

Fall 2008

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ISCA Newsletter



A Message from the President

Call for Nominations

The call for nominations for the following officers is now open: Region 3 Vice-President, Region 5 Vice-President, and President-elect. The Vice-President positions are two-year commitments and the President-elect commitment is a total of four years.

If you are interested in a position or know of someone who would do a really good job, please let me know. The nominations committee will verify the nominees' eligibility and then prepare a short list for elections in April. If you would like more information about what the jobs entail, please contact your region VP or one of the presidents.

Submitted by,

Anne Jensen
ISCA President 08-09
jensenan@tfsd.k12.id.us or
martinijensen@msn.com



Fall Conference 2008

The fall 2008 conference was a joint effort with approximately 300 school counselors and psychologists attending two keynotes and 34 breakout sessions. Overall, the response was positive. As with any large project, there were a few unex-

pected bumps in the road (mostly centered around ice and a Zamboni). Thank you to those people who completed evaluation forms. Each year the information is taken into account when planning the next conference. Remember the old adage, "many hands make light work"? Well, if you have great ideas for making next year's conference even better and are willing to work to make it so, please contact our 2009 conference committee chair, Kris Williams-King, at kris.king@boiseschools.org.

Submitted by,

Anne Jensen

ISCA President 08-09

Counselor Supervision *submitted by Kathlene Parsons*

When was the last time that you consulted, collaborated or received supervision from a colleague or professional counselor? As school counselors, we often work in isolation from each other, sometimes in separate buildings or spread across many miles. Supervision is not only ethical for school counselors but a critical piece of effective professional

development. Hopefully, we are searching for ways to keep our skills up to date and current.

Today students face the complexity and challenges of life and need highly skilled school counselors to help them navigate around complicated experiences. We

must rely on strong clinical skills even as we implement the comprehensive guidance model and address the personal/social, academic, and career development areas. These clinical skills are not used in isolation but cross over into each domain and have a direct impact and effect on our children and youth.

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2008 Fall Conference

President Elect, Chris McNaught leads ISCA Board Meeting

Remember the old adage, "many hands make light work"? Well, if you have great ideas for making next year's conference even better and are willing to work to make it so, please contact our 2009 conference committee chair, Kris Williams-King, at kris.king@boiseschools.org



ISCA Elementary Counselor of the Year
Jan Hughes

What's Happening to the Boys? *By Robert Bardwell*

If Doug Anglin, a member of the Class of 2006 at Milton High School, had his way, boys will no longer be discriminated against in school. Anglin filed a complaint in his senior year with the U.S. Department of Education's Office for Civil Rights claiming that the current American school structure inherently favors girls over boys - that school expectations for behavior favor girls, that teacher expectations for classroom performance favor girls and that boy brains are not wired to succeed in school. Can this be true?

Statistics show that girls do outnumber/outperform boys in many ways:

- The number of male undergraduates on college campuses today is 44%, compared to 58% in 1976.
- Elementary school boys are two times more likely to be diagnosed with a learning disability and two times as likely to be placed in special education classes.
- Boys aged five to twelve are 60% more likely than girls to repeat at least one grade.
- Females receive higher grades in virtually every subject and thus are more likely to be on the honor roll and receive more academic honors.
- The self esteem of boys is negatively affected when they are labeled as low-performing, poor learners or "problem"

students.

- A University of Michigan study reported that the number of boys who didn't like school rose 71 percent between 1980 and 2001.
- Boys are 33% more likely than girls to drop out of school; thus more girls than boys graduate from high school.
- High school girls are 36% more likely to take Advanced Placement or honors biology than high school boys.
- Twelfth grade girls score an average of 16 points higher than boys on standardized reading tests and 24 points on standardized writing tests.
- High school boys are 30% more likely to use cocaine than high school girls.

But why does this happen? One theory that supports the changing trend towards improved achievement for girls is that the way that teachers teach these days favors the girls. Curriculum that is driven by standardized tests often dictates what, when and how a teacher delivers instruction. There is so much focus on "passing the test" that teachers have lost their individual freedom to do what is best for all students. Boys are also likely to be more competitive in their learning yet the learning environment is focused on a cooperative, more collegial approach which favors girls. The fact that student-teacher ratios have increased and that physical education, sports

programs and recess time within the school have been either reduced or eliminated doesn't help the boys.

Some scientists believe that the reason boys are not wired for school success has to do with the fact that a boy's brain develops slower than those of girls. Not only do girls develop sexual maturity about two years ahead of boys, but that the girl brain fully develops 18 months sooner than that of a boy. Girls mature more quickly and process information much faster than boys, all of which favors them academically. Scientists do caution that the environment, family background and a boy's temperament do play a part in a boy's development, however, not enough to negate the differences.

As boys begin to experience failure, frustration and academic road blocks, they begin to shut down. Their self esteem is negatively impacted; they begin to feel incompetent and fail to develop a sense of belonging. Gender stereotypes also contribute to this phenomenon as boys resist being labeled as smart, a brain or a nerd. The peer pressure for boys to resist demonstrating intelligence or academic success is immense. It's just not the cool thing to do. Instead, boys are generally applauded by their peers for negative school behavior.

For many years it has been the girls who have received a great deal of necessary attention from all aspects of society to improve their status. Programs like women in engineering and medicine which

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Counselor Supervision (cont.)

Unfortunately, “some counselors oversee or are assigned too much clerical and administration tasks thus they become unsure of their abilities and effectiveness and may experience erosion in their skills and competence.” (Professional School Counselor-Barbara Herlihy)

Patricia Henderson (1994-04-00) reported that “Supervision not only enhances the quality of counselors’ skills, but also helps hone professional judgment, encourages greater self-awareness, and fosters an integrated professional and personal identity as a counselor.” Supervision can be a time to gain assistance in dealing with a school wide crisis such as a death of a student, help develop skills

and techniques to assist disruptive youth, gain insight into helping a student overcome test anxiety, and debrief difficult cases. The goal of supervision is to provide support and guidance in a non-threatening environment to all school counselors regardless if they are new to the profession or experienced.

I encourage you, as a professional school counselor, to seek out or form your own supervision groups. This is a great way to nurture your clinical skills and expand your professional development.

Kathlene Parsons, LCPC
ISCA VP Region IV



Resources on www.idahoschoolcounselor.org submitted by Joey James

As we continue to develop the ISCA website at www.idahoschoolcounselor.org, resources for school counselors are added. At the conclusion of the Fall 2008 Conference in Boise, many requests were made for copies of handouts from the breakout sessions and keynote addresses. In an effort to provide this information, we have included handouts from many of the sessions on the website under the “Conferences” tab. Included are the following handouts.

Amy Amarello

AD/HD and Executive Functioning Deficits
Autism Spectrum Disorders and their Connection to Nonverbal Learning Disorders

Andrew Layman

Children's Mental Health, ages 4-12
Adolescent Mental Health, ages 13-17

Elaine Eberharter-Maki

Section 504 v. IDEA

Gene Cash

Make a Difference

Kathryn Still

Child Psychiatric Medications

Mary Whitaker

Auditory Processing Disorders in the Educational Setting

Peg Dawson

Executive Skills in Children and Adolescents: Assessment and Intervention
Executive Skills Workshop handouts

Randy Sprick

Implementing an RTI Continuum of Behavior Supports

Steven Brock

PTSD at School
Suicide Prevention
Suicide Risk Assessment
Suicide Intervention Script

Anthony Cellucci and Peter Vik

Current Ethical Issues for Counselors & Psychologists

Tanva Chin

Brochure Youth Idaho Update as of October 30, 2007

Educator Guide

Effects of Deployment on Children

Megan Osborne

Eating Disorders



ISCA Middle School Counselor of the Year
Cheri Miller

Today students face the complexity and challenges of life and need highly skilled school counselors to help them navigate around complicated experiences.



© Original Artist
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"It's another e-mail from your folks. You know, this would be a whole lot easier if you'd just tell them about the Web."

The new website is:

www.idahoschoolcounselor.org



IDAHO SCHOOL COUNSELOR
ASSOCIATION

One Vision – One Voice

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What's Happening to the Boys? (cont.)



encourage girls to go into these traditionally male dominated fields were wide spread. Title IX, the 1972 federal law requiring schools to provide equal opportunities for girls both in the classroom and in the athletic arena has done much to improve options for girls. But what are we doing to promote success for our boys that are falling behind?

Obviously changing our society or educational structure is a Herculean task, but being aware of this trend and removing some of the barriers that hinder boys are critical. Here are some things that we can do to help boys reach their full potential:

- “ Make it a point to discuss your concerns regarding your son with his teacher(s), school counselor or administrators. Encourage the teacher(s) to provide extra help to your son that supports academic success.
- “ Model good school behavior. Sit down with your son and do “homework” together. This not only accomplishes the task, but also creates bonding time.
- “ Encourage your son to read.

Have him read to you and you also read to him. Choose titles that will be of interest to him, ones that will help to instill the value of being able to read.

- “ Men (preferably fathers) have to advocate for their sons. They should go to PTSA meetings and be visible at other school/community functions and not just as coaches. If dad isn't available, seek out other positive male role models – uncles, grandfathers, or trusted family friends – who can act in this capacity.
- “ Encourage boys to assume leadership positions outside of sports such as a class officer, yearbook editor or Boy Scout leader.
- “ Emphasize the importance of going to college and provide positive male role models, men who are successful because of going to college.

It is extremely important to note that many boys are very successful and manage to navigate through the educational system without any problems. Equally significant is that many girls experience the same types of barriers as do boys, but

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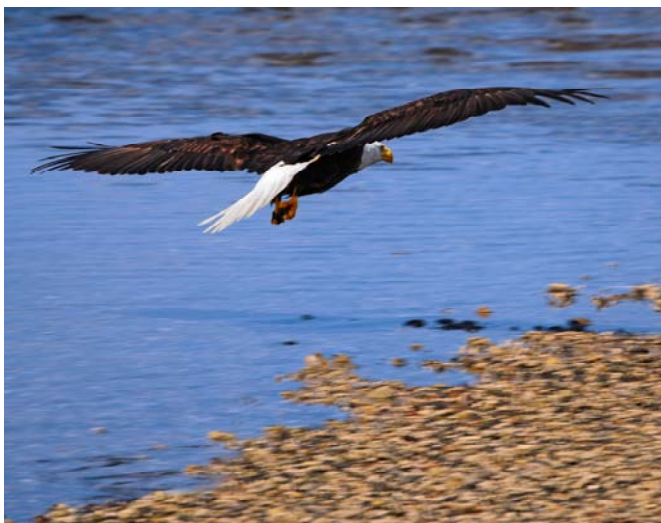


Photo taken by Joey James, “Freedom’s Signature” Birch Bay, Washington

American School Counselor Association’s (ASCA) Leadership Development Institute (LDI)

by Chris McNaught

This last summer I attended the American School Counselor Association’s (ASCA) Leadership Development Institute (LDI) in Tucson, AZ (Sometimes I feel like I live in a world of acronyms and abbreviations.). It was so great being able to collaborate with other counselors from around the country. Knowing that there are 50 other Presidents-Elect in the same boat as me makes me feel better. I somehow feel more capable. I’m not the only one who feels unsure about the job, insecure about my readiness to run a state association, nervous about my ability to find the right people for the right job. I began my term in the ISCA Presidential track saying to myself, “What if no one wants to help? I can’t do it by myself. I have no idea what I’m doing.”

Then I spent several days with at least 100 counselors from all over the country – counselors who want to be involved, who have accepted leadership roles in their state. I understand that I am not alone as a state leader. If there are people like me in other states, surely there are others in Idaho who want to be leaders. There must be dozens of counselors in Idaho just waiting to be asked, “Will you help?” My job as next year’s president will be to find those people and give them a necessary and important task.

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What's Happening to the Boys? (cont.)

generally in smaller numbers. The bottom line is that we need to provide learning environments and a societal norm that provide appropriate educational instruction (and thus student success) for all students. If we can reach this goal, then all students will benefit.

Robert Bardwell is a school counselor and director of student support services for the Monson Public Schools. He is the secondary level vice president-elect of the American School Counselor Association and president of the New England Association for College Admission Counseling. He also is an adjunct professor of school counseling for Springfield College, Westfield State College and the University of Massachusetts Amherst.



Fog on the ridge by Joey James



ISCA High School
Counselor of the Year
Vicky Northrup

ASCA - LDI (cont.)

I find comfort in the idea that people want to be needed, just like I do. I find peace in the fact that I am surrounded by people with amazing talents and abilities just waiting to be utilized.

As professional school counselors, members of the helping profession, we often find it difficult to ask for help. We have this misperception that counselors don't need help - we DO the helping, we ARE the helpers. We see the task at hand and, "I can handle this by myself," while simultaneously feeling, "There's no way I can do this myself." We recognize our need for help, but too often refuse to ask, giving in to pride or fear. By not asking for help, we deny others the opportunity to contribute.

A couple of years ago I was diagnosed with rheumatoid arthritis. It has not been an easy process learning to deal with a disease that affects my whole body. I have had to learn some new skills:

- How to open a jar without being able to apply sufficient grip pressure
- How to wash my head without being able to raise my arms (think about that for a second)
- How to lift something without using my wrists (think twice about that one)
- How to ask for help

I have never been good about asking for help. Two main rules have governed a large part of my life:

1. If I want something done right, do it myself.
2. If I can't do it myself, it's probably not worth doing.

It wasn't until I was forced to ask for help that I realized how many friends I have in Wendell.

It wasn't until I was forced to ask for help that I realized how many incredibly competent people there are around me, people who can do the job much better than I. One family in Wendell has gone above and beyond all expectations of friendship, doing things for me that I would never have been able to do, and then thanking me for the opportunity. They do all the work and make it seem like I'm doing them the favor. It has been a journey of wonderful discovery and scary insight.

I have learned that asking for help is not a sign of my weakness; for me, it is a sign of my new found strength. Asking for help highlights my assets, the ones that can't be listed on a balance sheet, like giving people, caring friends, thoughtful coworkers, concerned neighbors, and loving family. Asking for help demonstrates that I am not afraid of my limitations. I don't deny them; I accept them, deal with them, live with them, and find ways to work around those limitations.

When it comes to counseling, be it in the classroom, groups, or with individuals, modeling is one of the best teaching tools I have found. When I want my kindergarten students to show me their surprised face, I model it by showing mine. When I want my 4th grade students to discover the value in service, I model it by serving them. And when I want people to ask me for help, to come to me when they need something, I model it by asking them for help and going to them when I need something. I model state leadership by becoming a state leader.

ISCA is full of experts on every conceivable school-related issue. No matter the situation, the problem, the crisis, there is an ISCA member who knows just how to deal with that issue, often because they have been through that very situation. As ISCA members, we have nearly unlimited resources of information. Membership in ISCA gives me the opportunity to help other counselors. It also gives me the responsibility to ask for help by consulting other ISCA members.

I hope that one day, every school counselor in Idaho will be a member of ISCA. Imagine the depth of expertise our association would enjoy. But I also hope that we are (I am) never afraid to ask for help when we (I) need it.



Keeping Kids out of High Tech Trouble *by Dr. Russell Sabella*

In the real world, we as adults can set up physical boundaries to help us contain our children to spaces we deem safe. When we take them to the park, we make sure our kids stay inside the fence. When we visit a video store, we stick with the children's section and we don't let them venture into the back room toward the adult videos. Schools have hallways, some have fences, and they all have procedures for making sure that kids get from one place to the other while being supervised and monitored. At home, we activate our alarm systems at night to ward off intruders. Other boundaries in the form of rules exist. We don't allow our children to play beyond a certain perimeter in our neighborhoods or communities. We wouldn't take them with us to a night club where adult activities take place. There are laws in place so that our children cannot simply go to a convenience store and purchase alcohol, tobacco, or adult magazines. If an underage child or minor takes a flight, an attendant escorts him the entire way and checks for identification when delivering the child to his destination.

Technology has at least blurred if not eliminated these real world boundaries. The Internet and other high-tech gadgets have essentially introduced a high-speed interstate upon which we all travel yet a driver's license is not necessarily required. Road signs are unclear or non-existent. The small number of "rules of the road" are not typically enforced and the "strip joints" are right next door to the ice cream shops. Very few people verify a "driver's" age and traffic occurs at all hours of the day and night. The Internet connected computer in particular has become a potential "back door" for children (and others) to enter or exit our homes as they please.

I believe that parenting has always been a tough job although I think you would agree (even the elders I talk too agree) that it is tougher now than ever before. The world is truly getting smaller and moving faster, in large part due to technology that has bridged great divides and has afforded the power of large companies to the individual. The world is changing and its changing fast. As parents we want to help our children take advantage of these

tools in a way that best advances their development. There are more "bases" to cover in the course of supervision. There are many more options for us to consider when making decisions about how our children achieve. More now than ever before, we need to stay focused and goal oriented in a world that is chaotic and uncertain. We need to realize that "Just because you can, doesn't mean you should." Just because you can watch 300 channels of television, doesn't mean you should increase the amount of time you watch television. Just because you can share your information with the rest of the world in the blink of an eye doesn't mean that you should. Just because you can receive a call from anywhere and at any time doesn't mean you should answer it.

In many households, children are more technologically literate than their parents or guardians. This makes sense. Children are growing up in this high-tech world. They have been immersed in rapid technological developments and have grown quite accustomed to change. In contrast, their parents and other care takers grew up in a different world and have been forced to adapt. For many adults, adapting to the amazing changes brought on by technology has come with fear, avoidance, and certainly stress. This has created an imbalance between kids who are "in the know" and their parents/care takers who are "in the dark." And because technological literacy in our current information age translates into power, kids are in some ways more powerful than their parents. This is not good. Parents are entrusted to provide appropriate structure, guidance, supervision, and much more in the course of caring for their children. Yet, a lack of understanding about technology has compromised their ability to do just that.

My latest book, *GuardingKids.com: A Practical Guide to Keeping Kids Out of High-Tech Trouble*, is designed to empower parents, educators, and other care takers by better understanding the technology terrain. Readers will be better able to help children safely and securely navigate a minefield of inappropriate and risky situations. From podcasts to porn, cyberbullying to cell phones, this new book helps readers to understand the risks that emerge when high-tech tools, uninformed parents, and exuberant youth collide. For instance, did you know:

Pornography is not just for computers anymore. One can now also download porn via gadgets such as Play Station Portables (PSP), iPods, and even cell phones. Children can also trade or share an array of inappropriate media via their gadgets via wireless, bluetooth, or cell phone connections.



2008 Fall Conference

President Elect, Chris McNaught
holds a breakout session on his

7C's tracking system

Cyberbullying is a relatively new problem that is facing our computer savvy students which involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. Cyberbullying is a very serious problem that can have fatal consequences (e.g., see <http://www.jaredstory.com/> or <http://www.jeffreyjohnston.org/>).

Some children are using the photo and video features of their cell phones to record and send inappropriate (and perhaps illegal) content. These include photos and/or videos of girls' underwear (i.e., upskirting), sexual activity, nudity, or pages from a school exam or other protected materials. These files can easily be posted on websites and shared among many friends.

Some children are showing signs of technology based addictions such as with gaming, shopping, social networking, gambling, auctions, and simple surfing.

Keeping Kids out of High Tech Trouble (Cont.)

Parents are being held liable for pirating of music and software, especially using P2P networks such as BearShare, LimeWire, Morpheus, Kazaa, eMule, and Grokster (to name a very few).

When children disclose personal information or voice their (sometimes exuberant) opinions, they may also jeopardize themselves or others in yet another way. You see, most everything posted on any website today may possibly, and will probably be accessible for all of time. Information shared with others via listserv, websites, IM, blogs, and other media is typically stored in massive databases, indexed, and easily retrievable for future reference. Also, once something is sent or posted to someone else, it essentially becomes public domain. That is, the content can be copied, download, and passed on to others without permission of the original owner, right or wrong, whether the owner likes it or not. You or your child may believe that what you communicate today is "no big deal" although, tomorrow, the same information could be considered ammunition by others to use against you or your loved ones.

I think we all know that content on the World Wide Web meets with very little censorship. In the United States and some other countries, no other communication medium compares to the Internet for how rigorously people have exercised their right to freedom of speech. However, I'm not sure you appreciate the extent to which this is true. On the web, anyone can easily and quickly access content that promotes and supports activities such as suicide, eating disorders, self-injury, violence and racism.

Podcasting, in its basic form, involves creating audio files (most commonly in MP3 format) and making them available online in a way that allows users to automatically download the files for listening at their convenience (i.e., subscribing to the podcast). After subscribing to the podcast, future "broadcasts" automatically download to your computer, which can then be transferred easily to a handheld such as a Palm OS Handheld, a Pocket PC, cell phone, or an iPod - hence, the name Podcast. In essence, anyone with a computer, Internet access, free software, and a microphone can turn their computer into a personal studio and produce their very own radio show/program. Pornographers, big-

ots, bullies, and others have also discovered podcasts as a powerful method for disseminating information. This information is mostly audio although video podcasts or V-casts are quickly picking up momentum. Anyone who has the knowledge, including children, can easily access (and/or produce) a wide range of smut or obscene matter.

Also included in the book, *GuardingKids.com*, are two full chapters that describe various solutions that we can take to reduce high-tech risks among our children. For example:

First and foremost, develop an ongoing relationship with your child that supports collaborative exploration and learning about technology. Also, help your child to trust you and communicate potentially problematic activity by not "flipping out." That is, stay calm and rational when dealing with technology related problems. Be curious instead of confrontational.

Support your child's school in teaching the skills, knowledge, and attitudes included in technology/media literacy. You can download a basic child-parent agreement at http://www.schoolcounselor.com/pdf/student_contract.pdf

Keep your home computer in a location that is easily viewable.

Turn on the Safe Filtering mode on your search engines. In addition, use other filtering/blocking software such as Cybersitter (which I use and highly recommend). Another option to consider is to investigate and choose a "Family Friendly" Internet Service Provider (ISP) (read more by visiting <http://tinyurl.com/f2zxd>).

If you choose to give your child a cell phone, purchase one that is "child friendly." That is, users of this phone can only send and receive calls from others approved by parents.

Gain personal and practical experience of various technologies so you can listen and talk with your children with authority. That is, become more technologically literate yourself. For example, set up your own MySpace.com account and learn how it is used.

Visit www.GuardingKids.com/links for helpful resources and materials.

In essence, technology provides us with tools to help us accomplish our work more effectively and efficiently beyond what we can do without

it. Computers, cell phones, gaming devices, iPods, and other gadgets help us to stay connected, have fun, and better learn. Such power, however, comes with great responsibility and sometimes at a premium price. We must all make certain that we are using high-tech tools responsibly for ourselves and our society. We must ensure that our children understand how to embrace the tools of the 21st century in a manner that is safe and secure. Technological literacy for adults and children alike will help us to make decisions that are right and realistic. It is important that we each make a personal commitment and take the time to evaluate the use and impact of technology in the lives of our families. Then, with great care, it is critical that we appropriately learn, teach, monitor, and supervise so that we may appropriately guard our kids from high-tech trouble.

With technology, we can do many things. However, just because we can, doesn't mean we should.

Dr. Russell A. Sabella is currently a Professor of Counseling in the College of Education, Florida Gulf Coast University, Fort Myers, Florida and President of Sabella & Associates, LLC, an Educational Consulting, Training and Development practice.

*Russ is author of numerous articles published in journals, magazines, and newsletters. He is co-author of two books entitled *Confronting Sexual Harassment: Learning Activities for Teens* (Educational Media; 1995) and *Counseling in the 21st Century: Using Technology to Improve Practice* (American Counseling Association; 2004). He is also author of several other books including the popular *SchoolCounselor.com: A Friendly and Practical Guide to the World Wide Web* (2nd edition; Educational Media; 2003), *Guarding-Kids.com A Practical Guide to Keeping Kids Out of High-Tech Trouble* (2008, Educational Media Corporation), and *School counseling principles: Foundations and basics* (2007: American School Counselor Association).*

Dr. Sabella is well-known for his numerous trainings including the Technology Boot Camp for Counselors, Solution Focused Brief Counseling, and Datability conducted throughout the country. Russ has trained and consulted with thousands of school counselors, educators, parents, and organizational leaders throughout the country. Dr. Sabella is past President (2003-2004) of the of the American

Spotlight on Advocacy by Dr. Tom Trotter



ISCA Bylaws define advocacy as “... the promotion of the role and programs of professional school counselors.” It continues to itemize specific responsibilities associated with this office including ‘to represent the interests, needs, and concerns of school counselors,’ ‘to communicate the policy and concerns of ISCA to appropriate parties,’ ‘to provide ISCA visibility,’ ‘to promote, stimulate, and support professional development activities,’ and finally, ‘to lobby the state for continued support of school counselors and counseling programs.’

It occurs to me that there are really two dimensions to advocacy. First of all, we are tasked as a professional organization to engage in certain activities through which our constituents are promoted as invaluable service providers to those children and youth enrolled in our schools. Secondly, we – *ourselves* – are called to be champions for what we do as helping professionals to help children and youth be all that they can be as learners.

Duty calls!

Understandably, the Advocacy Chair is responsible for undertaking a number of functions in the service of the profession. To this end, the office is responsible for coordinating the Governor’s proclamation extolling the virtues of school counselors and announcing Idaho School Counseling Week. In addition, the Advocacy Chair educates others as to what school counselors do, prepares news releases describing school counselor accomplishments,

writes articles (like this one) on topics of relevance to advocacy, helps to develop conference agendas to include sessions on advocacy or related subjects, and documents advocacy activities for the good of the order.

Ask not what your association can do for you ...

We can no longer afford to operate as secret service agents. School counselors are in the best position to tell their own stories as contributing members of school teams. Commit to capitalizing on the successful outcomes of your work on multiple issues with our many partners. Armed with descriptive information generated through President-Elect Chris McNaught’s contact data management program, school counselors can rise to any advocacy challenge and take advantage of the following promotional opportunities.

1. Schedule quarterly presentations to the School Board on the kinds of issues with which professionals in education are consumed these days and the roles that school counselors play in coming to grips with these challenges. Think 7Cs!
2. Regularly visit with your school administrators on issues, delivery system demands, and outcomes. Be sure to address how non-school counseling functions siphon-off precious time that could be spent on priority needs.
3. Schedule periodic visits with the Parent Teacher Association/Organization on student issues and best collaborative home-school approaches.
4. Become a part of the local Speakers’ Bureau (or like organization) visiting with community members on children and youth challenges and recommended

courses of action.

5. Piggyback on other school functions like open houses, back to school nights, etc. to provide information through hand-outs on the school counseling program.

6. Invite local legislators in to hear about what’s happening with children and youth and how school counselors are responding.

7. Advocate through action. Model best school counselor practices in how indispensable school counselors are to the educational enterprise. Think 7Cs.

Come together periodically as a K-12 group of school counselors and brainstorm advocacy strategies.

Now that the “juices are flowing,” let me know about your most productive advocacy activities. I would like to eventually compile these in a best practices guide to the field, with attribution to the authors. Send to

doctrotter@roadrunner.com.



Language Differences among different socio-economic classes

by Chris McNaught

This last weekend I was listening to a radio program on NPR. The reporter was talking about a study done comparing welfare families, working-class families and professional families. The study was designed to explore language differences among those three socio-economic classes.

Some amazing things were discovered.

1. The average child on welfare hears half as many words per hour as the average working-class child, and one-third as much as the average child in a professional family.

2. By age 4, welfare children hear nearly 30 million (yes, 30,000,000) fewer words than those children in professional families.

And it's not just the number of words that's important; it's the kind of words.

3. By age 4, children in professional families hear 500,000 encouraging words, and 80,000 discouraging words from their parents.

Children in welfare families were almost opposite: 200,000 discouraging words and only 80,000 encouraging words.

The researchers discovered that the number one factor contributing to a child's success was NOT family income, race, social status, education of the parents, or any of the other factors often believed to so largely impact academic and social success. The number one factor was simply parents who talked with their kids.

Do you want a successful student?

Do you want to raise a child who will be a success in society and their job and their family?

Talk with them. It doesn't matter so much what you talk about. Just talk with them.

Encourage them and they will grow.

As professional school counselors, I wonder how we can use this information, and how we can contribute to those students who lack verbal engagement. There are so many interventions. Maybe this study shows that one of the best interventions in our counselor toolbox is just talking with kids.



Fall reflections on the Spokane River by Joey James



Fall in the Inland Northwest by Joey James

Web Resources (cont.)

www.idahoschoolcounselor.org

As we continue to develop the website we would be happy to add even more informational handouts, publications, resources, and any material that would be helpful to school counselors. As Kathlene Parsons stated in her article, "Counselor Supervision", we can all benefit from continued collaboration and supervision so our clinical skills aren't eroded over time. It is my belief that a sharing of resources via the World Wide Web can be a vital piece of maintaining those skills. As you come across valuable articles, assessment items, or developmental tools, please forward those to me and I will include those on our web page. If you have a school website for your counseling program that includes online resources, I would like to begin featuring a few of those sites in our newsletter. To start things off, I will highlight the website I designed for Timberlake High School www.lakeland272.org/tlhs/counselor. I am currently in the process of rebuilding the site to mirror the 7C's model. My current site is based on the outdated school counseling model. It has served Timberlake High and its students for the past five years, however I feel it is time the site progresses toward a model that makes sense to everyone. I have had great success with the site and feel the 7C's will further enhance our ability to be a resource for students, teachers, administrators, and parents. I would appreciate any comments you may have about the site and/or suggestions for improvement. As we strive to be a valuable resource to our constituents, we are always looking for ways to improve. Input from you will enable us to keep the Timberlake Counselors Corner up to date and pertinent to the people we serve.