The School Counseling Supervision Model: An Extension of the Discrimination Model

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It is well documented that clinical supervision in school settings is underutilized. One hypothesis for this situation is the lack of fit between current supervision models that emphasize the supervision of individual counseling and the multiple roles of school counselors within comprehensive school counseling programs (CSCPs). The authors propose the School Counseling Supervision Model (SCSM) as an extension of J. M. Bernard's (1979, 1997) Discrimination Model. The SCSM uses a 3 (focus of supervision) × 3 (supervisor role) × 4 (CSCP domain) matrix. Examples are provided for potential supervision interventions using the SCSM. Implications for training, practice, and research are discussed.

During the past decade, national organizations including the American School Counselor Association (ASCA), the American Counseling Association (ACA), and the U.S. Department of Education have more strongly endorsed the implementation of comprehensive school counseling programs (CSCPs; ASCA, 2003; Campbell & Dahir, 1997; Dahir, 2001; Sink & Yillik-Downer, 2001). Designed and modeled after the work of Gysbers and Henderson (2000), as well as Myrick (2003), CSCPs were developed in response to the contemporary educational reform agenda (Dahir, 2001). CSCPs reconceptualize school counselor roles and functions because they de-emphasize remedial counseling services, minimize administrative and clerical duties of school counselors, and increase school counselors' professional accountability (Paisley & Hubbard, 1994; Paisley & Peace, 1995). Consequently, proponents of CSCPs claim that they replace historically reactive and crisis-orientated school counseling with a full spectrum of preventive programming to meet educational and learning goals for all students (ASCA, 2003; Dahir, 2001). Currently, CSCPs are the most widely used organizational framework within the school counseling profession (Green & Keys, 2001; Gysbers & Henderson, 2001; Sink & MacDonald, 1998).

As a result of the growing body of empirical research indicating the efficacy of CSCPs (Hughey, Gysbers, & Starr, 1993; Lapan, 2001; Lapan, Gysbers, & Petroski, 2001; Lapan, Gysbers, & Sun, 1997; Nelson, Gardner, & Fox, 1998; Sink & Stroh, 2003; Whiston & Sexton, 2001), a majority of states have formally adopted some varia-

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tion of their own CSCP (Gysbers, Lapan, & Blair, 1999; Sink & MacDonald, 1998). The most common components of CSCPs include four functional domains for school counselors: (a) large-group guidance; (b) responsive counseling and consultation; (c) individual advisement; and (d) programmatic planning, coordination, and evaluation, often referred to as *systems support* (Gysbers & Henderson, 2000).

Clinical Supervision of School Counselors

Although individual clinical supervision has long been an integral part of school counselor training (Bradley & Fiorini, 1999; Brott & Meyers, 1999; Council for Accreditation of Counseling and Related Educational Programs, 2001; Dahir, 2001) and is acknowledged as a necessary component of school counselor practice (Crutchfield & Borders, 1997; Page, Pietrzak, & Sutton, 2001; Paisley & McMahon, 2001; Sutton & Page, 1994), it is fair to say that clinical supervision has yet to establish a substantial presence in school counseling contexts (ASCA, 2003; Crespi, 2003; Crutchfield & Borders, 1997; Page et al., 2001). According to the *ACA Code of Ethics* (Section C.2.d., ACA, 2005), counselors have a responsibility to monitor their effectiveness, seeking supervision when appropriate. Despite this mandate, a preponderance of professional school counselors are not involved in any clinical supervision once they are employed as a school counselor (Crutchfield & Borders, 1997; Page et al., 2001; Sutton & Page, 1994).

Remley and Herlihy (2001) explained the absence of clinical supervision in schools by suggesting that supervisors may lack a comprehensive understanding of the setting, population, needs, context, and tasks of a school counselor. Others have asserted that increased focus within professional school counseling on components of the CSCPs, rather than on the person of the counselor, may have exacerbated the already pervasive underutilization of clinical supervision (Barret & Schmidt, 1986; Crutchfield & Borders, 1997; Gysbers & Henderson, 2001). Additional reasons are explored in the article summarizing this special section of *Counselor Education and Supervision* (Miller & Dollarhide, 2006). It is this perceived lack of fit between standard clinical supervision practice and the needs of the developing school counselor that we hope to address in the model extension presented here. Using a 3 (focus of supervision) × 3 (supervisor role) × 4 (CSCP domain) matrix, in this article we propose the School Counseling Supervision Model (SCSM), an extension of Bernard's (1979, 1997) Discrimination Model.

The Discrimination Model

The Discrimination Model (Bernard, 1979, 1997) was originally developed as a conceptual framework to assist new supervisors in organizing their supervisory efforts. Although atheoretical in origin, the Discrimination Model provides a tangible structure for the

supervisor to use in selecting a focus for supervision and in determining the most effective way to deliver particular supervision interventions. To date, the model has been used primarily as a guide for clinical supervision of individual counseling. In the decade that followed its inception, the Discrimination Model was the subject of considerable empirical investigation, generally supporting its use within clinical supervision (Ellis & Dell, 1986; Ellis, Dell, & Good, 1988; Glidden & Tracey, 1992; Goodyear, Abadie, & Efros, 1984; Goodyear & Robyak, 1982; Stenack & Dye, 1982; Yager, Wilson, Brewer, & Kinnetz, 1989). More recently, the Discrimination Model has been incorporated into conceptual schemas for the supervision of group work (Rubel & Okech, in press), for spirituality as a focus of supervision (Polanski, 2003), and supervising for concerns regarding suicide (McGlothin, Rainey, & Kindsvatter, 2005).

Focus of Supervision

The Discrimination Model (Bernard, 1979, 1997) depicts a three (focus of supervision) by three (supervisor role) matrix of supervision. The three identified areas of focus are *intervention skills, conceptualization skills,* and *personalization skills.* For the clinical supervision of counseling, intervention skills include all observable counselor behaviors that distinguish counseling as an intentional interpersonal activity. Such skills range from the simplest head nod to the delivery of a complicated counseling strategy. A subtler dimension of counseling that is tracked by clinical supervisors is the counselor's conceptualization skills. These include the counselor's ability to choose an appropriate intervention, to make sense of what a client is presenting, to find and organize client themes, and to establish process and outcome goals. Finally, clinical supervisors look for evidence of personalization skills when observing the counselor. This focus category could be described as the ability to use one's self appropriately as a counselor and includes interpersonal warmth, intrapersonal cohesion, ability to draw on the strengths of one's cultural characteristics, lack of defensiveness, and so forth. Although some conceptualization and personalization skills may be observed directly, they are more often interpreted by the supervisor and initially require discourse between counselor and supervisor to become clear.

Supervisor Roles

The Discrimination Model has been described as a social role model (Bernard & Goodyear, 2004) because it describes different role postures that supervisors assume to stimulate the professional development of their supervisees. These proposed postures include *teacher, counselor,* and *consultant* and change the manner in which the supervisee is approached within supervision.

As is implied by its name, the role of the supervisor as teacher is one wherein the supervisor instructs, models, provides feedback,

and evaluates. Supervisors choose this role when they believe that a less structured approach will leave the supervisee confused or somehow unable to access the supervision being provided. The supervisor as counselor is typically asking supervisees to reflect on an activity, on their thoughts, or on their internal reality. When supervisors adopt this role, they are not telling supervisees how to proceed; rather, they are assisting the supervisee to take advantage of a critical moment for reflection. The supervisor as consultant acts as a resource for supervisees but encourages them to trust their own thoughts, insights, and feelings in their work. When in the consultant role, the supervisor deliberately shares responsibility for learning and development with the supervisee.

The SCSM

The SCSM extends the Discrimination Model into a $3 \times 3 \times 4$ (CSCP domains) matrix (see Figure 1). Each of the CSCP domains is con-
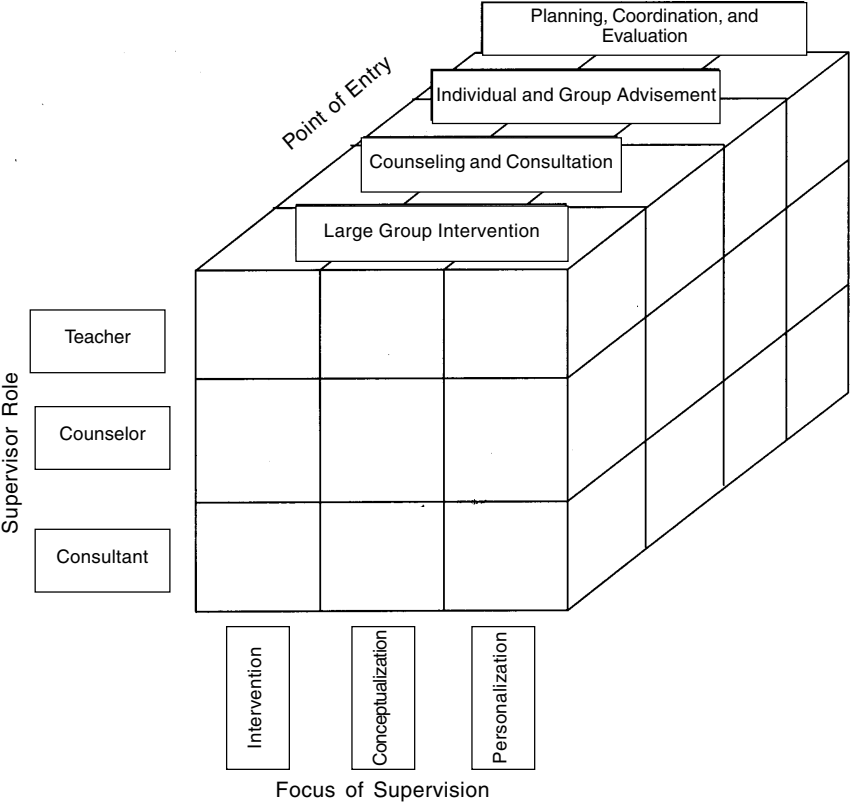

FIGURE 1

School Counselor Supervision Model

ceived as a point of entry for clinical supervision of school counselors. The first domain, large group intervention, has been modified to include other large group interventions performed by school counselors (e.g., meetings of parent groups). All other CSCP domains have been left intact. The SCSM is an attempt to address the concern (e.g., Remley & Herlihy, 2001) that clinical supervision of school counselors has not been modified to accommodate the growth of CSCPs. Therefore, the SCSM is based on the following premises: (a) all four domains of CSCPs are amenable to clinical supervision; (b) school counselor supervisors must attend to the supervision of functions outside of individual and group counseling; (c) the technical eclecticism of the Discrimination Model is beneficial for working with school counseling supervisees; (d) each of the four CSCP domains requires skills that are reflected in the Discrimination Model; and (e) the social role postures that are helpful in the supervision of individual counseling are relevant to all CSCP domains.

Navigating the SCSM: Implementation

The first task of the clinical supervisor using the SCSM is to determine which of the four domains (or which combination of domains) is being addressed in a particular supervision session. Clarity in identifying a CSCP domain will assist the supervisor in making a mental shift toward the skill sets that are required of the supervisee within the domain. Once the point of entry (i.e., domain) for supervision has been clearly identified, the supervisor is ready to consider the focus of supervision and the supervisory role.

Focus within the SCSM. Although the three Discrimination Model foci remain intact for the SCSM, they are expanded beyond their use in supervising counseling. In addition to intervention skills required for successful counseling and consultation, skills such as the ability to conduct classroom lessons, the ability to conduct needs assessments, and the ability to coordinate initiatives with teachers are also included. Exactly which skill set is the focus of supervision is determined by the CSCP domain. Similarly, conceptualization skills of concern to the clinical supervisor include the supervisee's understanding of the relationship among various activities conducted by school counselors, planning a schoolwide function, deciding which components would be most helpful for a career day, developing a plan for evaluation of services, and choosing a developmentally appropriate classroom intervention. Finally, supervisee personalization skills are expanded to include how one handles oneself in a variety of contexts, not just within individual counseling. These skills include the need for assertiveness in advocacy situations and for poise in front of large groups. In short, when using the SCSM, the supervisor uses the same template that is used for supervising clinical work but broadens the focus of supervision to include the interventions, conceptualization, and personalization that are involved in suc-

cessfully implementing all aspects of a CSCP. Figures 2 through 5 provide discrete examples for each of the four CSCP domains. Focus areas appear on the left of the figures, followed by possible supervisor responses from each of the three supervisor roles as one moves across.

Roles within the SCSM. As with areas of focus, supervisor roles are used to assist supervisee development for all of the activities that make up CSCPs. Therefore, depending on the CSCP domain, supervisors model not only counseling interventions but also advising sessions and negotiations with parents and school administrators. They assist supervisees to reflect on their thoughts and feelings about district-sponsored mandated programs and how these thoughts and feelings affect their performance. Furthermore, they serve as resources for classroom activities, schoolwide initiatives, and evaluation strategies. Again, Figures 2 through 5 provide concrete examples of the use of different roles within the SCSM. Specifically, the figures show how the same domain-related focus area can be addressed from three different supervision postures.

Choosing focus and role. As has been explained elsewhere (Bernard, 1997), the Discrimination Model was designed to raise the awareness of the clinical supervisor regarding choices for both focus and role in supervision. It was not designed to dictate which focus or role is optimal in a particular situation. The same would be true for the SCSM. To this extent, the model serves as a navigational chart for supervision and helps supervisors become more deliberate in their supervision.

It is important for supervisors to make clear distinctions among focus areas within supervision because blending them, or inadvertently "sliding" from one focus area to another, may be confusing to the supervisee. For example, telling a counselor that her presentation to the Parent-Teacher Association was a bit ragged (a focus on intervention) when what the supervisor is really thinking is that the counselor had not planned adequately for the presentation (conceptualization) may not be helpful feedback. At the same time, the supervisor may have observed an unorganized presentation but hypothesized that the counselor was extremely anxious (personalization). In this case, finding a way to address both areas of focus in supervision would be optimally helpful to the supervisee.

Similarly, supervisor roles are often inadequate in isolation. As depicted in Figure 3, a supervisor may choose to reflect a supervisee's awareness of lack of rapport with a client. To end here, however, may not be appropriate. Once the supervisee is ready, the supervisor may need to switch to a consultant role or a teacher role in order to complete a successful supervision intervention. In short, full use of the SCSM requires that clinical supervisors consider all CSCP functions as well as all focus possibilities and role possibilities.

The intentionality of moving from one focus to another or one role to another is qualitatively different from the "sliding" previously mentioned. A deliberate use of different foci or different roles

Supervisor's Role

Focus of Supervision

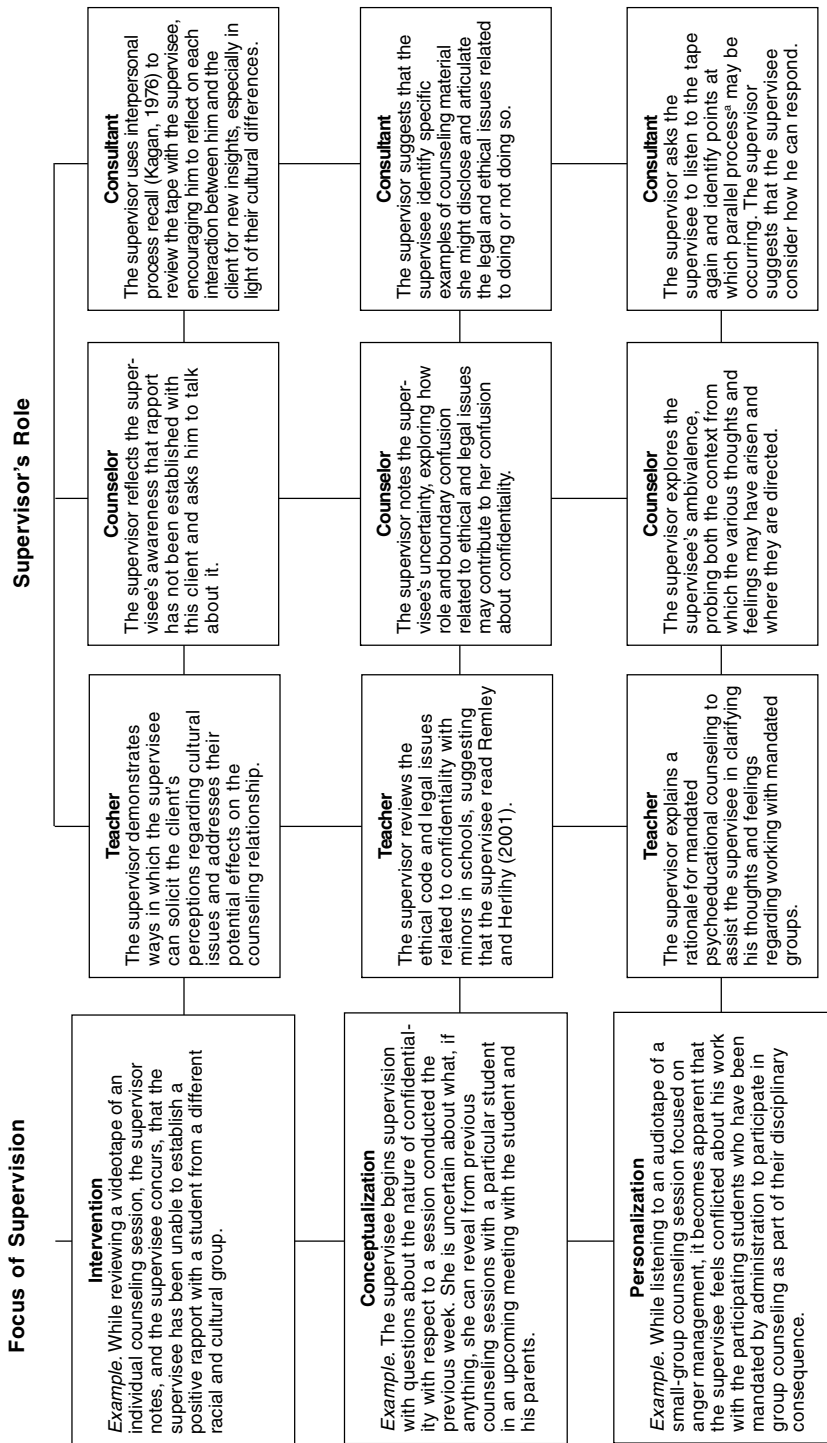|	Teacher	Counselor	Consultant
Intervention *Example.* While observing a recent classroom guidance lesson, the supervisor notes that the supervisee frequently cuts off and interrupts students as she appears to try to cover all the prepared content material.	The supervisor shares the observation and guides the supervisee in identifying ways in which she can more appropriately respond to students and complete the planned lesson.	The supervisor reflects the supervisee's sense of responsibility and urgency to "get through" the information, also illuminating the way in which this may contribute to the problematic behavior.	The supervisor asks the supervisee to review a recorded classroom lesson to locate instances of where she may be interrupting students and to come up with examples of alternate strategies to use.
Conceptualization *Example.* During their weekly supervision, a supervisee expresses confusion regarding the planning of an upcoming grade-level presentation. The supervisor recognizes that the supervisee's theoretical orientation and beliefs about change are inconsistent with the framework of the mandatory, district-sponsored presentation he is expected to implement.	The supervisor reviews tenets of the supervisee's theoretical orientation and demonstrates their consisency with parts of the mandatory presentation.	The supervisor normalizes the supervisee's confusion, reflecting possible dissonance. The supervisor also invites further discussion of the supervisee's associated thoughts and beliefs.	The supervisor offers to help the supervisee reframe the task he has been given in a way that would possibly reduce his cognitive dissonance.
Personalization *Example.* While attending a parent seminar led by the supervisee, the supervisor notices that the supervisee's face flushes and she momentarily pauses when she is repeatedly questioned about her experience by an obviously educated and knowledgeable parent.	The supervisor suggests that the supervisee may have had some discomfort about the parental interaction and offers some strategies to respond to similar situations in the future.	The supervisor explores the supervisee's reactions to the parental intervention so the supervisee can become more aware of her internal dialogue.	The supervisor suggests that it may be helpful for the supervisee to process her reaction to the parent and offers to help in any way the supervisee might find useful for this purpose.

FIGURE 2

Point of Entry: Large Group Intervention

Focus of Supervision

Supervisor's Role

	Teacher	Counselor	Consultant
Intervention *Example.* While reviewing a videotape of an individual counseling session, the supervisor notes, and the supervisee concurs, that the supervisee has been unable to establish a positive rapport with a student from a different racial and cultural group.	The supervisor demonstrates ways in which the supervisee can solicit the client's perceptions regarding cultural issues and addresses their potential effects on the counseling relationship.	The supervisor reflects the supervisee's awareness that rapport has not been established with this client and asks him to talk about it.	The supervisor uses interpersonal process recall (Kagan, 1976) to review the tape with the supervisee, encouraging him to reflect on each interaction between him and the client for new insights, especially in light of their cultural differences.
Conceptualization *Example.* The supervisee begins supervision with questions about the nature of confidentiality with respect to a session conducted the previous week. She is uncertain about what, if anything, she can reveal from previous counseling sessions with a particular student in an upcoming meeting with the student and his parents.	The supervisor reviews the ethical code and legal issues related to confidentiality with minors in schools, suggesting that the supervisee read Remley and Herlihy (2001).	The supervisor notes the supervisee's uncertainty, exploring how role and boundary confusion related to ethical and legal issues may contribute to her confusion about confidentiality.	The supervisor suggests that the supervisee identify specific examples of counseling material she might disclose and articulate the legal and ethical issues related to doing or not doing so.
Personalization *Example.* While listening to an audiotape of a small-group counseling session focused on anger management, it becomes apparent that the supervisee feels conflicted about his work with the participating students who have been mandated by administration to participate in group counseling as part of their disciplinary consequence.	The supervisor explains a rationale for mandated psychoeducational counseling to assist the supervisee in clarifying his thoughts and feelings regarding working with mandated groups.	The supervisor explores the context from which the various thoughts and feelings may have arisen and where they are directed.	The supervisor asks the supervisee to listen to the tape again and identify points at which parallel process[a] may be occurring. The supervisor suggests that the supervisee consider how he can respond.

FIGURE 3

Point of Entry: Counseling and Consultation

[a]For a description of parallel process, see Bernard & Goodyear (2004).

Focus of Supervision

Supervisor's Role

Teacher

The supervisor speaks to the observed awkwardness and models another possible way in which the supervisee could address student aptitude, motivation, and achievement.

Counselor

The supervisor shares her perceptions regarding the supervisee's lack of comfort delivering feedback in this context and empathizes with the supervisee regarding the difficulty of the situation.

Consultant

The supervisor and the supervisee brainstorm about other ways to deliver this feedback and share their reactions to each other's ideas.

Intervention

Example. The supervisor observes a live conference between the supervisee, a student, and the student's parents. The purpose of the conference is to discuss the student's recent report card. The supervisee is awkward giving feedback to the student and her parents regarding the student's aptitude and motivation as related to her most recent academic achievement.

Teacher

The supervisor offers some examples of interventions that she knows the supervisee has attempted in the past.

Counselor

The supervisor comments on the supervisee's struggle and assists the supervisee in clarifying her awareness and understanding of responsive interventions and the CSE process.

Consultant

The supervisor suggests that the supervisee review both her case notes, in order to recognize specific interventions, and the content related to and generating the CSE referral.

Conceptualization

Example. The supervisor attends a Committee on Special Education (CSE) meeting during which the supervisee flounders. When asked by the CSE chair to identify previous interventions that she has attempted with the referred student and their effects, the supervisee is unable to give any concrete examples.

Teacher

The supervisor offers a few possible interpretations of his difficulty with referral and inquires about the supervisee's reactions to each of the suggested possibilities.

Counselor

The supervisor explores the supervisee's anticipatory experience of the parental contact and referral. Attempts are made to uncover any personal issues that might complicate this process.

Consultant

The supervisor shares her ideas about what might be causing the supervisee's discomfort and asks him if her impressions resonate with him.

Personalization

Example. Following a supervision session in which the supervisor and supervisee discuss the need to make an outside referral for a particular student, the supervisee comments on his recurring struggle with contacting parents when he needs to make referrals. Additionally, he asks the supervisor why this might be happening.

FIGURE 4

Point of Entry: Individual and Group Advisement

Intervention

Example. The supervisee arrives at the supervision session stating that he was planning on examining tapes of his previous individual and group counseling sessions to look for shared themes regarding students' academic, behavioral, social, and emotional needs. However, he has instead decided to ask you, the supervisor, for assistance in developing a needs assessment for use with a more extensive group of students, faculty, parents, and community members.

Teacher

The supervisor affirms the supervisee's intent and gives the supervisee the assignment to read Dollarhide & Saginak (in press) for a thorough explanation of developing a needs assessment.

Counselor

The supervisor notes the change of directions and affirms the supervisee's willingness to try something new.

Consultant

The supervisor requests that the supervisee share his knowledge of and previous experience with needs assessments to discover the possible points where he may need assistance.

Conceptualization

Example. During a supervision session, the supervisee offhandedly shares that one of her student's teachers complained to her recently about not communicating relevant case information in a timely fashion. The supervisor realizes that this is not an isolated example of the supervisee's seeming lack of appreciation of the importance of follow-up communications with faculty.

Teacher

After reviewing the various forms and functions of informal feedback and emphasizing its importance in light of accountability within CSCPs, the supervisor suggests the use of a form to track the supervisee's communication with faculty.

Counselor

The supervisor addresses the supervisee's offhandedness, asking the supervisee to reflect on the meaning of her posture and discuss her associations with accountability.

Consultant

The supervisor invites a conversation about how school counselors coordinate efforts on behalf of students and about possible protection and liability issues when personnel are not aware of each other's efforts. The supervisor asks if she can be of help in devising a coordination plan.

Personalization

Example. The supervisor observes the supervisee's hesitance to confront a colleague and/or process his emotional reaction regarding an earlier disagreement. Although the supervisor further recognizes how this may be interfering with the supervisee's ability to plan and coordinate an upcoming schoolwide function with this colleague, the supervisee does not appear to recognize how this is interfering with the task at hand.

Teacher

The supervisor delivers the aforementioned observation, requesting that the supervisee engage in a related series of role plays to clarify the supervisee's perceptions of the colleague, conflict, and task.

Counselor

The supervisor encourages the supervisee to make a sandtray (Fall & Sutton, 2004) depicting the current situation, processing the supervisee's experience, reaction, and insights.

Consultant

The supervisor shares the aforementioned observations and solicits the supervisee's reaction, suggesting that he consider how both his expectations and previous experience with conflict may be influencing him.

FIGURE 5

Point of Entry: Planning, Coordination, and Evaluation

Note. CSCP = comprehensive school counseling program.

demonstrates fluidity with the model and an awareness of the learning needs of the supervisee. Sliding from focus to focus or role to role without awareness that one is doing so is a very different matter, lacking intentionality and making supervision far less decipherable for the supervisee.

Implications for Training, Practice, and Research

Implications for Training and Practice

The Discrimination Model is widely used to guide the preparation and training of clinical supervisors for their profession (Bernard & Goodyear, 2004; Association for Counselor Education and Supervision, 2000). As an extension of this model, the SCSM could be used to assist supervisors-in-training to appreciate the unique supervision needs of their school counseling supervisees. The SCSM, then, should help to balance other models of supervision that focus almost exclusively on the counseling and therapy enterprise. Conversely, school counseling students who receive SCSM supervision will benefit from supervision that more directly parallels their experience in their internship sites. Because internship students are required to involve themselves in all aspects of school counseling (CACREP, 2001), supervision that focuses exclusively on counseling either leaves important aspects of their training unsupervised or reinforces the disconnect between the emphasis of preparation programs and the student's experiences in the field.

The SCSM is also relevant to CACREP Standard III.F. (CACREP, 2001), which requires preparation programs to offer professional development assistance to site supervisors. As professional development for site supervisors, the SCSM provides a context for experiences with which school counselor supervisors are already familiar. The model becomes less complex when trainers begin with solicited examples of supervision issues and assist supervisors in identifying the correct CSCP domain and the focus of their concern. Identifying the correct focus (intervention, conceptualization, or personalization) within a domain activity is typically the most fruitful step in becoming comfortable with the model. Once domain and primary focus are clearer, trainers can help supervisors consider various role options available to them in resolving the supervision challenge.

Implications for Research

Although the SCSM adapts the comparatively well researched Discrimination Model (Bernard & Goodyear, 2004), any advancement of the model requires additional empirical work. Exploratory investigation is needed to determine whether the supervisor roles and foci are replicated when extended across the four identified areas of school counselor function within CSCPs. Findings from such investigations can be used to support, refute, or refine the SCSM. A subsequent avenue of research would be to validate the implementation of the SCSM with both counselor trainees and

practicing school counselors, assessing both supervisor and supervisee experiences (e.g., working alliance, satisfaction, self-efficacy). The impact of the SCSM on specific school counselor functions within CSCPs could also be assessed.

Conclusion

Others have underscored the need for an elevated presence, if not regard, for clinical supervision within school contexts (Crespi, 2003; Crutchfield & Borders, 1997; Page et al., 2001). To date, no model of clinical supervision has emerged that specifically addresses the functions of a school counselor within CSCPs. As an extension of the Discrimination Model (Bernard, 1979, 1997), the SCSM incorporates the four primary domains of school counselor function within a CSCP, thus increasing the points of entry for clinical supervision in school contexts. Simultaneously, the SCSM validates and authenticates the importance of all aspects of school counseling, not just the responsive services.

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