

**SCHOOL
COUNSELORS:**

**Difference
Makers**



MAGNOLIA STATE
SCHOOL
COUNSELOR
ASSOCIATION

VIRTUAL CONFERENCE 2021

THURSDAY & FRIDAY,
SEPTEMBER 16-17, 2021

KEYNOTE SPEAKERS



OPENING

Thursday, September 16, 2021, 8:30 a.m.



THE ETHICS OF ADVOCACY

Dr. Wendy Rock, Ph.D., LPC-S, NCC, NCSC

*Assistant Professor of Counseling, School Counseling Program Coordinator,
Department of Health and Human Sciences
Southeastern Louisiana University*

School counselors work with and on behalf of the students they serve to improve academic and behavioral outcomes and help set them on a course to post-secondary success. School counselors must use their advocacy skills in order to ensure their students have equitable access to opportunities that lead toward achievement. Advocacy is, in fact, an ethical imperative for school counselors. This presentation will review the ethical standards that necessitate advocacy, discuss advocacy competencies, and how to advocate and keep your job.

Learning objectives:

- Explain advocacy and advocacy competencies.
- Identify ethical standards that compel school counselors to advocate
- Describe how to advocate and not jeopardize your position

CLOSING

Friday, September 17, 2021, 12:30 p.m.



FOLLOW YOUR BUTTERFLIES: BEING A SCHOOL COUNSELOR LEADER

Laura Ross

2020 ASCA School Counselor of the Year

In what ways are you a school counselor leader? That question alone can stir up anxious butterflies. School counselors are uniquely trained to provide supports for student academic, career and social/emotional development - areas typically in our comfort zone - that unique training also positions school counselors to be educational leaders. Many school counselors may feel less comfortable in the leadership arena. Laura Ross, 2020 ASCA School Counselor of the Year, shares her journey of following her butterflies outside of her comfort zone and into a variety of leadership opportunities that have led to professional growth, platforms for advocacy and systemic change.

Learning Objectives:

- Explain how relationship building leads to collaborative leadership opportunities
- Identify leadership opportunities within your school building and how to advocate for those opportunities
- Discuss ways school counselors can be leaders outside of the school

THURSDAY, SEPTEMBER 16, 2021

9:40 A.M.



ASCA NATIONAL MODEL 4TH EDITION

Crystal Brewer, NCC, NCSC

School Counselor/ District Lead Counselor, Simpson Central School

Track: Academic, Career, Social/Emotional Level: K-PS

ASCA has made a number of changes to streamline and simplify the ASCA National Model in its 4th edition. Maybe you were very familiar with the previous edition or maybe this is all new to you! Come learn about the latest edition of the ASCA National Model and how you can practically utilize the model to deliver a comprehensive school counseling program that addresses the needs of all students.

Learning Objectives:

- Participants will become familiar with the latest edition of the ASCA National Model.
- Participants will learn about changes to the 4th edition from the 3rd edition.
- Participants will learn a 3-year implementation plan for a comprehensive school counseling program.



SAND TRAY THERAPY IN SCHOOL SETTINGS: THE THERAPEUTIC POWER OF PLAY WITH CHILDHOOD TRAUMA

Belinda Tutor, Ed.S., SB-RPT

Elementary School Counselor, Mooreville Elementary School Lee County School District

Track: Social/Emotional Level: K-8, PS

Our children today experience trauma more than ever before, they come to our schools, traumatized due to neglect, abuse, poverty, domestic violence, substance abuse and other unimaginable situations. School Counselors, in many cases, are the only opportunity for children to receive therapy. Through Sand Tray therapy, children are able to express feelings, modify behavior, and develop problem solving skills. This session will provide a basic overview of the foundation, principals, and techniques of Sand Tray Therapy. Participants will learn about the therapeutic powers of Sand Tray when working with childhood trauma.

Learning Objectives:

- Learn the basic overview of the foundation, principles and techniques of Sand Tray Therapy
- Learn the value of Sand Tray Therapy with Childhood Trauma
- Have fun practicing Sand Tray Therapy techniques for use in your school

THURSDAY, SEPTEMBER 16, 2021

9:40 A.M.



VIRTUAL SCHOOL COUNSELING: BEST ETHICAL PRACTICES

Chancey Fort, Ph.D., P-LPC

*Director of Counseling, Mississippi Department of Education
Track: Academic, Career, Social/Emotional Level: K-PS*

The new school year is here and many schools are beginning the year off in distance learning. This year presents a unique challenge on how to proactively support students through a comprehensive school counseling program. This session will identify possible ethical issues, barriers, and limitations in virtual counseling. In this new shift in providing services to students, school district's guidelines and policies should also be considered in online services. This session will also discuss and provide examples of best practices, activities, and resources in virtual counseling.

Learning Objectives:

- Identify legal and ethical complications surrounding virtual school counseling
- Describe legal and ethical best practices when working in a virtual setting
- Develop a plan for implementing an effective school counseling program virtual counseling
- Resources for virtual school counseling

10:50 A.M.



"AIN'T NO MOUNTAIN HIGH ENOUGH, AIN'T NO VALLEY LOW ENOUGH TO KEEP ME FROM GETTING TO YOU." HOW HIGH SCHOOL COUNSELORS CAN USE THEIR TIME TO EFFECTIVELY GUIDE AND REACH EVERY STUDENT. PART 1

Dr. Jamillah Pou, High School Counselor, Rankin County Schools

Jessica Smith, High School Counselor, Pisgah High School - Rankin County School District

Beverly G. McClure, High School Counselor, Northwest Rankin High - Rankin County School District

Track: Academic, Career Level: 9-12

High school counselors help foster an inclusive learning environment for the auditory, solitary, social, kinesthetic, logical, verbal, and visual learners from all socioeconomic backgrounds and ethnicities. The intention is to guide the student successfully from high school to their post high school plans and to help them maximize their ability to be successful. (Part 1 of 2)

Learning Objectives:

- Help high school counselors develop a realistic vision of their role in providing useful services to students.
- Teach counselors how to maximize your time to help every student achieve his or her full potential during high school and get them to the next chapter.
- Provide organization and survivor tips for the effective high school counselor.



THURSDAY, SEPTEMBER 16, 2021

10:50 A.M.



MAKING A DIFFERENCE? IT STARTS WITH YOUR COMPREHENSIVE COUNSELING PROGRAM

Dr. Ebonee Magee-Dorsey, LPC, NCC, District School Counselor, Lawrence County School District

Suzanne Stokes, Ed.S, NCC, NCSC, School Counselor, Pecan Park Elementary - Ocean Springs School District

Track: Academic, Career, Social/Emotional Level: K-PS



Whether you are a new school counselor or even a seasoned school counselor, this session will help build and strengthen your comprehensive school counseling program. This session will help guide you through creating a successful program for your students as you implement all four components of the ASCA National Model. You will leave with a wealth of knowledge, tips and new ideas.

Learning Objectives:

- Participants will learn tips and tools on how to implement all four components of the ASCA National Model
- Participants will learn ways to improve and build relationships with all stakeholders
- Participants will develop strategies to advocate for their comprehensive counseling program



STUDENT ANXIETY: ISSUES AND INTERVENTIONS

Amy W. Upton, Ph.D., NCC, NCSC

Assistant Professor - School Counseling Coordinator, University of South Alabama

Track: Social/Emotional Level: K-PS

School counselors are tasked with working with students who struggle with a variety of mental health concerns. Anxiety is the most commonly diagnosed mental health concern, impacting approximately 10% of adolescents (Kaffenberger & O'Rorke-Trigiani, 2013). This session will examine the rising trend in students struggling with anxiety and anxiety related issues. An overview of trends, origins, challenges, and suggestions for school counselors regarding prevention and intervention will be provided.

Learning Objectives:

- Attendees will leave this session with a better understanding of the rising trend of anxiety in students, how and why it may manifest, and what are some of common risk factors for students in developing anxiety.
- Attendees will gain a familiarity with some of the available anxiety assessment tools that school counselors can utilize.
- Attendees will learn about current evidenced based programming that is available to integrate into their comprehensive school counseling programs and suggestions for alignment with the ASCA national model.
- Attendees will be provided with resources related to serving students with anxiety for use in their practice.

THURSDAY, SEPTEMBER 16, 2021

11:50 A.M.

Exhibit Hall/Lunch

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12:30 P.M.



"AIN'T NO MOUNTAIN HIGH ENOUGH, AIN'T NO VALLEY LOW ENOUGH TO KEEP ME FROM GETTING TO YOU." HOW HIGH SCHOOL COUNSELORS CAN USE THEIR TIME TO EFFECTIVELY GUIDE AND REACH EVERY STUDENT. PART 2

Dr. Jamillah Pou, High School Counselor, Rankin County Schools

Jessica Smith, High School Counselor, Pisgah High School - Rankin County School District

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Track: Academic, Career Level: 9-12



High school counselors help foster an inclusive learning environment for the auditory, solitary, social, kinesthetic, logical, verbal, and visual learners from all socioeconomic backgrounds and ethnicities. The intention is to guide the student successfully from high school to their post high school plans and to help them maximize their ability to be successful. (Part 2 of 2)

Learning Objectives:

- Help high school counselors develop a realistic vision of their role in providing useful services to students.
- Teach counselors how to maximize your time to help every student achieve his or her full potential during high school and get them to the next chapter.
- Provide organization and survivor tips for the effective high school counselor.



THURSDAY, SEPTEMBER 16, 2021

12:30 P.M.



WORKING WITH COMMUNITY MENTAL HEALTH AGENCIES TO ENHANCE COUNSELING SERVICES FOR STUDENTS

Nicole Worthy, NCC, LPC, NCSC

*CTE Counselor, Ross Collins Career and Technical Center - Meridian Public School District
Track: Academic, Career, Social/Emotional Level: K-PS*

Since we are often challenged as school counselors to provide the best services for students using limited resources, knowing how to effectively utilize community mental health counseling agency services can enhance our ability to effectively serve students. This interactive session focuses on ways to use community mental health agency services in the school setting.

Learning Objectives:

- Session attendees will be able to identify community mental health agencies in their area that can help provide mental health services for students.
- Session attendees will be able to identify specific techniques that can help while collaborating with community mental health agencies to provide better mental health services for students.
- Session attendees will practice applying information and techniques presented about working with community mental health agencies to case studies.



SOCIAL JUSTICE AND THE ASCA NATIONAL MODEL

Deirdra Hawkes

*Director of Programs and Advocacy, ASCA
Track: Social/Emotional Level: K-PS*

Implementing the ASCA National Model says your program is data driven, student focused. Students all across the country are impacted in a variety of ways by the pandemic and real life violent events and senseless deaths that have shaken race relationships and impacted trust. School counselors can make a difference, even during this time, by providing resources and meeting needs. Doing the work also means playing a role in social justice within education. Attend this session to learn how ASCA National Model helps you to do just that.

Learning Objectives:

- Explain how school counselors promote social justice through the implementation of an ASCA National Model-based school counseling program
- Discuss how social justice is imbedded throughout the four components of the ASCA National Model, and provide specific examples.
- Explain the role data plays in advocating for social justice within your comprehensive school counseling program.

1:35 P.M.

Exhibit Hall/Break

2:00 P.M.

Levelized Discussion Sessions

FRIDAY, SEPTEMBER 17, 2021

8:00 A.M.

Exhibit Hall

8:30 A.M.



MDE UPDATES

Chancey Fort, Ph.D., P-LPC

Director of Counseling, Mississippi Department of Education

Track: Academic, Career, Social/Emotional Level: K-PS

Join this session to learn the latest news from the Mississippi Department of Education.

Learning Objectives:

- Review new Counselor Growth Rubric
- Discuss counselor's role in school SEL
- Share other MDE updates relevant to counselors



MINUTE TO WIN IT: USING MINUTE MEETINGS TO DRIVE YOUR SCHOOL COUNSELING PROGRAM

Rebekah Pope, M.S., NCC, NCSC

School Counselor, Jackson Elementary School - Pascagoula-Gautier School District

Track: Academic, Career Level: 9-12

When a school counselor has a large caseload, it can be difficult to connect with all the students. Minute meetings provide a way for the counselor to give all students a chance to be heard. School counselors can use the data collected in one minute meetings to create small groups to address student needs.

Learning Objectives:

- Explain how to set up minute meetings with students.
- Discuss ways to differentiate meetings based on grade level.
- Share different small groups that can be created from data collected in one minute meetings.



RAMP 101

Deirdra Hawkes

Director of Programs and Advocacy, ASCA

Track: Academic, Career, Social/Emotional Level: K-PS

Whether you are new to the RAMP process or it's time to re-RAMP, discover helpful tips and learn about the plethora of resources to assist you in the journey. Use RAMP to share your school counseling program vision and voice.

Learning Objectives:

- Identify the 10 application components.
- Explain the RAMP scoring process.
- Access the online portal and application resources.

FRIDAY, SEPTEMBER 17, 2021

9:40 A.M.



BUILDING THE FOUNDATION FOR A GROWTH MINDSET IN ELEMENTARY STUDENTS

Suzanne Stokes, Ed.S, NCC, NCSC, School Counselor, Pecan Park Elementary - Ocean Springs School District

Dr. Ebonee Magee-Dorsey, LPC, NCC, District School Counselor, Lawrence County School District

Track: Social/Emotional Level: K-5

Developing a growth mindset at a young age can help prepare students for the challenges they will face in life. The session will review growth mindset concepts with school counselors, address any potential concerns with teaching these concepts, and provide lesson ideas for classroom instruction.

Learning Objectives:

- Review the basics of growth mindset
- Discuss potential concerns for lessons and how to address them
- Provide an action plan for delivering lessons on growth mindset



PBIS AND SEL: FRIEND OR FOE?

Beth Gaston

School Counselor, Oak Grove Lower Elementary - Lamar County School District

Track: Social/Emotional Level: K-5

This presentation will provide background knowledge for participants on what PBIS and SEL is. Additionally, it will provide strategies for incorporating Social Emotional Learning within a PBIS framework. Strategies will be provided for both Tier 1 and Tier 2 of the Multi-Tiered System of Supports.

Learning Objectives:

- Participants will have an understanding of the meaning of Social Emotional Learning and Positive Behavior Intervention and Supports.
- Participants will learn to address the social emotional needs of students in Tier 1 of the Multi-Tiered System of Supports in conjunction with PBIS.
- Participants will learn to identify and address social emotional needs of students in Tier 2 of the Multi-tiered System of Supports in conjunction with PBIS.

FRIDAY, SEPTEMBER 17, 2021

9:40 A.M.



EXPLORATION OF SCHOOL COUNSELORS' SUPERVISION EXPERIENCES

Kenya G. Bledsoe, PhD, LPC-S (AL, MS), NCC, NCSC, BC-TMH

Assistant Professor, The University of Mississippi

Track: Academic, Career, Social/Emotional, Supervision Level: K-PS

Clinical supervision is an exclusive relationship between a supervisor, supervisee, and the clients being served. Many states require that pre-licensed counselors complete 3,000 supervision hours for licensure, however, school counselors are certified by state departments of education and have no such requirements. Many school counselors desire post-master's clinical supervision despite it not being readily accessible in the PK-12 schools. Instead, clinical supervision is typically replaced with administrative and program supervision.

Some school counselors seek out clinical supervision. However, there is limited research regarding these experiences. The researcher conducted an interpretative phenomenological analysis study to gain a better understanding of early career school counselors' (three years or less school counseling experience) clinical supervision experiences. Attendees will engage in dialogue on how they can incorporate the results of this study to heighten clinical supervision awareness, particularly for early career school counselors.

Learning Objectives:

- Attendees will be able to identify early career school counselor's clinical supervision needs.
- Attendees will be able to identify early career school counselor's clinical supervision experiences.
- Attendees will discuss implications for school counselors and counseling supervisors.

10:50 A.M.



ADVERSE CHILDHOOD EXPERIENCES: PREVENTION IN TRAUMA INFORMED SCHOOLS

Ashley Whitfield, LPC

Private Practice

Track: Social/Emotional Level: K-PS

Adverse childhood experiences (ACEs) are traumatic events that occur in childhood. ACEs include things such as neglect, family violence, exposure to drug use, divorce, or family mental illness, to name a few. These experiences are linked to chronic health problems, mental illness, and substance abuse in adulthood. This session will explore ACEs and present suggestions for effective counseling practice based on the Center for Disease Control's prevention strategies as well as Trauma-Informed Practices for Schools.

Learning Objectives:

- Define Adverse Childhood Experiences.
- Explain the impact of ACEs on academics and social-emotional deficits in school-aged children.
- Provide prevention strategies for school counselors to use in their practice.

FRIDAY, SEPTEMBER 17, 2021

10:50 A.M.



CAREER DAY - PLANNING, ORGANIZING, AND FACILITATING

Crystal Brewer, NCC, NCSC

School Counselor/ District Lead Counselor, Simpson Central School

Track: Career Level: K-8, GS

Career Day can be one of the highlights of the school year for you and your students! Learn how one counselor has planned, organized, and facilitated a successful and fun K-8 career day. Learn practical strategies and lessons learned to help your career day be a success.

Learning Objectives:

- Participants will learn the rationale behind facilitating a career day for students.
- Participants will learn how to plan and organize a successful career day event.
- Participants will learn tips and tricks to overcome barriers and make the day the best.



UNDERSTANDING RESTORATIVE JUSTICE AS A SCHOOL COUNSELOR

Amanda Duplantier, Ed.S., LPC, NCC

Student Services Coordinator, St. Paul's School

Track: Social/Emotional Level: K-PS

If Suzy calls Billy a name she is punished in some fashion (moves her clip, loses recess, gets a detention, etc.). But what does Suzy really learn from this system of punishment? Does this make Billy feel better after she is punished? The goal of Restorative Justice is to help the students learn through mediation more about their behaviors, how they impact others, and also how to make amends for situations. Typically we only hear about this aspect of Restorative Justice. However, there is and should be an emphasis on the preventive Restorative Practices that can occur in our schools.

Learning Objectives:

- Understand what Restorative Justice is and its place in schools.
- Be able to share preventative restorative practices with school staff.
- Learn the varying roles of a School Counselor within a Restorative Justice System.

11:50 A.M.

Exhibit Hall/Lunch



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