Professional School Counseling

¡Adelante! A Community Asset Mapping Approach to Increase College and Career Readiness for Rural Latinx High School Students

Elisabeth Arriero, Dana Griffin

Community asset mapping is an approach that school counselors can use to locate resources to meet the needs of families, schools, and communities. This article provides step-by-step instructions on how school counselors might use community asset mapping to address the needs of their population(s), illustrated with an example of implementation in a rural high school. The authors address implications for school counselor practice.

Evidence-Based School Counseling: Models for Integrated Practice and School Counselor Education

Brett Zyromski, Carey Dimmitt, Melissa Mariani, Catherine Griffith

Although school counselors and school counselor educators have an ethical responsibility to use and to teach evidence-based practices (EBPs), recent research has illustrated a lack of EBP in counselor education scholarship. In school counselor education programs, training related to EBP may be absent due to a lack of understanding or instructor training. This article provides a model using three pedagogical approaches for integrating EBP into school counselor education programs. Authors review the three approaches—stand-alone courses, full program integration, and program–school–community integration—in depth and use a case study to illustrate the application of each. Implications for school counseling practice and research conclude the article.

Competence in Program Evaluation and Research Assessed by State School Counselor Licensure Examinations

John C. Carey, Ian Martin, Karen Harrington, Michael Trevisan

This study investigated how state licensure examinations address school counseling program evaluation and research. In the 31 states that require them, examinations gave little attention to measuring competencies associated with designing and conducting a program evaluation. Researchers found variability in how these examinations addressed research competencies. These results indicate a need for greater clarity and understanding on the part of state examiners regarding what school counselors need to know and be able to do in terms of program evaluation and research.

Remixing the School Counselor's Tool Kit: Hip-Hop Spoken Word Therapy and YPAR

Ian P. Levy, Amy L. Cook, Christopher Emdin

October 5, 2018

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This article explores a model for school counselors to capitalize on the therapeutic, empowerment-oriented nature of hip-hop practices to engage in youth participatory action research (YPAR). Drawing from research that supports the use of hip-hop therapy and YPAR in schools, we propose a culturally sensitive group counseling process wherein students use hip-hop lyric writing, recording, and performing to critically analyze, research, and report on issues of personal importance to them.

Transformative School Counselor Leadership: An Intrinsic Case Study

Molly M. Strear, Patricia Van Velsor, Daniel A. DeCino, Gregory Peters

October 22, 2018

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This descriptive, intrinsic case study explored a transformative leadership professional development opportunity designed for school counselors in a large, urban school district. Interviews with 19 participating school counselors provided increased understanding of school counselors' beliefs, skills, and agency regarding leadership and comprehensive school counseling program implementation. The authors discuss the results to support school counselor leadership development and implications for school counselors striving for educational equity.

Developing a Comprehensive School Suicide Prevention Program

Paul F. Granello, Brett Zyromski

October 24, 2018

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Suicide is the third most common cause of death for youth aged 14–19. School counselors need a school-wide prevention plan to address the mental and emotional needs of students experiencing suicidal ideation and behaviors. Although researchers have suggested that suicide prevention programming and suicide screening programs lower the rate of adolescent deaths, a paucity of evidence-based, school-wide, comprehensive suicide prevention programs exists. Therefore, to fill a gap in research and training resources, the authors propose four different types of research-supported suicide prevention programs. The authors also propose a common standard for the development of an effective, comprehensive school suicide prevention program using a five-step process and frame these approaches within the ASCA National Model.

Spotlighting Stigma and Barriers: Examining Secondary Students' Attitudes Toward School Counseling Services

Richard W. Auger, Nicholas R. Abel, Brandie M. Oliver

November 16, 2018

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Student attitudes toward accessing school counseling services were the focus of a survey of 3,584 middle school and high school students. Respondents identified barriers to seeking help from school counselors, including stigma, a desire to manage problems themselves, a lack of a positive relationship with their school counselor, and a concern that the counselor would not keep disclosures confidential. This study also examined the impact of gender, age, and race/ethnicity on students' willingness to seek help from their school counselor. The authors present implications for practice and future research.

The Multicultural School Counseling Behavior Scale: Development, Psychometrics, and Use
Jennifer H. Greene
December 11, 2018
https://doi.org/10.1177/2156759X18816687
The Multicultural School Counseling Behavior Scale (MSCBS) is designed to aid in measuring an important and overlooked area of the multicultural counseling competence of school counselors. This article presents the development, a pilot study, and initial psychometric properties of the MSCBS and provides implications for school counselors and future research.

College Readiness Counseling to Promote Native American Adolescents' College Aspirations: The Integrated Conceptual Model of Student Success
Sherri L. Turner, Ju Ri Joeng, Gale Mason-Chagil, Julia L. Conkel-Ziebell, Shari N. Dade, Ryoka Kim
December 18, 2018
https://doi.org/10.1177/2156759X18816671
Based on the Integrated Conceptual Model of Student Success, the authors used structural equation modeling (path analysis) to test a model of college readiness counseling for Native American high school students. Results indicated that college readiness counseling and achievement motivation predicted achievement, while parent support and school climate predicted achievement motivation. The effect of school climate on achievement was fully mediated by achievement motivation. Only achievement predicted college aspirations. The authors discuss implications for college readiness counseling.

Exploring the Job Duties That Impact School Counselor Wellness: The Role of RAMP, Supervision, and Support
Nicole M. Randick, Shannon Dermer, Rebecca E. Michel
December 18, 2018
https://doi.org/10.1177/2156759X18820331
The authors examined the predictive relationship between the performance of job duties informed by the ASCA National Model and overall wellness of school counselors. Authors also examined the relationship between organizational factors (i.e., Recognized ASCA Model Program, supervision, and support), the frequency of job duties performed, and overall wellness. The results revealed a predictive relationship between some of the job duties school counselors perform and wellness. Autnors provide implications for school counseling practice and training programs.

School Counselors' Attitudes Toward Evidence-Based Practices
Patrick R. Mullen, Helena Stevens, Nancy Chae
January 10, 2019
https://doi.org/10.1177/2156759X18823690
The use of evidence-based practices (EBPs) is growing among school counselors. However, little is known about school counselors' attitudes toward EBPs and related factors. The authors investigated the relationships between school counselors' grade level, years of experience, theoretical orientation, and attitude toward EBPs. Results indicated that the use of cognitive/behavioral theory and number of years of practice related to attitudes toward EBPs. Authors offer implications for school counseling practice and future research.

Data-Driven School Counseling: The Role of the Research–Practice Partnership
Mandy S. Savitz-Romer, Tara P. Nicola, Amelia Jensen, Nancy E. Hill, Belle Liang, John Perella
January 13, 2019
https://doi.org/10.1177/2156759X18824269
Research–practice partnerships (RPPs) are ripe contexts for school counselors to employ data-driven practices to improve student outcomes. The authors leveraged an RPP between two universities and a high school to assist the latter's school counseling department in examining students' satisfaction with their counselor interactions. The RPP created the capacity for the counselors to gather and use data to implement targeted interventions for improving students' awareness and perceptions of their school counselors.

Self-Esteem and School Belongingness: A Cross-Lagged Panel Study Among Urban Youth
Justin C. Perry, Bethany D. Lavins-Merillat
January 28, 2019
https://doi.org/10.1177/2156759X19826575
The present study explored the causal relationship between self-esteem and school belongingness among a sample of urban youth. Based on a longitudinal cross-lagged panel design, the results offered initial support for the personal agency perspective of growth in self-esteem leading to growth in school belongingness. The authors discuss the implications for school counselors and the study's limitations and directions for future research.

Classroom Management Competencies for School Counselors: A Delphi Study
Helen Runyan, Tim Grothaus, Rebecca E. Michel
March 12, 2019
https://doi.org/10.1177/2156759X19834293
The school counseling core curriculum is an essential element of a comprehensive program. School counselors need to be proficient in classroom management to successfully implement this intervention, yet few recent empirical investigations of school counselors' classroom management knowledge and skills exist. The authors conducted a Delphi study with school counseling classroom management experts to create a consensus list of competencies associated with effective classroom management for school counselors. The authors provide implications for school counseling stakeholders.

An Implementation of a Computerized Cognitive Behavioral Treatment Program to Address Student Mental Health Needs: A Pilot Study in an After-School Program
Sara Sanders, Jessica J. Lane, Mickey Losinski, Jessica Nelson, Abdullah Asiri, Samantha M.K. Holloway, Elizabeth Rogers
March 18, 2019
https://doi.org/10.1177/2156759X19838462
This study evaluated the feasibility and effectiveness of an abbreviated computerized cognitive behavioral therapy (CCBT) software program, Camp Cope-A-Lot, in an after-school setting for elementary students identified as at risk for anxiety and other behavioral problems. Analysis of data from a small sample of students randomly assigned to a treatment or control group suggests that CCBT programs may ease the internalizing symptoms of students. The authors discuss limitations and implications for practitioners and future research.

A Content Analysis of School Counseling Supervision
Kenya G. Bledsoe, Sandra Logan-McKibben, W. Bradley McKibben, Ryan M. Cook
March 25, 2019
https://doi.org/10.1177/2156759X19838454
Building upon previous reviews of clinical supervision in counseling, the authors analyzed the content of 69 articles on school counseling supervision published from 1968 to 2017. The authors identified publication, methodological, and topical trends in school counseling supervision and contextualized them within the broader counseling supervision research, thereby highlighting important next steps for school counseling supervision research and practice.

School Counselor Roles and Opportunities in Promoting EcoWellness: Integrating Nature Connection in K–12 Settings
Ryan F. Reese, Lindsay C. Webster, Kathy Biles
March 26, 2019
https://doi.org/10.1177/2156759X19839651
Nature positively impacts holistic wellness and K–12 student learning, although this phenomenon has largely been unstudied in school counseling. School counselors are in a unique position to champion nature connection in school communities to promote holistic wellness and positive learning outcomes. This article introduces EcoWellness as a framework for strategically infusing nature throughout the comprehensive school counseling program. We discuss strategies for school counseling practice and implications for school counselor preparation and research.

Experiences of School Counselor Mothers: A Phenomenological Investigation
Mary A. Hermann, Robyn L. Walsh, Jennifer W. Underwood
April 17, 2019
https://doi.org/10.1177/2156759X19844491
Researchers have identified some of the benefits and challenges working mothers experience. This phenomenological study extends this line of research to school counselor mothers. Themes highlighted include benefits of combining school counselor and motherhood roles, instances of role incompatibility, and strategies for managing multiple roles. Researchers also provide suggestions for advocacy efforts to further support working mothers and to address the challenges specific to school counselor mothers.

Factors Influencing School Counselor Involvement in Partnerships with Families of Color: A Social Cognitive Exploration
Pamela N. Harris, M. Ann Shillingford, Julia Bryan
April 17, 2019
https://doi.org/10.1177/2156759X18814712
Using a national sample of 155 school counselors, researchers examined the relationships between school counselors' personal and environmental factors and their involvement in partnerships with families of color. We found positive correlations between school counselor self-efficacy, multicultural competence, and involvement in partnerships. Multiple regression analysis indicated that self-efficacy about partnerships and multicultural knowledge served as predictors of school counselor involvement in partnerships with families of color. We discuss implications for school counselor efforts in establishing these partnerships.

Helping Students Who Stutter: Interprofessional Collaboration Between Speech-Language Pathologists and School Counselors

Chad M. Yates, Daniel Hudock, Randall Astramovich, Jehan Hill

April 17, 2019

https://doi.org/10.1177/2156759X19844506

Children who stutter may experience challenges in their social and emotional development that can lead to academic struggles in school. School counselors and speech-language pathologists (SLPs) are uniquely positioned to collaborate on school-based interventions to help children who stutter. We review common elements of stuttering in children and provide suggestions for enhanced collaboration between school counselors and SLPs.

Potential Stressors of Undocumented Latinx Youth: Implications and Recommendations for School Counselors

Regine M. Talleyrand, Jennifer Thanh-Giang Vojtech

May 7, 2019

https://doi.org/10.1177/2156759X19847168

The immigration process for undocumented youth often results in multiple academic, personal, and career stressors, including experiences of trauma, loss, language barriers, and limited postsecondary schooling or work options. Further, the ongoing political debate regarding immigration may exacerbate these stressors for undocumented youth living in the United States. The authors address potential stressors of undocumented Latinx youth, provide school counseling implications and recommendations for this underrepresented population, and include an illustrative case study.

Does RAMP Matter? Comparing Elementary Student Grades and Absences in One District

Amy Milsom, Melissa Morey

May 13, 2019

https://doi.org/10.1177/2156759X19847977

This study examined the impact of Recognized ASCA Model Program (RAMP) status on student grades and absences in four elementary schools in the same district. Hierarchical multiple linear regression results revealed that RAMP status positively predicted absences and negatively predicted course grades in a sample of 2,066 students, after controlling for demographic factors. Recommendations for research and practice focus on accountability and methodological considerations.

"If We Don't Define Our Roles, Someone Else Will": Professional Advocacy in School Counseling

Stacey Havlik, Marie Ciarletta, Emily Crawford

May 16, 2019

https://doi.org/10.1177/2156759X19848331

Professional advocacy in the field of school counseling is critical to promote the profession and ensure that school counselors are engaged in appropriate roles that are aligned with ASCA. To better understand how they are engaging in this important work, researchers interviewed and surveyed school counselors about their experiences with professional advocacy. Findings suggest that school counselors possess strengths and face challenges when advocating for their roles.

Attention Problems and Mindfulness: Examining a School Counseling Group Intervention with Elementary School Students
Yi-Wen Su, Jacqueline M. Swank
May 16, 2019
https://doi.org/10.1177/2156759X19850559
Researchers examined the effectiveness of a mindfulness-based attention group with elementary school students struggling with attention problems. The results revealed that students in the intervention group were more likely to improve their on-task behavior and decrease their attention problems during the group compared to students in the comparison group. The intervention group demonstrated improvements ranging from debatably effective to very effective for improving mindfulness. The authors discuss implications for using the intervention.

School Counselors' Roles and Responsibilities in Bullying Prevention: A National Survey
Jacqueline M. Swank, Sondra Smith-Adcock, Jo Lauren Weaver
May 27, 2019
https://doi.org/10.1177/2156759X19851465
Researchers examined school counselors' perceptions of their roles and responsibilities in addressing bullying. This study also investigated the prevalence of bullying prevention training, policies and laws, and various school problems. School counselors reported differences between their perceptions of their roles and responsibilities and what they believe are their principals' expectations of school counselors. Authors discuss the results, implications for school counselors, and recommendations for research.

Enhancing Student Learning by "Building a Caring Climate": School Counselors' Experiences with Classroom Management
Emily Goodman-Scott
May 29, 2019
https://doi.org/10.1177/2156759X19852618
To address a gap in the literature and inform school counseling practice, this investigation explored school counselors' experiences with classroom management. A qualitative thematic analysis triangulated data from a national archival survey and two focus groups. Participating school counselors communicated two overarching themes: appreciating and utilizing classroom management strategies and factors that influenced their classroom management. This article provides discussion and implications, including applicable recommendations for practicing school counselors.

New School Counselors' Perceptions of Factors Influencing Their Roles as Leaders
Dawn M. Robinson, Erin C. M. Mason, H. George McMahon, Lea R. Flowers, Ariel Harrison
June 3, 2019
https://doi.org/10.1177/2156759X19852617
This qualitative study explored the experiences of new school counselors in establishing themselves as leaders in their schools. Specifically, the study focused on factors this population perceives as promoting or impeding their role as leaders. Researchers interviewed 12 participants in their first through third year as school counselors. Four themes emerged from the data, including intrapersonal factors, sociocultural factors, systemic factors, and interactive factors. Authors discuss implications for counselor educators, district supervisors, and school counselors.

Perceptions of School Counselors Surviving a School Shooting
Carleton H. Brown
June 3, 2019
School counselors have an ethical and professional responsibility to offer counseling services during crises such as a school shooting. Limited research has explored the lived experiences and practices of school counselors who have experienced a school shooting. This article discusses a qualitative case study investigating school counselors' experiences related to school shootings and presents implications for school counselors.

Guidance Counselors or School Counselors: How the Name of the Profession Influences Perceptions of Competence
Brett Zyromski, Tyler D. Hudson, Emily Baker, Darcy Haag Granello
June 6, 2019
School counselors were given a measure of school counseling competencies and standards. About half the participants completed a version of the survey that used the term "Guidance Counselor" and half completed a version of the survey that used the term "School Counselor." Participants who completed the surveys that used the term "Guidance Counselor" were statistically significantly less likely to believe that school counselors were able to perform the 25 tasks on the survey.

Integrating Yoga into a Comprehensive School Counseling Program: A Qualitative Approach
Julia V. Taylor, Donna M. Gibson, Abigail H. Conley
June 19, 2019
Using an exploratory phenomenological qualitative research design, this study investigated the lived experiences of 10 school counselors who integrate yoga into their comprehensive school counseling programs. Analysis of data revealed five significant themes and subsequent subthemes describing the participants' lived experiences of yoga integration within their school counseling programs. Authors include implications for research and practice.

School Counselor Experiences of Response to Intervention with English Learners
Leonissa V. Johnson, E. Mackenzie Shell, Malti Tuttle, LaVonna Grace
June 28, 2019
Although school counselors participate in response to intervention (RTI), little research describes the unique opportunities and challenges encountered in RTI with English learners (ELs). This phenomenological study explored the experiences of school counselors engaging in RTI for ELs. The researchers identified three themes: (a) key stakeholders impacting RTI for ELs, (b) school counselors advocating for ELs in RTI, and (c) challenges distinguishing language from learning. The authors include implications for school counseling practice and research.

Measuring Classroom Climate: A Validation Study of the My Child's Classroom Inventory–Short Form for Parents

Melissa Mariani, Christopher A. Sink, Elizabeth Villares, Carolyn Berger

July 5, 2019

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Researchers assessed reliability and validity information to determine the utility of the My Child's Class Inventory–Short Form (MCCI-SF) using 657 parents/caregivers. A four-factor model was generated reflective of the following classroom dimensions: Peer Relations, Competitiveness, Difficulty, and Satisfaction. Using the MCCI-SF in conjunction with its companion instruments, the My Class Inventory–Short Form Revised and the My Class Inventory–Short Form for Teachers can provide school counselors with useful accountability data about their school counseling program.

The Relationship Between Job Roles and Gender on Principal–School Counselor Relationship Quality

Phillip L. Waalkes, Daniel A. DeCino, Jaimie Stickl Haugen, Amanda Dalbey

July 5, 2019

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Principals have power to delegate job responsibilities to school counselors, and this may impact principal–school counselor relationship quality. In a study grounded in leader–member exchange theory, researchers surveyed 167 school counselors about the relationship between their job roles, gender, and years of experience and the quality of their principal–school counselor relationship. Results indicated that relationship quality was positively related to curriculum activity and consultation activity and negatively related to other activity and gender. Researchers discuss implications for school counseling practice and research.

Narratives of School Counselors Regarding Advocacy for LGBTQ Students

Jack Simons, Mary Cuadrado

July 9, 2019

https://doi.org/10.1177/2156759X19861529

Using a directed form of qualitative research proposed by Mayring, this qualitative study applied Ajzen's Theory of Planned Behavior (TPB) to examine the efforts of nine self-identified school counselor advocates to advocate for lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students. This study is warranted because LGBTQ students commonly experience bullying in the absence of resources while also trying to navigate a new identity. Findings indicated that the work expectations of other school stakeholders, along with the school counselors' levels of advocacy self-efficacy and exposure to the LGBTQ community, were related to how, when, and why the school counselors advocated for LGBTQ students. Authors offer future research and practice recommendations to give more voice to LGBTQ students in the current sociopolitical climate.

Supporting School Engagement and High School Completion Through Trauma-Informed School Counseling

Amanda D. Rumsey, Amy Milsom

August 6, 2019

https://doi.org/10.1177/2156759X19867254

Awareness of trauma and the impact it has on children is a growing concern for schools in the United States. Exposure to trauma has been linked to challenges with learning, social/emotional health, and behaviors, all of which can negatively impact school experience and lead to issues with engagement and high school completion. The authors discuss suggestions for how school counselors can use a trauma-informed approach to implement systemic interventions, targeted interventions, and collaborative partnerships.

Examining the Relationship Between the Multicultural Self-Efficacy, Empathy, and Training of School Counselors and Their Knowledge and Skills Supporting Students Experiencing Homelessness

Ami Camp, Sejal Parikh Foxx, Claudia Flowers

August 6, 2019

https://doi.org/10.1177/2156759X19867332

Homelessness remains a national concern impacting the lives of many individuals and families. The authors examined the relationships among participating school counselors' self-reported multicultural self-efficacy, empathy, training, and knowledge and skills supporting students experiencing homelessness. Results of a three-stage hierarchical multiple regression indicated that the most significant predictors of school counselors' knowledge and skills were training and multicultural self-efficacy, respectively. Authors present implications for training programs, counselor educators, and practicing school counselors.

Preparing Preservice School Counselors to Serve Students with Disabilities: A Case Study

Emily Goodman-Scott, Jonna Bobzien, Amy Milsom

August 6, 2019

https://doi.org/10.1177/2156759X19867338

Using a case study, researchers examined how preservice school counselors experienced course content and activities related to students with disabilities. Course content, activities, and pedagogical strategies were based on recommendations from counselor education scholars and Bandura's model of self-efficacy. Aligned with case study research, researchers gathered and triangulated both quantitative and qualitative data, which revealed that participants reported an overarching positive experience, gaining knowledge and confidence and appreciating practical experiences regarding course content and activities specific to students with disabilities.

Effectiveness of an Adapted Behavioral Education Program Targeting Attendance Improvement

Theodore Stripling

August 6, 2019

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This study describes the effectiveness of an adapted behavioral education program for students defined as "chronic absentee." The intervention focused on building positive student–adult relationships through data monitoring, daily check-ins, and group reinforcements. Although it resulted in a 0.43% decrease in average daily attendance, a promising result was participants' decrease in absences during the intervention. The intervention also may be preventative for absentee students. The paper explores implications for practice and research.

A Sense of Mattering: A Group Intervention for African American Boys

Eva M. Gibson, Mariama Cook Sandifer, Winifred Bedford

August 7, 2019

https://doi.org/10.1177/2156759X19867336

African American boys have been disproportionately represented in school discipline data. School counselors are encouraged to integrate cultural considerations while developing interventions for African American boys. A middle school counselor (the first author) utilized discipline data to create a culturally responsive group intervention designed to affect behavior and develop social/emotional skills. Through the analysis of perception and outcome data, findings indicated improvement in behavior and social/emotional skills among participants. We discuss implications for school counselors, school counselor education programs, and school districts.

Recognized ASCA Model Program (RAMP) and Student Outcomes in Elementary and Middle Schools

Patrick Akos, Kevin C. Bastian, Thurston Domina, Lucia Mock Munoz de Luna

August 16, 2019

This study evaluates the relationship between the Recognized ASCA Model Program (RAMP) designation and students' achievement and attendance outcomes in elementary and middle schools. Researchers used data from 2009 through 2015 from Wake County Public Schools, the largest school district in North Carolina. Our analyses use a school fixed effects approach to assess how student outcomes changed when a school received the RAMP designation. Results indicated that RAMP boosted student attendance, particularly in middle schools, but had limited effect on student achievement.

Experiences of Elementary School Counselors and Students in Using Reality Art Therapy to Address Chronic Conditions

Eric Davis, Sondra Smith-Adcock, Lindsey Towns

August 28, 2019

Elementary school counselors are frequently called on to provide counseling services for children with chronic conditions. However, counselors' training and professional development in this area is lacking. Myriad behavioral, social, and academic issues can result from a child's chronic condition. This qualitative study examined elementary school counselors' and students' perceptions of an integrated reality therapy and art therapy intervention and revealed four themes. Authors discuss implications for elementary school counselors.

School Counselors' Use of Technology for Program Management

Erin C. M. Mason, Catherine Griffith, Christopher T. Belser

August 21, 2019

The use of technology in school counseling remains largely underinvestigated. In this descriptive study, researchers surveyed school counselors to examine ways in which they are using technology to manage their programs. Findings indicate that technology is underutilized by school counselors and is more likely to be used for program management tasks in the area of organization than for communication with and presentation of information to stakeholder groups. Authors discuss implications for practice, preparation and training, and future research.

The Experiences of School Counselors as Antibullying Specialists: A Phenomenological Study

Michael D. Hannon, Angela I. Sheely-Moore, Thomas Conklin, Andrew J. Reitter, Kathy A. Gainor

August 26, 2019

To learn about school counselors' experiences in being assigned as their school's antibullying specialist (ABS), per state legislation, researchers interviewed six school counselors and analyzed their responses using interpretative phenomenological design. The participants' responses reflected three overarching themes describing their ABS experience: negotiating different bullying definitions, the "dumping ground" position, and inherent with role conflicts. Authors present implications for school counseling practice and recommendations for school counseling research.