

# No Limits

ASCA 2022 Annual Conference

## All Sessions

### Saturday, July 09

**8:00 AM - 5:00 PM CT**

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#### Registration Open

8:00 AM - 5:00 PM, Saturday, July 09

(In Person)

**9:00 AM - 10:30 AM CT**

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#### Level Meetups

9:00 AM - 10:30 AM, Saturday, July 09

(In Person)

##### Overview:

Start your conference networking with other school counselors at your level in an informal environment.

**Audience:** All Practice Levels

**Level:** All Experience Levels

**9:30 AM - 10:30 AM CT**

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#### District Directors Meetup

9:30 AM - 10:30 AM, Saturday, July 09

(In Person)

##### Overview:

Kick off the conference by networking with other school counseling district directors.

**11:00 AM - 12:30 PM CT**

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#### Opening General Session – Rodney Robinson

11:00 AM - 12:30 PM, Saturday, July 09

(In Person, Virtual)

**Overview:****Education Equity**

The word “equity” is often bandied about in education circles, but what does it really mean? Let’s delve into equity in education – what it is, why all students deserve it and how school counselors can set their schools and districts on a path toward true equity. Rodney Robinson, 2019 Teacher of the Year, shares practical solutions to help end education inequities and energizes and empowers school counselors to make a lasting difference in their schools.

Rodney Robinson is a senior advisor with Richmond (Va.) Public Schools in charge of teacher and leader pathways. In 2015, he started teaching at Virgie Binford Education Center, a school inside Richmond Juvenile Jail, in an effort to better understand the school-to-prison pipeline. He was named the 2019 National Teacher of the Year and used his time as Teacher of the Year to advocate for cultural equity to make sure students have teachers and administrators who look like them and value their culture. Robinson was named 2019 HBCU male alumnus of the year by HBCUdigest.com. He was named #8 on the Root magazine’s Top 100 influential African Americans of 2019. His passion is helping the underprivileged and underrepresented populations in America.

Sponsored by Discover Student Loans

**Audience:** All Practice Levels

**Level:** All Experience Levels

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**12:30 PM - 2:30 PM CT****Lunch in the Exhibit Hall**

*12:30 PM - 2:30 PM, Saturday, July 09*

*(In Person)*

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**12:30 PM - 5:00 PM CT****Exhibit Hall Open**

*12:30 PM - 5:00 PM, Saturday, July 09*

*(In Person)*

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**2:30 PM - 3:30 PM CT****A Year in the Life of an Elementary School Counselor**

*2:30 PM - 3:30 PM, Saturday, July 09*

*(In Person)*

**Overview:**

Are you looking for new and engaging programs and ideas for your elementary students? Learn about one school's comprehensive elementary school counseling program and plan for the entire school year. Discover new lesson plans and ideas for everything from welcoming new students to transitioning your oldest students to middle school, and everything in between. Leave with lesson plans, ideas and resources for working with students individually, in small groups and in classrooms throughout the year. Learn about schoolwide programs for supporting students, families and the community.

## Learning Objectives:

1. Discuss the elementary school counselor's roles and duties
2. describe a variety of lessons and activities to use with students schoolwide, individually, in small groups or in the classroom
3. Strategize ways to organize, evaluate and reflect on your programs and activities

## Speakers:

- Diana Arie, *School Counselor, Olentangy Local Schools, Lewis Center, OH*

**Audience:** Elementary School

**Level:** All Experience Levels

## Address Achievement Gaps with Data

2:30 PM - 3:30 PM, Saturday, July 09

(In Person, Virtual)

### Overview:

Today's school counselors are leaders, advocates and change agents. They function within those roles as they examine data to reveal student needs. School counselors disaggregate data to uncover racial inequities, implement evidence-based interventions to address those inequities and analyze data to assess the effectiveness of their interventions. Walk through the process of exploring, disaggregating and analyzing data, and learn about the remarkable results of a quantitative study that examined the impact of school-based mentoring on the academic achievement gap between Black and white students. Learn how to use these findings to reduce the achievement gap in your school.

## Learning Objectives:

1. Disaggregate student data to identify achievement gaps
2. Develop SMART student outcome goals based on student data
3. Use the ASCA closing-the-gap action plan/results report to collect participation, Mindsets & Behaviors and outcome data aligned with student data and outcome goals

## Speakers:

- Lorise Grey, *Counselor Educator, Walden University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Strengthen the School Counselor/Principal Relationship

2:30 PM - 3:30 PM, Saturday, July 09

(In Person)

### Overview:

Have you ever had a difficult time advocating for a comprehensive school counseling program? Learn to advocate as a collaborator rather than a challenger to provide comprehensive services for your students.

## Learning Objectives:

1. Identify barriers hindering you from effective collaboration with administrators
2. Use schoolwide and school counseling data as a collaboration tool

3. Use the annual administrative conference as a starting point in collaborating for student success

**Speakers:**

- Fabion Vicks, *School Counselor, Dutchtown Middle School, Hampton, GA*
- Diana Virgil, *School Counselor, Daleville High School, Daleville, AL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## The School Counselor's Role in Trauma Recovery

2:30 PM - 3:30 PM, Saturday, July 09

(In Person, Virtual)

**Overview:**

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, the school district responded with recovery services for the entire school zone, including hiring additional school counselors. Learn how the team of school counselors worked to aid in recovery efforts following this large-scale traumatic event, including collaborations with trauma experts, classroom lessons, suicide prevention and support for the entire community.

**Learning Objectives:**

1. Identify ways to work with students, parents and staff who have been through a traumatic event, including research-based practices
2. Explain how school districts can use school counselors after traumatic events
3. Identify ways to help build resiliency skills in students through social/emotional learning

**Speakers:**

- Rachel Kusher, *High School Counseling Specialist, Broward County Public Schools, Ft. Lauderdale, FL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Support Immigrant & Refugee Students

2:30 PM - 3:30 PM, Saturday, July 09

(In Person)

**Overview:**

When working with immigrant and refugee students, it is important to use a culturally sensitive and evidence-based school counseling approach. This approach must engage students in the counseling process; reduce the likelihood of retraumatizing students who have experienced past traumas; help students identify their personal strengths and coping strategies; and help build students' resiliency, sense of hope and pride. The solution-focused approach meets these criteria and is a great fit for use with both immigrant and refugee students. Hear a case example illustrating the application of the solution-focused approach with this population, and walk away with resources designed to enhance the solution-building process.

**Learning Objectives:**

1. Identify solution-focused techniques and questions

2. Describe reasons why the solution-focused approach is a good fit for use with immigrant and refugee students
3. Implement a solution-focused school counseling approach with immigrant and refugee students
4. Assist students with identifying their strengths and past successes, as well as building their sense of hope and pride

**Speakers:**

- Carol Buchholz Holland, *Associate Professor, North Dakota State University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Creative Techniques in Counseling**

**2:30 PM - 3:30 PM, Saturday, July 09**

*(In Person, Virtual)*

**Overview:**

Do your classroom lessons sometimes fall flat or aren't as impactful as planned? Discover activities, creative techniques and theory to keep students engaged and teach essential ASCA Student Standards. Incorporating creative techniques can increase lesson effectiveness; create a common understanding among stakeholders of healthy student mindsets and behaviors; improve communication among students, parents and staff; and add energy to your program. Experience the use of props, chairs, movement, writing/drawings and analogies in classroom lessons.

**Learning Objectives:**

1. Identify how creative techniques can reinforce targeted ASCA Student Standards for your school counseling program
2. Explain how counseling theory must drive sessions when using creative techniques
3. Identify at least three creative techniques to immediately incorporate in your lessons

**Speakers:**

- Richard Tench, *School Counselor, St. Albans High School, St. Albans, WV; Board Chair, ASCA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Anti-Racism Starts With Us**

**2:30 PM - 3:30 PM, Saturday, July 09**

*(In Person, Virtual)*

**Overview:**

Now, more than ever, school counselors must integrate and implement culturally sustaining and antiracist practices into their work. The first step in creating anti-racist systems is self-reflection to increase awareness, identify biases and build cultural proficiency. Learn about a culturally sustaining, anti-racist model in which critical reflection serves as the basis of school counseling programs and a multitiered system of supports (MTSS). Walk away with activities and reflections that facilitate growth and promote anti-racist work for practicing school counselors engaged in anti-racist work.

## Learning Objectives:

1. Identify key components of anti-racism in school counseling and MTSS
2. Practice self-awareness activities designed to facilitate cultural competence
3. Identify strategies to develop school staff self-awareness around culture, bias and anti-racism

## Speakers:

- Damien Sweeney, *Program Coordinator for Comprehensive School Counseling, Kentucky Department of Education*
- Jennifer Betters-Bubon, *Associate Professor, University of Wisconsin-Whitewater*
- Rebecca Pianta, *Coordinator of College and Career Readiness, Santa Ana Unified School District, Santa Ana, CA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Teach Executive Functioning Skills

2:30 PM - 3:30 PM, Saturday, July 09

(In Person, Virtual)

### Overview:

Learn how to teach executive-functioning skills in a variety of settings, such as classroom mini-lessons, psychoeducational small groups and parent educational workshops. Using the latest research and advice from psychologists, researchers and the Harvard Center on the Developing Child, hear about innovative strategies and activities to use with all students, with an emphasis on grades 5–8. These lessons can be used by teachers and school counselors in-person as well as online.

## Learning Objectives:

1. Strategize ways to help students practice specific skills such as time management, organization, self-motivation and homework completion and strengthen attention, focus, memory and recall

## Speakers:

- Lisa Lucore, *Wellness Counselor, Calabasas High School, Calabasas, CA*
- Nadia Lucero, *School Counselor, Cedar Valley Middle School, Round Rock Independent School District, TX*

**Audience:** Middle School

**Level:** All Experience Levels

## Advocacy for Black Males

2:30 PM - 3:30 PM, Saturday, July 09

(In Person)

### Overview:

Focus on strategies you can use to mitigate biases we have as educators as we try to implement systemic change, especially when it comes to Black male youth. Walk away with evidence-based resources and tools to address Black male youth where they are so they can be a part of their own

solution.

**Learning Objectives:**

1. Identify self-biases preventing you from effectively serving Black male youth
2. Use research-based tools to address the needs of Black male youth

**Speakers:**

- Ronald Barzey, *School Counselor, Grand Concourse Academy Charter School, Bronx, NY*
- Christian Barzey, *Student, SUNY Plattsburgh*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**ASCA National Model 101**

**2:30 PM - 3:30 PM, Saturday, July 09**

*(In Person)*

**Overview:**

The ASCA National Model is in its 4th edition, and it's better than ever. But do you wonder what it is and why it exists? Learn the ins and outs of the ASCA National Model, and build a strong foundation to elevate your school counseling program.

**Learning Objectives:**

- 1) Describe how the ASCA National Model supports and improves student success
- 2) Identify current research about the ASCA National Model
- 3) Develop a plan to start ASCA National Model implementation

**Speakers:**

- Steve Schneider, *School Counselor, Sheboygan South High School, Sheboygan, Wis.*

**Audience:** All Practice Levels, Graduate Students

**Level:** Beginner

**Evidence-Based Activities & Interventions (Part 1)**

**2:30 PM - 3:30 PM, Saturday, July 09**

*(In Person)*

**Overview:**

School counselors need to use effective activities and interventions to facilitate the best possible results. Therefore, it's imperative to access appropriate resources, understand and interpret those resources and be discerning in selections. Explore methods for finding and using the best program delivery activities and interventions.

**Learning Objectives:**

1. Identify a variety of best-practice resources
2. Construct better activities and interventions based on quality resources
3. Employ a rubric for selecting activities, interventions and resources

**Speakers:**

- Mark Kuranz, *Certified Trainer, ASCA*
- Karen Griffith, *Certified Trainer, ASCA*

**Audience:** All Practice Levels

**Level:** Intermediate

## Advocate Using ASCA Position Statements

2:30 PM - 3:30 PM, Saturday, July 09

(In Person)

### Overview:

Get an overview of recently revised position statements addressing the school counselor and character education, college access professionals, LGBTQ youth, students with disabilities, trauma-informed practice, and more. Walk away with recommendations for using ASCA position statements to advocate for appropriate school counseling roles and to inform your school counseling practice.

### Learning Objectives:

1. Revisit the revised ASCA Position Statements to view and explain current recommendations for practice
2. Discuss how these statements inform the role of the school counselor
3. Strategize how to use the position statements to advocate for appropriate school counselor roles

### Speakers:

- Tylon Crook, *Associate Professor, Liberty University*
- Andres Castro, *Director, California Association of School Counselors, Board of Directors*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**2:30 PM - 2:50 PM CT**

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## Parents as Educational Partners

2:30 PM - 2:50 PM, Saturday, July 09

(In Person)

### Overview:

Learn about a districtwide Parents as Education Partners (PEP) program to provide school staff continual opportunities to engage and cultivate meaningful relationships with the families of English learners throughout the school year. Hear how this ultimately strengthened crucially important home/school partnerships between school staff and the families of English learners.

### Learning Objectives:

1. Explain the PEP program's purpose, structure and function
2. Describe the PEP curriculum
3. Design and provide information, resources and other services to families of English learners

### Speakers:

- Ana Castro, *School Counselor, J.L. Simpson Middle School, Leesburg, VA*
- Marianne Nameth, *Lead School Counselor, J.L. Simpson Middle School, Leesburg, VA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **A Schoolwide Approach to Address Grief**

**2:30 PM - 2:50 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

Exploring childhood grief through antiracist, culturally and racially sensitive lenses allows us to ask questions and listen. Then we can design tools and strategies that may work better for students and families. While there is no course that can teach us exactly what the families in our specific school communities need, we can explore possibilities proactively. Learn about an inclusive approach where we seek to understand the many ways in which people experience and cope with grief. Look at ways to engage the community's grief perspectives and provide racial and culturally aware resources.

### **Learning Objectives:**

1. Engage community grief perspectives
2. Provide racial and culturally aware resources

### **Speakers:**

- Deborah Blume, *School Counselor, Sitton Elementary School, Portland, OR*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Virtual College/Career Events**

**2:30 PM - 2:50 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

The last year of school closures and social distancing has seen a major shift in how school counselors address college and career readiness in middle school. Discover ways school counselors modified traditionally in-person events to be delivered virtually. Learn to create any Career Café or College Cruising for your middle school students.

### **Learning Objectives:**

1. Assess your students' college and career readiness needs
2. Create advertising for monthly in-person or virtual career events
3. Develop questions to ask guests during your event
4. Replicate events within a 30-minute timeframe

### **Speakers:**

- Tonia Stallions, *School Counselor, Barbara Chilton Middle School, Roseville, CA*

**Audience:** Middle School

**Level:** Beginner

## **Vision and Mission**

**2:30 PM - 2:50 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

Learn how to ensure your mission statement reflects and supports your school's mission and that your vision describes a vibrant picture of the skills, knowledge and attitudes your students will

have.

### **Learning Objectives:**

1. Explain how to write a mission and vision statement consistent with the new RAMP scoring rubric

### **Speakers:**

- Judy Pelto, *School Counselor, Clark County, NV.*

**Audience:** All Practice Levels

**Level:** Beginner

## **3:05 PM - 3:25 PM CT**

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### **Small Groups: From Referrals to Closure**

*3:05 PM - 3:25 PM, Saturday, July 09*

*(In Person)*

#### **Overview:**

Are you interested in implementing small groups but not sure where to start? Learn how to hold small groups on a variety of topics with this comprehensive overview, from collecting referrals, to obtaining consent, scheduling with staff and collecting data. Walk away with introductory and curriculum resources leaving you prepared to begin small-group implementation in your school.

#### **Learning Objectives:**

1. Explain how to collect referrals for small-group students
2. Strategize and implement small-group sessions for students experiencing topics such as grief and loss, anxiety and self-regulation

### **Speakers:**

- Lindsay Holley, *School Counselor, Baldwin Elementary School, Austin, TX*

**Audience:** Elementary School

**Level:** Beginner

### **Microaggression: 3 R's to Healing**

*3:05 PM - 3:25 PM, Saturday, July 09*

*(In Person)*

#### **Overview:**

School counselors must know and understand the detrimental impact microaggressions have on students, families and even staff of color. Many are subjected to these harmful messages daily, be it intentional or unintentional, and they must be interrupted. Learn how to navigate the harm of microaggressions and advocate for those in your school community by using the 3 R's: recognize, respond, and repair. Discover strategies to empower all to recognize, respond and repair the harm when microaggressions occur.

#### **Learning Objectives:**

1. Identify strategies to recognize, respond and repair harm of microaggressions

**Speakers:**

- Mia Tatum-Crider, *School Counselor, Glen Hills Middle School, Glendale, WI*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Become an LGBTQ-inclusive school**

**3:05 PM - 3:25 PM, Saturday, July 09**

*(In Person)*

**Overview:**

French Middle School has become more inclusive each year. What started as a class project and turned into a gay-straight alliance has now led to systemic change. Hear how this started, the progress made and the areas still to address.

**Learning Objectives:**

1. Identify ways to create systemic change toward LGBTQ inclusivity
2. Discuss ways your school could be more inclusive to LGBTQ populations

**Speakers:**

- Jean Ryan, *School Counselor, French Middle School, Topeka, KS*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Legal and Ethical Considerations: Student Surveys**

**3:05 PM - 3:25 PM, Saturday, July 09**

*(In Person)*

**Overview:**

With increasing concerns about students' social/emotional wellness, schools are using surveys more than ever to gauge students' needs. Under the Protection of Pupil Rights Amendment (PPRA), school counselors cannot ask students certain categories of information without parental notice and consent. Explore your legal obligations when asking students about protected areas.

**Learning Objectives:**

1. Identify the eight protected areas under PPRA
2. Explain the PPRA provisions applicable to administering surveys
3. Discuss personally identifiable information and when to obtain consent
4. Discuss passive and active consent and when each has to be used

**Speakers:**

- Carolyn Stone, *Professor of Counselor Education, University of North Florida*
- Wendy Rock, *Assistant Professor of Counseling, Southeastern Louisiana University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**4:00 PM - 5:00 PM CT**

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## **Equity in Action Through Systemic Change**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

Are you ready to move toward equity in action? From inequitable discipline practices to access to rigor, explore policies and practices to identify inequities. Dive 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:**

1. Audit discipline policies in collaboration with administration
2. Counter and re-phrase racist sentiments in public using two response models
3. Implement solutions to increase access to rigor for students of color
4. Identify ways to affirm the identities of marginalized communities and community members such as Black and Latino students

### **Speakers:**

- Rebecca Atkins, *Senior Administrator of School Counseling, Wake County Public School System, Cary, NC*
- Alicia Oglesby, *Director of School & College Counseling, Bishop McNamara High School, Forestville, MD*

**Audience:** All Practice Levels

**Level:** Intermediate

## **SEL on a Budget**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person, Virtual)*

### **Overview:**

Learn how one elementary school with a budget of only \$500 combined PBIS, SEL and school counseling into a comprehensive character program that resulted in 99% of students reporting a positive school experience and zero students reporting feeling bullied. Leave with practical strategies to create and implement your own unique program based on your school's data aligned with ASCA Student Standards and SEL goals. Discover ways to encourage teacher and administrator buy-in and involvement in SEL, and learn how to create a positive school environment for every child and staff member.

### **Learning Objectives:**

1. Implement your own unique SEL program aligned with the ASCA Student Standards
2. Strategize ways to create a positive school environment for every child and staff member
3. Increase teacher and administrator buy-in and involvement with SEL

### **Speakers:**

- Jessica Longland, *School Counselor, Kelly Elementary School, Burlington, KY*

**Audience:** Elementary School

**Level:** All Experience Levels

## **New Children's Books for Elementary School Counseling**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

Learn about 2022 children's books suitable for use in classroom, small-group and individual elementary school counseling settings. Discuss the topics covered as well as ways to best use these books in elementary school counseling.

### **Learning Objectives:**

1. Identify recently published children's books suitable for elementary school counseling
2. Discuss appropriate uses of these books in classroom, small groups and individual counseling
3. Access a list of new books to use in your own school counseling program

### **Speakers:**

- Joan Lawrence, *Assistant Professor, Grand Canyon University*

**Audience:** Elementary School

**Level:** All Experience Levels

## **Cultivate Professional Identity**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

Studies have shown professional advocacy can help school counselors establish a clear identity and avoid role ambiguity. Role ambiguity can lead to the assignment of inappropriate duties, negative self-efficacy and burnout. Start your career as a school counselor off right. Learn about the importance of a strong professional identity for beginning school counselors' and practical tips for advocacy work and overcoming barriers when engaging in advocacy.

### **Learning Objectives:**

1. Define advocacy and professional identity and explain the importance of both
2. Explain strategies for advocacy and ways to overcome potential barriers when engaging in advocacy
3. Discuss the importance of self-care when engaging in advocacy work and identify strategies for self-care to avoid early-career burnout

### **Speakers:**

- Brianna Patterson, *School Counselor, Jean Ribault High School, Jacksonville, FL*

**Audience:** All Practice Levels

**Level:** Beginner

## **Navigate the New Normal via a Growth Mindset**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

As we continue to deal with the ever-changing world, having resilience and navigating uncertain

times through a growth mindset roadmap is more important in school communities than ever. Discuss the concepts of a growth mindset, such as understanding basic neuroscience, having grit, embracing the power of yet, and discover how these mindsets help with being flexible, looking for silver linings and dealing with being uncomfortable as part of the learning process. Leave with practical ideas for classroom lessons, schoolwide programs, small-group ideas and parent/family engagement.

**Learning Objectives:**

1. Establish common growth mindset language across your school community
2. Integrate growth mindset in existing components of your school counseling programs
3. Emphasize flexibility, resilience and effort as primary skills for success

**Speakers:**

- Lisa King, *School Counselor, Blackwell Elementary School, Marietta, GA*

**Audience:** All Practice Levels

**Level:** Beginner

**Support Students with ADHD**

*4:00 PM - 5:00 PM, Saturday, July 09*

*(In Person, Virtual)*

**Overview:**

According to the Centers for Disease Control and Prevention, 6.1 million children have been diagnosed with ADHD, and 64% of those children have a comorbid emotional or behavioral disorder. Learn practical strategies for helping these students improve their executive-functioning skills. These strategies will help students with activation, focus, effort, emotion, memory and action. These tips are ideal for work with students but also also helpful during consultation and collaboration.

**Learning Objectives:**

1. Explain how ADHD and trauma affect a student's executive functioning and ability to achieve in the classroom
2. Identify the six areas of executive functioning
3. Identify at least one support strategy for each area of impaired executive functioning
4. Explain how to support teachers in achieving student success

**Speakers:**

- Laura Filtness, *School Counselor, Powell Elementary School, Powell, TN*

**Audience:** Elementary School

**Level:** Beginner

**Business Partnerships for Career Programming**

*4:00 PM - 5:00 PM, Saturday, July 09*

*(In Person, Virtual)*

**Overview:**

Learn about how middle and high schools in one county collaborated with local business partners to create connections and valuable programs for secondary students. Discuss new ways to have career conversations with students and examine how to partner with employers in your community to have ongoing, equitable career exploration opportunities.

## Learning Objectives:

1. Discuss ideas to create valuable connections with business partners
2. Examine your school's current business partnerships and community resources
3. Design and implement virtual and/or in-person career exploration learning experiences for students

## Speakers:

- April Corbin, *Career Counselor, Hanover and Mechanicsville High Schools, Ashland, VA*
- Shannon Edwards, *Career Counselor, Atlee and Patrick Henry High Schools, Ashland, VA*
- Alison Bollander, *Career Counselor, Bell Creek and Chickahominy Middle Schools, Ashland, VA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Grief Work in Today's World

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person, Virtual)*

### Overview:

We all experience grief, loss and death, yet we shy away from talking about it, even as school counselors. We ask questions such as, "What do I do now?" or "Am I supposed to be over it by now?" Imagine being a child and having to process these same questions. Dive deeper into understanding grief in today's world. Walk away with resources and tools to help your students on their grief journeys.

## Learning Objectives:

1. After attending this session, you will be able to:
2. Discuss the varied signs and symptoms of grief
3. Use preferred terminology surrounding death
4. Adapt provided tools and resources to use with grieving students

## Speakers:

- Gen Nelson, *School Counselor, Nixa Junior High School, Nixa, MO*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Support School Counselors Pursuing RAMP

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### Overview:

ASCA's Recognized ASCA Model Program (RAMP) designation identifies school counseling programs that achieve exemplary comprehensive outcomes and schoolwide systemic change. District-level directors/coordinators/supervisors play an important role in supporting school counselors applying for RAMP status. Hear recent research findings that identify the most-beneficial types of supports for RAMP-seeking school counselors. Learn best practice recommendations for helping school counselors in your district with comprehensive school counseling program implementation and RAMP attainment.

## Learning Objectives:

1. Discuss best practice supports that benefit RAMP-seeking school counselors
2. Evaluate your district's current level of supports offered to RAMP-seeking school counselors
3. Identify action steps for how to best support school counselors in your district as they pursue RAMP

## Speakers:

- Lindsay Harman, *Assistant Professor, University of Denver*
- Aaron Oberman, *Associate Professor, The Citadel*

**Audience:** District Director

**Level:** All Experience Levels

## Powerful New Student Practices

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### Overview:

A transition to a new school can be a stressful event for a student, but it doesn't have to be. School counselors are in a prime position to reduce new student concerns; support students through the transition process; reduce negative effects on student achievement; and foster academic success, social/emotional health and overall wellness. Learn about practices that foster new-student connections to the school community and programming that empowers new students to feel informed and more confident navigating their new school.

## Learning Objectives:

1. Articulate the importance of new-student programs and practices
2. Develop new-student programming and practices that contribute to overall student wellness, academic success and healthy interactions with peers, teachers and other school staff

## Speakers:

- Franciene Sabens, *School Counselor, Elverado High School, Elkhart, IL*
- Leslie Goines, *School Counselor, Massac County High School, Metropolis, IL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Teach Grad Students Trauma-Informed Practices

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### Overview:

Exposing grad students to the current research and practices around adverse childhood experiences (ACEs) and trauma helps them understand how ACEs affect K–12 students' development, health and well-being. Integrating trauma-informed practices in school counseling courses provides a consistent continuum of learning that expands grad students' knowledge and helps them be more effective in addressing trauma and improving student well-being and academic success as a school counselor.

## Learning Objectives:

1. Describe the process of integrating trauma-informed practices into course curriculum

2. Identify how knowledge about early childhood adversity and the impact of trauma expands the worldview of emerging school counselors and informs how they can be more effective in their practice
3. Use the ASCA Student Standards to be more effective, intentional and appropriate in addressing trauma
4. Describe the pedagogy and activities that support a trauma-informed school counseling curriculum

**Speakers:**

- Diane Reese, *Assistant Professor, Trinity Washington University*

**Audience:** School Counselor Educators

**Level:** All Experience Levels

**MApp**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

**Overview:**

You're busy. We get it. You need to access your school counseling program details wherever you are during the school day – at your desk, in the hallway or during a faculty meeting. Learn how to organize your program on your phone, tablet or desktop computer using the ASCA National Model app (MApp).

**Learning Objectives:**

1. Download the ASCA National Model app (MApp) for your desktop computer and mobile devices
2. Track how you spend your time – in real time – and compare it with the ASCA use-of-time recommendations
3. Immediately access your results reports whenever an administrator has a question

**Speakers:**

- Eric Sparks, *Assistant Director, American School Counselor Association*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Advocate Legally and Ethically for Marginalized Youth**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person, Virtual)*

**Overview:**

School counselors can be powerful strategists when applying legal muscle to problems affecting the educational environment. Federal and case law can protect marginalized youth, yet there are still laws that can hinder school counselors' advocacy efforts. Intervening on behalf of students is infinitely easier if there is a law that provides leverage. Focus on the rights of students who are gay or transgender; in foster care; or victims of dating violence, sexual harassment or bullying. Legal understanding coupled with our ethical imperative to advocate is a formidable combination and increases the odds that school counselors will have sway in systemic change and individual support.

**Learning Objectives:**

1. Discuss federal, state and case laws that are pivotal in supporting your advocacy work with marginalized youth
2. Apply federal and case law to the ever-changing standard of care for school counselors
3. Discuss hypothetical cases and transfer your knowledge to your own practice

**Speakers:**

- Carolyn Stone, *Professor of Counselor Education, University of North Florida*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**The Media and You**

4:00 PM - 5:00 PM, Saturday, July 09

(In Person)

**Overview:**

Often school districts have a designated person or team to address media inquiries; however, in some cases, it may be necessary for you as a school counselor to be comfortable speaking to the media or press. Learn best practices so you feel comfortable and confident in your ability to interact and work with the media.

**Learning Objectives:**

1. Explain how to strategize talking points
2. Brainstorm ways to collaborate with local media outlets
3. Identify do's and don'ts of conducting media interviews
4. Discuss ways to digitally maintain professional and personal boundaries

**Speakers:**

- Angela Hickman, *Director of Research and Marketing, ASCA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Evidence-Based Activities and Interventions (Part 2)**

4:00 PM - 5:00 PM, Saturday, July 09

(In Person)

**Overview:**

School counselors need to use effective activities and interventions to facilitate the best possible results. Therefore, it's imperative to access appropriate resources, understand and interpret those resources and be discerning in selections. Join us for Part 2 as we continue to explore methods for finding and using the best program delivery activities and interventions.

**Learning Objectives:**

1. Identify a variety of resources for best practice
2. Construct better activities and interventions based on quality resources
3. Employ a rubric for selecting activities, interventions and resources

**Speakers:**

- Mark Kuranz, *Certified Trainer, ASCA*

- Karen Griffith, *Certified Trainer, ASCA*

**Audience:** All Practice Levels

**Level:** Intermediate

## **Sponsored Session: Career Opportunities for Your Students (Part 1)**

**4:00 PM - 5:00 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

There is a dire need for skilled workers, and labor shortages are abundant. Learn about career opportunities in the fire sprinkler industry from the National Fire Sprinkler Association. Additionally, hear from Build Your Future to learn about career options in the construction industry. Help your students attain careers to set them on the path to a lifetime of success and upward mobility through these two industries.

### **Learning Objectives:**

1. Identify and discuss career opportunities in the fire sprinkler and construction industry
2. Explain the type of student who makes a great candidate for a career in these two industries
3. Direct students to resources within these two industries

**Audience:** High School

**Level:** All Experience Levels

**8:00 PM - 11:00 PM CT**

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## **Roots & Boots**

**8:00 PM - 11:00 PM, Saturday, July 09**

*(In Person)*

### **Overview:**

Grab your cowboy boots and help ASCA celebrate its 70th year at this special event.

**Level:** All Experience Levels

## **Sunday, July 10**

**7:00 AM - 8:00 AM CT**

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## **Morning Yoga**

**7:00 AM - 8:00 AM, Sunday, July 10**

*(In Person)*

### **Overview:**

Start your day off with a light yoga session and get energized for a day of learning.

**8:00 AM - 4:00 PM CT**

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**Exhibit Hall Open**

8:00 AM - 4:00 PM, Sunday, July 10

(In Person)

## 8:00 AM - 5:00 PM CT

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### Registration Open

8:00 AM - 5:00 PM, Sunday, July 10

(In Person)

## 9:30 AM - 10:30 AM CT

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### Teach Exemplary Classroom Lessons

9:30 AM - 10:30 AM, Sunday, July 10

(In Person)

#### Overview:

We all know the importance of classroom school counseling instruction. However, there are many school counselors who aren't able to get the classroom time they need due to misguided perceptions about school counselors' teaching abilities, school counseling curricula, etc. Consequently, it is vital for school counselors to "speak the language" regarding classroom teaching and to demonstrate to faculty members that they are capable of delivering highly effective classroom lessons that incorporate that enhance students' academic and social/emotional learning.

#### Learning Objectives:

1. Explain how the ASCA lesson plan template can be used as the foundation to create highly effective school counseling lessons
2. Develop school counseling lesson plans that include Common Core components
3. Include participation, Mindsets and Behavior, and outcome data in your lesson plans

#### Speakers:

- Kevin Ensor, *Assistant Professor, New Mexico Highlands University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

### School Counselor/Principal Collaboration for Optimal Outcomes

9:30 AM - 10:30 AM, Sunday, July 10

(In Person)

#### Overview:

The principal/school counselor relationship is one of the most important relationships in the school building. Hear how one district director worked to create a positive principal/school counselor relationship districtwide, fostering positive student outcomes, transforming school culture and climate, increasing cohesive practices and effectively using school counselors throughout the district.

#### Learning Objectives:

1. Strategize ways to foster a collaborative relationship between the school counselors and principals in your district
2. Examine current practices preventing a lack of collaboration with building principals or administrators and school counselors

3. Advocate and evaluate appropriate and effective school counselor responsibilities and duties districtwide

**Speakers:**

- Monika Pugh, *Director, Student Support Services, Pittsburgh Public Schools, Pittsburgh, PA*
- Anthony Hamlet, *Superintendent of Schools, Pittsburgh Public Schools, Pittsburgh, PA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Tech Tools for School Counselors

9:30 AM - 10:30 AM, Sunday, July 10

(In Person)

**Overview:**

Educating students in the 21st century is about more than preparing them for work in the digital age; it's also about connecting with the whole student and transcending barriers. Learn how you can use digital tools daily, either virtually or in-person, to not only enrich intervention and instruction but also guide decision-making, streamline work, enhance communication and promote happier students. Like a favorite app or device, you can upgrade your daily practice with only a few modifications. Discover how to improve time-efficiency, productivity and add additional style, just by plugging in with the right tools. Learn some of the best educational technology tools to transform your practice.

**Learning Objectives:**

1. Identify current trends in digital tools for asynchronous and synchronous engagement
2. Compare current tools to identify the developmentally appropriate tools that support a school counselor program aligned with the ASCA National Model
3. Develop a design-thinking mindset for technology integration
4. Discuss the experience of modeling platforms and lesson engagement

**Speakers:**

- Angela Cleveland, *Program Director, National Center for Women & Information Technology*
- Stephen Sharp, *K12 School Counseling Coordinator, Hempfield School District, Landisville, PA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Elementary Groups and Games

9:30 AM - 10:30 AM, Sunday, July 10

(In Person, Virtual)

**Overview:**

Learn about the importance of using data to intentionally create groups that support students through an equity lens and address achievement, behavior and discipline gaps in our buildings. Explore ways to develop groups with confidence, hear fun ways to build group connection, discover engaging activities and games to use, and implement meaningful closing activities.

**Learning Objectives:**

1. Strategize how to use data to develop intentional groups
2. Identify various games to use in small groups

3. Describe where to find achievement, behavioral and discipline gaps within your data

**Speakers:**

- Sarah Flier, *School Counselor, Willow River Elementary School, Hudson, WI*

**Audience:** Elementary School

**Level:** All Experience Levels

**Support Transgender and Gender-Expansive Students**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person)*

**Overview:**

Learn how you can support your students who are transgender and gender expansive in grades PK–12. Address important terms, schoolwide inclusive practices, legal issues and how to examine your school's policies. Leave with the tools needed to start thinking about how you can best ensure all of your students feel safe, supported and accepted at school.

**Learning Objectives:**

1. Define transgender, gender expansive and other important terms related to sexuality and gender identity
2. Differentiate between sex and gender and sexual orientation and gender identity
3. Identify legal resources protecting students who are transgender and gender expansive that also protect you as an educator
4. Identify areas in your school or district that can better support students who are transgender and gender expansive

**Speakers:**

- Tara Kierstead, *School Counselor, Hall-Dale Middle/High School, Farmingdale, ME*

**Audience:** All Practice Levels

**Level:** Beginner

**Build Your Own Student Support Initiative**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person, Virtual)*

**Overview:**

Maximize what student services can do by implementing a robust Tier 1 social/emotional learning (SEL) program. The world has significantly changed since March 2020. Students need social/emotional support now more than ever. Follow one high school's journey of developing an SEL curriculum and implementing a student support initiative. Hear about the process from day one, including planning, curriculum writing, staff buy-in, roadblocks and eventual implementation. Leave with a variety of resources to begin the implementation of your own Tier 1 SEL model that can be tailored to meet all students' needs.

**Learning Objectives:**

1. Explain the purpose of an SEL curriculum and how it can be implemented
2. Discuss students' current SEL needs
3. Compile a plethora of resources to begin implementing an SEL program
4. Strategize how to shift resources to maximize student services within a school

**Speakers:**

- Len Egan, *Director of Student Services, West Chicago Community High School, West Chicago, IL*
- Nick Kempfski, *AVID Site Coordinator, West Chicago Community High School, West Chicago, IL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**CTE and College Readiness**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person)*

**Overview:**

Data demonstrates that students who participate in career and technical education (CTE) programs score higher on state and national achievement tests, graduate from high school and successfully transition into postsecondary pathways. Hear from experts in the school counseling and CTE fields on how to leverage career and college readiness best practices and platforms, identify postsecondary success indicators, examine your own programs, implement new ideas and strategies and identify key stakeholders within your district or site to create new pathways for your students.

**Learning Objectives:**

1. Discuss best practices within CTE and college readiness
2. Examine your own CTE/college readiness program
3. Identify stakeholders and key resources within your district to promote new pathways for students

**Speakers:**

- Lori Luzier, *Lead School Counselor, Valley Vista High School, Surprise, AZ*
- Michelle Bohon, *Lead School Counselor, Shadow Ridge High School, Surprise, AZ*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Build Student-to-School Connections**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person)*

**Overview:**

A sense of belonging and feeling connected to one's campus has always been important to student success. After two years of a pandemic fraught with isolation, loss and grief, an intentional focus on student mental health is vital. Connectedness, the ability to create positive and supportive relationships with other students, plays a key role in this effort. Learn how school counselors at three different campuses responded to their diverse student needs by anchoring them to their respective schools. Explore fresh and fun ways to get students anchored to your school campus and see their mental health improve.

**Learning Objectives:**

1. Explain how and why student connectedness is important to academic and social/emotional outcomes

2. Identify specific ways you can facilitate connectedness on your campus
3. Implement at least one tool on your campus immediately

**Speakers:**

- Naomi Galvan, *School Counselor, Canyon Vista Middle School, Austin, TX*
- Marisa Cano, *School Counselor, Deerpark Middle School, Austin, TX*
- Melissa Leverette, *School Counselor, Grisham Middle School, Austin, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Equity-Focused Family Engagement Strategies

9:30 AM - 10:30 AM, Sunday, July 10

(In Person, Virtual)

**Overview:**

Family engagement in education is critical to student success, and school counselors are often called to be leaders in building these partnerships. Unfortunately, there is a common narrative in schools that some families are unreachable or that they don't care. Reframe the narrative of the disengaged family and discover different ways to conceptualize effective partnerships. Learn about the importance of school-family-community partnerships and the distinct roles adults have in supporting their children's education. Hear models of effective, equity-focused family engagement and the opportunities for school counselors to be leaders in their schools.

**Learning Objectives:**

1. Recognize biased narratives of the disengaged family and identify how to replace them with an equity-focused narrative and approach to family engagement
2. Explain the importance of being a family engagement leader in your school
3. Create your own action plan for incorporating equitable family engagement practices into your work

**Speakers:**

- Patrick Cunningham, *Graduate Research Associate and Doctoral Student, The Ohio State University*
- Sarah Shrewsbury, *Graduate Assistant and Doctoral Student, The Ohio State University*
- Ryan Max, *School Counselor, Pickerington Lakeview Jr. High School, Pickerington, OH and Doctoral Student, The Ohio State University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Social/Emotional Book Clubs

9:30 AM - 10:30 AM, Sunday, July 10

(In Person)

**Overview:**

For centuries, book clubs have offered people a way to connect, reflect and grow together. For students, conversations about books tend to turn into conversations about being human where feelings, reactions, choices and motivation are all examined. Book clubs offer a safe environment for students to have in-depth discussions examining their own lives, exploring their identities and learning from various perspectives. They can have an indelible influence on students as they develop as critical thinkers, lifelong readers and change-makers in the world. Discover how one

school counselor used book clubs to bolster social/emotional learning, how the energy and enthusiasm spread from the students to the entire community and how you can implement a similar book club in your school.

### **Learning Objectives:**

1. Curate a plan and an administrative proposal for starting a social/emotional book club
2. Implement fun, engaging, meaningful social/emotional activities that appeal to your students, faculty and/or community
3. Select age-appropriate books that foster consequential discussion and bolster social/emotional learning
4. Identify sources of revenue streams to sustain the book club

### **Speakers:**

- Amy Whitewater, *Student Support Specialist, Oklahoma State Department of Education*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Empower Kids to Care**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person)*

### **Overview:**

Learn how school counselors can empower students to care and change their school climate. The B.I.O.N.I.C. Team (Believe It Or Not I Care), an international award-winning school club, has empowered students (K–16) around the world for 17 years. B.I.O.N.I.C. teaches students how to reach out to peers who are new, sick, hospitalized, bullied or have lost a loved one and help prevent them from falling through the cracks or spiraling into more serious issues such as suicide ideation. Learn how schools at all levels nationally and internationally have implemented the program as a natural extension of the school counseling department.

### **Learning Objectives:**

1. Assess if your school's culture needs improvement
2. Consider the benefits of implementing a B.I.O.N.I.C. Team on your campus
3. Strategize how to empower students to conduct simple, powerful and effective outreaches through a B.I.O.N.I.C. Team to create a more caring climate in your school and community

### **Speakers:**

- Sandy Austin, *Executive Director, B.I.O.N.I.C. Team*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **School Counselors Legal Literacy and Ethical Practice**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person, Virtual)*

### **Overview:**

School counselors must negotiate the competing interests of the overregulated school environment, students' need for confidentiality and parents' legal right to be the guiding voice in their children's lives. Address these competing interests by discussing court rulings and the new 2022 ASCA Ethical Standards for School Counselors. Focus on legal rulings and ethical practice in

areas such as sexually active students, bullying, academic advising, child abuse, educational records, sexual harassment, First Amendment rights and transgender youth. Learn about recent changes in federal, case and state laws to improve your legal literacy and gain guiding principles to support best ethical practice.

### **Learning Objectives:**

1. Discuss federal, state and case laws that are pivotal in supporting your advocacy work with marginalized youth
2. Discuss hypothetical cases and transfer your knowledge to your own practice
3. Explain the profession's standard of care in light of recent court rulings

### **Speakers:**

- Carolyn Stone, *Professor of Counselor Education, University of North Florida*

**Audience:** All Practice Levels

**Level:** All Experience Levels

### **Lesson Planning**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person, Virtual)*

#### **Overview:**

School counselors typically don't receive specific training on teaching strategies or lesson plan development. Using the ASCA lesson plan template ensures you include essential components and carefully consider strategies to promote the best possible results from your lessons. 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:**

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 lessons

### **Speakers:**

- Karen Griffith, *Certified Trainer, ASCA*
- Chon Hester, *Director of Advisement & Counseling Services, Henry County Schools, McDonough, Ga.*

**Audience:** All Practice Levels

**Level:** All Experience Levels

### **DEI Townhall '22: Preserving the Profession While Doing DEI Work, Preparation to Practice**

**9:30 AM - 10:30 AM, Sunday, July 10**

*(In Person)*

#### **Overview:**

Despite local, district and state level pushback, as well as recent political attacks on the school counseling profession, DEI work in school counseling remains necessary and relevant in education. Focus on the role of DEI in the school counseling profession, including school counselor preparation programs on through practicing school counselors' work. Come prepared to interact, learn about and/or share your best practices.

## Learning Objectives:

1. Discuss ASCA research results on racism and bias in schools, as well as existing legislation and other activity that may be harmful to students and the school counseling profession
2. Share best practices to support students and engage stakeholders in proactive advocacy efforts relative to DEI work

## Speakers:

- Diane Reese, *Assistant Professor, Trinity Washington University*
- Marsha Rutledge, *Assistant Professor, Longwood University*
- John Nwosu, *School Counselor, Cobb County Schools, Marietta, GA*
- Jan Desmarais-Morse, *School Counselor, Goshen Jr. High School, Goshen, Ind.*
- Charles Williams, *School Counselor, Solar Preparatory School for Boys, Dallas, Texas*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Sponsored Session: Career Opportunities for Your Students (Part 2)

9:30 AM - 10:30 AM, Sunday, July 10

(In Person)

### Overview:

There is a dire need for skilled workers, and labor shortages are abundant. Learn about career opportunities in the collision industry from Collision Repair Education Foundation, which supports collision repair educational programs, schools and students to create qualified, entry-level employees and connect them with an array of career opportunities. Additionally hear from TechOps Pipeline Development, which supports people, development and culture strategies through: workforce planning, staffing and resourcing, and apprenticeship programs in Delta Air Lines TechOps department. Pipeline has a passion for matching great students with a great career, guiding and connecting students on a fast track to a field of interest in the world of TechOps.

## Learning Objectives:

1. Identify and discuss career opportunities in the collision repair and TechOps fields
2. Explain the type of student who makes a great candidate for a career in these two industries
3. Direct students to resources within these two industries

**Audience:** High School

**Level:** All Experience Levels

## Align Master's Programs with ASCA Standards for School Counselor Preparation

9:30 AM - 10:30 AM, Sunday, July 10

(In Person)

### Overview:

College/university school counselor preparation programs may seek national program recognition through the ASCA Specialized Professional Association under the Council for the Accreditation of Educator Preparation. Learn about the results of an ASCA task force working to develop an curriculum aligned with the ASCA Standards for School Counselor Preparation.

## Learning Objectives:

1. Summarize the process for developing an ASCA-aligned curriculum
2. Apply a data tool for automating a course and standard crosswalk
3. Identify school counseling courses that meet specific ASCA Standards for School Counselor Preparation
4. Discuss future implications for school counselor education

**Audience:** School Counselor Educators

**Level:** Advanced

## 10:30 AM - 11:30 AM CT

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### Exhibit Time/Coffee Break

10:30 AM - 11:30 AM, Sunday, July 10

(In Person)

## 11:00 AM - 12:00 PM CT

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### Anti-Racism Perspectives: Both Sides Now

11:00 AM - 12:00 PM, Sunday, July 10

(In Person, Virtual)

#### Overview:

Current trends focusing on equity and antiracism training require school counselors to lead such efforts. A chance meeting via social media brought together a Black male school counselor and a white male mathematics teacher. Their encounter led to an in-person meeting where substantive dialogue on the topic of antiracism in education took place. Hear their perspectives and experiences in integrating antiracism in education and school counseling. Learn the story of their unique backgrounds and unlikely pairing and how it can be used as a model for antiracism collaboration. Learn about factors that inhibit antiracism efforts in education and solutions for bringing about systemic change.

#### Learning Objectives:

1. Summarize the experiences of a Black and a white male educator working to increase achievement among historically marginalized racial minority students
2. Identify the challenges and barriers associated with integrating antiracism efforts in K–12 education
3. Identify strategies, practices and interventions for the integration of antiracism in K–12 education

#### Speakers:

- Tylon Crook, *Associate Professor, Liberty University*
- Jay Wamsted, *Mathematics Teacher, Campbell Middle School, Smyrna, GA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## District Attendance Initiative

11:00 AM - 12:00 PM, Sunday, July 10

(In Person)

### Overview:

Navigating student attendance can be a tricky endeavor. Over the course of three years, school counselors in a large school district improved attendance for thousands of students, 10 kids at a time. Learn how school counselors aligned their work to the superintendent's Big 5 priorities, the strategies used to help and support students, how they collected and used data to discover which interventions were more successful, and how the data provided an avenue for advocating for the importance of school counselors during a time of budget cuts.

### Learning Objectives:

1. Discuss how school counselors can align their work with district goals
2. Approach attendance and interventions in a manageable way
3. Recognize the power of individual school counselors contributing to one common, districtwide counseling initiative

### Speakers:

- Heather Fried, *District Resource Counselor, Albuquerque Public Schools, Albuquerque, NM*
- Vicki Price, *Senior Director of Counseling Services, Albuquerque Public Schools, Albuquerque, NM*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Change the Anxiety Conversation

11:00 AM - 12:00 PM, Sunday, July 10

(In Person, Virtual)

### Overview:

Hear strategies for working with anxious students and their families. Examine some of the most used interventions and why these may often do more harm than good. Discover alternative, more effective strategies, along with methods for introducing these to parents, students and classroom teachers. Examine your own levels of and reactions to anxiety and how this can influence the interventions you implement. Walk away with outlines for both a parent or educator book study, and an accompanying small group for students.

### Learning Objectives:

1. Identify effective and ineffective strategies for working through anxiety
2. Access an outline for beginning and facilitating a parent book study and a small group with students using the book "Anxious Kids, Anxious Parents" by Reid Wilson and Lynn Lyons
3. Explain how your levels of and responses to anxiety affect your students

### Speakers:

- Jean Bennett, *School Counselor, Oconee County High School, Watkinsville, GA*
- LeAnne Hale, *Social Worker, Oconee County School System, Watkinsville, GA*
- Cindy Murphy, *School Counselor, Barrow Arts and Science Academy, Winder, GA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Meld SFBC & Rational-Emotive Behavior Therapy

11:00 AM - 12:00 PM, Sunday, July 10

(In Person, Virtual)

### Overview:

Learn the steps to using a solution-focused rational-emotive approach to helping kids with anxiety and related issues.

### Learning Objectives:

1. Explain the rationale for how the two approaches are integrated
2. Describe the ABCDE approach to rational-emotive behavior therapy
3. Explain the solution-focused techniques included in the mashup
4. Identify SF-REBT interview questions

### Speakers:

- Russell Sabella, *Professor, Florida Gulf Coast University*

**Audience:** All Practice Levels

**Level:** Beginner

## Write Annual Student Outcome Goals

11:00 AM - 12:00 PM, Sunday, July 10

(In Person)

### Overview:

With annual student outcome goals being the basis of your school counseling program, mastering writing them is critical. Learn how to write student outcome goals so you can show your impact on all students.

### Learning Objectives:

1. Write annual student outcome goals that form a sound basis for your school counseling program

### Speakers:

- Nancy Jarman-Dunn, *Certified Trainer, ASCA*
- Kinea Epps, *Senior Administrator, Counseling & Student Services, Wake County Public School System, Cary, N.C.*

**Audience:** All Practice Levels

**Level:** Beginner

## 11:00 AM - 11:20 AM CT

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## Address Online Racism Against Asians

11:00 AM - 11:20 AM, Sunday, July 10

(In Person)

### Overview:

Due to the COVID-19 pandemic, anti-Asian sentiments and discrimination are rising, both in person and online. Asian Americans have experienced race-based stigma and potentially traumatic effects due to these anti-Asian sentiments. Asian American teenagers are especially vulnerable because they may not have appropriate supports from caregivers. This is especially true for the first-

generation Asian Americans, whose caregivers may not have experienced racism or racial-based discrimination in their childhood. Learn about qualitative research results discussing the Asian caregivers' perceptions of online racism and how they work with their teens.

### **Learning Objectives:**

1. Demonstrate strategies to support first-generation Asian students and their families to cope with online racism/racial-based discrimination
2. Describe the impacts of online racism on first-generation Asian American teenagers

### **Speakers:**

- Yi-Wen Su, *Assistant Professor, Portland State University*

**Audience:** Middle School

**Level:** All Experience Levels

## **Milestones in School Counselor/Administrator Partnerships**

*11:00 AM - 11:20 AM, Sunday, July 10*

*(In Person)*

### **Overview:**

Hear from a middle school counselor/principal team about their partnership journey to transform their school counseling program. Through the lens of Tuckman & Jensen's stages of small-group development, this team will discuss milestone opportunities at each stage of their journey that strengthened their partnership, improved school counseling practices and set the stage for continued growth.

### **Learning Objectives:**

1. Recognize milestone opportunities for meaningful collaboration with school administrators to support your school counseling program

### **Speakers:**

- Christina Jordan, *School Counselor, Baltimore County Public Schools, Baltimore, MD*
- Frank Dunlap, *Principal, Lansdowne Middle School, Halethorpe, MD*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Rural School Counselors and RAMP**

*11:00 AM - 11:20 AM, Sunday, July 10*

*(In Person)*

### **Overview:**

Research suggests that rural school counselors may face an array of hurdles that challenge their ability to develop a comprehensive school counseling program and eventually pursue ASCA's Recognized ASCA Model Program (RAMP) designation. Hear the narratives and stories of rural school counselors who were successful in navigating these barriers to earn RAMP, along with strategies school counselors, school districts, school counselor education programs and state-level school counseling associations can employ to support rural school counselors' RAMP pursuit.

### **Learning Objectives:**

1. Learn strategies you can use to promote RAMP attainment, especially in a rural setting

**Speakers:**

- Rawn Boulden, *Assistant Professor, West Virginia University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Legal and Ethical Considerations: 504s and IEPs**

*11:00 AM - 11:20 AM, Sunday, July 10*

*(In Person)*

**Overview:**

As the number of students in schools receiving special education services and 504 accommodations continues to rise, the need for advocacy for these students increases?. Although school counselors advocate for students requiring special education services and 504 accommodations, they shouldn't be providing intensive services to students with IEPs. These added responsibilities negatively affect the school counselor's ability to deliver a comprehensive school counseling program to all students.

**Learning Objectives:**

1. Explain the appropriate role of school counselors and level of involvement in student 504s and IEPs
2. Discuss the legal and ethical implications of 504 case management and being required to provide intensive counseling services to students with IEPs
3. Strategize ways to advocate for an appropriate school counselor role in the 504 and IEP processes

**Speakers:**

- Kevin Ensor, *Assistant Professor, New Mexico Highlands University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**11:30 AM - 12:30 PM CT**

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**Become a Transformational Leader**

*11:30 AM - 12:30 PM, Sunday, July 10*

*(In Person, Virtual)*

**Overview:**

School counselors are called to be transformative leaders who address systemic, equitable change in education. When school counselors embrace their roles as school leaders by effectively working together with principals, they have a positive impact on educational outcomes. Despite this, school counselors often struggle with this area of their professional identity. Learn how you can integrate the four leadership contexts (structural leadership, human resource leadership, political leadership and symbolic leadership) into your practice. Hear examples of leadership resources and tips to support you in your role as a transformational leader.

**Learning Objectives:**

1. Discuss the school counselor's role as a transformational leader
2. Integrate ASCA's leadership framework in professional practice
3. Demonstrate an increased awareness of leadership resources
4. Develop a leadership action plan

**Speakers:**

- Eva M. Gibson, *Assistant Professor, Austin Peay State University*
- Sarah Brant-Rajahn, *Assistant Professor, Messiah University*
- Mariama I.C. Sandifer, *Assistant Professor, Columbus State University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Train Future School Counselors via Popular Media**

**11:30 AM - 12:30 PM, Sunday, July 10**

*(In Person)*

**Overview:**

School counselor educators are tasked with preparing graduate students to meet the needs of their future K–12 students and schools through school counselor training and professional standards. Through the use of popular media to build case studies, school counselor educators can help students take the knowledge and skills gained in textbooks and apply them in situations relevant to K–12 students' experiences. By framing case studies through the ASCA National Model themes, graduate students can practice advocacy, leadership, systemic change and collaboration in in-person, blended and online courses. Hear about collaboration opportunities with other K–12 educators with interdisciplinary training opportunities.

**Learning Objectives:**

1. Connect popular media case studies with school counselor training and professional standards
2. Evaluate popular media to allow students to apply knowledge and skills gained in their coursework
3. Integrate case studies from popular media into in-person, blended and online school counselor education courses

**Speakers:**

- Rebecca Meidinger, *Assistant Professor and Program Chair of School Counseling, Adams State University*
- Christina Jurekovic, *Assistant Professor, University of Mary*

**Audience:** School Counselor Educators

**Level:** All Experience Levels

## **Close the Gap via Professional Learning Communities**

**11:30 AM - 12:30 PM, Sunday, July 10**

*(In Person)*

**Overview:**

School counselors often struggle to find meaningful work in their required professional learning communities. Using the closing-the-gap action plan and results report allows school counselors to dig deeper into their data, direct and indirect services, outcomes and, most importantly, their equity work. See how St. Paul Public Schools counseling department prioritized closing-the-gap issues as

a way to make PLCs worthwhile for school counselors and to guide school counselors' role in systemic change, collaboration, advocacy and leadership.

**Learning Objectives:**

1. Leverage the closing-the-gap action plan and results report template to reflect on outcome data
2. Use the PLC structure to create an action plan prioritizing the work of your school counseling program
3. Communicate annual student outcome goals and results to your stakeholders

**Speakers:**

- Susan Arvidson, *Lead School Counselor, Saint Paul Public Schools, St. Paul, MN*
- Beth Coleman, *Assistant Director, Office of College and Career Readiness, Saint Paul Public Schools, St. Paul, MN*
- Jodi Danielson, *Lead High School School Counselor, Saint Paul Public Schools, St. Paul, MN*
- Richard Mack, *Lead Middle School Counselor, Saint Paul Public Schools, St. Paul, MN*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Help Students Manage Loss**

*11:30 AM - 12:30 PM, Sunday, July 10*

*(In Person)*

**Overview:**

Our students are hurting. No matter the age, children anticipate, experience and grieve the death of people in their lives. You have an impact on their grief journey. Examine the developmental understanding of death through the eyes of a child, understand their needs and explore ways to provide support. Walk away with a variety of tools and resources to provide support to students who have experienced a death, including developing and implementing individual and campuswide bereavement plans.

**Learning Objectives:**

1. Discuss developmental understandings of death
2. Recognize the needs of children and teens who have experienced a death
3. Identify ways to provide support to students who have experienced a death
4. Implement tools to develop individual and campuswide bereavement plans

**Speakers:**

- Megan Lopez, *National Program Director, National Alliance for Children's Grief*
- Adam Carter, *National Clinical Director, National Alliance for Children's Grief*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Captivating Classroom Lessons**

*11:30 AM - 12:30 PM, Sunday, July 10*

*(In Person, Virtual)*

**Overview:**

Improve your program delivery and student outcomes by intentionally building engagement into your classroom lessons. Learn a variety of strategies, activities and tips for engaging introverted, extroverted, reluctant and eager learners when delivering content. Focus on effectively reinforcing skills.

**Learning Objectives:**

1. Examine your pedagogy to determine its impact on student engagement
2. Build, implement and evaluate lessons that incorporate strategies for engaging all learners

**Speakers:**

- Andrea Donegan, *School Counseling Consultant, Wisconsin Department of Public Instruction*
- Erika Spear, *School Counselor, Rice Lake School District, Rice Lake, WI*

**Audience:** Elementary School

**Level:** All Experience Levels

**Counseling Males of Color in Schools**

**11:30 AM - 12:30 PM, Sunday, July 10**

*(In Person)*

**Overview:**

The sense of urgency for addressing the concerns of males of color cannot be overstated. The reality of racial discrimination and trauma is present for males of color in urban, suburban and rural settings, regardless of socioeconomic status. Such oppressive conditions in education, criminal justice, health and employment, for example, wreak havoc on their overall well-being and advancement in society. Until the systems constraining the progress of males of color are addressed through substantive policy and practice, the social, economic and educational struggles will persist. Learn how to help males of color thrive in schools by translating research to meaningful school counseling practice.

**Learning Objectives:**

1. Recognize the unique factors associated with the K–16 educational experiences of males of color and the relevant intersectional identities that influence their development
2. Align the ASCA National Model with targeted efforts that positively influence the lived experience of males of color
3. Articulate diverse and multitiered strategies to support academic, career and social/emotional development through a comprehensive school counseling program

**Speakers:**

- Paul Harris, *Associate Professor, Penn State University*
- James Moore III, *Professor and Vice Provost & Chief Diversity Officer, Ohio State University*
- Erik Hines, *Associate Professor, Florida State University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**11:35 AM - 11:55 AM CT**

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## 10 Tier 2 Interventions in 20 Minutes

11:35 AM - 11:55 AM, Sunday, July 10

(In Person)

### Overview:

Learn about a multitiered system of supports (MTSS) and how to integrate tiered supports into your school counseling program. By integrating MTSS into your school counseling program, you can provide targeted interventions to meet students' individualized needs. Additionally, discover how these interventions can allow your school counseling program to reach further by utilizing other key stakeholders in intervention implementation. Leave with ready-to-implement interventions and supports for the students who need them most.

### Learning Objectives:

1. Define a tiered system of supports and how it can be used as a part of comprehensive school counseling programs
2. Learn about research-based Tier 2 interventions and supports for students
3. Implement at least two schoolwide supports and interventions right away

### Speakers:

- Sarah Kirk, *School Counseling Specialist, Oklahoma State Department of Education*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Four Circles of Self-Care

11:35 AM - 11:55 AM, Sunday, July 10

(In Person)

### Overview:

In 2018, NEA referred to anxiety as the mental tsunami of this generation. Anxiety, like any other mental health issue, brings stress to educators, especially school counselors. Address how you can help students develop good mental health habits to handle their stress and anxiety as they progress through life. Learn about the 4 Circles of Self-Care method of helping students handle their stress and anxiety, regardless of grade level.

### Learning Objectives:

1. Explain the concept of the 4 Circles of Self-Care
2. Strategize how to use the activity with students and faculty at any grade level

### Speakers:

- Catherine Livingston, *School Counselor, Utica Community School, Sterling Heights, MI*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## College & Career Success Week

11:35 AM - 11:55 AM, Sunday, July 10

(In Person)

### Overview:

Every year during College & Career Success Week, students participate in activities focused on long-term education and career plans. These fun and fact-filled events allow them to talk with colleges and universities, local employers and teachers about career paths and plans. Learn how to implement a similar program in your middle or high school, obstacles you may have to overcome

and how this annual event has transformed the school/community culture. Focus on steps used to plan, prepare and implement a College & Career Success Week, as well as resources you can use in your school.

**Learning Objectives:**

1. Strategize how to fully implement a College & Career Success Week despite budget constraints, caseload or school size
2. Develop an action plan to implement one new strategy or tool

**Speakers:**

- Leslie Goines, *School Counselor, Massac County High School, Metropolis, IL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Calendars**

**11:35 AM - 11:55 AM, Sunday, July 10**

*(In Person)*

**Overview:**

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:**

1. Create annual and weekly calendars aligned with the RAMP scoring rubric
2. Discuss the importance of sharing annual and weekly calendars with stakeholders

**Speakers:**

- Chon Hester, *Director of Advisement & Counseling Services, Henry County Schools, McDonough, Ga.*

**Audience:** All Practice Levels

**Level:** Beginner

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**12:00 PM - 1:30 PM CT**

**Lunch in Exhibit Hall**

**12:00 PM - 1:30 PM, Sunday, July 10**

*(In Person)*

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**12:10 PM - 12:30 PM CT**

**STEM Career Advising in Rural Schools**

**12:10 PM - 12:30 PM, Sunday, July 10**

*(In Person)*

**Overview:**

Career counseling in the rural setting requires school counselors to meet student and community needs while respecting the qualities inherent in rural education and communities. Learn effective strategies for advising rural students about STEM careers. Focus on guiding and motivating rural students as well as ways to collaborate with school personnel and unique rural community stakeholders to facilitate career advising with rural students.

**Learning Objectives:**

1. Identify strategies for assisting students in the rural setting with access to STEM education and careers
2. Describe potential STEM careers specific to rural settings

**Speakers:**

- Meagan Arrastia-Chisholm, *Associate Professor, Valdosta State University*
- Serey Bright, *Licensed Professional Counselor, McLeod Counseling and Professional Services*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Career Exploration via CareerOneStop**

12:10 PM - 12:30 PM, Sunday, July 10

(In Person)

**Overview:**

CareerOneStop (COS) provides free, online tools to help job seekers, students, businesses and career professionals. Sponsored by the U.S. Department of Labor, COS uses the most authoritative, accurate and up-to-date information available for all its tools, so you can locate resources and services nationally and in your local area. COS provides customized resources for these targeted audiences: dislocated and laid off workers, workers who have a criminal conviction, workers who have disabilities, older workers, veterans, students and entry-level workers. COS helps workforce professionals serve job seeker populations, with resources such as: career assessments with results you can download and print immediately, occupations and credentials in demand in your area, and salary and other data to create employment and education plans.

**Learning Objectives:**

1. Find data for education and employment plans; improve job seekers' job and training match
2. Access tools for career assessment and exploration, education and training, and job search
3. Locate national, state and local resources, services and information

**Speakers:**

- Kelly Tenner, *Outreach Director, CareerOneStop*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Beyond Ribbons and Rallies**

12:10 PM - 12:30 PM, Sunday, July 10

(In Person)

**Overview:**

In recent years, school counseling has trended toward a greater focus on evidence-based, data-

informed, best practices. The ASCA National Model, and the school counselor evaluations used in many U.S. school districts illustrate this shift. However, substance abuse prevention programs are often overlooked in this movement toward research-based practice. The programs used in many of today's schools continue to rely on outdated approaches, fear tactics and ineffective strategies. A large body of research is available to inform practice. Effective practices have compounded value, in that they may help prevent other risky behaviors and serve to develop long-term health and resiliency.

### **Learning Objectives:**

1. Identify and explain effective, evidence-based, substance abuse prevention practices

### **Speakers:**

- Shana McCreery, *School Counselor, Clark County School District, Las Vegas, NV*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Annual Administrative Conference**

**12:10 PM - 12:30 PM, Sunday, July 10**

*(In Person)*

### **Overview:**

Does your administrator know what you do? The annual administrative conference is a formal discussion between school counselors and the administrator in charge of the school counseling program. Learn how this discussion can increase an administrator's understanding of your school counseling program and the impact it can have on students.

### **Learning Objectives:**

1. Identify best practices when having your annual administrative conference
2. Discuss the value of developing a collaborative partnership with the principal while completing the annual agreement

### **Speakers:**

- Len Egan, *Director of Student Services, West Chicago Community High School, West Chicago, IL*

**Audience:** All Practice Levels

**Level:** Beginner

**1:30 PM - 2:30 PM CT**

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## **Connect All Students in Suicide Prevention**

**1:30 PM - 2:30 PM, Sunday, July 10**

*(In Person, Virtual)*

### **Overview:**

Suicide remains the second-leading cause of death among youth ages 10–24 years old. 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 providing other tier-leveled support in your school counseling program. Identify suicide prevention

interventions for each tier, and plan events for Suicide Prevention Month. Identify ways to find your students' voices and save lives by connecting all students with a trusted adult and the support they need to persevere and thrive.

### **Learning Objectives:**

1. Summarize recent data, statistics and research related to suicide rates among youth
2. Identify Tier 1-3 supports for suicide prevention to use in your school counseling program
3. Develop a comprehensive plan for suicide prevention and ideas to connect every student in your building
4. Design an outline of events for Suicide Prevention Month

### **Speakers:**

- Angela Avery, *School Counselor, Sanford Middle School, Sanford, ME*

**Audience:** Middle School

**Level:** All Experience Levels

## **Build a School Counselor/Administrator Partnership**

**1:30 PM - 2:30 PM, Sunday, July 10**

*(In Person)*

### **Overview:**

To have a successful school counseling program it's essential for administration to understand and value your role. Learn ways to advocate for your profession, collaborate with administration and work together for the benefit of your students. Discover how taking on leadership positions within your school will help your collaboration efforts and strengthen your ASCA National Model program.

### **Learning Objectives:**

1. Identify opportunities to talk to your administrators about your role as a school counselor
2. Learn different ways you can advocate for yourself and for your profession
3. Examine different ways you can collaborate with your administrators to build a successful program

### **Speakers:**

- Lydia McNeiley, *Lead School Counselor, Charles N. Scott Middle School, Hammond, IN*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **SEE Learning**

**1:30 PM - 2:30 PM, Sunday, July 10**

*(In Person, Virtual)*

### **Overview:**

Prior to the pandemic, City Schools of Decatur began formalizing its social/emotional curriculum by aligning it with district initiatives. In the wake of the pandemic, the district realized it is needed to accelerate the implementation to meet students' needs. Social, emotional and ethical (SEE) learning is an evidence-based, trauma-informed, strengths-based program created by Emory University's Center for Contemplative Science and Compassion-Based Ethics. The K–12 developmental curriculum focuses on attention training, compassion and ethical discernment, systems thinking, resilience and trauma-informed practice. Learn about this impactful program and how to get it implemented in your district.

## Learning Objectives:

1. Explain what SEE Learning is and how to acquire this free curriculum
2. Discuss how to implement SEE learning in your school
3. Describe the collaborative process to support students' mental health

## Speakers:

- Dianne Acuña Andree, *Student Success Director, City Schools of Decatur, Decatur, GA*
- Kimberly Jones, *Lead Counselor, City Schools of Decatur, Decatur, GA*
- Benjamin Knaebel, *Coordinator of Section 504 and School Psychology, City Schools of Decatur, Decatur, GA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## A Districtwide ASCA National Model Implementation Journey

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

### Overview:

District school counseling leaders need practical ideas and tools to help their school counselors continually improve programs and services to better support students. Mesa Public Schools is ready to share all the details of how this is happening for the 175 school counselors in the district. Through ASCA National Model professional development, district coaching and collaboration, school counselors and district staff have forged a process that's changing the school counseling culture by implementing an ASCA National Model sustainability process and is improving outcomes for students.

## Learning Objectives:

1. Explain the process for building capacity and sustainability to improve outcomes for students
2. Strategize next steps for improving school counseling programs through district initiatives
3. Build a tiered system of ASCA National Model implementation that leads to RAMP

## Speakers:

- Joni Shook, ,
- Michael Garcia, *Director of Opportunity and Achievement, Mesa Public Schools, Mesa, AZ*
- Mark Kuranz, ,

**Audience:** District Director

**Level:** All Experience Levels

## Tangible Strategies for Adverse Childhood Experiences

1:30 PM - 2:30 PM, Sunday, July 10

(In Person, Virtual)

### Overview:

Adverse childhood experiences (ACES) have a powerful impact on our students. Previously, our students may not have experienced an ACE in their lifetime, but with the pandemic all students have now experienced at least one ACE in their lifetime. Taking this into account, almost a quarter of students have experienced at least two ACES, and another quarter have experienced at least three ACES. Learn about protective factors enabling students to overcome ACES and interventions to easily implemented in the school and the classroom. Walk away feeling confident that you have

the skills to be a trauma-informed school counselor and to help create a trauma-informed school climate.

### **Learning Objectives:**

1. Define the different types of ACES
2. Explain how ACES affect students in the school environment and what that means for educators
3. Identify protective factors that help students cope with ACES
4. Apply interventions in the counseling office and classroom to help students with ACES

### **Speakers:**

- Kristen Fuhrman Thomas, *School Counselor, Ecker Hill Middle School, Park City, UT*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Create a Culture of Family Engagement**

**1:30 PM - 2:30 PM, Sunday, July 10**

*(In Person, Virtual)*

### **Overview:**

School counselors are leaders in connecting the school building to the community and are often at the forefront of working with families. Learn how to tackle family engagement that takes into consideration barriers, unique populations and community resources. By understanding the Family Engagement Model, you will self-assess current family programming and expand your toolbox to support student success.

### **Learning Objectives:**

1. Explain the link between family engagement and student achievement
2. Explain how cultural implications can lead to varying avenues of engagement
3. Develop opportunities for family engagement with key stakeholders in your community

### **Speakers:**

- Caitlin Ivey, *School Counselor, Rocky Run Middle School, Chantilly, VA*
- Ariana Larson, *School Counselor, Rocky Run Middle School, Chantilly, VA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Student Livestreaming Cautions**

**1:30 PM - 2:30 PM, Sunday, July 10**

*(In Person)*

### **Overview:**

Livestreaming is an increasingly popular way to connect with others online. The National Center for Missing & Exploited Children (NCMEC) sees a wide variety of reports related to livestreaming, including adolescents using these platforms to share explicit content with peers as well as young children enticed to undress or engage in sexual activities. School counselors need to be prepared to address these issues with their students and can also work to prevent harm related to livestreaming and other forms of youth-generated explicit content. Hear insights related to livestreaming, and walk away with resources to use with your students and their families.

**Learning Objectives:**

After attending this session, you will be able to:

1. Identify how the unique characteristics of livestreaming can make children and youth vulnerable to online exploitation
2. Articulate at least three important insights about livestreaming and youth-generated explicit content from recent research and data from NCMEC's CyberTipline
3. Identify at least three free, developmentally appropriate resources to use with students or parents/guardians to address livestreaming and youth-generated explicit content

**Speakers:**

- Elyse Kusse, *Program Specialist, National Center for Missing & Exploited Children*
- Susan Kennedy, *Senior Program Manager, Outreach & Prevention, National Center for Missing & Exploited Children*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Interrupt Racism Year-Two Cohort**

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

**Overview:**

Does “interrupter of racism” resonate as a core value for you as a school counselor? Is addressing racial equity and social justice part of your identity as a school counselor, as a school leader and as an agent of change? School counselors have ethical and professional responsibilities to address racial equity and social justice. School counselors must continuously build their toolbox to effectively address racial equity and social justice. To address this need, explore the interrupt racism year-two cohort program implemented by the Maryland School Counselor Association, and discuss the implications of this program as a catalyst for building culturally competent school counseling programs.

**Learning Objectives:**

1. Describe how interrupting racism is a critical part of implementing the ASCA National Model framework
2. Explain the components of the interrupt racism year-two cohort program and its implementation during the 2021–2022 school year
3. Summarize results of participation, professional mindsets and behavior and outcome data from the cohort program, and explore implications

**Speakers:**

- Maureen Ponce, *School Counseling Department Chair, Northwood High School, Silver Spring, MD*
- Nikki Ham, *Associate Director of Clinical Counseling and Field Experience, Bowie State University*
- Xiomara Medina, *School Counselor, Hanover Hills Elementary School, Hanover, MD*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Align School Counseling Programs and MTSS

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

### Overview:

School counselors across the country have been discussing aligning their school counseling program with a multitiered system of supports (MTSS), program, but where do you start? How do you use data to create goals and plan for next steps? Learn about an assessment school counselors can use as a pre-/post-test to understand their program strengths and areas for growth. Hear more about using this assessment to guide your school counseling/MTSS alignment. Make alignment goals and decisions based on data, moving your school counseling program to the next level.

### Learning Objectives:

1. Discuss the alignment between a comprehensive school counseling programs and MTSS
2. Describe the alignment assessment, and identify how to use it as a pre- /post-test to understand your school counseling/MTSS strengths and areas for growth
3. Begin completing the school counseling/MTSS alignment assessment, and consider program goals and decisions based on your data

### Speakers:

- Emily Goodman-Scott, *Associate Professor, Old Dominion University*
- Jacob Olsen, *Assistant Professor, California State University Long Beach*
- Jennifer Betters-Bubon, *Associate Professor, University of Wisconsin-Whitewater*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Interactive College/Career Fairs

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

### Overview:

Don't we all wish our students could have a dose of reality sometimes? The reality fair is an interactive event allowing students to make a career choice, have a starting salary based upon their current cumulative GPA, establish a budget and pay for basic monthly expenses/wants as if they were an adult. Learn how to establish your own reality fair to help boost career and academic development in your school in a virtual and/or in-person setting.

### Learning Objectives:

1. Explain how to integrate various careers into a reality fair to bring an interactive scenario to students
2. Discuss how academic and career development can have an effect on student's personal/social postsecondary life
3. Describe how to collect pre-/post-data for the reality fair
4. Strategize how to conduct a reality fair at your school

### Speakers:

- Diana Virgil, *School Counselor, Daleville High School, Daleville, AL*

**Audience:** Middle School

**Level:** All Experience Levels

## Create Effective Pre-/Post-Tests

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

### Overview:

We all know it's ideal to give pre-/post-tests to determine what students have gained from our lessons and programs. However, some of us often fail to ask the right questions to measure the effect the intervention has had on students' mindsets and behaviors of students. Learn how to use the ASCA Student Standards: Mindsets & Behaviors for Student Success to develop your questions, gain more knowledge on the Protection of Pupil Rights Amendment (PPRA) and identify best practices when creating your pre-/post-tests.

### Learning Objectives:

1. Use the ASCA Student Standards to build questions for pre-/post-test
2. Summarize the Protection of Pupil Rights Amendment (PPRA)
3. Identify best practices when creating pre-/post-tests

### Speakers:

- Keli Carter, *Assistant Director of Counseling Programming & Data, Georgia Cyber Academy, Atlanta, GA*
- Amina Ross, *Counseling and Student Support Services Director, Georgia Cyber Academy, Atlanta, GA*
- Nailah Obijiofor, *Assistant Director of Counseling and Student Support Services, Georgia Cyber Academy, Atlanta, GA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Race-Related Consultation with Teachers

1:30 PM - 2:30 PM, Sunday, July 10

(In Person, Virtual)

### Overview:

Unfortunately, it's not uncommon to hear BIPOC students refer to a teacher as racist or biased. The disproportionate discipline and achievement data also suggest a problem. As school counselors, we are uniquely positioned to spot racial problems in schools and lead efforts in addressing them. Hear practical tips and strategies for teacher consultation to end racist and biased behaviors.

### Learning Objectives:

1. Describe what race-related consultation looks like and how it fits in the ASCA National Model
2. Identify three strategies for engaging race-related consultation with teachers
3. Describe the internal barriers to this work
4. Identify one action step for consulting toward antiracism in the next school year

### Speakers:

- Joseph Williams, *Associate Professor, The University of Virginia*
- Balire Cholewa, *Associate Professor, The University of Virginia*

**Audience:** All Practice Levels

**Level:** Advanced

## ASCA National Model Templates

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

### Overview:

The fourth edition of the ASCA National Model modified several templates, created new templates and removed a few previously used. As you move toward full implementation of the ASCA National Model, it is essential to know which templates are current and best practices for using each template. Explore the current templates and understand exactly how using them can help you organize your program.

### Learning Objectives:

1. Recognize the templates currently in use
2. Identify the purpose of each template
3. Define the information required in each template 4) Discuss best practice associated with each template

### Speakers:

- Nan Worsowicz, *Certified Trainer, ASCA*
- Shamona Harrell, *Coordinator of Secondary School Counseling, Fulton County Schools, Atlanta, Ga.*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## College Preparation Supports

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

### Overview:

The COVID-19 pandemic has upended the college-going process for high school students since 2020. Join ACT and its American College Application Campaign to learn about recent research examining student experiences with college preparation supports and opportunities during the pandemic and how these supports and opportunities are related to their college preparedness. Hear practical strategies you can employ to help your students be successful in their postsecondary pursuits.

### Learning Objectives:

1. Use data-informed practices to engage with and support students' postsecondary plans
2. Discuss how to build and implement a college application program in your school
3. Use students' college preparation experiences during the COVID-19 pandemic to improve support practices for the college planning process

### Speakers:

- Lisa King, *Program Director, Center of Equity and Learning, ACT, Inc.*
- Joyce Schnieders, *Research Scientist, ACT, Inc.*

**Audience:** High School

**Level:** All Experience Levels

## ASCA Ethical Standards for School Counselors 2022

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

**Overview:**

The ASCA Ethical Standards for School Counselors specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors, updated in 2022, were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders, and school counselors across the nation to clarify the norms, values and beliefs of the profession. Learn about the updates to this document and how these updates affect your school counseling program.

**Learning Objectives:**

1. Explain the process for updating the ASCA Ethical Standards for School Counselors
2. Summarize the updates and changes to the ASCA Ethical Standards for School Counselors
3. Explain how these update affect your school counseling program

**Speakers:**

- Carolyn Stone, *Professor of Counselor Education, University of North Florida*
- Wendy Rock, *Assistant Professor of Counseling, Southeastern Louisiana University*
- Haley Wikoff, *Assistant Professor, Department of Counselor Education and College Student Personnel, Western Illinois University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**RAMP Distinction Begins with the ASCA National Model**

1:30 PM - 2:30 PM, Sunday, July 10

(In Person)

**Overview:**

Before submitting the RAMP application, it's critical to learn about, apply and understand the ASCA National Model and its impact. Hear from four 2022 RAMP Schools of Distinction about their journey from implementing the ASCA National Model all the way to applying for RAMP and what they learned along the way.

**Learning Objectives:**

1. Explain the importance of a solid understanding and implementation of the ASCA National Model before applying for RAMP
2. Discuss best practices when working toward RAMP

**Speakers:**

- Lezlie DelVecchio-Marks, *School Counselor, Burchfield Primary School, Allison Park, PA*
- Deirdra Hawkes, *Director of Programs and Advocacy, ASCA*
- Brandi Cloud, *School Counselor, Cynthia Heights Elementary School, Evansville, Ind.*
- Debora Yoon, *School Counselor, West Potomac High School, Alexandria, Va.*
- Laura Moncrief, *School Counselor, Chapel Hill Middle School, Douglasville, GA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## 2:30 PM - 3:30 PM CT

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### Exhibit Time/Coffee Break

2:30 PM - 3:30 PM, Sunday, July 10

(In Person)

## 3:30 PM - 4:30 PM CT

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### Improve Intern/Site Supervisor Relationships

3:30 PM - 4:30 PM, Sunday, July 10

(In Person)

#### Overview:

The practicum and internship experience is arguably the most important component of a school counseling trainee's graduate program. Consequently, a successful working relationship between the site supervisor and the supervisee is paramount to student success. Students who develop a collegial relationship with their mentors tend to enter the school counseling field more confident and well-prepared to design and deliver an effective school counseling program. To improve this relationship, it is incumbent upon school counselor educators to facilitate the site supervisor/intern relationship by proactively providing information to both regarding expectations, responsibilities and evaluation.

#### Learning Objectives:

1. Describe how to develop a contract that clearly states expectations, responsibilities and evaluation methods
2. Apply attachment theory to the site supervisor/ supervisee relationship
3. Apply the ASCA Ethical Standards for School Counselors to scenarios provided during the presentation

#### Speakers:

- Kevin Ensor, *Assistant Professor, New Mexico Highlands University*

**Audience:** School Counselor Educators

**Level:** All Experience Levels

### Enhance Your Program via Technology

3:30 PM - 4:30 PM, Sunday, July 10

(In Person, Virtual)

#### Overview:

Students need school counselors and school counseling support now more than ever. However, many school counselors are unable to serve students effectively due to job responsibilities that aren't focused on effective student support and success. Learn ways to advocate for school counseling services and garner support for comprehensive school counseling programs with easy-to-use technology tools and programs. Learn to use programs such as Piktochart, Google Slides, Google Sites, Flippity and PowToons to create data reports, classroom lessons, interactive websites, informational presentations and fun games to utilize as advocacy tools to enhance student relationships.

#### Learning Objectives:

1. Identify technological tools to enhance student relationships

2. Create technological resources to showcase your school counseling program
3. Use data tools to advocate for your school counseling program

**Speakers:**

- Lezlie DeVecchio-Marks, *School Counselor, Burchfield Primary School, Allison Park, PA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Support Undocumented & Mixed-Status Families**

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person)*

**Overview:**

How can you best support the needs of undocumented students and mixed-status families? Learn about undocumented students' and mixed-status families' social/emotional well-being, academics, and college and career readiness needs. Walk away with resources to help build community where students and parents of undocumented and mixed-status families feel safe, creating an environment conducive to learning.

**Learning Objectives:**

1. Strategize how to engage undocumented and mixed-status families to provide a sense of belonging in the school environment
2. Discuss the impact of cultural, social and environmental influences on students' success and opportunities based on their citizenship status

**Speakers:**

- Maritza Cha, *School Counselor, San Gabriel High School, Alhambra, CA*
- Andrea Perez, *School Counselor, Young Oak Kim Academy, Los Angeles Unified School District, Los Angeles, CA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **DEI & Difficult Conversations**

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person, Virtual)*

**Overview:**

We are living in a society where terms such as “diversity, equity and inclusion” can have various meanings. To create an atmosphere where we value and respect all students and families with unconditional positive regard, all educators within the school system must use consistent, intentional and inclusive strategies and techniques. We thrive more as an educational community when we are able to look through the lens of the individuals we serve and empathize with their current beliefs, customs and values. Learn the difference between counseling and counseling skills, understand and define conversational competence, and develop a thorough understanding on how effective communication can build lasting relationships with students, staff and parents.

**Learning Objectives:**

1. Define diversity, equity and inclusion
2. Advocate and support the difference between counseling and counseling skills

3. Define and explain conversational competence
4. Explain how effective communication can build lasting relationships with students, staff and parents

**Speakers:**

- Ashley Wright, *School Counselor, Lucielle J. Bradley Elementary School, Spring, TX*
- Tiffany Blackwood, *School Counselor, Reynolds Middle School, Prosper, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Peace of Mind

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person)*

**Overview:**

Due to the shuttering of the American education system in 2020 and the continued social distancing and virtual learning necessary well into 2021, the potential for mental health challenges is on the rise and taking a toll on many students' well-being. Hear from an elementary school counselor who turned her love of mindfulness into a series, shared with all Austin ISD elementary school counselors. Receive an overview of the benefits of mindfulness, and address how to integrate mindfulness into social/emotional learning. Learn about mindful breathing, mindful listening, mindful movement and mindful seeing. Walk away with lesson plans and ideas for ways to incorporate mindfulness lessons into your school counseling program.

**Learning Objectives:**

1. Explain the impact of mindfulness on social/emotional learning
2. Discuss the benefits of mindfulness in the classroom
3. List mindfulness strategies you can incorporate into the elementary school setting

**Speakers:**

- Angela Vera, *School Counselor, Kocurek Elementary School, Austin, TX*

**Audience:** Elementary School

**Level:** All Experience Levels

## Memorable Virtual Career Days

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person, Virtual)*

**Overview:**

Learn how to plan and execute a virtual career day your students will love and remember. Career days are excellent ways of getting your students exposed to a variety of jobs and careers they can pursue after graduation. By hosting a virtual career day, you open the door to unlimited potential for speakers. Focus on the ins and outs of creating a virtual career day. Leave with everything you need to make a memorable experience for your students, no matter their age.

**Learning Objectives:**

1. Plan and implement a virtual career day

**Speakers:**

- Jessica Bradshaw, *School Counselor, Spring Creek Elementary School, Dallas, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Healing a School Community After a Suicide

3:30 PM - 4:30 PM, Sunday, July 10

(In Person)

**Overview:**

As suicide rates among school-aged youth continue to rise, it is increasingly likely that school counselors will experience a student death by suicide. However, research demonstrates that many school counselors are not adequately prepared to provide suicide postvention services. Address the challenges school counselors face in the aftermath of a student suicide, and walk away with strategies to guide your school community during these critical events.

**Learning Objectives:**

1. Identify challenges school counselors can face in the aftermath of a student suicide
2. Outline strategies and practices for guiding school communities through suicide postvention
3. Explain the concept of suicide contagion, and outline ways to identify and protect at-risk students

**Speakers:**

- Alexander Becnel, *Assistant Professor, Kansas State University*
- Kaitlyn O'Connor, *School Counselor, St. Cletus School, Archdiocese of New Orleans*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Sister Circles as Affinity Groups

3:30 PM - 4:30 PM, Sunday, July 10

(In Person)

**Overview:**

Sister Circles are support groups centered on common experiences that foster sisterhood. Historically, schools have isolated girls in their search for individuality, independence and leadership. Sister Circles provide inclusive spaces for those who identify as female or nonbinary to explore their identity, connect with their peers and mentors and develop leadership skills. Hear about the importance of Sister Circles and how to conduct successful Sister Circles in your school environment.

**Learning Objectives:**

1. Identify current systemic barriers for girls in school
2. Explain the significance and objectives of Sister Circles
3. Review the implementation of a Sister Circle in a high school
4. Strategize how to implement a Sister Circle in your school

**Speakers:**

- Christina Tillery, *School Counselor, Highland Springs High School, Richmond, VA and Doctoral Student, Virginia Commonwealth University*

- KáLyn Coghill, *Doctoral Student, Virginia Commonwealth University*

**Audience:** Middle School

**Level:** All Experience Levels

## Restorative Practices to Amplify Student Voice

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person)*

### Overview:

School counselors are on the forefront of implementing social/emotional learning to ensure students feel safe and ready to learn. Restorative justice circles are a proactive intervention promoting positive social skills, accountability, increased engagement and student connectedness toward school and their peers. Restorative practices help students learn to advocate for themselves and give them an opportunity to share their feelings about inequalities within the building, community and world. Focus on key components to consider when implementing restorative circles in Tier 1 and Tier 2 settings.

### Learning Objectives:

1. Explain the use of restorative justice circles in Tier 1 and Tier 2 settings
2. Discuss how restorative justice fosters engagement and community and supports self-advocacy skills
3. Strategize ways to support students who may struggle with chronic absenteeism or anxiety about returning to school post-COVID-19 and students with low school connectedness
4. Develop themes and questions to use in circles

### Speakers:

- Megan Neforos, *School Counselor, Justice High School, Falls Church, VA*
- Kelly Murphy, *School Counselor, Holmes Middle School, Alexandria, VA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Address Technology Addiction

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person)*

### Overview:

Modern technology continues to grow exponentially in the lives of children, families and adults of all ages. More recently, the COVID-19 pandemic has compelled children and families to be even more connected and reliant upon technology, further developing a level of dependency that can easily turn into compulsion and addiction. Hear a comprehensive overview of the latest research on this growing clinical concern, and walk away with strategies and pragmatic interventions for addressing technology addiction such as gaming and social media.

### Learning Objectives:

1. Articulate the need for moderation of addictive technology for children and adolescents both at home and in the schools
2. Recognize signs and symptoms of technology addiction commonly seen in the educational setting
3. Implement preventive, responsive programming when working with students at risk for technology addiction

## Speakers:

- Leslie Neyland-Brown, *Assistant Professor, The University of Toledo*
- Josh Francis, *Associate Professor, Wright State University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Explore, Understand & Expand Your Leadership

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person)*

### Overview:

School counselor leadership is unique and transformative, with the capacity to shape outcomes in schools, with students and beyond. As agents of systemic change, school counselors can transform vision to results through skills, training and school counseling programs. Explore approaches to expand and embrace diverse leadership. Examine leadership frameworks and strategies, and focus on practical tools such as coaching models, establishing safe and supportive environments and more.

### Learning Objectives:

1. Identify at least two different leadership strategies to implement
2. Discuss strategies to promote and support safe learning and collaborative environments

## Speakers:

- Brittany Norman, *Military Transition Counselor, Onslow County Schools, Jacksonville, NC*
- Stephen Sharp, *K12 School Counseling Coordinator, Hempfield School District, Landisville, PA*
- Monica Bryant, *School Counselor, Clark County School District, Las Vegas, NV*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Therapy Animals in Schools

**3:30 PM - 4:30 PM, Sunday, July 10**

*(In Person)*

### Overview:

Have you been wondering how you can creatively build a positive school climate on your campus? Consider becoming a member of an animal-assisted counseling team. Hear from Austin ISD school counselors on how to begin the process of incorporating a therapy animal into your school counseling program. Walk away with the knowledge and tools to collaborate, advocate and integrate a therapy animal into your school counseling program, and see how remarkable a therapy animal can be for your students, staff and community.

### Learning Objectives:

1. Strategize how to incorporate a therapy animal into your school counseling program
2. Identify the legal and ethical considerations of adding a therapy animal to your school counseling program
3. Identify ways to collaborate with stakeholders on the implementation of a therapy animal
4. Explain the positive effects of a therapy animal on school climate

## Speakers:

- Kristina Kern, *School Counselor, Mills Elementary School, Austin, TX*
- Nicole Lozo, *School Counselor, Highland Park Elementary School, Austin, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Build an Inclusive School Culture

3:30 PM - 4:30 PM, Sunday, July 10

(In Person, Virtual)

### Overview:

Research indicates school counselor multicultural competence, multicultural counseling efficacy and diversity knowledge help to minimize racial disparities in student disciplinary actions and poor academic performance. A primary factor influencing educator cultural competency and ethical practice is cultural bias. Personal perceptions, attitudes and social beliefs regarding diverse populations and cultural groups can have a negative impact on student mental health and create barriers to learning. Participate in unconscious and implicit bias discussions; review examples of racial, ethnic, gender, social class and sexual orientation stereotyping; and receive resources to help build an inclusive school culture.

### Learning Objectives:

1. Define cultural bias and discuss the differences between implicit and unconscious bias
2. Discuss cultural bias and stereotyping implications for school counselors and educators
3. Examine your own biases and prejudices

### Speakers:

- Melissa Lynch, *School Counselor, McEachern High School, Powder Springs, GA*
- H. Jeanette Vaughn, *School Counselor, McEachern High School, Powder Springs, GA*
- Jasmine Knight, *Associate Professor, Regent University*
- Michelle Tanner, *Assistant Professor, Regent University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Improve Equity and Student Outcomes Using the Principal-School Counselor Toolkit

3:30 PM - 4:30 PM, Sunday, July 10

(In Person)

### Overview:

The Principal/School Counselor Toolkit was recently updated to reflect the current realities of the roles of principals and school counselors and their work together to improve student outcomes. With equity as the foundation for all activities, the toolkit offers multiple forms and guides to support the principal/school counselor relationship.

### Learning Objectives:

1. Explain how practitioners are using the toolkit to improve equity for students in their schools
2. Identify tools that will help you and your principal improve student outcomes
3. Strategize ways to build communication and trust between you and your principal

### Speakers:

- Jonathan Mathis, *Senior Vice President, Education Policy and Systems Change at City Year*

- Alison Roffers, *Director of Counseling Services, Springfield Public Schools, Springfield, MO*

## ASCA Student Standards: Learning Objectives and Pre-/Post-Test

3:30 PM - 4:30 PM, Sunday, July 10

(In Person, Virtual)

### Overview:

The ASCA Student Standards are broad standards that identify and describe the knowledge, attitudes and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, create culturally sustaining strategies and activities and build a program that helps students achieve their highest potential. To operationalize the standards, school counselors write or select measurable learning objectives aligned with specific mindsets or behaviors, which become the foundation for classroom instruction, appraisal and advisement, and counseling activities addressing student developmental needs. As part of this process, school counselors also create and administer a pre-/post-assessment based on the student learning objectives and selected student standard.

### Learning Objectives:

1. List the steps to implementing the ASCA Student Standards, with emphasis on writing learning objectives aligned with the student standards, creating pre-/post-assessment and administering pre-/post-tests

### Speakers:

- Len Egan, *Director of Student Services, West Chicago Community High School, West Chicago, IL*
- Nancy Jarman-Dunn, *Certified Trainer, ASCA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Making Data Work

3:30 PM - 4:30 PM, Sunday, July 10

(In Person)

### Overview:

School counselors understand the importance of using data but sometimes have trouble finding the time to identify the right goals, develop plans to accomplish their goals, create surveys to collect data, analyze the data they collect and share their findings. Hear from the authors of "Making DATA Work" as you focus on the four-step process to simplify data collection, analysis and dissemination. Acquire tools you can take back to your school and implement immediately.

### Learning Objectives:

1. Explain the Making DATA Work process
2. Identify the fourth edition revisions
3. Implement the steps of the Making DATA Work process in your program

### Speakers:

- Anita Young, *Associate Professor, Department of Counseling & Educational Studies, Counseling Program, Johns Hopkins University*
- Carol Kaffenberger, *Associate Professor Emerita, George Mason University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## 5:00 PM - 6:30 PM CT

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### NABTU Trades Reception

5:00 PM - 6:30 PM, Sunday, July 10

*(In Person)*

**Overview:**

Join other attendees at a reception sponsored by North America's Building Trades Unions (NABTU).

## Monday, July 11

## 8:00 AM - 4:00 PM CT

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### Exhibit Hall Open

8:00 AM - 4:00 PM, Monday, July 11

*(In Person)*

## 8:00 AM - 5:00 PM CT

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### Registration Open

8:00 AM - 5:00 PM, Monday, July 11

*(In Person)*

## 9:00 AM - 10:30 AM CT

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### eXperiencED

9:00 AM - 10:30 AM, Monday, July 11

*(In Person, Virtual)*

**Overview:**

Don't miss eXperiencED – with inspiring keynotes by education change agents: Gavin Grimm, transgender rights activist; SaulPaul, musician with a message; and Aly Murray, executive director of UPchieve

Sponsored by Navigate360

**Audience:** All Practice Levels

**Level:** All Experience Levels

## 10:30 AM - 11:00 AM CT

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### Exhibit Time/Coffee Break

10:30 AM - 11:00 AM, Monday, July 11

*(In Person)*

**11:00 AM - 11:20 AM CT**

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## **College & Career Success for Immigrant Youth**

*11:00 AM - 11:20 AM, Monday, July 11*

*(In Person)*

### **Overview:**

In the last decade, K–12 schools have welcomed an influx of immigrant youth, including undocumented, unaccompanied minors, asylum-seekers, refugees and returning U.S. citizens. Many are learning English while adapting to a new school and culture. Despite their pressing immediate needs, immigrant youth have future aspirations that may be overlooked by school staff. Focus on school practices from a large urban high school in Los Angeles to help school counselors work with immigrant students' college-and-career aspirations.

### **Learning Objectives:**

1. Discuss educational trends among newcomer youth
2. Explain the impact of intersecting identities of newcomer youth, both legal and educational labels
3. List best practices to support newcomer youths' college-and-career readiness

### **Speakers:**

- Sophia Ángeles, *Doctoral Candidate, University of California Los Angeles*

**Audience:** Middle School

**Level:** All Experience Levels

## **Take Your Newsletter Digital**

*11:00 AM - 11:20 AM, Monday, July 11*

*(In Person)*

### **Overview:**

It can sometimes feel like the only way to share knowledge regarding student development and social/emotional learning (SEL) strategies with staff is through long professional development sessions. Hear an easy-to-implement method to share information and resources with your staff, as well as advocate for your school counseling program. Moving your newsletter from the traditional paper model to a digital platform will help you create an impactful outreach tool that opens up lines of communication among school counselors, parents and staff.

### **Learning Objectives:**

1. Develop a quick, efficient tool to share SEL professional development and information regarding your school counseling program with stakeholders

### **Speakers:**

- Brandi Cantu, *School Counselor, Pearson Ranch Middle School, Austin, TX*
- Tamara Wahrer, *School Counselor, Pearson Ranch Middle School, Austin, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **School Counseling Advisory Councils**

*11:00 AM - 11:20 AM, Monday, July 11*

*(In Person)*

**Overview:**

The advisory council is a group of stakeholders who guide and support the school counseling program. This group provides feedback on your goals and results and can become your strongest advocates. Learn best practices when forming an advisory council in your school.

**Learning Objectives:**

1. Form an advisory council and properly document your advisory council meetings to align with the RAMP scoring rubric

**Speakers:**

- Karen Devine, *School Counselor, Taft High School, Chicago, IL*
- Angela Shanahan, *School Counselor, Foreman High School, Chicago, IL*

**Audience:** All Practice Levels

**Level:** Beginner

**Legal and Ethical Considerations: Sole-Possession Notes and Subpoenas**

11:00 AM - 11:20 AM, Monday, July 11

(In Person)

**Overview:**

School counselors may be subpoenaed and asked to testify in court or produce documents for court review. In these situations, school counselors are tasked with a difficult dilemma to balance their responsibility to the state, while protecting the safety and privacy of students' information. Hear best practices in how to navigate your ethical responsibility to protect student confidentiality with your duty to respond to court mandates. Address legal and ethical considerations of sole-possession records and privileged communication.

**Learning Objectives:**

1. Review the two types of subpoenas
2. Identify strategies for responding to a subpoena
3. Discuss best practices regarding student confidentiality and sole-possession records

**Speakers:**

- Jaimie Stickl Haugen, *Assistant Professor, St. Bonaventure University*
- Wendy Rock, *Assistant Professor of Counseling, Southeastern Louisiana University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**11:00 AM - 12:00 PM CT**

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**Support School Counselors**

11:00 AM - 12:00 PM, Monday, July 11

(In Person)

**Overview:**

In 2021, the Oklahoma State Department of Education allocated \$35.7 million to hire 222 school counselors. Additionally, Oklahoma wrote a comprehensive school counseling framework. Together, these initiatives spotlighted the need for school, district and state support for school counselors. Learn how to support school counselors with a variety of techniques, supports and

resources modeled from the Oklahoma School Counselor Corps and other Oklahoma initiatives.

### **Learning Objectives:**

1. Identify various supports for school counselors at the school, district and state level
2. Discuss practical supports to increase school counselor effectiveness and positive student outcomes
3. Examine current supports and areas for growth
4. Implement supports for school counselors in your school, district or state

### **Speakers:**

- Sarah Kirk, *School Counseling Specialist, Oklahoma State Department of Education*

**Audience:** District Director

**Level:** All Experience Levels

## **Suicide Prevention, Intervention & Community Collaboration**

*11:00 AM - 12:00 PM, Monday, July 11*

*(In Person, Virtual)*

### **Overview:**

The Model School District Policy on Suicide Prevention outlines model policies and best practices for school districts to follow to address student health and safety. It is critical that school districts have policies and procedures in place to assess the risk of, intervene and respond to youth suicidal behavior. Prevention programs and policies can help deter suicide ideation and provide resources for adolescents. While it is imperative for school counselors to counsel and support students, they often walk an ethical tightrope when asked to perform risk assessments while also having to weigh out the risk of liability within their role.

### **Learning Objectives:**

1. Summarize the Model School District Policy on Suicide Prevention
2. Discuss how to foster a successful community partnership with mental health professionals who are qualified to provide same-day suicide risk assessments
3. Explain how to ethically meet the needs of the policies and procedures in place to prevent, assess the risk of, intervene and respond to youth suicidal behavior
4. Describe how to establish an ethical process for providing suicide risk assessments

### **Speakers:**

- Jennifer Hart, *District Crisis Resource Counselor, Albuquerque Public Schools, Albuquerque, NM*
- Vicki Price, *Senior Director of Counseling Services, Albuquerque Public Schools, Albuquerque, NM*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Advocate for Asian Youth**

*11:00 AM - 12:00 PM, Monday, July 11*

*(In Person)*

### **Overview:**

Students across the U.S. have faced unprecedented academic and life stressors due to COVID-19, especially Asian youth, who've also had to deal with Asian hate incidents in communities across

the U.S. Research has shown that Asian American adolescents are at a higher risk of suicide and are often under-identified and under-referred students for school-based mental health services. Explore the school counselor's role and capacity for helping Asian American students.

### **Learning Objectives:**

1. Explain the historical and cultural norms of Asian American communities
2. Describe the evidence-based literature focused on Asian American youth and wellness
3. Determine the most appropriate strategies for helping Asian American students
4. Develop a school plan to reach out to Asian American students for school counseling services

### **Speakers:**

- Heather Zeng, *Professor, Capella University*
- Jenny Kim, *Doctoral Student, Capella University*

**Audience:** All Practice Levels

**Level:** Advanced

## **Emerging School Counselor Leaders**

**11:00 AM - 12:00 PM, Monday, July 11**

*(In Person)*

### **Overview:**

All school counselors have leadership qualities and the potential to lead, no matter what official position we may hold, and the need for effective leaders in school counseling has never been greater. The school counseling profession needs leaders who can drive 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:**

1. Explain how leaders drive systemic change in organizations
2. List ways to collaborate with peers and people at higher levels of authority
3. Identify ways to lead through volunteer opportunities with ASCA and state school counselor associations

### **Speakers:**

- Richard Tench, *School Counselor, St. Albans High School, St. Albans, WV; Board Chair, ASCA*
- Lisa Fulton, *Eastern Lebanon County High School, Myerstown, Pa.; Assistant Chair, ASCA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Admission Trends You Need to Know**

**11:00 AM - 12:00 PM, Monday, July 11**

*(In Person, Virtual)*

### **Overview:**

The last few years have resulted in sweeping changes to the college admissions counseling landscape. Learn about the latest admissions trends and key takeaways to empower your work as

a school counselor. Focus on NACAC's research and analysis as well as perspectives from college and admission counseling professionals. Get a deep dive into the latest shifts in the field.

**Learning Objectives:**

1. Identify the latest trends affecting college admissions
2. Explain how to serve your students by integrating data-informed insights
3. Discuss the future of the college admissions counseling landscape
4. List the benefits of NACAC research, professional development, advocacy and publications

**Speakers:**

- Cameron Hair, *Research and Grants Associate, NACAC*
- Murphy Miller, *Senior Manager, Membership Experience, NACAC*

**Audience:** Middle School, High School

**Level:** All Experience Levels

**The Federal Role in Creating College/Career Pathways**

*11:00 AM - 12:00 PM, Monday, July 11*

*(In Person)*

**Overview:**

The U.S. Department of Education is committed to the equitable attainment of a postsecondary credential, leading to rewarding careers with lifelong educational, career and economic advancement potential. However, currently transitions from high school to postsecondary education and from postsecondary education to careers are often fragmented and disjointed; difficult to navigate, with few supports; not working for many young people; and can create large barriers to increasing college completion rates and career success. Reimagining the last two years of high school and the first two years of postsecondary can help ensure that many more young people – especially students of color and students from low-income backgrounds –equitably attain valuable postsecondary credentials that seamlessly lead to rewarding careers with lifelong educational, career and economic advancement potential. New updates to the College Scorecard have made the tool more useful for students and families, with data about college costs, graduation rates and post-college earnings. Learn more about how school counselors can engage with the U.S. Department of Education's Career Connected High Schools Initiative and the College Scorecard enhancements.

**Learning Objectives:**

1. Explain the goals of the Career Connected High School Initiative and school counselors' role
2. Discuss the functions of the College Scorecard, new updates and the types of resources available to use this tool with students and parents
3. Identify the U.S. Department of Education priorities and the work to support COVID response and recovery

**Speakers:**

- John Garcia, *Senior Advisor, Office of Planning, Evaluation and Policy Development, U.S. Department of Education*
- Brent Madoo, *Program and Management Analyst, Office of the Chief Data Officer, U.S. Department of Education*

**Audience:** High School

**Level:** All Experience Levels

**11:30 AM - 12:30 PM CT**

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## College & Career Readiness for LGBTQ+ Youth

11:30 AM - 12:30 PM, Monday, July 11

(In Person)

### Overview:

Due to multiple worldviews, gender biases, inequities, discrimination and more, LGBTQ individuals often face many obstacles in their college and career development. Learn about the employment search and security challenges of the LGBTQ community. Walk away with resources and practical applications for school counselors to assist this population with their postsecondary transition and to promote their career development.

### Learning Objectives:

1. Identify LGBTQ students' college/career development challenges
2. Acknowledge and explore your own values/biases
3. List strategies to promote LGBTQ students' college/career readiness
4. Identify strategies to implement in your school setting

### Speakers:

- Leonis Wright, *Assistant Professor, Governors State University*
- Ahmet Can, *Assistant Professor, Governors State University*
- Jon Borland, *Assistant Professor, East Tennessee State University*

**Audience:** Middle School

**Level:** All Experience Levels

## The Art of School Counseling

11:30 AM - 12:30 PM, Monday, July 11

(In Person)

### Overview:

Often students can express what is going on in their internal worlds visually in more detail and with less hesitation than they do verbally. Using art directives to facilitate student expression can give you the information you need to provide appropriate interventions. Learn and experience simple art directives, and hear about case studies where students used art to express themselves. Walk away knowing the power of art in school counseling.

### Learning Objectives:

1. Explain one benefit of using art in providing school counseling direct services
2. Outline an art directive that can be implemented in individual, small-group and/or classroom instruction
3. Describe how to use student art to facilitate student self-expression

### Speakers:

- Leslie Arroyo, *K-12 School Counseling Specialist, Chicago Public Schools, Chicago, IL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **MTSS from an Anti-Racist Lens**

**11:30 AM - 12:30 PM, Monday, July 11**

*(In Person, Virtual)*

### **Overview:**

Learn concrete strategies for aligning your school counseling program with a multitiered system of supports (MTSS) through an anti-racist lens, focusing particularly on systems, data and practices. Hear how to advocate for and support students of color while dismantling policies and practices that uphold white privilege.

### **Learning Objectives:**

1. Discuss the alignment between school counseling programs and MTSS, through an anti-racist lens
2. Identify concrete strategies for supporting students and advocacy specific to systems, data and practices

### **Speakers:**

- Emily Goodman-Scott, *Associate Professor, Old Dominion University*
- Natalie Edirmanasinghe, *Assistant Professor, Old Dominion University*
- Stephanie Smith-Durkin, *Doctoral Candidate, Old Dominion University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Create Strong Groups for Boys**

**11:30 AM - 12:30 PM, Monday, July 11**

*(In Person, Virtual)*

### **Overview:**

Research shows there is a significant drop between the number of boys who start ninth grade and the number of boys who graduate from 12th grade, especially minority boys. Research also shows us that 93.1% of people imprisoned are male. To combat these statistics, we must intervene and provide supports to boys prior to high school. Discover ways to create strong boy groups that foster safe spaces for boys to learn responsibility, relationship-building, integrity and respect, self-control, overcoming barriers and more. Leave with ready-to-go resources to implement successful boy groups and additional resources for working with African American and Latino boys specifically.

### **Learning Objectives:**

1. Advocate for the importance and imperativeness for creating boy groups
2. Articulate how boy groups can change school climate
3. Create and implement a boy group that meets the needs of boys within your school
4. Strategize ways to create and collect pre-/post-data to show effectiveness and impact of boy groups on students and school

### **Speakers:**

- Brittany Glover, *Doctoral Student, University of North Carolina at Charlotte*

**Audience:** Elementary School

**Level:** All Experience Levels

## Lessons from a School Shooting

11:30 AM - 12:30 PM, Monday, July 11

(In Person, Virtual)

### Overview:

After a school shooting, one school counselor that although the district crisis response was comprehensive, some gaps existed and the plan didn't address the school counselor's role. The lack of support given to the school counselors and support staff left the school counselors overloaded and burnt out. Focus on lessons learned and tips for being prepared in case a crisis or tragedy occurs in your school/district.

### Learning Objectives:

1. Explain the school counselor's role in crisis prevention and preparation
2. Summarize existing models for crisis prevention, intervention and response.
3. Explain post-crisis awareness and why after any crisis it's important to seek personal care and support

### Speakers:

- Michelle Clarke, *Assistant Director of College and Career Engagement, Indiana Department of Education*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## RAMP 101

11:30 AM - 12:30 PM, Monday, July 11

(In Person)

### Overview:

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.

### Learning Objectives:

1. Identify the 10 RAMP application components
2. Explain the RAMP scoring process
3. Access the online portal and application resources

### Speakers:

- Deirdra Hawkes, *Director of Programs and Advocacy, ASCA*

**Audience:** All Practice Levels

**Level:** Intermediate

**11:35 AM - 11:55 AM CT**

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## Prevention Education & Mental Wellness

11:35 AM - 11:55 AM, Monday, July 11

(In Person)

### Overview:

School counselors are often faced with supporting students with mental health issues. Hear about free digital lessons that educate students on the science behind mental health, stress and addiction, while helping them develop healthy coping strategies, practice mindfulness and support themselves and others in their community. Receive full access to EVERFI's counseling-related programs, including Mental Wellness Basics, Vaping, Prescription Drug Safety, AlcoholEDU and others. These student-driven resources have embedded assessments, enabling students to go at their own pace with the school counselor as a facilitator seeing measurable outcomes from student work.

### Learning Objectives:

1. Effectively implement a free, comprehensive and evidence-based mental health and substance abuse prevention lesson

### Speakers:

- Jessie Fox, *K12 Director of Community Engagement, EVERFI*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Afterschool SEL Theater Groups

11:35 AM - 11:55 AM, Monday, July 11

(In Person)

### Overview:

Hear about the benefits of an afterschool social/emotional group using incorporating theater. Learn about the advantages of afterschool activities and psycho-education groups addressing friendship, communication, coping, anti-bullying and other social skills. Focus on the process and outcome data for an SEL theater group, which can be implemented across diverse settings and populations. Walk away with practical tips and resources for running your own social/emotional theater groups.

### Learning Objectives:

1. Use the model, resources and tips to develop your own afterschool theater group to address elementary school students' social/emotional and developmental needs

### Speakers:

- Melissa Bonicky, *Graduate Student, Indiana University of Pennsylvania*

**Audience:** Elementary School

**Level:** All Experience Levels

## ASCA Student Standards

11:35 AM - 11:55 AM, Monday, July 11

(In Person)

### Overview:

The ASCA Student Standards: Mindsets & Behaviors for Student Success are the knowledge, attitudes and skills students need to achieve academic success, college/career readiness and social/emotional development. Learn how to link developmentally appropriate, effective ASCA Student Standards to your school counseling program goals.

## Learning Objectives:

1. Use the ASCA Student Standards in your school counseling program in a way that aligns with the RAMP scoring rubric.

## Speakers:

- Lauren Crispino, *Educational Specialist, School Counseling Services, Fairfax County Public Schools, Fairfax, Va.*

**Audience:** All Practice Levels

**Level:** Beginner

## School Counseling Classroom Lessons

11:35 AM - 11:55 AM, Monday, July 11

(In Person)

### Overview:

Successful delivery of classroom lessons starts with good lesson planning. School counselors have limited time to spend in the classrooms, and it's imperative to give enough time and thought to you'll deliver it. Learn how to plan lessons and assess lesson effectiveness.

## Learning Objectives:

1. Recognize how to operationalize ASCA Student Standards with the lesson's learning objectives which drive the development of pre/post assessment items

## Speakers:

- Megen Stair, *School Counselor, Park Vista High School, Lake Worth, FL*

**Audience:** All Practice Levels

**Level:** Beginner

**12:00 PM - 1:30 PM CT**

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## Lunch in Exhibit Hall

12:00 PM - 1:30 PM, Monday, July 11

(In Person)

**12:10 PM - 12:30 PM CT**

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## Program Management & Advocacy

12:10 PM - 12:30 PM, Monday, July 11

(In Person)

### Overview:

Although the ASCA National Model has been in existence for nearly two decades, many principals continue to misunderstand the school counselor's role. Get examples and best practices for collaborating with your principal to develop a better understanding of the ASCA National Model, specifically the Manage section, and its importance to students and the school's overall mission. Learn to an build a collaborative relationship with all stakeholders.

## Learning Objectives:

1. Strategize ways to implement and manage your school counseling program

## Speakers:

- Aaron Oberman, *Associate Professor, The Citadel*
- Lindsay Harman, *Assistant Professor, University of Denver*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## School Counseling Small Group Lessons

*12:10 PM - 12:30 PM, Monday, July 11*

*(In Person)*

### Overview:

Successful delivery of small-group lessons starts with good lesson planning. School counselors have limited time to spend working with students in small groups, so it's imperative to give enough time and thought to how you'll deliver your lesson. Learn how to small-group plan lessons and assess lesson effectiveness.

## Learning Objectives:

1. Explain how to operationalize ASCA Student Standards with the lesson's learning objectives which drive the development of pre/post assessment items

## Speakers:

- Kristin Barnson, *Elementary Counselor Specialist, Clark County School District, Las Vegas, Nev.*

**Audience:** All Practice Levels

**Level:** Beginner

## Legal and Ethical Considerations: Child Abuse, Sexual Harassment and Self-Harm

*12:10 PM - 12:30 PM, Monday, July 11*

*(In Person)*

### Overview:

There are many complicated issues you must navigate when working with minors in a school setting, and child abuse, sexual harassment and self-harm are three of the common issues you may face. It's critical to respond appropriately to these challenging situations across all developmental levels including elementary, middle and high school. This express session is designed to provide an overview of our legal and ethical responsibilities as it relates to these important issues. Focus on court cases; the school counselor's role; and standard of care related to child abuse, sexual harassment and self-harm.

## Learning Objectives:

1. Identify and discuss the definitions of child abuse, sexual harassment and self-harm

2. Explain the legal and ethical considerations when school counselors suspect a child has been harmed
3. Discuss the standard of care when addressing child abuse, sexual harassment and self-harm

**Speakers:**

- Jaimie Stickl Haugen, *Assistant Professor, St. Bonaventure University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Professional Liability Coverage—An ASCA Membership Benefit**

*12:10 PM - 12:30 PM, Monday, July 11*

*(In Person)*

**Overview:**

All ASCA professional and student members are automatically covered for \$1 million in excess professional liability coverage at no additional cost. Learn from an insurance professional the ins and outs of this membership benefit available to W-2 employed school counselors working in a U.S.-based school.

**Learning Objectives:**

1. Summarize the professional liability coverage available to ASCA members, including coverage highlights, job protection benefits and eligibility
2. Explain how to file a claim if you are named in a suit and you anticipate incurring legal fees

**Speakers:**

- Derek Symer, *Partner, AHT Insurance*
- Michael Sisk, *Vice President, Underwriting, Philadelphia Insurance Company*

**Audience:** All Practice Levels

**Level:** All Experience Levels

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**1:30 PM - 2:30 PM CT**

**Understand Adoption Issues**

*1:30 PM - 2:30 PM, Monday, July 11*

*(In Person)*

**Overview:**

Adopted children and their families often have unique situations and circumstances that can be easily overlooked or misunderstood. Discuss different types of adoption, as well as physical, mental, emotional and educational considerations. Focus on strategies and resources for working with adopted children and their families.

**Learning Objectives:**

1. Summarize terms used in adoption
2. Discuss special circumstances related to the development and well-being of an adopted child

3. Identify strategies and resources for working with adopted children and their families

**Speakers:**

- Clayton Henke, *Director of School Counseling, Pelion Middle School, Pelion, SC*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Ethical Dilemmas of a Middle School Counselor**

*1:30 PM - 2:30 PM, Monday, July 11*

*(In Person, Virtual)*

**Overview:**

The middle school setting poses its own unique challenges as students develop rapidly across all domains of self. Every day, school counselors navigate issues such as suicide, child abuse and neglect, gender identity and confidentiality, just to name a few. Learn about the ethical issues middle school counselors need to consider.

**Learning Objectives:**

1. Identify ethical dilemmas common in middle school
2. Describe ethical practices in responding to ethical dilemmas common in middle school

**Speakers:**

- Sara Carpenter, *School Counselor, Ladue Middle School, St. Louis, MO*

**Audience:** Middle School

**Level:** All Experience Levels

**Maximize Student Voice for Schoolwide Change**

*1:30 PM - 2:30 PM, Monday, July 11*

*(In Person, Virtual)*

**Overview:**

Evidence-based school counseling is using data to identify what needs to be addressed and using what works to address those issues. Research demonstrates that social/emotional learning (SEL) correlates with positive academic outcomes. Unfortunately, in traditional education SEL and academics often run on two separate tracks instead of one. By maximizing student voice, learn how one high school is striving for change in education. Learn to capitalize on using student voice to create a schoolwide SEL culture, and walk away with data-gathering tools and interventions you can implement in your school.

**Learning Objectives:**

1. Explain evidence-based school counseling and how student data is used for a SEL focus
2. Discuss why and how staff voice is imperative to drive schoolwide systemic change
3. Examine how SEL and professional learning communities work in tandem to maximize student achievement

**Speakers:**

- Tina Boone, *School Counseling Department Head, Skyview Middle School, Billings, MT*

- Jeremy Carlson, *Assistant Principal, Skyview Middle School, Billings, MT*

**Audience:** Middle School

**Level:** All Experience Levels

## Add Bibliocounseling to Your Program

1:30 PM - 2:30 PM, Monday, July 11

(In Person, Virtual)

### Overview:

Looking for a new way to breathe life into your classroom instruction or small-group activities? Consider using book studies. Learn to use bibliocounseling and book studies during classroom lessons, small-group counseling and in districtwide professional development. Leave ready to implement a book study in your own school.

### Learning Objectives:

1. Explain the theoretical foundation of bibliocounseling and its use in school counseling programs
2. Identify ways to incorporate book studies into classroom instruction and small-group counseling sessions
3. Access tools necessary to implement a book study into your school counseling program

### Speakers:

- Rebecca Chambers-Arway, *School Counselor, Polo R-VII Schools, Polo, MO*
- Matthew Berry, *Coordinator of K-12 Counseling, Rockwood School District, Eureka, MO*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Promote Informed College Decision Making

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

Informed decisions are possible when both objective information and subjective feelings and judgments are explored and considered. Discover a process for helping students and families make informed college decisions, and focus on how you can access free tools to support informed decision-making. Learn how these free tools can help you support all students on their college journey.

### Learning Objectives:

1. Describe how low student-to-school-counselor ratios support students in the transition to postsecondary education, particularly first-generation students
2. Discuss how ASCA National Model implementation has a positive impact on the amount of college knowledge students have
3. Explain how to use objective information from freely available tools, such as College Navigator, College Scorecard and Common Dataset, to help students feel empowered in their college decision-making process

### Speakers:

- Tim Poynton, *Associate Professor, University of Massachusetts Boston*
- Richard Lapan, *Emeritus Professor, University of Massachusetts Amherst*
- Amanda Sterk, *Director of Accelerated Pathways, Florida Southwestern State College*

**Audience:** High School

**Level:** All Experience Levels

## Keep the Passion Alive

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

Education in general has become more challenging over the years even prior to a pandemic. School counselors are tasked with more and more, and the threat of burnout is more prevalent than ever. District-level school counseling work is essential to advocate for, collaborate with and support school counselors. Hear how one district in North Carolina is supporting school counselors in aligning with the ASCA National Model. Listen to personal successes in district leadership roles and best practices for keeping school counselors passionate about their work from year one to year 30.

### Learning Objectives:

1. Recognize and respond to signs of school counselor burnout
2. Reflect and examine current supportive practices and potential for growth
3. Discuss new opportunities and best practices that support school counselors' work

### Speakers:

- Kimberly Davis, *Lead Secondary School Counselor, Alamance Burlington School System, Burlington, NC*
- Abby Liberstein, *Lead Elementary School Counselor, Alamance Burlington School System, Burlington, NC*

**Audience:** District Director

**Level:** All Experience Levels

## School Counseling Hacks Using Everyday Objects

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

School counselors are known for making things work no matter what resources they have at their disposal; they're often the MacGyver of the education world. Learn about 20 school counseling hacks to make your life easier, more affordable and definitely a lot more fun.

### Learning Objectives:

1. Increase your efficiency by equipping students with coping tools from everyday objects
2. Stretch your school counseling budget using everyday objects and being intentional when purchasing
3. Organize your school counseling space to make it more efficient

### Speakers:

- Laura Rankhorn, *School Counselor, Arab and Good Hope Elementary Schools, Arab, AL*
- Kim Crumbley, *School Counselor, Parkside School, Baileyton, AL*

**Audience:** All Practice Levels

**Level:** Beginner

## Brotherhood 3.0: A Hybrid Model

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

The Kenwood Brotherhood is a nationally recognized school-based program that builds platforms for success for urban males of color. COVID-19 threatened to upend those platforms of success, but student and adults collaborated to create a hybrid model that met students' needs. Learn about these effective, sustainable hybrid practices and how the ASCA National Model is still at the core of mentoring success.

### Learning Objectives:

1. Create and replicate a mentoring program
2. Create electronic needs assessment to collect data on student issues, challenges and trends
3. Use the ASCA Student Standards to develop a mentoring program based on electronic data

### Speakers:

- Shelby Wyatt, *School Counselor, Chicago Public Schools, Chicago, IL*
- Whitney Davis, *School Counselor, Chicago Public Schools, Chicago, IL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Addiction-Proof Students

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

Opportunities for addictive and risky behaviors are escalating for our students, but we can play a powerful role in preventing and intervening in self-destructive choices, starting as early as kindergarten. Learn about a model for addiction-proofing our students and have greater clarity on unhealthy behavior patterns. Walk away empowered to help students build preventative self-knowledge and resiliency skills.

### Learning Objectives:

1. Identify the most common addictive behaviors for today's youth
2. Adopt a model for addiction-proofing students starting in kindergarten
3. Recognize your places of influence in intervening in risk factors and building protective factors for students
4. Acquire a set of tools to use in individual, group and classroom sessions for preventing and intervening in addictive student behaviors

### Speakers:

- Kriya Lenzion, *Addiction Therapist, Timberland Academy/Solstice East, Asheville, NC*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Work Together for Legislative Success

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

**Overview:**

In spring 2021, Washington state passed SB5030, which requires all school districts to implement a school counseling program focused on the ASCA National Model and 80/20 language. Learn how the Washington School Counselor Association worked with its lobbyist through drafting the bill and the legislative process and with the state education agency to promote statewide implementation of national and state standards for best practice.

**Learning Objectives:**

1. Describe how to work effectively with a lobbyist and SEA
2. Discuss the legislative process to get a bill sponsored and passed
3. Strategize how to collaborate with your SEA and other educational associations to develop a plan for implementation
4. Educate stakeholders of the work school counselors do

**Speakers:**

- Marisa Castello, *School Counselor, Waller Road Elementary, Puyallup, WA*
- Kim Reykdal, *Director, Graduation and Postsecondary Readiness, Washington Office of Superintendent of Public Instruction*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Pandemic Mental Health Support

1:30 PM - 2:30 PM, Monday, July 11

(In Person, Virtual)

**Overview:**

Learn about pandemic and post-pandemic interventions you can use to support your students at all three MTSS tiers during the school year. Explore the current research on supporting student mental health during/after the pandemic from organizations such as the U.S. Department of Education and the Centers for Disease Control and Prevention. Walk away with strategies and activities to guide your students to optimal mental health during this challenging time.

**Learning Objectives:**

1. Summarize recent research encouraging pandemic-related support of student mental health
2. Identify tiered interventions to support your students' pandemic-related mental health needs

**Speakers:**

- Stephanie Lerner, *School Counselor Program Manager, Texas Education Agency*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Connecting Students to HBCUs

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

**Overview:**

Historically Black colleges and universities (HBCUs) were established to serve Black students when educational opportunities weren't easily accessible. The rich history of HBCUs is still relevant today as a producer of leaders throughout our country and the world. Attending an HBCU is more

than a just viable postsecondary option for students; it's a catalyst for a diverse set of thought leaders. Explore the purpose and establishment of HBCUs and the value they currently hold for students. Learn to support students in identifying the possibility of HBCUs as a postsecondary goal.

### **Learning Objectives:**

1. Discuss the history and establishment of HBCUs and the benefits they offer students today
2. Identify students who might benefit from exploring a HBCU as a postsecondary option and support them through the application process
3. Competently advise students in exploring the benefits of attending an HBCU during postsecondary planning sessions
4. Connect students to the HBCU that would be the best fit for their postsecondary educational and career goals

### **Speakers:**

- MaatenRe Ramin, *Coordinator of School Counseling, Baltimore County Public Schools, Towson, MD*
- Jessica DeShields, *School Counseling Specialist, Baltimore County Public Schools, Towson, MD*

**Audience:** All Practice Levels

**Level:** Beginner

## **The School Counselor's Role in Racial Equity**

**1:30 PM - 2:30 PM, Monday, July 11**

*(In Person, Virtual)*

### **Overview:**

Join district school counselor leaders as they discuss school counselors' role in racial equity work and supporting students and staff after traumatic racial events. Learn strategies to address racial equity, and identify ways to dismantle systemic racism while supporting student and staff social/emotional needs. Examine ways to be an active ally in the fight for racial justice.

### **Learning Objectives:**

1. Identify ways school counselors can be active allies in the fight against systemic racism
2. List ways to support students and staff during major race, hate or bias incidents in your school and community
3. Strategize ways to lead classroom lessons, small groups and individual sessions to increase students' understanding of their identity and those different from them
4. Identify the ASCA Ethical Standards for School Counselors, ASCA School Counselor Professional Standards & Competencies and the ASCA Student Standards addressing the school counselor's role in racial equity and fighting systemic racism

### **Speakers:**

- Derek Francis, *Manager Of Counseling Services, Minneapolis Public Schools, Minneapolis, MN*
- Michelle Sircy, *District School Counseling Specialist, Jefferson County Public Schools, Louisville, KY*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Tips From RAMP Reviewers

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

Thinking about applying for RAMP but a little overwhelmed by the process? It doesn't have to be that way. Hear from RAMP reviewers about helpful tips and tricks for tackling the RAMP application process with ease.

### Learning Objectives:

1. Identify three easy-to-use tips to incorporate into your ASCA National Model implementation and RAMP application process
2. Summarize what RAMP reviewers are looking for in exemplary school counseling programs
3. Discuss common but avoidable pitfalls RAMP reviewers see in applications

### Speakers:

- Joni Shook, ,
- Mark Kuranz, *Certified Trainer, ASCA*

**Audience:** All Practice Levels

**Level:** Intermediate

## Implement LGBTQ+ Affirming Policies: Our Legal and Ethical Responsibility

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

### Overview:

Heteronormativity in the educational environment can lead to practices and policies that don't address the unique needs of LGBTQ students. The lack of inclusion can lead to negative outcomes and detachment from the school environment. Discover ways to advocate for inclusive policies and promote sensitivity and acceptance among staff, students and other educational stakeholders.

### Learning Objectives:

1. Discuss anti-inclusive laws that are sweeping across states and discuss how to use federal legislation (i.e. Title IX, FERPA, Equal Access Act) as advocacy tools
2. Reference and examine the guiding documents from ASCA outlining our professional and ethical responsibility to advocate for LGBTQ students
3. Discuss and exchange ideas on best practices strategies to advocate for inclusive environments and policies.

### Speakers:

- Wendy Rock, *Assistant Professor of Counseling, Southeastern Louisiana University*
- Haley Wikoff, *Assistant Professor, Department of Counselor Education and College Student Personnel, Western Illinois University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Agents of Change in School Counseling

1:30 PM - 2:30 PM, Monday, July 11

(In Person)

**Overview:**

Through leadership, advocacy, innovative practices, a focus on equitable outcomes and ultimately recognition, school counselors possess the power to act as agents of change within their buildings. Engage in an interactive presentation with the 2022 ASCA School Counselor of the Year finalists to learn more about their school counseling programs and their journeys to develop student-focused programs. Through this audience-driven presentation, learn how to identify and implement effective strategies to become agents of change for all students.

**Learning Objectives:**

1. Explain what makes an agent of change in school counseling
2. Implement one strategy or best practice from each 2022 ASCA School Counselor of the Year Finalist

**Speakers:**

- Ashley Wright, *School Counselor, Lucielle J. Bradley Elementary School, Spring, TX*
- Matthew Berry, *Coordinator of K-12 Counseling, Rockwood School District, Eureka, MO*
- Alma Lopez, *School Counselor & 2022 School Counselor of the Year, Livingston Middle School, Livingston, Calif.*
- Marianne Mott, *School Counselor, Capital High School, Madison, Wis.*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**2:45 PM - 3:45 PM CT**

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**Train Transformational School Counselor Leaders**

*2:45 PM - 3:45 PM, Monday, July 11*

*(In Person)*

**Overview:**

School counselors are called to be transformative leaders who address systemic, equitable change in education. It's important for school counselor education programs to cultivate this skill set. Learn how school counselor educators can integrate leadership training opportunities in course content and across programs. Walk away with examples of leadership training resources and strategies for training and development.

**Learning Objectives:**

1. Discuss the school counselor educator's role in developing transformational leaders
2. Integrate leadership development opportunities in training programs
3. Demonstrate an increased awareness of leadership focused training resources
4. Develop an action plan for transformational leadership training

**Speakers:**

- Eva M. Gibson, *Assistant Professor, Austin Peay State University*
- Sarah Brant-Rajahn, *Assistant Professor, Messiah University*
- Mariama I.C. Sandifer, *Assistant Professor, Columbus State University*

**Audience:** School Counselor Educators

**Level:** All Experience Levels

## **A School-Based Suicide Prevention Model**

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person)*

### **Overview:**

The research-informed, adaptable model for the prevention of suicide in schools is a multitiered system of supports (MTSS) school districts and campuses can adapt according to their available financial and human resources. Discover research-informed suicide prevention strategies and programs aligning with MTSS tiers. Discuss the role of suicide risk screening, assessment and monitoring in school-based suicide prevention efforts, and triage decision-making for students identified as at-risk for suicide.

### **Learning Objectives:**

1. Explain school-based suicide prevention
2. Identify options for research-informed suicide prevention strategies and programs that can be implemented at the three MTSS tiers
3. Discuss the role of suicide risk screening, assessment and monitoring for directing school-based suicide prevention efforts

### **Speakers:**

- Shannon McFarlin, *Assistant Professor, Lamar University*
- Kimberly McGough, *Assistant Professor, Lamar University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **RAMP's Impact on Diverse Students' Outcomes**

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person)*

### **Overview:**

School counselors use the ASCA National Model as a framework to help with data-informed decision-making and implementation of equitable, developmentally and culturally appropriate curricula. The need for empirical evidence is vital to continuing the use of the ASCA National Model with diverse students. Examine results of a study aimed at understanding the impact of RAMP schools on academic outcomes of diverse student populations.

### **Learning Objectives:**

1. Discuss the importance of using empirical data to understand educational disparities regarding diverse student populations in K–12
2. Examine the impact of RAMP on diverse student populations
3. Apply knowledge of RAMP's impact on diverse student populations to better meet student needs as a part of your school counseling program

### **Speakers:**

- Marsha Rutledge, *Assistant Professor, Longwood University*
- Melanie Burgess, *Assistant Professor, University of Memphis*
- Kenya Bledsoe, *Assistant Professor, The University of Mississippi*
- Jaimie Stickl Haugen, *Assistant Professor, St. Bonaventure University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Advocate for Undocumented Students

2:45 PM - 3:45 PM, Monday, July 11

(In Person, Virtual)

### Overview:

With an estimated one million undocumented youth under the age of 18 in the United States, the call to understand the specific needs of undocumented students is vital to the work of a school counselor. By understanding undocumented students' needs, school counselors can identify resources, support and interventions to close the gaps, promote equity and ensure a sense of belonging for some of the most vulnerable students in education today. Hear about undocumented students' experiences, understand their challenges and know how to address the challenges through all three school domains: academic, social/emotional, and career.

### Learning Objectives:

1. Discuss specific challenges undocumented students face in school
2. Describe how to assist undocumented students within the school counselor role
3. Access resources to support undocumented students within the three school counseling domains

### Speakers:

- Liliana Ponce, *K-12 School Counseling Specialist, Chicago Public Schools, Chicago, IL*
- Leslie Arroyo, *K-12 School Counseling Specialist, Chicago Public Schools, Chicago, IL*

**Audience:** High School

**Level:** All Experience Levels

## Support Grieving Students

2:45 PM - 3:45 PM, Monday, July 11

(In Person)

### Overview:

It's imperative for school counselors to feel comfortable and prepared to support students who have experienced a death or loss in their life. Learn best practices on what to say and what to avoid when supporting grieving students. Walk away with activities that help students cope with their loss and express themselves. Understand the importance of looking after yourself when counseling students about grief and loss.

### Learning Objectives:

1. Discuss best practices and approaches for helping students through grief
2. Implement activities to help students express their feelings during the grieving process
3. Reflect on your own experience with grief and recognize how it can affect how you counsel students dealing with loss
4. Explain the importance of practicing self-care to manage the emotions and weight that comes with grief counseling

**Speakers:**

- Emily Ferrand, *School Counselor, Horizon West Middle School, Orlando, FL*

**Audience:** Middle School

**Level:** Beginner

**Collaborative Relationships to Build Student Success**

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person, Virtual)*

**Overview:**

Do you have fun and amazing ideas that support students' needs but aren't sure if your principal will be receptive to them? Have you ever wondered how to speak the language of your administrator so you can effectively advocate for a data-informed school counseling program? Hear key examples from a school counselor and principal about ways to collaboratively focus on what is most important – students.

**Learning Objectives:**

1. Discuss successful school counselor/administrator initiatives that maximize student success
2. Explain school structures that build positive, collaborative school counselor/administrator relationships
3. Describe how to best advocate for a data-informed school counseling program from an administrator's perspective

**Speakers:**

- Robin Zorn, *School Counselor, Mason Elementary School, Duluth, GA*
- Merrill Baxley, *School Counselor, Mason Elementary School, Duluth, GA*
- Dave Jones, *Principal, Mason Elementary School, Duluth, GA*

**Audience:** Elementary School

**Level:** All Experience Levels

**Sex, Lies and Adolescence**

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person)*

**Overview:**

Sexting and secondary sexting have become commonplace for youth within the last decade. An adolescent's academics, relationships, attitudes, physical and mental health are often affected by this rising cyber-phenomenon. School counselors and parents attempt to support the social and psychological side effects of these events, often with little knowledge of how to supervise children's technology or how to have conversations about the implications of sexting. Learn about the social, behavioral and legal issues related to adolescent sexting, and discuss how you can partner with parents and their teens to counteract the negative results of sexting behaviors.

**Learning Objectives:**

1. Discuss the legal ramifications of adolescent sexting to support families with various needs regarding sexting events

2. Explain how sexting and secondary sexting can affect adolescents' social, behavioral, physical and mental health
3. Identify and guide parenting concerns and experiences attached to sexting events

**Speakers:**

- Heather Lindstrom, *Adjunct Professor, Social/Behavior Counselor, Uplift Education, Dallas, TX*
- Carrie VanMeter, *Core Faculty, Capella University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Foundational Skills for Small Groups

2:45 PM - 3:45 PM, Monday, July 11

(In Person, Virtual)

**Overview:**

Small-group counseling is one of the most efficient and effective ways to have an impact on students' lives. Learning to respond to group members' behaviors in a meaningful way is as important as the curriculum itself. Although a lot of energy is poured into lesson planning, facilitators are often ill-equipped to respond to disruptive behaviors when they arise. Learn how facilitator preparedness can affect group dynamics and participants' experience overall, and walk away with concrete research-based group management skills and strategies.

**Learning Objectives:**

1. List strategies for responding to disruptive behaviors within a group
2. Evaluate the needs underneath the behaviors of all group members
3. Strategize ways to de-escalate and redirect negative group dynamics

**Speakers:**

- Rhonda Williams, *Professor Emeritus, University of Colorado-Colorado Springs*
- Sameen DeBard, *School Counselor, Cherokee Trails High School, Aurora, CO*
- Sarah Clapham, *School Counselor, West Middle School, Colorado Springs, CO*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Address the Whiteness Culture in School Counseling

2:45 PM - 3:45 PM, Monday, July 11

(In Person)

**Overview:**

Seventy-nine percent of ASCA members identify as white, as well as 71% of school counselor educators. This is in direct contrast to more than 50% of American K–12 students who identify as non-white or students of color. These racial demographics often create a cultural mismatch, which can affect how school counselors serve racially marginalized students. Much of school counseling research focuses on achievement gaps; however, school counselors, school counselor educators, and researchers need to shift their lens from gaps to the systemic barriers that create them. Systemic barriers are often rooted in the culture of whiteness, so it's important to examine your beliefs and practices to develop an anti-racist action plan for your work.

**Learning Objectives:**

1. Discuss the culture of whiteness inherent in the educational system and school counseling
2. Identify the systems, practices and beliefs that create barriers between school counselors and students of color
3. Develop an antiracist action plan aligned with the ASCA Student Standards to incorporate into your school counseling program, school counselor education curriculum or research agenda

**Speakers:**

- Sarah Shrewsbury, *Graduate Assistant and Doctoral Student, The Ohio State University*
- Patrick Cunningham, *Graduate Research Associate and Doctoral Student, The Ohio State University*
- Ryan Max, *School Counselor, Pickerington Lakeview Jr. High School, Pickerington, OH and Doctoral Student, The Ohio State University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Transgender Elementary Students

2:45 PM - 3:45 PM, Monday, July 11

(In Person)

**Overview:**

Current research literature focuses heavily on high school students who identify as transgender, nonbinary and gender fluid. Given the changing legal and regulatory landscape for school divisions to develop policies to support these students in alignment with national, state or local guidance, it's important to also consider elementary students. Hear the voices of elementary transgender students to better understand their unique experiences.

**Learning Objectives:**

1. Discuss the experiences of elementary transgender students
2. Describe practices that support elementary transgender students
3. Identify potential barriers for elementary transgender students

**Speakers:**

- Darrell Sampson, *Executive Director of Student Support Teams, Alexandria City Public Schools, Alexandria, VA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Boost Postsecondary Readiness with SEL

2:45 PM - 3:45 PM, Monday, July 11

(In Person, Virtual)

**Overview:**

College, career and military readiness is often determined by academic readiness, but this is only part of the equation. Social/emotional learning (SEL) and cultivating students' soft skills yields the best results. Developing students' social/emotional skills enhances academic performance and provides students with the tools needed to achieve postsecondary success. Learn practical strategies to use SEL to help students boost their capacity for success in reaching their postsecondary goals.

## Learning Objectives:

1. Define and explain what SEL is and why it matters for postsecondary success
2. Use resources to successfully incorporate SEL and postsecondary readiness standards

## Speakers:

- Nwakaego Oriji, *Counselor Facilitator, Garland Independent School District, Garland, TX*
- Loree Jones-Huggins, *Coordinator of Counseling Services, Garland Independent School District, Garland, TX*
- Tiffany Gilmore, *Director of Counseling Services, Garland Independent School District, Garland, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Implement Districtwide Classroom Lessons

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person, Virtual)*

### Overview:

Learn about one district's journey to creating a counseling lesson curriculum for grades pre-K–6. Hear the process for examining state, district and campus needs. Focus on setting goals for improvement and creating a curriculum full of lessons. Learn about the review process for determining if lessons need to be revised or changed, and address adding small-group lesson suggestions to the curriculum.

## Learning Objectives:

1. Explain how to look at district and campus data to determine what topics to focus lesson plans around
2. Describe a process to create and gather lesson plans
3. Access a curriculum of lessons and timeline for the year

## Speakers:

- Jessica Bradshaw, *School Counselor, Spring Creek Elementary School, Dallas, TX*
- Laura Blatzheim, *Elementary Counselor Support Specialist, Richardson Independent School District, Richardson, TX*
- Paige Pendery, *School Counselor, Northwood Hills Elementary School, Dallas, TX*

**Audience:** Elementary School

**Level:** All Experience Levels

## RAMP Reviewer Ins and Outs

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person)*

### Overview:

If you've implemented the ASCA National Model and have a strong process for collecting data, learn how you can become a RAMP reviewer who scores and provides feedback on RAMP applications. Explore how to use your ASCA National Model knowledge and skills to further the profession and hone your own program.

## Learning Objectives:

1. Identify the duties and responsibilities of RAMP reviewers
2. Use the rubric to provide meaningful feedback
3. Discuss the components of the ASCA National Model essential to RAMP applications
4. Discuss the effective use of RAMP narratives

**Speakers:**

- Deirdra Hawkes , ,

**Audience:** All Practice Levels

**Level:** Intermediate

## **SAT Suite of Assessments Goes Digital**

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person)*

**Overview:**

Starting in 2023, College Board will deliver the SAT Suite of Assessments digitally. Learn more about how going digital will create an easier experience for students and educators. Get a sneak peek into key aspects of the digital SAT Suite of Assessments including screen shots, models and demos. Hear about exciting enhancements and resources to help you effectively advise students in course selection and skill development.

**Learning Objectives:**

1. Discuss the future of assessments as we emerge from the pandemic
2. Summarize the enhancements for the College Board's SAT Suite of Assessments and related support resources
3. Use the information provided to advise students and support college readiness

**Speakers:**

- Nicole Gibbs, *Senior Director, External Engagement, College Readiness Assessments, College Board*

**Audience:** High School

**Level:** All Experience Levels

## **Action Plans**

**2:45 PM - 3:45 PM, Monday, July 11**

*(In Person)*

**Overview:**

School counseling program action plans detail the focus, activities and resources school counselors use to address academic, attendance and/or discipline goals; developmental needs; or other needs identified through data. Learn how you can use ASCA National Model Action Plans in your school counseling program.

**Learning Objectives:**

1. Cite strategic use of action plans
2. Develop all components of the action plan

**Speakers:**

- Heidi Truax, *Executive Director, Office of School Counseling and Postsecondary Advising, and ASCA Certified Trainer, Chicago Public Schools and ASCA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Ethically Navigate State Laws

2:45 PM - 3:45 PM, Monday, July 11

(In Person)

### Overview:

There has been a recent upswing in state and local legislation that could have legal and ethical implications for school counselors. Legal rules establish basic duties for acceptable behavior; whereas, ethical codes represent aspirational standards for best practice. Discuss the collision of legal statutes and ethical obligations, how to ethically navigate state laws and ways to continue advocating for all students.

### Learning Objectives:

1. Discuss recent court cases involving school counselors where the law supersedes their ethical standards
2. Identify other recent U.S. legislation that could have an impact on school counselors' role and function
3. Strategize ways to navigate situations when law and ethics collide

### Speakers:

- Carolyn Stone, *Professor of Counselor Education, University of North Florida*
- Haley Wikoff, *Assistant Professor, Department of Counselor Education and College Student Personnel, Western Illinois University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## 4:00 PM - 5:00 PM CT

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## Journey to RAMP and NBCT

4:00 PM - 5:00 PM, Monday, July 11

(In Person)

### Overview:

Have you thought about working toward both the National Board Certified Teacher (NBCT) certification in school counseling as well as the Recognized ASCA Model Program (RAMP)? Learn about the process of both certifications, and discover how the two processes can dovetail to strengthen your school counseling program and your professional impact on the lives of students.

### Learning Objectives:

1. Identify the similarities and differences of the two the RAMP and NBCT application processes
2. Create an individualized plan in response to your own professional goals

### Speakers:

- Kelly Weaver, *School Counselor, Weatherbee School, Hampden, ME*

**Audience:** All Practice Levels

**Level:** Intermediate

## Identify & Help At-Risk Students

4:00 PM - 5:00 PM, Monday, July 11

(In Person, Virtual)

### Overview:

Students are at risk in every school in America. Learn how to determine who your at-risk students are, how to identify which interventions they need and the school counselor's role in this process. When you use evidence-based interventions, students come off the at-risk list and become more successful. Walk through this process with state leaders who helped lead a Title I middle school in reducing its number of at-risk students.

### Learning Objectives:

1. Use tools to identify at-risk students
2. Identify interventions that work for at-risk students
3. Discuss research related to at-risk students
4. Explain how one middle school used multitiered system of supports to meet the needs of at-risk students

### Speakers:

- Shelly Ellis, *Deputy Superintendent of Student Support, Oklahoma State Department of Education*
- Michelle Strain, *Crisis Team School Counselor, Oklahoma State Department of Education*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Quick & Easy SEL Interventions

4:00 PM - 5:00 PM, Monday, July 11

(In Person, Virtual)

### Overview:

There's no limit to the number of interventions your school counseling program can provide. By engaging all stakeholders, research-based and data-informed interventions can be implemented for MTSS Tiers 1, 2 and 3. Analyze functions of behavior to intervene with your students based on social/emotional learning (SEL) needs, including academic, social/emotional and postsecondary readiness. This schoolwide approach focuses on whole-child needs, beyond the behavior chart to best intervene and wraparound students in your building.

### Learning Objectives:

1. Identify at least one intervention to implement immediately for all three tiers
2. Discuss the SEL-driven functions of behavior
3. Track Tier 1, 2 and 3 progress using data and provided templates

### Speakers:

- Heather Bushelman, *School Counselor, Longbranch Elementary School, Union, KY*
- Olivia Ballou, *School Counselor, Longbranch Elementary School, Union, KY*

**Audience:** Elementary School

**Level:** All Experience Levels

## School Counselor/Administrator Partnerships

4:00 PM - 5:00 PM, Monday, July 11

(In Person)

### Overview:

School counselor and administrator partnerships are integral to helping students soar into success. Walk away with practical strategies and resources to use when partnering with your administrator.

### Learning Objectives:

1. Describe a strategy or resource you will use this upcoming school year for administrator/school counselor partnership
2. Summarize ways for school counselors and administrators to successfully collaborate together to affect student outcomes
3. List one strategy to break down barriers to effective administrator/school counselor collaboration

### Speakers:

- Jaymes White, *Assistant Principal, Tamarac Secondary School, Cropseyville, NY*
- Philip Schonebaum, *Superintendent, Lyman School District, Presho, SD*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Teens & Technology

4:00 PM - 5:00 PM, Monday, July 11

(In Person, Virtual)

### Overview:

They never put their phones down. They care too much about what's happening online. I can't stand social media. If these are phrases you hear often or say yourself, learn the motivation behind teens' need for constant connection, as well as the emerging trends in teens and technology. Discuss where the school's jurisdiction begins and ends as it relates to student social media use, and address issues of free speech, student discipline and recommended guidance for K–12 educational institutions.

### Learning Objectives:

1. Discuss the most up-to-date data on teens and social media use
2. Analyze common tricky situations involving schools and social media
3. Explain the school's legal and ethical responsibilities to students

### Speakers:

- Lisa Hinkelman, *Founder, Ruling Our eXperiences (ROX)*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Advocate for Muslim-American Students

4:00 PM - 5:00 PM, Monday, July 11

(In Person)

### Overview:

School counselors play a vital role in promoting Muslim students' positive schooling experience,

healthy development and successful acculturation. Understand and gain awareness regarding Islamic faith, Muslims and the challenges Muslim-American students experience in schools. Focus on culturally sensitive and relevant practices to advocate for this religious minority population in school settings.

### **Learning Objectives:**

1. Identify the characteristics of the Muslim faith and population in the U.S. to acknowledge diversity among this minority group
2. Recognize specific challenges of Muslim-American students in schools and adverse psychosocial outcomes of discrimination on this student population
3. Develop culturally sensitive and effective strategies to empower and advocate for and with Muslim-American students in educational settings

### **Speakers:**

- Hulya Ermis, *Assistant Professor, Northeastern Illinois University*
- Tahani Dari, *Assistant Professor, University of Toledo*

**Audience:** All Practice Levels

**Level:** Intermediate

## **Move Anti-Racism Conversations to Action**

**4:00 PM - 5:00 PM, Monday, July 11**

*(In Person, Virtual)*

### **Overview:**

School counselors are social justice leaders who have the unique ability to disrupt educational inequities, allow student and family voices to be heard, support identity development, advocate and form new structures to ensure all students get what they need to succeed. Listen to lived experiences that serve as a catalyst for movement and change, particularly for the marginalized in our community. Learn practices, strategies and obtain resources to rise, reshape, reflect and ensure all of our students have an anti-racist school counselor.

### **Learning Objectives:**

After attending this session, you will be able to:

1. Explain recent and historic challenges and barriers students and families of color experience
2. Discuss leadership strategies when taking action steps while advocating for students
3. Examine and acknowledge your own biases and identify how to disrupt harmful practices
4. Identify and apply rise, reshape and reflect strategy to support success of all students

### **Speakers:**

- Mia Tatum-Crider, *School Counselor, Glen Hills Middle School, Glendale, WI*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Cultivate Leaders in Elementary Schools**

**4:00 PM - 5:00 PM, Monday, July 11**

*(In Person)*

### **Overview:**

Developing leadership skills among elementary students is an essential part of character-building.

When students have opportunities to practice the common characteristics of effective leadership, such as self-awareness and personal development; goal-setting and attainment; strategic thinking; and effective communication and interpersonal skills, they experience responsible citizenship and engage positively with members of their community. These opportunities are available to all students regardless of their age, gender or ethnicity.

**Learning Objectives:**

1. Explain how leadership programs in elementary schools help students develop skills to be more successful learners and members of their community
2. Describe and strategize programs to implement with elementary students to increase leadership skills

**Speakers:**

- Clelia Parlange, *School Counselor, Andrews Elementary School, Austin, TX*
- Marianna Martinez, *Program Manager, Communities in Schools of Central Texas, Andrews Elementary School, Austin, TX*

**Audience:** Other

**Level:** All Experience Levels

**Virtual Tech Tools 2.0**

*4:00 PM - 5:00 PM, Monday, July 11*

*(In Person)*

**Overview:**

After a year of virtual learning, who's ready to take their tech tool understanding to the next level and start using it more efficiently? Learn how to create an app and perfect screen recording. Discover which add-ons will save you time. Hear how to track the data you're gathering and advocate for yourself and your program.

**Learning Objectives:**

1. Identify various technology tools to enhance learning
2. Access tools such as Glide App, which turns spreadsheets into an app; perfect screen recording options; learn Google and Excel add-ons that save time and more
3. Track data gathered to better advocate for yourself and your program

**Speakers:**

- Nichol Webb, *School Counseling & Career Readiness Program Specialist, Georgia Department of Education*

**Audience:** All Practice Levels

**Level:** Intermediate

**Supervising School Counseling Students**

*4:00 PM - 5:00 PM, Monday, July 11*

*(In Person)*

**Overview:**

Explore the school counseling supervision model, an evidence-based framework demonstrating how site supervisors can provide transformative supervision within the school setting. Learn essential components of the supervision model and strategies to engage in evaluation, remediation and gatekeeping within the school setting.

## Learning Objectives:

1. Provide effective supervision using the school counseling supervision model
2. Apply the ASCA Ethical Standards to supervision in the school setting
3. Discuss the roles and responsibilities of site supervisors, including evaluation, remediation and gatekeeping practices
4. Use evidence-based strategies to promote the personal and professional development of supervisees

## Speakers:

- Hannah Brinser, *Doctoral Student, Idaho State University*
- Addy Wissel, *Associate Professor, Gonzaga University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Resilient & Robust Group Counseling Interventions

4:00 PM - 5:00 PM, Monday, July 11

(In Person)

### Overview:

All school counselors can benefit from revisiting principles of leading groups and developing original group counseling curriculum. Walk away with confidence and competence in developing and running in-person and virtual groups through experiential activities. Explore current topics for K–12 groups; present classic and advanced theories and techniques; suggest strategies for adapting group goals and frameworks and adopting inclusive, anti-racist practices; and offer evaluation tools to make data-informed revisions.

## Learning Objectives:

1. Identify the elements of effective group counseling from start to finish, including screening participants, scheduling groups, running groups, evaluating group effectiveness
2. Demonstrate confidence and competence in the principles of group work
3. Incorporate both classic theory and modern approaches to group counseling, both in-person and virtually
4. Design original, inclusive, anti-racist group curriculum to effectively address students' academic, career and social/emotional needs

## Speakers:

- Aubrey Uresti, *Assistant Professor, San Jose University*
- Suzy Thomas, *Professor, St. Mary's College of California*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## New School Counselor Tips, Tools & Templates

4:00 PM - 5:00 PM, Monday, July 11

(In Person)

### Overview:

It can feel daunting to be a new school counselor. You're excited to start your first job but may not know where to begin. How do you get your school counseling program part started? Get tips, tools, templates and resources to give you the confidence you need to create a school counseling

program with filled with possibilities.

### **Learning Objectives:**

1. Identify the immediate tasks of a setting up a new school counseling program
2. Create a calendar for school counseling program components
3. Explain how to use data to determine school counseling program needs

### **Speakers:**

- Jeannie Maddox, *School Counselor, Southwestern Middle School, Deland, FL*

**Audience:** All Practice Levels

**Level:** Beginner

## **Working Americans' Perceptions of Career Development**

*4:00 PM - 5:00 PM, Monday, July 11*

*(In Person)*

### **Overview:**

A new understanding of working America's career information and guidance experiences is now possible as a result of this 2021 national survey completed. The National Career Development Association (NCDA) commissioned The Harris Poll to conduct a national survey of U.S. adults to learn about their career development experiences and plans, particularly their use of and satisfaction with career information and career guidance professionals. Survey results reveal the ongoing and future use of and need for career guidance.

### **Learning Objectives:**

1. Discuss current data on workers' perceptions about automation and globalization and the impact on their careers
2. Describe the implications of the NCDA Harris Poll results on future work of career counselors and other service providers
3. Strategize how to expand the awareness of career services to underserved populations

### **Speakers:**

- Patrick Akos, *Former NCDA Trustee,*
- Sharon Givens, *NCDA President and Owner of Visions Counseling and Career Center,*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Results Reports**

*4:00 PM - 5:00 PM, Monday, July 11*

*(In Person, Virtual)*

### **Overview:**

Results reports summarize the effectiveness of school counselor activities, provide the basis for informed decision making, improve future practice and serve as powerful advocacy tools with stakeholders.

### **Learning Objectives:**

1. Cite strategic use of results reports
2. Develop all components of the results reports

3. Analyze, employ and share results

**Speakers:**

- Heidi Truax, *Executive Director, Office of School Counseling and Postsecondary Advising, and ASCA Certified Trainer, Chicago Public Schools and ASCA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**NCAA Eligibility Center Processes: A Deep Dive**

*4:00 PM - 5:00 PM, Monday, July 11*

*(In Person)*

**Overview:**

Get an in-depth explanation of specific topics and best practices to help you navigate the initial-eligibility process. Focus on nontraditional program and core-course reviews, COVID-19 updates, the role of the student and ways you can support student-athletes and their families navigating the recruiting process.

**Learning Objectives:**

1. Explain how COVID-19 policies affect the initial eligibility requirements
2. Discuss NCAA nontraditional course requirements
3. List NCAA core-course requirements
4. Explain the role of the student and the school counselor in the initial-eligibility process

**Speakers:**

- Kaylen Overway, *Assistant Director, NCAA Eligibility Center*
- Amy Routt, *Assistant Director, NCAA Eligibility Center*

**Audience:** High School

**Level:** All Experience Levels

**Legal and Ethical Considerations: Suicidal Risk & Informational Gathering**

*4:00 PM - 5:00 PM, Monday, July 11*

*(In Person)*

**Overview:**

School counselors without equivocation want to support students who are suicidal. Any time it comes to the attention of the school counselor that a child is in danger of suicide, we recognize our obligation to call parents/guardians, even if it's only a remote possibility that the student is at risk. The difficulty is not in the commitment to support students at risk; it's the use of protocols quantifying suicide. Determining suicide risk is problematic on many levels, not the least of which is the fallibility of assessing the risk. Focus on the standard of care for school counselors to protect students who present as suicidal.

**Learning Objectives:**

1. Discuss court cases that inform the school counselor's work with students who are suicidal
2. Identify ways to better protect students
3. Explain best practices, include relaying information to parents/guardians to give them the best chance of keeping their child safe

**Speakers:**

- Jaimie Stickl Haugen, *Assistant Professor, St. Bonaventure University*
- Wendy Rock, *Assistant Professor of Counseling, Southeastern Louisiana University*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**7:00 PM - 9:30 PM CT**

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**RAMP Awards Dinner**

*7:00 PM - 9:30 PM, Monday, July 11*

*(In Person)*

**Overview:**

Celebrate this year's class of RAMP schools. This is a ticketed event.

**Level:** All Experience Levels

**Tuesday, July 12**

**8:00 AM - 12:00 PM CT**

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**Registration Open**

*8:00 AM - 12:00 PM, Tuesday, July 12*

*(In Person)*

**8:30 AM - 9:30 AM CT**

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**Creating Systemic Change**

*8:30 AM - 9:30 AM, Tuesday, July 12*

*(In Person, Virtual)*

**Overview:**

The last two years have shined a spotlight on students' academic, career and social/emotional needs. The Oklahoma State Department of Education responded by using \$35 million of its American Rescue Plan money to fund a School Counselor Corps. A total of 181 districts were awarded money to increase the number of certified school counselors and licensed mental health professionals in their schools. Learn how schools used data and a multitiered system of supports to integrate these services to best meet the varied needs of students across the state by empowering school counselors as leaders.

**Learning Objectives:**

1. Discuss how school counselors served in leadership roles to develop mental health and academic intervention teams at individual sites
2. Examine the data used by schools to determine the goals they set to meet students' needs

3. Discuss how a multitiered system of supports was used to implement and streamline assistance for students

**Speakers:**

- Shelly Ellis, *Deputy Superintendent of Student Support, Oklahoma State Department of Education*
- Jenna Jones, *School Counselor Corps Program Manager, Oklahoma State Department of Education*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Hip-Hop & Spoken Word Counseling**

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

**Overview:**

There is a need for culturally responsive forms of school counseling in research and practice. One effective method involves hip-hop culture into your school counseling program. Focus on how hip-hop-based practices such lyric writing, performing in cyphers, producing mix tapes and constructing school studios offer an effective means of transcending white, western approaches to school counseling.

**Learning Objectives:**

1. Explain the counseling and educational theory beneath hip-hop and spoken word counseling
2. Articulate how hip-hop and spoken word counseling can pervade school counseling programming
3. Advocate for hip-hop interventions as culturally responsive approaches within your school buildings

**Speakers:**

- Ian Levy, *Assistant Professor, Manhattan College*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Our Stories: Navigating Harmful Policies**

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

**Overview:**

Ethical school counseling isn't easy. We are responsible for delivering equitable services to all students, but what do you do when you face opposition in your school or district? How will you fight those battles diplomatically? How will you use an antiracist lens to do your work and advocate for all students? Hear stories and strategies from experienced school counselors on fighting racism and navigating inequitable systems using ASCA-provided tools.

**Learning Objectives:**

1. Discuss multiple examples of advocacy, systemic change and social justice work in school counseling

2. Distinguish between critical race theory; diversity, equity and inclusion; social/emotional learning; and anti-racism and how each is connected to their role as school counselors
3. Identify effective strategies and approaches to create systemic change

**Speakers:**

- Jennifer Susko, *School Counselor, Atlanta, GA*
- John Nwosu, *School Counselor, Cobb County Schools, Marietta, GA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Restorative Practice Circles**

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person, Virtual)*

**Overview:**

Restorative practices enable all members of the school community to integrate and normalize a collaborative approach by focusing on building, maintaining and repairing relationships among all members of a school. When students feel like they have an increased connection to school, they have more educational motivation, classroom engagement and improved school attendance. Learn to use different types of restorative circles, such as problem solving, academic and attendance circles.

**Learning Objectives:**

1. Explain how restorative practices build relationships with students, staff and families
2. Start conversations with your administrators, staff and community on the importance of bringing restorative practices to your school
3. Strategize an implementation plan for using restorative circles to decrease suspensions, increase attendance and academic progress
4. Implement conflict resolution circles to improve community and climate within your school

**Speakers:**

- Bonnie Robbins, *School Counselor, Whittier Middle School, Poland, ME*
- Shawn Vincent, *Principal, Whittier Middle School, Poland, ME*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**SEL Video Broadcasting in Elementary Schools**

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

**Overview:**

What happens when an elementary school production team mixes together a bit of “Good Morning America,” “Saturday Night Live” and “Sesame Street”? It results in a recipe for a schoolwide video broadcast that balances social/emotional learning with entertainment. And the best part – it’s created by students for students. Learn how to start an SEL video broadcast in your elementary school.

## Learning Objectives:

1. Plan, design and create a basic SEL segment for a video broadcast

## Speakers:

- Marie Weller, *School Counselor, Ervin Carlisle Elementary School, Delaware, OH*
- Paula Vertikoff, *Principal, Ervin Carlisle Elementary School, Delaware, OH*

**Audience:** Elementary School

**Level:** Beginner

## Bridge the School Counselor/Administrator Gap with Data

*8:30 AM - 9:30 AM, Tuesday, July 12*

*(In Person, Virtual)*

### Overview:

Bridging the worlds of administration and school counseling can be challenging yet achievable and highly rewarding. Analyzing campus data to identify trends and develop common goals can have a high impact not only on student achievement but also on campus culture. Hear from high school counselors with a RAMP-designated program and their principal as they share their experiences using data and how they bridged the gap to develop a unified program for all students.

## Learning Objectives:

1. Determine which types of data to include in a school report card
2. Discuss campus and district goals with your principal prior to the annual administrative conference, and consider ways the school counseling department can support these goals
3. Brainstorm ways to advocate for school counseling through data usage

## Speakers:

- Shelly Ray, *School Counselor, Grapevine High School, Grapevine, TX*
- Alex Fingers, *Principal, Grapevine High School, Grapevine, TX*
- Mary Parsley, *School Counselor, Grapevine High School, Grapevine, TX*
- Marnie Pape, *School Counselor, Grapevine High School, Grapevine, TX*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Engaging Middle School Career Development

*8:30 AM - 9:30 AM, Tuesday, July 12*

*(In Person, Virtual)*

### Overview:

Ready to have engaging career-focused lessons for middle school students? Be inspired and prepared to host a career day and a career fair, both in-person or virtually, that are geared toward middle school students' unique needs.

## Learning Objectives:

1. Design a career day for middle school students
2. Identify a list of free career resources appropriate for middle school students
3. Examine your school's career readiness interventions

## Speakers:

- Michelle Shepherd, *School Counselor, Mt. Vernon Community School Corporation, Fortville, IN*
- Erin Heller, *School Counselor, Mt. Vernon Community School Corporation, Fortville, IN*

**Audience:** Middle School

**Level:** All Experience Levels

## Make Groups More Successful

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

### Overview:

The pandemic's impact on students is impossible to ignore. Many are struggling to achieve academically, not only because of lagging skills but additional factors such as loss, anxiety, depression, family/support issues and more. School counselors know that meeting students' needs can be increasingly successful when their experience is normalized and in connection with peers. Learn about the Intentional Small-Group Model (ISGM), its components and how to use research, experience and data to guide your group development. Hear examples of how the ISGM has been implemented in schools, districts and partnerships at the university level to meet the needs of the most vulnerable students over the 2021–2022 academic year.

### Learning Objectives:

1. Describe the components of the ISGM and its templates
2. Implement the ISGM to meet students' diverse needs using current research, existing data and personal experience
3. Strategize ways to advocate for often-overlooked students

### Speakers:

- Elizabeth Tolliver, *Assistant Professor, University of Nebraska Omaha*
- Thang Tran, *Instructor and Graduate Faculty, University of Nebraska Omaha*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Successful Postsecondary Transitions

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person, Virtual)*

### Overview:

Help more students transition to postsecondary education or training using the ASCA Student Standards, college signing days and financial aid awareness. Discover successful strategies for schoolwide events, classroom lessons and group activities.

### Learning Objectives:

1. Strategize ways to demystify the postsecondary process
2. Create a plan for all students so they have the support and motivation to have a postsecondary plan
3. List tips and tricks to help students understand that postsecondary education and lifelong learning are necessary for long-term career success

### Speakers:

- Priscilla Grijalva, *School Counselor, Citrus Hills Intermediate School, Corona, CA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Advocate for Transgender Youth**

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

### **Overview:**

Understanding transgender youths' unique can help school counselors effectively help the youth and their family navigate the school setting and find personal and academic success. Learn different ways students are defining their gender, statistics associated with gender-nonconforming youth, and ethical and legal statutes that support their rights. Review ASCA's position statement on LGBTQ youth, and examine ways to help transgender students and their families advocate for a gender-sensitive, inclusive school environment.

### **Learning Objectives:**

1. Recognize transgender terminology
2. Cite legal and ethical codes that support transgender youth in schools and the community
3. Identify resources to support your work with transgender students

### **Speakers:**

- April Megginson, *Assistant Professor, Bridgewater State University*
- Megan Moriarty, *School Counselor, Middleboro Public Schools, Middleboro, MA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **RAMP Up: A Large High School Perspective**

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

### **Overview:**

Meeting all students' needs can be a challenge. Doing so in a large high school takes dedication, perseverance and a strong staff. Learn how one high school serving more than 4,200 students explicitly used the ASCA National Model framework provided by the ASCA National Model to build structures and systems to strengthen their school counseling program – and became a Recognized ASCA Model Program.

### **Learning Objectives:**

1. Connect the components and skills of the ASCA National Model to the RAMP application
2. Assess your current implementation of each of the RAMP components
3. Identify resources and strategies that can guide and sustain your work

### **Speakers:**

- Melissa Deak, *Director of School Counseling, Alexandria City High School, Alexandria, Va.*
- Kathleen Brewster, *Lead School Counselor, Alexandria City High School, Alexandria, Va.*
- Peter Balas, *Executive Principal, Alexandria City High School, Alexandria, Va.*
- Stacy Morris, *College and Career School Counselor, Alexandria City High School, Alexandria, Va.*

- Maria "Cristina" Mendoza, *Lead School Counselor, Alexandria City High School, Alexandria, Va.*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Youth-Led Mental Health Curriculum

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

### Overview:

High school students are keen to lead conversations about mental health, but sometimes schools don't provide them with time or space to do so. Lack of effective language and limited communication with their peers puts students at a significant disadvantage in understanding how mental health affects all of us. The Active Minds Peer-Powered Mental Health Curriculum for High Schools empowers and prepares students with the knowledge and skills to start conversations about mental health. Learn more about this free curriculum and how you can support youth in changing their school culture and conversations about mental health and wellbeing.

### Learning Objectives:

1. Discuss inequities contributing to the unique mental health needs of students, especially LGBTQ and BIPOC students
2. Explain the benefits of youth-led mental health curriculum
3. Describe strategies to support youth in leading conversations about mental health

### Speakers:

- Lauren Cikara, *Director, K-12 Initiatives, Active Minds*
- Maddie Baker, *Program Associate, K-12 Initiatives, Active Minds*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Research Grant Awards

**8:30 AM - 9:30 AM, Tuesday, July 12**

*(In Person)*

### Overview:

Research is vital to the school counseling field. Learn about the research being conducted by three school counselor educators to further the school counseling profession. Hear about a comparative study to measure the impact of school counselor ratios on student outcomes in states with the highest and lowest school counselor ratios. Address the processes and procedures of RAMP cohort preparation across stakeholders, and focus on optimal student-to-school-counselor ratios using data from Texas.

### Learning Objectives:

1. Summarize research findings from several ASCA research grants
2. Discuss the implications of this research to the school counseling profession

### Speakers:

- Emily Goodman-Scott, *Associate Professor, Old Dominion University*
- Peg Donohue, *Associate Professor, Central Connecticut State University*
- Carleton Brown, *Associate Professor, The University of Texas at El Paso*

**Audience:** School Counselor Educators

**Level:** Advanced

**9:45 AM - 10:45 AM CT**

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## **Become a RAMP Champion for Your District**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person, Virtual)*

### **Overview:**

Chicago Public Schools has journeyed to become a leading RAMP district by layering in support and advocacy for school counselor work from the school to district level. Walk away with three RAMP professional development presentations, a resource folder, the understanding of varying champion roles and a timeline for implementation. Hear first-hand about the different layers of advocacy around RAMP, ranging from the first-time RAMPing school counselor, all the way to the innovative role of a district RAMP coordinator. Walk through a year's timeline of what that looks like, and discover different interactions and professional development opportunities. Become an accountability partner with other school counselors, schools and leaders in your district by making the Chicago Public Schools' model your own.

### **Learning Objectives:**

1. Identify various roles of RAMP champions within a district
2. Explain how to utilize a cultivated RAMP resource folder to advocate for the process
3. Develop a personalized plan to continue the champion work when you return to your own district

### **Speakers:**

- Karen Devine, *School Counselor, Taft High School, Chicago, IL*
- Angela Shanahan, *School Counselor, Foreman High School, Chicago, IL*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Fold Origami into Your Program**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person)*

### **Overview:**

Origami has been around for many decades, and it has been used for many different activities and reasons. Origami can help students improve their mindfulness, concentration and self-confidence. Learn how to use origami in individual and small-group counseling, as well as in classroom instruction. Review different folds and simple origami structures you can use for all grade levels. Learn how to incorporate origami into your program.

### **Learning Objectives:**

1. Use the art of origami within your social/emotional learning programs, individual counseling, small group counseling and classroom instruction

**Speakers:**

- Daniel Alvarez, *School Counselor, Neidig Elementary School, Elgin, TX*

**Audience:** Elementary School

**Level:** All Experience Levels

**Advanced Applied Solution-Focused Counseling**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person)*

**Overview:**

Learn how to use the Solution-Focused School Counselor's Playbook and top-10 solution-focused strategies in an applied setting. Using role play and real-life cases, this advanced solution-focused brief counseling session will help elevate your solution-focused practice.

**Learning Objectives:**

1. Apply the refine-expand-connect framework to counseling scenarios
2. Implement SFBC strategies in case examples
3. Process your toughest cases using SFBC strategies

**Speakers:**

- Keith Fulthorp, *Associate Professor, California State University, Long Beach*
- Arond Schonberg, *School Counselor, Redondo Union High School, Redondo Beach, CA*

**Audience:** All Practice Levels

**Level:** Advanced

**Address MTSS-Implementation Barriers**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person, Virtual)*

**Overview:**

As more states include alignment with multitiered system of supports (MTSS) in their guiding documents for best practice for school counselors, many school-based teams encounter significant obstacles in early phases of implementation. Building effective, equitable and culturally sustaining systems is challenging work that requires teams to anticipate roadblocks and strategize solutions. Tap into the knowledge of successful school-based teams who develop pathways to clarifying their goals. Learn to select effective Tier 1 practices and identify students in need of Tier 2 and 3 supports using data. Discover evidence-based interventions, make data-based decisions and conduct ongoing evaluation. Address effective MTSS leadership teams, stakeholder engagement and feedback, high-quality technical assistance, adequate resources and community partnerships.

**Learning Objectives:**

1. Brainstorm ways to troubleshoot common challenges to adopting MTSS on a school or district level
2. Identify key policies and practices necessary to assemble and sustain an effective MTSS team
3. Discuss free or low-cost access to technical assistance for MTSS implementation

4. Discuss free or low-cost evidence-based or research-informed interventions to use with students in need of Tier 2 and 3 support

**Speakers:**

- Peg Donohue, *Associate Professor, Central Connecticut State University*
- Jacob Olsen, *Assistant Professor, California State University Long Beach*

**Audience:** All Practice Levels

**Level:** Intermediate

## Use Data to Assess Your Effectiveness

9:45 AM - 10:45 AM, Tuesday, July 12

(In Person, Virtual)

**Overview:**

As school counselors work to make school communities better, equitable and more just for all stakeholders, we need skills to rigorously assess our program's impact. We can then use this data to advocate for our school counseling programs, just like we advocate for students. Learn an easy-to-implement school counseling program outcome research framework to assess your school counseling program's impact on schoolwide academic, behavior and attendance educational outcomes.

**Learning Objectives:**

1. Collaborate with school community stakeholders to assess the longitudinal impact of your school counseling program on your schools' educational outcomes
2. Collect and then statically analyze your school community's academic, attendance and discipline data
3. Share the results of your research with school community stakeholders to better advocate for your school counseling program

**Speakers:**

- Katherine Nelson, *Assistant Professor, University of North Dakota*
- Chelsie Smith, *School Counselor, New Town Public Schools, New Town, ND*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## Support Students of Color

9:45 AM - 10:45 AM, Tuesday, July 12

(In Person, Virtual)

**Overview:**

Students of color can experience various forms of oppression and discrimination in the public school setting, such as unrecognized academic potential, microaggressions, overrepresentation in discipline, racism and more. Learn how one school counseling team created and implemented a students of color needs assessment tool and a small group to support students navigating these issues. Walk away with assessment and small-group plans to put to use immediately.

**Learning Objectives:**

1. Discuss the challenges facing students of color in K-12 education
2. Conduct a screening assessment to determine needs of students of color
3. Implement a student of color small group

**Speakers:**

- Joshua Hurley, *Director of School Counseling, Highland Springs High School, Highland Springs, VA*
- Chantel Washington, *School Counselor, Longan Elementary School, Richmond, VA*

**Audience:** Middle School

**Level:** All Experience Levels

**Higher Education for Everyone**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person)*

**Overview:**

Equity and access play a role in every aspect of a school counselor's job, including navigating the college admission landscape. Some students have been historically excluded from higher education opportunities. Understanding the historical context of the barriers blocking student access informs how we counsel and navigate systems that weren't created with all students in mind. Expand your awareness of higher education opportunities for underrepresented students, and walk away with tangible tools that can even the playing field for those students.

**Learning Objectives:**

1. Provide historical context of barriers to higher education
2. Explain the financial aid process to best advocate for students
3. Identify higher education opportunities for historically excluded students
4. Access resources to increase professional dialogue and collaboration

**Speakers:**

- Christy Conley, *School Counselor, North Oconee High School, Bogart, GA*
- Shannon Barrilleaux, *Director of College Counseling, Metairie Park Country Day School, Metairie, LA*
- Ashley Young, *College Counselor, Charles R. Drew Charter School, Atlanta, GA*

**Audience:** High School

**Level:** All Experience Levels

**College Planning Small Groups**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person)*

**Overview:**

School counselors can use small groups to help students with college preparation and planning. Small groups for college-bound students help students identify their future goals and work through the steps to achieving those goals. Explore ways to use small groups, such as first-generation groups and Top Ten groups, to help students on their journey toward college.

**Learning Objectives:**

1. Explain how to use small groups to help students with college preparation and planning
2. Identify ways school counselors can create and use peer networking to assist more students with college preparation and planning
3. Strategize with other school counselors on ways to more effectively help students with college planning while performing all the responsibilities of a school counselor

**Speakers:**

- Kimberly Brown, *School Counselor, Wade Hampton High School, Greenville, SC*

**Audience:** Middle School

**Level:** All Experience Levels

**Districtwide Ideal Ratios & ASCA National Model Implementation**

9:45 AM - 10:45 AM, Tuesday, July 12

(In Person)

**Overview:**

ASCA recommends a student-to-school counselor ratio of 250:1 and implementation of the ASCA National Model. Yet reaching these goals isn't easy to accomplish, particularly in large, urban districts. Learn how leadership, advocacy and collaboration helped Santa Ana Unified School District school counselors attain the ideal student-to-school-counselor ratios across all grade levels and their journey to districtwide implementation of the ASCA National Model. Walk away with practical strategies to create systemic change districtwide.

**Learning Objectives:**

1. Strategize ways to effectively advocate for reduced student-to-school-counselor ratios
2. Identify obstacles and opportunities to educate and collaborate with key stakeholders
3. Identify practical strategies to create systemic change through districtwide implementation of the ASCA National Model

**Speakers:**

- Rebecca Pianta, *Coordinator of College and Career Readiness, Santa Ana Unified School District, Santa Ana, CA*
- Laurie Tristan, *School Counselor, MacArthur Fundamental Intermediate School, Santa Ana, CA*
- Tara Delgado, *School Counselor, Santiago Elementary School, Santa Ana, CA*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**Goals to Student Standards**

9:45 AM - 10:45 AM, Tuesday, July 12

(In Person, Virtual)

**Overview:**

Engage in and enhance learning about annual student outcome goals, supplemental data, and ASCA Student Standards. Acquire an easy-to-follow process for moving from doing good work to doing intentional work that creates measurable differences for students.

**Learning Objectives:**

1. Identify an annual student outcome goal
2. Define and identify supplemental data
3. Select appropriate Mindsets & Behaviors for targeted groups
4. Discuss the link between goals, supplemental data and selection of ASCA student standards

**Speakers:**

- Joni Shook, ,
- Kristin Barnson, *Elementary Counselor Specialist, Clark County School District, Las Vegas, Nev.*

**Audience:** All Practice Levels

**Level:** All Experience Levels

## **Empower Students to Solve Their Problems**

**9:45 AM - 10:45 AM, Tuesday, July 12**

*(In Person)*

### **Overview:**

Problem solving with independence is on every employer's list of top transferrable skills and what all teachers and parents/guardians/ wish for their students. As a result of the pandemic, children may be more reliant on adults these days, even in instances when they are capable of navigating a problem on their own. Learn about a streamlined approach for teaching and reinforcing this valuable set of skills at developmentally appropriate levels. Discover free interventions you can use in classroom lessons, small groups, individual counseling and schoolwide programming, all contributing to students' increased confidence using these lifelong skills.

### **Learning Objectives:**

1. Discuss the literature of best practices for resolving conflict and other problem scenarios
2. Provide a simple set of strategies to foster problem-solving skills in students
3. Consider how these strategies fit with the ASCA Student Standards and a multitiered system of supports

### **Speakers:**

- Janet Claire Brantley, *School Counselor, Richardson Independent School District, Richardson, Tx.*

**Audience:** All Practice Levels

**Level:** All Experience Levels

**11:00 AM - 12:00 PM CT**

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## **Closing General Session – Maria Hinojosa**

**11:00 AM - 12:00 PM, Tuesday, July 12**

*(In Person, Virtual)*

### **Overview:**

Maria Hinojosa is the anchor and executive producer of the Peabody Award-winning show "Latino USA," distributed by NPR, as well as co-host of "In The Thick," Futuro Media's award-winning political podcast. Hinojosa has informed millions about the changing cultural and political landscape in America and abroad. She is also a contributor to the long-running, award-winning news program "CBS Sunday Morning" and a frequent guest on MSNBC.

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**Audience:** All Practice Levels

**Level:** All Experience Levels