Seventh Edition

Youth at Risk

A Prevention Resource for Counselors, Teachers, and Parents

edited by

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American Counseling Association

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Youth at Risk: A Prevention Resource for Counselors, Teachers, and Parents is a revision of the 2014 sixth edition. The information presented in this seventh edition illustrates both continuing and developing factors that place youth at risk. When one compares this edition with earlier editions, it is obvious that factors such as violence, bullying, enhanced drug use, mental health issues such as stress and mood disorders, sexual orientation, and the positive and negative impacts of social media are emerging as highly significant risk factors for this population. This edition emphasizes these factors not only through the selection of authors knowledgeable in these areas but also through the inclusion of current research supporting such emphasis, case studies, and practical guidelines for successful prevention and intervention from individual, family, school, and community perspectives.

In this new edition, major emphasis has again been placed on prevention efforts with at-risk populations as well as practical guidelines for successful prevention and intervention for behaviors most often identified as placing youth at risk. Selected chapters include case studies that explore prevention and intervention 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 a prevention–intervention paradigm. This text differs from similar texts because of the attention it places on counseling and systems applications with youth at risk.

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

Part II 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 related to prevention strategies designed to deal with these factors.

Part III 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 III provides definitive information related to the specific issue and/or behavior; includes a case study to illustrate the information presented; and provides approaches to prevention and intervention from individual, family, school, and community perspectives.

New to This Edition

• Chapter 3, “Resilience: Individual, Family, School, and Community Perspectives,” has been heavily revised to further shift perspective so that counselors, educators, and parents see youth as having the developmental resources and self-righting capacities they need to navigate through life if they have adequate support.
• Chapter 5, “Will I Ever Measure Up? Problems of Self-Esteem,” has been newly written by two experts on issues connected with low self-esteem.
• Chapter 7, “Stress and Trauma: Coping in Today’s Society,” incorporates the suggestions and perspectives of a panel composed of a group of adolescents.
• Chapter 9, “The Secret and All-Consuming Obsessions: Eating Disorders,” written by three authors, one of whom specializes in working with clients with eating disorders, provides up-to-date perspectives on the topic.
• Chapter 12, “I Am Somebody: Gang Membership,” is written by three new contributors who are experts on working with gang members and see them as at-promise youth. Their approach is refreshingly strength based.
• Chapter 14, “Death in the Classroom: Violence in Schools,” is written by two new contributors, is heavily revised, and is of critical importance given recent school shooting incidents and the strong youth movement demanding reform of gun laws.
• Chapter 18, “A Nation at Risk: Bullying Among Children and Adolescents,” is also heavily revised and quite pertinent to a textbook such as ours.

All chapters in this seventh edition include 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 provided in the chapter.
• The positive and negative impacts of social media are explored as they pertain to the areas discussed in this edition.
• This seventh edition provides those who adopt our text for use in a community college or university classroom with an instructor’s manual as well as PowerPoint slides. The instructor’s manual contains quiz items and suggestions for exercises and assignments that students can complete or that can be used during a class session.

Every effort has been made by the editors and contributors to provide current and relevant information in each of these 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 from adolescence to adulthood.
Acknowledgments

We would like to thank the authors, who contributed their expertise, knowledge, and experience to 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 copyediting and ultimately the production of the book.
About the Editors

David Capuzzi, PhD, NCC, LPC, is a counselor educator and a senior core faculty member in community 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 The Pennsylvania State University and a 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.


Other texts are Approaches to Group Work: A Handbook for Practitioners (2003), Suicide Across the Life Span (2006), and Sexuality Counseling (2002), the last coauthored and edited with Larry Burlew. He has authored or coauthored articles in a number of ACA journals.
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 was the first recipient of ACA’s Kitty Cole Human Rights Award and 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, and in 2016 he received the Locke/Paisley Mentorship Award from the Association for Counselor Education and Supervision. In 2018 he received the Mary Smith Arnold Anti-Oppression Award from Counselors for Social Justice, a division of ACA, as well as the U.S. President’s Lifetime Achievement Award.

Douglas R. Gross, PhD, 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 American Counseling Association (ACA), president of the Association for Humanistic Counseling, and treasurer and parliamentarian of ACA.


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About the Contributors

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**Jeannie Falkner, PhD**, is a core faculty member in the Clinical Mental Health Counseling program at Walden University. She received her undergraduate degree from the University of Mississippi, her Master of Science in social work from the University of Texas at Arlington, and her doctorate in counselor education from the University of Mississippi. Dr. Falkner has been an educator in both social work and counseling for more than 17 years, supported by three decades of clinical work. Dr. Falkner is a member of the American Counseling Association, the Association for Counselor Education and Supervision, and the Association for Specialists in Group Work. Dr. Falkner routinely presents at the regional and national levels and publishes scholarly writings, most recently on counselor self-care. Her research interests include trauma-informed supervision, counselor wellness (including financial wellness), the culture of poverty and its impact on students and clients, and group counseling.

**Matthew V. Glowiak, PhD, NCC, CAADC, LCPC**, completed his doctorate in counselor education and supervision at Walden University. His dissertation examined veteran educators’ perceptions of the internet’s impact on kindergarten–Grade 8 learning and social development. Matt is an Illinois Licensed Clinical Professional Counselor, Certified Advanced Alcohol and Other Drug Counselor, and National Certified Counselor.

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Dr. Logan has presented locally, nationally, and internationally on issues related to counseling gay, lesbian, bisexual, and transgender clients. In addition, she has authored or coauthored a number of articles and chapters as well as a book regarding how to work effectively with gay, lesbian, bisexual, and transgender clients and their significant others.

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Heather N. Paessler-Chesterton, PhD, is program director of the Master of Arts in counseling program at the Townsend Institute for Leadership and Counseling at Concordia University in Irvine, California. Previously she served as a core faculty member for the master’s in clinical mental health counseling program at Walden University. She is a Licensed Mental Health Counselor and a National Certified Counselor. A Regent University graduate, Dr. Paessler-Chesterton earned a doctoral degree in counselor education and supervision with a dual emphasis in community and school counseling. She enjoys consulting in her community and supervising counselors-in-training and has presented at the local and national levels on her background in multicultural settings and working with challenging youth. Dr. Paessler-Chesterton has spent much of her clinical career as both a mental health counselor and a school counselor and has directed counseling and related clinical services for students in alternative educational settings. Her area of specialization includes working with children and adolescents who are associated with high-risk issues, with an emphasis on trauma and attachment. Dr. Paessler-Chesterton is also a disaster mental health volunteer for the American Red Cross.

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Marilyn J. Powell, PhD, is a counseling psychologist licensed by the State of Texas and the dean of the School of Psychology at Walden University. She has been practicing psychology for nearly 20 years and has expertise and interests in academic leadership, the treatment of trauma disorders and anxiety, and couples therapy. She lives in Dallas, Texas, with her family.
Tiffany C. Rush-Wilson, PhD, received her doctorate in counseling from The University of Akron in 2003. She currently serves as the associate chair of the clinical mental health counseling program for the Chicago School of Professional Psychology. She has taught a variety of courses in mental health counseling and psychology at Walden University, John Carroll University, and Yorkville University. Dr. Rush-Wilson maintains a small private practice and is independently and dually licensed and certified as a counselor in the United States and Canada. She is interested in how diversity impacts eating, body language, and communication in mental health. She has worked in community mental health, in children’s services, and extensively in private practice. She is a member of both the American and Canadian Counseling Associations and the Academy for Eating Disorders and has participated in community outreach and presented on women’s issues, scope of practice, and eating disorders at local, national, and international venues.

Melissa A. Stormont, PhD, is a professor, codirector, and core faculty member in special education at Missouri University. Dr. Stormont has published extensively (more than 50 peer-reviewed articles, five books, and 10 book chapters) on the educational and social needs of children at risk for failure in school. Her current work includes establishing and supporting systems to prevent or ameliorate social, emotional, and behavior problems in young children. She collaborates with early childhood professionals, staff, and educators to build screening efforts for young children with socioemotional challenges. Another research area of focus is kindergarten readiness.