



## Virtual Sessions

### 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

**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.*

## 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*

## 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*

## 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.*

# 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.*

## 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*

## **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.*

## **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

## Sunday, July 14

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

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### 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*

### 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.*

### **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*

### **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.*

## Sunday, July 14

11:00 AM - 12:00 PM CDT

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## 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*



# 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.*

## 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.*

## 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

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*

## 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*

## 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.*

## 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.*

## 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

4:00 PM - 5:00 PM CDT

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## 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.*

**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.*

**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.*

## 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.*

## Monday, July 15

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

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### 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.*

### 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.*

## 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

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*

## **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*

## 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*

## 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*

## Monday, July 15

**2:30 PM - 3:30 PM CDT**

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### **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*

### **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.*

## 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.*

## 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*

## 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.*

## Monday, July 15

4:00 PM - 5:00 PM CDT

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## 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*

**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.*

**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*

## 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*

## 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.*

## 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.*

## 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.*

## Tuesday, July 16

**9:45 AM - 10:45 AM CDT**

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### 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*

**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*

## **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.