# A Model of Family Well-Being for School Counselors

Rebecca L. Koltz, Mark D. Nelson, Dawn S. Tarabochia, & Anna Elliott
Montana State University

**Abstract**

Collaboration between school counselors and families has increasingly been identified as a benefit to student success and well-being. This expansion of roles is reflected within school counseling standards as families and parents comprise one-third of the types of collaboration promoted by the ASCA National Model. Further, ASCA's program foundation cites the importance of families and parents in the ASCA School Counselor Professional Standards and Competencies. In addition to a family focus within the standards of school counseling, family well-being has been associated with overall student wellness. Therefore, the purpose of this article is to provide school counselors with a model of family well-being that will serve as an organizing framework to help school counselors understand and conceptualize families and their well-being. Additionally, the authors provide strategies for school counselors to implement the organizing framework into the school environment.

*Keywords*: *well-being, school counseling, family*

## A Model of Family Well-Being for School Counselors

The role of a school counselor has evolved from a narrow focus of providing career guidance to individual students, to a more expansive source of support within the school system and in connection to other social spheres of influence (Astramovich, Hoskins, Gutierrez, & Bartlett, 2013; Gysbers, 2001; Gysbers & Henderson, 2012). Historically, the school counseling profession began with school counselors working as vocational guidance counselors (Gysbers, 2001; Gysbers & Henderson, 2012; C. Johnson & Johnson, 2001; S. Johnson & Johnson, 1991). As the profession evolved, the field was influenced by a clinical-service model that endorsed more individual counseling and various types of testing in order to deliver vocational guidance services (Gysbers, 2001; Gysbers & Henderson, 2012). Subsequently, the profession was influenced by systems theorists as the concept of comprehensive guidance programs emerged in the 1970s (Gysbers & Henderson, 2012; S. Johnson & Johnson, 1991). This program approach was a significant change from the previous structure where an individual guidance counselor delivered a variety of services. While often responsive, these services typically lacked a coherent structure and unified set of objectives that school counselors could use to an intentional focus to help students. The systemic perspective shifted the profession toward seeing the work of school counselors as designing, implementing, and evaluating a comprehensive, developmentally appropriate school counseling program to students (Gysbers, 2001; Gysbers & Henderson, 2012).

Because of the systems perspective, school counseling programs were conceived to be interrelated and interdependent groups of elements including content and standards; structure, processes, and time distributions; and resources (ASCA,

2019b; Gysbers and Henderson, 2012; Myrick, 2003). Traditionally, the school counseling profession has engaged caregivers primarily through the use of consultation and collaboration (Gysbers, 2001; Gysbers & Henderson, 2012; Myrick, 2003). Consultation was viewed as one responsibility of a school counselor's role as they deliver services in a school counseling program that are responsive to the needs of students and their families (Gysbers, 2001; Gysbers & Henderson 2012; Myrick, 2003).

ASCA (2019b) developed a national model of school counseling that consists of four components of school counselors' roles: define, manage, deliver, and assess. This model of school counseling incorporates four themes that include leadership, advocacy, collaboration, and system change, which school counselors utilize as they design, implement and evaluate school counseling programs. Within the ASCA program approach to school counseling, there are aspects of the themes and components that are related to parents and families.

In the third edition of the National Model, ASCA (2012) includes *family-centered collaboration* as one of six collaboration types related to the school counselor's role. This collaboration is defined as "viewing family systems as partners sharing accountability for results and whose engagement influences and determines the well-being of children, parents and grandparents as well as the future of the family" (pg. 7). In the fourth edition of the school counseling model, ASCA (2019b) modified its conceptualization of collaboration, leadership, advocacy, and systemic change to be themes integrated throughout the school counseling program model. Nevertheless, collaboration remains an important aspect of a school counselor's role (ASCA, 2020), especially as it relates to parents and families. Eleven of 24 total professional standards

include competencies that are directly associated with families. Several of these competencies are related to family systems theories and family life (ASCA, 2019a).

The ASCA Ethical Standards for School Counselors (2016) also address a variety of issues related to families and parents. The ethical standards directly address family-related topics in 10 out of a total of 22 ethical standard areas listed. For example, the ethical standards strongly support the idea that school counselors assume a role as an advocate and define an advocate as someone who promotes the well-being of students, parents/guardians and the school counseling profession (ASCA, 2016).

ASCA (2018) has developed and revised 45 position statements that guide that philosophy and practice of school counselors and the school counseling profession. It is noteworthy that 34 out of 45 (75%) of ASCA's position statements contain statements that suggest the importance of school counselors understanding and working effectively with the families of their students. For example, one position statement regarding school-family-community partnerships advocates that school counselors "actively pursue collaboration with family members and community stakeholders" (p. 67). In addition, the statement clarifies that students and schools benefit from family involvement. In another position related to student mental health, ASCA (2018) notes: "Because of school counselors' training and position, they are uniquely qualified to provide education, prevention, intervention and referral services to students and their families" (p. 72).

It seems clear that the school counseling profession has an historical and evolved recognition of the value of school counselors working with families and parents of students to promote student success and well-being. It is also evident ASCA

maintains that commitment to family well-being in their school counseling program model and their professionally sanctioned school counselor competencies and ethical guidelines. Given the professional commitment to working with families, one of the questions becomes: How do school counselors organize, appraise, and interpret the information they gain about parents and families? In this article, a model of family well-being is provided that will serve as an organizing framework to help school counselors conceptualize and support families and their well-being.

## Family Well-Being

In addition to ASCA models and standards promoting the involvement of family in effectively assessing and attending to child and adolescent wellness, research on children's mental health across the last three decades also bolsters the claim that family school collaboration contributed to positive reports of wellness or as a protective factor against mental health issues and related behaviors (Bryan & Henry, 2012; Claus-Ehlers, Serpell, & Weist, 2013; Cowan, Cowan & Mehta, 2009; Epstein & Dauber, 1991; Kolbert, Hyatt-Burkhart, & Crothers, 2015; Langton & Berger, 2011; Messina, Christenson & Sheridan, 2001; Newland, 2015; Pancer, Nelson, Hasford, & Loomis; 2011; Prilleltensky & Nelson, 2000; Resnik & Bearman, 1997). Newland (2015) developed a model of family and child well-being based on research supporting the clinical focus on family well-being to bolster child wellness. Newland asserted "Child well-being is built upon a foundation of family well-being" (2015, p. 3). When families are stressed, student well-being often suffers. It is difficult to increase student well-being without factoring in family well-being, as they are intricately connected (Newland, 2015; Prilleltensky & Nelson, 2000). Family theorists and researchers have been advocating

since the 1950's for the use of systemic interventions and the undeniable social embeddedness of human well-being and functioning (Bitter, 2013). In the last several decades, substantial research has been conducted which also illustrates the benefits of a school-family collaborative relationship in supporting student well-being and success (Claus-Ehlers, Serpell, & Weist, 2013). School counseling programs have a greater opportunity to thrive when a systemic approach is adopted through collaborative working relationships between the school counselor and the student's home (ASCA, 2019b; Bryan & Henry, 2012; Eber, Hyde, & Suter, 2011; Epstein & Dauber, 1991; Messina et al., 2015; Pancer, Nelson, Hasford, & Loomis, 2013).

Family well-being incorporates constructs of parental mental and physical health, family self-sufficiency, and resiliency (Newland, 2015). Newland (2015) maintained that parental health and well-being is linked to student well-being, and parents who experience low levels of personal well-being impact the entire family system. Coyl, Newland and Freeman (2010) reported that increased levels of stress in combination with low levels of social support impact the formation of a secure base for children, which leads to decreased levels of well-being. Parents and guardians who experience support from others in their social network, including the school allows for greater experiences of family well-being and overall responsiveness to their child's well-being (Coyl et al., 2010). Noor, Gandhi, Ishak, and Wok (2014) defined family well-being as an all-encompassing concept incorporating family relationship, economics, health and safety, community connection, housing and environment, and spirituality. Another definition of family well-being is described as a "state of affairs in which everyone's needs in the family are met" (Prilleltensky & Nelson, 2000, p.87). To meet everyone's

needs within the family a state of balance must be achieved where the pursuit of individual goals and aspirations is balanced with family needs. Prilleltensky and Nelson (2000) also say that family wellness is not the “absence of discord” (p. 87) rather family wellness is the manifestation of support and affection that promotes the overall collective well-being of the family. They emphasized that family well-being is greater than one individual person.

Based upon previous definitions of family well-being, the authors maintain that family well-being is the collective experience of wellness, happiness, and satisfaction/success, and that it can be further described using the five distinct and interactive domains of the PACES model of student well-being (Nelson et al., 2015). Therefore, the PACES model will be utilized to expand the original student well-being model (Nelson et al., 2015), to include family well-being considerations within the five-domain contextual framework.

Across all the domains of well-being, it is imperative for a school counselor to consider the student and family’s culture as they assess wellness and consider how to engage with the family. We must consider that the number of ethnic minorities in the United States continues to expand, even in states not historically diverse (Claus-Ehlers, Serpell, & Weist, 2013). Students who identify as ethnic minorities, as well as those from families living under the poverty line are less likely to access treatment (Diala, Muntaner, Walrath, LaVeist, & Leaf, 2001) and more likely to receive inadequate treatment related to school mental health providers not possessing cultural competence (Claus-Ehlers, Serpell, & Weist, 2013; Ortiz, 2006).

In their case for the prioritization of developing culturally responsive school mental health programs, Claus-Ehler, Serpell, & Weist (2013) emphasize how the basis for cultural competence is flexibility and empathy. In other words, while it is useful to ask questions and gather information related to understanding the intersecting cultures of students in one's school, a humble way of being and flexibility in being able to adapt one's strategies to match a student and family's culture creates the foundation for providing effective culturally competent care.

## PACES Model Applied to Family Well-Being

Nelson, Tarabochia, and Koltz (2015) developed a model of student well-being, known as PACES that is composed of five domains: physical, affective, cognitive, economic, and social. The authors described well-being as the integration of wellness, happiness, and life satisfaction or success. The model acknowledges the value of applying the five-domain model of PACES as a means to characterize and understand student well-being (Nelson et al., 2015). From there the model can be used to assess and support students in promoting wellness. Consequently, in connection with ASCA (2019b) standards, the authors recognized the additional benefit of applying the five-domain PACES model to characterize family well-being. Therefore, it is proposed that the PACES model can be applied to family well-being and offer a model to assist school counselors to understand families and further enrich student success through school/family collaboration.

### Physical

The physical domain includes characteristics such as life expectancy, overall wellness, nutrition, disease incidence, health risk factors and access to health care

(Nelson et al., 2015). The link between physical activity and mental health has been established in the literature, particularly with regard to reducing anxiety and stress. Physical activity has also been found to impact self-esteem, mood, self-perception, and psychological wellbeing and adjustment (Biddle & Mutrie, 2008; Kleszczewska, Dzielska, Salonna, & Mazur, 2018). In a study by Kipp, adolescents in the United States indicated that high self-esteem impacted adolescent life satisfaction, which was impacted by physical activity (Kipp, 2016; Kleszczewska et al., 2018). From the student perspective, the physical domain consists of health-related issues that directly influence a student's ability to engage the learning environment. From a family well-being perspective, the physical domain is directly related to the familial health behavior patterns, outcomes and health management strategies (Newland, 2015). While children may receive instruction on positive health behavior interventions in the schools, their ability to actively establish a pattern of a healthy lifestyle is ultimately influenced by the family system.

The physical domain includes a variety of health-related issues that extend beyond student well-being into the family. Healthy students are more equipped to engage actively with academics (Nelson et al., 2015); however, it is not only student well-being that impacts this readiness to engage. For students who may have health issues happening at home (e.g., a sick parent, family member) attention and resources to help them may be necessary. School counselors are in the position to provide resources that family members may not know about. Additionally, physical health correlates with academic performance (Nelson et al., 2015), and when families are involved change may be more successful. A slight shift of focus toward incorporating

families in physical well-being in terms of education, prevention and opportunities has the potential to improve outcomes. Newland (2015) maintained that parent health education and support are critical to improved student health and well-being.

**Affective**

The affective domain of family well-being incorporates affect or feelings, affective perceptions, moods, self-esteem, empowerment, self-confidence, and a myriad of mental health concerns related to affect (Nelson et al., 2015). Families, and more specifically parents, are the primary mechanism for teaching children about emotions and emotional regulation (Gottman, 2001; Lunkenheimer, Shields, & Cortina, 2007). When parents are able to engage in affirmative responses to children's emotions, children are better able to regulate their own emotions (Lunkenheimer et al., 2007). Gottman (2001) maintained that the ability to regulate emotion is a critical skill to learn during the school years especially given the interaction between emotional regulation and the development of peer relationships. Furthermore, the decreased ability to emotionally regulate is linked to childhood psychopathology (Cicchetti, Ackerman, & Izard, 1995).

The affective domain includes the emotional patterns that are learned within the family unit that influence the ability of a child to emotionally regulate at school. When possible, it is helpful to include family-based interventions for children's emotional and behavioral difficulties (Lunkenheimer et al., 2007). Research has shown a positive correlation between the amount of emotionally laden conversation in the family and emotional competence (Koltz et al., 2014; Lunkenheimer et al., 2007); however, often parents are ill-equipped to know what this looks like in the home (Koltz et al., 2014).

School counselors are in a unique position to be able to assess emotional language capabilities during parent meetings, and when appropriate work with families themselves or make referrals to family counselors to help the family increase their emotional competence. If the school counselor is working with the student on increasing their emotionally vocabulary, it is critical to find ways to communicate this work with the parents to help them follow-up at home. Finally, school counselors may also find it helpful to offer after school/evening events, workshops, seminars about emotional regulation and children/teens. Parents are not always equipped with their own awareness about how to attend to their own emotional reactions, let alone how to attend to the varied emotional range of their children (Gottman, 2001).

**Cognitive**

The cognitive domain includes learning aptitude, problem-solving skills, academic achievement, school completion, and cognitive adaptation (Newland, 2015). The cognitive domain also encapsulates a family's ability to think and create (Nelson et al., 2015). The ability to have a range of emotional responses and reactions is directly linked to one's ability to cognitively restructure events (Gross & Thompson, 2007). Given that counseling focuses on emotion, thoughts and behavior, there is considerable overlap between the affective and cognitive domain.

How a child learns to process information coming in is learned within the family dynamic. Landry (2014) noted that responsive parenting is critical to a child's development of coping mechanisms for stress in the environment. Furthermore, Landry acknowledged that responsive parenting which is essentially attuning to and responding

to a child's needs consistently provides the environment needed for the development of problem solving. This responsive approach is also known as scaffolded parenting.

Family is a powerful influence on one's beliefs, thoughts, attitudes and ability to cope with situations. When school counselors stretch beyond the general understanding of cognitive skills and help students and families understand attitudes, beliefs and self-talk, they enlarge students and families understanding of their capabilities when it comes to post-secondary paths. Additionally, a student's belief in their ability to complete post-secondary education is actively informed by a family set of beliefs around the value of education.

School counselors are in the position to offer support, guidance and accurate information regarding a student's options for post-secondary education or completing school in general. While it is not necessarily the job of a school counselor to convince a family that post-secondary education is the correct path, it is helpful to engage with both students and parents about their values and priorities related to education and ensure that the students understands their options. Additionally, students and families often need help navigating post-secondary career options in general; therefore, school counselors are able to offer workshops for both students and families as they navigate post-secondary career and education options. Additionally, when parents are involved with the student's academic progress, academic outcomes improve (ASCA, 2019b; Messina et al., 2015). Counselors may consider incorporating families in information about study skills and learning styles. Families can benefit from learning and understanding this information about their student.

**Economic**

The economic domain is family access to monetary and material resources such as housing, employment, occupation, income, and other measurements of socioeconomic status (Nelson et al., 2015). Each domain of this model impacts each other regarding overall experiences of family well-being. For example, families of low socio-economic status experience greater levels of chronic stress and may have less time to engage in emotional matters with their children (Lunkenheimer et al., 2007). Families who experience poverty also report diminished health outcomes (Newland, 2015). Therefore, the economic domain has a direct influence on a student's academic experience, social adjustment, academic planning, and post-secondary aspirations (Nelson et al., 2015).

Parents who lack in economic resources may struggle to provide educational support to their children, and so school counselors who are able to assess for economic stressors and offer direct support or appropriate referrals have the opportunity to help facilitate lasting change. There are the typical means through which school counselors engage the economic domain such as access to resources and assistance finding scholarships; however, families in chronic poverty may need additional training and mentoring to reach economic stability. While school counselors are not necessarily able to provide this, they are able to make appropriate referrals, provide information and educative materials. Social development may also be impacted by the economic domain of families (Nelson et al., 2015).

**Social**

The social domain encompasses interpersonal skills, family interactions, social networks and support, relational interactions, community involvement and social behavior (Nelson et al., 2015). Collaboration and connection between schools and home life foster greater academic achievement (Bryan & Henry, 2012). Furthermore, school counselors are in a unique position to foster collaboration and connection to not only improve academic performance, but to also enrich the school climate and build student resilience (ASCA, 2016).

Striving to belong, risk-taking, social networking are key developmental tasks of students (Nelson et al., 2015). The authors maintain that striving to belong is also a key familial task. Supportive relationships have been found to be a key aspect of family resiliency (Newland, 2015). Parental support within families and broader community networks to include the school promotes well-being. School counselors have a critical role in “promoting, facilitating, and advocating for collaboration with parents/guardians and community stakeholders,” (ASCA, 2016, p.1). Facilitating positive collaborations increases trust between the school and the family to further illicit positive academic and social outcomes for the student. Bryan and Henry (2012) offer that an important first step in initiating stronger collaboration is to become familiar with the cultural groups served by the school and with the community, as well as assessing needs and strengths with students, school personnel, parents/families and community members.

These five domains are each distinct, and yet interconnected and interdependent at the same time. The domains embody the holistic experience of familial well-being and uphold the belief that school counseling programs that incorporate family well-being are

well positioned to increased levels of student well-being. The application of the family well-being focus to the PACES model (Nelson et al., 2015) is designed to provide both a research-based rationale as well as a guide for available strategies. The authors understand school counselors may already be implementing these types of strategies based on intuition and experience of what interventions seem to produce lasting outcomes. There are likely other school counselors who work within a school system or with administrations who do not prioritize family involvement. This article and subsequent research utilizing the model can help bolster the argument for family involvement in the schools contributing to greater student well-being (ASCA, 2019b; Bryan & Henry, 2012; Eber, Hyde, & Suter, 2011; Epstein & Dauber, 1991; Messina et al., 2015; Pancer, Nelson, Hasford, & Loomis, 2013).

## Implementation of the Model in Schools

Models are truly only helpful when they inform practice. This adaptation of the PACES model can be useful to school counselors, who work with families in a variety of ways. School counseling is a fast-paced profession with many complex tasks for school counselors to perform (Astramovich et al., 2013; Liberman, 2004). Schools policies related to families may channel counselors' thinking about families into smaller pieces that obscure the idea that many family-related issues are a part of a larger context within family life (Messina et al., 2015; Moore, 2005). School counselors viewing families as consisting of many small-scale issues can become overwhelmed by the complexity, and perceived limitations of their role to engage with the family system. Applying the PACES model to family well-being offers a simple five-domain model to help counselors conceptualize and interact with families in a manageable cluster of

domains that help organize information into groupings. The authors have provided samples of basic domains of assessment and intervention that can be utilized as strategies for supporting student and family well-being (see table one). Four additional practical examples of how to apply the PACES model to family well-being in the school setting are offered. These examples range from individual to larger systemic focus.

**Staff Development**

An effective school counseling program requires participation from all those involved in the school system. School counselors might consider presenting the PACES model of family well-being in a staff development setting. The focus of this model extends the parameter of a school counseling program's reach to the family. This is in keeping with ASCA's position statement on facilitating and advocating for collaboration with families (ASCA, 2018). The model provides an opportunity to discuss ways in which the school could help strengthen family well-being even by means of a referral to outside resources. Additionally, the model provides another lens to understand student academic achievement. To understand that there are numerous complex factors that impact a student's success and that success is measured beyond a grade point average.

**Needs Assessment**

Bryan and Henry (2012) asserted that assessing needs and strengths was a critical component of school-family-community partnerships. The family well-being model provides a place from which to start the assessment. Do school counselors truly understand the physical, affective, cognitive, economic and social challenges of the school as it pertains to family life? Questionnaires designed toward understanding the

well-being of the school families may further help and inform the development of a school counseling program that truly meets the needs of the community (see Appendix B for some question suggestions). Furthermore, conducting face-to-face focus groups either in person or through telehealth sessions could further enhance understanding of the needs in the school community. Once needs have been identified, school counselors can further strengthen family and community partnerships by creating action plans (Bryan & Henry, 2012). What do parents need? What would be helpful to strengthen and support their own well-being as family? Bryan and Henry recommended focusing on small successes. Participation in initiatives, events, and workshops might be small; however, that is still a small success that has the potential to increase.

**Parenting Presentations**

Throughout this article there have been suggestions on several topics that could be presented to parents and families based upon the PACES model of family well-being. The authors maintain it is important to incorporate parents and families in the educative process. Holding parent workshops, presentations, and events has the potential to improve collaboration (Bryan & Henry, 2012), and address mistrust or miscommunication with parents (ASCA, 2018). Additionally, through the implementation of parenting programs that are focused on the PACES model, school counselors begin to establish an alliance with parents and families. Families benefit by recognizing and discussing the various domains and make up and influence family like. Parents and families can be encouraged to see the connection between family well-being and student well-being. For parents and families, these connections may generate greater understanding of their children’s lives. When school counselors conduct parent

education classes or workshops, they forge a partnership with students' families. PACES help counselors understand some of the multiple dimensions of families and their well-being.

**Classroom Guidance Activity**

The notion of family well-being is a relatively new concept; therefore, the model in its entirety might make for an interesting classroom guidance lesson. Additionally, the model could be broken down into a guidance lesson about each domain. Students, especially high school or middle school students may benefit from a lesson that introduces the PACES model to help gain a richer view of their family and how families can be viewed within and across a variety of domains. A classroom guidance activity is included (see Appendix) that demonstrates how school counselors can introduce and discuss the PACES model with students. It provides an example of how to present and discuss the model with students. Teaching through a guidance curriculum allows school counselors to deliver content related to student development (i.e., academic, career, personal/social development) and the PACES model of family well-being provides many meaningful and useful topics for lesson planning.

**Group Counseling**

Many topics related to parents and families typically surface during group counseling with students. After all, the lives of most students consist of family, friends and school as the principal environments in which they interact most days. The PACES model of family well-being may be useful to school counselors as they design student counseling groups or anticipate various family-related topics that typically arise during adolescent groups. For example, school counselors could plan one or more sessions in

a group to present and discuss topics related to feelings (affect), thoughts-attitudes-beliefs (cognition), or financial (economic) issues that exist in most young people's families. Moreover, these family-related topics may directly relate to students' lives (e.g., family economics may influence student student's college or post-secondary educational planning). Counselors may decide to construct a group completely based on the topic of well-being and then include family well-being as a key element of the group design. Group counseling is a potent strategy in the delivery system of a school counseling program. PACES can provide an effective framework for students to better understand their lives and futures.

## Implications and Future Research

The PACES model (Nelson et al., 2015) and family well-being adaptation were built upon research-based practices for school counselors providing students and families with effective support to enhance their well-being and success. Research that directly applies the PACES model to one or multiple school systems would be beneficial for future program development. This next step would allow researchers and school counselors to further understand the nuances of both incorporating family involvement into school-based interventions, as well as to examine the benefits and limitations of the PACES well-being model within this context.

## Summary

The authors intended to provide a starting point for integrating family well-being in school programs. As stated earlier, the school counseling profession has a historical recognition of the importance of working with families and parents to further student success (ASCA, 2019b; Bryan & Henry, 2012; Eber, Hyde, & Suter, 2011; Epstein &

Dauber, 1991; Messina et al., 2015; Pancer, Nelson, Hasford, & Loomis, 2013). ASCA maintains that this recognition is also critical to success. What is less clear is how to incorporate families into the work of school counseling. A framework has been provided, applying the PACES model of student well-being (Nelson, et al., 2015) to family life as means to organize, assess, and interpret information gained about families. Taking time to not only understand student well-being, but to also understand and support family well-being is critical to a successful school counseling program.

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# Appendix A

## Family Connections

### Developmental Focus

This activity is related to student personal and social development.

### Materials

Drawing paper and crayons or markers.

### Activity

Describe the PACES model of family well-being to the students. Emphasize that they fit within the five domains along with their family. It is important to recognize that families look different. Engaging in a discussion on the different types of family configurations is important to address. Explain to the students that by understanding the connections between themselves and the domains of family well-being, they may be able to support and promote a healthier sense of family at home. They may also learn how to conceptualize their own families for the future.

1. Ask the students to draw a picture of the domains of family well-being with circles.
    a. The size of circles represents the power or influence of that domain within their own family.
    b. The distance between circles represents how closely related they think the domains are in their own family.
2. Ask the students to list three adjectives that describe their parents, step-parents, grandparents, or guardians. Have them write them at the top of the drawing of circles.

3. Then ask the students to list two or three words or phrases that fit into each domain in the drawing. Ask them to put an asterisk next to any that they believe that they contribute to or influence.
4. Ask the students to describe how the domains or words/phrases within the domains have an influence on them as students and as people. Are they positive or negative? Do they support or hinder them? Can they change them from negative to positive?

**Estimated Time**

50-60 minutes

## Appendix B

## Assessment Questions by Domain

The following are some opened ended question examples that could be easily adapted into either yes/no or Likert scale questions. They are meant to serve as a starting point for an assessment that explores family needs as it relates to school.

**Physical**

- What types of referral services might you need related to health?
- *What types of information would be helpful for you to know about in terms of physical well-being? Here are some potential topics-
    - Nutrition
    - Physical Activity
    - Adolescent health and hormones
    - The adolescent brain
    - Other?_____

**Affective**

- How do you attend to your child's emotional responses?
- How well are you equipped to attend to your child's emotions?
- How do you deal with stress in your family? What ways do you cope?
- How does your family have fun?

**Cognitive**

- How do you support your child's problem-solving abilities?
- What concerns do you have about your child's academic performance?

**Economic**

- How concerned are you about basic needs as it relates to housing, income, food, and safety?
- Do your economic concerns impact your child's experience at school?
- Do you need referral resources?

**Social**

- How do you feel connected to the school community? Community at large?
- What can we do to help you and your family feel more connected?
- How can we better inform you about school related events?
- What are your child's friendships like? Does he or she feel connected to classmates?

*Be sure to adjust the list based upon what you might want to offer in your school. These questions could also be adjusted to query teachers about families in the school community.

## Appendix C

**Table 1**

*School Counselor Tasks for Assessment and Intervention with students and their families*

| | Student | | Family | |
|---|---|---|---|---|
| | Assessment | Intervention | Assessment | Intervention |
| Physical | 1. Level of physical activity at/outside school<br>2. Types of food brought to school<br>3. Awareness of nutrition information<br>4. Medical & physical complaints, absences due to reported illness | 1. Individual sessions involving psychoeducation related to benefits of physical activity and nutrition<br>2. Classroom and group sessions involving physical activities | 1. Levels of physical activity modeled and promoted by parents<br>2. Awareness of nutrition information<br>3. Known medical conditions<br>4. Parent response to child's physical issues/ complaints | 1. Consultations with parents regarding promotion of physical activity and balanced nutrition<br>2. Offering or contracting services for groups focused on children's nutrition or healthy cooking |
| Affective | 1. Observation of and conversations about student's emotional regulation and emotional intelligence<br>2. Formal assessment tools based on emotional awareness and regulation | 1. Individual sessions involving validation and psychoeducation related to emotional regulation<br>2. Classroom and group counseling sessions related to emotional regulation | 1. Observation of parent's emotional regulation and emotional intelligence during parent conversations/meetings<br>2. Conversations with parents about emotional regulation and emotional coaching | 1. Offering or referring out for psychoeducation or parenting groups related to emotion regulation<br>2. Offering family-based counseling referrals to families |
| Cognitive | 1. Observation of classroom behavior | 1. Connecting student to additional academic support | 1. Observation of parent's attitudes and behaviors regarding child's | 1. Providing classes related to students' academic success |

| | | | | |
|---|---|---|---|---|
| | 2. Assessment of student's academic achievement<br>3. Consultation with teachers and administration regarding student performance<br>4. Administer formal academic testing | systems to help student access their academic potential<br>2. Providing individual or classroom guidance regarding study habits<br>3. Offering support for exploring future goals and opportunities | academic engagement and opportunities<br>2. Conversations with parents about student's strengths and needing support, as well as future planning | 2. Providing classes related to students' post-graduation options and the role of the parents<br>3. Making referrals tto help students access academic resources |
| Economic | 1. Observation of student and signs indicating potential economic stress<br>2. Conversation with students who report family economic stress | 1. Connecting child to financial support available via school<br>2. Validating the student's stress related to experiencing economic hardship | 1. Conversations with parents about family's economic stressors | 1. Validating stress related to economic hardship<br>2. Connecting family to financial support services within school system or community |
| Social | 1. Observation of student's social skills with peers and adults<br>2. Developmentally appropriate conversation with students about their understanding of healthy and effective social interactions | 1. Individual interventions that promote social intelligence and engagement<br>2. Group interventions that support social intelligence and engagement | 1. Observation of interpersonal interactions between parents and child, as well as parents and school staff<br>2. Conversation with parents about interpersonal effectiveness | 1. Validating interpersonal strengths of the student and family<br>2. Providing group counseling to enhance interpersonal skills and parenting techniques |