

PREFACE

The first edition of the Handbook was published in 2004. Who would have thought so much about school counseling would have changed in just 4 or 5 years? A dynamic wave of change has swept over school counseling programs all across the country. Since 2003, the American School Counseling Association (ASCA) published the *National Model for School Counseling Programs* (ASCA, 2003, 2005), which led to several 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 second edition of the Handbook integrates and expands upon the changes brought about by the ASCA national model. Revisions to each chapter reflect the influence of the model as appropriate. Several new chapters have been added to give further substance and clarification to implementation of the model, including chapters in the new section on Leadership and the Professional School Counselor in the "ASCA National Model," "Professional Advocacy," "Advocacy in Action: The Voice of the Student," and "The Professional School Counselor and Leadership." An additional welcome addition to this book is the chapter "Sage Perspectives on School Counseling," which features the perspectives of four long-time observers and shapers of the school counseling profession: Stan Baker, Norm Gysbers, Pat Henderson, and Ed Herr. They provide historical perspectives and highpoints from the past 50 years and glimpses into future challenges.

Several other educational initiatives and societal dilemma 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. Thus a new chapter, "Data-Driven School Counseling Approaches," was added. Second, more attention is being given to the training of school counselors, particularly during school-based practica and internships. To help school-based practitioners orient to the different, albeit exciting, role of intern supervisor, the chapter titled "Supervising School Counselor Interns" was added. Third, several clinical problems have received increased prominence in the schools over the past few years. 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 added, including "Counseling Children of Poverty," "Counseling Multiracial Students," "Emotional Safety in the Classroom," and "The Special Needs of Boys."

The section structure of the second edition of the Handbook also underwent a bit of modification as the order of several sections was changed to establish their prominence earlier in the book. The new order 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

In addition, the chapter references are now available on an accompanying CD-ROM. The list of sources used in this edition can be searched by author, title, or keyword.

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 for the first time, 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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