FRIDAY, JUNE 26

6 - 7:30 P.M.
Welcome Reception

SATURDAY, JUNE 27

9 - 10:30 A.M
Level Meetup
All Practice Levels
All Experience Levels
Join other school counselors working at your level for informal networking and collaboration.

Learning objectives:

After attending this session you should be able to:

1) Identify and discuss hot topics related to your school counseling level of practice.

2) Share and brainstorm solutions and strategies with other school counselors practicing at your level.

11 a.m - 12:30 P.M.
Opening General Session
All Practice Levels
All Experience Levels

12:30 - 2:30 P.M.
Lunch in the Exhibit Hall

12:30 - 5 P.M.
Exhibit Hall Open

2:30 - 3:30 P.M.
The School Counselor’s Role in Trauma Recovery
All Practice Levels
All Experience Levels
Breakout session (one hour)

On Feb. 14, 2018, a gunman entered Marjory Stoneman Douglas High School in Parkland, Fla., killing 17 people and injuring 17 more. In the aftermath, Broward County Public Schools responded with recovery services for the entire school district, including hiring additional school counselors. Learn how the district support team of school counselors worked to aid in recovery efforts following this large-scale traumatic event including classroom lessons, multitiered system of supports across all levels, parent programs and social/emotional learning for the entire grieving and traumatized community.

Learning objectives:
After attending this session, you will be able to:
1) Discuss ways to work with students, parents and staff who have been through a traumatizing event, including research-based practices.
2) Explain how school districts can utilize school counselors at each grade level after a traumatic event.
3) Discuss specific classroom and small-group lessons and parent programs that can aid in the healing process after a traumatizing event.
4) Identify ways to build resiliency skills in students through social/emotional learning, grades K-12.

Rachel Kusher, District Support Counselor, Broward County Public Schools, Ft. Lauderdale, Fla.; Christine Ross, District Support Counselor, Broward County Public Schools, Ft. Lauderdale, Fla.; Antoinette Grant, District Support Counselor, Broward County Public Schools, Ft. Lauderdale, FL; Nakia Walker, District Support Counselor, Broward County Public Schools, Ft. Lauderdale, Fla.

A Holistic Approach for Student Success
All Practice Levels
All Experience Levels
Breakout session (one hour)
The next generation of student support needs to evolve from siloed initiatives to an integrated framework. What if we revisited the concept of “team meeting” and restructured the approach to supporting student success? What if the notion of a student support team included the student in need? Hear how to effectively and holistically support every child and provide a more empathetic and student-centered approach to establishing a productive MTSS team.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the purpose of a student support (MTSS) team and the school counselor’s role within that team.
2) Explain how to assess where you are and what needs to be developed.
3) Discuss how to provide the circle of care for each student.

Deborah Hardy, GuidED, LLC Consulting; Matthew Liberatore, Director for Professional Learning and Student Services, Township High School District 214, Arlington Heights, Ill.

Increase Engagement in Classroom Lessons
Elementary School, Middle School
All Experience Levels
Breakout session (one hour)
Enhance your school counseling instruction with creative activities and games that captivate, engage and excite your students. Learn how to integrate and customize these practical, low-cost ideas that tap into your students’ desire and need for movement, activity, friendly competition and fun while also fostering academic achievement, career exploration and social/emotional learning.

Learning objectives:
After attending this session, you will be able to:
1) Adapt and integrate at least one new visual, auditory and/or kinesthetic activity into your school counseling instruction.
2) Identify creative ways to engage and encourage participation from students during classroom lessons.

Tanya Kirschman, School Counselor, Highland Elementary School, Billings, Mont.

Leverage Your Power to Influence
All Practice Levels
All Experience Levels
Breakout session (one hour)
Advocacy is crucial in leading systemic change. To be truly effective and make your vision a reality, school counselor leaders must master the ability to influence others. Cultivate your advocacy and leadership skills to bring about systemic change in your school or district.

Learning objectives:
After attending this session, you will be able to:
1) Explain ASCA Ethical Standards for School Counselors and ASCA Professional Standards & Competencies related to advocacy.
2) Identify the barriers and skills needed to be influential.
3) Examine the skills needed to be a transformational leader.
4) Develop an action plan to gain the key decision-makers' buy-in.

Rebecca Pianta, Coordinator, Counseling and Student Support, Capistrano Unified School District, San Juan Capistrano, Calif.; Caroline Lopez-Perry, Assistant Professor, California State University – Long Beach

Who Do You Think You Are?
High School, Middle School
All Experience Levels
Breakout session (one hour)
Just 60% of college students earn a four-year degree in six years, and many who do graduate are unprepared to succeed in the workplace. Despite intelligence and hard work, many of our students fail to achieve academic and career success because they weren’t shown how to approach education with an end in mind. Explore a better way to help teens discover who they are and how to apply their individual strengths, interests and choice of education to achieve career success. Learn practical strategies to help them explore their interests, identify a career and develop a plan to succeed.

Learning objectives:
After attending this session, you will be able to:
1) Initiate crucial conversations with students about strengths, interests and what work means to them.
2) Help students design a concrete action plan to find a rewarding career based on three introspective questions.
3) Educate students on six major career areas.
4) Assist students in identifying the best college fit to achieve their career goals.
5) Discuss the implication of cost vs. return on investment as it relates to college costs

Anna Duvall, Director of Counseling, Lexington High School, Lexington, S.C.; Stephen Smith, CEO, Intellispark

Schoolwide Integration of SEL and Restorative Practices

Breakout session (one hour)

Restorative practices and social/emotional learning (SEL) are core elements in many schools’ academic and climate improvement efforts, but the complementary nature of restorative practices and SEL isn’t always apparent to teachers and staff. School counselors need to have language and strategies to communicate why a school might use both approaches. Learn practical strategies so you can lead an integrated implementation of restorative practices and Tier 1 SEL that includes staff training, implementation support and sustainability.

Learning objectives:
After attending this session, you will be able to:
1) Describe how restorative practices and SEL are complementary in the school setting.
2) Identify barriers and brainstorm solutions to integrating whole school restorative practices and Tier 1 SEL implementation.
3) Discuss practical integration strategies for staff training, implementation support and sustainability of restorative practices and SEL.

Juliet Kandel, Implementation and Partnerships Manager, Committee for Children; Fatima Rogers, Principal, Charles W. Henry Elementary School, Philadelphia, Pa., and Doctoral Candidate, St. Joseph's University; Jody Greenblatt, Executive Director, Mayor's Fund of Philadelphia

Data Investigation

Breakout session (one hour)

Learn how data can make your school counseling program easier once you know how to collect it and what to do with what you’ve collected. Walk away knowing how to make data collection and implementation easy, doable and even fun. Look at data as an investigation, using the six steps actual investigators use when solving a case.

Learning objectives:
After attending this session, you will be able to:
1) Develop annual student outcome goals based on student data.
2) Develop and implement action plans aligned with annual student outcome goals and student data.
3) Analyze data from lessons and activities to determine impact on student outcomes.
4) Create goals based on student, school and/or district data to close the achievement, opportunity and/or information gaps.


Empower First-Generation Students’ Visions

Breakout session (one hour)

School counselors are in the ideal position to use their voices to advocate for and champion first-generation students’ postsecondary visions. First-generation students may have greater challenges, but they often have the greatest drive and determination to make their dreams come true. Hear how you can work with first-generation students to quiet the talks of disadvantages and exclaim the greatness and promise of their visions for their futures.

Learning objectives:
After attending this session, you will be able to:
1) Identify strengths and challenges of first-generation students, and explain how these can be used to help them achieve their goals.
2) Identify ways to foster a postsecondary environment among first-generation students.
3) Strategize ways to empower first-generation students to pursue their postsecondary goals and visions.

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

RAMP 101

Breakout session (one hour)

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. Use RAMP to share your school counseling program vision and voice. After attending this session, you will be able to:
1) Identify the 10 application components.
2) Explain the RAMP scoring process.
3) Access the online portal and application resources.

Support Grieving Students

All Practice Levels
The Childhood Bereavement Estimation Model (CBEM) indicates one in 14 U.S. children will experience the death of a parent or sibling by age 18. Research demonstrates associations between childhood bereavement and decreased academic achievement, school enjoyment and belongingness. If unaddressed, childhood grief can derail developmental trajectories, contributing to future mental health problems, substance misuse, suicidality and early mortality. Explore school counselors’ role in creating grief-sensitive environments by reviewing the impact of grief, discussing school-based resources and describing efforts for broad awareness and education.

Learning objectives:
After attending this session, you will be able to:
1) Identify the impact of childhood bereavement on students’ social/emotional, behavioral and cognitive functioning.
2) List mechanisms and resources you can apply in school settings to support bereaved students.
3) Advocate for creating a grief-sensitive school environment that considers the needs of bereaved students and offers awareness, education and training to school personnel and nonbereaved peers.

Michaeleen Burns, Chief Clinical Officer, Judi’s House/JAG Institute

Help Students with Stress and Anxiety

Anxiety is a normal part of living. It’s a biological reaction, the body’s way of telling us something isn’t right. However, for some, anxiety is persistent, irrational and overwhelming and may interfere with daily activities hindering student achievement. Hear about various contributing factors to anxiety among children and adolescents, as well as many practical interventions. Learn about approaches, resources and tools you can deliver as part of your school counseling program to help students better regulate themselves and manage their anxiety.

Learning objectives:
After attending this session, you will be able to:
1) Discuss contributing factors to stress and anxiety in children and adolescents.
2) Identify techniques for helping children monitor stress.
3) Review the principles and techniques of rational-emotive behavior counseling for helping students manage stress.
4) Practice ways to relieve stress.
5) Describe ways technology contributes to stress and provides tools for relaxation.

Russell Sabella, Professor, Florida Gulf Coast University

Equity in Action

From inequitable discipline practices to access to rigor, explore different policies and practices to identify inequities in your school. Delve into your school’s policies and procedures, and create an action plan for the upcoming school year. Beginning with everyday scenarios for practice and concluding with actionable steps for interruption, leave with ideas to implement at the school level to increase inclusion and equity for students of color. Take the next step past interrupting racism to create systemic change.

Learning objectives:
After attending this session, you will be able to:
1) Audit discipline policies in collaboration with administration.
2) Counter and rephrase racist sentiments in public using two response models.
3) Implement solutions to increase access to rigor for students of color.
4) Affirm the identities of marginalized communities and community members such as black and Latino students.

Rebecca Atkins, Senior Administrator for School Counseling, Wake County Public School System, Cary, N.C.; Alicia Oglesby, Director of School & College Counseling, Bishop McNamara High School, Forestville, Md.

Create a Caring Climate

How can school counselors activate students’ compassion to change the climate of a school? BIONIC (Believe It Or Not, I Care), an award-winning program, has empowered K-16 students around the world for 14 years with hundreds of schools participating. Learn how an elementary, middle and high school, as well as a community college and international school have implemented the program. The BIONIC Team is a great extension of a school counseling department and teaches students how to reach out to peers who are new, sick, hospitalized, bullied or have lost a loved one to prevent them from falling through the cracks or spiraling down into more serious issues.

Learning objectives:
After attending this session, you will be able to:
1) Examine your school’s culture.
2) Discuss the benefits of implementing a BIONIC Team on your campus.
3) Conduct simple, powerful and effective outreaches through the BIONIC Team to create a caring climate in your school and community.

Sandy Austin, Executive Director, B.I.O.N.I.C.

3:05 - 3:25 P.M.
Self-Care in the Face of Adversity
All Practice Levels
All Experience Levels
Express Learning (20 minutes)
School counselors are called upon to be leaders in the face of tragedies such as the loss of a student or staff member, schoolwide threats and crisis. We provide psychological first aid and emotional care, but often we don’t apply those skills to our own lives. School counselors need the knowledge, attitude and skills to recognize and prevent professional burnout and compassion fatigue. Learn about the physical, emotional, behavioral and spiritual signs of compassion fatigue, and leave empowered to use the three R’s as a strategy for self-care.

Learning objectives:
After attending this session, you will be able to:
1) Recognize compassion fatigue and burnout.
2) Explain how to prevent compassion fatigue and burnout.
3) Address compassion fatigue with the 3 R’s.
4) Develop a self-care plan.

Bobbi Alba, Associate Professor, Azusa Pacific University

4 - 5 P.M.
School Counseling in the Cyber World
All Practice Levels
All Experience Levels
Breakout session (one hour)
Learn how technology is changing the face of school counseling. Discover how school counselors are making an impact in the virtual school community using the ASCA National Model. Explore the essential components that make virtual school counseling positions unique, and walk away knowing how virtual school counselors can support all students to overcome their barriers to learning.

Learning objectives:
After attending this session, you will be able to:
1) Explain how to support students in a virtual setting.
2) Describe the major job functions of a school counselor in a virtual setting in promoting academic, career and social/emotional development.
3) Discuss how the virtual model relates to your school setting and what areas of the ASCA National Model are similar.
4) Discuss how to collaborate with educational stateholders to best support students in a virtual setting.


The Miseducation of Black Girls
All Practice Levels
Intermediate
Breakout session (one hour)
The sexual objectification of black girls' hair, skin and bodies may have later academic and social implications that are often overlooked and unexplored. Learn how the education system has contributed to existing stereotypes of the black female as angry and sexual beings by enforcing dress and hair code policies and implementing inequitable discipline practices for violations of these policies.

Learning objectives:
After attending this session, you will be able to:
1) Discuss historical myths and stereotypes about black girls as angry and oversexualized beings.
2) Explain the oppressive nature of the enforcement of dress and hair code policies and body policing of black girls in schools.
3) Reference and interpret statistics about inequitable discipline practices that contribute to pushout for black girls in schools.

Carletta Hurt, School Counselor, Roosevelt STAY Opportunity Academy, Washington, D.C.

RAMP Ready Tips
All Practice Levels, RAMP Applicants
All Experience Levels
Breakout session (one hour)
Sometimes just thinking about applying for RAMP can be overwhelming. How do you even begin? We are a school counseling program that is actively in the process of gathering RAMP documentation. Learn how we started, tools we are using to gather data, ways to evaluate next steps, unseen challenges we’ve faced and how we overcame those challenges. Whether you have a school counseling program that is ready for the application or have a few pieces to put in place, come find the motivation to seek RAMP designation.

Learning objectives:
After attending this session, you will be able to:
1) Identify components of RAMP you have in place and those you may need to begin.
2) Break down how to address RAMP components.
3) Strategize next steps for collecting RAMP materials.

**Geoff Heckman**, School Counselor, Platte County High School, Platte City, Mo.

**Collaborate to Improve Postsecondary Outcomes**
High School
All Experience Levels
**Breakout session (one hour)**
How can college counselors, school counselors and admission representatives work together to improve students’ postsecondary outcomes? Learn how one school's college counseling and school counseling teams unite to align and guide postsecondary education, planning and decision making in grades 9-12. Walk away with strategies for partnering with local admissions teams, classroom collaboration plans and curricular ideas you can personalize and implement at your school.

**Learning objectives:**
After attending this session, you will be able to:
1) Explain how school counselors and college counselors can collaborate to enhance the services offered by both roles within a high school.
2) Discuss how to implement college counseling curriculum and school counseling classroom instruction into your program, with or without a college counselor on staff.
3) Strategize how to offer postsecondary counseling services within the school day and connect with families throughout the postsecondary planning and decision-making process.
4) Brainstorm how to implement strategies for the next school year.

**Erinn Murphy**, College and Career Counselor, Carbondale Community High School, Carbondale, Ill.; **Krista Antrim**, School Counselor, Carbondale Community High School, Carbondale, Ill.; **Franciene Sabens**, School Counselor, Carbondale Community High School, Carbondale, Ill.

**Postvention in the Aftermath of Suicide**
All Practice Levels
All Experience Levels
**Breakout session (one hour)**
Explore the concept of postvention in relation to suicide survivors in a school setting. Learn about the school counselor’s role in postvention and the critical importance of postvention in the K-12 setting. Understand the warning signs of those affected in the aftermath of suicide, along with practical postvention strategies and points for creating postvention plans for inclusion in school crisis programs. Walk away knowing how to provide a unified voice in delivering needed services to suicide survivors and their families in your school community.

**Learning objectives:**
After attending this session, you will be able to:
1) Define postvention.
2) Identify five postvention strategies for suicide survivors in the aftermath of suicide.
3) Develop postvention plans for inclusion in school crisis management programs.

**Vasti Holstun**, Assistant Professor, Liberty University; **Jose Maldonado**, Associate Professor, Liberty University; **Rita Schellenberg**, Professor, Liberty University

**Help Anxious Students**
All Practice Levels
All Experience Levels
**Breakout session (one hour)**
School counselors need practical, brief, solution-focused, evidence-based ways to help students affected by anxiety. Learn simple techniques you can use to help redirect and re-engage your students when their emotions get in the way of their learning.

**Learning objectives:**
After attending this session, you will be able to:
1) Demonstrate five strategies to help calm students.
2) List 10 techniques for school counselors and students to use to cope with anxiety.
3) Explain ways to help students practice what they have learned outside of the school building.


**Support LGBTQ Students**
All Practice Levels
All Experience Levels
**Breakout session (one hour)**
When it comes to supporting LGBTQ students, school counselors often have good intentions but may face challenges translating this into meaningful action. Examine an LGBTQ student action decision-making model, and review a sample professional development lesson created for middle school teachers to support transgender students. Take a look at real-life scenarios and learn how to apply the decision-making model in your school.

**Learning objectives:**
After attending this session, you will be able to:
1) Explain the LGBTQ student action decision-making model.
2) Apply the decision-making model to scenarios.
3) Explain fundamental elements for teacher professional development regarding LGBTQ students.
Ken Jackson, School Counselor, Decatur High School, Atlanta, Ga.

**School Climate and Trauma-Sensitive Practices**
*All Practice Levels*
*Intermediate*

**Breakout session (one hour)**
You’ve learned about trauma and how it affects student behavior, but what’s next? Go beyond the basics and learn how school counselor leaders can use data and feedback to identify specific needs at their schools and develop trauma-sensitive, schoolwide interventions to create a positive school climate and culture. Hear how to obtain staff buy-in, evaluate program impact and identify next steps to expand trauma-sensitive practices in your district.

**Learning objectives:**
After attending this session, you will be able to:
1) Identify and discuss best practices to address trauma at a Tier 1 level.
2) Use data to highlight student needs and evaluate trauma-sensitive practices’ impact on school climate.
3) Apply newly developed leadership skills to advocate for a trauma-sensitive school culture with stakeholders.


**Empathy, Compassion and Kindness**
*All Practice Levels*
*All Experience Levels*

**Breakout session (one hour)**
Have you ever felt like the Lone Ranger spearheading a kindness crusade, wishing you could get more people to join in? Explore the three stages of empathy, and discover innovative strategies to elevate this virtue in your school community. Empower staff and students with needed skills to serve others in this culture of kindness.

**Learning objectives:**
After attending this session, you will be able to:
1) Discuss the three types of empathy as delineated by Daniel Goleman (cognitive, affective and behavioral) to infuse them into your school’s daily rituals and routines.
2) Model, advocate for and teach empathy, compassion and kindness in your school community.
3) Identify integration tools for elevating empathy, mobilizing compassion and fortifying a culture of kindness and climate of safety, acceptance, and belonging.

Barbara Gruener, Character Strong

**Group Counseling in Elementary Schools**
*Elementary School*
*All Experience Levels*

**Breakout session (one hour)**
Group counseling is an incredible opportunity to reach more students, especially in multitiered system of supports, yet groups are often misused or underutilized. Learn how to successfully plan groups and make them more impactful for your students. Hear common pitfalls and best practices in small-group counseling to improve your group game.

**Learning objectives:**
After attending this session, you will be able to:
1) Plan and outline a small-group counseling program from start to finish.
2) Identify how to measure the group's success and impact.
3) Create a plan for intentionally building relationships and reinforcing skills.

Sara Cottrill-Carlo, School Counselor, Eagle View Elementary School, Antioch, Tenn.

**ASCA National Model 101**
*All Practice Levels*
*Beginner*

**Breakout session (one hour)**
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 school counseling program and is also a good refresher for those needing basic information.

**Learning objectives:**
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.

Sylvester Hanner, School Counselor, Westinghouse Academy, Pittsburgh, Pa., and Doctoral Candidate, Dusquesne University

**El Paso Strong**
*All Practice Levels*
*All Experience Levels*
A traumatic event is a deeply distressing or disturbing experience. It can cause emotional, spiritual or psychological harm. It disconnects us from our feelings of being safe and our ability to cope. It causes fear, depression, attention problems, anxiousness and intimidation. After experiencing a mass shooting in El Paso, Texas, on Aug. 3, 2019, school counselors had to be prepared to deal with the aftermath. It was important to recognize the change in behaviors that followed the horrific event in students, teachers, the community and ourselves. Together we will learn how to come back from a traumatic event to regain our stability and help others do the same.

Learning objectives:
After attending this session, you will be able to:
1) Recognize the behaviors of trauma after a horrific event.
2) List strategies and coping skills to deal with trauma.
3) Explain the importance of being proactive.
4) Brainstorm a trauma/crisis plan.


SUNDAY, JUNE 28

8 a.m - 4 P.M.
Exhibit Hall Open

9 - 11 A.M
LEGO-Based Small-Group Counseling
Elementary School, Middle School
All Experience Levels
Extended breakout session (two hours)
Discover and experience engaging and meaningful LEGO-based small-group activities to promote positive social/emotional development, creative expression and collaboration. Activities are designed primarily for use with K-8 students and are applicable to various small-group topics such as emotional management, changing families, teamwork skills, problem-solving, and self-esteem.

Learning objectives:
After attending this session, you will be able to:
1) Explain the rationale for LEGO-based group counseling activities.
2) Identify LEGO-based activities that can be implemented to address various small-group topics.
3) Competently facilitate LEGO-based small group activities in your school.

Derek Tulluck, School Counselor, Black Diamond Elementary School, Black Diamond, Wash.

K–12 Career Development
All Practice Levels
All Experience Levels
Extended breakout session (two hours)
Use your superpowers to launch students into career awareness, exploration and preparation. Experience engaging career development activities for grades K-12, with lesson plans aligned to the ASCA Mindsets & Behaviors for Student Success. Jump into this school year with activities you can implement with your students.

Learning objectives:
After attending this session, you will be able to:
1) Summarize career development focus areas throughout K-12.
2) Explain how career development is systemwide, K-12, across various content settings.
3) Demonstrate engaging career development activities with your students.

Andrea Diehm, School Counseling & Career Development Specialist, South Dakota Department of Education; Megan Tatum, Career Development & SDMyLife Specialist, South Dakota Department of Education

Broach Inclusive Talks
All Practice Levels
All Experience Levels
Extended breakout session (two hours)
Race, ethnicity and culture are salient factors in K-12 students’ lives. A multiculturally competent school counselor is prepared to broach the topics of race, ethnicity and culture with students. Build on the Continuum of Broaching Behavior and explore the relationship between a school counselor’s willingness to discuss race, ethnicity and culture and the school counselor’s racial identity development. Examine your multicultural competence and your attitudes toward broaching conversations about race, ethnicity and culture.

Learning objectives:
After attending this session, you will be able to:
1) Identify minority students’ socio-political challenges within the educational system.
2) Identify and distinguish the continuum of broaching behavior and the application to youth and adolescents.
3) Identify the relationship between broaching, racial identity development and multicultural competence.
4) Respond to cultural content that emerges, and initiate discussions about race, ethnicity and culture with K-12 students.

Jennifer Brodar, Adjunct Faculty, Johns Hopkins University; Norma Day-Vines, Professor, Johns Hopkins University

9:30 - 10:30 A.M
Advocacy Toolbox
All Practice Levels
All Experience Levels
Breakout session (one hour)
Have you ever attended a workshop that offers great advocacy ideas you want to implement but when you return you need help filling in the blanks? Walk away with templates for lessons, presentations for various audiences, meeting talking points, brochures and everything else you need for your advocacy toolbox.

Learning objectives:
After attending this session, you will be able to:
1) Use ready-made templates of various advocacy tools.
2) Present strong school counseling advocacy activities to different audiences.
3) Discuss the importance of advocacy.

Geoff Heckman, School Counselor, Platte County High School, Platte City, Mo.; Sharon Sevier, Director of Advocacy, Missouri School Counselor Association; Carolyn Roof, Counselor Educator, Stephens College and Missouri Baptist University

Target Absenteeism
Elementary School, Middle School
Beginner
Breakout session (one hour)
Take a look at the complex issue of school attendance, specifically in a K-8 setting, and the research being done through an adapted behavioral education program in two different schools. Review attendance check-in/check-out outcome data, and leave ready to bring informed attendance interventions to your schools.

Learning objectives:
After attending this session, you will be able to:
1) Discuss absentee prevention interventions and benefits of a relationship-building approach at the elementary level.
2) Explain the difference in outcomes of a presented study, through a review of school populations, study design and other factors.
3) Develop ideas for attendance interventions in your school.

Theodore Stripling, School Counselor, University of Chicago Laboratory School, Chicago, Ill.

Solution-Focused Brief Counseling 101
All Practice Levels
All Experience Levels
Breakout session (one hour)
Do you feel like you have limited time to provide counseling services? Need a refresher in solution-focused brief counseling (SFBC)? Tired of feeling helpless and overworked? SFBC can make your job easier by helping you interact effectively with teachers, students, parents and administrators. Come learn ways you can use SFBC in your current role.

Learning objectives:
After attending this session, you will be able to:
1) Summarize SFBC history, basic tenets and beliefs.
2) Identify ways SFBC can improve counseling sessions with students, parents and administrators.
3) Recognize and practice SFBC core beliefs, strategies and techniques.

Remona Clark, Lead School Counselor, Tompkins High School, Katy, Texas

Trauma-Informed Practices
All Practice Levels
All Experience Levels
Breakout session (one hour)
Trauma, or adverse childhood experiences (ACEs), cause great disruption to a student's life in terms of school success, graduation rates, long-term health and more. Learn how to support children struggling with past or present trauma, and guide them toward resiliency. Understand the effects of trauma and how it damages life potential, and learn about trauma-informed practices to include in your school counseling program.

Learning objectives:
After attending this session, you will be able to:
1) Define ACEs and identify their characteristics.
2) Explain how trauma-informed practices serve as protective factors for children who have experienced ACEs.
3) Incorporate trauma-informed counseling practices into your school counseling program.

Stephanie Lerner, School Counselor, Del Valle Independent School District, Del Valle, Texas
So You Want to Be a RAMP Reviewer
All Practice Levels
Advanced
If you've implemented the ASCA National Model and have a strong process for collecting data, learn how you can become a RAMP reviewer. RAMP reviewers score and provide feedback on RAMP applications. Explore how to use your ASCA National Model knowledge and skills to further the profession and hone your own program.

Learning objectives:
After attending this session, you will be able to:
1) Identify RAMP reviewers' duties and responsibilities.
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 School Counselor, Saint Paul Public Schools, Saint Paul, Minn.; Mark Kuranz, Certified ASCA Trainer

School Counselor's Role in Section 504
All Practice Levels
Beginner
Breakout session (one hour)
More and more school counselors around the country are overwhelmed with Section 504 responsibilities. What is an appropriate role for school counselors to take in 504s? What is most important for school counselors to know about 504s? Learn the basics of Section 504, including eligibility and accommodations. Understand how school counselors should be a part of the 504 process in alignment with the ASCA National Model and strategies for related advocacy.

Learning objectives:
After attending this session, you will be able to:
1) Provide background information on Section 504 plans, including eligibility requirements and accommodations.
2) Explain and advocate for the appropriate role of the school counselor in the 504 process.
3) Create an implementation plan.

Emily Goodman-Scott, Associate Professor, Old Dominion University; Robert Jamison, Coordinator of School Counseling Services, Virginia Beach City Public Schools, Virginia Beach, Va.; Rawn Boulden, School Counselor, Suffolk City Public Schools, Suffolk, Va.

The Role of High School Counselors in College Undermatching
High School
All Experience Levels
College undermatching occurs when high-achieving students from low-socioeconomic households apply to or enroll in less-selective postsecondary institutions despite meeting the admission criteria for a more selective institution. Research indicates that enrollment at a selective postsecondary institution provides many advantages for African American and Latino students, but they remain underrepresented in those spaces. Contributing factors to college undermatching include, but are not limited to, access to college preparation resources, socioeconomic status and meaningful engagement with a school counselor. Learn how you can address college undermatching and help students navigate the college search process. Walk away with data and resources from the National Association for College Admission Counseling supporting school counselors' work.

Learning objectives:
After attending this session, you will be able to:
1) Define college undermatching and understand some of the contributing factors to the phenomenon.
2) Identify strategies to help prevent college undermatching.
3) Discuss and access data and resources available to help support your work.

Crystal Newby, Senior Associate Director of Education and Training, NACAC; Kellie Kirstein, Education and Training Program Manager, NACAC

10:30 - 11:30 A.M
Coffee Break in Exhibit Hall

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

10:50 - 11:10 A.M
From School Counselor to Professor
All Practice Levels
All Experience Levels
Express Learning (20 minutes)
One way to help ensure school counseling has a positive impact on all students' lives is by helping train the next generation of school counselors. However, school counselor education programs often experience difficulty finding qualified educators. There is a need to encourage practicing school counselors to pursue higher education opportunities to train the next generation of school counselors to advocate and give voice to the profession.
Learning objectives:
After attending this session, you will be able to:
1) Explore opportunities to become a school counselor educator, lecturer or adjunct faculty in a school counselor preparation program.

Cynthia Walley, Associate Professor, Mercy College; Charles Edwards, Assistant Professor, Brooklyn College

11 a.m - 12 P.M.
New School Counselor Tools
All Practice Levels
Beginner
Breakout session (one hour)
Are you just getting started in school counseling? Even with the best training and graduate program, so often there are things that can’t be learned until you’re in an actual school serving students. Every school building is different, yet there are so many similarities. Walk away with a solid foundation to build your program based on the ASCA National Model. Leave with tools you can use to make things manageable no matter what grade level you serve.

Learning objectives:
After attending this session, you will be able to:
1) Explain how to manage program and time to meet the needs of all stakeholders using the ASCA National Model.
2) Use presented forms, lesson ideas, planning guides and helpful tidbits to meet the needs of all students.

LaWanda Felder, School Counselor, Cross Elementary School, Cross, S.C.

Support Immigrant Students
All Practice Levels
All Experience Levels
Breakout session (one hour)
Immigrant-origin students are among the largest demographic of school enrollees. The current socio-political climate has increased stressors for immigrant-origin students including heightened safety fears, deportation anxiety and discrimination, all of which may affect academic achievement, well-being and school performance. Learn about community cultural wealth, a research-informed framework attending to the strengths of immigrant-origin students. Hear interactive case vignettes representing diversity in student backgrounds, and learn how school counselors at all levels can use the community cultural wealth model to support equity and access for immigrant-origin students.

Learning objectives:
After attending this session, you will be able to:
1) Identify the types of community cultural wealth immigrant-origin students use and their impact on behavioral and academic outcomes.
2) Describe ways you can maximize community cultural wealth when working with these students.
3) Examine ways you can advocate for and incorporate the community cultural wealth framework into your school counseling program.

Lucy Purgason, Assistant Professor, Appalachian State University; Annie Racicot-Snyder, Not sure, maybe an old resume?; Robyn Honer, Graduate Student, Appalachian State University

Tier 1 and 2 Supports for Students With Anxiety
Beginner
Breakout session (one hour)
According to a 2017 Child Mind Report, anxiety disorders are the most common mental health disorders of childhood and adolescence. School counselors are seeing epidemic numbers of students being diagnosed with anxiety. Look at how two public high schools, in a rural and urban setting, have created Tier 1 and Tier 2 supports for their students with anxiety.

Learning objectives:
After attending this session, you will be able to:
1) Implement a comprehensive 9-12 curriculum addressing anxiety.
2) Provide an eight-week group session to support students with anxiety.
3) Collect and use data to provide support for students with anxiety.

Erika Gilbert, School Counselor, Battle Mountain High School, Edwards, Colo.; Amy Henry, School Counselor, Benson Polytechnic High School, Portland, Ore.

Improve Attendance Using Restorative Justice Circles
All Practice Levels
All Experience Levels
Breakout session (one hour)
Learn how you can use restorative justice attendance circles to support students who consistently miss school. Attendance circles are a proactive, relationship-building approach fostering community, creating accountability, enhancing student connectedness toward school and building classroom engagement to support learning.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the use of restorative justice attendance circles.
2) Explain how restorative justice fosters engagement and community.
3) Apply Tier 2 strategies to students with chronic absenteeism.
**Culturally Informed Suicide Prevention**

*All Practice Levels*  
*All Experience Levels*

**Breakout session (one hour)**

With suicide attempts and completions on the rise among youth from minority populations, school counselors need culturally informed approaches for suicide prevention and intervention. Get the latest information on student suicide with a focus on culturally informed approaches. Hear suicide prevention strategies that build upon cultural strengths and values to help you work with diverse students and their families.

**Learning objectives:**

After attending this session, you will be able to:
1. Identify how students from diverse backgrounds experience social and life stressors that may increase risk for suicide.
2. Discuss how students’ culture can influence suicidal thoughts, intent, plans and attempts.
3. Examine your cultural competence when working with student suicide.

*Megan Neforos, School Counselor, Fairfax County Public Schools, Fairfax, Va.*

**Mary Edwin, Assistant Professor, University of Missouri – St. Louis; Emily Brown, Assistant Professor, University of Missouri – St. Louis**

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

**Technology Tools to Share Data**

*All Practice Levels*  
*All Experience Levels*

**Breakout session (one hour)**

Technology moves quickly, and school counselors need to know what tools are available to use in their school counseling program. Learn about several types of technology tools that will enable you to effectively share data with stakeholders.

**Learning objectives:**

After attending this session, you will be able to:
1. Access and use free technology tools to analyze and distribute data to stakeholders.
2. Implement these technology tools into your school counseling program to better advocate for your programs and meet the needs of students.

*Crissy Roddy, Director of Counseling, White Knoll High School, Lexington, S.C.; Brandy Ludlam, Director of Counseling, Carolina Springs Middle School, Lexington, S.C.*

**Middle School Small Groups**

*Middle*  
*Intermediate*

**Breakout session (one hour)**

Interested in running small groups, but not sure how to get started? Looking for new activities or group ideas? Focus on middle school groups, particularly for grieving students, students in foster care and those with incarcerated parents.

**Learning objectives:**

After attending this session, you will be able to:
1. Plan small groups for students experiencing grief, foster care or parental incarceration.
2. Implement activities to help students express themselves in the group or individual setting.
3. Assess the effectiveness of your group using pre-/post-data.

*Genevieve Nelson, School Counselor, Republic Middle School, Republic, Mo.*

**Create Grief-Sensitive Schools**

*All Practice Levels*  
*All Experience Levels*

**Breakout session (one hour)**

Approximately one in 15 students will lose a parent or sibling by age 18, and nine in 10 children will experience a significant loss by the time they graduate. Nearly 70% of teachers have at least one grieving student in their classes, yet only 7% of teachers have been trained to help these students when they return to the classroom. As a school counselor, you can be one person to provide this support for grieving students in your building. Learn research-based interpersonal and institutional grief practices, as well as strategies for creating grief-sensitive schools.

**Learning objectives:**

After attending this session, you will be able to:
1) Support grieving students using research-based interpersonal practices and strategies.
2) Educate stakeholders on best practices for supporting grieving students.

*Julie Taylor, School Counselor, Starr Elementary School, Oregon, Ohio*

**Engage Staff on Issues of Race**

*All Practice Levels*  
*All Experience Levels*

**Breakout session (one hour)**

Race affects every facet of life in America today, including our educational practice. To reduce the negative impact on students and staff of color, and to increase awareness of white racial identity, it is imperative that white educators examine their racial insulation, biases and attitudes. Learn how to develop and
facilitate a book study, including norm setting, group size and composition, session length, and small-group discussion guidelines and prompts. The session examples will come from a book study based on "White Fragility," authored by Robin DiAngelo.

Learning objectives:
After attending this session, you will be able to:
1) Explain why it is important for white educators to examine their racial identity and to know that it affects their students and colleagues.
2) Develop, implement and facilitate a book study on the topic of race for the staff in your school.


Beyond the Binary
All Practice Levels
All Experience Levels
Breakout session (one hour)
The socially constructed binary gender model - classification of separate, distinct groupings reinforcing what it means to be male or female - is cemented in our schools. School climate tends to uphold this binary, and climates centered on the binary exclude voices that challenge or fall outside the traditional gender system, such as those of transgender/gender-diverse students. With research highlighting the increased physical and physiological risks gender-diverse students face, learn how you can advocate for more gender-inclusive school climates.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the status of gender diversity in schools and the need for adopting more inclusive gender-diverse approaches to school climate to benefit all students.
2) Address common school practices that reinforce the gender binary gender model.
3) Identify research-based recommendations and practices to use to advocate for and create school climates supportive of gender diversity.

Cristina Silva Gleason, Instructor, University of Minnesota; Carolyn Berger, Assistant Professor, University of Minnesota

ASCA National Model 4.0
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 school counseling program development.

Learning objectives:
After attending this session, you will be able to:
1) Identify the changes that are a part of the fourth edition of the ASCA National Model.
2) Discuss the impact and lessons learned now that the fourth Edition has been in practice for a year.

12 - 12:20 P.M.
Ethical Considerations: Threat and Suicide Assessments
All Practice Levels
All Experience Levels
Schools are increasingly administering assessments to help determine whether a student is a likely harm to self or others. Learn more about the school counselor’s role in the process as well as practical issues to consider, such as how documents should be stored and filed and who has access to them.

Learning objectives:
After attending this session, you will be able to:
1) Identify the appropriate role of school counselors in the threat and suicide assessment process.
2) Discuss advocacy strategies to ensure proper administration and storage of the assessments.
3) Discuss the ethical obligation to notify others when there are concerns about a student’s well-being.

Carolyn Stone, Professor, University of North Florida; Haley Wikoff, Assistant Professor, Western Illinois University –Quad Cities; Jaimie Stickl Haugen, Postdoctoral Research Scholar, Department of Counselor Education & School Psychology, University of Central Florida

School Counseling Advisory Councils
All Practice Levels
Beginner
The school counseling advisory council is a group of stakeholders who guide and support the school counseling program. This group provides feedback on annual student outcome goals and results and can become your strongest advocates. Learn best practices when forming a school counseling advisory council in your school.

Learning objectives:
After attending this session, you will be able to:
1) Form a school counseling advisory council and properly document your advisory council meetings to align with the RAMP scoring rubric.

Kinea Epps, School Counselor, Rolesville Middle School, Rolesville, N.C.

12 - 1:30 P.M.
Lunch in the Exhibit Hall
Canines in School Counseling

All Practice Levels
All Experience Levels
Breakout - submitted as EBO

Counseling canines are powerful interventions for most students but are especially effective for students reluctant to visit the school counselor. Dogs integrated into a school counseling program become a brand that energizes student involvement and generates community interest in the school counseling program. Hear best practices that ensure the ethical and culturally sensitive inclusion of canine counselors in the school environment.

Learning objectives:
After attending this session, you will be able to:
1) Discuss ethical practices that consider students’ health and cultural views.
2) Describe creative lessons that use dogs as a metaphor for friendship and bullying.
3) Explain how to use a counseling dog as brand.
4) Discuss the importance of having a dog evaluated by a therapy dog organization.

Kathy McDonald, Assistant Professor, Southeastern Oklahoma State

Substance Abuse Prevention

All Practice Levels
All Experience Levels
Breakout session (one hour)

The adolescent brain is hardwired for risk-taking, putting teens at the highest risk for substance abuse and addiction. School counselors are in an important position to provide health-focused prevention messages. Hear recommendations from the American Academy of Pediatrics (AAP) for substance use screening, brief intervention and referral to treatment that focuses on supporting teens who aren’t using any substances and encouraging those who do use to stop and get the help they need.

Learning objectives:
After attending this session, you will be able to:
1) Articulate the brain science of the vulnerability of the adolescent brain to substance use.
2) Discuss the consequences of adolescent substance use and list reasons why teens should not use.
3) Integrate the One Choice message into the AAP recommendations on screening, brief intervention and referral to treatment.

Caroline DuPont, Vice President, Institute for Behavior and Health Inc.; Elizabeth Spencer, Clinical Consultant, Institute for Behavior and Health Inc.

Implement the ASCA National Model Program Portal Districtwide

District Directors
All Experience Levels
Breakout session (one hour)

Learn how Chicago Public Schools transitioned their evidence-based implementation plan to the ASCA National Model Program Portal. Hear how to use the ASCA National Model Program Portal at the district level to provide individualized feedback to every school, ensure annual student outcome goals are aligned with district goals and help schools work toward RAMP status.

Learning objectives:
After attending this session, you will be able to:
1) Discuss how the ASCA National Model Program Portal can be used at the district level to ensure all schools have a quality school counseling program.

Kirsten Perry, K–12 School Counseling Specialist, Chicago Public Schools, Chicago, Ill.

Serve Students in Foster Care

All Practice Levels
All Experience Levels
Breakout session (one hour)

Students in foster care often experience barriers that influence their academic achievement and social/emotional development. These challenges often include trauma, abuse, neglect and loss. Students in foster care also frequently lack the same access to resources and support as their peers. Explore how you can use your unique position within the school community to effectively serve and address the complex needs of students in foster care.

Learning objectives:
After attending this session, you will be able to:
1) Identify how school counselors can use their unique position within schools and communities to serve and address the complex needs of students in foster care.
2) Discuss the challenges, vulnerabilities and barriers students in foster care face and how they influence academic achievement and social/emotional development.
3) Implement three practical, evidence-based interventions to support your students in foster care.

Addy Wissel, Associate Professor, Gonzaga University; Hannah Brinser, Graduate Student, Gonzaga University

Miracle Question Followup

All Practice Levels
Advanced

Page 14 of 39
Breakout session (one hour)

Asking the solution-focused brief counseling (SFBC) miracle question sounds easy, but formulating good follow-up questions that lead to achievable, positive student goals is much more difficult. Focus on your ability to facilitate SFBC questions to increase efficiency and productivity in your program.

Learning objectives:
After attending this session, you will be able to:
1) Apply the refine-expand-connect techniques to increase counseling efficiency.
2) Develop positive student goals that build hope and help students achieve success in managing challenges.
3) Use SFBC techniques when confronted with difficult student responses to SFBC questions.

Keith Fulthorp, Associate Professor, California State University, Long Beach; Arond Schonberg, School Counselor, Redondo Union High School, Redondo Beach, Calif.

Promote Play in Your Program
Elementary
All Experience Levels
Breakout session (one hour)

Play is crucial to a child’s ability to communicate, learn and problem solve. It is the most developmentally appropriate way to work with children. Learn innovative ways to use play in your school counseling program - from classroom lessons to creative individual interventions to bridging the gap from school to home. Hear results from a parent play group, see a playroom in action, and walk away with a toolbox of strategies to use in your program.

Learning objectives:
After attending this session, you will be able to:
1) Identify a variety of methods for using play in school counseling.
2) Apply creative, play-based techniques in your school counseling program.
3) Reference data related to the effectiveness of play-based techniques.

Ruth Bowen, School Counselor, Summit Hill Elementary School, Alpharetta, Ga.

Workforce and Career Resources
All Practice Levels
All Experience Levels
Breakout session (one hour)

School counselors can support students and communities by identifying no-cost, high-quality resources supporting workforce and career readiness. Global companies and foundations have funded the creation of classroom materials supporting these efforts. These include materials for general career exploration (grades 6-12), Boeing’s FUTURE U (6-12), General Manufacturing (3-12), Generation Beyond/Lockheed-Martin (6-12), Girls Get STEM (2-5), Cancer-fighting Careers (9-12), Computational Thinking Careers (K-12), Navy STEM careers (9-12). All available for free. They feature technology resources, interactive websites, videos, and student challenges. Most include video field trips, shot live and downloadable for classrooms. Dive deep into powerful, effective programs to help your students discover their future career.

Learning objectives:
After attending this session, you will be able to:
1) Access free resources supporting workforce and career awareness.
2) Use these resources to foster postsecondary readiness for your students.
3) Identify parent and community resources to support postsecondary readiness in students.

Hall Davidson, Director of Global Learning Initiatives, Discovery Education

Elementary Student Leadership
Elementary
All Experience Levels
Breakout session (one hour)

Often when we think about fostering student leadership we focus on middle and high school students but leave behind the powerful voices of our youngest learners. These young students have a voice that can promote positive change in our elementary schools if we are willing to hear it. Through the Elementary Student Ambassador program, our youngest learners are empowered to use their voice and create opportunities to have a positive impact on school climate, making it a welcoming place for a transient population. Learn how this program was created and the positive impact it’s had on the students and school community. Leave with sample tools to implement a similar program in your school.

Learning objectives:
After attending this session, you will be able to:
1) Identify potential opportunities for meaningful elementary school student leadership.
2) Determine benefits of participation to your student leaders and to your school community.
3) Discover ways to mitigate potential challenges when working with younger leaders.
4) Create a clear plan to set up opportunities for elementary student leadership at your own school.

Lindsey Moore, Elementary School Counselor, Anglo-American School of Sofia, Sofia, Bulgaria

Capture Students’ Attention
All Practice Levels
All Experience Levels
Breakout session (one hour)
Do you feel you could be more effective if you could capture and keep your students' attention? To meet students' needs and combat the challenges they face, we must find unique, creative and unconventional tactics that are effective, efficient and engaging. Walk away with ready-to-use templates, lesson plans, blitz exercises and innovative strategies you can implement immediately. Discover new tactics to introduce social/emotional and career topics that will meet your annual student outcome goals and help increase your impact on students’ pathways.

Learning objectives:
After attending this session, you will be able to:
1) Implement efficient, high-impact lessons specifically suited to students' needs.
2) Access templates, lesson plans and activity ideas to creatively enhance your school counseling programs.
3) Join a network of school counselors to interact with and collectively develop solutions to future challenges.

Karl Liedtka, Supervisor K–12 Counseling Programs, Lebanon High School, Lebanon, Penn.

**NCAA Eligibility Center Overview and Updates**

**High School**
**All Experience Levels**

**Breakout session (one hour)**

Learn critical information for supporting prospective student-athletes, including the academic requirements students must meet to be eligible at the college level, as well as school counselors’ role in the NCAA Eligibility Center process. Special attention will be given to the new SAT, online courses and the core-course review process.

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

Amy Routt, Associate Director of High School Review, Eligibility Center, National Collegiate Athletic Association

**The Five P’s of Successful Group Counseling**

**All Practice Levels**
**All Experience Levels**

**Breakout session (one hour)**

Small groups provide unique social-observational learning opportunities for students where they can try out new behaviors, have positive corrective experiences and influence each other’s behaviors in a safe setting. Learn about the principles, planning, procedures, practice, and purposeful data collection of successful group counseling. Hear examples of screening tools, evidence-based small-group curriculums, needs assessments, a small group action plan, resources, ice-breakers and group activities, children's literature recommendations, accountability tools, results reports and group session plans.

Learning objectives:
After attending this session, you will be able to:
1) Analyze your school’s data to determine what types of groups you need and which students could benefit from participation.
2) Identify evidence-based group counseling strategies and materials.
3) Draft detailed lesson plans.


**Innovative School Counseling Partnerships**

**All Practice Levels**
**All Experience Levels**

**Breakout session (one hour)**

Huge demands are placed on school counselors to address opportunity gaps and meet students' academic, social/emotional, mental health and college-/career-readiness needs. To meet this demand, school counselors must be willing to build innovative partnerships with family and community members, students, teachers, administrators and other education stakeholders. These partnerships provide resources, services and programs needed to serve large caseloads in a comprehensive manner. Learn about a seven-step model of school-family-community partnerships, and explore partnership strategies that have actually worked in all levels.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the benefits and outcomes of school-family-community partnerships.
2) Describe strategies for implementing innovative partnership programs.
3) Implement a seven-step partnership model in your school.


**ASCA National Model in Rural Schools**

**All Practice Levels**
**Beginner**

**Breakout session (one hour)**

Learn how to use and apply the ASCA National Model in a rural school setting. Hear from school counselors who’ve successfully implemented the ASCA National Model in their rural schools with limited resources.
Learning objectives:
After attending this session, you will be able to:
1) Discuss the multicultural uses of the ASCA National Model.
2) Explain how to implement the ASCA National Model in a rural setting.

Rebecca Edelman, Doctoral Student, University of Wyoming

Suicide Prevention Plans
Middle and High School
All Experience Levels
Breakout session (one hour)
Suicide remains the second-leading cause of death among youth ages 10-24. School counselors are in a unique position to teach resiliency skills and potentially prevent suicide. Learn how to decrease suicide ideation among your students by proactively teaching coping skills and other tier-leveled systems of support in your school counseling program. Identify suicide prevention interventions for each tier level, and plan events for Suicide Prevention Month in the fall. Identify ways to find your students' voices and connect all students with a trusted adult and the support they need to persevere and thrive.

Learning objectives:
After attending this session, you will be able to:
1) Summarize recent data, statistics and research related to suicide rates among youth.
2) Identify Tier 1, 2 and 3 supports for suicide prevention.
3) Develop a comprehensive plan for suicide prevention, suicide ideation assessment tools and ideas to connect every student in your building.
4) Design an outline of events for Suicide Prevention Month.

Angela Avery, School Counselor, Biddeford Middle School, Biddeford, Maine

Lesson Planning
All Practice Planning
School counselors typically don’t receive specific training on teaching strategies or lesson plan development. Using the ASCA National Model's lesson plan template ensures you include essential components and carefully consider strategies to promote the best possible results from your lesson. This tool facilitates quality work, and having plans on file adds another layer of credibility and excellence to the services you deliver to students.

Learning objectives:
After attending this session, you will be able to:
1) Develop a thoughtful lesson plan using the ASCA lesson plan template.
2) Explain why using the lesson plan template is important.
3) Provide examples of well-planned lesson.

ASCA National Recognition for School Counselor Preparation Programs
School Counselor Educators
All Experience Levels
Learn about ASCA's new national recognition for school counselor education preparation programs. After attending this session, you will:
1) Understand the standards, rubrics and assessments.
2) Know how to apply for the national recognition.
3) Understand how to become a reviewer.

Angela Hickman, Angela Hickman, Director of Research Media, ASCA; Paul Barnes, Associate Professor, University of Nebraska

3 - 5 P.M.
Motivational Interviewing to Help Students Change
All Practice Levels
All Experience Levels
Extended breakout session (two hours)
Do you ever work with students to devise a plan to improve their lives only to find they don’t follow through? Often students don’t make positive changes because they aren’t fully motivated to do so. Motivational interviewing is an evidence-based counseling style school counselors can use to help students grow their own motivation to make positive changes in their lives. Learn practical techniques to motivate students to change their future trajectory.

Learning objectives:
After attending this session, you will be able to:
1) Build strong relationships with students by displaying accurate empathy.
2) Use motivational interviewing skills to help students move beyond the status quo.
3) Employ advanced motivational interviewing techniques to help students create a positive plan for their future.

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

Boost Your Program With Mindfulness
Elementary
Beginner
Extended breakout session (two hours)
Thirty percent of children have trouble self-regulating, which affects the classroom learning environment for all. Learn how to incorporate mindfulness and
resiliency practices into your program to not only help children who have experienced trauma but improve the entire school climate.

Learning objectives:
After attending this session, you will be able to:
1) Provide and explain strategies to incorporate mindfulness and resiliency into the elementary setting.
2) Discuss why mindfulness as a resiliency tool is relevant to student development, the school setting and brain development.
3) Examine the implications of mindfulness in the elementary setting and the benefits it has for all stakeholders.

Laura Filtness, School Counselor, Powell Elementary School, Powell, Tenn.; Tanya Harris, Elementary School Counselor, Knox County Public Schools, Knoxville, Tenn.

Advocate With Legal Muscle
All Practice Levels
All Experience Levels
Extended breakout session (two hours)
School counselors can be powerful strategists when applying legal muscle to problems affecting the educational environment. Federal and case law can support and buoy school counselors’ advocacy efforts. Even when laws hinder your advocacy efforts, such as the recent removal of transgender youth from Title IX protection, there are still laws that can intervene on behalf of students. Focus on the legal leverage for school counselor advocacy for students who are homeless, gay, transgender, undocumented, under foster care, pregnant, bullied or victims of dating violence or sexual harassment. Legal understanding coupled with the ethical imperative for advocacy is a formidable combination and increases the odds that school counselors will have sway in systemic change and individual support.

Learning objectives:
After attending this session, you will be able to:
1) Discuss federal, state and case laws pivotal in supporting your advocacy work with students.
2) Identify the best legal resources available nationwide to help marginalized youth.
3) Apply legal knowledge to theoretical and actual cases for transference to your work environment.

Carolyn Stone, Professor, University of North Florida

Careers Your Students Should Know About – Part II
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.

Learning objectives:
After attending this session, you will be able to:
1) Relay learned career opportunities to students.
2) Use shared resources.

3:30 - 4:30 P.M.
Help Students Cope with Anxiety
All Practice Levels
All Experience Levels
Breakout session (one hour)
Learn what happens in a young person’s brain during periods of stress and anxiety and how you can help students develop the skills they need to manage anxiety in a school setting. Examine specific brain-based and sensory strategies to help kids become better regulated and gain ideas for how to respond more effectively to a young person who is overwhelmed by anxiety. Walk away with specific insights into what kids say they need to manage their anxiety, and learn dozens of hands-on, practical tools to help kids better cope with their worries.

Learning objectives:
After attending this session, you will be able to:
1) Explain how stress and anxiety affect a student’s brain.
2) Help students develop effective self-regulation strategies using knowledge of the brain’s response to stress and anxiety.
3) List hands-on calming strategies.
4) Identify what to say and what not to say to a student overwhelmed by anxiety in the school setting.

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

WOOP. Social/Emotional Program Resources
All Practice Levels
All Experience Levels
Breakout session (one hour)
Are you excited about social/emotional learning (SEL) but need help developing an SEL curriculum while also focusing on student academic achievement and behavior? Learn about an SEL curriculum that focuses on the five competencies of SEL and includes monthly themes, classroom lessons and activities. Although originally designed for high school, this curriculum can be altered to work at the elementary and middle school levels as well.

Learning objectives:
After attending this session, you will be able to:
1) Name the five competencies of SEL.
2) Identify the benefits of SEL.
3) Implement one SEL strategy in your school counseling program.


**Help Students Cultivate Mindfulness**

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

One in eight children experiences anxiety disorders. Learn how to cultivate mindfulness in an educational setting to create better humans who are able to manage their emotions using techniques and teachings from the book "Happy Teachers Change the World" and other mindfulness tools.

**Learning objectives:**
After attending this session, you will be able to:
1) Define mindfulness and how it can be used in the educational setting.
2) Share research-based supports for small groups, classroom instruction or tiered systems of support to increase mindfulness and decrease anxiety and problematic behaviors.
3) Implement supports and interventions to create happier, more mindful students right away.

Sarah Kirk, School Counselor, Kendall-Whittier Elementary School, Tulsa, Oklah.

**Meeting Gifted and Talented Students’ Needs**

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

Gifted and talented students are a unique population in regard to career and college preparation, mental health symptomology and peer/social relationships. Learn about gifted and talented students' special needs, your ethical imperatives in working with this population and strategies for meeting gifted and talented students’ needs in elementary and middle school settings.

**Learning objectives:**
After attending this session, you will be able to:
1) Identify the unique needs of gifted and talented students including career and college preparation needs.
2) Explain why gifted and talented learners express lack of motivation and underachievement in traditional settings.
3) Discuss strategies for meeting gifted and talented students’ academic needs.
4) Identify interventions for gifted and talented students’ social/emotional needs.

Jennifer Curry, Professor, Louisiana State University; Emeric Csaszar, Assistant Professor of Practice, Louisiana State University

**Collaborate for LGBTQ Youth**

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

School counselors and principals are uniquely positioned to collaboratively design and deliver school-based interventions and supports that can transform the learning environment for LGBTQ students. Discover ways to establish an intentional relationship and a shared vision with principals that strengthens advocacy on behalf of LGBTQ youth.

**Learning objectives:**
After attending this session, you will be able to:
1) Discuss how to engage in collaborative conversations with principals about LGBTQ students' unique needs and your role in advocating for this population.
2) Access the Principal/School Counselor Toolkit developed by ASCA, the National Association of Secondary School Principals and The College Board and adapt content for work with LGBTQ students.
3) Explain how to use the ASCA annual administrative conference to facilitate conversations about identified student and school needs and become an instrumental player in LGBTQ students' success.
4) Discuss how to adapt presented best practices within your own settings

Haley Wikoff, Assistant Professor, Western Illinois University –Quad Cities; Matthew Beck, Assistant Professor, Western Illinois University – Quad Cities

**21st-Century Renaissance Lesson Planning**

All Practice Levels  
Beginner  
**Breakout session (one hour)**

We are responsible for educating the only generation to have lived entirely in the 21st century. Their experiences, interests and habits are different from any generation before them. Therefore, the way we educate them should be different from the way previous generations were educated. Learn how to transform your classroom lessons from ordinary activities into experiences your students will remember for years to come. Through mediums such as virtual reality, video conferencing and classroom transformations, you will cultivate creativity, deepen students' critical thinking and awaken their curiosity while also giving them college- and career-readiness skills in a changing world where we aren't even sure what college and careers will look like.

**Learning objectives:**
After attending this session, you will be able to:
1) Brainstorm how to transform your lessons into experiences to reach the changing needs of 21st century learners.
2) Access various apps and technology to enhance lessons.
3) Explain how each lesson can tie into college and career readiness.
CBT Strategies in Schools
Elementary and Middle
All Experience Levels
Breakout session (one hour)
Cognitive behavioral therapy (CBT) is an evidence-based way to help students work through emotions and behaviors. The metacognition and higher-level thinking required, however, can make it challenging to use with elementary students. Walk away with engaging, developmentally appropriate strategies to help students make the connection between their thoughts, feelings and behaviors and challenge their cognitive distortions. Learn several hands-on or play-based ideas for using CBT with students in individual sessions, small-group counseling and classroom instruction.

Learning objectives:
After attending this session, you will be able to:
1) Teach students about the connection between their thoughts, feelings and behaviors.
2) Describe developmentally appropriate ways to help students challenge their cognitive distortions.
3) Use quick and child-friendly CBT strategies in your school counseling program.

Sara Cottrill-Carlo, School Counselor, Eagle View Elementary School, Antioch, Tenn.

Future-Focused Lessons
Elementary
All Experience Levels
Breakout session (one hour)
It is important to introduce students to the essential work habits they need to be successful in school and in life. Career awareness does not need to be taught in isolation. Hear ideas for introducing these noncognitive skills by weaving them into your classroom and group instruction and making them relevant. Learn how one district transformed lessons to make each one future-focused. Think with the end in mind, and help your elementary students find their spark.

Learning objectives:
After attending this session, you will be able to:
1) Identify the noncognitive skills students need for school and work.
2) Examine ways to connect school and work habits.
3) Brainstorm how to transform your lessons to make them relevant for future success.

Barbara Micucci, School Counselor, Caley Elementary School, King of Prussia, Pa.

Poverty, Racial Attitudes and Multicultural School Counseling
All Practice Levels
All Experience Levels
Breakout session (one hour)
The ASCA Mindsets & Behaviors for Student Success state, “Every student can learn, and every student can succeed.” However, what happens when the school counselor holds implicit, covert and/or overt racist or classist beliefs? Hear the results of a national study, including more than 200 school counselors’ perceptions of poverty, color-blind racial attitudes and multicultural competence. Discuss study findings and topics of equity, advocacy and systemic racism in schools and school counseling practice.

Learning objectives:
After attending this session, you will be able to:
1) Examine your inherent beliefs and bias and how those may affect your work.
2) Explain the intersections between poverty attribution, racial attitudes and multicultural competence.
3) Identify resources to promote growth in multicultural competence.

Shaun Sowell, Assistant Professor, Western Washington University; Brandon Joseph, Men’s Resiliency Specialist, Western Washington University

Engage All Students in School Counseling Lessons
All Practice Levels
Intermediate
Breakout session (one hour)
Want to ensure your students are engaged and learning while you’re presenting school counseling classroom instruction? Aligning with the ASCA lesson plan template, hear ways to plan, implement and assess school counseling lessons while using a variety of student engagement strategies. Learn about different active participation techniques to incorporate into your classroom instruction.

Learning objectives:
After attending this session, you will be able to:
1) Explain the importance of using a variety of active participation strategies within school counseling classroom instruction to engage all students.
2) Apply the structure and sequence of well-designed school counseling instruction to future classroom lessons.
3) Create a plan for implementing two or more student engagement strategies within future school counseling classroom instruction.

Danielle Duarte, Doctoral Candidate, Harvard University

Identify Quality Research
All Practice Levels
School counselors need research skills to support their decision-making. Develop your research literacy: the ability to access, interpret and critically evaluate scholarly literature. Gain practical skills in identifying strong research methodology. Learn about several basic markers of quality research and how to avoid the hype of shoddy studies. Discover key strategies to improve how you stay up-to-date with current research, interventions and best practices.

**Learning objectives:**
After attending this session, you will be able to:
1) Discuss the significance of demonstrating accountability and the need to incorporate evidence-based practice in school counseling programs.
2) Describe strong research methodology.
3) Access and use tools to stay up-to-date with current research, interventions and best practices.

**Catherine Griffith**, Assistant Professor, University of San Diego; **Melissa Mariani**, Assistant Professor, Florida Atlantic University; **George McMahon**, Assistant Professor, The University of Georgia

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**MONDAY, JUNE 29**

**8 a.m - 2 P.M.**

**Exhibit Hall Open**

**9 - 10:30 A.M**

**General Session – eXperiencED**
Join us for this new take on keynotes, featuring a series of education and thought leaders in a fast-paced high-energy presentation.

**10:30 - 11 A.M**

**Coffee Break in Exhibit Hall**

**10:50 - 11:10 A.M**

**Gender 101**
All Practice Levels
Beginner
**Express Learning (20 minutes)**
Trans, cis, gender nonconforming - confused? Learn how students are understanding gender and sexuality in the 21st century.

**Learning objectives:**
After attending this session, you will be able to:
1) Articulate definitions of gender terms used in our society.

**Charles Williams**, School Counselor, Highland Hills Middle School, Georgetown, Ind.

**College Application Week**
High School
All Experience Levels
**Express Learning (20 minutes)**
Learn how to plan, host, celebrate and collect outcome data for your school’s College Application Week. Help your rising seniors get a jumpstart on all things college application-related. Learn to connect with regional college admissions representatives, and discover opportunities available to your students.

**Learning objectives:**
After attending this session, you will be able to:
1) Brainstorm, plan, coordinate and host a college application event at your school.
2) Access a roadmap for creating a college application event specific to your school.
3) Use PR methods to celebrate the event.

**Erinn Murphy**, College and Career Counselor, Carbondale Community High School, Carbondale, Ill.

**11 a.m - 12 P.M.**

**Teach RAMP via the ASCA National Model Program Portal**
Counselor Educators
All Experience Levels
**Breakout session (one hour)**
The ASCA National Model Program Portal is an excellent resource to teach graduate students about designing and implementing a school counseling program. Learn how to use the RAMP application as a student-centered CACREP key assessment and provide graduate students with an exemplary experiential learning activity.

**Learning objectives:**
After attending this session, you will be able to:
1) Navigate the ASCA National Model Program Portal.
2) Include the RAMP application activity as a CACREP key assessment in your school counselor education program.
3) Teach students how to complete and peer review RAMP applications.

Kevin Ensor, Assistant Professor, New Mexico Highlands University

Support Students With Intensive Needs
All Practice Levels
All Experience Levels
Breakout session (one hour)
School counselors are often called upon to support students with intensive behavioral and emotional needs. However, research suggests many preparation programs fail to provide training targeted to evidence-based interventions for these students. Learn about Project Intensive Needs Teacher and Counselor Training, an interdisciplinary preparation project that trains schools counselors to provide evidence-based interventions for challenging behaviors and/or mental health concerns. Hear from current students about their projects, including practical consultation and collaboration strategies along with outcome data from specific interventions.

Learning objectives:
After attending this session, you will be able to:
1) Discuss strategies for collaborating with special education teachers.
2) Examine evidence-based practices to support students with challenging behavior and/or mental health concerns.
3) Discuss how to consult and collaborate to meet the needs of students with intensive needs.

Sejal Foxx, Associate Professor, University of North Carolina – Charlotte; Kelly Anderson, Associate Professor, University of North Carolina Charlotte

Promote Positive Body Image
All Practice Levels
All Experience Levels
Breakout session (one hour)
Students using social media platforms are continually conditioned to compare themselves to others and to impossible ideals. Discover how to identify students at war with their bodies, and learn techniques to foster a healthy body image in your students.

Learning objectives:
After attending this session, you will be able to:
1) Apply relevant literature and recent statistics regarding body image research to a school counseling program.
2) Formulate interventions for your students afflicted with body issues.
3) Select ASCA Mindsets & Behaviors to address the standards that best support students with body positivity.

Michelle Taylor, Counseling Director, Adair Public Schools, Adair, Okla.

Tech Tools for Elementary College/Career Planning
Elementary and Middle
All Experience Levels
Breakout session (one hour)
Elementary school is a crucial time for developing career awareness and instilling a culture of self-empowerment. Learn how to expose elementary school students to colleges and careers in creative, exciting ways using technology tools. Get ready to start planting seeds that will grow into thoughts about colleges and careers.

Learning objectives:
After attending this session, you will be able to:
1) Describe the basics of various technology tools to expose students to elementary career planning and allow students to explore future career options.
2) Educate students on the importance of postsecondary education and/or training as a pathway to a career.
3) Connect students to workplace experiences.
4) Identify and address barriers within the school culture that affect students' ability to reach education and career goals.
5) Use effective strategies for creating a college-/career-going culture in elementary grades.

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

Redefine School Counselor Ratios Based on Outcome Research
All Practice Levels
Intermediate
Breakout session (one hour)
Hear about current research into the relationship between student-to-school-counselor ratios and student academic, behavioral, achievement and college-going outcomes in multiple states. ASCA recommends a student-to-school counselor ratio of 250:1. Focus on identifying optimal ratios as an essential factor in implementing effective school counseling programs for all students and implications for future advocacy efforts. Understand a research base upon which to advocate for lower student-to-school counselor ratios in your school, district and/or state.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the relationship impact of student-to-school-counselor ratios on student outcomes.
2) Discuss recent student-to-school-counselor ratio research findings.
3) Identify what legislative efforts are being made on the federal level to secure more funding to bring school counselor ratios down.
**Student Lingo, Pop Culture and Influencers**

All Practice Levels
All Experience Levels

**Breakout session (one hour)**

Do you find yourself scratching your head and Googling things your students say and do? Do you continue to do the Hokey Pokey when chaperoning dances and have no idea what it means to do the Milley Rock? Did you think the eggplant emoji meant, well, an eggplant. Understanding students' interests and worldview can serve as a link for school counselors in their efforts to develop meaningful connection. Uncover and explore current lingo, pop culture and online topics that influence students' decisions and behaviors.

**Learning objectives:**

After attending this session, you will be able to:

1) Identify elements of pop culture that inform students' decisions, behaviors and worldview.
2) Discuss student lingo (emojis, dance moves, songs, memes, gifs) and identify where to find the information in the future as these evolve.
3) Use this information to connect with students individually, in small groups and in classroom instruction.

Addy Wissel, Associate Professor, Gonzaga University

**Social Justice Advocacy 101**

All Practice Levels
All Experience Levels

**Breakout session (one hour)**

Social justice is part of an ethical and equitable school counseling program. Learn how to use data to assess student and stakeholder needs and develop a rationale for implementing school counseling interventions. Walk away with actionable steps to advocate for and plan activities to address systemic inequities affecting student outcomes.

**Learning objectives:**

After attending this session, you will be able to:

1) Define social justice.
2) Explain how social justice advocacy relates to the ASCA National Model and your school counseling program.
3) Discuss how to use data as an advocacy tool.
4) Identify actionable steps to advocate for students in your school.

Natalie Edirmanasighe, Assistant Professor, Old Dominion University; Sarah Brant-Rajahn, Assistant Professor, Middle Tennessee State University

**11:25 - 11:45 A.M.**

**Ethical Considerations: Subpoenas and Case Notes**

All Practice Levels
All Experience Levels

It isn’t uncommon for school counselors or their case notes to be subpoenaed at some point. Come learn about steps to take when subpoenaed as well as best practice for both written and electronic case notes.

**Learning objectives:**

After attending this session, you will be able to:

1) Determine a course of action when subpoenaed.
2) Identify what to share and not share if compelled to testify.
3) Discuss best practice for case notes.

Haley Wikoff, Assistant Professor, Western Illinois University – Quad Cities; Wendy Rock, Assistant Professor, Southeastern Louisiana University; Jill Cook, Assistant Director, American School Counselor Association

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

**Community Resiliency Model to Restore Wellness**

All Practice Levels
All Experience Levels

**Breakout session (one hour)**

In today's society, many students have stressors affecting their ability to do their best in school. According to Recognize Trauma, 26% of the U.S. children will witness or experience a traumatic event before they're 4 years old. This data is alarming and cannot be ignored. Trauma affects students’ ability to learn, behave and build positive relationships in school and in the community. The Community Resiliency Model (CRM) helps create trauma-informed, resiliency-focused individuals and communities that share a common understanding of the impact of trauma and stress on the nervous system. CRM helps individuals and communities understand how to restore or enhance resiliency using a specific wellness-skills-based approach.

**Learning objectives:**

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 a study on adverse childhood experiences (ACEs) and how it can help with self-reflection and growth.
3) Discuss the concepts and three biologically based wellness skills that help balance and stabilize the nervous system.
4) Describe how to practice and implement one biologically based wellness skill as an individual and professional.
Implement MTSS Regardless of Ratio

Elementary
All Experience Levels
**Breakout session (one hour)**

Regardless of the ratio of students to school counselors, students deserve access to a data-informed, developmentally appropriate program. Learn to address students' needs through the use of multi-tiered systems of support aligned with the ASCA National Model. Learn how to revamp Tier 1 supports, refocus Tier 2 interventions, practice self-care and advocate for the profession - all of which are possible even with a high student ratio.

**Learning objectives:**
- After attending this session, you will be able to:
  1) Utilize the mental health minute to teach trauma-informed coping skills to all students and to practice self-care.
  2) Identify ways to reduce your workload while implementing schoolwide initiatives such as PBIS and restorative practices.
  3) Implement technology tools to supplement Tier 1, 2 and 3 interventions.
  4) Advocate for smaller student to counselor ratios.

Holly Kleiderlein, School Counselor, Oak Hill Elementary School, Severna Park, Md.

School Counselor/Mental Health Counselor Collaboration

All Practice Levels
All Experience Levels
**Breakout session (one hour)**

It is difficult to read or watch the news without seeing the growing national outcry to address the mental health needs of our youth. Scholars acknowledge that students are more likely to receive mental health services if embedded in schools. It is essential that schools respond by developing intentional school counselor and school mental health provider partnerships. Learn how practicing school counselors and school-based mental health providers collaborate, coordinate and deliver services to best address the students' mental health needs. Discover strategies school counselors and school counselor educators can use to develop stronger relationships and enhanced communication processes with school-based mental health providers.

**Learning objectives:**
- After attending this session, you will be able to:
  1) Examine your practice and strategize ways to align mental health collaboration and referrals to the ASCA National Model.
  2) Determine appropriate Tier 3 interventions and when to refer students by partnering with school-based mental health providers.
  3) Explore, discuss and exchange ideas about how to incorporate presented practices.

Matthew Beck, Assistant Professor, Western Illinois University – Quad Cities; Erin Lane, Assistant Professor, Western Illinois University – Quad Cities

Use Media to Motivate

Middle and High School
Intermediate
**Breakout session (one hour)**

From music to movies, teens are influenced and motivated by what they see and hear in pop culture. Using music and movies is a great way to connect with and engage students in social/emotional learning and self-exploration. Hear about a program created to support students in an alternative school setting who were disengaged with school.

**Learning objectives:**
- After attending this session, you will be able to:
  1) Identify five-10 popular songs that influence teens.
  2) Discuss two easy-to-use media programs to create your own messages.
  3) Create a short video using prompts from the session.
  4) Learn basic copyright rules and regulations for using music and videos.

Carletta Hurt, School Counselor, Roosevelt STAY Opportunity Academy, Washington, D.C.

ACT Updates: Serve Students and Educators

High School
All Experience Levels
**Breakout session (one hour)**

ACT has recently enhanced solutions and embraced innovations to create resources better able to meet your needs and your students' needs. Get updates about the new options coming in September 2020 for the ACT test (section retesting, superscoring and faster results with online testing), ACT Academy, PreACT 8/9, ACT online reporting, as well as other advances that will have an impact on your work.

**Learning objectives:**
- After attending this session, you will be able to:
  1) Discuss the new options on the ACT test that will affect your students and the data you receive from ACT.
  2) Explain the equity measures the ACT test has in place, including the increase in the number of fee waivers for students starting in September 2020, free test prep and English-language learner supports.
  3) Better assist students in planning for postsecondary success.

Lisa Wolf, National Director, K–12, ACT Client Relations
12 - 1:30 P.M.
Lunch in the Exhibit Hall

1:30 - 2:30 P.M.
SEL, Wellness and Community Resources
All Practice Levels
All Experience Levels
Breakout session (one hour)
School counselors can support their schools and communities by identifying no-cost, high-quality resources supporting social/emotional learning, health and wellness, and community engagement. Global companies and foundations fund great curriculum writers to create targeted classroom learning materials. Learn about a variety of free resources, including Sustainable Happiness Skills; Social Emotional Skills; Super Health, Super You; Operation Prevention; Strategies for Vaping; Alcohol and the Developing Brain; Speak Truth to Power; NFL Play360. The resources include interactive websites, videos, and student challenges.

Learning objectives:
After attending this session, you will be able to:
1) Access meaningful, no-cost resources supporting social/emotional learning, health and wellness, and community.
2) Apply these resources to your school counseling program.
3) Identify resources for parents and the community to support the school counseling department’s mission.

Hall Davidson, Director of Global Learning Initiatives, Discovery Education

Comprehensive Sexual Health K–12
All Practice Levels
Beginner
Breakout session (one hour)
Understand the importance of sexual health education throughout K-12th grade. Walk away with practical tools and applications for the implementation of a comprehensive sexual health program. Learn how you can advocate for sexual health programs in your school and educate all students on healthy, developmentally appropriate relationships.

Learning objectives:
After attending this session, you will be able to:
1) Access resources to implement a comprehensive K-12 sexual health program.
2) Discuss the importance of having a comprehensive K-12 sexual health program.
3) Explain the important role school counselors play in advocating for students through a sexual health program.

Kirsten Perry, K–12 School Counseling Specialist, Chicago Public Schools, Chicago, Ill.; Brian Coleman, School Counseling Department Chair, Jones College Prep High School, Chicago, Ill.

Address Vaping With MTSS
Middle and High School
All Experience Levels
Breakout session (one hour)
Underage vaping is an epidemic sweeping our nation. Using multitiered system of supports (MTSS) to guide strategies, learn how to provide prevention and intervention strategies for grades 6-12 students exposed to vaping peer pressure, advertising, and marketing. Discuss current research, data, and use of appropriate theories for substance use/abuse counseling. Leave with a concrete plan and techniques to address this modern epidemic.

Learning objectives:
After attending this session, you will be able to:
1) Develop a comprehensive plan for an anti-vaping policy through MTSS.
2) List at least five specific techniques to integrate vaping prevention/intervention policy into MTSS.
3) Implement skills through MTSS to address the vaping epidemic.

Kathryn Buchan, School Counselor, George A. Buljan Middle School, Roseville, Calif.; Tonia Stallions, School Counselor, Chilton Middle School, Roseville, Calif.

Help Students Discover Their Ikigai
All Practice Levels
All Experience Levels
Breakout session (one hour)
Helping students discover their ikigai, a Japanese word meaning “reason for being” or “life purpose,” is at the heart of a school counselor’s work. The concept of ikigai can serve as a powerful compass to help students navigate college, career, and life decisions. Discover strategies to support students in identifying what they love to do, what they are good at, what the world needs and what they can get paid to do. Walk away with resources to take all college and career lessons to a deeper and more meaningful level.

Learning objectives:
After attending this session, you will be able to:
1) Define and discuss the concept of ikigai.
2) Locate activities and resources to help students identify what they love to do, what they’re good at, what the world needs and what they can get paid to do.
3) Identify opportunities to implement the concept of ikigai in your school counseling program.
4) Adapt lessons for special populations, such as English-language learners and students receiving special education services
Protect Yourself Against Litigation

All Practice Levels
All Experience Levels

Breakout session (one hour)

Disclaimers, warnings, qualifiers and cautions may not prevent litigation, but they may ease monetary judgments or exonerate school counselors altogether. Unfortunately, school counselors have been successfully sued when not providing a disclaimer on a list of outside counseling resources, a statement as to the intent and limitations in an academic advising case and qualifiers as to the limits of the validity of suicide protocols. The Varsity Blues scandal provided a cautionary tale about the need for qualifiers regarding recommendation letters. Discuss the rationale for qualifiers and disclaimers for common situations school counselors encounter and dozens of examples you can immediately apply in your program.

Learning objectives:
After attending this session, you will be able to:
1) Explain the rationale for using disclaimers in information you provide to parents and students.
2) Apply disclaimers to past court cases to hypothetically change the outcome of the cases.
3) Apply and/or adjust disclaimer examples for your program.

Carolyn Stone, Professor, University of North Florida; Wendy Rock, Assistant Professor, Southeastern Louisiana University

Solution-Focused Play Counseling 101

Elementary School, Middle School
All Experience Levels

Breakout session (one hour)

The solution-focused approach is widely recognized as an effective, efficient way to provide counseling in schools. Combine it with the developmental sensitivity and joy of play and see the impact on your school counseling program.

Learning objectives:
After attending this session, you will be able to:
1) Identify solution-focused principles and techniques.
2) Explain how a solution-focused approach can be integrated with play in school counseling interventions.
3) Discuss the role of solution-focused play counseling in the MTSS framework and the school counseling program.
4) Implement several solution-focused play counseling strategies.

Ann Tilman, Assistant Professor, Florida Gulf Coast University

Girl Groups

All Practice Levels
All Experience Levels

Breakout session (one hour)

Research shows girls everywhere are struggling with identity, self-confidence, conflict resolution and more. Hear ways to create safe spaces for girls, the resources needed to teach girls how to “Bee” the best version of themselves and how girl groups can create a positive paradigm shift in schools. Walk away with resources for an effective girl group, and know how to collect data to show growth and the impact on your school.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the importance of girl groups and the positive impact they can have on a school.
2) Create and implement a girl group at your school.
3) Collect data to determine impact.

Brittany Glover, Lead Elementary School Counselor, Charlotte Mecklenburg Schools, Charlotte, N.C.

Create a Districtwide School Counselor Culture

All Practice Levels
All Experience Levels

Breakout session (one hour)

Is it possible to create a positive cultural shift in your school or district? One that identifies the appropriate role of school counselors, advocates for reduced caseloads, supports ASCA National Model alignment and strives for RAMP? Create a plan to re-energize and refocus your school counseling program.

Learning objectives:
After attending this session, you will be able to:
1) Create a plan for increasing buy-in for ASCA National Model alignment.
2) Increase schoolwide and districtwide excitement and pride in school counselors’ impact.
3) Support and encourage school counselors to apply for RAMP.
4) Advocate to reduce caseloads in your school or district.


Research-Based Strategies for Student Anxiety

All Practice Levels
All Experience Levels  
**Breakout session (one hour)**

Anxiety is one of the fastest-growing concerns for school-aged youth, affecting student achievement and well-being. School counselors need evidence-based strategies they can readily implement within the school day and share with parents for student support at home. Understand the impact of stress and anxiety on students, and learn research-based strategies to assist them.

**Learning objectives:**
After attending this session, you will be able to:
1. Explain the neurological and physiological impacts of stress and anxiety on students.
2. Identify how these impacts affect students' thinking, behaviors, emotions, interpersonal interactions and school success.
3. Identify research-based management strategies for adolescent anxiety.
4. Discuss how you can easily incorporate these strategies into students' school day and share with parents to support students at home.

**A Multitiered Approach to School Counselor Advocacy**

School counselors know the importance of advocating for students, school counseling programs and the profession, but engaging in advocacy work can stir up a range of feelings from excitement to anxiety. Using a multitiered advocacy model, identify advocacy strategies aligned to your comfort level, preferred communication style and professional experience. By using approaches focused on your strengths and skills, you can develop an impactful advocacy action plan for a specific issue or challenge. You'll leave the session better equipped to engage with advocacy opportunities in the future.

**Learning objectives:**
After attending this session, you will be able to:
1. Identify your competency level with school counselor advocacy.
2. Implement advocacy strategies aligned to your competency level.
3. Create an advocacy action plan specific to an issue in your school.

**Meri Kock**, Data Coach, Metro Nashville Public Schools, Nashville, Tenn., and Doctoral Candidate, Vanderbilt University; **Leigh Bagwell**, School Counseling Consultant

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**1:30 - 3:30 P.M.**  
**The Growing Gap Year**

High School  
Beginner  
**Extended breakout session (two hours)**

Although most students and parents have heard of a gap year, they may be confused about how it can relate to them. Learn about best practices and data you can use to explain the gap year to students and their families. Access resources to help you advise prospective gap year students and to avoid liability.

**Learning objectives:**
After attending this session, you will be able to:
1. Define gap year and discuss what a family can reasonably expect from one.
2. Use a rubric to identify what types of students might benefit most from a gap year.
3. List programming ideas and timeframes for how to best introduce the gap year.
4. Identify reliable resources for gap year student placements.

**Ethan Knight**, Founder and Executive Director, Gap Year Association

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**2:45 - 3:45 P.M.**  
**Intern Supervision Strategies**

All Practice Levels  
Intermediate  
**Breakout session (one hour)**

Serving as a role model and mentor to a school-counselor-in-training can be a rewarding experience; however, you need training to effectively supervise a practicum or internship student. There are many considerations you need to make before entering into this supervisory relationship. From supervision theory to practical tasks for your intern, learn how to be an effective school counselor supervisor.

**Learning objectives:**
After attending this session, you will be able to:
1. Explain your ethical responsibilities when serving as a site supervisor for school-counselors-in-training.
2. Apply supervision theory in the role as a site supervisor.
3. Construct meaningful experiences for the school counselor in training.

**Sandra Logan-Mckibben**, Assistant Professor, Florida International University; **Katherine Pastor**, School Counselor, Flagstaff High School, Flagstaff, Ariz.

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**Nonsuicidal Self-Injury**

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

Nonsuicidal self-injury is the deliberate destruction of bodily tissue without conscious suicidal intent. Between 13% to 25% of adolescents and young adults...
surveyed in schools have some history of nonsuicidal self-injury. Studies have revealed that school counselors and other school-based mental health professionals feel they lack adequate knowledge and skills to appropriately intervene with these students. Ensure you have appropriate knowledge and skills to help students who engage in nonsuicidal self-injury.

Learning objectives:
After attending this session, you will be able to:
1) Define nonsuicidal self-injury.
2) Summarize the current prevalence of nonsuicidal self-injury among youth.
3) Identify factors that could lead to nonsuicidal self-injury.
4) Identify signs students may be engaging in nonsuicidal self-injury.
5) Describe best practices and practical interventions for screening and intervention with students who engage in nonsuicidal self-injury.

Daya Patton, Lead School Counselor, Paisley IB Magnet School, Winston-Salem, N.C.

Responsive Counseling Techniques
All Practice Levels
All Experience Levels
Breakout session (one hour)

Student drop-ins and urgent needs requiring outside interventions are inevitable, and our students deserve support. Learn techniques you can use in the moment to address stress/anxiety, lack of motivation, anger and frustration/hopelessness. Each technique includes a school-based case example and suggestions on how to modify techniques as needed.

Learning objectives:
After attending this session, you will be able to:
1) Implement techniques for students’ responsive counseling needs.
2) Discuss the research behind these techniques and how they align with the ASCA National Model.
3) Articulate the value of efficient school-based counseling services.

Heidi Truax, School Counselor, Simpson Academy of Chicago, Chicago, Ill.

Small Groups to Help Angry Students
All Practice Levels
All Experience Levels
Breakout session (one hour)

In recent years, mindfulness is becoming more and more popular in schools. Mindfulness has been proven to reduce student stress, promote positive communication and improve academic performance. Anger is an emotion many students struggle to keep under control. Learn key mindfulness techniques and how mindfulness can promote positive interactions and reduce anger. Learn to develop a mindfulness small group using ASCA Mindsets & Behaviors.

Learning objectives:
After attending this session, you will be able to:
1) Explain the effectiveness of mindfulness and why school counselors should implement mindfulness techniques.
2) Discuss mindfulness techniques and how to implement those techniques in small groups.
3) Brainstorm small-group plans to help students identify anger and use mindfulness techniques to redirect feelings.

Kimberly Brown, Lead School Counselor, Whale Branch Early College High School, Seabrook, S.C.; Natalie Gwyn, Adjunct Professor, Walden University

Evidence-Based Practices to Support Students With Anxiety
All Practice Levels
Intermediate
Breakout session (one hour)

Many states have recently released social/emotional learning objectives and issued school safety acts to support students’ mental health needs. With the rising demand for student mental health services in schools, school counselors must be equipped with developmentally appropriate strategies, theories and techniques for students with anxiety. Explore how you can use evidence-based practices within a school counseling program to support students experiencing anxiety. Learn how to have critical conversations with key stakeholders to help families and students from diverse backgrounds understand the importance of advocating for mental health wellness and navigate systemic barriers.

Learning objectives:
After attending this session, you will be able to:
1) Apply mindfulness activities, incorporate rational emotive behavior therapy and expressive art to promote healthy stress management in students.
2) Connect ASCA Mindsets & Behaviors for Student Success with mindfulness activities, rational emotive behavior therapy and techniques.
3) Strategize ways to advocate for mental health wellness for students experiencing anxiety by collaborating with stakeholders and including multicultural considerations for students and families from diverse backgrounds.

Jenna Alvarez, Assistant Professor, University of Cincinnati; Halle DuMoulin, Graduate Student, Capital University

Change the Face of School Counseling Buildingwide
All Practice Levels
All Experience Levels
Breakout session (one hour)

Dare to be different by pushing the limits of your school counseling program. Walk away with specific examples and steps of how you can change the face of your program to get real buy-in from staff, school administration, parents, students and other stakeholders. Learn how to use data to restructure your
Learning objectives:
After attending this session, you will be able to:
1) Identify barriers in your school counseling program that keep you from spending 80% of your time in direct or indirect services with your students.
2) Create an effective counseling needs assessment and use data to identify your annual student outcome goals.
3) Use creative programming to engage and teach all learners in a manner that fits their learning style.
4) Actively engage students, parents, faculty/staff, school administrators and other stakeholders in support of your school counseling programs.

Antoinette Dickerson, School Counselor, Lovinggood Middle School, Powder Springs, Ga.; Dawn Robinson, Assistant Professor, University of South Carolina – Beaufort

Collaborate to Build Your Vision
Elementary School, Middle School
All Experience Levels
Breakout session (one hour)
Are you craving collaboration? Learn how to get creative and build your own professional learning community, whether it’s districtwide, across multiple districts or virtually. Hear creative collaboration strategies to support professional learning community teams. Walk away with presentation templates, data-informed goal examples and organizational guides to get you started.

Learning objectives:
After attending this session, you will be able to:
1) Enhance your collaboration strategies with the use of creativity and technology to construct professional learning communities within your district, across districts and virtually.
2) Identify ways to build on your strengths to improve your advocacy skills for the profession.
3) Explain how to build capacity for aligned K-8 programming by creating a strong foundation based on the ASCA National Model and use of data.

Sarah Slemmons, School Counselor, Culver City Middle School, Culver City, Calif.; Amy Dauble-Madigan, School Counselor, El Marino Language School, Culver City, Calif.

Culturally Responsive MTSS and School Counseling
All Practice Levels
All Experience Levels
Breakout session (one hour)
School counselors are integral in implementing multilevel system of supports (MTSS) and ensuring these frameworks are aligned with school counseling programs. But how can school counselors ensure their school counseling program and MTSS are culturally responsive? Hear a team of school counseling leaders discuss their experiences with culturally responsive MTSS and school counseling program implementation.

Learning objectives:
After attending this session, you will be able to:
1) Describe the alignment between school counseling program and MTSS.
2) Explain the importance of cultural responsivity within a school and within school counseling program and MTSS.
3) Discuss strategies for culturally responsive practices you can implement across the three tiers of MTSS, aligned with school counseling program implementation, data-informed practices and systemic change.
4) Create a plan to implement strategies learned into your school counseling program.

Rebecca Pianta, Coordinator, Counseling and Student Support, Capistrano Unified School District, San Juan Capistrano, Calif.; Emily Goodman-Scott, Associate Professor, Old Dominion University; Peg Donohue, Assistant Professor, Central Connecticut State University; Natalie Edirmanasighe, Assistant Professor, Old Dominion University

OPEN: Emerging School Counselor Leaders
The need for effective leaders in school counseling has never been greater. All school counselors have leadership qualities and the potential to lead, no matter what official position we may hold. 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.

Learning objectives:
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 authority levels.
3) Identify ways to lead through volunteer opportunities with ASCA and state school counselor associations.

School Connectedness
All Practice Levels
All Experience Levels
Adverse childhood experiences (ACEs) are prevalent and have adverse academic, mental and physical consequences. School professionals see firsthand the impact of ACEs on student attendance, time on task, aggression and distractibility. Learn how you can increase school connectedness in your school.

Learning objectives:
After attending this session, you will be able to:
1) Summarize the research about the impact and importance of school connectedness for students who have experienced ACEs and trauma.
2) Discuss the role and impact of school connectedness on buffering the impact of ACEs and on improving student outcomes.
3) Identify strategies at the individual, school and district level to increase school connectedness.

Kathleen Ethier, Director, Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention; Marci Hertz, Senior Scientist, Division of Adolescent and School Health, Centers for Disease Control and Prevention

4 - 5 P.M.
Help Students Succeed via Life Skills
All Practice Levels
All Experience Levels
Breakout session (one hour)
We know it’s essential to teach students life skills, such as communication, decision making, goal setting, problem solving and resiliency. How do we teach these skills effectively, and what resources are available to us? Review available curriculum resources, and understand how you can use them in your counseling sessions. Model how to effectively teach life skills through hands-on activities, and explain how life skills education aligns with the ASCA Mindsets & Behaviors for Student Success.

Learning objectives:
After attending this session, you will be able to:
1) Describe how to effectively implement life skills education into one-on-one and group counseling sessions and psychoeducational classes.
2) Explain how to facilitate life-skills instruction.
3) Discuss the important structure and format elements of life-skills lessons and how to modify resources to fit your needs.
4) Access free research-based life-skills resources.

Vincenzo Capone, Managing Director, Overcoming Obstacles; Erin Capone, Director of Development, Rutgers University Foundation

Mentor New School Counselors
All Practice Levels
All Experience Levels
Breakout session (one hour)
New school counselors face many difficulties as they navigate their first year in the profession, including scheduling stressors, overwhelming workloads, unexpected challenges and training that lacks the vital social/emotional components for success. Learn key practices to help you mentor new school counselors with care, leading to increased well-being, longevity and improved school counseling performance.

Learning objectives:
After attending this session, you will be able to:
1) Identify the needs of new school counselors in their first years in the profession.
2) Implement five practices that infuse your mentoring relationship with authentic care.
3) Develop a mentoring plan to support new school counselors’ well-being and success.
4) Create a self-care plan that supports your own well-being and allows you to mentor effectively.

Daniel Shapiro, District Specialist of Elementary School Counseling, Broward County Schools, Fort Lauderdale, Fla.

Adolescent Anger Through a Multicultural Lens
All Practice Levels
All Experience Levels
Breakout session (one hour)
Anger and aggression are common reasons for youth mental health referrals. Research illustrates that youth who show problematic anger and behave aggressively have more long-term academic and interpersonal problems than their nonaggressive peers. Aside from reactive and proactive aggression, problematic anger has also been associated with peer rejection, school dropout, juvenile delinquency and psychological disorders. Culture may play a role in the display of anger and aggression. Often, students get faulted for their anger, but the source may lie within systemic and contextual issues. By using a multifaceted approach, school counselors can design culturally inclusive interventions to increase positive student outcomes while promoting an environment of awareness and acceptance.

Learning objectives:
After attending this session, you will be able to:
1) Develop a working definition of anger, aggression and cultural factors that have an impact on adolescent anger.
2) Discuss the role society plays in constructing appropriate/inappropriate displays of anger.
3) Develop ways to systemically and contextually assess problematic anger.
4) Describe how to develop an inclusive, culturally diverse framework utilizing evidence-based techniques to help youth process and manage problematic anger in school.

Raychelle Lohmann, Counselor Educator, Capella University

School Counselor Advocacy
All Practice Levels
All Experience Levels
Breakout session (one hour)
We know advocacy is an important aspect of the ASCA National Model, but what does it look like in practice? School counselors must know how to advocate for their students, their profession and themselves. Learn about best practices for professional advocacy that can help stakeholders understand the importance and impact of school counseling, recommended student-to-school-counselor ratios and appropriate school counselor duties.
Learning objectives:
After attending this session, you will be able to:
1) Describe the importance of professional advocacy for school counselors, including how this aligns with the conference theme of "one vision, one voice."
2) Discuss research-based talking points that inform stakeholders of the impact of school counseling programs on improved student outcomes.
3) Examine your ability and skills to advocate for your students, your profession and yourself.

Carolyn Berger, Assistant Professor, University of Minnesota; Emily Brown, Assistant Professor, University of Missouri – St. Louis; Sarah Blalock, Assistant Professor, Texas State University

**Improved Letters of Recommendation**
High School
All Experience Levels
Breakout session (one hour)
Writing compelling and supportive recommendation letters that share students' stories is important in the work we do for admissions and scholarships for our students, but sometimes it can be an overwhelming task. Hear about a new and improved bullet-/narrative-style letter of recommendation that not only saves time but can also make the process enjoyable. Create a positive and effective recommendation letter process, and walk away with resources to use and implement within your school. Hear the impact of a school counselor letter of recommendation from a university admissions perspective.

**Learning objectives:**
After attending this session, you will be able to:
1) Share resources with teachers, school counselors and administration on how to write more efficient recommendation letters.
2) Describe how to structure and write a more effective student recommendation letter.
3) Recognize the new bullet-/narrative-style letter structure.
4) Explain how colleges use a school counselor letter in the admissions decision process.

Dianne Campbell, College Counselor, Liberty Common High School, Ft. Collins, Colo.

**The Title Matters**
All Practice Levels
All Experience Levels
Breakout session (one hour)
Research shows that both the general public and school counselors perceive the school counselors' competence differently based on the title used to describe school counselors' professional role. In other words, when we use the title "guidance counselor" we are perceived as less competent in our jobs. Learn about the history of the title change; the role confusion created by multiple titles; and the implications for legitimacy, political and social capital that can result from having one unified title across our profession.

**Learning objectives:**
After attending this session, you will be able to:
1) Explain the history of the titles "guidance counselor" and "school counselor."
2) Discuss research highlighting the implications of using titles interchangeably.
3) Explore ways for school counselors to use the title "school counselor" to advocate for recognition and legitimacy as a profession.
4) Develop a plan for adopting the title "school counselor" on any placement where our title is used.

Brett Zyromski, Assistant Professor, The Ohio State University; Sarah Shrewsbury, Doctoral Student, The Ohio State University

**College, Career and Parent Engagement**
High School, Middle School
All Experience Levels
Breakout session (one hour)
Career fairs let students explore career options, meet prospective employers and model professional behavior. College fairs allow students to make connections with college representatives while discovering what opportunities are available to them at different institutions. What if you took both those activities, combined them into one and throw in a parent component consisting of breakout sessions on topics ranging from parenting skills to helping your child transition to college to self-identity? Learn how you can host a similar event at your school including marketing to vendors, organizing the event and assessing your results.

**Learning objectives:**
After attending this session, you will be able to:
1) Create and implement an event at your school that connects students to college/career professionals and provides support and learning opportunities for their parents.
2) Identify strategies to recruit potential professionals for your event.
3) Evaluate the success of your event using qualitative and quantitative data.

Gina Karas, School Counselor, Kamehameha Scholars, Honolulu, Hawaii; Ché Sabol, School Counselor, Kamehameha Scholars, Honolulu, Hawaii; Mariko Navarro, School Counselor, Kamehameha Scholars, Honolulu, Hawaii; Sandee Walker, Director, Secondary Counseling Unit, Kamehameha Schools, Honolulu, Hawaii

**Develop a Girls in STEAM Conference**
Middle School, High School
All Experience Levels
Breakout session (one hour)
It is well-documented that by the end of middle school many girls lose interest in science and math and demonstrate lower confidence levels in these fields. To continue inspiring middle school girls to pursue careers in STEAM we created, refined and expanded a Girls in STEAM conference. The conference allows students to participate in speed mentoring where female professionals meet with girls in rotating 10-minute sessions, a hands-on engineering workshop and a workshop to invigorate empowerment through critical dialogue pivotal to a girl’s growth. Receive access to sample schedules, materials and presentations from past conferences.

**Learning objectives:**
After attending this session, you will be able to:
1) Facilitate a leadership model where older students create, lead and run a Girls in STEAM conference.
2) Use existing resources in your school and/or community.
3) Build teacher/school counselor partnerships.
4) Create self-esteem and empowerment workshops for girls.


### Student Screen Addiction

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

Emerging research indicates screen addiction is becoming more widely recognized by mental health counselors as a significant and debilitating condition. Discuss the increasing presence of and risks associated with technology and how screen time overexposure is affecting students' mental health.

**Learning objectives:**
After attending this session, you will be able to:
1) Discuss screen addiction with families and the potential behavior impacts of technology overexposure.
2) Create and discuss reasonable screen time contracts for families and students.
3) Identify potential screen addiction withdrawal behaviors.
4) Suggest technology-reduction strategies for teachers and administrators.

Holly Altiero, Associate Program Director, City University of Seattle – Vancouver; Katie Loewen, School Counselor, daVinci Arts Middle School, Portland, Ore.

### A Data Day is Like a Mental Health Day

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

In a school counselor’s busy day, it can be difficult to find time to plan with colleagues, analyze data and design/refine your school counseling program. A Data Day gives school counselors time to analyze data, write SMART goals, devise action plans and design their program for the school year.

**Learning objectives:**
After attending this session, you will be able to:
1) Describe how to use a Data Day as a professional development opportunity.
2) Advocate for the importance of a Data Day for school counselors.
3) Organize a Data Day for school counselors to analyze their data and create annual student outcome goals school counseling plan.
4) Utilize Data Day action plans to demonstrate how students are different because of what school counselors do.

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

### Latinx Students and Mental Health Access

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

The Latinx K-12 student population rose dramatically in the last decade. These students and their families are less likely to seek services despite experiencing the same rate of mental health issues as their peers. Learn about the various factors limiting access to mental health services, and identify strategies to prepare for this discussion with your Latinx students and their families.

**Learning objectives:**
After attending this session, you will be able to:
1) Discuss the impact of Latinx cultural values on mental health.
2) Identify culturally responsive practices to connect with Latinx students and their families about mental health.
3) Examine the impact of the current political climate on the mental health of Latinx students and their families.

Rossy Garcia, School Counselor, Ligon GT Magnet Middle School, Raleigh, N.C.

### School Counselor/Administrator Collaboration

All Practice Levels  
All Experience Levels  
**Breakout session (one hour)**

The relationship between administrators and school counselors is crucial to positive student outcomes. With the known link between social/emotional learning and student performance, the ability to effectively leverage the school counselor’s unique skill set in this area is vital. Creating a true school counselor/administrator partnership is critical to allow administrators to see the value of school counselors' training and roles in relation to overall school achievement. Learn ways to effectively build this partnership to create a more positive working environment and increase student performance outcomes.
Use your role within the building in a more effective manner and as a leadership platform.

Learning objectives:
After attending this session, you will be able to:
1) Use school academic, attendance and discipline data, and use of time logs to advocate for your role as school counselor to your local administration.
2) Foster a positive relationship between counselor and administrator built on mutual trust and respect.
3) Work together to create a positive school climate where students and staff feel valued with a focus on social/emotional learning.
4) Brainstorm how to develop shared vision and decision-making based on strong communication between school counselor and principal.

Nicole Johnston, School Counselor, Sycamore Elementary School, Sugar Hill, Ga.; Jen Soloff, School Counselor, Sycamore Elementary School, Sugar Hill, Ga.; Crystal Cooper, Principal, Sycamore Elementary School, Sugar Hill, Ga.

Google Forms, Four-Year Plans and CTE Pathways
Middle School, High School
Beginner
Breakout session (one hour)
Using Google Forms and Form Publisher you can create several useful documents. See how students can work through a process that includes using a statewide career inventory and CTE pathways and end up with an awesome document that links a specific pathway to a high school four-year plan. See how one district uses the activity in eighth grade to guide students during their college- and career-readiness meeting. The four-year plan is vital to the ninth-grade registration process as it provides graduation and CTE pathway information in an easy-to-understand format.

Learning objectives:
After attending this session, you will be able to:
1) Create a Google form for multiple uses including; four-year plans, CTE pathways and Tier 2 progress intervention plans.
2) Apply Form Publisher to Google Form to create one document.
3) Brainstorm ways to enhance the college- and career-readiness process; CTE pathways; and progress toward graduation for all students.

Melissa Swenson, Lead School Counselor, Carbon High School, Price, Utah

Making Data Work
All Practice Levels
All Experience Levels
School counselors understand the importance of using data sometimes but 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 Making DATA Work process, updated to align with ASCA National Model, fourth edition. Learn what’s new in the latest edition, and acquire some tools you can take back to your school and implement immediately.

Learning objectives:
After attending this session, you will be able to:
1) Explain the Making Data Work process.
2) Discuss the alignment with the ASCA National Model, fourth edition.
3) Apply the steps of the Making Data Work process to your program.

Carol Kaffenberger, Associate Professor Emerita, George Mason University; Anita Young, Associate Professor, Johns Hopkins University

TUESDAY, JUNE 30

8 a.m - 12 P.M.
Bookstore Open

8:30 - 8:50 A.M
Improve the College and Career Readiness Journey
District Directors
All Experience Levels
Express Learning (20 minutes)
The work of a school counselor has never been more critical. Students are evaluating life-changing decisions, formulating ideas and forging their own path toward a desired future. The challenge is that most school counselors are stretched too thin to constantly collect and maintain student information and interests with actionable and personalized plans for their future. College, career and military readiness has become an increasingly nuanced topic, and school counselors need a holistic way to support the whole child in these conversations. Hear some tactical solutions our district has utilized to make an impact.

Learning objectives:
After attending this session, you will be able to:
1) Assess and build an actionable plan to combat capacity constraints to implement a modern college- and career-readiness program in your district.

Scott Kerwien, Director of College and Career Readiness, Spokane Public Schools, Spokane, Wash.; Damien Schuster, Director of Partnerships, SchooLinks

Ethical Considerations: College Admissions Counseling
All Practice Levels
All Experience Levels
Postsecondary institutions are asking high schools and high school counselors for more information about students' behavior as well as any mental health concerns that may become a problem during their transition to higher education. Learn about the school counselor’s ethical obligations to share this information.

**Learning objectives:**
After attending this session, you will be able to:
1) Identify what student information is appropriate to share with institutions of higher education.
2) Determine how to use letters of recommendation to help advocate for students.
3) Discuss how to navigate issues when policies conflict with ethical standards.

Kevin Ensor, Assistant Professor, New Mexico Highlands University; Wendy Rock, Assistant Professor, Southeastern Louisiana University

8:30 - 9:30 A.M

**Experiential Career Development**
Middle School
All Experience Levels
Breakout session (one hour)
With new mandates guiding college- and career-readiness requirements, the expectations of school counselors can feel overwhelming. Learn how one middle school utilized community and family partnerships to drive the college- and career-readiness curriculum planning. Learn how to engage community and family members to develop meaningful college- and career-readiness activities. Explore lessons you can use to prepare students for a collaborative college- and career-readiness day, and discuss strategies to reduce barriers of underrepresentation and inclusion for all learners.

**Learning objectives:**
After attending this session, you will be able to:
1) Examine the efficacy of current college- and career-readiness activities for middle school students and identify potential growth opportunities.
2) Brainstorm new ideas to use within your existing career exploration curriculum.
3) Identify ways to connect college- and career-readiness exploration through collaboration with your local community and students' families.
4) Discuss strategies to reduce barriers and promote the importance of representation and inclusion in college and career planning.

Andrea Larson, School Counselor, Delta Program, State College Area School District, State College, Pa.; Alison Turley, School Counselor, Mt. Nittany Middle School, State College, Pa.

**Anxious Kids**
Elementary School
All Experience Levels
Breakout session (one hour)
An increasing number of elementary school students are being diagnosed with anxiety. In addition to students who may be diagnosed, an increased number of students who have signs and symptoms of anxiety and stress are coming to school undiagnosed. School counselors must be equipped to support these students and provide them the strategies they need to be successful. Understand clinical definitions of various types of anxiety, how to identify anxiety, reasons we’re seeing an increase in anxiety in children and practical strategies for helping children manage their anxiety and stress at school.

**Learning objectives:**
After attending this session, you will be able to:
1) Identify the signs and symptoms of anxiety and stress in children.
2) Apply appropriate strategies with students needing intervention.
3) Access and use resources when consulting with parents, educators or other stakeholders regarding students with symptoms of anxiety and/or stress.

Tosha Todd, School Counselor, Lucy Franklin Elementary School, Blue Springs, Mo.

**Postsecondary Transition for Students With Disabilities**
High School
All Experience Levels
Breakout session (one hour)
For students with disabilities, the special education team is often assumed to take the lead in postsecondary planning. However, school counselors have a unique skill set that's needed to advocate for students with disabilities and a professional knowledge about students' academic and social functioning. Learn about inclusive postsecondary preparation and programming for students with intellectual disabilities, vocational rehabilitation services and other community partners school counselors can partner with to assist students with disabilities.

**Learning objectives:**
After attending this session, you will be able to:
1) Describe why school counselors are legally and ethically mandated to provide transition services to students with disabilities.
2) Recognize the types of relationships or organizations you can collaborate with to provide information and services for students with disabilities.
3) Describe postsecondary education resources for students will disabilities.

Michelle Lizotte, Assistant Professor, Utah State University

**Implement RAMP in an Internship Course**
School Counselor Educators
Beginner
Breakout session (one hour)
To increase the knowledge and implementation of the Recognized ASCA Model program (RAMP), hear how to utilize the ASCA National Model and RAMP application to work with current school counselors and school counseling interns. Learn how the RAMP application and ASCA National Model can be used as an opportunity to update, strengthen and support the work of current site supervisors in the field. See how school counseling interns’ understanding of RAMP expands during targeted internship experiences, which allows for enhanced advocacy and leadership opportunities.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the value of educating, supporting and strengthening the work of current school counselors.
2) Discuss ways to provide real-world opportunities for school counseling interns regarding RAMP.
3) Develop a plan to strengthen the delivery and implementation of RAMP in your own school counselor education program.
4) Discuss how the ASCA National Model can be introduced and integrated into school counselors’ work in the field.

Jessica Lane, Assistant Professor, Kansas State University

Language Lunch Groups
All Practice Levels
All Experience Levels
Breakout session (one hour)
Learn about the layout and structure of lunch groups designed to help integrate English-language learners into the broader school community. These lunch groups also serve as a place for native English speakers to practice conversational Spanish and for English-language learners to practice conversational English. Language lunch groups help promote inclusion, increase multicultural competence and can be modified to fit different school day schedules and different populations. Walk away with information on how to adapt the group to different populations, and explore outcome data.

Learning objectives:
After attending this session, you will be able to:
1) Explain how language lunch groups can help integrate English-language learners into the broader school community.
2) Discuss how language lunch groups can foster a school community of inclusion and multicultural competence.
3) Outline ways to implement these lessons into your school counseling program.

Elizabeth Dinwiddie, School Counselor, Walker Upper Elementary School, Charlottesville, Va.

School Counselor Identity and Brand Strategy
All Practice Levels
All Experience Levels
Breakout session (one hour)
How are you perceived within your school community and beyond? Does that match how you want to be perceived? As a multifaceted relationship builder and change agent in the school, local and online communities, you need to be aware of how you are representing yourself and your work. Learn two different approaches to cultivating your school counseling brands and strategies to implement it in your school.

Learning objectives:
After attending this session, you will be able to:
1) Explain professional brand and identity.
2) Reflect on the core components of your school counseling identity and presence within your communities.
3) Identify multiple strategies for enhancing your school counseling brand via technology, social media and in-person counseling practice.

Brian Bisbee, School Counseling Department Chair, Jones College Prep High School, Chicago, Ill.; Sarah Kirk, School Counselor, Kendall-Whittier Elementary School, Tulsa, Okla.

Social Media and Trauma in Adolescents
All Practice Levels
All Experience Levels
Breakout session (one hour)
Today’s generation is growing up in an era that exhibits social media influence and trauma via television, smartphones, tablets, watches, game consoles and other electronic devices. Learn how to implement a small group for students who have experienced trauma through social media.

Learning objectives:
After attending this session, you will be able to:
1) Discuss various social networking sites and how trauma can result from social media.
2) Implement interventions for students in a small-group setting.
3) Provide resources for parents about social media.

Diana Virgil, School Counselor, Quitman County PreK–12 School, Georgetown, Ga., and Doctoral Candidate, University of the Cumberlands

8:30 - 10:30 A.M
Teen Brain Development
All Practice Levels
All Experience Levels
Extended breakout session (two hours)
Call them Generation Z, iGen or the AppGeneration, but many of us have come to know this current adolescent group as one of the most anxious generations to come along. Explore adolescent brain development, how teens process information and emotions, and learn about the effect of hormones on adolescent
behavior and cognition. Dive deeper into today’s adolescents to gain a sense of the impact technology, college admissions demands and parental expectations have on them.

Learning objectives:
After attending this session, you will be able to:
1) Deliver developmentally appropriate classroom lessons, group activities and individual interventions to address adolescents’ social/emotional needs.
2) Collaborate with teachers and administrators to implement effective classroom management strategies.
3) Design workshops for parents and other stakeholders regarding topics affecting adolescents.
4) Advocate for adolescents regarding equitable school policies.

Terence Houlihan, Adjunct Professor, City University of New York

Facilitate Groups to Empower Student Voices
All Practice Levels
All Experience Levels
Extended breakout session (two hours)

Research shows that when students practice new positive behaviors learned in a group or advisory settings, they are better able to apply social/emotional learning skills into their lives. Learn about a variety of group activities and a structured processing method for facilitating each activity, which you can replicate in your program. These facilitation strategies are designed to help empower students’ voices in a group setting.

Learning objectives:
After attending this session, you will be able to:
1) Examine the value of group facilitation skills in advisory/activity-based programs.
2) Explain the importance of using a structured debriefing method for group activities.
3) Analyze the effects of experiential learning on brain development.
4) Apply new group activities with debriefing strategies into your own school counseling program.

Rhonda Williams, Professor, University of Colorado – Colorado Springs; Sameen DeBard, School Counselor, Cherokee Trail High School, Aurora, Colo.; Sarah Clapham, School Counselor, West Middle School, Greenwood Village, Colo.

9:05 - 9:25 A.M
Turn Ideas into Action
All Practice Levels
All Experience Levels
Express Learning (20 minutes)

Walk away with ready-to-use, evidence-based activities to move students forward in reaching their goals. Review change talk activities aimed to stimulate meaningful changes in students’ academic mindsets, self-management behaviors and social interactions.

Learning objectives:
After attending this session, you will be able to:
1) Integrate new techniques for evoking change talk into your daily school counseling practice.

Christina Jordan, School Counselor, Baltimore County Public Schools, Baltimore, Md.; Stephanie Sudbrook, School Counselor, Harford Technical High School, Bel Air, Md.

Minute Meetings
All Practice Levels
All Experience Levels
Express Learning (20 minutes)

Ever wanted to hold minute meetings with your students but not sure how? From start to finish, learn how to implement these quick, informative meetings with your students. Minute meetings provide valuable data to inform your school counseling program while allowing you to build connections with each of your students. Hear best practices and examples of minute meetings for elementary and secondary students. Walk away with ready-to-use samples you can implement at your school.

Learning objectives:
After attending this session, you will be able to:
1) Implement minute meetings in your school counseling program to collect data and connect with students.
2) Learn how to use data collected from minute meetings to create Tier 2 interventions.

Laurie Tristan, School Counselor, MacArthur Fundamental Intermediate School, Santa Ana, Calif.; Tara Delgado, School Counselor, Santiago Elementary School, Santa Ana, Calif.

Ethical Considerations: 504s and IEPs
All Practice Levels
All Experience Levels

How can school counselors effectively implement school counseling programs for all students while navigating the needs of youth with 504s and IEPs? Learn how to ethically manage and navigate this often cumbersome and time-consuming but vitally important process.

Learning objectives:
After attending this session, you will be able to:
1) Identify the appropriate role for school counselors with special needs students.
2) Discuss the ethical and legal obligations of working with students who have 504s and IEPs.
3) Explain how to use multitiered systems of support as a way to advocate for students with special needs in the context of a school counseling program.

Kathy McDonald, Assistant Professor, Southeastern Oklahoma State; Wendy Rock, Assistant Professor, Southeastern Louisiana University; Jayne Miller, School Counselor, Lejeune High School, N.C.

9:40 - 10 A.M
Teach Resiliency via the Impossible Escape Room
Middle School, High School
All Experience Levels
Express Learning (20 minutes)

Students today are held to increasingly higher and higher standards as it relates to academics, extracurricular activities and future goals, with honors-level students often feeling an immense pressure to perform perfectly in all aspects of life and school. Hear about an impossible escape room, a series of puzzles designed to fail, and how these can simulate frustration and angst to facilitate a discussion on resiliency, the growth mindset and moving forward positively in the face of failure.

Learning objectives:
After attending this session, you will be able to:
1) Implement your own impossible escape room.
2) Facilitate a discussion with participants about frustration, failure and moving forward positively.

Anne Zinn, School Counselor, Norwich Free Academy, Norwich, Conn.; Danielle Robillard, Math Teacher, Norwich Free Academy, Norwich, Conn.

Advocacy Tools for College and Career Readiness
High School
Beginner
Express Learning (20 minutes)

Systemic barriers create obstacles to college- and career-readiness skills for diverse first-generation high school students. Discover ways to advocate and promote college- and career-readiness skills for these students. Understand the current systemic trends facing students and how you can promote systemic change through critical inquiry to empower buy-in from all stakeholders. Discuss strategies to enhance and promote social consciousness and critical awareness for college-going and career-readiness success in high schools.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the impact of cultural, social and environmental influences on student success and opportunities.

Jonique Childs, Assistant Professor, University of Massachusetts – Amherst

Calendars
All Practice Levels
All Experience Levels

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.

Learning objectives:
After attending this session, you will be able to:
1) Create an annual calendar and weekly calendars aligned with the ASCA National Model.
2) Discuss the importance of sharing annual and weekly calendars.

9:45 - 10:45 A.M
School Counselor Wellness
All Practice Levels
All Experience Levels
Breakout session (one hour)

The last decade has seen major shortages in educators, much of which is due to compassion fatigue. Learn about the principles of well-being, self-care and boundaries as they relate to being a school counselor. Hear how the Indiana Department of Education and Indiana State Department of Health have made educator wellness a priority with The Science of Happiness, a self-paced course for educators modeled after The Science of Well-being course from Yale. Access an educator wellness toolkit providing a holistic approach to wellness that makes healthy choices the easy choices for school counselors.

Learning objectives:
After attending this session, you will be able to:
1) Identify multiple sources of self-care in your life.
2) Examine your own well-being and self-care practices.
3) Discuss how to encourage wellness systematically.

Courtney Hott, Director of Legislation and Program Implementation, Indiana Commission for Higher Education; Lisa Truitt, Social, Emotional & Behavioral Wellness Specialist, Indiana Department of Education; Christy Berger, Assistant Director, Social, Emotional & Behavioral Wellness, Indiana Department of Education; Penelope Friday, Childhood Obesity Prevention Coordinator, Indiana State Department of Health

Develop a Social Emotional Learning Curriculum
Learning objectives:
After attending this session, you will be able to:
1) Discuss the CASEL competencies, the 40 Developmental Assets framework and the ASCA Mindsets & Behaviors.
2) Organize a crosswalk of all three frameworks.
4) Develop an SEL curriculum.

Maiko Xiong, Assistant Professor, California State University – Sacramento

Create a Systemized Program Districtwide
District Directors
All Experience Levels
Breakout session (one hour)
How can a district with more than 50 schools move from individualized guidance-era programs to a systemized RAMP-ready K-12 school counseling program? Learn how to start the process to becoming RAMP-ready, change long-entrenched practices, get all school counselors working toward the same goals and improve student achievement.

Learning objectives:
After attending this session, you will be able to:
1) Evaluate K-12 school counseling practices in your district to find delivery commonalities and differences.
2) Identify and know how to use your K-12 school counseling strengths as the foundation to systemize your program districtwide.
3) Develop a plan to organize and systemize your district school counseling program.


Academic Success for Dual-Enrolled African American Students
High School
Advanced
Breakout session (one hour)
Although college in high school programs are promising academic indicator of college readiness for all students, African American students have the lowest dual enrollment rates among all high school students. Although several barriers to dual enrollment are derived from inequities, some African American high school students may not participate because they do not believe in their ability to achieve academic success. Learn how to use social/emotional learning to help students identify perceived barriers to academic success and college readiness. Additionally, learn to use this data as the foundation for implementing a school counseling program promoting academic success and social/emotional growth.

Learning objectives:
After attending this session, you will be able to:
1) Discuss the importance of African American students taking advantage of early college in high school opportunities and the implications on today’s workforce.
2) Use social/emotional learning groups to provide African American students with academic and social/emotional support while dual enrolled in college courses.

Sylvester Hanner, School Counselor, Westinghouse Academy, Pittsburgh, Pa., and Doctoral Candidate, Dusquesne University

Teach RAMP to the Masses
District Directors
Advanced
Breakout session (one hour)
The Virginia Department of Education AdVAntage cohort is a joint partnership with the department and the University of Virginia Curry School of Education to provide RAMP training to practitioners and school counseling supervisors in Virginia. This collaborative training model includes statewide university and school district partnerships to teach practitioners how to design, implement and evaluate a school counseling program. Hear about the initial steps, goals, strategies and advocacy efforts used to develop the program, along with numerous resources for design replication.

Learning objectives:
After attending this session, you will be able to:
1) Describe the systemic barriers to RAMP implementation and know how to advocate for practitioners to improve student outcomes.
2) Explain the benefits of multidisciplinary collaboration as it relates to the design, implementation and evaluation of a school counseling program.
3) Discuss the key benefits of RAMP to educational stakeholders.
4) Replicate the AdVAntage cohort using the resources provided.

Julia Taylor, Assistant Professor, University of Virginia
School Counselor/Principal Collaboration
All Practice Levels
Beginner
Breakout session (one hour)
Teamwork makes the dream work. Find out how one school counselor and principal fostered a collaborative relationship at a dual-language immersion school of 800-plus students to work better together. Learn strategies to improve school climate, increase social/emotional learning and improve equitable practices in your district. If you are an administrator or school counselor not knowing where to begin with collaboration, or a team wanting to strengthen your solidarity, walk away with collaboration tips, leadership ideas and creative ways to create a strong school counselor/principal partnership to build capacity at your school for student success.

Learning objectives:
After attending this session, you will be able to:
1) Enhance your school counselor/principal collaboration strategies by creating a strong foundation using components of the ASCA National Model, MTSS and PBIS.
2) Discuss ways to use schoolwide data to demonstrate accountability and improve school climate, as well as collaborate with other stakeholders within your district.
3) Identify creative ways to use your school counselor/principal partnership to advocate and become a leader for equitable practices within your district.

Amy Dauble-Madigan, School Counselor, El Marino Language School, Culver City, Calif.; Mina Shiratori, Principal, El Marino Language School, Culver City, Calif.

10:15 - 10:35 A.M
Counseling the Deaf
All Practice Levels
Beginner
Express Learning (20 minutes)
Do you have a deaf or a hard of hearing student in your school? Unsure how to work with this individual or group of students? Learn what it means to be deaf, the different types of hearing losses and the cultural component of the deaf. Walk away better understanding this population and its unique needs in the school setting. Understand various terminology associated with people who have a hearing loss, the differences in needs with people who are deaf or hard of hearing and more.

Learning objectives:
After attending this session, you will be able to:
1) Discuss deafness and its cultural component when working with a student who has a hearing loss.
2) Explain the different types of hearing loss when working with people who are deaf.

Joseph Batiano, School Counselor, Rhode Island School for the Deaf, Providence, R.I.

11 a.m - 12 P.M.
General Session