professional school counselor preparation and advocacy issues, and the impact of energy dissent on families and communities.

**Patricia L. Barton**, MS, LCPC, is a 1990 graduate of the Johns Hopkins University School of Continuing Studies. Currently, she is an Anne Arundel County Public Schools (AACPS), Maryland, principal and adjunct professor for Anne Arundel Community College. As a counselor specialist, Ms. Barton developed a family resource center for AACPS. She has written grants to increase parental involvement and is a trainer/coauthor for *Parenting for Success* and *Reaching All Parents*.

**John B. Boshoven**, MA, MSW, LPC, is a past president of the Michigan Association for College Admission Counseling (MACAC). He is an experienced counselor for the Ann Arbor, Michigan, public schools and serves as the counselor for continuing education at Community High School in Ann Arbor, the director of college counseling at the Jewish Academy of Metropolitan Detroit in West Bloomfield, a national trainer and content expert for the National Board for Professional Teaching Standards, and has a private college counseling practice.

**Dorothy Breen**, PhD, is associate professor of counselor education at the University of Maine. Dr. Breen is chair of the ACES Rural Counseling Interest Network. She is also a psychologist in private practice in rural Maine. She attained her master's degree in

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**Vicki Brooks-McNamara**, PhD, is a senior consultant with The Education Trust's National Center for Transforming School Counseling and a Fulbright Senior Specialist recipient. She retired as the department chair of school counseling in the Graduate School of Education, Lewis & Clark College, in Portland, Oregon. Prior to higher education, she was a public school educator (K–12) and a professional high school counselor in Colorado.

**Lela Kosteck Bunch** is the executive director of the Missouri School Counselor Association. Prior to taking her current position, she was an assistant professor in the Division of Counseling and Family Therapy at the University of Missouri–St. Louis. She also served as the director of guidance and placement for the Missouri Department of Elementary and Secondary Education. During her tenure in that position, she was instrumental in developing *The Guidelines for Performance-Based Professional School Counselor Evaluation* as well as in a major revision of the *Missouri Comprehensive Guidance Program Manual*. Her leadership also helped bring to fruition the Missouri Standards for Teacher Education Programs in School Counseling. In the past, she has worked as a professional school counselor, a supervisor of adult education, an outpatient therapist, and a psychoeducational consultant.

**Peggy S. Byrer** is a nationally certified psychologist and is employed as a psychologist in Indiana. She earned a bachelor's degree in sociology from Purdue University and holds graduate degrees in educational and school psychology, school counseling, and secondary education from Indiana State University. She is a member of several boards of directors for community agencies that address the needs of youngsters.

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**Laurie A. Carlson** is an associate professor in the counseling/career development program at Colorado State University. Dr. Carlson holds a PhD in counselor education from the University of Arkansas and is both a National Certified Counselor and National Certified School Counselor. Dr. Carlson's professional experience includes 10 years of experience in public schools, 4 of those years as a K–12 school counselor in Minnesota.

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**James R. Cheek**, NCC, NCSC, LPC-S, earned his doctorate from Texas Tech University. Dr. Cheek's background as an educator includes experience as a school teacher, a professional school counselor, and director of counseling for a public school system as well as community practice working with children, adolescents, and HIV/AIDS populations. Previously, he has served as an assistant professor at St. John's University and Texas Woman's University. Currently, Dr. Cheek instructs and supervises graduate students at the University of Houston–Clear Lake and provides trauma and resiliency training and support for Hurricanes Katrina and Rita survivors in the Houston-area schools.

**Gayle Cicero** is a licensed clinical professional counselor and graduate of the Loyola College of Maryland with an MEd in guidance and counseling. She is currently employed as the coordinator of guidance and counseling for Anne Arundel County Public Schools. In that role, she combines experience as a teacher, professional school counselor, pupil personnel worker, school administrator, and developer of an interagency team to lead the school counselors of a large school system. Ms. Cicero is an active member of the Maryland Association of Counseling and Development and an adjunct professor at Anne Arundel Community College.

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**Angela R. Cole** is a graduate student at Mississippi State University.

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**Doris R. Coy**, PhD, is an associate professor at Northern Kentucky University, where her areas of expertise are school counseling and career development. She is past presi-

dent of the American Counseling Association and the American School Counselor Association. She has published more than 100 articles and chapters and is the coeditor of three books. She is a former school counselor and teacher.

**Carol A. Dahir**, EdD, an assistant professor at the New York Institute of Technology, presents nationally on the areas of national standards-based school counseling programs, school counselor accountability, and career development. A former elementary school teacher, professional school counselor, coordinator of school counseling and guidance services, and director of pupil personnel services, Dr. Dahir has authored/co-authored three books, and her research agenda focuses on the impact of comprehensive school counseling programs, the national standards for school counseling programs, and school counselor accountability.

**Joyce A. DeVoss**, PhD, is an associate professor and coordinator of the MEd school counseling program at Northern Arizona University in Tucson. Her research and scholarly interests include school counselor leadership and advocacy training. She has worked as a professional school counselor, agency counselor, psychologist, and organizational consultant. She is primary author of *School Counselors as Educational Leaders*, published in 2006. She is the currently postsecondary vice president for the Arizona School Counselors Association.

**R. Anthony Doggett**, PhD, is the program coordinator and assistant professor in the school psychology program at Mississippi State University. Dr. Doggett received his PhD in school psychology from The University of Southern Mississippi. He completed a predoctoral internship and a 1-year postdoctoral fellowship in behavioral pediatrics at the Munroe-Meyer Institute for Genetics and Rehabilitation in Omaha, Nebraska. He has served as the president of the Mississippi Association for Psychology in the Schools and a professional consultant for the Mississippi Department of Education. His professional interests include applied behavior analysis, functional behavioral assessment, behavioral consultation, parent training, instructional interventions, and behavioral pediatrics.

**Deborah L. Drew**, EdD, is an associate professor and program coordinator of the school counseling program at Husson College in Bangor, Maine. In her private practice, she provides counseling, consultation, and supervision to rural Maine counselors and school systems. Formerly, she was a professional school counselor in rural areas of Maine. She attained her master's degree and doctorate in counselor education from the University of Maine.

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**Suzanne M. Dugger**, EdD, is an associate professor in the Department of Leadership and Counseling at Eastern Michigan University, where she serves as the coordinator of the school counseling program. She holds credentials as a teacher, professional school counselor, Licensed Professional Counselor, national certified counselor, and doctoral limited licensed psychologist in the State of Michigan. Dr. Dugger was a founding member of the Association of Michigan School Counselors, is a past president of both the Michigan Association for Counselor Education and Supervision and the Michigan Counseling Association, and is currently the chair of the American Counseling Association's Midwest Region.

**Ruth B. Ekstrom** recently retired as a principle research scientist in the Higher Education Research Division of Education Testing Service (ETS). Her work at ETS included studies of test use, guidance and counseling, student achievement, and women's education and employment. Ekstrom holds a master's degree from Boston University and a doctorate from Rutgers University. She is the coeditor of *Assessing Individuals With Disabilities in Education, Employment, and Counseling Settings*, and coauthor of *Education and American Youth: The Impact of the High School Experience*. She serves on the editorial board of *Measurement and Evaluation in Counseling and Development*. In 1996, Ekstrom received the American Counseling Association's Extended Research Award for her career accomplishments.

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**Patricia B. Elmore** is interim dean of the College of Education and Human Services and professor in the Department of Educational Psychology and Special Education at Southern Illinois University–Carbondale (SIUC). She received her PhD in educational psychology with a specialization in educational measurement and statistics. She is a past president of the Association for Assessment in Counseling and Education (AACE), the 1994 recipient with Ruth B. Ekstrom and Esther E. Diamond of the American Counseling Association Research Award, and in 2003 recipient of the AACE Exemplary Practices Award. She was editor of *Measurement and Evaluation in Counseling and Development* and is editor of *Educational Researcher*. She coauthored *Basic Statistics* with Paula L. Woehlke and coedited the *Handbook of Complementary Methods in Education Research* with Judith L. Green and Gregory Camilli. Elmore is a Fellow of the American Counseling Association.

**Mardi Kay Fallon** is a doctoral candidate in counselor education at the University of Cincinnati. She currently works for Children's Home of Cincinnati as a diagnostic therapist.

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**Nadine E. Garner**, EdD, LPC, is the director of the School Counseling Graduate Program and an associate professor in the Psychology Department at Millersville University of Pennsylvania. She is coauthor of the book *A School With Solutions: Implementing a Solution-focused/Adlerian-based Comprehensive School Counseling Program* (ASCA, 1998). Dr. Garner created the workshop *A Multiple Intelligences Approach to Conflict Resolution*, which she presents internationally. As a former K–12 professional school counselor at Scotland School for Veterans' Children, Dr. Garner developed a comprehensive conflict resolution/peer mediation program.

**Donna M. Gibson** is an assistant professor of counselor education at the University of South Carolina in Columbia. She has worked in public schools, hospitals, private practice, and clinics as a counselor and psychologist, working with families and children.

**Gary E. Goodnough** is professor and chair of the Counselor Education Program at Plymouth State University. He has worked in public schools as a teacher, professional school counselor, and director of guidance. Gary consults regularly with school districts on comprehensive school counseling programs. He is the author of more than 20 articles and book chapters and is the coeditor of *Leadership, Advocacy and Direct Service Strategies for Professional School Counselors*.

**Norman C. Gysbers** is a professor with distinction in the Department of Educational, School, and Counseling Psychology at the University of Missouri–Columbia. He received his PhD from the University of Michigan, and his research and teaching interests are in career development, career counseling, and school guidance and counseling program development, management, and evaluation. He is author of numerous articles and book chapters, 15 monographs, and 17 books. He received the National Career Development Association's Eminent Career Award and the ASCA Mary Gehrke Lifetime Achievement Award. Gysbers has been the editor of the *Career Development Quarterly* and *Journal of Career Development*, president of the National Career Development Association, and president of the American Counseling Association.

**Henry L. Harris** is a former secondary school counselor and military veteran. He is a Licensed Professional Counselor and a licensed school counselor in the state of North Carolina. He is also an associate professor at UNC–Charlotte and coordinator of the MA program in counseling.

**Trish Hatch**, PhD, is the coauthor of *The ASCA National Model: A Framework for School Counseling Programs*. She is the director of the Center for Excellence in School Counseling and Leadership (CESCaL) and the director of the school counseling program

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**Patricia Henderson** has been an active member of the counseling profession for the past 40 years. Her experience and research interests are in school counseling and administrative supervision. She had been an adjunct counselor educator for more than 20 of those years. Currently, she consults and writes about comprehensive school guidance and counseling programming, professionalism and supervision in school counseling, and conducting administrative supervision in counseling.

**Carlen Henington, PhD, NCSP**, is an associate professor in the school psychology program at Mississippi State University, where she directs the Summer Academic Clinic for elementary-school-age children who are referred for academic concerns. Her research and professional interests include evaluation and implementation of academic and behavioral interventions, and assessment and intervention in early childhood.

**Edwin L. Herr, NCC, NCCC**, is distinguished professor emeritus of education (counselor education and counseling psychology) and associate dean emeritus, the College of Education, the Pennsylvania State University. Dr. Herr served as a school counselor, a local director of guidance, and the first state director of guidance and testing and, subsequently, the first director of the Bureau of Pupil Personnel Services in the Pennsylvania Department of Education. Dr. Herr received a BS in business education from Shippensburg State Teachers College and an MA in psychological foundations, a professional diploma in coordination of guidance services, and an EdD in counseling and student personnel administration from Teachers College, Columbia University, where he was an alumni Fellow. Dr. Herr is past president of the American Association for Counseling and Development (now ACA), the National Vocational Guidance Association; the Association for Counselor Education and Supervision; and Chi Sigma Iota, the Counseling Academic and Professional Honor Society International. He is the author or coauthor of more than 300 articles and book chapters and 33 books and monographs, a former editor of the *Journal of Counseling and Supervision* (1993–1996) and *Counselor Education and Supervision* (1971–1974), and a member of several other editorial boards.

**Peggy LaTurno Hines, EdD**, is director for the National Center for Transforming School Counseling for The Education Trust. She is a Nationally Certified Counselor and a former program director for school counseling at Indiana State University. She is a former elementary and middle school counselor.

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tion of school counselor leadership from practicum to internship and into the practice of professional school counseling. Her work includes serving as project evaluator for Project Success, an Elementary School Counseling Demonstration Act project in the Columbus Public Schools.

**Nicholas E. Hoda** is a graduate student at Mississippi State University.

**Kristi Hofstadter** received her master's degree in school psychology from Miami University. Her research interests include functional assessment and analysis, behavioral and academic interventions, and behavioral treatment of habits and tics.

**Cheryl Holcomb-McCoy, PhD**, is associate professor in the Department of Counseling and Personnel Services at the University of Maryland at College Park. Her areas of research and scholarly interest include multicultural competence of professional school counselors, multicultural counseling training, and urban school counselor reform. Dr. Holcomb-McCoy is a former public school teacher and professional school counselor and is currently involved in the implementation of the first professional development school for professional school counselors in the Washington, DC, area.

**Jill Holmes-Robinson, PhD, LCPC, NCC**, is the director of the Georgetown University Women's Center. Dr. Holmes-Robinson is a licensed clinical professional counselor and a Nationally Certified Counselor who earned a doctorate in counselor education from the University of Virginia. She has served as an adjunct assistant professor of counseling and pastoral counseling at The Johns Hopkins University and Loyola College in Maryland. Dr. Holmes-Robinson is the former director of the Ithaca College Educational Opportunity Programs, which provided scholarships, academic support, and counseling to at-risk low-income students. Her areas of specialization are multicultural, career counseling, counseling at-risk students, and counseling issues specific to women.

**Reese M. House** works as a consultant for the National Center for Transforming School Counseling at The Education Trust in Washington, DC. He is professor emeritus at Oregon State University, where he focused on preparing school counselors to be proactive change agents and advocates for social, economic, and political justice. While at Oregon State University, he was instrumental in changing the school counselor preparation program to a mission-driven program. His background includes experience as a professional school counselor, community activist, and HIV/AIDS educator. Reese received his BS and MA from Ball State University and his EdD from Oregon State University. He has more than 40 publications on such issues as professional school counselors as advocates for change and HIV/AIDS prevention. He has delivered more than 200 presentations locally, regionally, nationally, and internationally on these same topics.

**Susan Norris Huss, LPC**, is an associate professor in the mental health and school counseling program at Bowling Green State University in Ohio. She received her PhD in counselor education from the University of Toledo after being a professional school counselor for 23 years. Dr. Huss has extensive experience in working with bereavement in schools. For 20 years, she led loss support groups for students who experienced a death. She has presented at local, state, and national levels in the area of bereavement and legal and ethical issues and has conducted research related to the efficacy of school-

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**Brian Hutchison**, MEd, is a PhD candidate and University Fellow in the counselor education program at Penn State University.

**C. Marie Jackson**, EdD, LPC, NCC, is a former counselor education faculty member at the University of West Georgia. She has a master's degree in counseling from Jacksonville State University and a doctoral degree in counselor education from the University of Alabama. She has experience in public schools as a teacher, psychometrist, and a school counselor, K–12. She has been program leader for school counseling training programs in three university settings. In addition to her school counseling credentials and experience, she is a Licensed Professional Counselor and a Nationally Certified Counselor, and has worked in a psychiatric hospital outpatient setting as a therapist.

**Gregory R. Janson** is an associate professor of child and family studies at Ohio University, Athens. He is a Professional Clinical Counselor, a National Certified Counselor, and a certified family life educator. Dr. Janson has worked extensively both in community mental health and in private practice as a trauma specialist and family counselor with children and adolescents and their families. A former therapeutic foster parent, his current research interests focus on the impact of traumatic experiences and repetitive abuse such as bullying on victims and bystanders. Other research interests focus on issues affecting gay, lesbian, bisexual, and transgendered adolescents and their families.

**Gerald A. Juhnke**, EdD, LPC, NCC, MAC, CCAS, ACS, is professor and doctoral program director at The University of Texas at San Antonio. He is the past president of the International Association for Addictions and Offender Counseling (IAAOC) and the Association for Assessment in Counseling (AAC). Jerry is a former editor of the *Journal of Addictions and Offender Counseling* and a past co-chair of the American Counseling Association's Council of Journal Editors. He has authored or edited four books and has more than 30 refereed journal articles that have either been published or are currently in press. Jerry's direct clinical counseling and clinical supervision histories includes independent practice, community mental health, corrections, and schools. Jerry's most recent book is *Counseling Addicted Families: An Integrated Assessment and Treatment Model*.

**Carol J. Kaffenberger** is currently an associate professor at George Mason University in Fairfax, Virginia, and program coordinator of the counseling and development program. She teaches counselor preparation courses and supervises school counseling interns. Previously, she was a professional school counselor and special education teacher. She is a consultant for the Education Trust Transformation of School Counseling Initiative, and provides training for practicing school counselors nationally and locally. She has held a variety of leadership positions in Virginia School Counselor Association (VSCA). She developed a model for school reintegration for students with chronic illness and provides training to practicing school counselors, social workers, and public health nurses. Her research interests include supporting students with chronic illness and the transformation of professional school counselors. She has written professional articles and

chapters on school reentry issues, coping with cancer, the diagnosis of mental disorders in children, and the transformation of school counseling.

**Margaret A. King** is a professor in early childhood teacher education at Ohio University. Dr. King served as secretary and governing board member of the National Association for the Education of Young Children. She is on the editorial board of *Early Childhood Research and Practice*. She has written and presented on boys and guidance, best teaching practices, and teacher development.

**Daniel J. Krenzer** earned a BS in psychology at Western Carolina University and is currently a PhD candidate in the school psychology program at Mississippi State University. His current research interests are cognitive abilities and processes, behavior assessment, and interventions for individuals with developmental delays.

**Vivian V. Lee**, PhD, NCC, is the higher education school counselor specialist at the National Office for School Counselor Advocacy of The College Board. Dr. Lee, a former teacher, secondary school counselor, site supervisor for school counseling interns, director of guidance and counseling, and full-time counselor educator continues to teach school counseling as an adjunct professor at University of Maryland at College Park. Dr. Lee has been involved with the Education Trust National Initiative for Transforming School Counseling, serving as a trainer, and has published articles and book chapters on developing school counseling programs, conflict resolution and violence, and group counseling. Dr. Lee worked in public education for 24 years before joining the College Board. She received her master's and doctoral degrees from the University of Virginia.

**Tracy C. Leinbaugh**, PhD, NCC, PCC, is an associate professor of counselor education at Ohio University. She received a PhD in counselor education, with a cognate area of psychology. Dr. Leinbaugh's clinical experience includes child/adolescent counseling, school psychology, school counseling, private practice, and work with incarcerated youth. She is a member of the American Red Cross Disaster Mental Health Team and clinical director of the Hocking Valley Regional Critical Incident Stress Management Team. She is currently licensed as a Professional Clinical Counselor, supervisor endorsement, school counselor, and school psychologist in Ohio and is a national certified counselor. Her research interests include child and adolescent issues and disorders, disability issues, school counseling, and families of children with disabilities.

**Dana Heller Levitt** is associate professor of counselor education at Ohio University. She received her master's and doctoral degrees from the University of Virginia. In addition to eating disorders and body image, Dr. Levitt also focuses on religiosity, ethics, and training and supervision for counselors across settings.

**Lynn E. Linde** is coordinator of clinical experiences at Loyola College in Maryland's School Counseling Program. She is a former branch chief for pupil services at the Maryland State Department of Education and representative to the ACA Governing Council. She is a past chair of ACA–Southern Region and past president of the Maryland Association for Counseling and Development (MACD).

**Larry C. Loesch**, PhD, NCC, is a professor in the Department of Counselor Education at the University of Florida, Gainesville. He is a former president of the Associa-

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**Kristi McCaskill**, MEd, NCC, NCSC, is the counseling advocacy coordinator and FACT coordinator for the National Board for Certified Counselors (NBCC), Inc. and Affiliates. She is a graduate of the University of North Carolina at Chapel Hill.

**Patricia Jo McDivitt** began her career as an educator, serving as a classroom teacher and counselor for 12 years. In addition to her teaching experience, she recently served as president of the Association for Assessment in Counseling (AAC), a division of the American Counseling Association (ACA). Currently, she serves on the editorial board of *Measurement and Evaluation in Counseling and Development*. Patti also serves as a member of the Joint Committee on Standards for Educational Evaluation (JCSEE), where she has been instrumental in the development and launch of *The Student Evaluation Standards*. She has also authored numerous educational publications, including journal articles and book chapters on assessment.

**Adriana G. McEachern**, PhD, NCC, NCRC, LMHC, is an associate professor in counselor education and associate dean for academic affairs in the College of Education at Florida International University. She received her doctorate in counselor education from the University of Florida in 1989. She is past president of the Florida Counseling Association and chair of the American Counseling Association Southern Region. She has published numerous articles in the areas of child abuse, exceptional students and exceptional student education, and multicultural issues.

**Gail Mears**, PsyD, is a counselor educator at Plymouth State University, Plymouth, New Hampshire. She is a licensed clinical mental health counselor, teaches mental health counseling courses, and supervises internships. She has 27 years of experience as a psychotherapist, with a broad range of clients. In addition to her work as an associate professor of counselor education, she provides counseling services to college students through the Plymouth State College Counseling and Human Relations Center and the Plymouth State University Community Clinic, where she serves as the clinic director. She is the current president of the American Mental Health Counselors Association.

**Amy Milsom**, NCC, LPC, is an assistant professor at the University of North Carolina at Greensboro. She earned her doctorate from Penn State University and is a former middle and high school counselor. Her primary research interests are in the areas of students with disabilities, school counselor preparation and professionalism, and group work.

**Robika Modak** hails from Tupelo, Mississippi. He completed a BA in psychology at Millsaps College and is now pursuing a master's degree at Mississippi State University in school counseling.

**Cheryl Moore-Thomas**, PhD, NCC, is an associate professor of education in the school counseling program at Loyola College in Maryland, where she teaches courses in group and multicultural counseling. She has published and presented in the areas of multicultural counseling competence, racial identity development, spiritual identity development in African American children and adolescents, and accountability in school counseling programs. Additionally, Dr. Moore-Thomas consults with public school systems on issues of diversity and academic achievement.

**Sally Murphy**, PhD, was as an associate professor and clinical coordinator in the Counseling and Development Program, Graduate School of Education at George Mason University, Fairfax, Virginia. Sally worked in a variety of educational roles over the past 30+ years, including university professor, professional school counselor, and elementary school teacher. She has given numerous presentations at state and national professional conferences and has conducted workshops for school districts and local school communities on topical issues such as school counseling supervision, training school counselors on ASCA's national model, school counseling leadership, the transformation of school counseling, and ethical issues and legal implications for school counseling. She and her husband now live in Charlottesville, Virginia.

**Kelly M. Murray**, PhD, is assistant professor and director of PhD clinical education in the Pastoral Counseling Department at Loyola College in Maryland. Dr. Murray is a clinical psychologist whose treatment and research interests are in the area of women's health and trauma. She served as a Navy psychologist for 7 years and was on staff at both the National Naval Medical Center and the United States Naval Academy. Along with being on the full-time faculty at Loyola, she is visiting scientist at the Center for the Study of Traumatic Stress. Her research interests have been broad, and she has published empirical research on topics such as women and personality styles in relation to success, and health and psychological states during trauma and crisis.

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