

**SCHOOL GUIDANCE AND COUNSELING IN THE 21ST CENTURY**

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**Introduction**

As the 21st Century unfolds, the United States United States, officially United States of America, republic (2005 est. pop. 295,734,000), 3,539,227 sq mi (9,166,598 sq km), North America. The United States is the world's third largest country in population and the fourth largest country in area. continues to undergo substantial changes in its occupational, social, and economic structures. Occupational and industrial specialization A career option pursued by some attorneys that entails the acquisition of detailed knowledge of, and proficiency in, a particular area of law.

As the law in the United States becomes increasingly complex and covers a greater number of subjects, more and more attorneys are continues to increase dramatically. Increasing company size and complexity is the rule rather than the exception. This often creates job invisibility and makes the transition from school to work, and from work to further education and back to work again, more complex and difficult.

Social structures and social and personal values also continue to change and become more diverse. Emerging social groups are challenging established groups, asking for equality. People are on the move too, from rural to urban areas and from one region of the country to another in search of economic, social, and psychological security. The United States is becoming increasingly diverse.

All of these changes are creating complex challenges for students as they anticipate the future. A rapidly changing work world and labor force; violence in homes, schools, and communities; divorce; teenage suicide is the self-killing of a teenager. Although the suicide rate among youth significantly decreased in the mid-1990s, suicide deaths remain high in the 15 to 24 age group with 3,971 suicides in 2001 and over 132,000 suicide attempts in 2002, making it the third. Click the link for more information; substance abuse; and sexual experimentation are just a few examples of the complex challenges students face today. They are not abstract aberrations. They are real and have and will continue to have substantial impact on the personal/social, career, and academic development of students (Gysbers & Henderson).

1 City (1990 pop. 25,945), seat of Henderson co., NW Ky., on the Ohio River, in an oil, coal, tobacco, corn, and livestock area; founded 1797, inc. as a city 1867, 2000).

As these and other changes are taking place in society, many organizations and groups of interested and involved individuals are providing programs and services at national, state, and local levels to help students deal effectively with these complex challenges.

Within the education community

A school counselor is a counselor and educator who works in schools, and have historically been referred to as "guidance counselors" or "educational counselors," although "Professional School Counselor" is now the preferred term; have been and continue to be in the forefront of efforts to assist students to respond to these complex challenges through their work within the structure of comprehensive guidance and counseling, concept that institutions, especially schools, should promote the efficient and happy lives of individuals by helping them adjust to social realities; programs in school districts across the country (Gysbers & Henderson, 2000).

To understand how school counselors are working with students within comprehensive guidance and counseling programs, it is important to first understand how guidance and counseling evolved in schools. The thesis of this article is that much can be learned from the past that will help professional school counselors structure and implement guidance and counseling programs to assist students to deal with the complex challenges they face today and tomorrow; remember the past into the future.

The first part of this article focuses on the evolution of guidance and counseling in the schools from the beginning of the 20th Century. It describes the contributions of many people, the influence of legislation, and the impact that social and economic changes have had. It is organized around the changing purposes and organizational patterns for guidance and counseling from then until now. The second part of the article analyzes this evolutionary process and highlights some insights from the past, giving specific emphasis to the implications these insights may have for the future work of school counseling. The article closes with a vision for school guidance and counseling programs and the school counselors who work in them.

**The Need for Advocacy**

Guidance and counseling in the schools at the turn of the past century was seen as one way to respond to conditions in society, work, and education.

According to Stephens (1970), "guidance purposes were formulated initially as correctives to social ills, correctives that people were willing to pay for" (p. 160). But then for a number of reasons, as Stephens pointed out, that the zeal for reform diminished as the decades of the 1900s unfolded. He wondered if guidance had "become so concerned about becoming professionally acceptable and so involved in maintaining its own organization that the reform of industrial occupations and the support of human values have been lost as goals" (p. 161).

Stephens' (1970) statement about the profession turning inward was made in the 1970s. Today some may disagree and say that the school counseling profession has spoken out directly and strongly on societal work, and education issues. While that may be the case, I believe it is good to be reminded about the need for advocacy, about the need to be actively involved in social, work, and education reform, particularly because such reform efforts can benefit directly from the expertise of school counselors. And, after all it is the heritage of the profession. If the profession chooses an inactive stance, it could lead to what Haley (1969) many years ago called "the five Be's that will guarantee dynamic failure--be passive, be inactive, be reflective, be silent, beware" (p. 695).

### **The Need to Serve all Students**

It is clear from a review of the guidance and counseling literature of the past three decades of the past century that guidance and counseling programs were being designed to serve all students. An often stated goal was that "although immediate and crisis needs of students are to be met, a major focus of a developmental program is to provide all students with experiences to help them grow and develop" (Gysbers & Henderson, 2000, p. 26). This goal was based on the assumption that all students can and should profit from the activities and services of comprehensive guidance and counseling programs to facilitate their academic, personal/social, and career development.

What does serving all students mean today? It means that comprehensive guidance programs serve equally all students, parents, teachers, and other recipients regardless of gender, race, ethnicity, cultural background, sexual orientation, disability, family structure and functionality, socioeconomic status, learning-ability level, language, level of school involvement, or other special characteristics. It means understanding students' cultural, sociological, psychological economic, and family backgrounds. This is critical because as Martin and House (2001) stated:

School counselors are ideally positioned in schools to serve as conductors and transmitters of information to promote school-wide success for all students. When school counselors aggressively perform actions that support entitlement to quality education for all students, they create a school climate where access and support for rigorous preparation is expected. (p.4)

### **A Vision for Guidance and Counseling**

My vision for guidance and counseling in the 21st Century is fully implemented comprehensive guidance and counseling programs in every school district in the United States, serving all students and their parents, staffed by active, involved school counselors. When guidance and counseling is conceptualized, organized, and implemented as a program, it places school counselors conceptually and structurally in the center of education and makes it possible for them to be active and involved. As a result, guidance and counseling becomes an integral and transformative program, not a marginal and supplemental activity. It provides school counselors with the structure, time, and resources to fully use their expertise.

Being active, involved school counselors extends beyond their providing direct services to students and their parents, however. It means that school counselors fulfill their obligation to take part in shaping education policy at the local, state, and national levels. It also means that they fulfill their obligation to continue to work toward developing and expanding legislative authority for guidance and counseling at the state and federal levels. Ultimately, there is a need for national and state comprehensive guidance and counseling program legislation that recognizes guidance and counseling as a program that is equal with and complementary to other programs in education.

While current research evidence supports the concept of comprehensive guidance and counseling programs and active, involved school counselors, it is important to understand that the profession is only at the very beginning of seeing the benefits of organized and fully implemented guidance and counseling programs in schools. Our mission then is to use the wisdom of the past to further strengthen the work of school counselors within a comprehensive guidance and counseling program framework for today and tomorrow. Remember the past into the future.

### **School counselor**

A school counselor is a counselor and an educator who works in elementary, middle, and high schools to provide academic, career, college access, and

personal/social competencies to K-12 students. The interventions used include developmental school counseling curriculum lessons and annual planning for every student, and group and individual counseling.

Older, dated terms for the profession were "guidance counselor" or "educational counselor" but "school counselor" is preferred due to professional school counselors' advocating for every child's academic, career, and personal/social success in every elementary, middle, and high school (ASCA, 2005). In the Americas, Africa, Asia, Europe, and the Pacific, the terms school counselor, school guidance counselor, and guidance teacher are also used with the traditional emphasis career development. Countries vary in how a school counseling program and school counseling services are provided based on economics (funding for schools and school counseling programs), social capital (independent versus public schools), and School Counselor certification and credentialing movements in education departments, professional associations, and national and local legislation. The largest accreditation body for Counselor Education/School Counseling programs is the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). International Counselor Education programs are accredited through a CACREP affiliate, the International Registry of Counselor Education Programs (IRCEP).

In some countries, school counseling is provided by educational specialists (for example, Botswana, China, Finland, Israel, Malta, Nigeria, Romania, Taiwan, Turkey, United States). In other cases, school counseling is provided by classroom teachers who either have such duties added to their typical teaching load or teach only a limited load that also includes school counseling activities (for example- India, Japan, Mexico, South Korea, Zambia). The IAEVG focuses primarily on career development with some international school counseling articles and conference presentations.

### **School counseling history**

Some elementary school counselors use books and other media to help their counseling

#### **Canada**

In Canada, most provinces have adapted K-12 comprehensive school counseling programs similar to those initiated by and adapted in the ASCA National Model. School counselors reported in 2004 at what is now referred to as the Canadian Counselling and Psychotherapy Association

(CCPA) conference in Winnipeg on issues such as budget cuts, lack of clarity about school counselor roles, high student to school counselor ratios, especially in elementary schools, and how using a comprehensive school counseling model helped to clarify school counselor roles with teachers and administrators and strengthen the profession. In 2009, The Canadian Counselling Association (CCA) became the Canadian Counselling and Psychotherapy Association (CCPA).

#### **China**

In China, discussed the main influences on school counseling as being Chinese philosophers Confucius and Lao-Tsu, who provided early models of child and adult development that later influenced the work of Abraham Maslow and Carl Rogers. China also developed mental testing over 3,000 years ago, which was used for civil service examinations initially and eventually adopted by the British in the mid-19th century and later in the USA.

Only 15% of high school students are admitted to college in China, so the entrance exams are fiercely competitive and those who do enter university graduate at a rate of 99%. Much pressure is put on children and adolescents to study and be able to attend college and this pressure is a central school counseling focus in China. An additional stressor is that there are not enough places for students to attend college, and over 1/3 of college graduates cannot find jobs, so career and employment counseling and development are central in school counseling.

There is a stigma related to personal or emotional problems and even though most universities and many schools now have counselors, there is a reluctance by many students to seek counseling for issues such as anxiety and depression. There is no national system of certifying school counselors. Most are trained in Western-developed cognitive methods including REBT, Rogerian, Family Systems, Behavior Modification, and Object Relations and also recommend Chinese methods such as qi-gong (deep breathing), acupuncture, and music therapy. shared that Chinese school counselors always work within a traditional Chinese world view of a community and family-based system that lessens the primacy of focus on the individual. In Hong Kong, Hui (2000) discussed work on moving toward comprehensive whole-school counseling programs and away from a remediation-style model.

#### **Finland**

In Finland, legislation has been passed in terms of the school counseling system. The Basic Education Act of 1998 states that every student must receive school counseling services. All Finnish school counselors must have a teaching certificate as well as master's degree in a specific subject and a specialized certificate in school counseling.

### **Ireland**

In Ireland, school counseling began in County Dublin in the 1960s and went countrywide in the 1970s. However, legislation in the early 1980s severely curtailed the movement due to budget constraints. The main organization for school counseling profession is the IGE or Institute of Guidance Counsellors, which has a code of ethics.

### **Israel**

In Israel, a 2005 study by Erhard & Harel of 600 elementary, middle, and high school counselors found that a third of school counselors were delivering primarily traditional individual counseling services, about a third were delivering preventive classroom counseling curriculum lessons, and a third were delivering both individual counseling services and school counseling curriculum lessons in a more balanced or comprehensive developmental school counseling program; school counselor roles varied due to three elements: the school counselor's personal preferences, school level, and the principal's expectations. Erhard & Harel stated that the profession in Israel, like many other countries, is transforming from various marginal and ancillary services to a comprehensive school counseling approach integral in the total school's education program.

### **Japan**

In Japan, school counseling is a very recent phenomenon with school counselors being introduced only in the mid-1990s and then often only part-time with a strong emphasis on assisting with behavioral issues.

### **School counselor roles, school counseling program framework, professional associations, and ethics**

Professional school counselors ideally implement a school counseling program that promotes and enhances student achievement (Hatch & Bowers, 2003, ASCA, 2012). A framework for appropriate and inappropriate school counselor responsibilities and roles is outlined in the ASCA National Model (Hatch & Bowers, 2003; ASCA, 2012). School

counselors, in most USA states, usually have a Master's degree in school counseling from a Counselor Education graduate program. In Canada, they must be licensed teachers with additional school counseling training and focus on academic, career, and personal/social issues. China requires at least three years of college experience. In Japan, school counselors were added in the mid-1990s, part-time, primarily focused on behavioral issues. In Taiwan, they are often teachers with recent legislation requiring school counseling licensure focused on individual and group counseling for academic, career, and personal issues. In Korea, school counselors are mandated in middle and high schools.

School counselors are employed in elementary, middle, and high schools, and in district supervisory settings and in counselor education faculty positions (usually with an earned Ph.D. in Counselor Education in the USA or related graduate doctorates abroad), and post-secondary settings doing academic, career, college readiness, and personal/social counseling, consultation, and program coordination. Their work includes a focus on developmental stages of student growth, including the needs, tasks, and student interests related to those stages (Schmidt, 2003).

Professional school counselors meet the needs of student in three basic domains: academic development, career development, and personal/social development (Dahir & Campbell, 1997; Hatch & Bowers, 2003; ASCA, 2012) with an increased emphasis on college access. Knowledge, understanding and skill in these domains are developed through classroom instruction, appraisal, consultation, counseling, coordination, and collaboration. For example, in appraisal, school counselors may use a variety of personality and career assessment methods (such as the or (based on the) to help students explore career and college needs and interests.

School counselor interventions include individual and group counseling for some students. For example, if a student's behavior is interfering with his or her achievement, the school counselor may observe that student in a class, provide consultation to teachers and other stakeholders to develop (with the student) a plan to address the behavioral issue(s), and then collaborate to implement and evaluate the plan. They also provide consultation services to family members such as college access, career development, parenting skills, study skills, child and adolescent development, and help with school-home transitions.

School counselor interventions for all students include annual academic/career/college access

planning K-12 and leading classroom developmental lessons on academic, career/college, and personal/social topics. The topics of character education, diversity and multiculturalism (Portman, 2009), and school safety are important areas of focus for school counselors. Often school counselors will coordinate outside groups that wish to help with student needs such as academics, or coordinate a program that teaches about child abuse or drugs, through on-stage drama (Schmidt, 2003).

School counselors develop, implement, and evaluate school counseling programs that deliver academic, career, college access, and personal/social competencies to all students in their schools. For example, the ASCA National Model (Hatch & Bowers, 2003, 2005, 2012) includes the following four main areas:

- Foundation - a written school counseling program mission statement, a beliefs and philosophy statement, and a focus on the ASCA student standards and competencies and how they are implemented for every student; SMART Goals; ASCA Code of Ethics;
- Delivery System - how lessons and individual and group counseling are delivered in both direct and indirect services to students;
- Management System (use of calendars, time, administrator-school counselor agreements, action plans); and
- Accountability System - school counseling program assessment, results reports, and school counselor performance evaluations based on 13 key school counselor competencies.

The model is implemented using key skills from the Education Trust's Transforming School Counseling Initiative: Advocacy, Leadership, Teaming and Collaboration, and Systemic Change.

School Counselors around the world are affiliated with national and regional school counseling associations including: Asociacion Argentina de Counselors (AAC-Argentina), American Counseling Association (ACA-USA), African Counseling Association (AfCA), American School Counselor Association (ASCA-USA), Associacao Portuguesa de Psicoterapia centrada na Pessoa e de Counselling (APPCPC-Portugal), Australian Guidance and Counselling Association (AGCA), British Association for Counselling and Psychotherapy (BACP-UK), Canadian Counseling Association (CCA)/Association Canadienne de Counseling (ACC), Center for Excellence in School Counseling and Leadership(CESCaL) (USA), Center for School Counseling Outcome

Research (CSCOR-USA) Council for the Accreditation of Counseling and Related Educational Programs (CACREP-USA and international), Counselling Children and Young People (BACP affiliate, UK), Counseling & Psychotherapy in Scotland (COSCA), Cypriot Association of School Guidance Counsellors (OELMEK), European Counseling Association (ECA), France Ministry of Education, Federacion Espanola de Orientacion y Psicopedagogia (FEOP-Spain), Department of Education-Malta, Hellenic Society of Counselling and Guidance (HESCOG-Greece), Hong Kong Association of Guidance Masters and Career Masters (HKAGMCM), Institute of Guidance Counselors (IGC) (Ireland), International Association for Educational and Vocational Guidance (IAEVG)/Association Internationale d'Orientation Scolaire et Professionnelle (AIOSP)/ Internationale Vereinigung für Schul- und Berufsberatung (IVSBB)/Asociación Internacional para la Orientación Educativa y Profesional(AIOEP), International Baccalaureate (IB), International Vanguard of Counsellors (IVC), Kenya Association of Professional Counselors (KAPC), National Board for Certified Counselors (NBCC, USA), National Center for Transforming School Counseling (NCTSC) at The Education Trust (USA), National Office for School Counselor Advocacy (NOSCA) at The College Board (USA), New Zealand Association of Counsellors/Te Roopu Kaiwhiriwhiri o Aotearoa (NZAC), Counseling Association of Nigeria (CASSON), Philippine Guidance and Counseling Association (PGCA), Overseas Association of College Admissions Counselors (OACAC, an affiliate of National Association of College Admissions Counselors-USA), Singapore Association for Counseling (SAC), and the Taiwan Guidance and Counseling Association (TGCA).

School Counselors are expected to follow a professional code of ethics in many countries. For example, In the USA, they are the American School Counselor Association (ASCA) School Counselor Ethical Code, the American Counseling Association (ACA) Code of Ethics., and the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice (SPGP).

### **Elementary school counseling**

Elementary school counselors provide academic, career, college access, and personal and social competencies and planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of young children K-6. Transitions from pre-school to elementary school and from elementary school

to middle school are an important focus for elementary school counselors. Increased emphasis is placed on accountability for closing achievement and opportunity gaps at the elementary level as more school counseling programs move to evidence-based work with data and specific results.

School counseling programs that deliver specific competencies to all students help to close achievement and opportunity gaps. To facilitate individual and group school counseling interventions, school counselors use developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy theories and techniques. released a research study showing the effectiveness of elementary school counseling programs in Washington state.

### **Middle School Counseling**

Middle school counselors provide school counseling curriculum lessons on academic, career, college access, and personal and social competencies, advising and academic/career/college access planning to all students and individual and group counseling for some students and their families to meet the needs of older children/early adolescents in grades 7 and 8.

Middle School College Access curricula have been developed by The College Board to assist students and their families well before reaching high school. To facilitate the school counseling process, school counselors use theories and techniques including developmental, cognitive-behavioral, person-centered (Rogerian) listening and influencing skills, systemic, family, multicultural, narrative, and play therapy. Transitional issues to ensure successful transitions to high school are a key area including career exploration and assessment with seventh and eighth grade students. Sink, Akos, Turnbull, & Mvududu released a study in 2008 confirming the effectiveness of middle school comprehensive school counseling programs in Washington state.

### **High School Counseling**

High school counselors provide academic, career, college access, and personal and social competencies with developmental classroom lessons and planning to all students, and individual and group counseling for some students and their families to meet the developmental needs of adolescents (Hatch & Bowers, 2003, 2005, 2012). Emphasis is on college access counseling at the early high school level as more school counseling

programs move to evidence-based work with data and specific results that show how school counseling programs help to close achievement, opportunity, and attainment gaps ensuring all students have access to school counseling programs and early college access activities. The breadth of demands high school counselors face, from educational attainment (high school graduation and some students' preparation for careers and college) to student social and mental health, has led to ambiguous role definition. Summarizing a 2011 national survey of more than 5,300 middle school and high school counselors, researchers argued: "Despite the aspirations of counselors to effectively help students succeed in school and fulfill their dreams, the mission and roles of counselors in the education system must be more clearly defined; schools must create measures of accountability to track their effectiveness; and policymakers and key stakeholders must integrate counselors into reform efforts to maximize their impact in schools across America".

Transitional issues to ensure successful transitions to college, other post-secondary educational options, and careers are a key area. The high school counselor helps students and their families prepare for post-secondary education including college and careers (e.g. college, careers) by engaging students and their families in accessing and evaluating accurate information on what the National Office for School Counselor Advocacy calls the 8 essential elements of college and career counseling: (1) College Aspirations, (2) Academic Planning for Career and College Readiness, (3) Enrichment and Extracurricular Engagement, (4) College and Career Exploration and Selection Processes, (5) College and Career Assessments, (6) College Affordability Planning, (7) College and Career Admission Processes, and (8) Transition from High School Graduation to College Enrollment. Some students turn to private college admissions advisors but there is no research evidence that private college admissions advisors have any effectiveness in assisting students attain selective college admissions.

Lapan, Gysbers & Sun showed correlational evidence of the effectiveness of fully implemented school counseling programs on high school students' academic success. Carey et al.'s 2008 study showed specific best practices from high school counselors raising college-going rates within a strong college-going environment in multiple USA-based high schools with large numbers of students of nondominant cultural identities.

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