

NCSCA News

THE OFFICIAL PUBLICATION OF THE NORTH CAROLINA SCHOOL COUNSELOR ASSOCIATION

SPRING 2013

DANCING OR DRAGGING INTO THE DATA-DRIVEN DIGITAL AGE: TOOLS FOR A TROUBLE FREE TOMORROW

			
<p><u>IN THIS ISSUE:</u></p> <p>COLLEGE AWARENESS</p> <p>CHASING THEIR DREAMS</p>			
<p>BEST GROUP PRACTICES</p> <p>MAKING MAGIC WITH PUPPETS</p> <p>PRESIDENT'S MESSAGE AND MORE</p>			
			

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NEWSLETTER SUBMISSIONS

We welcome articles, resource reviews and information from all members. Please contact Angela Poovey, newsletter editor, at apoovey@hotmail.com, if you have a submission for the newsletter.

NCSCA financial reports are available to members upon request.

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COLLABORATING FOR SYNERGY

There is much to be gained when we look to our fellow professionals to network and increase our own knowledge .

BY NICKI NEUMANN



The first section of our NC Professional School Counselor Standards lists Leadership, Advocacy and Collaboration as essential elements in our work as school counselors. In previous months, I've discussed leadership and advocacy. This month's focus is on collaboration.

When I think about collaboration, I think about building relationships and working together for the benefit of all. There can be a synergistic effect—a much greater outcome by working together than if we had worked separately. We do this in many ways within our buildings. We

work with teachers and administrators on various school committees as

we examine the overall school program. We collaborate with parents and offer ways to involve them in their children's education. Transitions are crucial times to collaborate with other school personnel and parents.

Over the years, the most valuable collaborations for me have been collaborating with school counselor colleagues. Our Professional Learning Communities help me see the bigger picture in my district and not just in my middle school. In Buncombe County, our School and Community Counselor Conference has been a twenty year collaboration among Buncombe County and Asheville City School Counselors and community counselors. We have worked together to sponsor professional development of interest to both school and community counselors. This conference also provides us time to meet each other and network for the benefit of the families with whom we all work.

NCSCA is also collaborating for the good of our state's school counselors and the students and parents we serve. This year, we collaborated with the Southern Regional Education Board (SREB,) N.C. Department of Public Instruction (NCDPI,) and the NC Middle School Association president and the school counselors with whom she works to provide a session at our conference: A New Mission for the Middle Grades. The session was presented to teams of principals and school counselors to show the importance of collaboration and planning together.

The NCSCA District Vice Presidents also are collaborating with Linda Brannan, the NCDPI Student Support Services Consultant, and [RESA's] across the state to present district regional workshops at no cost to school counselors. Linda brings important information and updates to us about the changes that affect our jobs. The Vice Presidents also collaborated with members in their districts to determine what other professional development needs could be met at these workshops and offered topics of interest to them.

NCSCA's Higher Education Chair has collaborated with other university professors to reach more graduate students. Our District Supervisor Chair has collaborated with others to offer training about how school counselors' roles are changing and the importance of our work with students.

Another of NCSCA's collaborations is with the NC Counseling Association (NCCA). NCSCA has sent word to our members about NCCA's Call for Programs for its conferences and NCCA has done the same for our conference. We offer exhibit space for each other's organizations at our conferences. Leadership from both organizations and the Licensed Professional Counselor Association of NC (LPCANC) met in February and plan to meet in the fall to continue the conversation about collaboration.

Other collaborations occur each year at the national ASCA Conference. NCSCA delegates meet with ASCA staff and officers of School Counselor Associations across the country to discuss current issues. The delegates learn from one another about how to best serve the needs of school counselors and plan for the future of their associations.

What are the collaborations that have been most helpful to you? What are other collaborations you can begin? I encourage each school counselor to look for ways to collaborate with others.

Nicki Neumann, NCSCA president, nneumann46@gmail.com.

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CHASING THEIR DREAMS

A group of elementary school girls combined their interest in running with the fun of a social club—and the “Dream Chasers” was created.

BY PAGE GAMBILL



There are some fourth and fifth grade girls who are truly “chasing” their dreams at Corinth-Holders Elementary School in Zebulon, NC. Through the girls running club, girls are able to not only challenge themselves physically, but improve in their self-concept and interpersonal relationships. The “Dream Chasers”, as we are known, meet once every two weeks after school for one hour. We spend 30 minutes in Girl Talk and 30 minutes running.

Before this club begins each year, the girls receive a notebook with copies of running tips, motivational quotes, and copies of activities they will use for the year. During our first meeting, girls complete a pre-test so I am able to collect data on their exercise habits, beliefs on eating healthy, impressions of body image and self-esteem, and anything else I hope to affect through this club. Like with any small group a school counselor may do, we also create rules and participate in activities to promote trust. Girls are required to sign a contract asking them to agree to push themselves, be true to themselves, treat others how they want to be treated, and respect the club by supporting the other girls, being punctual, and completing homework. Yes, homework!

After each meeting, girls have running homework - run and walk for a specified amount of time- and girl talk homework relevant to that week’s topic. Girl talk homework may be to take a walk with a role model or share something you love about yourself with someone. The homework requires a parent or guardian signature so I can verify someone is reinforcing what we discuss. Girls love this homework because when they turn it in they are able to pick a prize. The prize box consists of donations or purchases from the Dollar Spot of nail polish, notebooks, make up bags, stickers, and more. Parents and guardians also sign a contract that asks them to participate in the homework and celebrate their daughter’s success. I also require a doctor’s note or a physical before we start running.

During Girl Talk, I facilitate an activity on a variety of topics. We discuss the media and its influence on our body image, write love letters to ourselves to celebrate our positive qualities, listen to music and discuss lyrics, practice conflict resolution strategies, and talk about women role models who influence us. Other days we focus on the food guide pyramid or nutrition. I use a myriad of resources, many of which were donated through Donors Choose, or purchased at the NCSCA Annual Conference.

We transition into running time with stretches and discuss our goals for that day. We might run in the gym or run outside; we might work on improving our endurance by alternating walking and running, or play a relay game. Some days the game may connect with our Girl Talk topic. We discuss proper form, practice appropriate breathing habits while running, and learn to listen to our body to know how hard to push ourselves.

And now, I’m going to throw something out there that might come as a shock. I am NOT an avid runner. I am learning with the girls each time we meet but have researched techniques to ensure we try to avoid injury, and have educated myself so I am able to teach skills they can use if they choose to run in the future.

What is most important to me, as their school counselor, is that they are learning to reach goals, demonstrate perseverance, and feel empowered when realizing who they are and how to positively portray themselves to others. I am able to connect our time together to ASCA standards as the girls learn to demonstrate pride and a positive attitude toward self, identify feelings and personal strengths, practice with conflict resolution and friendship skills, and exhibit persistence and perseverance. I believe we let everyone at our school know how to “run like a girl!”

Page Gambill, Corinth Holders Elementary, emilygambill@johnston.k12.nc.us



The 2011-2012 running club



The girls writing and decorating love letters to themselves around Valentine’s Day



Showing running spirit for a Donor’s Choose proposal



COLLEGE AWARENESS

Using visual aids can be a great way to promote discussions about college awareness.

BY LAURA WALKER

I am a school counselor at a relatively new school, and most of our students are college-bound. We currently serve kindergarten through ninth grade, and I found myself struggling with how to incorporate college awareness for all students. I began brainstorming ideas of how to make college more accessible for students. Visual aids, experiential learning, and basic knowledge are three key concepts that surfaced in promoting college awareness in the school.

Visual aids are of prime importance since students are prompted by them, and it is an easy way to promote college awareness. I decided to contact colleges and universities in our region and ask for information on their school and any freebies they could give me. I was pleasantly surprised when I received pens, cups, bumper stickers, and my personal favorite, pennant flags. I hung the flags outside the counseling office, as well as used them as a border inside the office. These items provide students with a visual related to college, and it gets them talking! Many students have made comments about the pennant flags, and I use it as a gateway to discuss college.

Experiential learning is a hands-on way of showing students what college is all about. Field trips can initiate or continue conversations with students about college. Exposure to college early on can be beneficial for students. In November, we took our ninth graders to a nearby university, and we have two more trips planned before the end of the year. Prior to our trips, I urge the students to research the university to become informed on what

they would like to see during our visit, as well as brainstorm questions they'd like to ask our tour guides. After we return, I begin discussing our experience in classroom guidance. Experiential learning provides unique learning for students that can bring college to life.

Furthermore, basic knowledge of college is necessary before students begin researching colleges on their own. Some topics to consider discussing are college admissions requirements, majors and minors, tuition and fees, and other important topics regarding college. In addition, college student support services are a key part of college life, and you can incorporate them into discussions you have with students. Students should be aware of the services available to assist them when they need it later on. I did a lesson on this topic with freshman students, and we compared and contrasted services students can receive in high school with those in college. This lesson was beneficial for them because most students didn't know so many resources are available to them.

These three methods are a great place to start when promoting college awareness. The combination of visual aids, experiential learning, and basic knowledge are vital in assuring that students obtain a unique experience and become aware of the college world. Most importantly, they can provide a means of continuous conversation with students about college, ensuring they are college-ready upon high school graduation.

Laura Walker, Lake Lure Academy
walkerlm3@gmail.com

COLLEGE PREPARATION

According to Census Bureau statistics far fewer students are going to college after high school.

BY KAYE BERNARD MCGARRY, M.ED

According to the U.S. Census Bureau (2006), 72 percent of the students now in high school will not obtain a college degree. About 50 percent of high school students in the United States will go on to a college campus and about half of those will drop out; thus, only 28 percent of today's high school students will end up graduating from college with a bachelor's degree. Only 36 percent of incoming freshmen will graduate in five years or less and get a job that requires a degree.

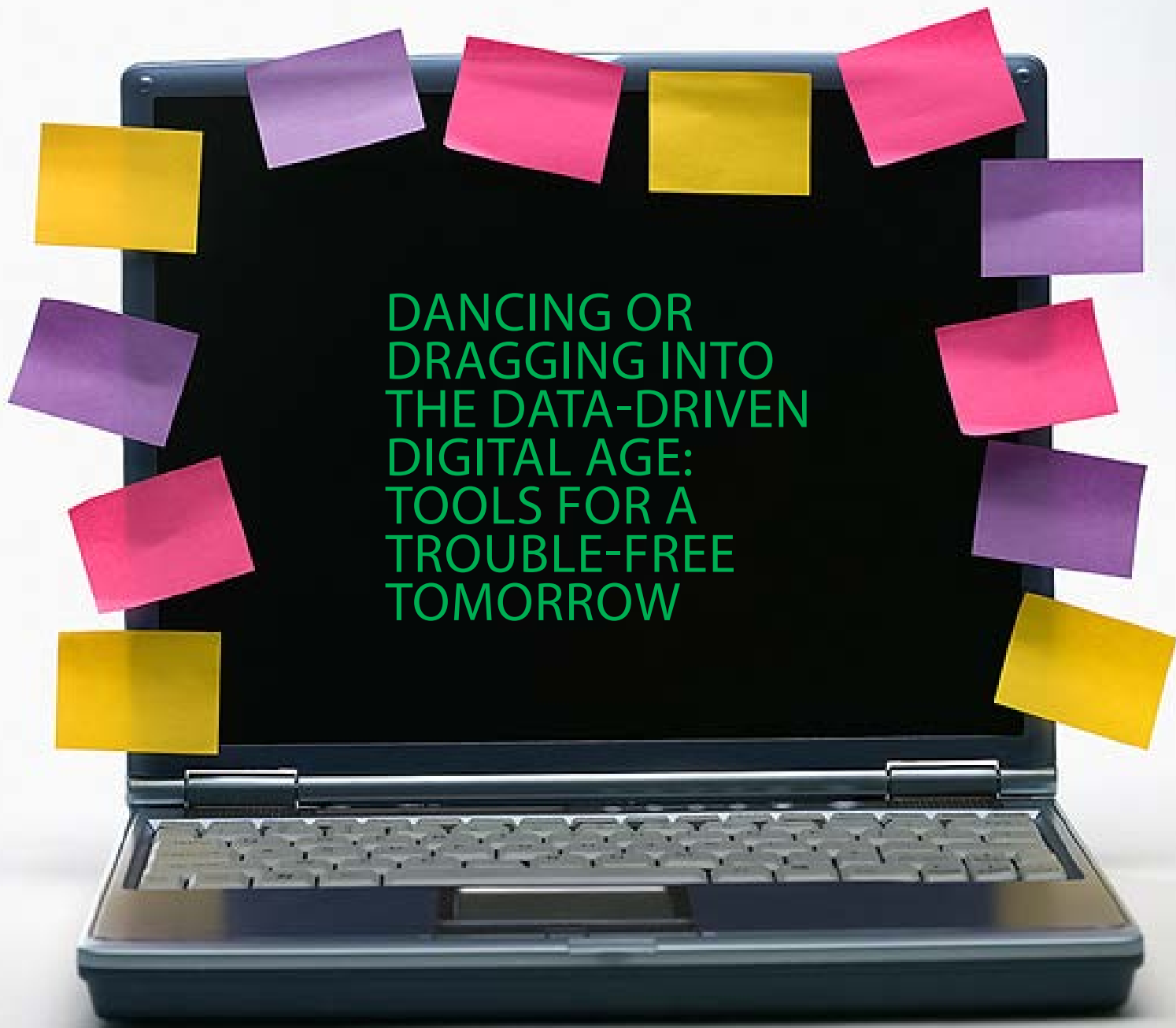
High school graduation is around the corner and many of our students will be preparing to leave for the college campus. As college freshmen, they will soon be creating their world, and they need space to blossom. As parents and counselors, we know we have done the best we can to prepare our children and our students for college.

Colleges have used the traditional variables, such as GPA, SAT/ACT test scores, rigor of high school coursework completed, as well as personal interviews and writing samples to determine the best fit for each of their applicants. In addition to these variables, which should give some indication of the potential to be successful on the college campus, there are other indicators of success which are a little more difficult to measure.

College success is not so much a matter of being smart enough as being strong enough. What I mean is that those students who are less smart but have a clearer sense of their own capacities and capabilities have a better chance of success in college than the very best students who may never have been stretched. Being clear about who they are and their core values is very important. I believe a vision or a personal goal is the single greatest predictor of college success, and that is one of those soft skills that cannot be realistically measured. ■

Kaye Bernard McGarry, M.Ed., Author, Educational Consultant, Speaker, Kaye@KayeMcGarry.com

nscsa news



Here are 3 pain-free ways to gather data and incorporate technology into the work you already do without further complicating your life. It is never too late—and getting started on data collection and technological tools now will make this fall's transition to some of the expectations of the new Evaluation Instrument a snap!

BY ELIZABETH GRAVES, PH. D AND EMILY SMITH, MA

Does your pulse quicken when you learn of a new advance in technology or does your hand rise unbidden to your suddenly-aching forehead? It seems there aren't many of us who lie between the poles of Technology Geeks and Technology Neanderthals in the school counseling field. As a result, the recently-introduced Rubric for Evaluating North Carolina's School Counselors (accessible at <http://schoolcounseling.ncdpi.wikispaces.net/School+Counseling>) is likely to either raise in us feelings of dread or excitement. In each of the five school counselor evaluation standards, use of both data and technology in driving our counseling interventions and programs are key. In fact, acceptable 'artifacts' which follow each standard (support documents offered to supervisors in proof of our program's efficacy) include evidences that can be generated only through the collection and use of data best gathered through technology.

So, "How do I incorporate technology effectively into my every day counseling duties? What are some efficient ways to gather data to drive my program that won't require even more time and energy from me in learning and using them? Will technology make my job harder in the end rather than simplifying it?" In answer to these questions, we offer the following simple and popular tools and applications (apps) that are easily integrated into school counselors' daily interventions. These three simple tools can not only make your job a little bit easier, but also can concretely demonstrate that.

GOOGLE DOCS

If you haven't used Google Docs in the past, now is the time to start. This web tool allows you to create documents, spreadsheets, and presentations easily and store them online. You can access all your documents with any online computer in any classroom, eliminating the need for jump drives and the fear of crashing laptops when you need them most. You can also take this tool a step further and create a survey (or "form" as Google Docs calls it). Simply create your survey, upload or embed the link in emails, and send them on their way. Respondents' data are automatically recorded in spreadsheet form stored in your Google Docs account.



QUICK TAP SURVEY

Here is a free app that is great for use in your program. Quick Tap Survey might be best utilized with groups or individual's counseling sessions to collect data on the effectiveness of your interventions. Create your own customized survey and administer it to whomever you choose. Ideas: create a two-question survey for students to complete when they come to your office for one-on-one counseling (e.g., "How did you feel about your ability to focus on your classwork when you came in to see me today – on a scale of 1 -10?"; "How do you feel about your ability to focus on your classwork now as you are leaving – on a scale of 1 - 10?") This is a quick and easy way to produce data to advocate for the effectiveness of your program! These are just 3 pain-free ways to gather data and incorporate technology into the work you already do without further complicating your life. It is never too late – and getting started on data collection and technological tools now will make this fall's transition to some of the expectations of the new Evaluation Instrument a snap!



OFFICE TIME

Do you often find yourself wondering where all the time went in your day? This app allows you to track the time you spend doing various tasks throughout the day. No need to use paper, pencil, and calendar anymore! Simply set up the categories you want (classroom guidance, one on one, administrative tasks, paperwork, etc) and click "start" whenever you start one of them. At the end of the day, simply pull up your timesheet and it calculates how many minutes you spent on each task that day. What a great and simple way to collect data to advocate for your time and energies being spent to the direct benefit of students! Another bonus: this app is free!



Elizabeth Graves, PhD, Counselor Educator,
Appalachian State University,
graveseg@appstat.edu

Emily Smith, MA, School Counseling Graduate
Student, smithem@email.appstate.edu

IT'S ELEMENTARY: MAKING MAGIC WITH PUPPETS

One counselor's unique strategy to break the ice introduces a fun element that students embrace.

BY KATIE WOHLFORD ELLIOT

Why use Puppets?

- It's fun and enjoyable for the kids.
- The puppets give students a positive feeling toward guidance class and toward the school counselor.
- Puppets make the counselor an immediate friend and very approachable because most kids love animals.
- Students listen to what puppets have to say better than they listen to the same words coming out of an adult's mouth.
- You've never seen such perfect behavior while they listen as still & quiet as mice while their puppet friends tell a story.
- Kids connect with the puppets and think of themselves as similar. Puppets can have the same problems that kids have...which gives kids a better vocabulary for their problems, lets them know they are not alone, and that their counselor accepts them with their faults and can help.

WHEN SHOULD I USE THEM?

- Remind students of appropriate and expected behaviors at the beginning of each guidance lesson (eg: Impulsive Puppy plays hide and seek to see if all the children are sitting criss/cross apple sauce, raising their hand, and having quiet mouths)
- Reward students for good behavior (eg: "if you follow the rules you can all pet Sal the Snake before we go")
- Give examples of why students might visit the school counselor. (eg: During guidance class, act out 'puppets with problems' so you can "counsel" the puppet, like an angry turtle who you can teach the skill of going into his shell to take deep breaths and think happy thoughts so he can calm down)
- Helps students express themselves and share their stories in individual and group counseling (e.g. the student can use Bully the shark act out how their classmate treated them)
- Teach emotional skill building in guidance or counseling (eg: Bella Butterfly has the impulse to scream and hit the spider who surprised her, but she must first stop and think before making a poor choice)
- Teach social skills – (e.g. waiting, making an apology, compromising, sharing, accepting consequences, making new friends, ignoring

distractions, accepting differences, and even not picking boogers!)

- Get to know each other (e.g. in group counseling, participants can choose the animal most like them and tell the group how they are similar)

LOGISTICALLY, HOW TO MANEUVER THE PUPPETS

- Getting them in and out...decide your own gimmick and just stick with it... could be a bag printed like to ocean or the forest than the animals come from.
- Move their mouth (if they have one) in time with the words. Look at the puppet when it's talking. Look at the students when you are talking to the puppet. Talk back and forth to it. Laugh when they are funny. Share a mo-



Katie demonstrates her use of puppetry to other school counselors

ment with the students that you are laughing at them together. Have the puppets talk to each other.

BUY IN!

Act like they are actually real. If a student sees you at the store and asks where Shy Snail is....well he's probably eating spinach!

- Puppets don't just talk, they move! Use whatever normal animal qualities they have to your advantage. The snake slithers into your office with his problem, the puppy hides during storms, the shark swims up to his friends, etc.
- Use the same voice every time. Think of a certain character (or two put together!) in your mind so you can remember from week to week how they speak. I have a penguin who sounds like Shaft and Elvis put together. It may sound strange, but I always remember what he will sound like!

Katie Wohlford Elliot, NCSCA Elementary Chair, Fairview Elementary, kathryn.elliott@bcsemail.org



Image courtesy of gnostechproductions.com



BEST PRACTICES FOR GROUPS

Solutions to the ever-challenging issue of how to fit group work into the school counselor's busy schedule.

BY DEBRA MADARIS EFIRD

With the procession of years, I have changed my groups in many ways, but the one constant is that I refuse to eliminate them...a dedicated counselor will find a way to do groups any which way he or she can!

Image courtesy of Stuart Miles at FreeDigitalPhotos.net

Any counseling department that wants to call itself “comprehensive” must have a systematic method for offering and conducting groups. Though individual counseling will always be a necessary prong of our delivery of services, reaching students through small groups is a more efficient method for the busy counselor that you are. Can you promise a parent to see a student individually once a week for six weeks? Generally, no. Students who need that much attention are usually referred to outside counseling. However, if you set up a group, you are committing to seeing that student on such a schedule, and parents love that. But it is not just efficiency that we seek through group work: there are certain elements of group dynamics which can be far more effective than individual counseling. There is a marvelous energy in groups which leads to deeper realizations, triumphs, and alliances than can be experienced one-on-one with a student. Yet when counselors are looking for something to cut from their endless to-do lists, they often choose to drop their groups, or they do one and call it done. Yes, there are obstacles and challenges – but we must learn to roll with them and persist in seeking a way to make our group counseling program work.

Throughout the twenty-plus years that I have served as a school counselor, it has been essential to be willing to make changes and try different ideas in my group work. I have always gone through guidance lessons to recruit students for most of my groups, thus ensuring that I am offering this opportunity to every student within my grade level. However, I have changed my style of seeking members. Whereas I formerly pre-selected three or four group topics and presented those as choices, more recently I have developed my groups from the results of a needs assessment on which students have rated themselves in specific areas. At various times I have been forced to alter the length of each session and the time of day for the sessions. I have tried similar group topics with same-gender and mixed-gender composition, with same grade level and mixed grade levels.

The largest challenge is usually scheduling. If your school offers an Advisor/Advisee-type period, choose that as your group time, gathering students once a week for six to eight weeks. If that time spot does not exist at your school, confer with your principal about pulling students from academic classes on a rotating basis. After all, athletes often miss large chunks of their end-of-day class for “away” games – isn’t what you’re doing as important as sports? Then there’s lunch time, though it is usually difficult to manage, with many schools staggering the schedule even for the same grade level. Lunch meetings might work best in high school, where all students in a certain lunch period may report at the same time. To make the best use of time, perhaps students could bring their own lunches on group days. If you can find no other time for groups, consider staying after school once or twice a week. You might even receive comp time for those sessions, though there is always the downside that students who really need your groups may not be able to manage personal transportation.

Will there be assemblies and meetings that seemingly drop from nowhere onto the schedule, interfering with your groups? Yes, but you flex and re-group (no pun intended). Are there principals and teachers who may doubt your seriousness if they happen to walk by when the grief group is sharing a laugh? Yes, but we all must deal with occasional criticism of our efforts. Are there some students who will choose to remain in your group just to escape being somewhere else? Yes, but you know the sand dollar story – if you can reach and save a few, you do what you can.

With the procession of years, I have changed my groups in many ways, but the one constant is that I refuse to eliminate them. Make them an important part of your counseling program – a dedicated counselor will find a way to do groups any which way he or she can!

Debra Madaris Efird, C. C. Griffin Middle School, debra.efird@cabarrus.k12.nc.us



BENEFITTING OUR SCHOOLS THROUGH INTERN SUPERVISION

A compelling look at the benefits of a successful counselor-intern supervision program.

BY SHAWNA AUGERTON AND LAUREN PRIESTLY

I am hoping my first experience as an intern supervisor has helped create an understanding of the role. Ultimately, our service and willingness to take on interns will lead to success with our students, schools, and comprehensive programs.

This year, at Southwest High School, we have had the pleasure of working with two school counselor interns from East Carolina University. Our department has viewed this time as a learning experience for both the school counselors and interns. Current school counselor intern candidates are exposed to the ASCA Model from the beginning of their education; as a result, their responsibilities will stem from the model. As our schools move toward more comprehensive programs, knowledge, experience, and collaboration are fundamental in order to thrive. These current interns have a front row seat, surveying and working with our department to transform schools and programs into more effective, accessible ones.

Taking on an intern is an experience that can prove to be quite rewarding. As a supervisor, it takes flexibility and willingness to incorporate an intern into everyday responsibilities of a school. This is a time for the intern to practice what they learned in previous training. Providing these opportunities to the intern can be challenging but rewarding at the same time. At Southwest, we have had much success in allowing our interns to dive right into the action, appreciating the true role of a school counselor. Our interns have had experience and opportunity in counseling individuals and small groups, presenting to large groups (test results, scholarship/leadership opportunities, individual classes, etc.) meeting with our seniors to discuss career/academic goals, consulting with colleagues and parents, creating 504 plans, developing projects based on student needs, and participating in professional development. It is also imperative that interns and supervisors keep documentation in logging both direct and indirect hours, as well as the responsibilities they have taken part in. At the conclusion of the internship, our interns are required to submit a portfolio, showing documentation of the multiple, required professional

activities. As a supervisor, communication is key in helping this internship become a successful experience for the intern. Providing interns with feedback and support throughout their time is crucial; internship is the final step in taking on this professional position within a school. Therefore, it is imperative that we work diligently in challenging and preparing future school counselors for this vital role that will greatly benefit communities and the profession itself.

As a fellow school counselor, I am hoping my first experience as an intern supervisor has helped create an understanding of the role. Ultimately, our service and willingness to take on interns will lead to success with our students, schools, and comprehensive programs. ■

Shawna Augerton, Southwest High School,
Shawna.Augherton@onslow.k12.nc.us

Lauren Priestley, Counselor Intern,
lauren.priestley@onslow.k12.nc.us



Images courtesy of amplyr and Grant Cochrane at FreeDigitalPhotos.net

TIME FOR A CAREER CHANGE-UP

Combining Holland's Theory with the new concept of a 'Career Cafe' has many rewards for both students and counselors.

BY ANGELA POOVEY

Time. If only I had time to implement all the ideas I see on Pinterest, in blogs, and learn from my dedicated and creative colleagues on a daily basis. I know many of you have the same thoughts as you seek to make your comprehensive school counseling programs the best they can be. I find that I mull over ideas for months and sometimes years before I finally find the time to put thoughts into action and make reality the exciting ideas floating around in my head. However, I am happy to say that I was finally able to put into practice a new-to-me career idea this year.

Last year, I read about the idea of a Career Café from the fantastic blogger, Danielle Schultz, who you can find at www.schcounselor.com. She outlined the steps for Career Café, which is basically a more manageable and intimate version of a Career Day, and provided a wealth of resources for other school counselors. I decided to try Career Café this year instead of doing my traditional Career Day event that I typically organize each year.

My co-counselor and I laid the groundwork for Career Café by presenting a Holland's Theory career lesson to our fifth grade students. During the lesson we explained why matching your personality to a future job is important for job satisfaction and longevity in a career. We then allowed students to take personality inventories. As students found out their top personality categories, we introduced the idea of Career Café and let them know we would be giving them personal invitations to hear speakers that matched



The fifth grade student body president enjoys his visit with former Senator Rouzer



Former Senator Rouzer high-fives one of the many fifth grade students he visited at the Career Cafe.

their personality category during upcoming lunches for throughout the remainder of the school year.

As promised, our first Career Café speaker was former N.C. Senator David Rouzer who I invited to our school as part of Legislators in Schools week when he was still serving as Senator. We invited students whose top personality match was "Enterprising" to come during their 25 minute lunch to hear about the job of a state senator and see pictures of the legislative chamber, as well as the General Assembly website. What followed was an impromptu explanation of how bills are passed in the General Assembly, tips on how to maintain good character in life, and a summary of the life path Senator Rouzer followed to become involved in politics. At the culmination of the Career Café event, one of our fifth graders asked for Senator Rouzer's autograph, which caused a Barnes and Noble style autograph line to form. Clearly it was an exciting event for these students!

One of the many great aspects of the Career Café idea is that it is much easier to organize than a traditional Career Day. I invite between 20 and 30 students to each lunch in a designated classroom at their regular lunch time, and speakers are much more likely to be available for a 30 minute lunch than a two hour event. Also, we have flexibility in having speakers come any day of the week, not just one designated day. I am reaching out to students' parents, local contacts that I have met, and my own family members and friends who can represent jobs from different personality types. So far I have a fire fighter, scientists, a vet anesthetist, a textile designer, and a police officer lined up for the next couple of months. The best part is that I have a renewed sense of excitement because I am doing something new, and the students think it is so special and "cool" to get a lunch invitation and do something out of the ordinary. So, here's to finding a little extra time to finally implement one of the fantastic ideas that you have been thinking about. ■■■

Angela Poovey, Cleveland Elementary School, angelapoovey@johnston.k12.nc.us

THE SCHOOL COUNSELING PROGRAM PARTNERS WITH PBIS



RAM STAR TICKET DRAWINGS—AND THE WINNERS ARE...

BY FRAN HENSLEY

This is the second school year that Glen Arden Elementary School has implemented the initiative called Positive Behavioral Interventions and Support, PBIS. The mascot of this school district is the *RAM*. Ram Star PBIS behavior is *Respectful, Accountable, Mindful and Safe*. PBIS emphasizes the concepts of *Socio-Emotional Development in the Guidance Essential Standards*. The students learn on many levels to *understand the meaning and importance of personal responsibility and awareness*. The school-wide PBIS initiative provides a perfect partner for the counseling program.

As a part of the PBIS initiative, the specialists at Glen Arden award Ram Star Tickets to students who are using Ram Star behaviors in the classrooms of the specialists. The specialists at Glen Arden are the school counselor, the media specialist, the art teacher, the music teacher and the PE teacher. The students who earn

the Ram Star tickets write their names on their tickets and put them into the polka dot Ram Star ticket drawing box for their grade level. Once every two weeks the principal draws a winning ticket from each grade's Ram Star ticket drawing box. The winning names are announced during the afternoon announcements.

Ram Star ticket drawing winners can choose from a menu of rewards. The winner may choose to spend some special time with the specialist who is providing the rewards for their grade level. For example, the second grade ticket drawing winner could choose to have lunch with the school counselor and then play with the doll house felt board, the magnetic dart board or the sandbox in her office. Another reward a winner could choose is lunch with the principal. Students who are rewarded by having time with the art teacher have special art time. Students rewarded by the music teacher have extra piano keyboard time in the music room. Time with the PE teacher can mean taking a special climb up the climbing wall. Some students rewarded by the media specialist are even allowed to choose which new books should be bought for the media center.

FOURTH GRADE RAM STAR LEADERS GROUP CREATES A PBIS VIDEO FOR GLEN ARDEN

Another way the counseling program supports PBIS is by engaging the Fourth Grade Ram Leaders group in PBIS related activities. The Ram Leaders serve as school leaders in this K-4 elementary school. The Ram Leaders have just finished producing a video that highlights Ram Star behaviors in each area of the school. In the video the Ram Leaders model the school-wide behaviors recommended by PBIS. The video will soon be released school-wide. It is meant to reinforce the positive behaviors of students who are doing what is expected of them. It also is meant to support students who need extra assistance reaching the PBIS

school-wide expectations.

GLEN ARDEN KIDS SERVICE LEARNING: SERVING OUR COMMUNITY WITH POSITIVE BEHAVIOR

The counseling department is sponsoring a service learning program for the fourth grade students. Service Learning emphasizes the concepts of *Socio-Emotional Development in the Guidance Essential Standards*. By participating in service learning, the students learn on many levels to *understand the relationship between self and others in a broader world*. We are very proud of our fourth grade students who are busy serving our community with their positive actions this school year. These students will be able to continue their service as fifth graders at Koontz Intermediate School next school year which also promotes service learning.

If you want to know more about *Glen Arden Kids Service Learning*, please go to the Buncombe County Schools website and select *Glen Arden Elementary School*. Click on *Glen Arden Kids Service* and you will find the documents: *Glen Arden Kids Service Documentation Form, Letter to Parents about Documentation, Questions and Answers, and Glen Arden Kids Services Ideas*. The students who have served our community with their positive actions will be recognized at the end of the year fourth grade assembly.

Fran Hensley, Glen Arden Elementary School,
Fran.Hensley@bcsemail.org

FOR MORE INFORMATION

To learn more about Glen Arden Kids Service Learning, please go to the <http://www.buncombe.k12.nc.us> and select Glen Arden Elementary School. Choose Glen Arden Kids Service and you will find the documents: *Glen Arden Kids Service Documentation Form, Letter to Parents about Documentation, Questions and Answers, and Glen Arden Kids Services Ideas*.

NCSCA HONORS THREE VERY SPECIAL WOMEN

National School Counseling Week seemed like the perfect opportunity to take time to honor three very special people who have been wonderful advocates for school counselors in North Carolina. The honorees were: Dr. June Atkinson, North Carolina Superintendent of Public Instruction; Dr. Christine Greene, member of the State Board of Education; and Dr. Maria Pitre-Martin, Division Director, K-12 Curriculum and Instruction at the Department of Public Instruction. They understand, value, and promote the work that we do.

I first met Dr. Atkinson when she was running for State Superintendent. She came up and introduced herself to a colleague and me. Upon learning that we were school counselors, she said, "We need to get you folks out of the business of testing and into the business of counseling students." I responded, "You're singing our song." Here was someone who understands the value of what we do. Over the years, Dr. Atkinson has continued to be our advocate. She speaks up in State Board meetings for us. She encourages us when we make presentations or comments to the Board. She initiated NCSCA being the vehicle to launch the SREB Middle Schools Initiative during our Fall Conference. She has been a constant presence over the years. We presented Dr. Atkinson with her certificate when she met with our delegation to sign the proclamation for National School Counseling week.

Dr. Christine Greene, a member of the State Board of Education, is a former school counselor herself. She was instrumental in our being allowed more time to expand the Guidance Essential Standards to include a section on careers. Before our Evaluation Instrument was introduced to the Board, she requested the list of people who developed it to see how many counselors were on the committee. With any initiative that is being discussed, Dr. Greene considers its impact on us. She asks questions on our behalf, such as how information will be distributed to counselors for initiatives and changes that we will be expected to implement. She sees issues through our eyes. We presented her certificate to her during the February State Board meeting, where we also publicly acknowledged Dr. Atkinson and Dr. Pitre-Martin.

Dr. Maria Pitre-Martin inherited school counselors when she became the new Division Director for K-12 Curriculum and Instruction at the Department of Public Instruction. This was right during the time that we had some serious concerns regarding the Guidance Essential Standards. She was more than gracious in working with us. She heard our concerns, and worked with us to address those concerns. Dr. Pitre-Martin also determined that it was important to reinstate the Consultant position for Student Services. As you know, we had been without one, and one was very much needed. We have her to thank for Linda Brannan, our Student Support Services Consultant. Under Dr. Pitre-Martin's supportive direction, Linda has been able reach out to school counselors, often in person, through these times of new initiatives.

We offer our sincere thanks to these wonderful women for their steadfast dedication to school counselors and the children of North Carolina. Their support has made a tremendous difference in our lives. We appreciate their efforts on our behalf. ■■■

Audrey Thomasson, NCDPI/SBE Liason, athomasson@wcpss.net



Dr. June Atkinson is surprised by her certificate of recognition



Dr. Christine Green is presented her certificate of recognition



Stephen Kennedy and Audrey Thomason with Dr. Maria Pitre-Martin

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NCSCA CELEBRATES OUR AWARD WINNERS

Each year, the North Carolina School Counselor Association seeks to recognize the outstanding and exemplary work of dedicated professionals across the state who work as school counselors, administrators, counselor educators and advocates of the school counseling profession. In reviewing the nominations received, the awards committee looks for individuals who best exhibit the implementation of the ASCA National Model and show evidence of a comprehensive school counseling program, which involves stakeholders within the school, community and the profession. The recipients of this year's awards help the students entrusted in their care with emotional growth, academic achievement, social development, career exploration and college planning. ■■■

The Elementary Counselor of the Year Christina Welch



Christina Welch is honored with the Elementary School Counselor of the Year

Christian Welch of Mabel Elementary School in Watauga County was recognized for the strong evidence of a comprehensive counseling program and use of the ASCA model exhibited by her philosophy/vision statement, statement of beliefs and mission. She has run numerous groups, conducted many thematic classroom guidance sessions, and hours of individual counseling. She has also conducted school climate surveys in order to make sure that she was offering responsive services to her school. She is also a presenter on the local and regional level and has worked as an adjunct professor. She has given of her time and talent for years to the NCSCA Board as a Regional Vice President. See her full story at the www.ncschoolcounselor.org.

The Middle School Counselor of the Year Grace Ann Sevier

Grace Ann Sevier of River Bend Middle School in Catawba County was recognized for helping her middle school implement their county's RTI initiative. Ms. Sevier has also been instrumental in working with her school team in developing a comprehensive school counseling program that is based on the ASCA National Model. She fosters career exploration and discovery as a vital part of the school counseling program by organizing op an annual career fair, sponsoring motivational speakers and conducting registration activities that are future focused and designed to make sure that students are career and college ready. She has conducted group counseling on issues such as anger management, ADHD, grief/loss, divorce and transition. Her classroom guidance looks at pressing issues of the day such as anti-bullying and technology safety while looking at inclusion of common core standards. See her full story at www.ncschoolcounselor.org.



Grace Ann Sevier is honored with the Middle School Counselor of the Year

The Ruth McSwain Distinguished Professional Service Award Dr. Marrius Pettiford



Dr. Marrius Pettiford is honored with the distinguished Ruth McSwain Award

This award honors an individual for distinguished professional service as exemplified by its first recipient and namesake, Ruth C. McSwain. It was instituted by the 1986-87 NCSCA Executive Board to recognize a person who has made a special and noteworthy contribution to North Carolina's counselors, NCSCA and the counseling profession. This award is not awarded each year but is reserved for those rare individuals who have gone above and beyond the call of duty to serve and advocate for counselors across the state making an impact on the profession.

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Dr. Marrius Pettiford received the Ruth McSwain Award not because he has served as president of NCSCA two times. Dr. Pettiford was recognized to honor his consistent commitment to the school counseling profession and for his support and encouragement to North Carolina's school counselors and counselor educators. He is a constant school counseling ambassador to non-counseling groups such as principals, superintendents, parents, and students, encouraging understanding of and partnership with school counselors. He has also distinguished himself on the national level through his service as a delegate to the ASCA Delegate Assembly and as a member of the ASCA Board. He is respected by school counselors, school counseling directors and counselor educators across the United States. He has also been recognized by ASCA as the Counseling Director/Supervisor of the Year. See his full story at www.ncschoolcounselor.org.

GRADUATE POSTER SESSION WINNERS

More than 70 students from various colleges and universities around North Carolina were able to participate in the 2012 NCSCA Graduate Poster Session. Graduate students were encouraged to research topics related to counseling and report on their findings. Students could take this research to develop creative and informative posters. Topics ranged from LGBTQ Awareness, Utilizing School Data to Advocate for Minority and Homeless Students, and Trauma and Terror in Schools. Furthermore, students had the opportunity to collaborate with other counseling graduate students and attend workshop sessions at the NCSCA Conference.

Congratulations to the Winners of the NCSCA Graduate Poster Session!



1st Place Winners: "Faces of Grief" J. Camille Cates & Erica Clarkson North Carolina Central University



2nd Place Winner: "Prescription Drug Abuse in Rural North Carolina" Sarah Keister Western Carolina University



3rd Place Winners: "Hope" Kristin Collette & Amanda Phillips Appalachian State University

INTERESTED IN SUBMITTING A NOMINATION FOR NEXT YEAR'S AWARDS RECOGNITION?

Visit the NCSCA webpage, www.ncschoolcounselor.org and select the recognition tab. Under the recognition tab, you will find the selection criteria and a nomination form. Each year, the awards ceremony is held during the opening plenary session of the annual conference. This year's deadline for nominations is September 30, 2013.

Look for outstanding elementary, middle, and secondary counselors and submit them for recognition. We also recognize outstanding advocates for our profession, counselor educators and counseling supervisors.

NCSCA CONTACT INFO

Visit NCSCA online at www.ncschoolcounselor.org. Follow NCSCA on Facebook. Follow NCSCA on Twitter @NCSCA.

NCSCA financial reports are available to members upon request.

