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School Counselors Applying the ASCA 2016 Ethical Standards

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Abstract

As the student population becomes more diverse in the United States (Human Rights Campaign, 2018; National Center for Education Statistics, 2018), school counselors (SCs) are also called upon to provide comprehensive school counseling programs to meet the needs of all students (ASCA, 2019). In addition to following the profession's national model, the American School Counseling Association's Ethical Standards (2016) provide a set of guidelines including specific language aimed at providing culturally competent counseling services to students and stakeholders. With this in mind, the purpose of this manuscript is twofold. The first goal is to provide SCs with strategies for use when providing services to diverse students. Next, the authors will highlight sections of the ASCA Ethical Standards for School Counselors (ASCA, 2016) that specifically address diverse students' needs. Case scenarios will also be provided.

As the U.S. population becomes increasingly diverse (U.S. Census, 2014), so does the P-12 student population. Therefore, it is becoming more and more imperative for school counselors (SC) to provide culturally competent counseling services to this rapidly evolving diverse student population. Cultural competence, as described by Ball et al. (2010), is "knowledge and skills related to practice that value diversity and reflect effective practice across cultures" (p. 121). Through various accreditation (e.g., Council for Accreditation of Counseling and Related Education Programs [CACREP]) and special recognition preservice programs (e.g., American School Counseling Association Specialized Professional Association (ASCA SPA), SCs are trained, to provide

these services. Additionally, the American School Counselor Association calls upon SCs to implement a comprehensive school counseling program (CSCP) using the ASCA National Model (2019). Coupled with ASCA's National Model, SCs are ASCA's Ethical Standards for School Counselors (ASCA, 2016), which include mandates for SCs to provide counseling services to students, teachers, parents, and

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other stakeholders with a focus on consideration of diversity. Keeping these resources at the forefront, the purpose of this article is twofold. The first goal is to provide SCs with culturally competent strategies from the literature to inform the implementation of their CSCP. Secondly, the goal is to highlight sections of the ASCA Ethical Standards for School Counselors (ASCA, 2016) that intentionally focus on providing culturally competent counseling services to students and stakeholders.

The student population in the United States continues to increase in diversity (Human Rights Campaign, 2018; National Center for Education Statistics, 2018; National Center for Children in Poverty, 2019). For example, regarding race, the Hispanic student population is the fastest-growing population in the U. S. (U.S. Census Bureau, 2016). Additionally, the number of youths who identify as lesbian, gay, bisexual transgender (LGBTQ) continue to grow in the U.S. (Human Rights Campaign, 2018). The number of students receiving special education services under the individuals with disabilities act (IDEA) decreased from 13.8 (2014-15) to 13.7 (2017-19) (NCES, 2020). However, there was an increase in students (1.5 percent) receiving accommodations under Section 504 (The Advocacy Institute, 2015); thereby, resulting in an overall increase in the number of students identified as having a disability. A look at the statistics of these identified groups of students provides a glimpse of the diversity in U.S. schools today. With a CSCP in place, which includes following the profession's ethical

standards, school counselors can provide services to all students regardless of their diversity (ASCA, 2019; ASCA, 2016).

Comprehensive School Counseling Programs

The four components of a CSCP include define, manage, deliver, and assess (ASCA, 2019). Specifically, the deliver section consists of SCs providing classroom instruction, small group counseling, individual counseling, planning, appraisal, and advisement, consultation, collaboration, and referrals (ASCA, 2019). One delivery method designed to reach all students is providing classroom instruction. School counselors present and/or work with teachers to deliver classroom instruction lessons. In order to teach culturally competent lessons, the astute SC knows the various cultures represented in their current school population. This is indeed a daunting task for a variety of reasons. For example, some differences are not visible, revealed, or regarded as a difference. Completing a school diversity document, reviewing data, and administering anonymous surveys, as well as communicating with teachers, faculty and staff, and parents are some of the various ways SCs can learn about the differences among their students. After obtaining this information, planning classroom lessons with an intentional focus on inclusiveness transforms an ordinary lesson into a lesson that is culturally sensitive. Additionally, knowledge regarding students' cultures can assist SCs' work when delivering services such as small group counseling, individual

counseling/planning, and consultation. Using the profession's ethical standards as a guideline can provide additional direction when providing both direct and indirect services to students and parents.

American School Counseling Association's Ethical Standards

“Professionalism means knowing your professional association's ethical standards and adhering to them” (Stone, 2017, p. 27). Although the focus of this article focuses on the ASCA ethical standards for SCs, SCs have at their disposal numerous professional, ethical standards and competencies that provide guidelines for delivering culturally competent services. For example, the American Counseling Association's Ethical Standards (ACA, 2014) emphasizes the importance of counselors incorporating consideration of the clients' culture throughout their standards (Section A: The Counseling Relationship; Section B: Confidentiality and Privacy; and Section E: Evaluation, Assessment, and Interpretation, ACA, 2014). More specifically, ACA provides numerous competencies to govern services provided to diverse groups (e.g., ALGBTIC Competencies for Counseling LGBQIQA, Competencies for Counseling the Multiracial Population). School counselors can familiarize themselves with and adhere to these competencies by frequently reviewing them.

Specifically, SCs adherence to the ASCA ethical standards begins with the Preamble that state SCs have the

responsibility to provide students with their inherent rights. Regardless of students' cultural differences, those rights include treating students with respect, dignity, and equal access to a CSCP (ASCA, 2016). Additional culturally relevant sections of the ASCA 2016 Ethical Standards address SCs responsibilities to students, parents/guardians, school, and self. Specifically, concerning students, SCs have a responsibility to (a) respect both their student's and family's values without imposing their own, (b) provide career counseling strategies based on data used to identify gaps and prevent biases, and (c) continuously demonstrate the utmost respect for student diversity (A.4.c. & A.6.e.). School counselors' responsibilities to parents/guardians include sensitivity to and respect for the diversity among families (B.1.d.). Furthermore, SCs have a responsibility to their schools to (a) design and deliver a CSCP that supports and further improves the academic learning of the entire student body regardless of diversity (B.2.b.), (b) use language that is culturally inclusive in all types of communication (B.2.p.), and (c) promote a school climate that acknowledges and celebrates diversity (B.3.k.). Lastly, SCs have a responsibility to actively monitor and further their social justice and advocacy awareness, knowledge, and skills (B.3.k.). All school counselors, as professionals, are to follow the ASCA Ethical Standards for School Counselors, regardless of their organizational membership to the ASCA (Stone, 2017). Some of the ways school counselors can remain abreast of the profession's cultural competency standards include attending

ongoing ethical professional development and setting aside a monthly time to review the standards in their entirety. All students and stakeholders would benefit from school counselors' adherence to these standards that provide guidelines for addressing the counseling needs of diverse student groups.

Diverse Students

The ASCA Ethical Standards identifies 17 different student populations that could exist within the school setting. The list includes, but is not limited to: "... ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youths ..." (ASCA Ethical Standards for School Counselors Preamble, ASCA, 2016, p. 1).

It is not within the scope of this manuscript to cover information on all of the aforementioned groups. Nonetheless, the authors believe that the information provided for some of the diverse groups will assist school counselors in their work with all diverse students in their schools. To that end, (a) information, (b) strategies, and (c) ethical dilemmas are given for the following groups:

1. Ethnic and racial identity,
2. gender identity and expression,
3. disability, and
4. economic status.

This article contains possible answers to the ethical dilemmas at the end.

Ethnic and Racial Identity

As previously stated, a variety of differences exist among students in today's schools. One of those differences is the often visibly identified student's race.

Physiological differences that a group of persons share is the definition of race (Merriam–Webster Dictionary, 2019). Race, according to the U.S. Census, is broken down into the following categories: (a) White or Caucasian, (b) Black or African American, (c) American Indian, (d) Alaska Native, (e) Asian, (f) Native Hawaiian or Other Pacific Islander, and (g) Some Other Race. Currently, the majority race in the United States is White. However, the Hispanic student population is increasing (U. S. Census, 2016). Therefore, our student population is becoming increasingly more diverse. Currently, the majority of school counselors are White, followed by African Americans (Data USA, 2019). Interestingly, a review of the literature reveals a possible lack of racial sensitivity in White school counselors (Moss & Singh, 2015).

Compounding this is the power differential between White SCs and students of color that could impede minority students' access to a variety of supports (Moss & Singh, 2015). This could also limit advocacy efforts on the part of their SCs (Parikh et al., 2011) when compared to the advocacy efforts afforded their White peers. Additional disparities have been noted in the area of college counseling, with White counselors recommending postsecondary higher

education to White students as opposed to African American students (Groce, 2012). Lastly, Chao (2013) found that limited multicultural training and higher color-blind racial attitudes in preservice counselors led to low scores in the area of multicultural competency. The following is a list of strategies SCs and preservice SCs can use to provide culturally competent strategies to students of color.

Strategies

School counselors can use various strategies to address cultural competence when providing services to students from minority races/ethnic identities. First, they can seek multicultural supervision. West-Olatunji et al. (2011) found that although school counselors felt they received adequate multicultural education in their preservice programs, participating in advanced multicultural supervision enhanced their ability to provide culturally competent services to parents and students. Participants, practicing school counselors, participated in nine supervision sessions led by a counselor educator. These sessions included activities such as (a) reading of culturally relevant journal articles, (b) exploring case examples, and (c) processing of the case examples (2011).

Additionally, school counselors can (a) engage in mindfulness training specifically focusing on "mindfulness nonreactivity to inner experiences" and "mindfulness describing" (Ivers et al., 2014); (b) become aware of one's own biases, stereotypes, and personal beliefs that

may interfere with duties as a school counselor and being able to set them aside (Fisher, 2008; Stone, 2017); and (d) immersing oneself in another race's community for a period followed by engaging in reflection and dialogue, and paying close attention to the emotions experienced (McDowell et al., 2012). The strategies mentioned above can improve school counselors' skills in delivering culturally competent counseling services to racially/ethnically diverse students.

Ethical Dilemmas.

1. Damian, an African American, 11th-grade student, requests to visit with his White school counselor, Mrs. Camp, regarding his postsecondary plans. Before calling the student to her office, Mrs. Camp reviews Damian's records in the student electronic database. This information includes his race, parental information, address, attendance, grades, standardized tests, discipline records, and more. Based on this information, Mrs. Camp decides to recommend that Damian forego a postsecondary education and seek a position at the local distribution center. She plans to share with him that the salary is above minimum wage, and the company offers some benefits.
2. Angelica, a Latina female, is in the second semester of her junior year. She requests to see her counselor, Mrs. Brown, who is African

American, regarding her postsecondary options. Angelica desires to attend college after high school. Through her research on the local industry, Mrs. Brown is aware of the need for persons who are Latino and are fluent in Spanish. Although Mrs. Brown does not know if Angelica speaks Spanish, she assumes she does so based on her race. Therefore, she plans to meet with Angelica and share her excitement regarding Angelica's opportunity to obtain meaningful employment immediately after high school graduation.

Gender Identity and Expression

Although the lesbian, gay, bisexual, transsexual, queer, intersex, asexual, and pansexual (LGBTQIAP+) population is referred to as the invisible minority, approximately 10 million individuals identify within the community and the numbers continue to grow (Weinberg, 2009). With this in mind, in 2017, 6,252 youth between the ages of 15-24 died by suicide (American Association of Suicidology, 2019). While it is unknown how many of these youth identified within the LGBTQIAP+ community, as current death records do not include the deceased's sexual orientation, it is known that LGBTQIAP+ youth are almost five times as likely to attempt suicide compared to heterosexual youth (Kann et al., 2016). Therefore, the need to provide counseling services for this diverse group is of utmost importance.

A review of the aforementioned statistics illuminates the importance of SCs preparation to provide culturally responsive services when working to eliminate barriers that may hinder LGBTQIAP+ students' development. The following strategies are provided to assist SCs with addressing the unique needs of this population.

Strategies

In terms of interventions, first and foremost, SCs can become aware of and professionally set aside their own biases, stereotypes, and personal beliefs that may interfere with their duties as a school counselor (Stone, 2017). They can also stay current on relevant information regarding state policies and legislature on anti-bullying and nondiscrimination laws (Dunnell, 2018; Human Rights Campaign, 2018). Importantly, SCs can focus on improving the school climate by providing professional development for staff on LGBTQIAP+ topics, such as how to respond when discrimination, harassment, and bullying occur (Payne & Smith, 2018). Additionally, SCs can provide Campus Pride groups and SGAs to promote inclusion (Walsh & Townsin, 2018); and, provide positive messages and displays about the LGBTQIAP+ community within the school (Dunnell, 2018; Human Rights Campaign, 2018).

Ethical Dilemmas.

3. Mrs. Windham is the school counselor at a local high school. A

concerned student reported to her that her friend, Latisha, just came out to her parents. Afterward, the parents rejected Latisha and asked her to leave their home. She is now living on her own under a bridge close to the school. When approached, Latisha requested confidentiality in this matter because she does not want to risk moving and losing her connections to her friends. The SC is afraid of losing her trust if she reports personally identifiable information to the local homeless liaison officer.

4. A teacher expresses to the SC that they are upset with the administration within their role as the school's Gay-Straight Alliance Club (GSA) faculty advisor. The teacher submitted an order for members' cords to wear during the graduation ceremonies. The principal, however, did not approve the GSA's order and canceled it at the last minute. Nonetheless, the principal ordered all the other campus clubs' cords. The teacher expressed that the principal has shown prior resistance to the GSA's activities, and the teacher feels that, as opposed to an error, this was a personal decision to cancel the cords. The teacher requested the SCs assistance in the matter, stating that the principal will not listen to the club's sponsor. How should the counselor address the principal?

Disability

Many students in public schools today have a disability and fall into two classification groups. The first group, identified under the Individual with Disabilities Act (IDEA) amended in 2015 through the Public Law 114-95 the Every Student Succeeds Act (IDEA, n.d.) are the largest. Unlike the previous categories mentioned (i.e., race/ethnicity, LGBTQ), the percentages of students in this category slightly decreased from 13.9 in 2014-15 to 13.7 in 2017-18 (NCES, 2020a). These students fall into 13 disability categories: autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impaired, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment (NCES, 2020b). Students receiving services under IDEA require, among other rights, an individual education plan (IEP) outlining their specific needs and the stakeholder who will provide those services. School counselors are often one of those service providers (Nichter & Edmonson, 2005). Additional students identified as having a disability fall under Section 504.

Section 504 of the Rehabilitation Act of 1973 (The Advocacy Institute, 2015) is a law that requires students who qualify to receive accommodations to level the playing field in order for them to access education. This group of students comprises 1.5 percent of the student population (The Advocacy Institute, 2015). A team of stakeholders is

required to identify these students and develop an individual accommodation plan to meet their needs. School counselors are often a part of this multidisciplinary team or often coordinate this process (Goodman-Scott & Boulden, 2020; Romano et al., 2009). Additionally, they are often required to provide both direct and indirect services to students and stakeholders. Unlike special education teachers who receive training to provide specialized education to students with disabilities, general education teachers and SCs may or may not have received similar training in their preparation programs. Therefore, SCs may feel ill-prepared (Goodman-Scott & Boulden, 2020; Romano et al., 2009) to provide counseling services to students with disabilities as well as collaborative services to teachers and parents. Nonetheless, both legally and ethically, they are required to provide services to students with disabilities and stakeholders as part of a comprehensive school counseling program (ASCA, 2019, ASCA 2016, Buckley, & Mahdavi, 2018). School counselors can employ culturally relevant strategies to provide services to students with disabilities in their schools.

Strategies

As part of a comprehensive school counseling program, SCs can provide both direct and indirect services to students with disabilities through a variety of interventions. For example, in the academic area, SCs can provide classroom lessons, psychoeducational groups, and individual counseling on study skills, organizational skills (Buckley & Mahdavi, 2018).

Additionally, in collaboration with teachers, they can assess whether the environment, curriculum, and instruction are appropriate for the learner (Grothaus, 2018). In the domain of social/personal growth, SCs can provide short-term counseling (individual or group) to address targeted areas such as self-awareness, self-concept, identifying strengths, resilience, and transitioning to the next grade level or postsecondary careers (Buckley & Mahdavi, 2018).

Ethical Dilemmas.

5. Mrs. Rosario, a tenth grade English teacher, approaches the SC, Mrs. Flint, about a few of the students who identified as having a learning disability in her classroom. The teacher shares that the students receive support from the special education teacher; however, they are falling behind in their grades in most of their subjects. The SC shares with the teacher that students who are receiving services under IDEA have their own special education support teachers and counselor. The SC refers Mrs. Rosario to seek assistance from the special education department.
6. A parent, Mr. Engels, schedules a visit with the SC, Mr. Henderson, to discuss his daughter. Mr. Engels' daughter, a third-grader, is a student identified as having attention deficit hyperactivity disorder (ADHD) and receives accommodations under a Section 504 plan. The SC meets with

the parent for a consultation session. Mr. Engels shares that although the teacher shares that his daughter's grades are improving due to the accommodations, his daughter shared with him that she is feeling different and singled out because the other students are aware of the special accommodations she receives. Mr. Henderson did not receive training in his preservice program and is scrambling for ways to respond to the parent. He shares with Mr. Engel that he will speak with his daughter's teacher and follow-up with him.

Economic Status

Students living in poverty face a unique set of challenges that vary from their more affluent peers (Odgers, 2015). Some of those challenges include a lack of adequate shelter, food, and clothing. Yoshikawa et al. (2012) shared that absolute poverty has a causal effect on children's mental, emotional and behavioral health. The authors define absolute poverty as an inability to meet the most basic needs. Approximately 21% of children in the United States live in poverty (National Center for Children in Poverty, 2019). School-aged children living in poverty bring unique sets of circumstances to our schools every day that can affect their academic preparation, in addition to the aforementioned areas (ACT, 2015; Odgers, 2015).

A school counselor's mandate is to provide services to all students regardless of their economic status. Notwithstanding, providing services to students living in poverty can be a challenge to the most astute school counselor. The roles of advocacy (Stone, 2017), leadership (Johnson, 2017), and change agent (Schnenck et al., 2010) are especially useful to address circumstances that prevent school counselors from providing needed services to such a vulnerable population as children living in poverty. In addition to the roles school counselors employ, they can incorporate the following strategies when working with students from lower economic households.

Strategies

School counselors can use different strategies to provide counseling services to students from lower economic backgrounds. For example, SCs can begin with recognizing and addressing any biases or preconceived notions toward students living in poverty. Additionally, they can build meaningful relationships with students (Williams et al., 2015) whereby, allowing them to identify and expand students' strengths (Foss et al., 2005). School counselors can involve teachers as a valuable resource who can assist in providing services to students (Au, 2013; Johnson, 2017; Newell, 2013). Furthermore, they can cultivate a collaborative, supportive role with parents (ASCA, 2016; Johnson, 2017), and work with community agencies to identify those organizations that can provide needed resources to students and their families (Johnson, 2017).

Ethical Dilemmas.

7. Yusef, a middle school student, is struggling in reading and math. Both of his teachers have submitted a referral to the school counselor for academic advising. The school counselor schedules an individual planning meeting with Yusef. During the meeting, the counselor realizes that Yusef could benefit from tutoring in both subjects. She provides Yusef with referrals to neighboring organizations that offer tutoring for a fee in the community to share with his parents. The student informs the school counselor that his parents are not able to pay for tutoring services for him. Empathically, the school counselor shares that, unfortunately, the only agencies providing tutoring services in the community charge fees.
8. A ninth-grade school counselor, who works at a school in which 95% of the students receive free and reduced lunch, is planning a parent workshop on the benefits of obtaining a postsecondary education. The workshop will take place on a Wednesday evening at 5:00 p.m. Several parents contact the school counselor and express their interest in attending this important workshop but share that they lack transportation and childcare for their younger children at that time. The school counselor tells the parents that, although she understands their

barriers, the workshop schedule will remain. She explains to her administrator that she must arrive at the daycare before it closes at 6:30 p.m. to pick up her own young children. There was a dismal turnout at the workshop.

Summary

The student population in the U.S. is becoming increasingly diverse (Gallo, 2014; National Center for Education Statistics, 2018; National Center for Children in Poverty, 2019; U.S. Census, 2014). With this increase in differences among our student body comes the necessity to meet their ever-increasing needs (Davis et al., 2011; Groce, 2012; Yoshikawa et al., 2012). School counselors are well suited to meet the needs of all students through their implementation of a CSCP (ASCA, 2019). They can improve their cultural competency skills through implementing a CSCP for all students (ASCA, 2019), following the professions' standards (ASCA, 2016), seeking multicultural supervision that involves journal readings, case conceptualizations, and processing (West-Olatunji et al., 2011), and by participating in professional development on the topic of cultural competency (Davis et al., 2011).

Within the supervisory relationship, both the supervisor and the supervisee play a role in developing and maintaining the relationship. However, supervisors are oftentimes the facilitators and have more responsibility in ensuring the effectiveness and constructiveness of the interaction

(Benard & Goodyear, 2014). For example, counseling psychologists have spent time creating guidelines for clinical supervision due to supervisees in training programs reporting their supervision is harmful and inadequate (Ellis et al., 2014). So, a supervisor's proficiency in facilitating supervisory duties directly impact the health of the relationship and one such skill that is needed is multicultural proficiency (Crockett & Hays, 2015; Lee, 2017). Researchers have argued that a supervisor's level of multicultural proficiency can affect the quality of functional cross-cultural supervision (Crockett & Hays; Inman, 2006; Sue & Sue, 2008). Supervisors who exhibit a high level of multicultural awareness encourage minority supervisees' self-disclosure (Sue & Sue, 2008). Crockett and Hays (2015) also highlighted that the level of multicultural competence supervisors self-perceive is closely related to the development of counseling self-efficacy and supervisee satisfaction of the supervisory experience. In addition, a supervisor's communication style may influence a supervisee's awareness of the supervisor's characteristics/backgrounds (Lee, 2017). Taken together, these studies indicate that the ability of supervisors to demonstrate multicultural competence during supervision plays an important role in supervisees' professional growth.

The cross cultural supervisory relationship is enhanced when supervisors reflect upon themselves as cultural beings and consider their multicultural knowledge and skills (Soheilian et al., 2014). Soheilian and colleagues emphasized that supervisors

should facilitate supervisees not only to explore their values, but also initiate the discussion of culture within the supervisory relationship. However, sharing cultural differences in cross-cultural supervision settings can be challenging for minority supervisees (Berkel et al., 2007). Given supervisees' minority positions and lower power within the relationship, many are reluctant to initiate a discussion of cultural differences during supervision (Ponterotto et al., 2010). Specifically, Western supervisors who use Western European models in supervision settings may experience conflict with culturally diverse supervisees' expectations (Sue & Sue, 2008). As a result, minority supervisees may be passive toward their supervisors. Regarding racial and ethnic issues in supervision, African American supervisees had fewer expectations on the supervisory relationship (Helms & Cook, 1999), while Asian supervisees may expect supervisors to offer direct advices to them (Lau & Ng, 2012). These varied expectations of the supervisory process need open and clear communication to positively influence a healthy and constructive supervisory relationship. Despite these communication challenges, Wong et al. (2013) assert that this exchange helps minority supervisees feel their cultures are appreciated and therefore can directly impact the minority supervisees' development.

Responses to the Ethical Dilemmas

The intention of the authors was to present everyday scenarios SCs may encounter when providing counseling

services to diverse students and their parents. Furthermore, the authors understand that there is no right answer to any given situation, thereby making it a dilemma. The responses provided for each of the dilemmas incorporates some of the strategies presented in this article and highlights the use of the ASCA Ethical Standards (ASCA, 2016) as a guide to provide culturally competent ethically services.

Ethnic and Racial Identity

1. Mrs. Camp decided on a realistic career goal for Damian based solely on her interpretation of his demographics before meeting with the student and providing him with an opportunity to express his career aspirations. Mrs. Camp, possibly unaware of her biases toward Damien, would benefit from supervision in the area of multicultural development. Additionally, this PSC violated several ASCA (2016) ethical standards, beginning with the Preamble, as well as Sections A.1. Supporting Student Development (A.1.a., A.1.e.) and A.4. Academic, Career, and Social/Emotional Plans (A.4.b.).
2. Mrs. Brown appears to have good intentions in her desire to provide Angelica with information regarding the need for Spanish-speaking persons in the workplace. Nonetheless, her assumptions regarding Angelica's race/ethnicity

led her to believe that she spoke Spanish. This PSC could benefit from professional development and supervision to address her preconceived notions regarding her Latino students. Several ASCA (2016) ethical standards can assist Mrs. Brown in providing culturally responsive services to Angelica. Standards relevant to this scenario include the Preamble and Section B.3. Responsibility to Self (B.3.i.).

Gender Identity and Expression

3. Mrs. Windham places great importance on keeping students' confidentiality, as she knows this is the cornerstone of the profession. Additionally, she empathizes with Latisha's current desire to remain at her current school with her support system. Nonetheless, she also has a responsibility to report this student's living condition to the homeless liaison, and possibly the child protective agency. In addressing this dilemma, the following ASCA (2016) ethical standards can assist her: (a) Preamble and (b) Section A. Responsibility to Students (A.2.e., A.2.g., and A.6.c). While this counselor's intentions are admirable, the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (U.S. Department of Education, 2019) legally mandates the reporting of homeless youth, and this law supersedes both loyalty to

the student's wishes and ethical standards.

4. The professional school counselor desires to support the teacher and the student and views this situation as a problem with the system. This PSC has several ASCA (2016) ethical standards to support his decision to approach the principal judiciously. Guiding his decision are the following standards: (a) Preamble, (b) Section A. Responsibility to Students (A.10.a. and A.10.e.), (c) Section B. Responsibilities to the School (B.2.d., B.2.f., and B.2.g.). Finally, as a reminder to the principal, Mr. Byron could highlight the fact that, if the school was providing graduation cords to other clubs, it would legally have to provide them to the GSA as well.

Disability

5. Although the school provides support for their students receiving special services, the SC fails to consider the Preamble in the ASCA Ethical Standards (ASCA, 2016), which states that all students have equal access to a CSCP. Considering that Mrs. Rosario routinely delivers classroom lessons to the tenth-grade homerooms, she could collect additional data from the teacher and plan a unit to address the needs of all the students in the classroom, including the students with disabilities. A specific ASCA ethical

standard pertaining to this scenario is Section A. Responsibilities to Students (A.10.g.). Depending on the results of the data, she could deliver lessons on topics such as academic self-confidence, study skills, and organizational skills.

6. The SC is in his first year of the profession, and providing services to students receiving Section 504 accommodations was not covered in his preservice program. Therefore, he experienced feelings of nervousness during the parent consultation. Reviewing the ASCA Ethical Standards (2016) will be helpful to this SC. Of course, Mr. Henderson would be wise to seek professional development and supervision on providing services to students with disabilities (Responsibilities to the School B.2.i.). In the meantime, the Preamble (ASCA, 2016) states that all students have equal access to a CSCP. Therefore, Mr. Henderson, after consultation with the teacher, and as part of the CSCP, can initially provide individual counseling to the student to establish a relationship and identify the strengths and challenges she is currently facing (A.1.c Supporting Student Development & A.10.g. Underserved and At-Risk Populations). A next step could be to include her in small group counseling with her peers (A.7. Group Work) to help her

develop her sense of belonging in the classroom.

Economic Status

7. Yusef's family, much like many other families living in poverty, faces many barriers, including financial resources. The lack of free tutoring at school for Yusef sounds like a systemic problem that is undoubtedly affecting other students from lower economic status households. This PSC could use their advocacy efforts to address this barrier. Specific ASCA (2016) ethical standards appropriate for this situation include (a) Preamble, (b) Section A. Responsibilities to Students (A. 3. 8.), and (c) Section B.3 Responsibilities to Self (B.3.i.).
8. The low attendance at this valuable workshop provides evidence that families living in poverty face many barriers. This PSC had a legitimate concern for her own children that warrants respecting. Possibly, adhering to the following ASCA (2016) ethical standards (a) Preamble, (b) Section A.1. Supporting Student Development (A.1.d.), (c) Section A.10. Underserved and At-Risk Populations (A.10.d.), and (d) Section B.1. Responsibilities to Parents/Guardians (B.1.h.) could assist this PSC in brainstorming ways to ameliorate the barriers her parents faced in attending the

workshop. Some suggested strategies include asking someone else to present the workshop, providing childcare, and/or scheduling multiple workshops to be held on different days (e.g., Saturday morning) or in an easily assessable community location (e.g., apartment clubhouse).

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