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Nota di contenuto	Developing & Managing: Your School Guidance & Counseling Program; Table of Contents; Preface; Acknowledgments; About the Authors; Part I: Planning; Chapter 1: Evolution of Comprehensive Guidance and Counseling Programs: From Position to Services to Program; Planning-Building a Foundation for Change; Beginnings of Guidance and Counseling in the Schools: The First Two Decades of the 1900's; Work of Frank Parsons; Work of Jessie B. Davis; Early Purposes of Guidance and Counseling; Position of Vocational Counselors; Vocational Guidance Spreads Across the Country; Challenges to Vocational Guidance Early Concerns About the Position of Vocational Counselor Guidance and Counseling in the 1920's and 1930's: Challenges and Changes; Changes in Purpose of Guidance and Counseling; What Should Be the Duties of the Counselor?; Services Model of Guidance and Counseling; Counseling Service Predominates: Student Adjustment Is the Focus; Vocational Guidance Continues to Be Defined; Federal Initiatives Begin; A Growing Interest in Psychotherapy; Important Federal Legislation in the 1940's and 1950's; Vocational Education Act of 1946; National Defense Education Act of 1958 New Challenges and Changes: Guidance and Counseling in the 1960's

Pupil Personnel Services Become Dominant; Focus on School Counselors, Not on Guidance and Counseling; Search for Identity: Educator or Psychologist?; Elementary Guidance and Counseling; Calls to Change the Position-Services Model; Comprehensive Guidance and Counseling Programs Emerge: The 1970's; Basic Ideas, Vocabulary, and Systems Thinking; Beginning Models for Guidance and Counseling Programs; Integrating Career Development Into the Curriculum; A National Project to Develop State Models; Model Development Continues

Putting Comprehensive Guidance and Counseling Programs Into Practice in the 1980's and 1990's Comprehensive Programs Gain Acceptance; Importance of Legislation; State Models Are Developed; Moving Toward Full Implementation of Guidance and Counseling Programs: The Promise of the 21st Century; ASCA National Model; Comprehensive Programs: Direct or Indirect Services; Selection and Training of School Counselors; Federal and State Legislation; Leadership and Supervision Issues and Models; Comprehensive Guidance and Counseling Programs: Five Foundation Premises; Your Progress Check; References

Chapter 2: A Comprehensive School Guidance and Counseling Program: Getting Organized to Get There From Where You Are Planning-Getting Organized to Get There From Where You Are; Decide That You Want to Change; Understand the Necessary Conditions for Effective Change; Some General Conditions to Consider; Some Specific Conditions to Consider; Getting the Program Idea to Stick; Sample Timetable of Tasks Involved in the Change Process; Expect Resistance to Change; What Is Resistance to Change?; Expressing Resistance to Change; Appreciate the Challenges Involved

Develop Trust Among Counselors, Teachers, and Administrators

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#### Sommario/riassunto

The fifth edition of this bestseller expands and extends Gysbers and Henderson's acclaimed five-phase model of planning, designing, implementing, evaluating, and enhancing Pre-K-12 guidance and counseling programs. This enduring, influential textbook has been fully updated to reflect current theory and practice, including knowledge gained through various state and local adaptations of the model since publication of the last edition. Exciting additions to this new edition are increased attention to diversity and the range of issues that students present, counselor accountability, and the roles and res

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