

Preface

In recent years, research and legislation has increasingly sought to improve students' learning and socialization by seeking ways to improve mental health services in schools. There are a variety of evidence-based interventions and programs available for school practitioners at the universal (i.e., service to all or many), selected (i.e., service to some), and indicated (i.e., service to few) prevention levels. This book focuses on utilizing counseling as an intervention for students who require extensive support within the secondary (i.e., selected) and tertiary (i.e., indicated) prevention levels of Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI). Only a cursory view of school-based counseling at the universal or primary level of prevention is included. There are other sources (referred to in this book) that provide in-depth coverage of primary prevention approaches to school-based mental health services.

Our major aim is to explore the role of counseling within *integrated school mental health programming* based on *best practices* in current research and practice. From the perspective of comprehensive school mental health service delivery, we apply PBIS/RTI as an organizing framework from which to provide integrative school mental health programming. Within this context, we focus specifically on utilizing counseling as an intervention for students who require extensive support.

This book is most relevant for school mental health professionals, such as counselors, school psychologists, and social workers, who provide counseling and psychological services. It is also intended to be a useful resource for school administrators; special education directors; psychological service directors; clinical supervisors; school mental health liaisons; university faculty who teach coursework in counseling, psychology, and/or special education; students being trained in the fields of counseling, psychology, and/or special education; and other stakeholders who are interested in developing and improving school-based mental health service delivery.

Progressive service delivery models require data-based outcomes for those children who are experiencing social-emotional-behavioral challenges in school. This book provides guidance for school mental health professionals

to adapt their practices to the changing landscape associated with effective educational outcomes and accountability. Special attention is given to practical and useful techniques that can be carried out as intended and with high levels of acceptability by providers and stakeholders. Additionally, this book expounds on professional growth and development as a counselor during a time when outcomes and accountability must be examined and documented within school-based practice.

This book is divided into two major parts. In Part I, we examine the role of responsive school-based counseling in PBIS/RTI. We emphasize collaborative approaches and view PBIS/RTI as a joint initiative of general education and special education. RTI is designed to help students be successful in the general education curriculum. As such, RTI should increase the accuracy of special education referrals. We intend for Part I to serve as a guide for school practitioners who provide evidence-based counseling services within PBIS/RTI. We examine considerations for service delivery for students in both general education and special education. Part II focuses on related topics, including advancing one's clinical skills in counseling, professional development, and emerging models for difficult service delivery areas in school mental health.

Discussion questions are provided for each chapter. In the Resources section we have included sample forms (e.g., "Intervention Planning Form"), lists of further resources—such as a list of books and websites for counselors, students, and parents—and a counselor self-evaluation survey and professional growth plan form. We hope this book provides a useful and accessible guidebook for counselors, school psychologists, other mental health professionals, and other school personnel who work tirelessly to meet the social, emotional, and behavioral needs of their students.