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THE IMPACT OF COUNSELING DEMOGRAPHIC, JOB RELATED AND
PROFESSIONAL FACTORS ON DISCIPLINARY OUTCOMES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree of Doctor of Education
in the Graduate School of Texas Southern University

By

Tiffany Chelece Davis Chaney, B.S, M.Ed.

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by

Tiffany Chelece Davis Chaney

Texas Southern University, 2023

Abstract

Counselors interact with every student on their campus and impact student outcomes. The researcher examined the predictable relationship between counselors' demographic factors, job-related and professional-related factors (Texas Counseling Association, 2018), and student discipline outcomes (Texas Education Agency, 2021).

The researcher used secondary data in the form of discipline frequencies, counselor gender and race of counselors, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation status of the counselor's master's program, counseling licensure, counselor ratios, and the time counselors spend providing services within the Comprehensive School Counseling Program. This correlational research design allowed the researcher to examine the relationship between variables (Gay et al., 2012), using correlational statistics. The predictable relationship between the time counselors spent working in the service delivery domains of Comprehensive School Counseling Programs and Discipline Outcomes was examined (TEA, 2021). The researcher used multiple regression to analyze secondary data.

The investigator used counselor demographics, School Counselor Use of Time Analysis (SCUTA) Reports, and Discipline Reports. The amount of time counselors spent working in the service delivery domains was acquired from the target ISD. SCUTA, an evidence-based school counseling program, identified the amount of time, work, and activities of counselors. Senate Bill 179, was passed by Governor Abbot in alignment with The American School Counselor Association (ASCA, 2019) National Model, required school counselors to spend a minimum of 80% of their work time on duties within the components of a comprehensive school counseling program (TCA, 2018). SCUTA provided school counselors with the ability to clearly illustrate the nature of their work and school needs with supervisors and stakeholders.

The researcher found a statistical significance that added to the existing body of literature. Ethnicity was found to be negatively related to student disciplinary outcomes. Additionally, among the job-related factors, school counselor-student ratio was found to positively relate to student discipline outcomes ($r = .434, p < .001$). The variable time delivering Developmental Guidance and Counseling Program was found to be significantly related to student discipline outcomes ($r = .056, p > .05$).

Keywords: K-12 counseling, discipline outcomes, counselor's use of time, counselor ratios, SB 179, mental health

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Dedication

Without God's grace and mercy, I am nothing. I honor the memory of my grandfather J. B. Lee. Paw Paw craved an education but chose to labor with his hands to care for his family, leaving school so early he never learned to read. I dedicate my educational endeavor to you. To my grandmother Willie Mae who delayed her education to care for and contribute financially and lovingly to her family. Momo left school early but received her GED as I was finishing middle school. I dedicate my education endeavor to you for your inspiration, for living such an inspiring life, and for leading this quest for attainable, valuable knowledge.

To my mother Brenda who delayed her education until her children were successfully educated and established in our careers. I am inspired by your tireless sacrifices, unconditional love, and support. Thank you for living as an upright example of a God fearing, virtuous woman. I appreciate your continued love, support and encouragement in my life. To my father Carl E. Davis who left this life during Fall 2017. I continued my tumultuous track to graduation after you passed to honor you and your excitement for my success. I dedicate this educational endeavor to you.

To my younger brother, Ahmaal, who suffered and died Spring 2017. I continue to grieve and battle through your absence, yet your joy and humor propel me forward. Maali, you are not here to share your wisdom, and still, I press on, dedicating my educational endeavor to you. My youngest brother, Keric, provided me with a safe place to live in one of my lowest times. Thank you for investing in me and Taylor, emotionally and financially.

To my aunt, Delyn, I dedicate this educational endeavor to you, Nanie, for leading the way as the first college graduate in our family and for passing on the financial and emotional support that was invested in you by Aunt Odessa, Aunt Jeannie, Aunt Mittie and Uncle Bubba. Thank you for funding most of my undergraduate and master's degrees and for investing and caring for Taylor while I attended classes.

To my son Taylor, I am grateful for the upstanding young man you are becoming. Thank you for understanding that I love and support you even when I was unable to attend your meets and games because of class, work, or study. Continue to grow in knowledge and wisdom and strengthen your relationship with God, allowing his spirit to lead and guide you. With all I have, I love you and dedicate this educational endeavor to you.

I dedicate this educational endeavor to my extended family and friends, Jerria, Danyale, Karen, San, Tracy, Robin, Robert, Virgil, Gerry, Sandra, and Michael for their support. Thank you for investing in my life; my joy, peace, and success are because of you. I do not have the words to say how much I value and love you all. To God be the Glory for the Great things he continues to do in my life.

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Thank you to the principals, departments, and school district for granting me permission to use their information in this process.

To all those mentioned and those that have slipped my mind, I thank you.

Vita

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CHAPTER 1

INTRODUCTION

Student needs continue to increase, and the educational system is struggling to meet the growing demands as students enter schools with emotional, academic, and social deficiencies. School systems are challenged to educate every student to meet the demands of a rigorous curriculum. Schools must find ways to support every student, allowing the student to learn effectively.

Since the 1920's school counselors have been vital to education. A school counselor's activities and identities evolved over time (Cantu, 2022; Foster et al., 2005). Initially, the National Defense Education Act (NDEA) of 1958 influenced the identities of counselors. Subsequently, states were assigned the responsibility of distributing the federal funds to qualifying schools (Cantu, 2022; Miller, 2006; U.S. Office of Education, 1964). The school counseling profession was reformed, transformed, and strengthened in response to the changes in K-12 education. (Cantu, 2022; Oakes et al, 2000). ASCA supported the transformation with school counselor advocacy, research, professional development, and publications. To help students' achievement, development, and success, the American School Counselor Association (ASCA) supports the profession with advocacy, research, professional development, and publications (ASCA, 2019b; Cantu, 2022).

The distinctive training and qualifications of school counselors allow for a holistic view of students' academic plans. School counselors use developmental needs, relationships, student history, academic performance, and test scores to formulate a plan to assist students in establishing goals and exploring post-secondary options (Texas Counseling Association [TCA], 2018).

This research study investigated benefits students derive from effective and high-quality comprehensive counseling programs that are aligned with the Texas state law, referred to as Senate Bill 179, which governs the work of school counselors. If school districts aligned their comprehensive school counseling programs according to the Texas Model, the researcher suspects students' needs would be met effectively and efficiently in school districts throughout Texas. When school counselors used campus-specific data to identify and address the distinctive needs of the student population they oversee, student outcomes improved (Texas Counseling Association [TCA], 2018). This study highlights the importance of collaboration between school counselors, principals, teachers, and parents to benefit student outcomes. When counselors followed the framework of the Texas Model for Comprehensive School Counseling Programs, student development in the areas of education, career, personal, and social development improved. When professional school counselors delivered the programs within the Texas Model for Comprehensive School Counseling, the school counselor's impact was enhanced, the student's needs were met, and their achievement improved. Student needs and resources were not always equitable. Educators often struggle to support a small amount of student needs from the available limited resources. The Texas Model for Comprehensive School Counseling Programs, by design, delivers equitable opportunities for all students to

obtain counseling and guidance. The implementation of a comprehensive school counseling program benefits involved populations. Counselors assist students by increasing their intrapersonal, interpersonal knowledge, and effectiveness. Counselors are accessible to all students to assist with academic, career, and personal concerns (Texas Counseling Association, 2018).

Professional School Counselors benefit from clearly defined responsibilities while eliminating non-counseling functions. Through collaboration, counselors assist teachers with enhancing the effective and cognitive development of students. Parents, administrators, and school boards have a deeper understanding of the goals and mission of counselors; therefore, they have a better understanding of how a counselor's time should be utilized to be more impactful for student achievement and development. Parents also have a better understanding of how to access professional school counseling services to increase their involvement in their child's education and career planning. This research study provided an understanding of effective counseling functions such as where professional counselors spend time to produce the best student outcomes.

In 1994, the federal Gun-Free School Act was legislated, creating zero tolerance policies (ZTP). The ZTP was intended to address student misbehavior and help students feel safer in school and improve school climate. Noyola (2020) explained, "Behavioral interventions such as restorative practices, social-emotional learning, and social learning assist in developing skills in students to create a positive relationship with their peers, teachers, and staff in schools" (p. iii).

The practice of disciplining students with suspensions and expulsions for discretionary actions is known as the school-to-prison pipeline (Davis, 2018). The

practice of zero tolerance is leading to a disproportionate impact on at-risk students, especially minority children. Zero tolerance and heavy-handed disciplinary policies have led to higher rates of students leaving the educational system prior to graduating and the escalation of the school-to-prison pipeline. This research endeavor explored the impact of counselors following the Texas Model for Comprehensive School Counseling Programs on discipline outcomes and improving student relationships.

Theoretical Framework

Glasser's (2000) Noncoercive Discipline Model promoted learning and motivation while improving student satisfaction, and it incorporated choice theory for behavior. Noncoercive discipline contended that misbehavior occurred when students were frustrated or bored by expectations. The model indicated that when the basic needs of students were met, misbehavior in school did not occur.

Glasser, an occupational consultant and psychiatrist, developed reality therapy which treated behavioral concerns from the present perspective instead of the past. Glasser then applied the reality therapy to the school setting. Working with juvenile offenders revealed that students can be taught to make better behavioral choices. Glasser explained his better choice behavior process in the book *Schools Without Failure* (1969). In the book, *Control Theory in the Classroom*, Glasser (1986) emphasized a novice and different emphasis on discipline by contending that if students were to behave properly, they must believe their completed work would lead to satisfying at least one of their basic needs. The emphasis was on the school's role in meeting students' basic needs as the primary way of encountering desirable behavioral.

Glasser (Charles & Senter, 2005) introduced choice theory, which emphasized that all behavior was a personal choice. The influence on practices in school discipline included students controlling their behavior and students choosing their behavior. Misbehavior was simply a choice while good behavior was the result of better choices. Educators had the power and obligation to assist students in making better behavioral choices.

Glasser's disciplinary contributions to human behavior included the notions that (a) internal motivation was our best attempt to satisfy basic needs, (b) all human behavior was purposeful, (c) people made their best behavioral choices when given information, (d) everyone was responsible for their own behavior, and (e) effective discipline was based on meeting the needs of students. Those needs were belonging, survival, fun, freedom, and power.

Improvements in discipline were achievable by changing the way the classroom functions. Forcing students to behave appropriately would not work. Glasser endorsed working with students to encourage responsible decision making if students' success was the goal. Teachers reported their main discipline problems were empathy, resignation, and unwillingness to participate in assignments and activities. Students reported schoolwork was boring. Glasser's reply to the problem involved curriculum organized to meet student needs (fun, freedom, power, belonging and survival); therefore, quality teaching and choice theory should focus on behavior management, learning, and teaching.

According to Glasser (Charles & Senter, 2005) education would fail if the basic needs of students were not prioritized. Meeting the needs of students was not difficult or

challenging. Meeting the need of belonging was achieved when students received attention from educators, brought into class discussions, and were included in class decisions. Students sensed freedom when they were allowed to make responsible choices concerning the subject content as well as how they would demonstrate their accomplishments. Students had fun when they were allowed to talk, work with each other, engage in interesting activities, and share their accomplishments. Students experienced power when they were asked to participate in decisions about procedures and topics of study. Additionally, students achieved power from having responsibilities and duties within school and class. A student's survival needs were met when the school environment was free of personal threats and the environment is safe.

Motivation contributed to academic and behavioral success. Students who enjoyed what they were experiencing always conducted themselves appropriately. Glasser (Charles & Senter, 2005) contended that educators assumed what they did for and to students provided motivation. This assumption was flawed according to Glasser because students would do what's most satisfying to them at any given time. If students selected to work hard and comply with expectations, it was because they gained satisfaction. If natural satisfaction was not experienced, students would not work hard for an extended period because the payoff was too remote as a reliable motivation.

Threat and punishment did not motivate students to perform in school. Choice theory helped produce the desired student behavior. Choice theory was used to establish learning environments that led to quality and success. The tenants of choice theory that were connected to education and discipline were: only an individual could control their

own behavior, a person could not be forced to act, providing opportunities and options were all educators could control (Charles & Senter, 2005).

According to Glasser (Charles & Senter, 2005), total behavior consisted of acting, feeling, physiology, and thinking. Total behavior was selected by choosing how to act and think. Indirect control of feeling and physiology were achieved through choosing to act or think. What individuals did was not automatically determined by external sources, but instead by what goes on internally.

A way to improve student behavior was through clarifying what a quality experience would feel like as well as planning choices that would help individuals achieve that existence. Improving behavior within the school setting involved establishing trusting relationships with students.

Curtiss and English (Charles & Senter, 2005) applied choice theory in their work by advocating student meetings and integrating character development. They endorsed strengthening student reflection and self-evaluation, which increased a student's responsibility for extracting the most from their educational opportunity. These choice theorists recommended developing stronger partnerships between students and educators. Curtiss and English asserted that little would be accomplished if mutual respect and trust did not exist throughout the educational environment between educator and student. Furthermore, students learned to resolve their problems without inflicting harm on their peers. Students attained these skills via character education, conflict resolution, and cooperative learning.

Educators avoided adversarial relationships with their students because they destroyed a student's incentive for learning, according to Charles (2007). When educators

avoided adversarial relationships, they had an opportunity to reduce discipline problems and foster quality learning. No approach to discipline could eliminate all behavioral problems Glasser acknowledged (Charles & Senter, 2005). Educators were encouraged to collaborate with students to establish standards of conduct. Student-educator collaboration began with a discussion of the importance of quality work and an explanation that educators would help students enjoy learning without force. Students were asked about class behavior that would help them learn and get work done. If students saw the importance of courtesy, no rules would be necessary. Students were asked about what should happen when behavior agreements were broken. Agreements and consequences were established and put into writing (Holstun et al., 2019). The signatures on the agreement signified understanding and showed educators were concerned with quality instead of power.

When student-educator agreements were broken, interventions were required. The interventions were non-punitive and refocused students' attention back on schoolwork. No blame was assigned to students and the focus was on a solution that would prevent the behavior from occurring again.

In addition to interventions, Glasser also created *quality schools* (Charles & Senter, 2005). Glasser's *quality schools* included relationships based on respect and trust with educators and students using choice theory. The school was viewed as joyful by administrators, parents, staff, and students. If educators were having trouble with a student, Glasser said the student was unhappy. Almost all problems that occurred between students and educators were caused by unsatisfactory relationships. Positive

relationships were established when educators stopped using the seven deadly habits and instead began using the seven connecting habits.

Blaming, complaining, critiquing, nagging, punishment, rewarding to control and threatening were the seven deadly habits that prevented caring relationships between educators and students. The seven deadly habits damaged relationships; however, the seven connecting habits increased connection between educators and students. The connecting habits were befriending, caring, contributing, encouraging, listening, supporting, and trusting. Educators connected with students so that students produced competent work. Educators connected with students through the seven connecting habits and never used external controls (the seven deadly habits). Lastly, Glasser described the connections between educators and students as not accusatory, critical, or harsh, but relational (Charles & Senter, 2005).

Glasser suggested avoiding the seven deadly habits, which are considered Glasser's ways of relating, to maintain a quality educational environment (Charles & Senter, 2005). It sent a message that educators and students were partners in teaching and learning and that educators need to befriend students instead of telling them what to do. Other suggestions included (golden rule) treating others the way you wanted to be treated, talking, and listening to students as soon as trouble was sensed and expecting students to learn skills and information that were useful in school and life. Educators and students were partners. Additionally, students were expected to work on assignments until they were competent, until they had an understanding and focused on using information they had been taught. Teachers were expected to teach students according to

the content on the test, for educational competence using listening, problem-solving, reading, speaking and writing.

Glasser (Charles & Senter, 2005) pointed out that only a discipline program that was concerned with classroom satisfaction would work. Educators functioned as leaders providing continual support and encouragement – not coercion, intimidation, and punishment. Adequately meeting student needs kept students in school, completing quality work and resolving discipline problems.

American School Counselor Association

From a counselor’s viewpoint, the American School Counselor Association (ASCA) (2018) is a professional organization supporting school counselors’ efforts to help students. ASCA provides school counselors around the world with advocacy, professional development, resources, research, and publications.

School counselors are certified or licensed educators. Professional school counselors improve student success for all students under appropriate circumstances. School counselors hold a master’s degree in school counseling, encompassing approximately six or seven years of college education. In addition, school counselors must attain a state certification by passing the TExES, and they must fulfill minimum continuing education requirements as outlined by their state certification (TEA, 2020b) and ASCA (2016c) ethical standards. School counselors must also uphold professional and ASCA ethical standards. They are vital members of a school’s leadership teams. School counselors assist all students by implementing academic strategies, managing emotions, applying interpersonal skills, and planning for post-secondary options – “higher education, military, workforce” (TEA, 2020b).

School counselors who effectively performed duties only oversee 250 students (ASCA, 2014). School counselor comprehensive programs are aligned with the school's academic mission and school improvement plan. In addition, effective school counseling programs are based on the American School Counseling Program components: define, deliver, manage, and assess (ASCA, 2020b).

The *define* component associated with the ASCA National Model is based on three sets of standards. The standards define the school counseling profession and help counselors to “develop, implement and assess their school counseling program to improve student outcomes” (Texas Counseling Association, 2018). The standards involve student and professional standards. The student standard is the “ASCA Mindsets & Behavioral for Student Success: K- 12 College and Career Readiness for Every Student” (ASCA, 2020b). The professional standards that create the *define* component of a school program include ASCA Ethical Standards for School Counselors and ASCA School Counselor Professional Standards & Competencies.

The *manage* area associated with the ASCA National Model allows for effectiveness and efficiency. The program focuses on guiding the design and implementation of a school counseling program to aid in results. School counselors also use planning tools to guide design and implementation to accomplish results. The program focuses on beliefs, mission, and vision statements. The Program Planning portion encompasses action plans (for classroom, groups, and closing the gap), annual administrative conferences, annual student outcome goals, advisory councils, calendars (annual and weekly), lesson plans, and school data summary.

The *deliver* area associated with the ASCA National Model includes “developmentally appropriate activities and services.” The activities and services include directed services to students and indirect services “for students as a result of the school counselor’s interaction with others” (Texas Counseling Association, 2018). A school counselor’s activities and services assist students in developing the “ASCA Mindsets & behavioral for Student Success” as well as improve their achievement, attendance, and discipline” (ASCA, 2020b). The school counseling program enables school counselors to provide impartial academic, career, and social emotional growth opportunities for all students. In-person interactions between school counselors and their students are direct services. The American School Counselor Association categorizes specific direct services as appraisal and advisement, counseling, and instruction. Conversely, indirect services for students are interactions between school counselors and non-students. Indirect services include collaboration, consultation, and referrals (ASCA, 2020b).

The *assess* area associated with the ASCA National Model helps students achieve their best results. ASCA (2020b) stipulated school counselors are to regularly assess their programs to determine if all students received help effectively, guided program design, delivered improvements and demonstrated student differentiation in response to a school counseling program. ASCA continued with the notion school counselors self-assess their personal behaviors and mindsets. Going further, ASCA delineated that school counselors are to annually participate in performance appraisal with a qualified administrator. ASCA provided the assessment instruments necessary for program implementation, including annual result reports such as ASCA School Counselor Professional Standards &

Competencies Assessment, School Counseling Program Assessment, and School Counselor Performance Appraisal Template.

The ASCA (2020b) national model recommended a delivery system of services, through guidance curriculum, individual student planning, responsive services, and system support. *Responsive services* are a school counselor's response to a student's emotional or mental health related needs. In person interactions between learners and school counselors are considered direct services. Included in *direct services* are individual counseling, group counseling, classroom guidance, and responsive services.

Texas Model for Comprehensive School Counseling Program

As outlined by the Lone Star State School Counselor Association, the Texas Model for Comprehensive School Counseling Program was developed by the American School Counselors Association and the Texas Counseling Association. The Texas Model is based on the American School Counselors' Association National Model. The Texas Model is a foundational component of this research endeavor. The National Model "states school Counselors should spend 80% of their time on work that falls within a comprehensive developmental school counseling model" (Texas Counseling Association, 2018).

The Texas Governor Greg Abbott signed Senate Bill (SB) 179 into law on June 18, 2021. Effective September 1st of 2021, SB 179 requires local school board trustees to enact polices requiring school counselors to spend a minimum of 80% of their work time on duties within the components of a school program as outlined by section 33.005 of the Texas Education Code. This TEA code specifies that school counselors work with the community, parents, students, and staff to plan, implement & evaluate a school

counseling program. The program conforms to the “most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association” (TCA, 2018). TEA’s Code 33.005 mandated the school counselor program include curriculum to help students develop their full educational potential and responsive services to intervene for students at-risk of personal concerns. The at-risk personal concerns include career, education, personal, and social. The school counselor program includes individual plans to assist students with planning, managing, and monitoring their (career, educational, personal, and social) development. *System support*, the last component, involves assisting parents, teachers, staff, and the community with student development.

If school counselors spend less than 80% of their time at work on duties outside of the comprehensive developmental counseling model due to staffing, the school board, by law, enacts a policy specifying a list of duties and the percentage of time counselors are required to spend on components of the school counseling program.

Kaffenberger and O’Rorke-Trisiani (2013) and Cantu (2022) approximated that 20% of students who experience a mental health concern that interferes with school performance are initially helped by professional school counselors. It is vital to children’s mental health that school counselors are utilized appropriately.

Professional school counselors assessed students’ risk for violence and provided prevention, intervention and post-vention activities (Barbieri & Connell, 2015; Cantu, 2022; Glasser, 2000; Hermann & Finn, 2002; Smith, 2009; U.S. Department of Health and Human Services, 2001). The Center for Disease Control and Prevention (2020) labeled school violence a public health crisis. In schools when student needs are not met,

threats of violence are ignored, and staff are detached from students, potential for violence increases (Cantu, 2023; Hermann & Finn, 2002; Smith, 2009). More than 66% of violent occurrences in schools are perpetuated by individuals who are attacked, bullied, or threatened. Additionally, over 50% of perpetrators are motivated by revenge (Cantu, 2022; Vossekuil et al, 2000). Gupta (2015) and Wood (2015) discovered patterns of school violence that include teen suicides linked to social media and cyberbullying. The FBI and the U.S. Department of Justice linked any form of bullying to school violence (Cantu, 2022; Vail, 2009).

Professional school counselors have the freedom and immediacy to intervene for students experiencing dysfunction in the areas of academics, emotions, mental, and social. Anxiety, addiction, depression, self-harm, suicide, and violence are always present in schools; however, a counselor's availability, resources, and time are limited. School counselors are trained to mitigate the constants through counseling and support; however, they need time to address the critical and immediate needs of students (Neyland-Brown et al., 2019).

The Texas Model for Comprehensive School Counseling Program equips counselors to improve student outcomes, advocate, collaborate, lead, promote equity and access for all students (TCA, 2018). Professional school counselors are ethically and legally obligated to protect students from foreseeable harm, exercise reasonable care and ensure the protection of student rights (ASCA, 2020a; Cantu, 2022). A Comprehensive School Counseling Programs demonstrates a positive impact on student success by enhancing and supporting students academically, behaviorally and with attendance as well as improving school climate (TEA, 2018). The American School Counselor

Association researched which components of a comprehensive school counseling program led to positive student outcomes.

The Texas Model outlines the framework of an effective comprehensive school counseling program that meets the needs of diverse populations of students. The General Perceptions Survey assessed the needs, strengths, and challenges of school counselors in the target independent school district based on the four components of the Texas Model for Comprehensive School Counseling Programs: guidance curriculum, responsive services, individual planning, and system support. *Guidance curriculum* provides lessons in four content areas: career readiness and post-secondary education, interpersonal effectiveness, intrapersonal effectiveness, and personal health and safety. *Responsive services* are offered to students with immediate concerns that interfere with their development in the areas of academic, career, personal and social. *Individual planning* guides the managing, monitoring, and planning of student career, educational, personal, and social development. *System support* is the anchor of an inclusive school counseling program and includes collaboration, consultation (administrators, parents, and teachers), interpretation of assessment results, leadership, support (for community and parent programming), school improvement planning, student advocacy, program auditing and intervention creation.

The Target ISD General Perceptions Survey includes pertinent data for comprehensive school counseling programs. Governor Abbot signed Senate Bill 179 into law in 2017 that directed school districts, beginning in 2020, to implement policy stating school counselors would spend 80% of their time implementing the Texas Model (TCA,

2018). The General Perceptions Survey was the result of 75% of 95 counselors' responses.

Statement of the Problem

The purpose of this study was to explore the predictable relationship between counselors' demographic factors, professional related factors, job-related, and student discipline outcomes.

This study sought answers to the following questions:

1. Do demographic factors (gender and ethnicity) have any predictable power regarding student disciplinary outcomes?
2. Do professional factors (professional license and master's program CACREP designation) have any predictable power regarding student disciplinary outcomes?
3. Do job-related factors (time implementing the Texas Model for Comprehensive School Counseling Program and student counselor ratios) have any predictable power regarding student disciplinary outcomes?

Significance of the Study

According to the State of the Profession data, 25% of elementary school counselors serve a population of 550 or more students (ASCA, 2021). This reflects the 2020 State of the Profession data that shed light on the discrepancies between the counselor-to-student ratio presented by ASCA (1:250) and the counselor-to-student ratio presented by the Texas Education Agency (1:350).

While school counselors play a vital role in maximizing the effectiveness of students, school counselors are eventually overwhelmed with the many responsibilities of their jobs. The educational system looks at the stressors experienced by school

counselors when the student caseload is unbalanced; however, the expectations of a balanced comprehensive guidance program is not inspected and enforced. A balanced comprehensive guidance program requires counselors to use their time in a scripted manner. Texas counselors are expected to allocate 35% of their time to Guidance Curriculum, 40% to Responsive Services, 15% to Individual Planning, and 10% should be allocated to System Support (TCA, 2018).

The researcher wanted to increase the equitable allocation of resources to improve equitable practices. Furthermore, the researcher wanted to meet student needs, increase student feelings of wellness and outcomes. If school districts aligned their Comprehensive School Counseling Programs according to the Texas Model, students' needs would be effectively and efficiently met in school districts throughout Texas. Professional school counselors could use campus-specific data to identify and address the distinctive needs of the student population they oversee.

Students' needs are commonly inequitable. Moreover, the needs of many students supersede the available resources of school systems. The Texas Model for Comprehensive School Counseling Programs could provide equitable opportunities for all students to obtain equitable counseling and guidance (TCA, 2018).

When counselors followed the framework of the Texas Model with fidelity, student (personal and social) development was enhanced. When counselors delivered the programs within the Texas Model, the school counselor's ability was enhanced, student's needs were met, and their outcomes improved.

The research helped students benefit from effective and high-quality comprehensive counseling programs, aligned with the Texas state law governing the

work of school counselors. The study highlighted the importance of manageable counselor-student caseloads. This investigation demonstrated when school counselors efficiently delivered services (aligned with the Texas Model for Comprehensive School Counseling Program), student discipline improved.

Statement of the Hypotheses

The following research hypotheses were generated for the purpose of this study:

HO₁: There is a statistically significant predictable relationship between demographic factors (gender and ethnicity) and student disciplinary outcomes.

HO₂: There is a statistically significant predictable relationship between professional related factors (professional license and master's program CACREP designation) and student disciplinary outcomes.

HO₃: There is a statistically significant predictable relationship between job-related factors (time implementing the Texas Model for Comprehensive School Counseling Program and student-counselor ratios) and student disciplinary outcomes.

Assumptions

The following assumptions were established for the study.

1. It was assumed that participants in the study entered their use of time within SCUTA platform, consistently and with fidelity allowing for valid and reliable conclusions to be formulated.
2. Finally, it was assumed that counselors were not motivated by any benefits or negative consequences to consistently enter their use of time within the SCUTA platform.

Limitations/Delimitations

Most of the limitations of this investigation were attributed to the use of secondary data. The data used in this investigation was collected by the target ISD. The investigator also used archival data collected by the target ISD.

The current study assumed the gender, ethnicity, CACREP designation, licensure, school counselor-student ratio, time spent providing guidance service, and discipline frequencies were accurately reported. The researcher assumed counselors accounted for all of their time and added all their interactions into SCUTA with fidelity. It was assumed the administrators employed by the target ISD reported accurate discipline incidents with fidelity to the best of their ability.

There were limits to using secondary data because of measurement methods. There was no way of knowing if a counselor identified as biracial. If a counselor was biracial, there was no way of knowing which race was selected. Information about how often students utilize counseling services was not available. Additionally, there was no explanation for the missing data.

The data was delimited to only one school district and approximately two years of data. Also, the data was delimited to professional school counselors instead of other helping professionals since this investigation aimed to learn about the school counseling profession.

Definitions of Terms

The research used the following terms throughout the study:

1. *American School Counselor Association (ASCA)* supports the efforts of school counselors, focusing on student development: academic, career, emotional and social.

- This national organization offers professional development, research, and resources to aid school counselors (ASCA, 2020b).
2. *Classroom guidance* are structured lessons focused on achievement, development and providing appropriate knowledge and skills presented by a professional school counselor (ASCA, 2020a). The curriculum is based on the needs of students.
 3. *Collaboration* is the formation of partnerships for the purpose of student advocacy.
 4. *Consultation* is the exchange of information with community entities, parents, and school staff for the purpose of supporting students.
 5. *Direct counseling* is in-person interactions between students and school counselors on behalf of students (ASCA, 2020a).
 6. *Group counseling* is educating and informing students on relevant topics. Providing group services is based on the needs of community, schools, and students. Through referral, survey data, and academic reports, professional school counselors determine the group services necessary for the population they serve (ASCA, 2014; Cantu, 2022).
 7. *Indirect services* are provided by school counselors on behalf of students and in response to a student's needs (ASCA, 2020b). Included in this category of services are collaboration with stakeholders, consultation, and referrals.
 8. *Individual counseling* is categorized as planning to assist students in personal goal setting and planning. Individual planning is further divided into advisement and appraisal; helping individual learners make educational plans is advisement; helping students examine their abilities, interests, and skills for the future is appraisal.

9. *Non-counseling duties* are assignments not included in the Texas Education Agency's school counselor job description (Cantu, 2022).
10. *Professional school counselors* according to TEA (2020a) accept and maintain responsibility for aiding students. Counselors systematically deliver guidance lessons and implement a comprehensive counseling program. With respect to students, counselors seek to understand the individual backgrounds of students as well as the factors that influence students (TEA, 2020a).
11. *Responsive services* are activities that meet the immediate needs of students (ASCA, 2020b). These activities are short-term services for individuals, groups, or the school body.
12. *Referrals* are steering students and their families to community-based resources for academic needs, mental health, and career development.
13. *School Counselor Professional Standards and Competencies* is an ASCA-published guide that delineates school counselor behaviors and expected mindsets. These behaviors and mindsets are essential in meeting the rigorous demands of professional school counselors and the needs of the students they serve (Cantu, 2022).
14. *Secondary school counselors* support students enrolled in public schools.

Summary/Organization of the Study

The structure of this dissertation was organized into five chapters. Chapter 1 includes the introduction, theoretical framework, statement of the problem, significance of the study, statement of the hypothesis, assumptions, limitations, delimitations, definition of variables/terms, and summary/organization of the study. Chapter 2 contains a review of relevant literature that sets the framework for examining the impact of the

relationship between counseling job-related factors, counselor's demographic factors, counseling professional factors, counselor's use of their time and student discipline outcomes. Chapter 3 contains the research methodology and procedures that were used in the study. The chapter contains the design of the research study, population, the research setting, sampling procedure, data collection procedures, identification of independent and dependent variables, null hypothesis, statistical analysis and evaluating of assumptions for multiple regression. Chapter 4 contains the analysis of the data. This chapter contains the descriptive statistics of the participants, mean and standard deviation results, correlation results between independent and dependent variables, examination of hypotheses and summary of the hypotheses test. Chapter 5 presents the summary, findings, discussions, conclusions, implications, and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this study was to explore the predictable relationship between counselors' demographic factors, job-related and professional-related factors, and student discipline outcomes.

Literature Review Summary

A review of the literature showed the predictability of professional school counselors' demographic factors (ethnicity and gender) professional factors (CACREP master's program and dual licensure) and job-related factors (school counselor-student ratio and use of time spent in service delivery components of the Texas Model for Comprehensive School Counseling Program) on disciplinary outcomes.

Demographic Factors

Demographic factors that appear to affect the students' disciplinary outcomes include ethnicity and gender of the counselors.

Ethnicity

In the 1900s, students of color (Black and Latin) had limited resources and were segregated, leading to cycles of systematic oppression, and very few students completed school (Graham, 2007). A clear representation of European ideological, systematic oppression present in the 1900s were the predominately White female and male counselors. The European ideologies haven't shifted much. Researchers

suggested a shift in school counseling to provide student services unique to the cultural identities of students (Rodgers & Furcron, 2019).

In the US, 60% of counselors identify as Caucasian (Data USA, 2017). School counseling demographic data suggested the profession was dominated by Caucasians. The American School Counselor Association indicated 76% of its membership consist of Caucasian counselors. Cabral et al. (2011) found African Americans prefer to seek help and speak with Black therapists (counselors). There are small numbers of therapist (counselors) of color in the mental health care profession, making it challenging for Black clients to schedule sessions with Black counselors.

Latin counselors were historically marginalized, often faced difficulties, and were impacted by professional demands. First generation learners experienced difficulties navigating the American school system, and Latinx school counselors supported those students of color fulfill their aspirations and maneuver the stressors usually faced in school. Students of Latin origin grew in number nationwide. Between 2000-2010, the Latinx population grew by 40% (Humes et al., 2011). People of color will be most U.S. citizens by 2040 (Colby & Ortman, 2015); therefore, K-12 schools must be inviting to all ethnic, racial, and socioeconomic students (Washington, 2015).

When students belong to a disenfranchised group, they are at a heightened risk of not graduating. Students are at a higher risk of not graduating when they do not work with their counselor. Caucasian counselors must have an awareness of their susceptibility to implicit bias when interacting with students of color, specifically Latinx students. Latin school counselors experienced racial microaggressions, and the fight of systematic barriers kept them marginalized (Bardhoshi et al., 2019). Support was critical for Latinx

counselors if they were to address student needs from cultural experience. Latin school counselors faced societal stressors, internalized doubts, and constantly needed to prove themselves within the profession to their supervisors and peers. Racial microaggressions were a form of routine racism that marginalize communities, consisting of automatic, subtle, or unconscious nonverbal and verbal assaults toward people of color.

Research findings indicated that U.S. school counselors were predominately White females between the ages of 25- and 64-year-old (Bruce & Bridgeland, 2012; Dameron et al., 2020). Additionally, Black students were more likely to be assigned to ALPs than their White peers (Anderson & Ritter; 2016; Booker & Mitchell, 2011; Hilberth & Slate; 2014; Tajalli & Garba, 2014). Dameron (2018) suggested school counselors could help in reducing the racial disproportionality of ALP placement if involved in ALP decision-making.

ASCA (2018) stipulated that school counselors should not act as disciplinarians. Additionally, according to ASCA (2012, 2013) and the school counselor's ethical and professional standards, professional school counselors should advocate for socially just student disciplinary practices.

When disciplinary consequences were discretionary, Booker and Mitchell (2011) did not find any differences between females and males. Furthermore, males had a greater chance of ALP placement than females (Booker & Mitchell, 2011; Fabelo et al., 2011). The literature demonstrated that male students were assigned to ALPs and other exclusionary discipline placements (but not for discretionary placements) at higher rates than females (Anyon et al., 2014; Curtiss and Slate, 2014; Fabelo et al., 2011; Rocque, 2010; Skiba et al., 2002; Skiba et al., 2014a; Wallace et al., 2008).

Students labeled *economically disadvantaged* were often assigned more exclusionary discipline than their peers without the economic label (Anderson & Ritter, 2016; Brantlinger, 1991; Kinsler, 2011; Mizel et al., 2016; Wu et al., 1982).

Bradshaw et al. (2010) and Kinsler (2011) investigated the impact of a school counselor's ethnicity and found that an educator's race does not impact referral risk or punishment for at-risk students. Vavrus and Cole (2002) determined that student discipline decisions were impacted by race and gender relations. Bradshaw et al. (2010), Kinsler (2011) and Vavrus and Cole (2002) conflicted.

Lindsay and Hart (2017) found Black male students had a smaller rate of exclusionary discipline in schools with a high concentration of African American and Hispanic educators. Roch and Edwards' (2017) results were similar to Lindsay and Hart's (2017) findings. The researchers found when educators and students shared the same ethnicity, better disciplinary outcomes were attained. This study suggested a positive relationship between positive discipline outcomes and an educator's ethnicity.

Educators based their perceptions of African American male students on the media, and those perceptions were used to make decisions about discipline (Bradshaw et al., 2010; Gregory et al., 2011). Additionally, Carter et al. (2017) found the unintended negative beliefs about African American students by educators led to mistreatment. Moreover, when educators were unaware of their cultural dissonance, African American culture was viewed as threatening and unacceptable. The cultural dissonance was then used to administer discipline disproportionately to African American males (Gregory et al., 2011; Staats, 2014). Carter et al. (2017) concluded that the implicit biases of

educators influenced the discipline disparity between African American and Caucasian students.

Huang (2018) found no differences in the misbehavior of African American and White students. Nevertheless, Caucasian educators tend to attribute the discipline disparity of African American students to misbehavior and family issues instead of their racial biases. Even when non-African American students violate similar rules, African American students are more likely than their peers to receive disciplinary consequences (Fabelo et al., 2011; Losen, 2015). Implicit biases contribute to the discrepant discipline of African American students (Bradshaw et al., 2010; Gregory et al., 2011; Gregory et al., 2016; Horner et al., 2010; Lindsay & Hart, 2017; Staats, 2014). Additionally, Carter et al. (2017) concluded that educator implicit biases influence the discipline disparity between African American and Caucasian students. The biases Carter et al. (2017) referenced are an unconscious negative perspective that African American students are violent and disruptive. Okonofua and Eberhardt (2015) investigated how African American students are punished based on stereotypical names. In this study, educators specified students should receive harsher discipline penalties if the student's name is stereotypically African American. Educator judgement in discipline referrals and bias leads to disproportionate discipline treatment of African American students (DeMatthews et al., 2017; Okonofua & Eberhardt, 2015).

Balfanz and Fox (2014), Garrett (2015), Gregory et al. (2016), Marchbanks et al. (2014) and Nance (2015) found positive discipline outcomes when educators use a multi-tiered system for assigning discipline. However, Braithwaite et al. (2012) and Welch and Payne (2012) found that when schools have a large proportion of African American

students, educators use more punitive tactics to discipline. Moreover, when Caucasian educators implement discipline programs intended to manage behavior, African American students are disciplined more severely and disproportionately removed from instruction due to discipline (Carter et al., 2017; Ferguson, 2020; Noguera, 2009; Skiba et al., 2014a).

Gender

In the US, 60% of counselors identified as White (Data USA, 2017). School counseling demographic data suggests the profession is dominated by women. Over 70% of U.S. counselors identify as female (Data USA, 2017), and 85% of ASCA members are female (ASCA, 2020a).

Increasing the presence of (Black) male educators would solve underachievement among Black students in K-12 public schools (Lewis & Toldson, 2013). Dollarhide et al. (2013) suggested (Black) male school counselors promote cultural inclusiveness, productivity, fewer dropouts, lower disciplinary concerns, better test scores for all students, but especially Black males. Gershenson et al. (2022) provided evidence that when Black students were taught by Black educators between kindergarten and third grade, they were 13% more likely to graduate from high school and 19% more likely to enroll in college. Males from marginalized communities were more likely to graduate from high school if mentored or taught by a Black male educator during elementary school.

A small study involving (Black) male counselors and their racial identify was conducted in 2014. Career satisfaction was the focus of the research. Black males connected to mental health counseling as subjects of research was conducted by Brooks

and Steen (2010), Chandler (2011), and Spurgeon and Myers (2010). Chandler's research included five male students and focused on recruitment and retention of graduate programs. Brooks and Steen (2010) examined the underrepresentation of Black male counselor education faculty and noted a shortage of Black males negatively impact the counseling profession. Recruitment and mentoring are key if African American male counselor representation is expected to increase.

African American male educators represented 2% of all public K-12 public educators compared to 15.2% of Black students in public schools (National Center of Education Statistics, 2020). Presumably, children would never receive instruction from an African American male educator (Goings & Bianco, 2016). Contributing to the 2% of Black male educators was the low Black male graduation rate, Black males did not traditionally major in education, and Black male education graduates were more likely to become school administrators.

As of 2020, African American members of ASCA were approximately 10% and men made up 15% of the total membership. Literature targeting African American professional male school counselors was limited (Dollarhide et al., 2013; Wines, 2013; Wines et al., 2015).

Professional Factors

The predictability of school counselors' professional factors that affected student outcomes included the Council for Accreditation of Counseling and Related Educational Programs (CACREP) master's program and dual licensure.

CACREP

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) sets guidelines for training in the United States, despite subspecialty (Lambie et al., 2019). According to CACREP (2016), any counselor that graduated from an accredited CACREP counseling program received training in these core competencies: (a) ethical practices, (b) human growth and development, (c) cultural and social diversity, (d) counseling and helping relationships, (e) group counseling, (f) career development, (g) research, and (h) program evaluation. Training in those eight core skills is mandatory for all counseling specialties, including school and clinical mental health counselors (Holstun et al., 2019). CACREP (2016) designated school counselor programs provide training on applicable approaches for recognizing and eliminating obstacles, biases, and oppression. Counselors securing a counseling degree from a CACREP program have the requisite skills and knowledge to provide trauma, crisis, behavioral, and clinical mental health care in schools (Collins, 2014; Lambie et al., 2019). The CACREP trained counselors are also equipped to organize and structure a comprehensive school guidance and counseling program (Collins, 2014; Lambie et al., 2019). CACREP (2016) trained counselors complete a minimum of 100 practicum and 600 internship hours. CACREP programs were also considered as the gold standard for counselor preparation (Mascari & Webber, 2013; Steen & Rudd, 2009). CACREP (2016) described their school counselors as mental health professionals that delivered and supported student academic, career, personal, and social development.

Although the field of counseling is diversifying, most students entering the master's counseling program identify as White (CACREP, 2017). In accredited counselor

education programs, cultural and social diversity are core curricular components (CACREP, 2017). CACREP counseling programs train their graduates to identify anxiety and depression symptoms (2016) and to provide proper mental health care for adolescents (2017).

Counseling program delivery differs; not all counseling programs are CACREP accredited (Foster, 2010). Additionally, “Not all state departments of education require a CACREP accredited” master’s degree as a requirement for employment (Foster, 2010). Evidence supported the reality that some counselors received no mental health training in their graduate programs (Sullivan, 2012). Sullivan’s investigation found school counselors-initiate referrals for mental health services that extended beyond their expertise and capabilities.

Obtaining a counseling degree from a CACREP program provides a knowledge of mental health for student needs, but this was not an indication of counselor competence (Sullivan, 2012). A CACREP investigation found an association between school counselors trained within a CACREP program and positive student outcomes (2016). The relationship was contingent on school counselors providing curriculum.

The school counseling profession evolved over time to use data-driven practices (Anita & Carol, 2015; ASCA, 2019b; Hatch, 2013). Counselors are trained to use data to steer decision making and program implementation (Lashley & Stickl, 2016). Lashley and Stickl (2016) discovered counselors are expected to recognize and advocate to remove inequitable discipline practices within schools. Hale (2009) posited that counselors develop relationships with principals to collaborate and advocate for equitable practices to improve outcomes for students. When counselors are properly trained and

prepared, they are vital in supporting programs that improve student discipline (Hines et al., 2020; Mayes et al., 2018). Additionally, effectively trained counselors prioritize program goals, using student discipline data (Dahir & Stone, 2003; Mayes et al., 2018; Viera & Freer, 2015). As advocates, trained counselors address student discipline inequalities (Ravenel, 2023).

ASCA's (2016a) Ethical Standards do not include standards or specific competencies preparing school counselors to specifically target positive classroom outcomes (Geltner et al., 2011). Only one CACREP competency (Section 5, Standard 3.c.) addresses classroom management. The Delphi study determined counseling training programs lack behavior management training and deemed this behavior management training a necessity (Geltner et al., 2011). Investigations conducted by Geltner et al. (2011) and Quarto (2007) aligned with the Delphi study regarding a deficiency in effective techniques and ideas for a school counselor impacting student behavior. The existing competencies focused on discipline are building positive rapport and relationships with students (Skiba et al., 2014b). Although these competencies are evidence-based discipline techniques, they fall short of the mark (Ficarra & Quinn, 2014; Goodman-Scott & Grothaus, 2017; Quarto, 2007; Hagermoser Sanetti et al., 2018). The missing competencies needed in counselor training programs are skills training in engagement, relevant guidance lesson delivery and providing student feedback (Skiba et al., 2014b). The counselor skills training also includes culturally competent discipline management (Geltner et al., 2011). Lastly, discipline related training should continue throughout a counselor's career study (Buchanan et al., 2017; Kwok, 2018; Stough et al., 2015). Runyan et al. (2016) concluded that approximately half of the school counselor

competencies related to discipline outcomes validate and indicate a gap in the literature concerning CACREP designations and a connection to improved discipline outcomes.

Licensure

The National Institute of Mental Health (2020) indicated 20% of children meet criteria for at least one mental disorder. School counselors help in identifying and addressing mental disorders in the educational setting. Neyland-Brown et al. (2019) added that school counselors are limited by administrative and non-counseling duties.

Mental health concerns are more common in schools today. Emotional or psychological concerns that impact functioning is considered mental health concerns (DeFosset et al., 2017). Mental health problems could originate from abuse, divorce, domestic violence, poverty, suicidal ideation, and social media intimidation. Mental health disorders begin in teens for approximately half of all disorders with onset occurring as early as seven years old (Paolini, 2015).

Mental health has numerous definitions, Shahnawaz and Ansari (2012) saw mental health as freedom from disease and possessing a state of body and mind that serves the person best. The World Health Organization (1948) defined mental health as “the ability to adjust satisfactorily to the various strains we meet in life and mental hygiene as the means we take to assure this adjustment” (p. 82.). Mental health was considered by others as an accumulation of circumstances people face and how people act or behave after and even. Lockhart and Key (1998) recorded 20 years ago that 63 million children and adolescents experienced mental health concerns dire enough to justify treatment, yet only a small percentage (approximately 20%) of those individuals received treatment.

Kaffenberger and O'Rork-Trician (2013) found 20% of juveniles were diagnosed with a mental health disorder. About 70% to 80% of diagnosed youth did not receive treatment for their mental health disorder. Walker (2018) estimated 10 million secondary students require mental health treatment.

Children with depression are at increased risk later in life for substance misuse, deficient academic performance, suicidal ideations, and suicide attempts (Katoaka et al., 2002). Decades ago, Katoaka et al. (2002) chronicled very young children, 3- to 4-year-olds, exhibited (in their opinion) mental health behaviors of irritability, temper, rage, defiance, rebellion, insubordination, and hyperactivity.

Anywhere from one-fourth to one-third of all children experience mental disorders, a tenth of those children experience serious onset, and very few receive sufficient behavioral health treatment (Merikangas et al., 2010). Additionally, approximately half of teens 13 years to 18 years of age had mental disorders (Merikangas et al., 2010).

Approximately 70% to 80% of school- aged students impacted by mental health concerns do not receive care (Kaffenberger & O'Rorke-Trigiani, 2013). An adolescent's ability to function is often impacted by mental illness. Severe pain is also a byproduct of untreated mental disorders (Merikangas et al., 2010).

Mental health statistics are alarming because 33% of a class of 30 experienced depression, and approximately six students routinely expressed suicidal ideation (Sulkowski & Lazarus, 2016). Death by suicide was ranked as the second leading cause of death for students ages 15 to 19. Another concerning statistic, 80% of adolescents that completed suicide had mental health concerns (Merikangas et al., 2010). These statistics

demonstrated suicidal ideation and completed suicide is destructive to the mental health of other adolescents (Merikangas et al., 2010).

A somber statistic from 2010, more adolescents died by suicide than the combined deaths contributed to birth defects, cancer, cerebrovascular disease, childbirth complications/pregnancy, chronic lung disease, heart disease, and influenza (Merikangas et al., 2010). An early onset of depression leads to other mental health challenges. Diminished productivity amid adolescents is connected to anxiety and depression (Steadman et al., 2018).

Neglected or untreated mental health concerns lead to detrimental results. The concerns are not limited to but included delinquency, substance use and abuse, school failure, inferior attendance, and unhealthy relationships (DeFosset et al., 2017). DeKruyf et al. (2013) indicated the presence of a diagnosed mental health malady in most students that drop out of schools.

There were extreme examples of how alleged neglected or untreated mental health concerns transformed schools and communities. The Sante' Fe High School shooter was remanded to a Texas operated mental health facility since 2019, deemed to be mentally incompetent to stand trial (Zuvanich, 2023). The Sandy Hook shooter had a diagnosis of anxiety and obsessive-compulsive disorder (Cowan, 2014) as well as a possible cognitive impairment associated with anorexia. At least one of the Columbine shooters was receiving treatment for depression (Moore, 2021).

School shootings have increased from 23 in the 1980s (Teasley, 2018) to 46 in 2022 (Cox & Rich, 2023). There were 46 K-12 school shootings in 2022. To emphasize

the point, those 46 shootings led to 43,450 children being impacted, and 34 children and adults losing their lives (Cox & Rich, 2023).

Adverse mental health effects impede a student from achieving their full potential (King-White, 2019). In 2020, approximately 130 per day, nearly 46,000 people a year died by suicide. Many more, 1.2 million Americans, attempted suicide. Death by suicide was the third leading cause of death for children between the ages of 10 to 19. Broken down further, death by suicide was the tenth leading cause of death for children ages 5-9; the second leading cause of death for children 10-14. The third leading cause of death for individuals ages 15-24 was death by suicide. Caucasian, non-Hispanic males accounted for most suicide deaths (Center for Disease Control [CDC], 2020; Shepard et al., 2013; Substance Abuse and Mental Health Services Administration [SAMHSA], 2019). The Youth Risk Behavior Surveillance System (YRBSS) gathered national information pertinent to youth wellness (Gaylor et al., 2023). In 2021, the YRBSS data revealed 12% of Texas high school students reported making suicide attempts. The YRBSS data showed 20% of participants seriously thought about suicide and 20% planned how they were going to end their life during the year before the YRBSS (CDC, 2020; Gaylor et al., 2023). The YRBSS metrics showed 15.3% of male students and 28.2% of female students considered suicide. Females were approximately twice as likely than males to seriously consider death by suicide. In a high school class of 25 students, about five teens thought about suicide within a 12-month time span. Teen death by suicide continued to rise since 2016.

Anxiety, stress, trauma, poverty, and punitive school discipline policies impacted the mental health of our students (Walker, 2018). School boards, superintendents, school

leadership, and especially school counselors increased pressure to decipher the adolescent mental health crisis facing the K-12 educational system (Carlson & Kees, 2013).

King-White (2019) indicated approximately 8% of students between 12 and 17 years of age reported experiencing 14 days a month of what they labeled mentally traumatic, and an estimated 13% of middle school students experienced anxiety.

Whitaker et al. (2023) showed students experienced high levels of anxiety, depression, and trauma. In fact, they reviewed data between 2006 and 2016 and discovered the suicide rate of adolescents ages 10- to 17- increased by 70%. Additionally, more than 70% of American adolescents experienced abuse, grief, and acts of violence before their eighth birthday (Whitaker et al., 2023).

The staggering mental health impact on our society led our politicians to action. In 2015, Every Student Succeeds Act (ESSA) passed. ESSA mandates school districts to support the mental health needs of all K-12 students (King-White, 2019). Politicians via ESSA galvanized school districts to enact inclusive mental health resources in schools delivered by mental health professionals (King-White, 2019).

Walker (2018) and King-White (2019) revealed a positive connection between behavior and mental health. Whitaker et al. (2023) suggested adolescents are 21 times more likely to seek mental health assistance from their school counselor than anywhere, and they projected 70% to 80% of students obtained mental health help inside of their schools. This is especially pervasive in low-income school districts with insurmountable barriers, including financial constraints, access to mental health professionals, and transportation (Whitaker et al., 2023). Mental health programs based in K-5 schools reduce disorderly and somber behavior (Ballard et al., 2014). The prevalent mental health

concerns that torment students are anxiety, attention-deficit disorder, confidence, and depression.

When adolescents receive mental health treatment, the care is more likely to come from the school system. School counselors are instrumental in providing referrals, prevention, intervention and (postvention) follow-up services (Carlson & Kees, 2013).

Children and adolescents regularly interact with their school counselors. School counselors must build rapport to determine the best connection necessary from meeting the student's mental health needs (DeKruyf et al., 2013). When school counselors efficaciously work with students impacted by mental health concerns, the students experience (academic, emotional, and social) positive outcomes (DeKruyf et al., 2013). It is essential that more children and adolescents have access to mental health treatment services.

Mental health is defined as a state of health that every person experiences; as well as experiencing normal stresses of life while constructively operating and contributing to the community (Manwell et al., 2015). Mental ailments were any health condition that changes behaviors or emotions and causes difficulties in a family, occupational, and social environments (Manwell et al., 2015). Examples of preventative services provided by school counselors were guidance lessons on bullying. A brief counseling service example was six sessions of small groups counseling on confidence, anxiousness, and anger management (TCA, 2018).

Donlon et al. (2014) asserted that mental health disorders have a higher prevalence in the homeless youth population, and they estimated 47% of homeless children ages 5 to 7 and 67% of homeless teens meet the criteria for mental health

treatment. When considering the juvenile homeless population, Narendorf (2017) found that over 67% had a diagnosed mental disorder and not many receive treatment. Juveniles within the homeless population were emotionally traumatized and were often witnesses and victims of (domestic, physical, sexual, and or substance) abuse. Their traumatic experiences connected directly to depression, posttraumatic stress disorder, self-injury, and sexual trauma (Narendorf, 2017). The Children's Mental Health Report (Bitsko et al., 2022) reported there were 74.5 million children in the United States, and about 17.1 million children had a diagnosed psychiatric disorder. A staggering realization was the onset of half of all mental health disorders happened before the age of 14, and 75% of mental health disorders began by age 24. According to Walker (2018), this mental health realization accentuated the immediacy for a solution to this crisis.

Dually licensed counselors were counselors credentialed with both a school certification and a license in clinical mental health. As of 2020, no studies existed examining dually licensed counselors that worked with children and adolescents with a focus on mental health, their experiences, perceptions, and recommendations. Previous research involving both school counselors and mental health was conducted by Carlson and Kees (2013); however, dually licensed counselors were not the focal point.

The key to students' success was the collaboration between clinical mental health and school systems. This collaboration encourages mental wellness and provides mental health support. Dually licensed counselors within the educational system are a valuable resource.

Dually licensed counselors combined with adolescents' mental health was unexplored. This concept assisted counselors when working with adolescents contending

with suicidal ideations anxiety, and emotional distress. Depressive episodes were defined as losing interest in activities or experiencing a depressive mood (Blad, 2019). Blad's (2019) longitudinal study concluded an approximate 5% increase in depression of teens ages 12 to 17. Depressive incidents increased by 4.5 in teens.

School counselors providing long-term mental health care in schools is not allowed in the academic setting; contrary to that notion; a program of services provided by professional school counselors are expected to meet the needs of all students (ASCA, 2016b). The unavailable mental health care for school-aged youth is concerning for educators (Walker, 2018), parents, and school boards. Findings indicated students who receive behavioral health interventions from school counselors improve in a variety of areas, but a notable area of improvement is behavior. Additional improvements include time management, stronger problem-solving abilities, increased time on-task, strengthened goal setting, reduced absenteeism, and decreased suspensions (Walker, 2018).

Ballard et al. (2014) utilized an expanded school mental health (ESMH) framework to provide mental health services to schools that educated students ranging from kinder to eighth grade. The seven participating schools involved a full-time mental health counselor. Results indicated ESMH services reduced suspensions for participating adolescents. Payne III (2020) added research that recorded a decrease in emotional difficulties, improved coping abilities, and improved behavior regulation. The findings depicted the importance of providing mental health services to students based on the ESMH framed mental health services. ESMH mental health services positively impact adolescents.

Professional school counselors identified adolescents with mental health disorders, disorders characteristics, warning signs, and their risk factors. Professional school counselors who attained their counseling degrees from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) program identified anxiety and depressive behaviors (CACREP, 2016). CACREP counseling programs equip their graduates with the requisite tools to collaborate with mental health professional clinicians about adolescents to ensure their needs are met (CACREP, 2016). School counselors are important in developing frameworks to attack barriers impeding an adolescent's emotional, social, and academic development. No matter the location of the brick-and-mortar school building, rural or bustling metropolis, adolescents are struggling with their mental health, and professional school counselors must understand addressing their students' needs. The ASCA National Model for School Counselors is beneficial for students and counselors alike, yet challenging to implement, according to Fye et al. (2017) and Studer et al. (2011).

Payne III (2020) reported that roles of professional school counselors were stagnant and unclear counter to the profession. Payne III pointed to the Fye et al.'s, (2017) study to support the stance of ambiguous school counselor roles. To this point, duties not applicable to school counselor roles are often assigned to school counselors. Ambiguous duties include test administration, class coverage, and (bus and lunch) duties. Researchers contended that school counselors provide more direct student services, if not for non-counseling duties (Lapan et al., 2012).

Carlson and Kees (2013) celebrated the knowledge professional school counselors possess concerning K-12 counseling, juvenile mental health, and (emotional, social,

academic, and career) development; nevertheless, they insisted mental health intervention training is necessary. They added that counseling standards should be updated according to school counseling leadership. The updates would offer support to school counselors providing mental health services to K-12 students (Carlson & Kees, 2013).

Carlson and Kee's (2013) also explored the comfort of school counselors working with students with diagnosed disorders and contended a K-12 counselor's confidence in their own skills translated to their comfort and extent of mental health skills in the referral process. The researchers investigated how effective school counselors were at collaborating with mental health counselors. Also, findings concluded school counselors believe mental health counselors can provide needed services to students that K-12 counseling duties prevent (Carlson & Kee, 2013).

School counselors possess a wealth of knowledge and training concerning adolescent (emotional and social) development; however, according to Walker (2018) and Payne III, (2020), self-efficacy, non-counseling roles and duties, lack of professional training and ASCA National Model limitations make it challenging to work with adolescents with mental health disorders. Payne III (2020) found that professional school counselors work with adolescents with diagnosed disorders, including ADHD, depression, grief, self-injurious behavior, trauma, and anxiety. Counselors are able to diagnose disorders, and the interventions counselors implement to support students are based on their personal counseling style. Coping strategies, test-taking strategies, role-playing, cognitive behavior strategies, and "empty chair" are some methods counselors use to assist students with diagnosed disorders. Common techniques routine for certified school counselors are active listening, reflective feelings, suicide risk assessments, and

assisting with stress management. Possessing a mental health license and counselor certification provides familiarity with interventions that are used to assist adolescents with mental health disruptions. Payne III spotlighted the impact of untreated mental health ailments and their connection to student achievement. To meet the mental health needs of students, collaboration is imperative between Licensed Mental Health Counselors (LCMHCs) and school counselors. Although previous research indicated mental health and school counselors would work seamlessly together to help students, collaboration is not easy (Payne III, 2020).

LCMHCs and school counselors could be effective in responding to adolescent mental health challenges if they were efficiently and effectively trained. To be effective as dually licensed counselors in a school setting, it was essential to adhere to all ASCA National Model regulations. The ASCA (2012) guidelines prescribed school counselors to advocate, collaborate (with stakeholders), and demonstrate ethical leadership qualities. LCMHC participants in Payne III's (2020) study felt they were ineffective in balancing their dual role. Participants attributed their feelings of ineffectiveness to inadequate training and in some instances, inadequate knowledge. Dually licensed counselors recommend master's level counseling students receive training that better equip them for supporting adolescent mental health challenges.

Unimaginable caseloads, time limitations, therapy restrictions, and insufficient ethical mental health training were limitations that school counselors reported as the source of their ineffectiveness. Many dual licensed counselors often self-reflect and internally struggled to ensure compliance of proper K-12 procedures.

The greater part of Payne III's (2020) sample counted collaboration with school counselors as a limitation. An expectation others had of school counselors, described by a research participant, was to magically fix students since they held a mental health license. Building rapport with clients in a school setting was different for dually licensed counselors compared to their clinical setting. Henfield et al. (2008) asserted that minority students needed school counselors to build rapport, increase their visibility and access as well as advocate for their needs. Mental health clinicians are accustomed to visiting clients for an hour once a week. The ability to see clients daily, five days a week for hours, is an adjustment that impacts the student-counselor alliance. Added knowledge about youth and mental health as well as clearly defined roles are counted as positive influences when supporting adolescents with mental health concerns in both clinical and educational settings (Henfield et al., 2008).

Mental health experience and knowledge help counselors in detecting symptoms, diagnosing, and aiding families to navigate mental health referrals. Payne III (2020) asserted that dual licensure should be mandatory as it would ensure more knowledge, referring expertise, expert mental health diagnosing, and an ability to conduct numerous forms of treatment. LCMHC's add expertise as well as an opportunity to provide adolescent mental health treatment. Additionally, Payne III concluded LCMHCs can demystify the mental health referral process for students, parents, and guardians. LCMHC's must know the roles and functions for both the school and clinical setting to ensure they know what they can and cannot do. Understanding lends itself to empathy from both disciplines, clinical and educational professions.

Lapan et al. (2012) found lower ratios allow school counselors more time to intentionally work with students. Allowing for increased connection and engagement results in more successful (academic, personal, and social) students. Strong connections were evident in high poverty schools when SC-S ratios were one to 250 (Lapan et al., 2012).

Access to school counselors is critical for children given the rising youth suicide rates, school shootings, and natural disasters. The mental health concerns of our students deserve to be mitigated; therefore, the support of school counselors is crucial (Bray, 2019; Cantu, 2022). Additionally, Ballard et al. (2014) claimed that school-based mental health programs reduce somber and disorderly behavior.

Barthel (2022) found school counselors who identify as mental health professionals provide more counseling services to students. Conversely, school counselors who identified as guidance counselors (educators using counseling skills) provided fewer counseling services than those counselors who identified as school-based mental health practitioners. Specifically, the more self-efficient school-based mental health counselors believe themselves to be, the more counseling services they will deliver to students. The school-based, self-identified guidance counselors may have viewed themselves as incompetent and unable to render school-based mental health services to students (Barthel, 2022). Zyromski et al.'s (2019) research was aligned with Barthel's (2022) findings.

Sullivan (2012) asserted that 60% of school counselors believed they were prepared to work with students experiencing mental disorders. Yet, 40% of those counselors indicated they lacked the mental health training that other counselors possess.

Sullivan determined that school counselor-initiated referrals for mental health services that extended beyond the counselors' expertise and capabilities.

School-based counselors who do not view themselves as efficacious in providing mental health services in school settings avoided working with students experiencing mental health emergencies. Barthel (2022) found that those (untrained, incapable, or unwilling) counselors were inadvertently perpetuating the stigma linked to mental health diagnoses, care, and treatment.

California conducted research completed at the Center for School Mental Health Analysis and Action and The Center for Mental Health in Schools at University of California, improving the quality and efforts of school mental health program delivery (Adelman & Taylor, 2006; Weist & Parnate, 2006). School-based mental health programs that are executed effectively are associated with improved student outcomes (Blau et al., 2010).

Zalaquett and Chatters (2012) posited that the school counselor's ability to provide mental health services was impeded by their lack of time and confusion. The confusion they referred to was uncertainty about their role in schools. The lack of time contributed to performing non-counseling assigned duties.

Walker (2018) and King-White (2019) found a positive connection between mental health-provided services and behavior outcomes. The Center on Positive Behavioral Interventions and Supports (Bradshaw et al., 2010); Muskot et al., 2008 asserted that aggressive behavior intervention must be targeted. Early intervention of aggressive behaviors is considered universal behavioral practice. Universal behavioral practices are routinely provided to all students by elementary school counselors. School

counselors at all levels (elementary, middle, and high) routinely spend time providing positive behavior interventions (Christner et al., 2007). School-based counselors are contributing members of interdisciplinary behavior support teams. These positive behavioral support teams create and sustain strategies (school-wide, classroom-based, and individual). These strategies provide positive behavioral outcomes (CPBIS, 2004). Disciplinary actions, office referrals, and suspensions are reduced when mental health programs and interventions are implemented (Ballard et al., 2014). Runyan et al. (2016) added that approximately half of the school counselor competencies related to discipline outcomes validate and indicate a gap in the literature concerning dual licensure's connection to improved discipline outcomes. Consequently, mental health treatment decreases discipline behaviors, and mental health care reduces adolescent behavioral difficulties, despite ability and treatment fidelity (Berryhill & Vennum, 2015; Carr, 2019; Hoagwood et al., 2007; Laundry et al., 2011; Mattek et al., 2016).

Job-Related Factors

Due to the intensity of issues in schools, professional school counselors are in greater demand and receive specialized training. After the shooting incident at Columbine, the meaning and need for school counselors changed. Columbine ushered in the importance of school counselors, heavily reinforced by the federal government (Cantu, 2022; National School Boards Association [NSBA], 1999; Rowell, 2006). Mental, emotional, social, and academic issues dictate the immediate school counselor's response. School counseling programs prepare counselors to provide brief interventions and support. If a student's needs superseded the skill level or ability of the school counselor, then the student is referred to community resources. There are times when

professional school counselors become a mental health resource because of family financial, proximal, and language barriers. As a result of, and partially because of, limited mental health access, school counselors must use their time effectively to provide critical care for students (Cantu, 2022; Deaton et al., 2022; Guerra et al., 2019; Neyland-Brown et al., 2019).

Bray's findings demonstrated that non-counseling duties interfered with providing services to students. This research could lead to changes in the educational code and effectively and efficiently utilize counselors. This investigation added to the existing body of literature on school counselors' time spent performing counseling and non-counseling duty as defined by the Texas Education Agency. Professional school counselors are helping professionals who listen and support students experiencing distressing events daily (Bray, 2018).

Borders and Drury (1992) defined the role of a school counselor and how a counselor's time should be used to promote student success. Carey et al. (2012) and Milsom and Morey (2019) identified that by using data and spending time providing direct services to students, their result was a positive association with improved student outcomes.

Time Spent

According to TEA (2020a), school guidance and counseling are implemented by professional school counselors. TEA incorporated professional school counselors as a component of Coordinated School Health.

The ASCA National Model (ASCA, 2020b) framed the design, development, evaluation, and implementation of a school counseling program for schools, school

districts, and states. The components of the ASCA model are “define, deliver, manage, and assess” (ASCA, 2020b). The model led to change through advocacy, collaboration, and leadership. Student services provided by school counselors are directed by the ASCA National Model (ASCA, 2003). Effective school counseling programs require collaboration between administrators, parents, students, teachers, and community members.

The *define* component of the ASCA National model contains the beliefs and philosophy that guided the implementation, development, and evaluation of the school counseling program (ASCA, 2020b; Cantu, 2022). A shared belief system, program goals, and philosophy are critical for all stakeholders involved in the development, implementation, and evaluation of a comprehensive school counseling program (Cantu, 2022). Ethical professional and student standards are the foundational components of the comprehensive school counseling program.

The organization processes and tools fall within the *manage* component of the comprehensive school counseling program. Effective and efficient management requires planning and focus (ASCA, 2020b).

Delivery of effective student services includes planning guides for designing and implementing a comprehensive school counseling program. The activities, interactions, methods, direct, and indirect services of the ASCA National Model are the *deliver* component of the model. ASCA’s (2020b) recommendation is for counselors to spend 80% of their time delivering direct and indirect student services.

The fourth component *assess* is the vehicle that measures the comprehensive school program. Collecting data and evaluating success are key tools of the *assess* component.

RAMP, developed by ASCA (2014), is an acronym for the Recognized ASCA Model Program. It distinguishes exceptional counseling programs that align with implementing the comprehensive data-driven program. RAMP requires counselors to submit twelve pieces of evidence targeting mindsets and behaviors for student success (ASCA, 2014), as well as formation of an advisory council, program calendar, and annual agreement (Milsom & Morey, 2019). Additionally, RAMP requires action plans, a core curriculum, gap-closing activities, result reports, and small groups. ASCA (2017) has awarded RAMP designations since 2004. Furthermore, research on the effects of RAMP student outcomes was useful in examining the costs and benefits of pursuing RAMP.

ASCA recommended school counselors implement comprehensive programs. The American School Counselor Association (ASCA, 2012) expects school counselors to explain the impact of their work on students. When school counselors implement the ASCA model, they demonstrate how their work impacts attendance, behavior, and achievement (Milsom & Morey, 2019). The ASCA National Model established the importance of school counselors working with data (ASCA, 2012; Milsom & Morey, 2019).

There are expectations and requirements for comprehensive counseling programs. The foundational component of the comprehensive program requires the development of measurable goals. The management component requires using assessment tools for the collection of data (Milsom & Morey, 2019). The accountability portion of the

comprehensive program involves analyzing program metrics to plan future program initiatives and reporting results.

Implementation of the ASCA model allows school counselors to show their impact on achievement, attendance, and behavior (ASCA, 2012; Milsom & Morey, 2019). Working with data is an important component of the ASCA model. Measuring outcomes (in the foundation component of the comprehensive program) is required in the development of measurable program goals. Tools for collecting program area is described in the management component. Analyzing, reporting, and utilizing data to inform program initiatives comprise the accountability component of the program.

Examining outcomes holistically did not reflect the impact of school counseling interventions and programming on student outcomes (Brown & Trusty, 2005; Dimmitt, 2003; Goldstein et al., 2003; Milsom & Morey, 2019). School counseling programming differs yearly, according to Milsom and Morey (2019).

The Texas Model of Comprehensive School Counseling Program (CSCP) was designed to manage local needs on campuses and school districts. The design intentionally maximizes human and material resources, strengthening or revamping existing resources and programming. The Texas Model outlines a school counselor's responsibilities through 10 competencies (§33.006). The competencies are a combination of professional school counseling research, school counselor practices from the American Counseling Association (2014) Code of Ethics, AMCD's Multicultural and Social Justice Competencies (Ratts et al., 2016), ASCA's Ethical Standards for School Counselors (2016a), Lewis et al. (2013), and Statutes from the Texas Education Code §33.006.

The Texas Model describes the school counselor's responsibilities as domains for evaluation and performance evaluation. The domains provide behavioral information for school counselors and their evaluations.

Collaboratively, school counselors plan, implement, evaluate, and advocate for a comprehensive school counseling program. CSCP services are structural through four components. The four components are "guidance curriculum, responsive services, individual planning, and system support" (TEC §33.005). The components are balanced to meet student and community needs. Counselors organize activities and resources in response to needs, priorities, and program goals.

The *program management* domain requires school counselors to plan a balanced program, implement a balanced program, collect data, and analyze data to establish goals designed to meet student needs (TEC §33.005). School counselors also promote a balanced program based on the assessed needs of the campus and district. This domain includes intrapersonal effectiveness, interpersonal effectiveness, personal health and safety, post-secondary education, and career readiness. School counselors manage human, fiscal, and program resources, collaborate to plan, implement, evaluate, promote continual improvement, and gather and analyze data for program planning and evaluation.

The *guidance* domain has school counselors proactively providing guidance to developing students (TEC §33.005). The developmental guidance lesson should focus on skill building and skill application that will maximize (career, education, personal, and social) growth. The standards call for school counselors to use accepted theories, attend to diverse student needs, plan group lessons, and conduct structured groups. Furthermore,

the standards call for counselors to involve stakeholders (students, parents, teachers and community), guide development (without bias), individual and group (student, parents & guardians) development, (without bias) guiding career development, and (without bias) guiding student personal and social development.

The *counseling* domain necessitates students have access to counseling interventions (TEC §33.005). Specifically, school counselors are to apply counseling interventions to student needs, concerns, challenges, and to developmentally impact their (career, educational, personal, and social) development. Within this domain, the school counselor competencies require the use of only responsive services.

School counselor program goals direct the time counselors spend targeting outcome areas (Milsom & Morey, 2019). When school counselors are prepared to utilize accountability practices outlined by RAMP, they devote more time to using data and monitoring their program's effectiveness. Collaborating with stakeholders to address student needs, promoting positive and systematic change in schools (Henfield et al., 2008) and removing barriers (Appling & Robinson, 2021) is only possible with the implementation of a comprehensive school counseling program.

TEA (2020b) instructed counselors to spend 80% of their time implementing the Developmental Guidance and Counseling Program. The remaining 20% of a school counselor's time may be spent on non-counseling duties or responsibilities outside of the Texas Education Code § 33.005. Other duties as assigned or non-counseling duties thwart school counselors from their TEA-mandated responsibilities and roles (Cantu, 2022).

ASCA (2019b) identified advocacy as a major school counselor responsibility; moreover, school counselor advocacy efforts reduce barriers for students that have not

been academically successful. Reducing barriers decreases achievement gaps, increases belonging and connectedness in school while improving the school experience for minority male adolescent students (Bruce et al., 2009). Research indicated school counselor interventions must be data driven, culturally specific, and developmentally broad (ASCA, 2019A; Liddell & Kurpius, 2014; Moon & Singh, 2015). Student-centered or individual interventions fit within the direct services category. This category of interventions allows the direct needs of students to be met by school counselors. Building trusting relationships with minority students is the initial step in creating student centered interventions, according to Howard (2018). School counselors acknowledged cultural attitudes and biases; then they educated themselves on multicultural competencies. Effective ways of working with minority adolescents involve creating a trusting relationship (Mood & Singh, 2015). Successful individual intervention examples include (student and adult) mentors (Moon & Singh, 2015) and small groups (Craven et al., 2014).

The deficit labeling began in prekindergarten and continued through high school, higher education, and the workforce. Minority males face uniquely challenging barriers that decrease their opportunity in academic settings to achieve success (Ellis et al., 2018; St. Mary et al., 2018). The interactions of gender and race are also barriers Black males face. Other barriers include peer acceptance and affiliation, educator acceptance, self-perception, self-acceptance and racial identity (Irving & Hudley, 2008).

When school counselors intervene in the lives of minority males in k-12 settings, achievement, motivation, and academic advancement increase (Bryan et al., 2012). Due to excessive discipline referrals, poor grades, and low graduation rates (Ellis et al., 2018;

Ford et al., 2013), African American males face exclusive barriers (Bruce et al., 2009; Ellis et al., 2018; Howard, 2008).

According to de Brey et al. (2019), only 21% of Black males graduate from four-year colleges (compared to 45% of White males), created by limited education access and equity, educational disengagement (Irving & Hudley, 2008), low self-esteem and an unhealthy self-concept (U.S. Department of Education, 2016b). Due to a disparity in education, Black students were at a disadvantage (Diemer et al., 2016). Many of the communities and schools' Black males called home were impoverished and lacked resources (Uwah et al., 2008). Consistently, African American students receive higher rates of exclusionary discipline consequences at disproportionate rates of Caucasian students (Anderson & Ritter, 2016; Children's Defense Fund, 1975; Snyder & Dillow, 2015; Wu et al., 1982).

Counselor-led, gender-specific, strength-based small groups are capable of accelerating positive changes for students experiencing deficits in self-esteem, self-efficacy, and a sense of identity (Appling & Robinson, 2021; Craven et al., 2014; Liddell & Kurpius, 2014; Tucker et al., 2010). During the strength-based, gender-specific small group interventions, school counselors include challenging stereotypes, encouraging responsibility, masculine ideology, encouraging positive relationships with peers, cultural consciousness, future goal setting and recognizing strengths.

Mentoring and small group counseling focus on storytelling and counter storytelling while giving space for students to share their stories and personal experiences in school (Appling & Robinson, 2021). Appling and Robinson (2021) and Trusty et al. (2008) found peer tutoring was the most successful school counselor led interventions

that increase engagement and academic achievement for minority male students.

Facilitating peer tutoring was a portion of a comprehensive and development school counseling program that helped to decrease the gaps in achievement and provided opportunities for promoting racial identity development. For the most impact on minority adolescent males, initiatives focused on instruction to develop self-advocacy skills and attitudes as well as behaviors necessary for success (Appling & Robinson, 2021; Whiting, 2009).

School counselors construct collaborative relationships with school staff members and community members to extend and maximize student growth (Appling & Johnson, 2021; Moon & Singh, 2015). Counselors serve as advocates for minority students to counter the minority male plight (Appling & Johnson, 2021; Bryan et al., 2012). School counselors serve a diverse student body; however, they need an awareness of the largely Caucasian education system (Allen & White-Smith; 2014; Appling & Johnson, 2021).

Moon and Singh (2015) and Tucker et al. (2010) encouraged school counselors to facilitate counselor led courageous conversations on cultural awareness, critical issues, marginalized students, and academic achievement during staff development and faculty focus groups. Appling and Robinson (2021) suggested school counselors present to fellow educators about effectively engaging ethnically and racially diverse groups.

Educators challenge building their awareness, knowledge, and skills about diverse students to support the learning needs of the students they serve. School counselors are responsible for implementing systemic interventions that create an accepting and respectful school climate (Appling & Robinson, 2021; Bryan et al., 2012). School wide mentoring programs assisted minority adolescents in social development and coping

through understanding barriers while building community (Akos & Ellis, 2008; Appling & Robinson, 2021).

Minority students respond to approaches that are learner-centered (Appling & Robinson, 2021; Schulz et al., 2014). The learner-centered approaches counselors use includes multicultural awareness programs, student-teacher relationships, student and staff mentoring (Appling & Robinson, 2021; Schulz et al., 2014; Whiting, 2009). Small groups (focused on cultural and racial awareness), peer support, and classroom instruction focusing on academic achievement and diversity are also used by school counselors (Appling & Robinson, 2021; Bryan et al., 2012). Appling and Robinson (2021) and Tucker et al. (2010) encouraged school counselors to assess minority students' perceptions of school climate. Optimal environments for minority students are accepting and nurturing.

Students of color residing in low-income settings routinely have inequitable access to school counselors (Savitz-Romer & Nicola, 2022); hence, students with the greatest need for (academic, social-emotional, and college and career) support are least likely to have access to a school counselor.

Regular access to a school counselor for students living in high poverty improved student outcomes need interventions for increased necessary student support (Carrell & Carrell, 2006; Gagnon & Mattingly, 2016; Lapan et al., 2012; McIntosh, 2009; Utphall, 2006).

Appling and Robinson (2021) focused on three broad categories of interventions: student centered (individual), school wide, collaboration and consultation. Each category

encompassed interventions for school counselors that impacted student racial identity development (Appling & Robinson, 2021).

Missouri attempted to meet the challenges (violence in communities and schools, teenage suicide, substance misuse) of their students by developing and implementing a Comprehensive School Guidance and Counseling Program (CSGCP) (Lapan et al., 2012). The CSGCP was developmental and included organized activities. In collaboration with administrators, community, and teachers, counselors implemented their CSGCP, which addressed the needs of all students and created positive and safe learning environments within the school settings. The CSGCP assisted students facing issues and problem resolution (Lapan et al., 2012). Empirically researched findings showed when professional school counselors are allowed the time, resources, and structure of a CSGCP, student academic success resulted in a positive and safe school climate (Lapan et al., 2012). According to Lapan et al. (1997, 2001, 2006, 2007), when counselors work within a fully implemented CSGCP, there are fewer suspensions, discipline problems, and better attendance.

Professional school counselors counseled, consulted, coordinated, observed, and planned (Cantu, 2022; Smith, 2009; TEA, 2020a). To hold a position of a professional school counselor in Texas, an individual must have taught in a K12 classroom for two years (TEA, 2020b). Additionally, the individual must complete graduate coursework requirements that results in a master's degree. As of Summer 2023, the Texas legislature removed the two-year teaching requirement, allowing individuals to become school counselors with no teaching experience (TEA, 2023). Experience as a teacher helped

counselors understand the classroom setting instruction, teacher-student dynamics, and school-based problems (Cantu, 2022; TEA, 2020b).

The Texas Education Agency (2020b) requires professional school counselors to know the history and theories of counseling, utilize counseling practices, know and follow ethical and legal standards. Employment as a Texas professional counselor requires developing students, monitoring and evaluating a comprehensive school guidance program, supporting academic equity and excellence, advocating for all learners, communicating professionally with all stakeholders and continuing professional development to remain current on professional practices.

As Benigno (2017) and Cantu (2022) stipulated, school counselor guidance lessons are systematically provided to the student body to address their immediate concerns. The expectation for school counselors is to spend most of their time providing direct student counseling; however, non-counseling duties impede delivery of effective services. The increased demand and ever-changing roles result in higher rates of stress (Cantu, 2022; Neyland-Brown et al., 2019; Smith, 2009). To create an effective school counseling program, Erford and Erford (2007) and Cantu (2022) stated school counselors must understand the needs of students, their campus, and their community. Furthermore, they utilize the comprehensive counseling program to mitigate academic, emotional, and social barriers for students.

Planning, implementing, and evaluating are necessities when counselors coordinate resources and people for use within the community they serve and for households and their school communities (TEA, 2020b). Additionally, counselors are expected within their comprehensive developmental guidance program to interpret

assessment data and standardized test results to aid students in making career and educational plans.

Counselors are mandated by TEA (2020b) to deliver classroom activities and consult with educators delivering classroom lessons. Furthermore, TEA requires school counselors to impartially mediate discord, interpersonal conflicts including bullying accusations. School district compliance with state laws regarding school counselors is also required. Moreover, school districts utilize evaluation tools to gauge school counselors and satisfy the education code of duties for school counselors.

TEA (2020b) and Smith (2009) warned that school districts cannot afford distracted counselors. Moreover, students pay the price of distracted school counselors unable to perform their mandated duties and responsibilities. Boundaries, confidentiality, duty to warn, and informed consent are ethical challenges school counselors acquiesced (American Counseling Association, 2005).

Informed consent is a mandatory verbal and written professional explanation of the benefits, risks, and limitations of confidentiality. Consent provided students and clients with a counselor's competencies, techniques, number of anticipated meetings, rights, processes, student expectations, as well as a counselor's ethical and legal responsibilities. Informed consent helps students understand what to expect when speaking and working with school counselors. When students understand the counseling process and the existing relationship between the students and counselors, then trust is cultivated.

The American Counseling Association Code of Ethics (ACA, 2014) stipulated that counselors store records in a secure location with limited access. Furthermore, their

confidential records are not shared unless consent is provided, a judicial system issued a subpoena, or an ethical matter justified the release. Communication about breaching confidentiality conveyed to students, parents or guardians establishes and maintains trust. Trust in their counselor is necessary if students are expected to share their concerns openly.

To ensure effectiveness of the relationship between the counselor-student, boundaries are critical (Australian Institute of Professional Counsellors [AIPC], 2008; Cantu, 2022). Boundaries serve as consistency and scaffolding for the client-counselor relationship and process. Moreover, conflicts of interest compromise a counselor's objectivity and professional judgement (Cantu, 2022; Pope & Vasquez, 2016). To counter compromised objectivity, counselors learn and adhere to ethical codes of conduct.

Partin (1993) explored school counselors' time spent performing counselor duties, as well as activities identified as counselor unrelated counseling duties. Partin found 40% of a counselor's time was spent providing individual and group counseling, 23% of their time was spent performing appraisal, clerical, administrative, scheduling, paperwork, and other non-counseling tasks. According to Lapan et al. (1997, 2001, 2006, 2007), when counselors work within a fully implemented CSGCP, there are few suspensions, discipline problems, and better student attendance.

When school counselors focus on the comprehensive needs of students' development (academic, career, and social), 80% of their time directly provides services to students, according to the ASCA national model for school counselors (ASCA, 2019a; Cantu, 2022). The daily routines of school counselors were not ASCA aligned (Bemak, 2000; Cantu, 2022; Hardesty & Dillard, 1994; Morse & Russell, 1988).

Providing effective school counseling services to students is impeded by non-counseling duties, state assigned responsibilities and administrators, community, parents, students, and teachers expectations (Cantu, 2022). Hackney (1990) focused on how non-counseling duties consume the time counselors can spend with students. Knowing the duties and roles of counselors helps the educational community's understanding of a counselor's use of time and the reasons every moment is strategically spent.

The state of Texas mandates responsibilities and roles of counselors. According to TEA (2020b), a school counselor's primary responsibility is to develop the academic, career, personal and social abilities of students through counseling. School counselors are responsible for using a comprehensive developmental guidance program to address the needs of some students. Planning, implementing, and evaluating are required by school counselors when students are in jeopardy of affiliating with gangs, dropping out of school, or becoming substance users. Additionally, TEA requires modified instructional strategies for educationally disadvantaged students and identification of gifted and talented learners.

Benigno (2017) and Neyland-Brown et al. (2019) studied the perceptions of counselors and their results. The investigators concluded that school counselors reported they had insufficient time performing their roles and duties. Cantu (2022) found that school counselors spent 34% of their time performing non-counseling duties, specifically, clerical assignments, testing and covering classes when teachers were not available. The remaining 66% of school counselors' time was spent providing direct and indirect services. Non-counseling duties negatively impacted the effectiveness of school counselors. The number of school counselors continued to decrease because of non-

counseling duties impeding their work. Protecting school counselors' time is critical in aiding students in achieving success. Realignment of school counselors' time is achieved by identification, reassigning, and discontinuing non-counseling duties. Cantu (2022) suggested reassigning non-counseling duties to other school staff.

A school counselor's program benefits the community, schools, and students. School counseling programs differed between states as well as between school districts and within school districts. The disparity between school counselor programs creates confusion on the role of counselors and the tasks they should complete (ASCA, 2003; Cantu, 2022). Role confusion also impedes counselors' abilities to provide services; however, defined roles of counselors are achieved by following a comprehensive counseling program (Shi & Brown, 2020).

Shi and Brown (2020) asserted ambiguous roles and duties of counselors and misalignment of time are the result of not following a comprehensive school counseling program. They also found that misalignment of time was a contributing factor to counselors' and leaderships' misalignment of a comprehensive school counseling program. Chandler et al. (2018) and Shi and Brown (2020) found that school counselors' confusion about their responsibilities and non-counseling duties perpetuated misuse of time. Shi and Brown (2020) suggested a critical need for school counselors to spend more time providing targeted direct and indirect services in schools with a higher risk of retention. Carter et al. (2017) posited that when restorative practices are used, the racial gaps in discipline improve. Restorative practices that school counselors routinely use include building and repairing relationships. Anyon et al. (2018) found staff-student

relationships are effective tools for reducing out-of-school suspensions for ethnic minorities.

ASCA (2019) recommended school counselors spend 80% of their time providing (direct and indirect) services to students. Some services counselors provide, according to ASCA, are career planning, delivering curriculum, and individual planning (Shi & Brown, 2020). ASCA (2019) found that (for the most part) counselors were spending time in the domains of responsive services, delivering curriculum, and college-career planning.

Shi and Brown (2020) studied responses from 526 school counselors about their use of time and found that the sample of school counselors spent most of their time (11% - 20%) in college counseling, scheduling, and development (personal, social, academic and career). Activities falling between 6%-10% of school counselor's time include problems (school and personal), career planning, testing and other counseling activities. Non-counseling activities and job skills made up less than 5% of a counselor's time (Shi & Brown, 2020).

Shi and Brown (2020) found the percentage of time counselors spend on other counseling activities and scheduling were significantly, positively predictable of student retention. According to Lapan et al. (1997, 2001, 2006, 2009), when counselors work within a fully implemented CSGCP, attendance improves. The more time counselors spent on non-targeted counseling activities and scheduling, the higher the percentage of retained students (Shi & Brown, 2020). Furthermore, when counselors spend more time on scheduling courses and performing non-counseling duties, a smaller number of seniors attend four-year universities (Shi & Brown, 2020).

Advocacy was prescribed for counselors by the ASCA National Model (2012). School counselor advocacy included countering discriminatory conditions, policies, and procedures that hindered student development and achievement. Additionally, professional school counselors are expected to understand how oppression, prejudice, and privilege based on economic status, ethnicity, gender, and racial identity impact students (ASCA, 2016). Disproportionate placement of male and students of color in Alternative Learning Environments is documented in literature (Carver et al., 2010; U.S. Department of Commerce, 2016) and is one example of the need for counselor advocacy.

Effective professional school counselors seek to remove career, educational, emotional, and social barriers for the students they serve (Cantu, 2022). Accepting and maintaining the responsibility of helping students via systematic guidance and program delivery (TEA, 2020a) helps to counter discriminatory conditions, policies, and procedures. School counselors create effective school counseling programs while understanding and integrating the needs of their students, staff, and community (Cantu, 2022; Erford & Erford, 2007).

Campus leadership includes school counselors and their ability to influence students and staff, resulting in impactful and long-lasting implications (ASCA, 2019). Shi and Brown (2020) found discrepancies between ASCA defined school counselor roles and principal perceptions and endorsed activities. Murray (1995) described how counselors must define and publicize their role as a strategy that facilitates communication among leadership. Vision and commitment are long lasting requirements of leadership. If student success is the goal, consistent collaboration of counselors, administrators, teachers, students, and guardians is essential. School administrator

support is essential in the implementation of effective counseling programs (Murray, 1995).

The purpose of Cantu's (2022) research was to examine the demands of non-counseling duties and how those duties interfered with school counselors' ability to service students. Clerical tasks in addition to non-counseling duties encompassed a school counselor's daily routine (Burnham & Jackson, 2000; Cantu, 2022). The increases in the number of assignments and assigned non-counseling duties result in a strain or inability to effectively meet expectations and provide adequate services to students (Cantu, 2022; Rayle, 2006a; Rayle, 2006b). The expectations of school counselors are to provide cognitive, emotional, and social student development as well as to provide staff with strategies that prevent behaviors.

The U.S. Department of Education (2016) reported on attendance trends: African American students were 36% and Hispanic students are 11% more likely than White students to be chronically absent. African American and Hispanic students were more likely to be chronically truant, missing three or more weeks from school. Chronic absenteeism is missing a minimum of three weeks of school (Milsom & Morey, 2019).

Researchers found positive relationships between components of a comprehensive school counseling program and academic proficiency, attendance, and behavior (Carey et al.; 2012; Milom & Morey, 2019). Specifically, Milsom and Morey (2019) and Ward (2009) identified significantly higher attendance, achievement, and passing rates for RAMP schools when compared to non-RAMP schools. In Missouri school districts with a CSGCP, the work time had become more organized and focused on promoting attendance and improved academics. According to Lapan et al. (1997, 2001, 2006, 2007),

when counselors work within a fully implemented CSGCP, there are fewer suspensions, discipline problems, and better attendance. Carrell and Hoekstra (2011) established counselors as a cost-effective solution for improving student behavior.

SC-S Ratio

The ASCA (2020b) recommended ratio of 1:250 significantly impacts student academic success and attendance (ASCA, 2020b). The national school counselor ratio was 1:450 and the Texas average was 1:431 in 2019-2020 (ASCA, 2020b; Bray, 2019; Cantu, 2022).

School counselor-to-student (SC-S) ratios within ASCA's 250 students per one professional school counselor were critical to student success (Lapan et al., 2012). The U.S. average of school counselor-to-student ratio is higher than one counselor to 250 students, but it is improving, according to ASCA (2020b), Bray (2019), and Cantu (2022). As of 2023, ASCA listed America's student-counselor ratio as 1:408 for the 2021-2022 school term (ASCA, 2023).

The Texas school counselor-to-student ratio was 1:390 for the 2021-2022 school term. This ratio included 5,428,613 students and 13,911 school counselors according to the U.S. Department of Education National Center for Education Statistics Common Core of Data (Goldring et al., 2014), State Non-fiscal Public Elementary/Secondary Education Survey (2021).

Donohue et al. (2022) explored school counselor-to-student (SC-S) ratios across multiple states, including Arizona, Idaho, Rhodesia Island, Missouri, Maine, and New Hampshire. They concluded that funding priorities for school counseling among the participating states differ drastically. States with stricter legal requirements had better

SC-S ratios. The researchers classified schools into categories: school counselors with caseloads of 250 or less, school counselor caseloads exceeding 250, or schools with no counselor (Donahue et al., 2022).

Arizona had no legislation mandating school counselors, ranking them last with a state SC-S ratio of 1:925. Arizona had the fewest schools in the 1:250 category, had the fewest schools with SC-S ratio of 250 or less, and more than half of its schools had no counselors. The researcher's noted the worst distribution of school counselors and SC-S ratio nationally were attributed to Arizona. Furthermore, Caucasian students in Arizona had greater access to counselors than students attending larger schools (Donahue et al., 2022).

New Hampshire's SC-S ratio was 1:217, or 62% of its schools had the recommended SC-S ratios. Only 4% of New Hampshire schools had no school counselors. Districts within the six states did not employ school counselors across all grade levels. Maine and Missouri have similar SC-C ratios but with different school counselor distributions. Missouri's SC-S ratio is 1:338; however, 2% of Missouri's schools have no counselors, while 31% of schools in Maine have no school counselors. The proportion of schools with SC-C ratios of 1:250 is 33% in Maine and 72% in Missouri (Donahue et al., 2022).

SC-S ratios of 250 was predictable of lower discipline incidents and higher school attendance for students receiving free or reduced lunch. Via the analysis of disaggregated data, the investigators were able to assess whether student outcomes differed across school demographics. Students attending larger schools and students receiving English language services had less access to school counselors in Arizona and Maine. Caucasian

students, on the other hand, had access to school counselors similar to state averages in all five states. In Missouri, African American students had greater access to school counselors compared to all students (Donahue et al., 2022).

New Hampshire had the second-best SC-S ratio nationally, good distribution of school counselors in its schools and strict legal requirements, yet access to school counselors was lower for Asian and English Language Learners (Donohue et al., 2022).

New Hampshire and Maine had the best SC-S ratios, significantly linked to achievement. Students from New Hampshire had higher post-secondary enrollment and above average English SAT scores. Students from Maine had more students enrolled in post-secondary studies. The two states with the highest SC-S ratios, Arizona, and Idaho, were negatively linked to achievement scores. Arizona schools with more counselors per student had lower overall learning outcomes and graduation rates. Idaho schools with more counselors per student had the worst academic outcomes in English, Science, Math and on the SAT English (Donahue et al., 2022).

Lapan et al. (2012) determined that SC-S ratios lead to better student outcomes, which extends the growing body of evidence across multiple states. In Arizona, Missouri and Rhode Island, higher SC-S ratios are also linked to chronic absenteeism. Schools in high poverty areas had better attendance rates, lower disciplinary incidents, and higher graduation rates when the SC-S ratio was 1:250 (Lapan et al., 2012).

Jimerson (2001) and Shi and Brown (2020) concluded retention is the strongest prediction of student drop out. Pharris et al. (2012) and Shi and Brown (2020) concluded failure in the ninth grade is a significant predictor of a student dropping out of school. Bornsheuer et al. (2011) and Shi and Brown (2020) established retained ninth graders are

six times more likely to graduate in more than four years. Lower dropout rates in Wisconsin public schools are linked to lower SC-S ratios (Utphall, 2005). McIntosh also connected lower SC-S ratios with school success in meeting adequate yearly progress (AYP) to No Child Left Behind (2010).

States that distributed school counselors equally among schools within their state had better overall SC-S (Donohue et al., 2022). States with better SC-S ratios across schools showed positive results. Conversely, states with the worst school counselor distributions and SC-S ratios resulted in negative results. Fewer students per counselor reduced recurrent student discipline problems (Carrell & Carrell, 2006).

Lapan et al. (2012) examined the relationship between SC-S ratios and the outcome markers of disciplinary incidents, attendance, etc. Publicly available data on Missouri schools was used in the explanation of relationships between outcome gains for high school students and SC-S. The percentage of students receiving free or reduced lunch and SC-S ratios were obtained from the Missouri Department of Elementary and Secondary Education. In schools with high poverty rates, the SC-S ratio resulted in better attendance and fewer disciplinary incidents (Lapan et al., 2012). This aligned with previous investigations. SC-S ratios leading to better student outcomes was not an anomaly, but it was an extension of the growing body of evidence cataloging results across multiple states.

Carey and Dimmitt (2012) and Shi and Brown (2020) provided evidence based on data from counselors in four states suggesting lower school counselor caseloads were related to higher student attendance rate and lower discipline problems. Shi and Brown

(2020) advocated exploring caseloads and the use of time to define appropriate duties and promote academic outcomes.

Carrell and Carrell (2006) from Florida conceded that lower SC-S ratios helps to prevent discipline problems from re-occurring and decrease student involvement in discipline incidents. In addition, lower SC-S ratios are helpful especially in reducing discipline involvement for minority students and those enrolled in lower income communities. The strongest impact is found in the areas for minority students and students in low-income communities (Lapan et al., 2012).

New Hampshire schools with higher SC-S have more out-of-school suspensions. Yearly, approximately half a million U.S. students are assigned to alternative learning programs (ALPs) (Booker & Mitchell, 2011; Dameron, 2018; Tajalli & Garba, 2014). ALPs are a traditional educational setting for students who have violated school rules (Booker & Mitchell, 2011; Dameron, 2011; Foley & Pang, 2006; Kim & Taylor, 2008; Sanchez-Munoz, 2005). Across states, the number of ALPs varies. Maine, Mississippi, and New Hampshire reported no ALPs. California and Texas had about 1000 ALPs. California reported serving approximately 73,000 students between 2010 and 2011 (Watson & Lewis, 2014). There were approximately 14,000 independent school districts, and they had the autonomy in establishing discipline policies. The autonomy and viability across school districts leads to bias in assigning students to ALPs for discretionary reasons (Booker & Mitchell, 2011; Dameron, 2018). Lower school counselor-to-student ratios are linked to lower disciplinary incidents across Missouri High Schools (Lapan et al, 2012). According to Reback (2010b), Alabama connected low SC-S ratios to lower disciplinary incidents and showed reductions in fighting, missing class, and other

behavioral problems. Furthermore, Reback (2010b) connected better school climate, better class instruction, and less suffering (due to student misbehavior) to lower SC-S ratios.

Disciplinary Outcomes

Texas school districts and charter schools are referred to as local education agencies or LEAs. LEAs spend a significant amount of time providing the Texas Education Agency (TEA) with data for Public Education Information Management System (PEIMS). PEIMS encompasses all data requested and received by TEA, including student academic performance, student demographics, student performance, school district personnel, school district financial, and administrative information (Caven, 2009; TEA, 2017).

Prior to TSDS, TEA used a system requiring LEAs to load PEIMS quarterly and repeatedly until the data was clean. The data was not completely validated, and the return from TEA was insufficient, granular, and too late for educators to use to aid in coding student achievement gaps (Caven, 2009; TEA, 2017).

TSDS modernized PEIMS data collection by reducing downtime, allowing easier use, and availability of data. TSDS allows educators to access real-time student performance data and is the one common data collection platform for TEA (Caven, 2009; TEA, 2017).

TSDS encompasses dashboards created to provide a means to monitor, evaluate and act to enhance student performance. TSDS allows LEAs to begin submitting data on the first day of school, which allows PEIMS coordinators to identify and correct errors earlier into the submission process. TSDS includes a validation tool, which helps identify

data errors prior to loading. TSDS uses unique IDs for students and staff, improving validation and consistency (Caven, 2009; TEA, 2017).

The Performance-Based Monitoring (PBM) system (2021 Discipline Data Validation Manual) was designed to improve student performance and program efficiency. The PBM system is a data driven system relying on data from LEAs. The PBM system ensures data integrity and includes annual data validations analyses examining district's leaver and dropout data, student assessment data, and discipline data. Data analysis and random audits ensure the submitted TEA data is accurate and reliable (Caven, 2009; TEA, 2017).

PBM Data Validation System uses discipline data validation indicators. A discipline data validation indicator usually suggests an inconsistency that requires local review to determine accuracy. Discipline data validation indicators require annual review of data to identify atypical data or observed trends. School districts identified with a discipline data validation indicator were expected to validate and document their data if correct, address the program implementation concern if the data was accurate or improve local data collection and submission procedures. TSDS allow researchers to access campus enrollment and discipline totals for every school in Texas (Caven, 2009; TEA, 2017).

The 74th Texas Legislature ratified the Safe Schools Act in 1995. The Safe Schools Act created Disciplinary Alternative Education Programs (DAEPs) and Juvenile Justice Alternative Education Programs (JJAEPs) for students that perpetrated disciplinary offenses. To evaluate districts' use of DAEPs and JJAEPs, TEA developed procedures for collecting and evaluating discipline data. A record of 425 Disciplinary

Action Data (known as 44425 Sub-Category) was included to PEIMS to acquire the data necessary for analysis. The collected disciplinary data included Disciplinary Action Reason Codes and Disciplinary Action Codes to capture the student's conduct and the district's subsequent response.

There are 26 Disciplinary Action Codes from the TSDS PEIMS 44425 Subcategory. TSDS PEIMS contains 13 Disciplinary Reason Codes (reference Appendix D). The Texas Education Code (TEC) requires TEA the authority to monitor PEIMS data integrity.

Texas Education Code (TEC) stipulates that TEA monitor program compliance and data integrity for performance. TEC §7.028 also mandates a school district's board of trustees have the primary responsibility for ensuring schools within their district comply with all state educational program requirements. Additionally, TEC §37.008 requires electronic evaluation of discipline data and development of standards for reviewing the discipline evaluation system. Also, TEC §37.008 requires districts to identify high risk, inaccurate disciplinary data or data failing to comply with disciplinary requirements. TEA's commissioner is expected to notify the district board of trustees of any violations of rule or law. Moreover, the commissioner is entitled to access district records necessary for the analysis, approval, or review of disciplinary data. If data reveals that laws were violated, the commissioner notifies county, district, or criminal district attorneys.

The legal obligations are met through seven discipline data validation indicators: Length of Out-of-School Suspension, Unauthorized Expulsion-Students Aged 10 and Older, Unauthorized Expulsion-Students under Age 10, Unauthorized DAEP Placement-Students under Age 6, High Number of Discretionary DAEP Placements, Black or

African American Discretionary DAEP Placements and Hispanic Discretionary DAEP placements.

The Texas Compilation of School Discipline Laws and Regulations (2021) are the education agency resources related to school discipline and student conduct for the United States. The discipline policies and guidelines within this collection groups formed discipline issues according to a framework formed by the National Center for Safe and Supportive Learning Environments (NCSSLE). The law §37.001 mandates that independent school district board of trustees establish and adopt a student code of conduct for their district.

The code of conduct establishes standards for student conduct. The student code of conduct indicates the circumstances when a student may be removed from the educational setting (classroom campus, disciplinary alternative education program, or vehicle owned or operated by the district). Misbehavior in schools includes minor and major incidents.

Based on these statistics, minority adolescent males likely encountered only Caucasian female counselors during their K-12 education. It was critical that school counselors adapt a framework to view the development and achievement of their minority students (Appling & Robinson, 2021). Appling and Robinson (2021) established that school counselors' framework is necessary if academic barriers are eliminated for African American students. Additionally, school counselors are integral leaders in a student's path to academic success. Spencer & Dowden identified how gender and racial constructs impacted the academic success of minority students while developing interventions to counter the disenfranchisement of minority males (2014).

Racial microaggressions are prevalent in policies, curriculum, tracking, and teacher practices (Appling & Robinson, 2021; Bryan et al., 2012; Craven et al., 2014; Howard, 2008); therefore, school counselors transform the negative experiences by implementing a framework of interventions. Toporek et al. (2009) suggested school counselors' interventions are centered around advocacy. Brown et al. (2019) found counselor advocacy lowers discipline infractions and bias practices. Holcomb-McCoy (2022) suggested that school counselors confront bias and hold educators responsible by speaking out against discriminatory practices. School counselors help to combat subjective discipline and bias practices by changing the system (grading, discipline, gifted and talented referrals) instead of punishing students (Holcomb-McCoy et al., 2008; Holcom-McCoy, 2022b). Moon and Singh (2015) and Ratts and Hutchinson (2009) documented a need for individual (micro level) and group (macro level) interventions. Intentionality during racial identity development is critical for school counselors and the minority students they serve when planning intervention implementation (Appling & Robinson, 2021).

Appling and Robinson (2021) researched racial identity and achievement and concluded that African American students continue to underachieve compared to White students (de Brey et al., 2019; Howard, 2008). The gap narrowed between Black and White students between 1990 and 2013; however, huge gaps remain in retention rates and high school graduation rates (de Brey et al., 2019). There is a disproportionate number of Black males receiving special education services while Black males are underrepresentation in gifted and talented programs in elementary and secondary campuses (de Brey et al., 2019; Irving & Hudley, 2008). Underachievement was an

identified area of critical concern of school counselors for decades (Ellis et al., 2018; Ford & Harris, 1995; Ford & Moore, 2013).

The predominant culture held narratives about African American girls that caused them to direct these young ladies into discipline practices that led to the criminal justice system (O'Connor et al., 2014). Investigators found that educators' gender stereotypes influenced their harsh disciplinary treatment of African American girls (Blake et al., 2011). The researchers learned those educators' judged behaviors of African American girls as unladylike. Annamma (2015; 2019) asserted that gender customs around femininity are associated with Caucasian middle-class ideals. Schrock and Schwalbe (2009) indicated that the femininity of African American girls does not align with Caucasian norms. Morris and Perry (2017) and Blake et al. (2011) indicated African American girls initiate unintentional, implicit racial and gender bias because their behavior is misaligned from conventional femineity. The U.S. Department of Education Office for Civil Rights (2014) concluded 12% of African American girls in America were suspended compared to 7% of Native American girls, 4% Hispanic girls, and only 2% of Caucasian girls. Crenshaw et al. (2015) concluded that African American girls in Texas experience similar discipline disparities. The Office for Civil Rights (2014) discovered that African American girls receive higher percentages of exclusionary discipline consequences and are more likely to be suspended than their Caucasian peers. Blake et al. (2011) and Morris & Perry (2017) attributed this norm misalignment of African American girls to unintentional gender and racial bias. African American girls encounter unnecessary retribution if their clothing and conduct differs from Caucasian middle-class ideals (Blake et al., 2011; Crenshaw et al., 2016; Richie, 2012). The National Women's

Law Center (2016) contributed to the literature with the finding that the disproportionate discipline inequality between minority and Caucasian girls is due to gender and ethnic biases, not repeated or severe misbehavior. The National Women's Law Center (2016) and the NAACP Legal Defense and Education Fund (2014) attributed educator gender and racial stereotypes to the disproportionate discipline rates of African American girls. The research concluded that educator ethnicity and gender bias significantly impacted discipline rates.

The target school district had approximately 500 code 41 – fighting/mutual combat. Campuses with the fewest students included in their campus discipline population included between 10 and 60 students. District wide, just over 4,000 students (approximately 12%) accounted for the population of students with discipline infractions. Total enrollment for the district was approximately 38,000 students (TEA, 2023a).

The target school district had approximately 300 incidents resulting in student DAEP placement. There were almost 600 out of school suspensions. The target school district assigned just over 550 in school suspensions (TEA, 2023a).

The target school district provided the frequency of student interactions by category that their school counselors addressed. Studies demonstrated when multi-tiered approaches to discipline were used, student outcomes, including discipline were positively impacted (Balfanz et al., 2015; Garrett, 2015; Gregory et al., 2016; Marchbanks et al., 2014). Carrell and Hoskstra (2011) established counselors as a cost-effective solution for improving student behavior. The findings showed school counselors can positively impact student behavior.

The school counselors from the target Independent School District received 149 referrals from administrators to visit with counselors. There were 226 school-counselor visits for aggression, 542 visits for anger management and 1,641 interactions. Counselors met with 146 students that were targeted by bullies and 230 student interactions with the aggressors of bullying. School counselors had 347 student visits with students concerning conflict resolution (TEA, 2023a).

School counselors also accounted for their student interactions involving mental health related matters (<https://www.myscuta.com/>). There were 3,378 interactions with students concerning anxiety and 658 visits for depression related conversations. In the category of self-esteem and confidence, there were 811 school counselor-student interactions. School counselors reported visiting with 178 students concerning death and 95 students regarding grief. Approximately 20 school counselor-student interactions involved hallucinations. In the homeless category, school counselors reported 602 student interactions. There were 271 school counselor-student interactions addressing relationship conflict. School counselors reported approximately 130 interactions that involved homicidal ideations. Counselors had 140 interactions that addressed self-injurious behaviors. The target district counselors reported approximately 350 interactions related to suicidal ideations.

The school counselors also reported the time they spent providing direct services to students (<https://www.myscuta.com/>). Within the target independent school district, school counselors spent the most time assisting students with anxiety and behavior management. The category with the least amount of time counselors spent addressing were students returning from DAEP and students experiencing psychosis or

hallucinations. Other top mental health related counselor-student interactions were confidence/self-esteem, depression, homeless, anger management and conflict resolution. There was an extreme difference between the time school counselors in the target independent school district devoted to providing interventions for anxiety and suicidal related visits. Considering the reported use of time, school counselors provided four times more interventions for anxiety than for depression, self-esteem/confidence, homelessness, anger management and eight times more interventions for anxiety than for suicide. Judging reported use of time, school counselors provided four times more interventions for anger management than for depression, self-esteem/confidence, homelessness, anger management and eight times more interventions for anger management than for suicide.

CHAPTER 3

METHODOLOGY/RESEARCH DESIGN

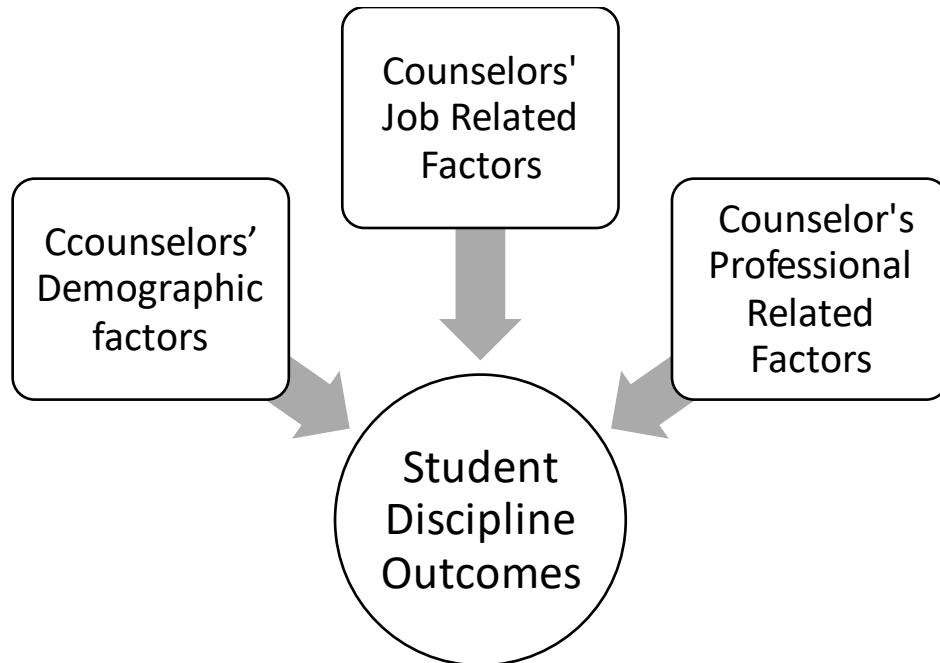
The purpose of this study was to explore the predictable relationship between counselors' demographic factors, job related factors, and professional factors on student discipline outcomes. This chapter consists of twelve sections: (a) design of research study, (a) population and the research setting, (c) sampling procedures, (d) instrumentation, (e) validity of the instrument, (f) reliability of the instrument, (g) data collection procedures, (h) identification of independent and dependent variables, (i) null hypothesis, (j) statistical analysis, (k) evaluation of statistical assumptions for multiple regression, and (l) evaluation of statistical assumptions for linear regression.

Design of Research Study

For this research study, a quantitative research design was selected. The specific design employed was a correlational research design. A schematic of the correlational research design is in Figure 1.

Figure 1

A Schematic of the Correlational Research Design



Note: Gay et al. (2012). Educational research: Competencies for analysis and applications. Pearson.

This research design allowed the researcher to examine the relationship between two or more variables using correlational statistics (Gay et al., 2012). The design strength includes the ability to predict among research variables. Weaknesses of this class of research are insufficient control procedures, randomization, variable manipulation, and cause and effect relationships between variables.

Population and the Research Setting

The population for the study consisted of public-school counselors from a large school district located in the Southern region of the United States. The target school district was considered a large suburban district. The ethnicity of subjects included

African American, Hispanic, Caucasian, and Indian. The target ISD employed a majority of African American counselors; therefore, the researcher categorized counselors as African American and Non-African American because the investigation included very few counselors identified as other ethnicities.

The National Center for Education Statistics (Goldring et al., 2014) lists the student population consisted of 49% Hispanic, 40% Black, 6% White, 3% Asian, 2% American Indian and Other Pacific Islander. Additionally, 51% of the student population were male and 49% were females. Approximately 85% of the student body were eligible to participate in the federal free and reduced-price meal program. Furthermore, approximately 30% of students were English language learners. Approximately 63% of the student body classified as at-risk of dropping out of school based on the state-defined criteria.

Sampling Procedures

The method of sampling employed for this research study was purposive sampling. Purposive sampling was a non-probability sample that was selected based on characteristics of the population and the objective of the study (Gay et al., 2012).

The criterion to select a sample participant was drawn purposively from public school counselors and public-school students. The researcher accessed total discipline for all campuses from the Texas Education Agency website (<https://tea.texas.gov/reports-and-data/student-data>). Since purposive sampling was a non-probability sampling procedure, generalization of the results should be taken with caution. The selection criteria for the sample were (a) must be a full-time counselor, (b) employed as a

counselor in the target independent school district, and (c) during the 2022 and 2023 school term.

Source of Data

The data for this study was generated from the target independent school district database. The purpose of using the above database was to obtain pre-existing data concerning the following variables: counselors' Demographic Factors (ethnicity and gender), counselor's Job-Related Factors (professional license and master's program CACREP designation), counselors' Professional Factors (time implementing the developmental guidance and counseling program and student counselor ratios), and Student Discipline Outcomes.

Data Collection Procedures

The researcher used secondary data; therefore, data collection did not occur during this research. The discipline data was attained by the researcher using the Texas Education Agency Discipline Reports and Data Reports (https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/DAG_Summaries/Download_DAG_District_Summaries.html). Specifically, the researcher accessed the landing page of TEA's Discipline Reports and Data. The researcher selected School District Data; then the researcher was directed to the Discipline Data Products Overview landing page. Next the researcher selected Discipline Reports, which directed the researcher to the landing page of Annual Campus Summary for Campuses. Finally, the researcher ran the report by selecting locate campus by district.

The campus enrollment data was attained by the researcher using the TEA's PEIMS Standard Reports (<https://tea.texas.gov/reports-and-data/school->

performance/accountability-research/enrollment-trends). Specifically, the researcher accessed the landing page of TEA's Discipline Reports and Data. The researcher selected Student Enrollment, then the researcher selected Campus Totals Using District Name. Finally, the report was exported into an Excel spreadsheet. The researcher removed enrollment for all school districts except the Research ISD.

The amount of time counselors spent providing service within the delivery components of the comprehensive guidance program was acquired from the Research ISD's Counseling and Mental Health Department. The Counseling and Mental Health leadership collected data from the research ISD's counselors using School Counselor Use of Time Analysis (SCUTA) as scripted by Senate Bill 179. SCUTA, an evidence-based school counseling program, identified the amount of time, work, and activities of counselors. School districts and school counselors used SCUTA to implement and grow a data-driven, evidence-based school counseling program. SCUTA aligns with the Texas Model for Comprehensive School Counseling Program® recommendations and proposes confidential, inclusive documentation and use of time analysis organization. SCUTA provides school counselors with the ability to clearly illustrate the nature of their work and school needs with supervisors and stakeholders.

The demographic data for counselors was provided by the research ISD for gender, race, and master's degree program is CACREP or non-CACREP. The researcher used the State Board of Examiner's website to search for each counselor's LPC.

Additionally, the researcher researched the CACREP designation for counseling graduate programs online using CACREP.org. The Research ISD provided each counselor's gender, ethnicity, total time in delivering services in the Comprehensive

School Guidance Program (CSGP), and the frequency of incidents by category as aligned by SB179. The secondary data did not contain identifying information and the researcher removed all identifying information to protect the Research ISD, it's students and counselors.

Identification of Independent and Dependent Variables

The variables of the study were Discipline Outcomes (frequency of discipline by campus), Counseling Demographic Factors (ethnicity and gender), Professional Factors (Graduated from a CACREP or Non CACREP Master's Degree Program and licensure [LPC or Non LPC]) and Job-Related Factors (service delivery of the Texas Model for Comprehensive School counseling Programs measured by time and school counselor-student ratios).

Null Hypothesis

Based on the research questions, the following null hypotheses were generated.

- HO₁: There is no statistically significant predictable relationship between demographic factors (gender and ethnicity) and student disciplinary outcomes.
- HO₂: There is no statistically significant predictable relationship between professional related factors (professional license and master's Program CACREP designation) and student disciplinary outcomes.
- HO₃: There is no a statistically significant predictable relationship between job-related factors (time implementing the Texas Model for Comprehensive School Counseling Program and student counselor ratios) and student disciplinary outcomes.

Statistical Analysis

The statistical technique used to test the hypotheses in the research investigation was a standard multiple regression procedure. With multiple independent variables, a correlational statistical technique allowed the researcher to assess the complex relationship between independent variables and the dependent variable. A correlational procedure was used to determine if there was a linear relationship between the variables. After determining linear relationships, a standard multiple regression procedure with the independent variables was run to determine the predictable influence of each independent variables on the dependent variable. Independent variables were analyzed individually and combined with the standard multiple regression procedure.

The null hypotheses were tested at a .05 level of significance. Analysis on the data set was completed through descriptive statistics and coded for analysis using the Statistical Package for Social Sciences (SPSS) IBM SPSS © program.

Evaluating Assumptions for Multiple Regression

Assumptions were assessed using the standard multiple regression procedure. The evaluated assumptions are listed below.

The assumptions were:

1. The independent variables were fixed.
2. The independent variables were measured without error.
3. The relationship between the independent variables and the dependent variables was linear.
4. The scores were normally distributed.

5. Scores/data points related with any single observation on the dependent variable were independent of errors connected with any other observation on the dependent variable are independent of errors connected with any other observation on the dependent variable.
6. The scores/data points were not correlated with the independent variables.
7. The variance of the scores/data points across all values of the independent variables was constant.
8. The mean of the scores/data points for each observation on the dependent variable over many replications was zero.

Assumptions of one continuous dependent variable, total discipline outcomes by campus, and at least two independent variables, Counseling Demographic Factors (ethnicity and gender), Professional Factors (Graduated from a CACREP or Non-CACREP Master's Degree Program, and licensure [LPC or Non LPC]) and Job-Related Factors (service delivery in the Texas Model for Comprehensive School Counseling Program measured by time and school counselor-to-student ratios), were met using the study design, multiple regression.

The researcher set up two variables using the Variable View window in SPSS Statistics and then entered the data into the data view window in SPSS Statistics. The researcher then ran the linear procedure in SPSS to generate the SPSS output for the assumptions of independence of observations (autocorrelations does not exist), linearity (there was a linear relationship between the dependent variable [discipline outcomes] and each independent variable [counseling demographics, professional factors, and job-related factors]), homoscedasticity (the variance along the best fit line remained similar

along the line), no multicollinearity (independent variables were not highly correlated with each other), unusual points (significant outliers did not exist) and normality (any errors were approximately normally distributed).

The researcher ran a chart builder SPSS Statistics procedure to check the linear relationship between the dependent variable and the independent variables collectively. The chart builder's procedure also checked that the variances along the best fit line remained similar by plotting a scatterplot of studentized residuals against the predicted values (homoscedasticity).

The scatterplots and the regression plots were analyzed for linearity between the dependent variable and each of the independent variables. The researcher assessed the dependent variable and each of the independent variables for linear relationship. A linear relationship was found between the dependent and independent variables.

The studentized residual scatterplots were inspected against the predicted values. The researcher assessed if the variances along the line of best fit remained similar. The variance remained similar indicating assumption homoscedasticity was met.

As a result of meeting the assumption of homoscedasticity, the researcher analyzed the correlation coefficients and tolerance values to assess whether two or more independent variables were highly correlated with each other. No multicollinearity existed, meeting assumption 6, then the researcher checked for outliers.

Normal distribution existed; therefore, the researcher interpreted the results to determine how well the regression model fit the data by inspecting the R, R^2 and adjusted R^2 . The researcher inspected the estimated model coefficients to understand how much the dependent variable varies with each of the independent variables when all other

variables are held constant. The researcher then tested the statistical significance of each independent variable.

The multiple correlation coefficient (R) measured the strength of the linear association between the two variables and indicates the goodness of fit. All the assumptions were met.

CHAPTER 4

ANALYSIS OF THE DATA

The purpose of this study was to explore the predictable relationship between counselors' demographic factors, professional related factors, job-related factors, and student discipline outcomes.

This study sought answers to the following questions:

1. Do demographic factors (gender and ethnicity) have any predictable power regarding student disciplinary outcomes?
2. Do professional related factors (time implementing the Developmental Guidance and Counseling Program and student counselor ratios) have any predictable power regarding student disciplinary outcomes?
3. Do job related factors (professional license and master's Program CACREP designation) have any predictable power regarding student disciplinary outcomes?

A total sample of 98 public school professional counselors were selected to participate in the study. The pre-existing data for this study was selected from a large independent school district located in the southern region of the United States.

This study's results section was completed under four main sections. The first section compiled descriptive statistics for all data involved in the study. The second

section computed and compiled the means, standard deviations for all means, standard deviations in the simple linear regression, and standard multiple regression models. The third section contained the correlational analysis relating to the independent variables and the dependent variable in the simple linear regression model and standard multiple regression model. The fourth section studied the three null hypotheses involved in the study for evidence of statistical significance.

The researcher used a standard multiple regression procedure to analyze the data of variables of counselors' demographic factors, professional related factors, and job-related factors on student discipline outcomes. All research hypotheses were tested at the .05 significance level or better.

Descriptive Statistics of Study Participants

There were 98 professional school counselors identified for this study. The school counselors were described by their gender, ethnicity, licensure, and CACREP designation.

Ethnicity

There were 78 (79.6%) of the school counselors identified for this study who were African American. In contrast, 20 (20.4%) of the school counselors identified for this study were Non-African American. See Table 1 for the results.

Table 1

Frequency Distribution of Participants by Ethnicity

Ethnicity	Number	Percent
African American	78	79.6
Non-African American	20	20.4
Total	98	100.00

Gender

There were 11 (11.2%) of the school counselors identified for this study were male. In comparison, 87 (88.8%) of school counselors identified for this study were female. See Table 2 for the results.

Table 2

Frequency Distribution of Participants by Gender

Gender	Number	Percent
Male	11	11.2
Female	87	88.8
Total	98	100.0

Licensure

There were 10 (10.2%) of the school counselors identified for this study who had an LPC. In comparison, 88 (89.8%) of school counselors identified for this study did not have an LPC. See Table 3 for the results.

Table 3

Frequency Distribution of Participants by Licensure

Licensure	Number	Percent
LPC	10	10.2
No LPC	88	89.8
Total	98	100.0

CACREP

There were 81 (or 82.7%) of the school counselors identified for this study received their master's degree from a non-CACREP designated university. In

comparison, 16 (or 16.3%) of the school counselors identified for this study received their master's degree from a CACREP designated university. There were 9 (or 1%) of the school counselors identified for this study with missing data. See Table 4 for the results.

Table 4

Frequency Distribution of Participants by CACREP Designation

Gender	Number	Percent
Non CACREP Designation	81	82.7
CACREP Designation	16	16.3
Missing	9	1
Total	98	100.0

Mean and Standard Deviation Results

The mean and standard deviation for the independent variables and the dependent variables utilized in the standard multiple regression model were calculated for this study. The mean total student disciplinary outcome for this study was 380.97 (SD = 202.70). In addition, on average professional school counselors spent 71% of their time delivering the Developmental Guidance and Counseling Program.

The variables gender and ethnicity were dummy coded for this investigation. Female school counselors were coded "1" and male school counselors were coded "0." Regarding ethnicity, African American counselors were coded "1" and Non-African American school counselors were coded "0."

Additionally, the variables licensure and CACREP designation were also dummy coded for this study. The variable licensure was coded "1" for LPC license and "0" for no LPC. In addition, the variable CACREP designation was coded "1" for yes and "0" for no CACREP designation. See Table 5 for these results.

Table 5

Mean and Standard Deviation Results Regarding Independent and Dependent Variables

Variable	Mean	SD
Ethnicity	.795	.405
Gender	.888	.317
Licensure	.102	.304
CACREP designation	.255	.966
Time delivery	71.05	103.222
Developmental Guidance and Counseling Program		
Student-Counselor Ratio	.459	.501
Disciplinary Outcomes	380.969	202.703

Correlation Results between Independent and Dependent Variables

The Person Correlation was calculated to exam the intercorrelations between the independent and dependent variables used in this study. Among the two demographic factors, ethnicity was found to be negatively related to student disciplinary outcomes ($r = -.227, p < .05$). However, the variable gender was found not be statistically related to student disciplinary outcomes ($r = .025, p > .05$). The two professional related factors of professional licensure ($r = .002, p > .05$) and CACREP designation ($r = -.087, p > .05$) were not found to be statistically related to student discipline outcomes. Finally, among the job-related factors, school counselor-student ratio was found to positively related to student discipline outcomes ($r = .434, p < .001$). The variable time delivering the Texas Model for Comprehensive School Counseling Program also was found to be significantly related to student discipline outcomes ($r = .056, p > .05$). See Table 6 for these analyses.

Table 6*Correlational Analysis Regarding Independent and Dependent Variables*

Independent Variables	Dependent Variable School Disciplinary Outcomes
Ethnicity	-.227*
Gender	.025
Licensure	.002
CACREP designation	-.087
Time delivery	.056
Developmental Guidance and Counseling Program Student-Counselor Ratio	.434 **
*Significant at the .05 level	
**Significant at the .001 level	

Examination of Hypotheses

HO₁: There is no statistically significant predictable relationship between demographic factors (gender and ethnicity) and student disciplinary outcomes.

Prescribed in Table 7 were the standard multiple regression results regarding the predictable relationships between school counselors' demographic characteristics of gender and ethnicity and student disciplinary outcomes. The multiple regression model yielded a multiple correlation coefficient of .230. The demographic factors combined for 5.3% (Adjusted = 3.3%) of the adjusted variance in student disciplinary outcomes.

A linear relationship did not exist between the demographic factors of gender, ethnicity, and student disciplinary outcomes ($F(2, 95) = 26.59, p > .05$) at the .05 level. However, the variable ethnicity was found to be an independent predictor of student disciplinary outcomes ($t(95) = -2.292, p < .05$). Therefore, Hypothesis one was not rejected. The hypothesis is therefore accepted.

Table 7*Standard Multiple Regression Results Regarding the Relationship Between Demographic Factors and Student Disciplinary Outcomes*

Model	B	SE	Beta	t	P
(Constant)	450.260	70.262			
Ethnicity	-114.732	50.050	-.229	-2.292	.024*
Gender	24.812	63.902	.039	.388	.699

Note: R = .230; R Square = .053, Adjusted R Square = .033; $df = 2.95$; $F = 2.659$, $p = .075$; * Significant at the .05 level

HO₂ There is no statistically significant predictable relationship between professional factors (professional licensure and master's program CACREP designation) and student disciplinary outcomes.

Standard multiple regression procedure was utilized to test whether a predictable relationship exists between professionally related factors (professional license and master's Program CACREP designation) and student disciplinary outcomes. As shown in Table 8, the regression model produced a multiple correlation of .002. Predictors in the model accounted for percent (.8%) of the variance (Adjusted R Squares = 1.3%) in total disciplinary outcomes.

A predictable relationship was not found between the professional factors of professional licensure, master's program CACREP designation and student discipline outcomes ($F(2, 95) = 3.7$, $p > .05$). Therefore, Hypothesis two was not rejected. The hypothesis is therefore accepted.

Table 8*Standard Multiple Regression Results Between Professional Factors and Student Disciplinary Outcomes*

Model	B	SE	Beta	t	P
(Constant)	385.440	22.401			
Licensure	2.065	68.099	.003	.030	.976
CACREP	-18.353	21.436	-.088	-.856	.394

Note: $R = .088$; $R\text{ Square} = .008$, $\text{Adjusted } R\text{ Square} = .000$; $df = 2.95$; $F = .367$, $p = .694$

HO₃: There is a statistically significant predictable relationship between job related factors (time implementing the Texas Model for Comprehensive School Counseling Program and school counselor-student ratios) and student disciplinary outcomes.

Standard multiple regression procedure was utilized to test whether a predictable relationship exists between professional factors (time implementing the Texas Model for Comprehensive School Counseling Program and school counselor-student ratios) and student disciplinary outcomes. As shown in Table 9, the regression model produced a multiple correlation of .452. The predictor variables of time implementing the Texas Model for Comprehensive Counseling Program and school counselor-student ratio in the model accounted for 19.5% of the variance ($\text{Adjusted } R\text{ Squares} = 7.8\%$) in total disciplinary outcomes.

A predictable relationship was found between the job-related factors of time implementing the Texas Model for Comprehensive School Counseling Program, school counselor-student ratios and student discipline outcomes ($F(2, 95) = 11.538$, $p > .001$). Additionally, the variable school counselor-student ratio was found to be an independent

predictor of student discipline outcomes ($t(95) = 4.765, p < .001$). Therefore, Hypothesis three was rejected.

Table 9

Standard Multiple Regression Results Regarding the Relationship Between Job Related Factors and Student Disciplinary Outcomes

Model	B	SE	Beta	t	P
(Constant)	287.490	28.850			
Time	.166	.181	.085	.919	.360
Implementing the Developmental Guidance and Counseling Program and Student Counselor ratios					
School Counselor-Student Ratios	17.821	37.321	.439	4.765	.000 ***

Note: R = .452; R Square = .195, Adjusted R Square = .178; $df = 2.95$; $F = 11.539, p = .000$ ***

*** Significant at the .001 level

Summary of Hypotheses Test

During the research study, three statistical hypotheses were tested. The hypotheses were each tested for relation and predictability among the independent variables of demographic factors, professional factors, job-related factors, and total disciplinary outcomes. Ethnicity was found to have a single significant predictable relationship with student discipline outcomes. Additionally, counselors job-related factors, school counselor-student ratios, were found to have a significant predictable relationship with student disciplinary outcomes.

CHAPTER 5
SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS,
IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to explore the predictable relationship between counselor's demographic, job related factors, and professional factors on student discipline outcomes. The researcher used a correlation research design. A standard multiple regression predictor was utilized in this study. Secondary data collected on 98 counselors were analyzed.

The research proposed the following null hypotheses based on the research purpose and questions of this study:

HO₁: There is no statistically significant predictable relationship between demographic factors (gender and ethnicity) and student disciplinary outcomes.

HO₂: There is no statistically significant predictable relationship between professional factors (professional license and master's Program CACREP designation) and student disciplinary outcomes.

HO₃: There is no statistically significant predictable relationship between job related factors (time implementing the Developmental Guidance and Counseling Program and student counselor ratios) and student disciplinary outcomes.

A standard multiple regression technique was utilized to test all three hypotheses.

The three research hypotheses were tested at significance level .05.

Findings

The following conclusions were found from the results of the study.

1. A linear relationship was found between a counselor's demographic factors and student Disciplinary Outcomes.
2. The variable, counselor's ethnicity was found to be an independent predictor of student Disciplinary Outcomes.
3. Professional factors of counselors did not have a predictable relationship with total student disciplinary outcomes.
4. Counselors' licensure was not an independent predictor of Student Disciplinary Outcomes.
5. The variable CACREP Designation was not an independent predictor of Student Disciplinary Outcomes.
6. Job-related factors of counselors were found to have a predictable relationship with total student disciplinary outcomes.
7. School Counselor-Student Ratios was an independent predictor of Student Disciplinary Outcomes.

Discussion

A significant finding from the research was that the variable gender has predictable relationship with total student discipline. The Impact of Counseling Demographic, Job Related and Professional Factors on Disciplinary Outcomes is consistent with the research conducted by the following findings.

Vavrus and Cole (2002) found that gender relations impact discipline decisions. The current researcher's findings did not align with Vavrus and Cole's findings. Data

USA identified that 70% of counselors identify as female; while ASCA indicates 85% of membership are female. The current research findings aligned with the Data USA (2017) and ASCA (2020a); most school counselors were female.

Dollarhide (2013) suggested that Black male counselors decrease dropout, lower disciplinary concerns for all student but especially for Black males. The research findings of the current research did not align with Dollarhide's findings.

SAMHSA (2019) approximates 28% of Behavioral Health Professionals are Black and Brooks and Steen (2010) and Chandler (2011), and Spurgeon and Myers (2010) documented the under representation of Black males in k-12.

The National Center of Education Statistics approximate 2% of all professional school educators are Black while 15% of students are Black, contributing to the low Black male graduation rate. The current research finding refuted this finding. Most professional school counselors were Black and even more minority.

The low representation of Black males was in part due to most Black males do not traditionally major in education and those that major in education become administrators not counselors. The current research finding contributed to the current body of research in that most Black male educators are not professional school counselors.

ASCA approximates 15% of its members are males, which aligns with the current research findings. Vavrus and Cole (2002) demonstrated that gender relations impact disciplinary outcomes. The current research findings did not support Vavrus and Cole's findings in that gender did not have a predictable relationship with positive student outcomes.

The current research findings did not align with Booker and Mitchell (2011). The current investigation findings indicate that the variable ethnicity is found to have an independent predictable relationship with student disciplinary outcomes.

Regarding ethnicity, the research findings found a negative predicable relationship with discipline outcomes. Bradshaw et al. (2010) and Kinsler (2011) found that a school counselor's ethnicity does not impact discipline decisions. The researcher's findings of the current investigation did not align with Bradshaw et al. (2010) and Kinsler (2011).

Regarding professional factors, the current research did not find a predictable relationship with discipline outcomes. Regarding CACREP status, the current research did not find a predicable relationship with discipline outcomes. Regarding dual licensure, the current research findings did not find a predicable relationship with discipline outcomes.

In the area of a counselor's professional factors, CACREP research findings associated CACREP trained counselors providing comprehensive guidance curriculum with positive outcomes. CACREP's findings combine the interplay between professional and job-related factors to produce positive student outcomes; however, the current investigator's finding did not align with CACREP's findings.

The Delphi study, Buchanan et al. (2017), Geltner et al. (2011) and Quatro (2007), did not connect CACREP training with improved student discipline outcomes. The present research findings were aligned with these research conclusions. Additionally, Ficarra & Quinn (2014), Goodman-Scott & Grothaus (2017), Moore et al. (2017), Quarto (2007) and Hagermoser Sanetti et al. (2018) identify discipline-based counseling

competencies and techniques included in CACREP programs; however, they contended that these competencies are not sufficient training for counseling to effectively impact disciplinary outcomes.

When considering the licensure variable of professional factors, researchers Walker (2018) and King-White (2019) found a positive connection between counselor provided mental health services and behavior outcomes. The findings of researchers Blau et al. (2010) demonstrated an association between school-based mental health programs and improved student outcomes. Also, according to CPBIS (2004), behavioral support teams create and sustain behavioral support that improves student behavioral outcomes. Ballard et al. (2014) supported the existing body of research on student outcomes and mental health. They found that disciplinary actions, office referrals, and suspensions reduced school-based mental health programs and interventions were implemented. The current investigation's results did not align with any of these research findings.

Regarding Job-related factors, the research of the current investigation found a predictable relationship with discipline outcomes. Concerning time spent delivering services aligned with the comprehensive guidance and counseling program, Benigo (2017) found that a counselor's use of time on non-counseling duties impeded their effectiveness. The researcher's findings aligned with Benigo's findings. When counselors did not use their time in delivery of comprehensive school counseling programs, there was a predictable relationship with student disciplinary outcomes. Erford and Erford (2007) said when counselors used their time as scripted by a CSGCP, they mitigated the barriers for students. Erford and Erford's findings aligned with the current research. Shi & Brown (2020), Carrell & Carrell (2006), as well as Donahue et al. (2022) supported the

idea that fewer SC-S ratios reduces recurrent discipline problems. The current research findings aligned with the researcher's investigation.

ASCA (2020) and the current investigation found that when school counselors used a comprehensive guidance program, it was predictive of better student outcomes. Milson and Morey (2019) concluded that when school counselors used a comprehensive guidance program, there was a predictable relationship for improved behavior. The current research findings aligned with their findings. Lapan et al. (2012) found when counselor's work within a fully implemented guidance program, there are fewer suspensions and discipline problems. Carrell and Carrell (2006) indicated that fewer SC-S ratios prevented discipline problems while Donahue et al. (2022) found that higher SC-C led to more suspensions. The current research findings aligned with both investigations. Lapan et al. (2012) supported the idea that a lower SC-S ratio led to fewer discipline incidents. Reback (2010a, 2010b) and the current investigation found that lower SC-S ratios reduced behavioral problems. Specifically, Reback found when school counselor-student ratios are low, there were fewer fights and other behavioral infractions (2010a; 2010b).

Regarding school counselor-to-student ratios, the researcher found a negative predicable relationship with discipline outcomes. Findings showed that counselors supported students despite their larger caseloads (Shi & Brown, 2020). The data sets from Shi and Brown (2020) were provided by head counselors instead of school counselors self-reporting. Additionally, the counselor's use of time and activities were estimations provided by head counselors. Donohue et al. (2022) supported lower school counselor to student ratios. They also found that schools with higher SC-S ratios had more out-of-

school suspensions. As recent as 2020, ASCA's research found a lower SC-S ratio positively impacts student outcomes. The researcher's findings align with these researchers.

Conclusions

The research findings in this investigation replicate and extend findings from previous investigations.

1. In general, a school counselor's demographic factors accounted for 5.3% of the variance in Student Disciplinary Outcomes.
2. It appeared that if school counselors that were Non-African American, their number of Student Disciplinary Outcomes would decrease 114.73.
3. A School Counselor's Professional Characteristics such as Licensure and CACREP designation had no predictive power with regard to Student Disciplinary Outcomes.
4. A School Counselor's Job-Related Factors were found to explain 19.5% of Student Disciplinary Outcomes.
5. Finally, a one-point increase in School Counselor-Student Ratios, Student Disciplinary Outcomes increased 17.82 points.

Implications

The following inferences were established from the results of the study.

1. Ethnicity has a negative predictable relationship with discipline.
2. Lower school counselor-to-student ratios combined with time spent delivering services based on the comprehensive school guidance and counseling program positively impact student discipline.

The target ISD's student population was 94% minority (49% Hispanic, 40% African American, and 5% other minority ethnicities). The discipline frequencies of students assigned to non-African American counselors was higher than discipline frequencies of students assigned to African American counselors. The findings were not causal but only correlational; therefore, the discipline disparity of students assigned to Non-African American counselors could be attributed to some unknown factor. The relationship found between Non-African American counselors and student discipline outcomes suggested a possible cultural connection. A cultural awareness campaign could benefit all students and school counselors.

The investigative findings imply that when school counselors have lower student caseloads, can utilize their time to provide services within the comprehensive guidance and counseling program, campus discipline is better. Improved discipline creates a better school climate, more instructional time, increased time and support with counselors, and better student outcomes. Research suggested students at greater risk of retention were identified early and provided services (Davaoudzadeh et al., 2015; Shi and Brown, 2020; Vandecandelaerea et al., 2016) to achieve positive outcomes.

As a reminder, mental health difficulties can originate from abuse, divorce, domestic violence, poverty, suicidal ideation, and social media threats. Moreover, mental health ailments begin in teens for nearly half of all disorders with early onset occurring as early as seven years old (Paolini, 2015). Whitaker et al. (2019) reminds that 70% to 80% of students obtain mental health assistance inside of their schools. This is especially prevalent in low-income school districts. Anywhere from one-fourth to one-third of all children experience mental disorders; a tenth of those children experience serious

episodes, and very few obtain sufficient treatment (Merikangas et al., 2010).

Additionally, approximately half of teens 13 years to 18 years of age had mental disorders (Merikangas, 2010). When school counselors use their time providing mental health related services (prevention, intervention, and follow-up care), they save lives.

Lapan et al. (1997, 2001, 2006) found that when school counselors implement a comprehensive school counseling program there were fewer suspensions and discipline problems. ASCA (2013, 2014, 2019) and Milson and Morey (2019) found a predictive relationship between implementation of a comprehensive school counseling program and improved behavior, attendance, grades, and achievement. Although the current research did not investigate grades, attendance, and achievement, the current findings found a predictable relationship between implementing a comprehensive school counseling program and improved student discipline.

Carrell and Carrell (2006) also found that lower school counselor-student ratios decreased discipline problems for minority students, which aligns with the current research findings. Donohue et al. (2022) demonstrated that lower school counselor-student ratios positively impacted student outcomes.

Ladson-Billings and Tate (1995) suggested that school counselors oppose discipline consequences (through advocacy) that result in removing students from instruction. Instead, school counselors should implement healing and restorative practices that build and restore relationships. ASCA (2019b) and Singh et al. (2010) should use data to change the educational system and decrease student barriers. The data should be used to identify inequities in student access to advanced academics and discipline referrals (Grothaus et al., 2020). Holcombe-McCoy (2022) suggested that school

counselors are complicit in maintaining inequities when they fail to address harsh discipline systems, low expectations, and denial of post-secondary academic opportunities. Hale (2009) urged school counselors and administrators to develop effective, collaborative relationships. The relationship would allow advocacy for equitable policies and improved educational outcomes. Mayes et al. (2018), The ASCA National Model (2019), and Hines et al. (2020) demonstrated that appropriately prepared school counselors played a significant role in promoting initiatives that improved student discipline, attendance, and achievement through advocacy, collaboration, leadership, and systematic change.

Recommendations for Further Research

The following recommendations are provided to broaden the findings in the study. It would be beneficial for the state of mental health in our schools if educators could determine how much time counselors should spend providing direct services within the comprehensive school guidance and counseling program to reduce anxiety, depression, and overall student mental health. Further research is needed to determine if delivery of services in one specific component of the comprehensive guidance and counseling would reduce anxiety, depression, overall student mental health and discipline outcomes. The counseling profession would benefit from knowing how much time counselors should spend in specific components of the comprehensive school guidance and counseling program to improve discipline outcomes. Another concept for future research is exploration of school counselor and student matched gender and ethnicity to see if discipline outcomes and achievement improves. Creating a plan to reassign or remove non-counseling responsibilities to other campus staff would be extremely helpful to

stakeholders. Professional school counselors could use the time routinely devoted to non-counseling duties to instead provide mental health prevention, intervention, and follow-up care to students. Since school counselors are routinely the only mental health services some students ever receive, the shift from non-counseling duties will save lives.

Knowledge of specific school counselor-to-student ratios would be impactful for current school systems.

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APPENDICES

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APPENDIX A

Letter from Human Subject Committee



May 1, 2023

Good day, Tiffany Chaney!

This is to inform you that your protocol #1718, *The Impact of Counseling Demographics, Job Related and Professional Factors on Disciplinary Outcomes* is exempt from Texas Southern University's Institutional Review Board (IRB) full committee review. Based on the information provided in the research summary and other information submitted, your research procedures meet the exemption category set forth by the federal regulation 45CFR 46.104(d)(4):

Secondary research for which consent is not required

The Federal Wide Assurance (FWA) number assigned to Texas Southern University is FWA00003570.

If you have questions, you may contact the Research Compliance Administrator for the Office of Research at 713-313-4301.

PLEASE NOTE: (1) All subjects must receive a copy of the informed consent document, if applicable. If you are using a consent document that requires participants' signatures, signed copies can be retained for a minimum of 3 years of 3 years for external supported projects. Signed consents from student projects will be retained by the faculty advisor. Faculty is responsible for retaining signed consents for their own projects, however, if the faculty leaves the university, access must be made available to TSU CPHS in the event of an agency audit. (2) Documents submitted to the Office of Research indicate that information obtained is recorded in such a manner that human subjects cannot be identified directly or through identifiers linked to the subject, and the identities of the subjects will not be obtained or published, and any disclosure of the human subjects' responses outside the research will not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. The exempt status is based on this information. If any part of this understanding is incorrect, the PI is obligated to submit the protocol for review by the CPHS before beginning the respective research project. (3) Research investigators will promptly report to the CPHS any injuries or other unanticipated problems involving risks to subjects and others.

This protocol will expire May 1, 2026

Sincerely,

A handwritten signature in cursive script that reads "Marion S. Smith".

Marion Smith, PhD, Chair
Institutional Review Board (IRB)

APPENDIX B

Independent School District Approval to Use Data

Date: April 14, 2023
Tiffany Chaney

Dear _____,

The _____ School District is pleased to approve your study, "The Impact of Counseling Demographics, Job-Related and Professional Factors on Disciplinary Outcomes". The purpose of this study is to explore the relationship between counselors and student discipline factors. Data collection will begin in the spring of 2023.

Approval to conduct the study _____ is contingent on meeting the following conditions:

- The researcher will focus on students and counselors
- Archival discipline data for participating students and staff will be requested from the district.
- It is at the discretion of campus principal(s) to participate in the research study. *Permission from the principal must be obtained prior to recruiting or collecting any data.*
- District, schools, and staff are not identified in the study, and data remain confidential.
- Collection of staff email addresses and recruitment of staff will be the sole responsibility of the researcher.
- _____ staff and students participating in this study must provide active informed consent/assent.
- _____ in the study, and data remain confidential.
- The study does not infringe upon designated instructional time on a campus.
- Approval to conduct the study is granted for fulfillment of a graduate program at Texas Southern University.
- The district receives copies of the completed final report within 30 days after its completion.

Any changes or modifications to the current proposal must be submitted for approval to the Department of Research, Accountability, and Testing. The district reserves the right to forego its participation in the study at any time without reason. Should you need additional information or have any questions concerning the process, please contact _____.

Sincerely,

Tiffany Chaney

cc:

APPENDIX C

Letters Requesting Use of Data

Director of

alth

The purpose of this correspondence is to request permission to conduct a research study using your department's data. I am currently completing the Educational Doctoral program at Texas Southern University. I am in the process of writing my Doctoral Dissertation entitled, The Impact of Counselor Practices and Background Characteristics on Disciplinary Outcomes. I have been granted permission to complete my research using secondary data.

I hope that you will allow me to use secondary data from your department to conduct a research study. The data I seek are: counselor's demographic characteristics (years of experience, gender, race, name of graduate program, LPC status and Doctorate status) and SCUTA usage reports for the past two years. Your approval to conduct this study will be greatly appreciated. I will follow up with a telephone call or visit next week. I am happy to answer any questions or concerns that you may have at this time.

If approval is granted to conduct a research study using data from SCUTA, I will analyze student discipline data compared with the time counselors spend providing services based on the four components of the Texas Model for Comprehensive School Counseling Programs: Guidance Curriculum, Responsive services, Individual Planning and System Support. SCUTA is an evidence-based school counseling program that illustrates the amount of time, work and activities of counselors. SCUTA follows the American National Model® recommendations and provides school counselors with the ability to clearly illustrate the nature of their work and school needs with supervisors and stakeholders. The discipline data will be retrieved from

as measured in frequency of incidents. The data utilized will not include names of students nor staff.

If you have questions, please contact Tiffany Chaney, Doctoral Candidate, Principal Investigator at telephone number (832) 623-8286, or by email at: T.Chaney4794@student.tsu.edu. The Dissertation advisor, Candy H. Ratliff, can be contacted by phone (713 313-1922) or email (Candy.Ratliff@TSU.edu).

Please indicate informed consent by: selecting the appropriate box, then print and sign your name and lastly provide today's date.

I approve the researcher to use the counselor data in this research

I do not approve the researcher to use the counselor data in this research

By signing below, I acknowledge that (1) this research has been explained to me, (2) I volunteer to take part in this research, (3) I have had a chance to ask questions, (4) If I have questions later about the research, I can ask one of the researcher(s) listed above, and (5) If I have questions

about my rights as a research subject, I can call the Texas Southern University Committee for the Protection of Human Subjects at (713) 313-4301 or go to <http://www.tsu.edu/research>.

Participant Signature Participant Printed Name Date

APPENDIX D

Texas Student Data System (TSDS) Disciplinary Action Codes And Reasons

Code Table ID	Name	XML Name	Date Issued	Date Updated
C165	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionReasonType	3/2/1998	3/1/2015
Code	Translation			

01Permanent Removal By A Teacher From Class

(Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) – TEC §37.002(b)

04Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance – TEC §§ 37.006(a)(2)(C) and 37.007(b)

06Abuse Of A Volatile Chemical – TEC §37.006(a)(2)(E)

08Retaliation Against School Employee – TEC §§37.006(b) and 37.007(d)

10Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses Not In Title 5, Penal Code – TEC §37.006(d) and TEC §37.007(b)(4)

12Unlawful Carrying of an Illegal Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Illegal knife - blade longer than 5.5 inches)

14Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC 37.007(a)(1)

17Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)

19Aggravated Kidnapping – TEC §37.007(a)(2)(E)

22Criminal Mischief – TEC §37.007(f)

26Terroristic Threat – TEC §37.006(a)(1) or §37.007(b)

28Assault Under Penal Code §22.01(a)(1)

Against someone other than a school district employee or volunteer – TEC §37.006(a)(2)(B)

30Aggravated Assault Under Penal Code §22.02

Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)

32 Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021

Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)

34 School-Related Gang Violence

Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01

36 Felony Controlled Substance Violation – TEC §37.007(a)(3)

41 Fighting/Mutual Combat – Excludes all offenses under Penal Code §22.01

47 Manslaughter – TEC §37.007(a)(2)(G)

49 Engages In Deadly Conduct – TEC §37.007(b)(3)

55 Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007

56 Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007

57 Continuous Sexual Abuse Of Young Child Or Children Under Penal Code §21.02

Occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a) (2) (I)

58 Breach of Computer Security – TEC §37.007(a)(5) (HB1224)