
Foreword

Kim Anderson listens. She has spent her entire adult life listening to others: children in need of counseling, victims of abuse, and individuals alienated from family, friends, and self. She is a counselor in the truest sense of the word.

I met Kim in a creative writing class in 1999, just weeks before my mother passed away, and Kim listened to me. Immediately, we connected as women, as educators, and as soul sisters. We joked that Kim became the *midwife* for my first book, a self-published tome that morphed into *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies*, published by Corwin in 2006. We continued our relationship through the writing workshops we gave under the apt title of *Writing the Women's Way*. In these workshops, we sought to offer women a platform for writing about their life experiences where they felt validated and visible.

Kim has now written a book that validates her knowledge and makes visible all she has to offer us. Because of her life experiences, both personally and professionally, Kim has been able to create a book that reflects her years of listening combined with close scholarship, extensive research, and her keen intellect. Kim has written a rich resource for individual counselors, teachers, social workers, administrators, and every educator who works with children.

This book is a comprehensive compendium of facts and personal narratives that offers the reader the necessary resources needed to better respond to students today. With today's educators being asked to respond to a myriad of challenges, educators need facts, information, and strategies to meet the needs of the students who walk through their doors. This book offers all of these.

This book is a deeply passionate call to arms, combined with a wealth of information for educators in hope there will be "helping without bias." Implementing the eight-stage Model of Diversity Development, Kim takes us beyond where other books lead us. She offers us the necessity of reparation. As she says, "It isn't enough to verbalize awareness or even to behave without bias." Kim asks for more. We must accept a mantle

of humility and offer reparation. We must “honor our humanness” and never stop learning. We must truly be lifelong learners, and this text enables us to expand our repertoire and support the health and welfare of each child who enters our door.

Kim helps us understand the art of *empathic understanding of student individuality*. She sees our differences as a “meeting point” for considering individuality in our students rather than as challenges to be overcome. In the book, she offers us practical strategies to address these differences as well as tools to understand how difference magnifies the possibilities within our student population rather than diminishing the outcomes. *Culturally Considerate School Counseling: Helping Without Bias* expands rather than limits our perceptions and our responses to our students.

Kim forces us to look beyond appellations such as *race, ethnicity, and culture* and consider instead the student’s heritage, history, geography, circumstance, and affinity—markers that give us far more information than categorizing a student based on *race*. Kim pleads with us to connect with and get to know the student as an individual, not as a category.

Kim combines the standards of the American School Counselor Association (ASCA) National Model with the practicality of suggested strategies for implementation. Readers will come away from this book with an improved understanding of culturally considerate counseling and learn how “helping without bias” offers educators a new paradigm of meeting student needs. It is a book to transform counseling, offering a model for the 21st century.

—Bonnie M. Davis, PhD