

CHAPTER 1: WHAT IS SO DIFFERENT ABOUT COUNSELING IN THE SCHOOLS?

Multiple Choice

1. Counseling is delivered to individuals or groups to increase their adaptive functioning on a:
- A. long-term basis
 - B. short-term basis
 - C. daily basis
 - D. yearly basis

ANS: (B)

2. School-based professionals most often focus on:
- A. helping teachers deal with students
 - B. only helping student clients function more effectively in the classroom
 - C. only helping student clients function more effectively with their peers.
 - D. helping student clients function more effectively in the classroom and with their peers.

ANS: (D)

3. Counseling is also considered to be a helping process that is delivered to individuals who are:
- A. very sick
 - B. basically healthy
 - C. moderately sick
 - D. near death

ANS: (B)

4. What is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and careers?
- A. Psychopathology
 - B. Counseling
 - C. Analysis
 - D. Psychotherapy

ANS: (B)

5. What is an intentional effort of therapists to communicate their understanding of a patient's difficulties and help him or her share in this understanding?

- A. Psychopathology
- B. Counseling
- C. Analysis
- D. Psychotherapy

ANS: (D)

6. Therapy refers to:

- A. Counseling
- B. Psychotherapy
- C. Any sort of treatment
- D. Counseling and Psychotherapy

ANS: (C)

7. Which approach(es) clearly involve a personal relationship with an individual or group with the goal of positive change?

- A. Psychotherapy
- B. Counseling
- C. Psychotherapy and Counseling
- D. Neither Psychotherapy or Counseling

ANS: (C)

8. School settings are:

- A. not open to all children
- B. open to all children, regardless of their ability, history, or diagnosis
- C. open to all children unless they are limited in their ability
- D. open to all children unless they have a clinical diagnosis

ANS: (B)

9. Within a tiered model, it is expected that the percentage of students who require services at Tier 3 will approximate:

- A. 13-27%
- B. 17-20%
- C. 10-15%
- D. 2-5%

ANS: (D)

10. Which professionals have about one-third of their students on individualized education plans (IEP)s and the rest identified as “at-risk”?

- A. School Psychiatrist
- B. School Counselor
- C. School Psychologist
- D. School Social Worker

ANS: (D)

11. Which professional might assist in running targeted intervention groups to address students who are at-risk or demonstrating bullying behaviors?

- A. School Psychiatrist
- B. School Counselor
- C. School Psychologist
- D. Teachers

ANS: (C)

12. Which professional might focus on delivering specific guidance lessons as part of broader efforts to improve student behavior and reduce bullying?

- A. School Psychiatrist
- B. School Counselor
- C. School Psychologist
- D. School Social Worker

ANS: (B)

13. According to the Model for Comprehensive and Integrated School Psychological Services school psychology is

- A. shifting toward more narrow interventions
- B. not shifting at all
- C. shifting toward more broad, systems level interventions that promote the well-being and academic achievement of students.
- D. not effective

ANS: (C)

14. School-based protective buffers include all but which:

- A. success at school
- B. participation in art and music classes
- C. a supportive school environment
- D. positive relationships with one’s teachers and peers

ANS: (B)

15. Resiliency is an individual's
- A. capacity to overcome identifiable risk factors
 - B. capacity to overcome identifiable risk factors and avoid the negative outcomes often associated with these risks
 - C. ability to avoid the negative outcomes often associated with risks
 - D. capacity to overcome identifiable protective factors

ANS: (B)

16. Some of the most significant stressors for children and adolescents reflect "typical" experiences such as all but what:

- A. gaining acceptance from peers
- B. experiencing puberty
- C. advancing to middle school
- D. being physically abused

ANS: (D)

17. Guidance lessons and school-wide programming are considered to be:

- A. Tier 2 strategies
- B. Tier 1 strategies.
- C. Tier 4 strategies
- D. Tier 3 strategies

ANS: (B)

18. Programming delivered to a particular grade level (e.g., transition curriculum for 5th grade students moving to 6th grade) are considered to be:

- A. Tier 2 strategies
- B. Tier 1 strategies.
- C. Tier 4 strategies
- D. Tier 3 strategies

ANS: (A)

19. Services that are individual and intensive are considered to be:

- A. Tier 2 strategies
- B. Tier 1 strategies.
- C. Tier 4 strategies
- D. Tier 3 strategies

ANS: (D)

20. Weisz et al. (1995) found that these techniques tended to produce the greatest positive effects in children regardless of age, gender, therapist training, or type of problem:

- A. Rogerian
- B. psychodynamic
- C. behavioral
- D. developmental

ANS: (C)

21. Baskin et al. (2010) concluded that psychotherapy with children and adolescents in the schools yielded

- A. limited effects
- B. no effects
- C. negative effects
- D. positive effects

ANS: (D)

22. The Positive Behavioral Supports model is an example of a:

- A. holistic service model
- B. tiered service model
- C. therapeutic service model
- D. layered service model

ANS: (B)

23. How many states have a certification process for social workers providing services in the schools?

- A. 16
- B. 31
- C. 10
- D. 49

ANS: (B)

24. At any given point in time, how many children and adolescents will experience a mental, emotional, or behavioral disorder?

- A. between 5 and 10% of children
- B. between 29 and 46% of children
- C. between 34 and 56% of children
- D. between 14 and 20% of children

ANS: (D)

25. Psychotherapy tends to be:

- A. a longer-term service when compared to counseling
- B. a shorter-term service when compared to counseling
- C. the same length as typical counseling services
- D. a one-time meeting

ANS: (A)

True/False

1. School-based professionals typically provide counseling rather than psychotherapy.

ANS: False

2. Of the students who have emotional, mental and behavioral issues, only about two in five will receive services

ANS: False

3. A small psychoeducational or counseling group (e.g., divorce group, study skills group) is considered to be a Tier 3 strategy.

ANS: False

4. A recent survey indicated that respondents spent only 28% of their time in Tier 1 activities, while 59% of their time was spent at Tiers 2 and 3.

ANS: True

5. Reese et al. (2010) found that skills training had a smaller effect size than cognitive behavioral approaches.

ANS: False

6. School-based professional helpers face many unique challenges to delivering and evaluating the effectiveness of their services.

ANS: True

7. A resiliency framework provides an alternative, more positive way to think about serving youth in the schools.

ANS: True

8. Protective factors in the neighborhood, school, family, and peer network can act as buffers against risk factors.

ANS: True

9. In school counseling, the student to school counselor ratios are often very low.

ANS: False

10. Some school-based professionals object to the use of terms such as client, mental health, or therapeutic interventions because they suggest a clinical approach rather than one from the field of counseling.

ANS: True

Short Answer Essay

1. Compare and contrast the roles of school psychologists, social workers, and counselors.

ANS:

- *Because there are similarities among the three professions, those who are unaware of the differences might see these roles as interchangeable. They are most definitely not. However, each professional provides distinctive contributions to the school setting which can complement one another perfectly.*
- *For example, while the school counselor might focus on delivering specific guidance lessons as part of broader efforts to improve student behavior and reduce bullying, the school psychologist or school social worker could assist in running targeted intervention groups to address students who are at-risk or demonstrating bullying behaviors.*
- *Together, all individuals may work to collect data on their efforts to determine whether office referrals for aggressive behaviors have decreased.*
- *The school counselor may provide short-term supportive services to individuals who have experienced a life stressor that is creating distress and interfering with school functioning.*
- *Additionally, school counselors often work with students to help them establish personal goals for their education and future.*

- *Conversely, school psychologists tend to work with students who have been identified for additional supports through special education services.*
- *School social workers tend to fall somewhere in between with about one-third of their students on individualized education plans (IEP)s and the rest identified as “at-risk”*

2. Discuss the three tiers of the tiered model of services.

ANS:

- *From this perspective, the greatest amount of effort is directed toward universal treatment with the goal of preventing the need for more targeted and time intensive intervention strategies. Within these models, guidance lessons and school-wide programming (e.g., character education, conflict resolution, bullying prevention) would be considered universal or Tier 1 strategies.*
- *At the second tier, usually considered to be the level at which students may be considered at risk for a negative outcome, services might include more targeted efforts such as programming delivered to a particular grade level (e.g., transition curriculum for 5th grade students moving to 6th grade) or small psychoeducational or counseling group (e.g., divorce group, study skills group).*
- *If these approaches are not effective or if a student requires additional support because of an acute crisis, services that are individual and intensive (i.e., Tier 3) can be implemented.*

3. List and describe the school based protective buffers.

ANS:

- *Protective factors in the neighborhood, school, family, and peer network can act as buffers against these risks such as academic difficulties, delinquency, and mental health problems*
- *The school-based protective buffers include success at school, a supportive school environment, positive relationships with one’s teachers and peers, and a strong bond with others.*

4. School-based professional helpers face many unique challenges to delivering and evaluating the effectiveness of their services. Discuss these challenges.

ANS:

- *They have a limited amount of time to deliver their services and may be addressing attitudes and behaviors that have been present for a number of years (and therefore, not easily changed or assessed).*
- *Some districts place restrictions on the number of times that a school-based helper may deliver services to an individual (e.g., six sessions). This type of mandated limitation creates difficulty in delivering interventions with fidelity if the identified intervention approach calls for a greater number of sessions (e.g., 12-15), as is often the case.*

- *Additionally, the implementation of intervention programming may be reliant on a teacher or a team of individuals rather than the school-based professional. The challenge is great, and it is often difficult to justify spending our limited time on data collection rather than direct services.*
- *Regardless, there is a greater expectation than ever that school-based professional helpers demonstrate the importance of their services to the overall functioning of school systems.*