



## Virtual Sessions

### Saturday, July 15

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

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#### Opening General Session: Henry Winkler

*11:00 AM - 12:30 PM , Saturday, July 15*

**Overview:**

**A Morning with Henry Winkler**

Audiences always leave Henry Winkler's presentations inspired and entertained. Through humorous anecdotes and inspirational life lessons about overcoming adversity to his storied career in television and entertainment, groups of all ages can learn from Winkler's speeches. His passion for supporting others is the result of a lifetime struggle with undiagnosed dyslexia. Winkler has worked tirelessly to bring awareness and support to children who learn differently by advocating for changes in the education system and informing parents and teachers about learning challenges.

**Note: Session is live only and not available on demand afterward.**

### Saturday, July 15

**12:45 PM - 1:25 PM EDT**

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#### Virtual Exclusive: A Conversation with Dr. Norm Gysbers

*12:45 PM - 1:25 PM , Saturday, July 15*

**Overview:**

Norm Gysbers, Ph.D., one of the original developers of the ASCA National Model and a long-time school counseling professor, shares his joys, hopes and thoughts about the ASCA National Model's past and future.

# Saturday, July 15

2:30 PM - 3:30 PM EDT

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## Schoolwide Targeted Attendance Program

2:30 PM - 3:30 PM , Saturday, July 15

### Overview:

Attendance is an area school counselors are tasked to support, but they have little training in this area or resources to affect change. Attendance programs can be challenging in elementary and middle school settings, as attendance is often predicated on parental support and decision making; however, this is when habits are built and critical early academics are learned. With the impact of COVID-19, attitudes, viewpoints and routines around attendance have changed, making increased attendance even more difficult. Learn to garner support from administration and implement a schoolwide, targeted attendance program.

**Learning Objectives:** 1) Garner support from administration and other stakeholders for attendance initiatives 2) Implement a schoolwide, targeted attendance program with supports at all three tiered intervention levels 3) Address multiple different factors affecting student attendance, such as peer interactions, academics, school connectedness, and familial and cultural differences

### Speakers:

- Nicole Johnson, *School Counselor, Sycamore Elementary School, Sugar Hill, GA*

## Build a Program from the Ground Up

2:30 PM - 3:30 PM , Saturday, July 15

### Overview:

Whether you are an experienced school counselor or new to the field, you may find yourself at a building or grade level that has never had a school counselor before. Learn practical strategies to create a strong foundation, navigate new relationships and build cohesion through a sense of belonging for students, community and yourself. Focus on student-centered strategies and discover the impact a data-informed school counseling program will have on your school community.

**Learning Objectives:** 1) Assess student, school and stakeholder needs and goals 2) Discuss strategies for addressing potential barriers and advocating for your program 3) Identify effective tools for implementing a data-informed school counseling program

### Speakers:

- Amy Beal, *School Counselor, St. Clement School, Cincinnati, OH*
- Julie Biolchini, *School Counselor, Creative and Performing Arts, Cincinnati, OH*

## Mindfulness Bracket Activity

2:30 PM - 3:30 PM , Saturday, July 15

### Overview:

Dive into an interactive exploration of 16 sweet mindfulness, movement and making techniques using a March mindfulness bracket activity you can use to self-calm, as well as use with students at Tier 1, Tier 2 and Tier 3. Leave with a toolkit to add these effective activities to your life and school

counseling work.

**Learning Objectives:** 1) Self-calm with basic mindfulness, movement and making strategies 2) Access a fun and interactive March mindfulness bracket activity with 16 calming strategies 3) Adapt these same strategies for use with your students in Tier 1, 2 and 3

**Speakers:**

- Karen Devine, *School Counselor, Taft Freshman Academy, Chicago, IL*
- Chloe Soto, *School Counselor, Edison Middle School, Wheaton, IL*

## Create Annual Student Outcome Goal Statements

**2:30 PM - 3:30 PM, Saturday, July 15**

**Overview:**

Learn to create goal statements based on student outcome data. Goal statements clarify the group of students to be included, the outcomes targeted for change and the process for final analysis. Following the ASCA-provided annual student outcome goal template ensures the process is completed with fidelity.

**Learning Objectives:** 1) Move from school data to clearly identified subset of students needing support 2) Establish the criteria for inclusion in the description of the targeted group 3) Identify outcomes to be changed that are easy to analyze and report

**Speakers:**

- Karen Griffith, *ASCA Certified Trainer*
- Crystal Brewer, *School Counselor, Simpson Central School Pinola, Miss.*

## Emerging School Counselor Leaders

**2:30 PM - 3:30 PM, Saturday, July 15**

**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:**

- Lisa Fulton, *K-12 Counseling Supervisor, Carlisle Area School District, Carlisle, PA*
- Geoff Heckman, *School Counselor, Platte County High School, Platte City, MO*

# Saturday, July 15

4:00 PM - 5:00 PM EDT

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## Group Counseling Techniques

4:00 PM - 5:00 PM , Saturday, July 15

### Overview:

Elementary students thrive with consistency and repetition. Help elementary students thrive by breaking down every 30-minute group session into sequential components: respect, relationship building, choice and empowerment. These elements reflect both restorative practices and a trauma-centered environment, all the while focusing on the acquisition of problem-solving skills, making for a successful small group.

**Learning Objectives:** 1) Identify repetitive practices that allow elementary students to gain coping strategies 2) Describe ways to incorporate restorative and trauma-centered practices within all group sessions 3) Strategize ways to keep students engaged and motivated during small groups

### Speakers:

- Lysa Mullady, *School Counselor, Deauville Garden Elementary School, Copiague, NY*

## Educational Equity

4:00 PM - 5:00 PM , Saturday, July 15

### Overview:

Through a data-informed school counseling program, school counselors demonstrate their leadership and advocacy roles as they analyze data to reveal and address educational inequities. They disaggregate data to uncover disparities and implement evidence-based interventions to address those disparities. Finally, they examine data to assess the effectiveness of their interventions. Learn the importance of using evidence-based interventions within a data-informed school counseling program and how to use ASCA's closing-the-gap action plan to document identified inequities in student performance. Walk away knowing how to use the closing-the-gap results report data to communicate the intervention's impact and describe implications for future practice.

**Learning Objectives:** 1) Discuss the importance of using evidence-based interventions within a data-informed school counseling program 2) Use ASCA's closing-the-gap action plan to collect three types of student data 3) Analyze the closing-the-gap results report data to describe implications for future practice

### Speakers:

- Lorise Grey, *School Counselor Educator, Counselor Educator, Walden University*

## Creative Collaborations: School Counselors & Principals

4:00 PM - 5:00 PM , Saturday, July 15

### Overview:

Full implementation of a comprehensive school counseling program is any school counselor's ultimate goal. This goal requires a strong school counselor/administrator relationship. See how a small, rural school creates the time and space for collaboration between principals and school

counselors with the common goal of student success. Focus on how a school counselor/administrator team uses creative solutions and outside-the-box thinking to ensure students' needs are met, goals are achieved and all students feel welcome in the school.

**Learning Objectives:** 1) Discuss the benefit of having an annual administrative conference 2) Identify ways to collaborate with administrators for program implementation 3) List ways collaboration has led to districtwide change

**Speakers:**

- Rebecca Chambers-Arway, *School Counselor, Polo R-VII School District, Polo, MO*
- Monica Palmer, *School Counselor, Polo Elementary School, Polo, MO*

## High-Impact Family Engagement

**4:00 PM - 5:00 PM , Saturday, July 15**

**Overview:**

School counselors have an essential and unique role in promoting, facilitating and advocating for collaboration with parents/guardians and community stakeholders. Learn about high-impact, practical family engagement strategies you can add to your professional toolbox and use right away in your work.

**Learning Objectives:** 1) Discuss the dual-capacity-building framework and how to apply its principles 2) Examine your assumptions and biases, and challenge your current family-engagement strategies 3) Identify high-impact family-engagement strategies you can immediately implement in your work

**Speakers:**

- Meredith Ayala, *Family Partnerships Specialist and Military Liaison, Fairfax County Public Schools, Fairfax, VA*

## Create Data Stories in a Snap

**4:00 PM - 5:00 PM , Saturday, July 15**

**Overview:**

A critical component of school counseling is sharing data with stakeholders. For many, the hindrance to sharing their data is the time it takes to organize the data, build graphs and create a presentation that compels stakeholders toward action. Walk away with toolkits to help you create data stories in a snap, and learn ways to share these stories in a student-centered way, making it easier to ask for what is needed to meet students' needs.

**Learning Objectives:** 1) Identify strategies for collecting and organizing school counseling intervention and student outcome data 2) Identify and use tools to create data stories 3) Use data to advocate for systematic change

**Speakers:**

- Carly Day, *School Counselor, Burr Elementary School, Chicago, IL*

## Sunday, July 16

## Address Race-Based Traumatic Stress

9:30 AM - 10:30 AM , Sunday, July 16

### Overview:

Race-based traumatic stress deals with the ongoing and collective injuries from exposure to racial stress and can affect students academically, physically, socially and emotionally. The need for school counselors to reexamine trauma-informed practices through a racially equitable lens is growing. Learn to identify signs and symptoms of race-based traumatic stress and best practices for creating a trauma-sensitive school climate by developing a race-based traumatic stress framework that creates safe spaces for students and advocates to change the school's culture.

**Learning Objectives:** 1) Identify causes, behaviors and indicators associated with race-based traumatic stress 2) Strategize ways to integrate the use of school climate data to build culturally responsive programs that address race-based traumatic stress 3) Design a trauma-informed framework for your school

### Speakers:

- Kim Mitchell, *School Counseling Program Specialist and Doctoral Student, Atlanta Public Schools, Atlanta, GA and University of West Georgia*

## Increase Impact with Engaging Lessons

9:30 AM - 10:30 AM , Sunday, July 16

### Overview:

Building student knowledge, skills and awareness through classroom instruction and small groups requires intentional planning, a variety of approaches and methods and engaging activities. Gain valuable strategies, approaches, activities and tips to meet the needs of diverse learners in your school, build and strengthen student success skills and have a positive impact on student outcomes.

**Learning Objectives:** 1) Examine your pedagogy to determine its impact on student engagement 2) Explain how to build, implement and evaluate lessons that incorporate strategies for engaging all learners 3) Strategize ways to increase student engagement and student outcomes through lessons

### Speakers:

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

## Determine Student Needs

9:30 AM - 10:30 AM , Sunday, July 16

### Overview:

We hear a lot about how to use data to determine the effectiveness of our school counseling program; however, how do we first determine who needs specific school counseling services? Learn about tools to gather data to determine student needs, and hear how we can use tools such as the Big 5, disaggregated data, root cause analysis and equity risk ratios to dig deeper with data and drive decision-making.

**Learning Objectives:** 1) Define data-informed school counseling programs 2) Describe five tools to gather data to determine student need 3) Use tools to determine student needs at your school to strengthen the supports provided to students

**Speakers:**

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

## Classroom Management

9:30 AM - 10:30 AM, Sunday, July 16

**Overview:**

Many school counselors are at a loss when it comes to classroom management, yet principals and teachers come to us when there are behavioral issues. A great lesson with all the bells, whistles and mindsets may not be received well by students due to behaviors that arise during the lesson. Let's face it, if you weren't a teacher, you probably weren't taught about classroom management, and even some teachers were never taught this skill. Learn to help manage student behaviors and make classroom lessons more enjoyable for you and your students.

**Learning Objectives:** 1) Explain how to use better classroom management 2) Develop skills to improve your classroom management, as well as that of teachers 3) Discover areas needing improvement

**Speakers:**

- Daniel Lee, *School Counselor, University Schools, Greeley, CO*

## Legal Literacy and Ethical Practice

9:30 AM - 10:30 AM, Sunday, July 16

**Overview:**

School counselors must negotiate the competing interests of the overregulated school environment, students' need for confidentiality and parents' legal rights to be the guiding voice in their children's lives. Focus on these competing interests, court rulings and the 2022 ASCA Ethical Standards for School Counselors. Address legal rulings and ethical practice in areas such as suicide, sexually active students, academic advising, child abuse, educational records, sexual harassment, First Amendment rights and transgender youth. Discover recent changes in federal, case and state laws. Improve your legal literacy, and walk away with guiding principles to support best ethical practice.

**Learning Objectives:** 1) Summarize federal, state and case laws that are pivotal in supporting your work 2) Discuss hypothetical cases, and apply these cases to your own practice 3) Explain the standard of care in light of recent court rulings 4) Identify best practices in areas of particular concern such as suicide

**Speakers:**

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

## Sunday, July 16



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

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## **Challenge Assumptions with Professional Advocacy**

**11:00 AM - 12:00 PM , Sunday, July 16**

### **Overview:**

When principals assign school counselors with non-school-counseling-related duties, it prevents school counselors from delivering direct and indirect student services. What if there were a way to limit the number of administrative tasks school counselors perform? Explore how institutionally held assumptions about the school counselor's role can keep them stuck performing inappropriate duties that go beyond fair-share responsibilities. Leave with a professional advocacy strategy, based in your own practice and research, that highlights how school counselors can identify and dispute systemically ingrained assumptions to enhance your professional advocacy efforts.

**Learning Objectives:** 1) Define professional advocacy, and describe what advocacy looks like in action 2) Explain the role institutionally held assumptions have on maintaining the status quo 3) Identify and dispute hidden assumptions that prevent school counselors from delivering direct and indirect student services 4) Identify new actions to advocate for your position

### **Speakers:**

- Jennifer Watkinson, *Associate Professor, Loyola University Maryland*
- Tameka Grimes, *Assistant Professor , Virginia Polytechnic Institute and State University*

## **Build an Action-Oriented Equity Practice**

**11:00 AM - 12:00 PM , Sunday, July 16**

### **Overview:**

As a leadership team member, school counselors create a school culture of success for all through advocacy and implementing culturally responsive school counseling, which affects student academic achievement. Engage in action-oriented equity practice by examining your own biases and learning to identify, recognize and use Black students' academic strengths to increase positive educational outcomes.

**Learning Objectives:** 1) Examine your school counseling practice to determine your beliefs about Black student achievement 2) Discuss strengths-based techniques and their impact on academic advising sessions with Black students

### **Speakers:**

- Danielle Crankfield, *School Counselor, Crofton High School, Gambrills, MD*
- Dana Cudjoe, *School Counselor , Rich Township High School District, Matteson, IL*

## **Next-Level Advisory Programs**

**11:00 AM - 12:00 PM , Sunday, July 16**

### **Overview:**

Having a trusted adult in school is one of the biggest predictors of success. Advisory programs help foster those relationships while also meeting the school's various needs. Hear about the struggles and successes one high school experienced over the last eight years of developing a schoolwide advisory program. Walk away with strategies to develop, structure and implement a schoolwide advisory program aligned with ASCA standards.



**Learning Objectives:** 1) Explain how a schoolwide advisory program can be structured to meet your school's academic, career and social/emotional needs 2) Describe how to obtain school and district administration approval to start an advisory program 3) Discuss how to get staff ownership and buy-in of an advisory program 4) Access examples, templates and a plan

**Speakers:**

- Bethany Balderrama, *School Counselor, Northridge High School, Greeley, CO*

## Sunday, July 16

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

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### College Success Programs

**11:30 AM - 12:30 PM , Sunday, July 16**

**Overview:**

Closing achievement and opportunity gaps are at the top of everyone's priority list. College success programs (CSP) use a systemic approach to mitigate the impact of barriers to access, opportunity and attainment and support students who are from populations historically underrepresented on college campuses due to adverse barriers. Many, but not all, CSP students are the first in their family to attend college. Some students face challenges caused by poverty, racism and lack of access to resources. Hear how CSP has closed gaps for traditionally marginalized students through the use of an equity audit, data dialogues, improvement science, program transformation and the use of innovative partnerships and collaboration to bring about systemic change.

**Learning Objectives:** 1) Explain how to translate equity into practice using an equity audit to bring about actionable change 2) Describe how to examine data to evaluate your programs to close achievement and opportunity gaps 3) Implement evidence-based programs that prepare students for postsecondary and career preparation and ensure more equitable postsecondary access

**Speakers:**

- Lynette Henry, *Program Manager, College Success Programs, Fairfax County Public Schools, Fairfax, VA*
- Stephanie Gray, *Coordinator School Counseling and College Success , Fairfax County Public Schools, Fairfax, VA*

### ASCA National Model Implementation Plan

**11:30 AM - 12:30 PM , Sunday, July 16**

**Overview:**

ASCA National Model implementation doesn't have to be intimidating if you tackle it in phases. Learn about the new phased implementation plan, designed by ASCA. The plan provides a timeline for school counselors to implement an ASCA National Model program. If you struggle with how to start, when to start and where to start, this is the session for you.

**Learning Objectives:** 1) Summarize the new timeline 2) Identify ASCA resources to help with ASCA National Model implementation

## Speakers:

- Nan Worsowicz, *Certified Trainer, ASCA*
- Onna Mechanic-Holland, *Education Specialist, School Counseling, Rhode Island Department of Education*

## Sunday, July 16

**12:45 PM - 1:15 PM EDT**

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### Virtual Exclusive: Ethics FAQs

*12:45 PM - 1:15 PM , Sunday, July 16*

#### Overview:

From student safety and confidentiality to interactions with parents/guardians and administrators, school counselors encounter a range of legal and ethical issues every day. Hear current ASCA Ethics Committee members discuss your frequently asked legal and ethical questions, and learn where you can find information to help guide you in your daily work.

## Sunday, July 16

**1:30 PM - 2:30 PM EDT**

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### Tier 1 Self-Regulation Interventions

*1:30 PM - 2:30 PM , Sunday, July 16*

#### Overview:

Learn about creative, hands-on Tier 1 strategies to help students understand what happens in their brain during stress. Explore ways for students to develop self-awareness of their own emotional states using strategies based on Leah Kuypers Zones of Regulation curriculum, and practice how to self-soothe and cope with strong emotions. Try out some fun and interactive mindfulness techniques students love that are simple for teachers to incorporate into the classroom.

**Learning Objectives:** 1) Describe how the brain responds when experiencing stress 2) Strategize ways to de-escalate and regulate the brain 3) Use a common language to foster self-regulation in the classroom

#### Speakers:

- Rachelle Haag, *School Counselor, Lewiston School District, Lewiston, ID*
- Amy Johannesen, *School Counselor , Centennial Elementary School, Lewiston, ID*

### Trauma-Informed Practices

*1:30 PM - 2:30 PM , Sunday, July 16*

#### Overview:

According to SAMHSA, two-thirds of children will experience a traumatic event by age 16, with

some children being at increased risk depending on their cultural identity. Due to the prevalence of trauma, it is imperative for school counselors, educators and other school personnel to be trauma-informed, with an understanding of the ways trauma can affect students' lives. When we are trauma-informed, we design systems and educational practices that promote healing and prevent further traumatization. Evaluate how to implement these practices throughout the school environment. Leave prepared to engage in advocacy efforts and provide in-service training for school faculty and staff.

**Learning Objectives:** 1) Recognize the impact of trauma and the role of cultural factors in traumatic experiences 2) Discuss the ways unprocessed trauma can present in the school counseling office, classroom and other school-related contexts 3) Examine the core values of trauma-informed practices and their application in counseling and educational settings 4) Identify trauma-informed strategies and resources you can use to implement trauma-informed practices, opportunities for advocacy and in-service training for various stakeholders, including faculty and staff, administrators and others

**Speakers:**

- Anita Pool, *Assistant Professor, University of Louisiana at Lafayette*
- Kelle Falterman, *Elementary School Counselor , Slidell, LA*

## Play-Based Interventions

**1:30 PM - 2:30 PM , Sunday, July 16**

**Overview:**

Learn about schoolwide play-based interventions and the impact these interventions can have on child development and the educational environment. Walk away with strategies for integrating play-based interventions in a multitiered system of supports (MTSS). Explore potential applications of schoolwide play-based interventions to address students' academic, career and social/emotional needs.

**Learning Objectives:** 1) Brainstorm ideas for integrating play-based interventions within the tiers of the MTSS framework 2) Examine applications of play-based integration activities for various school age populations and settings 3) Identify methods for addressing students' academic, career and social/emotional needs through play-based interventions

**Speakers:**

- Aaron Temple, *School Counselor, Dean Morgan Junior High School, Casper, WY*
- Sarah Hughes, *School Counselor , Frontier Academy, Riverton, WY*
- Abby Rux, *Residential Counselor, Cathedral Home for Children, Laramie, WY*
- Robert Paul Maddox II, *Assistant Professor of Counseling, University of Wyoming*

## Life After High School

**1:30 PM - 2:30 PM , Sunday, July 16**

**Overview:**

Don't we all wish our students could have a dose of reality sometimes? Access resources to host various events to aid students in building social/emotional skills, understanding their options after high school, personal finances and life as an adult. Learn to establish your own version of each event to help boost career and academic development in your school in a virtual and/or in-person setting.

**Learning Objectives:** 1) Explain how to host interactive events for students in various grade levels 2) Discuss how academic and career development can have an effect on students' social/emotional postsecondary life 3) Describe how to collect pre-/post-data for each event 4) Strategize how to collaborate with various stakeholders

**Speakers:**

- Diana Virgil, *Diana Virgil, Ed.S., LAPC, ACSC, NCC, NCSC | High School Counselor for Daleville City Schools | , Daleville City Schools*

## Onboard Your New Principal

1:30 PM - 2:30 PM , Sunday, July 16

**Overview:**

The school counselor/principal relationship is one of the most important relationships in the school building. Hear how one school worked to create a positive school counselor/principal relationship with a new administrative team and maintained a comprehensive school counseling program aligned with the ASCA National Model.

**Learning Objectives:** 1) Strategize ways to foster a collaborative relationship between the school counselors and principals in your school 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 schoolwide

**Speakers:**

- Benita Battle, *Principal, Daphne Elementary School, Daphne, AL*

## Sunday, July 16

3:30 PM - 4:30 PM EDT

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### Transition Planning

3:30 PM - 4:30 PM , Sunday, July 16

**Overview:**

Student transitions to high school can be a challenge not only students but also for school counselors, teachers and administrators. Effective communication between middle school and high school counselors can enhance students' academic, career and social/emotional development when they transition into high school, preparing them for postsecondary opportunities. Learn how having a collaborative, connected relationship between middle and high school counselors is integral for an effective school counseling program.

**Learning Objectives:** 1) Identify different collaborative tools to use with feeder schools to ensure student success 2) Discuss various data points to use with feeder schools to improve students' academic success 3) Describe the importance of vertical meetings between middle and high schools

**Speakers:**

- Fabion Vicks, *School Counselor, Dutchtown Middle School, Hampton, GA*
- Kimberly Brown, *School Counselor, Wade Hampton High School, Greenville, SC*
- Tara Washington, *School Counselor, Woodlawn Middle School, Baton Rouge, LA*

## RAMP: Step One

**3:30 PM - 4:30 PM, Sunday, July 16**

### Overview:

Thinking about meeting RAMP requirements? How do you even start? Take a look at step one and learn how one school started to meet RAMP requirements and eventually become a RAMP school. Walk away with steps you can use to implement the first pieces of meeting RAMP requirements.

**Learning Objectives:** 1) Prioritize first steps to meet RAMP requirements 2) Develop an action plan of how to meet prioritized steps 3) Develop a vision for what comes in step two

### Speakers:

- Geoff Heckman, *School Counselor, Platte County High School, Platte City, MO*

## Implement Effective Coping Skills

**3:30 PM - 4:30 PM, Sunday, July 16**

### Overview:

Students are struggling now more than ever to cope with different types of problems and situations that arise. Effective coping skills are vital to ensure students can thrive. Examine ways to help students become aware of their own emotions. Learn about research-based and student-driven strategies for emotional regulation for Tiers 1 and 2, including data-informed practices to identify and track progress of student success.

**Learning Objectives:** 1) Describe how to help students become aware of their own emotions 2) Explain which coping skills are used effectively for different emotions and energy students experience 3) Identify research-based strategies to encourage student-driven emotional regulation needs for Tiers 1 and 2 4) Use data-informed practices to help students understand the success of their coping skills

### Speakers:

- Heather Bushelman, *Program Coordinator, Comprehensive School Counseling, Kentucky Department of Education*

## Improve Attendance with Family Engagement

**3:30 PM - 4:30 PM, Sunday, July 16**

### Overview:

Although student absenteeism isn't a new challenge for educators, COVID-19 exacerbated the problem and highlighted the need for evidenced-based interventions to respond to chronic student absenteeism. Chronic absenteeism requires collaboration with students and families to effectively tailor interventions aimed at increasing attendance. School counselors in elementary schools are poised to close gaps due to chronic absenteeism by intervening in students' home-to-school system, creating family partnerships and implementing home visits.

**Learning Objectives:** 1) Identify educational issues associated with chronic student absenteeism 2) Examine effective models of school to family partnerships and their relevance to designing

attendance interventions 3) Strategize how to implement a new model of school/family partnership specifically aimed at addressing issues related to chronic student absenteeism

**Speakers:**

- Alexandra Frank, *Doctoral Student, University of Central Florida*
- Viki Kelchner, *Associate Professor, University of Central Florida*

## Program PR & Promotion

**3:30 PM - 4:30 PM, Sunday, July 16**

**Overview:**

Do you feel like no one knows exactly what your school counseling program entails? Focus on creative ideas, fun activities and step-by-step methods you can use to promote, enhance and increase the visibility of both yourself as a school counselor and your school counseling program to all stakeholders. Hear about social media tricks, tips to boost your school counseling website, ways to create catchy announcements and easy PR videos, and much more.

**Learning Objectives:** 1) Explain the importance of raising awareness about your school counseling program in the community 2) Describe how to create simple websites through Wix; short videos through PowerPoint, Flipgrid and TikTok; and social media accounts on Facebook, Instagram, Twitter and Linktree 3) Explain how to collect and use data to increase your program's visibility in the school community

**Speakers:**

- Betsy Alpert, *School Counselor and Doctoral Student, Walton High School, Marietta, GA and The University of West Georgia*

## Monday, July 17

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

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### General Session: eXperiencED

**9:00 AM - 10:30 AM, Monday, July 17**

## Monday, July 17

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

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### Engaging Lessons for Career Awareness

**11:00 AM - 12:00 PM, Monday, July 17**

**Overview:**

Are you looking for an exciting way to help your students learn about careers? Access ideas and resources for a variety of lessons and activities to increase career awareness, including tips for how to implement your own career cafe program. Career cafes allow students to hear from

speakers working in a variety of career fields, while having the opportunity to ask questions and dig deeper. Learn to implement all parts of a career cafe program, adaptable to any level, and walk away with ideas and resources for career-focused lessons and activities.

**Learning Objectives:** 1) Explain what career cafes are and how they can benefit your students 2) Examine considerations for developing a career cafe program of your own 3) Brainstorm additional career-focused lessons and activities

**Speakers:**

- Diana Arie, *School Counselor, Olentangy Local Schools, Galena, OH*

## Motivational Interviewing with Students

11:00 AM - 12:00 PM , Monday, July 17

**Overview:**

Motivational interviewing is gaining in popularity within the school counseling community, but it can sometimes feel like a daunting task to incorporate into your program. Gain a better understanding of what motivational interviewing is, including how to incorporate it, how it fits with other counseling styles and theories, and how to introduce it to colleagues.

**Learning Objectives:** 1) Explain what motivational interviewing is 2) Brainstorm ways to start using motivational interviewing in your program 3) Access available literature related to motivational interviewing

**Speakers:**

- Brian Linhart, *School Counselor and Doctoral Student, Buffalo Grove High School, Buffalo Grove, IL, National Louis University*

## Monday, July 17

11:30 AM - 12:30 PM EDT

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## Tech Tools to Enhance Your Program

11:30 AM - 12:30 PM , Monday, July 17

**Overview:**

Many school counselors are unable to serve students effectively due to job responsibilities hindering direct and indirect student services. Learn ways to improve student service delivery with technological tools to help you work smarter instead of harder. Learn hands-on ways to create and use technology to collect and analyze data, advocate for school counseling programming, enhance student relationships and deliver classroom and group content with ease.

**Learning Objectives:** 1) Identify technological tools to improve student service delivery 2) Create technological resources to help enhance your program and work more efficiently

**Speakers:**

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



## Proactive Racial Equity Strategies

11:30 AM - 12:30 PM , Monday, July 17

### Overview:

A recent ASCA study showed only 50% of school counselors are addressing racial equity within their schools. Hear about proactive racial equity strategies you can use as a part of your school counseling program. Learn approaches to address racial equity, and identify ways to dismantle systemic racism while supporting students' and staff's social/emotional needs. Identify direct and indirect student services you can implement immediately to promote equity and access for all students.

**Learning Objectives:** 1) Identify ways school counselors can be active allies in the fight against systemic racism 2) Discuss proactive strategies to support students and staff during major race, hate and 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 and the ASCA Student Standards: Mindsets & Behaviors for Student Success related to the school counselor's role in racial equity and fighting systemic racism

### Speakers:

- Michelle Sircy, *Lead School Counselor, Jefferson County Public Schools, Louisville, KY*
- Derek Francis, *Executive Director Inclusion and School Climate , Minneapolis Public Schools, Minneapolis, MN*

## Select ASCA Student Standards

11:30 AM - 12:30 PM , Monday, July 17

### Overview:

Learn about annual student outcome goals, supplemental data and the ASCA Student Standards. Walk away with an easy-to-follow process for producing intentional work that creates measurable differences for students.

**Learning Objectives:** 1) Define and identify supplemental data 2) Discern themes of the supplemental data 3) Select appropriate student standard based on supplemental data 4) Use selected student standard to create intentional plans

### Speakers:

- Brian Mathieson, *Vancouver Public Schools, Vancouver Public Schools, Vancouver, Wash., ASCA Certified Trainer*
- Stacey Miller, *School Counselor, Buford Elementary, Buford, Ga.*

## Monday, July 17

12:45 PM - 1:15 PM EDT

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**Virtual Exclusive: Improving Equity with RAMP Data and the ASCA National Model**

12:45 PM - 1:15 PM , Monday, July 17

**Overview:**

School counselors at 2023 RAMP schools identified inequities and were innovative in their approaches to help students succeed while also working to influence significant systemic changes in their schools. Learn more about what school counselors and one RAMP team captain say about the importance of equity work through the ASCA National Model.

## Monday, July 17

1:30 PM - 2:30 PM EDT

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### DEI & Difficult Conversations

1:30 PM - 2:30 PM , Monday, July 17

**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 about how effective communication can build lasting relationships with students, staff and parents.

**Learning Objectives:** 1) Define diversity, equity and inclusion 2) Brainstorm ways to advocate and support the difference between counseling and counseling skills 3) Define and discuss conversational competence 4) Describe how effective communication can build lasting relationships with students, staff and parents

**Speakers:**

- Tiffany Blackwood, *School Counselor, The Colony, TX*
- Ashley Wright, *School Counselor, Conroe, TX*

### Staff- & Student-Led Restorative Practices

1:30 PM - 2:30 PM , Monday, July 17

**Overview:**

Research shows that traditional disciplinary practices don't change students' behavior or negative habits. Learn to efficiently implement restorative practices schoolwide to create systemic change for all students and promote student success through positive adult relationships. Through research analysis learn about others' perspectives, recognize personal bias and understand why restorative practices are effective for long-term change. Learn about inclusive student-driven options promoting supportive peer relationships.

**Learning Objectives:** 1) Analyze research showing the need for systemic change for all demographics of students 2) Strategize ways to implement schoolwide restorative practices using provided tools and templates 3) Create a system for peer mediation for student-led restorative practices

## Speakers:

- Heather Bushelman, *Program Coordinator, Comprehensive School Counseling, Kentucky Department of Education*
- Nicole Fields, *Adjunct Professor, University of Louisville*
- Florence Chang, *Strategic Analyst of Learning, Kentucky Department of Education*

## Student Self-Leadership

**1:30 PM - 2:30 PM, Monday, July 17**

### Overview:

Self-leadership has been defined as “serving as a chief, captain or CEO of one’s own life” and is a key component of personal and professional success in adults. Strong self-leaders understand who they are, take responsibility for what they do and are intentional about where they are going. They see challenges as opportunities instead of impossibilities and are more resilient overall. Learn how you can empower all students to develop as self-leaders now, so they can be champions of their own success for the rest of their lives.

**Learning Objectives:** 1) Explain the power of self-leadership skills when it comes to our ability to manage and recover from difficult situations, set and reach goals, increase confidence and achieve 2) Identify students who have deficits in self-leadership 3) Review and implement lessons, activities and resources that cultivate student self-efficacy, self-awareness, autonomy and other self-leadership traits

## Speakers:

- Karen Muston, *School Counselor Consultant, Pearson Virtual Schools*
- Phylicia Littleton, *School Counseling Consultant, Pearson Virtual Schools*

## Free or Low-Cost School Counseling Tools

**1:30 PM - 2:30 PM, Monday, July 17**

### Overview:

Students often feel less threatened and more at ease in a game-playing or fun environment. Learn to use games, activities and tools to teach youth communication skills, anger management, social skills, self esteem and more. Access a list of proven resources, including ideas for games and tools you can make with little to no cost.

**Learning Objectives:** 1) Access a list of effective and engaging, low-cost school counseling tools 2) Brainstorm how to implement the provided toolkit in your school counseling sessions 3) Discuss techniques to draw students out of their comfort zone

## Speakers:

- Tricia Lowe, *School Counselor, Scott Elementary School, Temple, TX*
- Becky Ramirez, *School Counselor, Travis Science Academy, Temple, TX*

## Solution-Focused Practices

**1:30 PM - 2:30 PM, Monday, July 17**

### Overview:

Research has shown that solution-focused models are effective in the school counseling setting, so

why do we often forget to use it? Reengage with the solution-focused model by reviewing the tenets of the technique and delving into specific examples of how to use it in daily interactions with students in all three tiers.

**Learning Objectives:**

1) Identify solution-focused strategies to use in a single counseling session, small group and classroom lesson 2) Choose solution-focused questions you can use with students 3) Explain the effectiveness of using solution-focused as a strengths-based intervention suitable for all students

**Speakers:**

- Mary Carr, *School Counseling Department Chair, Cobb County School District, Marietta, GA*
- Patty DaSilva, *Middle and High School Counseling Consultant, Cobb County School District, Marietta, GA*

## Monday, July 17

**2:45 PM - 3:45 PM EDT**

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### Repair the School Counselor/Principal Relationship

*2:45 PM - 3:45 PM , Monday, July 17*

**Overview:**

The school counselor/principal relationship has a lasting impact on the efficacy of delivering a comprehensive school counseling program. Learn where one school counselor/principal team started and how they collaborated, problem-solved and shifted from a highly dysfunctional relationship to develop a common vision for the school counseling program.

**Learning Objectives:** 1) Discuss the importance of the school counselor/principal relationship and the 10 characteristics of an effective school counselor/principal relationship 2) Assess your relationship with your building administrators using the provided toolkit 3) Identify at least two strategies for improving your relationship with building administrators

**Speakers:**

- Denise Reddinger, *School Counselor, Richland High School, Richland, WA*

### Equity in K-12 Postsecondary Advising

*2:45 PM - 3:45 PM , Monday, July 17*

**Overview:**

School counselors are in a unique position to promote access to quality postsecondary advising through an equity lens to all students. Learn how Chicago Public Schools counselors received certification to become postsecondary champions for K-12 students. Discuss liberatory thinking, targeted universalism and historically racist systems affecting student postsecondary planning. Walk away with tools that will support your postsecondary practices through an equity lens.

**Learning Objectives:** 1) Discuss the specific challenges of marginalized populations and how this affects postsecondary planning 2) Explain how to build meaningful relationships and create a sense of belonging for all students related to postsecondary success 3) Access resources and

tools to provide postsecondary advising through an equity lens

**Speakers:**

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

## Assess Your Program Practices

**2:45 PM - 3:45 PM , Monday, July 17**

**Overview:**

What do you need to know about your own school counseling practices that will allow you to take your program to the next level? Learn about the five levels of school counseling program practice, then take a self-assessment survey, based on the ASCA National Model, to analyze the results in order to reflect on your own strengths and areas for growth. Walk away with resources and strategies for increasing program practices that will take your program to the next level.

**Learning Objectives:** 1) Discuss the five program practice levels 2) Identify your own program practice strengths and areas for growth after taking a self-assessment 3) Analyze the results of the self-assessment according to four themes: use of data, use of time, delivery of service and school counselor identity 4) Identify strategies for moving to the next level of program practice

**Speakers:**

- Carol Kaffenberger, *Associate Editor, Professional School Counseling Journal*
- Anita Young, *Associate Professor , Johns Hopkins University*

## Small Groups Galore

**2:45 PM - 3:45 PM , Monday, July 17**

**Overview:**

Small groups are a critical component of a school counseling program. Focus on purposefully selecting students for small groups and tips for planning and facilitating effective sessions. Walk away with ready-to-go activities and organizational tools you can use with any small group.

**Learning Objectives:** 1) Purposefully select targeted students to participate in a small group 2) Plan, organize and implement effective sessions for a small group 3) Collect data pertaining to small-group counseling

**Speakers:**

- Amanda Jo Bustamante, *School Counselor, Chester E. Jordan Elementary School, El Paso, TX*
- ROSA RODRIGUEZ, *School Counselor , Chester E. Jordan Elementary School, El Paso, TX*

## Branding & Media Magic

**2:45 PM - 3:45 PM , Monday, July 17**

**Overview:**

School counseling leadership and advocacy often require communicating with a variety of external stakeholders. Learn to harness your unique perspective, cultivate a professional brand and communicate authentically and creatively about the important work of school counselors.

**Learning Objectives:** 1) Identify best practices for externally facing school counseling communication and advocacy 2) Cultivate core components of your unique school counseling brand and point of view 3) Brainstorm talking points/messaging to use with media and community stakeholders

**Speakers:**

- Brian Coleman, *School Counselor, Jones College Prep High School, Chicago, IL*
- Angie Hickman, *Director of Research and Marketing, American School Counselor Association*

## Monday, July 17

**4:00 PM - 5:00 PM EDT**

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### Threat Assessment Teams

*4:00 PM - 5:00 PM, Monday, July 17*

**Overview:**

Learn about a framework for implementing a threat assessment team. Hear how to craft meaningful, nondisciplinary, SEL-focused interventions, and focus on developing wraparound services with community agencies. Walk away with threat assessment team resources to bring back to your district.

**Learning Objectives:** 1) Access resources necessary to start your own threat assessment team in your school or district 2) Construct appropriate SEL interventions for students at Tier 1, 2 and 3 3) Explain the school counselor's role on a threat assessment team and how your threat assessment team attendance boosts student outcomes

**Speakers:**

- Kyra Meyer, *School Counselor, Gilson Middle School, Valdez, AK*

### Successful Grief Groups

*4:00 PM - 5:00 PM, Monday, July 17*

**Overview:**

Grief is a natural part of being human. For children, the processing and perceptions around grief can be vastly different from an adult's and from other children's. When working with children experiencing grief, it is crucial to consider, and plan around, a wide variety of factors to meet their needs via activities and strategic, solution-focused conversations. Learn to design, plan and implement effective grief groups or individual counseling for students.

**Learning Objectives:** 1) Identify and analyze multiple complex factors affecting a child's experience with grief 2) Determine appropriate levels of grief counseling support for students within the school setting 3) Discuss your own experience with grief in childhood, regarding effective and ineffective responses at school 4) List different activities, tools and counseling session format examples

**Speakers:**

- Shea MacDonnell, *School Counselor, Akin Elementary School, Leander, TX*

## Foster K–8 Students' Self-Reliance

4:00 PM - 5:00 PM , Monday, July 17

### Overview:

Much has been written about the helicopter- and snowplow-parenting that has come to characterize the social development of a generation of students. Learn about school projects and programs addressing ways to foster independence and self-reliance in students while giving parents permission to take a step back and make room for growth. Through a partnership with LetGrow.Org, school counselors, teachers and administrators across the country have found success in changing the attitudes surrounding this important topic by encouraging students to take on tasks independently and gain valuable experience that builds self-confidence and self-reliance.

**Learning Objectives:** 1) Discuss the value of changing attitudes regarding independence and the relationship between building self-reliance and reducing anxiety 2) Identify methods to encourage students to become more independent at home and at school 3) Explain implementation models for school programs promoting independence 4) Access materials for parent education regarding the topic of self-reliance and independence

### Speakers:

- Dominick Pisa, *School Counselor, Millburn Middle School, Millburn, NJ*

## Equity in Ethics

4:00 PM - 5:00 PM , Monday, July 17

### Overview:

The ASCA Ethical Standards were revised in 2022, and new language and guidance was provided to continue to support school counselors' work as leaders, advocates and consultants in creating systemic change. Discuss equity frameworks and principles and review notable changes to the ASCA Ethical Standards. Explore application of the standards for practicing school counselors.

**Learning Objectives:** 1) Identify at least two frameworks regarding equitable practices 2) Discuss application of equitable and ethical practices in schools 3) Identify at least two changes made in the 2022 revision of the ASCA Ethical Standards, and discuss the implication on school counselor practice

### Speakers:

- Stephen Sharp, *K-12 School Counseling Specialist, Hempfield School District, Landisville, PA*
- Rebecca Pianta, *Coordinator College and Career Readiness, Santa Ana Unified School District, Santa Ana, CA*
- Marsha Rutledge, *Assistant Professor , Longwood University*
- Alicia Oglesby, *Associate Director of College Counseling , Winchester Thurston School, Pittsburgh, PA*

## Pre-K Postsecondary Readiness

4:00 PM - 5:00 PM , Monday, July 17

### Overview:

Postsecondary readiness begin in preschool. Elementary school counselors are uniquely



positioned to individually assist students with the planning necessary for postsecondary preparation. Learn about effective elementary postsecondary advising strategies designed to shape a student's attitude, mindsets and skills necessary to have a positive impact on college and career outcomes.

**Learning Objectives:** 1) Discuss myths, misconceptions and barriers to advisement and postsecondary readiness in elementary school counseling programs 2) Describe practical strategies to structure postsecondary initiatives into an elementary school counseling program 3) Examine current practices in your school counseling program and determine how provided resources may enhance postsecondary readiness preparation

**Speakers:**

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

## Tuesday, July 18

**8:30 AM - 9:30 AM EDT**

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### Stress Management in School Counseling

**8:30 AM - 9:30 AM , Tuesday, July 18**

**Overview:**

Student levels of stress and anxiety have increased as a result of the pandemic and current events. School counselors are in a key role to support students in alleviating their stress. Explore the research on pandemic-related stress and identify various interventions, resources and activities to help students manage their stress at each tier.

**Learning Objectives:** 1) Summarize recent research relating to pandemic influences on student mental health, stress and anxiety 2) Describe tiered interventions that you can use to reduce student stress and anxiety

**Speakers:**

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

### Drum, Draw, Drama & Dance

**8:30 AM - 9:30 AM , Tuesday, July 18**

**Overview:**

In the age of screen time and constant stimulation, it can be difficult to keep students' attention with traditional counseling instruction. Hear ways to create engaging experiences for students through arts integration. Come get your art on while we explore intentionally integrating art standards from music, drama, visual arts, and dance/movement with ASCA Student Standards: Mindsets & Behaviors for Student Success. Through hands-on examples, learn discover strategies to easily

integrate arts into school counseling lessons on career, self-awareness, diversity and inclusion, and empathy.

**Learning Objectives:** 1) Explain the concept of arts integration vs. art enhancement 2) Apply ASCA Student Standards and fine arts standards to counseling instruction 3) Discuss a variety of arts integration strategies you can implement in your school counseling program 4) Reflect on your favorite art form and how to use it to increase student engagement and retention

**Speakers:**

- Beth Ruff, *School Counselor, Powder Springs Elementary School, Marietta, GA*

## Create Outcome and Mindsets & Behaviors Data Graphs

**8:30 AM - 9:30 AM , Tuesday, July 18**

**Overview:**

Visual representation of the impact of school counselors' work is important to building support for the school counseling program. Data graphs can facilitate the creation of infographics, slide presentations and newsletter articles that inform educational partners on the added value of school counselors to generate positive change for student outcomes. Discover ways to identify what to include, how to summarize student responses and methods for creating quality graphs that convey impact at a glance.

**Learning Objectives:** 1) Define average student responses for pre-/post-assessments and outcome comparison data 2) Calculate Likert-scale responses 3) Identify the required RAMP rubric components of a graph 4) Recognize quality graphs that convey impact at a glance

**Speakers:**

- Karen Devine, *School Counselor, Taft Freshman Academy, Chicago, IL*
- Len Egan, *Director of Student Services, West Chicago Community High School, West Chicago, IL*

## ASCA National Model Sustainability

**8:30 AM - 9:30 AM , Tuesday, July 18**

**Overview:**

Continued implementation of the ASCA National Model becomes the culture of the school and ensures measured benefits for students and school counselors. Explore your personal and professional "why" regarding the ASCA National Model and how the templates support the continuation of the work. Identify onboarding techniques to maintain support for ASCA National Model implementation and continued development work.

**Learning Objectives:** 1) Articulate your "why" 2) Use ASCA templates to generate program sustainability 3) Brainstorm onboarding for new educational partners

**Speakers:**

- Kinea Epps, *Senior Administrator, Counseling & Student Services, Wake County Public School System, Cary, N.C.*
- Jaime Clemens, *Lead Elementary School Counselor, Mesa Public Schools, Mesa, Ariz.*

## Equity and the ASCA National Model

**8:30 AM - 9:30 AM , Tuesday, July 18**

**Overview:**

The ASCA National Model guides school counselors in using data to identify trends and inequities in achievement, attendance and discipline and to lead, advocate and collaborate on strategies to improve student achievement and remove barriers, thus providing the best possible outcomes for students. Learn how ASCA National Model implementation is one of the best ways to do equity work in your schools.

**Learning Objectives:**

1. Identify components of the ASCA National Model and how they influence equity work
2. Discuss ASCA research about RAMP schools and their equity work
3. Share best practices for choosing areas of focus and planning to reduce and remove barriers to student achievement through ASCA National Model implementation

**Speakers:**

- Deirdra Williams, *ASCA Director of Programs & Advocacy, American School Counselor Association*
- Eric Sparks, *Deputy Executive Director, ASCA*
- Diane Reese, *Assistant Professor, Trinity Washington University*

## Tuesday, July 18

**9:45 AM - 10:45 AM EDT**

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### Out-of-the-Box School Counseling

**9:45 AM - 10:45 AM , Tuesday, July 18**

**Overview:**

Do you want to be creative in your approach to meet the needs of all students? Are you looking for creative, data-informed initiatives? Explore out-of-the-box school counseling techniques you can easily implement. Leave with creative programs, initiatives and lessons to invigorate your school counseling program.

**Learning Objectives:** 1) Implement new creative techniques into your school counseling program  
2) Use data to inform creative initiatives and practices in your school counseling program

**Speakers:**

- Lyndsey Brown, *Wichita State University*
- Christie Henderson, *Assistant Professor , Wichita State University*

### Support Underrepresented Colleagues

**9:45 AM - 10:45 AM , Tuesday, July 18**

**Overview:**

In many U.S. schools, educators don't mirror the student population demographics. However, research indicates positive outcomes result from having school staff demographics that mirror the

student population. Therefore, when schools employ educators of color, schools owe it to students to retain these qualified individuals. Educators of color report that the same attributes that may help create positive outcomes for students may also create added stress or obstacles for educators. As school counselors, we must address this issue to continue to create positive student outcomes and address student discrepancies.

**Learning Objectives:** 1) Discuss the positive outcomes for students associated with having educators of color, including school counselors, on staff 2) Explain existing barriers that create difficulties in retaining educators of color, and better understand how to address them 3) Describe your role in accordance with the ASCA Ethical Standards for School Counselors in working with and supporting school counselors from underrepresented and marginalized populations

**Speakers:**

- Matthew Shervington, *School Counselor, Susquehannock High School, Glen Rock, PA*

## Successful Transitions for Tier 3 Students

**9:45 AM - 10:45 AM , Tuesday, July 18**

**Overview:**

Transitioning from middle school to high school can be difficult for many students. In particular, students who exhibit difficulties in achievement, attendance and/or behavior in middle school are at a higher risk of retention and dropout rates at the high school level. Learn to incorporate collaboration between feeder middle schools and high schools to identify Tier 3 at-risk students, and implement a targeted intervention in conjunction with administration to assist students in the transition from middle school to high school.

**Learning Objectives:** 1) Collaborate with your middle/high school counseling counterparts 2) Identify Tier 3 students in need of additional transition support 3) Implement a targeted intervention to support Tier 3 students

**Speakers:**

- Joshua Hurley, *Director of School Counseling and Doctoral Student, Highland Springs High School, Highland Springs, VA, Virginia Commonwealth University*

## Leverage Social Media to Promote DEI Efforts

**9:45 AM - 10:45 AM , Tuesday, July 18**

**Overview:**

Growing unrest in the U.S. has shown a spotlight on diversity, equity and inclusion. The ethical imperative for school counselors to be leaders, advocates, collaborators and consultants in creating systemic change requires more intentionality. Learn about an innovative way you can leverage social media to help your school, district or association foster a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion, and acceptance. Discover how to create authentic crosscultural spaces for students to learn about other students and their identities.

**Learning Objectives:**

1. Discuss the importance of employing creative ways to sustain culturally responsive school counseling that establishes a safe, equitable, affirming school environment within and outside

- of the school community
2. Describe practical strategies and resources to use social media and communications to deliver Tier 1 lessons to students, families and the community
  3. Proactively educate students about students from diverse backgrounds in their community to reduce hate and bias

**Speakers:**

- Diane Reese, *Assistant Professor, Trinity Washington University*
- Derek Francis, *Executive Director Inclusion and School Climate , Minneapolis Public Schools, Minneapolis, MN*

## Data Collection and Reporting

**9:45 AM - 10:45 AM , Tuesday, July 18**

**Overview:**

Focus on the three types of student data, with emphasis on how school counselors collect, analyze and report that data. Hear specific instructions for creating results reports and graphs that convey impact at a glance. Enhance your expertise in the use of data as defined by the ASCA National Model.

**Learning Objectives:** 1) Define three types of data 2) Connect three types of data to results reports 3) Create quality graphs

**Speakers:**

- Joni Shook, *ASCA Certified Trainer*
- Joshua Nelson, *School Counselor, Richard Lewis Brown Gifted and Talented Academy, Jacksonville, FL*

## Tuesday, July 18

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

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### General Session: Dr. Bernice King

**11:00 AM - 12:00 PM , Tuesday, July 18**