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September/October Web Exclusives
Check out the enhanced online magazine site and the following Web Exclusives to complement this issue of ASCA School Counselor magazine.

• Hear some of the author’s original songs in conjunction with the “Music Maker” article on p. 10.

• Watch videos examples of some of the creative counseling techniques highlighted in “When is a Chair Not a Chair?” on p. 18.

Access from –> www.ASCASchoolCounselor.org

Updated Position Statements
Read the latest ASCA position statements, which were updated at the 2013 Delegate Assembly in Philadelphia over the summer.

Access from –> www.schoolcounselor.org/positions

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When our daughter, Tori, was seven, we once asked her what she would ask for if a magic fairy granted three wishes for her. She said she’d ask for a trip to the Sesame Place amusement park, a kitten and a big bowl of fruit.

We thought her wishes were a little odd, mainly because they were so simple. After all, we’re only a few hours’ drive from Sesame Place and had visited several times. We already had two cats, and she had a big bowl of fruit for breakfast every morning. Now, 17 years later, we see how much her response was a glimpse into her true self.

The question we asked Tori was a variation of an exercise my wife, Beverly, and I had used often in our classrooms. I used to tell my students to imagine a magic box that could hold anything and to describe the three things they would put into it. Beverly told her students to imagine they were going on a trip into space and could only take three items, but they could take anything they wanted.

These kinds of exercises were fun and effective ways to help students see themselves more clearly. Through discussion, we explored what the items in their magic box or suitcase meant and what values they reflected.

As English teachers, Beverly and I realized reading and writing are not just skills our students may use in their jobs one day, but they are windows that shed light on who they really are and who they may become.

In addition to values clarification exercises, other assignments helped students understand not only themselves better but also understand the world and each other better. Through discussions of literature, they explored new perspectives and examined themes and ideas they would encounter throughout their lifespan. And through writing and speaking about what they read, students learned to express their thoughts and feelings.

Everyone has opinions, beliefs and emotions that too often are never examined or expressed. As a result, many students – and adults – don’t truly understand themselves or allow others to see them as they really are.

Now that Tori is an adult, we can see how her responses when she was seven were a clear window into her personality. She genuinely embraces the simple joys of life. She likes to travel and has a strong sense of adventure. A trip to Sesame Place was just the start. She studied for a semester in Belize, worked for a year on a coffee farm in Kona and is working at an elementary school in Australia until she starts a doctorate program there. A year after we asked her the magic fairy question, one of our cats died, and Tori picked out a kitten, and a few years later, we got three more kittens. Her desire for a bowl of fruit proved prophetic: she’s been a vegetarian for more than 12 years, and a big bowl of fruit still makes her happy.
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...My calling was to become a pharmacist. I went to LECOM. CAN YOU HEAR THE CALLING?
On July 16, 2013, the Delaware Supreme Court reversed a lower court’s decision and ruled that the grandparents of 16-year-old Roger “Mac” Ellerbe Jr. did, in fact, have sufficient grounds to sue Christina School District and their grandson’s school counselor, Margette Finney, for Ellerbe’s suicide. The grandparents, who had raised Ellerbe, said the school should have notified them of his suicidal ideation so they could respond.

Ellerbe took his life at home, hours after speaking with a school counselor at his high school about his suicidal thoughts and other problems. Documents from the Delaware Supreme Court case indicated that Ellerbe wrote to the school counselor that when he was at school the day before, he wanted to hurt himself and others and that he was feeling alone and unloved. Ellerbe admitted to Finney that he had actually attempted suicide two days earlier.

It is important to note that Finney is called a school counselor throughout court documents, but the documents also explained she is the sole employee and owner of Holistic Family Services, LLC and was under contract with the district to provide behavior interventions for students. Newspapers and the court called her a school counselor. This happens to the school counseling profession too often when other roles such as interventionist, not as easily identified by the public, are placed for convenience and ease of understanding under the heading “school counselor.”

Finney met with Ellerbe for four hours and decided he was no longer suicidal and sent him back to class. Finney explained in an e-mail to Ellerbe’s teachers, the assistant principal and “other” school counselors that she had met with the student and did not believe he was a threat to himself. It is in dispute as to whether Finney tried to call Ellerbe’s grandparents, but no calls were made to his home that day where his grandmother was attending to her in-home day care business. After Ellerbe went home that day, he hanged himself.

Court documents in Rogers v. Christina School District et. al. show the Christina School District had previously argued that the school had no duty to protect a student after he left school premises. The district had a written protocol mandating parental notification of suicidal statements; however, the district argued that the protocol was not a legal mandate.

The Delaware Supreme Court concurred with the lower court’s decision that the district and school counselor could not be held to the in loco parentis standard as the suicide occurred when Ellerbe was out of their care, meaning the court believed there was no duty to protect the student once in custody of parents/guardians and outside the school. Its finding was based on limited exceptions to the Delaware governmental immunity clause, which means you can only sue school officials who over-discipline. However, the Delaware Supreme Court disagreed with the lower court that there were no grounds for a negligence claim. The Delaware Supreme Court justices were unanimous that the
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Christina School District’s written protocol provided sufficient grounds for a negligence claim. The district’s protocol included mandates to stay with a student, assess the situation, contact parents, get help, document, file and follow up.

Unless settled, the case will now be heard by a jury trial, so the courts have not had the final word on this case. But, once again, a high court has given us important principles to inform our practice. Even in a state like Delaware, which allows very narrow exceptions when school officials can be sued, the courts of the state may find reason to proceed with a negligence case.

The law of negligence involves injury or damage to another through a breach of duty owed to that person. Duty owed is a legal responsibility one person has to another, such as a legal responsibility to drive with care so you do not injure another person. Negligence requires the presence of four elements: (1) a duty is owed, (2) the duty owed was breached, (3) there is a causal connection between breach of duty and injury and (4) an injury has occurred.

Decades before Rogers v. Christina School District et.al., the Eisel v. Montgomery County Board of Education court case (1991) led to a duty owed to try and intervene to prevent a student’s suicide. Eisel strengthened school counselors’ legal obligation to students by satisfying for the first time the primary element of negligence, declaring school counselors have a special relationship with students and owe a duty to try to act when placed on notice that a student is possibly suicidal.

The Maryland Court of Appeals in the Eisel case ruled that school counselors had a duty to notify the parents of a 13-year-old student who made suicidal statements to her classmates. Nicole Eisel allegedly became involved in Satanism and told several friends and fellow students of her intention to kill herself. Some of these friends told their school counselor of Eisel’s intentions, and this school counselor in turn informed Eisel’s school counselor. The two school counselors questioned Eisel about the statements, and she denied making them. The school counselors did not notify either...
the parents or the school administrators about these events. Shortly thereafter, in a public park, Eisel and a friend tragically consummated their suicide pact. Unlike the Delaware court case, the appeals court in Maryland cited as critical to the *Eisel* case the *in loco parentis* doctrine, which states that educators, including school counselors, legally stand in the place of parents. Furthermore, school counselors owe a special duty to exercise reasonable care to protect a student from harm.

When does a school counselor’s legal liability end? It ends when you have notified school authorities and parents that a student is at risk, and you have recommended appropriate actions. The courts do not expect school counselors to do the impossible and prevent all adolescent suicides. Rather, the court’s message is that the consequence of the risk in not involving parents is too great and that parents must be allowed to try to intervene. However, a school counselor’s ethical obligation to a suicidal student may extend beyond parental notification if the parents do not seek help for their child. School counselors must make every attempt to supply parents or guardians with counseling referrals until placement is secured for that student. In most cases, the school counselor will need to notify Child Protective Services of a possible neglect situation if the parents do not pursue counseling.

Does the *Eisel* ruling take away school counselors’ ability to exercise judgment with regard to student suicide? *Eisel* did not argue for absolute duty as in the case of child abuse reporting, in which school counselors must report any and all suspected situations. However, the *Eisel* case did conclude, “The consequence of the risk is so great that even a relatively remote chance of suicide may be enough to establish duty.” The protocol in the Delaware case clearly defined Finney’s role, whether employed as an interventionist or a school counselor, as having to call parents — and for good reason. Too many students have misled school counselors into believing there’s nothing wrong. The opinions of the Maryland Court of Appeals and the Delaware Supreme Court should further help school counselors realize the importance of seeking supervision and protecting parental rights to intervene on behalf of their child. Eisel on the side of caution. Call parents.

A breach of confidentiality is a huge issue for school counselors; however, it pales in comparison to death of a child. The duty to care supersedes the consequences of breaching confidentiality.

Carolyn Stone, Ed.D., is a professor, University of North Florida and ASCA’s ethics chair. She can be reached at cstone@unf.edu. Contact the author for references to this article.

Don’t miss next issue’s Legal | Ethical column, which further explores the issue of student suicide and addresses suicide contracts and assessments.
Add music to your school counseling program to motivate, engage and inspire your students.

BY ALICE WEILER

Step outside your comfort zone, and I promise you for sure,
That teaching students through music will never be a chore.
For using this tool with creative means of songs, rhythm and rhyme,
Will truly work like magic and will be a wonderful use of time.

When it comes to using creative arts in the school counseling setting, I win as the biggest fan. Throughout my career I’ve worked hard to fill my school counselor’s tool belt with the best, most original and creative strategies to help students become successful life-long learners. But it wasn’t until I began to incorporate my love of singing and writing my own songs, raps and chants into my elementary school counseling program that something just clicked. The smiles on my students’ faces said it all.

The power of music brought new energy, excitement and joy to my individual, group and classroom lessons, as well as a magical way to connect with, teach and heal my students – even those hardest to reach.

I’m a firm believer in music’s power. According to the American Music Therapy Association, music helps elevate moods, counteracts depression,
promotes movement, calms, sedates, counteracts fear and apprehension, lessens muscle tension and even helps special-needs students develop communication and coordination.

I was reminded, once again, of the power of music when a recent first-grade lesson on conflict resolution was ending. One of my students asked, “Mrs. Weiler, will you play the Monkey song on your guitar today?” “Sure,” I answered. The class cheered. We passed out instruments and began to sing. I delighted in the fact that my guitar did it again. It’s the best school counseling tool I could have ever hoped for as it’s helped me create lessons that are both educational as well as entertaining.

What follows are some of my best tips and tools to help you succeed at using music to turn the barriers impeding students’ learning into bridges to their success.

Need more rationale, some strategies and a little courage for using music in your counseling settings? Then give me an M-U-S-I-C, and you’ll see how music Motivates, is Universal, builds Strengths, improves Imagination and helps us Cope.

**Motivational**
Music is motivational. It gets us excited, inspires us to learn, change and be our best.

One of my favorite motivational music strategies is to let students who meet weekly goals for improving their study skills and organization push and dance to the “feel good” button at the end of my Ready, Set, Success group sessions. I got my “feel good” button at a Hallmark store. It plays “I Got You” (I Feel Good) by James Brown when pushed. Can’t find a “feel good” button? Try using a musical greeting card with an appropriate song.

You can also use small musical instruments to help engage students as well as add a fun factor to your lessons. Use songs that leave your students with the objective for the day whirling in their brains so they’ll be motivated to come back for more.

**Universal**
Music is universal. It connects us in a way that transcends race, religion, economic status, etc. When I was in first grade, I played a song on my mother’s ukulele at a Hawaiian luau in front of my entire school. It was an experience I will never forget. That was the day I learned how to cope with stage fright, but, more importantly, I learned how a universal connection could be made between a musician and an audience that goes beyond words. When I finished playing my song that day, I remember thinking, “I’m not quite sure what that was, but I want more of it.”

I know that event played a significant part in why, to this day, I place so much value on using music in my school counseling program.

Singing and playing instruments provides us with wonderful opportunities to model important skills such as taking risks, coping with uncomfortable feelings, connecting with others and making mistakes — yep, I hit the wrong chords sometimes.

**Strength**
Music helps us find our strengths, abilities and talents, as well as build skills. Help your students find their musical strengths and talents so they can use them to face and overcome life’s challenges.

A student grieving from a family tragedy once entered my office. Each time he visited, he picked up the bongos and played for me. He had a good sense of rhythm and an appealing stage presence. So I invited him to join me in singing for the kindergarteners. Dressed in character as Old McDonald, complete with cowboy hat, mustache and neckerchief, he nailed his performance. This opportunity taught him he had the power and ability to bring joy to others, as well as offering him life-long skills through which to help himself heal.

Another great musical strategy to help children build skills is through drumming. Drums can be as simple as empty ice cream containers or as involved as bongo drums for all students. To teach self-control, good listening skills and stress management, I choose a group member to tap out different patterns on a drum. Others must try to echo. As a concluding activity we drum and chant together.

Using rhythm and music will make the process of learning and acquiring skills that much more enjoyable.

**Imagination**
Music lets us visualize and use our imaginations to think positive, be brave, even dream big for our futures.

From the moment I started helping a group of my students and staff through a devastating flood, I was amazed by their ability to envision a positive outcome. Our group name? The “Hoppy Hopefuls,” because we remained forever hopeful and just kept on hopping. Our theme song? “Here Comes the Sun.”

The ability to stay positive and even thrive in the midst of great difficulties is one of the most important skills we can model and teach our students. Use imagery and visualization to teach students the two thinking sides to their brains. Positive thinking (clear mind/cop ing) vs. negative (mud mind/defeatist) thinking. I use some of my original songs for this lesson, as well as “Here Comes the Sun” or “Don’t Worry, Be Happy.”

I love using the following visualization to help students learn the skill of being brave. “Envision yourself as a frog sitting on the same comfy lily pad at the pond day after day. You aren’t getting anywhere. It’s time to try jumping onto a new lily pad. Here’s your tip: ‘When you hear an opportunity go ‘knock, knock, knock,’ just be like a frog and take a big brave hop.’ I then combine the lesson with one of my original songs, and the students are able to use their imaginations to build their own level of bravery and learn to take chances on something new.

**Cope**
Music soothes and helps humans cope and relax.
Recently, one of my students on the autism spectrum was escorted down the hall. She was crying and plopped onto my lap as she entered the room. I knew I needed to perform magic to avoid a meltdown. During previous class lessons she had held her hands (politely) over her ears while I sang, so I knew singing wouldn’t be my best go-to strategy. I give her the “calm wand” to hold and begin reciting my “Cool Cat” chant. No hands covered her ears, and by the end of the chant she was calm. The teacher and I shared a smile, knowing we had just won a major victory. I celebrated this as a turning point in my relationship with this student and logged everything I did for the next time.

Many students on the autism spectrum enjoy music. Be creative in finding the musical strategies that will best help them cope. I call my students “cool cats” when they are calm so they will know the calm state they need to access when they are back in meltdown mode. Using music with no more than 60 beats per minute works well with students on the autism spectrum as well as with angry and/or aggressive students.

Still unsure about using music? Here are your last and final tips. If you are insecure about your singing voice, try chants or raps instead of songs. There will be no notes to hit, and you can make up your own beat. Don’t want to play a guitar? Try drumming. Don’t want to drum? Try shaking a water bottle or plastic egg filled with rice. Can’t find a song for a lesson? Write your own. Remember, this should be fun. So loosen up, and let yourself go.

I believe Beethoven summed it up best for me when he said, “What I have in my heart and soul must find a way out. That is the reason for music.” I am truly grateful for the many moments of my 25-year career that I’ve spent incorporating music into my school counseling settings. Through music, I have truly found my passion, my own original way of connecting with my students, my own true voice. My ultimate hope is that by using music I can keep my students actively engaged in the process of learning as well as on track to chase and catch their biggest dreams.

Alice Weiler is a school counselor at Loyalsock Valley Elementary School in Montoursville, Pa., and a 2013 School Counselor of the Year finalist. She can be reached at aweiler@montoursville.com or through her music website, www.allieweiler.com.

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ENVISION THE FUTURE

Through the use of vision boards, you can help students focus on their goals and create the life they imagine.

BY LISA BURTON, PH.D., NCC, LPC, AND JONATHAN LENT, PH.D., NCC
We believe everyone has the power within them to achieve anything he or she deeply desires. Believing in the impossible and affirming our intentions is an ongoing process. It takes work, and it takes creativity. Teaching others to do this for themselves can be an empowering counseling technique.

Using creative approaches in counseling isn’t new. There are myriad ways school counselors can use research-based creative techniques to engage students in the counseling process. One way to introduce creative approaches in counseling with students is by using a vision board. A vision board can inspire students and help them focus on their goals and create the life they imagine.

**What is a Vision Board?**

A vision board is a collage of images representing the things you want in your life. This technique is based on and grounded in the law of attraction, which means we attract things into our lives through our thoughts and actions. In a school counseling setting, vision boards can help students set and visualize goals, which could include home life, school, relationships, experiences, situations, values, career aspirations or educational pursuits. The vision board may encompass all of these areas or only one or two. The purpose is to help students illuminate for themselves what is important to them.

A vision board can help students move from difficulties visualizing their future to creating an observable, optimistic path. Rather than focusing on an in-depth exploration of past problems and concerns, the vision board allows students to concentrate on the future and to feel positive about what is occurring. When focusing on the positive, it removes the need for in-depth exploration of the issues, which takes up more time than school counselors normally have to work with students. It allows school counseling to become brief and effective.

There are many ways to include vision boards in your school counseling program. You can use them in individual counseling, small-group counseling or large-group activities. They can help with short-term/immediate goals or long-term goals. Although the vision board process described in this article focuses on using vision boards with an individual, you can easily modify the process for group work. Think about using vision boards with students in transitional periods (elementary school to middle school transitions, middle school to high school or graduating seniors).

In addition, a vision board can help with many situations or issues students must deal with in today’s world,
HELPING STUDENTS SET AND OBTAIN GOALS IS ONE WAY SCHOOL COUNSELORS CAN TRULY HELP MAKE A LASTING DIFFERENCE IN A STUDENT’S LIFE

such as trust, divorce, academic concerns, gender-identity issues, social issues, depression, anxiety and behavior concerns. Furthermore, you can use a vision board at different times in a counseling relationship – at the beginning of a counseling relationship to open the lines of communication or at the end of a counseling relationship to remind the student of all the progress that has been made and to help students keep their goals visible when counseling comes to a close.

The great thing about a vision board is, aside from making sure everything included on the board is positive, there is no wrong way to do one. It allows all students to create something that is truly a representation of who they are and want to be. If you’re going to have an ongoing relationship with the student, once the board is created, you can use each idea, image or word as a theme for a counseling session or goal. Each area can become a focus point and be broken down into steps or details so you and the student can focus on the positive changes needed to attain the goals depicted on the vision board.

How to Make a Vision Board
There are numerous ways to create vision boards, such as hands-on creative approaches or on a computer or smartphone. Regardless of the approach, step one in creating a vision board is to envision goals and decide if the purpose of the vision board is to identify immediate or long-term goals or both. For short-term goals, students could set goals to include: friends, school, fun or family. For long-term goals, students may focus on areas such as career, family, accomplishments, where they will live, wants or values.

Begin by asking students to list several goals they have for their life on a blank sheet of paper. In some cases, students may have little difficulty identifying goals. In other cases, students may have unclear or no goals they can easily identify. To help students identify goals, ask them open-ended questions such as: Where would you live? Who would you help? Where would you work? What do you value? After students have identified their goals, you can help them select which goals will be the focus of the vision board.

Then it’s time for the fun part — creation of the vision board. You’ll need the following materials: a “canvas” for creating, a variety of magazines, glue or tack, Mod Podge, markers, glitter glue, scissors, and, if possible, Internet access along with a printer (for printing specific images from online). Since creativity and individualized visions are big parts of this process, remember that the “canvas” can be anything. You may choose to use blank masks, construction paper, scrapbook paper, folders, poster board, terra cotta flowerpots, different-shaped foam boards, sheet protectors to place in binders, covers of journal books, cork boards, coffee cans and actual canvases.

With the materials ready, have students look for images representing their identified goals. This may take several meetings to find images or words. Remember, it is the student who chooses what goes on the vision board.

Once students have identified all of the images they wish to include, they begin cutting the images out and placing them in a creative, meaningful arrangement on the canvas. Students may also choose to use markers to write or draw images or words representing their goals. It is important to give students enough time to complete the arrangement on the canvas and not feel rushed.

Once completed, the vision board becomes a graphic depiction of what a student wants. Have students share their board with you so you are able to visually see what they want out of life. During this process, you can ask questions about the board and help students figure out where to keep the board so it’s visible to them on a regular basis.

When students look at their vision board daily and focus on the words and images depicted, it will unconsciously help them make choices throughout the day that are consistent with the goals they’ve identified.

For a vision board to work, students must understand they need to focus on what they’ve included on the board. Encourage them to use all of their senses when looking at the vision board so the images and words become a part of them. The more they immerse themselves into the board, the more it will work.

Have students sign and date the back of the board, and encourage them to change this visual reminder of their goals as they grow and evolve.

Helping students set and obtain goals is one way school counselors can truly help make a lasting difference in a student’s life. Most people have ups and downs, but a positive, great vision board allows a student to stay optimistic, which empowers students to generate an amazing life. 

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WHEN IS A CHAIR NOT A CHAIR?
Using a variety of props, school counselors can effectively help difficult students deal with their problems.

BY CHRISTINE J. SCHIMMEL, ED.D., NCC, LPC, AND ED JACOBS, PH.D., LPC

Thomas, a fourth-grade student, appears at your office door at 2:45 p.m. Once again, Thomas let his anger get the best of him, and his teacher sent him to you after he had an emotional outburst in the classroom. You want to help Thomas with some ideas on how he can get this anger under control, but you now face one of the most common issues school counselors across the country deal with every day – limited time.

School counselors who rely on traditional counseling skills focused only on listening may find themselves lacking enough time to make any real impact with Thomas and his recurrent anger. However, the school counselor who uses creative counseling techniques such as props, writings, drawings, chairs and movement can provide Thomas and other students with valuable help in a short amount of time.

Often referred to as impact therapy, these creative counseling techniques provide an active, multisensory, theory-driven, concrete approach to counseling. A core belief of impact therapy is that counseling should never be boring. School counselors increase their effectiveness by using creative techniques because students are used to engaging technological tools such as computer games, X-boxes and iPads. If you rely solely on traditional counseling techniques, such as talking and listening, it often won’t be enough to fully engage students. Be sure to talk to students’ eyes as well as their ears, and bring movement into your school counseling interventions.

Using props, writings and drawings makes counseling more engaging and taps into students’ visual learning tendencies, allowing you to “talk to their eyes.” Using multisensory techniques activates neurons in the brain, and a prop or written or drawn image remains present in the student’s mind until the session progresses to a different topic or idea. The image created by the prop or the written image can even remain present when you meet for the next session. In other words, you can draw a picture of a small fuse lying on a child’s chair for one session and refer to it again or even recreate it in a future session. Additionally, you can take pictures of the images or the writing for the student to take back to class at the end of a session.

**Use of Props**

There are numerous reasons why props can be so valuable to school counselors, especially when working with students with challenging issues. Primarily, props are useful when trying to heighten students’ awareness of their issue. Props can make abstract concepts more concrete and understandable to students. And props can help get to the issue more quickly than taking a lot of time to explain a concept.

**Soda pop bottle:** Thomas, our fourth-grade student from the beginning of the article, struggles with his anger and is a common visitor in the school counselor’s office. The soda pop bottle may be the prop of choice for the school counselor who wants to help Thomas understand how to get his anger under control. As Thomas talks about his anger and how he got upset and yelled at his fellow classmates, the creative school counselor takes out the soda bottle and shakes it up. After shaking the bottle to the point that it would explode if opened, hand the bottle to Thomas and says, “Here, open this.” Of course Thomas refuses to open it, saying he doesn’t want to make a mess. To this, you reply, “That’s right, you don’t want to make a mess, but every time you let your cloudy thinking take control of your brain, you explode all over your fellow classmates and your teacher, and you get yourself in a mess. I want to help you think more clearly, like this (shows Thomas a bottle of water). See, if we shake this bottle of water, we can still open it without making a mess, because it is clear.” You’ve now made the idea more concrete to Thomas and have opened a window for teaching how our thoughts cause our feelings and how Thomas can control his feelings and behavior if he is willing to learn to control his thinking.

**Fuses:** Another wonderful prop for helping students with anger issues is the use of fuses. Fuses are varying lengths of rope or sturdy string and can represent how students’ eyes as well as their ears, and bring movement into your school counseling interventions.
STUDENTS OFTEN NEED HELP UNDERSTANDING HOW TO APPROPRIATELY DEAL WITH THE DIFFICULT SITUATIONS THAT LEAD TO GETTING THEMSELVES IN TROUBLE.

“The rearview mirror:” Many students struggle with issues from their past. Examples of these wide-ranging issues include sexual or physical abuse, their parents’ divorce, moving or simply having a past that has seen them get into repeated bouts of trouble or struggle with grades. These students can benefit from using a rearview mirror as a prop. When students are focus too much on the impossibility of overcoming their past, you can show them a car’s rearview mirror and ask what might happen if they were to drive while continuously looking in the rearview mirror. Students can understand that if you were to drive your car only looking in the rearview mirror, you are bound to wreck. You can talk about how they can make more progress in life if they are willing to focus on what is out ahead of them as opposed to what is in their past. Although they can never forget what happened to them, it is always more productive to focus on what is ahead and how they can control that.

Shield: Daily you’re on the front lines, helping students deal with bullying and the unkind things often said to them by other kids, parents or even teachers. A wonderful prop to help students better deal with this issue is a shield. The shield is typically a toy you can purchase at a local toy store or make out of a simple rectangular board. Perhaps Thomas lashes out in anger because other students say mean things about him. Have Thomas use the shield, and try to poke him while saying the negative things others have said to him. This demonstrates how when negative comments come at Thomas, he can use his shield to protect himself and block what others say. Explain to Thomas how he can protect himself by deflecting the negative, untrue comments and telling himself true statements about himself instead.

Chairs: A creative tool that helps make counseling more concrete is the use of extra chairs. Having a chair to represent a teacher, a parent, a friend, a personal goal or a different part of the student’s personality can make your message clearer. Try using a small child’s chair to represent the part of the personality that is feeling bad, emotional or not thinking, and then contrast it with a regular-size “thinking” chair to help students see they can choose the seat in which they want to sit. Moving a chair far away and turning it away from students can help them see what may be going on with a parent who is not paying attention to them.

School counselors often help students who are struggling with difficulties in trying to get to college. With these students, the creative school counselor may want to sit a chair out in front of the student (approximately 6-10 feet) to represent the goal of getting to college. From here, you can engage the student in a discussion about what it will take to “get to that chair” (i.e., improve grades, complete entrance exams, talk to parents, etc.). If students have several obstacles in the way of achieving their goal of college, you can use additional chairs to represent those obstacles and engage students in exactly how they will overcome each of those obstacles.

Use of Writing

The value of writing cannot be overstated because students will continue to stare at whatever you write. If possible, keep a whiteboard or flipchart in your office for this purpose. Making lists of such things as goals, problems, good and bad habits...
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or test-taking tips can be helpful. Writing out irrational and rational sentences is helpful for the student to see. Just writing the sentence “Thoughts cause feelings” on the board can make an impact.

Students often need help understanding how to appropriately deal with the difficult situations that lead to getting themselves in trouble. The creative school counselor can write how dealing with problematic situations can lead to negative consequences. The “inappropriate” way to deal with a problem is to do the following:

• React
• Retreat
• Rethink

The more appropriate way to deal with a tough situation is to do the following:

• Retreat
• Rethink
• Respond

Write this out on a whiteboard or a piece of paper and engage students in a productive conversation about how they handle difficult situations in their lives.

These are just a few ways you can bring more creative solutions into working with difficult students. We encourage you to pick one or two, and give them a try. You’ll be glad you did.

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Most of us have a roll or two of duct tape lying around the house. Its uses are many, everything from fixing pipes to wrapping holiday gifts. But have you ever thought of using duct tape to run group counseling activities? That’s right, group counseling activities. With just one roll of duct tape and about $6 out of your duct tape wallet, you can bedazzle the most disengaged student and set up fun, thought-provoking activities. One roll of duct tape is enough to run five group meetings with 10 students. You should see students’ eyes when you pull out the duct tape. Their imaginations run wild, especially with snake skin duct tape. Now, your job is easy because half the battle is getting students to participate in your group. Not only do students learn something about themselves when you use duct tape, but they often don’t even realize what’s happening before you have jammed enough learning in 20 minutes to last a school year.

The book “Duct Tape Team-Building Activities” by Tom Heck was the catalyst for us to think creatively and come up with some fun activities that got students thinking outside the box. What we’ve discovered over the past several years is that people of all ages enjoy doing these activities, and the insight gained has people approaching their challenges in different ways.

Not only is duct tape economical but it is efficient and downright fun. The duct tape can fit in your purse or pocket and can instantly increase your popularity and admiration among administrators, students and teachers. It won’t take long before they’re all thinking of you as a creative, out-of-the-box school counselor who is...
patient and enthusiastic about transforming young people into whom they could be as individuals.

Now, let’s get started with what you will need to run “duct-tastic” group counseling or classroom lessons. Materials needed are as follows:

- One roll of duct tape
- Large size classroom or flat outdoor space
- Students
- Enthusiasm
- Duct tape group facilitator

We usually do five standard activities: Inhuman Knot, Trolleys, RoboWriter, Key Punch and Pitfall. Following each duct tape activity, we debrief with the students and, using solution-focused metaphors, explain how they activity they just completed can help them look at and address their challenges in a new way.

**Inhuman Knot**

For each group of two students, place a strip of duct tape, about the length of your arm, on the floor in front of the group. Have each student take one end of a strip of tape and hold onto it. Without letting go of their end of the strip, each set of partners is to tie a knot. Tell them to make the largest, meanest knot they can in one minute. After the partner groups have made their knot, have them exchange knots with another set of partners. This time they attempt to untie the knot.

**Debriefing:** After the students have finished the activity, use these solution-focused questions to help them understand the “knots” in their lives:

- What (academic/career/personal/social) “knots” do the students tie?
- How is focusing on the knot helpful to the student?
- What would be different or better for students if they learned how to untie the knot?
- What would be a good goal to move from tying knots to untying knots?
- When was the last time the students had fewer knots to untie? What were they doing/thinking/feeling differently?
- When was the last time the students successfully untied one of their knots? How did they do that? How can what they did then be helpful now?
- If a miracle happened, and the students no longer had to tie or untie these metaphorical knots, what would be the first sign that a miracle had occurred?

**Trolleys**

This activity is particularly fun, especially if you race with another team. A word of caution here; the duct tape is sticky, so people need to really work together so no one falls. Create two lengths of duct tape per group, and place the tape strips parallel on the floor, sticky side up. Depending on the group size, allow more/less tape. Have all members of each group step onto their parallel tape strips. The entire group must step onto the tape, ensuring that each group member has each foot on each of the two strips of tape, as if they were on skis. The groups must travel from a starting point, to an end point without coming unstuck from the tape, without breaking the tape and without losing any group members.

**Debriefing:** After the students have finished the activity, use these solution-focused questions to help them understand what keeps them from moving forward in their lives:

- When did they last appear to be moving forward better?
- What was different when they were moving better?
- How were they able to move forward, even a little?
- What skills do they have that can help them move forward?
- How were they able to keep from going backward (or getting worse?)
- How do their peer groups keep them stuck?
- How can communication prevent them from getting stuck?
- When the communication lines get broken, what happens?
- How can they repair the lines of communication?
- When was the last time they had better communication?
- What was different? How? What else?
- What was the student doing instead that made communication better?

**RoboWriter**

This is one of our favorite activities. It requires the group to communicate, plan, coordinate and implement a plan. You could use this activity at the beginning of a group to bond members. Use four-foot strips of duct tape, one for each group member. Tape one end of all the strips onto the same marker, and place a piece of paper under the marker. Using only the materials given, the team must attempt to write a series of words, draw shapes, follow a maze, etc. on paper. Each student must take one end of a tape strip and may only hold onto that end. Group members may not move the paper or touch the pen.

**Debriefing:** After the students have finished the activity, use these solution-focused questions to help them understand how they can come up with unrecognized solutions or identify helpful relationships.

- How were they able to accomplish the task?
- What seemed to work best?
- What steps were involved in being successful? What steps could they take to improve their attendance/behavior/achievement?
- Who in their life is pulling them in all sorts of directions?
- Who is more helpful in creating balance?
- Instead of being pulled in many directions by teachers, peers, parents, etc., what could they do to improve?
Oh No, School!
Hae-Kyung Chang
Illustrated by Josée Bisaillon
Going to school can be stressful for some young children who experience anxiety stemming from new routines, new classmates, or new expectations. Holly does not want to go to school anymore, but through gentle reassurances and coaching, her mother encourages her to think differently about the things that are bothering her at school. A “Note to Parents” is included.
32 pages. 10” x 10”. Ages 3-6.

What to Do When It’s Not Fair
A Kid’s Guide to Handling Envy and Jealousy
Jacqueline B. Toner, PhD, and Claire A. B. Freeland, PhD
Illustrated by Dave Thompson
What to Do When It’s Not Fair introduces kids to cognitive–behavioral therapy-based strategies that can help them understand and deal with envy, jealousy, and self-esteem. Includes an introduction for parents and caregivers.
96 pages. 8 ½” x 11”. Ages 8-12.

Learning to Feel Good and Stay Cool
Emotional Regulation Tools for Kids with ADHD
Judith Glasser, PhD, and Kathleen Nadeau, PhD
Illustrated by Charles Beryl
Learning to Feel Good and Stay Cool offers practical tools to help kids with ADHD manage and reduce negative feelings and to develop daily habits that can help them feel good and function well. Illustrated with cartoons that will hold children’s interest, the book is divided into sections that can be read in smaller portions. Also includes a note and resources for parents.
128 pages. 6” x 9”. Ages 6-11.

School Made Easier
A Kid’s Guide to Study Strategies and Anxiety-Busting Tools
Wendy L. Moss, PhD and Robin Deluca-Acconi, LCSW
When homework piles up and test dates approach, a lot of kids start to feel stressed. This book teaches students ways to avoid becoming emotionally overwhelmed with school and extracurricular activities so they can reduce their anxiety, increase their confidence in school, and study more effectively. Believe it or not, the strategies are easy to learn and fun to use! 128 pages. 7” x 9”. Ages 8-13.

Visiting Feelings
Lauren Rubenstein, JD, PsyD
Illustrated by Shelly Hehenberger
Beautifully descriptive prose and delightful illustrations cultivate a message of mindfulness and emotional awareness to help children fully experience the present moment. Visiting Feelings invites children to sense, explore, and befriend any feeling with acceptance and equanimity. Includes a “Note to Parents.” 32 pages. 8” x 10”.
Ages 4-8.

A Happy Hat
Cecil Kim
Illustrated by Joo-Kyung Kim
The happy hat in this story goes through many owners, but never stops believing that he is a special hat. A modern-day fairy tale, A Happy Hat helps show children the importance of resilience and optimism. A “Note to Parents” by Mary Lamia, PhD is included.
32 pages. 10” x 10”. Ages 4-8.
Keypunch
This activity is primarily designed as a way for group members to become more efficient. Tape a large rectangle on the floor. Create and label 10 numbered pieces of duct tape (about six inches long). Number each strip individually so you have one through 10, and place them inside the rectangle in random order. Mark a start/finish line on the opposite side of the room from the rectangle. The object is for everyone in the group to touch all 10 numbers in order in the shortest time possible. The stopwatch begins when the first person crosses the start/finish line and stops when the last person crosses back over the start/finish line. Only one person can be inside the boundary area with the numbers at a time. Add five seconds to the total time for each number touched out of order. The group members may not move the start/finish line or the boundary line for the numbers.

Debriefing: After the students have finished the activity, use solution-focused questions to help them understand how they can develop a plan and evaluate its effectiveness. Start by discussing how the group set up a plan to get a better time.
• What part of their individual plan to improve their attendance, behavior or achievement is working well?
• What part can they chance to make it work better?
• When are they “running all over” trying to catch up or beat the clock?
• What are the exceptions to the activity rules?
• What exceptions can your students identify to make their plans to improve attendance, behavior or achievement?

Pitfall
This activity can bring up many emotions for people. So, as the facilitator take caution before attempting this activity. Usually this is a good activity to do once the group has been formed and members trust one another. Tape off a large rectangle on the floor. Fill the inside of the rectangle with duct tape balls, strips, etc., but leave room to walk. In groups of two, students take turns leading their partner through the pitfall zone. One will be blindfolded. The sighted partner may not walk inside the pitfall zone. If the blindfolded student steps on the tape (falls into a pitfall), he or she must start over from the beginning. Once the blindfolded student makes it through the zone, have the partners switch places with each other.

Debriefing: After the students have finished the activity, use these solution-focused questions to help them identify what things hinder them from being successful and how to plan to avoid the pitfalls.
• What pitfalls keep them from being successful? You can give these a name, and write them on the duct tape obstacles in the pitfall zone.
• What gets in the way of sticking to their plan to improve?
• When in the past were they able to avoid those pitfalls?
• Who helped? If nobody helped, who would they like to have help them? What would that person do that would be helpful? How would that be helpful to the student?

There you have it – five fun, thought-provoking activities that are budget- and time-friendly and sure to keep your students engaged.

Arond Schonberg is a school counselor at Redondo Union High School, Redondo Beach, Calif. He can be reached at aschonberg@rbusd.org. Keith Fulthorp, Ed.D., is an associate professor at California State University, Long Beach.
Learn three creative techniques for using visuals to teach social skills.

By Emily Goodman-Scott, Ph.D., LPC, and Judy O’Rorke-Trigiani, Ph.D.
One of your students comes to see you because he is having conflicts with peers while working on a group project. A parent breaks into tears as she tells you her child is not making new friends since the move. A teacher reports that one of her students is constantly alone on the playground, despite the teacher’s efforts to find a peer group for her.

Students are with other students all day long. As school counselors, we know social skills are essential to all students’ academic, career and personal/social success. Without social skills, students are at risk for a plethora of problems and feel out of sync with their peers. School
counselors are a pivotal resource to help students acquire social skills and to coordinate and consult with stakeholders to implement these interventions across settings. One effective way of teaching social skills is by using visuals.

Why Use Visuals?
We know teaching social skills is critical, and as busy school counselors, we seek concrete, practical tools to implement immediately. Visuals are an excellent way to teach and reinforce social skills to students for a variety of reasons. First, all students benefit from multimodal instruction and the opportunity to review. When information is only presented verbally, students may not grasp complex concepts. According to recent brain research, visuals allow for review, reinforcement and aid in the formation of long-term memory, which is crucial in acquiring new skills. Additionally, many students with social skill deficits also struggle with attention issues, anxiety and autism. These disorders affect how information is encoded into long-term memory.

Second, creating visuals together with the student increases the students’ ownership in the intervention. We recommend students and school counselors create an individualized visual together. Not only is the intervention created for the specific student but the student is an active participant in the creation of the visual, which increases the student’s motivation to use the visual.

Third, visuals are concrete, meaning students often have resources in their hand when they leave your office. Consequently, students have tangible materials to practice in a variety of settings, which helps them reinforce their newly learned skill and generalize that social skill outside of the school counseling office.

Fourth, stakeholders’ support is crucial in teaching social skills, as students need the support of their parents and teachers to practice social skills in a variety of settings. Provide a copy of the visual to the student’s parents, classroom teachers, special education teachers, speech and language clinicians and other stakeholders. After receiving a copy of the visual, stakeholders can read, prompt and reinforce skills with the student. Students are more likely to be successful when they have consistency. Using the same visual across multiple settings promotes this consistency and success.

Fifth, visuals can be applied in a variety of environments. Students can discretely take their visuals with them into social settings and remind themselves of the needed and appropriate skill, thus taking responsibility for their own success. Our students will often keep a copy of the visual in their desk and binder. Anxiety-prone students typically appreciate the opportunity to review these skills before stressful events (i.e., a fire drill, test, recess, etc.).

Sixth, visuals focus on nonverbal communication and operationalize larger social skills into smaller skills. The more students struggle socially, the more they struggle with nonverbal social skills. For example, it may be difficult to verbally describe an angry face, but a picture allows the student to point, touch and understand micro-skills involved in reading facial expressions.

Seventh, students can be easily assessed for their current level of social skill proficiency, based on their understanding and interpretation of visuals. Assessments will help the school counselor to identify social skill deficits, set goals and evaluate student progress.

Finding Images
The first step in using visuals is, of course, finding images. You can find appropriate images online (make sure they aren’t copyright protected), from various software programs, including...
Microsoft Word’s clip art or Mayer-Johnson’s Boardmaker or by taking them yourself with a camera. You can then insert these images into Microsoft Word, PowerPoint or Boardmaker and add your own text.

Visuals as Strategies

Social stories: Social stories were created and coined by Carol Gray to use with individuals with autism, although social stories can certainly be modified to use with all students. Essentially, a social story tells a story in the first person that explains a situation or describes expected behaviors with the use of images and text. The hallmark of good social stories includes simple, descriptive, first-person language and a heavy use of accompanying images.

There are several types of sentences commonly found in a social story, as described by Gray. For example, when working with Mackenzie, a student

WHEN INFORMATION IS ONLY PRESENTED VERBALLY, STUDENTS MAY NOT GRASP COMPLEX CONCEPTS. ACCORDING TO RECENT BRAIN RESEARCH, VISUALS ALLOW FOR REVIEW, REINFORCEMENT AND AID IN THE FORMATION OF LONG-TERM MEMORY, WHICH IN CRUCIAL IN ACQUIRING NEW SKILLS.
who is fearful of tornadoes and tornado drills, we may use the following sentence types:

**Descriptive sentences**, which are observable or factual: “Tornadoes are a storm.”

**Perspective sentences**, including thoughts, beliefs and feelings: “I may feel scared of tornadoes.”

**Coaching sentences**, which give suggestions: “I will try my best to listen to my teacher during tornado drills.”

**Affirmative sentences**, which are positive and validate: “It is OK if I feel scared during the tornado drill. There are people who can help me.”

**Partial sentences**, which have fill in the blanks: “When there is a tornado drill, there are people who can help me, such as __________.”

When writing a social story with Mackenzie, we would sit at a table with her and together draft the story in the first person, describing her fear of tornadoes, normalizing her anxieties, listing strategies for coping with her anxieties and making a concrete plan, including available resources. Next, we would type the story using a large font and one to three sentences per page. Next, find and insert large images together; these images would represent Mackenzie’s emotions and coping strategies. Then, review and edit the story with Mackenzie, solidifying the content. Finally, with Mackenzie’s permission, we would make a copy of the story for her classroom teacher and for her parents. Usually the stories are several pages in length and stapled or bound.

With your support, Mackenzie would describe her story to both her classroom teacher and her parents. Have Mackenzie keep this story in her classroom desk and refer to it independently or with her teacher, as needed. Also ask Mackenzie’s parents to read and discuss the story nightly with their daughter for the following two weeks. Meanwhile, follow up with Mackenzie regarding her anxiety level, potentially coach her before a tornado drill, and check in with her after a tornado drill.

You can create individualized social stories with students on a range of topics including academics (test anxiety, group work, following teachers’ instructions, family changes (death, divorce, parent deployment, family incarceration, moving), peers (joining a group of peers, turn-taking, getting a peer’s attention), and general personal/social topics (anxiety and grief). Additionally, you can use pre-made social stories, which can be found online or purchased. We frequently use books by Jed Baker, such as “The Social Skills Picture Book,” and our own line of books, which each student individualizes as a personal workbook, “I Can Choose Better Behaviors” and “I Can Join In.”

**One-sheet wonders**: We created one-sheet wonders (OSW), which are similar to social stories. They contain simple language and images, are individualized
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Learn more about the SAT and other College Board programs at a free, local 2013 Fall Counselor Workshop. Register now at collegeboard.org/FCW.

Power cards: Power cards are another tool inspired by the special education field that we have modified for school counseling use with all students. Power cards are heavy paper, such as card stock, cut into pocket-sized squares created by and for the individual student, with the school counselor’s assistance. On one side of the power card, attach a student-selected reinforcing image, such as a superhero or popular music group. On the reverse side of the power card, include an image of a desired student behavior. For example, Dominic is a young student who frequently blurts out in class. His goal is to raise his hand before speaking. You may create a power card with him that has an image of Spiderman on one side (chosen by him) and an image of a student raising his hand on the second side of the power card. In fact, you could even take a picture of Dominic raising his hand to include on the second side of the power card. With Dominic’s permission and your support, Dominic would explain his power card to his classroom teacher and parents and keep his power card on the edge of his desk during class, Spiderman side up. The power card would serve as a visual reminder for Dominic. His teacher would also walk by his desk and subtly point to the power card as a reminder of appropriate behavior or to quietly reinforce Dominic when he appropriately raises his hand.

Dominic’s power card is useful due to (a) the motivating and socially acceptable images on the side that faces up (i.e., Spiderman), (b) Dominic’s ownership, as he created the power card alongside his school counselor, (c) stakeholder awareness and involvement, as both parents and teachers are informed and asked to reinforce the social skill on the power card, and (d) the social skill is being practiced in multiple environments, outside of the school counseling office.

Consultation and Collaboration
We have been inspired to use visuals in our school counseling practice by the other highly specialized educators in our school building, including special education teachers, speech and language clinicians and occupational therapists. As a result, we have developed other tools and resources for students with special needs, as well as for all students.

Consultation and Collaboration

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→ sat.org/ASCA2013

Learn more about the SAT and other College Board programs at a free, local 2013 Fall Counselor Workshop. Register now at collegeboard.org/FCW.
result, we have gained tremendously by consulting, collaborating and adapting resources from these other professionals. For example, many of our favorite resources have come from SuperDuper Publications, a company that creates resources for speech and language clinicians. We also maximize our time with students by co-running small groups with these other school-based professionals, in addition to social workers and school psychologists.

It takes a village to raise a child. Similarly, students are most successful in acquiring new social skills when working with a variety of adults in several settings. We must seek innovative strategies to work hand-in-hand with other stakeholders to assist our students.

Socially competent students are more academically successful, better adjusted, possess greater resilience and are better prepared for life after their K-12 education. As school counselors we have little downtime and high caseloads; we need concrete interventions ready to implement immediately. Visuals can be quickly implemented, require few resources, are individualized by the student and are reinforced in multiple settings by varied stakeholders.

There will always be a student, parent or teacher approaching you with a socially based student concern. The question is: Which creative visual will you choose to implement first?

Emily Goodman-Scott, Ph.D., LPC, is a former school counselor for Loudoun County (Va.) Public Schools and an adjunct faculty at local universities. She can be reached at egscott.vt@gmail.com. Judy O’Rorke-Trigiani, Ph.D., is a school counselor for Fairfax County (Va.) Public Schools and an adjunct faculty member and guest lecturer for local universities. She can be reached at judy.trigiani@fcps.edu. More information on the authors’ books and resources can be found at www.emilygoodmanscott.com or by contacting either author.
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CONFERENCE WRAP-UP

For four days this summer, more than 2,000 school counseling professionals gathered in Philadelphia for education, networking and an all-around great time. Chef Jeff Henderson opened the conference with a powerful, motivating and inspiring keynote address, which then led into the opening reception in the exhibit hall and three more days of top-notch programming and professional development.

Didn’t make it to the conference? It’s not too late to take advantage of the professional development opportunities. Register for the webstreamed versions of numerous sessions. Learn more at www.schoolcounselor.org/phillywebcast.

A special thanks goes out to our 2013 conference sponsors:
• Chestnut Hill College
• The College Board
• CyberBully Hotline
• Human eSources
• Forrest T. Jones & Co.
• Lancaster Bible College
• National Federation of Opticianry Schools
• New York Film Academy
• Prudential Spirit of Community Awards
• Universal Technical Institute
• University of Nebraska High School
• Wentworth Institute of Technology

If you weren’t able to make it to the 2013 Annual Conference, we hope you can join us June 29–July 2, 2014, in Orlando to “Build Magical Futures.” Learn more at www.schoolcounselor.org/magic.

(Above Left) School Counselor of the Year Mindy Willard (second from left) and finalists Shelby T. Wyatt, Ed.D.; Ruth Lohmeyer; and Alice Weiler reconnecting at one of the many networking events at the conference.

Left) More than 100 exhibiting companies gave attendees a chance to learn more about school counseling products and services, as well as colleges and careers.

(Above) ASCA Board of Directors: (seated) Julie Baumgart, Gail Smith, Sylinda Banks, Barbara Micucci, Sharon Sevier, (standing) Alan Burkard, Tracy Pressley, Kris Moe, Stephanie LoBlonodo, Doug Hauserman, Tammy Davis, Demetria Williams
(Above Left) Chef Jeff Henderson shared his inspiring story at the Opening General Session and then signed copies of his books afterward.

(Above Right) Peter Yarrow, of Peter, Paul and Mary fame, shared lessons of hope from Newtown, Conn.

(Left) At the Recognition Awards Dinner, 73 schools received Recognized ASCA Model Program (RAMP) designations.

See more conference photos – and download copies of your favorites at no charge – on ASCA’s Flickr photostream: www.flickr/photos/AmericanSchoolCounselorAssociation.
Partnering With Teen Parents

Helping you better support expectant and parenting students

Curriculum focuses on:
> Adolescent development of teen parent
> Parent-child interaction
> Child development and parenting topics
> Family well-being (fathering, child care, employment and more)

Curriculum (on CD) includes:
> More than 1,100 pages of professional resources, parent-child activity pages and parent handouts
> Cost: $299

Curriculum focuses on:
> Adolescent development of teen parent
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To learn more, contact:
Angelique Bey
Manager, Knowledge Studio
314.432.4330, x256, or angelique.bey
@parentsasteachers.org

DON’T REINVENT THE WHEEL

Are you taking full advantage of your ASCA membership benefits? Have you visited the online Resource Center recently? Back-to-school is the perfect time to spend some time looking through the wealth of sample handouts, parent programs, lesson plans, assessments, job descriptions and other materials available on the Resource Center. To access the Resource Center, visit www.schoolcounselor.org, sign in with your username and password, and click on “School Counselors & Members.” You’ll see the Resource Center on the left-hand navigation bar. Do you have sample materials or lesson plans you’re willing to share with other ASCA members? We’d love to add them to the Resource Center. Simply e-mail them to asca@schoolcounselor.org, and write “For Resource Center” in the subject field.

RAMP APPLICATIONS DUE OCT. 15

Are you applying for the Recognized ASCA Model Program (RAMP) designation this year? All application components must be uploaded to the RAMP application site by 5 p.m. (Pacific) on Oct. 15, 2013. Are a number of schools in your district considering applying for RAMP this year or next? Consider bringing RAMP application training to your location. “Recognized ASCA Model Program: Putting it All Together” guides you through the 12 stages of the RAMP application. You’ll learn how to assess if your program is RAMP-ready, address the benefits to your program, explore the scoring rubric and more. Learn more about training and the application process at www.ASCANationalModel.org/ramp. There are also a number of archived webinars available on the ASCA website to guide you through various components of a RAMP-ready program. View them in the Professional Development section of the ASCA website. Note, access to archived webinars is for members only; you’ll need to log into the website with your username and password to see the list.
APPLY FOR A 2014 NFIB YOUNG ENTREPRENEUR AWARD

Are you a young entrepreneur? Do you know a young entrepreneur? Graduating high school seniors who operate their own small business are eligible to receive a 2014 NFIB Young Entrepreneur Award from the NFIB Young Entrepreneur Foundation. Visit www.NFIB.com/YEA for more information and to apply online between October 1 and December 18, 2013. Don’t miss this beat!
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POSITION STATEMENTS UPDATED
At Delegate Assembly in June in Philadelphia, the delegates approved the updated position statements on the following topics:
- Academic and Career Planning
- Discipline
- Gifted and Talented Student Programs
- LGBTQ Youth
- Safe Schools and Crisis Response
- Students with Disabilities
- Use of Student Support Staff in School Counseling Programs
To view the new position statements, visit www.schoolcounselor.org/positions.
BRING ASCA TRAINING TO YOUR DISTRICT, AREA OR STATE

Looking for an easy way to educate a lot of school counselors all at once? Bring ASCA National Model or Recognized ASCA Model Program (RAMP) training close to home. Two different training options are available:

ASCA National Model 101 (Third Edition): Do your school counselors need basic training in the new edition of the ASCA National Model? This daylong program details the process of connecting school counseling programs to the ASCA National Model. Attendees will spend the day getting better acquainted with the ASCA National Model and increase their comfort level with it.

RAMP CAMP: Are your school counselors ready to apply for Recognized ASCA Model Program (RAMP) status? Bring a RAMP CAMP to your location. This daylong training addresses the ins and outs of applying for RAMP. School counselors get tips and suggestions on how to approach the process, learn how to gather the necessary data and focus on how to submit a RAMP application through the online submission portal. To book your training or learn more, contact Mark Kuranz, ASCA director of professional development, mkuranz@schoolcounselor.org.

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SPECIAL INTEREST NETWORKS NEED YOU

Are you interested in helping promote a particular specialty area in school counseling? ASCA is currently looking for Special Interest Network (SPIN) facilitators. SPIN facilitators promote collaboration among members and support the development of school counseling resources around a special-interest topic important to school counseling and education. These networks are designed to provide support, share ideas and raise awareness of school counseling resources. If you are interested in facilitating a Special Interest Network, please complete an application and return it to ASCA. Applications are available at www.schoolcounselor.org/spin.

CELEBRATE SCHOOL COUNSELING

You may feel like the school year just started, but National School Counseling Week 2013 will be here before you know it. Always the first full week of February, National School Counseling Week 2014 is Feb. 3-7. This week helps focus public attention on the unique contribution of professional school counselors within U.S. school systems. National School Counseling Week, sponsored by ASCA, highlights the tremendous impact school counselors can have in helping students achieve school success and plan for a career. Need ideas for how to celebrate National School Counseling Week? Visit www.schoolcounselor.org/nscw.
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“There is a focus on student success at Salisbury. I also see an emphasis on experiential learning and real-world applications.”

Leslie Kent • Fairfax County, VA

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Jennifer Nuechterlein • Flemington, NJ

“Salisbury provides a warm, caring atmosphere in a beautiful setting – with strong academics.”

Bettina G. Heiman • Wilmington, DE

Salisbury University consistently ranks among the nation’s best for quality and value in such publications as The Princeton Review and U.S. News & World Report. To learn more, visit www.salisbury.edu/admissions or call 410-543-6161.

Application Deadlines
l Early Action: December 1
l Regular Admission: January 15

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WHICH DO YOU REGULARLY USE IN YOUR GROUPS OR CLASSROOM LESSONS?

If you could have only one tool for creativity in your program, what would it be and why?

Puppets. Students love puppets.
- Kasie Pletcher, Meshik School, Port Heiden, Alaska

Pinterest, hands down. I have found so many neat ideas on there. The activities I find are engaging and applicable to the lives of my students.
- Becky Vickrey, Joaquin Elementary School, Joaquin, Texas

Virtual interview. My students need to practice interviewing skills, and it is challenging to have enough time even utilizing groups to practice interviewing skills for college interviews or job interviews.
- Brad Novak, Roberto Clemente Community Academy High School, Chicago, Ill.

An unfettered imagination.
- Susan Scharf, T.C. Williams High School, Alexandria, Va.

Humor. Kids will remember your messages if you infuse a funny story or light-hearted slant to explain it. It also teaches students how to view life’s problems from a different, more objective angle. Humor encompasses the whole world and helps adolescents “normalize” some of their most embarrassing moments.
- Jean Hudson, Crockett’s Middle School, Columbia, S.C.

My own helium tank (not the little ones you can purchase from the party store). Small ones will only blow up about 15 balloons before they run out of helium. Balloons can be used in many core curriculum lessons. You can also use them in lessons about anger, death, emotion, etc.
- Tanyika M. Butler, Floyd Middle School, Mableton, Ga.

Rhymes. Students will remember rhymes for a long time.
- Debra Quesinberry, Kennedy Elementary School, Kingsport, Tenn.

How do you add creativity to your school counseling program?

I secured a grant to create an outdoor garden. Many times, when I have a child who is stressed and needs a break from the school setting, we go outside and dig in the dirt. There’s nothing like gardening to soothe the soul.
- Vickie Hunter, Tamarack Elementary School, Owensboro, Ky.

A Mac. It comes standard with so many audio/visual tech tools that make creative tech/media possible on a low budget.
- Richard Cleveland, Seattle Pacific University, Seattle, Wash.

I work hard to find ways to present lessons and skills in memorable ways. I write funny songs, make music videos, use puppets, crazy accents and tons of silliness to help ensure that the message sticks. My students are working so hard all day long learning content as well as acquiring language; their time with me has to stand out. I want the skills and concepts I teach to really stick with them.
- Elizabeth Mason, Independence Elementary School, Lewisville, Texas

I look for things going on in our area that emphasize what we are teaching. Whether a puppet, making a bookmark with stickers to make a face, a large white poster to label where we feel anger inside, a paper lunch sack to make an ability bag, rocks to make a friendship rock garden, everyday items for career props, construction paper squares for a dream quilt, the possibilities are endless — and fun for all.
- Sharlee Hochstein, Wynot Public School, Wynot, Neb.

At the high school level, I try to use real-life scenarios to express abstract concepts. By helping students envision themselves in a situation they have experienced, through a role-play, I can help them see how to address other situations that may come up.
- Jeff Ream, Tahoe High School, Tahoe City, Calif.

After years of struggling to find group curriculum that works for me, I am learning to create groups around a project. This year I had a group of fourth-grade boys design and paint my office window. I will do that again and will play around with other projects — perhaps have a middle school group write a play for younger students.
- Molly Westring, Umbarger Elementary School, Burlington, Wash.

One new thing I am doing this year is using a plastic tablecloth on a large round table in my room; kids use dry erase markers to write me messages, draw out problems and creatively express feelings and ideas.
- Shelley Klaas, Neil Armstrong Elementary School, Bettendorf, Iowa

Which of the following do you regularly use in your groups or classroom lessons?

<table>
<thead>
<tr>
<th>Music</th>
<th>Vision boards</th>
<th>Props</th>
<th>Puppets</th>
<th>Costumes</th>
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Do you think it’s important to add creative elements to your school counseling program?

<table>
<thead>
<tr>
<th>Yes, a lot</th>
<th>Somewhat</th>
<th>No, not necessary</th>
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Elementary | Middle | High School

80 | 80 | 60

70 | 70 | 80

60 | 60 | 80

50 | 50 | 60

40 | 40 | 50

30 | 30 | 40

20 | 20 | 30

10 | 10 | 20
# Congratulations!

The National Society of High School Scholars would like to recognize its 2013-2014 scholarship recipients.

## Clases Nobel

### Academic Scholarships

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
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<tbody>
<tr>
<td>Brian Aguilar</td>
<td>Yonkers, NY</td>
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<tr>
<td>Mary-Beauty Brown</td>
<td>Conington, LA</td>
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<tr>
<td>Clarisse Calman</td>
<td>Saint Louis, MO</td>
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<tr>
<td>Levbride Edoua</td>
<td>Obama</td>
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<tr>
<td>Jonathan Go</td>
<td>Anderson, KS</td>
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<tr>
<td>Krishna (Dylan)</td>
<td>Mahalingam</td>
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<tr>
<td>Emma Phillips</td>
<td>San Luis Olipas, CA</td>
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<tr>
<td>Alec Urbach</td>
<td>Roslyn Heights, NY</td>
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<tr>
<td>Moonya Sachar</td>
<td>Farmont, CA</td>
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<td>Alec Urbach</td>
<td>Roslyn Heights, NY</td>
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<tr>
<td>National Scholar</td>
<td>Academy</td>
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<tr>
<td>Violet Acvedo</td>
<td>Austin, TX</td>
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<tr>
<td>Cynthia Anderson</td>
<td>Hackettson, NJ</td>
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<tr>
<td>Mikayla Barry</td>
<td>Bryan, TX</td>
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<tr>
<td>Rachel Beck</td>
<td>Houston, TX</td>
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<tr>
<td>Arianna Bering</td>
<td>Spring Branch, TX</td>
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<td>Nana Abo Boodu</td>
<td>Accra, Ghana</td>
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<td>Brinkley Bray</td>
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<td>Kree Burnett</td>
<td>Texarkana, TX</td>
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<td>Kreen Cabrera</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Juan Dardoz</td>
<td>Los Gatos, CA</td>
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<tr>
<td>Stephanie Carlisle</td>
<td>Saint Louis, MO</td>
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<tr>
<td>Stephanie Carlisle</td>
<td>Riverrise Gardens Senior High School</td>
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<tr>
<td>Christopher Carlson</td>
<td>APO, AF</td>
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<tr>
<td>Bonny Chen</td>
<td>Auburn, AL</td>
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<tr>
<td>Anabel Cordero</td>
<td>Mexico City, Mexico</td>
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<tr>
<td>Kenneth Crosby</td>
<td>Stewartbridge, GA</td>
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<tr>
<td>Samuel Davis</td>
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<td>Quynh Do</td>
<td>Lancaster, KS</td>
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<tr>
<td>Cesar Dominguez</td>
<td>Naha, NH</td>
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<tr>
<td>Bonnie Dupre</td>
<td>Kemper, LA</td>
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<td>Emily Espinel</td>
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<td>Nimaisha Fernando</td>
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<td>Dominique Gardner</td>
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<td>Shelby Gartrell</td>
<td>Mahahwale, AR</td>
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<td>Joseph Herrera</td>
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<td>Dion Hipolito</td>
<td>Lutherville Tasimontis, MD</td>
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<td>Brittton Hipple</td>
<td>Hurley, VA</td>
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<td>Ciera Horton</td>
<td>Orlando, FL</td>
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<td>Sere Jackson</td>
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<tr>
<td>Rebecca Johnson</td>
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<tr>
<td>Janina Jose</td>
<td>Houston, TX</td>
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<tr>
<td>Cliff Kao</td>
<td>Irvine, CA</td>
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<tr>
<td>Timothy Kolesionek</td>
<td>North Rayhan, OH</td>
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<tr>
<td>Caleb Kumar</td>
<td>Blaine, MN</td>
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<tr>
<td>Maria Oviedo</td>
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<tr>
<td>Rafid Rahman</td>
<td>Channah, IL</td>
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<tr>
<td>Rachel Rahn</td>
<td>Sugar Grove, IL</td>
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<tr>
<td>Rochelle M. Ruiz</td>
<td>Las Vegas, NV</td>
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<td>Medhia Salkic</td>
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<td>Austin Sauer</td>
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<td>Michael Sheeter</td>
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<tr>
<td>Darius Sokol-Randell</td>
<td>Toronto, Ontario</td>
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<tr>
<td>Katie Speer</td>
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<tr>
<td>Jasmine Tuckert</td>
<td>APD, AF</td>
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<tr>
<td>Claire Williams</td>
<td>Pleasanton, CA</td>
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<tr>
<td>Ashley Wonesen</td>
<td>Claiburn, GA</td>
</tr>
<tr>
<td>Jeyyan Zhong</td>
<td>Sunnai, GA</td>
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</tbody>
</table>

The mission of the National Society of High School Scholars (NSHSS) is to recognize and encourage academic excellence among exceptional high school students. The Society selects students internationally and awards this distinction on a limited basis. Membership is by invitation only, extended by Chair Claes Nobel, a senior member of the family which established the Nobel Prizes. For more information visit the website at www.nshss.org.

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