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COUNSELING AND HUMAN
DEVELOPMENT SERVICES

IMPLEMENTATION OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION
(ASCA) NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING
PROGRAMS BY HIGH SCHOOL PRINCIPALS IN THEIR SCHOOLS (220 pp.)

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The purpose of this study was to investigate the implementation of the ASCA National Model by high school principals in their schools. The questions that guided this study were: (1) what was the experience of high school principals who successfully implemented the American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs in their schools and (2) what was the impetus for high schools principals to implement this model? Six principals completed a series of semi-structured interviews with regards to the implementation of the ASCA National Model in their schools. The interviews were transcribed and then analyzed utilizing Moustakas' modified version of the Stevick-Colaizzi-Keen method of data analysis for phenomenological research. Themes derived from the data analysis suggest that there is a common essential experience with regards to the implementation of the ASCA National Model by high school principals in their school, including seven major categories: (a) impetus for pursuing the implementation of the ASCA National Model, (b) benefits of implementation, (c) counseling program schools had in place, (d) time commitment, (e) the implementation experience, (f) implementation advocates, and (g) advice to peers. No studies were encountered in the literature examining the implementation of the ASCA National Model by high school principals in their schools,

highlighting the singular nature of this research. Contributions of the finding to existing literature are presented, implications, limitations and delimitations are explored, and suggestions for future research are provided.