Youth at Risk

A PREVENTION RESOURCE FOR COUNSELORS, TEACHERS, AND PARENTS

Sixth Edition

edited by David Capuzzi and Douglas R. Gross
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Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents is a revision of the 2008 fifth edition. In this sixth edition, major emphasis has again been placed on prevention efforts with at-risk populations as well as on practical guidelines for successful intervention with behaviors most often identified as placing youth at risk. Selected chapters include case studies that explore prevention efforts from individual, family, school, and community perspectives. Every effort has been made to address the complexities of working with vulnerable youth in a way that provides professionals, as well as parents, with an information base and guidelines for working within the parameters of the prevention–intervention paradigm. This text differs from similar texts because of the attention placed on counseling and systems applications with youth at risk.

The text is developmental in orientation. Part 1 presents information dealing with population identification, definition, and behaviors and causal factors descriptive of youth who are at risk. Information is also included that serves as a foundation for understanding the prevention–intervention paradigm. Part 1 also addresses prevention from the point of view of identification and promotion of resiliency in our youth.

Part 2 of the text deals with parameters that often serve as causal factors for the development of at-risk behaviors. Included in this section are chapters dealing with the effects of a dysfunctional family, low self-esteem, depression, bipolar disorders, mood disorders, and stress and trauma. Each chapter in this section not only identifies various aspects of the causal factors, but also presents information on prevention strategies for dealing with these factors and on adaptations for diversity.

Part 3 of the text deals with issues and behaviors most often identified as placing youth at risk. Chapters 8 through 18 focus on such issues as racial and ethnic identity, eating disorders, suicide, sexuality issues in adolescence, gang membership, counseling sexual minority youth, violence on the school campus, substance abuse, homelessness, school dropout, and bullying. Each chapter in Part 3 provides definitive information related to the specific issues and/or behavior; includes a case study to illustrate the information presented; and provides ap-
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Approaches to prevention and intervention from individual, family, school, and community perspectives. For each case example in this book that is not fictitious, client confidentiality was maintained by disguising aspects of the case material so that the client and third parties (e.g., family members) are not identifiable. Adaptations for diversity are also addressed because prevention and intervention efforts usually need to be modified to meet the needs of minority and disenfranchised youth served by the schools, communities, and mental health practitioners.

New to This Edition

- Chapter 8, “Who Am I?: Unique Issues for Multiracial Youth,” has been heavily revised.
- Chapter 9, “The Secret and All-Consuming Obsessions: Eating Disorders,” written by three writers who are new to this edition, provides a fresh perspective on the topic.
- Chapter 13, “It Takes a Village: Advocating for Sexual Minority Youth,” is also written by new authors who approach the topic differently than in the fifth edition.
- Chapter 15, “Escaping Reality: Adolescent Substance Abuse,” addresses adolescent substance abuse in a way that readers will find helpful and presents the new perspective of a different author.
- Finally, Chapter 18, “A Nation at Risk: Bullying Among Children and Adolescents,” is totally new to this edition and is quite pertinent to a textbook such as ours.
- In addition to the above, each chapter in this sixth edition includes sidebars designed by the authors to create greater reader self-awareness and to enhance the presentation and understanding of the concepts, skills, roles, and applications of the chapter material.
- For those who will adopt our text for use in a community college or university classroom, we provide in this sixth edition a test manual for instructors. This edition also contains PowerPoint slides that can be used by any instructor who wishes to make use of them.

Every effort has been made by the editors and contributors to provide the reader with current and relevant information in each of the 18 areas of focus. We hope that this new edition of Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents will prove to be an invaluable resource for individuals committed to assisting young people in the often difficult transition between adolescence and adulthood.
We would like to thank the 24 authors who contributed their expertise, knowledge, and experience in the development of this text. We would also like to thank our families, who provided the freedom and encouragement to make this endeavor possible. Our thanks are also directed to Carolyn Baker and other members of the American Counseling Association staff for their encouragement and assistance with copy editing and ultimately the production of the book.
David Capuzzi, PhD, NCC, LPC, is a counselor educator and member of the core faculty in mental health counseling at Walden University and professor emeritus at Portland State University. Previously, he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at Pennsylvania State University and scholar in residence in counselor education at Johns Hopkins University. He is past president of the American Counseling Association (ACA; formerly the American Association for Counseling and Development) and past chair of both the ACA Foundation and the ACA Insurance Trust.


A frequent speaker and keynoter at professional conferences and institutes, Dr. Capuzzi has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk and grief and loss; and serves as an invited adjunct faculty member at other universities as time permits.
An ACA fellow, he is the first recipient of ACA’s Kitty Cole Human Rights Award and is also a recipient of the Leona Tyler Award in Oregon. In 2010, he received ACA’s Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person. In 2011, he was named a distinguished alumni of the College of Education at Florida State University.

Douglas R. Gross, PhD, NCC, is a professor emeritus at Arizona State University, Tempe, where he served as a faculty member in counselor education for 29 years. His professional work history includes public school teaching, counseling, and administration. He is currently retired and living in Michigan. He has been president of the Arizona Counselors Association, president of the Western Association for Counselor Education and Supervision, chairperson of the Western Regional Branch Assembly of the ACA, president of the Association for Humanistic Education and Development, and treasurer and parliamentarian of the ACA.


During the past 15 years, Dr. Gross has provided national training in bereavement, grief, and loss.
Meet the Authors

Lisa Langfuss Aasheim, PhD, is an associate professor in the counselor education program at Portland State University. She coordinates the school counseling master’s program and is the director of the community counseling clinic. Dr. Aasheim specializes in clinical supervision and counselor development and is the author of the book *Practical Clinical Supervision for Counselors: An Experiential Guide*, which focuses on the practical application of clinical supervision theories and techniques.

Dr. Aasheim takes great delight in working with counselors to become their most ideal counselor selves. She believes that counselors do their greatest work when they are prepared with a wide breadth of knowledge and information, then combine that knowledge with reflective and collaborative practices. Dr. Aasheim encourages counselors of all experience levels to find creativity, passion, and meaning in their work and play. Her many areas of professional passion and interest include clinical supervision, motivational interviewing, risk factors related to child development and achievement, addictions counseling experiences, and organizational factors that impact the counseling process.

Jennifer E. Beebe, PhD, is an assistant professor at Canisius College in Buffalo, New York. She received her doctorate in counselor education and supervision from the University of Northern Colorado. In addition to being a counselor educator, she is a national certified counselor as well as a certified K–12 professional school counselor in New York and Hawaii. Dr. Beebe has served as a delegate for the American School Counselor Association and is on the editorial board of the *New York State Counseling Journal*.

Dr. Beebe has been researching bullying and cyberbullying for the past 7 years and has published several articles on the topic. She has presented numerous times at the state, local, and national levels on the topics of bullying and cyberbullying. She has also collaborated with community agencies to provide workshops for parents and guardians on strategies to increase awareness about bullying and cyberbullying. Dr. Beebe has partnered with local schools and communities to increase awareness, education, and intervention efforts on these same topics. She is currently the lead researcher on a community-based intervention program targeting the reduction of bullying among elementary and middle school students in Illinois.
Meet the Authors

**J. Kelly Coker, PhD,** is the program director for the PhD in counselor education, and the MS in school counseling at Walden University. She is a licensed professional counselor in North Carolina. Dr. Coker has worked as a drug prevention and intervention school counselor in North Carolina and as a counselor in an art therapy department for a residential adolescent treatment facility in Nevada. She has also worked as a counselor in private practice in North Carolina, focusing primarily on working with children and adolescents. Dr. Coker has been a counselor educator in programs accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) since 1998. She also serves on the editorial board for the *Journal of Counseling & Development* and the *Journal of International Counselor Education,* and she serves as a CACREP site team reviewer. Dr. Coker has several publications in professional journals and has presented her research at local, state, and national conferences.

**Savitri V. Dixon-Saxon, PhD,** is the associate dean of the School of Counseling at Walden University. Previously, she served as the program director for the master’s of science in mental health counseling. She has over 20 years experience in higher education and has been a counselor educator for the last 10 years.

**Meredith J. Drew, MS, LPC, NCC ACS,** holds a master’s of science in education from Fordham University with a concentration in counseling. She is currently working toward her PhD in counselor education and supervision at Walden University. She is a licensed professional counselor in New Jersey, a national certified counselor, and an approved clinical supervisor. Meredith is an assistant professor of psychology at Centenary College and teaches in the undergraduate and graduate counseling programs. She is the internship coordinator for the graduate program. She has extensive experience as a school counselor and previously worked with the homeless, substance abusers, and adolescents. Her areas of interest include online education, the role of personal counseling with newly graduated students from graduate programs, supervision of counselors, and wellness counseling for the counselor and the client.

**Cass Dykeman, PhD,** is an associate professor of counselor education at Oregon State University. He earned his PhD in counselor education from the University of Virginia. He holds a national counselor certification (NCC) as well as national specialty certifications in school counseling (NCSC) and addiction counseling (MAC). Before becoming a counselor educator, Dr. Dykeman served as a school counselor in Seattle, Washington. He served as the principal investigator for two federal grants and is the author of numerous books, book chapters, and scholarly articles in the area of counseling.

**Jeannie Falkner, PhD, LCSW,** has dual academic degrees in counselor education and social work. Prior to accepting a core faculty appointment in the mental health program for Walden University, she held the rank of tenured associate professor of social work at Delta State University in Cleveland, Mississippi. During this appointment, Dr. Falkner served on the National Association of Social Work (NASW) board’s task force in Culpepper, Virginia, to develop practice analysis of clinical mental health social work supervision. The completion of this work is *An Analysis of Supervision for Social Work Licensure: Guidelines on Supervision for Regulators and Educators* (2009).

Dr. Falkner is a member of the ACA, the Association for Counselor Education and Supervision, and the NASW. She has served on the boards of the Mississippi chapter of the NASW and the Mississippi Association of Marriage and Family Therapy. Dr. Falkner has numerous publications, with research interests in cultural diversity and counselor wellness, including financial wellness. She is a frequently invited guest speaker and provides postgraduate training in redecision therapy.
Abbé Finn, PhD, is a licensed professional counselor, program leader for counseling programs, and associate professor at Florida Gulf Coast University. She earned a BA and MEd from Tulane University, an MS from Loyola University in New Orleans, and a PhD from the University of New Orleans. Dr. Finn has a variety of clinical experiences in crisis management and the prediction of violence. She was an employee assistance professional with the U.S. Postal Service for 6 years. Many of her clients there had substance abuse problems. While working with postal employees, she was a team leader on the National Crisis Response Team. Dr. Finn spent a week in New York City counseling survivors following the destruction of the World Trade Center, and she worked with the Red Cross as a counselor working with survivors of Hurricane Katrina and with survivors of the earthquake in Haiti. While working for the U.S. Postal Service in New Orleans, she initiated the management training in violence prevention. Dr. Finn has written and lectured on numerous occasions regarding the importance of school crisis response plans—including the identification of students most at risk for harming others—and identification and management of employees at risk for harming others.

Lea R. Flowers, PhD, LPC, NCC, holds a doctorate in the area of counselor education from the University of New Orleans. She is a licensed professional mental health counselor (LPC) in the state of Georgia and is certified as an NCC by the National Board of Certified Counselors. Dr. Flowers is a former assistant professor at Georgia State University, specializing in the area of counselor training and trauma with an emphasis on posttraumatic growth.

Currently, Dr. Flowers is the owner and director of Chrysalis Counseling and Consulting. She is also a dedicated advocate for students and families who live with disabilities and serves as the co-chair of the Georgia Statewide Human Rights Council for Developmental Disabilities.

Jessica C. Gelgand, MEd, received her master’s degree in counseling from the University of Texas at El Paso. She also received a BS in biology from the University of Texas at San Antonio. Currently, she is working on research within her field and gaining a greater knowledge about the counseling process. As a result of a master’s degree in counseling, Jessica wants to work with adolescents, children, adults, and the military. Along with fine-tuning her skills so that she can serve her clients more successfully, she is also pursuing a license for marriage and family therapy (LMFT) to have a better understanding in this area. In the future, Jessica hopes to become an LPC and aspires to continue her education.

Matthew V. Glowiak, MS, NCC, LPC, is a third-year doctoral student in Walden University’s Doctor of Philosophy: Counselor Education & Supervision Program. Matt has made contributions along a broad spectrum of counseling-related activities. He has served as teaching assistant under Dr. David Capuzzi, acts as an alumni ambassador, was coeditor and committee chair of the Omega Zeta chapter of Chi Sigma Iota newsletter, and was nominated the Omega Zeta outstanding doctoral student of the year. As a writer, he has coauthored two chapters for books published in 2011 and is preparing another chapter for a 2014 publication.

Upon completion of his doctoralate, Matt’s professional goals include, but are not limited to, becoming a tenured professor of counselor education and supervision (CES); developing multiple clinics geared toward children and adolescents; writing for professional publications; conducting research; performing professional and community advocacy; and being an active member in various state, regional, and national professional associations. His ultimate goal is to continue to make a positive impact on the counseling field and to promote positive social change.
Laura R. Haddock, PhD, LPC-S, is core faculty for the counselor education and supervision PhD program at Walden University. Dr. Haddock has been a counselor educator since 2005, supported by more than 20 years as a mental health clinician. She is an LPC, an NCC, and approved clinical supervisor. Dr. Haddock maintains a private practice and has served on the Mississippi Licensed Professional Counselors’ Board of Examiners as well as the executive board for the Mississippi Counseling Association and the Mississippi Licensed Professional Counselor Association. She has presented research on the state, national, and international levels and has published scholarly writings for professional counseling journals and textbooks. Research interests include counselor wellness and secondary trauma, spirituality, crisis response, and cultural awareness.

Melinda Haley, PhD, received her doctorate in counseling psychology from New Mexico State University in Las Cruces, New Mexico, and is currently a core faculty member in the PhD program in counselor education and supervision at Walden University. Dr. Haley has written numerous book chapters and multimedia presentations on diverse topics related to counseling and psychology. She has extensive applied experience working with adults, adolescents, children, inmates, domestic violence offenders, and culturally diverse populations in the areas of assessment, diagnosis, treatment planning, crisis management, and intervention. Dr. Haley’s research interests include multicultural issues in teaching and counseling, personality development over the life span, personality disorders, the psychology of criminal and serial offenders, trauma and post-traumatic stress disorder, bias and racism, and social justice issues.

Rolla E. Lewis, EdD, NCC, is a professor in educational psychology and the school counseling coordinator at California State University, East Bay. Before becoming a counselor educator, he worked for 16 years in the public schools as a teacher and counselor. His current scholarly interests involve helping school counselors collaborate with school administrations in using a participatory inquiring and action research process focused on enhancing students’ resilience, learning power, wellness, connectedness to the living environment and community where they live. He is the recipient of the Oregon Counseling Association’s Leona Tyler Award for outstanding contributions to professional counseling.

Colleen R. Logan, PhD, LPC, LMFT, NCC, serves as the program coordinator for the master’s in marriage, couple, and family counseling; career counseling; and addictions counseling programs at Walden University. Previously, she held academic and administrative positions at Argosy University and the University of Houston–Victoria, serving in the roles of vice president of academic affairs and associate dean, School of Psychology and Behavioral Sciences, respectively. Dr. Logan provided counseling services in a private practice from 1997 to 2009, specializing in HIV services, adolescent intervention, and enrichment counseling.

In addition to acting in such academic and administrative positions, Dr. Logan also served as the president of the ACA (2008–2009) and president of the Texas Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, a division of the Texas Counseling Association (2009–2010). She has been recognized for her contributions to the field of counseling and affirmative therapy with lesbian, gay, bisexual, and transgender individuals and their significant others. Dr. Logan has been instrumental in working with school counselors and administrators to institute and implement zero tolerance policies toward bullying, with an emphasis on creating an affirmative environment for all students.
John F. Marszalek III, PhD, received his BA from Canisius College in Buffalo, New York. He received an MS in counselor education and PhD in counselor education at Mississippi State University. Dr. Marszalek is an NCC and LPC in Mississippi. He has been a counselor educator for over 10 years, currently serving as a core faculty member and program coordinator for the master’s in counseling program at Walden University. Previously, Dr. Marszalek served on the faculty of Barry University in Miami and Xavier University in New Orleans. He has been a counselor for over 15 years, maintaining private practices in Fort Lauderdale, New Orleans, and Columbia, Mississippi. He also previously worked in psychiatric and community counseling settings and taught elementary education. His research interests include gay, lesbian, and bisexual identity development theory and factors promoting and inhibiting long-term gay relationships.

Rebecca B. McCathren, PhD, is an associate professor in special education at the University of Missouri. She was a practitioner for 20 years working with young children in diverse, integrated settings including residential treatment and respite care programs, teaching young children with disabilities and those with multiple risk factors in inner-city settings, working with parents and their preschool-age children, and teaching in a public school setting where a third of the children spoke a language other than English. Her academic credentials include an elementary teaching certificate, an early childhood certification, a master’s degree in early childhood special education, and a doctorate in early childhood special education from Vanderbilt University.

Dr. McCathren has been the recipient of four personnel preparation grants supporting students at the master’s level. She is the author of Missouri’s Part C training modules and has collaborated on the development of three online modules focusing on children with autism and their families. Her interests include promoting early communication and language development for children with disabilities, including those with autism; supporting children with disabilities in integrated settings; supporting families of children with disabilities or those who are at risk; and preventing language and behavioral challenges in young children.

Sandra S. Meggert, PhD, is on the teaching faculty at Antioch University, Seattle, Washington. She also is a consultant/diagnostician for Payne & Associates in Olympia, Washington, where she does assessment and diagnosis of adults with learning disabilities. From time to time, she also does Creative Humor at Work seminars. She has written a book by that name and is currently collaborating with a colleague to write another book about humor. In her spare time, she still enjoys baseball and is considering renting a villa in Europe when she retires and inviting all of her friends to visit.

Ann M. Ordway, JD, MA, EdS, is a licensed family law attorney in New Jersey with master’s and EdS degrees in counseling. She is presently completing her PhD in counselor education and supervision at Walden University, with a specialization in forensic mental health. Ann is an instructor in the Psychology and Counseling Department on the Florham Campus of Fairleigh Dickinson University in New Jersey, where she teaches on the graduate level. She has worked extensively through the New Jersey court system as a parenting coordinator, a mediator, and a child advocate for children caught in the middle of high-conflict family court litigation and for other youth at risk. Ann has worked extensively with children and adolescents affected by high-conflict divorce, domestic violence, child abuse and the child welfare system, and parental alienation.
Marilyn J. Powell, PhD, serves as the associate dean for the School of Psychology at Walden University. Previously, she held academic and administrative positions at Argosy University, serving in the roles of program chair, vice president of academic affairs, and campus president. Dr. Powell has provided counseling services, in a limited private practice, from 2006 to the present, specializing in couples therapy and clinical supervision.

In addition to acting in such academic and administrative positions, Dr. Powell also provided therapy, assessment, and crisis management services in state prisons and county jails. She worked extensively with co-occurring substance abuse and mental health services, primarily with homeless and other significantly marginalized populations. In addition, Dr. Powell worked in nonprofit administration creating programs for underserved populations at the nexus of substance abuse, family welfare, child protective services, corrections, and mental health systems. She helped create and establish enduring programs effectively serving those often seen as beyond assistance.

Dawn M. Robinson-McDonald, PhD, is an assistant professor in the counselor education program at Columbus State University. She is an LPC, is an NCC, and is certified as a professional school counselor in Georgia and Texas. Dr. Robinson-McDonald recently completed her doctorate in counselor education and practice at Georgia State University. She has over 12 years of experience in working with children and adolescents in Title I schools. She obtained a bachelor of social work and master’s of education at the University of Texas at Austin and completed her educational specialist degree in school counseling at Georgia State University. She has previously served as the assistant to the editor for the Journal of Personnel Evaluation in Education. Her current research interests include gender and racial micro-aggressions, leadership in school counseling, gang prevention and intervention, and systemic interventions with youth.

Alberto Ivan Rodriguez, BS, developed an interest in psychotherapy early in his life because of his strong interest in philosophy. Studying philosophy convinced him that the understanding of one’s mind is the road toward happiness. This belief has now transcended and evolved into his current interest in psychology. After taking an introductory course in psychology as an undergraduate, Ivan was able to link the influences philosophy has had on psychological theory. This ability to link the two fields allowed for an easy transition from one field of study to the other.

After receiving his BS in psychology, Ivan decided to continue his studies by entering a graduate program in the field of counseling. He has since developed a sense of duty to contribute as much as he can to further his knowledge of psychotherapy in order to provide the best possible therapeutic services to those in need. His research interests include counseling intervention and suicide prevention.

Mark D. Stauffer, PhD, NCC, serves as a core faculty member in the mental health counseling program at Walden University. He specializes in couples, marriage, and family counseling and worked in the Portland metro area in Oregon at crisis centers and other non profit organizations working with individuals, couples, and families. He has been a counselor and advocate for homeless and at-risk youth in drop-in centers, shelters, a residential program, and a family counseling center. He has coedited three textbooks: Introduction to Group Work (2006–2010); Career Counseling: Foundations, Perspectives, and Applications (2006, 2012); and Foundations of Addictions Counseling (2008, 2012).
Melissa A. Stormont, PhD, is a professor of special education at the University of Missouri. Dr. Stormont has published extensive research related to the educational and social needs of young children who are vulnerable for failure in school, who have attention-deficit/hyperactivity disorder, or who are homeless. Dr. Stormont spent 3 years as a preschool teacher and has spent years conducting field research in Head Start and early childhood special education settings. She has focused the majority of her research efforts on contributing factors in early behavior problems in young children.

Dr. Stormont has published more than 60 articles and book chapters related to the needs of children at risk for failure. She has also written three books on young learners who are at risk for failure. Dr. Stormont is on the editorial boards of *Psychology in the Schools*, *Behavior Disorders, Intervention in School and Clinic*, *School Psychology Quarterly*, and the *Journal of Applied School Psychology*. Currently, Dr. Stormont is a co-principal investigator on a $2.9 million efficacy trial to evaluate a teacher training program funded by the Institute of Education Sciences.