

# International Journal for School-Based Family Counseling

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## ANNUAL REPORT

*Presented by Hans Everts at the Oxford Symposium in School-Based Family Counseling, held in Brasenose College, of the University of Oxford, August 5<sup>th</sup> to 10<sup>th</sup> 2012.*

The past year has been one of unprecedented activity in the annals of SBFC. Creating the *Handbook of School-Based Family Counseling: Transforming Family-School Relationships*, edited by Brian Gerrard and Marcel Soriano, has involved most members of the Institute and most attendees of Symposia in writing chapters that describe the multi-faceted nature of SBFC. This Handbook will greatly enhance the profile of SBFC and foster its applications in clinical practice, teaching and research. Not surprisingly, writing book chapters has taken precedence over writing Journal articles. Now, with the Handbook heading towards publication, the preparation of more specific projects and their write-up in the form of journal articles comes to the fore again. This occurs at the same time as Symposium attendees plan their presentations for this year's Oxford Symposium. The Journal serves as the logical public outlet for suitable manuscripts, and the attendees should keep that option clearly in mind as they deliver their papers. Volume IV is scheduled for publication in November this year.

Even as we head towards the publication of that Volume, creating an appropriate article remains a challenging task. For one, it is often not easy to bring together school and family perspectives in professional practice and within a coherent conceptual framework. That is the core task of SBFC. Collegial guidance is commonly and appropriately sought by those writing up their work. Then there is challenge in writing for an international readership. We have to articulate and critically analyze the geographical and cultural context in which we operate. This is part of the satisfaction of belonging to SBFC's "invisible college", and of writing for the Journal which allows us to take a broader and more universal perspective on our work. A note has been added to the Guidelines for Authors, drawing attention to the Journal's international orientation. A third and current challenge for the Journal is applying for SSCI or similar accreditation. Such accreditation will provide more formal recognition for articles published in the Journal, but requires us to have regular publication dates, a solid through-put of articles, and wide readership. We are currently considering whether this is the right time for application, and will discuss this in Oxford. Your support through the submission of manuscripts and reference to Journal articles will be vital in this process. Keep writing and quoting!

Finally, I would like to compliment those who have submitted or who are submitting manuscripts to the Journal. You are sharing your work with an appreciative international readership, and following through with the themes raised in the Handbook. I also want to thank the consultant editors who have reviewed manuscripts over the past year. Your thoughtful and often very detailed comments are vitally important in creating the quality of publication that we all strive towards.

Hans Everts, Senior Editor.  
August 2012

## **EDITORIAL**

In this volume of the International Journal for School-Based Family Counseling, you will find four articles that have passed through the full review and revision process since November 2011. As in previous Volumes, they represent a rich variety of perspectives on SBFC, drawn from a range of countries and educational systems, and starting from both a school-based and a family-based perspective.

Firstly, *Dede Tisone and Judith Goodell* present an article titled “The interaction between human development and social media: Implications for School-Based Family Counselors”. In it the authors examine the impact, both positive and negative, that social media have on the behavior and development of children and adolescents. Outcomes derived relate more to the manner in which the technology and social media are used than on the nature of these media themselves. School-Based Family Counselors are discussed as occupying a central role in helping children and teens access positive benefits and avoiding risks.

This followed by an article by *Helen Sung* titled “Nurturing emotional intelligence through home-school partnership: Using teacher training as basis for School-Based Family Counseling”. Sung argues that emotional intelligence, not previously addressed in the literature on School-Based Family Counseling, deserves prioritizing across home and school, thus maximizing children’s potential to develop higher emotional intelligence. She discusses strategies whereby teachers can promote emotional intelligence in the classroom, and thus provide insight and inspiration for School-Based Family Counseling.

Thirdly, *Andrew Smith’s* article is titled “Critical reflections on a New Zealand school from a School-Based Family Counseling perspective”. In it he describes a study which examines the counseling services provided within a New Zealand school, designed to intentionally develop an inclusive attitude towards the families of students. Interviews with staff and a survey of parents reveal a service that applies the school’s inclusive ethos in practice, is flexible and responsive to change, and is cognizant of the challenges involved in aiming for its goals. The article also discusses implications for the relationship between different stakeholders.

Finally, *Lau Yuk King* describes “A multi-family group with youngsters who refuse to attend school: Learning and implications for School-Based Family Counseling”. She reports on the experience, knowledge and skills of youngsters who refuse to go to school, and of their parents, as documented through the use of a narrative oriented multiple-family group in Hong Kong. Focus on the interaction between families and the school system’s ideology allows a School-Based Family Counselor to concentrate on the school’s role in the problem, and on aspects of social justice – and apply these in the search for necessary change in individuals, families, and school system.