There are many reasons why a cookie could not be set correctly. Below are the most common reasons:

- You have cookies disabled in your browser. You need to reset your browser to accept cookies or to ask you if you want to accept cookies.
- Your browser asks you whether you want to accept cookies and you declined. To accept cookies from this site, use the Back button and accept the cookie.
- Your browser does not support cookies. Try a different browser if you suspect this.
- The date on your computer is in the past. If your computer's clock shows a date before 1 Jan 1970, the browser will automatically forget the cookie. To fix this, set the correct time and date on your computer.
- You have installed an application that monitors or blocks cookies from being set. You must disable the application while logging in or check with your system administrator.

**Why Does this Site Require Cookies?**

This site uses cookies to improve performance by remembering that you are logged in when you go from page to page. To provide access without cookies would require the site to create a new session for every page you visit, which slows the system down to an unacceptable level.

**What Gets Stored in a Cookie?**

This site stores nothing other than an automatically generated session ID in the cookie; no other information is captured.

Contemporary themes in school counseling. Job Descriptions. Today’s school counselors are a different breed. With the constant changes in this contemporary society, adequately defining and encompassing the role of today’s school counselor has become a moving target at best. Trolley (2011) contended that many school counselors operate with any official and clear job description. Perhaps this is due to the changing educational horizon, communities, administration, and federal influences of policies and procedures on schools and school districts. Context matters: schools and the “research to practice gap” in children's mental health. School Psychology Review, Volume 32, No. 2, pp. 153-168. Ryan, T., Kaffenberger, C. J., & Carroll, A. G. (2011). Academic journal article Journal of Mental Health Counseling. Counseling with Children in Contemporary Society. By Goldman, Linda. Read preview. This article examines elements related to children's developmental understandings of death, ways to talk to children about death, a broad understanding of the nature of children's grief and bereavement, recognition of the common characteristics of grieving children, and useful interventions. The research related to the child grief process and the intrinsic value of therapeutic and educational supports in working with grieving children are discussed through case studies, the professional literature, and practical interventions that support the process of grief therapy for mental health Grief Counseling Groups 7. helping students acknowledge the reality of the death and counselors can invite children to grieve properly in individual sessions or groups. Dalke (1994) suggests accompanying the student to the grave site to say goodbye to their loved one. Cohen et al. (2004) conducted a pilot study with children aged 6-17 experiencing “childhood traumatic grief” (CTG), conceptualized as the presence of post-traumatic stress symptoms, and the suppression of the ability to “fully grieve” the death of the loved one. Counseling with children in contemporary society. Journal of Mental Health Counseling, 26, 168-188.