

# PUBLICATIONS

(updated 6-1-15)

## *Research/Writing, in General*

I have usually conducted research with the intention of helping educators and counselors work effectively with children and adolescents, while also hoping to generate further research. I have focused mostly on high-ability populations who are not often studied, are often not identified for gifted programs, and generally do not fit common “gifted” stereotypes. My emphasis is on their social and emotional development. I often bridge the fields of gifted education and counseling in both research-based and conceptual articles.

My perspectives on the importance of paying attention to the whole child in an achievement/performance-driven field are presented in the following chapter:

**Peterson, J. S. (2011). *Overcorrecting: Spinning out and missing many*. In D. Ambrose, R. J. Sternberg, & B. Sriraman (Eds.), *Confronting dogmatism in gifted education* (pp. 55-71). New York: Routledge.**

I also addressed the whole-child aspect in an invited chapter for a Brazilian book:

**Peterson, J. S. (2014). *Paying Attention to the Whole Gifted Child: Why, When, and How to Focus on Social and Emotional Development*. In F. Hellen Ribeiro Piske, J. J. Machado, T. Stoltz, & S. Bahia (Eds.), *Altas habilidades/superdotação (ah/sd): Criatividade e emoção*. Editora Juruá Ltda.**

I was interviewed in 2012 as an eminent scholar by *Roeper Review*:

**Henshon, S., & Peterson, J. S. (2012). *Wise, Holistic Thinking: An Interview with Jean Peterson*. *Roeper Review*. (ID: 686420 DOI:10.1080/02783193.2012.686420)**

These are other extended interviews:

**Shaghnessy, M. (January, 2011). *An interview with Jean Sunde Peterson about social and emotional needs of the gifted*. *SENG Update*. Retrieved from [http://www.sengifted.org/articles\\_social/shaghnessy\\_interview\\_jean\\_sunde\\_peterson.shtml](http://www.sengifted.org/articles_social/shaghnessy_interview_jean_sunde_peterson.shtml).**

**Kimball, C. (December, 2011). *Talk with teens about what matters to them*. An interview with Jean Sunde Peterson. *Prevention Magazine*. Retrieved from <http://blog.tpronline.org/?p=1645>).**

## *Books*

**Peterson, J. S. (2009). *Gifted At Risk: Poetic Portraits*. Tucson, AZ: Great Potential Press.**

During presentations, I sometimes use a few of my short “epiphany poems” to underscore a perspective or research finding. *Gifted At Risk* makes these available beyond conferences. Each poem has an accompanying narrative, which provides context and/or pertinent information based on my research and clinical experiences with complex gifted individuals. The book is coffee-table size, about 130 pages, but it contains a great deal of helpful information for educators, parents, and counselors. Most of the poems are about gifted teens; a few are about gifted adults and children.

**Littrell, J. M., & Peterson, J. S. (2005). *Portrait and Model of a School Counselor*. Boston: Houghton Mifflin/Lahaska Press. (See later section: Teaching and Consultation in Counselor Education.)**

**Mendaglio, S., & Peterson, J. S. (2007). *Models of counseling gifted children, adolescents, and young adults*. Austin, TX: Prufrock. (See later section: Bridging the Fields of Gifted Education and Counseling).**

### ***Talk with Teens series: Small-Group Work for Prevention, Intervention, and Development***

The idea for my *Talk with Teens* books came during my work with a program for gifted students in a fairly large high school. In the 25-option program I developed (e.g., Future Problem Solving program, National History Day, noon-hour philosophy and classical music appreciation, regular after-school lectures by community experts, a breakfast poetry group, after-school mime and dance, art exhibitions, one-day career-shadowing, teaching languages at elementary schools, dual enrollment, Advanced Placement), I included a “just-growing-up” option. These discussion groups quickly developed into the most popular program component. Approximately 115 students per week attended 10 noon-hour groups (two groups per day).

When I first moved the well tested discussion topics into print, the emphasis was on the general population. Development-oriented discussion can be an effective, efficient service-delivery model for *all* developing teens. Small groups can be used for the prevention of social and emotional problems and for the support and encouragement of healthy child/adolescent development.

In 2011, my most recent book in the *Talk with Teens* series was published, updated with information about current concerns, such as cyberbullying and self-harm. The book manuscript was vetted, as were the others, by experts in the various areas addressed in the approximately 70 small-group sessions. The focused-discussion format fits well with the current developmental, prevention-oriented emphasis in school counseling.

**Peterson, J. S. (2011). *Talk with Teens about What Matters to Them*. (Minneapolis: Free Spirit).**

For several years, my first two *Talk with Teens* books (1993, 1995) were used nationally and internationally by middle and high schools, alternative schools, mental-health agencies, treatment centers, “Y” groups, 4-H clubs, churches, and even families. Both counselors and laypersons, including teachers and youth leaders, used them for guidance about small-group processes and also as guidance curriculum. The books were ideal in advisor-advisee programs in middle schools for enhancing communication skills and for helping young teens connect with peers. They could be used for groups geared to special concerns at many grade levels. In order to be useful with students as young as fourth- and fifth-graders, topics could be selected according to developmental level and/or vocabulary adjusted. Each book contained 50 sessions and 20 copy-ready activity sheets. Each also contained an extensive “how-to” introduction.

During 2005-2006, the two books were restructured, revised, and made into *one* volume, geared to general-population middle and high school students. The extensive introduction served as a rare short course in school- or community-based, prevention-oriented small-group work. There were 28 activity sheets for the 75 sessions.

**Peterson, J. S. (2007). *The essential guide to talking with teens: Ready-to-use discussions for school and youth groups*. Minneapolis: Free Spirit.**

A second book, using a similar format, but focused on working with *gifted* adolescents and their social and emotional development, was then published, with 33 activity sheets for 70 sessions. Groups can help gifted-education teachers, either alone or co-facilitating with school counselors, proactively attend to social and emotional concerns, including of gifted teens who are not motivated to achieve academically. My own research has underscored that high-ability youth are often reluctant to reveal distress even to parents. Groups offer an opportunity to develop expressive language and find common ground with intellectual peers, when grouped accordingly.

**Peterson, J. S. (2008).** *The essential guide to talking with gifted teens: Ready-to-use group discussions about identity, stress, relationships, and more.* Minneapolis: Free Spirit.

### ***Related to Group Work with Gifted Youth***

For a presentation of how the groups began and my initial observations related to the social and emotional concerns of students with high ability, I recommend the following article:

**Peterson, J. S. (1990).** Noon-hour discussion groups: Dealing with the burdens of capability. *Gifted Child Today*, 13(4), 17-22.

The following represent applications of the basic discussion-group concept in work with gifted students:

**Peterson, J. S., & Lorimer, M. R. (2012).** Small-group Affective Curriculum for Gifted Students: A Longitudinal Study of Teacher-Facilitators. *Roeper Review*, 34, 158-169. (ID: 686423 DOI:10.1080/02783193.2012.686423)

**Peterson, J. S., & Lorimer, M. R. (2011).** Student Response to a Small-Group Affective Curriculum in a School for Gifted Children. *Gifted Child Quarterly*, 55, 167-180. DOI 10.1177/0016986211412770.

**Peterson, J. S., Betts, G., & Bradley, T. (2008).** Small-group discussion: An affective curriculum. In J. VanTassel-Baska, T. R. Cross, & R. Olenchak (Eds.), *Social and emotional curriculum for gifted children* (pp. 289-320). Waco, TX: Prufrock/National Association for Gifted Children.

**Peterson, J. S. (2003).** In- and out-of-school discussion groups to support emotional development. In M. Bergsgaard & K. W. McCluskey (Eds.), *Celebrating diversity* (pp. 45-53). Winnipeg, CN: University of Winnipeg Education Center.

**Peterson, J. S. (2000).** Preparing for college—Beyond the “getting in” part. *Gifted Child Today Magazine*, 23, 36-45.

**Peterson, J. S. (1997).** Bright, troubled, and resilient, and not in a gifted program. *Journal of Secondary Gifted Education*, 8, 121-136.

**Peterson, J. S. (1996).** The breakfast club: Poetry and pancakes. *Gifted Child Today Magazine*, 19(4), 16-19, 49.

**Peterson, J. S. (1993).** What we learned from Genna. *Gifted Child Today*, 16(1), 15-16.

**Colangelo, N., & Peterson, J. S. (1992).** Group counseling with gifted students. In L. Silverman (Ed.), *Counseling the Gifted and Talented* (pp. 111-129). Denver: Love.

### ***Other Creative Work***

**Peterson, J. S. (2010).** Raconteur. *Advanced Development*, 12, 119.

Peterson, J. S. (2006). Reunion. *The Family Journal: Counseling & Therapy for Couples & Families*, 14, 85-87.

### ***Bridging the Fields of Gifted Education and Counseling***

Various other publications, related to prevention-oriented attention to social and emotional concerns of high-ability students, bridge the fields of gifted education and school counseling:

Peterson, J. S., & Gaesser, A. (invited; submitted). Counseling the gifted child. In Pfeiffer, S., Shaunessy-Dedrick, E., & Nicpon, M. F. (Eds.), *APA Handbook of Giftedness and Talent*.

Peterson, J. S. (2015). Affective curriculum: Proactively addressing the challenges of growing up. In K. Stephens & F. Karnes (Eds.). *Curriculum for Gifted Children* (tentative title). Waco, TX: Prufrock Press.

Peterson, J. S. (2015). School counselors and gifted kids: Respecting both cognitive and affective. *Journal of Counseling & Development*, 93, 153-162.

Peterson, J. S. (2014). Teachers, counselors, and curriculum: Paying attention to the *whole* gifted student. *Conference Proceedings: Gifted Children: the Resource and the Future of Russian Development*. Samara, Russia: Institute for Research on Social Phenomena.

Peterson, J. S., Assouline, S., & Jen, E. (2014). Counseling gifted adolescents to promote social and emotional development. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education*. Waco, TX: Prufrock Press.

Peterson, J. S. (2013). School counselors' experiences with children from low-income families and other gifted children in a summer program. *Professional School Counseling*, 16, 194-204.

Peterson, J. S. (2013). *Acknowledging the burdens of giftedness*. Hong Kong Association of Gifted Education. (Resource)

Peterson, J. S. (2013). A developmental view of high achievement and underachievement. *Inspire: The Gifted Education Magazine for Educators* (publication of the Hong Kong Association of Gifted Education), 10, 6-8.

Peterson, J. S. (2011). Adolescence: Growing Up. *Gifted Times*. (Newsletter of KAIST Global Institute for Talented Education, a national research center, Korea). Retrieved from <http://gifted.kaist.ac.kr/DefBoardView.do?bdcd=0409&msn=88>.

Peterson, J. S. (2011). Helping gifted teens make sense of themselves: A counselor's perspective. *Gifted*, Issue 161, 23-26, New South Wales, Australia.

Peterson, J. S. (2011). Survival secrets on the role of counselors in gifted education. In J. Roberts (Ed.), *Teachers' survival guide: Gifted education* (pp. 71-73). Waco, TX: Prufrock Press. (L)

Peterson, J. S. (2011). Differentiating counseling approaches for gifted children and teens: Needs and strategies. In T. R. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (pp. 681-698). Waco, TX: Prufrock Press.

Peterson, J. S. (2011). The counseling relationship. In T. R. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (pp. 443-459). Waco, TX: Prufrock Press.

Peterson, J. S., & Morris, C. A. W. (2010). Preparing school counselors to address concerns related to giftedness: A study of accredited counselor preparation programs. *Journal for the Education of the Gifted*, 33, 311-335.

Peterson, J. S. (2009, Winter). The role of teachers when students experience negative life events. *Teaching for High Potential*, 4-7.

Peterson, J. S. (2009). Cultural values. In B. Kerr (Ed.), *Encyclopedia of giftedness, creativity, and talent* (pp. 229-230). Thousand Oaks, CA: Sage.

Peterson, J. S. (2009). Eating disorders. In B. Kerr (Ed.), *Encyclopedia of giftedness, creativity, and talent* (pp. 277-278). Thousand Oaks, CA: Sage.

Peterson, J. S. (2009). Learning styles. In B. Kerr (Ed.), *Encyclopedia of giftedness, creativity, and talent* (pp. 529-531). Thousand Oaks, CA: Sage.

Peterson, J. S. (2009). Counseling gifted students. In B. Erford (Ed.), *ACA Encyclopedia of Counseling*. Alexandria, VA: American Counseling Association.

Peterson, J. S. (2009). Focusing on Where They Are, Not Where We Think They Should Be. In J. VanTassel-Baska, T. R. Cross, & R. Olenchak (Eds.) *Social and emotional curriculum for gifted children* (pp. 193-226). National Association for Gifted Children/Prufrock Press.

Peterson, J. S., Betts, G., & Bradley, T. (2009). Small-group discussion: An affective curriculum. In J. VanTassel-Baska, T. R. Cross, & R. Olenchak (Ed.) *Social and emotional curriculum for gifted children* (pp. 289-320). National Association for Gifted Children/Prufrock Press.

Peterson, J. S., & Moon, S. M. (2008). Counseling the gifted. In S. Pfeiffer (Ed.), *Handbook of giftedness in children: Psychoeducational theory, research, and best practices* (pp. 125-148). New York, NY: Springer.

Peterson, J. S. (2008). Counseling. In C. Callahan & J. Plucker (Eds.), *Critical issues and practices in gifted education* (pp. 119-138). Washington, DC: National Association for Gifted Children/Prufrock.

Peterson, J. S. (2007). A developmental perspective. In S. Mendaglio & J. S. Peterson (Eds.), *Models of counseling gifted children, adolescents, and young adults* (pp. 97-126). Waco, TX: Prufrock.

Peterson, J. S. (2007). Conclusion. In S. Mendaglio & J. S. Peterson (Eds.), *Models of counseling gifted children, adolescents, and young adults* (pp. 97-126). Waco, TX: Prufrock.

Peterson, J. S. (2006). Preparing administrators and counselors to respond to secondary level gifted students. In F. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 649-671). Waco, TX: Prufrock Press.

Peterson, J. S. (2006). Addressing counseling needs of gifted students. *Professional School Counseling*, 10, 1, 43-51.

Peterson, J. S. (2003). An argument for proactive attention to affective concerns of gifted adolescents. *Journal for Secondary Gifted Education*, 14, 62-71.

Sal Mendaglio and I co-edited a book which includes several international clinicians' perspectives and techniques related to counseling gifted youth:

**Mendaglio, S., & Peterson, J. S. (2007). *Models of counseling gifted children, adolescents, and young adults*. Austin, TX: Prufrock.**

### ***Achievement and Underachievement***

In 2015, I was invited by a Polish psychology journal to contribute an article about my work related to underachievement:

**Peterson, J. S. (in press). Conclusions about low-achieving gifted youth: Reflections on two decades of Peterson research. *Psychologia Wychowawcza*. (English, translated into Polish; available in both)**

#### **High Achievers**

**Peterson, J. S., Canady, K., & Duncan, N. (in press). Positive Life Experiences: A Qualitative, Cross-sectional, Longitudinal Study of Gifted Graduates. *Journal for the Education of the Gifted*.**

**Peterson, J. S., Duncan, N., & Canady, K. (2009). A longitudinal study of negative life events, stress, and school experiences of gifted youth. *Gifted Child Quarterly*, 53, 34-49.**

#### **Underachievers with High Ability (see also “At-risk Gifted Students”)**

**Peterson, J. S. (2013). School counselors’ experiences with children from low-income families and other gifted children in a summer program. *Professional School Counseling*, 16, 194-204. (also listed in “Bridging” section)**

**Peterson, J. S. (2010). Underachievement. In I. B. Weiner & W. E. Craighead (Eds.), *The Corsini encyclopedia of psychology* (4<sup>th</sup> ed., Vol. 4, R-Z) (pp. 1819-1821). New York: Wiley & Sons.**

**Peterson, J. S. (2002). Underachievers: Students who don’t perform. In J. Smutny (Ed.), *Underrepresented groups in gifted education* (pp. 307-332). Cresskill, NJ: Hampton Press.**

**Peterson, J. S. (2001). Successful adults who were once adolescent underachievers. *Gifted Child Quarterly*, 45, 236-249.**

**Peterson, J. S. (2000). A follow-up study of one group of achievers and underachievers four years after high school graduation. *Roeper Review*, 22, 217-224.**

**Peterson, J. S. (1997). Bright, troubled, and resilient, and not in a gifted program. *Journal of Secondary Gifted Education*, 8, 121-136.**

**Peterson, J. S., & Colangelo, N. (1996). Gifted achievers and underachievers: A comparison of patterns found in school files. *Journal of Counseling and Development*, 74 399-407.**

#### **Nonmainstream Cultures: Children with High Ability**

**Peterson, J. S. (2002). When home and neighborhood are not the teacher's culture. In S. Bailey, K. McCluskey, & G. Chaffey (Eds.), *Present gifts for future talents: Disadvantaged and culturally-different students*. Armidale, Australia: TalentEd. (This chapter was reprinted as an article in *TalentEd*, 19, 1-9, in Australia in 2002.)**

Peterson, J. S. (2000). Valuing the values—moving from tolerance to affirmation. *Reclaiming Children & Youth*, 9(1), 36-40.

Peterson, J. S. (1999). Gifted—through whose cultural lens? An Application of the Postpositivistic Mode of Inquiry. *Journal for the Education of the Gifted*, 22, 354-383.

Peterson, J. S., & Margolin, L. (1997). Naming gifted children: An example of unintended “reproduction.” *Journal for the Education of the Gifted*, 21, 82-100.

### At-Risk Gifted Students

Peterson, J. S. (2015). Bullying among gifted children. In M. F. Neihart, S. Pfeiffer, & T. R. Cross (Eds.), *The Social and Emotional Development of Gifted Children: What Do We Know*. Waco, TX: Prufrock/National Association for Gifted Children.

Peterson, J. S. (2014). Giftedness, trauma, and development: A longitudinal case study. *Journal for the Education of the Gifted*, 37, 295-318.

Peterson, J. S. (2014). Bullying. In C. M. Callahan & Plucker, J. A. (Eds.), *Critical issues and practices in gifted education* (p. 95-108). Waco, TX: Prufrock Press.

Peterson, J. S. (2012). The Asset-Burden Paradox of Giftedness: A 15-year Phenomenological, Longitudinal Case Study. *Roeper Review*, 34, 1-17. DOI:10.1080/02783193.2-12.715336.

Peterson, J. S. (2011). Giftedness: The asset-vulnerability paradox. In R. J. R. Levesque (Ed.). *Encyclopedia of adolescence, Vol. 2* (pp. 1171-1180). New York: Springer.

Peterson, J. S. (2009). Myth 17: Gifted and talented individuals do not have unique social and emotional needs. *Gifted Child Quarterly*, 53, 280-282.

Peterson, J. S., Duncan, N., & Canady, K. (2009). A longitudinal study of negative life events, stress, and school experiences of gifted youth. *Gifted Child Quarterly*, 53, 34-49. (also listed in “High Achievers” section)

Peterson, J. S., & Ray, K. E. (2006). Bullying and the gifted: Victims, perpetrators, prevalence, and effects. *Gifted Child Quarterly*, 50, 148-168.

Peterson, J. S., & Ray, K. E. (2006). Bullying among the gifted: The subjective experience. *Gifted Child Quarterly*.

Jackson, S. M., & Peterson, J. S. (2003). Depressive disorder in highly gifted adolescents. *Journal for Secondary Gifted Education*, 14, 175-186.

Peterson, J. S. (2003). Listening: Resisting the urge to fix them. In K. McCluskey & A. M. Mays (Eds.), *Mentoring for Talent Development* (pp. 126-142). Lennox, SD: Reclaiming Youth International.

Peterson, J. S. (2002). A longitudinal study of post-high-school development in gifted individuals at risk for poor educational outcomes. *Journal for Secondary Gifted Education*, 14, 6-18.

Peterson, J. S. (2001). Gifted and at risk: Four longitudinal case studies. *Roeper Review*, 24, 31-39.

Peterson, J. S. (2000). Gifted, gay, and at risk: A study of the adolescent experience. *Gifted Child Quarterly*, 44, 149-164.

Peterson, J. S. (2000). Preparing for college--beyond the "getting in" part. *Gifted Child Today Magazine*, 23(2), 36-45.

Peterson, J. S. (1999). When it's hard to leave home. *Reclaiming Children and Youth*, 8, 14-19.

Peterson, J. S. (1998). Six exceptional young women at risk. *Reclaiming Children and Youth*, 6, 233-238.

Peterson, J. S. (1998). The burdens of capability. *Reclaiming Children and Youth*, 6, 194-198.

### *Parenting Gifted Children and Adolescents*

Peterson, J. S. (2005, June). Parents as models: Respecting and embracing differences. *Parenting for High Potential*, 12-15, 30.

Peterson, J. S. (2002, December). A counselor's perspective on parenting high potential. *Parenting for High Potential*, 18-28, 30.

### *Teaching and Consultation in Counselor Education*

Wood, S. M., & Peterson, J. S. (2014). Superintendents, principals, and counselors: Facilitating secondary gifted education. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 627-652). Waco TX: Prufrock Press.

Peterson, J. S. (2006). Preparing administrators and counselors to respond to secondary level gifted students. In F. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 649-671). Waco, TX: Prufrock Press.

Buitinga, K. J., Struik, K., & Peterson, J. S. (2009). A Solution-Focus Approach to Resolving Conflict among Dutch School Personnel. *Journal of Systemic Therapies*, 28, 1-17.

Peterson, J. S. (2007). Consultation related to giftedness: A school counseling perspective. *Journal of Educational and Psychological Consultation*, 17, 273-296.

Peterson, J. (2007). Hearing their voices: Graduate students and research subjects on the platform. In J. van Swet, P. Ponte & B. Smit (Eds.), *Postgraduate Programmes as Platform: A Research-led Approach* (pp. 157-173). Rotterdam: Sense Publishers.

Peterson, J. S., & Deuschle, C. (2006). A model for supervising school counseling students without teaching experience. *Counselor Education and Supervision*, 45, 267-281.

Peterson, J. S., Goodman, R., Keller, T., & McCauley, A. (2004). Teachers and non-teachers as school counselors: Perceptions of the internship experience. *Professional School Counseling*, 7, 246-255.

Peterson, J. S., & Littrell, J. M. (2002). Creating partnerships: A key counselor capability. *Dimensions in Counseling: Research, Theory and Practice*, 39, 22-26.

Littrell, J. M., & Peterson, J. S. (2002). Establishing a group work program in an elementary school: An in-depth case study. *Journal for Specialists in Group Work*, 27, 161-172.



Littrell, J. M., & Peterson, J. S. (2001). Facilitating systemic change using the MRI problem-solving approach: One school's experience. *Professional School Counseling, 5*, 27-33.

Littrell, J. M., & Peterson, J. S. (2001). Transforming the school culture: A model based on an exemplary school counselor. *Professional School Counseling, 4*, 310-319.

Peterson, J. S. (2000). Constructing the course of human development. In McAuliffe, G., C. Lovell, & Erikson, K. (Eds.), *Constructing Counselor Education* (pp. 170-194). Alexandria, VA: Association for Counselor Education & Supervision with Donning Publishers. Revised: Peterson, J. S., & Eriksen, K. (2011). Teaching Lifespan Development. In G. McAuliffe & K. Eriksen (Eds.), *Handbook of counselor preparation: Constructivist, developmental, and experiential approaches* (pp. 193-208). Thousand Oaks, CA: Sage. (L)

Peterson, J. S., & Littrell, J. M. (2000). A school counselor creates a problem-solving culture. *International Journal of Educational Reform, 9*, 311-320.

Peterson, J. S. (2006). Preparing administrators and counselors to respond to secondary level gifted students. In F. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (pp. 649-671). Waco, TX: Prufrock Press.

John Littrel and I co-authored a book on our ethnographic study of Claudia Vangstad, a remarkable Oregon school counselor who transformed the culture of her school. The Peterson and Littrell articles above are based on that study.

Littrell, J. M., & Peterson, J. S. (2005). *Portrait and model of a school counselor*. Boston: Houghton Mifflin/Lahaska Press.

### *Counselor/Teacher Education for Working with Children and Adolescents*

Peterson, J. S. (2009). Individual counseling. In A. Vernon (Ed.), *Counseling children and adolescents* (4th ed.). Denver: Love Publishing.

Peterson, J. S. (2008). Putting out a Fire: An Intern Misperceived. In L. Tyson & J. Whitlege (Eds.), *Critical incidents in supervision* (pp. 199-204). Alexandria, VA: American Counseling Association.

Peterson, J. S., & Servaty-Seib, H. (2008). Focused, but Flexible: A Developmental Approach to Small-Group Work in Schools. In H. L. K. Coleman & C. Yeh (Eds.), *Handbook of School Counseling* (pp. 409-429). Mahwah, NJ: Lawrence Erlbaum Associates.

Peterson, J. S. (2006). Immobile, moving slowly, moving forward: Youth in transition. *Asian Journal of Counseling, 13*, 163-194.

Servaty, H. L., & Peterson, J. (2003). Notifying individual students about the death of someone close: A study of common practices in schools. *Death Studies, 27*, 167-186.

Peterson, J. S., & Servaty-Seib, H. (2003, January/February). The school counselor's role in death notification. *ASCA School Counselor, 22-23*.

Peterson, J. S. (2003). Group Resistance: "OK. You can lead the group next week." In L. E. Tyson & J. Whitlege (Eds.), *Critical incidents in group work*. Alexandria, VA: American Counseling Association.