



## All Sessions

### Friday, July 12

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

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#### Exhibitor Registration Open

*8:00 AM - 5:00 PM , Friday, July 12*

### Friday, July 12

**3:00 PM - 7:30 PM CDT**

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#### Registration Open

*3:00 PM - 7:30 PM , Friday, July 12*

### Saturday, July 13

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

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#### Registration Open

*8:00 AM - 5:00 PM , Saturday, July 13*

### Saturday, July 13

**9:00 AM - 10:00 AM CDT**

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## Level Meetup

9:00 AM - 10:00 AM , Saturday, July 13

### Overview:

Join other school counselors working in the same setting as you for a chance to get the conference started with some networking and education.

## Saturday, July 13

10:30 AM - 12:00 PM CDT

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### Opening General Session: Michele Norris

10:30 AM - 12:00 PM , Saturday, July 13

### Overview:

#### The Race Card Project: Eavesdropping on America's Conversation on Race

An award-winning journalist and one of the most recognized voices in radio, Michele Norris engages audiences in candid discussions about race, culture and communication in America. Norris sparks important dialogue on current events, social issues and the power to make change as she breaks down commonly held beliefs and attitudes on race, diversity and bias. She makes complex and taboo issues remarkably accessible. Her audiences walk away empowered to stimulate discussion around challenging topics within their communities. Opening general session sponsored by the United States Marine Corps.

## Saturday, July 13

12:00 PM - 2:00 PM CDT

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### Lunch in the Exhibit Hall

12:00 PM - 2:00 PM , Saturday, July 13

12:00 PM - 4:00 PM CDT

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### Exhibit Hall Open

12:00 PM - 4:00 PM , Saturday, July 13

## Saturday, July 13

2:00 PM - 3:00 PM CDT

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### Secondary School Small Groups

2:00 PM - 3:00 PM , Saturday, July 13

**Overview:**

Research indicates that secondary school counselors use small-group counseling far less than their elementary school counterparts, particularly at the high school level. Learn to overcome barriers that impede facilitation of small groups at your school, and incorporate this valuable intervention in alignment with the ASCA National Model to better support your students. Walk away with actionable steps to begin or increase small group facilitation at your site.

**Learning Objectives:** 1. Recognize the factors affecting secondary school counselors' ability to facilitate small-group counseling in schools  
2. Identify concrete strategies to overcome barriers to facilitating small groups  
3. Develop an action plan to incorporate small groups at your site in the upcoming school year

**Speakers:**

- Joshua Hurley, *Director of Mental Health and Wellness, Spotsylvania County Public Schools, Mechanicsville, Va.*

**Implement Restorative Practices**

**2:00 PM - 3:00 PM , Saturday, July 13**

**Overview:**

Restorative practices are used in schools to foster a more inclusive and supportive school environment. They offer an alternative to traditional disciplinary measures focused on misbehavior and breaking rules. By implementing restorative practices, school counselors shift school focus from punishment to learning opportunities, which creates an environment that empowers students to take accountability, make amends, grow and thrive. Learn to implement restorative practices with students, teachers, administrators and staff to build a sense of community, resolve conflicts while preventing repeated undesired behaviors, build healthy relationships, improve student retention rates and see better academic outcomes.

**Learning Objectives:** 1. Develop the skills to implement restorative practices as an alternative to punitive measures, reduce student conflicts and promote a positive school community  
2. Apply ways to gain buy-in from administrators, teachers and staff on hosting restorative practices with students and adults  
3. Identify the range of restorative practices that can be applied, from small groups to large groups

**Speakers:**

- Khanh Ly, *School Counselor, Los Angeles Unified School District, Los Angeles, Calif.*
- Jose Gonzalez, *School Counselor, Lancaster School District, Lancaster, Calif.*

**Career Exploration for Girls**

**2:00 PM - 3:00 PM , Saturday, July 13**

**Overview:**

Discover how Career Girls is closing the all-too-common imagination gap – the difference between career choices girls imagine for themselves and the range of careers actually available for them to pursue based on their interests. Girls, particularly BIPOC girls, may not see themselves in higher-paying jobs of the future, such as STEM. They may not know particular careers even exist. Hear directly from educators how they use Career Girls free resources, including more than 16,000 videos, expertly designed curriculum, career and college major quizzes and career exploration pages. Learn to start a Career Girls Club, an all-inclusive program to work with girls to better

understand career possibilities and the soft skills required for success in your school.

**Learning Objectives:** 1. Employ Career Girls role models to empower girls and help them discover the career of their dreams  
2. Apply Career Girls resources to improve girls' career and social/emotional outcomes  
3. Detail how experts in education implement Career Girls programs that explore career possibilities and related skills

**Speakers:**

- Kerry M Oppenheim, *School Counselor, Eva G. Simmons Elementary, Las Vegas, Nev.*
- Aisha Ali, *Executive Director, Career Girls*
- Tamika Hibbert, *Assistant Professor, Liberty University*

## Cybersecurity Character Education

**2:00 PM - 3:00 PM , Saturday, July 13**

**Overview:**

Both digital citizenship and cybersecurity are necessary to safeguard students in our online world. Knowledge of digital citizenship and online safety helps students navigate today's digital world, keep their personally identifiable information safe, perceive consequences for poor choices they make online and understand how to properly report cyberbullies. Learn no-cost, quick, scripted lessons to teach students both online security and ethical decision making.

**Learning Objectives:** 1. Explore with students how their actions affect the larger digital world; how ethics, laws and policies affect our digital lives; and what it means to be an informed cyber citizen  
2. Train students to protect their data and information through people, processes and technology; types of potential attacks; and concepts used to secure information, networks and physical assets  
3. Describe the role of digital citizenship in teaching students character education

**Speakers:**

- Georgette Price, *Director of Academic Outreach, Cyber.org*
- Charlene Cooper, *Curriculum Development Specialist, Team Mentor, CYBER.ORG*

## Support Neurodiversity with MTSS

**2:00 PM - 3:00 PM , Saturday, July 13**

**Overview:**

Promoting neurodiversity is a part of school counselors' advocacy role in creating equitable and inclusive schools. Support for neurodiversity requires understanding the brain and includes recognition that students have different classroom experiences. School counselors can embrace the brain's role in students' ability to attend, regulate and learn, as well as in overall wellness for all students and educators. Discover ways to celebrate, embrace and support neurodiverse students across a multitiered system of supports, with strategies to address neurodiversity across Tiers 1, 2 and 3.

**Learning Objectives:** 1. Describe various roles the brain plays in learning and education  
2. Explain how neuroscience can inform school counselors across Tiers 1, 2 and 3  
3. Discuss applied scenarios of neuro-centric school counseling

**Speakers:**

- Jennifer Betters-Bubon, *Associate Professor, University of Wisconsin-Whitewater*
- Kara Ieva, *Professor, Rowan University*

## Engagement via Student-Led Programs

2:00 PM - 3:00 PM , Saturday, July 13

### Overview:

When trying to improve outcomes for students, school counselors often consult school staff but neglect student voices. What if you reimagined improving student outcomes through student leadership? Hear about interventions to support accessible student development, leadership and engagement opportunities in the school setting. Learn the academic, career and social/emotional development benefits of cross-aged peer mentor programs and student-led, schoolwide initiatives.

**Learning Objectives:**

1. Describe various types of student engagement and leadership activities
2. Explain how student-led initiatives are important to student engagement, school climate and student belonging
3. Apply knowledge of student engagement activities to create student-led initiatives in their school

### Speakers:

- Dejanell Mittman, *Lead School Counselor, George C. Simkins Jr. Elementary School, Greensboro, N.C.*
- Yolanda Jarrett, *School Counselor, South Garner High School, Garner, NC*

## Reboot Your District Program

2:00 PM - 3:00 PM , Saturday, July 13

### Overview:

Using a kids-first lens, learn about a collaborative, homegrown process that applies the ASCA National Model to examine, invigorate and recalibrate school counseling services across a school district. Learn about tools and structures for guiding the work, strategies for developing a coherent PK-12 map of Tier 1 and 2 instruction and services that keep the focus of the school counseling department squarely on students. Gain strategies for developing administrative buy-in and removing barriers that get in the way of school counselor effectiveness and negatively affect student outcomes.

**Learning Objectives:**

1. Apply strategies for examining school counseling services to your own context
2. Describe methods for building a stronger, more coherent PK–12 counseling program using the ASCA National Model
3. Examine your role as a school counselor and the systems you work within through a kids-first lens
4. Explore methods of authentic collaboration between district administration and school counselors

### Speakers:

- Nina Daran, *Principal, MSAD 35, South Berwick, Maine*
- John Caverly, *Superintendent, MSAD 35, South Berwick, Maine*
- Heidi Early-Hersey, *Director of Teaching and Learning, MSAD 35, South Berwick, Maine*
- Kathleen Ring, *School Counselor, Marshwood Middle School, Eliot, Maine*

## Nurture Emotionally Resilient Students

2:00 PM - 3:00 PM , Saturday, July 13

### Overview:

In our fast-paced world, emotional regulation has emerged as a vital life skill. Amidst the buzz surrounding this concept, educators must not only comprehend its significance but also master the art of practicing it themselves. Imagine approaching a student who is struggling to navigate their traumas with the same focus and composure as beekeepers tending to their hives. By learning to regulate your own emotions, you'll be better equipped to co-regulate with students navigating their own intense feelings. In this session, gain a toolkit brimming with activities to teach your students top-down and bottom-up approaches to self-regulation.

- Learning Objectives:**
1. Explore the concept of emotional regulation and its pivotal role in emotional development
  2. Cultivate their own emotional resilience, setting the stage for impactful co-regulation with students
  3. Train students in essential self-regulation skills through engaging and effective activities

### Speakers:

- Tanya Kirschman, *School Counselor, Billings Public Schools, Billings, Mont.*
- Renee' Schoening, *Director of SEL and School Counseling Graduate Programs, Whitworth University*

## Drug Prevention Programs

2:00 PM - 3:00 PM , Saturday, July 13

### Overview:

Fentanyl-laced fake pills are a deadly threat to youth. Operation Prevention, a set of no-cost curricula from the Drug Enforcement Administration (DEA) for students in grades 3–12, has a counterfeit drugs module with a video topic series, digital lesson bundle and virtual field trip for high school students. These science-based resources equip students with an understanding of counterfeit drugs, fentanyl and fake pills, and why they are so deadly. This curriculum engages students in positive steps they can take to manage stress in healthy ways and empower others to be aware of the dangers of fake pills and fentanyl. Learn about fentanyl, the science of addiction and other DEA resources.

- Learning Objectives:**
1. Describe current trends and data about fentanyl and fake pills
  2. Explain the components of the Operation Prevention curriculum, particularly the counterfeit drugs module, and how to implement the curricula.
  3. Discuss the science behind addiction and how addiction affects the brain and body
  4. Acquire knowledge of the variety of no-cost drug prevention DEA resources

### Speakers:

- Catie Drew, *Sr. Prevention Program Manager, Drug Enforcement Administration*

## Create Safer Spaces for LGBTQ+ Youth

2:00 PM - 3:00 PM , Saturday, July 13

### Overview:

The need to establish safer spaces for LGBTQ+ youth offer refuge from discrimination and promote

inclusivity is urgent. By emphasizing education, community involvement, mental health support and anti-discrimination policies, school counselors can empower and protect these vulnerable individuals. Develop an understanding of the importance of adult allies and specific ways to educate, advocate for and support LGBTQ+ students, including through safe space indicators and restorative justice methods. Uniting to foster an accepting environment where every LGBTQ+ youth feels valued and respected can create a brighter and safer future for all.

#SaferSpacesForAllLGBTQ+Youth

**Learning Objectives:** 1. Explain the importance of adult allies and specific ways to educate, advocate and support LGBTQ+ students and promote safe learning environments for all students  
2. Apply LGBTQ+ affirming restorative justice rather than punitive approaches  
3. Provide strategies and resources for creating more gender-expansive/inclusive school environments

**Speakers:**

- Darell Crawford-Parker, *Professional School Counselor*,

## Use Literature in Your Program

2:00 PM - 3:00 PM , Saturday, July 13

**Overview:**

Incorporating literature into school counseling can have a significant impact on students' social/emotional and cognitive development. By using literature, you can create engaging and impactful counseling lessons promoting emotional intelligence, empathy and personal growth. Explore the benefits of integrating literature into your school counseling program, and Learn to integrate academic literacy standards into lessons. Walk away with a toolbox of book titles and lessons covering a variety of topics and standards. By using literary resources, you can enhance students' self-awareness, empathy, problem-solving skills and overall well-being.

**Learning Objectives:** 1. Identify the benefits of integrating literature into school counseling programs  
2. Apply various techniques to facilitate student engagement and reflection  
3. Identify and select age-appropriate books that address various social/emotional themes and standards  
4. Integrate academic literacy standards into school counseling lessons

**Speakers:**

- Tosha Todd, *School Counselor, Lucy Franklin Elementary School, Blue Springs, Mo.*
- Rebecca Chambers-Arway, *School Counselor, Polo R-VII Schools, Polo, Mo.*

## Advocacy 101: More than Just a Talk

2:00 PM - 3:00 PM , Saturday, July 13

**Overview:**

Now, more than ever, the need to inform and educate others about the school counselor's role is critical. It's even more critical to be able to share how students benefit from their school counselor's work. Engage in a lively discussion about advocacy and the many possibilities for success when it's done the right way.

**Learning Objectives:**



1. Describe the importance of being able to dialogue with school, district and state partners in education
2. Discuss best practices in advocacy throughout the school year
3. Identify ASCA resources to help with your advocacy efforts and how/when to use them

**Speakers:**

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

**Supervise via Assessment and Collaboration**

*2:00 PM - 3:00 PM , Saturday, July 13*

**Overview:**

Stepping into a school counseling district coordinator position can be rewarding and challenging at the same time. While leadership roles are often comfortable and familiar for school counselors, supervision can look very different. As a new district coordinator, navigating the challenges that come with the role is vital to ensure all school counselors are implementing a data-informed school counseling program. Learn the steps to take to evaluate and assess the program, including collaboration with other district coordinators.

- Learning Objectives:**
1. Define the difference between leadership and supervision
  2. Evaluate and assess the current school counseling program to implement a more comprehensive data-informed school counseling program
  3. Identify ways to collaborate with other district coordinators

**Speakers:**

- Lisa Fulton, *School Counselor, Carlisle Area School District, Carlisle, Pa.*

**BIPOC School Counselors Call to Action**

*2:00 PM - 3:00 PM , Saturday, July 13*

**Overview:**

In the school counseling profession, we recognize the need for representation for our students. This is true in the graphics we choose, the flyers we design, books we purchase and lessons we plan. Representation matters. Yet what about the representation that we, as professionals, need in order to set goals and work toward sustainable outcomes? Explore the need for minority representation in school counselor leadership, and learn approaches to identify and reach personal and professional goals.

- Learning Objectives:**
1. Explain and discuss the need for a call to action regarding minority representation in school counseling leadership
  2. Identify and set professional goals regarding next steps for immediate action
  3. Apply approaches to work toward identified goals and to seek out mentorship

**Speakers:**

- Kimberly Brown, *School Counselor, Wade Hampton High School, Greenville, South Carolina*
- Jentae Scott-Mayo, *School Counselor, The Steward School, Richmond, Va.*



- *Xiomara Medina, Associate Director of Clinical Training and Field Placement, Bowie State University*

## **Tips from RAMP Reviewers**

**2:00 PM - 3:00 PM , Saturday, July 13**

### **Overview:**

When applying for RAMP, ASCA's national recognition program, it's important to maximize your efforts. Get lessons learned from those involved in that scoring process, highlighting tips and pitfalls. Hear from these experts before tackling the RAMP application.

**Learning Objectives:** 1. Identify where points are lost  
2. Describe common pitfalls

### **Speakers:**

- *Angela Shanahan, School Counselor, Cameron Magnet School of the Arts, Chicago, Ill.*
- *ASCA Speaker*
- *Len Egan, School Counselor & ASCA Certified Trainer, West Chicago Community High School, Chicago, Ill.*
- *Lauren Crispino, Education Specialist & ASCA Certified Trainer, Fairfax County Public Schools, Fairfax, Va.*

## **ASCA National Model Sustainability**

**2:00 PM - 3:00 PM , Saturday, July 13**

### **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:**

- *ASCA Speaker*
- *Kinea Epps, Senior Administrator, Counseling & Student Services & ASCA Certified Trainer, Wake County Public Schools, Cary, N.C.*
- *Sue Arvidson, Lead School Counselor, Saint Paul Public Schools*
- *Barbara Truluck, School Counseling & Advisement Consultant, Cobb County School District, Ga.*

## **Saturday, July 13**

**3:00 PM - 4:00 PM CDT**

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## Exclusive Exhibit Hall Time

3:00 PM - 4:00 PM , Saturday, July 13

## Saturday, July 13

4:00 PM - 5:00 PM CDT

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### Executive Function and Attendance

4:00 PM - 5:00 PM , Saturday, July 13

#### Overview:

Got attendance problems? Nationwide, chronic absenteeism is thought to have doubled in the past few years and is most disproportionately affecting students of color and students with disabilities. So how can school counselors help? What skills do kids need to be able to improve attendance? Learn games and activities to use in small-group counseling and classroom instruction that connect executive functioning skills with attendance success.

**Learning Objectives:**

1. Discuss the connection between chronic absenteeism and executive function
2. Describe different executive functioning skills and how they benefit a student's ability to attend school
3. Prepare small-group and whole class activities that build attendance skills through the lens of executive function

#### Speakers:

- Jessica Casarez, *School Counselor, Albuquerque Public Schools, Albuquerque, N.M.*

### Find Your Fearless

4:00 PM - 5:00 PM , Saturday, July 13

#### Overview:

Advocating for the school counselor role is a must in school counseling programs. Although we may be afraid to speak out , advocacy doesn't need to be terrifying. Learn to lean into the fear, finding an advocacy approach that benefits your program and students, while leaving you feeling empowered as an advocate. You can break the mold with leadership, advocacy and collaboration.

**Learning Objectives:**

1. Describe ways to find strength in advocating for school counseling programs and students
2. Use a collaborative approach as a tool for advocacy
3. Employ school counselor ethics and ASCA position statements to find your voice

#### Speakers:

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

### Coping Skills Small Group Workbook

4:00 PM - 5:00 PM , Saturday, July 13

#### Overview:

Receive and review a 10-session Coping Skills Small Group Workbook for middle and high school

students. The workbook is based on several years of leading a coping skills group and offers a system and activities that engage and empower students to practice and employ these skills. Also learn extension activities and ways to make the program your own to fit your students' needs.

**Learning Objectives:** 1. Employ the workbook's system and activities to guide middle and high school students in developing coping skills  
2. Implement your own coping skills group based on the workbook

**Speakers:**

- Karen Devine, *School Counselor, Taft High School, Chicago, Ill.*

## Elementary School College/Career Readiness

4:00 PM - 5:00 PM , Saturday, July 13

**Overview:**

Elementary school counselors often struggle to implement college and career readiness effectively within a comprehensive school counseling program. Create a spark with students by implementing engaging, evidence-based activities aligned with the ASCA Student Standards. Use the classroom and groups Mindsets & Behaviors action plan to developmentally implement activities using a variety of resources, such as books, videos, role playing and project-based learning. Discover ways to collaborate with community and business partners.

**Learning Objectives:** 1. Outline developmental stages of college and career readiness for elementary-aged students based on Erikson's Stages of Psychosocial Development  
2. Use a variety of modeled SEL-driven college- and career-readiness activities in your own program  
3. Plan next steps based on the ASCA classroom and groups student Mindsets & Behaviors action plan for college and career readiness implementation

**Speakers:**

- Heather Bushelman, *Kentucky School Counselor Association*

## AI in School Counseling

4:00 PM - 5:00 PM , Saturday, July 13

**Overview:**

Get to know the world of artificial intelligence (AI). Start with the fundamentals and foundational concepts, and learn various ways you can integrate AI into your school counseling program. Explore ethical and privacy considerations of using AI in school counseling, including strategies to ensure data security and maintain confidentiality. Equip yourself with knowledge about potential challenges, such as algorithmic biases and overreliance on technology, and learn strategies to mitigate these pitfalls effectively.

**Learning Objectives:** 1. Explain the foundational concepts of artificial intelligence  
2. Explore AI applications in school counseling  
3. Investigate ethical and privacy concerns of using AI in school counseling, and apply strategies for data security and confidentiality  
4. Identify potential challenges and strategies to mitigate pitfalls effectively

**Speakers:**

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

## A Systems Approach for Your Program

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

Every school counselor dreams of having the perfect data-informed school counseling program with a caseload of 250, appropriate school counseling responsibilities and an 80/20 use-of-time ratio. Whatever your school situation, it's up to you to continuously work toward that ideal by identifying gaps, implementing tiered interventions, communicating with stakeholders and, of course, advocating, advocating, advocating. Join two school counseling veterans as they share 30 years of experience and the systems they put in place for their school counseling programs.

**Learning Objectives:** 1. Identify easy-to-implement systems for a balanced comprehensive school counseling program  
2. Use a systems approach for planning and assessment  
3. Explore various strategies to support student achievement and success

### Speakers:

- Robin Zorn, *School Counselor, Mason Elementary School, Duluth, Ga.*
- Carol Miller, *School Counselor, Ridge Mills Elementary School, Rome, NY*

## Solution-Focused Conversations

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

Learn to make positive change by allowing hope to lead the conversations. The solution-focused approach provides an opportunity to infuse hope into every conversation. IEP, match-fit, individual and group counseling meetings that focus on hope, rather than on problems, produce faster and more sustainable results. By promoting hope, school counselors can make the impact that they strive for. A school culture rooted in hope will be ready for any challenge, with stakeholders more willing to help drive the hard work to meet the growing needs of students. Through process demonstrations and partner practice, learn action steps for increased resilience, competence and motivation for K–12 students and staff.

**Learning Objectives:** 1. Explain basic solution-focused tenets, and practice steps to the solution-focused approach and building hopes  
2. Use audio demonstrations and partner work to practice engaging teachers and students so hope is invited into the conversation  
3. Apply solution-focused strategies in staff and grade level meetings, and use student success teams and match-fit to address students' challenging behaviors and situations

### Speakers:

- Cheryl Kretz, *School Counselor, Corona Norco Unified School District, Riverside, Calif.*

## Suicide Prevention for All Students

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

Suicide remains the second leading cause of death among youth ages 10–24. Students' mental

health is a priority, and school counselors are in a unique position to teach resiliency skills and potentially prevent suicide, supporting all students. Focus on tools, ideas and resources to make this difficult topic manageable and build on what you are already doing. Learn to decrease suicidal ideation among students by proactively teaching coping skills and other tier-leveled supports in your school counseling program. Identify suicide prevention interventions and plan events for Suicide Prevention Month in the fall. Discover ways to find your students' voices and save lives by connecting every student 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 and 2 supports for suicide prevention as part of a your school counseling program
3. Develop a comprehensive plan for suicide prevention and ideas to connect every student in your building with a trusted adult
4. Design an outline of events for Suicide Prevention Month in September

**Speakers:**

- Angela Avery, *School Counselor, Sanford Middle School, Wells, Maine*

## **Tackle Teen Girls' Mental Health**

*4:00 PM - 5:00 PM , Saturday, July 13*

**Overview:**

Today's girls face academic, peer and parental pressure, as well as pressure to look, act and perform perfectly. Based on data from the most recent 2011–2021 CDC Youth Risk Behavior Survey and groundbreaking ROX research, explore how girls' complex lived experiences affect their mental health. Learn how cultural considerations provides culturally informed care and support that affirms diverse populations of girls. Take home ways to help girls develop communication skills and provide support to help build resilience.

**Learning Objectives:**

1. Explain the current state of adolescent girls' mental health
2. Discuss the lived experiences of today's girls
3. Use practical strategies for supporting and connecting with girls

**Speakers:**

- Dr. Sibyl West

## **Interactive Games to Get Students Talking**

*4:00 PM - 5:00 PM , Saturday, July 13*

**Overview:**

With activities and games, school counselors can teach students life skills such as problem solving, communication and social skills. Students often feel less threatened and more at ease in a atmosphere that is fun and engaging, allowing for a more open dialogue and helping everyone feel more at ease. Walk away with a list of valuable resources, interactive games and activities to help you meet your students' needs.

**Learning Objectives:**

1. Describe techniques to draw students out of their comfort zone
2. List ways to create an environment where students feel at ease to talk and participate
3. Select and apply interactive and engaging games

## Speakers:

- Tricia Lowe, *School Counselor, Temple Independent School District, Temple, Texas*
- Meredith Cole, *School Counselor, Temple Independent School District, Temple, Texas*
- Rohonda Black, *School Counselor, Temple Independent School District, Temple, Texas*
- Katessa Moody, *School Counselor, Houston Independent School District, Houston, Texas*

## Help Students Discover Their Ikigai

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

School counselors play an essential role in creating future-ready students. Supporting students in discovering their ikigai, a Japanese word meaning “reason for being” or “life purpose,” is at the heart of a school counselor's work in preparing students for postsecondary success. The concept of ikigai can serve as a powerful compass to help students navigate their college, career and life options. Discover strategies to support students in identifying what they love to do, what they are good at, what the world needs and what they can get paid to do. Walk away with resources to take all college and career lessons to a deeper and more meaningful level.

**Learning Objectives:** 1. Define and discuss the concept of ikigai

2. Locate activities and resources to help students in identify what they love to do, what they're good at, what the world needs and what they can get paid to do

3. Identify opportunities to implement the concept of ikigai as part of your school counseling program

4. Adapt lessons for special populations, such as emergent bilingual students and students receiving special education services

## Speakers:

- Lezya Weglarz, *Counselor on Special Assignment, San Marcos Unified School District, Lake San Marcos, Calif.*

## Grow Healthy Black Men

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

Did you hear about the rose that grew from a crack in the concrete? Proving nature's law is wrong, it learned to walk without having feet. Many of our Black boys and young men are roses tasked with emerging from concrete. They must endure challenges and stressors that are universal for all plants, while they also work through unique harm that comes with navigating social environments often designed in opposition to their well-being. To increase hope and help more dreams become reality, we must empower our roses and transform concrete into fertile soil. Explore strategies to enhance agency and combat adversity by inspiring, relating and leveraging the power of comprehensive school counseling practice and programming.

**Learning Objectives:** 1. Identify challenges experienced by Black boys and young men

2. Use an ecological lens to analyze problems and propose preventive school counseling interventions

3. Select tools and strategies to give all students access to a data-informed school counseling program



## Speakers:

- John Nwosu, *School Counselor, Cobb County School District, Austell, Ga.*

## Teach a Teacher to Fish

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

The proverb, "Give a person a fish and feed them for a day. Teach them to fish and feed them for a lifetime" also applies to educators. Teachers are leaving their positions at crisis levels, and student behavior and lack of support are often part of the reason. With growing emphasis on trauma-sensitive environments, who better to help train those who are with students eight hours a day than school counselors? Gain practical strategies you can implement immediately to support, train and collaborate with the teachers at your school. In other words, teach them to fish so that they feel empowered and students receive the support they need.

**Learning Objectives:** 1. Use data to determine student behavior concerns and support needs  
2. Discuss and advocate for the need for strategies to address behavior  
3. Provide teachers and staff with practical, empowering strategies

## Speakers:

- Laura Rankhorn, *School Counselor, Good Hope Middle School, Good Hope, Ala.*
- Kim Crumbley, M.Ed., *School Counselor, Parkside School, Baileyton, Ala.*

## Advocate Using Position Statements

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

Get an overview of recently revised or developed position statements addressing the school counselor and security resource officers, military-connected youth, universal screening 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. Summarize the newly developed 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:

- Crystal Hatton, *Assistant Professor, Liberty University*
- Andy Schuerman, *Coordinator of School Counseling, Park Hill School District, Kansas City, Mo.*

## Make Advisory Work for You

4:00 PM - 5:00 PM , Saturday, July 13

### Overview:

Advisory periods can be a great asset to your school counseling program. Learn about social/emotional learning programs, career exploration activities and Tier 1 events that can be facilitated through schoolwide advisory programs. Explore how school counselors can use data



gathered during advisory to guide student outcome goals, plan classroom lessons and collaborate with teachers throughout the year. By using an advisory period effectively, your school counseling program can implement schoolwide programs. Hear how one school leads an annual Mental Health Awareness Day, Wellness Week during National School Counseling Week, and a Community Wellness Night that targets five competencies of social/emotional learning.

**Learning Objectives:** 1. Discuss the purpose and effectiveness of an advisory period within a school counseling program  
2. Organize Tier 1 events and activities in collaboration with school and community stakeholders  
3. Create and implement a schedule for advisory periods

**Speakers:**

- Kimberly Groome, *School Counselor, Greenville County School District, Simpsonville, South Carolina*
- Kaia Sawyer-DeForest, M.Ed, Ed.S., *School Counselor, Greenville County School District, Simpsonville, South Carolina*

## Saturday, July 13

**8:00 PM - 11:00 PM CDT**

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### Opening Night Block Party

*8:00 PM - 11:00 PM , Saturday, July 13*

**Overview:**

It's a Pick Your Party event at KC Live!, the Midwest's premier entertainment destination, located in the Power & Light District. An entire city block with two levels of world-class night spots, KC Live! is where Kansas City goes to play. Gather with other attendees for a special evening event and check out these hot spots:

- No Other Pub
- Mosaic Lounge
- Howl at the Moon
- PBR Big Sky
- Shark Bar

\$20 additional fee; conference attendees only.

Sponsored by Let Grow, myOptions Encourage and Responsibility.org

## Sunday, July 14

**7:00 AM - 8:00 AM CDT**

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### Morning Yoga

*7:00 AM - 8:00 AM , Sunday, July 14*

**Overview:**

Start your day off with a yoga session. Sponsored by the United States Marine Corps

## Sunday, July 14

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

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### Registration Open

*8:00 AM - 5:00 PM , Sunday, July 14*

## Sunday, July 14

**9:00 AM - 10:00 AM CDT**

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### Support College Access for BIPOC Students

*9:00 AM - 10:00 AM , Sunday, July 14*

**Overview:**

School counselors need a culturally competent toolkit to effectively advise BIPOC students during college exploration, application and enrollment that takes into account students' intersectional identities. The Supreme Court decision on affirmative action in higher education has changed how colleges will admit students, and these changes will affect BIPOC students' application and enrollment decisions. Learn best practices, including financial aid updates and resources, for working with BIPOC students and their families to support their access to the postsecondary education choice best for them.

**Learning Objectives:** 1. Describe the multiple identities and experiences that overlap for BIPOC students and how this should inform your approach to postsecondary exploration and advising  
2. Apply strategies to guide college exploration and advising for BIPOC students to increase their access to college  
3. Identify strategies to coach students in pursuing financial aid opportunities for college

**Speakers:**

- Maritza Cha, *School Counselor, San Gabriel High School, Alhambra, Calif.*
- Maureen Ponce, *Resource Counselor, Montgomery County Public Schools, Brookeville, Md.*
- Kimberly Brown, *School Counselor, Wade Hampton High School, Greenville, South Carolina*

### Small Groups 101

*9:00 AM - 10:00 AM , Sunday, July 14*

**Overview:**

Small groups don't happen unless you make them happen. To run a school counseling program rooted in the ASCA National Model, small groups must be part of your program. Learn to overcome barriers to small-group counseling, from feelings of self-doubt and scheduling logistics to choosing curriculum and parent/guardian permission. Improve your small group delivery.

- Learning Objectives:**
1. Describe the components of small group counseling
  2. Identify strategies for overcoming barriers to running small groups
  3. Apply effective approaches to structuring small groups and creating group content

**Speakers:**

- Lauren White, *Middle School Counseling Director, Henrico County Public Schools, Henrico, Va.*
- Jenny Hubler, *School Counseling Director, Henrico County Public Schools, Henrico, Va.*

## Support Students Experiencing Homelessness

9:00 AM - 10:00 AM , Sunday, July 14

**Overview:**

The national graduation rate for students experiencing homelessness is 67.7%, compared with the overall graduation rate of 85.8%. School counselors play a role in improving graduation rates for all students. Minneapolis Public Schools has a dedicated school counselor for high school students experiencing homelessness, with the ultimate goal of increasing graduation rates within the district. Learn about the school counselor position within the Minneapolis Public Schools Homeless/Highly Mobile (HHM) Department. Gain insights into the rights and resources available to HHM students and how to support HHM students in your own school.

- Learning Objectives:**
1. Explain the barriers students experiencing homelessness face
  2. Describe the rights and resources available to students' experiencing homelessness
  3. Apply strategies for improving graduation rates among students experiencing homelessness in your school

**Speakers:**

- Melissa Winship, *School Counselor, Homeless/Highly Mobile, Minneapolis Public Schools, Minneapolis, Minn.*

## The Impact of Whole Child Education

9:00 AM - 10:00 AM , Sunday, July 14

**Overview:**

We say whole-child education is important, but our days are jam-packed with so many responsibilities that we tend to prioritize academics before everything else. Learn how one school counselor at Farrington High School advocated for her student's physical and mental health before worrying about academic potential to increase the chances of success moving forward. Explore the outside-the-box counseling techniques, advocacy tactics and data she used to make whole-child education a reality.

- Learning Objectives:**
1. Describe what whole-child education might look like at your school
  2. Identify one or two actions you can commit to at your school to encourage whole-child education
  3. Examine who at your school can be an ally when advocating for whole-child education

**Speakers:**

- Chelsey Muroda, *School Counselor, Farrington High School, Honolulu, Hawaii*

## Improve Attendance Outcomes

**9:00 AM - 10:00 AM , Sunday, July 14**

**Overview:**

Chronic absence is an indicator and a cause of inequity in education. Educators across the nation understand the imperative to improve student attendance rates and engagement with opportunities at school. Learn to analyze district and school data to identify student groups with the most urgent need around chronic absenteeism. Increase your knowledge and capacity to effectively lead attendance work at your building level and intervene at the student and family level. Equip yourself with best practices in closing the attendance gap and the positive impact on student outcomes.

**Learning Objectives:** 1. Analyze schoolwide data to identify student groups with greatest attendance needs  
2. Use the closing-the-gap action plan to address post-pandemic chronic absenteeism  
3. Apply practical attendance interventions in your school counseling program

**Speakers:**

- Sue Arvidson, *Lead School Counselor, Saint Paul Public Schools*
- Juli Montgomery-Riess, *Lead Middle School Counselor,*
- John Eschenbacher, *Lead High School Counselor, Saint Paul Public Schools, St. Paul, Minn.*
- Beth Coleman, *Assistant Director, Office of College & Career Readiness, Saint Paul Public Schools, St. Paul, Minn.*

## **Cultivate a Successful Internship Experience**

**9:00 AM - 10:00 AM , Sunday, July 14**

**Overview:**

Guiding, teaching and mentoring school counselors in training is valuable for both personal and professional growth as a school counselor and for the school counseling profession. Refresh your understanding of counseling supervision models, and learn to integrate these models with the ASCA National Model. Learn about the considerations and responsibilities of both the supervising school counselor and the school counselor in training when adding an intern to your school counseling program. Hear innovative techniques for meaningful learning experiences, self-awareness and growth for both the school counselor and school-counselor-in-training.

**Learning Objectives:** 1. Discuss the roles of the school counselor and school counselor in training in regard to supervision  
2. Integrate school counselor supervision skills and techniques into your current program  
3. Develop meaningful and impactful experiences for the school-counselor-in-training

**Speakers:**

- Richard Tench, *School Counselor, West Virginia School Counselor Association*

## **Tips and Tools for New School Counselors**

**9:00 AM - 10:00 AM , Sunday, July 14**

**Overview:**

Navigating your role as a new school counselor can seem daunting when developing a comprehensive program while maintaining a healthy balance with time. Explore what you were not taught in your school counseling program and the various school counseling and non-school-counseling duties you may encounter. Gain tips and best practices to guide and empower you through your first year.

- Learning Objectives:**
1. Use best practices, tips and tools to navigate school counseling and non-school-counseling duties
  2. Explain the importance of professional development, effective collaboration and advocacy
  3. Explore ways to manage school counseling and non-school-counseling duties you may encounter

**Speakers:**

- Veronica Douglas, *School Counselor, Caddo Parish Schools, Shreveport, La.*
- Bria Hudson, *Ph.D. Candidate, Adler University*
- Tricia Lowe, *School Counselor, Temple Independent School District, Temple, Texas*
- Katessa Moody, *School Counselor, Houston Independent School District, Houston, Texas*

## Challenging Behaviors, Purposeful Interventions

9:00 AM - 10:00 AM , Sunday, July 14

**Overview:**

To see a change in students and close the social/emotional learning gap triggered by the pandemic, we must address the heightened influx of challenging behaviors in our schools. To appropriately build relationships, leading to change, we must first address our own assumptions about behavior and our prejudice toward challenging students. Effective school counseling practices require purposeful matching of interventions with specific student needs. And for efficiency, interventions must be intentional, data-informed, of best practice and applied with genuine regard. Explore how school counselors view challenging behaviors, and generate ideas on planning effective interventions to stimulate student growth.

- Learning Objectives:**
1. Identify and recognize assumptions and prejudice toward challenging behaviors
  2. List methods to change thinking toward students with challenging behaviors, including self-reflection, self-care, relationship building and peer collaboration.
  3. Identify ways to match an intervention with challenging behavior
  4. Create a purposeful counseling intervention for challenging behavior

**Speakers:**

- Jamie Wyss, *School Counselor, Virginia Beach City Public Schools, Virginia Beach, Va.*

## Implement Calming Spaces

9:00 AM - 10:00 AM , Sunday, July 14

**Overview:**

Are your students struggling with self-regulation? Are you trying to teach them strategies to regulate? Do you need a space where students can go to regulate and practice calming strategies? Discover the benefits of calming rooms and ways to fund them. Learn what items and tools can be effective in the rooms, rules and policies to implement and ways to structure a calming room.

- Learning Objectives:**
1. Discuss how calming rooms are effective tools in schools to support self-regulation
  2. Assess ways to fund calming spaces
  3. Create policies supporting effective use of calming spaces
  4. Examine data to advocate for and support the creation of such spaces in your school

## Speakers:

- Dr. Lyndsey Brown, *Assistant Professor, Wichita State University*

## Comprehensive Suicide Prevention

9:00 AM - 10:00 AM , Sunday, July 14

### Overview:

Suicide is a leading cause of death among youth, with rates continuing to increase nationally over the past 20 years. Suicidal thoughts and behaviors have also increased, including suicide attempts and treatment due to injuries from an attempt. The field of suicide prevention includes focus on “upstream” approaches to reduce risk factors and enhance protective factors prior to the onset of suicidal thoughts and behaviors. Learn to design and organize comprehensive suicide prevention practices. Develop a new understanding for approaches aligned with national strategies and goals for suicide prevention to save lives through focus on prevention, support and recovery.

**Learning Objectives:** 1. Identify at least two components of comprehensive suicide prevention  
2. List two upstream practices regarding youth suicide prevention  
3. Identify components of multitiered support, and describe ways the support promotes student well-being

## Speakers:

- Stephen Sharp, *School Counselor, Hempfield School District, Landisville, Pa.*
- Rebecca Pianta, *Coordinator, College and Career Readiness, Santa Ana Unified School District, Santa Ana, Calif.*
- Emily Goodman-Scott, PhD, *Associate Professor, Old Dominion University*

## Address Youth Vaping

9:00 AM - 10:00 AM , Sunday, July 14

### Overview:

In recent years, youth vaping of nicotine and cannabis has exploded on school campuses, with increasingly destructive consequences. Shifting this dangerous trend will take comprehensive efforts in elementary through high school, and school counselors can have a large impact. Review current data on the scope of the problem; understand the facts versus myths about nicotine, marijuana and vaping risks; and explore promising practices for one-on-one, classroom and schoolwide prevention and intervention efforts.

**Learning Objectives:** 1. Describe the scope of current nicotine and cannabis vaping among students  
2. Explain the latest research-based facts on short- and long-term consequences of nicotine and cannabis vaping  
3. Approach substance psycho-education in engaging and impactful ways  
4. Confidently use motivational interviewing strategies to facilitate self-awareness and behavior shifts in students who currently vape

## Speakers:

- Kriya Lenzion, *School Counselor, Rainbow Community School, Asheville, N.C.*

## Improve Culture and Climate for Girls



9:00 AM - 10:00 AM , Sunday, July 14

**Overview:**

Learn the findings of the largest-of-its-kind national school-based survey with girls, The Girls' Index, and hear how girls in grades 5–12 are thinking, behaving and perceiving their worlds. Drawing on original data from 2022–23 that represents students from 81 districts across 22 states, develop a deep understanding of the insights, perspectives, experiences and behaviors of girls, and ensure you can tailor and deliver timely, customized, relevant social/emotional initiatives. From confidence, body image, sexting and social media to school, academics, career planning and leadership, the findings from The Girls' Index provide a roadmap to understand and address the specific challenges affecting girls in urban, suburban and rural schools across the country.

**Learning Objectives:** 1. Describe key social/emotional, academic and developmental issues affecting girls during middle and high school, using findings of the national Girls' Index  
2. Explore the relationships between data points including connection to school, belongingness, confidence, social media use, stress/pressure, growth mindset, leadership and support  
3. Apply strategies to communicate with, support, counsel and empower girls; improve school culture and climate for girls; and use tools to create effective learning environments

**Speakers:**

- Lisa Hinkelman, *Founder/Executive Director, Ruling Our eXperiences, Inc.*

**Develop Trauma-Informed Peer Helpers**

9:00 AM - 10:00 AM , Sunday, July 14

**Overview:**

Students often communicate more readily with their peers than with adults. Peer helping programs can enhance the effectiveness of your school counseling program by increasing outreach, raising student awareness of services, fostering positive peer relationships and establishing new ways of recognizing how trauma manifests in students. Peer support programs can assist students with social/emotional or academic problems while promoting protective factors and creating connectedness for both the helper and helpees. They can also promote safer schools. Walk away with a framework to develop a trauma-informed peer program in your school.

**Learning Objectives:** 1. Identify the components of an effective peer program that creates healthy social/emotional and trauma-informed school communities  
2. Learn to incorporate a peer program that doesn't interfere with school counselor duties and responsibilities  
3. Discuss ways peer helpers can be positive social influencers in their school community  
4. Incorporate easy, inexpensive and effective techniques to encourage a trauma-informed community

**Speakers:**

- Cynthia Morton, *School Counselor, Rockdale County Schools, Bonaire, Ga.*
- Monica Seeley, *Resource/Inclusion Teacher/Special Education, Rockdale County Schools, Bonaire, Ga.*

**A Different Take on Data**

9:00 AM - 10:00 AM , Sunday, July 14



**Overview:**

"In God we trust. All others must bring data." This W. Edwards Demings quote is relevant for school counselors, who are often been expected to compile data without really knowing how or why. Join 2023 School Counselor of the Year Meredith Draughn for a dynamic discussion of "the D word." Learn how you can transform your data into an invaluable tool to easily drive your school counseling program, serve all students in each domain and effortlessly explain to administrators and others what you really do all day.

**Learning Objectives:** 1. Discuss the benefits and challenges of data inquiry and how to gather and analyze the right type of information  
2. Apply easy data-collection strategies to implement in your program  
3. Analyze data that is typically collected

**Speakers:**

- Meredith Draughn, *School Counselor, B. Everett Jordan Elementary School, Greensboro, N.C.*

## Create Annual Student Outcome Goal Statements

**9:00 AM - 10:00 AM , Sunday, July 14**

**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:**

- ASCA Speaker
- Nan Worsowicz, *Certified Trainer, ASCA*
- Dawn Erickson, *Student Services Department Chair, East Leyden High School District 212, Franklin Park, Ill.*

## ASCA-Certified School Counselor Recognition

**9:00 AM - 10:00 AM , Sunday, July 14**

**Overview:**

The ASCA-Certified School Counselor (ACSC) certification demonstrates school counselor knowledge in designing, implementing and assessing a school counseling program. Learn about ACSC recognition, including the benefits, eligibility and application process.

**Learning Objectives:** 1. Summarize the eligibility requirements, application process and benefits of the ASCA-Certified School Counselor  
2. Explain the correlation between ACSC and other ASCA recognition programs

**Speakers:**

- Jen Walsh,
- Joni Shook, *Certified Trainer, ASCA*

## Sunday, July 14

**10:00 AM - 11:00 AM CDT**

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### Exclusive Exhibit Hall Time

*10:00 AM - 11:00 AM , Sunday, July 14*

## Sunday, July 14

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

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### Get Groups Off the Ground

*11:00 AM - 12:00 PM , Sunday, July 14*

#### Overview:

Having a hard time achieving liftoff with groups? Take a 60-minute ride through the entire process – from student referral to data analysis – so you can easily and effectively add groups to your school's program. As with a pre-flight checklist, review various data sources to determine group topics and how to choose the best participants. Learn about creating session plans, developing ASCA Mindsets & Behaviors assessments, scheduling, organization and communication with parents/guardians and teachers so you can reach the highest altitude of success. Finally, land on the data runway by learning how to analyze, organize and graph different kinds of data to determine student impact and share with stakeholders.

**Learning Objectives:** 1. Apply the steps, beginning to end, for offering group counseling services as part of your program  
2. Identify and collect data to determine beneficial group topics and participants in need, as well as to evaluate effectiveness  
3. Use data to educate stakeholders about the impact of group counseling and advocate for your program

#### Speakers:

- Tanya Kirschman, *School Counselor, Billings Public Schools, Billings, Mont.*

### Build a College Bootcamp

*11:00 AM - 12:00 PM , Sunday, July 14*

#### Overview:

Learn about the development of the Hanover County Public Schools Summer Virtual College Bootcamp and College & Career Expo. This successful college bootcamp experience for 11th and 12th graders and their parents/guardians prepared them for the college admissions process. Receive tools and materials related to planning, communications, bootcamp session ideas, community partner support and the format of how to organize and execute a similar event.

- Learning Objectives:**
1. Prepare to run a successful college and career bootcamp event
  2. Use provided tools and resources in college admissions advising
  3. Communicate creatively and promote a successful college bootcamp event

**Speakers:**

- Alison Bollander, *Career Counselor, Mechanicsville High School, Mechanicsville, Va.*
- Jennifer Crowder, *Career Counselor, Patrick Henry High School, Ashland, Va.*
- Jennifer Melton, *Career Counselor, Hanover High School, Mechanicsville, Va.*

## SEL Family Night

11:00 AM - 12:00 PM , Sunday, July 14

**Overview:**

Social/emotional learning (SEL) has become shorthand for something scary when it really just means helping our students learn to succeed in a world that can be difficult to navigate. Bringing awareness to our families and communities of how much they may already incorporate coping skills at home, and teaching some new ones, can help us all get on the same team. Normalize working through discomfort by practicing coping skills, problems solving and social skills as part of a fun event that engages and unites your students, staff and families while advocating for the importance of SEL and improving school climate.

- Learning Objectives:**
1. Explain the steps needed to plan an SEL Family Night, maximizing community participation
  2. Identify numerous activities that might be of interest to the community
  3. Use data to select appropriate activities and measure the outcomes of an SEL family event

**Speakers:**

- Rebecca School, *School Counselor, Bedford City Schools, Bedford, Ohio*

## Support Elementary School LGBTQ+ Students

11:00 AM - 12:00 PM , Sunday, July 14

**Overview:**

Our political climate is constantly putting school counselors at a crossroads between their ethical duty to support and advocate for all students and requirements to follow local, state and national legislation, particularly in relation to LGBTQ+ youth. Gain an understanding of how these affect elementary school counselors in a unique way. Hear directly from other elementary school counselors about how they are navigating this dynamic. Receive insight into how you can become an advocate at any level of government for positive legislation for our students.

- Learning Objectives:**
1. Discuss the impact of local, state and national legislation on LGBTQ+ youth
  2. Identify strategies for supporting elementary school LGBTQ+ youth
  3. Implement strategies even in areas where legislation affects the ethical duty to support and advocate for all students
  4. Advocate at a variety of levels for systemic change for LGBTQ+ youth

**Speakers:**

- Erin Crane, *School Counselor, Cool Spring Elementary School, Richmond, Va.*

## Emerging School Counselor Leaders

11:00 AM - 12:00 PM , Sunday, July 14

### 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, *School Counselor, Carlisle Area School District, Carlisle, Pa.*
- Eva M. Gibson, *Associate Professor, Austin Peay State University*

## DEI Townhall Part I: Level Up Learning With Beginning Steps in DEI

11:00 AM - 12:00 PM , Sunday, July 14

### Overview:

School counselors ensure all students have the necessary tools to be successful in life. This includes providing resources to meet the needs of underrepresented student groups. Minimize the feelings of being overwhelmed with diversity, equity and inclusion (DEI) work by learning how to start at your school. Learn the basic elements of DEI work and create tangible plans to show how DEI work meets the needs of all.

### Learning Objectives:

1. Review the basic elements of DEI work
2. Strategize where to start at your school
3. Create a tangible plan to show how DEI work meets the needs of all students

### Speakers:

- Charles Williams, *School Counselor, Solar Preparatory School for Boys, Dallas, Tx.*
- TaRael Kee, *Assistant Principal and Director of School Counseling, Alton High School, Alton, Ill.*
- Madilyn Bourdon, *School Counselor, Glencoe Elementary School, Portland, Ore.*
- Maureen Ponce, *Resource Counselor, Montgomery County Public Schools, Brookeville, Md.*

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**11:00 AM - 11:20 AM CDT**

## Find Support as a Lone School Counselor

11:00 AM - 11:20 AM , Sunday, July 14

### Overview:

Being the only school counselor in your school or district can feel very isolating and present challenges to accomplishing your work. Learn ways to connect with fellow school counselors and other professionals in your building and to take advantage of various opportunities to share and learn new information for a better school counseling practice.

**Learning Objectives:** 1. Recognize the opportunities of being a lone school counselor  
2. Identify resources that can help you connect with others inside your building, in your district and online

### Speakers:

- Michael Bagtaz, *School Counselor, Hillsboro-Deering Middle School, Henniker, N.H.*

## Teamwork Makes the Dream Work

11:00 AM - 11:20 AM , Sunday, July 14

### Overview:

Collaboration is key for school counselors when working with administrators and school-based social workers and therapists. Learn about using a mental health team approach by defining roles and responsibilities, using consultation and working together to meet students' various needs.

**Learning Objectives:** 1. Discuss the benefits of a team approach to supporting students  
2. Develop a mental health team to benefit all students

### Speakers:

- Cindy Bentley, *School Counselor, Lafayette Co. C-1 School District, Higginsville, Mo.*
- Kaley Barnes, *School Counselor, Lafayette Co. C-1 School District, Higginsville, Mo.*

## School Counseling Calendars

11:00 AM - 11:20 AM , Sunday, July 14

### 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 join when appropriate. Learn best practices for creating your calendars.

**Learning Objectives:** 1. Discuss the importance of sharing annual and weekly calendars with stakeholders  
2. Identify the differences in annual and weekly calendars  
3. Discuss what to include in each calendar

### Speakers:

- Dianne Andree, *Student Services Director, City Schools of Decatur, Decatur, Ga.*
- ASCA Speaker
- Sarah Kirk, *Owner and CEO, Yoga 4 Classrooms*

# Sunday, July 14

11:30 AM - 12:30 PM CDT

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## Prevent Student Dropout

11:30 AM - 12:30 PM, Sunday, July 14

### Overview:

To support at-risk students and prevent dropout, start by examining early indicators for students at risk of dropping out. Learn to identify and address key warning signs that can predict student disengagement and dropout risk. Walk away with practical strategies and tools to intervene and support students in need, including an at-risk form to assess students in your school. Gain valuable knowledge and resources to help your students succeed.

**Learning Objectives:** 1. Discuss early indicators for students at risk of dropping out  
2. Use an at-risk form to identify and address key warning signs that can predict student disengagement and dropout risk  
3. Apply practical strategies for intervening and supporting students in need

Identify dropout risk factors and use assessment tools and practical strategies with students and families

### Speakers:

- Amy Carroll, *Director of School Counseling, William Obediah Robey High School, Sterling, Va.*
- Madiha Jamil, *School Counseling Specialist, Loudoun County Public School, Ashburn, Va.*

## Better FAFSA

11:30 AM - 12:30 PM, Sunday, July 14

### Overview:

With the launch of the Better FAFSA, students, parents/guardians and school counselors across the country have a new tool for the financial aid process. Focus on effective ways to help students and families with the financial aid process, what hurdles may arise and how to adjust approaches for future years. Discover ways to ensure everyone has the support and resources to navigate the financial aid process. Dive into best practices and challenges from school counselors and college access professionals nationwide, with time and space to share your own experiences, difficult scenarios and best practices.

**Learning Objectives:** 1. Identify and implement best practices for supporting students and families with Better FAFSA  
2. Explain the biggest challenges for students, families and school counselors in completing the Better FAFSA  
3. Describe where stakeholders are advocating for change with the 2025–2026 FAFSA  
4. Recommend resources available to support students

### Speakers:

- Brenden Williams, *VP of Knowledge, uAspire*
- MorraLee Keller, *Senior Director of Strategic Programming, National College Attainment Network (NCAN)*

## Support Children of Addiction

11:30 AM - 12:30 PM , Sunday, July 14

### Overview:

With drug overdoses at an all-time high in our country, an increasing number of students are growing up exposed to substance use disorders (SUDs) and suffering the losses of parents/guardians and other close relatives. Our students can experience negative social/emotional, psychological and academic impacts as a result, but they also have the potential to become our most extraordinarily strong and successful kids. Explore the impact school counselors can have in fostering resilience in students and families experiencing SUDs and overdose loss and in preventing students from developing their own problem use.

**Learning Objectives:**

1. Discuss the impact a parent's/guardian's SUD can have on a child and recognize these signs in students
2. Identify systemic and targeted interventions to support and foster resilience in students and families experiencing SUDs and overdose loss
3. Apply prevention and intervention strategies to reduce these students' risk of developing SUDs
4. Collaborate with other school departments and community programs (i.e., child protective services) to support families with SUDs

### Speakers:

- Kriya Lenzion, *School Counselor, Rainbow Community School, Asheville, N.C.*

## Effective Lesson Planning

11:30 AM - 12:30 PM , Sunday, July 14

### Overview:

Using specific ASCA Student Standards to drive classroom lesson focus, substance and assessment ensures your lessons offer evidence-based content, grounded in research and focused on skills and knowledge necessary to being an effective learner. Following the required components of the ASCA lesson plan template ensures you're delivering instruction effectively and giving students the best opportunity to acquire the standards. Learn about instructional strategies, and leave with a few lessons ready to be delivered.

**Learning Objectives:**

1. Plan effective classroom lesson instruction
2. Explore effective teaching strategies

### Speakers:

- ASCA Speaker
- Megen Stair, *School Counselor & ASCA Certified Trainer, Park Vista Community High School, Lake Worth, Fla.*

## Use-of-Time 5-Day Calculator

11:30 AM - 12:30 PM , Sunday, July 14

### Overview:

If you're not tracking, where's your backing? Learn about the power of documenting, analyzing and communicating your time. Hear the steps to complete the ASCA use-of-time 5-day calculator, and become more empowered to advocate for professional role and time usage. The use-of-time calculator is a critical tool in your advocacy toolbox when completed accurately and communicated



effectively. Add this process to your professional advocacy efforts.

- Learning Objectives:**
1. Define the purpose/use of use-of-time 5-day calculator
  2. Identify activities that are direct, indirect, program planning/school support, fair share duties and non-school-counseling tasks
  3. Explain the intent of 80/20
  4. Utilize use-of-time assessments as an advocacy tool

**Speakers:**

- ASCA Speaker
- Sarah Flier, *School Counselor & ASCA Certified Trainer, Willow River Elementary School, Hudson, Wis.*
- Karen Devine, *School Counselor, Taft High School, Chicago, Ill.*

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

**11:30 AM - 12:30 PM , Sunday, July 14**

**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 2023 RAMP Schools 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:**

- RAMP Schools

## **Sunday, July 14**

**11:35 AM - 11:55 AM CDT**

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### **Equity in Dual Enrollment**

**11:35 AM - 11:55 AM , Sunday, July 14**

**Overview:**

Historically marginalized learners excel, succeed and persist at a higher rate when they engage in dual-enrollment courses in high school. However, equity gaps exist within our communities of color. Even when dual enrollment is available, students from lower-income families and communities of color participate at decreased rates. Learn about one school's strategies to break down these barriers.

- Learning Objectives:**
1. Describe strategies to increase student access to and participation in dual-enrollment courses

**Speakers:**

- Pamela Robinson, *Director of Counseling, Escambia County High School, Atmore, Ala.*

## Classroom and Small-Group Mindsets & Behaviors Action Plan

11:35 AM - 11:55 AM , Sunday, July 14

### Overview:

Delivering school counseling activities and services to students improves student achievement, behaviors and attitudes. The classroom and small-group Mindsets & Behaviors action plan template helps you create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, informed by specific ASCA Student Standards. Learn best practices for completing the classroom and small-group Mindsets & Behaviors action plan.

**Learning Objectives:** 1. Explain how the classroom and small-group Mindsets & Behaviors action plan aligns with other ASCA National Model templates, such as calendars and the closing-the-gap action plan/results reports  
2. Identify the appropriate settings to use the classroom and small-group Mindsets & Behaviors action plan when delivering direct services

### Speakers:

- ASCA Speaker
- Judy Pelto, *School Counselor, Clark County School District, Las Vegas, Nev.*

## RAMP-Ready Graphs

11:35 AM - 11:55 AM , Sunday, July 14

### Overview:

School counselors share results reports data to show how students benefit from a school counseling program. Charts and graphs summarize this data, illustrating what students learned through participation in the school counseling program and the impact learning had on achievement, attendance and discipline. Learn to create RAMP-ready graphs and charts to showcase the amazing work you're doing.

**Learning Objectives:** 1. Create RAMP-ready charts and graphs

### Speakers:

- Tomeka Ward Satterfield, *K-12 School Counseling Coordinator, Durham Public Schools, Durham, NC*
- ASCA Speaker
- Joni Shook, *Certified Trainer, ASCA*

## Thought-Challenging Interventions

11:35 AM - 11:55 AM , Sunday, July 14

### Overview:

Cognitive behavioral counseling is an evidence-based intervention for children struggling with anxiety, anger and depression. Thought challenging and changing are key components of this type of intervention and are easy for school counselors to implement in brief counseling sessions. Learn multiple strategies to use with elementary and middle school students to help them with emotional regulation, self-concept and overall success at school.

**Learning Objectives:** 1. Use thought-challenging and thought-changing strategies with school aged children

**Speakers:**

- Sara Cottrill-Carlo, *Curriculum Designer, The Responsive Counselor, Nashville, Tenn.*

## Sunday, July 14

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

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### Lunch in the Exhibit Hall

*12:00 PM - 1:30 PM , Sunday, July 14*

## Sunday, July 14

**12:10 PM - 12:30 PM CDT**

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### Teach Life Skills with Nature

*12:10 PM - 12:30 PM , Sunday, July 14*

**Overview:**

Nature is all around us wherever we go in our daily lives. Natural environments have been used since ancient times to transform people and their communities. Modern research now provides evidence of the powerful benefits of exposure to nature. Learn about the life skills nature can teach about grief, patience, self-control, resilience, boundaries and community. Receive a template for a six-week, small-group curriculum.

**Learning Objectives:** 1. Explain how you can use nature to teach life skills  
2. Facilitate a lesson using nature to teach life skills  
3. Design a small-group curriculum to implement at your site involving your community's ecosystem

**Speakers:**

- Alejandro Avalos, *School Counseling Intern, San Diego State University*
- Orlando Dobbin, *School Counselor, Wake County Schools, Raleigh, N.C.*

### Create Vision Statements

*12:10 PM - 12:30 PM , Sunday, July 14*

**Overview:**

The school counseling vision statement communicates what school counselors hope to see for students five to 15 years in the future. It aligns with the school and district vision statements and is informed by the school counseling program's beliefs. Learn what makes an effective vision statement and implementation steps using the RAMP rubric as your guide.

**Learning Objectives:** 1. Identify the components of an effective vision statement  
2. Brainstorm implementation steps using the RAMP rubric as a guide

## Speakers:

- Terri Coleman, *District Lead Counselor, Hoover City Schools District, Hoover, Ala.*
- ASCA Speaker
- Onna Mechanic-Holland, *Education Specialist, School Counseling & ASCA Certified Trainer, Rhode Island Department of Education*

## Sunday, July 14

**1:30 PM - 2:30 PM CDT**

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### Unleash Positive Potential in Young Boys

*1:30 PM - 2:30 PM, Sunday, July 14*

#### Overview:

Explore strategies to address anger in young boys, and address the importance of emotional regulation and healthy expression. Learn about the causes and consequences of boys' anger, and discuss interventions, with emphasis on interdisciplinary collaboration and supportive environments. Gain insights and practical tools to support young boys in managing anger constructively.

**Learning Objectives:**

1. Identify the unique challenges and manifestations of anger in young boys
2. Apply evidence-based strategies and interventions for promoting emotional regulation and teaching young boys how to manage their anger effectively
3. Create supportive environments that promote emotional well-being and resilience in young boys, within schools, families and communities
4. Use tools and resources to support young boys in understanding and expressing anger in positive and healthy ways

#### Speakers:

- Delarious Stewart, *Assistant Professor, University of the District of Columbia*

### Student Restorative Circle Training

*1:30 PM - 2:30 PM, Sunday, July 14*

#### Overview:

The transformational change that can come from a school fully embracing restorative practices is undeniable. The reality, however, is that many schools would like to implement restorative practices, but the intensive, intentional process of doing so can be overwhelming, especially with a lack of buy-in from staff, students, families or all of the above. Training students to be restorative circle keepers can help school counselors find a path to restorative practices buy-in and implementation. It provides school counselors more support to model and employ restorative practices throughout the school building and instills valued leadership and emotional intelligence skills in students who participate.

**Learning Objectives:**

1. Discuss the importance of restorative circles in implementing restorative practices schoolwide and why students can lead this work
2. Explain the circle-keeping training process

3. Identify students to train in circle keeping

**Speakers:**

- Marisa Mathews, *School Counselor, William H. Prescott Elementary School, Chicago Public Schools, Chicago, Ill.*

## **Social Media and Tech Tools for Advocacy**

*1:30 PM - 2:30 PM, Sunday, July 14*

**Overview:**

Welcome to the social media era. Whether you're a beginner or a technology expert, using social media can enhance your school counseling program. Learn to use social media and other tech tools to aid in organization, advocacy and engagement with your students, families and other stakeholders. Discover tech tools to advocate for your role, promote your school counseling program, raise awareness of important issues facing students and share information about your program and services.

- Learning Objectives:**
1. Explain how to use social media to share information about school counseling programs and services
  2. Acquire creative ideas to connect with families, students and other stakeholders via social media and various other forms of technology
  3. Identify the different ways you can use social media and technology for school counseling advocacy

**Speakers:**

- Nichol Webb, *Counseling and Career Readiness Program Specialist*
- John Burnett, *School Counselor, Fort Bend ISD, Mo. City, Texas*

## **Motivational Interviewing**

*1:30 PM - 2:30 PM, Sunday, July 14*

**Overview:**

Picture this: You're having your third conversation with a student about her failing grades. The grades are not improving, and you're frustrated with the lack of academic improvement and meaningful dialogue in these conversations.

Equip yourself with tools to help these conversations become student-focused and data-informed. Learn about motivational interviewing and using it in individual and group counseling. Motivational interviewing can help students recognize and use the strengths they already possess. Discover simple ways to collect data from students to evaluate the success of motivational interviewing academic success groups.

- Learning Objectives:**
1. Outline and discuss practical uses for motivational interviewing in the school counseling setting
  2. Incorporate motivational interviewing in small academic support groups using provided group curriculum
  3. Compile data and assess student success in academic support groups

**Speakers:**

- Gene Eakin, *Instructor, Oregon State University*

- Robert Cox, *School Counselor, Salem-Keizer Public Schools, Salem, Oregon*
- Rachel Hagelin, *School Counselor, Belton High School, Raymore, Mo.*

## Modern Grief Work

1:30 PM - 2:30 PM , Sunday, July 14

### Overview:

One in 12 children will experience the death of a parent/guardian by the age of 18. Such loss can destroy children's sense of safety, upend any sense of normalcy and completely reconfigure their understanding of the world. As school counselors, how are we serving our grieving students? Take a deeper dive into understanding grief and its complications in today's world. Discussion topics include: appropriate grief terminology, secondary losses, suicide loss, Prolonged Grief Disorder (DSM-V-TR), substance-related death and how the COVID-19 pandemic changed grief work.

**Learning Objectives:**

1. Use preferred terminology surrounding death
2. Apply training to reduce discomfort and ambiguity surrounding grief work
3. Adapt provided tools and resources to use with grieving students

### Speakers:

- Genevieve Nelson, *Adjunct Faculty, Missouri State University*

## Epic Middle School Groups

1:30 PM - 2:30 PM , Sunday, July 14

### Overview:

Middle schoolers refer to their favorite things as "epic." Learn to create an epic school experience that is out of the ordinary, engaging and teaches tools to cope through the roller coaster ride of middle school. Anxiety, negative self-esteem and family changes are some of the biggest things adolescents deal with. Learn to be a more effective school counselor by grouping students who share similar struggles. Groups are powerful, fun and effective ways to support students. Learn tried-and-true lessons and ideas for three groups to help your students cope with anxiety through art media, improve body image and self-esteem, and learn they're not alone with family challenges. Take away resources and ideas to start your epic group this fall.

**Learning Objectives:**

1. Summarize how to run group counseling sessions at the middle school level, including gathering participants, reviewing data, scheduling groups and developing icebreakers
2. Identify specific lesson plans for three group topics: anxiety coping skills, body image and self-esteem, and family changes
3. Design an outline for implementing a group for your students

### Speakers:

- Angela Avery, *School Counselor, Sanford Middle School, Wells, Maine*

## The Developing Adolescent Brain

1:30 PM - 2:30 PM , Sunday, July 14

### Overview:

Gain a holistic understanding of the ever-changing world of today's adolescent. Enhance your capacity to develop proactive school counseling interventions and create more empathic

collaborative strategies with teachers. With a deeper knowledge of neurological, cognitive and developmental changes experienced during the adolescent years, you can advance a schoolwide culture supporting the healthy development of all students.

**Learning Objectives:**

1. Create developmentally appropriate school counseling interventions
2. Identify the neurological and hormonal changes students experience during the middle school to college years
3. Advocate for students with parents, administrators and teachers in developmentally sensitive ways

**Speakers:**

- Terence Houlihan, *Director of School Counseling, St. Joseph High School, Trumbull, Conn.*
- Eileen Houlihan, *School Counselor, Immaculate High School, Danbury, Conn.*

## Gender Support Plans

*1:30 PM - 2:30 PM , Sunday, July 14*

**Overview:**

School counselors are challenged to build inclusive environments that create sustainable structures and systems to promote all students achieving positive outcomes and success. Hear firsthand experiences in advocating for school-based LGBTQ+ communities. Learn about the development and implementation of gender support plans and other tools as concrete examples of advocacy and intentional support.

**Learning Objectives:**

1. Discuss how existing laws can both support and challenge school counselors' capacity to support LGBTQ+ students
2. Explain the importance of making connections with and advocating for students who identify as LGBTQ+
3. Identify advocacy strategies at the local level for program and position and the state level for systemic change and school counseling best practices
4. Apply or modify a template to implement this process at your school

**Speakers:**

- Dr. Jennifer Kirk, *High School Counseling Curriculum Leader, Upper St. Clair High School, Pittsburgh, Pa.*
- Brian Barnum, *School Counselor, Granite School District, Salt Lake City, Utah*

## Internet Safety for Latinx Families

*1:30 PM - 2:30 PM , Sunday, July 14*

**Overview:**

Help parents keep their children safer online using culturally sensitive resources, and get up to speed on the latest technology-based threats to children. Walk away with NetSmartz materials you can customize to fit parents'/guardians' needs, cultural ideologies and time constraints.

**Learning Objectives:**

1. Provide parents/guardians with culturally sensitive examples, activities and talking points to address online safety with their children.
2. Apply best-practice strategies to teach parents/guardians how to keep children safer online.
3. Identify at least three NCMEC resources in Spanish to use in ongoing work with Latinx families
4. Discuss the latest trends concerning the sexual exploitation of children via technology



## Speakers:

- Alejandra Monroy, *Prevention Program Manager, National Center for Missing & Exploited Children*

## Tech Tools for Productivity and Connection

1:30 PM - 2:30 PM , Sunday, July 14

### Overview:

With so many technology tools out there, trying new technology resources can be overwhelming. How do you determine which technology tools can help you increase productivity in your work and connect with educational partners? Learn about a range of technology tools and tips to use right away in your school counseling program. Get familiar with the basics of technology tools to increase your productivity and connection with educational partners. Walk away with examples and ideas to help you start making technology tools work for your program today.

**Learning Objectives:** 1. Identify various technology tools and techniques to increase productivity  
2. Identify technology tools and approaches to connect with stakeholders  
3. Apply new knowledge to use technology to enhance productivity and connection with educational partners

## Speakers:

- Dr. Danielle Schultz, *School Counselor, Quaker Valley Middle School, Sewickley, Pa.*
- Andrea J. Burston, *School Counselor, Joyner Magnet Elementary School, Raleigh, N.C.*

## Marginalized Students and College Admissions

1:30 PM - 2:30 PM , Sunday, July 14

### Overview:

With the new Supreme Court ruling on affirmative action, many colleges and universities have had to shift their process for admitting students. Understand the impact of this ruling, and gain tools and strategies to support your students in this post-affirmative-action climate and maximize their potential.

**Learning Objectives:** 1. Explain how new policies and laws affect your work  
2. Identify effective strategies to support students in marginalized communities in the college admissions process  
3. Discuss how the Supreme Court decision has affected and changed the college admissions process

## Speakers:

- Nia Robinson, *School Counselor, Cabarrus County Schools, Huntersville, N.C.*

## Branding and Media Magic

1:30 PM - 2:30 PM , Sunday, July 14

### Overview:

School counseling leadership and advocacy often require communicating with external stakeholders and the media. Learn to harness your unique perspective, cultivate a 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. Develop talking points/messaging for use with media and community stakeholders

**Speakers:**

- Brian Coleman, *Counseling Department Chair, Jones College Prep High School, Chicago, Ill.*
- Angie Hickman, *Director of Research & Marketing*

## ASCA National Model Implementation Plan

1:30 PM - 2:30 PM , Sunday, July 14

**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 suggested timeline for ASCA National Model implementation
  2. Identify ASCA resources to help with ASCA National Model implementation

**Speakers:**

- ASCA Speaker
- Brian Mathieson, *Assistant Director of Career/College Readiness, Vancouver Public Schools, Vancouver, Wash.*
- Len Egan, *School Counselor & ASCA Certified Trainer, West Chicago Community High School, Chicago, Ill.*

## Am I Ready for RAMP?

1:30 PM - 2:30 PM , Sunday, July 14

**Overview:**

The purpose of RAMP is to recognize those who are implementing the ASCA National Model at an exemplary level. Get tools and advice to realistically evaluate if your program is ready for RAMP submission.

- Learning Objectives:**
1. Summarize the RAMP reviewing process
  2. Summarize the rubric requirements and scoring
  3. Access and use tools to determine readiness

**Speakers:**

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

## Agents of Change in School Counseling

1:30 PM - 2:30 PM , Sunday, July 14

**Overview:**

Through leadership, advocacy, innovative practices and a direct focus on equitable outcomes, school counselors possess the power to act as agents of change within their buildings. Engage in

an interactive presentation with the 2024 ASCA School Counselor of the Year finalists to learn more about their school counseling programs, their journeys to develop student-focused programs and best practices that served as the catalyst in allowing them to offer data-informed services to students. Through this audience-driven presentation, school counselors will learn how to identify and implement effective strategies to use as they become agents of change for all students.

**Learning Objectives:** 1. List the core components of developing a school counseling program  
2. Provide examples of how to use data to assess and address student needs and to advocate for the school counselor's role  
3. Locate ready-to-use tools and techniques you can use to implement a student-focused program

**Speakers:**

- Kristin Nye, *Lead School Counselor, Anna P. Mote Elementary School, Wilmington, Del.*
- Cynthia Bourget, *School Counselor, Elk Mound Middle School, Elk Mound, Wis.*
- Jennifer Sack, *Lead School Counselor, Booker T. Washington High School, Tulsa, Okla.*
- Jorge Torres, *Lead School Counselor, Foster High School, Tukwila, Wash.*
- Diana Virgil, *School Counselor, Daleville High School, Dothan, Ala.*

## The Big 10 Court Cases for School Counselors

1:30 PM - 2:30 PM , Sunday, July 14

**Overview:**

School counselors who work with minors must negotiate the competing interests of a child's need for confidentiality and the legal rights of parents/guardians to be the guiding voice in their children's lives. Address these competing interests through the lens of 10 primary court rulings that guide school counselors' work with minors. Focus on legal rulings in areas such as sexually active children, bullying, academic advising, child abuse, educational records, sexual harassment, First Amendment rights, cyber speech and transgender youth.

**Learning Objectives:**

1. Summarize recent court rulings pertaining to confidentiality and the rights of parents/guardians
2. Identify guiding principles to support best ethical practice regarding student confidentiality and the rights of parents/guardians

**Speakers:**

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

## Sunday, July 14

2:30 PM - 4:00 PM CDT

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### Exclusive Exhibit Hall Time

2:30 PM - 4:00 PM , Sunday, July 14

# Sunday, July 14

4:00 PM - 5:00 PM CDT

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## RAMP Step Two

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

Thinking about meeting RAMP requirements? Do you have a vision, mission, program goals and an advisory council and want to move forward? Take a look at step two and how Platte County High School moved from step one to meet RAMP requirements and became a RAMP school. If you're just beginning the RAMP process, equip yourself with steps to put together the pieces of meeting RAMP requirements and become a RAMP school.

**Learning Objectives:** 1. Prioritize 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 three

### Speakers:

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

## Small Groups 201

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

Build on strategies and ideas shared in Small Groups 101. Take a deeper dive into three of the common barriers to running small groups in schools: topics, student selection and grouping, and curriculum. Find answers to the question, "Once I set up my groups, what do I do next?"

**Learning Objectives:** 1. Identify how to choose topics and select students for small groups  
2. Select or create curriculum for small groups  
3. Apply ideas for structuring each small-group session

### Speakers:

- Lauren White, *Middle School Counseling Director, Henrico County Public Schools, Henrico, Va.*
- Jenny Hubler, *School Counseling Director, Henrico County Public Schools, Henrico, Va.*

## Elevate Equity with PLCs

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

In a world where every student deserves an equal chance to thrive, the role of school counselors is paramount. A school counselor professional learning community (PLC) is essential when developing and sustaining an equitable, comprehensive school counseling model. Through PLC theories and practices, learn to analyze and use data sets to design social/emotional and academic support services. Discover ways to implement best practices that foster consistency, transparency and sustainability across the school counseling department.

**Learning Objectives:** 1. Use PLC practices as the compass for designing interventions that address each student's unique needs  
2. Develop a heightened awareness of the transformative potential of equity-focused PLCs through real-world examples

**Speakers:**

- Christina Macalino, *Coach, Empower Educational Consulting, LLC*
- Christina Macalino, *District Coach, Empower Educational Consulting, LLC*

## Schoolwide Mental Health Programming

4:00 PM - 5:00 PM , Sunday, July 14

**Overview:**

Schools are uniquely positioned to promote student mental health education through proactive, comprehensive, collaborative efforts. Learn about the experiences of a diverse panel of school counselors in establishing inclusive school cultures around mental health through classroom education, parent/guardian engagement, staff development and clubs. Explore ways to tailor and establish robust Tier 1 interventions to establish inclusive school cultures. Gain resources and insights into successes and challenges pertaining to school mental health, including choosing the right programs, engaging the school community and empowering students, parents and staff.

**Learning Objectives:** 1. Discuss the importance of Tier 1 universal programming in promoting an inclusive culture around mental health  
2. Describe how to improve school-based mental health Tier 1 interventions by tailoring a program to best fit your school's needs, including classroom education, family engagement, student empowerment and staff training  
3. Apply strategies to tailor a mental health program to serve as early identification and intervention for the student population  
4. Explain what stigma is, its impact in mental health topics and how to advocate to bring depression education into the school building

**Speakers:**

- Katie Conklin, *Director of School Culture, Erika's Lighthouse: A Beacon of Hope for Adolescent Depression*
- Michelle Sircy, *School Counseling Specialist, Jefferson County Public Schools, Louisville, Ky.*
- Johanna Jacobson, *School Counselor, Skinner North Classical School, Chicago, Ill.*

## Invest in New School Counselors

4:00 PM - 5:00 PM , Sunday, July 14

**Overview:**

First-year school counselors are eager to make a difference in today's schools. However, research shows a gap between their perceived preparation and program implementation and a lack of specific support for new school counselors. The Riverside County, Calif., Office of Education recognized this discrepancy and created a year-long professional development program uniquely geared toward meeting the needs of new school counselors. It also provided intentional resources and tools to support their success. Learn how district leaders, school counselor educators and other key stakeholders can create models to affect systemic change and advocate for comprehensive, ASCA-aligned school counseling programs by investing in the next generation of

school counseling leaders.

- Learning Objectives:**
1. Examine barriers new school counselors face in implementing comprehensive school counseling programs
  2. Identify key stakeholders who will collaborate to create a needs-based new school counselor support model
  3. Create a tangible plan to support new school counselors from a systemic perspective, based on equity
  4. Develop various assessment tools to capture data showing the impact of a new school counselor support program on student outcomes

**Speakers:**

- Pedro Caro, *Director of School Counseling, California Baptist University*
- Yuri Nava, Ed.D., *Director, Riverside County Office of Education, Riverside, Calif.*

## Create Impact with Visual Tools

**4:00 PM - 5:00 PM , Sunday, July 14**

**Overview:**

Visual tools can enhance your school counseling activities. Many school counseling conversations and lessons fall under common and recurring themes, such as locus of control, coping skills, problem solving, etc. Using visual aids can help students better understand, remember and apply these concepts. Access visuals to use in practice and ideas to create your own visuals based on your students' needs. Examples of visual aids will include: locus of control, coping skills, backpack organization, mindfulness and feelings scales.

- Learning Objectives:**
1. Describe how using visuals in your school counseling program can create more impact and meaning to school counseling sessions
  2. Develop visuals to support specific student needs and school trends
  3. Identify resources to easily access, create and incorporate visual tools into your existing school counseling activities

**Speakers:**

- Nicole Simon, *School Counselor, North-Grand High School, Chicago, Ill.*
- Lisa Delgadillo, *School Counselor, North-Grand High School, Chicago, Ill.*

## Facilitate Community Circles

**4:00 PM - 5:00 PM , Sunday, July 14**

**Overview:**

Community circles can add to your school counseling toolbox, so take advantage of this valuable approach. Develop your expertise by engaging in and learning to facilitate community circles. Equip yourself to train school staff to lead circles in classrooms, and discuss ways to address certain barriers that could arise. Learn to assist students in becoming circle leaders to build a stronger sense of community at your schools.

- Learning Objectives:**
1. Identify the importance of implementing community circles in schools
  2. Apply processes to lead community circles
  3. Explain approaches to barriers that could arise when attempting to implement circles
  4. Identify resources to assist with implementing community circles



## Speakers:

- Jason Thompson, *School Counselor, School District of Clayton, Manchester, Mo.*
- Kim Kelly, *School Counselor, Hancock Place Elementary School, St. Louis, Mo.*
- Nour Alhiyari, *School Counselor, Kirkwood School District, Kirkwood, Mo.*

## Tech and AI for Student Success

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

Hold onto your seat, because the world of education is in for a wild ride into the exhilarating realm where artificial intelligence (AI) and technology are revolutionizing education like never before. School counseling isn't sitting on the sidelines – it's right at the heart of this whirlwind transformation. Explore the mind-boggling ways AI and technology are teaming up to supercharge the work of school counselors by enhancing outcomes, increasing personalization and automating tasks.

**Learning Objectives:**

1. Explain benefits of integrating AI and technology into school counseling and how these tools can enhance student outcomes, offering personalized interventions, task automation and decision-making support
2. Identify specific AI and technology resources for bolstering school counseling practices
3. Discuss potential ethical concerns, including bias and discrimination

## Speakers:

- Hanna Kemble, *School Counselor, Indian Hills Elementary School, Topeka, Kan.*
- Travis True , *Technology Integration Specialist and Instructional Designer, Topeka Public Schools, Topeka, Kan.*

## Visual Notetaking for Students

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

Historically, from cave drawings to hieroglyphics, humans have used visuals to communicate and record information. Along the way, we replaced visuals with written and verbal means to exchange ideas. Is that the most effective approach for everyone? Let's return to kindergarten basics and learn how visual communication increases retention and understanding of difficult concepts. Learn sketchnote skills and apply these to your personal learning; then use these resources to transform how students receive and store information by teaching them the art of visual notetaking. No artistic abilities are required, and you'll leave with confidence in your new skill.

**Learning Objectives:**

1. Explain the history and concept of visual notetaking
2. Recognize the research-based benefits of visual notetaking on student retention of information
3. Develop basic skills in visual notetaking through demonstration and hands-on learning
4. Discuss how to incorporate sketchnoting into school counseling curriculum and equip students with a new learning tool

## Speakers:

- Beth Ruff, *School Counselor, Powder Springs Elementary School, Powder Springs, Ga.*

## Career Pathway Planning



**4:00 PM - 5:00 PM , Sunday, July 14**

**Overview:**

Helping students find their career path starts with a simple question: "How do you want to change the world?" Even elementary-aged students can verbalize what they are passionate about. The next step is getting them to work toward those passions and create a career pathway. Most districts aspire to be career-first but may not know how to put that into practice. Learn how one district in Virginia is flipping the traditional postsecondary planning process to focus first on career by building career exploration into each grade level. Discuss strategies for creating a network of champions to extend postsecondary readiness beyond the school counselor while creating alignment between CTE and school counseling departments.

**Learning Objectives:**

1. Identify strategies to help students find their passion and a career pathway within that passion that aligns with their postsecondary goals
2. Outline age-appropriate K–12 activities for postsecondary planning that stems from career objectives using provided template and lesson plans
3. Apply multiple facilitation models to incorporate career exploration into existing instructional time
4. Build a career and college readiness program that leverages multiple stakeholders (parents, educators, counselors, district administrators)

**Speakers:**

- Teresa Gibbons, *School Counselor, Burton Center for Arts and Technology, Roanoke, Va.*

## **Prepare for an Emergency Response**

**4:00 PM - 5:00 PM , Sunday, July 14**

**Overview:**

In the school counseling profession, school counselors will likely have to manage a crisis. How prepared are you? How prepared is your district? No matter the size of your school or district, crisis management preparation is a must. Take an in-depth look at the ins and outs of managing a crisis, and receive multiple tools, tips and templates to assist with developing comprehensive crisis intervention plans for implementation in your school and district.

**Learning Objectives:**

1. Outline how to prepare for, manage and respond to crisis
2. Apply tips and strategies for preparing for a crisis before it happens
3. Apply strategies for managing a crisis
4. Create a crisis action plan to support a school or district

**Speakers:**

- Heather Alvira, *Coordinator, Counseling, College & Career Services, Gwinnett County Public Schools, Snellville, Ga.*
- Demetria Williams, *Director of Counseling, College and Career Services, Gwinnett County Public Schools, Snellville, Ga.*

## **School Counseling/MTSS Alignment**

**4:00 PM - 5:00 PM , Sunday, July 14**

**Overview:**

Since the return to school from the pandemic, school counselors have shared that they reside in Tier 2 and Tier 3 daily. They are putting out fires all day and, as a result, not delivering a comprehensive program. Review the multitiered system of supports framework and how it aligns

with school counseling. Explore tools to support your rediscovery of Tier 1 and implementation of an inclusive, accessible program for all students.

**Learning Objectives:** 1. Discuss the limitations of a school counseling program that isn't comprehensive  
2. Identify the alignment of the MTSS framework within a school counseling program  
3. Apply a comprehensive school counseling program with a Tier 1 focus and delivery of Tiers 2 and 3 as a result of data.

**Speakers:**

- Nicola Fagan, *Supervisor of School Counselors, Carroll County Public Schools, Westminster, Md.*
- Christie McCubbin, *Mentor of School Counselors, Carroll County Public Schools, Westminster, Md.*

## Resilience in Action

**4:00 PM - 5:00 PM , Sunday, July 14**

**Overview:**

The immense changes and loss wrought by the last several years of pandemic-related issues have created significant stress and trauma for school communities. Even the losses of a typical day's structure and of feeling safe interacting with others in group settings have required adjustments in our work. Address the implications of the pandemic-related collective trauma, and learn how you can equip students with skills to navigate life's challenges.

**Learning Objectives:** 1. Explore how trauma, such as the pandemic, has affected students, and recognize exhibited trauma signals  
2. Discuss culturally responsive ways to respond to the trauma to support students  
3. Assess your own practice and identify behavior changes you can make to better support students

**Speakers:**

- Meredith Draughn, *School Counselor, B. Everett Jordan Elementary School, Greensboro, N.C.*

## RAMP Reviewer Bootcamp

**4:00 PM - 5:00 PM , Sunday, July 14**

**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 using 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, *Director of Programs and Advocacy, ASCA*

## Create Community Partnerships

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

The community school strategy empowers stakeholders to develop collective agency, engage and connect. Learn about a journey to create a circle of local businesses, nonprofits and mental health professionals to support an innovative school counseling program. In just 18 months, our students have experienced decreases in discipline issues, improvement in academic outcomes and 150 percent increase in family engagement with school resources.

**Learning Objectives:**

1. Describe the community school strategy and how it can support the delivery of your school counseling program
2. Apply specific strategies to initiate and sustain sustainable and meaningful partnerships with community agencies
3. Identify grant funding opportunities and community resources, and leverage your story to acquire resources.

### Speakers:

- Marie Papini, *School Counselor, Marietta City Schools, Acworth, Ga.*
- Sarah Barbour, *Director, Marietta Student Life Center, Marietta City Schools, Acworth, Ga.*

## Legal Literacy and Ethical Practice

4:00 PM - 5:00 PM , Sunday, July 14

### Overview:

School counselors must negotiate the competing interests of the overregulated school environment, students' need for confidentiality and the legal rights of parents/guardians to be the guiding voice in their children's lives. Focus on court rulings and the ASCA Ethical Standards for School Counselors to address these competing interests. Delve into 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 discover guiding principles to support best ethical practice.

### Learning Objectives:

1. Discuss updates to students' need for confidentiality and the legal rights of parents/guardians to be the guiding voice in their children's lives through the lens of the ASCA Ethical Standards for School Counselors
2. Summarize recent changes in federal, case and state laws that pertain to school counselors' ethical and legal practice

### Speakers:

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

## Sunday, July 14

**5:30 PM - 7:00 PM CDT**

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### Building Trades Reception

*5:30 PM - 7:00 PM , Sunday, July 14*

**Overview:**

Join representatives from North America's Building Trades Unions (NABTU) for an evening reception. Mix, mingle and chat with representatives from various building trades.

## Monday, July 15

**8:00 AM - 1:30 PM CDT**

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### Exhibit Hall Open

*8:00 AM - 1:30 PM , Monday, July 15*

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

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### Registration Open

*8:00 AM - 5:00 PM , Monday, July 15*

**8:00 AM - 8:30 AM CDT**

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### Exclusive Exhibit Hall Time/Morning Coffee

*8:00 AM - 8:30 AM , Monday, July 15*

## Monday, July 15

**8:30 AM - 9:30 AM CDT**

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### NCAA Eligibility Center Introduction

*8:30 AM - 9:30 AM , Monday, July 15*

**Overview:**

So, you have taken on the responsibility of managing all things related to the NCAA Eligibility Center for your school. Now what? Get ready with an overview of the NCAA Eligibility Center, what it reviews and the NCAA initial-eligibility requirements. Learn the main responsibilities for school counselors and available resources. Receive answers from NCAA staff for your specific questions.

**Learning Objectives:** 1. Discuss what the NCAA Eligibility Center is and what it reviews  
2. Explain the initial-eligibility requirements

3. Identify the main responsibilities for school counselors and those who are primary and secondary contacts for the NCAA Eligibility Center
4. Access resources for school counselors and students

**Speakers:**

- Kaylen Overway, *Assistant Director of High School Review, NCAA*
- Amy Routt, *Associate Director of High School Review, NCAA*

### **School Counseling Program Advocacy**

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

Whether your school counseling spark has just begun or your embers are starting to die down, ignite your school counseling program with these simple steps toward full implementation. Use your innate school counselor leadership skills to advocate for your program with manageable strategies from the ASCA National Model, including the annual administrative conference and your school counseling advisory council.

- Learning Objectives:**
1. Use simple data to promote your program
  2. Approach the annual administrative conference with confidence
  3. Develop ways to pass the torch to your school counseling advisory council
  4. Identify techniques to share your program with stakeholders

**Speakers:**

- Rachel Hagelin, *School Counselor, Belton High School, Raymore, Mo.*
- Carey Hughes, *School Counselor, Kentucky Trail Elementary School, Lees Summit, Mo.*

### **Tier 3 Approach to Attendance**

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

Addressing chronic absenteeism requires creating family/school/community partnerships centered on understanding families' barriers and beliefs around attendance. Learn about one elementary school's effort to reach its annual student outcome goal for attendance through a Tier 3 intervention called School Attendance Review Team. Explore the history, logistics and data of this intervention to identify how you can adapt this model to your school to target students with historic chronic absenteeism using the community partners in your area.

- Learning Objectives:**
1. Explore ways to target cohorts of students with historic absenteeism and effectively monitor student growth
  2. Identify possible community partnerships in your district/area
  3. Create effective action plans to address barriers to absenteeism

**Speakers:**

- Kayla Chung, *School Counselor, Kaimiloa Elementary, Ewa Beach, Hawaii*
- Shely Chang, *School Counselor, Kaimiloa Elementary, Ewa Beach, Hawaii*

### **Broach DEI Topics in Rural Schools**

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

School counseling in the rural setting presents unique challenges and opportunities. Rural areas are often thought to be primarily white, when in reality they are tremendously diverse. Such areas typically lack educational and mental health resources and share characteristics that include large expanses of land, fewer inhabitants, close family and community ties, and a strong sense of place. Traditional or conservative social values are often characteristic of rural areas. With advocacy being a major role for school counselors, advocating around DEI issues is a priority. Broaching DEI topics requires care and sensitivity in all settings, especially in rural schools and communities. Explore ways to broach DEI topics in rural schools respectfully and powerfully.

**Learning Objectives:**

1. Review the characteristics unique to rural areas and the benefits and challenges students experience living in rural areas
2. Identify the considerations for broaching DEI topics
3. Explain the importance of advocacy within rural schools.
4. Apply approaches to conversations in schools around DEI topics

**Speakers:**

- Allison Fears, *Doctoral Student, East Carolina University*
- Lee Grimes, *School Counselor, Thomas County Schools, Thomasville, Ga.*

**The ASCA National Model as a District Foundation**

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

The ASCA National Model provides excellent structure for school counseling programs. Learn how district leaders can implement the ASCA National Model at a district level, providing modeling, support and recognition for school counselor professional development.

**Learning Objectives:**

1. Explain how the ASCA National Model can be used at a district level to support school counseling programming districtwide
2. Identify how the ASCA National Model can provide school counselors with leadership experience, support and recognition
3. Discuss the steps to implement a comprehensive district support program

**Speakers:**

- Renee Cawley, *Counseling Lead, Douglas County School District, Parker, Colo.*

**Motivational Interviewing Techniques**

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

Before students can increase grades, build healthy relationships or pursue career plans in earnest, they must be deeply motivated. Motivational interviewing is an evidence-based counseling style that taps into students' own motivation to make positive changes in their lives. Motivational interviewing has gained traction in school counseling as an individual counseling intervention, but school counselors can also use it in small groups and classroom instruction. Learn to integrate motivational interviewing techniques into small groups and in the classroom. Walk away with motivational interviewing curriculum you can put into practice immediately.

- Learning Objectives:**
1. Use advanced empathy techniques to show empathy, not just feel it
  2. Apply motivational interviewing techniques in small groups to build students' motivation and social skills
  3. Employ several motivational interviewing techniques during classroom instruction.

**Speakers:**

- Reagan North, *Assistant Professor, Liberty University*
- Brian Linhart, *School Counselor, Buffalo Grove High School, Buffalo Grove, Ill.*

## Youth Trafficking

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

Human trafficking is the fastest growing criminal activity in the world. Youth are being targeted in every community – including yours. Learn to recognize the signs of trafficking, and help identify high-risk youth in your school and community. Online enticement is at an all-time high. Although we cannot eliminate the use of social media and online activity for students, we can educate ourselves and our students, parents and community members on the ways to protect our youth.

- Learning Objectives:**
1. Define youth sex trafficking
  2. Identify the signs of trafficking
  3. Use strategies to protect yourself and others from becoming a victim of trafficking
  4. Explain the importance of having tough conversations in your community about youth sex trafficking

**Speakers:**

- Adria Palmer, *School Counselor, Ralls County R-II School District, Center, Mo.*

## Powerful Girls Groups

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

A particular magic, a sort of freedom occurs in gender-specific environments in which a common language is spoken even in the absence of words. Girl groups are a perfect example of this, as they help light and continue to fuel the spark of adolescent girls. Walking through the world as a female has particular nuances and, in their teenage years, many girls struggle without a strong social/emotional foundation. Engage in discussion of current research and learn to develop a strengths-based, experiential program to enhance girls' critical-thinking and coping skills. With experiential initiatives and small-group facilitation strategies, learn to enhance adolescent girls' social/emotional capacity.

- Learning Objectives:**
1. Discuss and apply research on teen girls' social/emotional development
  2. Create a positive environment in which girls can learn, practice and apply new skills
  3. Employ experiential activities with students in small group/classroom settings
  4. Apply the framework of effective facilitation and debriefing.

**Speakers:**

- Sameen DeBard, *School Counselor, Cherry Creek School District, Denver, Colo.*



## K–12 Career Development

8:30 AM - 9:30 AM , Monday, July 15

### Overview:

The fourth Industrial Revolution has arrived, and students need to be prepared for jobs that don't yet exist, in a world where what work looks like is changing faster than ever before. Get tips on how to best prepare iGen and Gen Alpha for the world of work. Focus on specific strategies, tools and tips to help you implement a career development program that prepares all of your students for the ever-evolving world of work.

**Learning Objectives:** 1. Create career development programming and practices that contribute to overall student success

2. Articulate the most important skills students need to be competitive in any career path

3. Apply resources and strategies that effectively guide students in understanding what skills, competencies and knowledge will be in demand in the future job landscape.

4. Explore emerging job roles, industries and potential career paths with students

### Speakers:

- Franciene Sabens, *School Counselor, Herrin High School, Herrin, Ill.*
- Leslie Goines, *School Counselor, Massac County High School, Metropolis, Ill.*

## Make MTSS Work in High Schools

8:30 AM - 9:30 AM , Monday, July 15

### Overview:

Have you ever struggled with high school students' MTSS needs or experienced the uphill battle of implementing MTSS in your school? MTSS is complex and most difficult to implement at the high school level. Learn how one school's counselors and support team members prioritized MTSS components by refining their request for support process and implementing various tiered interventions. Focus on dealing with roadblocks and pathways, making a commitment to developing standardized practices and collaborating with teachers, administrators and support staff as a schoolwide effort. Receive resources for implementation and steps to get started.

**Learning Objectives:** 1. Outline the implementation process and specific challenges of MTSS implementation at the high school level

2. Explain key components of MTSS implementation and the process of prioritizing them

3. Improve the request for support process for high school student support teams led by school counselors

4. Discuss specific interventions that support high school students' academic, career and social/emotional and career development, including student success lab, learning labs and universal screening

### Speakers:

- Anne Zinn, *School Counselor, Norwich Free Academy, Norwich, Conn.*
- Jessica Vocatura, *Director of Student Services, Norwich Free Academy, Norwich, Conn.*
- Kelsey Klaeson, *School Counseling Department Chair, Norwich Free Academy, Norwich, Conn.*

## Self-Regulation Skills via Music

8:30 AM - 9:30 AM , Monday, July 15

**Overview:**

Sometimes connecting students with vital skills like self-regulation can be difficult. Learn to build these skills through a schoolwide curriculum, The Zones of Regulation, that leverages the power of music to enhance students' self-regulation abilities, emotional intelligence and overall well-being. Leave with strategies to secure stakeholder buy-in to implement self-regulation interventions and universal language schoolwide. Learn to communicate these lessons with students' families/guardians. Gain a deeper understanding of you can seamlessly integrate music into school counseling practices to promote emotional well-being, self-awareness and empathy.

- Learning Objectives:**
1. Describe how music is connected to the neuroscience behind regulation skills
  2. Design and implement classroom instruction to teach students to recognize and identify emotions through relevant music
  3. Facilitate techniques such as rhythmic breathing exercises, guided imagery and progressive muscle relaxation with students through intentionally selected music to enhance engagement and effectiveness
  4. Acquire stakeholder buy-in for a schoolwide self-regulation curriculum.

**Speakers:**

- Erin Crane, *School Counselor, Cool Spring Elementary School, Richmond, Va.*

**Site Supervisor Best Practices**

*8:30 AM - 9:30 AM , Monday, July 15*

**Overview:**

Have you ever wanted to be a site supervisor for a school counselor in training but don't quite know what to expect? Have you been a site supervisor and want to improve your skills? Site supervision is an excellent way to take a leadership role in preparing future school counselors. It's an opportunity to share what you've learned in your role as a school counselor while learning new strategies and perspectives from your supervisee. Supervising can also provide chances to connect and collaborate with university partners. Learn helpful supervision theories, strategies and collaboration opportunities, and get excited about giving back to the school counseling profession.

- Learning Objectives:**
1. Discuss the importance of serving as a site supervisor as an opportunity for professional leadership, advocacy, collaboration and consultation
  2. Explain the role and responsibilities of a site supervisor based on ASCA position statements and professional standards

**Speakers:**

- Erin Lane, *Assistant Professor, University of Iowa*

**Advocacy in School Counseling**

*8:30 AM - 9:30 AM , Monday, July 15*

**Overview:**

Imagine a world of people with very few social/emotional skills: poor coping skills, closed-mindedness, poor communication skills, inability to identify emotions, etc. School counselors are at the forefront of identifying and addressing students' social/emotional needs within the school setting by teaching skills through individual counseling, group counseling and school counseling curriculum. Unfortunately, targeting of social/emotional learning fundamentals has moved toward

eliminating them from school counseling programs. Discover tools to advocate for issues affecting the school counseling profession. Gain resources to implement as you advocate for students and your role as a school counselor.

**Learning Objectives:** 1. Discuss current events and the state of implementing social/emotional learning in school counseling programs  
2. Explain the school counselor's role in professional advocacy and the importance of advocacy to the school counseling profession  
3. Use provided resources and strategies to implement professional advocacy for school counseling

**Speakers:**

- Phylicia Littleton, *School Counseling Consultant, Pearson Virtual Schools*

## Equity in Action

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

Examine and elevate the ASCA National Model: Equity in Action and discuss implications for school counselors. Explore ways you can proactively use ASCA's Equity in Action as a guide to battle systemic racism and to ensure all students feel seen and heard at both the school and district levels. Learn practical approaches to identify, plan and work to dismantle inequitable systems through the tenets of ASCA's Equity in Action. Focus on ways to address the current social, political, interpersonal and systemic barriers affecting historically marginalized communities' achievement.

**Learning Objectives:** 1. Outline the 10 tenets of ASCA's Equity in Action  
2. Create ways to integrate Equity in Action into key elements of your school counseling program to reduce equity barriers and gaps affecting students and families of color  
3. Identify strategies to lead classroom lessons, small groups and individual sessions to increase students' understanding of their own and others' identity to promote inclusion  
4. Describe the significance of the ASCA Ethical Standards for School Counselors and ASCA Student Standards to the school counselor's role in racial equity and fighting systemic racism.

**Speakers:**

- Michelle Sircy, *School Counseling Specialist, Jefferson County Public Schools, Louisville, Ky.*
- Derek Francis, *Manager of Counseling Services, Minneapolis Public Schools, Minneapolis, Minn.*

## Create Outcome and Mindsets & Behaviors Data Graphs

**8:30 AM - 9:30 AM , Monday, July 15**

**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:**

- Kristin Barnson, *Certified Trainer, ASCA*
- ASCA Speaker
- Tammy Dodson, *District Counseling Coordinator, Cherry Creek Schools, Centennial, CO*
- Samantha Vidal, *School Counseling Professional Learning Specialist, Keep Indiana Learning, a department of CIESC*

## School Counselors and Student Suicide Cases

**8:30 AM - 9:30 AM , Monday, July 15**

**Overview:**

There are few cases of negligence involving a school counselor; however, when they do happen it most often involves a student suicide. Without question, school counselors want to support students who present as possibly suicidal, but too often requirements placed on school counselors result in difficult or even impossible tasks. Explore guiding principles as provided by the courts in eight court cases involving school counselors and student suicide. The difficulty is not in school counselors' commitment to support students who may be suicidal; rather, it is when school counselors are required to do the impossible – quantify suicide.

**Learning Objectives:**

Identify principles from the courts as to the appropriate role for school counselors in supporting students presenting as suicidal 2. Effectively advocate for a shift from quantifying suicide risk to information-gathering 3. Discuss legal and ethical complications of suicide risk assessments

**Speakers:**

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

## Monday, July 15

**10:00 AM - 11:30 PM CDT**

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### General Session: eXperienceED

**10:00 AM - 11:30 PM , Monday, July 15**

**Overview:**

Hear from three young speakers – Isabella Hanson, Lea Nepomuceno and Cameron Samuel – on finding and advocating for topics they're passionate about.

General session sponsored by the U.S. Air Force.

## Monday, July 15

**11:30 AM - 1:00 PM CDT**

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### **Lunch in the Exhibit Hall**

*11:30 AM - 1:00 PM , Monday, July 15*

## **Monday, July 15**

**1:00 PM - 2:00 PM CDT**

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### **Evidence-Based SEL and Behavior Interventions**

*1:00 PM - 2:00 PM , Monday, July 15*

#### **Overview:**

Students' unexpected behaviors are increasing as educators struggle to manage and intervene effectively. School counselors can create systemic change by becoming experts in proactively intervening with unexpected behaviors to consult and collaborate with teachers, administrators and families. Learn to create an easy-to-implement, individualized behavior approach aligned with student mindsets and behaviors that includes functions of behavior, SEL skills and evidence-based interventions for student success, at all MTSS tiers. Using case studies, practice matching evidence-based interventions to student needs and behaviors, engaging all stakeholders. Also view samples of data-tracking tools for progress monitoring.

**Learning Objectives:**

1. Explain functions of behavior and how they are communicated through unexpected behaviors
2. Develop a toolbox of evidence-based SEL and behavior interventions based on functions of behavior, student needs and strengths to use in Tiers 1, 2 and 3
3. Identify how evidence-based interventions match case studies of students based on their SEL needs and function of behavior
4. Examine data tools for progress monitoring that best fits student needs and function of behavior

#### **Speakers:**

- Heather Bushelman, *Kentucky School Counselor Association*

### **Support for High School English Learners**

*1:00 PM - 2:00 PM , Monday, July 15*

#### **Overview:**

Many high schools are now serving more newcomer English-learning students than ever before. To ensure equity in educational opportunities and decrease dropout rates, one district created systemic, multilevel responses to meet newcomer high school students' educational needs. Learn to conduct a districtwide and schoolwide audit of your school counseling services for newcomer students, and evaluate your students' needs. Learn to customize district, school and individual interventions. Walk away with ready-to-implement counseling interventions for newcomer students.

**Learning Objectives:**

1. Conduct a districtwide and schoolwide audit of newcomer English-learner counseling services
2. Prepare and implement individual, small group, school and district level interventions to improve

newcomer English-learner students' graduation rates

Advocate for resources and flexibility to serve newcomer English-learners

**Speakers:**

- Amy Carroll, *Director of School Counseling, William Obediah Robey High School, Sterling, Va.*
- Heather Ross, *Supervisor, School Counseling Services, Loudoun County Public Schools, Ashburn, Va.*

## **Build Student Leadership**

**1:00 PM - 2:00 PM , Monday, July 15**

**Overview:**

Students look to their peers to guide how they think, what they say and their most important decisions. School counselors can be empowered as change agents to utilize and mobilize students to be leaders in making informed decisions and building school connectedness. Learn from examples of the amazing impact of student leadership at elementary, middle and high schools. Examples include: Take Back the Halls Student Leaders, in which ninth and 10th graders drafted a revised schoolwide needs survey; AP Champions, a group of Advanced Placement students supporting students in honors courses; Welcoming Buddies for Newcomers, who provide emotional support to migrant students; and Grade-Level Student Ambassadors, who collaborate to maintain a positive school climate.

- Learning Objectives:**
1. Discuss strategies of how to create student leadership groups within the school building
  2. Demonstrate knowledge of at least two strategies to maintain student leadership groups
  3. Identify a specific targeted area in your school building in which a student-led group can make a difference

**Speakers:**

- Andrea Allen-Moore, *School Counselor, Gage Park High School, Chicago, Ill.*
- Arizbel Preciado, *School Counselor, Irma Ruiz Elementary School, Chicago, Ill.*

## **Address the Parental Rights Act**

**1:00 PM - 2:00 PM , Monday, July 15**

**Overview:**

School counselors bear the responsibility of enhancing educational opportunities and social justice for all students. Fulfilling these duties has become more treacherous due to recent school legislation focused on the LGBTQ+ community. For instance, the Florida Parental Rights in Education Act, regrettably dubbed the "Don't Say Gay Bill," has placed elementary school counselors in a precarious position regarding how sexual orientation and gender identity can be discussed in schools. Learn from experiences of Florida elementary school counselors in implementing the Parental Rights in Education Act, and gain strategies to inform school counselor education and supervision for school-counselors-in-training to navigate such elementary school policies related to the LGBTQ+ community.

- Learning Objectives:**
1. Discuss the key elements of the Parental Rights in Education Act specifically related to addressing confidentiality, gender and sexuality in Florida elementary schools
  2. Identify key themes and takeaways from research conducted with Florida elementary school



counselors regarding the impact of implementing the Parental Rights in Education Act  
3. Discuss strategies to address the potential strengths and limits of the Parental Rights in Education Act specifically related to working with the LGBTQ+ community

**Speakers:**

- Eric Davis, *Associate Professor, University of South Florida*

## Easy Advocacy for Schools and Districts

1:00 PM - 2:00 PM , Monday, July 15

**Overview:**

School counselors are leaders on their campuses and invaluable members of the education community. Do your administrators, district directors and school board members truly value the school counselor role and use your role appropriately in your school? Are you concerned about your role or unsure how to even start advocating for yourself and other school counselors? Focus on tools and resources to empower you as an advocate for your position and help stakeholders know your value. Learn from seasoned school counselors who are leaders in their state's association and have successfully advocated for school counselors in their districts and state.

**Learning Objectives:** 1. Discuss areas of advocacy within your program  
2. Identify new strategies to advocate at the school and district level  
3. Use provided resources and tools to advocate for yourself and all school counselors

**Speakers:**

- Britney Griffith, *School Counselor, Esperero Canyon Middle School, Tucson, Ariz.*
- Sarah Skemp, *School Counselor, Jack Daley Primary School, Thatcher, Ariz.*

## Measure Your Work's Impact

1:00 PM - 2:00 PM , Monday, July 15

**Overview:**

Gathering data in the context of interventions can sometimes lead to missing crucial outcomes due to a response shift bias, notably in the social/emotional development domain. Empower yourself by learning ways to grasp the concept of response shift bias, effectively mitigate its influence and harness the potential of Google Forms and Sheets for enhanced data analysis.

**Learning Objectives:** 1. Define a response shift bias and explain its significance in student assessment, notably how shifts in internal standards and perspectives can distort evaluation of social/emotional development  
2. Describe use of a "now and then" survey (retrospective pre-/post-survey) to measure changes in perception or behavior over a specific time while minimizing the impact of an response shift bias  
3. Create a now and then survey using Google Forms  
4. Analyze retrospective pre-test data using Google Sheets

**Speakers:**

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

## Collaborate with School Social Workers

1:00 PM - 2:00 PM , Monday, July 15



## Overview:

Dive into the collaboration model, a groundbreaking integration of the ASCA National Model and the school social work framework, designed to amplify student success. Unravel the intricate connections between school counseling and school social work, understanding the immense value of their confluence. Grounded in the latest research and best practices, strategies provided are effective for interdisciplinary collaboration. Discover actionable insights to enhance teamwork, ensuring a holistic approach to student support. With emphasis on the pivotal role of inclusivity and diversity, learn to shape a more comprehensive, student-centric environment.

**Learning Objectives:**

1. Demonstrate a deep understanding of the collaboration model and impact of merging the ASCA National Model and school social work framework to bolster student success
2. Use practical techniques for fostering interdisciplinary teamwork that ensures coordinated, effective student interventions
3. Recognize the integral role of inclusivity and diversity within the collaboration model, honing skills to adapt practices that cater to varied student backgrounds
4. Integrate the collaboration model's insights in real-world settings, driving enhanced student support and overall well-being

## Speakers:

- Nikki Ham, *Assistant Professor, Bowie State University*
- Dwayne Ham, *Head of School Counselors, Montgomery County Public Schools, Rockville, Md.*
- Consuelo Robinson, *Supervisor, School Social Worker, Howard County Public Schools, Ellicott City, Md.*

## Bibliocounseling to Build Belonging

**1:00 PM - 2:00 PM , Monday, July 15**

### Overview:

Bibliocounseling offers a way to engage students through the use of literacy. The concept of mirrors, windows and sliding glass doors provides a framework for school counselors to ensure students can see themselves in stories, can see others in stories and can be immersed in the stories they are reading. Explore an overview of this framework, including ways to use it both in your program and as an advocacy tool in your school.

**Learning Objectives:**

1. Define bibliocounseling through the lens of windows, mirrors and sliding glass doors
2. Identify strategies for infusing this framework in your school counseling program
3. Discuss at least two ways to advocate for students using this framework
4. Cultivate educational partners in building a school culture of belonging

## Speakers:

- Dr. Jennifer Kirk, *High School Counseling Curriculum Leader, Upper St. Clair High School, Pittsburgh, Pa.*
- Monica D Bryant, *School Counselor, Nevada School Counselor Association*

## Time-Saving Strategies

**1:00 PM - 2:00 PM , Monday, July 15**

**Overview:**

As the focus on mental health has increased, so has the school counselor's workload. Meeting all of the demands within the workday can feel overwhelming and impossible. In many cases, this has led to school counselor burnout, which has led vast numbers of school counselors walking away from the profession. Learn 10 practical, rubber-meets-the-road ways to use your time and energy to maximize your reach as a school counselor, all while working smarter not harder.

**Learning Objectives:** 1. Examine your use-of-time analysis to find ways to advocate for your role  
2. Implement time-saving strategies to improve your efficiency  
3. Evaluate existing school counseling practices to increase your effectiveness

**Speakers:**

- Laura Rankhorn, *School Counselor, Good Hope Middle School, Good Hope, Ala.*
- Kim Crumbley, M.Ed., *School Counselor, Parkside School, Baileyton, Ala.*

## Meaningful Professional Development

*1:00 PM - 2:00 PM , Monday, July 15*

**Overview:**

Whether you are leading a group of school counselors, building staff or key stakeholders, developing engaging and relevant professional development is not only important for learning but can also support advocacy and facilitate culture building. Focus on methods and tools to facilitate a variety of professional learning experiences, including how to scaffold your learning for all attendees. Discover creative strategies that bring people from different perspectives together.

**Learning Objectives:** 1. Identify methods to create purpose for learning  
2. Describe how to create common ground to boost professional development engagement  
3. Discuss ways to develop both short- and long-range learning plans for an audience  
4. Explore how to use professional development as an advocacy and collaboration tool

**Speakers:**

- Alicia Jackson, *Counseling and College & Career Readiness Coord., Olathe Public Schools, Olathe, Kan.*

## Select ASCA Student Standards

*1:00 PM - 2:00 PM , Monday, July 15*

**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:**

- ASCA Speaker
- Mark Kuranz, *Certified Trainer, ASCA*

- Stacey Miller, *School Counselor, Buford Elementary, Buford, Ga.*
- Anna Heinbuch, *Coordinator II, School Counseling, Los Angeles County Office of Education, Whittier, Calif.*

## Transmedia Tools for Elementary Career Development

1:00 PM - 2:00 PM , Monday, July 15

### Overview:

The Skillsville Project, built around a new animated television show by Twin Cities PBS, is part of a five-year project funded through the Department of Education's Ready to Learn grant. It includes development of a TV show, digital games, analog games and educational resources. The content is bundled by career cluster and packaged as the Skillsville Children's Program. Skillsville is grounded in rigorous research and built on three curricular pillars: executive function skills, self-regulation strategies and career exposure. The program is suitable for use by elementary school counselors in core classroom presentations and parent workshops, aligned to the ASCA National Model and ASCA Student Standards, and includes educational activities for use in-person with children and take-home family programming. Skillsville is designed to promote access to careers by representing identities that are counter to stereotypes across the program content and are inclusive of race, gender, ability and class.

**Learning Objectives:**

1. Identify the Skillsville Program's three curricular pillars and how they align to the ASCA National Model and ASCA Student Standards
2. View a sneak preview of Skillsville to visualize the integration of the three curricular pillars
3. Describe the research conducted for development of Skillsville
4. List three uses of Skillsville within the context of a comprehensive elementary school counseling program
5. Articulate two ways that Skillsville promotes career equity/access

### Speakers:

- Jennifer Curry, *Professor, Louisiana State University*
- Momoko Hayakawa, *Twin Cities PBS*

1:00 PM - 1:20 PM CDT

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## Create Successful Fieldwork Experiences

1:00 PM - 1:20 PM , Monday, July 15

### Overview:

Serving as a school counseling fieldwork supervisor is a rewarding experience of supporting and training future school counselors. Learn to successfully create a positive fieldwork experience, including best practices and examples of strategies you can use to support your school counseling interns. Walk away with tools and other resources ready to use as you prepare to be a supervisor and support the next generation of school counselors.

**Learning Objectives:**

1. Identify ways to create a positive and collaborative fieldwork experience for school counselors in training
2. Apply provided tools and resources in supervision preparation

## Speakers:

- Laurie Tristan, *Lead School Counselor, MacArthur Fundamental Intermediate School, Santa Ana, Calif.*
- Johan Arana, *Family and Community Engagement Liaison, MacArthur Fundamental Intermediate School, Santa Ana, Calif.*

## Mission Statements

1:00 PM - 1:20 PM , Monday, July 15

### Overview:

A school counseling mission statement creates one focus or purpose in your school counseling program development and implementation and ensures all students benefit from a school counseling program emphasizing equity, access, success and long-range results. Focus on what makes an effective mission statement, and address implementation steps using the RAMP rubric as your guide.

- Learning Objectives:**
1. Identify the components of an effective mission statement
  2. Brainstorm implementation steps using the RAMP rubric as a guide

## Speakers:

- ASCA Speaker
- Crystal Brewer, *School Counselor, Simpson Central School Pinola, Miss.*

## Advocate for Marginalized Youth

1:00 PM - 1:20 PM , Monday, July 15

### 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 LGBTQ+ students; students in foster care; and victims of dating violence, sexual harassment or bullying. Legal understanding coupled with school counselors' ethical imperative to advocate is a formidable combination and increases the odds you will have sway in systemic change and individual support.

### Learning Objectives:

1. Use case law and the the ASCA Ethical Standards for School Counselors to advocate legally and ethically for marginalized youth

## Speakers:

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

## Monday, July 15

**1:50 PM - 2:10 PM CDT**

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## **Mental Health Support for Asian AMERICAN? Students**

*1:50 PM - 2:10 PM , Monday, July 15*

### **Overview:**

Suicide is the leading cause of death for Asian American young adults. School counselors can play a crucial role in preventing suicide and supporting Asian American students' mental health. Learn culturally responsive practices to address common factors affecting Asian American students' mental health, such as stigma, academic pressure, family expectations, family dynamics, filial piety, cultural identity, discrimination and language barrier.

**Learning Objectives:** 1. Describe the mental health challenges Asian American students face  
2. Develop multicultural competencies when working with Asian American students and families  
3. Identify strategies for promoting Asian American students' mental health

### **Speakers:**

- Xi Zhang,
- Xin Qian, *School Counselor, Topeka Public Schools, Topeka, Kan.*

## **Create a Crisis Response Action Plan**

*1:50 PM - 2:10 PM , Monday, July 15*

### **Overview:**

A crisis response plan is crucial for schools to effectively respond to emergencies that occur during school or affect students while they're in school. It provides a structured approach to improve the mental health, risk/resiliency and coping capacity of individuals affected by crises, particularly students and staff. Learn the basics of what is needed in a crisis response action plan, and walk away with resources to help you create one at your school or district.

**Learning Objectives:** 1. Identify the basic components of a school crisis action plan  
2. Apply provided resources to create a crisis response action plan

### **Speakers:**

- Michelle Clarke, *Director, Student, School and Family Engagement, Indiana Department of Education, Indianapolis, Ind.*

## **Promote Your School Counseling Program**

*1:50 PM - 2:10 PM , Monday, July 15*

### **Overview:**

Discover how you can make your program more visible with various tools such as podcasting and a school counseling website. Learn ways to enhance your school's counseling department's visibility and make connections for professional development with other school counselors across your state.

**Learning Objectives:** 1. Explain the difference between livestreaming and podcasting  
2. Create a free account with Anchor and Streamyard  
3. Prepare to post an episode to social media

### **Speakers:**

- Fabion Vicks, *School Counselor, Dutchtown Middle School, Macon, Ga.*

## Courts and Your First Amendment Speech

1:50 PM - 2:10 PM , Monday, July 15

### Overview:

School counselors enjoy protected speech as given to them by the First Amendment. Yet, school counselors' position of trust and authority can result in having their speech checked at home and at the schoolhouse door. Case law has implications for school counselors' verbal, symbolic and written expression. Can school counselors display in their office support for LGBTQ+, Black Lives Matter, the preservation of Confederate statutes? Can their diversity curriculum have a decided point of view, and if so, whose? Courts have issued case law guidance ranging from personal social media use to public rantings against school board policies and everything in between. School counselors' voices are critical and made more powerful when they know and honor their limitations and freedom to speak.

### Learning Objectives:

1. Discuss case law that has implications for school counselors' verbal, symbolic and written expression

### Speakers:

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

## Monday, July 15

2:30 PM - 3:30 PM CDT

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## School Counseling Interventions

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

### Overview:

After identifying student needs and targeting an ASCA Student Standard, school counselors are faced with the task of deciding how to best intervene. Explore strategies to ascertain the skills and knowledge students might need based on the student outcome deficit identified. Focus on a variety of activities that foster learning and available resources.

### Learning Objectives:

1. Identify potential knowledge/skills students need
2. Identify and select strategies to use with students
3. Locate resources

### Speakers:

- Jan Desmarais-Morse, *School Counselor, Goshen Junior High School, Goshen, Ind.*
- ASCA Speaker
- Karen Griffith, *Certified Trainer, ASCA*

## Repair Identity-Based Harm

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

**Overview:**

School counselors can utilize the restorative practice framework to build a collectivist culture in schools. Using interactive engagement, learn to develop culturally responsive community agreements, build a collectivist culture through classroom talking circles and repair identity-based harm through root-cause analysis and restorative conversations.

**Learning Objectives:** 1. Create shared agreements that build trust for open discussions around identity  
2. Employ a mini talking circle to engage in discussions around identity  
3. Explain ways to repair Tier 2-3 levels of identity-based harm through the restorative practice model

**Speakers:**

- Kirsten Perry, *School Counselor, Singapore American School, Singapore*

## Rocking TikTok

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

**Overview:**

The world of social media continues to grow every day, and TikTok is in the leading social media platform used by adolescents. Although TikTok seems often to be the topic of negative discussion, using it in the school counseling world can have positive and powerful outcomes. Learn more about the positives of social media, specifically TikTok, and how it can be a viable tool to connect with your students and school community.

**Learning Objectives:** 1. Discuss the positive and negative aspect of social media use  
2. Describe TikTok's structure and how it works  
3. Create TikTok videos  
4. Use TikTok to connect with students

**Speakers:**

- Stephanye Zimmerman, *Director of School Counseling, Southside High School, Spartanburg, South Carolina*

## Suicide Prevention Interventions

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

**Overview:**

School counselors are often the first line of support in schools when students express suicidal ideation. Learn how Utah has created statewide training on safety planning, including state-required counseling on access to lethal means, and suicide prevention interventions to support students, while maintaining the scope and ethical responsibilities of school counselors.

**Learning Objectives:** 1. Identify the elements of safety planning in both the elementary and secondary setting  
2. Use the ASCA Information-Gathering Tool: Suicide Concern as part of student safety planning  
3. Explain how to create a state-level training for school counselors in suicide prevention and safety planning



## Speakers:

- Michelle Glaittli, *School Counselor, Granite School District, Salt Lake City, Utah*
- Bethany Marker, *School Counseling and Student Services Specialist, Utah State Board of Education, Salt Lake City, Utah*
- Cathleen Davis, *Suicide Prevention Specialist, Utah State Board of Education, Salt Lake City, Utah*

## MTSS, Collaboration and Student Success

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

### Overview:

Confused about who's at the wheel or what lane you should be in? Hop in the carpool lane to maximize student wellness and achievement. Learn skills to clarify roles and use the ladder of inference to discuss the relationship between school counselors and school-based mental health clinicians in the changing educational environment. Using a multitiered system of supports (MTSS) framework, focus on implementing various strategies for addressing student engagement and wellness with your team. Understanding how each role and skill set is uniquely valuable to the MTSS framework and increases its fidelity and sustainability. Discover ways to create opportunities to collaborate, ensuring engagement and trusting relationships within the school community.

**Learning Objectives:** 1. Clarify roles and discuss the relationship between support staff teams in their changing educational setting to promote collaboration  
2. Explore utilizing the MTSS framework to implement strategies addressing student engagement and wellness, including best practices for Tier 1, 2 and 3 supports, prevention and interventions to maximize student achievement and well-being  
4. Explain the unique value of adult support staff, and discuss how collaboration and trusting relationships within the school community can enhance the work of supporting student learning

## Speakers:

- Anna Heinbuch, *Coordinator II, School Counseling, Los Angeles County Office of Education, Whittier, Calif.*
- Edwin Yau, *Coordinator II, Mental Health, Los Angeles County Office of Education, Whittier, Calif.*

## Creative Counseling Sessions

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

### Overview:

Do your counseling sessions sometimes fall flat or seem not to be as impactful as planned? Take your counseling sessions to a deeper level with activities and creative techniques and theory that keep students engaged and teach essential ASCA Student Standards. Incorporating creative techniques can increase your school counseling program's effectiveness, decreasing time spent on responsive services. This can create a common language schoolwide and a shared understanding of healthy mindsets and behaviors among stakeholders; improve communication among students, parents/guardians and staff; and add energy to your program. Gain knowledge of techniques using props, chairs, movement, writing/drawings and analogies in counseling sessions.

**Learning Objectives:** 1. Discuss how creative techniques can reinforce targeted ASCA Student Standards in your school counseling program

2. Explain how counseling theory must drive sessions when using creative techniques
3. Identify at least one creative technique from each of five categories you can immediately put into practice

**Speakers:**

- Richard Tench, *School Counselor, West Virginia School Counselor Association*

## Groups for Black Boys

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

**Overview:**

Research highlights the positive outcomes related to the application of strengths-based practices, especially for Black male students. Learn about a culturally affirming, strengths-based group intervention for Black male students that uses a data-informed approach to address success skills while providing culturally relevant support. Receive an overview of group preparation steps, with topics and activities for implementation.

- Learning Objectives:**
1. Integrate culturally affirming practices into group work
  2. Identify potential group topics and activities
  3. Apply a data-informed approach to group implementation and evaluation

**Speakers:**

- Eva M. Gibson, *Associate Professor, Austin Peay State University*
- Mariama Sandifer, *Assistant Professor, Austin Peay State University*
- Sarah Brant-Rajahn, *Assistant Professor, Messiah University*
- Kim Rollins, *School Counselor,*

## Empower Foster and Adoptive Families

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

**Overview:**

Across the United States, more than 391,000 children are in foster care. Some estimates indicate that up to 80% of these youth struggle with significant trauma and mental health challenges. If children in foster care achieve permanency through adoption, those mental health challenges don't just disappear. School counselors are in a unique position to advocate for and empower these foster and adoptive families to seek out proactive mental health resources. Learn practical strategies to help families formed through foster care and adoption as they navigate life carrying the heavy load of trauma and mental health challenges.

- Learning Objectives:**
1. State current statistics regarding foster care and adoption in the United States.
  2. Identify the impact of foster care and adoption trauma on a child's mental health
  3. Advocate for foster and adoptive families through trauma-informed schools and restorative justice practices
  4. Empower foster and adoptive families to seek out the necessary mental health resources in their local communities

**Speakers:**

- Brooke Hagenau, *School Counselor, Omaha Public Schools, Omaha, Nebraska*

## Tiered Strategies to Support Dysregulated Students

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

### Overview:

School counselors are an integral part of a student's success. We are often the first point of contact when a student is dysregulated, and stakeholders look to us to help provide strategies for these students. Students experience dysregulation for a variety of reasons. ADHD, anxiety, autism, trauma and other diagnoses can cause a student to be dysregulated. Learn to define dysregulation and use tiered strategies to support these students. Walk away with a resource list and ideas to use immediately with little or no preparation.

### Learning Objectives:

1. Define dysregulation
2. Identify the signs and symptoms of dysregulated children of all ages
3. Apply appropriate strategies with students needing intervention due to dysregulation
4. Use a variety of resources as needed when consulting with parents/guardians, educators or other stakeholders regarding students who are dysregulated

### Speakers:

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

## Substance Use Trends

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

### Overview:

According to the most recent Youth Risk Behavior Survey, many students continue to use substances, which are more dangerous than ever before. Current research has shown a dramatic increase in overdose deaths among individuals ages 14–18. Preventing substance use in young people can reduce these risks and the risk of addiction. Learn about current substance use trends among school-age children, how to identify those trends among your students and strategies to help mitigate students' substance use.

- Learning Objectives:**
1. Identify current substance use trends among school-aged children
  2. Recognize substance use trends within your school
  3. Explore evidence-based strategies for schoolwide substance use prevention and mitigation in school settings

### Speakers:

- Daya Patton, *Assistant Professor, Wingate University*

## Problem-Based Learning Strategies

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

### Overview:

Students' processes in problem-based learning (PBL) require them to arrive at solutions to important, real-world problems that do not have straightforward answers and often involve gathering new information and refining their understanding of the problem. By teaching the processes of active listening, information gathering and asking questions, PBL provides a tool for school counselors to encourage students to solve social and academic issues on their own in a collaborative, constructive manner. Get an overview of the philosophy and implementation of PBL,

and focus on how you could use PBL in your school counseling program.

- Learning Objectives:**
1. Explain the philosophical principles behind problem-based learning and its purpose, structure and implementation.
  2. Describe the experience of engaging in problem-based learning after using the "peeling the onion" activity
  3. Apply problem-based learning strategies to classroom lessons and counseling groups

**Speakers:**

- Phillip Waalkes, *Assistant Professor, University of Missouri-Saint Louis*
- Nour Alhiyari, *School Counselor, Kirkwood School District, Kirkwood, Mo.*
- Jason Thompson, *School Counselor, School District of Clayton, Manchester, Mo.*
- Daniel DeCino, *Assistant Professor, University of Missouri-Saint Louis*

## Support Students with Eating Disorders

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

**Overview:**

The demand for care related to eating disorders is booming. Eating-disorder-related health visits, which include hospital stays, pediatrician visits, psychotherapy and other services, more than doubled among adolescents in the past five years. Despite the increased demand for care, many individuals and families first experiencing the challenges of navigating disordered eating behavior often encounter significant obstacles and challenges. As front-line care providers, school counselors play a pivotal role in supporting students experiencing eating disorders. Learn about the basics of eating disorders, discuss the school counselor's role in supporting individuals through counseling, collaborations and referrals, and walk away with professional resources.

- Learning Objectives:**
1. Explain the basics of eating disorders, including the definition, DSM5 diagnoses and diagnostic criteria, causes, warning signs and various levels of care/treatment
  2. Define the school counselor's role in supporting students, families and other stakeholders in navigating the complex experiences of disordered eating
  3. Outline various best practices for creating an inclusive culture of health at an individual school through Tier 1 practices
  4. Access resources and a comprehensive care network for school-based professionals supporting individuals/families experiencing an eating disorder

**Speakers:**

- Holly Neyer, *School Counselor, Wake County Public Schools, Raleigh, N.C.*

## Use the ASCA Student Standards

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

**Overview:**

The ASCA Student Standards: Mindsets & Behaviors for Student Success specify the attitudes, knowledge and skills students need to be effective learners. Focus on the best way to use the 36 ASCA Student Standards to drive content and assessment of what you deliver to students. Fine-tune your ability to align the standards, learning objectives and pre-/post-assessment items as defined by the ASCA National Model.

- Learning Objectives:** 1. Define connections to annual student outcome goals, closing-the-gap and lesson plan templates  
2. Write learning objectives and corresponding pre-/post-items for multiple standards

**Speakers:**

- ASCA Speaker
- Brent Burnham, *Certified Trainer, ASCA*
- Meredith Draughn, *School Counselor, B. Everett Jordan Elementary School, Greensboro, N.C.*

## **ASCA National Recognition for School Counselor Educator Preparation Programs**

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

**Overview:**

College/university school counselor preparation programs may seek national recognition of their school counselor preparation program through the ASCA Specialized Professional Association (SPA) under the Council for the Accreditation of Educator Preparation (CAEP) or the Association for Advancing Quality in Educator Preparation (AAQEP). The ASCA School Counselor Preparation Program Standards are a unified set of principles guiding school counselor preparation programs in training effective future school counselors in areas of professional practice and ethical behavior. Learn how to apply and complete the program report for ASCA's recognition program for universities' school counseling master's degree programs.

- Learning Objectives:** 1. Summarize the process to apply for and complete the program report for ASCA's recognition program for universities' school counseling master's degree programs

**Speakers:**

- Christine Ward, *Associate Professor, Walsh University*
- J.P. Oehrtman, *Assistant Professor, Bowling Green State University*
- Eric Thompson, *Professor, Nova Southeastern University*
- Meghan Walter, *Associate Professor in Counseling, Gwynedd Mercy University*
- Angie Hickman, *Director of Research & Marketing*

## **New Admission Trends**

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

**Overview:**

The last few years have resulted in sweeping changes to the college admissions counseling landscape. Unpack the latest admissions trends to empower your work as a school counselor in the college admissions space.

- Learning Objectives:** 1. Identify the latest trends affecting college admissions  
2. Integrate data-informed insights when working through the college admissions process with your students  
3. Discuss the future of the college admissions counseling landscape  
4. Recognize the benefits of the National Association for College Admission Counseling's research, professional development, advocacy and publications

**Speakers:**

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

## Latinx Mental Health

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

### Overview:

Latinx teens are more likely than their peers to have unaddressed and untreated mental health issues for various reasons. As school counselors, we see the impacts firsthand at the school level. Learn more about the current data and trends related to Latinx teen mental health, how to support the Latinx teens in your school and the resources available.

**Learning Objectives:** 1. Discuss current mental health data and trends among Latinx youth  
2. List at least three ways to help reduce the stigma associated with mental illness among Latinx youth  
3. Identify at least three resources available to support Latinx students' mental health

### Speakers:

- Stacey Diaz, *School Counselor, North Carolina School Counselor Association*

## Monday, July 15

4:00 PM - 5:00 PM CDT

## College and Career Readiness in Urban Schools

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

### Overview:

Exploring college and career options, commonly known today as "the E for me" (education, enlistment or employment), is critical to prepare students for postsecondary options. Often this conversation about the future does not start until the student enters high school, which may be overwhelming for the student and may be too late. Learn how implementing a strategic, districtwide, K–12 college and career readiness plan prepares students in areas other than college as the only postsecondary option. Focus on exposing students to education, enlistment and employment options as they prepare for their future.

**Learning Objectives:** 1. Align curriculum to best prepare students for college and career readiness  
2. Explain how one urban school district developed different career pathways  
3. Create career and college exposure activities to provide students with hands-on experiences

### Speakers:

- Eddie Roberts, *Warrensville Heights Board Of Education*
- Timeka Paylor Clark, *School Counselor, Warrensville Heights City Schools, Warrensville, Ohio*
- Ruth Ray, *STEAM Coordinator K-12, Warrensville Heights City Schools, Warrensville, Ohio*
- Taura Talbert-Salter, *Principal, Warrensville Heights Middle School, Warrensville, Ohio*



## SEL through an Equity Lens

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

### Overview:

Many scholars argue that BIPOC students' cultural values, backgrounds and knowledge are excluded from SEL competencies. Learn the differences among equity-focused SEL, anti-racist SEL, culturally responsive SEL and social-justice-oriented SEL, all of which may interact with one another. Walk away with resources to use immediately to consider BIPOC students' intersectional identities as you present SEL in the upcoming school year.

**Learning Objectives:** 1. Review the framework from the Collaborative for Academic, Social and Emotional Learning (CASEL)

2. Discuss SEL at your school, and consider who is excluded and how

3. Compare and contrast the different forms of equitable and evidence-based SEL practices centered in social justice

4. Use provided resources to support students' SEL development

### Speakers:

- Maritza Cha, *School Counselor, San Gabriel High School, Alhambra, Calif.*
- Andrea Perez, *School Counselor, Los Angeles Unified School District, Los Angeles, Calif.*

## Improve School Climate with Mindfulness

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

### Overview:

Mindfulness is a powerful tool for enhancing school climate. Explore the challenges we face in modern education, including rising mental health concerns, diminishing empathy and increasing conflicts. Mindfulness offers a practical solution to address these issues. By cultivating mindfulness, students and staff can develop emotional awareness, empathy and self-regulation, leading to improved interpersonal relationships and a more inclusive school atmosphere. Gain practical integration strategies emphasizing the benefits of brief daily exercises and curriculum integration.

**Learning Objectives:** 1. Define mindfulness in the school setting

2. Discuss how the practice of mindfulness can enhance overall school climate and student and staff well-being

3. Explain how emotions play an important role in communicating

### Speakers:

- Sarah Kirk, *Owner and CEO, Yoga 4 Classrooms*

## Give Students a Reality Check

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

### Overview:

Choice theory teaches us that our choices are derived from basic needs. Using choice theory can help motivate students to work toward their quality world, a person's unique mental attitude. It is a set of ideas, or ideals, that a person believes will bring quality to their life. Unfortunately, the real world doesn't offer tickets for people to enter their quality world, but changing the way we think and behave can help us get there. We cannot control our feelings, but we can change our mindset.



Learn about choice theory and the WDEP (wants, doing, evaluation, planning) method to teach students how to reach their goals and bring out their inner excellence.

- Learning Objectives:**
1. Use choice theory to teach students to understand what makes them choose the things they do
  2. Describe a person's inner drive to achieve a quality world versus the perceived world, and how the perceived world can fit into a quality world
  3. Use the WDEP method to help students explore their wants and goals and develop a plan to achieve them
  4. Apply choice theory to help students attain the ASCA Student Standards

**Speakers:**

- John Rossillo, *School Counselor, Lindenhurst High School, Whitestone, New York*

## Support Neurodivergent Students

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

**Overview:**

Understanding and supporting neurodiversity is essential for promoting inclusion and respect in school for neurodivergent students, including those who are autistic, ADHD and other profiles. School counselors occupy a key role in advocating for neurodivergent students' rights and needs. Cultivating inclusive school counseling practices, classroom lessons and a neuro-affirming school culture can have positive impacts on all students' achievement, engagement and well-being. Gain insights into neurodiversity, the school counselor's role in working with neurodivergent students and the impact of inclusive practices.

- Learning Objectives:**
1. Understand and support neurodiversity within the ASCA National Model framework
  2. Implement neuro-affirming inclusive classroom and school counseling practices
  3. Establish a neuro-affirming school culture that supports all students

**Speakers:**

- Brandon Gernux, *School Counselor, Santa Ana Unified School District, North Tustin, Calif.*

## Build Black Community Partnerships

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

**Overview:**

Black students' success depends on the involvement of the community in which they are nurtured and loved. School counselors underutilize three community entities within the Black community: the Black church, salons and barbershops, and Black Greek letter organizations. School counselors can use the six tenets of cultural wealth and a multitiered system of supports as frameworks for making these connections to further cultivate Black student achievement. Discover a conceptual model to bolster Black student success and close the achievement, attainment and opportunity gaps.

- Learning Objectives:**
1. Describe the importance of community among Black Americans, and identify different Black community organizations and how they can assist school counselors and students
  2. Discuss the six tenets of cultural wealth and how they promote a strengths-based approach to

school counseling

3. Create a plan to connect and engage with Black community entities

4. Demonstrate the effectiveness of Black community organizations' involvement with the school counseling program

**Speakers:**

- Krystal Clemons, *Assistant Professor, Denver Seminary*

## Enhance Your Program with AI

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

**Overview:**

AI technology is here to stay. Our students are already using it, and you can too. Learn what ChatGPT is, how it works and how you can use it in your school counseling program. Explore its risks and benefits. Brainstorm creative ways to use ChatGPT to develop Tier 1 lessons and Tier 2 interventions and activities. No previous knowledge or experience with ChatGPT is required.

**Learning Objectives:** 1. Explore the capabilities of ChatGPT

2. Access generative AI resources to enhance at least one area of your school counseling practice

3. List the risks and benefits of using AI technology in your school counseling program

4. Use ChatGPT to develop Tier 1 lessons and Tier 2 interventions/activities

**Speakers:**

- Sara Carpenter, *School Counselor, Ladue Middle School, St. Louis, Miss.*
- Heather Egan, *Math Specialist, Ladue Schools, Ladue, Mo.*

## Partner with and Engage Stakeholders

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

**Overview:**

While collaborating, you can create the right mix of ingredients for a successful school counseling program, whether you are a veteran or new school counselor. Some of the ingredients include: activities to begin the year, annual administrative conference, advisory council, stakeholder presentations, home visits, parent engagement/conferences, family nights, positive parent connections, Tier 2 interventions and student connections/celebrations. The sweetest recipe is when all stakeholders are involved in positively affecting student success, attendance, academics and attitudes.

**Learning Objectives:** 1. Describe the importance of a collaborative process involving all

stakeholders, including students, families, educators, administrators and other school staff, for student success and achievement

2. Explain ways to promote your school counseling program and enhance student academic, career and social/emotional outcomes

3. Use strategies to engage all stakeholders for a model program

**Speakers:**

- Sharee Zirker, *School Counselor, Wahluke School District, Mattawa, Wash.*
- Juan Mata, *School Counselor, Wahluke School District, Mattawa, Wash.*

## Make Google Sheets Work for You

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

### Overview:

Accessing and digesting data can take a lot of our time, an already precious resource. Google Sheets has many features that can give us back some of that time. Learn to develop spreadsheets that “talk” to each other through the formulas “importrange” and “vlookup.” Through these formulas you can create tracking and progress-monitoring tools. Gain practical skills to create and develop your own systems with Google Sheets, regardless of your experience level with Google Sheets.

**Learning Objectives:** 1. Use multiple formulas in Google Sheets (pivot table, importrange, vlookup)  
2. Create digital tools for student progress monitoring  
3. Create individualized student trackers to communicate progress/needs across stakeholders  
4. Discuss best practices related to data tracking

### Speakers:

- Julie Silipo, *Clinical Faculty, Adams State University*

## Build Your Program Development Toolkit

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

### Overview:

Building a school counseling program from the ground up can feel overwhelming. Learn to jumpstart your program development, and how to advocate for a comprehensive program. Discover ways to sustain continuous program improvement for the benefit of your students.

**Learning Objectives:** 1. Describe the characteristics of a comprehensive school counseling program  
2. Examine examples of successfully using data to advocate for a comprehensive school counseling program  
3. Create a plan for implementing a comprehensive school counseling program using a timeline for implementation

### Speakers:

- Joyce Hollins, *School Counselor, Summit High School, Spring Hill, Tenn.*

## Play Counseling for Group Work

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

### Overview:

School counselors use classroom lessons and small groups to teach students ASCA Student Standards at the Tier 1 and Tier 2 levels. Play counseling allows school counselors to effectively intervene during group work in a fun, developmentally appropriate and effective way. Learn how play counseling is implemented, and explore play counseling group activities.

**Learning Objectives:** 1. Identify characteristics of play counseling, including experiential play counseling group work  
2. Explain to stakeholders how play counseling groups can positively affect student success  
3. Evaluate student needs and apply one of the presented experiential play counseling group interventions

**Speakers:**

- Ann Tilman, *Assistant Professor, Florida Gulf Coast University*

**An Anti-Racist Advocacy Framework for Change**

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

**Overview:**

The ASCA National Model encompasses the four themes of leadership, collaboration, advocacy and systemic change, each being integral to school counseling programs. Advocacy skills, specifically, are critical to school counselors' work and provide a means to eliminate racist policies, practices and procedures.

Learn about the Anti-Racist School Counseling Advocacy Framework, and discover ways to implement it within your school counseling program. Focus on the school counselor's role in anti-racist advocacy.

- Learning Objectives:**
1. Identify how advocacy is used in dismantling oppressive beliefs, policies, procedures and systems
  2. Explain the school counselor's role in anti-racist advocacy
  3. Apply the Anti-Racist School Counseling Advocacy Framework

**Speakers:**

- Marsha Rutledge, *Assistant Professor, Longwood University*
- Stephanie Smith-Durkin, *Lecturer, Old Dominion University*

**Make Data Your Advocacy Tool**

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

**Overview:**

Data can be a scary word to many school counselors, but it doesn't have to be. Get examples and steps to make data your friend and not your enemy. Discover how data helps you gain support from staff, school administration, parents/guardians, students and other stakeholders. Learn to use data as an advocacy tool to provide more direct services for students, track and analyze your time, streamline your program and help implement systematic change.

- Learning Objectives:**
1. Identify the barriers hindering you from spending more direct time with students
  2. Use data from needs assessments, your school's information system and more to identify your annual student outcome goals
  3. Explain ways to use data to create effective school counseling programs and advocate for systematic change

**Speakers:**

- Diana Virgil, *School Counselor, Daleville High School, Dothan, Ala.*

**Cultivate Inclusivity for Hispanic/Latinx Youth**

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

**Overview:**

Students are under pressure from professional media, social media and society to conform to a set

of rules that may not necessarily agree with the student's beliefs and cultural and personal identity. The Dove Self-Esteem Project began with the Confident Me! curriculum. It has now grown to include Celebrándome, the Spanish version of Confident Me! Celebrándome helps Hispanic/Latinx youth feel proud of who they are and lead body-confident lives by addressing appearance pressures and a lack of diverse representation in the media. Learn to access and use no-cost programs to help Hispanic/Latinx youth recognize the pressures that can prevent them from developing self-confidence, and equip them to feel more confident.

**Learning Objectives:**

1. Describe how appearance pressures and a lack of diverse representation in the media affect students' lives and learning
2. Duplicate activities modeled with their students
3. Empower students to advocate for solutions that cultivate a community of inclusivity, where everyone can experience a sense of belonging, support, and recognition

**Speakers:**

- Sterling Ta'Bon
- Rosanne Wagner, *Counselor Specialist, Cairn Guidance*

## Sensory Paths for Regulation

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

**Overview:**

In growing numbers, students are coming to school unable to regulate their emotions and body to be able to learn in the traditional classroom. Schools are increasingly using sensory paths as a place for regulation. Learn about three types of sensory paths: a small indoor sensory path, a larger outdoor sensory path and mobile sensory paths. Develop a plan for obtaining approval and implementing a sensory path in your building at the start of the school year. Discover how collaborative efforts to complete several sensory paths opened doors for cross-curricular instruction.

**Learning Objectives:**

1. Identify the research supporting sensory paths
2. Outline steps to implement a sensory path
3. Create a plan for development and implementation of a sensory path in your building

**Speakers:**

- Mary Tchouros, *School Counselor, Sterling School, Simpsonville, South Carolina*

## Monday, July 15

7:00 PM - 9:30 PM CDT

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### RAMP Awards Dinner

7:00 PM - 9:30 PM , Monday, July 15

**Overview:**

Join the 2024 Class of RAMP Schools at a celebratory dinner. Additional fee applies. Sponsored by myOptions Encourage.

## Tuesday, July 16

8:00 AM - 12:00 PM CDT

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### Registration Open

8:00 AM - 12:00 PM , Tuesday, July 16

## Tuesday, July 16

8:30 AM - 9:30 AM CDT

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### MTSS-Based Career Readiness Programs

8:30 AM - 9:30 AM , Tuesday, July 16

#### Overview:

School counselors play an integral role in presenting engaging and effective career readiness programming to all students. A multitiered system of supports (MTSS) is designed to address the varying levels of need across a student population. Learn to use the MTSS framework to create opportunities for students to access career readiness instruction through varying intervention tiers matched to individual students' unique needs. Discover how to apply the MTSS framework to drive your career readiness programming and meet the needs of all students.

**Learning Objectives:**

1. Design and implement a comprehensive K–12 career readiness program in line with MTSS
2. Identify various ways to collaborate, outside of financial assistance, with community stakeholders and business and industry partners
3. Create meaningful student experiences that expose students to a wide variety of careers with multiple points of entry

#### Speakers:

- Nichol Webb, *Counseling and Career Readiness Program Specialist*
- Sheila McKeehan, *Program Manager, School Counseling and Career Readiness*

### Support Students with ADHD

8:30 AM - 9:30 AM , Tuesday, July 16

#### Overview:

ADHD can manifest in various ways, and understanding which strategies to use can be challenging. Learn simple strategies to apply when working with students with anxiousness, impulsivity and difficulty with attention. Walk away with strategies to support and empower classroom teachers as well.

**Learning Objectives:**

1. Identify and describe the various ways ADHD can manifest in students, including secondary responses
2. Explain applicable strategies to support students with anxiousness, impulsivity and difficulty with attention
3. Apply strategies to support teachers and their students with ADHD

## Speakers:

- Melanie Acker, *Director of Counseling, Royse City ISD, Royse City, Texas*
- Melissa Ferguson, *Elementary District 504 Facilitator, Rockwell Independent School District, Rockwall, Texas*

## Experiential Learning in Small Groups

8:30 AM - 9:30 AM , Tuesday, July 16

### Overview:

When done effectively, character education programs are a powerful way to change a school's climate and culture. Although many educators use character-based curriculum, they often do not realize that the benefits of a good program come from facilitating these sessions, not teaching them. Research demonstrates that effective facilitation of small-group sessions enhances student relationships, develops richer teacher/student connections and changes the school climate because of those stronger social connections. Through an experiential approach, learn engaging and interactive group activities while building effective facilitation skills.

- Learning Objectives:**
1. Develop skills to facilitate small-group activities
  2. Apply techniques for debriefing small-group activities
  3. Incorporate learning from the activities into your own work with students and teachers

## Speakers:

- Sarah Clapham, *School Counselor, Colorado Springs School District 11*
- Rhonda Williams, *Associate Professor, University of Colorado at Colorado Springs*
- Sameen DeBard, *School Counselor, Cherry Creek School District, Denver, Colo.*

## Every Student, Every Day

8:30 AM - 9:30 AM , Tuesday, July 16

### Overview:

As school counselors, our job is to ensure all students, especially students from vulnerable populations, have access to academic and social/emotional learning. Yet before students can learn and grow, they need to feel they belong. Learn inclusive and culturally sustaining strategies to embed within your school counseling program to meet the needs of every student, every day.

- Learning Objectives:**
1. Create a welcoming and inclusive school counseling program
  2. Identify data to create student outcome goals with equity in mind
  3. Describe how advocacy for students can lead to systemic change

## Speakers:

- Matthew Berry, *Coordinator of K-12 Counseling, Rockwood School District, O'Fallon, Mo.*

## Differentiated Supervision Strategies

8:30 AM - 9:30 AM , Tuesday, July 16

### Overview:

Hear from leaders of a large district about effective ways to meet the diverse supervision needs of all school counselors. Through education, consultation, guided reflection, peer support models and experiential activities, the district is able to effectively support school counselors with a diverse



range of experiences: first-year school counselors, those changing levels, those new to the district, those new to leadership and those in specialized learning environments.

- Learning Objectives:**
1. Identify a range of supervision strategies
  2. Analyze supervision needs for your environment
  3. Build a plan to apply relevant supervision strategies to meet individual school counselor needs

**Speakers:**

- Christina Jordan, *Specialist, Baltimore County Public Schools, Towson, Md.*
- MaatenRe Ramin, *Coordinator of School Counseling, Baltimore County Public Schools, Towson, Md.*
- Jessica DeShields, *Specialist, Office of School Counseling, Baltimore County Public Schools, Towson, Md.*
- Jennifer Abbe, *Specialist, Office of School Counseling, Baltimore County Public Schools, Towson, Md.*

## Animal-Assisted School Counseling

**8:30 AM - 9:30 AM , Tuesday, July 16**

**Overview:**

School counselors can create and deliver a range of dynamic services to meet students' social/emotional needs through solution-focused animal-assisted school counseling. By applying animal-assisted school counseling, you can develop strengths-based individual and small-group services to promote student progress toward social/emotional goals. Learn key concepts and skills used in animal-assisted school counseling, with experiential activities to build hands-on skills that work with and without animal partners in school settings. Explore how animals can affect the school community through strengths-based and goal-driven services to students.

- Learning Objectives:**
1. Identify evidence-informed benefits of animal-assisted school counseling
  2. Distinguish ASCA professional and student standards relevant to solution-focused animal-assisted services
  3. Examine key concepts and skills in animal-assisted school counseling
  4. Evaluate examples of animal-assisted interventions addressing specific student goals

**Speakers:**

- Elizabeth Hartwig, *Associate Professor, Texas State University*
- Heather Trupia, *School Counselor, Hays Consolidated ISD, Kyle, Texas*

## Books and Cooperative Games

**8:30 AM - 9:30 AM , Tuesday, July 16**

**Overview:**

Discover ways to incorporate picture books and cooperative activities into your lessons and small-group sessions that will captivate and excite your students. Both elementary and middle school counselors can benefit from this approach. Experience hands-on learning and leave energized and eager to apply your new ideas in the classroom.

- Learning Objectives:**
1. Implement effective engagement strategies for classroom lessons
  2. Describe ways to use bibliocounseling in your program
  3. Incorporate cooperative learning strategies into lessons and small groups to make learning

interactive and engaging

4. Differentiate your instruction to meet the various needs of students

**Speakers:**

- Laura Filtness, *School Counselor, Knox County Schools, Knoxville, Tenn.*

## **Market Your School Counseling Program**

**8:30 AM - 9:30 AM , Tuesday, July 16**

**Overview:**

Learn creative ways to market your school counseling program to educational partners by sharing what you already do. Being intentional about how you market your school counseling program enables you to advocate for your role and educate others about how school counselors support students' academic, career and social/emotional development.

**Learning Objectives:** 1. Describe ways to market your school counseling program to educational partners  
2. Identify technology resources to promote your school counseling program  
3. List practical examples and access templates to begin marketing your program to educational partners

**Speakers:**

- Dr. Danielle Schultz, *School Counselor, Quaker Valley Middle School, Sewickley, Pa.*

## **ASCA National Model Implementation Stages**

**8:30 AM - 9:30 AM , Tuesday, July 16**

**Overview:**

Learn about Visalia Unified School District's journey toward districtwide ASCA National Model implementation. Through professional development on the ASCA National Model, lead school counselor coaching, school counselor collaboration and district professional development, Visalia Unified School District is improving school counseling services for students and changing the culture of its school counseling program.

**Learning Objectives:** 1. Describe how to build a tiered system of ASCA National Model implementation that leads to RAMP designation  
Explain tiered systems of support for school counselors implementing the ASCA National Model  
Identify strategies to use in your district to support school counselors using data to build their program

**Speakers:**

- Krista Taylor, *Director of School Counseling, Visalia Unified School District, Visalia, Calif.*
- Deisy Ramos, *Lead School Counselor, Visalia Unified School District, Visalia, Calif.*
- Tina Gutierrez, *Elementary School Counselor, Visalia Unified School District, Visalia, Calif.*
- Angelica Jauregui, *Lead School Counselor, Visalia Unified School District, Visalia, Calif.*

## **Help Students Reach Higher**

**8:30 AM - 9:30 AM , Tuesday, July 16**

**Overview:**

The Reach Higher initiative was founded in 2014 by former First Lady Michelle Obama to build a college-going movement and inspire first-generation and low-income students to continue their education past high school and obtain a postsecondary degree. In January 2019, the Common App united with Reach Higher to continue the college access work. Focus on the initiative's journey and how to increase student engagement in the college-readiness process and remove barriers to postsecondary education.

- Learning Objectives:**
1. Discuss the history and work of Reach Higher
  2. Apply best practices for starting a Reach Higher student club at your school to empower students to help support and develop near-peer mentoring techniques in the college application process
  3. Describe future Reach Higher student engagement opportunities for postsecondary readiness

**Speakers:**

- Jameia Tennie, *Director, Student Engagement Programs, Common Application*
- Jacob Boillat, *Manager, Community Outreach & Engagement, Common Application*
- Stephanie Owens, *Executive Director, Common Application*

**Data Collection and Reporting**

**8:30 AM - 9:30 AM , Tuesday, July 16**

**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:**

- ASCA Speaker
- O'Tasha Morgan, *District Lead School Counselor & ASCA Certified Trainer, Richland School District Two, Columbia, SC*
- Steve Schneider, *School Counselor & ASCA Certified Trainer, Sheboygan South High School, Sheboygan, Wis.*
- Lydia McNeiley, *College and Career Coordinator, School City of Hammond, City of Hammond, Hammond, Ind.*

**DEI Townhall Part II: DEI Advanced Work – Beyond the Surface for Systemic Change**

**8:30 AM - 9:30 AM , Tuesday, July 16**

**Overview:**

Are you already experienced in DEI work? Get additional strategies to minimize pushback and increase capacity for serving all students. Prepare for the session by considering your responses to these guiding questions: How are you overcoming barriers in your school/district? How are you building bridges with your parents/community? How do you publicize the work? What are some of

your most useful resources and ideas?

### **Learning Objectives:**

1. Strategize ways to minimize pushback of DEI work to serve all students

### **Speakers:**

- Charles Williams, *School Counselor, Solar Preparatory School for Boys, Dallas, Tx.*
- Madilyn Bourdon, *School Counselor, Glencoe Elementary School, Portland, Ore.*
- TaRael Kee, *Assistant Principal and Director of School Counseling, Alton High School, Alton, Ill.*
- Maureen Ponce, *Resource Counselor, Montgomery County Public Schools, Brookeville, Md.*

## **Tuesday, July 16**

**9:10 AM - 9:30 AM CDT**

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### **Experiential Field Trips**

**9:10 AM - 9:30 AM , Tuesday, July 16**

#### **Overview:**

Learn about intentional and magical ways to create field trip experiences to enhance your school counseling program. From college visits to some unexpected surprises, these resources and ideas can inspire your sense of fun and adventure.

**Learning Objectives:** 1. Identify methods to seek out experiential field trips that meet ASCA and state counseling standards

#### **Speakers:**

- Christina Welch, *School Counselor, Journey Middle School, Charlottesville, Va.*

### **Write Pre-/Post-Assessments**

**9:10 AM - 9:30 AM , Tuesday, July 16**

#### **Overview:**

We all know it's ideal to give pre-/post-tests to determine what students have gained from our lessons and programs. However, writing pre-/post-assessment questions can be challenging. Learn to use the ASCA Student Standards: Mindsets & Behaviors for Student Success to develop your questions and identify best practices when creating your pre-/post-tests.

**Learning Objectives:** 1. Discuss best practices for writing pre-/post-assessments, including how many, the importance of using the Likert scale and alignment with learning objectives

#### **Speakers:**

- Missy Smith, *School Counselor, Norman Public Schools, Norman, OK*
- ASCA Speaker

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

## Tuesday, July 16

**9:45 AM - 10:45 AM CDT**

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### **The School Counselor Swiftie & Music Connections**

*9:45 AM - 10:45 AM, Tuesday, July 16*

**Overview:**

Explore Taylor Swift's gift of storytelling and you can use her music to help build self-confidence and improve peer relationships in middle/high school girls. Study Taylor Swift's career and make meaningful, relevant connections to goal setting, peer pressure, social media, mental health and female leadership.

**Learning Objectives:**

1. Create your own small group for middle/high school girls, using music and pop culture to teach skills such as goal setting, peer pressure, social media, mental health and leadership
2. Access resources to implement this six-to-eight session small group in your school immediately

**Speakers:**

- Lisa Noble, *Director of School Counseling, Tell City Jr./Sr. High School, Tell City, Ind.*

### **Small Groups, Big Wins**

*9:45 AM - 10:45 AM, Tuesday, July 16*

**Overview:**

Group counseling can be difficult, and it's often hard to tell if the work you do has the intended effect on student success. The market is inundated with group resources that look cool, but determining whether they actually work can be difficult. Explore five peer-reviewed, evidence-based group counseling curriculums. Take home knowledge of small-group curriculums that are fun, engaging, make a measurably positive impact on student success and can be accessed at minimal cost.

- Learning Objectives:**
1. Identify five evidence-based, peer-reviewed small-group counseling curriculums that meet the gold standard of effectiveness
  2. Acquire practical resources and strategies to implement these evidence-based group counseling curriculums effectively, leading to measurable positive impacts on student success
  3. Gain a toolkit of low-cost or free group counseling resources that are readily accessed and integrated into your school counseling practice to foster positive student outcomes

**Speakers:**

- Mitchell Cloud, *School Counselor, Fairview Elementary, Olathe School District, Olathe, Kan.*
- Wendy Karr, *School Counselor, Fairview Elementary, Olathe School District, Olathe, Kan.*

## Help Students Assess College Fit

9:45 AM - 10:45 AM , Tuesday, July 16

### Overview:

What, exactly, is college fit? And how do you help students and their families understand what college fit is so they can figure out what is important to them? Learn about the six keys of college fit as a way to define and describe the concept of college fit. Use a card sort activity as a tool to help students and families identify what is important to them as unique individuals. The card sort activity enables students to identify what is more and less important to refine their college search criteria, and helps students, their families and school counselors speak a common language with respect to college fit.

### Learning Objectives:

1. Describe college fit in terms that include both objective facts and subjective feelings
2. Explain the six keys of college fit in relation to the ways you currently discuss college fit
3. Use a college fit card sort activity

### Speakers:

- Tim Poynton, *Associate Professor, University of Massachusetts Boston*

## Social Justice School Counseling

9:45 AM - 10:45 AM , Tuesday, July 16

### Overview:

Social justice focuses on fairness in relations between individuals in society and equal access for all. School counselors interact with students affected by social injustices and need to provide those students with strategies to rectify social injustices appropriately. School counselors can build relationships with students by helping them develop a deeper understanding of social issues and having empathy for others. Learn about the four levels of social justice school counseling and how you can use them to foster more substantial, authentic relationships with your students.

### Learning Objectives:

1. Explain the school counselor's role in educating students and communities with awareness of social injustices
2. Identify strategies to strengthen the school counseling program by helping students develop a deeper understanding of social issues, empathy for others and critical thinking skills regarding social justice.
3. Explain how to use the multicultural framework by understanding how cultural differences can affect the school counselor/student relationship.

### Speakers:

- Lindsey Hutchins, *Head School Counselor, Fulton Schools College and Career Academy, Union City, GA*
- Bria Hudson, *Ph.D. Candidate, Adler University*
- Melanie McColl-Batie, *School Counselor, DC Public Schools, Washington, D.C*

## Equity in Career Development

9:45 AM - 10:45 AM , Tuesday, July 16

**Overview:**

Equity in education is a pressing concern that has a significant impact on students' career decisions and overall success. School counselors play a pivotal role in addressing these disparities and fostering an inclusive environment that empowers students to make informed and equitable career choices. Learn practical strategies and insights to bridge equity gaps and positively influence students' career trajectories. Real-world case studies and success stories highlight the impact of equitable counseling on students' career pathways.

**Learning Objectives:**

1. Explain the intersection of equity, career development and school counselors' role
2. Explore the challenges and barriers that marginalized students face in making career decisions
3. Identify effective counseling techniques to empower students from diverse backgrounds to make informed career choices
4. Discover innovative approaches to creating an inclusive and equitable school counseling environment

**Speakers:**

- Kelsey Kman, *Program Manager, National Center for Women & Information Technology*
- Laura Ross, *Lead School Counselor, Five Forks Middle School, Lawrenceville, Ga.*

**Address Access Barriers for Latinx Students**

**9:45 AM - 10:45 AM , Tuesday, July 16**

**Overview:**

Between 2009 and 2020, the percentage of Latinx students enrolled in public PK–12 schools increased from 22% to 28%. Over the past several decades, Latinx college enrollment rates have been on the rise, and the high school graduation rate has also steadily increased. Despite these gains, Latinx students continue to underperform in comparison with the national average. Issues resulting from poverty, lack of academic support resources, the amount of time in the United States and racial discrimination affect Latinx students developing their full potential as students. Learn about current Latinx demographics, barriers to access and inclusion and best practices for mitigating these barriers.

- Learning Objectives:**
1. Describe the current Latinx elementary, middle and high school student demographics in the U.S., including academic status and college and career benchmark performance
  2. Explain the barriers to access and inclusion that affect these students' academic, career and social/emotional development
  3. Identify best practices for working with Latinx students to mitigate barriers to access and inclusion

**Speakers:**

- Maureen Ponce, *Resource Counselor, Montgomery County Public Schools, Brookeville, Md.*
- Lydia McNeiley, *College and Career Coordinator, School City of Hammond, City of Hammond, Hammond, Ind.*
- Roberto Aguilar, *Oregon School Counselor Association*

**Tier 1 in an Alternative High School**

**9:45 AM - 10:45 AM , Tuesday, July 16**



**Overview:**

All students deserve Tier 1 school counseling programming as a foundation, no matter where they attend school. Serving youth who have not been well-served in the traditional school setting and students who are pregnant or parenting is important work that can be misinterpreted as deep Tier 2 or 3 programming. Maintaining a school counseling program in an alternative setting is imperative to ensure equity and enable students to identify their skills and areas of growth. Identify best practices in alternative school counseling, and walk away with resources to use immediately.

**Learning Objectives:** 1. Discuss best practices in alternative school counseling  
2. Use provided resources right away in your school counseling programs  
3. Build your professional network and share practices

**Speakers:**

- Marianne Matt, *School Counselor, Madison Metropolitan School District, Madison, Wisconsin*

## Secondary Trauma and Chronic Stress

**9:45 AM - 10:45 AM , Tuesday, July 16**

**Overview:**

School counselors have been carrying extraordinarily heavy loads since the pandemic and beyond. Due to the complexity and difficulty of the work, new strategies are needed to mitigate the impact of chronic stress and secondary trauma. Learn to identify the signs of burnout and impaired functioning, and understand the role of the autonomic nervous system and neurobiology in that process. You can use new, effective strategies immediately to be more resilient and thrive in your work, even under the most difficult circumstances. Strategies and materials shared draw on recent research and proven application of scholars in the field.

**Learning Objectives:** 1. Identify signs of burnout and impaired functioning, and discuss how secondary trauma and chronic stress contribute to this state  
2. Describe the autonomic nervous system and the neurobiology of trauma response  
3. Identify five-seven applicable strategies to mitigate the impact of secondary trauma and chronic stress to become more resilient and thrive as a school counselor

**Speakers:**

- Renee' Schoening, *Director of SEL and School Counseling Graduate Programs, Whitworth University*

## Build Creative Connections

**9:45 AM - 10:45 AM , Tuesday, July 16**

**Overview:**

School counselors are the heart of the school, working with all stakeholders to support student success. At the core of the school counseling program are connections that glue all the pieces together. Students need connections to feel like they belong, and they need to feel like they belong before we can work with them on academic, career and social/emotional development. Discover positive ideas for building and maintaining valuable connections within your school community. See how building these connections supports the ASCA National Model and more.

**Learning Objectives:** 1. Describe the correlation between connections and school climate  
2. Explain how connections are a proactive and positive asset that supports the ASCA National

Model

3. Develop a toolbox of solid strategies and ideas for building connections within the school community

**Speakers:**

- Carey Hughes, *School Counselor, Kentucky Trail Elementary School, Lees Summit, Mo.*
- Alicia Schlattmann, *School Counselor, John V. Evans Elementary, Burley, Idaho*

## Youth-Led Mental Health Programs

9:45 AM - 10:45 AM , Tuesday, July 16

**Overview:**

Many school staff and teachers are working to bring awareness to students' mental health needs, but are youth at the table as decisions are being made? Are youth leading efforts to expand mental health support? What can schools do to intentionally bring awareness to the unique mental health needs of BIPOC and LGBTQ+ students? The answer is to create a seat at the table for youth to lead this work. No one-size-fits-all approach exists for mental health programming, but youth are uniquely equipped as experts in their own community needs and can drive solutions to lead and advocate for meaningful change and support.

- Learning Objectives:**
1. Discuss inequities that contribute to unique mental health needs of students, especially LGBTQ+ and BIPOC students
  2. Explain the benefits of youth-led mental health programs, including middle and high school curricula
  3. Describe strategies to support youth in leading conversations about mental health grounded in key findings from Active Minds free programs

**Speakers:**

- Lauren Cikara, *VP, School Mental Health, Active Minds*
- Tyrrell Jeffries, *Director of K-12 Initiatives, Active Minds*

## Suicide in Elementary-Aged Children

9:45 AM - 10:45 AM , Tuesday, July 16

**Overview:**

Child suicide has increased substantially over the last decade and is among the 10 leading causes of death in children between the ages of 5 and 11. Suicide research and prevention efforts have historically focused on adolescents and adults, but recent data reveals the need for suicide research and prevention programming targeted toward children younger than 12. Review current trends in suicide among young children, risk factors, assessment tools and school counselor training. Learn a new model and acronym for risk factor identification for suicidality in children ages 5–11 and a three-step model to demonstrate implementing empirically based interventions for suicidality in schools.

- Learning Objectives:**
1. Explain current trends in suicide, such as its prevalence in elementary-aged children, disparities among risk, commonly used assessment tools for children and historical barriers to assessment
  2. Identify common risk factors for suicide in children.
  3. Outline primary prevention practices that can be implemented in an elementary school with large groups, small groups and individuals

4. Analyze suicide risk in children ages 5–11 and describe the school counselor's role in referring to outside mental health services

**Speakers:**

- Mia Garcia, *Doctoral Student, University of North Carolina at Charlotte*

## Tuesday, July 16

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

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### **Closing General Session: Alton Fitzgerald White**

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

**Overview:**

**My Pride: Mastering Life's Daily Performance**

A major key to achieving and maintaining success in whatever you pursue is ensuring that your passions and your purpose are aligned. Through song and the vast wisdom he's gained pursuing and starring in six smash-hit Broadway shows, including his record-breaking run as King Mufasa in Disney's "The Lion King," Alton Fitzgerald White shares his enlightenment and the vital ingredients for sustaining consistent peak performance and success.

Closing general session sponsored by the U.S. Army.