

APPENDIX A
ASCA Position Statement
The School Counselor and Comprehensive Counseling

The American School Counselor Association (ASCA) Position:

ASCA endorses, supports and encourages the incorporation of a systematically planned, comprehensive school-counseling program, grades K-12. School counseling programs provide direct services to students, staff and community to facilitate self-understanding, interpersonal relationships, problem-solving in decision-making skills, and responsibility in educational, career and a vocation development. ASCA formally endorses, supports and encourages the incorporation of developmental guidance in the role and function of the school counselor. The programs and the counselors are to be reviewed annually. A counselor/student ratio of 1/100 (ideal) to 1/300 (maximum) is recommended in order to implement a comprehensive developmental school counseling program designed to meet the developmental needs of all students.

THE RATIONALE:

It is recommended that school districts implement the goals and objectives of a comprehensive counseling program (including career and developmental guidance) for students at all levels, kindergarten through post-secondary. Counselors and educators have recently advanced the proposition that counseling can and should be more proactive and preventive in its focus and more developmental in its content and process. Developmental guidance is a reaffirmation and actualization of the belief that guidance should be made available for all students and its purpose is to maximally facilitate personal development.

A guidance and counseling program provides for direct involvement of a service to students, staff and community in order to assist persons in developing a better understanding and acceptance of themselves as unique individuals; to improve their skills in interpersonal relationships on the basis of mutual respect; to increase problem-solving and decision-making skills; and to promote increased personal responsibility for their educational occupational and vocational development.

The basic program of guidance and counseling involves the process of consulting, providing information and coordinating services for all students. The program is comprehensive,

developmental, systematically planned, implemented through the guidance curriculum and through specialized approaches, and evaluated. Orientation, information, appraisal, placement, follow-up, follow-through, referral and research activities are included in the program. Counselor-taught or -initiated units in decision-making, values clarification, career planning, test-taking/study skills and/or similar units are offered. The comprehensive guidance and counseling program should be community-oriented, with additional staffing to be provided if services to other populations are offered. The content of developmental guidance will vary according to the developmental levels, stages and needs of participants, counselor competence, resources, and other factors, such as: human development, career development, academic development, communication skills, values clarification, marriage, family planning, parent education, affective education, conflict resolution, moral development, leadership training, assertion training, relaxation training, human sexuality, drug and alcohol education, health education, death and grieving education, situation adjustment, and self management. Specifically, developmental guidance refers to the process and content of confluent human development as promoted by planned, purposeful and sequential intervention. Group approaches are the preferred medium of delivery for developmental guidance activities, with efficiency as well as effectiveness.

To implement such a program, additional factors such as guidance and counseling program scope, role, function and job description of the school counselor, the number of instructional staff as well as the support staff available to the educational process must be considered. ASCA maintains that implementation of a comprehensive guidance and counseling program meeting the development needs of students be the primary determinant, and that the recommended ratio should be between 1/100 (ideal) as recommended in High School, the published report of Ernest Boyer, and 1/300 (maximum), as each school district is unique and what is ideal in one school district maybe untenable in others.

The need for career guidance is a high priority, with rapid occupational change as part of a lifelong human process. The need is greater than ever, and so, too, is the potential for meeting this need through computer-assisted management (CAM) used in decision-making. The school counselor, as a career guidance professional, is the person to assume leadership in implementing career development outcomes for students and to provide indirect services to parents, staff and

the greater community in this area by means of staff development, parent/school board presentations, and strong linkages with the business community.

THE PROFESSIONAL SCHOOL COUNSELOR'S ROLE:

Based on the philosophy and practical outcomes listed above, the following five-phased approach to career guidance will allow the school counselor to use his/her training and expertise in facilitating groups, coordinating activities and identifying and developing.

I. The Counselor as Career Guidance Professional develops a broad base of understanding and sensitivity between the faculty and broader community and the needs of exceptional students; develops a "core committee" of all persons representing all levels of the educational system, public and private sectors of the business community.

II. The Core Committee develops goals and objectives for faculty/counselor lessons and activities.

III. The Counselor facilitates development of workshops conducted by core committee members as relating to each goal and objective at each level. Emphasis is on the interaction of faculty from all levels working together to develop clearly articulated and developmentally sequenced activities.

IV. The Counselor coordinates compilation of all goals, objectives and activities and are source appendix into one infusion document to be distributed among the staff to be used as a guide for infusion.

V. The Counselor will coordinate and facilitate, not write or implement, the career infusion plan. The Counselor will call upon the Core Committee whenever needed for the purposes of revising, updating, disseminating and evaluating the Career Guidance Program.

These five phases, implemented effectively, infuse career guidance into all curriculum areas beginning early in the educational process. The School Counselor can then concentrate on the delivery of a series of common core experiences, developmental in nature, leading to career maturity through awareness, exploration, decision making and planning. The core experiences link the infusion efforts to future work experience. The common core experiences include: clarification of work values and development of coping and planning skills; formal/informal assessment of abilities, personality traits and interests; occupational/career information through community-based experiences; career information center providing occupational skill, training,

and financial aid opportunities; opportunity to select high school curriculum as it relates to the appropriate career clusters; and annual review of all students' plans of study.

SUMMARY:

A written, comprehensive developmental and career K-12 guidance curriculum should be developed and adopted by school districts, a community-oriented plan relating to the needs of the person in the school, institution, agency, and community. Developmental audience vigorously stimulates and actively facilitates by planned intervention the total development of individuals in all areas of life: personal, social, emotional, career, moral-ethical, cognitive, aesthetic, and promotes the integration of the several components into an individual lifestyle.

(Adopted 1988; Revised 1993)

APPENDIX B

ASCA Role Statement: The School Counselor

The School Counselor

The American School Counselor Association recognizes and supports the implementation of comprehensive developmental counseling programs at all educational levels. The programs are designed to help all students develop their educational, social, career, and personal strengths and to become responsible and productive citizens. School counselors help create and organize these programs, as well as provide appropriate counselor interventions.

School counseling programs are developmental by design, focusing on needs, interests, and issues related to the various stages of student growth. There are objectives, activities, special services and expected outcomes, with an emphasis on helping students learn more effectively and efficiently. There is a commitment to individual uniqueness and the maximum development of human potential. A counseling program is an integral part of a school's total educational program.

The School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents, and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordinating: 1) Counseling is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making, and discovering personal meaning related to learning and development; 2) Consultation is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students; 3) Coordination is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.

School counselors are employed in elementary, middle/junior high, senior high, and post-secondary schools. Their work is differentiated by attention to age-specific developmental stages of growth and related interests, tasks, and challenges. School counselors are human behavior and relationship specialists who organize their work around fundamental interventions.

Counselor interventions have sometimes been referred to as functions, services, approaches, tasks, activities, or jobs. They have, at times, been viewed as roles themselves,

helping to create the image of the counselor. In a comprehensive developmental counseling program, school counselors organize their work schedules around the following basic interventions:

Individual Counseling. Individual counseling is a personal and private interaction between a counselor and a student in which they work together on a problem or topic of interest. A face-to-face, one-to-one meeting with a counselor provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors. School counselors establish trust and build a helping relationship. They respect the privacy of information, always considering actions in terms of rights, integrity, and the welfare of students. Counselors are obligated by law and ethical standards to report and to refer a case when a person's welfare is in jeopardy. It is a counselor's duty to inform an individual of the conditions and limitations under which assistance may be provided.

Small Group Counseling. Small group counseling involves a counselor working with two or more students together. Group size generally ranges from five to eight members. Group discussions may be relatively unstructured or may be based on structured learning activities. Group members have an opportunity to learn from each other. They can share ideas, give and receive feedback, increase their awareness, gain new knowledge, practice skills, and think about their goals and actions. Group discussions may be problem-centered, where attention is given to particular concerns or problems. Discussions may be growth-centered, where general topics are related to personal and academic development.

Large Group Guidance. Large group meetings offer the best opportunity to provide guidance to the largest number of students in a school. Counselors first work with students in large groups wherever appropriate because it is the most efficient use of time. Large group work involves cooperative learning methods, in which the larger group is divided into smaller working groups under the supervision of a counselor or teacher. The guidance and counseling curriculum, composed of organized objectives and activities, is delivered by teachers or counselors in classrooms or advisory groups. School counselors and teachers may co-lead some activities. Counselors develop and present special guidance units which give attention to particular developmental issues or areas of concern in their respective schools and they help prepare teachers to deliver part of the guidance and counseling curriculum.

Consultation. The counselor as a consultant helps people to be more effective in working with others. Consultation helps individuals think through problems and concerns, acquire more knowledge and skill, and become more objective and self-confident. This intervention can take place in individual or group conferences, or through staff-development activities.

Coordination. Coordination as a counselor intervention is the process of managing various indirect services which benefit students and being a liaison between school and community agencies. It may include organizing special events which involve parents or resource people in the community in guidance projects. It often entails collecting data and disseminating information. Counselors might coordinate a student needs assessment, the interpretation of standardized tests, a child study team, or a guidance related teacher or parent education program.

The Preparation of School Counselors

School counselors are prepared for their work through the study of interpersonal relationships and behavioral sciences in graduate education courses in accredited college and universities. Preparation involves special training in counseling theory and skills related to school settings. Particular attention is given to personality and human development theories and research, including career and life-skills development; learning theories; theories and approaches to appraisal, multi-cultural and community awareness; educational environments; curriculum development; professional ethics; and, program planning, management, and evaluation.

Counselors are prepared to use the basic interventions in a school setting, with special emphasis on the study of helping relationships, facilitative skills, brief counseling; group dynamics and group learning activities; family systems; peer helper programs, multi-cultural and cross-cultural helping approaches; and, educational and community resources for special school populations.

School counselors are aware of their own professional competencies and responsibilities within the school setting. They know when and how to refer or involve other professionals. They are accountable for their actions and participate in appropriate studies and research related to their work.

Responsibility to the Profession

To assure high quality practice, counselors are committed to continued professional growth and personal development. They are active members of the American School Counselor

Association, as well as state and local professional associations which foster and promote school counseling. They also uphold the ethical and professional standards of these associations.

School counselors meet the state certification standards and abide by the laws in the states where they are working. Counselors work cooperatively with individuals and organizations to promote the overall development of children, youth, and families in their communities.

(Adopted July, 1990)

APPENDIX C

Code _____

FUNCTIONS OF NORTHERN VIRGINIA SCHOOL COUNSELORS

The purpose of this survey is to find out the extent to which school counselors are involved in each of the following counseling activities. Responses are anonymous and kept confidential. Completion time is approximately 15-20 minutes. Please, complete this survey independently and return it in the enclosed self-addressed, stamped envelope to Mercedes B. ter Maat at 6412 N. 27TH Street, Arlington, VA 22207. Thank you for your participation.

Instructions: Circle the response that best describes you.

- 1. **Work Setting:** Elementary Middle High School
- 2. **Gender:** Female Male
- 3. **Highest Level of Education:** Bachelor Post-Grad. Certificate Masters Masters+30 Doctorate
- 4. **Years of Experience as a Counselor:** _____
- 5. **Years of Experience as a Teacher:** _____
- 6. **Other Languages Spoken:** _____
- 7. **Counselor-to-Student Ratio in Your School:** 1 Counselor per _____ Students

Instructions: Typical counseling functions of a school counselor are grouped into 5 role categories: counseling, consulting, developmental/career guidance, coordination, and administrative/support. Thinking about the general functions and activities you typically perform as a school counselor **throughout the school year**, you are asked to do 3 things: (1) assign a percentage to the **actual time** you spend on these activities (e.g., 3%, 10%, 35%) (**Estimated time**); (2) circle the number that best describes whether you would like to change the amount of time currently spent on each activity (**Desired time**), and (3) circle the number that best describes your present level of preparation (e.g., appropriate knowledge and skills) to perform each activity. In the next page, you will find 3 columns in which to record your answers. Please, make sure that the sum of the percentages in the **estimated time** column equals 100%. A **Comments** section is also provided at the end of the survey.

Continue on next page

Activities	Estimated % of Time	Would You Like to Change Amount of Time Currently Spent on This Activity?			Your Preparation (Knowledge & Skills) to Perform this Activity		
		1. Less Time	2. No Change	3. More Time	1. Unprepared	2. Adequate	3. Well Prepared
Counseling -Individual Students	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Small Groups and Families	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Crisis Intervention & Mediation	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Consulting -with Parents, Staff, Agencies	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Test Result Interpretation	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Student Placement/SpEd Meetings (eg, IEP)	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Dev/Career Guidance-Classroom Guidance	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Career, Job, Vocational Education	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Coordination-Program Planning & Implementation	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Program Evaluation & Accountability	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Research	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Administrative/Support-Standardized Test Coordination	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Student Class/Master Scheduling	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Professional Development	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
-Discipline/Substitute/Hall or Other Duty	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Other (Important in your role but not categorized above)	_____	<u>1</u>	<u>2</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>3</u>
Explain _____	_____						
TOTAL (100%)		_____					

Comments (Optional): Please, add additional information that will enable the investigator to understand further how you see your counseling role. Thank you for your participation.

APPENDIX D

Code _____

DAILY LOG

Instructions: Pick a day this week that represents a typical counseling day and briefly write down the counseling functions you perform on that day. Try to be as accurate as possible in logging your activities. **Example:** 8:00 staff meeting; 9:00 individual session with a 9th grader. Please, return this log (with the signed informed consent and the survey) in the enclosed envelope to Mercedes B. ter Maat at 6412 N. 27th Street, Arlington, VA 22207. Thank you for your participation.

Time of Day	Function	Please Do Not Write on This Column
7:30		
8:00		
8:30		
9:00		
9:30		
10:00		
10:30		
11:00		
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2:00		
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3:00		
3:30		
4:00		
4:30		
5:00		

APPENDIX E

Virginia Elementary Counseling Mandate*

Summary of Actions

- 1975 Virginia Elementary School Counseling Association forms a state legislative committee to work toward mandate.
- 1976 Statewide public relations campaign commences; Virginia PTA adopts resolutions urging state support of elementary counseling; some support obtained from General Assembly.
- 1977 State Joint Resolution #132 passes General Assembly, encouraging support for elementary guidance and counseling and requesting Board of Education to provide programs (little resulted).
- 1978 Virginia Commission on Guidance in Elementary Schools formed, intensified legislative and public relations activities.
- 1980 Senate Bill 329, to provide state matching funds for elementary counseling, fails.
- 1981 Senate Joint Resolution 132 passes, establishing a joint legislative subcommittee to study developmental guidance and counseling for all elementary public school children. Report issued recommending program.
- 1982 Senate Joint Resolution 66 passes, expressing commitment to elementary guidance and counseling programs; SJR 70 passes, requesting Board of Education to reallocate resources between elementary and secondary levels (no result); SJR 69 passes, authorizing joint subcommittee to continue study.
- 1983 Senate Joint resolution 57 passes, reaffirming interest in programs for elementary counseling and requesting of education and Board of Education to implement programs; report of the joint subcommittee presented to governor; General Assembly recommends implementation of programs.
- 1984 Senate Joint resolution 32 passes, extending joint subcommittee study; Senate Bill 423 passes, providing grants “with such funds as are appropriated” for model developmental guidance program (no funds appropriated); SJR 32 passes, requiring State Board of Education to report annually to Senate and House Education committees concerning status and needs of elementary guidance programs; second report of joint subcommittee contains recommendations to require developmental elementary guidance programs and provide financial resources.

- 1985 Virginia Counselors Association endorses governor in 1985 campaign when he advocated elementary guidance programs.
- 1986 Board of Education passes resolution to phase in elementary guidance and counseling in all of Virginia's public elementary schools over a four-year period and includes this in accreditation standards.
- 1987 The Virginia Board of Education amended its accreditation standards to include a 1:500 counselor/student ratio and recommendation that 60 percent of counselor's time be devoted to counseling students.

*Source: Glosoff, H. L., & Koprowics, C. L. (1990). Children Achieving Potential: An Introduction to Elementary School Counseling and State-Level Policies. Alexandria, VA: American Association for Counseling and Development.

APPENDIX F

Demographic Report: Alexandria City and Arlington County*

	Alexandria City	Arlington County
2000 Population Projections	127,100	192,000
1996 Race and Ethnicity		
Whites	71%	79.3%
Blacks	23%	11%
Other	9.6%	6%
Hispanics (of any race)	18.4%	12%
2000 Household Projections	61,500	90,1000
1996 Total Personal Income	\$4,901,000	\$7,090,000
1996 Per Capita Personal Income	\$42,729	\$41,056
1996 Median Household Income	\$53,110	\$59,228
National Rank	102	45
State Rank	9	5
1999 Employment by Industry		
Trade	19.4%	7.9%
Industrial	5.8%	12.2%
Finance/Insurance/Real Estate	6.4%	4.4%
Services	44.3%	34.5%
Government	18.8%	37.2%
1997 Annual Per Pupil School Expenditure	\$9,210	\$9,783
1997 Annual Per Pupil School Expenditure	\$9,210	\$9,783
1990 Educational Attainment		
H.S. Graduates	87%	88%
Bachelor's Degree or Higher	49%	52%
Graduate or Professional Degree	19%	24%
1990 High School Graduates Continuing their Education		
Attending 2-year Colleges	32%	20%
Attending 4-year Colleges	49.8%	60.5%
Continuing Education	89.2%	85.5%

*Sources: 1999 Statistical Profile, Alexandria City Department of Planning and Zoning, and 1999 News and Data, Arlington County.

APPENDIX G

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Northern Virginia Center
College of Human Resources and Education
7054 Haycock Road
Falls Church, Virginia 22043

December 1, 1999

Dear Principal,

I am writing to let you know of a study I am conducting on the current functions of the school counselor in the Northern Virginia area. I am privileged to have the support of Dr. Crawley and Dr. Siegel, and the approval from ACPS Planning and Assessment Office. I am a school counselor at Jamestown Elementary School as well as a doctoral student at Virginia Tech in the Counselor-Education program.

The purpose of this research is to study current school counseling functions by measuring how counselors allocate their time to the various developmental activities. A copy of the materials being sent to the counselors is enclosed for your information. I hope that you can encourage your counseling staff to support me in this endeavor.

I look forward to sharing the results with you in the near future. If you have any questions, you can reach me at mtermaat@erols.com or at 703-538-8494.

Sincerely,

Mercedes B. ter Maat
School Counselor

enclosures

APPENDIX H

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Northern Virginia Center
College of Human Resources and Education
7054 Haycock Road
Falls Church, Virginia 22043

January 15, 2000

Dear Colleague,

A few weeks ago Northern Virginia school counselors received from me a survey on their daily functions and activities. The strong response to that survey indicates, I believe, a widespread feeling that this type of research is important to promoting among school administrators and our communities a better understanding of our profession.

Please join your colleagues by participating in this study. By taking a few minutes to complete the enclosed survey (completion of a daily log is no longer requested) you will contribute to this research and signal an interest in receiving my research findings. Accountability of your time is something some local school districts are already requesting. You may want to transfer those numbers onto this survey as it might apply.

If you would like to discuss this research at its conclusion, let me know. For your convenience, a self-addressed, self-stamped envelope is enclosed. Just drop it in the mail, and feel free to call me at Virginia Tech at 538-8494.

On behalf of our profession of school counseling, THANK YOU!

Sincerely,

Mercedes B. ter Maat
School Counselor

enclosures

APPENDIX I

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants of Investigative Projects

Title of Study: The Functions of School Counselors in Northern Virginia Public Schools

Researcher: Mercedes B. ter Maat, MA, MEd, ATR-BC, LPC

The purpose of this study is to find out the extent to which school counselors in Northern Virginia are involved in certain counseling activities. Counselors working in Northern Virginia public schools are invited to participate (approximately 160). You are asked to complete a 2-page survey describing some information about you and your work setting, and about your perception on how you currently spend your work time, your desire to change the amount of time you spend on certain counseling activities, and your level of preparation to perform certain duties. Completion time is approximately 20 minutes. In addition, you are asked to select a typical day that represents your work as a counselor and write down, in the daily log provided, what you did that day. Please return your completed informed consent, survey, and daily log in the enclosed, self-addressed, stamped envelope. Should you misplace the envelope, please send these documents to my attention to 6412 N. 27th Street, Arlington, VA 22207.

Your honest response will help Northern Virginia counselors better understand and more accurately describe the current status of school counselors. Participants will only be identified in terms of grade level. Indeed, providing a numerical code that identifies the participant only by grade level will strictly enforce anonymity and confidentiality. Analysis and reporting of the findings will also be done only at grade level. Upon completion of the study, these documents will be destroyed. If you are interested in the results of this study, you can contact me at 703-538-8494. I expect to complete this study by Summer, 2000.

There are no costs, compensation, or apparent personal risks for participating in this study. Your responses, however, are extremely important in understanding what you do and how you would like to change the amount of time spent on certain counseling functions. Feel free not to answer questions that you may find incriminating. This research study has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University.

Participant's Permission

I voluntarily agree to participate in this study by completing and returning this signed consent form, the survey and the daily log to the researcher. I have read and understand this Informed Consent and the conditions of the study, and hereby acknowledge the above and give my voluntary consent for participating in this study.

Signature

Date

Should I have any questions about this study or its conduct, I may contact Mercedes B. ter Maat (Researcher) at 703-538-8494, Dr. Madison-Colmore (Faculty Advisor) at 703-538-8483, or Dr. Cline (Chair, IRB, Research Division) at 703-538-8492.

APPENDIX J

Variable Definitions: Characteristics of Sample Participants

	Middle School	High School	Gender	Highest Level of Education	Years of Counseling Experience	Years of Teaching Experience	Student-Couns. Ratio
Variable Name	MS	HS	MALE	MORE-MAST	YRSCNLG	YRSTEACH	RATIO
Co-efficient	(B1)	(B2)	(B3)	(B4)	(B5)	(B6)	(B7)

Variable Definitions: Counseling Activities

Activities	Est. % of Time	Desire to Change		Preparation Level	
		Less Time (B8)	More Time (B9)	Unpre-Pared (B10)	Well Prepared (B11)
Counseling-Individual Students	ATIME	ALESS	AMORE	AUN	AWELL
Counseling-Small Groups and Families	BTIME	BLESS	BMORE	BUN	BWELL
Counseling-Crisis Intervention and Mediation	CTIME	CLESS	CMORE	CUN	CWELL
Consulting-with Parents, Staff, Agencies	DTIME	DLESS	DMORE	DUN	DWELL
Consulting-Test Result Interpretation	ETIME	ELESS	EMORE	EUN	EWELL
Consulting-Student Placement/SpEd Meetings	FTIME	FLESS	FMORE	FUN	FWELL
Dev/Career Guidance-Classroom Guidance	GTIME	GLESS	GMORE	GUN	GWELL
Dev/Career Guidance-Career, Job, Vocational	HTIME	HLESS	HMORE	HUN	HWELL
Coordination-Planning and Implementation	ITIME	ILESS	IMORE	IUN	IWELL
Coordination-Evaluation and Accountability	JTIME	JLESS	JMORE	JUN	JWELL
Coordination-Research	KTIME	KLESS	KMORE	KUN	KWELL
Adm/Support-Standardized Test Coordination	LTIME	LLESS	LMORE	LUN	LWELL
Adm/Support-Student Scheduling	MTIME	MLESS	MMORE	MUN	MWELL
Adm/Support-Professional Development	NTIME	NLESS	NMORE	NUN	NWELL
Adm/Support-Discipline/Substitute/Hall Duty	OTIME	OLESS	OMORE	OUN	OWELL
Other	ZTIME	ZLESS	ZMORE	ZUN	ZWELL

APPENDIX K

Regression Equations

- A. $ATIME=BO_A + B1_A MS + B2_A HS + B3_A MALE + B4_A MOREMAST + B5_A YRSCNLG + B6_A YRSTEACH + B7_A RATIO + B8_A ALESS + B9_A AMORE + B10_A AUN + B11_A AWELL$
- B. $BTIME=BO_B + B1_B MS + B2_B HS + B3_B MALE + B4_B MOREMAST + B5_B YRSCNLG + B6_B YRSTEACH + B7_B RATIO + B8_B BLESS + B9_B BMORE + B10_B BUN + B11_B BWELL$
- C. $CTIME=BO_C + B1_C MS + B2_C HS + B3_C MALE + B4_C MOREMAST + B5_C YRSCNLG + B6_C YRSTEACH + B7_C RATIO + B8_C CLESS + B9_C CMORE + B10_C CUN + B11_C CWELL$
- D. $DTIME=BO_D + B1_D MS + B2_D HS + B3_D MALE + B4_D MOREMAST + B5_D YRSCNLG + B6_D YRSTEACH + B7_D RATIO + B8_D DLESS + B9_D DMORE + B10_D DUN + B11_D DWELL$
- E. $ETIME=BO_E + B1_E MS + B2_E HS + B3_E MALE + B4_E MOREMAST + B5_E YRSCNLG + B6_E YRSTEACH + B7_E RATIO + B8_E ELESS + B9_E EMORE + B10_E EUN + B11_E EWELL$
- F. $FTIME=BO_F + B1_F MS + B2_F HS + B3_F MALE + B4_F MOREMAST + B5_F YRSCNLG + B6_F YRSTEACH + B7_F RATIO + B8_F FLESS + B9_F FMORE + B10_F FUN + B11_F FWELL$
- G. $GTIME=BO_G + B1_G MS + B2_G HS + B3_G MALE + B4_G MOREMAST + B5_G YRSCNLG + B6_G YRSTEACH + B7_G RATIO + B8_G GLESS + B9_G GMORE + B10_G GUN + B11_G GWELL$
- H. $HTIME=BO_H + B1_H MS + B2_H HS + B3_H MALE + B4_H MOREMAST + B5_H YRSCNLG + B6_H YRSTEACH + B7_H RATIO + B8_H HLESS + B9_H HMORE + B10_H HUN + B11_H HWELL$
- I. $ITIME=BO_I + B1_I MS + B2_I HS + B3_I MALE + B4_I MOREMAST + B5_I YRSCNLG + B6_I YRSTEACH + B7_I RATIO + B8_I ILESS + B9_I IMORE + B10_I IUN + B11_I IWELL$

- J. $JTIME=BO_J + B1_JMS + B2_JHS + B3_JMALE + B4_JMOREMAST + B5_JYRSCNLG + B6_JYRSTEACH + B7_JRATIO + B8_JLESS + B9_JMORE + B10_JJUN + B11_JWELL$
- K. $KTIME=BO_K + B1_KMS + B2_KHS + B3_KMALE + B4_KMOREMAST + B5_KYRSCNLG + B6_KYRSTEACH + B7_KRATIO + B8_KKLESS + B9_KKMORE + B10_KKUN + B11_KKWELL$
- L. $LTIME=BO_L + B1_LMS + B2_LHS + B3_LMALE + B4_LMOREMAST + B5_LYRSCNLG + B6_LYRSTEACH + B7_LRATIO + B8_LLESS + B9_LLMORE + B10_LLUN + B11_LLWELL$
- M. $MTIME=BO_M + B1_MMS + B2_MHS + B3_MMALE + B4_MMOREMAST + B5_MYRSCNLG + B6_MYRSTEACH + B7_MRATIO + B8_MMLESS + B9_MMMORE + B10_MMUN + B11_MMWELL$
- N. $NTIME=BO_N + B1_NMS + B2_NHS + B3_NMALE + B4_NMOREMAST + B5_NYRSCNLG + B6_NYRSTEACH + B7_NRATIO + B8_NNLESS + B9_NNMORE + B10_NNUN + B11_NNWELL$
- O. $OTIME=BO_O + B1_OMS + B2_OHS + B3_OMALE + B4_OMOREMAST + B5_OYRSCNLG + B6_OYRSTEACH + B7_ORATIO + B8_OIESS + B9_OMORE + B10_OOUN + B11_OWELL$
- Z. $ZTIME=BO_Z + B1_ZMS + B2_ZHS + B3_ZMALE + B4_ZMOREMAST + B5_ZYRSCNLG + B6_ZYRSTEACH + B7_ZRATIO + B8_ZZIESS + B9_ZZMORE + B10_ZZUN + B11_ZZWELL$

APPENDIX L

Results of Regression Analyses

Table A. Dependent Variable: ATIME-Counseling Individual Students

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	26.4	7.2	6.3	-6.9	-.31	.10	.07	-.006	-.19	-5.3	10.2	2.7
Standard Error	10.5	5.4	5.2	4.0	3.1	.26	.21	.021	13.4	3.4	13.6	3.7
t-Statistic	2.5	1.3	1.2	-1.7*	-.10	.40	.31	-.32	-.015	-1.5	.74	.71
$r^2 = .158$ $n = 73$ Independent variables = 11 $df = 61$ # $p < .05$ * $p < .10$												

Table B. Dependent Variable: BTIME-Counseling Small Groups and Families

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	23.7	-11.5	-12.5	-.46	-2.8	-.12	.07	-.01	2.7	-2.0	-1.3	3.7
Standard Error	6.0	3.2	3.1	2.5	1.9	.15	.13	.012	8.2	2.0	4.2	1.8
t-Statistic	3.9	-3.5#	-4.0#	-.18	-1.4	-.80	.55	-.95	.33	-1.0	-.32	2.0#
$r^2 = .375$ $n = 73$ Independent variables = 11 $df = 61$ # $p < .05$												

Table C. Dependent Variable: CTIME-Counseling Crisis Intervention and Mediation

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	-2.1	4.5	2.6	.68	-.50	.06	-.03	.02	6.3	-1.5	N/A	.30
Standard Error	5.6	3.2	3.0	2.3	1.7	.14	.12	.01	2.8	1.7	N/A	1.8
t-Statistic	-.37	1.4	.86	.28	-.28	.41	-.29	1.8*	2.2#	-.86	N/A	.16
$r^2 = .066$ $n = 73$ Independent variables = 11 $df = 61$ # $p < .05$ * $p < .10$ N/A = No responses were made in the survey												

Table D. Dependent Variable: DTIME-Counseling with Parent, Staff, Agencies

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	12.4	.89	-1.3	-.21	-.81	.07	.01	-.001	4.5	-2.7	-2.3	-1.0
Standard Error	4.7	2.6	2.4	2.0	1.4	.12	.10	.010	2.6	1.6	3.4	1.6
t-Statistic	2.6	.34	-.54	-.10	-.54	.54	.17	-.14	1.6	-1.6	-.69	-.65
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$r^2 = .156$	$n = 73$	Independent variables = 11					$df = 61$					

Table E. Dependent Variable: ETIME-Test Result Interpretation

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	.75	.13	.72	.51	-.10	-.01	.04	-.000	.56	-.35	.31	.04
Standard Error	1.1	.62	.58	.48	.36	.031	.025	.002	.59	.92	.49	.14
t-Statistic	.66	.22	1.2	.14	-.27	-.51	1.9*	-.28	.94	-.38	.64	.29
<hr/>												
$r^2 = .187$	$n = 73$	Independent variables = 11					$df = 61$	$*p < .10$				

Table F. Dependent Variable: FTIME-Student Placement/Special Education Meetings

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	1.7	.81	.85	.42	.61	.06	.04	.002	3.1	2.0	-.53	-1.4
Standard Error	3.1	1.6	1.6	1.3	.98	.083	.070	.006	1.1	4.2	1.3	1.1
t-Statistic	.56	.48	.52	.32	.62	.81	.57	.34	2.7 [#]	.48	-.40	-1.1
<hr/>												
$r^2 = .185$	$n = 73$	Independent variables = 11					$df = 61$	[#] $p < .05$				

Table G. Dependent Variable: GTIME-Classroom Guidance

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	15	-8.8	-9.0	-2.3	-3.1	-.16	-.02	.005	.20	-3.1	-5.2	3.5
Standard Error	5.2	2.9	2.8	2.0	1.5	.12	.11	.011	3.9	1.7	3.9	1.5
t-Statistic	2.9	-2.9 [#]	-3.1 [#]	-1.1	-2.0 [#]	-1.2	-.21	.53	.052	-1.7*	-1.3	2.2 [#]
$r^2 = .550$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$ * $p < .10$												

Table H. Dependent Variable: HTIME-Career, Job, Vocational Education

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	4.7	-.42	1.7	-.91	-1.3	.14	.06	-.01	5.6	-.10	.82	2.5
Standard Error	3.1	1.8	1.7	1.3	.99	.083	.071	.007	2.5	.93	1.6	1.1
t-Statistic	1.4	-.23	1.0	-.67	-1.3	1.6*	.85	-1.7*	2.2 [#]	-.11	.48	2.2 [#]
$r^2 = .372$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$ * $p < .10$												

Table I. Dependent Variable: ITIME-Program Planning and Implementation

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	3.8	-.02	.25	-.59	-.03	-.02	-.07	.006	1.0	-.89	-2.1	.01
Standard Error	3.4	1.8	1.7	1.3	1.0	.086	.073	.007	1.6	1.0	2.1	1.0
t-Statistic	1.0	-.015	.14	-.43	-.037	-.27	-.98	.94	.60	-.89	-1.0	.012
$r^2 = .087$ $n = 73$ Independent variables = 11 $df = 61$												

Table J. Dependent Variable: JTIME-Program Evaluation and Accountability

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	.73	.56	.61	.59	.03	.05	-.06	.002	.45	.02	-1.5	-.22
Standard Error	1.6	.93	.86	.70	.52	.044	.039	.004	1.0	.49	.75	.67
t-Statistic	.43	.60	.71	.84	.064	1.2	-1.5	.60	.44	.048	-2.0 [#]	-.33
$r^2 = .132$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$												

Table K. Dependent Variable: KTIME-Research

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	-.43	.48	.63	.37	-.40	-.03	-.01	.002	N/A	.69	.27	1.1
Standard Error	1.0	.56	.53	.43	.32	.028	.023	.002	N/A	.34	.42	.40
t-Statistic	-.41	.84	1.1	.86	-1.2	-1.2	-.58	.16	N/A	1.9*	-.65	2.7 [#]
$r^2 = .300$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$ * $p < .10$ N/A = No responses were made in the survey												

Table L. Dependent Variable: LTIME-Test Coordination

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	1.9	.03	.71	-1.2	.09	.14	-.09	.001	5.4	.24	-1.5	-.18
Standard Error	3.9	2.1	2.0	1.6	1.2	.10	.094	.008	1.3	3.8	1.4	1.5
t-Statistic	.49	.014	.35	-.75	.066	1.3	-.98	.21	3.9 [#]	.064	-1.0	-.11
$r^2 = .313$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$												

Table M. Dependent Variable: MTIME-Student Class/Master Scheduling

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	-1.9	5.0	7.1	7.2	4.7	-.20	-1.6	.007	5.5	5.8	-5.5	2.2
Standard Error	6.3	3.6	3.5	2.7	2.0	.17	.14	.013	2.4	5.1	2.7	2.5
t-Statistic	-.31	1.3	2.0 [#]	2.6 [#]	2.3 [#]	-1.1	-1.1	.58	2.2 [#]	1.1	-2.0 [#]	.88
$r^2 = .481$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$												

Table N. Dependent Variable: NTIME-Professional Development

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	2.3	.15	.53	.42	-.14	-.04	.01	.000	1.9	-.47	-1.5	.47
Standard Error	1.9	1.0	1.0	.84	.62	.051	.043	.004	2.6	.61	2.6	.68
t-Statistic	1.2	.14	.51	.50	-.23	-.89	.35	.18	.75	-.77	-.58	.69
$r^2 = .068$ $n = 73$ Independent variables = 11 $df = 61$												

Table O. Dependent Variable: OTIME-Discipline/Substitute/Hall or Other Duty

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	1.2	2.2	-1.2	.44	.35	.04	.03	-.001	3.1	N/A	-.56	-.01
Standard Error	2.6	1.4	1.3	1.1	.83	.07	.059	.005	.91	N/A	1.2	1.0
t-Statistic	.46	1.5	-.89	.38	.42	.65	.58	-.28	3.4 [#]	N/A	-.45	-.012
$r^2 = .307$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$ N/A = No responses were made in the survey												

Table Z. Dependent Variable: ZTIME-Other

	B0	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11
Estimate	-2.3	1.2	1.5	1.0	.84	-.14	.02	.005	11.2	3.6	3.3	.16
Standard Error	2.3	1.2	1.2	.99	.74	.063	.054	.005	1.2	3.6	1.9	1.8
t-Statistic	-1.0	.98	1.2	1.0	1.1	-2.2 [#]	.42	1.1	9.3 [#]	1.0	1.7*	.087
$r^2 = .669$ $n = 73$ Independent variables = 11 $df = 61$ [#] $p < .05$ * $p < .10$												

CURRICULUM VITAE

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Academic Qualifications and Certifications:

- 2000 Ph.D. in Counselor Education, Virginia Polytechnic Institute and State University
- 1999 School Counseling License, Virginia State Board of Education
- 1999 M.Ed. in Counselor Education, Virginia Polytechnic Institute and State University
- 1999 Leadership Training, Coalition of Allied Health Professions, Washington, DC
- 1996 Teaching License (Psychology and Art, K-12), Virginia State Board of Education
Licensed Professional Counselor, Washington, DC Board of Professional Counseling
- 1995 Board Certification, Art Therapy Credentials Board
- 1988 Registered Art Therapist, American Art Therapy Association (AATA)
- 1986 M.A. in Art Therapy, The George Washington University, Washington, DC
- 1984 B.A. in Psychology and Studio Art, University of North Carolina, Chapel Hill

Professional Clinical Experience:

- 1995-Present Counselor, Elementary and Middle Schools, Arlington County Public Schools, Virginia. Duties include: Individual and group counseling with ESL and non-ESL students; family counseling; classroom guidance lessons; consultation with community agencies, school personnel, and parents; participation in continuing-education activities and school committees; peer mediation program trainer; counseling program planning and evaluation activities.
- 1999-Present Graduate Assistant in Counselor Education Program, Virginia Tech. Duties include: Assisting faculty with research projects and administrative tasks; teaching master-level classes and art therapy course; participation in program-area meetings and CACREP accreditation compliance process; supervision of master-level counseling students; offering comprehensive exam study groups; assisting support staff as needed.
- 1986-1997 Private Practice, Washington, DC Metropolitan Area. Duties included: Individual counseling with children, adolescents, and their parents struggling with a variety of developmental issues.
- 1989-1994 Lead Art Therapist and Training Officer, Washington, DC Dept. of Human Services, Commission on Mental Health Services, St. Elizabeths Hospital. Duties as the Lead Art Therapist included: Recruiting, hiring, and supervising art therapists working in the Forensic, Child, and Adult Services Administrations; developing master schedules and coordinating art therapy services throughout the DC mental health system; meeting JCAHO accreditation requirements; designing, monitoring, and evaluating peer-review credentialing process; participating in allied health director's meetings; maintaining departmental budget and supplies; providing monthly and annual art therapy summary reports; conducting individual and group art therapy sessions in long- and short-term in-patient and out-patient clinics with chronic mentally-ill and criminally-ill adults;

- participating in treatment planning meetings and daily rounds; maintaining client records. Duties as Training officer included: developing and coordinating stipend and non-stipend year-long student internships; recruiting art therapy students locally and nationally; providing direct training and supervision to art therapy students; providing in-service training to other mental health staff; participating in quarterly supervision training sessions.
- 1986-1990, 1995 Art therapist and Counselor, Hospice of Northern Virginia, Virginia. Duties included: providing assessment and counseling services to grieving and bereaved children and their families in their home; providing weekly bereavement groups for children and their parents; supervising art therapy staff and interns; providing training to hospice staff and volunteers; developing art therapy budget and maintaining supplies; billing for art therapy services.
- 1989 Art Therapist, Crossing Place, Washington, DC. Duties included: coordinating art therapy services and conducting weekly art therapy group for halfway house adult residents.
- 1985-1989 Expressive Therapist, Psychiatric Institute of Washington, DC. Duties included: direct clinical services to children and adult clients in in-patient psychiatric units, the outpatient day treatment program, and the chemical dependency unit. Clinical services included mental health status assessment, individual and group art therapy sessions, occupational, recreational, and career counseling, and experiential, team-building groups. Other duties involved client record-keeping, supervision of art therapy interns, and participation in treatment planning and expressive therapy meetings.
- 1986 Student Art Teacher, Sidwell Friends High School, Washington, DC. Duties included: coordinating and planning art lessons to high-school students; assisting with theater productions.
- 1984-1985 Art Therapy Intern, Children's Hospital National Medical Center, Washington, DC. Duties included: conducting individual art therapy sessions with terminally-ill children (in oncology unit) and having sickle-cell anemia (in hematology unit); providing art as therapy groups in waiting room areas for ill children and their families; participating in medical rounds and training sessions; collaborating with child-life worker in providing recreational activities for families.

Teaching and Supervisory Experience:

- 2000 George Mason University, Adjunct Professor, Elementary School Counseling
- 2000 Virginia Tech, Adjunct Professor, School Counseling K-12
- 2000 Virginia Tech, Introduction to Art Therapy (Teaching Assistantship)
- 1999 Virginia Tech, Counseling Diverse Populations (Doctoral Internship)
- 1999 Virginia Tech, Foundations of Educational Research (Doctoral Internship)
- 1999 George Washington University, Art Therapy and Grief (Co-Teacher)
- 1998 AATA, Pre-Conference Course, Multicultural Counseling and Art Therapy
- 1998-Present Virginia Tech Counselor Education Program, Graduate Student Supervisor
- 1998-Present Virginia Tech, Frequent Guest Lecturer
- 1995-Present George Washington University, Frequent Guest Lecturer
- 1989-1994 Washington, DC Commission on Mental Health Services, St. Elizabeths Hospital, Training Officer of art therapy graduate students; clinical and administrative supervisor of art therapy staff
- 1988-1994 George Washington University, Clinical Field Supervisor

Presentations Delivered (Invited and/or Juried):

- 2000 Group Counseling with Immigrant Adolescents Using Art, Virginia Association of Specialists in Group Work (Annandale, Virginia)
- 1998 Multicultural Counseling: Knowledge and Tools for Art Therapists, AATA Annual Conference (Portland, Oregon)
- 1996-1998 Art Therapy Experiences with Newly-Arrived Immigrant children and their families, Fairfax County Public Schools (Fairfax, Virginia); AATA Annual Conference (Portland, Oregon); Washington-Area Teachers of English to Speakers of Other Languages Annual Conference (Washington, DC)
- 1998 Art Therapy in the U.S., Psychoanalysts Group Dinner, Buenos Aires, Argentina
- 1997 Multicultural Open Forum, AATA, Annual Conference (Milwaukee, Wisconsin)
- 1996 Art Therapy Theory and Practice, University of Fine Arts, Buenos Aires, Argentina
- 1996 The Many Faces of Art Therapy: Fine Art by Art Therapists; juried art show, George Washington University
- 1995 Transference and Counter-transference Issues as a Result of Changes in the Art Therapist, Potomac Art Therapy Association General Meeting (Washington, DC)
- 1994 Exploring the Effects of Pregnancy on Art Therapists as Clinicians and Supervisors, AATA Annual Conference (Chicago, Illinois)
- 1989-1994 The Re-Introduction of Art Therapy in Large Psychiatric Hospitals, and, Child Art Therapy, Department of Human Services Child and Adult Services Administrations (Washington, DC)
- 1989, 1991-94 Introduction to Child Art Therapy, Washington, DC Public Schools Counselors Town Meeting and Demonstration Lab (Washington, DC)
- 1986-88, 1995 Art Therapy with Grieving Children, George Washington University Colloquium; Hospice of Northern Virginia; Metropolitan Bereavement Group (Rockville, Maryland)

Publications:

- 1986-Present PATA Newsletter, frequent reports
- 1997, 2000-02 AATA Newsletter, frequent reports
- 1997 A Group Art Therapy Experience for Immigrant Adolescents, American Journal of Art Therapy, 36, 11-19
- 1995 The Pregnant Art Therapist, American Journal of Art Therapy, 33, 74-83 (Co-author)
- 1993 Creative Arts Therapists, NBC-affiliate television magazine Studio 9
- 1989 Featured in National Geographic Magazine
- 1987 Featured in Parents Magazine

Service to the Profession:

- 2000-2002 Secretary, American Art Therapy Association
- 2000-2002 AATA Appointment as Publications Committee Board Liaison; Bylaws, Policy & Procedures Chair; Ad Hoc Committee on Leadership Training; Art Therapy: The Journal of the American Art Therapy Association Journal Editor Search Committee; AATA Board of Directors Liaison to four AATA Affiliate Chapters
- 1998 PATA Distinguished Service Award
- 1996-Present AATA Appointment to the Multicultural Committee; Chair
- 1996 Arlington Public Schools Counseling Curriculum Committee

1995	AATA Appointment to the Publications Committee
1994-Present	Potomac Art Therapy Association (PATA) Affiliate Chapter Delegate
1992-1993	AATA Appointment to the Legislative Committee; Coordinator of Senate Hearing Art Therapy Show
1991-1993	PATA President
1990, 1998-Present	AATA Appointment to the Conference Presentation Review Board
1990	PATA President-Elect
1988-1990	PATA Membership Committee Chair
1986-1988	PATA Educational Programs Committee Chair

Current Professional Affiliations:

American Art Therapy Association (AATA)
 American Counseling Association (ACA)
 American School Counselors Association (ASCA)
 Northern Virginia Counselors Association (NVCA)
 Potomac Art Therapy Association (PATA)
 Virginia Counselors Association (VCA)
 Virginia School Counselor Association (VSCA)