CULTURALLY RESPONSIVE SCHOOL COUNSELING
Moving from multicultural counseling to culturally competent and responsive practices

2017 MSCA Fall Conference
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OBJECTIVES

• Understand the ethical duty school counselors have to utilize culturally responsive school counseling practices.
• Define culturally responsive school counseling practices and describe how it compares and contrasts with multicultural school counseling.
• Understand “nice counselor syndrome” and its detrimental effects.
• Infuse equity, advocacy, and social justice into school counseling programs.
• Describe the opportunity, achievement, and attainment gap for students from marginalized backgrounds.
• View your school counseling program through a social justice, equity-focused lens.

ASCA ETHICAL STANDARDS

• Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities, and students from non-dominant language backgrounds (ASCA, 2010, p. 1).

• What does “special care” mean in the context of supporting students from marginalized backgrounds?
**COMPARE AND CONTRAST**

**Multicultural Counseling**
- 3 C’s: Collaboration, consultation, cooperation
- Cultural awareness and beliefs
- Cultural knowledge
- Cultural skills
- Racial attitudes and perceptions

**Culturally Responsive Counseling**
- Multicultural counseling and equity lens (Chen-Hayes et al., 2011)
- Advocacy orientation (Bemak & Chung, 2005)
- Social justice focus (Holcomb-McCoy & Gonzalez, 2016)
- Student empowerment (Hipolito-Delgado & Lee, 2007)
- Data-driven counseling practices (Militello & Janson, 2014)

Asset-based vs. deficit-based approaches (Welton & Martinez, 2013)

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**NICE COUNSELOR SYNDROME (NCS)**

**Characteristics**
- Promotes harmony with others while avoiding and deflecting interpersonal conflicts
- Assume roles of mediator and problem-solver
- Frequently agree to take on administrative and clerical tasks
- Employ counseling strategies that assist students in learning new coping skills to adapt to situational stressors and inequitable practices rather than addressing them head on with and for students

**Detrimental Effects**
- Unwillingness to take on social justice and equity-focused topics for fear of jeopardizing their “nice counselor” status
- Willingness to take on non-guidance and fair share responsibilities often overshadows their willingness and ability to take on other tasks, especially those that may be controversial or conflictual
- Perpetuate the status quo

Adapted from Bemak & Chung, 2008

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**CULTURALLY RESPONSIVE SCHOOL COUNSELORS**

- Investigate their own cultural or ethnic heritage
- Attend workshops, seminars, and conferences on multicultural and diversity issues
- Join counseling organizations focused on cultural and social justice equity competencies
- Read literature written by culturally diverse authors
- Become familiar with multicultural education literature (Holcomb-McCoy & Chen-Hayes, 2011)
ACHIEVEMENT GAP VS. OPPORTUNITY GAP

- **Achievement gap** = teacher quality gap + teacher training gap + challenging curriculum gap + school funding gap + digital divide gap + wealth and income gap + unemployment opportunity gap + affordable housing gap + health care gap + nutrition gap + school integration gap + quality childcare gap + (other systemic gaps of which achievement gaps are typically a consequence) (Irvine, 2010)

- **Opportunity gap** = differential access to resources, experiences, and capital to which achievement and attainment measures are pervasively tied (Milner, 2010)

- **Education debt**: historical, economic, sociopolitical, and moral debts (Ladson-Billings, 2006)

MODEL FOR SOCIAL JUSTICE PROBLEM-SOLVING

- **Individual**
- **School Environment**
- **Community Resources**
- **Public Policy (District, State, and Federal Levels)**
- **Professional Development**

- **I** Identify
- **E** Educate and Train
- **N** Negotiate and Collaborate
- **A** Action

Adapted from Morales, Ham, & Morales, 2016.

VIGNETTES

- What are the key issues related to culturally responsive school counseling?
- What is the first thing you would do in the situation?
- What would be the broader, longer term goal?
REFERENCES


THANK YOU!

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Culturally Responsive School Counseling

Resources List

Print Resources


McIntosh, P. (1986). *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies*. Manuscript submitted for publication, Wellesley College, Boston.


Web Resources


GLSEN – Supporting lesbian, gay, bisexual, transgender, and questioning students: https://www.glsen.org/