



GENERAL SESSIONS & BREAKOUT SESSIONS

FRIDAY, JUNE 28

3 - 7:30 P.M.

Registration Open

Level 1 - Hynes Convention Center

6 - 7:30 P.M.

Welcome Reception

Back Bay Ballroom C/D, Sheraton Boston

SATURDAY, JUNE 29

8 a.m - 6 P.M.

Registration Open

Level 1 - Hynes Convention Center

9 - 11 A.M

Level Meetup

All Practice Levels

All Experience Levels

Ballroom A

Join other school counselors working at your level for informal networking and collaboration. Pop in any time during the two-hour timeframe.

10 - 10:20 A.M

Express Learning: Vision and Mission Statements

All Practice Levels

Beginner

304

Learn how to make sure your mission statement reflects and supports your school's mission and that your vision describes a vibrant picture of the skills, knowledge and attitudes your students will have. After attending this session, you will be able to: 1) Explain how to write a mission and vision statement consistent with the RAMP scoring rubric.

Dana Strabavy, Director of School Counseling, Saint Joseph High School, South Bend, Ind.

Express Learning: School Counseling Program Admissions

School Counselor Educators

Intermediate

312

The GPA of school counseling students isn't the primary factor in predicting retention and subsequent graduation rates. Hear best practices related to identifying the most resilient graduate students, such as including an assessment of grit and other noncognitive factors in the application process. Learn how you can identify prospective students who are most likely to succeed in your program. After attending this session, you will be able to: 1) Explain the research

supporting the exploration of noncognitive factors related to school success. 2) Discuss the procedures for including the assessment in the admission process. 3) Identify ways to track correlations between the assessment results and student performance.

Shenika Jones, Ph.D., Assistant Professor, University of North Carolina at Pembroke

Sponsored Session: Bridge the Gap Between Education and Employment

All Practice Levels

All Experience Levels

302

Caterpillar has successfully and effectively partnered with the community area high schools to develop a talent pipeline. Hear lessons learned from developing a student trainee program that aligns education and employment, for college and career ready students. Examine the structure of an effective program, and discuss the importance of connecting community and company.

Tiffany Curry-Elmore, North American HR Consultant, Caterpillar Inc.

10 - 11 A.M

Varsity Blues: Your Ethical Obligations in the College Admissions Process

High School

All Experience Levels

311

Operation Varsity Blues, the college admissions scandal, continues to hit the headlines, and school counselors have been inadvertently and innocently caught up in parts of the scandal. What does a school counselor do when one of their student's college admissions application contains information that appears enhanced, exaggerated or completely untrue? When letters of recommendation depend in part on a student's self-report of activities and accomplishments, how do school counselors protect their reputation that they have presented accurate information? These and other questions of Operation Varsity Blues that have brushed against our profession will be discussed. After attending this session, you will be able to: 1) Discuss the issues from the Varsity Blues scandal that have an impact on school counselors. 2) Discuss what to do if you are ever asked to falsify a student's college application. 3) Explain best practices to ensure students are truthful on their college applications.

Carolyn Stone, Ed.D., Professor, University of North Florida; **Crystal Newby**, Associate Director of Education and Training, National Association for College Admission Counseling

10 a.m - 12 P.M.

Careers Your Students Should Know About (Part 1)

All Practice Levels

All Experience Levels

309

Help your students learn about some exciting career opportunities they may not have previously considered. Representatives from a number of industries gather to share information about their fields in this rapid-fire session. After attending this session, you will be able to: 1) Relay learned career opportunities to students. 2) Use shared resources.

Discover Student Loans: Paying for College

10 a.m - 5 P.M.

Photo Booth Open

Level 2, Hall D

Need a new headshot? Stop by the photo booth, sponsored by LECOM, for a free headshot perfect for adding to your social media profiles. Need a makeup touch-up before your photo? Visit Beauty Changes Lives, booth 1008.

10:30 - 10:50 A.M

Express Learning: Promote Health and Wellness With Peer Educators

High School

Beginner

304

Learn how peer educators can transform the culture of health and wellness. With training and support from faculty sponsors, peer educators are promoting the education and awareness of critical issues to their peers in ways that are creative, empathetic and empowering. After attending this session, you will be able to: 1) Identify ways peer educators transform the school culture around health and wellness.

Kathleen Goodman, School Counselor, Forest Ridge School of the Sacred Heart, Bellevue, Wash.

Express Learning: Annual Agreement

All Practice Levels

Beginner

312

The annual agreement specifies the organization and focus of the school counseling program and is developed in collaboration with school administrators. Learn best practices when developing your annual agreement. After attending this session, you will be able to: 1) Complete an annual agreement aligned with the RAMP scoring rubric.

Jennifer Adams, Director of Counseling & Advisement, Gilbert High School, Gilbert, S.C.

Sponsored Session: Create Awareness for Accounting/Audit Careers

Middle School, High School

Beginner

302

Learn from the Discover Audit team how to leverage a toolkit designed especially for school counselors to introduce students to careers in accounting and public company audit. All training materials are available to you for free and require no additional expense to incorporate.

Learning objectives:

After attending this session you should be able to:

1. Discuss careers in accounting and public company audit.
2. Access resources to feel empowered to present-on this career independently.

11 - 11:20 A.M

Express Learning: School Counseling Program Goals

All Practice Levels

Beginner

304

With program goals having the highest point value of all RAMP application components, mastering writing them is critical. Learn how to write RAMP-aligned program goals so you can answer the "so what?" question of your program. After attending this session, you will be able to: 1) Explain how to write program goals consistent with the RAMP scoring rubric.

Gail Smith, Retired School Counselor, Acworth, Ga.

Express Learning: Prepare School Counselors to Work at Alternative/Charter/Private Schools

School Counselor Educators

All Experience Levels

312

According to the most recent data collected by the U.S. Department of Education, more than 31,000 nontraditional public schools operated during the 2011-2012 school year; however, research indicates school counselors receive limited training on operating within these settings. Learn ways school counselor education programs can implement training to adequately prepare school counselors serving in nontraditional settings and prepare them to use the ASCA National Model to meet students' academic, career and social/emotional needs. After attending this session, you will be able to: 1) Identify techniques and strategies to employ when teaching graduate school counseling students who plan to work in nontraditional school settings. 2) Develop strategies to help school counseling students apply the ASCA National Model in nontraditional school settings

Merry Dameron, Ph.D., Assistant Professor, Carson-Newman University; **Ami Camp**, Ph.D., Assistant Professor, Northeastern Illinois University

Sponsored Session: School Counselors and AP 2019 Resources and Supports

High School, Middle School

Intermediate

302

Learn more about the 2019--2020 New AP Program system of resources that includes a performance dashboard, unit guides and tests and an AP question bank to empower teachers, engage students and support school counselors.

Learning objectives:

After attending this session you should be able to:

1. Access new AP resources, timelines and student supports for the 2019-2020 school year.

Najee Johnson, Senior Director, Advanced Placement Program, College Board

11:30 - 11:50 A.M

Express Learning: Digital Awareness Model for School Counselors

All Practice Levels

All Experience Levels

304

As students' technology use becomes more and more prevalent, school counselors and other educators must work together to identify students who may be suffering from digital addiction. Learn how you can educate school staff, students and community members on the signs and symptoms, dangers and treatment of digital addiction. After attending this session, you will be able to: 1) Use a model to recognize students suffering from digital addiction.

Julie Chibbaro, Ph.D., Professor, University of West Georgia; **Lacey Ricks**, Ph.D., Assistant Professor, University of West Georgia

Sponsored Session: Bullying Prevention Starts with SEL

Elementary School

All Experience Levels

302

Research makes clear that the best approach to bullying prevention is a comprehensive effort that addresses factors at the school, staff and student level.

Teaching social/emotional skills creates the foundation for positive relationships and assertiveness skills in K–5 classrooms. Learn ways to develop a healthy school environment that's safe and welcoming for all learners. Additionally, receive a sneak peek into Committee for Children's Captain Compassion campaign, which introduces a bullying prevention superhero who teaches parents, kids and her trusty sidekick Kid Kinder how to use their bystander power to help stop bullying. Learn about the online resources available at CaptainCompassion.org to support Bullying Prevention Month in October.

Learning objectives:

After attending this session you should be able to:

1. Explain why social-emotional learning is a foundation for bullying prevention.
2. Access information about bullying prevention resources that can be used during Bullying Prevention Month

Express Learning: Unlock Your Potential

All Practice Levels

All Experience Levels

312

ASCA offers a number of opportunities for both school counselors and administrators to meet their professional development needs. From webinars and ASCA U Specialist designations to onsite trainings, ASCA gives you the tools you need to stay in the know about the latest trends and techniques in school counseling. With its myriad professional development opportunities, ASCA's lineup is sure to be the key to unlocking your school counseling team's success.

Learning objectives:

After attending this session you should be able to:

1. Explain the importance of staying up to date with school counseling-specific professional development.
2. Identify the different professional development opportunities available through ASCA.
3. Locate professional development resources and opportunities on the ASCA website.

Jen Walsh, Director of Education and Training, ASCA

1 - 2:30 P.M.

Opening General Session: Jeffrey Bauman

All Practice Levels

All Experience Levels

Veterans Memorial Auditorium – Levels 2 and 3

Stronger

In the flash of the infamous Boston Marathon bomb blast, Jeffrey Bauman went from being an ordinary 27-year-old guy cheering on his girlfriend at the finish line to a double amputee fighting for his life. The next day, victim turned to hero when he awoke from multiple surgeries. Groggy and unable to speak, Bauman asked for a pad of paper and wrote down: "Saw the guy. Looked right at me."

With these seven words, Bauman set off one of the biggest manhunts in U.S. history and earned accolades as a hero. Months of intensive rehabilitation followed. At each turn, Bauman faced his new circumstances with grace, humor and an unwavering determination to walk again.

Optimistic, hopeful and highly motivational, Bauman's keynote celebrates the remarkable human beings who triumphed over terror and the power within each of us to overcome any obstacle.

Jeff Bauman

2:30 - 3:30 P.M.

Coffee Break in the Exhibit Hall

All Practice Levels

All Experience Levels

Hall CD – Level 2

2:30 - 5:30 P.M.

Exhibit Hall Open

Hall CD – Level 2

3:30 - 4:30 P.M.

School Counselor Supervision to Create Comprehensive Programs

All Practice Levels

Intermediate

310

Most supervision theories focus on clinical counseling and don't address school counseling. Additionally, school counselors often don't receive extensive training on how to provide supervision. Due to this, school counselors who do provide supervision to school-counselors-in-training often rely on the style of supervision they themselves received. Although this isn't wrong, supervision is a crucial part of the learning process and must be intentional. Learn a specific supervision theory that supports school counseling and provides a supervision framework that can help grow comprehensive school counseling programs. After attending this session, you will be able to: 1) Use a supervision theory that supports school counseling work. 2) Operate from a framework that helps grow your comprehensive school counseling program. 3) Provide intentional supervision to both school counselors-in-training and newly hired counselors.

Secret Kindness Agents

Elementary School

All Experience Levels

306

Kindness. Everybody is talking about needing more of it, but how do we get elementary students to see beyond helping someone who falls or picking up a pencil someone dropped? Learn concrete ideas to help students learn kind acts can be both planned and random. Discover how when students perform planned acts of kindness it not only helps their relationships with peers and staff but also increases feelings of positivity and connectedness with school and decreases behavior referrals. After attending this session, you will be able to: 1) Use schoolwide data to identify potential small-group members. 2) Design and implement an effective small group. 3) Strategize ways to incorporate a secret kindness agent program at any grade level.

Helen Ellenby, School Counselor, Hartford County Public Schools, Bel Air, Md.; **Katharine Blythe**, School Counselor, Meadowvale Elementary School, Havre de Grace, Md.; **Maureen Baxter**, Public Personnel Worker, Hartford County Public Schools, Bel Air, Md.

Survival Guide for Students With Anxiety

All Practice Levels

Beginner

Ballroom B

School counselors at every level encounter students who need help managing their anxiety. Learn about evidenced-based, practical strategies you can use in working with anxious students. After attending this session, you will be able to: 1) Assist students in identifying their sources of anxiety. 2) Implement stress-reduction strategies and self-regulation skills with students. 3) Lead students through mindfulness-based stress reduction activities.

Anna Duvall, Director of Counseling, Lexington High School, Lexington, S.C.; **Crissy Roddy**, Ph.D., Director of Counseling, White Knoll High School, Lexington, S.C.

Build a Collaborative Program

All Practice Levels

All Experience Levels

207

Although resources and contexts vary across school districts, a universal truth is comprehensive school counseling programs cannot occur in isolation. An effective school counseling program must intentionally collaborate with both internal and external partners, align with district and community initiatives and broker the right resources for students and families. Hear one school district's ongoing journey through the development and early implementation of a collaborative school counseling program. After attending this session, you will be able to: 1) Identify the school-counseling-related resources available in your district and community. 2) Evaluate opportunities for collaboration in your own school counseling program. 3) Draft a plan for collaborating with key partners to comprehensively assess your own school counseling program's areas for growth.

Kim McWilliams, District Administration, Evansville Vanderburgh School Corporation, Evansville, Ind.; **Stephanie Crandell**, Adjunct Professor, Indiana State University; **Douglas Berry**, Senior Consultant, Diehl Consulting Group; **Chastity Nisbeth**, Principal, Cynthia Heights Elementary School, Evansville, Ind.

Google 102 for School Counselors

All Practice Levels

Intermediate

Ballroom C

School counseling programs require data and evidence showing what school counselors do to support student needs. Many schools are now identified as Google Schools, making Google Drive and Google Classroom prevalent tools for school counselors. Learn how to collect process, perception and outcome data, what to do with data once collected and how to use Google classroom as a communication platform. Analyze your collected data to support your program and present to your administration. After attending this session, you will be able to: 1) Identify ways to collect data using Google tools. 2) Use extensions and add-ons in Google. 3) Analyze data using Google and formulate goals from the results.

Rosalie Durazo-Ramirez, School Counselor, Sports Leadership and Management Academy, Henderson, NV; **Kerry Bartlett**, School Counselor, Hudson High School, Hudson, Mass.

Diplomatic Advocacy

All Practice Levels

All Experience Levels

200

Advocacy is one of the four themes of the ASCA National Model and is necessary for the leadership and collaboration needed for systemic change and positive student outcomes. Hear about the speakers' current research and experiences from their school counseling and administrative careers including mistakes made, lessons learned and victories that led to change. Focus on capacity building, understanding human nature, maintaining dignity and respect and using diplomacy skills for successful advocacy efforts. After attending this session, you will be able to: 1) Compare and contrast the ACA Advocacy Competencies and the advocacy components of the ASCA National Model. 2) Identify opportunities for micro- and macro-level advocacy within and outside of your work setting to benefit the students you serve. 3) Discern the difference between actions and behaviors that build capacity leading to positive outcomes and actions and behaviors that limit advocacy efforts. 4) Create a plan to initiate advocacy efforts utilizing ACA Advocacy Competencies and advocacy components of the ASCA National Model.

Wendy Rock, Ph.D., Assistant Professor, Southeastern Louisiana University; **Edward Reed**, Resource Counselor, Robert Frost Middle School, Rockville, Md.

Small-Group Counseling to Build Self-Efficacy

All Practice Levels

Intermediate

302

Student underachievement isn't always a matter of not understanding the material. The reasons for student underachievement are rooted in students' lack of self-efficacy, motivation, and self-confidence. Learn about a small group with engaging activities to nurture and develop these qualities in ninth- and 10th-grade students, which resulted in an increase in both their academic confidence and their GPA. After attending this session, you will be able to: 1) Create a small-group intervention for your school that will meet the needs of students identified as academic underachievers. 2) Identify activities you can use to positively engage academic underachievers. 3) Evaluate the success of your intervention using both qualitative and quantitative data.

Gina Karas, School Counselor, Kamehameha Schools, Honolulu, Hawaii; **Che Sabol**, School Counselor, Kamehameha Schools, Honolulu, Hawaii; **Mariko Navarro**, School Counselor, Kamehameha Schools, Honolulu, Hawaii

Understand Award Letters

High School

All Experience Levels

203

Deepen your understanding of a college financial aid award letter by comparing the awarding criteria from each school. Learn how to explain to students what a college is able to offer, examine the unmet costs families may need to cover, identify ways to fill the gap, and discuss the right steps to appeal an award letter. After attending this session, you will be able to: 1) Share with students and families the components of the estimated cost of attendance. 2) Explain how colleges determine the expected family contribution. 3) Determine the strongest financial aid offer being provided to a student.

John Vidovich, Vice President, Business Development, Discover Financial Services; **Katherine Anderson**, Director, Office of Financial Assistance, Bentley University; **Dave Esner**, Department Head, School Counseling Organization, Foxborough Regional Charter School

Equity in K–16 and Career Readiness

All Practice Levels

All Experience Levels

202

Learn the importance of ensuring elementary and middle school students are taking rigorous classes and are prepared to succeed in high school. Hear information on AVID's systems and resources, which result in increased student learning, persistence and graduation. After attending this session, you will be able to: 1) Discuss the findings of the 2018 report on the Condition of College and Career Readiness among minority U.S. high school graduates who took the ACT test. 2) Identify gaps in college readiness of underserved student populations. 3) Access free resources in English and in Spanish for student success.

Lee Vargas, Executive Vice President, AVID Center; **Sean Corcoran**, ACT

Curriculum and Classroom Management

All Practice Levels

Beginner

311

School counseling core curriculum is an essential piece of service delivery yet many school counselors come to the classroom experience with little teaching knowledge to prepare them in this area. Using the ASCA Mindsets & Behaviors and supporting resources, hear helpful strategies to increase your competence in curriculum design, lesson/unit plan development, delivery and evaluation. After attending this session, you will be able to: 1) Discuss the role of assessment and evaluation in the planning and development of the school counseling core curriculum. 2) Explain core curriculum design and lesson plan development. 3) Recognize appropriate classroom management strategies for effective lesson delivery.

Jennifer Parzych, Ph.D., Assistant Professor, Southern Connecticut State University

Turn Ideas Into Action

All Practice Levels

All Experience Levels

208

With large caseloads and many responsibilities, it is important to be efficient and effective, even in brief sessions. Walk away with ready-to-use, evidence-based activities to move students forward in reaching their goals. Review and practice techniques based in motivational interviewing, solution-focused counseling and cognitive-behavioral approaches. Bring these techniques back to your school to stimulate meaningful changes in students' academic mindsets, self-management behaviors and social interactions. After attending this session, you will be able to: 1) Recognize various forms of change talk. 2) Use effective questioning and interactive activities to evoke change talk in students. 3) Integrate techniques for evoking change talk into your daily school counseling practice.

Christina Jordan, Ed.D., School Counselor, Baltimore Public Schools, Baltimore, Md.

What's New in the ASCA National Model: 4th Edition

All Practice Levels

All Experience Levels

Ballroom A

Since 2003, the ASCA National Model has had tremendous impact on the school counseling profession. But students, schools and school counselors change, and the ASCA National Model has been updated to provide the most effective direction for the development of comprehensive school counseling programs. Come to this session will to learn about changes that are a part of the 4th edition of the ASCA National Model.

Eric Sparks, Assistant Director, ASCA

3:30 - 5:30 P.M.

Implement an Evidence-based Suicide Prevention Program

Middle and High School

All Experience Levels

312

More than 25 states have passed legislation mandating suicide prevention in schools, and school counselors are often tasked with prevention and intervention services. Explore how you can lead a team to implement an evidence-based suicide prevention curriculum in the classroom, creating a culture of help-seeking and identifying students in need. Review risk factors and warning signs for suicide and action steps to take when concerned about a student. After attending this session, you will be able to: 1) Describe warning signs and risk factors for youth depression and risk of violence. 2) Discuss best practices for partnering with parents and faculty. 3) Implement a comprehensive evidence-based suicide prevention program in your school that includes faculty and parent training as well as student education and mental health screening

Leanora Karnath, Program Manager, Signs of Suicide; **Ruth Carrigan**, School Counseling Director, Whitman-Hanson Regional High School, Whitman, Mass.

Implement an Evidence-based Suicide Prevention Program

All Practice Levels

Intermediate

312

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Leanora Karnath, Program Manager, Signs of Suicide

Thrive In a New School Counseling Role

All Practice Levels

All Experience Levels

309

Are you a new or soon-to-be-new school counselor? Are you changing levels this year? Will you be taking a supervisory role or teaching future school counselors? Professional transitions are both exciting and challenging. Learn how to identify community needs, build rapport with colleagues, manage your time and use data as you take steps toward embracing your new role. After attending this session, you will be able to: 1) Employ strategies to build rapport with students, colleagues, administrators, parents, community members and teachers. 2) Evaluate stakeholders' needs in your new role and prioritize your time to meet those needs. 3) Create a 90-day entry plan to guide your transition. 4) Identify ways to advocate for your role in your new environment.

Mindy Willard, School Counseling and Transitions Coordinator, Madison Metropolitan School District, Madison, Wis.; **Jill Zitt**, Professor, Ottawa University – Arizona; **Elyse Brogdon**, School Counselor, Northwestern Middle School, Battle Creek, Mich.

Ignite Change for Equity and Inclusion

All Practice Levels

Intermediate

210

Learn practical action steps to interrupt racism and create systemic change at the school level through self-reflection, staff reflection and education activities and anti-bias student lessons. Walk away ready to ignite change for equity and inclusion of all students. After attending this session, you will be able to: 1) Identify areas of personal bias and increase cultural competency through self-reflection activities. 2) Create professional development activities for school-level staff to explore systems of the school negatively affecting students of color. 3) Create K-12 anti-bias lesson plans.

Rebecca Atkins, Senior Administrator for Elementary School Counseling, Wake County Public Schools, Cary, N.C.; **Alicia Oglesby**, Director of School and College Counseling, Bishop McNamara High School in Forestville, MD 20747?

Align Your School Counseling Program and MTSS

All Practice Levels

All Experience Levels

304

Multitiered systems of support (MTSS) and comprehensive school counseling programs work in tandem to provide a systemic, equity-focused framework to support all students' academic, behavior and social/emotional functioning. Learn about recommendations to align comprehensive school counseling programs and MTSS. Gain related information on the use of data, evidence-based practices at each tier, universal screening, collaboration and consultation and culturally responsive practices. After attending this session, you will be able to: 1) Identify key components of the alignment between comprehensive school counseling programs and MTSS. 2) List evidence-based school counseling practices to use at each tier. 3) Identify strategies to strengthen data collection, analysis and the use of related tools within a comprehensive school counseling program, emphasizing outcome data.

Jennifer Betters-Bubon, Ph.D., Associate Professor, University of Wisconsin – Whitewater; **Emily Goodman-Scott**, Ph.D., Assistant Professor, Old Dominion University; **Peg Donohue**, Ph.D., Assistant Professor, Central Connecticut State University

4:45 - 5:45 P.M.

Social Media Impact on Elementary Students

Elementary School

All Experience Levels

200

With sensationalized headlines urging us to protect today's youth from the ill effects of social media and with increased use of social media in students' daily lives, proactive strategies for harnessing potential benefits as well as mitigating harm are necessary. Research into pre-adolescent social media use is lacking, leaving a deficit in how professionals are best able to address social media's social/emotional impact. Using data gathered from pre-adolescent students, hear how you can encourage the development of social capital and emotional intelligence through healthy social media use with your students. After attending this session, you will be able to: 1) Discuss the impact of social media on the sociocognitive development of pre-adolescent children. 2) Explain the developmental gap in social media research. 3) Create parent/guardian outreach communicating how social media can best be used to foster the development of emotional intelligence and social capital within their children. 4) Develop lessons to encourage positive social media use.

Marguerite Ohrtman, Ed.D., Director of School Counseling and Clinical Training, University of Minnesota; **Susan Arvidson**, Lead Elementary School Counselor, St. Paul Public Schools, St. Paul, Minn.; **Abbie Maxfield**, Graduate Student, University of Minnesota; **Breanna Fabry**, Graduate Student, University of Minnesota

Self-Assess Your School Counseling Program Practices

All Practice Levels

All Experience Levels

208

What do you need to know about your own school counseling program practices that will allow you to take your program to the next level? Learn about five levels of program practice, take a self-assessment survey based on the ASCA National Model, analyze the results, then reflect on your own strengths and areas for growth. After attending this session, you will be able to: 1) Discuss the five program practice levels. 2) Identify your own program practice strengths and areas for growth. 3) Consider your strengths and areas for growth using four themes: use of data, use of time, delivery of service and school counselor identity.

Carol Kaffenberger, Ph.D., Adjunct Professor, Johns Hopkins University; **Anita Young**, Ph.D., Associate Professor, Johns Hopkins University

Build a K–12 Framework for Career Development

All Practice Levels

All Experience Levels

311

School counselor stakeholders and advocates are focusing on how to best leverage career advising and development systems connecting students to career pathways of interest that prepare them for high-wage, high-skill, in-demand careers. Learn about core components of developing a K-12 career development framework and how to align your district and regional goals with legislative initiatives, business/industry needs, current national trends and the ASCA National Model. After attending this session, you will be able to: 1) Identify core components and activities for career development at the elementary, middle school and high school levels. 2) Develop an outcome-based SMART goal on a career development initiative. 3) Develop a buildingwide, data-driven career development initiative supported by the ASCA Mindsets & Behaviors for Student Success. 4) Discuss the significance of a results report that supports the role of a school counselor in the area of career development

Terri Tchorzynski, School Counselor, Calhoun Area Career Center, Battle Creek, Mich.; **Tony Warren**, Educational Consultant, Calhoun Intermediate School District, Battle Creek, Mich.

Increase Student Achievement With Growth Mindset

All Practice Levels

Beginner

Ballroom B

Learn how you can implement growth mindset lessons in your school. Help at-risk students learn strategies to use growth mindset language, and review foundational problem solving and study skills to monitor and increase their academic performance and self-image. After attending this session, you will be able to: 1) Use pre- and post-tests to assess student perceptions related to positive self-image. 2) Use basic growth mindset language in small- and large-group settings. 3) Assist students in creating SMART, meaningful goals. 4) Increase student literacy skills and self-image through character education, differentiated learning and peer collaboration.

Tierney Langdon, Middle School Counselor, Gwinnett County Public Schools, Suwanee, Ga.

Inform Your School Counseling Program With Data

All Practice Levels

All Experience Levels

302

When using the ASCA National Model to guide your comprehensive school counseling program, it's critical to use data to inform, create, implement and evaluate your program. In 21st-century P-12 schools, a plethora of school-related data is available from many different sources. Learn to identify relevant data, extract important pieces of data and disaggregate data to develop and implement a comprehensive school counseling program designed to meet all students' needs. After attending this session, you will be able to: 1) Identify data sources available at the state, district and school level. 2) Disaggregate data to identify gaps. 3) Use data to inform school counseling goals and implement interventions to meet students needs.

Jordon Beasley, School Counselor, Midvale Elementary School, Tucker, Ga., and Doctoral Student, Mercer University; **Karen Rowland**, Ph.D., Associate Professor, Mercer University

School Counselors' Experiences With Subpoenas and Court

All Practice Levels

All Experience Levels

Ballroom A

In an era of increasing litigation, school counselors are being subpoenaed and testifying in court on behalf of students for myriad complex reasons. Learn about the experiences of school counselors who have been subpoenaed and testified in court, and walk away with lessons and recommendations on how to legally and ethically handle these situations. After attending this session, you will be able to: 1) Discuss the important aspects to being subpoenaed and court testimony for school counselors. 2) Strategize ways to be more prepared for subpoena and court testimony experiences. 3) Use the ASCA Ethical Standards and other ethical decision-making resources.

Daniel DeCino, Ph.D., Assistant Professor, University of South Dakota

University and District Partnership for Transformation

All Practice Levels, School Counselor Educators

All Experience Levels

203

Learn how one university partnered with a local school district to teach administrators about comprehensive school counseling programs and the ASCA National Model. In a mandatory orientation meeting at each school site prior to intern placement, a university professor and a district-level school counseling supervisor met with the principal, site supervisor and intern at each site to discuss the requirements of internship within the framework of a comprehensive school counseling program and the potential benefits of becoming a RAMP school. After attending this session, you will be able to: 1) Discuss the process of designing the required meetings for interns. 2) Use a sample brochure designed to guide the meetings. 3) Discuss lessons learned and advances made for the profession through this process.

Julie Hartline, Ed.D., Assistant Professor, University of North Florida; **Susan Ripple**, Ed.D., District Specialist, School Counseling Services, Duval County Public Schools, Jacksonville, Fla.

Use Student Voices to Inform Counseling & College Readiness

All Practice Levels

All Experience Levels

207

Opportunity and achievement gaps between students of color and white students have persisted for decades, yet far too often student voices, and particularly minority student voices, aren't included in education discussions in a meaningful way. Learn about K-12 youth's perspectives on education, postsecondary readiness, school counselors and support services in schools. One important finding revealed the No. 1 barrier to college attendance and completion for African-American students was the high cost of college, and many indicated they lacked information on how to pay for postsecondary education. Walk away with information about UNCF scholarship applications for all students, including HBCU scholarship opportunities. After attending this session, you will be able to: 1) Use K-12 students' perspectives on education and school support needs to inform counseling strategies and provide adequate support strategies, especially for African-American students. 2) Identify scholarship opportunities for students. 3) Provide students with tips to successfully complete scholarship applications.

Meredith Anderson, Ph.D., Senior Research Associate, United Negro College Fund; **Mary Williams**, Director, Outreach and Recruitment, United Negro College Fund

Effective and Engaging Lesson Planning

Elementary School

All Experience Levels

Ballroom C

Elementary school counselors spend significant time delivering core curriculum, so it's crucial that we use best practices in our lessons to ensure our time is being well spent. Using evidence-based practices in social emotional learning, discuss five key components to creating effective, engaging school counseling lessons. Learn and practice four cooperative learning activities you can use with any grade level and apply to any lesson. After attending this session, you will be able to: 1) Create a needs- and data-informed school counseling core curriculum map. 2) Incorporate five core components of effective and engaging lesson plans into your core curriculum. 3) Use four different cooperative learning structures to enhance your lessons.

Sara Cottrill-Carlo, School Counselor, Lakeview and Eagle View Elementary Schools, Nashville, Tenn.

RAMP 101

All Practice Levels

All Experience Levels

202

Revolutionize your school counseling program by becoming a Recognized ASCA Model Program (RAMP) school. Whether you are new to the RAMP process or it's time to re-RAMP, discover helpful tips and learn about the plethora of resources to assist you in the journey. After attending this session, you will be able to: 1) Identify the 12 application components. 2) Explain the RAMP scoring process. 3) Access the online portal and application resources.

Jill Cook, Assistant Director, ASCA; **Brian Mathieson**, School Counseling Specialist, Vancouver, Wash.

College Board Opportunity Scholarships

High School

All Experience Levels

306

Launched in December 2018, learn how College Board Opportunity Scholarships guide students through the college planning process and offer them a chance to earn money for college for each action they take. College Board helps students own their futures by investing \$5 million annually in scholarship money, beginning with the Class of 2020. Hear how your students can take advantage of this new scholarship opportunity and walk away with additional updates to support your work with students. After attending this session you will be able to: 1) Identify benefits and opportunities available through College Board

Lacey Allen, Associate Director of College Board Opportunity Scholarships Strategy, College Board

Emerging School Counselor Leaders

All Practice Levels

All Experience Levels

310

It's been said leaders are born, not made. However, all school counselors have leadership qualities and the potential to lead, no matter what official position we may hold, and the need for effective leaders in school counseling has never been greater. The school counseling profession needs leaders who can effect systemic change in their school, district, state and the nation. ASCA and state school counselor associations need leaders who can guide the school counseling profession into the future. Learn more about leadership opportunities in the school counseling profession, such as your state school counselor association or the ASCA Board of Directors. After attending this session, you will be able to: 1) Explain how leaders effect systemic change in organizations. 2) List ways to collaborate with peers and people at higher levels of authority. 3) Identify ways to lead through volunteer opportunities with ASCA and state school counselor associations.

Katherine Pastor, School Counselor, Flagstaff High School, Flagstaff, Ariz.; **Cory Notestine**, Chair, ASCA Board of Directors

SUNDAY, JUNE 30

7 - 7:45 A.M

Sunrise Yoga

All Practice Levels

All Experience Levels

Back Bay C, Sheraton Boston

Start your day with light movement, meditative yoga session, suitable for all levels.

8 - 9 A.M

Lite Bites in the Exhibit Hall

Hall CD - Level 2

8 a.m - 4 P.M.

Exhibit Hall Open

Hall CD – Level 2

Photo Booth Open

Level 2, Hall D

Need a new headshot? Stop by the photo booth, sponsored by LECOM, for a free headshot perfect for adding to your social media profiles. Need a makeup touch-up before your photo? Visit Beauty Changes Lives, booth 1008.

8 a.m - 5 P.M.

Registration Open

Level 2 - Hynes Convention Center

9 - 11 A.M

Solution-Focused Parent Conferences

All Practice Levels

All Experience Levels

Ballroom B

When adapted to parent conferences, the solution-focused approach can be a powerful way for school counselors to help students and other stakeholders make positive changes and meet their goals. Learn how to reinforce your assets, move from complaints and wishes to appropriate goals, and turn adversaries into allies. After attending this session, you will be able to: 1) Strengthen the child/parent/school alliance. 2) Use solution-focused techniques to guide parent/teacher conferences. 3) Identify ways to manage real or perceived resistance. 4) Empower students to be more responsible and accountable for their own achievement.

Russell Sabella, Ph.D., Professor, Florida Gulf Coast University; **Denise Ebersole**, Ph.D., Associate Professor, Liberty University

Use Restorative Practices in Your School

All Practice Levels

All Experience Levels

Ballroom C

Restorative practices enable all members of the school community to integrate and normalize a collaborative approach by focusing on building, maintaining and repairing relationships among all members of a school. When students feel like they have an increased belonging and connection to school, students will have more educational motivation, classroom engagement and improved school attendance. Learn about principles in problem solving and communication

among students, staff and community to establish a positive school culture. After attending this session, you will be able to: 1) Discuss restorative practices and how they will affect your school. 2) Implement community, problem solving, resolution and restorative circles with your students, staff, parents and community. 3) Access a toolbox of materials and ideas to bring back to schools and/or districts.

Bonnie Robbins, School Counselor, Whittier Middle School, Poland, Maine; **Shawn Vincent**, Principal, Whittier Middle School, Poland, Maine

Careers Your Students Should Know About (Part 2)

All Practice Levels

All Experience Levels

202

Help your students learn about some exciting career opportunities they may not have previously considered. Representatives from a number of industries gather to share information about their fields in this rapid-fire session. After attending this session, you will be able to: 1) Relay learned career opportunities to students. 2) Use shared resources.

RAMP Camp 1

All Practice Levels

All Experience Levels

203

Are you working on or ready to work on your Recognized ASCA Model Program (RAMP) application? Learn the foundational components of the application upon which all other components are based. After attending this session, you will be able to: 1) Identify school counselor beliefs and write the highest quality vision and mission statements. 2) Explain data and how to use it in building your program and your application. 3) Define high-quality process, perception and outcome data. 4) Write high-quality program goals. 5) Describe how to develop and collect high-quality perception data. 6) Employ the ASCA Mindsets & Behaviors.

Deirdra Williams, Dean of Counseling and Student Services, Heritage High School, Wake Forest, N.C.; **Karen Griffith**, Adjunct Professor, The University of Georgia

9:30 - 10:30 A.M

ASCA National Model 101

All Practice Levels

Beginner

310

Implementing the ASCA National Model is the best way to advocate for the profession and for your school counseling program. This introductory session is perfect for those ready to get started with a comprehensive school counseling program and is also a good refresher for those needing basic information. After attending this session, you will be able to: 1) Explain how implementing the ASCA National Model leads to stronger advocacy for students and the school counseling program. 2) Write a program goal in SMART format. 3) Differentiate between direct and indirect services. 4) Identify ways to share and use data with stakeholders.

Lauren Crispino, Educational Specialist, School Counseling Services, Fairfax County Public Schools, Fairfax, Va.; **Joan Lee**, Educational Specialist, School Counseling Services, Fairfax County Public Schools, Fairfax, Va.

Promote Social/Emotional Learning via Technology

All Practice Levels

Intermediate

312

In the past few decades, technology has changed life as we know it and also affected social/emotional learning (SEL). Learn about different technological applications and programs that either incorporate SEL or lend themselves for use with SEL topics. Walk away with practical ideas for how to use technology to positively develop and promote SEL at your campus. After attending this session, you will be able to: 1) Explain how technology can play a pertinent role in gaining buy-in from stakeholders when promoting SEL. 2) Discuss the impact technology has had on SEL over time. 3) Use applications and other forms of technology to promote and develop SEL.

Amanda Bustamante, School Counselor, Hurshel Antwine School, El Paso, Texas; **Kristen Polhemus**, School Counselor, Jane A. Hambic K-8 School, El Paso, Texas

Focus Groups as a Tool for Student Voice and Success

All Practice Levels

All Experience Levels

304

Effective school counselors implement student-driven programs to ensure equity for diverse school populations. By facilitating student focus groups on critical topics such as school safety, bullying, college and career readiness and school connectedness, you can identify key trends and develop action plans to meet students' needs. As a result you can provide services for all students and targeted intervention for those who need additional support, promote a positive school climate and inform systemic change as school leaders. After attending this session, you will be able to: 1) Analyze the positive outcomes of facilitating a student focus group on school safety, school connectedness and college and career readiness. 2) Explore how to use focus group findings to affect systemic change in your students. 3) Create an action plan to incorporate student focus groups into your school counseling program.

Pedro Caro, Ed.D., College and Career Readiness, Riverside County Office of Education, Riverside, Calif.

Student Brain Development and School Counseling

All Experience Levels

306

Research into how our brains develop and function is challenging how school counselors approach students' academic and social/emotional needs. Understanding neurosequential brain development and children's needs necessitates a fresh look at new brain-based and trauma-informed counseling methodologies. For many students, this means moving beyond traditional talk and listen modalities to incorporating movement-, music- and rhythm-based school counseling activities. Deepen your understanding of neurosequential brain development, and learn strategies and techniques to foster positive social/emotional skills in students. After attending this session, you will be able to: 1) Identify basic brain architecture and develop an understanding of Dr. Bruce Perry's neurosequential brain model. 2) Explain how a student's place in the arousal continuum affects the brain's ability to access new information and store it successfully. 3) Apply science-based knowledge in addressing the developmental stage and state needs of students by implementing counseling activities that are rhythmic, repetitive, relational, relevant, respectful and rewarding (6 R's).

Pamela Martin, Elementary Counseling Coordinator, Austin Independent School District, Austin, Texas; **Teri Wood**, Ph.D., Lead Elementary Counseling Coordinator, Austin Independent School District, Austin, Texas; **Nicole Lozo**, School Counselor, Boone Elementary School, Austin, Texas

Create an Advising Credential for Middle School Counselors

Middle School

All Experience Levels

200

Learn how Chicago Public Schools (CPS) piloted a postsecondary advising credential to advocate for best practices in middle school advising. The advising credential tackles topics such as use of data, student-centered advising, equity and access for black and Hispanic youth, as well as readiness and awareness. CPS now has 70 advisory-credentialed middle school counselors, all of whom are seeing gains in high school on-track metrics, attendance and grades. After attending this session, you will be able to: 1) Explain the importance of middle school advising as it pertains to postsecondary readiness. 2) Identify stakeholders to collaborate with to develop and pilot a middle school advising credential. 3) Articulate the necessary skills middle school counselors need to effectively advise students and families on postsecondary options and close the achievement gap for black and Hispanic youth. 4) Implement a middle school advising credential at the district level.

Kirsten Perry, K-12 School Counseling Specialist, Chicago Public Schools, Chicago, Ill.; **Kelly Chaney**, Arthur Ashe Elementary School, Chicago, Ill.

Transform Education via Trauma-Informed Schools

All Practice Levels

All Experience Levels

Ballroom A

One out of every four children attending school in the United States is exposed to a traumatic event that can affect learning and/or behavior. Barriers to language, emotional and brain development affect students' ability to demonstrate behavioral and academic stability in a formal school setting. Learn about the effects of trauma on school-aged youth and how educators trained in trauma-informed care can improve educational outcomes for students who've experienced severe trauma. After attending this session, you will be able to: 1) Identify effects trauma can have on children. 2) Explain what it means for a school to be trauma-sensitive/trauma-informed. 3) Make the connection between-trauma informed care and educational outcomes. 4) Advocate for your school to employ trauma-sensitive strategies.

Maia Johnson, School Counseling Coordinator, Chesterfield County Public Schools, Chesterfield, Va.

Why Data?

All Practice Levels

Beginner

311

The focus of any comprehensive school counseling program is based on student needs. Thus, understanding data is essential to ensure school counseling services are equitable and beneficial in meeting those demands. Hear the "why" and "how" of data. Walk away knowing how to use data to create programs and how to provide evidence of how your program makes a difference. After attending this session, you will be able to: 1) Identify various types and purposes of data. 2) Discuss how to use data to create equity-promoting programs. 3) Explain how to analyze data to develop closing-the-gap curricula and to evaluate school counseling program effectiveness.

Leonis Wright, Ph.D., Assistant Professor, South Carolina State University

School Counselors and the Unified Mental Health Team

All Practice Levels

All Experience Levels

302

As student mental health needs increase, the need for collaborative services among school counselors, school psychologists and school social workers intensifies. Learn how one school district created school and central office-based unified mental health teams using multitiered systems of support. Formed to address the needs of Tier 1, 2 and 3 students, these teams assist with combating an increased presence of school-related anxiety and depression, suicidal ideation and pre-existing therapeutic relationships. Walk away with evidence-based prevention/awareness strategies as well as a systematic re-entry procedure. After attending this session, you will be able to: 1) Recognize the relationship between PBIS and mental health. 2) Identify evidence-based resources to help with self-regulation and suicide prevention/awareness. 3) Develop practical interventions supporting a systemwide approach.

Tracy Jackson, Ph.D., Supervisor of School Counseling Services, Loudoun County Public Schools, Ashburn, Va.; **Anaid Shaver**, School Counseling Specialist, Loudoun County Public Schools, Ashburn, Va.; **Jaclyn Smith**, Director of School Counseling, Dominion High School, Sterling, Va.

Assess Your Advocacy, Collaboration, Leadership Skills

All Practice Levels

All Experience Levels

208

Have you considered implementing the ASCA National Model but you're not sure where to start? Are you in an implementation slump? The ability to effectively and creatively advocate, collaborate and lead are essential to the professional identity of school counselor educators, district directors and school counselors when teaching and/or implementing the ASCA National Model. Understanding your own strengths and areas for growth will become a strong base for bringing about systemic change when building and/or teaching the ASCA National Model. After attending this session, you will be able to: 1) Identify your advocacy, collaboration and leadership strengths and areas for growth. 2) Create an action plan for using your advocacy, collaboration and leadership skills in building and sustaining your ASCA National Model program. 3) Identify ways to help other school counseling professionals strengthen their professional identity and programs.

Gail Smith, Retired School Counselor, Acworth, Ga.; **Erin Mason**, Ph.D., Assistant Professor, Georgia State University; **Michelle Stevens**, School Counselor, Kemp Elementary School, Powder Springs, Ga.

Teaching Group Counseling

School Counselor Educators

All Experience Levels

309

School counselors often serve as adjunct instructors in their local colleges and universities, playing a large role in future school counselors' skill development. Teaching group counseling skills can be especially challenging and requires much thought regarding how to best structure the group counseling course so students learn the art of leading small groups in a school setting. Walk away with resources and creative ideas about how to best train school counselors in the art of group leading. After attending this session, you will be able to: 1) Identify critical components of the group counseling course. 2) List leadership skills that must be taught in a group counseling course for school counselors. 3) Explain the importance of experiential group practice for school counseling students in the group counseling course.

Christine Schimmel, Ed.D., Associate Professor, West Virginia University; **Ed Jacobs**, Ph.D., Associate Professor, West Virginia University

CANCELED_Stop Cyberbullying

All Practice Levels

All Experience Levels

210

Apply a developmental framework to identify what every student needs to develop a moral compass to make the higher choice even when they're angry and ways to foster resiliency to bolster students' coping skills when others bully them online. After attending this session, you will be able to: 1) Explain why cyberbullying is so difficult for youth. 2) Discuss the key concepts and experiences children need at each grade level to form an independent moral compass. 3) Evaluate your district's current approach to prevention of cyberbullying.

Cheri Lovre, Founder and Director, Crisis Management Institute

Virtual Career Lessons

All Practice Levels

All Experience Levels

207

Use virtual reality and other technology to immerse students in a career they might have never considered. Imagine your students experiencing a day in the life of a marine biologist without ever leaving their landlocked desk. Or take your high school seniors through the admissions process at the university of their choice without leaving your office. Discover ways, regardless of your school counseling budget, to make your career lessons come to life and make a lasting impact. After attending this session, you will be able to: 1) Expose students to various college and occupational opportunities via sensory-laden technology. 2) Apply media and technology skills so students participate in enriching activities. 3) Explain how to use virtual reality in your school counseling program.

Laura Rankhorn, School Counselor, Holly Pond Elementary School, Holly Pond, Ala.; **Kim Crumbley**, School Counselor, Parkside School, Baileytown, Ala.

10:30 - 11:30 A.M

Coffee Break in Exhibit Hall

Hall CD - Level 2

10:30 a.m - 4:30 P.M.

RAMP Fair

All Practice Levels

Intermediate

Boylston Hallway, 3rd Floor

Make plans to check out the RAMP Fair – ASCA's version of a college fair. Visit more than a dozen different booths to learn about each component of the RAMP application. Bring along your in-the-works RAMP application and get feedback from RAMP reviewers on your work to date. Bring your whole team, and divide and conquer to get the most from the RAMP Fair.

11 - 11:20 A.M

Express Learning: Advisory Council

All Practice Levels

All Experience Levels

310

The advisory council is a group of stakeholders who guide and support the school counseling program. This group provides feedback on your program goals and results and can become your strongest advocates. Learn best practices when forming an advisory council in your school. After attending this session, you will be able to: 1) Form an advisory council and properly document your advisory council meetings to align with the RAMP scoring rubric.

Rebecca Barry, School Counselor, Will Rogers Elementary, Shawnee, Okla.

Express Learning: Positive School Climate for Immigrant Students

All Practice Levels

All Experience Levels

311

Immigrant students face various challenges in our political climate, such as overt racism and xenophobia, leading to mental and physical health issues. These issues can impede students' scholastic performance, leading to poorer grades, chronic absenteeism and other negative outcomes. School counselors play a vital role in all students' academic, social/emotional and postsecondary development. Discuss strategies you can use to promote a positive school climate for immigrant students. Walk away with practical strategies to employ when working with students, parents, school staff and policymakers. After attending this session, you will be able to: 1) Brainstorm ways to support immigrant students in K-12 educational settings.

Rawn Boulden, Doctoral Student, Old Dominion University; **Lianzhe Zheng**, Doctoral Student, Boston College

11 a.m - 12 P.M.

Gifted and Twice-Exceptional Learners' Counseling Needs

All Practice Levels

All Experience Levels

210

What's difficult about being smart? Gifted/talented and high-ability learners struggle with a variety of academic and affective issues, often while flying under the radar because their abilities mask their struggles. School counselors can provide much-needed support and advocacy for high-ability learners when looking at their development through the lens of giftedness. Hear case studies and discussion addressing concerns gifted learners commonly face, such as perfectionism, underachievement and being twice-exceptional. After attending this session, you will be able to: 1) Discuss the developmental concerns specific to gifted/talented learners' social/emotional development. 2) Identify best practices for meeting gifted/talented learners' needs through counseling, academic planning and other accommodations. 3) Recognize the types of twice-exceptional learners and strategies to help these learners succeed in the academic setting.

Emily Kircher-Morris, Unlimited Potential Counseling & Education Center, O'Fallon, Mo.

Prepare Students for Transitions

All Practice Levels

All Experience Levels

Ballroom A

Learn how to develop and implement comprehensive, practical and developmentally appropriate elementary-to-middle and middle-to-high-school transition programs and strategies in the classroom and schoolwide. Review current research surrounding the importance of transition programs in academic success, and leave with curriculum and information to prepare students as well as educate parents and teachers. After attending this session, you will be able to: 1) Explain the importance of transition activities between levels. 2) Identify ways to foster belonging and provide support to students transitioning to different levels. 3) Match lessons with Common Core State Standards, ASCA Mindsets & Behaviors and AVID standards.

Nancy Schubb, School Counselor, Los Cerros Middle School, Danville, Calif.; **Sandra Braun**, School Counselor, Livonia School District, Livonia, N.Y.

Build Career Awareness to Explore Career Readiness

Middle School, High School

Beginner

312

Explore lesson plans to help students create a list of career options based on self-assessments and personal experiences. Hear how you can provide students with strategies to research careers and explore training programs aligned with assessment results. After attending this session, you will be able to: 1) Incorporate the ASCA Mindsets & Behaviors for Student Success related to college and career readiness into a comprehensive school counseling program. 2) Examine assessments to incorporate into lessons. 3) Help students create postsecondary plans using assessment results.

Elizabeth Ferraro, Graduate Student, Temple University; **Diana Wildermuth**, Ph.D., Assistant Professor, Temple University; **Kelsey Green**, Graduate Student, Temple University

Organize a School Reality Fair

All Practice Levels

All Experience Levels

200

Do you sometimes wish your students could experience a dose of reality? A reality fair is an interactive event allowing students to make a career choice, have a starting salary based upon their current GPA, establish a budget and pay for basic monthly expenses/wants as if they were an adult. Learn how to establish your own reality fair to boost career and academic development and build collaboration with stakeholders. After attending this session, you will be able to: 1) Strategize how to conduct a reality fair at your school. 2) Explain how to collect pre-/post-data for the reality fair. 3) Identify ways to involve the community and volunteers for the reality fair.

Diana Virgil, School Counselor, South Effingham Middle School, Guyton, Ga., and Doctoral Student, University of the Cumberlands

Implement with Intent

All Practice Levels

All Experience Levels

207

Implementing a comprehensive school counseling program begins with planning and intentional practices, which can lead to meeting program goals. Learn practical strategies on creating annual calendars, including a weekly school counselor activity calendar and monthly teaching calendar fostering proactivity and advocacy. Examine how building formalized group interventions can lead to prescribed student outcomes. If you don't plan your plan, someone else will plan it for you. After attending this session, you will be able to: 1) Create program structures and materials integrating technology. 2) Provide responsive services that are proactive in meeting students needs. 3) Demonstrate advocacy focused on program goals and student outcomes.

Matthew Berry, School Counselor, Ritenour Middle School, St. Louis, Mo.

Revolutionize Rural School Counseling via Technology

All Practice Levels

All Experience Levels

208

Rural school counselors face a litany of barriers to successful comprehensive school counseling program implementation. Discover how rural school counselors are using the latest technologies to overcome these challenges and are connecting with one another, leading state-of-the-art comprehensive school counseling programs and accessing a multitude of resources to support student success. Walk away with a network of school counselors and new tools to help you support your students. After attending this session, you will be able to: 1) Articulate unique challenges facing rural school counselors' successful implementation of a comprehensive school counseling program. 2) Identify and access technologies and resources allowing rural school counselors to support, mentor, network and consult with one another.

Christine Ward, Ph.D., Assistant Professor, Missouri Baptist University; **Janice Speck**, Ed.D., Assistant Professor, Missouri Baptist University

Distinctive Schools, Distinctive Programs

All Practice Levels

All Experience Levels

306

Engage with RAMP Schools of Distinction, those schools that earned near-perfect scores on their RAMP applications, to learn more about their comprehensive school counseling programs, their journey to RAMP and best practices that earned them top scores. Walk away with valuable takeaways to use when applying for RAMP in the future. After attending this session, you will be able to: 1) Identify at least one practical tip about the presented RAMP components.

Felipe Zanartu, School Counselor, Avaxat Elementary School, Murrieta, Calif.; **Dane Matsunaga**, School Counselor, Kapolei Elementary School, Kapolei, Hawaii; **Amelia Black**, School Counselor, Thomas Jefferson Middle School, Arlington, Va. ; **Susan Russo**, School Counselor, Thomas Jefferson Middle School, Arlington, Va.

11:30 - 11:50 A.M.

Express Learning: Calendars

All Practice Levels

All Experience Levels

310

School counselors develop, publish and share calendars of school counseling program activities. Calendars inform parents, teachers, administrators and students about these activities so they can plan and join when appropriate. Learn best practices for creating your calendars. After attending this session, you will be able to: 1) Create annual calendar and weekly calendars aligned with the RAMP scoring rubric. 2) Discuss the importance of sharing annual and weekly calendars with stakeholders.

Tracy Pressley, School Counselor, Lake Havasu Unified School District, Lake Havasu City, Ariz.

Express Learning: Mentor Minority Girls

All Practice Levels

All Experience Levels

311

Peer-to-peer mentoring of adolescent girls can inspire leadership, connectedness and sisterhood and help minority girls reach their full potential. Hear revolutionary ideas to help you design and implement a peer-mentoring program aligned with your comprehensive school counseling program. After attending this session, you will be able to: 1) Describe relevant issues affecting minority girls. 2) Strategize how to design and implement a peer-to-peer mentoring program. 3) Discuss key components of mentoring girls.

Shontell White, Graduate Student, University of Virginia

11:30 a.m - 12:30 P.M.

Advocate for Muslim Students

All Practice Levels

All Experience Levels

304

Muslim students in U.S public schools often face discrimination and bullying and might perceive the school environment as hostile. School counselors play a

vital role in advocating, understanding and empowering this population, thus creating a welcoming school climate for them. We are ethically expected to be culturally competent by acquiring knowledge and gaining skills regarding cultural elements for all students, including Muslim students. After attending this session, you will be able to: 1) Discuss Muslim students' concerns and challenging experiences. 2) Identify diverse variations among Muslim student populations as well as the key tenets of their religion. 3) Develop strategies for culturally sensitive and effective school counseling practice with Muslim students. 4) Discuss ways to empower and advocate for Muslim students.

Hulya Ermis, Ph.D., Assistant Professor, University of Wisconsin – Stout; **James McMullen**, Assistant Professor, University of Wisconsin – Stout; **Ajitha Chandrika Prasanna Kumaran**, Doctoral Candidate, Texas A&M University – Corpus Christi

Change District/State Policies and Practices

All Practice Levels

All Experience Levels

202

Do you see the need for policy change in school counseling practice and/or preparation in your district or at the state department level? Learn how three state and district leaders participated in a successful journey to move policy in New York to require comprehensive school counseling programs statewide. Take part in conversations and activities addressing the school counselor's empowered role in affecting change. Learn how to get to the table, identify a change agent at the state and/or district level, gather your allies and connect with school counselor educators/preparation programs. After attending this session, you will be able to: 1) Strategize ways to have a positive impact on policy. 2) Recognize challenges and brainstorm how to overcome obstacles. 3) Create a prototype for change.

Cynthia Walley, Ph.D., Assistant Professor, Mercy College; **Barbara Donnellan**, Ed.D., Interim Director of Guidance, Cold Spring Harbor Jr./Sr. High School, Cold Spring Harbor, NY; **Carol Dahir**, Ed.D., Professor, New York Institute of Technology

Mentorship Program Strategies

All Practice Levels

All Experience Levels

309

Mentoring programs offer school counselors the opportunity to attend to students' academic and career development through encouraging and caring role models. These programs often increase students' positive relationships and connectedness, allowing for greater school engagement. Hear about variety of approaches you can use to implement a mentoring program in your school. After attending this session, you will be able to: 1) Explain school-based mentorship, delivery formats and mentor types. 2) Use school-based resources and community partners to implement a mentorship program. 3) Implement evidence-based strategies to facilitate effective mentorship programs. 4) Evaluate the effectiveness of the mentorship program and present data to relevant stakeholders.

Nancy Chae, Doctoral Student, William & Mary; **Adrienne Backer**, Doctoral Student, William & Mary

Expand the Definition of CCR

Middle School, High School

All Experience Levels

302

Preparing students for the future includes not only academic, career and college knowledge but also social/emotional learning, communication tools and transition skills, which are critical to students' postsecondary success. The college-, career- and life-readiness (CCLR) framework outlines six competencies that lead to readiness for life after graduation. Review the CCLR framework, including competencies, objectives, scopes and sequences, and metrics for consideration. Walk away with game-changing activities, policies and plans to equip students with the skills needed to be life-ready. After attending this session, you will be able to: 1) Discuss research-based competencies students need to be college-, career- and life-ready. 2) Create a personalized scope and sequence aligned to the CCLR framework. 3) Identify best practices that create change in schools and districts.

Kim Oppelt, Ed.D., Director, Research, Hobson's; **Katherine Pastor**, School Counselor, Flagstaff High School, Flagstaff, Ariz.; **Wendy Skibinski**, Director of Career and College Readiness, MSD of Wayne Township, Indianapolis, Ind.

Community Resiliency Model Benefits

All Practice Levels

All Experience Levels

203

Many students in our schools have experienced stressors affecting their ability to be their best, which can impact how they learn, behave and build positive relationships at school and in the community. The Community Resiliency Model (CRM) helps create trauma-informed and resilience-focused communities and schools that share a common understanding of the impact of trauma and stress on the nervous system and how resiliency can be restored or enhanced using a specific skills-based approach. After attending this session, you will be able to: 1) Explain the biology and neurophysiology of trauma and its impact on students. 2) Discuss the concepts and biologically based wellness skills that help balance and stabilize the nervous system. 3) Explain how to practice and implement the one biologically based wellness skill.

Kishia James, School Counselor Coordinator, Wake County Public School System, Cary, N.C., and Doctoral Student, Fayetteville State University; **Gregoria Miranda**, School Counselor, Longview Alternative School, Raleigh, N.C.; **Gwen McLean**, School Counselor, Leesville Road Elementary School, Raleigh, N.C.

Creative Solution-Focused Counseling Techniques

All Practice Levels

Intermediate

Ballroom B

Discover lesser-known solution-focused techniques that use creative/expressionistic activities to enhance your existing knowledge of the approach. Learn

about play counseling approaches to scaling, the hypothetical and the message. Build your repertoire of practical skills through experiential role play. After attending this session, you will be able to: 1) Review solution-focused brief counseling assumptions and usefulness with young people. 2) List the benefits of a solution-focused approach over a problem-based approach. 3) Use solution-focused brief counseling's evidence-based play techniques. 4) Increase self-efficacy in working with general populations and uncooperative/resistant students.

Russell Sabella, Ph.D., Professor, Florida Gulf Coast University; **Ann Tilman**, Ed.D., Assistant Professor, Florida Gulf Coast University

Multilevel School Counselor Best Practices

All Practice Levels

All Experience Levels

Ballroom C

The school counselor's job can be daunting for anyone, but try working at multiple levels and you really have to be on your game to properly serve your students. Learn how one school counselor successfully manages multiple levels and how you can too. After attending this session, you will be able to: 1) Examine your role as a multilevel school counselor. 2) Evaluate your professional network, development and leadership skills and discuss how vital these components are to your program and ultimately for the benefit of your students.

Paula Hagle, School Counselor, School District of Elmwood, Elmwood, Wis.

12 - 12:20 P.M.

Express Learning: School Counseling Core Curriculum

All Practice Levels

All Experience Levels

310

The school counseling core curriculum action plan and lesson plans detail how school counselors deliver programs effectively and efficiently. These lessons and activities are delivered to all students in a grade level and require the use of the ASCA template. Learn best practices in creating a core curriculum lesson plan and associated lessons. After attending this session, you will be able to: 1) Submit a core curriculum action plan and lessons aligned with the RAMP scoring rubric.

Patricia DaSilva, School Counseling Department Chair, Pope High School, Cobb County School District, Cobb County, Ga.

Express Learning: Understand Latino Students

All Practice Levels

All Experience Levels

311

Latino youth are 25 percent of the school population, and 95 percent of these youth are born in the United States. Generational acculturation differences, which occur when parents or grandparents have more traditional values and expectations and students adopt peer values, often cause stress in families and identity confusion in students. Narrative therapy provides a model for Latino students to explore identity and culture within a story-based format. After attending this session, you will be able to: 1) Explain the narrative story-based approach to understanding identity and culture. 2) Encourage student exploration of being bicultural. 3) Discuss the healing power of cultural identity.

Leslie Contos, Homeschool and Gifted Resource Specialist, Chicago, Ill., and Doctoral Student, Governor's State University

12 - 1:30 P.M.

Lunch in Exhibit Hall

Hall CD - Level 2

1:30 - 2:30 P.M.

Serve LGBTQ Students

All Practice Levels

All Experience Levels

203

Despite efforts to increase awareness of LGBTQ students' needs, many of these students feel they're invisible and underserved within their school communities. There's also a strong positive relationship between identifying as LGBTQ and substance abuse, suicidal ideations, suicide attempts and rejection from friends and families. When improving conditions for the LGBTQ population in our schools, it's important for school counselors to collaborate, design and implement an effective responsive services program for LGBTQ students. After attending this session, you will be able to: 1) Implement effective school counseling interventions to address the LGBTQ population's needs. 2) Recognize barriers facing LGBTQ-responsive and collaborative services. 3) Identify systemic strategies to transform schools to better meet the LGBTQ population's needs. 4) Provide effective professional development to ensure administrators, teachers and support staff are prepared to meet LGBTQ students' academic and non-academic needs.

Kevin Ensor, Assistant Professor, New Mexico Highlands University

Build Student Leaders

Elementary School

All Experience Levels

310

Are you looking for ways to build student leaders at your elementary school? Hear different initiatives that help students successfully develop leadership skills. From welcoming new students to a classroom to mediating social issues among students, elementary school students can be empowered by school

counselors to take ownership in school initiatives. After attending this session, you will be able to: 1) Explain how to incorporate student leaders in your school counseling program. 2) Outline and implement at least one student leadership program in your school.

Kristina Kern, School Counselor, Mills Elementary School, Austin, Texas; **Denise Berry**, School Counselor, Clayton Elementary School, Austin, Texas

Put on Your Own Oxygen Mask

All Practice Levels

All Experience Levels

304

As school counselors, it's easy to get so wrapped up in caring for others we forget to care for ourselves. Explore the concepts of self-care, self-compassion and healthy boundaries so you can implement practices for personal wellness to be your best and support your students. After attending this session, you will be able to: 1) Explain the importance of taking care of yourself before taking care of others. 2) Access self-care resources. 3) Implement steps for establishing healthy professional boundaries within and outside of school.

Rebecca Walter, School Counselor, Thetford Academy, Thetford, Vt.

Improve School Culture, Prevent Bullying

All Practice Levels

All Experience Levels

210

School counselors are the ideal professionals to create proactive, multilevel prevention strategies to foster a positive school culture. As such, many states identify school counselors as responsible for bullying interventions within the school. This is a heavy burden considering the other responsibilities school counselors have. Learn about key school and community cultural factors such as modeling of bullying behaviors and the impact of privilege. After attending this session, you will be able to: 1) Identify different forms of bullying. 2) Discuss approaches to school culture assessments and ways data is used to create action plans. 3) Use case studies to strategize ways to prevent bullying incidents and identify reactive interventions.

Daniel Cinotti, Ph.D., Assistant Professor, New York Institute of Technology

Culturally Responsive Classroom Management

All Practice Levels

All Experience Levels

306

Literature on classroom management focuses on supporting teachers and instructors; however, classroom management also plays an important role in school counseling program delivery. Considering the diverse needs of all students as well as the variety of topics and interventions implemented in school settings, culturally responsive classroom management skills are critical for school counselors. Learn how to effectively facilitate direct services to students as well as account for students' unique needs via culturally responsive classroom management. After attending this session, you will be able to: 1) Explain culturally responsive classroom management. 2) Consider applications of culturally responsive classroom management in practice. 3) Recognize the relevance of culturally responsive classroom management to address the diverse needs of students.

Nancy Chae, Doctoral Student, William & Mary; **Adrienne Backer**, Doctoral Student, William & Mary

Interstate Compact for School Counselors

All Practice Levels

All Experience Levels

309

There are currently more than two million military-connected students whose parents are active duty, members of the National Guard or Reserves or veterans of the U.S. military. More than 80 percent of these children attend P-12 public schools and experience multiple moves during their education. School counselors play a critical role in supporting these students. Hear an overview of the Military Interstate Children's Compact, and listen to real stories of collaboration and problem solving that illustrate how the compact supports military children's educational transition. After attending this session, you will be able to: 1) Discuss the Military Interstate Children's Compact and the process to resolve transition issues through the compact. 2) Locate the resources available to resolve transition issues through the compact. 3) Explain the role the compact plays in promoting educational continuity. 4) List strategies and resources to aid in supporting military-connected students.

Meredith Ayala, School Counselor, Fairfax County Public Schools, Fairfax, Va.; **Kathleen Facon**, Chief, Educational Partnership and Resources, Department of Defense Education Activity

English-Language Learner Dropout Prevention

All Practice Levels

All Experience Levels

200

In the last decade many schools have seen a marked increase in the number of newcomer English-learner high school students. To ensure equity in educational opportunities and decrease dropout rates, learn how to create a systemic, multilevel response to newcomer high school students' educational needs. Walk away with effective interventions, learn to conduct a systemic evaluation of students' needs, and plan to customize interventions for your school. After attending this session, you will be able to: 1) Evaluate systemic barriers to graduation for newcomer English-learner students in your school; 2) Implement individual, small-group and grade-level interventions to improve newcomer English-learner students' graduation rates; 3) Advocate for coursework and resources to serve newcomer English-learner students.

Amy Carroll, School Counselor, Park View High School, Sterling, Va.; **Joanne Nagurny**, Director of School Counseling, Park View High School, Sterling, Va.; **Safiya Muhammad**, Mental Health Specialist, JC Nalle Elementary School, Washington, D.C.

High School/College Counselor Connections

High School

All Experience Levels

207

Students are attending college in record numbers, but many take at least six years to complete programs, and a great number fail to graduate at all. In part, the situation results from an incomplete understanding of factors promoting college success. Hear about groundbreaking efforts of a group of high school and college counselors to develop a regional collaborative dedicated to helping students and their families understand the social/emotional components of college readiness and develop dispositions and skills needed for college success. Learn how to establish productive partnerships between high school and college counselors and harness collective talents to promote equity and empower students to make successful transitions from high school to college. After attending this session, you will be able to: 1) Determine the social/emotional factors promoting successful transitions to higher education. 2) Discuss lessons learned from a pilot project involving high schools and colleges. 3) Identify strategies that can bridge the communication divide between high school counselors and their college counterparts. 4) Develop plans to establish collaborations between high school and college counselors that respond to local needs.

Robert Feirsen, Ed.D., Assistant Professor, New York Institute of Technology; **Abigail Van Vlerah**, Ph.D., Dean and Chief Operating Officer, Suffolk Regional Campuses, Brookville, N.Y.

Social/Emotional Learning

All Practice Levels

All Experience Levels

302

In the last 15 years, an evolving body of research has emerged to support the implicit teaching of social/emotional curriculum. Specifically, research in social/emotional learning, mindfulness and character education all support student well-being. Learn how you can incorporate this science into engaging activities that help students learn self-awareness, self-regulation, social awareness, decision-making and healthy relationships. After attending this session, you will be able to: 1) Explain the science supporting the delivery of social/emotional, mindfulness and character education core curriculum. 2) Practice engaging activities that support student well-being. 3) Describe how to engage in whole-school involvement to promote student well-being that leads to systemic change.

Mary Waters-Bilbo, Ed.D., Assistant Professor, Northeastern State University

Stress Management and Resiliency Training

All Practice Levels

All Experience Levels

Ballroom C

Hear how to develop a stress management and resiliency training (SMART) lab in your school as a schoolwide initiative to help students increase resilience, decrease anxiety and practice emotional regulation using research-based materials and evidence-based biofeedback tools. Learn the initial steps to establish the multitiered intervention as an evidence-based practice, and review both research-supported benefits of SMART to student outcomes as well as steps for creating methodologies and evaluation strategies that can evaluate the impact of interventions. After attending this session, you will be able to: 1) Describe the development and implementation of the SMART lab. 2) Explain the research-based materials and evidence-based tools used in the SMART lab. 3) Identify the steps to turn this intervention into an evidence-based practice. 4) Discuss the differences between research-based and evidence-based materials.

Jeremy Oehrtman, Ph.D., School Counselor, Pickerington Lakeview Junior High School, Pickerton, Ohio; **Sarah Gieger**, School Counselor, Pickerington Lakeview Junior High School, Pickerton, Ohio, and Doctoral Student, Ohio State University; **Ryan Max**, Graduate Student, Ohio State University

Lesson Planning With a Purpose

All Practice Levels

Beginner

312

Teaching school counseling core curriculum is an essential part of an ASCA National Model program, supporting students' academic, career and social/emotional development. Considering students' developmental needs and creating engaging lesson plans is essential to ensure all students develop attitudes, knowledge and skills to help them be successful. Hear how to create these lessons and when and how to integrate formal and informal assessment into school counseling core curriculum. After attending this session, you will be able to: 1) Explain the structure of a well-designed school counseling core curriculum lesson, aligned with the ASCA National Model lesson plan template. 2) Design comprehensive lesson plans incorporating measurable objectives and standards, activating students' prior knowledge, providing an input of information and allowing students to apply what they learn. 3) Compare and contrast different measures of assessment for school counseling core curriculum.

Danielle Duarte, Doctoral Student, Harvard University; **Melissa Lafayette**, Romoland Elementary School, Romoland, Calif.

Prepare School Counselors to Support Homeless Students

School Counselor Educators

All Experience Levels

311

Homelessness remains a national concern affecting the lives of many individuals, with more than 22 percent being minors. With minimal formal training, school counselors are limited in their abilities to adequately support this population's needs. Learn about multicultural self-efficacy, empathy and training as factors that relate to school counselors' knowledge and skills in supporting students experiencing homelessness. After attending this session, you will be able to: 1) Describe how multicultural self-efficacy, empathy and training relate to school counselors' knowledge and skills as it relates to supporting students experiencing homelessness. 2) Identify ways to increase interdisciplinary partnerships. 3) List ways to enhance training and preparation of school counselors.

Ami Camp, Ph.D., Assistant Professor, Northeastern Illinois University

Raise Mental Health Literacy Awareness to Provoke Change

All Practice Levels

All Experience Levels

Ballroom A

Current research indicates that one in five students will experience a mental illness before the age of 25, with symptomology beginning during adolescence. The lifelong trajectories for these conditions can be greatly improved with early identification and intervention. School counselors are ideal to provide Tier 1 programming to reduce stigma, promote help-seeking behavior and enhance mental health literacy for youth. Hear an overview of current research and best practices to address the topic, along with a plethora of suggestions and advocacy resources. After attending this session, you will be able to: 1) Identify ways to reduce stigma associated with mental health conditions. 2) Improve help-seeking behavior among youth and bystanders. 3) Teach early identification strategies to parents/caregivers, teachers, administration and other stakeholders. 4) Connect with community service boards and outside mental health providers.

Julia Taylor, Ph.D., Assistant Professor, University of Virginia

School Counseling Resources You Can't Live Without

All Practice Levels

All Experience Levels

Ballroom B

The school counselor's daily responsibilities leave little time for searching for resources, planning and implementation. Learn about free resources that support and promote the components of a comprehensive school counseling program. Walk away with access to evidence-based, relevant and practical interventions addressing individual and group counseling, as well as school counseling core curricular classroom lessons. After attending this session, you will be able to: 1) Access free resources that support the implementation of a comprehensive school counseling program. 2) Identify at least one evidence-based counseling intervention to use at your school site. 3) Use best practices in the implementation of at least one new school counseling intervention.

Sandra Logan-McKibben, Ph.D., Assistant Professor, Florida International University

College Access Programs for First-Generation Students

High School

All Experience Levels

208

Ever thought of hosting college access program events at your school but feel like you don't know where to start? Learn how to successfully plan and host college access events, including College Application Month, college goal FASFA completion and College Decision Day in your school. After attending this session, you will be able to: 1) Describe how to plan and execute college access program events. 2) Explain how these events increase college awareness, college application rates and the overall college-going culture for first-generation students 3) Brainstrom your own college access program events.

Kimberly Brown, Lead School Counselor, Whale Branch Early College High School, Beaufort, S.C.

Vision and Mission Statement

All Practice Levels

Beginner

202

Developing and using your school counseling program mission and vision can be the first steps to introducing your program to students, teachers, administration, parents and other stakeholders. This introductory and refresher session helps ensure your mission statement reflects and supports your school's mission and that your vision describes a vibrant picture of the skills, knowledge and attitudes your students will have. After attending this session, you will be able to: 1) Explain how to write a mission and vision statement consistent with the RAMP scoring rubric. 2) Distinguish between the two statements. 3) Identify ways to share the statements with stakeholders and use them to promote the school counseling program.

Deirdra Williams, Dean of Counseling and Student Services, Heritage High School, Wake Forest, N.C.; **Brent Burnham**, ASCA-Certified Trainer

2:30 - 3:30 P.M.

Coffee Break in Exhibit Hall

Hall CD – Level 2

3 - 5 P.M.

Explore Teen Brain Development

All Experience Levels

200

Call them Generation Z, iGen or the AppGeneration, but many of us know them as one of the most anxious generations to come along. Explore adolescent brain development, how teenagers process information and emotions and current trends affecting today's adolescents. Debunk numerous myths about brain development, and learn about the effect of hormones on adolescent behavior and cognition. After attending this session, you will be able to: 1) Deliver developmentally appropriate classroom lessons, group activities and individual sessions to address adolescents' social/emotional needs. 2) Collaborate with teachers and administrators to implement effective classroom management techniques. 3) Design workshops for parents and other stakeholders regarding risk-taking behaviors in adolescents. 4) Advocate for adolescents regarding equitable school policies.

Terence Houlihan, Director of School Counseling, Iona Preparatory School, New Rochelle, N.Y.

Trauma-Sensitive Schools

All Practice Levels

All Experience Levels

311

Childhood trauma negatively affects at least one in four students in every single classroom, every day. Whether youth show behavior problems, academic difficulties or a combination of both, all school counselors need to understand and meet traumatized students' needs through leadership, school counseling core curriculum, individual student planning, responsive services and advocacy. Learn how to recognize signs that could indicate possible exposure to trauma as well as explore how to help youth succeed. After attending this session, you will be able to: 1) Define trauma, including developmental trauma, and discuss its prevalence. 2) Explain how childhood trauma can affect students according to the domains of biology, emotions, behavior, cognitive processes and learning, self-concept and interpersonal relationships. 3) Evaluate what you're already doing to help traumatized students. 4) Identify ways to improve personal self-care practices and infuse this into your routine so as to improve educator health, prevent secondary trauma responses and decrease burnout and compassion fatigue.

Jennifer Alexander, School Counselor, Cedar Falls Community Schools, Cedar Falls, Iowa

Ethics and Federal, State and Court Case Laws

All Practice Levels

All Experience Levels

Ballroom A

Legislation, court rulings, and the ASCA Ethical Standards for School Counselors guide school counselors' practice in all areas. Recent legislation and court rulings have influenced the profession's standard of care in critical areas such as suicide, LGBTQ youth, academic advising, bullying, dating violence, sexual harassment, educational records, child abuse, social media and sexually active youth. Through case studies, explore the complementary and sometimes competing interest of federal and state laws, parent and student rights, ethical standards and court case laws. Expand your understanding of how legislators, policy makers and the courts have contributed to or challenged school counselors' efforts toward ethical practice. After attending this session, you will be able to: 1) Discuss the ASCA Ethical Standards for School Counselors, federal and state laws and court rulings as applied to the profession. 2) Feel confident in your ability to practice in critical areas governed by laws and ethical practice. 3) Self-examine your practice and increase your ability to avoid legal entanglements. 4) Apply the profession's standard of care and principles of practice.

Carolyn Stone, Ed.D., Professor, University of North Florida

Action Plans and Results

All Practice Levels

All Experience Levels

202

School counseling core curriculum, small-group and closing-the-gap action plans detail the activities and resources school counselors use to address academic, attendance or behavioral goals; developmental needs; or other needs identified through data. Results reports share the effectiveness of those action plans and provide the basis for informed decision making and improving future practice. After attending this session, you will be able to: 1) Cite strategic use of action plans. 2) Develop all components of the action plan. 3) Analyze and employ action plan results.

Mark Kuranz, Adjunct Professor, Marquette University; **Karen Griffith**, Adjunct Professor, The University of Georgia; **Paul Ripchik Jr.**, Director of High School Counseling, Shenendehowa High School East, Clifton Park, N.Y.

3:30 - 4:30 P.M.

Advocacy for Students With Disabilities

All Practice Levels

All Experience Levels

207

With the passage of federal mandates such as Section 504 of the Rehabilitation Act, the Individuals With Disabilities Education Act and the Individuals with Disabilities Education Improvement Act (IDEIA), school districts have charged school counselors with the responsibility of helping ensure the educational success of all students, including students with disabilities. Learn about the impact of legislation on the school counselor's role in serving students with disabilities across levels and the importance of advocacy in supporting this student population and their families as they navigate systemic barriers. After attending this session, you will be able to: 1) Discuss the ASCA Ethical Standards for School Counselors, ASCA position statements and legal responsibilities regarding your role in working with students with disabilities. 2) Identify challenges school counselors face when supporting students with disabilities. 3) Strategize ways you can promote advocacy for students with disabilities and their families, including students from culturally diverse backgrounds. 4) Develop an action plan for implementing strategies within your program that are inclusive to students with disabilities.

Taqueena Quintana, Ed.D., School Counselor, U.S. Department of Defense Education Activity; **Jenna Alvarez**, Ph.D., Assistant Professor, Capital University

Turn Barriers Into Opportunities

All Practice Levels

All Experience Levels

306

Do you cringe when you are given "other duties as assigned"? Do you have the ASCA list of inappropriate and appropriate activities burned into your memory? Focus on how to turn barriers to full program implementation into opportunities for better service to students and a fuller implementation of the school counseling program. After attending this session, you will be able to: 1) Cite the barriers to full implementation of a comprehensive school counseling program. 2) Implement creative ways to turn barriers into opportunities to better serve students. 3) Approach your administrator with win-win suggestions for more fully implementing the school counseling program.

Janice Speck, Ed.D., Assistant Professor, Missouri Baptist University; **Sharon Sevier**, Ph.D., Director of Advocacy, Missouri School Counselor Association; **Carolyn Roof**, School Counselor Educator, Stephens College

Postsecondary Options for Immigrant Students

High School

208

Immigrant students face a number of challenges when it comes to accessing the same information and opportunities as their nonimmigrant peers. Learn about strategies for ensuring immigrant students' ability to access information and resources for a wide range of available options available to them. After attending this session, you will be able to: 1) Define identifiers commonly used when discussing immigrant students. 2) Identify options for immigrant students. 3) Locate resources for financial aid and scholarships. 4) Discuss strategies for preparing immigrant students for postsecondary life.

Elizabeth Dinwiddie, ESOL Counselor, Albemarle High School, Charlottesville, Va.

Tech Tools for Data-Informed Decisions

All Practice Levels

All Experience Levels

304

Are you getting questions about the effectiveness of your school counseling program? Whether you're analyzing process and/or perception data, using technology tools can be a great asset to any school counselor. Learn how you can engage students, clarify your role, improve your services offered to students and track their individual achievement. Work more efficiently, and access immediate data for your program. After attending this session, you will be able to: 1) Explain the basics of various technology tools and how to infuse them into your school counseling program. 2) Discuss the role of data collection in school counseling and how it's key to defining the school counselor's role.

Nicohl Webb, School Counselor, Pate's Creek Elementary School, Stockbridge, Ga.

Emerging Careers and Trends

All Practice Levels

All Experience Levels

310

The shift in technology, computers and automation has created a dramatic change in the world of work that continues to grow. These changes continue to shift not only future careers but also the necessary skills to navigate and flourish in the 21st century. Many of the jobs continue to leave out large groups of students along lines of gender and race. School counselors are uniquely positioned to build awareness of the careers and foster student competencies through advising and individual counseling. After attending this session, you will be able to: 1) Identify emerging career trends and requisite skills to empower students. 2) Develop individual counseling and advising practices to support socially equitable career exploration. 3) Identify tips for talking about computer science education and careers with key stakeholders.

Angela Cleveland, Program Director, NCWIT

Breakout Boxes and Escape Games

All Practice Levels

All Experience Levels

312

Escape games are an increasingly more popular form of entertainment among all ages. More recently, breakout boxes have shifted these techniques into the world of education, adding inquiry and experiential learning to classrooms across the country. Hear how you can increase engagement and effectiveness by implementing breakout boxes in individual, small group and core curriculum lessons. Learn how to create breakout boxes from scratch that inspire and engage your students and community. After attending this session, you will be able to: 1) Identify ways to use breakout boxes in conjunction with ASCA's Mindsets & Behaviors. 2) Examine how breakout boxes can increase enthusiasm in your comprehensive program. 3) Design a breakout box for use at a particular age level.

Kelly O'Brien Weaver, School Counselor, Weatherbee School, Hampden, Maine

Build Your School Counseling Brand

All Practice Levels

All Experience Levels

302

Of the four components of the ASCA National Model, 80 percent of our time should be spent in delivery, but it can be a real struggle. Learn how to increase your visibility and accessibility to all stakeholders through building your school counseling program brand, increasing your availability for students, improving communication with stakeholders and maintaining accountability for it all. After attending this session, you will be able to: 1) Create your counseling program brand. 2) Apply an effective time management strategy that shows accountability. 3) Manipulate technological tools to increase communication with stakeholders.

Gretchen Rhodes, School Counselor, Chicago Academy High School, Chicago, Ill.

Support Students Living with Trauma

All Practice Levels

All Experience Levels

Ballroom C

Toxic stress derails healthy development. Learn how trauma affects the body and brain while identifying potential student reactions to trauma physically, emotionally and behaviorally. Explore useful strategies for working with students who experience trauma, and bring strategies back to share with colleagues and/or staff. After attending this session, you will be able to: 1) Define trauma. 2) Explain how trauma affects the body and brain. 3) Identify possible student reactions to trauma. 4) Describe useful strategies for working with students who experience trauma.

Prepare Future School Counselors for Systemic Change

School Counselor Educators

All Experience Levels

203

Initiatives connected to educational reform, changing national policies and the need to support students' access and adaptation to a changing workforce and economy have implications for how school counselor educators develop curriculum and prepare school-counselors-in-training for effective practice as advocates, leaders and systemic change agents. Hear how to identify critical issues affecting the school counseling profession, discuss strategies for developing school counseling curriculum that effectively integrates these critical issues while meeting state and accreditation standards and examine challenges and opportunities in the field. After attending this session, you will be able to: 1) Discuss current reforms and policies affecting the school counseling profession. 2) Develop school counseling curriculum that integrates and addresses critical issues and societal changes affecting K-12 students in the 21st century. 3) Examine how to provide graduate students with experiential activities and practices that equip them for success as future school counselors.

Olamojiba Bamgbose, Ph.D., Assistant Professor, University of Wisconsin – Whitewater; **Jennifer Betters-Bubon**, Ph.D., Associate Professor, University of Wisconsin – Whitewater

Career & Postsecondary Connections for Middle School

Elementary and Middle

All Experience Levels

309

Students who understand how their interest and values connect to careers, college majors and other postsecondary options are more invested in their academic outcomes. Explore activities you can use to help middle school students explore how careers and career clusters connect to personal interest and personal values. Walk away with ideas on how to engage middle students in understanding and researching the postsecondary requirements of careers of interest. After attending this session, you will be able to: 1) Identify activities that will assist students in career development and exploration. 2) Develop a plan for implementing career and postsecondary exploration activities. 3) Apply the ASCA Mindsets & Behaviors to middle school career exploration activities.

Carly Day, School Counselor, Marquette School Excellence, Chicago, Ill.; **Jaime Doss**, School Counselor, Chicago Public Schools, Chicago, Ill.

Leadership and Advocacy as a Lone Soldier

All Practice Levels

Beginner

210

Do you feel overwhelmed working at a school site or multiple sites as the only school counselor? Are you dealing with high student ratios and demanding administration? Do you feel like your role as the school counselor is sometimes misunderstood or unknown? Learn creative advocacy tips and leadership secrets to work your way out of being a lone soldier to one of the team captains. After attending this session, you will be able to: 1) Infuse your school counseling program with new tools and technology. 2) Explain how implementing the ASCA National Model can help you demonstrate accountability, hone leadership skills, effectively manage resources and programs schoolwide and strategize ways to promote your professional identity within your school/district. 3) Describe how to use technology tools to help you advocate for your role.

Amy Dauble-Madigan, School Counselor, Farragut Elementary & El Marino Language Schools, Culver City, Calif.; **Gina Mroczka**, School Counselor, Torrance Unified School District, Torrance, Calif.

Social/Emotional Learning With Furry Friends

All Practice Levels

Beginner

Ballroom B

Certified therapy dogs can be a valuable tool for social/emotional learning. School counselors are tasked with helping create an environment conducive to learning, where children feel safe and accepted. Having a therapy dog partner or team greatly helps with creating this type of learning environment. Learn about animal-assisted activities and the best use of therapy dogs in your school, whether it is for animal-assisted mental health, literacy work or other activities. After attending this session, you will be able to: 1) List the benefits of using therapy dogs in your program. 2) Discuss research behind the use of therapy dogs, including obstacles, real or perceived, to starting a program. 3) Use data to support and justify the therapy dog program. 4) Explain how start a program in your school.

Amy Treat, School Counselor, Walpole Elementary School, Walpole, N.H.

MONDAY, JULY 1

7 - 7:45 A.M

Sunrise Yoga

All Practice Levels

All Experience Levels

Back Bay C, Sheraton Boston

Start your day with light movement, meditative yoga session, suitable for all levels.

8 - 9 A.M

Lite Bites in the Exhibit Hall

Hall CD – Level 2

8 a.m - 2 P.M.

Exhibit Hall Open

All Practice Levels

All Experience Levels

Hall CD – Level 2

8 a.m - 4 P.M.

Photo Booth Open

Level 2, Hall D

Need a new headshot? Stop by the photo booth, sponsored by LECOM, for a free headshot perfect for adding to your social media profiles. Need a makeup touch-up before your photo? Visit Beauty Changes Lives, booth 1008.

8 a.m - 5 P.M.

Registration Open

Level 2 - Hynes Convention Center

9 - 10:30 A.M

General Session: eXperiencED

All Practice Levels

All Experience Levels

Veterans Memorial Auditorium – Levels 2 and 3

Join us for the new take on keynotes, featuring a series of education and thought leaders in a fast-paced, high-energy presentation.

Rep. Tim Ryan: Reframing Education

Roy Spence: The Power of Purpose in Your Life and America

Laura Gassner Otting: How to Ignore Everybody, Carve Your Own Path, and Live Your Best Life

Jonathan Mann: Lessons From Pursing a Dream

Roy Spence; Laura Gassner Otting

10:30 - 11:30 A.M

Coffee Break in the Exhibit Hall

Hall CD – Level 2

11 - 11:20 A.M

Express Learning: ASCA Mindsets & Behaviors for Student Success

All Practice Levels

All Experience Levels

202

The ASCA Mindsets & Behaviors for Student Success are the knowledge, attitudes and skills students need to achieve academic success, college/career readiness and social/emotional development and are a shift from the old standards and competencies. Learn how to link developmentally appropriate, effective Mindsets & Behaviors to your school counseling program goals. After attending this session, you will be able to: 1) Use the ASCA Mindsets & Behaviors in your comprehensive school counseling program in a way that aligns with the RAMP scoring rubric.

Crystal Brewer, School Counselor, Simpson Central School, Pinola, Miss.

11 a.m - 12 P.M.

Navigate the Barriers to RAMP

All Practice Levels

All Experience Levels

306

The ASCA National Model provides rigor, accountability and unity to the field of school counseling, and yet despite evidence supporting its effectiveness, the movement toward comprehensive school counseling programs has been slow. Hear current research about the effectiveness of comprehensive school counseling programs, strategies to overcome challenges to implementing a comprehensive school counseling program and implications for program development and evaluation. After attending this session, you will be able to: 1) Describe research findings regarding the effectiveness of comprehensive school counseling programs, particularly the ASCA National Model, in improving student outcomes. 2) List strategies to overcome obstacles to implementing a comprehensive school counseling program. 3) Describe implications for program development and evaluation.

Derron Hilts, School Counselor, Pioneer Central High School, Yorkshire, N.Y.; **Jered Kolbert**, Ph.D., Professor, Duquesne University; **Kristi Kratsa**, Doctoral Student, Duquesne University; **Matthew Nice**, School Counselor, Pittsburgh Public School District, Pittsburgh, Pa.

College and Career Resources from the Federal Reserve

All Experience Levels

208

"Should I go to college?" "Should I borrow money to pay for my education?" These questions are more important than ever as both the benefits and costs of postsecondary education continue to rise. The Federal Reserve System creates free educational resources to improve students' economic and financial literacy, including helping students choose the postsecondary path that's right for them. Experience these resources hands-on and leave with college and career planning tools you can implement with your students from day one. After attending this session, you will be able to: 1) Access updated information on the costs and benefits of postsecondary education, including its impact on earning potential and job security. 2) Discuss the risks of students not completing their education path and student loan burden.

Scott Wolla, Senior Economic Education Specialist, Federal Reserve Bank; **Sarah Gunn**, Economic Education Specialist, Federal Reserve Bank; **Susan Kizer**, Economic Education Program Coordinator, Federal Reserve Bank

Foster Community With Collaborative Career Events

All Practice Levels

All Experience Levels

200

Collaborative planning can help make a huge difference in school counselor effectiveness, especially when it comes to career days. Learn to plan and implement a multischool career day and how your efforts will extend beyond career development and exploration. Hear how one rural school and new neighborhood school partnered to create a diverse and powerful experience for students. Build community relations while also exposing your school to local and diverse career options, and learn how to work smarter, not harder to implement a dynamic career day for elementary school students. After attending this session, you will be able to: 1) Plan a successful career event using technology to collaborate and reflect. 2) Engage community organizations and volunteers to help implement the event. 3) Create an inclusive and diverse career event.

Anne Miracle, School Counselor, Philip Simmons Elementary School, Charleston, S.C.; **Sallie Bowers**, School Counselor, Berkeley County School District, Charleston, S.C.

Tools for Success in Urban Schools

All Practice Levels

All Experience Levels

203

Walk away with the knowledge, awareness and skills to facilitate individual and systemic change in urban schools. Hear how collaborative practices and involvement in larger school communities can lead to individual and systemic change in schools. Learn strategies to create change in student attendance and behavioral outcomes, including how to form larger collaborative networks in school communities. Leave with concrete approaches to use in training master's level students to work in urban schools. After attending this session, you will be able to: 1) Describe how to form collaborative teams in school and the community. 2) Explain how to create professional learning communities with other schools. 3) Identify and implement strength-based approaches to serving students in urban schools. 4) Incorporate urban school counseling trends and issues into your pre-service school counseling courses.

Kirsten Perry, K-12 School Counseling Specialist, Chicago Public Schools, Chicago, Ill.; **Paul Harris**, Ph.D., Assistant Professor, University of Virginia

Solution-Focused Techniques for Responsive Services

All Practice Levels

All Experience Levels

302

Responsive services are school counseling interventions intended to help students with their immediate needs and concerns. In the time-sensitive environment of a school, having brief, effective and strengths-based techniques is critical to a school counselor's success in supporting students. Hear about numerous solution-oriented counseling techniques and specific language that will fill your techniques toolbox. After attending this session, you will be able to: 1) Identify the professional vocabulary associated with solution-focused brief counseling. 2) Describe an eight-step model of a solution-focused brief counseling session. 3) Apply additional school counseling tools that support student success and strengthen school counselor preparation for response counseling.

Paul Barnes, Ph.D., Associate Professor, University of Nebraska

Classroom Lessons for Bully-Proofing Students

All Practice Levels

Ballroom C

When adults intervene quickly and consistently in response to bullying behavior they send the message that harassment in any form is unacceptable. Although research tells us this approach reduces bullying behavior, it doesn't necessarily teach students how to protect themselves. Learn how implementing classroom lessons on self-advocacy and social skills training strengthens student resiliency, increases students' self-worth and stops bullying behavior before it begins. After attending this session, you will be able to: 1) Develop interventions and lesson plans based on cultural and social trends. 2) Implement and measure strategies to improve students' self-advocacy and social skills. 3) Select appropriate tiered school counseling interventions to have a positive impact on the developmental issues affecting student success. 4) Promote student success and improve school climate by identifying and addressing gaps in students' self-advocacy and social skills.

Susan Ripple, Ed.D., District Specialist, School Counseling Services, Duval County Public Schools, Jacksonville, Fla.; **Dawn Mann**, Program Manager, Career Guidance and Counseling, Georgia Department of Education

Goals to Mindsets

All Practice Levels

All Experience Levels

310

Hear a brief overview of SMART goals, ASCA Mindsets & Behavior Student Standards and data collection strategies. Acquire an easy-to-follow process for moving from school counseling program goals to measurable perception data. After attending this session, you will be able to: 1) Identify a program goal in SMART format. 2) Select appropriate Mindsets & Behaviors for targeted groups. 4) Distinguish between process, perception and outcome data. 5) Create pre- and post-test items for collecting perception data. 6) Describe the link between goals, Mindsets & Behaviors and perception data.

Meri Kock, High School Counselor Coach, South Central Tennessee CORE Region; **Leigh Bagwell**, Director of School Counseling, Tennessee Department of Education

Agents of Change in School Counseling

All Practice Levels

All Experience Levels

311

Through leadership, advocacy, innovative practices and a direct focus on equitable outcomes, school counselors possess the power to act as agents of change within their buildings. Engage in an interactive presentation with the 2019 ASCA School Counselor of the Year finalists to learn more about their comprehensive school counseling programs, their journeys to develop student-focused programs and best practices that served as the catalyst in allowing them to offer data-driven services to students. Through this audience-driven presentation, school counselors will learn how to identify and implement effective strategies to use as they become agents of change for all students. After attending this session, you will be able to: 1) List the core components of developing a comprehensive program. 2) Use data to assess and address student needs and to advocate for the school counselor's role. 3) Locate ready-to-use tools and techniques you can use to implement a student-focused program.

Sarah Kirk, School Counselor, Monroe Elementary School, Norman, Okla.; **Jan Desmarais-Morse**, School Counselor, Goshen Middle School, Goshen, Ind.; **Brian Coleman**, School Counselor, Counseling Department Chair, Jones College Prep, Chicago, Ill.; **Roberto Aguilar**, School Counselor, Milwaukie High School, Milwaukie, Ore.; **Nwakaego Edordu-Oriji**, School Counselor, The Dr. Billy Earl Dade Middle School, Dallas, Texas; **Desire DeSoto**, Ph.D., School Counselor, Wai'anae High School, Wai'anae, Hawaii

11:30 - 11:50 A.M

Express Learning: School Counseling Core Curriculum Results Reports

All Practice Levels

All Experience Levels

202

The school counseling core curriculum results reports analyze the results of submitted lessons plans, demonstrate effectiveness of program and classroom activities and inform program improvement. Learn how to use the ASCA template to tell your data story in your RAMP application. After attending this session, you will be able to: 1) Discuss the best practices in submitting school counseling core curriculum results reports that align with the RAMP scoring rubric.

Tammy Dodson, Grandview High School, Aurora, Colo.

11:30 a.m - 12:30 P.M.

Middle School College and Career Program

Middle School

All Experience Levels

304

Learn strategies to combine technology and existing websites sites to help students explore colleges, discover career interests and build soft skills. Learn simple tips to motivate students and incentivize your program in a way that is inclusive and accessible for all. Walk away with sample activities to get your program started, and discover ways to use data to capture student voice and evaluate your program. Based on the needs of your students and availability of local options, learn how to tailor a meaningful college and career exploration experience for your school. After attending this session, you will be able to: 1) Implement strategies into your core college and career counseling program to engage all students. 2) Infuse technology-based experiences to create simple activities and lessons. 3) Identify ways to collaborate with your school site and community resources. 4) Integrate local existing college and career resources with your incentive program.

Laurie Tristan, Lead Counselor, MacArthur Fundamental Intermediate School, Santa Ana, Calif.; **Christine Silva**, School Counselor, MacArthur Intermediate School, Santa Ana, Calif.; **Bertha Benavides**, Principal, MacArthur Intermediate School, Santa Ana, Calif.

Elementary Student Career Counseling

Elementary School

All Experience Levels

210

Childhood is an active period for an individual to engage in the world of work developmentally. Learn about the structure, function and process of career development in childhood and its important influence on other parts of childhood such as self-esteem, motivation, problem-solving and decision making. Walk away with activities you can use in your career counseling sessions. After attending this session, you will be able to: 1) Discuss current literature regarding career counseling guidance lessons. 2) Implement activities involving team building, leadership and motivation to help elementary students explore career paths. 3) Discuss how to use these activities to help elementary school students explore career interests.

Hulya Ermis, Ph.D., Assistant Professor, University of Wisconsin – Stout; **James McMullen**, Assistant Professor, University of Wisconsin – Stout; **Ajitha Chandrika**

National School Counseling Week as an Advocacy Opportunity

All Practice Levels

All Experience Levels

312

Flowers, balloons, handmade cards and other appreciation gifts are wonderful ways to celebrate National School Counseling Week; however, sharing student results, annual calendars, use-of-time data and school counselors' roles/responsibilities may provide a bigger bang for your buck as you help others understand the role you play and the impact your program has on student achievement. Learn how to use this week in February as catalyst for advocating for your role and your comprehensive school counseling program. After attending this session, you will be able to: 1) Identify high-leverage program results to use for advocacy. 2) Demonstrate to stakeholders how students are different as a result of your school counseling program. 3) Outline ways to creatively advocate for your role and your program during National School Counseling Week.

Mindy Willard, School Counseling and Transitions Coordinator, Madison Metropolitan School District, Madison, Wis.; **Jill Zitt**, Professor, Ottawa University – Arizona

The Fine Points of Grief and Loss Responses

All Practice Levels

All Experience Levels

Ballroom A

Responding to student, faculty and parent deaths can be complex. To improve the effectiveness of the district's grief and loss response, the school counseling and communications departments at one school worked together to develop a comprehensive response checklist. Hear about the lessons learned, and discover the fine points to remember and consider when planning, implementing and following up from a grief and loss response. After attending this session, you will be able to: 1) Identify legal issues and potential pitfalls to consider in planning, implementing and following up for grief and loss responses. 2) Discuss effective techniques and strategies for student, faculty and parent deaths. 3) Review a grief and loss checklist tool.

Zan Pender, Director of School Counseling, Lexington School District One, Lexington, S.C.

Legal and Ethical Implications of Electronic Case Notes

All Practice Levels

All Experience Levels

Ballroom B

Many school counselors use some form of notes to document meetings with students. Focus on the use of various electronic case note strategies in relation to FERPA. Learn about a study examining school counselors' case note behaviors and beliefs, corresponding legal and ethical issues and suggestions for best practices. After attending this session, you will be able to: 1) Describe current case note practices through use of PollEverywhere. 2) Apply ASCA Ethical Standards and FERPA laws to personal note-taking behaviors and case scenarios. 3) Identify electronic case note best practices.

Carolyn Stone, Ed.D., Professor, University of North Florida; **Megyn Shea**, Ph.D., Counselor Educator, Capella University

So You Want to Be a RAMP Reviewer

All Practice Levels

Advanced

309

If you've implemented the ASCA National Model and have a strong process for collecting data, learn how you can become a RAMP reviewer who scores and provides feedback on RAMP applications. Explore how to use your ASCA National Model knowledge and skills to further the profession and hone your own program. After attending this session, you will be able to: 1) Identify the duties and responsibilities of RAMP reviewers. 2) Use the rubric to provide meaningful feedback. 3) Discuss the components of the ASCA National Model essential to RAMP applications. 4) Discuss the effective use of RAMP narratives.

Susan Arvidson, Lead Elementary School Counselor, St. Paul Public Schools, St. Paul, Minn.; **Mark Kuranz**, Adjunct Professor, Marquette University; **Karen Griffith**, Adjunct Professor, The University of Georgia

Create Safe and Inclusive Schools for LGBTQ Students

All Practice Levels

All Experience Levels

207

LGBTQ students experience higher rates of bullying, harassment and rejection from their peers, educator, and families than other students. These challenges directly affect their ability to learn and thrive. According to the Human Rights Campaign's 2018 LGBTQ Youth Report, only 27 percent of LGBTQ students are comfortable talking with a school counselor about issues related to their LGBTQ identity. Learn how to establish safe and supportive schools and to provide culturally competent practices when working with LGBTQ students. A new collaborative LGBTQ Youth Report produced by HRC and ASCA will be distributed. After attending this session, you will be able to: 1) Identify the common concerns and challenges many LGBTQ students face in K-12 schools. 2) Access resources to support LGBTQ students in K-12 schools. 3) Strategize ways to improve safety, connectedness, attendance, academic achievement and future aspirations for LGBTQ students

Vinnie Pompei, Director, Youth Well-Being Project & Time to THRIVE, Human Rights Campaign Foundation

12 - 12:20 P.M.

Express Learning: Small-Group Responsive Services

All Practice Levels

All Experience Levels

202

The small group responsive services RAMP component must include all small groups conducted in the academic year, the lesson plans and results reports of one small group lesson and the perception data instrument and chart used. After attending this session, you will be able to: 1) Discuss the best practices in completing the small group responsive services component of the RAMP application.

Jennifer Calabrese, School Counselor, White Knoll Middle School, West Columbia, S.C.

12 - 1:30 P.M.

Lunch in the Exhibit Hall

Hall CD – Level 2

1:30 - 2:30 P.M.

ASCA Mindsets & Behaviors

All Practice Levels

All Experience Levels

210

Learn how the ASCA Mindsets & Behaviors for Student Success can help focus your comprehensive school counseling program on students achieving their highest potential. Practice using the Mindsets & Behaviors in elementary, middle and high school lessons. Bring your laptop, and upload your new competencies tool. After attending this session, you will be able to: 1) Explain how the Mindsets and Behaviors were developed. 2) Explore the Mindsets and Behaviors and see how they relate to your work. 3) Collect data related to the Mindsets and Behaviors.

Joni Shook, ASCA-Certified Trainer; **Nan Worsowicz**, Supervisor of School Counseling (Retired), Duval County Public Schools, Ga..

Student Crisis in Schools

All Practice Levels

All Experience Levels

302

Dealing with student crises is a critical part of our job as school counselors. It's crucial to have a set protocol for dealing with student crises. Walk away with a blueprint for creating a crisis intervention/prevention protocol. Learn how to identify, respond to and prevent student crises, as well as implement an effective crisis protocol to ensure student safety. After attending this session, you will be able to: 1) Define student crisis. 2) Analyze the critical steps in responding to a student crisis outcry. 3) Discuss ways to prevent student crises through guidance lesson and group counseling techniques.

Stephanie Lerner, School Counselor, Del Valle Independent School District, Del Valle, Texas

Elementary/Middle School Career & College Exploration

All Practice Levels

All Experience Levels

Ballroom B

Connecting learning to earning can increase student and family engagement in education. Build on your district career technical education (CTE) programs by showing how they can be continued into career paths using a "gallery walk" that works with all learning styles, literacy levels and parental involvement. Understand the revolution of CTE now preparing students for high-demand, well-paying careers, free college credit and wonderful scholarship opportunities. After attending this session, you will be able to: 1) Adapt provided materials to offer a career and college exploration gallery walk in your school. 2) Advocate for CTE programs for low-, average- and high-performing students with stakeholders. 3) Engage at-risk students and open doors for greater responsibility, independence and education while helping tunnel-focused students explore additional pathways and opportunities. 4) Engage community professionals to build relationships with students and staff. 5) Use data collection to provide personalized counseling with students and families as needed.

Rebecca School, School Counselor, Norton City Schools, Norton, Ohio

Implementing RAMP in an Internship Course

School Counselor Educators

Beginner

202

Hear how one school counselor educator uses a two-pronged approach with current school counselors and school counseling interns to increase their effectiveness by using the Recognized ASCA Model Program (RAMP) information. Learn how the RAMP application is used as an opportunity to update, strengthen and support the work of current site supervisors in the field, and see how school counseling interns' understanding of RAMP expands during targeted internship experiences, allowing for enhanced advocacy and leadership opportunities. After attending this session, you will be able to: 1) Discuss the value of educating, supporting and strengthening the work of current school counselors and site supervisors. 2) List ways to provide real-world opportunities for school counseling interns with regard to RAMP. 3) Develop a plan to strengthen the delivery and implementation of RAMP in your school counselor education program.

Jessica Lane, Ph.D., Assistant Professor, Kansas State University

Facilitate Informed College Decision Making

Middle School, High School

All Experience Levels

309

The college decision-making process is stressful for students and families, and the sheer volume of information available can be overwhelming. Learn about research-based free resources and tools you, students and families can use to facilitate informed, personalized and meaningful decisions about which colleges to apply to and ultimately attend. Hear how you can use these resources and tools as part of a comprehensive school counseling program. After attending this session, you will be able to: 1) Teach students and families how to use tools to assist with informed college decision making. 2) Describe information students and families need when making college decisions. 3) Explain how college-counseling-oriented work is a school counseling process.

Tim Poynton, Ed.D., Associate Professor, University of Massachusetts – Boston

Classroom Management Skills

All Practice Levels

All Experience Levels

Ballroom C

School counselors provide classroom lessons to every student as part of implementing the ASCA National Model. Often schools recommend classroom management strategies for teachers, but what about school counselors? Hear about evidence-based classroom management strategies specifically for school counselors recommended by the U.S. Department of Education and aligned with the ASCA National Model. Revolutionize your classroom management, and gain tools you can implement immediately. After attending this session, you will be able to: 1) Discuss evidence-based classroom management strategies. 2) Create an action plan to implement evidence-based classroom management strategies in your program. 3) Discuss successful school-counseling-specific classroom management strategies, challenges and goals.

Rawn Boulden, Doctoral Student, Old Dominion University; **Emily Goodman-Scott**, Ph.D., Assistant Professor, Old Dominion University; **Stephanie Smith-Durkin**, School Counselor, Ocean Lakes High School, Virginia Beach, Va.

Implement Mindfulness into Middle School Curriculum

Middle School

All Experience Levels

200

Mindfulness programs have become more popular over the past several years, yet many schools are struggling to find the time and resources to effectively implement these strategies in the classroom. Learn how one school tackled this challenge through a collaboration between English teachers and middle school advisors. Examine lessons learned, as well as future plans to expand the current program. After attending this session you will be able to: 1) Explain the importance of mindfulness programs, especially as they pertain to the development of middle school students. 2) Identify resources and strategies available for the implementation of mindfulness programs. 3) Examine your current school practices and develop ways to enhance them using mindfulness.

Rylan Smith, School Counselor, Trinity Preparatory School, Winter Park, Fla.

The New School Counselor Survival Workshop

All Practice Levels

Beginner

306

Establishing and maintaining an effective, comprehensive school counseling program requires energy and know-how, especially of those new to the school counseling profession. Engage to increase confidence, build skills, gain stamina, create healthy school counselor/administrator partnerships and enhance school counselor/stakeholder collaborations for affecting student achievement and ensuring a long-lasting and satisfying career in school counseling. After attending this session you will be able to: 1) Identify pitfalls that may lead to early burnout. 2) Discuss skills to advocate for the school counselor's role. 3) Create a new school counselor toolkit of resources. 4) Create and use mission and visions statements to build a program foundation.

Deirdra Williams, Dean of Counseling and Student Services, Heritage High School, Wake Forest, N.C.; **Shawn Bultsma**, Ph.D., School Counselor Educator, Grand Valley State University

Parental Incarceration: Lessons from Children's Perspective

All Practice Levels

All Experience Levels

207

It's estimated that more than 10 million children and adolescents experience parental incarceration. Having a parent in jail or prison has academic, behavioral and social/emotional implications for K-12 students, yet not a lot is written or researched for school counselors about working with this vulnerable and stigmatized population. Even less is available regarding interventions that may be helpful in working with these children and families. Learn about research conducted with children of incarcerated parents so you can benefit from the insights of the children themselves, and learn ways to address students' needs and facilitate their growth. After attending this session, you will be able to: 1) Recognize the individual-, family-, and school-level consequences of parental incarceration. 2) Discuss different complex forms of grief and appreciate the stressors children of incarcerated parents face. 3) Identify ways the ASCA Mindsets & Behaviors can be used to conceptualize and address expected outcomes for students who have an incarcerated parent. 4) Implement effective strategies for prevention and intervention efforts with K-12 students who have an incarcerated parent.

Aubrey Uresti, Doctoral Student, University of California – Davis

Close Achievement Gaps With Yoga

All Practice Levels

All Experience Levels

312

Educators are becoming more aware of the myriad benefits yoga in schools can provide. Evidence shows yoga can improve emotional regulation, increase positive behavior, reduce stress and anxiety and improve academic performance. In addition, yoga practices and techniques can be integrated into a comprehensive school counseling program and crosswalked to support RTI, PBIS and SEL core competencies. Learn about practical tips and resources to

integrate yoga to narrow achievement gaps and achieve school counseling program goals. After attending this session, you will be able to: 1) Demonstrate basic principles of yoga in schools. 2) Identify how yoga can be integrated into a data-driven, comprehensive school counseling program. 3) Apply best practices for implementing yoga in schools.

Erin Hurley, School Counselor, Cherry Run Elementary School, Burke, Va.

Snaps, Sexts and Social Media

All Practice Levels

All Experience Levels

Ballroom A

The complexities that have emerged in girls' lives as a result of social media are intense and far-reaching. From safety issues to cyberbullying to navigating friendships and relationships, the constant connectedness requires new approaches to teaching boundaries, coping skills, confidence and communication. Girls' access to information is immediate and expansive, and their relationships, accomplishments and opinions are now a public performance. Learn about new research, insights and strategies to help girls develop confidence and competence in a connected world. After attending this session, you will be able to: 1) Discuss issues girls face related to social media and technology. 2) List strategies for helping middle and high school girls effectively navigate the new social media landscape. 3) Help girls develop a healthy self-concept, navigate relationship effectively and set healthy boundaries in relationships.

Lisa Hinkelman, Ph.D., Founder and Director, Ruling Our eXperiences

Make Data Work

All Practice Levels

All Experience Levels

203

School counselors understand the importance of using data but sometimes have trouble finding the time to identify the right goals, develop plans to accomplish their goals, create surveys to collect data, analyze the data they collect and share their findings. Focus on the four-step process addressed in "Making DATA Work" to simplify data collection, analysis and dissemination. Learn about new features in the latest edition, and acquire some tools you can take back to your school and implement immediately. After attending this session, you will be able to: 1) Explain the Making DATA Work process. 2) Identify the fourth edition revisions. 3) Implement the steps of the Making DATA Work process in your program.

Heidi Truax, School Counselor, Simpson Academy for Young Women, Chicago, Ill.; **Richard Tench**, School Counselor, St. Albans High School, St. Albans, W.Va.

1:30 - 3:30 P.M.

Lessons That Make Sense

All Practice Levels

All Experience Levels

311

Lessons should focus on thematic units and should connect to current content areas for teacher and school counselor collaboration. Starting with a curriculum map, learn how to review current delivery topics, and develop a lesson plan with measurable learning outcomes. Hear examples of content area units to foster teacher and school counselor collaboration. Enhance your delivery of classroom lessons with an organized format that connects the topics to the school counseling program goals and district initiatives. After attending this session, you will be able to: 1) Evaluate current curriculum maps for themes and connect them with school counseling and district initiatives. 2) Define the purpose and develop essential questions for lesson plans. 3) Write lesson plans that include the components: essential question, key concepts, ASCA Mindset & Behaviors and evaluation methods. 4) Reflect lesson plan data to guide delivery enhancements.

Deborah Hardy, Ed.D., GuidED Consulting, LLC

The Power to Motivate

All Practice Levels

All Experience Levels

304

Does it seem like you're more committed to positive changes for your students than they are? Before students can improve their grades, build healthy relationships or pursue career plans in earnest, they must be deeply motivated. Motivational interviewing is an evidence-based counseling style that taps into students' own motivation to make positive changes in their lives. Learn practical techniques to help students change their future trajectory for the better. After attending this session, you will be able to: 1) Build working relationships with students by displaying empathy. 2) Use motivational interviewing skills to increase the chances students will move beyond the status quo. 3) Employ advanced motivational interviewing techniques.

Reagan North, School Counselor, Kamiak High School, Mukilteo, Wash,

Support Undocumented Students

All Practice Levels

All Experience Levels

208

Undocumented students face significant social/emotional, financial, logistical and legal challenges to their success and well-being. Unafraid Educators aims to empower school counselors and all educators as allies and advocates for their undocumented students and families. Learn about undocumented students' rights to an education, and explore resources and ways to empower undocumented students as they navigate the classroom, schools and the college application process. After attending this session, you will be able to: 1) Discuss undocumented students' rights to a public education and our responsibility to support undocumented students and families. 2) Identify at least one strategy for supporting undocumented immigrant students and families that is within the scope of the school counselor's role. 3) Connect with a broader community of colleagues supporting undocumented students and families.

Maya Taft-Morales, Fourth-Grade Inclusion SEI Teacher, Donal McKay K–8 School, Boston, Mass.; **Claudia Martinez**, School Counselor, Boston Public Schools, Boston, Mass.; **Molly McKay Bryson**, Social and Emotional Learning Specialist, Boston Public Schools, Boston, Mass.

RAMP Camp 2

All Practice Levels

Advanced

310

Are you working on or ready to work on your Recognized ASCA Model Program (RAMP) application? Learn about documentation requirements and hear how to pull it all together. After attending this session, you will be able to: 1) Identify the required documentation associated with the specific components of RAMP such as annual agreement, advisory council, calendars, action plans, results reports and program evaluation reflection.

Karen Griffith, Adjunct Professor, The University of Georgia

2:45 - 3:45 P.M.

Be an Ethics Superstar

All Practice Levels

All Experience Levels

Ballroom C

The ASCA Ethical Standards for School Counselors are essential to a successful school counseling program at all levels. Learn how one district formed a district team to facilitate consultation and ethical decision making to maintain high standards of integrity, leadership and professionalism. Learn about the training received and the training given as well as examples of how the district has used the council. After attending this session, you will be able to: 1) Locate the ASCA Ethical Standards and the ASCA U Legal and Ethical Specialist course online. 2) Form an ethics team at your district or campus. 3) Provide information about school counseling ethics to others.

Myra Ortega, District Counselor, Socorro Independent School District, El Paso, Texas; **Jennifer Madrid**, School Counselor, James P. Butler Elementary School, El Paso, Texas

Support English-Language Learners and Their Families

All Practice Levels

Beginner

306

School counselors work to advocate and support English learners. Indirect student services allow school counselors to address student needs through referral, consultation and collaboration. Securing and engaging in these services often requires formal meetings with parents, educators and community members. Communication is essential; however, language differences may bring unique complexities to these meetings, and factors such as interpreters, language brokering, time and meeting context can influence meeting outcomes. Hear guidelines for meetings and consultation on behalf of English learners, and leave with needed tools to facilitate revolutionary meetings and outcomes for English learners and their families. After attending this session, you will be able to: 1) Discuss strategies to implement in meetings for English learners. 2) Identify requirements for utilizing interpreters in school meetings. 3) Define language brokering and its impact on students. 4) List strategies to support English learners in schools.

Malti Tuttle, Ph.D., Assistant Professor, Auburn University; **Leonissa Johnson**, Assistant Professor, Clark Atlanta University

Growth Mindset Small Groups

All Practice Levels

Beginner

Ballroom A

Growth mindset small groups give you the flexibility to use one curriculum to address different target behaviors. If you have students dealing with issues such as anxiety, motivation, self-esteem or perfectionism, they can all benefit from adopting a growth mindset and learning more about accepting mistakes as a part of the learning process. Hear how to structure meaningful small groups, and leave with ideas for creating lessons incorporating mindfulness concepts, neuroplasticity, grit and the power of yet. After attending this session, you will be able to: 1) Plan growth mindset small groups with innovative lessons and projects. 2) Explain how growth mindset concepts can increase student outcomes.

Lisa King, Blackwell Elementary School, Marietta, Ga.

What's in Your Cultural Toolbox?

All Experience Levels

210

Cultural competency within the counseling profession has become a major emphasis and is even more critical for school counselors. Engage in simple, creative and culturally focused strategies and interventions targeting minority students and parents, specifically African-American and Hispanic high school student populations. After attending this session, you will be able to: 1) Implement a teen girls counseling group incorporating cultural norms and traditions. 2) Host parent workshops promoting student and parent collaborative engagement. 3) Implement interactive games to engage students in mental health awareness.

Hazel Vaughn, School Counselor, McEachern High School, Powder Springs, Ga.; **Mirna Wynn**, Ed.D., School Counselor, Hillsgrove High School, Powder Springs, Ga.

Districtwide ASCA National Model Implementation

All Practice Levels

All Experience Levels

309

Struggling to implement the ASCA National Model districtwide? Hear ways to overcome barriers to full implementation. The Clark County School District completed a three-year process aimed at getting all 357 schools to implement the ASCA National Model. Efforts involved training 600 school counselors while providing support and resources throughout the process. Form your own battle plan by hearing what we learned in our journey. After attending this session, you will be able to: 1) Identify ways to increase stakeholder support. 2) Compare the Clark County School District ASCA National Model implementation process to your current implementation of the ASCA National Model. 3) Formulate next step to implement a comprehensive, districtwide school counseling program using the ASCA National Model.

Ken Basinger, School Counselor Specialist, Clark County School District, Las Vegas, Nev.; **Kathy Mead**, Director of Guidance and Counseling, Clark County School District, Las Vegas, Nev.; **Chad Gregorius**, High School Counselor Specialist, Clark County School District, Las Vegas, Nev.

Build a Community of Care for Suicide Prevention

All Practice Levels

All Experience Levels

312

As students wrestle with depression, anxiety and suicidal ideation, schools need intentional development of public health approaches addressing all levels of need, informed by evidence-based strategies. Hear how one urban school corporation uses partners to assist in vetting and implementation of suicide prevention and postvention approaches. Schoolwide education, early intervention/postvention, Tier Two assistance and standardized identification of students who need additional resources are all part the approach in partnership with Youth First Inc. Build the case for community involvement, relationship investment and thoughtful service delivery as part of your comprehensive school counseling program. After attending this session, you will be able to: 1) Identify ways to build a "community of care" by supporting community coalitions to address suicide prevention. 2) Discuss suicide prevention education/postvention methods and how community providers are involved. 3) Discuss Tier 2 suicide risk assessment methods and groups used to assist students at higher levels of need. 4) Explain how to build a school/community suicide prevention structure using all tiers of support.

Stephanie Crandell, Director of Student Support Services, Middle School/K-8 Counseling Support. Evansville Vanderburgh School Corporation, Evanville, Ind.

Improve Student Behavior With Emotional Regulation

All Practice Levels

All Experience Levels

Ballroom B

Research shows emotional regulation is a core deficit of disabilities including autism and ADHD. Current approaches don't show progress across settings or lasting change; however, new research shows deficits in brain regions that control and regulate emotions. Reframe the way education views behavior issues in children, and learn strategies to help students develop emotional regulation in and out of the classroom. After attending this session, you will be able to: 1) Explain the latest research on emotional regulation and how it affects student behavior and learning. 2) Discuss current programs and strategies to manage the behaviors resulting from diminished emotional regulation abilities. 3) Describe a new and proven method to teach students strategies to manage emotional regulation in classrooms using cognitive behavioral theory, engaging student activities and classroom work.

Lori Jackson, Co-founder, The Connections Model; **Steven Peck**, Lead Special Education Teacher, Natick Public Schools, Natick, Mass.

100 Males to College Initiative

All Practice Levels

All Experience Levels

203

The 100 Males to College program was created to increase college access, enrollment, retention and success for low-income males and males of color and engage our most promising yet underserved young men in a personal and educational transformational journey. The 100 Males to College program is anchored in strengthening young men by providing them the opportunity to actively engage in a positive youth development model that embraces culture, identity and community. Walk away with strategies to implement your own program aligned to district goals of increasing graduation rates and decreasing dropout rates. After attending this session, you will be able to: 1) Use data to Identify a target group. 2) Use the positive youth development model to design a school-based program. 3) Identify community partnerships to support program needs. 4) Develop activities to engage educators, students and parents.

Anne Dillard, Senior School Counselor, Roger L. Putnam Vocational Technical Academy, Springfield, Mass.; **Leticia Boyles**, Ed.D., School Counselor, High School of Science & Technology, Springfield, Mass.

Create a K-12 College-Going Culture

All Practice Levels

All Experience Levels

302

Creating a college-going culture begins with elementary and middle school counselors and advisers. Recent research published by the National Association for College Admission Counseling (NACAC) highlights the critical role school counselors play in promoting a college-going culture and improving the likelihood of students applying to, enrolling and persisting in postsecondary education. Learn more about NACAC's 2017 research findings and how to promote a college-going mindset through free K-12 postsecondary exploration activities. After attending this session, you will be able to: 1) Discuss a K-12 postsecondary awareness curriculum you can implement in a variety of settings with key stakeholders. 2) Implement postsecondary awareness activities to enhance your academic and social/emotional development in relation to postsecondary education. 3) Explain the college admission process and how to support students and their families.

Crystal Newby, Associate Director of Education and Training, National Association for College Admission Counseling; **Kellie Kirstein**, Education and Training Program Manager, National Association for College Admission Counseling

Keep Students Safe Online

All Practice Levels

All Experience Levels

200

It's a fact of 21st-century life that most kids are connected to each other 24/7. Although school counselors may never be quite as up-to-date on apps, video games and social media as our students, we do hold the upper hand when it comes to moral savvy and life experience. It's essential that we do our best to keep up on the latest trends and options available to young people and offer them guidance and wisdom on how to use technology safely, respectfully and with dignity. Hear practical strategies for dealing with social media, texting, sexting and other issues you need to know to keep students safe online. After attending this session, you will be able to: 1) Explain how the use of technology can exacerbate cruelty among students. 2) Identify the most popular social media apps and websites used by school-aged kids. 3) Implement strategies to help keep students safe and respectful online. 4) Identify effective ways to teach students about sexting and other risky online behaviors.

Signe Whitson, Director of Counseling and Wellness, The Swain School, Allentown, Pa.

Write Exemplary RAMP Narratives

All Practice Levels

Intermediate

202

The first 11 components of the RAMP application require 300-750 word narratives, which provide a rationale and explanation for the information submitted and a deeper understanding of the process. Hear examples and tips on how RAMP narratives clearly tell the story for each component, including what decisions were made, how you made them and what you learned from the work. Explore what RAMP reviewers need to know to understand your school, program and each application component. After attending this session, you will be able to: 1) Determine the most strategic use of RAMP narratives. 2) Analyze and evaluate narrative examples. 3) Compose narratives that reflect the RAMP rubric.

Mark Kuranz, Adjunct Professor, Marquette University; **Karen Griffith**, Adjunct Professor, The University of Georgia

NCAA Eligibility Center: Overview and Updates

High School

All Experience Levels

207

Hear critical information for supporting prospective student-athletes. Learn about the academic requirements students must meet to be eligible, as well as the role of school counselors in the NCAA Eligibility Center process. Focus on the new SAT, online courses and the core-course review process.

After attending this session, you should be able to: 1) Explain the purpose of NCAA initial eligibility and its relationship with college readiness and success. 2) Explain academic requirements students must meet to be eligible for NCAA athletics. 3) Discuss the high school counselor's role in the process.

Nick Sproull, Director, NCAA Eligibility Center

4 - 5 P.M.

ASCA National Recognition for School Counselor Preparation Programs

School Counselor Educators

All Experience Levels

208

Learn about ASCA's new national recognition for school counselor education preparation programs. After attending this session, you will be able to: 1) Summarize the background of the development of standards. 2) Discuss the standards and components of the program. 3) Explain CAEP and the application process.

Angela Hickman, Director of Research Media, ASCA; **Stevie Chepko**, Assistant Dean, College of Education, University of Nebraska; **Paul Barnes**, Ph.D., Associate Professor, University of Nebraska

School Counselor Perceptions With a Cultural Lens

All Practice Levels

All Experience Levels

302

School counselors are expected to understand students' cultural backgrounds, as well as how their own values may affect the school counseling process. We're accountable to identify gaps in college and career access, addressing both intentional and unintentional biases related to college and career counseling, but do marginalized students feel we're meeting their needs? Hear the results of a study examining marginalized students' perceptions of school counseling services. After attending this session, you will be able to: 1) Recognize school counselors' common personal biases in identifying students who need school counseling support. 2) Discuss systemic barriers negatively affecting some students in meeting their aspirations. 3) Identify cultural groups who perceive limited support from school counselors as well as those who feel supported by their school counselors. 4) Strategize ways to support marginalized students who may not have aspirations to attend college.

Michelle Cox, Ph.D., School Counselor Educator, Azusa Pacific University; **Bryan Bowens**, Ed.D., Teacher, South High School, Bakersfield, Calif.

Comprehensive Foster Youth Programs

All Practice Levels

All Experience Levels

202

Foster youth are often the invisible, underserved population. Hear how to create a comprehensive academic and social/emotional program serving the needs of today's foster youth. Learn about academic supports, on-campus programs and mentorships, district and community outreach, career readiness, resources

and how to build meaningful relationships for this at-risk population. Discuss financial limitations and options and how you can continue building the program each year. After attending this session, you will be able to: 1) Discuss the underserved population of foster youth, their needs and best practices on how to support them. 2) Practice presented skills, resources and techniques in your schools. 3) Explain data collection and the important role data plays in creating new funding sources and receiving resources.

Jenna Mendez, Foster Youth Counselor, Corona–Norco Unified School District, Norco, Calif.

The Importance of Addressing Grief in Schools

All Practice Levels

All Experience Levels

Ballroom A

Students in all types of schools can experience some level of grief or loss. Groups for grieving students provide support for multiple students in an efficient manner, connection with other grieving students to decrease feelings of isolation and a safe space to process grief and other stressors that may complicate the grieving process. After attending this session, you will be able to: 1) Describe the importance of directly addressing grief in the school setting. 2) Implement and run a grief group for students. 3) Use creative interventions and strategies to help students experiencing grief.

Rachel Saunders, Doctoral Student, University of North Carolina at Charlotte; **Katie Christensen**, Doctoral Student, University of North Carolina at Charlotte

Adopt-A-Classroom Connections

All Practice Levels

All Experience Levels

309

Learn how one district's faculty and K-12 students collaborated to encourage all students' career and college aspirations. The Adopt-A-Classroom initiative paired high school with elementary school students to share their future stories, which included four-year colleges, working in the trades, military service and entering the workforce. Through this conversation, elementary students became excited to take advantage of the opportunities offered at their high school and to explore their own future stories. After attending this session, you will be able to: 1) Brainstorm a program connecting high school students with elementary students to encourage a college-going culture. 2) Access resources to use during classroom presentations. 3) Encourage alternative pathways while in high school, such as CTE & dual enrollment courses.

Kate Stevens, School Counselor, Gorham High School, Gorham, Maine; **Brian Jandreau**, Principal, Gorham High School, Gorham, Maine

Revolutionize Your School Counseling Program

All Practice Levels

Beginner

311

Components of the ASCA National Model have you stumped? Want to learn about effective advisory councils, calendars and advocacy? Ever thought about pursuing the Recognized ASCA Model Program (RAMP) designation or just want to enhance your delivery services for students? Hear best practices from a RAMP high school including leadership, advocacy and collaboration. Leave with tools you can use upon return to your school. After attending this session, you will be able to: 1) Implement best practices in your own school counseling program in an effective and easy manner. 2) Align your program with the ASCA National Model. 3) Consider applying for RAMP.

Tracy Pressley, School Counselor, Lake Havasu Unified School District, Lake Havasu City, Ariz.; **Sarah Skemp**, School Counselor, Lake Havasu Unified School District, Lake Havasu City, Ariz.

Confident Me! Middle School Body Confidence Program

Middle School

All Experience Levels

Ballroom B

The free Dove Self-Esteem Program Confident Me! is a one- and five-session program for middle school students. Research has shown students participating in these lessons have improved body image and self-esteem and feel more confident to participate in social and academic activities. Confident Me! uses skills-based health education and focuses on challenging unrealistic sociocultural ideals of appearance, improving media literacy with respect to these ideals, reducing appearance comparisons and appearance conversations and encouraging body activism and positive behavior change. After attending this session, you will be able to: 1) Discuss key skills and knowledge concepts addressed in the Confident Me! lessons. 2) Examine ways in which the Confident Me! lessons can contribute to your current work with students. 3) Identify opportunities, challenges and resources to implement the Confident Me! lessons in your school community.

Antionette Meeks, Ed.D., Consultant Trainer, ETR Associates and Dove Self Esteem Project Consultant; **Danielle Petrucci**, K-12 Wellness Curriculum Coordinator, Hamilton Wenham Regional School District, Hamilton, Mass., and Dove Self Esteem Project Consultant

Stepping Stones for a Senior Internship Program

High School

All Experience Levels

207

Introducing an internship opportunity for seniors encourages valuable, hands-on experience as a stepping stone for them on their career path. Discover how to implement an internship program at your school by learning about the implementation process at a mid-sized suburban high school. Take away resources, ideas and suggestions on how to gather proper materials, identify barriers and lay a path for your own successful internship program. After attending this session, you will be able to: 1) Identify ways to increase stakeholder buy in. 2) Compare the senior internship program implementation process to your current internship opportunities and/or program. 3) Brainstorm next steps toward implementing an internship program at your school.

Kerry Bartlett, School Counselor, Hudson High School, Hudson, Mass.; **Angela Flynn**, Director of School Counseling, Hudson High School, Hudson, Mass.

K–12 Career Counseling

All Practice Levels

All Experience Levels

200

School counselors wear many hats, and career counselor is just one of them. It can be difficult to prepare a variety of career lessons that are engaging and multi-level for career/college portfolios. Looking for easily replicated lesson plans and activities? Take a K-12 adventure in career planning. After attending this session, you will be able to: 1) List practical classroom strategies for teaching about careers. 2) Engage in classroom-based lessons for an authentic experience. 3) Discuss K-12 career plan implementation.

Linda Binion, K–12 Director of Counseling Services, North Shore School District, Glen Head, N.Y.; **Emily Hall**, Career Development Counselor, Spotsylvania County Schools, Spotsylvania, Va.; **Cheryl Gallelo**, Director of School Counseling, Freedom Middle School, Fredericksburg, Va.

The Power in the Space Between Stimulus and Response

All Practice Levels

All Experience Levels

203

Viktor E. Frankl, Holocaust survivor, said, "Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom." The choices we make in that space define us. Explicitly teaching students they have the power to choose before responding creates an extraordinary opportunity. Explore engaging self-awareness skills activities, and walk away with lessons you can use right away. Create schoolwide language around the power we have to make choices in that important space. After attending this session, you will be able to: 1) Explain the self-awareness opportunities that take place when the space between stimulus and response is filled by conscience choices. 2) Align lessons on stimulus and response with the ASCA Mindsets & Behaviors. 3) Execute multiple engaging lessons for students and staff on ways to use the space between stimulus and response in school and other social settings.

Deborah Blume, School Counselor, Greenville County Schools, Greenville, S.C.

Grant Writing for School Counselors

All Practice Levels

All Experience Levels

310

Full of great ideas? Eager to start a new program or project? Tired of the fact that money is always the issue? Learn how to locate, write and land grants to support the ASCA National Model and your school counseling program. Develop knowledge of grant resources, strategize ways to succeed, brainstorm innovative ideas for collaboration in your building and land the money to help you achieve all of this. After attending this session, you will be able to: 1) Explain the ASCA Mindsets & Behaviors and how they align with grant funding. 2) Recognize where grant funds exist, how to access them and what funders are looking for as well as strategies for writing successful grants. 3) Brainstorm ideas for program support and implementation.

Cassie Poncelow, School Counselor, Poudre High School and Fort Collins High School, Fort Collins, Colo.; **Stacy Poncelow**, Grants Coordinator, Poudre School District, Fort Collins, Colo.

Data Practices for College & Career Readiness Programs

All Experience Levels

304

Using innovative data practices is critical to validating the success of any college and career readiness program. Whether it's assessing the effectiveness of a school-based program or a district department evaluating the impact of a college- and career-readiness initiative, developing intentional data collections protocols, practices and monitoring systems provides greater data-driven insights. Walk away with simplified explanations of data metrics and practical templates for daily, monthly and annually reporting procedures. After attending this session, you will be able to: 1) Identify key college- and career-readiness indicators and metrics. 2) Develop easy data collection tools and procedures to assess college and career activities with students. 3) Explain how data can be used to validate programming, expand services and seek funding resources.

Stacy Burrell, Ph.D., Director of Grants Compliance and Monitoring Department, Fort Worth Independence School District, Fort Worth, Texas

Data to Drive Your Tier 2 and Tier 3 Interventions

All Practice Levels

All Experience Levels

Ballroom C

For many school counselors, data can be intimidating. Come to this session to learn how you can proactively use data to identify students in need of Tier 2 and Tier 3 supports; determine which interventions to implement; implement effective, evidenced-based interventions; and evaluate the interventions to ensure student success. Engage in small- and large-group discussions, and walk away with several sample documents to support you in effectively using data to drive Tier 2 and Tier 3 interventions. After attending this session, you will be able to: 1) List data criteria within your district or building you can use to identify students in need of a Tier 2 and/or Tier 3 intervention. 2) Evaluate how you currently use data to drive Tier 2 and Tier 3 interventions. 3) Design an action plan.

Ashley Kruger, School Counselor, Murrieta Valley Unified School District, Murrieta, Calif.

Engaging Lessons and Trainings

All Practice Levels

All Experience Levels

312

Gone are the days of classrooms with coffin rows and lecture-style lessons. Instructional practices are changing to meet the learning needs of Generation Z and millennial adult learners. As a society, we are immersed in highly stimulating multimedia and technology every day, and presentations and trainings with PowerPoint presentations and handouts don't hold the attention of today's learners. Focus on learner engagement strategy, and discover how to adapt your current school counseling lessons or staff developments to create fun, engaging learning experiences that encourage communication and collaboration. After attending this session, you will be able to: 1) Modify existing trainings and lessons to increase collaboration, communication and learner outcomes. 2) Design breakout sessions to address ASCA Mindsets & Behaviors and adult learner objectives. 3) Assemble a basic breakout kit based on lesson/training plans.

Brandi Augenstein, Counseling, Graduation and Dual Enrollment Program Specialist, Santa Ana Unified School District, Santa Ana, Calif.; **MJ Hegardt**, Lead Counselor, Santa Ana Unified School District, Santa Ana, Calif.

Combat the Opioid Crisis

All Practice Levels

Beginner

210

The opioid crisis has led to an unprecedented number of deaths from prescription and nonprescription opiates. Youth and young adults are disproportionately affected by opioid addiction, and many of the risk factors emerge in elementary and middle school. School counselors are well-positioned to promote systemic change in curbing the crisis, yet often lack training, professional development opportunities, knowledge of community partnerships and the most cogent counseling strategies. Learn how you can better understand your local context through nationally representative data, identify mechanisms for community collaboration and empirically supported prevention and intervention efforts relevant to every school level. After attending this session, you will be able to: 1) Describe the current opiate crisis and contributing factors. 2) Navigate national data sets to leverage local information. 3) Identify community partners who can strengthen your efforts to curb the opiate crisis. 4) Articulate prevention strategies that work and school counseling techniques for students at risk.

Chloe Lancaster, Ph.D., Associate Professor, University of South Florida

Grow Your School Counseling Program With STEM

All Practice Levels

All Experience Levels

306

STEM is the buzz these days, but do you really know what STEM means? Learn how, through STEM-infused comprehensive school counseling programming, all students can be successful and engaged. Programs with foundations in STEM can address all three domains in a real-world way and create not just successful students but passionate and motivated student leaders. Experience how collaboration and the use of the design process can elevate your school counseling program to the next level. After attending this session, you will be able to: 1) Identify ways you can integrate STEM programming into your comprehensive school counseling program. 2) Prioritize the advantages STEM can have on your comprehensive school counseling program.

Kris Owen, School Counselor, Ridgeview STEM Junior High School, Pickerington, Ohio; **Eileen McGarvey**, School Counselor, Ridgeview STEM Junior High School, Pickerington, Ohio; **Molly McGarvey**, WISE Coach, Ridgeview STEM Junior High School, Pickerington, Ohio

7 - 9:30 P.M.

RAMP Recognition Dinner

Grand Ballroom, Sheraton Boston

This is a ticketed event. If you preregistered for the RAMP Recognition Dinner, you'll receive your ticket at registration. If you haven't preregistered and would like to attend, check at registration to see if any tickets are still available.

TUESDAY, JULY 2

8 - 8:30 A.M

Lite Bites

8 a.m - 12 P.M.

Registration Open

Level 2 - Hynes Convention Center

8:30 - 8:50 A.M

CANCELED_Support First-Generation Students

Beginner

310

Many research findings, including the National Center for Education Statistics, indicate that more than 30 percent of all entering freshmen are first-generation college students. First-generation students have a wide range of diverse and unique challenges, which are often viewed as negative disadvantages. Often times, school personnel overlook the resilience and persistence first-generation students demonstrate and the special skills and experiences they bring into the school environment. After attending this session, you will be able to: 1) Explain the diverse challenges of first-generation students. 2) Strategize ways to effectively support first-generation students' needs for successful academic, career and social/emotional development.

Jennifer Vo, Graduate Student, San Diego State University; **Patrick Chen**, San Diego High School of International Studies, San Diego, Calif.

8:30 - 9:30 A.M

Unforgettable Career Day Events

All Practice Levels

All Experience Levels

309

Creating a culture of postsecondary readiness is an ethical standard for school counselors. Planning an annual career day will help provide students with the career awareness and exploration they need to make decisions regarding postsecondary education. Learn about the procedures, skills and tools you need to create a memorable career day at your school. Hear about selecting a career day style, determining student interest, finding ideal presenters, minimizing cancellations and no-shows, developing a timeline for specific implementation steps, using technology to create schedules and evaluating the career day. After attending this session, you will be able to: 1) Explain to campus stakeholders how a well-orchestrated career day is a vital part of career development under the ASCA Mindsets & Behaviors for Student Success. 2) Identify the timeline and steps needed to design a career day. 3) Choose ideal presenters for your career day. 4) Examine how technology can make career day preparation, organization and implementation almost effortless.

Karen Powell, School Counselor, Mission West Elementary School, Houston, Texas; **Scott Sterrantino**, Founder and President, hyperTechnologies

Student Growth With CBT Activities

Elementary School, Middle School

Intermediate

208

School counselors have time constraints that make cognitive approaches appear complicated or time-intensive. Learn about play-based cognitive-behavioral interventions for school counselors who encounter students who make inappropriate choices. Hear practical, quick and meaningful cognitive-behavior approaches you can use to address a variety of student concerns. After attending this session, you will be able to: 1) Apply creative play-based cognitive-behavioral activities within a comprehensive school counseling program. 2) Explain how age-appropriate cognitive-behavioral practices and techniques align with the ASCA School Counselor Professional Standards & Competencies. 3) Adapt and use cognitive-behavioral activities to meet elementary and middle school students' developmental needs. 4) Provide engaging individual, group and classroom interventions that address thoughts, feelings and behaviors to create measurable student growth.

Jenna Alvarez, Ph.D., Assistant Professor, Capital University; **Jennifer Marshall**, Community Family Intervention Provider, St. Vincent Family Centers

Counselor Educators as Cultural Mediators

School Counselor Educators

All Experience Levels

306

ASCA urges school counselors to address and celebrate culture rather than ignoring differences. Although this position is not new, some people still operate from a color-blind perspective. Learn about strategies school counselor educators can use to enhance the cultural competency of school counseling students. Identify opportunities for inclusion, and create methodologies for school counselors to help families navigate systems of oppression. After attending this session, you will be able to: 1) Assess counseling strategies and implications to address psycho-socio-developmental needs of students of color. 2) Design an individualized approach to prepare school counselors to implement culturally adapted strategies among students of color. 3) Plan methods to infuse social justice advocacy into pedagogy.

Eva Gibson, Ed.D., Assistant Professor, Tennessee State University; **Thurman Webb**, Ed.D., Assistant Professor, Tennessee State University

School Counselor National Board Certification

All Practice Levels

All Experience Levels

202

Elevate and empower your school counseling practice through the ASCA-aligned National Board certification process. This process will boost your school counseling program and strengthen your individual school counseling skills. Understand the professional and state-specific benefits accompanying National Board certification. After attending this session, you will be able to: 1) Explain how National Board certification can advance your professional growth and enhance your school counseling skills. 2) Compare National Board certification requirements to the ASCA School Counselor Professional Standards & Competencies. 3) Identify the four required components of a National Board entry.

Kristen Litchfield, School Counselor, Bailey Middle School, Cornelius, N.C.; **Jennifer Blair**, Section 504 Facilitator, Charlotte-Mecklenburg Schools, Charlotte, N.C.

Build Resilience for ACE-Affected Students

All Practice Levels

All Experience Levels

Ballroom A

School counselors are influential in the identification and support of students affected by adverse childhood experiences through the delivery of a trauma-sensitive and -informed comprehensive school counseling program. Learn how to foster a trauma-sensitive learning environment for all students. After attending this session, you will be able to: 1) Discuss adverse childhood experiences and how they have an impact on early brain growth, student well-being and educational outcomes. 2) Explain trauma-informed school counseling practices. 3) Describe how to foster a trauma-sensitive learning environment for all students through school counseling interventions and collaboration with school staff and community partners.

Summer Perhay Kuba, Ph.D., Professor, Liberty University; **Ellen Chance**, Ph.D., School Counselor, Florida Atlantic University High School, Boca Raton, Fla.

Gain Administrator Commitment for Comprehensive Programs

All Practice Levels

All Experience Levels

207

Collaboration between building and district-level administrators and school counselors is crucial to creating the shared vision and school climate that will prepare every student for a successful future. However, the road to transforming relationships between school counselors and administrators requires focused efforts of collaboration around common goals. Hear insights on creating positive relationships with the goal of cultivating strategies to better implement comprehensive school counseling programs and services. After attending this session, you will be able to: 1) Brainstorm strategies to gain support for implementing a comprehensive school counseling program. 2) Identify barriers to comprehensive school counseling programs at the building and district level and opportunities for relationship building with key decision makers. 3) Develop an action plan to implement the ASCA National Model while collaborating with other school counselors, principals and superintendents.

Daniel Cinotti, Ph.D., Assistant Professor, New York Institute of Technology; **Robert Feirsen**, Ed.D., Assistant Professor, New York Institute of Technology; **Carol Dahir**, Ed.D., Professor, New York Institute of Technology

Disrupt Relational Aggression

All Practice Levels

All Experience Levels

304

Navigating the cultural and social context of girl world is not a simple task. Relationally aggressive behavior is often prevalent during the adolescent years and is intensified by the use social media. Although relational aggression continues to receive national attention, resources addressing this behavior remain scarce. Focus on the cultural context of relational aggression, current research, including the role of bystanders, and prevention and intervention strategies to help girls manage this behavior. After attending this session, you will be able to: 1) Explain the context of relational aggression and the ways girls engage in this behavior. 2) Help girls positively engage in and with social media. 3) Provide evidence-based techniques to help adolescents navigate, manage and cope with relational aggression. 4) Provide support to caregivers of girls affected by relationally aggressive behavior.

Julia Taylor, Ph.D., Assistant Professor, University of Virginia

Confidentiality vs Sharing

All Practice Levels

All Experience Levels

302

Choosing whether to violate confidentiality is one of the most difficult decisions school counselors face. Breaking confidentiality can disrupt hard-earned trust between a school counselor and a student, but blindly upholding confidentiality can deprive parents of information they have a right to know. Examine this challenging issue from legal and ethical perspectives, and discuss the results of a large research study that revealed students' perceptions of the importance of confidentiality in the student/school counselor relationship. After attending this session, you will be able to: 1) Identify legal and ethical issues affecting confidentiality in the student/school counselor relationship. 2) Discuss research findings relevant to questions of maintaining confidentiality in the student/school counselor relationship. 3) Identify basic issues of confidentiality as related to both parents and teachers.

Rick Auger, Ph.D., Professor, Minnesota State University; **Nick Abel**, Ed.D., Assistant Professor, Butler University; **Brandie Oliver**, Ed.D., Associate Professor, Butler University

Working in Alternative Schools

High School

All Experience Levels

210

Teen moms. Adjudicated youth. Recovering addicts. Mental health challenges. Trauma. These are just a few of the challenges facing youth who walk into alternative schools across the nation. School counselors are on the frontline of creating a success plan for these students. The situations unique to alternative schools are numerous and can vary depending on your school. Focus on three general areas existing in all settings: special education challenges, adult student motivation factor and the perception that employment is valued over education. After attending this session, you will be able to: 1) Identify strategies to provide support to students in alternative school settings. 2) Engage in honest and compassionate sessions with students and guardians. 3) Initiate conversations with teachers and other staff members about supporting students.

Carletta Hurt, School Counselor, Roosevelt STAY High School, Washington, D.C.

8:30 - 10:30 A.M

Turn K–5 Lessons Into Experiential Marvels

Elementary School

Beginner

200

Are you wondering how to make learning fun and experiential for K-5 students? No matter what curriculum you use, learn how to bring it to life and make it pop. Hear new activities, tips and tricks for working with younger students and ways to create engagement. Learn how to be flexible, including making do with less-than-ideal spaces, resistant teachers and discipline challenges. After attending this session, you will be able to: 1) Experience activities to use in a variety of situations, with a variety of curriculums. 2) Identify quick tips and tricks for making your lessons come alive. 3) Articulate the goals and learning outcomes of an experiential lesson plan.

Margaret Rubens-Ellis, School Counselor, The Harbor School and Carpe Diem Primary School, Vashon, Wash.; **Lauren Baker**, School Counselor, Collierville Elementary School, Collierville, Tenn.

A Journey to Mindfulness

All Practice Levels

All Experience Levels

311

Students are experiencing anxiety and stress at higher levels than ever before. Hear about one school's journey to becoming a mindfulness school. Learn about the benefits of mindfulness, discover how to engage your community and participate in mindfulness practices that will help you begin your mindfulness journey. After attending this session, you will be able to: 1) Define and experience mindfulness. 2) Participate in activities such as mindfulness eating, listening, anchoring, body mapping, movement and breathing. 3) Brainstorm ideas of how to implement a mindfulness program. 4) Discuss the neuroscience and benefits of practicing mindfulness.

Julie Chamberlain, School Counselor, Tyler Elementary School, Gainesville, Va.; **Erica Herrera**, School Social Worker, Prince William County Schools, Manassas, Va.; **Anne Henry**, School Counselor, J.W. Alvey Elementary School, Haymarket, Va.; **Jennifer Perilla**, Principal, Tyler Elementary School, Gainesville, Va.

Evidence-Based Activities and Interventions

All Practice Levels

All Experience Levels

312

School counselors need to use effective activities and interventions to facilitate the best possible results. Therefore, it's imperative to access appropriate resources, understand and interpret those resources and be discerning in selections. Explore methods for finding and using best activities and interventions in program delivery. After attending this session, you will be able to: 1) Identify a variety of resources for best practice. 2) Construct better activities and interventions based on quality resources. 3) Employ a rubric for selecting activities, interventions and resources.

Mark Kuranz, Adjunct Professor, Marquette University; **Karen Griffith**, Adjunct Professor, The University of Georgia; **Brian Mathieson**, School Counseling Specialist, Vancouver, Wash.

9 - 9:20 A.M

Express Learning: Closing-the-Gap Results Reports

All Practice Levels

All Experience Levels

310

The closing-the-gap results report address academic or behavior discrepancies that exist among student groups and is tied to school counseling program goals. After attending this session, you will be able to: 1) Discuss the best practices in completing the closing-the-gap results report in a way that aligns with the RAMP scoring rubric.

Erin Hurley, School Counselor, Cherry Run Elementary School, Burke, Va.

9:30 - 9:50 A.M

Express Learning: Program Evaluation Reflection

All Practice Levels

All Experience Levels

310

The program evaluation reflection asks you to answer the question "How does your school's comprehensive school counseling program use leadership, advocacy and collaboration to create systemic change for the benefit of students?" After attending this session, you will be able to: 1) Use best practices to articulate what you're doing around the four themes of the ASCA National Model that generates positive changes for students in a way that aligns with the program evaluation reflection component of the RAMP rubric.

Sharon Sevier, Ph.D., Director of Advocacy, Missouri School Counselor Association

9:45 - 10:45 A.M

Vision Boards in School Counseling

All Practice Levels

All Experience Levels

306

Learn about creative interventions that will help all students realize their goals through the use of vision boards. Leave with a tested lesson and the skills needed to use this innovative approach when working with students in many different situations and learning environments. After attending this session, you will be able to: 1) Explain what vision boards are and how they relate to goal setting using the SMART goal format. 2) Implement a vision board lesson in the classroom. 3) Access a ready-made vision board lesson and view vision board samples. 4) Match the vision board lesson with Common Core State Standards, ASCA Mindsets & Behaviors for Student Success and AVID standards.

Nancy Schubb, School Counselor, Los Cerros Middle School, Danville, Calif.; **Lisa Burton**, Associate Professor, Marshall University

Respond to Suicidal Ideation

All Practice Levels

All Experience Levels

Ballroom A

Do you know what to say when you have a suicidal student? Do you know how to interact not only with the student but also with the student's parents/guardian? When suicidal students leave your office do you feel confident they will get the help and support they need? Walk away with tools you can use to keep your students safe when they express suicidal ideation. Learn how to use these tools with your students and families so you can feel more confident each time a student leaves your office after these challenging conversations. After attending this session, you will be able to: 1) Discuss the

importance of suicide prevention and intervention practices within a comprehensive school counseling program. 2) Access tools you can use to keep students safe when students express suicidal ideation.

Alexandra Huguelet, School Counseling Consultant, Cobb County School District, Marietta, Ga.; **Melisa Marsh**, Ph.D., School Counseling Supervisor, Cobb County School District, Marietta, Ga.

School Counselor Supervision Best Practices

All Practice Levels

Intermediate

202

When providing site supervision to school counseling interns, best practice includes having a model of supervision. This supervision model serves as your roadmap, providing a foundation and guide to your practice as a supervisor. Review supervision models specific to school counseling that meet professional competencies and ethical standards. After attending this session, you will be able to: 1) Explain the purpose of having a model for supervision of school counseling interns. 2) Discuss the ethical considerations and professional competencies that support identifying and using a model for supervision. 3) Compare and contrast different school counselor site supervision models. 4) Select a model of supervision that best fits your approach and style as a supervisor, and explain how to incorporate it into your practice as a supervisor.

Wendy Rock, Ph.D., Assistant Professor, Southeastern Louisiana University

Develop District Leaders

All Practice Levels

All Experience Levels

203

Learn about the history of district supervisors, implementing the ASCA National Model, advocating for school counselors, managing assigned duties, building relationships, creating an internal leadership development program, keeping your district compliant and more. Collaborate and network with your colleagues, and gain access to resources with helpful forms and charts. Bring at least 15 business cards for a business card exchange activity. After attending this session, you will be able to: 1) List steps to implement a districtwide ASCA National Model school counseling program. 2) Explore strategies for gaining support regarding school counselors' role. 3) Discuss effective communication and leadership strategies. 4) Identify ways to better manage the implementation of state policies and regulations.

Tracy Jackson, Ph.D., Supervisor of School Counseling Services, Loudoun County Public Schools, Ashburn, Va.; **Tinisha Parker**, Ph.D., Director of Advisement and Counseling, Gwinnett County School District, Suwanee, Ga.; **Chaka Felder-McEntire**, Supervisor of School Counseling, Windsor Public Schools, Windsor, Conn.

Videos in Elementary School Counseling

Elementary School

Beginner

304

Short videos inform, engage and empower students, staff and communities to make good choices. Enhance your school's Tier 1 work with PBIS, social skills and messaging by learning basic skills of video production. Learn step by step how to make videos addressing students' needs using messaging, skits and white board videos. Bring your own device capable of recording and editing, and get a hands-on experience in content creation to engage your whole school community. After attending this session, you will be able to: 1) Recognize easy methods of video production with everyday technology, such as iPads and iPhones. 2) Explore channels of online media distribution for Tier I instruction and outreach to stakeholders. 3) Create videos for Tier I, PBIS or outreach.

Felipe Zanartu, School Counselor, Avaxat Elementary School, Murrieta, Calif.; **Jovianne Pereyra**, School Counselor, Monte Vista Middle School, Camarillo, Calif.

Grief Counseling Strategies

All Practice Levels

All Experience Levels

302

Grief is a complex issue that has a dramatic impact on students. School counselors must be prepared to work with students who are grieving due to death of a loved one, deportation of family members, adoption issues, trauma and other losses. Grief work is effective in groups, which are normalizing, comforting and meaningful to students. One-on-one counseling is also a vital support in the grieving process. After attending this session, you will be able to: 1) Discuss grief and loss in K-12 students and distinguish between traditional, secondary and ambiguous losses as well as normative, complicated and disenfranchised grief. 2) Apply relevant theory regarding grief to your practice as a school counselor. 3) Implement theory-based interventions at individual, group, classroom and schoolwide levels. 4) Engage and reflect in personal grief work and reflective practice to better serve students who are grieving.

Aubrey Uresti, Doctoral Student, University of California – Davis; **Suzu Thomas**, Ph.D., Professor, Saint Mary's College of California; **Kathleen Smith**, Consultant, Berkeley Unified School District, Berkeley, Calif.

Program Evaluation Tools

All Practice Levels

Beginner

210

Program evaluations can offer a rich picture of the effectiveness of your school counseling program, how closely it aligns with the ASCA National Model and potential areas for growth. Additionally, program evaluations can lead to ways to revolutionize your work as well as advocate for appropriate school counseling duties. Collecting the data is the first step, putting the information together and presenting it to administration and your school community is the next step. Learn about school-counseling-specific evaluation tools, the means to gather and display the data collected and how to use this data to make changes in your program. After attending this session, you will be able to: 1) Identify available school counseling program evaluation tools to gather, evaluate and present data. 2) Implement a school counseling program evaluation at your school. 3) Identify ways to advocate for your school counseling program using

collected data.

April Megginson, Ph.D., Assistant Professor, Bridgewater State University; **Paul Maddox**, Ph.D., Assistant Professor, Missouri State University

Take Back Your Calendar

All Practice Levels

All Experience Levels

309

Do you control your calendar or does your calendar control you? Do others seem to have no understanding of how your time is spent? Does it seem the day flies by and nothing you wanted or planned to do got done? Attempts to organize your calendar with apps and planners, while important tools, are useless without setting boundaries and educating others about the best way to access your services. No matter your school setting, learn how to take back your calendar. After attending this session, you will be able to: 1) Analyze your personal school counseling calendar. 2) Identify tools for taking back your calendar. 3) Customize calendar tools for use in your school setting.

Jean Maddox, School Counselor, Southwestern Middle School, DeLand, Fla.

K–8 Postsecondary Culture Creation

Elementary School

All Experience Levels

208

Creating success isn't just for high school counselors. There are many ways that school counselors in elementary and middle schools can create a culture within their school counseling programs and schools. Learn about ways to promote a postsecondary readiness culture in your school with lessons and activities you can take back and use right away! After attending this session, you will be able to: 1) Create a plan for your school that promotes success. 2) Train your faculty and staff on changing the culture school wide. 3) Create lessons and activities for the new school year.

Christina Welch, School Counselor, Mabel School, Zionville, N.C.

Help Military Connected Students Succeed

All Practice Levels

All Experience Levels

207

An estimated 1.75 million children have a parent who serves in the U.S. military. Whether working in a school whose entire population is military-connected or a school with only one military-connected student, school counselors must understand the challenges military families face and the resources available to support these families. After attending this session, you will be able to: 1) Identify academic, social/emotional and career development challenges facing military-connected students and families. 2) Discuss pertinent laws and policies affecting military child education. 3) Access resources specifically available to help military-connected families. 4) Implement strategies to support military students and advocate for military student and family connectedness and involvement in the school.

Christine Ward, Ph.D., Assistant Professor, Missouri Baptist University; **Janice Speck**, Ed.D., Assistant Professor, Missouri Baptist University

11 a.m - 12 P.M.

General Session: Geoffrey Canada

All Practice Levels

All Experience Levels

Veterans Memorial Auditorium – Levels 2 and 3

Leveling the Playing Field: Helping Poor Children Succeed

Geoffrey Canada grew up in the South Bronx in a poor, sometimes-violent neighborhood. Despite his troubled surroundings, he was able to succeed academically, receiving a bachelor's degree from Bowdoin College and a master's in education from the Harvard School of Education. After graduating from Harvard, Canada decided to work to help children who, like himself, were disadvantaged by their lives in poor, embattled neighborhoods.

In his 20-plus years with the Harlem Children's Zone, Canada has become nationally recognized for his pioneering work helping children and families in Harlem and as a passionate advocate for education reform. Drawing upon his own childhood experiences and those at the Harlem Children's Zone, he wrote "Fist Stick Knife Gun: A Personal History of Violence in America" and "Reaching Up for Manhood: Transforming the Lives of Boys in America."

Geoffrey Canada