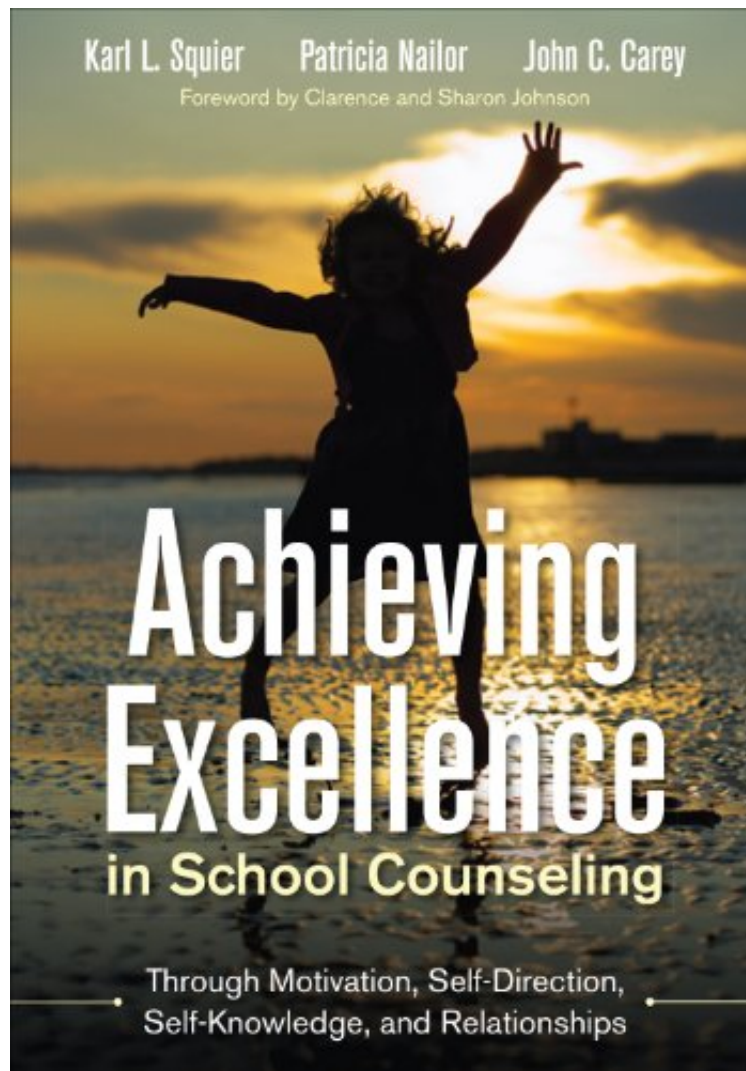


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Achieving Excellence in School Counseling through Motivation, Self-Direction, Self-Knowledge and Relationships

Karl L. Squier, Patricia Nailor, John C. Carey
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0 of 0 people found the following review helpful. Wanting more info on this bookBy Connie Rodgers-LantripI am so interested to hear what anyone else thinks of this book. I love the use of constructs but have many questions of the

actual implementation of the contexts and competencies. Has anyone found the toolbox that is referred to in the book?

Your step-by-step handbook for results-based school counseling! This exciting new book by recognized school counseling experts describes a Construct-Based Approach (CBA) to school counseling that helps you: Design standards, deliver interventions, and evaluate year-long counseling strategies, action steps and measures within a CBA context Apply research-based standards to reflect student abilities, competencies, capabilities and skills; Accurately assess student progress, proficiency and achievement; Provide useful feedback to parents and students Includes in-depth analyses, a developmentally appropriate 12 scope and sequence and essential tips and activities. Use this groundbreaking guide to uncover the key processes that ensure student success;

"This book takes a vital next step for the school counseling profession by defining what results we expect students to achieve based on research. Not only do the authors propose standards for student excellence, but also demonstrate the importance of delivering meaningful learning opportunities and assessing student proficiency and achievement." -- From the Forward writers Clarence Johnson and Sharon Johnson "The authors present a systematic roadmap for implementing the innovative and promising Construct-Based Approach to school counseling. This research-based approach will assist counselors and schools in targeting student skills and competencies that are vital for student achievement and success, specifically motivation, self-direction, self-knowledge, and relationships." --Jon M. Shepard, School Psychologist "The authors provide a new model for school counseling interventions, ensuring that every K-12 student has specific competencies in four key school counseling standards from educational success research." --Stuart Chen-Hayes, Associate Professor Program Coordinator, Counselor Education/School Counseling "This pioneering book takes the ASCA National Model to a new level. With over 50 years of research in how the brain functions and how students learn school counselors will find this book extremely helpful in their implementation of the ASCA National Model as it defines roles for administrators, parents, teachers, and the community." --Judy Bowers, School Counselor Consultant "This book takes a vital next step for the school counseling profession by defining what results we expect students to achieve based on research. Not only do the authors propose standards for student excellence, but also demonstrate the importance of delivering meaningful learning opportunities and assessing student proficiency and achievement." --From the Foreword by Clarence Johnson and Sharon Johnson "For the first time, we have a comprehensive school counseling curriculum built on more than fifty years of research designed around four main constructs supporting students' success: (a) motivation, (b) self-direction, (c) self-knowledge, and (d) relationships. Any person passionate about designing a proactive, research-based approach to school counseling will love this book. The Construct-Based Approach (CBA) detailed by Squier, Nailor, and Carey is grounded in data-based decision making, strategic program implementation and ongoing evaluation. CBA is focused on enhancing students' "self-direction or self-determination skills." These factors have been shown to be more closely associated with future success than academic skills or performance on achievement tests. The constructs and strategies in this book are designed to ensure that all students are successful in school and, more importantly, throughout their life. This book shows school counselors how to make a measurable difference in students' lives. School counselors will appreciate how the authors connect the strong research base to a curriculum laid out clearly in scope and sequence, with activities, interventions, and assessment strategies included. In fact, as school counselors examine the curriculum, they will find many issues they encounter daily through responsive services. Through this approach, however, school counselors have an intentional, planned sequence for equipping all students with the knowledge, behaviors, and skills they need to be successful, while targeting sub-populations that need additional support. Crisis requiring responsive services will be reduced tremendously as a result. I highly recommend this book for any school counselor in-training, beginning school counselor, school counselor who wishes to evolve current practices, or any school looking to make a measurable impact in students' lives!" --Brett Zyromski Associate Professor "This book takes a vital next step for the school counseling profession by defining what results we expect students to achieve based on research. Not only do the authors propose standards for student excellence, but also demonstrate the importance of delivering meaningful learning opportunities and assessing student proficiency and achievement." --From the Foreword by Clarence Johnson and Sharon Johnson "The authors present a systematic roadmap for implementing the innovative and promising Construct-Based Approach to school counseling. 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About the Author
Dr. Karl Squier is President of Lady of the Lake Learning Systems, a consulting organization specializing in K-12 school counseling and school improvement initiatives. His professional interests include building communities of dialog and self-reflection, designing school counseling programs based on standards of excellence, delivering a challenging school counseling curriculum that maximizes students' potential for learning, using assessments that enable students to continuously improve their learning, and evaluating the impact of delivering a school counseling program on student achievement and school quality. Dr. Squier is a long-time advocate of school counselors as fundamental to quality schools and student achievement. He is a recipient of a Rhode Island School Counselor Association's (RISCA) School Counselor Advocate of the Year Award.

Dr. Patricia Nailor has worked as a counselor practitioner in public schools and has served as a founding member and president of the Rhode Island School Counselor Association (RISCA). She has also served as president of the American School Counselor Association (ASCA). Dr. Nailor retired as Director of the Department of Counseling and Social Services in the Providence Public Schools. Currently she is an adjunct instructor at Providence College where she teaches in the Counselor Education Program. Dr. Nailor manages the school counseling consulting services of Lady of the Lake Learning Systems. She is the recipient of a RISCA Lifetime Achievement Award, given in recognition of a lifetime of dedication and service to students, and to building and promoting the school counseling profession.

Dr. John Carey is Director of the Ronald H. Fredrickson Center for School Counseling Outcome Research Evaluation and Professor of School Counseling at UMASS Amherst. He is a recipient of an American School Counseling Association (ASCA) Counselor Educator of the Year Award. Dr. Carey is included on the Fulbright Specialist Roster and works internationally to improve school-based counseling and school counselor education. His research interests include school counseling outcome measurement, policy research in school-based counseling, standards-based models of school counseling, and the development of research-based interventions to promote academic achievement and eliminate the achievement gap. He is coeditor of *Multicultural Counseling in Schools: A Practical Handbook*.