

**School Counselor Use of Creative Intervention with Culturally and Linguistically Diverse
Students**

**A Dissertation Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville**

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DEDICATION

This work is dedicated to my family, past, present, and future. Your love and strength have brought us here. We have accomplished this because you have been the strength inside my soul. To my ancestors, named and unnamed, who never imagined life outside of our 'Isla del Encanto,' Puerto Rico. To my parents, brothers, grandparents, aunts, uncles, and all my cousins who energize my life and remind me that we come from a legacy of resilient, loud, change makers, advocates, and Latinos who fight for what is just.

Most importantly, I dedicate this to my mother, Loida Rosario Galarce. You were my advocate, my voice, and my strength when I had none. A constant reminder that life is beautiful and worth every bit of love and laughter. You have been steady like the ocean waves that hit the banks of our little island, always there and never off rhythm. I stand on your sacrifices and the sacrifices of a million women before you. I dedicate this to you.

Finally, I dedicate this to every kid who has ever had so much to say with no words to say them. This is for you! To the kids who find themselves dancing a limbo between multiple languages, hoping and trusting that they will be understood. Sometimes words, no matter the language, will never do your voice justice. So, this is dedicated to you, and the voice that is deep within your soul.

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You all believed I could, and we did! This is not the journey of one person completing a PhD. This is the story of an entire collective fighting for a spot at the table. You are my collective. Thank you, for playing a critical part in this chapter. The journey is not over.

ABSTRACT

Culturally and Linguistically Diverse Students (CLDS) are a growing population in U.S. public schools. School counselors are charged with supporting the socioemotional needs of all students regardless of their identities. Creative interventions have shown efficacy in meeting the socioemotional needs of children, individuals with disabilities, older adults, and individuals with severe mental illness. However, little is known about how school counselors meet the needs of culturally and linguistically diverse students using creativity interventions. Therefore, this quantitative survey research examined the predictability of CLDS Knowledge, advocacy involvement, self-efficacy with CLDS, and their contribution to school counselors' use of creativity with CLDS. Results indicated that Advocacy intervention, CLDS specific knowledge, size of CLDS population, and years of experience contributed significantly to school counselor's use of creativity with CLDS. Although self-efficacy was significantly correlated with all constructs, it was not significant in the regression model. Participants also served non-CLDS with creative interventions at a higher rate than CLDS. Therefore, to further meet the diverse needs of CLDS, school counselors must enhance their CLDS knowledge and engage in micro and macro-level advocacy interventions. School counselor training programs must ensure that students have practice with CLDS and enhance training in social justice advocacy. This study's results increase our understanding of how best to support CLDS while also highlighting the training needs of student counselors.

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INTRODUCTION

School counselors are called to be social justice change agents by the American School Counseling Association (2020), and The Council for Accreditation of Counseling and Related Educational Programs (CACREP). Extensive literature addresses the college and career readiness needs of adolescent culturally and linguistically diverse students. However, the majority of CLDS are clustered in elementary schools and there is scant literature on ways to support their socioemotional development. The first manuscript extensively reviews the literature on school counselors work with CLDS and how creative interventions have supported the socioemotional needs of various other populations. Additionally, it addresses the role of the school counselor as a social justice change agent within the Multicultural and Social Justice Counseling Competencies framework. The second manuscript is an empirical study. This empirical study utilized standard multiple regression and correlations to assess the relationship between school counselor CLDS knowledge, advocacy interventions, self-efficacy with CLDS, and multilingualism. The studies methods and results are discussed with implications for future practice and research.

CHAPTER I: CONCEPTUAL MANUSCRIPT TITLE

Creativity as Advocacy: School Counseling with Culturally and Linguistically Diverse

Students

Abstract

English Language Learners (ELL), or culturally linguistically diverse students (CLDS) are a growing population in U.S. public schools and experience a myriad of barriers. The majority of CLDS are elementary school aged, yet most counseling literature on this population focuses on adolescent college and career readiness. Although school counselors are tasked to advocate for all students, they are faced with a very real cultural and linguistic barrier when they work with CLDS. Evidence surrounding the effectiveness and use of creativity in counseling with children, older adults, individuals with communication challenges, and individuals with severe mental illness help in understanding how they can be utilized as a developmental, cultural, and linguistic bridge for meeting the socioemotional needs of elementary CLDS. Therefore, the purpose of this manuscript is to examine the current literature on the socioemotional needs of elementary CLDS and how professional school counselors can work to meet these needs through creative interventions.

Introduction

English Language Learners (ELL), or students whose first language is a language other than English, are a growing population in U.S. public schools and experience a myriad of barriers throughout society (Office of English Language Acquisition [OELA], 2020). These culturally and linguistically diverse students (CLDS) experience barriers that limit their development and increase academic, health, and economic disparities throughout their lives. Their educational experiences and holistic development are impacted by a long history of English-only policies with little attention to racial-ethnic identity or socioemotional development. Additionally, CLDS have a vast repertoire of protective factors which are widely ignored due to a deficit-based perspective on their development and education (Villalba, 2007). The majority of CLDS academic, career, and socioemotional support is provided by English as a second language instructors (Clemente & Collison, 2000), however, these instructors do not have the specific mental health, counseling, and advocacy training of professional school counselors.

Professional School Counselors (PSC) are called to be social justice advocates for all students they serve (Ratts & Greenleaf, 2017). They embody a unique position to address the socioemotional needs of minoritized students throughout the comprehensive school counseling curriculum. The American School Counselor Association (ASCA) and the American Counseling Association (ACA) hold strong stances about the role of professional counselors in advocating for and with minoritized students/clients to increase their well-being. However, school counselors are faced with a very real cultural and linguistic barrier when they work with CLDS. Most counseling interventions are based in talk therapies (Gladding, 2008), yet this is

insufficient when working with CLDS. Therefore, creative interventions may offer a means to diminish this barrier.

Creative interventions show strong promise when meeting the needs of a variety of populations. They are used extensively with children as a communicative factor addressing their developmental levels (Gladding, 2008). They are also regularly utilized to meet the needs of individuals with intellectual and developmental disabilities and older adults with limited communication as a means of expression and communication (O'Malley et al., 2020).

Furthermore, various helping professionals have examined the effects of creative interventions on increasing quality of life and diminishing psychological symptoms for individuals with severe mental illness who experience separation from reality (Chiang et al., 2019). The ability for creative interventions to cross such a variety of service barriers provides school counselors with a basis for its utilization with elementary aged culturally and linguistically diverse students, who experience communication barriers due to culture, language, and developmental age.

Therefore, the purpose of this manuscript is to examine the current literature on the socioemotional needs of elementary CLDS and how professional school counselors can work to meet these needs through creative interventions. The article begins with a historical foundation of English language learners in the U.S. and explores how creative counseling techniques meet the needs of varying populations framed within the Multicultural Social Justice Counseling Competencies (MSJCC; Ratts et al., 2015). The authors provide various ideas for integrating creative interventions within school counseling practice.

Culturally and Linguistically Diverse Students

More than 20% of the U.S. population speaks a language other than English at home (U.S. Census Bureau, 2018). The number of *English language learners* (ELL) in K-12 public schools steadily increased over the last 40 years (National Center for Education Statistics [NCES], 2020). In 1980, 11% of households spoke a language other than English compared to 20.1% in 2010 and 21.5% in 2018 (U.S. Census Bureau, 2018). According to the Office of English Language Acquisition (OELA, 2020), these census data trends are similar in K-12 public schools. In 2017, nearly five million students participated in language assistance programs and were primarily in elementary schools (OELA, 2020). About 75% of ELL students speak Spanish, followed by Indo-European languages (e.g. French, Haitian Creole, Italian, Portuguese) and Asian languages (e.g. Chinese, Japanese, Korean, Hmong). ELLs encompass a large variety of ethnic and cultural subgroups. Although most but not all ELLs speak Spanish, the within-group diversity is expansive. Some are U.S.-born, others are first, second, or third-generation immigrants, and still others hold legal refugee status. Despite the linguistic and cultural differences of ELLs, they experience similar challenges in accessing the socioemotional support services offered by school counselors (Clemente & Collison, 2000). The increase in diverse languages spoken by U.S. elementary students presents school counselors with the reality of a language and service barrier. Students' ability to speak multiple languages is an asset in a globalized society, and school counseling practice must provide them with the necessary socio-emotional support to succeed in U.S. public schools.

Terminology

Scholars use various terms to describe ELLs throughout policy, research, and practice. *Limited-English Proficient* is a legal term found in the No Child Left Behind (NCLB, 2001) legislation. ELL is the most common term throughout teacher education practice (Garcia et al., 2008). Other regularly used terms include *English learners*, *English as a second language*, and *language minority* (Garcia et al. 2008; Garcia & Lin, 2016; Martinez, 2018; Nelson & Davis-Wiley, 2017). All of the terms presented above frame students in a monolingual framework where English is the hierarchical, elite, and preferred language (Garcia & Lin, 2016; Thurnbull, 2018). They are grounded in an educational perspective and thereby focus on the need for language acquisition. From a multicultural counseling perspective, the term *culturally and linguistically diverse students* (CLDS) highlights the need for cultural competence and the cultural encapsulation of language use (Lee & Anderson, 2009). CLDS also frames our understanding from a strengths-based perspective by emphasizing assets the students bring to the table. Counseling is traditionally a language-based experience between two individuals while also grounded in culturally embedded expressions of self and worldview. Henceforth, I will utilize the term *culturally and linguistically diverse students* (CLDS) to frame our understandings from a multicultural and social justice framework.

Education Policy Impacting CLDS

Bi/multilingualism is the norm globally. However, in U.S. schools, it is viewed as a barrier to academic achievement (Auer & Wei, 2008; Kaplan, 2015; Martinez, 2018). Education policymakers hold a predominantly English-only method of educating CLDS. The goal of language acquisition programs such as that mandated by *Every Student Succeeds Act* (ESSA;

2015) is to speed up English acquisition, with no attention to the socioemotional needs of linguistically diverse students (Auer & Wei, 2008; Garcia & Lin, 2016).

Historically, the mid-late 20th century was instrumental for the inclusion of CLDS in public education. The landmark 1954 Supreme Court case *Brown v. Board of Education* and the *Civil Rights Act of 1964* laid the groundwork for access into public education. In 1968, the U.S. Congress passed the *Bilingual Education Act*, a grassroots advocacy effort designed to support CLDS holistic development by promoting ethnic identity development. However, it evolved into a program that emphasized English language acquisition through the mainstream general education curriculum (Sinclair, 2018). A later Supreme Court case, *Lau v. Nichols* (1974), provided the premise for the *Equal Educational Opportunities Act of 1974*. This Act expanded the requirement for schools to provide access to all educational services, including guidance and counseling services, aimed at students' socioemotional and career development. *Plyler v. Doe* (1982) rejected varying attempts to deny K-12 education to undocumented students and held K-12 education as a fundamental human right (Jimenez-Castellanos & Topper, 2012). These shifts in policy began movement towards minimizing the opportunity gap for CLDS.

The next policy shift impacting CLDS occurred in the 21st century with the passing of *No Child Left Behind* (NCLB; 2002). Title III of NCLB emphasized standardized measures of accountability surrounding CLDS English language acquisition with no discussion of the educational and social capital benefits of bi/multilingualism (Nelson & Davis-Wiley, 2017; Sinclair, 2018). The push for accountability based on standardized measures in English gave educators an inaccurate image of CLDS as less intelligent, with minimal academic ability. The era of accountability resulted in CLDS experiencing disciplinary action, remedial placements,

and placement into special education services at disproportional rates, contributing to academic, social, and economic disparities (Gage et al., 2013; Garcia & Lin, 2016). In 2015, *Every Student Succeeds Act* (ESSA) replaced NCLB. Under ESSA, there remains a focus on standardized testing and critics of ESSA highlight its apparent lack of attention to the value of bi/multilingualism (Chang, 2020).

Education policy attempted to promote inclusion of CLDS in all aspects of public education. However, CLDS still had a high school graduation rate of 67% in 2016, while their English-speaking peers had a graduation rate of 85% (U.S. DOE, 2020). CLDS have culturally embedded protective factors that, when leveraged, can support their development. By focusing on rapid language acquisition, CLDS receive minimal support for their socioemotional and holistic development, support afforded to their English-speaking counterparts (Clemente & Collison, 2000). Additionally, an English-only focus limits the student's ability to express their needs and experience school belonging or attachment, critical features of academic success (Faubert & Gonzalez, 2008; Ivaz et al., 2016; Shi & Watkinson, 2019). School counselors are in a position to advocate for the equity and inclusion of elementary CLDS in all school programming while working to meet their socioemotional needs by promoting creative means of self-expression.

CLDS as Elementary Students

The majority of CLDS are elementary school aged (OELA, 2020), yet most counseling literature on this population focuses on adolescent college and career readiness. CLDS experience various socioemotional challenges during the elementary years. According to Maslow's hierarchy of needs, when students are experiencing a lack of security or support, they

are unable to focus on their education (Maslow, 1943). Simply put, when CLDS are worried about their social belonging or family relationships, they are unable to fully engage in their education. Additionally, if elementary CLDS experience a lack of needed support, later curriculum focused on their college and career readiness may be less impactful. Therefore, an examination of current literature that highlights elementary CLDS protective factors and current barriers is needed.

Protective Factors for Elementary CLDS

Most literature exploring the characteristics of CLDS focus on limited-English proficiency, low socioeconomic status, health disparities, and low educational attainment (Villalba, 2007). Although it is vital to be fully aware of the data highlighting a need for increased services, in order to mitigate systemic oppressive factors, counselors must frame their work from an asset perspective. Protective factors for healthy development and wellbeing of CLDS differ from the protective factors of their monolingual peers. CLDS have a wide range of protective factors that contribute to their development throughout the lifespan. Elementary-aged CLDS have an advantage when working to acquire cultural competence (Suarez-Orozco et al., 2018). Their age provides them with the opportunity to develop flexibility and learn the social cues of navigating two distinct social realms, a critical developmental task. Their age also provides them with an opportunity for early intervention and experiences to build feelings of belonging, attachment, and pride in their racial-ethnic identity development (Corenblum & Armstrong, 2012; Umaña-Taylor & Hill, 2020).

Healthy racial-ethnic identity development supports students' wellbeing and functions as a buffer to psychological distress (Maldonado et al., 2009; Suarez-Orozco et al., 2018).

Providing an environment that validates their ethnic identity promotes family cohesion and bonding, which also functions as a protective factor from risky behaviors later in life (Maldonado et al., 2009). CLDS have social capital in navigating diverse spaces through code-switching, a skill needed in a globalized society (Hofweber et al., 2016). They have a unique attunement to nonverbal cues and messages, which work to their benefit in interpersonal exchanges (Yow & Markman, 2016). CLDS religious and traditional practices may provide opportunities for full acceptance and universalism of experience and contribute to lower levels of anxiety (DiPierro et al., 2018). Family cohesion and roles can provide a safe haven for elementary-aged CLDS, where cultural and house norms are understood and predictable (Villalba et al., 2007). CLDS sibling relationships often are a vital protective factor for CLDS (Updegraff et al., 2016). CLDS tend to have more involvement in sibling care than their non-CLDS counterparts (Suarez-Orozco et al., 2018). Even with all these protective factors, CLDS students may still need socioemotional services. A more in-depth look into how racial-ethnic identity and acculturation play a role in CLDS development helps us understand the need for additional support in schools.

Racial-Ethnic Identity Development and Acculturation

Schools function as the primary environment for acculturation (Schumann, 1986). They can offer a safe space for development or increase acculturative stress (Bartlett et al., 2017). Elementary-aged CLDS experience additional biopsychosocial developmental tasks than their non-linguistically minoritized peers. In addition to self-regulation skills, the formation of positive attachments, and developing a sense of purpose and competency, CLDS must also process racial-ethnic identity development, acculturative stressors, bi/multilingual language

development, and, in the case of many refugees and displaced families, trauma (Suarez-Orozco et al., 2018; Vera et al., 2018).

Racial-ethnic identity development involves an awareness, sense of belonging, and commitment to one's racial and ethnic group memberships (Corenblum & Armstrong, 2012; Phinney, 2001; Umaña-Taylor & Hill, 2020). It is associated with feelings of pride, attachment, and commitment. Racial-ethnic identity is overtly explored in adolescents; however, its foundations are created in childhood (Corenblum, 2014). Healthy racial-ethnic identity development functions as a psychological buffer throughout the lifespan. It is associated with higher levels of self-esteem, lower levels of substance use, and academic success.

Although most literature focuses on adolescents, according to Corenblum and Armstrong (2012), the feelings associated with racial-ethnic identity are experienced in young children and increase with age. Maldonado et al. (2009) found that strong ethnic identity in elementary students significantly correlated with identity achievement. Ethnic identity in males was strongly associated with affirmation and belonging across elementary and secondary grades. The development of racial-ethnic identity in elementary CLDS provides a foundation for healthy socioemotional processes in later adolescents. Racial-ethnic identity development functions as both a potential buffer and a potential stressor in elementary CLDS.

Socioemotional Barriers

Along with racial-ethnic identity and protective factors, CLDS experience unique socioemotional barriers. Maldonado et al. 's (2009) and Umaña-Taylor and Hill, (2020) findings also highlighted how racial-ethnic identity development is experienced as acculturative stress by CLDS and contributes to student anxiety, stress, and diminished self-esteem. Students experience

two distinct worlds that might have competing agendas and conflicting values. For example, some CLDS come from highly collaborative and collectivistic cultures, while U.S. schools focus on individual and personal empowerment. CLDS experience an educational curriculum which omits their culture's collective knowledge, history, and traditions and must learn from a Eurocentric curriculum (Bourdieu, 1991). This creates a thick tension within students where they must navigate assimilation to avoid perceived rejection or identity integration where they learn to value both their home culture and school culture.

Other socio-emotional issues exist as well. In Villalba et al.'s (2007) study, parents expressed a similar tension of incongruence between the school's definition of success through high-stakes testing and their family beliefs around educational development occurring at a less pressured pace. Parents also expressed a distinct difference between the coldness experienced within U.S. schools which contrasted the warm and inviting environment of schools in their country of origin. Additionally, Rumbaut (1996) identified socioeconomic status as factor which further impacts racial-ethnic identity. They found that CLDS whose families had greater economic stability were more likely to identify with their first language and culture than students whose parents experienced additional stressors due to socioeconomic status, suggesting that the integration of home and school culture is also impacted by socioeconomic stability. Learning to navigate this tension is paramount for a student's lifelong success.

Language brokering, the act of interpreting and mediating communication between culturally and linguistically different people, is a curious socioemotional experience as it functions both as a barrier and protective factor for CLDS (Burton, 2007; Tuttle & Johnson, 2018). CLDS frequently encounter a need for and expectation to language broker between their

adult caregivers and school personnel. Language brokering contributed to student's stress, anxiety, and internalization of emotions for a sample of Korean and Chinese CLDS (Chao, 2006). Additionally, it can result in role reversals between caregivers and their children while also causing forced parentification (Burton, 2007; Kam, 2011). Many times, language brokering places young children in the middle of adult decision-making processes. Many schools will utilize students as language brokers to bridge the communication gap between peers and school personnel. As a result, Niehaus and Kumpiene (2014) found that some students felt isolated and found friendship maintenance difficult. Language brokering does not negatively affect all students equally. It can also provide students with the ability to problem-solve, increase competence in life tasks, and it still increases stress in elementary-aged CLDS (Tuttle & Johnson, 2018). Language brokering is a unique socioemotional barrier experienced by CLDS which places them in confusing roles within families and schools.

CLDS also experience social isolation due to language and programmatic divides created within schools (Clemente & Collison, 2000; Vera et al., 2018). In Vera et al.'s (2018) retrospective study, participants reflected on feelings of physical isolation from placement in language acquisition programs or remedial classes, and emotional isolation from a perceived lack of socioemotional supports available. Additionally, teacher perceptions, school environment, and community climate affect CLDS socioemotional development. Sibley and Brabeck (2017) examined the literature of elementary school teachers unintentional bias and discrimination of CLDS and found a common theme highlighting its negative impact on academic and socioemotional outcomes. Ash et al. (2014) noted a clear difference between behaviors of shyness in CLDS aged 6-10 dependent on the linguistic context they were in as rated by their

mothers. CLDS had lower ratings on shyness scales when they were observed in a context where most children spoke their first language as opposed to a context where more children did not speak their first language.

Peer relationships are additionally complex for CLDS. CLDS frequently lack a sense of school belonging and have difficulty creating peer relationships (Shi & Watkinson, 2019; Tuttle & Johnson, 2018). Vera et al. (2018) found that adults who were a part of language acquisition programs during their school years reflected on a need for greater multicultural sensitivity and expressed how they typically kept their negative experiences to themselves. The intersecting -isms experienced by CLDS is compounding and impacts their access to the educational curriculum set out before them (Vera et al., 2018). School counselors must navigate these complexities on a regular basis and the multicultural and social justice advocacy competencies (Ratts et al., 2015) provide us with a framework for deeper understanding and action.

Multicultural and Social Justice Counseling Competencies and School Counseling

A central theme across the ACA Code of Ethics (2014) and the ASCA Ethical Standards (2016) is the professional responsibility to address diversity and advocate for systemic change. Both organizations place the responsibility for clear communication and linguistic access to services on the professional. They encourage the use of culturally inclusive language and translators to ensure access (ACA, 2014, A.2.c, H.5.d; ASCA, 2016, B.1.). Counselors must consider the client's development, language skills, and the implications of cultural differences in the implementation of interventions, evaluation, and assessments (ACA, 2014, E.8; ASCA, 2016, A.13). Finally, both ethical codes outline the professional responsibility to continually develop

multicultural and social justice competence through a continual process of awareness, knowledge, and skills (ACA, 2014, B.1.a; ASCA, 2016, B.3.i).

The ethical responsibility to provide access to services to culturally and linguistically diverse children is evident. In response, Sue et al. (1992) published the first set of multicultural counseling competencies (MCC). The competencies specifically highlighted the monocultural/lingual perspective of counseling and spoke directly to the adverse effects of the English-only movement for CLD clients. Since the publication of the MCC, researchers have utilized it as a framework for designing measures of multicultural counseling competencies and as a theoretical framework for empirical studies (Holcomb-McCoy & Day-Vines, 2004; Tadlock-Marlo et al. 2013). Since these developments, researchers utilized the MCC as a both independent and dependent variables in various studies (Holcomb-McCoy et al. 2008; Johnson et al., 2016; Nelson et al., 2015; Owens et al., 2010). Currently, most measures are based on the original MCCs, despite the revisions published in 2015.

In 2015, an appointed committee revised the MCCs into the Multicultural and Social Justice Counseling Competencies (Ratts et al., 2015). In addition to awareness, knowledge, and skills domains of competence, the MSJCC added an action domain to emphasize the implementation of the original three domains. The MSJCC also added a socioecological context with the creation of a counseling and advocacy interventions domain, which Leibowitz-Nelson et al. (2020) asserted as the most applicable to professional school counselors. The MSJCC played a critical role in highlighting the importance of advocacy needed at the individual and systemic levels of school counseling practice. The competencies aim to outline the skills, knowledge, and behaviors needed to address systemic barriers experienced by clients, including developmental,

cultural, and linguistic barriers (Ratts et al., 2016). The MSJCC also provided a clear conceptual framework to aid professional counselors in understanding their positionality of power, privilege and oppression in comparison to their client's positionality through a quadrant-based framework (See Figure 1). The implementation of the MSJCC should be present throughout the role and programming of the professional school counselor.

The MSJCC provide clear-cut means to address issues of equity and access in the role of the professional school counselor. According to ASCA (2016), "school counselors are advocates and leaders... who create systemic change" (p. 1). School counselors are also social-justice advocates who "support students from all backgrounds and circumstances" (p.1). ASCA combines the needs of CLDS within their ethical code and their cultural diversity (ASCA, 2015) and equity for all students (ASCA, 2018) position statements. However, they do not have a position statement explicitly outlining the school counselor's role in supporting the needs of CLDS. Regardless, school counselors play a critical role in the access and equity of elementary-aged CLDS. School counselors are in a unique position to combat academic disparities by supporting their socioemotional development (Cook et al., 2012). Through the implementation of a comprehensive school counseling program such as the ASCA National Model (2019), school counselors can deliver direct services that are culturally, linguistically, and equitably designed to minimize the opportunity gap (Johnson et al., 2016). The MSJCC provided a framework that is dynamic and ever shifting. The complex intersectionality of identities within the counseling relationship and process are constantly in flux.

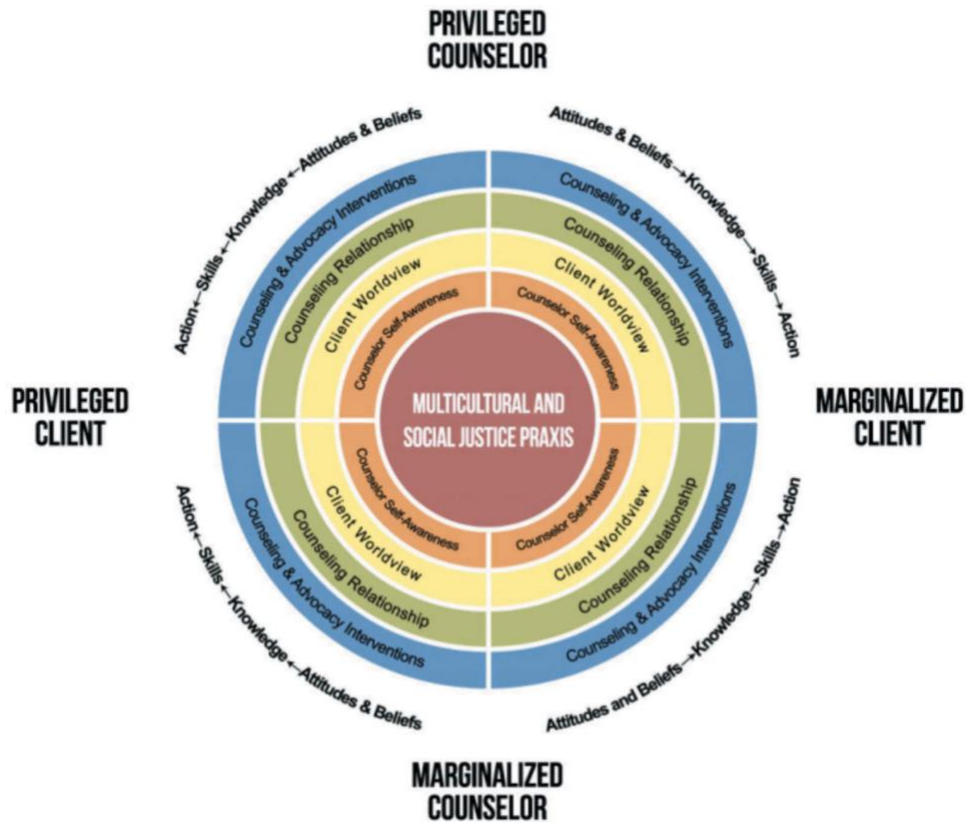


Figure 1
Multicultural and Social Justice Counseling Competencies

Note. From “Multicultural and Social Justice Counseling Competencies,” by. M. J. Ratts, , A. A.

Singh, S. Nassar-McMillan, S. K. Butler, &. J. R. McCullough, 2015, p. 4.

(<http://www.counseling.org/knowledge-center/competencies>). Copyright 2015 by Ratts, et. al.

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Therefore, Ratts et al., (2015) clarified a need for professional counselors to attain competencies of awareness, knowledge, skills, and action within each quadrant of the framework. Additionally, the framework and competencies emphasize a need for balanced practice at the micro-level, (i.e., individual and small group counseling), and macro-level (i.e., institutional, community, and public arena). The competencies are aspirational and focus on four developmental domains: counselor self-awareness, client worldview, the counseling relationship, and counseling and advocacy interventions. School counselors intervene at various levels, including the individual (intra/interpersonal), institutional (the school), and the local community (Ratts et al., 2015). Recently, school counseling and multicultural counseling scholars have turned to the MSJCC and the ACA advocacy competencies to frame school counselor's social justice and advocacy work.

The ACA Advocacy competencies (ACA, 2018) specifically highlight how counselors can meet social advocacy needs of diverse clients. Ratts et al. (2007) outlined the role of the professional school counselor as aligning with the ACA advocacy competencies. They asserted that the advocacy competencies provide a framework for school counselors to promote access and equity for all students. Professional school counselors advocate with students through empowerment and on behalf of students through advocacy and do so at a micro or macrolevel (Ratts et al., 2007). School counselor microlevel interventions include classroom counseling lessons, individual, and small group counseling, while school counselor macrolevel interventions includes the dissemination of information in order to bring about systemic change (e.g. working with faculty/staff to alter minoritizing language used in the school.) The MSJCC and the ACA

advocacy competencies provide professional counselors with a holistic set of structures to outline their work.

The MSJCC and the ACA advocacy competencies function as combined frameworks to meet the socioemotional needs of CLDS. Previous research has made clear to the counseling profession a clear service gap in meeting the socioemotional needs of elementary CLDS. Clemente and Collison (2000) highlighted a need for more bilingual school counselors and interpreters. However, in a national study, Paone et al. (2010) examined the many barriers experienced when school counselors worked with interpreters including: limited interpreter skills, interpreter inability to handle emotional content, and interpreters assuming control of the counseling session. Additionally, Smith-Adcock et al. (2006) surveyed school administrators' perceptions of cultural barriers of CLDS and found that more than 84% of participants perceived a high level need to have bilingual school counselors available to meet the personal and socioemotional needs of CLDS. Despite a clear need for bilingual and culturally diverse school counselors, 76% of ASCA members are white and primarily monolingual (ASCA, 2020). Waiting for such a dramatic shift in professional demographics is unrealistic. In the meantime, CLDS socioemotional developments remain unsupported. Therefore, providing creative interventions may fill this gap by creating opportunities for CLDS to utilize their natural language of creativity.

Applications of Creativity in Counseling

Creativity is a natural and innate human process (Gladding, 2008). From the beginning of humanity, people have strived towards creativity, innovation, and exploration. Counseling and self-exploration can be an integral part of the creative process (Suri et al., 2012). Counseling

through talk-therapy may be sufficient for counselors and clients who exist primarily in the privileged counselor, privileged client quadrant of the MSJCC. However, for the counseling profession to be accessible to all communities and truly justice-oriented, creativity in counseling must be deeply understood and further explored (Gladding, 2017). Counseling transcends language and creativity provides a means for that transcendence.

Creativity in counseling is a way to outwardly express an internal experience while not relying solely on cognition and verbal logic (Chiang et al., 2019). It provides a novel communication channel by enriching the client's life and enhancing the counselor's conceptualizations of their clients. Creative arts in counseling includes the use of play, sand tray, visual arts, music, movement and dance, drama, technology, and for those who are linguistically privileged, expressive writing, and poetry (Degges-White & Colon, 2014; van Rijn et al., 2018). Creativity encompasses a large variety of modalities which increases clients' ability to communicate their world in new ways.

Creativity in counseling continues to grow and develop as a critical factor in meeting the needs of increasingly diverse clients. The use of creative arts in counseling is most notable in meeting the mental health needs of children, older adults, people with communication challenges (e.g., intellectual/developmental disabilities, aphasia, autism), and severe mental health disorders (e.g., PTSD, psychosis, personality disorders). Creative interventions function as a communicative bridge for these populations and assist counselors in addressing their mental health needs. Our understanding of the impact of creativity in counseling has increased our ability to meet the needs of diverse and marginalized populations.

Children and Older Adults

Counselors often turn to creative activities to address developmental levels of their clients more appropriately. Counselors working with children utilize creativity in counseling due to children's developmental age. According to Landreth (2012), children lack the abstract language to verbally express and process their emotions. Elementary-aged students are typically within the preoperational and concrete operational stages of cognitive development (Piaget, 1964). Symbolic and concrete thought processes with little access to abstract thinking and language characterize these stages. Therefore, helping professionals have taken steps to bridge the communication gap by expressive and creative arts such as play, sand tray, and music.

Empirical studies examining the effectiveness of creative interventions with children are optimistic. For example, Lin and Bratton (2015) reviewed 52 child-centered play therapy outcome studies and found an estimated overall medium effect-size. This finding was statistically significant difference between pre and posttreatment measures of behavioral concerns, self-esteem and stress. Additionally, they found that across the 52 studies, non-White children showed significantly greater improvement in these measures as compared to their White counterparts. These findings suggest that play might transcend language barriers of CLDS. Additionally, Jensen et al. (2017) analyzed 100 outcome studies of play therapy and found a similar overall effect size with the greatest effects observed in measures of family function and self-concept pre- and post-treatment. These studies provide clear evidence for the potential efficacy of play techniques for CLDS. Relatedly, sand tray techniques demonstrate significant evidence in decreasing externalized behavior and increasing positive peer interactions in children (Han et al., 2017). Saarikallio et al. (2019) identified three and five-year old's ability to associate

different musical patterns with the expression of basic emotions, suggesting that young children can utilize music as an expressive modality. Creativity in counseling is widely accepted as a means to meet the socioemotional needs of younger clients.

Similarly, older adults benefit from creative interventions when they begin to experience a decline in cognitive function, or their verbal communication becomes limited as a result of Alzheimer's, dementia, or aphasia (Rogers et al., 2020). Parsons (2014) employed a series of sand trays with individuals with Alzheimer's and other types of dementia and found that across participants each sand tray provided evidence of complex emotions in coping with their illness including symbols of concerns, challenges, hope, emotions, and fears. The symbolism present in sand tray provided older adults with a method of communicating their internal experiences in a safe and kinesthetic manner (Parsons, 2014; Rogers et al., 2020; Suri, 2012). Additionally, Schall et al. (2015) found that music therapy techniques had a significant positive impact on emotional expression, communication behavior, and emotional well-being in adults with severe dementia. Finally, Dunphy et al. (2019) conducted a systematic review of outcome and process studies of creative intervention for older adults with severe depression and found significant evidence in their reduction of depressive symptoms. Older adults experience many losses as a result of later life illness such as dementia and aphasia (Doughty Horn et al., 2016). Therefore, clinicians have taken clear steps to explore ways to meet their socioemotional needs through creative expressions.

Communication Challenges

Professionals who specialize in work with individuals with communication challenges, such as individuals with intellectual/developmental disabilities (IDD) or autism have explored creative ways for this population to process their emotions and experiences through artmaking, play, and sand tray (Fletcher & Lawrence, 2018; O'Malley et al., 2020). For children with IDD, creative expression and play contributed to feelings of competence and confidence, which extended to areas outside of the therapeutic space (O'Malley et al., 2020). Lu et al. (2010) explored the impact of sand play in four self-contained special needs elementary classrooms. They found support for its effect on increasing verbal expression, emotional regulation, and sustaining two-way communication for children with autism. Likewise, Fletcher and Lawrence (2018) found that artmaking had a positive impact on 2nd-8th grade students with differing social behaviors (i.e. autism, attention-deficit disorder, fetal alcohol syndrome) identity formation in a group setting. It is common for the socioemotional needs of individuals with communication challenges to be overlooked. However, their development is critically impacted by their socioemotional experiences and creativity in counseling has provided a means to address these needs.

Severe Mental Health Illness

Throughout the literature, creativity in counseling is utilized in conjunction with traditional medicines for individuals with severe mental illness such as antisocial personality disorder, traumatic stress disorders, and severe depression (Chiang et al., 2019; Grocke et al., 2014). Individuals with severe mental illness might experience a removal from reality, a

body/mind/emotional disconnection, or emotional numbness (Chiang et al., 2019; Sagan, 2019), making verbal interactions difficult. Chiang et al.'s (2019) review of creative arts interventions with individuals with severe mental illness highlighted the low-risk and high benefit of creative interventions in reducing symptoms and increasing social functioning. They emphasized the underlying mechanisms impacting the effectiveness of creative interventions, which include body/mind connection and externalization of emotional experience. A variety of helping professionals have acknowledged the effectiveness creative interventions in decreasing symptomology in individuals with severe mental illness and are seeking ways to integrate it as part of a holistic treatment planning (Chiang et al., 2019).

Creative interventions are so expansive, ranging from traditional arts and crafts to more complex forms such as photography, dance, and movement. Different types of creative interventions benefit different diagnosis in varying ways (Chiang et al., 2019). For example, Lee et al. (2017) examined the experiences of a visual arts intervention for three adults with major depressive disorder in Malaysia. Participants expressed a shared experience of increased ability to express emotions, a deeper level of self-understanding, and increased communication with self and counselor. Doyle and Magor-Blatch's (2017) case study on the experience of sand play for an adult client who experienced child abuse showed how the client appreciated the ability to externalize her issues when words were insufficient to express her emotions. The researchers also observed an overall increase in psychological well-being with mixed results in subscales measuring anxiety and traumatic symptoms. Ikonomopoulos et al. (2017) found that a creative art journaling intervention improved mental health symptoms and increased resiliency factors for survivors of interpersonal violence. Mixed results of the impact of creative interventions with

severe mental illness are commonly attributed to the rigor of methodological methods (Chiang et al. 2019; Dunphy et al. 2019). Regardless, the evidence surrounding the effectiveness of creativity in counseling provides a foundation for its use in servicing CLDS in schools.

Creativity and CLDS

Evidence surrounding the effectiveness and use of creativity in counseling with children, older adults, individuals with communication challenges, and individuals with severe mental illness aid in our understanding of its utilization as a developmental, cultural, and linguistic bridge for meeting the socioemotional needs of elementary CLDS. Creative interventions provide a means by which professional school counselors can act as advocates in their microlevel practice by empowering student's cultural backgrounds and worldview (Ratts et al., 2016). The linguistic barrier present between school counselors and CLDS is most apparent in the service delivery domain of the ASCA National Model (2019).

Creative interventions can be embedded throughout the implementation of The ASCA National Model (2019) which would further provide data and evidence for its use within school counseling practice. School counselors can use play techniques to allow students to nonverbally express their worlds. Toys should be representative of all student's world view and should provide for a wide array of expressions (Shen et al., 2018). Toys should be primarily nondescriptive to allow students to create their own meaning of their play. Shen et al. (2018) and Kranz et al. (2005) recommended the use of outdoor play spaces as culturally sensitive play spaces that are less embedded in a Western worldview and asserted that "toys" should include pieces of nature such as leaves, sticks, and dirt. Play and sand tray techniques provide a concrete means for CLDS to express their emotions and the associated tensions between their home

culture and school culture, giving them a place to set their worries and an ability to access the educational curriculum.

Additionally, the use of arts and crafts supplies, and music-related materials should be readily available to CLDS in a counseling space. Various types of crayons, markers, pencils, and paper should be present. There should be a large variety of colors in order to allow students to represent their own cultural background. Access to musical instruments and music libraries, such as those available on Youtube, should also be encouraged as a means of self-expression. A multimedia timeline life map is one suggested activity to allow CLDS to process significant life events (Degges-White & Colon, 2014). In this activity, school counselors ask CLDS to identify songs to represent significant parts of their life or worlds. A modified version of this would involve asking younger CLDS to share their favorite song from home and their favorite song from school. This would help young CLDS explore the differences between the two songs while experiencing full acceptance of both forms of expression. Engaging students in musical exploration of their conflicting identities may provide a means to support students racial-ethnic identity development. Relatedly, altered art, the process of taking an object and changing it as a mode of self-expression, has been used with children who language broker (Thompson et al., 2018). Thompson et al. utilized shoes as representation of children's navigating the tension of being language brokers in adult situations. School counselors can invite CLDS to participate in a family-portrait activity where students are invited to draw, paint, or sculpt their favorite aspects of their families. School counselors can also actively integrate students' traditional healing practices, such as music and art, to promote students' pride, commitment, and sense of belonging (Talleyrand & Vojtech, 2018). Degges-White and Colon (2014) provide numerous expressive

and creative interventions school counselors can use within the academic, career, and socioemotional domains of student development.

Creative interventions give school counselors a means to provide counseling services to CLDS as decreed the Equal Education Opportunities Act of 1974. They function as a form of advocacy at the microlevel of counseling intervention by minimize the negative impacts of oppressive factors while valuing students already held protective factors. School counselors and researchers must consider the opportunities that creative interventions offer in meeting the socioemotional needs of CLDS and decreasing academic, socioemotional, and career disparities.

Implications and Conclusion

School counselors must face the realities of an increasingly diverse student body and integrate multicultural and social justice competence throughout their roles and responsibilities. The use of creative interventions in counseling service-delivery is one way to bridge the developmental, cultural, and linguistic barrier present between CLDS and most professional school counselors.

Future research should aid in understanding social justice and advocacy practices for elementary CLDS by exploring ways to diminish the systemic oppressive factors they experience. More retrospective studies similar to the one conducted by Vera et al. (2018) will increase our understanding of the socioemotional experiences of elementary CLDS. Additionally, research must begin to understand the factors which contribute to school counselors use of creative interventions with CLDS in order to maximize those factors in counselor training. Further research is needed on which creative interventions are most effective for addressing the socioemotional needs of elementary CLDS. Additionally, future research

could examine the impact of within group differences of CLDS and the type of creative intervention that is most effective. Finally, researchers must deeply examine how school counselors can better meet the socioemotional needs of elementary CLDS in order to maximize on the extensive literature working to support their college and career readiness.

The purpose of this manuscript was to examine the current literature of the socioemotional needs of elementary CLDS and explore how creative interventions have been used with various populations, to gain an understanding of the ways in which school counselors can use creative interventions as a form of advocacy in meeting the socioemotional needs of elementary CLDS. School counselors' unique roles as mental health professionals and social justice advocates within the education system gives them an opportunity to work closely with CLDS in their schools. School counselors' offices should be safe-spaces where CLDS can seek refuge and experience belonging and pride in their racial-ethnic identity. PSCs can work to expand their repertoire of communication styles as laid out by the MSJCC, and the ACA and ASCA codes of ethics. The use of creative interventions serves as cross-cultural communication for elementary CLDS across three cultural domains: culture, development, and language. Ultimately, counseling, education, and research are resources to engaging in social justice and advocacy work for the holistic development of CLDS.

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CHAPTER II: EMPIRICAL MANUSCRIPT

School Counselor Use of Creative Intervention with Culturally and Linguistically Diverse

Students

ABSTRACT

Culturally and linguistically diverse students (CLDS) are among the fastest growing population in U.S. schools. Researchers have examined how best to support adolescent CLDS with little attention to the socioemotional needs of elementary CLDS. The Multicultural Social Justice Counseling Competencies provide a framework for understanding the complex nature of counseling practice, balancing micro- and macro-level practice. Creative interventions have been successfully used with various populations who share similar communicative barriers to service. However, little is known about how school counselors meet the socioemotional needs of CLDS and what factors contribute to the use of creative interventions in school counseling. One hundred and eight school counselors and school counseling interns with experience in an elementary school were surveyed. This study examined the impact of CLDS specific knowledge, school counselor's advocacy interventions, self-efficacy with CLDS, and multilingualism on school counselor's use of creative interventions with elementary CLDS. Multiple regression and correlations were used to assess the relationships between all constructs. Advocacy intervention, CLDS specific knowledge, size of CLDS population, and years of experience contributed significantly to school counselor's use of creativity with CLDS. Although self-efficacy was significantly correlated with all constructs, it was not statistically significant in the regression model. Participants also served non-CLDS with creative interventions at a higher rate than CLDS. Therefore, to further meet the diverse needs of CLDS, school counselors must enhance their CLDS knowledge and engage in micro and macro-level advocacy interventions. School counselor training programs must ensure that students have practice with CLDS and enhance

training in social justice advocacy. This study's results increase our understanding of how best to support CLDS while also highlighting the training needs of student counselors.

Introduction

English language learners (henceforth, referred to as culturally and linguistically diverse students; CLDS [Lee & Anderson, 2009]) are the fastest growing population in U.S. public schools (U.S. Department of Education [DOE], 2020). They are primarily concentrated in the elementary grades. However, most counseling literature examining how to best support this population focuses on adolescent CLDS college and career readiness, with little attention to their socioemotional needs. Elementary-aged CLDS have a variety of protective factors yet can experience a wide array of socioemotional barriers in accessing their education, which may inhibit their ability to fully benefit from interventions aimed at college and career readiness in the middle and high school years. The Multicultural and Social Justice Counseling Competencies (MSJCC; Ratts et al., 2015), as well as the American School Counselor Association (ASCA, 2020), assert that school counselors are to act as social justice change agents within their settings. Therefore, school counselors must find creative ways to bridge the cultural, developmental, and linguistic barriers to school counseling service delivery to minimize the negative effects of systemic oppressive factors on CLDS.

Creative interventions demonstrate promise in their efficacy in meeting the socioemotional needs of various populations. Creative and expressive interventions have been used with children, older adults, individuals with communication difficulties, and people with severe mental illness (Chiang et al., 2019; Jensen et al., 2017; O'Malley et al., 2020; Rogers et al., 2020). In these populations, creative interventions served as a means of accessing and expressing their life experiences. For children, who have not developed the language of emotions or abstract thought, creative interventions offer a developmental bridge (Jensen et al., 2017). The

evidence surrounding the potential for creative interventions to act as a communicative bridge provides a foundation for exploring how school counselors can increase their communication channels when working with elementary CLDS. Therefore, the purpose of this study was to explore what factors predict school counselors' use of creative interventions when serving elementary CLDS.

Elementary-Aged CLDS

The majority of CLDS are clustered in U.S. elementary schools; however, counseling literature has primarily focused on this population's college-and-career readiness in middle and high school. For middle and high school CLDS to fully benefit from the college and career readiness curriculum, they must be supported in their development during the elementary years. According to Piaget (1964), elementary CLDS are in the preoperational and concrete operational stages of cognitive development. These stages are characterized by symbolic thinking and logical processing of concrete experiences. A large majority of CLDS speak Spanish, followed by Indo-European (e.g., French, Haitian Creole, Italian) and Asian languages (e.g., Chinese, Japanese, Korean; Office of English Language Acquisition [OELA], 2020). Although there is immense within-group diversity, CLDS share many common protective factors and barriers to optimal socioemotional development (Villalba, 2007).

Protective Factors

CLDS have a unique set of protective factors which work to buffer the negative impacts of systemic oppression. Suarez-Orozco et al. (2018) expanded this notion in their integrated risk and resilience model of immigrant-origin children and youth, emphasizing how young CLDS have the advantage of developing flexibility and becoming proficient in navigating two distinct

environments, the school environment and their home environment. Young CLDS are exposed to code-switching, the mixing and switching of languages to optimize acceptance and function within a specific setting, giving them early exposure and increased sensitivity to nonverbal cues (Martínez, 2018; Yow & Markman, 2016).

Racial-ethnic identity development is a complex construct that includes one's sense of belonging, commitment, attachment, and attitude towards varying racial and ethnic identity groups (Corenblum, 2014). Many researchers explored racial-ethnic identity as not only a mechanism in supporting academic and psychosocial development but also as a buffer to the negative impacts of prejudice and oppression (Maldonado et al., 2009; Umaña-Taylor et al., 2014). Researchers have given less focus to racial-ethnic identity development in childhood due to the assumption that identity development occurs later in adolescence. However, Corenblum and Armstrong (2012) found evidence of its presence as early as second grade. Early experiences which validate students' racial-ethnic identity provides CLDS with an optimistic foundation for later, more overt explorations of identity development.

Family cohesion and community belonging also serve as protective factors for CLDS (Brabeck & Sibley, 2016). In these spaces, norms are predictable and consistent. CLDS engage as an integral part of a family system with specific roles and responsibilities that give them a sense of purpose and belonging (Suarez-Orozco et al., 2018). Sibling relationships function as supports to CLDS development (Updegraff et al., 2016). Additionally, DiPierro et al. (2018) found that in the presence of religion/spirituality, Latino youth experienced acceptance and universalism, which increased hope and lessened anxiety. CLDS families also tend to have an optimistic and hopeful perspective on the future, with energy particularly spent developing the

next generation (Bordas, 2013; Villalba et al., 2007). Parents and caregivers of CLDS have a strong commitment to supporting their children's education, albeit in different ways than their monolingual counterparts (Goldsmith & Kurpius, 2018). CLDS protective factors should be maximized as school counselors diligently work to minimize the negative effects of socioemotional barriers.

Socioemotional Barriers

CLDS experience a variety of socioemotional barriers, which have potential negative impacts on their academic, socioemotional, and career development. Although racial-ethnic identity can be a protective factor, it is also experienced as acculturative stress and contributes to anxiety, stress, and lower self-esteem (Maldonado et al., 2009). Students must learn to navigate the tension of existing in two distinct cultures, which at times have opposite and competing value systems. For example, 75% of CLDS in the U.S. speak Spanish (OELA, 2020). In these Latin cultures, collectivism is highly valued along with collaboration; however, U.S. schools thrive on individualistic and competitive values (Martínez, 2018). CLDS are also frequently called upon to act as language brokers, a person who facilitates communication between people who speak different languages, which adds to acculturative stress through role confusion within families and involvement in adult decisions (Thompson et al., 2018; Tuttle & Johnson, 2018). These experiences contribute to stress in young children who are exploring a social context different from what they are exposed to outside the school setting.

Young CLDS also experience a lack of belonging and social isolation within U.S. schools (Shi & Watkinson, 2019). CLDS experience physical isolation through second-language programming, which separates them from the general student population and contributes to

emotional isolation through an inability to communicate and fear of social rejection (Vera et al., 2018). The significant experiences of isolation and social tension can negatively impact their peer relationships (Clemente & Collison, 2000; Vera et al., 2018). These socioemotional barriers can harm the academic, career, and socioemotional development of CLDS. In fact, in 2016, CLDS had a graduation rate of 67% as opposed to non-CLDS who had an 85% graduation rate (OELA, 2020). If school counselors are to make meaningful change within their school counseling practice, they must learn how to bridge developmental, cultural, and socioemotional barriers in working with elementary CLDS. More is known about the experiences and needs of adolescent CLDS; however, research is needed on how to best serve elementary-aged CLDS socioemotional development.

MSJCC and School Counseling

The American School Counselor Association has clearly defined the role of the school counselor as an advocate and change agent (ASCA, 2015, 2016, 2018, 2019). The MSJCC provides clear frameworks for school counselors to act as social justice advocates within their schools. The MSJCC (Ratts et al., 2015) was based on the earlier Multicultural Counseling Competencies (Sue et al., 1992), which outlined awareness, knowledge, and skills as primary areas of competence. Ratts et al. (2015) expanded the framework to use a socioecological framework throughout and included action as an additional area of competence. This framework integrates systemic-level change, macro interventions with micro-level direct practice (Ratts et al., 2016). The MSJCC provides school counselors with a clear way to engage in social justice advocacy with students through individual counseling, small groups, classroom guidance lessons, and engaging with school stakeholders such as faculty, staff, and community members

(Ratts et al., 2007). School counselors' willingness to engage in social justice advocacy may be impacted by their self-efficacy.

School Counselor Self-Efficacy with CLDS

Self-efficacy, an individual's belief in their ability to accomplish a task, is a key factor in school counselor interventions and practice (Bandura, 2001; Ernst et al., 2017). Research findings established self-efficacy as having strong predictive power in a wide range of behavioral tasks (Holcomb-McCoy et al., 2008). Due to the strong association between self-efficacy and behavioral tasks, Holcomb-McCoy et al. (2008) explored school counselors' behaviors in performing tasks specific to equity. They found that school counselors' ethnicity and years of experience had a strong correlation with their multicultural self-efficacy. Holcomb-McCoy and colleagues did not find any associations with school counselor gender and multicultural self-efficacy. However, Bodenhorn and Skaggs (2005) found a significant correlation between gender and general school counselor self-efficacy, suggesting that gender may impact self-efficacy beliefs. Various research studies linked self-efficacy with school counselor's multicultural competence and demonstrate a link between self-efficacy and willingness to engage in social justice advocacy (e.g., Camp et al., 2018; Ernst et al., 2017; Gordillo, 2015; Owens et al., 2010).

A few studies explored school counselor self-efficacy with CLDS. In her dissertation study, Paredes (2010) found that overall school counselor self-efficacy positively correlated with working with CLDS self-efficacy, suggesting that those with higher overall beliefs in their ability to complete the tasks related to school counseling were more confident in their ability to work with CLDS as well. Additionally, Paredes found that the more time school counselors spent with CLDS predicted higher school counselor self-efficacy with CLDS. Johnson et al. (2016) found

that school counselors with more exposure and experience with CLDS had higher self-efficacy levels. Additionally, Johnson and colleagues also found a significant difference in school counselor self-efficacy with CLDS when they spoke two or more languages or if they received intentional training with CLDS. On the other hand, Toomey and Storlie (2016) found that school counselor multicultural self-efficacy was not correlated with school counselors intervening in bias-related incidents. In fact, multicultural knowledge and perceptions of school climate were the strongest predictor of school counselor intervention. Currently, we lack a comprehensive understanding of school counselor self-efficacy with CLDS, indicating a need for further research.

Creativity as Advocacy

School counselors have long relied on interpreters, translators, and ELL teachers to minimize the opportunity gap for CLDS (Clemente & Collison, 2000; Smith-Adcock et al., 2006). However, Paone et al. (2010) uncovered several barriers experienced by school counselors when they used interpreters or translators. The primary limitations of interpreter use include their inability to handle the emotional content, role confusion in sessions, and limited access to interpreters. Therefore, the profession of school counseling has diligently called on counselor education programs to diversify their students and work to increase the recruitment of bilingual school counselors to address the service gap of CLDS. However, in 2020, 76% of ASCA members were monolingual, White women (ASCA, 2020). With the increasing number of CLDS in U.S. schools and projections showing a continued increase, the profession of school counseling must find other means of serving CLDS. Creative interventions may offer a means to bridge the developmental, cultural, and linguistic barrier in school counseling service delivery as

it has for various other underrepresented populations. However, little is known about what factors impact school counselors' use of creative interventions.

The use of creative interventions, such as art, play, music, movement, and sand in counseling, indicate promise in their ability to support the mental health and socioemotional development of children, older adults, individuals with communication difficulties, and people with severe mental illness. For older adults who experience a decline in cognitive function, these interventions have shown evidence in improving their quality of life and giving them a concrete means of expression (Doughty Horn et al., 2016). Similarly, individuals with communication difficulties are empowered through creative interventions to express themselves and connect their internal worlds with an external representation (O'Malley et al., 2020). Finally, many helping professions have turned to creative interventions as a means to decrease symptomology of severe mental illness in conjunction with traditional medicines and have shown significant promise (Chiang et al., 2019). Primary benefits of creative interventions include increased communication behaviors, feelings of competence, increased self-concept, increased quality of life, diminished mental health symptomology, and emotional regulation (Lu et al., 2010; O'Malley et al., 2020; Schall et al., 2015).

The evidence surrounding the potential benefits of creative interventions provides a foundation for its use as a communicative bridge between school counselors and CLDS. When school counselors engage with CLDS through the use of creative interventions, they are meeting ethical standards outlined by ASCA, meeting the legal standards of the Equal Education Opportunities Act of 1974, and aligning with their role as social justice advocates by supporting their socioemotional development. Creativity in counseling serves as a form of social justice

advocacy and reduces CLDS barriers to accessing the school counseling curriculum. Creative interventions are widely accepted across elementary school counselors; however, little is known about their use with CLDS.

Purpose of the Study

School counselors play a vital role in the success of all students. However, current research has insufficiently addressed the role of the school counselor in supporting the socioemotional needs of elementary CLDS, and little is known of how best to serve this population. Additionally, we have a limited understanding of how school counselor self-efficacy with CLDS impacts school counselor intervention use, specifically creative interventions. Finally, more information is needed about the ways school counselors advocate for CLDS at the micro and macro levels.

Therefore, the aim of this study was to examine the factors contributing to school counselors and school counselors in training (SCIT) use of creative interventions in their direct counseling work with CLDS. Specifically, this quantitative study focused on school counselors and SCIT multicultural knowledge of CLDS, self-efficacy with CLDS, advocacy interventions, and their use of creativity in counseling CLDS. The study adds to the current research on school counselors and CLDS by filling a gap in our understanding of ways school counselors support and foster the socioemotional development of CLDS. This information will help district-wide school counseling programs and counselor education programs inform their training and practice as they work to meet the social/emotional needs of CLDS while working to reduce inequities experienced throughout their lives. The results of this study provide a foundation for future

research on the ways school counselors can be social justice advocates within their microlevel practice with CLDS.

Method

The purpose of this quantitative study was to measure the relationship between school counselors and SCIT multicultural knowledge of CLDS (English language learners), bi/multilingualism, counseling self-efficacy with CLDS, microlevel advocacy interventions, and use of nonverbal creative arts interventions in counseling. Specifically, the study addressed the following questions:

1. What is the relationship between each independent variable (the school counselor's multicultural knowledge of CLDS, self-efficacy with CLDS, advocacy interventions, bi/multilingualism) and the degree of use of creative arts in counseling?
 - a. Hypotheses:
 - i. School counselor multicultural knowledge of CLDS will positively correlate with the use of creative arts in counseling.
 - ii. School counselor self-efficacy with CLDS will positively correlate with the use of creative arts in counseling.
 - iii. School counselor advocacy interventions will positively correlate with the use of creative arts in counseling.
 - iv. School counselor bi/multilingualism will positively correlate with the use of creative arts in counseling.

2. What are the demographic differences in race/ethnicity, role, multilingualism, size of CLDS population, and years of experience with the independent and dependent variables?
3. Which of the following variables (CLDS specific knowledge, bi/multilingualism, advocacy interventions, self-efficacy with CLDS, demographic variables) adds to the predictability of serving CLDS with nonverbal creative arts techniques?
 - a. Hypothesis: Multicultural knowledge of CLDS, school counselor language experience, advocacy, and self-efficacy with CLDS will predict the use of creative arts techniques with CLDS.

Participants

Participants for this study included Professional School Counselors (PSCs) and current school counseling students currently enrolled in an internship. Participants who were currently practicing in elementary schools or had previously practiced in an elementary school as a school counselor were invited to join. An a priori power analysis conducted with G*Power yielded a minimum sample size of 85 with an alpha of .05 and moderate effect size (.13).

A total of 108 eligible participants fully completed the survey, with less than 5% missing data. Participants included 21.3% school counseling student interns and 78.7% fully licensed school counselors. Participants' years of experience ranged from less than one year (16.7 %) to more than 15 years (19.4%), with most participants having between one and ten years of experience. Of the 108 participants, 94% identified as woman, 6% identified as man, and no one identified as gender non-conforming. Participants primarily identified as White (78.8%), followed by Black (9.1%), and 14% ethnically identified as Hispanic. Table 2.1 illustrates

participant demographics. According to the ASCA (2020) Membership Demographics, the participants were representative according to race with a slight overrepresentation of woman and Hispanic identifying professional counselors.

I also explored participants' bi/multilingualism, language training, and experiences. About 17% of participants were bi/multilingual, with Spanish being the predominant second language. About 56% of participants acquired their second language in a home setting, followed by an academic setting. Twenty-two percent of participants had training specific to CLDS and 92% of participants had one or more trainings in multicultural counseling. Finally, 16% had work experiences in a country where English is not the primary language. Results for each research question are presented below.

Inclusion and Exclusion Criteria

To be included in this study, PSCs needed to hold an active full or temporary license, or students needed to be currently enrolled in a school counseling internship. Participants needed to have counseling experience within the elementary school setting within the last five years. Additionally, participants needed a minimum estimated percentage of CLDS of >1% enrolled in their schools.

Instrumentation

The Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R)

Knowledge Subscale

Ponterotto et al. (1996) originally developed the Multicultural Counseling Awareness Scale (MCAS) based on Sue et al.'s (1982) tripartite understanding of multicultural counseling competence.

Table 2.1*Participant Demographics*

Variable	Percentage	Participants
Role		
Student Intern	21.3	23
School Counselor	78.7	85
Years of Experience		
< 1 year	16.7	18
1-5 years	35.2	38
6-10 years	20.4	22
11-14 years	8.3	9
>15 years	19.4	21
Race		
Black	8.3	9
White	72.2	78
Other	11.1	12
Ethnicity		
Hispanic - Yes	14	14
Hispanic - No	86	86
Gender		
Woman	87	94
Man	5.6	6
Age		
18-24	8	8
25-34	36	36
35-44	28	28
45-54	14	14
55-64	11	11
>64	1	3
ACES Region		
North Atlantic	6.1	6
North Central	14.1	14
Rocky Mountain	5.1	5
Southeast	61.6	61
Western	13.1	13
Multilingual		
Yes	17.2	17
No	82.8	82
CLDS Population		
1-5%	23.1	25
5-10%	20.4	22
11-20%	14.8	16
21-30%	14.8	16
31-40%	10.2	11
41-50%	3.7	4
>51%	13.0	15

Note. N = 108; Number of participants in each category may vary due to missing data

Ponterotto et al. established convergent validity between the knowledge subscale and the Cross-Cultural Counseling Inventory-Revised (LaFramboise et al., 1991), a general multicultural knowledge measure. However, due to extensive criticism and a lack of psychometric strength, they evolved the scale into the Multicultural Counseling Knowledge and Awareness Scale (MCKAS; Ponterotto et al., 2002). The MCKAS items were reviewed by five content experts, consisted of 32 items on two subscales, and maintained the original two-factor structure. The revised scale was highly favored by many professionals due to its length and strong psychometric properties (Lu, 2017). However, studies that have re-examined the MCKAS to confirm its factor structure have questioned Ponterotto et al.'s (2002) use of parceling and its reported reliability (Constantine et al., 2002). Therefore, Lu (2017) reexamined the MCKAS with additional content expert review and exploratory factor analysis and confirmed a 28-item scale that maintained the knowledge and awareness subscales. The MCKAS-R includes most of the original MCKAS items. However, it eliminated four items that were more related to attitudes and beliefs, separate constructs from the two-factor structure.

Studies examining counselor multicultural competency have found little correlation between multicultural counseling awareness and action but have found a positive correlation between multicultural counseling knowledge and action (Toomey & Storlie, 2016). Therefore, for this study, I will utilize the MCKAS-R Knowledge subscale only. The MCKAS-R Knowledge subscale consists of 17 items answered on a 7-point Likert-Scale rating from “1” (not at all true) to “7” (totally true). Sample items include: “I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend culture and be effective with any clients.” and “I am aware of individual differences that exist among members within a particular

ethnic group based on values, beliefs, and level of acculturation.” The subscale demonstrates strong reliability (Cronbach’s alpha .86) as well as construct validity as evidenced by the comparison of scores between four different professional roles. The MCKAS-R has been previously used with school counselors (Chao, 2013; Merrill-Washington, 2008). Chao (2013) found that race, multicultural training, and racial-color blindness significantly contributed to the variance in multicultural counseling competence in school counselors and Merrill-Washington (2008) found a significant correlation between school counselor emotional intelligence, ethnicity, and multicultural knowledge.

After receiving permission from the original author of the MCKAS-R, I utilized the MCKAS-R-Knowledge subscale and modified the language to assess multicultural counseling knowledge specific to CLDS. For example, “I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend culture and be effective with any clients.” was altered to “I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend culture, and language and be effective with English language learners.” This modified subscale yielded a .92 Cronbach alpha.

The Multicultural School Counseling Behavior Scale (MSCBS) – Interventions Subscale

The MSCBS (Greene, 2018) was developed using data from a combination of previously published scales designed to measure multicultural competence in counselors. However, Greene (2018) also used the ASCA National Model, the ASCA ethical standards, ASCA’s (2015) position paper on cultural diversity, and other school counselor specific publications to inform item generation. Greene developed the MSCBS to measure multicultural behavior as an external representation of multicultural skills. The purpose of the scale is to quantify multicultural

behavior as an addition to multicultural counseling competency research competence. It was reviewed by five content experts for content validity purposes. After conducting an exploratory factor analysis with parallel analysis, 29-items were retained with a four-factor solution and a total Cronbach's alpha of .91. The four-factors included: intervention, leadership, psychoeducation, and seek-input.

The Interventions subscale consists of 12 items measuring school counselors' behaviors in working with diverse staff, actions taken when faced with discrimination, learning students' names, and other questions specifically related to action-oriented intervention (e.g., "change helping style when inappropriate"). The subscale maintained a Cronbach's alpha of .85. The items are answered on a Likert scale with six response choices measuring the frequency of the action items from never, infrequently, yearly, several times a year, monthly, and weekly. For the purpose of this study, the MSCBS Intervention subscale was used to measure advocacy interventions of school counselors at the microlevel of intervention. The subscale yielded a current Cronbach alpha of .85.

School Counselor Self-Efficacy with CLDS

Currently, only one scale exists that specifically measures school counselor self-efficacy with CLDS. Paredes (2009) designed a unidimensional scale consisting of 87-items answered on a 4-point Likert scale. The large number of items and its clear single factor structure made the use of this scale impractical for this study. Therefore, after examining the current literature on teacher self-efficacy with CLDS, Durgunoglu and Hughes's (2010) self-efficacy subscale best fit the purposes of this study. Durgunoglu and Hughes created the 9-item self-efficacy subscale to assess teacher self-efficacy with CLDS. The items were based on a survey from New York City

Teacher Survey conducted in 1997 by the National Center for Restructuring Education, Schools, and Teachers. The items are answered on a 1 (strongly disagree) – 6 (strongly agree) Likert scale. The subscale has evidence of content validity and convergent validity with the Turkish translation of the scale (Yildirim & Kalman, 2017). Items were modified with the author's permission to focus language on school counseling practice. In this study, this subscale yielded a Cronbach's alpha of .73.

School Counselor Use of Creativity

Four questions examined school counselors' use of creative interventions with CLDS and non-CLDS. These questions were adapted from Tebeest et al. (2002) and asked about their use of specific creative interventions. The questions asked participants to consider their direct service during a 'typical' school year with various creative interventions (i.e., arts and crafts, media, sand, play, etc.). The participants answered on a 1-4 Likert scale, with one indicating never and four indicating always. The dependent variable was collected by asking participants about their overall use of creative interventions answered on the same Likert scale. This one question was used for further analysis.

Demographic Questionnaire

I created a demographic questionnaire for this study. The demographic questions were adapted from Paredes (2010) and Johnson (2012). Both dissertations examined different aspects of school counseling with culturally and linguistically diverse students. They collected data on school counselor linguistic and training experiences and conducted independent sample t-tests with the data collected. In this study, I used similar questions from their studies. Additionally, demographic questions asked participants to disclose their gender identity, race, ethnicity, years

of experience as a school counselor, and previous work with CLDS. I collected the data needed for the independent variable, bi/multilingualism, by asking, “Are you fluent in more than one language?” with a yes/no response choice and dummy coded for data analysis. I asked other questions specific to the languages spoken and the context where they learned the languages.

Procedures

This was a quantitative correlational study. Survey distribution began after receiving Institutional Review Board (IRB) approval through the University of Tennessee, Knoxville. Data was collected through a secure, online survey system supported by the university called QuestionPro (<https://www.questionpro.com>). This web-based survey platform was FERPA and HIPAA compliant. The data was encrypted in transit, at rest, and in backup. The survey included inclusion questions, informed consent, creativity-use scale, the MSCBS – Interventions Subscale, a school counselor self-efficacy scale, the MCKAS-R- Knowledge subscale, and demographic questions in that order.

Attending to Social Desirability

When conducting a study centered around sensitive topics such as cultural competence, advocacy, and marginalized populations, the researcher must be aware of and mitigate the impact of social desirability bias. Social desirability is described as one’s need to be viewed in a socially and culturally acceptable way (Nederhof, 1985). This need, therefore, impacts the way in which individuals respond on self-administered surveys, impacting the validity of the results (Crowne & Marlow, 1960).

Due to the impact of social desirability on measurement validity, Larson and Bradshaw (2017) conducted a systematic review of literature examining cultural competence scales and

social desirability. They found that the MCKAS was not correlated with social desirability and therefore promoted the continued use of this scale. The authors also critiqued the Marlow-Crowne short form for not being sensitive enough to identify social desirability. Therefore, Nederhof (1985) and Charles and Dattalo (2018) offered several alternative ways to limit the effects of social desirability bias. This study was organized with the least ‘threatening’ items first (self-efficacy), followed by more sensitive items (multicultural knowledge). I utilized forgiving language such as “Have you had the opportunity to...” in item development and used fewer declarative statements such as “Generally, what estimated percentage of your direct service (individual, small group, classroom guidance) do you use creative interventions with non-ELLs?”.

Recruitment

Recruitment of participants occurred through several methods, including professional listservs (e.g., CESNET-L, ASCA Scene, YAHOO Elementary Counselor Listserv), social media, posting on school counselor specific Facebook and Twitter pages (e.g., FSCA Social Justice and Equity, Elementary School Counselor Exchange, School Counselor Connect), requesting permission from state-level associations to post on their websites, and snowball sampling. The initial recruitment email included a description of the following: inclusion criteria, description of study, rationale for study, anticipated time to complete survey, and an explanation of incentives. All participants, regardless of their full completion of the surveys, were invited to enter to win one of six \$15 gift cards to Amazon. Additionally, for each participant, I donated \$1 to Colorín Colorado, a web-based advocacy resource center that provides research-based information and activities to educators, families, and community members for free.

The informed consent was obtained electronically once participants clicked the “I Consent” button. Participants had an opportunity to decline participation in the study and still participate in the drawing as well as reject both participation in the study and the drawing. Once participants consented to participation in the study, they were directed to the survey questions. The first set of questions were screening questions, asking participants about specific information for inclusion/exclusion criteria. Participants were expected to spend 10-15 minutes completing the survey. Once the survey was completed, participants received a thank you page and were prompted to enter the email address to be entered into the drawing of gift cards. Email addresses and the survey responses were separated to maintain anonymity.

Data Analysis

After meeting the minimum number of participants as per the a priori power analysis, I cleaned the data for missing responses either through case deletion for cases with more than 30% missing data or multiple imputations for variables with more than 5% missing data (Tabachnik & Fidell, 2018). Additionally, Mahalanobis distance was used to identify and transform outliers in the data. After cleaning the data, I tested the assumptions for multiple regression analysis, which included normality, linearity, homoscedasticity, multicollinearity, and singularity. Then, I conducted a standard multiple regression analysis to examine if the independent variables predict the dependent variable and the extent of each independent variable’s predictive power. In a standard multiple regression, all independent variables (IV) enter the analysis model at one time (Tabachnik & Fidell, 2018). Each IV is assessed as if it were entered into the equation before all other IV’s and evaluated for what it adds to the prediction of the dependent variable. Finally, the

open-ended question items on the survey will be used for future data analysis and will not contribute to the findings of this dissertation.

Research Question 1: What is the correlation between each independent variable (the school counselor's multicultural knowledge of CLDS, self-efficacy with CLDS, advocacy interventions, bi/multilingualism) and the degree of use of creative interventions in counseling?

For the purpose of analyzing the data to answer the first research question, I utilized SPSS to perform a Pearson correlation to analyze the correlation of each independent variable with the dependent variable. The statistical correlation coefficient was used to assess the strength and direction of relationship between each independent variable with the dependent variable.

Research Question 2: What are the demographic differences in race/ethnicity, role, multilingualism, size of CLDS population, and years of experience with the independent and dependent variables?

I used independent sample t-tests to assess mean differences of ethnicity, role, multilingualism, size of CLDS population, and years of experience as compared to knowledge, advocacy interventions, and self-efficacy with CLDS and the use creative interventions with CLDS.

Research Question 3: Which of the following variables (CLDS specific knowledge, advocacy interventions, self-efficacy with CLDS, bi/multilingualism) predicts serving CLDS with nonverbal creative arts techniques?

I performed a standard multiple regression to evaluate what each IV adds to school counselors' use of creative interventions in counseling, regardless of statistical significance

found in the results of research question 1. Tabachnick and Fidell (2018) discuss a clear rationale for including all IVs regardless of statistical significance in their correlation to the DV to assess for the combination of IVs and any mediating factors that the combination of IVs adds to the predictability of the DV. The variables were entered into the regression model simultaneously. The independent variables for this question were Multicultural Knowledge of CLDS, advocacy interventions, school counselor self-efficacy with CLDS, and bi/multilingualism. Years of experience and size of CLDS population were added because of their significant correlation with the dependent variable. The dependent variable was degree of use of creative interventions with CLDS as measured by a Likert scale response.

Results

The current study was conducted to investigate the relationship between school counselors' use of creative interventions with CLDS and their multicultural knowledge of CLDS, advocacy interventions, school counselor self-efficacy with CLDS, and bi/multilingualism. Data collection began after receiving IRB (UTK IRB-20-06190-XM) approval. Data was collected across a two-month period. Participants were recruited with snowball sampling, including social media posts, professional listservs, and emails to program directors of school counseling programs. Three-hundred and fifty-one people started the survey with 160 participants consenting to the study and 110 participants completing the study, for a survey completion rate of 31.3%. Respondents took an average of nine minutes to complete the survey.

Data Cleaning

Before data analysis, all data was cleaned for coding errors and missing values. After data cleaning, I ran frequencies to look for any initial errors and coding mistakes. I then ran

descriptive statistics and double-checked previous cleaning. After various checks of data cleaning, I searched for outliers using Mahalanobis distance. There were no outliers present in the dataset. I then assessed for normality by analyzing skewness and kurtosis. Following assumption testing, I reviewed the descriptive statistics for any missing data and analyzed for patterns in the missing data. Missing data occurred completely at random (MCAR, $p=.44$), according to SPSS Missing Values Analysis. Two participants had more than 30% missing data, and they were not included for further analysis. Multiple imputations were used for multilingualism and CLDS knowledge because they had 5.7% and 8.6% missing data, respectively (Tabachnick & Fidell, 2018). Some sample sizes varied dependent on missing data. Data from the pooled sample of multiple imputations was used for further data analysis. I ran a final set of descriptive statistics and frequencies prior to testing assumptions of linearity, homoscedasticity, homogeneity of variance, multicollinearity, and singularity. Data was found to be normally distributed, with normal homoscedasticity and no multicollinearity (Tabachnick & Fidell, 2018).

Statistics and Data Analysis

The MCKAS-R, Knowledge subscale was modified to measure CLDS specific knowledge. It was answered on a 1-7 Likert scale with higher scores indicating more CLDS specific knowledge (Ponterotto et al., 2002). The overall mean was 5.17 (SD=.93), indicating that participants on some knowledge of CLDS and aligned with Lu et al.'s (2017) mean scores across populations. The MSCBS intervention subscale was used to measure school counselors' behaviors in advocacy and was answered on a 1-6 Likert scale with higher scores indicating more involvement in advocacy interventions (Greene, 2018). The overall mean score for

advocacy intervention was 4.27 (SD =.77), indicating that these participants engaged in advocacy interventions yearly to several times a year. School counselor self-efficacy with CLDS was measured using a modified version of Durgunoglu and Hughes' (2010) self-efficacy subscale. The scale is answered on a 1-6 Likert scale with higher scores indicating higher levels of self-efficacy. The overall mean score was 4.52 (SD=.54), indicating participants generally agreed to each statement of self-efficacy belief in their work with CLDS. Finally, the overall mean of the dependent variable, school counselor use of creativity with CLDS was 3.7 (SD=.79). Higher scores on use of creative interventions indicated that school counselors used creative interventions more frequently, therefore, participants in this study indicated using creative interventions with CLDS sometimes and often. Overall mean scores are presented in Table 2.2.

Research Question 1: What is the correlation between each independent variable) and the degree of use of creative interventions in counseling?

I used IBM SPSS to conduct Pearson correlations between all variables. Normality tests were run for all variables and all were found to be normally distributed. The results partially supported the hypotheses. Results indicated a statistically significant positive correlation between the creative intervention use and advocacy ($p < .01$). Results also indicated a significant positive correlation between school counselor self-efficacy with CLDS and creative intervention use ($p < .05$). Other significant correlations of interest include a correlation between advocacy and self-efficacy ($p < .01$), CLDS knowledge and advocacy ($p < .01$), a negative correlation between multilingualism and self-efficacy ($p < .01$), and knowledge and self-efficacy ($p < .01$). The correlation matrix is depicted in Table 2.3.

Table 2.2*Mean Scores of Major Constructs*

Variable	Minimum	Maximum	Mean	SD
Creativity Use	1.00	5.00	3.70	.77
Advocacy	2.08	5.58	4.27	.93
Self-Efficacy	2.88	6.00	4.52	.54
Knowledge	1.87	7.00	5.17	.93

Note. Creativity as measured by estimated total use of creativity with CLDS. Advocacy as measured by a MCSCBS – intervention subscale (Greene, 2018). Self-efficacy as measured by Durgunoglu and Hughes (2010) self-efficacy scale modified. Knowledge as measured by a modified version of the MCKAS-R (Ponterroto et al., 2002).

Table 2.3*Correlation Matrix of Major Constructs*

Construct	1	R ²	2	R ²	3	R ²	4	R ²
1. Creativity Use	-							
2. Advocacy	.261**	.068	-					
3. Self-Efficacy	.184*	.034	.389**	.151	-			
4. Knowledge	-.067	.004	.397**	.157	.240**	.058	-	
5. Multilingualism	.150	.022	.070	.005	.358**	.128	.042	.001

*p < .05. **p < .01.

Research Question 2: What are the demographic differences in race, ethnicity, role, multilingualism, size of CLDS population, and years of experience with the independent and dependent variables?

Independent sample t-tests were used to compare mean differences present across select demographic variables (race, ethnicity, multilingualism, role, years of experience, and size of CLDS population) and the independent variables. There was not enough sample variation in race or gender to meaningfully analyze mean differences.

Self-Efficacy with CLDS.

Self-efficacy scores were collected on a 1-6 scale with higher scores indicating higher self-efficacy levels with CLDS. According to independent sample t-tests, school counselors held higher self-efficacy beliefs than student-interns at a statistically significant level. Participants with more than five years of experience also expressed higher self-efficacy beliefs than participants with less than 5 years of experience. CLDS population also had an impact on self-efficacy scores. Participants who had more than 21% of their population had higher self-efficacy beliefs with CLDS than those with less than 20% CLDS population. Multilingual participants had higher self-efficacy beliefs in their work with CLDS than monolingual participants. Significant mean differences in self-efficacy scores were also present according to participants' ethnicity with those identifying as Hispanic and those identifying as non-Hispanic. Table 2.4 depicts mean differences in self-efficacy scores by demographic variables.

CLDS Knowledge.

CLDS knowledge was rated on a scale of 1-7 with higher scores indicating more knowledge of CLDS. Mean differences in CLDS knowledge were significant depending on role,

Table 2.4*Mean Differences in Self-efficacy*

Variable	t	d	M	SD
Role	-3.84	.54**		
School Counselors			4.57	.52
Student-Interns			4.37	.59
Years of Experience	-7.00	.52**		
< 5 years			4.39	.54
> 6 years			4.67	.50
CLDS Population Size	-3.66	.54**		
< 20 %			4.45	.58
>21 %			4.64	.46
Multilingual	-9.49	.52**		
Yes			4.95	.46
No			4.43	.53
Hispanic	4.23	.52**		
Yes			5.05	.46
No			4.43	.52

**p<.001

years of experience and ethnicity. Interestingly, school counselors rated themselves as having lower levels of knowledge specific to CLDS as compared to Student-Interns. Individuals with less than five years of experience scored higher on mean scores of CLDS knowledge compared to participants with more than 5 years of experience. Participants who identified as Hispanic had higher mean scores on CLDS Knowledge than participants who identified as non-Hispanic. Participants' CLDS knowledge did not differ based on CLDS population size, multilingualism, or CLDS specific training. Table 2.5 depicts mean differences in CLDS knowledge by demographic variables.

Advocacy Interventions.

Advocacy interventions was measured using the MCSCBS – Intervention subscale on a Likert scale of 1-6, with 1 indicating never and 6 indicating a weekly occurrence. Participants' frequency of advocacy interventions differed based on years of experience and ethnicity. Participants with less than five years of experience had lower levels of advocacy interventions as compared to participants with more than 5 years of experience. Participants who identified as Hispanic had significantly higher scores on advocacy interventions than participants who identified as non-Hispanic. There were no mean differences found across CLDS population, or multilingualism for advocacy interventions. Table 2.6 depicts mean differences in advocacy interventions by demographics.

Degree of Creativity Use.

Degree of creativity use was assessed by one question answered on a 1-4 Likert scale. Participants with higher scores rated more frequency in using creative interventions with CLDS

Table 2.5*Mean Differences in CLDS Knowledge*

Variable	t	d	M	SD
Role	3.79	.92**		
School Counselors			5.09	.92
Student-Interns			5.42	.88
Years of Experience	2.92	.92**		
< 5 years			5.27	.81
> 6 years			5.05	1.02
Hispanic	3.56	.92**		
Yes			5.51	.79
No			5.12	.94

*p<.05. **p<.001.

Table 2.6*Mean Differences in Advocacy Interventions*

Variable	t	d	M	SD
Years of Experience	-3.79	.76**		
< 5 years			4.16	.82
> 6 years			4.38	.70
Hispanic	3.54	.75**		
Yes			4.55	.69
No			4.23	.76

**p<.01.

or non-CLDS. Independent sample t-tests showed significant mean differences in the dependent variable depending on role, school counselors and school counseling interns. Years of experience also showed mean differences in creativity use. Participants with less than five years of experience rated less use of creative interventions than participants with more than five years of experience. Additionally, participants with more than 21% CLDS population used creative interventions more often than participants with less than 21% CLDS population. Finally, multilingual participants used creative interventions more often than monolingual participants. There were no significant differences by ethnicity, CLDS experience for degree of creativity use with CLDS. As a final comparison, I ran a paired sample t-test to examine mean differences in participants' use of creative interventions with CLDS and non-CLDS $t(587)=-3.92, p<.001, d=.63$. Participants reported using creative interventions more often with non-CLDS ($M=3.81, SD=.66$) than with CLDS ($M=3.70, SD=.78$). Table 2.7 illustrates mean differences in creativity use with CLDS.

Research Question 3: Which of the following variables (CLDS specific knowledge, advocacy interventions, self-efficacy with CLDS, bi/multilingualism) predicts serving CLDS with nonverbal creative arts techniques?

I tested for assumptions of normality, homoscedasticity, multicollinearity, and singularity of all independent variables. The data met all assumptions needed for a standard multiple regression analysis. Overall means of CLDS specific knowledge, advocacy interventions, self-efficacy with CLDS, and bi/multilingualism were used as the predictor variables. Participants' years of experience and size of CLDS population was added to the regression because of their significant correlation with the dependent variable.

Table 2.7*Mean Differences in Creativity Use with CLDS*

Variable	t	d	M	SD
Role	-6.19	.76**		
School Counselors			3.80	.73
Student-Interns			3.35	.89
Years of Experience	-4.94	.77**		
< 5 years			3.56	.82
> 6 years			3.86	.87
CLDS Population Size	-3.84	.75**		
< 20 %			3.60	.58
>21 %			3.84	.71
Multilingual	-3.68	.71**		
Yes			3.92	.78
No			3.62	.74

**p<.01

All variables were entered into the model regardless of its statistical significance present in research question 1 (Tabachnik & Fidell, 2018).

The multiple linear regression was calculated to predict overall use of creative interventions with CLDS. The results indicated a significant regression equation for use of creativity with CLDS with a correlation coefficient of .128, indicating that the combination of multilingualism, years of experience, CLDS population size, CLDS knowledge, self-efficacy, and advocacy contributes to 12.8% of the variance in use of creativity with CLDS. School counselor advocacy interventions contributed most significantly to the overall use of creativity with CLDS. The more involvement participants had with advocacy, the more they used creativity with CLDS. Additionally, a greater CLDS population, and more years of experience predicted higher usage of creative interventions. Finally, CLDS knowledge contributed negatively to the regression model, indicated the more knowledge a participant had, the less they used creative interventions with CLDS. Table 2.8 displays the results of the multiple regression.

Discussion

The MSJCC (Ratts et al., 2015), along with the ASCA Ethical Standards (2016), require school counselors to actively mitigate the effects of oppressive systemic factors impacting all students, including CLDS. Creative interventions have shown efficacy in meeting various populations' socioemotional needs with linguistic, developmental, and cultural barriers (Chiang et al., 2019; Jensen et al., 2017; O'Malley et al., 2020; Rogers et al., 2020). Therefore, the purpose of this study was to gain a deeper understanding of how specific school counselor characteristics contributed to school counselors' use of creativity with elementary CLDS.

Table 2.8*Multiple Regression Predictors of Overall Creativity Use with CLDS*

Variable	Beta	SE	F	R ²
All Variables		.731	14.098	.128**
Knowledge	-.187***	.037		
Advocacy	.269***	.047		
Self-Efficacy	.063	.063		
Multilingualism	.076	.087		
CLDS Population	.104*	.063		
Years of Experience	.079**	.065		

*p<.05. **p<.01. ***p<.001

These results add to our understanding of how often school counselors use creative interventions with CLDS and what school counselor characteristics have an impact on the likelihood of using creative interventions.

Overall, the results of this study showed that participants sometimes or often used creative interventions, demonstrated moderate levels of micro-level advocacy intervention and self-efficacy with CLDS, and had some knowledge of CLDS. The constructs in this study demonstrated some correlations with one another, and years of experience, percentage of CLDS in the school, multilingualism, and ethnicity impacted these constructs. Advocacy interventions, CLDS knowledge, years of experience, and CLDS population all predicted the use of creative interventions with CLDS. These results are all discussed in detail below.

Creative intervention use was impacted by several demographic and school-based differences. Creative intervention use differed by years of experience, multilingualism, and percentage of CLDS. Participants who had more years of experience and a greater number of CLDS population size used creativity more frequently. Propensity to using creative interventions might be impacted by the size of CLDS population. That is, when a school counselor has a larger CLDS population, they may have more opportunities to engage CLDS in creative interventions. Additionally, as school counselors grow in their professional identities and careers, they might also grow in their comfort with the ambiguity of creative processing. Multilingual participants also reported more frequent use of creativity with CLDS. These participants might have a keen sensitivity to barriers in verbal communication, leading them to use creative interventions at higher rates. The strong association between creative intervention use and advocacy interventions in this study was also asserted in O'Malley's et al (2020) study on the use of play

with individuals with intellectual and developmental disabilities. Creative interventions function as a form of advocacy with CLDS and its association with other forms of micro-level advocacy highlight the clear connection.

There was also a slight difference in overall use of creative interventions, with school counselors using these more with non-CLDS than CLDS students. Previous studies highlighted possible explanations for the differences in the use of creativity between CLDS and non-CLDS. Clemente and Collision (2000) explored the different ways school counselors work with English language teachers and interpreters. They found that school counselors relied heavily on the teachers to provide most support to CLDS. Additionally, Shi et al. (2019) highlighted students' perceptions of a lack of belonging, mattering, and limited access to the school counselor, either due to programmatic alienation or language barriers. With these differences in use of creativity, school counselors who have more involvement with micro-level advocacy use creative interventions more with CLDS; therefore, it is critical for school counselors to develop their advocacy skills to bridge the possible service gaps experienced by elementary CLDS.

Additionally, school counselors' years of experience demonstrated a clear link with knowledge, self-efficacy, and advocacy interventions. Overall, as years of experience increased, so did self-efficacy, and advocacy interventions. Similar results were found by Bodenhorn and Skaggs (2005), specifically with self-efficacy. This contrasts Toomey and Storlie (2016), who found no differences between school counselors' interventions based on years of experience. Years of experience have been shown to influence self-efficacy beliefs; however, little is known about how years of experience impacts the interventions school counselors choose to utilize in their practice (Johnson et al., 2016; Owens et al., 2010).

Interestingly, participants with more than five years of experience reported lower levels of CLDS knowledge than individuals with less than five years of experience. This is a surprising finding because Rodgers and Furcron (2019) found no statistical difference in multicultural knowledge for years of experience. This difference might be explained by more recent current events and curriculum differences of current students who participated in this study, as well as a possible lack of participation in new professional development in this area.

Additional demographic differences also appeared to impact self-efficacy beliefs in this study. Johnson et al. (2016) and Paredes (2010) found similar differences in self-efficacy by CLDS population size. They found that school counselors who had larger CLDS populations reported higher levels of self-efficacy with CLDS. On the other hand, Johnson et al. only reported significant differences between White and Black school counselors, whereas in this study, participants who identified as Hispanic held higher self-efficacy beliefs. Participants in the Johnson et al. study and this study both reported higher levels of self-efficacy if they were multilingual. However, Gordillo (2015) did not find this association. Gordillo assessed self-efficacy in a broader sense with multicultural self-efficacy and school counseling self-efficacy. Therefore, multilingualism and ethnicity may not have an impact on overall self-efficacy or multicultural self-efficacy but is associated with self-efficacy specific to serving CLDS. The lack of significance of self-efficacy in the regression may be explained by its association with advocacy and its function as a mediating factor.

School counselors' advocacy intervention was the strongest predictor in school counselors' use of creativity with CLDS. O'Malley et al.'s (2020) study affirms the association between creative intervention use and counselor advocacy involvement. CLDS knowledge was

the second greatest predictor of creativity use. While self-efficacy was significantly correlated to all constructs, it was not significant in predicting school counselor use of creativity with CLDS. Similarly, Toomey and Storlie (2016) found no associations with school counselor self-efficacy and their intervention in bias-related incidents of Latino youth and knowledge contributed the most variance to school counselor interventions. Multicultural knowledge was Storlie and Toomey's strongest predictor of intervention. However, in this study, CLDS knowledge negatively contributed to use of creative interventions. Noble (2019) also found that multicultural knowledge negatively contributed to school counselors' direct involvement in advocacy interventions. CLDS knowledge is clearly an important piece to serving CLDS across school counseling practice, however knowledge alone does not imply advocacy or creative interventions. In this study knowledge was significantly correlated with years of experience and ethnicity. Merrill Washington (2008) also found a relationship between school counselors' ethnicity and multicultural knowledge. Both Storlie and Toomey (2016) as well as the results of this study affirm an association between multicultural knowledge with school counselors' intervention with marginalized populations. The apparent association of advocacy with knowledge and use of creative interventions affirms the MSJCC focus on social justice advocacy and the addition of action to the tripartite phenomenon of multicultural competence. It highlights the interwoven nature of the MSJCC counseling and advocacy interventions (Greene, 2018; Ratts et al., 2007; Ratts et al., 2015).

Limitations

This study was conducted amid the COVID-19 global pandemic. As with all parts of the school system, it is likely that school counselors were overloaded and reassigned tasks that may

not have been typical for any other year. Therefore, the survey questions asked participants to reflect on their school counseling practice in a “typical school year” in hopes of capturing information about school counseling practice with CLDS outside of the global pandemic. However, due to the sheer nature of students completing internships during this period, they would not have had the previous experience to reflect on a “typical school year.” Additionally, this study may have been impacted by self-selection bias. Due to the heightened levels of stress experienced by school counselors, those who chose to respond to the survey may have chosen to do so because of perceived self-efficacy with CLDS or a passion and commitment to the CLDS population. The data was also self-reported, which may have impacted the results through social desirability bias. Although the MCKAS-R was not associated with social desirability, other facets of the study may have been impacted by social desirability, particularly considering the cultural and political climate during which the data was collected. Another limitation relates to the measure of self-efficacy with CLDS. Although one validated scale to assess school counselor self-efficacy with CLDS currently exists (Paredes, 2009), the length of the scale made it incompatible for this study. Therefore, a 9-item subscale by Durgunoglu and Hughes (2010) was modified for school counselors but did not have validity with this population. Additionally, there was a slight overrepresentation of women in the sample and no representation of gender beyond man and woman. Affectional and sexual orientation was not included as part of the demographic questions; therefore, the representation of this characteristic is unknown in this sample. Finally, the results of this study were not meant to be generalizable; therefore, caution is needed when interpreting the results of this study across populations.

Implications

This study was conducted to further understand of how often school counselors use creative interventions with CLDS and what factors contribute to the use of creative interventions as a linguistic, cultural, and developmental bridge in the counseling process. The results of this study highlighted areas of strength and opportunities for the school counseling profession. Implications for practice, training, and research are presented below.

The clear link between school counselors' intervention and advocacy warrants continued school counselor advocacy involvement. Advocacy involvement can be enhanced at the micro or macro-levels. However, an increase in advocacy engagement is essential for the profession of school counseling to continue to foster the socioemotional development of CLDS. Creative interventions function as a form of advocacy with various minoritized populations. Student-interns in all education and helping professions need to be trained in the various ways to advocate for CLDS, including the use of creative interventions as a linguistic, cultural, and developmental bridge. Ratts et al. (2007) provide a framework for school counselors' social justice advocacy at various levels of intervention. Additionally, school counselors and district-level supervisors must continually engage in on-going training of this increasingly diverse population. Enhancing CLDS specific knowledge can be done through reading about lived experiences of this population, attending professional development workshops, and engaging the local community with cultural humility. The clear link between school counselor years of experience and all variables is of critical importance. Many elementary school counselors work as the sole counselor in a school building. Therefore, early career school counselors would benefit from on-going supervision and mentorship to facilitate their professional development.

Solely teaching talk-based forms of counseling skills is a privileged stance focused on the privileged-counselor to privileged-client quadrant of the MSJCC framework. Therefore, advocacy within counseling skills requires that students be taught creative intervention use as a form of advocacy.

The need for more multilingual and diverse professional school counselors is not new. However, in the meantime, CLDS require socioemotional support in their schools. Therefore, school counseling programs should not only work to recruit and retain diverse school counselors, but they should also work to embed skills specific to serving this population throughout the CACREP curriculum. Additionally, students must be encouraged to work directly with CLDS in their internship and practicum experiences. School counseling programs must also examine the curricula to ensure that practice is being informed by the voices of specific populations. Counselor educators must train professional school counselors in all levels of advocacy for diverse populations. Finally, school counseling programs must span outside of their silos and actively engage with English as a second language teachers, educational leadership, and teacher preparation programs to begin the process of collaboration and advocacy as early as possible.

Training and practice research is of critical importance to further the social advocacy efforts of the counseling profession. Future research efforts should aim to gain a deeper understanding of the role of self-efficacy and CLDS specific knowledge in relation to school counselors' advocacy interventions. Additionally, this research would be enhanced by a greater understanding of the lived experiences of CLDS. Gaining a deeper understanding of the perceived relationship and socioemotional needs would guide future directions of social justice advocacy with CLDS. A qualitative understanding of school counselors' uses of creativity would

add to the richness of the results of this study. Training research should focus on developing ways to train school counselors as social justice change-agents at the micro and macro-levels of advocacy and practice. Exposure to nonverbal interventions during training years might be essential for school counselors to facilitate the counseling process for CLDS. A deeper understanding of the reasons behind novice school counselors' higher ratings in CLDS knowledge is needed. Finally, a critical analysis of the current state of the school counseling and CLDS literature is needed to provide a clear direction for research.

Conclusion

The purpose of the quantitative study was to gain an understanding of how school counselors' CLDS knowledge, self-efficacy with CLDS, advocacy interventions, and multilingualism contributes to school counselors' use of creativity with elementary CLDS. The ASCA ethical standards, ASCA position statements, and the MSJCC require that school counselors actively work to be social justice advocates throughout their counseling programs. Creative interventions functions as a means of social justice advocacy by providing CLDS with access to counseling services in the schools, rather than relying on English language teachers as the primary support system for these students. The results have further solidified the impact of advocacy interventions in school counseling practice, namely the use of creativity with CLDS. Additionally, this study has added to the literature base on school counselors' self-efficacy with CLDS and its association with various levels of school counselor characteristics. Further research on the school counselor's involvement with elementary CLDS is needed to gain a holistic perspective of current school counseling practice with CLDS. Further research investigating differences in school counselors' advocacy interventions is needed to further

understand this construct (Greene, 2018). Finally, future research should aim to inform school counseling practice from the perspective of the population in question and should do so in an empowering and strengths-based manner.

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Appendix A

Recruitment Email

Dear School Counselor,

My name is Loidaly González-Rosario and I am a doctoral candidate in the Counselor Education program at the University of Tennessee, Knoxville. I am completing this study as a part of dissertation.

You are invited to participate in this study UTK IRB-20-06190-XM entitled, School Counselor Use of Creative Intervention with Culturally and Linguistically Diverse Students. The purpose of the research study is to explore how elementary school counselors support the socioemotional development of their elementary English Language Learners. Results may improve our understanding of how school counselors can bridge the communication gap in service delivery.

During this study, you will be asked to complete the Multicultural Counseling Knowledge and Awareness Scale (MCKAS-R) – Knowledge Subscale, The Multicultural School Counseling Behavior Scale (MSCBS) – Interventions Subscale, a school counselor self-efficacy with ELLs scale, and a few demographic questions. It should take no more than 15-20 minutes to complete. Regardless of your agreement to participate, you will be prompted to enter a drawing for one of six \$15 Amazon gift cards. Additionally, **for each completed survey, I will donate \$1 to Colorín Colorado**, a national advocacy organization for English language learners.

Participation in this study is limited to individuals who meet the following inclusion criteria:

1. Hold an active full or temporary license as a professional school counselor.
- OR
2. Currently enrolled in a school counseling internship
3. Have counseling experience in the elementary setting within the last five years.
4. Have a minimum estimated percentage >1% of English languages learners enrolled in your school.

Your participation in this study could impact the ways in which professional school counselors meet the academic, socioemotional, and career needs of English language learners. All the information and responses in this survey are anonymous.

If you have questions about this study, please feel free to contact me via email at lgonza21@vols.utk.edu. You may also contact my Committee Chair, Dr. Melinda Gibbons at mgibbon2@utk.edu. If you do not meet the criteria for the study, please forward this email along to school counselors or school counseling alumni that you believe may be interested in participating in this study. Thank you for your time and consideration.

Please click this link to read the informed consent and take the surveys:

tiny.utk.edu/ELLSurvey

Thank you,

Loidaly M. González-Rosario
Doctoral Candidate, Counselor Education
University of Tennessee, Knoxville

Appendix B

Consent for Research Participation

Research Study: School Counselor Use of Creative Intervention with Culturally and Linguistically Diverse Students (UTK IRB-20-06190-XM)

Researcher(s): Loidaly M. González-Rosario, MS, NCC, University of Tennessee, Knoxville
Melinda Gibbons, PhD, NCC, University of Tennessee, Knoxville

We are asking you to consider participating in this research study because you meet the following criteria:

1. Hold an active license as a professional school counselor in your state
 - a. OR
2. Currently enrolled in a school counseling internship at an Elementary School.
3. Have counseling experience in the elementary setting within the last five years.
4. Have a minimum estimated percentage >1% of English languages learners enrolled in your school.

You must be age 18 or older to participate in the study. The information in this consent form is to help you decide if you want to be in this research study. Please take your time reading this form and contact the researcher(s) to ask questions if there is anything you do not understand.

Why is the research being done?

The purpose of the research study is to explore how elementary school counselors support the socioemotional development of their elementary English Language Learners. Results from this study may improve our understanding of how school counselors can meet the socioemotional needs of elementary ELLs while also adding to the existing literature of culturally competent school counseling practice.

What will I do in this study?

If you agree to be in this study, you will complete an online survey. The survey includes questions about you ELL specific knowledge, advocacy interventions, your self-efficacy when working with ELLs, demographic questions and should take you about 15-20 to complete. Regardless of your agreement to participate, you will be prompted to enter a drawing for one of six \$15 Amazon gift cards. For each completed survey, **I will donate \$1 to ColorínColorado**, a national advocacy organization for English language learners.

Can I say “No”?

Being in this study is up to you. You can stop up until you submit the survey. After you submit the survey, we cannot remove your responses because we will not know which responses came from you. Either way, your decision won't affect your relationship with the University of Tennessee, Knoxville or the services you and/or your family receive.

Are there any risks to me?

The risk involved in participating in this research are no greater than expected in everyday life.

Are there any benefits to me?

We do not expect you to directly benefit from being in this study. Your participation may help us to learn more about ways in which school counselors can meet the socioemotional needs of elementary ELLs. The overall benefit of this research is a deeper understanding of how school counselors can close the opportunity gap experienced by elementary ELLs. We hope the knowledge gained from this study will benefit others in the future.

What will happen with the information collected for this study?

The survey is anonymous, and no one will be able to link your responses back to you. Your responses to the survey will not be linked to your computer, email address or other electronic identifiers. Please do not include your name or other information that could be used to identify you in your survey responses. Information provided in this survey can only be kept as secure as any other online communication.

Information collected for this study will be published and possibly presented at scientific meetings.

Will I be paid for being in this research study?

- For each individual who completes the survey, I will donate \$1 to Colorín Colorado via their online donation link.
<https://give.weta.org/page/1441/donate/1?ea.tracking.id=colorincolorado&appealCode=R1800ZS00004SLG>
- Participants will be entered into a drawing for one of six \$15 amazon gift cards.
- Individuals are allowed to enter into the drawing even if they choose not to participate in the research.
- The odds of winning are about 1:23
- Email addresses will be collected in a separate survey to facilitate the drawing and payment.
- Participants will be notified and receive the gift card via the provided email.

Who can answer my questions about this research study?

If you have questions or concerns about this study, or have experienced a research related problem or injury, contact the researchers, Loidaly M. González-Rosario, lgonza21@vols.utk.edu, 305-490-4364 or dissertation chair, Dr. Melinda Gibbons, mgibbon2@utk.edu, 865-974-4477.

For questions or concerns about your rights or to speak with someone other than the research team about the study, please contact:

Institutional Review Board

The University of Tennessee, Knoxville

1534 White Avenue

Blount Hall, Room 408

Knoxville, TN 37996-1529
Phone: 865-974-7697
Email: utkirb@utk.edu

Statement of Consent

I have read this form, been given the chance to ask questions and have my questions answered. If I have more questions, I have been told who to contact. By clicking the “I Agree” button below, I am agreeing to be in this study. I can print or save a copy of this consent information for future reference. If I do not want to be in this study, I can close my internet browser.

Appendix C

Multicultural Counseling Knowledge and Awareness Scale (MCKAS-R) – Knowledge

Subscale

Copyrighted by Joseph G. Ponterotto, 1997

A Revision of the Multicultural Counseling Awareness Scale (MCKAS)

Copyrighted by Joseph G. Ponterotto, 1991

Using the following scale, rate the truth of each item as it applies to you.

1	2	3	4	5	6	7
Not at All True			Somewhat True			Totally True

1. I am aware some research indicates that minority clients receive “less preferred” forms of counseling treatment than majority clients.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

2. I am aware of certain counseling skills, techniques, or approaches that are more likely to transcend **culture/language** and be effective with any clients.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

3. I am familiar with the “culturally deficient” and “culturally deprived” depictions of minority mental health and understand how these labels serve to foster and perpetuate discrimination.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

4. I am aware of individual differences that exist among members within a particular **ELL subgroup** based on values, beliefs, and level of acculturation.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5. I am aware some research indicates that **ELL students** are more likely to be diagnosed with mental illnesses than are majority clients.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

6. I am aware of the different interpretations of nonverbal communication (e.g., personal space, eye contact, handshakes) within **ELL subgroups**.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

7. I understand the impact and operations of oppression and the racist concepts that have permeated the **education and** mental health professions.

1 2 3 4 5 6 7

8. I realize that counselor-client incongruities in problem conceptualization and counseling goals may reduce counselor credibility.

1 2 3 4 5 6 7

9. I am aware that some racial/ethnic minorities see the profession of psychology functioning to maintain and promote the status and power of the White Establishment.

1 2 3 4 5 6 7

10. I am knowledgeable of acculturation models for various ethnic minority groups.

1 2 3 4 5 6 7

11. I have an understanding of the role culture and racism play in the development of identity and worldviews among **ELLs**.

1 2 3 4 5 6 7

12. I am aware of culture-specific, that is culturally indigenous, models of counseling for **ELLs**.

1 2 3 4 5 6 7

13. I am aware of both the initial barriers and benefits related to the cross-cultural counseling relationship.

1 2 3 4 5 6 7

14. I am aware of institutional barriers which may inhibit **ELLs** from using **school counseling services**.

1 2 3 4 5 6 7

15. I am aware of the value assumptions inherent in major schools of counseling and understand how these assumptions may conflict with values of culturally/**linguistically** diverse **students**.

1 2 3 4 5 6 7

16. I am aware that some minorities see the counseling process as contrary to their own life experiences and inappropriate or insufficient to their needs.

1 2 3 4 5 6 7

17. I am aware that some minorities believe counselors lead minority students into non-academic programs regardless of student potential, preferences, or ambitions.

1 2 3 4 5 6 7

These items are all worded in a positive direction where high scores indicate higher perceived knowledge of multicultural counseling issues. The score range for the Knowledge scale ranges from 17 to 119 using aggregate score, or 1 – 7 using a mean score (the mean subscale score is derived by dividing the total aggregate score by the number of subscale items, $n = 17$).

Appendix D

The Multicultural School Counseling Behavior Scale (MSCBS) – Interventions Subscale

Using the following scale, rate your frequency of engagement in the following behaviors.

Never (0)

Infrequently (less than once a school year) (1)

Yearly (2)

Several times a school year (3)

Monthly (4)

Weekly (5)

1. Intervene in bullying that involves racism, sexism, ableism, linguicism, religionism, sexual orientation (perceived or known), gender expression, or other forms of discrimination
2. Change helping style when culturally inappropriate
3. Intervene when cultural beliefs deter help seeking for students or families
4. Use bilingual/multilingual school counseling program materials that represent all languages used by families in the school community
5. Use translators to communicate with linguistically diverse families in the school community
6. Affirm the multiple cultural identities of every student
7. Seek knowledge about the cultural identities of students, families, and colleagues
8. Address personal biases/values that affect helping others
9. Build coalitions with teachers who are different from me (in terms of race, ethnicity, sexual orientation, gender, religion, first language, disability, and other identities)
10. Work with school leaders and parents to create programs that help close any achievement gaps
11. Learn to pronounce every student's full given name correctly
12. Intervene for students who have disabilities and are dealing with ableism (discrimination based on disability)

Appendix E

Preparedness to Teach ELL Students – Modification Chart

(Durgunoglu, & Hughes, 2010)

Original Items	Modified items
If I try hard, I can get through to most of the ELL students. (RAND-2 item)	1. If I try hard, I can get through to most of the ELL students. (RAND-2 item)
I am confident in my ability to handle most discipline problems with ELL students.	2. I am confident in my ability to handle most discipline concerns with ELL students.
I am confident in my ability to teach all ELL students to high levels.	3. I am confident in my ability to counsel all ELL students to high levels.
I am confident I am making a difference in the lives of my students.	4. I am confident I am making a difference in the lives of my students.
I am uncertain how to teach some of my ELL students. (REVERSE CODED)	5. I am uncertain how to counsel some of my ELL students. (REVERSE CODED)
I feel confident in providing a positive learning environment and create a climate characterized by high expectations.	6. I feel confident in providing a positive therapeutic environment and create a climate characterized by acceptance and nonjudgement.
I am confident of my skills to effectively communicate with parents and guardians of ELL students.	7. I am confident of my skills to effectively communicate with parents and guardians of ELL students.
I am confident of my skills to provide alternative/performance assessments to ELL students.	8. I am confident of my skills to provide alternative counseling interventions to ELL students.
I feel confident in providing linguistically and cultural appropriate learning experiences for ELL students	9. I feel confident in providing linguistically and cultural appropriate counseling experiences for ELL students

School Counselor Self-Efficacy with ELLs

Consider your personal experience in counseling elementary ELLs over the past 5 years and indicate your level of agreement with the following statements.

Strongly Disagree (1)
Disagree (2)
Somewhat Disagree (3)
Somewhat Agree (4)
Agree (5)
Strongly Agree (6)

1. If I try hard, I can get through to most of the ELL students. (RAND-2 item)
2. I am confident in my ability to handle most discipline concerns with ELL students.
3. I am confident in my ability to counsel all ELL students to high levels.
4. I am confident I am making a difference in the lives of my students.
5. I am uncertain how to counsel some of my ELL students. (REVERSE CODED)
6. I feel confident in providing a positive therapeutic environment and create a climate characterized by acceptance and nonjudgement.
7. I am confident of my skills to effectively communicate with parents and guardians of ELL students.
8. I am confident of my skills to provide alternative counseling interventions to ELL students.
9. I feel confident in providing linguistically and cultural appropriate counseling experiences for ELL students
10. The resources I have are sufficient for me to counsel ELLs with creative interventions.

Appendix F

Permission to use MSCBS

☆ **Greene-Rooks, Jennifer H**  Important November 7, 2020 at 10:42 PM 

Re: Permission to use

To: Loidaly Gonzalez-Rosario,

Resent-From: Loidaly Gonzalez-Rosario

 Siri found new contact info in this email: Jennifer H Greene-Rooks jgreene@txstate.edu [add to Contacts...](#)

[External Email]

Hello Loidaly,

I'm happy to give you permission to use the Multicultural School Counseling Behavior Scale in your research. Please let me know how you end up using the scale and what your results are, if you're willing. The scale and scoring information are attached for your use. Best of luck with your dissertation process!

Be well,

Jennifer Greene-Rooks, Ph.D.

Assistant Professor
Professional Counseling
Texas State University
601 University Drive
College of Education
San Marcos, TX 78666
ED 4015
jgreene@txstate.edu
512-408-1684

I'm an Ally, are you?

From: Loidaly Gonzalez-Rosario <lgonza21@vols.utk.edu>
Date: Saturday, November 7, 2020 at 7:17 PM
To: Greene-Rooks, Jennifer H <jgreene@txstate.edu>
Subject: Permission to use

Hi Dr. Greene-Rooks,

My name is Loidaly González-Rosario and I am currently working on my dissertation under the direction of Dr. Melinda Gibbons at the University of Tennessee, Knoxville. I am emailing you to request permission to utilize the The Multicultural School Counseling Behavior Scale, specifically the Interventions Subscale for my dissertation. My dissertation will examine the relationship between school counselors' multicultural knowledge of culturally linguistically diverse students (English language learners), their advocacy involvement, and their use of nonverbal creative techniques in counseling. . If permission is granted, I would appreciate if you could send me the subscale groupings along with the scoring/coding guide.

Thank you for your considerations,

Loidaly M. González-Rosario

Appendix H

Permission to use and modify MCKAS-R



JOSEPH Ponterotto

December 5, 2020 at 2:07 PM

Re: Permission to Use MCKAS-R

To: Loidaly Gonzalez-Rosario,

Resent-From: Loidaly Gonzalez-Rosario



Siri found new contact info Ponterotto Joseph Ponterotto@Fordham.edu

[add...](#)

[External Email]

Hello Loidaly,

Yes you have my permission to use and adapt the MCKAS for your purposes. Please send me a copy of the revised version for my archives. Please be sure to calculate coefficient alpha reliability on any subscale(s) you use (see attached pdf article on reliability. Would also be curious as to your results.

A very interesting and important project and I wish you the best of luck.

Sincerely,

Joseph Ponterotto

[See More from Loidaly Gonzalez-Rosario](#)

--

Joseph G. Ponterotto, Ph.D.

Preferred pronouns: he/him/his

Professor of Counseling Psychology

Coordinator, School Counseling Program

Division of Psychological & Educational Services

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113 West 60th Street

New York, NY 10023-7478

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email: Ponterotto@Fordham.edu



MCKAS
3-5-02.doc



Ponterotto &
Ruckde...ility.pdf

Appendix I

Demographic Questionnaire

Inclusion/Exclusion Criteria Questions

10. How long have you been employed as a school counselor?
 - a. Less than 1 year
 - b. 2-5 years (Removed from Survey and sent to “Thank you” page)
 - c. 6-10 years (Removed from Survey and sent to “Thank you” page)
 - d. 11-15 years (Removed from Survey and sent to “Thank you” page)
 - e. More than 15 years (Removed from Survey and sent to “Thank you” page)
11. Are you currently licensed (temporary or full) as a school counselor?
 - a. Yes
 - b. No (Removed from survey and sent to “Thank you” page)
12. What academic level do you currently work in?
 - a. Elementary (K-5)
 - b. Middle (6-8)
 - c. High School (9-12)
 - d. Other (please specify)
13. What estimated percentage of students at your school are English Language Learners?
 - a. 0 (Removed from Survey and sent to “Thank you” page)
 - b. 1-5%
 - c. 5 -10%
 - d. 11-20%
 - e. 21-30%
 - f. 31-40%
 - g. 41-50%
 - h. 51 + %

Demographic Questions at the End of Survey

14. Was your master’s program CACREP-accredited?
 - a. Yes
 - b. No
 - c. I’m not sure
15. What state do you work in? (Fill in the blank)
16. What academic level do you currently work in?
 - a. Elementary (K-5)
 - b. Middle (6-8)
 - c. High School (9-12)
 - d. Other (please specify)
17. About how many students are at your school? (Fill in the blank)

18. In a typical school year, on average, how many hours a week do you spend with ELL students?
- 0 – 2 hours
 - 3 – 5 hours
 - 6 – 8 hours
 - 9 – 11 hours
 - 12+ hours
19. What are the most common languages spoken among your ELLs?
- Spanish
 - Asian languages (Chinese, Japanese, Hindu, Korean)
 - Indo-European languages (French, Haitian Creole, Italian)
 - Other (Please specify)
20. How do you describe your gender identity? Check all that apply
- Man
 - Woman
 - Transgender
 - Gender Non-Conforming
 - Self-identify:
 - Prefer not to say
21. What is your age?
- 18-25
 - 26-35
 - 36-45
 - 46-55
 - 56-65
 - > 66
22. What is your racial or ethnic identity? Mark all that apply.
- American Indian or Alaska Native
 - Asian or Asian American
 - Black or African American
 - Hawaiian Native or Pacific Islander
 - White
 - Other (Please specify) _____
23. Are you of Hispanic, Latina/o/x, or Spanish origin?
- Yes
 - No
24. Are you fluent in more than one language?
- Yes
 - What language(s) do you speak?
 - Where did you learn these languages?
 - Family of origin
 - Academic setting
 - Enrichment setting
 - No

25. Do you have previous work experience (other than as a school counselor) with ELLs?
(i.e. worked as ESL teacher, taught English abroad)
- Yes
 - Please specify
 - No
26. Please indicate the number of one-time professional development trainings taken previously related to multicultural counseling/training.
- 0
 - 1-2
 - 3-4
 - 5+
27. Please indicate the number of college courses taken previously related to multicultural counseling/training.
- 0
 - 1-2
 - 3-4
 - 5+
28. Have you had the opportunity to take any college courses in second language acquisition, linguistics, or speech pathology?
- Yes
 - Please specify
 - No
29. Have you had the opportunity to take any college courses regarding ELLs (classwork beyond a single lecture in a classroom setting)?
- Yes
 - No
30. Have you had the opportunity to experience working in a country where English is not the main language?
- Yes
 - No
31. In a typical school year, about how often do you use the following creative interventions in small group or individual counseling with **non-ELL** students.

Drawing/Coloring	Never (0)	Rarely (1)	Often (3)	Always (4)
Dance/Movement	Never (0)	Rarely (1)	Often (3)	Always (4)
General Arts and Crafts	Never (0)	Rarely (1)	Often (3)	Always (4)
Games	Never (0)	Rarely (1)	Often (3)	Always (4)
Movies/Media	Never (0)	Rarely (1)	Often (3)	Always (4)
Music	Never (0)	Rarely (1)	Often (3)	Always (4)
Nature	Never (0)	Rarely (1)	Often (3)	Always (4)
Painting	Never (0)	Rarely (1)	Often (3)	Always (4)
Photography	Never (0)	Rarely (1)	Often (3)	Always (4)
Play	Never (0)	Rarely (1)	Often (3)	Always (4)

Sand	Never (0)	Rarely (1)	Often (3)	Always (4)
Sculpting (Play-Doh, clay)	Never (0)	Rarely (1)	Often (3)	Always (4)
Technology (e.g. games, apps, YouTube)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)

32. In a typical school year, please indicate how often you use any or all of the above creative interventions with **non-ELLs** in your direct service (individual, small group, classroom guidance).

Not applicable	Never (0)	Rarely (1)	Often (3)	Always (4)
----------------	-----------	------------	-----------	------------

33. In a typical school year, please indicate how often you use the following creative interventions in your direct service (individual, small group, classroom guidance) with **ELL** students.

Drawing/Coloring	Never (0)	Rarely (1)	Often (3)	Always (4)
Dance/Movement	Never (0)	Rarely (1)	Often (3)	Always (4)
General Arts and Crafts	Never (0)	Rarely (1)	Often (3)	Always (4)
Games	Never (0)	Rarely (1)	Often (3)	Always (4)
Movies/Media	Never (0)	Rarely (1)	Often (3)	Always (4)
Music	Never (0)	Rarely (1)	Often (3)	Always (4)
Nature	Never (0)	Rarely (1)	Often (3)	Always (4)
Painting	Never (0)	Rarely (1)	Often (3)	Always (4)
Photography	Never (0)	Rarely (1)	Often (3)	Always (4)
Play	Never (0)	Rarely (1)	Often (3)	Always (4)
Sand	Never (0)	Rarely (1)	Often (3)	Always (4)
Sculpting (Play-Doh, clay)	Never (0)	Rarely (1)	Often (3)	Always (4)
Technology (e.g. games, apps, YouTube)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)

Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)
Other (please specify)	Never (0)	Rarely (1)	Often (3)	Always (4)
	Never (0)	Rarely (1)	Often (3)	Always (4)

34. In a typical school year, please indicate how often you use any or all of the above creative interventions with **ELLs** in your direct service (individual, small group, classroom guidance).

Not applicable	Never (0)	Rarely (1)	Often (3)	Always (4)
----------------	-----------	------------	-----------	------------

35. Describe some of the ways you use creative interventions with your ELL students: (open-ended)

36. Is there anything else that you would like to share with us about your use of creative interventions with ELL students? (open-ended)

Closing Statement

Thank you for completing this survey! As a result of your completion, \$1 will be donated to Colorín Colorado, a national advocacy organization for ELLs. Thank you for being a part of meaningful change and support of ELLs in our schools!

CONCLUSION

The above conceptual and empirical manuscript analyzed the current state of literature on school counselors meeting the socioemotional needs of elementary culturally and linguistically diverse students through creative interventions as advocacy. Currently, research and practice with CLDS focuses on their college and career readiness in their adolescent years. However, for CLDS to fully take advantage of curriculum designed for the college and career readiness, must first be supported socially and emotionally in the early elementary years. Therefore, the first manuscript examined current creative intervention use with various populations to examine the efficacy of creative interventions as a cultural, developmental, and communicative bridge. The second manuscript is a quantitative empirical study utilizing multiple regression and correlations. The second manuscript analyzed the relationship between school counselors CLDS knowledge, advocacy interventions, self-efficacy with CLDS, multilingualism and school counselor use of creative interventions with CLDS. The results of this study indicated a significant relationship between self-efficacy and all constructs. However, self-efficacy was not significant in the multiple regression. School counselors' years of experience, size of CLDS population, advocacy interventions, and CLDS knowledge all significantly predicted school counselor use of creative interventions with CLDS. Additionally, school counselors used creative interventions slightly more often with non-CLDS than with CLDS. The results of this study can be used to further professional counselors understanding of how best to serve CLDS and training needs of future school counselors.

VITA

Loidaly M. González-Rosario was born in Humacao, Puerto Rico on June 17, 1992 and raised in Miami, Florida. She is the daughter of Loida Rosario Galarce, MSN and Edwin González-Gertz, MDiv. Loidaly received a Bachelor of Science degree in Elementary Education in December 2013 and a Master of Science degree with a concentration in School Counseling in May 2016 from Florida International University in Miami, FL. Her primary professional experience includes school counseling with culturally and linguistically diverse elementary students. She also has experience teaching and supervising at both the masters and undergraduate level. She regularly connects her training to community needs and impact. Loidaly will graduate with a Ph.D. in Counselor Education.