



ISCA Insight
 The Newsletter of the Illinois School Counselor Association
 a state chapter of the American School Counselor Association

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The mission of the Illinois School Counselor Association (ISCA) is to provide leadership, advocacy, and collaboration for Illinois school counselors, which results in systemic change to enhance the success of all students in their academic, career, and social/emotional development.



"School Counseling With Collaboration"



*Kris Sandra Wheatley, LCPC, NCC
 ISCA President*

President's Message



Kris Sandra Wheatley, LCPC, NCC
 ISCA President

Leadership is your heart speaking to the hearts of others.

Source: The Heart of Leadership, Robert E. Staub, II., 1996.

Dear School Counseling Professionals,



This article focuses on school counseling professionals who are creating "Pathways for Success and Care" through extraordinary efforts, focused actions, responses to Northern Illinois University's, Feb. 14th tragedy, goal progress, and special local and national events, celebrated in our organization." On January 23, 2008, the House of Representatives passed a National School Counseling Week Resolution and on January 29, 2008, the Senate passed a National School Counseling Week Resolution. National School Counselor Week

became federally recognized! Each year, national public attention will be focused on the unique contributions of professional school counselors and the tremendous impact for students. For the first time Congress passed the resolutions in advance of the special week. Statewide, this provides the opportunity for us to be champions in professional school counseling actions. On behalf of the Illinois School Counselor Association, thank you to the school counselors, and professors who are helping students achieve academic success and social emotional support each day. Please report any National School Counseling activities you initiated this year to me at krislcpc@aol.com and I'll forward them to ASCA .



On behalf of the Illinois School

Counselor Association, thank you to the licensed clinical professional counselors (LCPCs) who will have volunteered their crisis intervention services from February 24-March 9th for Northern Illinois University students. Phenomenal collaborative actions among NIU, the DeKalb County Community Mental Health Board, ICA, ISCA, and IMHCA

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"School Counseling With Collaboration"

Kris Sandra Wheatley, LCPC, NCC
ISCA President

(Continued from page 1)

for the February 14th school shooting tragedy are evidenced. All volunteer counselors will have been indemnified as a State of Illinois employee by signing a form of indemnification as a State of Illinois employee during the registration process. NIU needed at least 300 volunteers who would use a model that placed at least one worker in every class meeting to provide education about dealing with the aftermath of a traumatic event as well as being available to students. Those students who indicated needs beyond "psychological first aid" services would be referred to the University's Student Development and Counseling Center. All counselors will have been given handouts to guide them in this process. ISCA and IMHCA executive director Daniel Stasi and ICA executive director, Ronna Henig communicated several messages daily to the professional organizations via websites and list serves and ICA's executive director would take additional information from all Master's level counselors in case more assistance was required. Our organizations have been brought together for a "cause beyond their own:" in this time of state-wide counseling service need to the Northern Illinois University community.



Kathy O'Dell, Conant High School Counselor and ISCA Public Recognition Chair has been recognized as a semi-finalist for the ASCA School Counselor of the Year Program.

Quite the honor! ASCA's School Counselor of the Year program honors the best school counselors who are running a top-notch, comprehensive school counseling program at either the elementary, middle or high school level. Board members, Dr. Al Millerin, Dean Strassberger, Roseanne Oppmann, and Christina Nolan will present at our annual spring conference. Amy Thompson has led the Policies and Procedures task force, Erin Hatch continues middle school round tables and list serve information, Dan Stasi advocates for school counselor legislation and has been working diligently on providing timely NIU requests for counselors to ISCA. Dr. Adam Zagelbaum, Dr. Carol Scatena, and Dr. Al Millerin are mobilizing the online ISCA Professional Journal. Beth Gilfillan has produced progress for the ROE Task Force, East Aurora District 131's Superintendent of Schools, Dr. Jerome Roberts recognized the value of his district's school counselors, and our general membership supports the school counseling profession through active involvement, renewing memberships, and attending conferences. ISCA will recognize

elementary, middle school, high school, administrator, and advocate of the year at our annual conference, April 18, 2008 @ Elgin Community College.

2007-2008 Goals Progress



Governing Board Meeting at Lewis

University, November 4, 2008. Survey results from the ISCA Annual Meeting indicated: Parent family relationships and social-emotional learning indicated the two highest training needs from our members. Adam Zagelbaum will spearhead a Needs Assessment to be developed by graduate students. A November workshop was held on November 7, 2007 on "Self-Injury." Linda Delimata's outstanding work in holding events for counselors in her area was shared. Future goals for the school counseling profession would be to hear from all school counselors on current issues and trends. Regional list serves and meetings could be developed.



K. Wheatley forwarded National School

Counseling Week Information to all ISCA members via the list serve. Erin Hatch continued to hold middle school roundtables, a special workshop, and kept counselors informed through her list serve. Kris communicated, by phone and email, the charge, deadlines and former reports of the American Counseling Association Interprofessional Committee to the six committee members. This committee is charged with identifying potential national affiliates that support the national counseling organization.



Regional Office of Education Contacts

Task Force

The ROE Task Force has met twice. Beth Gilfillan has been instrumental in the progress. Our vision is to see a Professional Development Category for each ROE's website workshop pages. A scripted letter will read as follows: I'm (counselor contact's name) your region's resource for school counselors. We are establishing a

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School Counselors Count.....Stand Up and Be Heard

by Christina K. Nolan, LCPC, NCC
President Elect



I have been concerned over the increasing level of discourse concerning the trend toward allowing mental health professionals, who are not certified school counselors, access to our student populations. Kennedy (2008) highlights this issue which was again raised when

"...Connecticut quietly became the first state in the nation to pass legislation certifying MFTs to work in school settings." (Counseling Today, p.1) A couple of issues were addressed which may have allowed this to occur; the CSCA had broken away from CCA which may have helped them keep on top of things, and ASCA seems to have a lukewarm stance in determining which personnel are best qualified to identify and determine best practices within the school setting in regard to the student population.

I was somewhat taken aback when Eric Sparks (current ASCA president) stated, "I don't see it changing the role of the school counselor, because the school counselor is focused on guidance, curriculum in the classroom, goal setting and student planning – which isn't what the MFT's will be doing," he says. "Our focus is more educational, and they would be focused on family issues."(p. 25)

Well, I'm not quite sure to what Mr. Sparks was referring when he stated that MFT's will be focused on family issues. As an educator, certified school counselor, licensed clinical professional counselor and counselor educator training future school counselors, I am astounded at how blasé and short-sighted that comment was. The fact of the matter is today's school counselors are trained in intensive counseling programs that expose them to courses such as, but not limited to: counseling theory, ethics, clinical skills, diagnosis and assessment, family theory and practice, and substance abuse. In addition, they are required to take both practicum and internship under the supervision of an experienced school counselor which socializes them into the

professional field of school counseling. Add to this their specialized classes in the educational field and you have a uniquely trained individual who is not only a mental health expert, but one whose perspective is school-based as they discern and address student concerns and issues. And the reality is FAMILY is always involved (even families with absentee members).

Let me make this perfectly clear, I believe there is much value in accessing and collaborating with professionals and resources that can enhance, intervene and move students toward health. But the school counselor, in collaboration with other key school figures, should be the expert in creating how this collaborative/consultation relationship should be played out in their districts and individual schools. Administration and school boards should be helped to better understand the depth and breadth that school counselors add to their attainment of satisfactory results, NOT ONLY in academics, but in creating school culture, anticipating harmful, as well as productive trends and being the first line of defense as the 'go to person' when there are concerns raised about academic issues, social/emotional development and college/career exploration.

In conclusion, school counselors need to advocate for who they are. Although school counselors are experts at delivering the ASCA National Model, they are not just test interpreters, assessment developers and curriculum experts. School counselors are trained in the mental health field and they are the mental health experts in the schools. School counselors are trained to recognize boundaries and competencies. They are cognizant of when to refer and consult. They are not just focused on "...guidance, curriculum in the classroom, goal setting and student planning." (Counseling Today, p. 25)

Christina K. Nolan and counseling student interns at National-Louis University



Nominations and Elections

by Roseanne Oppmann, LCPC, NCC, Past-President



It is once again time to seek nominations for ISCA leadership positions, which are due for election. As Past President, I am charged with the duty to solicit nominations and coordinate the election process. As we begin this process I would like to invite all ISCA members to become actively involved by nominating yourself or someone you feel

would serve our organization well. This year we must elect four Vice Presidents. The Elementary Level Vice President, Middle/Junior High Level Vice President, Secondary Level Vice President, and the Graduate Student Level Vice President. A person elected to the position of the Elementary Level Vice President, Middle/Junior High Level Vice President, or Secondary Level Vice President shall be employed as a counselor at the appropriate level for which they are representing. The Graduate Student Level Vice President must be enrolled as a student in a masters in school counseling program at an accredited institution. They must continue in that capacity during their entire term and be a student member. The primary responsibilities for all Vice Presidents are as follows:

- To obtain information about the trends, concerns, ideas, and questions of school counselors represented and share this with the leadership.
- Submit articles per the guidance of the ISCA President for the INSIGHT publication.
- Attend four Leadership Meetings per year in various locations statewide.
- Attend the Annual ICA Convention if possible.
- Attend the Annual ISCA Conference if possible.

In addition to these Vice President positions we also need to elect our next **President Elect** and **President Elect-Elect**. A person elected to the position of President Elect shall be a practicing school counselor, counselor educator, or counselor supervisor and must be a professional or retired member. The primary responsibilities include:

- Submission of articles per the guidance of the ISCA President for the INSIGHT publication.

- Attend four Leadership Meetings per year in various locations statewide.
- Attend Executive Board meetings as called by the ISCA President (potentially monthly).
- Represent ISCA and ICA Governing Board meetings, if needed.

A person elected to the position of President Elect-Elect shall be a practicing school counselor, counselor educator, or counselor supervisor and must be a professional or retired member. The primary responsibilities include:

- Submission of articles per the guidance of the ISCA President for the INSIGHT publication.
- Attend four Leadership Meetings per year in various locations statewide.
- Attend Executive Board meetings as called by the ISCA President (potentially monthly).
- Represent ISCA and ICA Governing Board meetings, if needed.
- Attend four Leadership Meetings per year in various locations statewide.
- Attend the Annual ICA Convention if possible.
- Attend the Annual ISCA Conference if possible.
- Learn the bylaws, and process for leading Leadership and Executive Board meetings and assist the president in any manner possible.

If you are interested and need more information about pursuing one of these positions for yourself or a colleague please contact Roseanne Oppmann at counselro1@aol.com or at phone number (815) 519-3106.

To submit a nomination, please send the following information via email to counselro1@aol.com or US mail to 11734 Glen Eagles Lane Belvidere, Illinois 61008:

- The name, address, phone, and email of the nominee.
- A short statement (approximately 100 words) indicating why you are seeking nomination for this person.

I will contact you to confirm the receipt of your request for nomination. The election slate will be announced in the next issue of the INSIGHT. I look forward to hearing from you!

SCHOOL COUNSELOR: ADVOCATE

Submitted by Maria McCabe, LCPC, Advocacy Chair

“**Advocacy** is the act of arguing on behalf of a particular issue, idea or person. Individuals, organizations, businesses, and governments.”

As a school counselor, you advocate every day for children, for education, for social justice, for your jobs. This article and future articles will give you some concrete ways to do that advocacy.

Political Advocacy.

1. Have a clear vision of your role in your school as a mental health professional who contributes to the academic and social success of students in school.
2. Know your legislators. Know the legislators who support mental health. Keep their names, addresses and phone numbers where you can access them easily.
3. Schedule an appointment with them this spring or summer to introduce yourself and to let them know about your work.
4. Bring your School Improvement Plan and your newsletters. Be ready to demonstrate how your work helps to improve the educational environment both academically and socially.
5. Indicate in your literature how you collaborate with agencies in the community. Be ready to give concrete examples of that work.
6. Tell stories about real life incidents that will help legislators relate to your work without using the names of the individuals you serve. It is important to personalize your efforts.
7. Contact Dan Stasi (ilschoolcounselor@yahoo.com and find out what legislation is in the works that pertains to school counselors.
8. Be prepared to talk about that legislation and to ask for support.
9. Always leave something in writing that puts into bullet points what you want your legislator to know and how you want them to help.
10. Leave information with the legislator about school counseling. You can download this information from the ASCA website. Keep your legislators aware of your work.
11. Put them on an email list to receive your monthly newsletters
12. Support their campaigns with attendance at their events or monetary contributions.
13. Become a member of the Political Action Coalition.
14. To keep informed stay in touch with CICO.
15. To keep informed stay in touch with the Mental Health Summit. (<http://mentalhealthsummit.uchicago.edu/>)
16. Attend the Mental Health Rally and take time to again meet with your legislators.

Remember, your legislators are elected officials who depend on our voice to guide them as they represent our interests. It is our duty to keep them informed.

If you have other ideas, please do not hesitate to share them with me at counselk5@aol.com. I will put those ideas in my next column. For further ideas, go to the ASCA website or the ACA website.

Family Educational Rights and Privacy Act Guides

As a follow-up to the school safety roundtables conducted by Education Secretary Margaret Spellings, former Attorney General Alberto Gonzales, and Secretary of Health and Human Services Mike Leavitt earlier this fall, Secretary Spellings announced today the availability of new brochures that provide guidance on the Family Educational Rights and Privacy Act (FERPA) to enable schools to better balance students' privacy rights with school safety concerns. The brochures on FERPA - one for K-12 educators, one for higher education officials and one for parents - are a timely refresher to help you appropriately balance student privacy and school safety. Understanding the law will empower you to act quickly and decisively when problems arise. We encourage you to distribute these brochures to your colleagues and constituencies.

The FERPA guides are available online at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/safeschools/index.html>.

Helping High School Students Cope

Joan Kertay, LCPC, CADAC, NCC, NCSC
Secondary Vice President

The Happiness Scale that I described in the last newsletter generated many responses! Requests were made for additional screening tools. Thank you to the many school counselors who requested a copy and for your helpful comments. If you still would like the assessment tool where a student can rate from 1 (lowest) to 10 (highest), how s/he is feeling at the time, e-mail me for a copy.

Assessments are extremely important in our work as school counselors for these reasons: 1) provide data for our programs, 2) provide information for our students and parents, and 3) provide information for the counselor regarding the severity of the problem. As school counselors we do not diagnose, yet many times we are the ones who are made aware of the student's need for help. Here is a tool I created to assess depression. The student uses a rating scale from 1 – 4

(1 = not at all, 2 = rarely, 3 = sometimes, 4 = often)

1. I am depressed or irritated.
2. I lose my temper easily.
3. I have lost interest in activities I used to find enjoyable.

4. My appetite has changed.
5. My weight has changed in the last few weeks.
6. I have difficulty falling asleep or staying asleep.
7. I am always tired.
8. I have difficulty concentrating.
9. I have difficulty making decisions.
10. I feel sad.
11. I get in trouble with my parents.
12. I get in trouble at school.
13. I get in trouble with the law.
14. I have thoughts about suicide.
15. I drink alcohol and/or use drugs.

A rating scale of 3 – 4 on 6 or more items may indicate depression. If these symptoms persist for at least 2 weeks and cause significant distress or difficulty functioning, a parent or guardian should be contacted and referrals should be provided.

If you would like more information, e-mail me at jkertay@d303.org or call 630-377-4727. If you have something to share with other school counselors, please send it to me.

Helping Students Deal with a Violent Society

Pamela Castro MA, NCC
Elementary Level VP

The headlines and news shows seem to scream at us on a daily basis. Each providing more information on violent altercations that seem to grow more shocking by the moment. We worry about the affect on our students or concern that they are becoming less shocked or numbed to it altogether.

As I prepared this article, we were all dealing with another campus shooting in our own state—where I spent four years of my life preparing to become a teacher. A recent weekend in the city of Chicago made major headlines as 10 CPS students were shot resulting in 3 deaths. All of this news as well as discussions with my own students has had me doing more research on resources—resources on violence on youth as well as domestic violence.

The month of April will be long for many of us this year. April is National Child Abuse Prevention Month; March 31-April 4 is Prevent Violence to Youth Week and April 13-19 is Week of the Young Child. What better time to show we are not THE School Counseling Program but leaders in collaboration?

I have reached out to a number of colleagues in the community field as well as other school counselors. I have also researched some resources of my own; some are from previous presentations of my own. I would like to share

some of the information here and ask if anyone has anything they can share. All of these resources are good and some have free programs and materials they will come into schools to present. We need to reach our children and hopefully it will not be too late for them.

National Youth Violence Prevention Resource Center
www.safeyouth.org
www.violencepreventionweek.org

USDJ—Prevent Youth Violence
www.usdoj.gov/whatwedo/whatwedo_pyv.html

Illinois Center for Violence Prevention
www.icvp.org/youth.asp

Office of the State's Attorney; Cook County, IL
www.statesattorney.org/communityoutreach.htm

Mayor's Office on Domestic Violence
www.cityofchicago.org/domesticviolence

National Association for the Education of the Young Child
www.naeyc.org/about/woyc/

ISCA Governing Board 2007-2008

Position	Name	Email
President	Kris Sandra Wheatley	krislcpc@aol.com
President Elect	Christina K. Nolan	christina.nolan@nl.edu
Past President	Roseanne Oppmann	counselro1@aol.com
Executive Director	Daniel Stasi	ilschoolcounselor@yahoo.com
Senator	Dean Strassburger	deanstrass@raloff.com
Treasurer	Adam Zagelbaum	a-zagelbaum@govst.edu
V-P Elementary	Pam Castro	cstr73@aol.com
V-P Middle School	Erin Hatch	ehatch75@yahoo.com
V-P Secondary	Joan Kertay	jkertay@sbcglobal.net
V-P Graduate Student	Liz Hannon	hannongang@comcast.net
V-P Counselor Educator	Al Milliren	millfe@sbcglobal.net
V-P Counselor Supervisor	Vince Walsh-Rock	vwalsh-rock@csd99.org
Region II Representative	Linda Delimata	delimata@insightbb.com
Region III Representative	Keela Whewell	kwhewell@southeastern337.com
Region VII Representative	Dean Strassburger	deanstrass@raloff.com
Parliamentarian	Jack Royhl	jroyhl@lisle202.org
Advocacy	Maria McCabe	counselk5@aol.com
ByLaws	Roseanne Oppmann	counselro1@aol.com
Ethics	Al Milliren	millfe@sbcglobal.net
Membership	Kim Pointer	kpnt59@hotmail.com
Nominations and Elections	Roseanne Oppmann	counselro1@aol.com
Public Policy and Legislation	Amy Thompson	athompson@elmhurst205@org
Professional Recognition	Kathryn O'Dell	kodell@d211.org

Area Rep Report Dr. Carol A. Scatena, Region 1 Representative

1. Reviewed guidelines for the launching of the online ISCJ (Illinois School Counseling Journal) and have encouraged submissions.
2. In the process of creating distribution email lists for Region I. Have at least one county complete and have sent out emails as suggested by ISCA.
3. Contacted at least 4 Regional superintendents (i.e. spoke directly to the Lake County Superintendent) regarding ISCA and its events/activities.
4. Served as "emergency fill in" secretary for all executive board meetings since last August, 2008 even though I am not effective at all in this type of role and it is not a role that I would accept ever in any organization.
5. Hosted 2 or 3 of the executive board meetings at Lewis.
6. Attended all board meetings and have attended the Conference in October (where I helped out behind the scenes as needed) and will be attending the upcoming one in April and hope to help out behind the scenes as well.
7. Encouraged my graduate students to attend ISCA and become members...and some have done so.

My internship is almost over...now what?

By Liz Hannon, Graduate Student Vice President

Those of us in our final semester of graduate school are realizing that our internships are going to be over before we know it. (Wasn't it August just yesterday and our internships had just started??) I remember that day in August quite well in fact. My internship supervisors looked at me with big grins on their faces and said, "Put on your seatbelt. Things will settle down in June." They weren't kidding! There hasn't been a dull day yet, and that is what I love about this profession.

Looking back over the past several months, it's amazing to see all that the counseling department accomplishes. From meeting the freshmen class, to helping the seniors complete their college applications, registering students for the next school year, partnering with parents and teachers for the success of their students, and counseling the students in order that they may grow socially/emotionally, academically or in the area of career plans, the school counselor must collaborate with many people on a daily basis for the benefit of each student enrolled.

As interns, each of these daily occurrences translates to our resumes. What have we accomplished in our internship? And more importantly, what is it that may set us apart from other interns? Have we run a support group? Have we gotten involved in any extra-curricular activities while interning? Have we been actively involved in student

government or associations? During our internship, what was it that demonstrated initiative? The answers to these questions will help make your resume stand out.

Finding a job is the overwhelming task that now faces those of us who are nearing the end of our internships. Your resumes should be finalized by now. On-line applications to the districts you are interested in should be "in process," if not already completed. Job fairs are an excellent opportunity to meet representatives from many different school districts. The College of DuPage hosts a large job fair in early February each year. Vernon Hills High School in the far northern suburbs also hosts an annual job fair the end of February. Most of the interviewers are actively seeking candidates to fill current openings or openings that may become available. It is wise to spend some time preparing for these job fairs in terms of having resumes ready to hand out, as well as anticipating possible interview questions. Be sure to jot down the name of each person you interview with so that you can follow up with a thank you note or phone call. Network with your co-workers at your internship site. They may have information about job openings as well.

Remember to relax and breathe during this last stage of interning and job seeking. Be proud of all that you have accomplished thus far. Somewhere out there, a caseload of 300 awaits you!

10 Reasons to Attend The Annual ISCA Conference "School Counseling With Collaborations"

April 18, 2008 at Elgin Community College

- Obtain professional development.
- Be "one vision one voice" for the school counseling profession.
- Network with professional counselors.
- Meet the Exhibitors.
- Receive ASCA information.
- Enjoy great food!
- Get the latest information on school counseling legislation and current trends.
- Join ISCA's committees and task forces.
- Establish key relationships with ISCA and other school counseling leaders.
- Bring back practical resources for your school district.

Let's make this the largest conference attendance ever!

(Continued from page 2)

collaborative relationship with each ROE for their school counselors. The purpose of this relationship is to facilitate professional growth opportunities, provide information and resources for school counselors for: academic success, career/college planning. Counselor accountability and research crisis intervention planning, prevention programs, social/emotional learning, stress management, transition planning. We are establishing a collaborative relationship with each ROE for your school. Who would be the primary contact at your ROE?

Our Plan of Action is:

- Provide the scripted letter to each regional rep and level VP
- Ask all 11 ISCA leadership VP's and Regional Reps to be assigned to 5 regions for telephone contact.
- Identify the person at each ROE that will be the primary contact for professional development

We need school counseling professionals to submit their names to Kris Wheatley for this task force and at least 56 volunteers to be the counselor contact for each of the Regional Office of Educations. If you want local opportunities in your region, then now is the time to work with us! We plan to provide everyone with an update on our progress in April. Currently Beth is working on subdividing our membership list by counties so that each regional representative may begin work with their region. We will review Regions IV and V. We will make as many contacts with every ROE as possible. Contact Kris Wheatley@ krislcpc@aol.com to move this initiative forward. The results of our work will be on the list serve and the next newsletter.

Sincerely,
Kris Sandra Wheatley, ISCA President,

Task Force Chair
Beth Gilfillan, Task Force Member



Dan Stasi, ISCA, IMHCA, and CICO

Executive Director introduced the bill for confidentiality as well as kept us informed of ISCA's and IMHCA's involvement with NIU's request for crisis counseling assistance. ICA President Elect, Patricia McGinn and other professionals were interviewed by WBEZ 91.5 FM radio on February 17th, regarding gun control and mental health issues. Ronna Heinig, ICA Executive Director has led the way in informing our professional counseling community of all updates regarding the NIU February 14th incident. Kris Wheatley submitted the Interprofessional Committee February 1st report to the ACA Governing Council. Newsletter articles were

submitted for this issue of Insight. Planning for Counseling Awareness Month begins.



Governing Board Meeting held on March 1st. Award applications for elementary, middle school, high school, administrator, and advocate of the year will have been submitted to Kathy O'Dell, Public Recognition All awards will be bestowed at our April 18th annual conference. Registrations for the conference will be overflowing to Dan Stasi's office! K. Wheatley sends Counseling Awareness Month information via list serve.



We look forward to seeing you at our annual spring conference: "School Counseling with Collaboration", April 18th at Elgin Community College. Download a conference brochure from our website. Join us in the opportunity to build our school counseling skills, network, and obtain continuing education hours for your certificates and licenses. How many school counselors, professors, and graduate students will attend?



Individuals to serve on the governing board, Regional Office of Education Task Force, and Counseling Awareness Month Task Force. If you are interested in being a part of state school counseling leadership, please contact Kris Wheatley @ krislcpc@aol.com .

Leadership is the power of the one made many and the many made one. Source: The Heart of Leadership, Robert E. Staub, II., 1996.

ISCA School Counseling Journal

GUIDELINES FOR AUTHORS

The ISCA School Counseling Journal publishes articles on all aspects of practice, theory and research, related to school counseling. The Journal is divided into three sections: Practice, Theory, and Research. For all qualitative and quantitative research articles, authors must include a detailed description of the participants, with particular to their race, ethnicity, and gender. Authors are expected to discuss the implications of the findings based on the racial, ethnic, and gender composition of the sample or population, along with specific recommendations that school counselors interested in replicating the study or program in question could benefit from knowing. Article categories are defined in the following ways:

Practice - articles which define and represent techniques, skills, interventions and/or programs which have been implemented as part of a school counseling experience.

Theory - articles which present documented theoretical concepts and/or models and adapt them to roles, guidelines and duties that the school counselor performs.

Research - articles which showcase the effectiveness and/or pertinence of a particular work via the use of qualitative and/or quantitative analysis which analyzes a particular question and/or hypothesis.

Manuscripts should be well organized and concise so that the development of ideas is clear. Avoid dull, stereotyped writing and the use of jargon. Aim for clear communication of ideas. Include separate pages for author notes and the abstract. The abstract should clearly summarize the main ideas of the manuscript.

Do not use footnotes. The material they would contain should be incorporated in the text. Keep tables to a minimum. Include only essential data and combine tables where possible. Refer to the Publication Manual of the American Psychological Association (5th ed.) for style of tabular presentations. Each table should be on a separate page following the reference section of the manuscript. Final placement of tables is at the discretion of the Editor; in all cases, tables will be placed near the first reference to them in the text. Supply figures (graphs, illustrations, line drawings) as camera-ready art (done by a commercial artist). Be sure to include figure legends on a separate sheet.

Lengthy quotations require permission from the copyright holder for reproduction. Adaptation of tables and figures also requires reproduction approval from the copyrighted source. It is the author's responsibility to secure such permission and a copy of the publisher's written permission must be provided to the Editor immediately after acceptance of the article for publication.

References should follow APA style. Check all references for completeness and accuracy including year, volume number, and pages of journal citations. Make certain that all text references are listed in the reference list and vice versa. For other style questions, consult the APA Publication Manual. Consult the APA web site (www.apa.org/journals/webref.html) for the correct format for electronic references.

Typing Requirements

- * Article titles and headings should be as short as possible.
- * The title of the article should appear on the first page. Also include in this page the name and institutional affiliation of each author. Also provide address, telephone number, fax number, and e-mail address for each author.
- * Send four copies of each manuscript; use regular 8" x 11" white paper.
- * Double space all materials. Allow wide margins.
- * Authors must reduce bias in language against persons on the basis of gender, sexual orientation, racial or ethnic group, disability, or age by referring to the guidelines in the APA Publication Manual.
- * Never submit material for concurrent consideration by another publication.
- * Submit manuscripts to:

Dr. Adam Zagelbaum, Dr. Al Milliren, Dr. Carol Scatena
a-zagelbaum@govst.edu

Authors must include an email address in their correspondence with the Editors.

* Final versions of accepted manuscripts must be submitted electronically and in hard copy. The electronic format must be IBM compatible. Authors should save their manuscript file in Microsoft Word. No other file formats will be accepted. The author's name and attachments must clearly appear in the email and file name of the article in question.

American Counseling Association's Public Awareness Ideas and
Strategies for Professional Counselors
for Counseling Awareness Month and Throughout the Year
Edited by Kris Wheatley, ISCA President
with expressed permission from the Office of Professional Resources & Special Projects
and the 2007-2008 ACA Public Awareness and Support Committee

Celebrating Counseling Awareness Month

Counseling is a profession with the potential to provide powerful preventative interventions for numerous populations and concerns. Therefore, we need to do a better job of reaching out and letting people know who we are and what we can do.

Promote the profession of counseling, whether you are a school counselor, community counselor, counselor educator, or advocate for counseling, Use this information to celebrate counseling awareness all year.

- Write a letter to the editor of your local paper. Address specific counseling related issues or simply let others know the important role counselors can plan in our schools and communities.
- Connect with government representatives. Write, phone, visit, or e-mail them the relevance of counseling for their constituents. Ask how you can collaborate, with them, to support the mental health needs of all people.
- Provide a brown-bag lunch seminar at your work place , local community, library, factory, or business place. Make arrangements ahead of time to ensure access to the most people, Present a brief 45-minute presentation on a topic of your choice.
- Develop a brochure or website that explains what professional counselors do. Consider including information on counselor training, credentials, code of ethics, and professional standards. Articulate the differences between counselors and other mental health professionals.
- Collaborate with other counselors to host a Community Connections party. Invite mental health professionals, school representatives, community members, and other interested persons to join together for an informal opportunity to network and share information regarding your community's mental health needs. Public schools, community colleges, and civic organizations are usually willing to host such events, and businesses will occasionally donate food.
- Request professional counselor license plates be designed by professional counselors in your state to promote professional counseling. Or, create your own vanity plate for your car, such as ICOUNSEL. (Thanks to the Illinois School Counselor Association and Stuart Chen-Hayes for these ideas!)
- Wear your t-shirts, sweat shirt, and caps that bear the ACA, ASCA, or ISCA logo. Have ACA, ASCA, and ISCA membership applications and their organization's publications available in your office. Inform other counselors about the benefits of membership at national, state, and local levels.
- Volunteer to assist with school and community service projects. Consider offering pro bono services.
- Look around your town and see who would benefit from professional counseling services. Are there people around you who are under- or ill-served by existing community resources? Stretch your advocacy skills by speaking out and working to ensure that the mental health needs of all people are met.

Contact Dr. Jane Webber at webberja@SHU.EDU, or Janice Macdonald at jmacdonald@counseling.org.so they can assist you in your efforts to promote professional counseling.

Promoting Public Awareness in April and Throughout the Year

It's not difficult to sell professional counselors on the importance of public awareness to their daily work and the future of the profession. Too many people do not know who we are, the extent of our training, and how we help individuals throughout the lifespan lead healthier, happier, and more productive lives. Too often, we feel "invisible." That "invisibility;" that public ignorance, is frustrating and it hurts us personally and professionally. We sometimes lose jobs to others who are less experienced and less well-trained. But for the individuals we are committed to serving, the consequences of this lack of public awareness of the profession are more often tragic than they are frustrating. The "invisibility" of professional counsel-

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ing is not just a problem for us; it is problem for all of the men, women, and young people that we have committed ourselves to serving.

A Role for Each of Us

There are many important ways that each of us can contribute to enhancing public awareness of the profession, whatever our talents and interests, and whatever the constraints on our time. Some of them are simple and can be carried out in a brief amount of time. Others require a more significant time commitment. All of them will contribute to enhanced public awareness. Everything counts. Indeed, if each one of us carried out just one public awareness activity in April, can you imagine the result? What a powerful impact we would make!

The Importance of Defining Clear Objectives Begin with some careful thought and reflection. The most successful public awareness initiatives have clearly defined, narrow objectives. They target a particular audience with a specific message. They also involve activities that you enjoy and have time to do.

Before embarking on a public awareness effort, we encourage you first to take some time to:

- Define some clear objectives for your efforts, including the target audience(s) that you want to reach;
- Identify some possible messages and themes that will be compelling to your audience(s);
- Inventory the resources, skills, and interests that you can utilize in your efforts.

Think about the following questions and identify some possible activities that you want to pursue.

— Your Audience —

Who are the key decision-makers who influence the delivery and availability of counseling services in your school, institution, or community? Whose decisions directly affect your ability to practice as a professional counselor?

How do these decision-makers perceive professional counselors and counseling services? What issues are important to these decision-makers? What objectives drive their decision-making?

How can the work of professional counselors facilitate the achievement of these objectives? What groups and individuals in the community influence the views of these decision-makers? Who do they respect?

— Skills and Resources —

What resources do you have that can assist you in carrying out public awareness activities?

What special skills and interests do you have that can be used?

What do you like to do? How much time can you contribute?

Are there other professional counselors in your school, institution, or community who may also be interested in working on public awareness activities with you?

— The Environment —

What issues are an ongoing, important concern to members of your school, institution or community? Are there particular issues that come up over and over in your local newspaper?

How can the skills and expertise of professional counselors be used to address these issues?

Thinking about these questions will help you identify some clear public awareness objectives and determine the kinds of strategies and activities that you can and want to pursue. An effective public awareness initiative does not require a massive, year-long campaign. Target your efforts. Do what you can do, even if it may only be one, limited activity. Do what you enjoy doing. Make public awareness activities fun! Participating In Professional Organizations

There is one very simple public awareness tool that you are already using: participating in a professional organization. Membership in a national or branch association communicates to the public that you are part of a dynamic, emerging profession that is dedicated to improving the well-being of people throughout the life-span; that you adhere to a rigorous code of ethics in your work; and that you are committed to continually enhancing your skills and knowledge as a professional counselor. Make a powerful statement by:

- ❖ List your membership affiliations on your professional disclosure statement and presentation materials.
- ❖ Proclaiming your professional identity by sharing counseling articles or journals with others.

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- ❖ Sending out a brief press release to opinion-makers ,the local or school newspaper, school board members, or the school newspaper, etc.
- ❖ If an article you've written is published, share copies of your work with opinion-makers.

Group Participation in Civic and Charitable Activities

Participating in community service and charitable activities can also be a great way to enhance public awareness of the counseling profession— while at the same time helping others and improving the well-being of the community. A great way to commemorate Counseling Awareness Month, National School Counseling Week, National Mental Health Counselors Week, National Career Development Month and other special events is to organize a group of professional counselors to volunteer time or make a financial contribution to a local charity or civic organization. Your group could be members of your branch or chapter, other professional counselors working in your school district, agency or institution, or simply a group of your friends and colleagues. The possible activities you might pursue together as a group are literally endless.

Participating In National Screening Day Initiatives

Coalitions of mental health professionals and advocates currently sponsor five different nation-wide screening initiatives designed to assist concerned members of the public in finding out if they are suffering from a substance abuse or mental disorder and could benefit from mental health treatment. On designated screening days, mental health professionals around the nation sponsor screening sites and volunteer their time to interview, assess, and provide information to members of the public about treatment options.

Participating in these initiatives, either as a site sponsor or as a volunteer, is another important way that professional counselors can expand awareness of their role as providers of mental health care—while at the same time addressing unmet mental health needs in their communities.

In general, screening sites should be facilities that can accommodate large numbers of people and are accessible to the community, such as community mental health centers, senior citizen or childcare centers, hospitals, and college counseling centers. Private practitioners can also team up with local chapters of the National Mental Health Association or other community groups to sponsor a site at community facilities such as public libraries, YMCAs, and local government buildings. A sample listing of national screening days can be found a longer version of this article on the ISCA website@ilschoolcounselor.org.

Delivering Speeches and Presentations Delivering speeches and presentations before community and professional groups, in workplaces, at public libraries, and other forums and settings is a powerful way to increase public awareness and recognition of your expertise as a professional counselor. It can also be effective in establishing positive, collaborative relationships with important leaders in the community, as well as in developing new sources for referrals.

What Do I Talk About?

The topic of your presentation should be based first and most importantly, on your interests and areas of expertise. If you're not interested in the topic or feel uncomfortable addressing it, your presentation is going to be unpleasant for you, and possibly for your audience as well. What are you interested in speaking about? What expertise do you have that would benefit others if you shared it with them? Key into the needs and interests of your audience. In general, audiences tend to be most interested in presentations that: teach new skills, help solve problems, offer new perspectives on issues, enhance the quality of their lives, relate to topics and issues that directly concern them, do not appear overly self-promotional. What knowledge do you have that applies to their particular concerns? How can you share your knowledge in a brief presentation so that it will be meaningful and useful to them? How can you promote learning, thoughtful reflection, and application of your knowledge by the audience? But whenever possible, put the focus of your presentation on demonstrating your expertise in a way that connects to your audience, rather than simply stating it as a given. Also keep an eye on news stories, the best-seller lists, and other indicators of what is currently of interest to the general public. They can often give you "hot topics" that would be of interest to an audience.

Where Do I Speak?

Community Organizations

Dozens of organizations meet throughout the year in your community and welcome presentations. For more ideas about possible organizations, check out the events section of your local newspaper. Most local Chambers of Commerce also maintain a list of local business and professional organizations.

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Getting Started

Identify several organizations that sound like promising prospects based on your interests and expertise, as well as the public awareness objectives that you have established for yourself. Do some background research about these organizations. Include the focus of the organization, who their members are, their interests, how often they meet, their meeting format, and topics of past presentations. Chamber of Commerce publications, public libraries, and newspaper listings are also good sources of information. Or, if appropriate, attend one of the meetings yourself. For each organization, identify a list of possible topics that might interest the members of the organization and upon which you have expertise. Contact the president or program chair of the organization to express your interest in speaking, presenting the list of possible topics you have identified, why you think they might interest the organization's members, and some background about your expertise on the issue. This can be done with a phone call. In most cases, however, it's probably best to write a brief letter.

Sponsoring Workshops for Groups of Professionals

Another, more ambitious approach is to sponsor a workshop for groups of professionals in the community who may not be part of an existing network or organization that meets on a regular basis. The expertise of professional counselors would be of great interest to many groups of professionals, particularly those who work directly with the public on an extended basis. In many cases, these professionals also may have expertise that would be of interest to you as well. In these cases, workshops can also be structured to incorporate dialogue and information-sharing.

Getting Started

Consider teaming up with one or more professional counselors to divide the labor. Develop a mailing list of professionals to invite. Consult the Yellow Pages, local professional societies, and your Chamber of Commerce.

Partnering with Public Libraries

Many public library branches sponsor or host presentations by speakers as part of their general mission to address the information needs of the community. Their other objectives in hosting presentations may include:

- increasing public use of the library by attracting members of the public who might not otherwise visit the library, or
- enhancing or highlighting particular library services or resources.

For example, presentations might be made to parents while children participate in "story hours" or other reading programs, or a workshop on career development might be presented that includes information about the resources available through the library.

Getting Started

Identify who is responsible for public events and outreach at your local library by calling or visiting your local branch. Public library systems are managed differently in every community. In larger communities where there are several branches, decisions may be made by the manager or director of each branch. In smaller communities, these decisions likely to be made centrally. Do some initial background research about the types of outreach activities and events that have been sponsored or hosted recently. This information may be available through newspaper listings, flyers or newsletters produced by the library, or simply by speaking with a desk attendant or librarian at your branch. Make an appointment with the appropriate library administrator to present your ideas and discuss how you might collaborate in the future.

Delivering Workplace Presentations

Many larger employers host regular "brown bag lunch" presentations from outside speakers for employees during the midday hours. Presentations of this kind provide an excellent opportunity to both increase public awareness of yourself and your profession and to build positive relationships with employers. These relationships may be helpful to you in the future in influencing the employer's health care purchasing decisions, including mental health coverage and the inclusion of professional counselors as reimbursable providers. For school counselors, workplace presentations provide opportunities to strengthen business support for and involvement in school guidance and counseling programs. Workplace presentations typically focus issues that directly relate to employee productivity and effectiveness. Workplace presentations may be coordinated by the human resources director, the employee benefits manager, or employee assistance program, depending upon the business.

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Getting Started

Develop a list of possible topics for workplace presentations that you feel comfortable addressing and that may interest local employers. Identify employers with 25 or more employees in your community by consulting your local Chamber of Commerce. Identify the appropriate employee who is responsible for organizing outside presentations. When in doubt, start with the director of human resources. Contact each individual with a brief letter that expresses your interest in making a presentation, outlines some possible topics, and describes your education, training and other qualifications. You may also want to include an updated curriculum vita or resume. Follow-up a week or two later with a phone call.

Teaching an Adult Education Class

Another powerful way to expand public awareness of yourself and the profession is by teaching a short-term adult or continuing education class at a local college, university or private institution. Teaching an adult education class immediately boosts your visibility and credibility as an expert in the community. Though only 10-15 people may actually enroll in your course, hundreds to thousands of people will read your name and a description of your area(s) of expertise in the course bulletins and flyers that are circulated widely throughout the community. As an added bonus, you will be paid for teaching a 3-5 session course.

Getting Started

Identify colleges, universities, and other institutions that offer adult or continuing education classes in your community by looking in the Yellow Pages under "Schools." To get a better sense of the scope of each institution's market, areas of interest, and course format, review past course offerings. Develop a list of possible topics that you would be interested in presenting on, with a brief description of the material that would be covered and the target audience. Update your curriculum vitae or resume, taking care to highlight education, training, and other experiences that demonstrate your expertise on the topics upon which you are interested in presenting. Contact the institution to make an appointment to speak with the employee responsible for deciding on course offerings. You may also make your first contact by mail, and follow-up with an appointment.

Don't Forget Handouts! In whatever forum you make a presentation, be sure to incorporate handouts in your presentation. Handouts not only reinforce the message you are delivering and improve comprehension of your key points, they give your audience something to take home to which they can refer back, or that they can pass on to someone else who may be interested in the subject. In designing your handouts, remember to include information about yourself and your expertise, information about the counseling profession generally if appropriate, and how you can be contacted for additional information. If you are available for individual or group consultations or counseling, or to make similar presentations before other groups, say so clearly on your handout.

Tips for Making an Effective Presentation

Whether you realize it or not, you already do have all the skills you need to deliver an effective speech or presentation. But we have assembled some suggestions on effective speaking from a variety of sources that may be useful to you as you prepare for your presentation.

Preparing for Your Audience

First, it's important to gather some basic information that you will want to consider in your planning and preparation, including:

- The audience's prior base of knowledge on the subject, as well their attitudes toward it;
- The room set-up, size of the audience, whether you will be using a microphone, and whether your audiovisual needs can be accommodated;
- The point in the program that you will be speaking, and what will immediately precede and follow your presentation.

Preparing Your Remarks

Unless absolutely necessary, don't plan on delivering a scripted speech. Writing out a speech word-for-word is not only very time-consuming, it often produces something that you'll find awkward and difficult to deliver. Make a clear and concise outline of the points you want to make in your presentation, jotted on notecards or sheets of paper.

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Structuring Your Presentation

In *How to Speak Like a Pro*, Leon Fletcher recommends the following outline for an effective presentation:

Introduction (15% of program)

Attention-Getter: Fletcher suggests keeping greetings to a minimum, focusing your opening words on getting your audience to direct its attention to the subject. Attention-getters include: stating a startling fact, asking a question, presenting a quotation, pointing to a historic event, and emphasizing the importance of the subject.

Preview: Once you have the attention of the audience, present a clear statement of the purpose of your speech and its central ideas in no more than two sentences.

Discussion (75% of program)

Set out no more than 5 key points or issues. “Many listeners,” Fletcher advises, “are not able to remember more than five points”. Support each point with specifics. Use examples from your own and others’ personal experience, statistics, quotations, and other data to both support your point and expand on its meaning. Use a mix of different types of information. Don’t rely solely on statistics—personal experiences are also powerful.

Conclusion (10% of program)

Announce the conclusion. Let your audience know that you are wrapping up—this will focus their attention. Then summarize or repeat the main points of your presentation.

Present a “memorable statement.” This could be one of the “attention-getters” suggested above, or could be a statement that prompts or suggests appropriate action in response to the presentation.

Extensive information on “working with the media”, public service announcements, writing letters to the editors, celebrating other commemoratives , and other resources can be found in the PDF file on “Promoting Counseling Awareness.”
Sending Out News Releases

Sending news releases to local media is a basic and cost-effective public awareness tool that you should use when you want to announce: Special events, including speaking engagements; a new service or program; a promotion, election to office in an organization, or receipt of awards or other honors. When considering news releases for publication, editors expect them to meet 3 basic criteria: your news must be of local significance; it must be timely; and it must be accurate, truthful and complete. The nature of your announcement also will determine to which editor you should send your news release. Review the primary newspapers, both daily and weekly, as well as any other local news and feature publications in your community for regular columns and departments, such as health, education, family living, religion, community calendar, special events, people, etc. to identify the appropriate individuals to whom you should direct your release. If you are announcing an event send your release at least ten days in advance of the event to daily news outlets; for weekly outlets, send the release at least three weeks in advance.

Writing Letters to The Editor

Writing letters to the editors of local newspapers can also be an effective means of enhancing public awareness of the counseling profession and counseling issues. Many readers of this section of the newspaper are well-educated, concerned citizens— the individuals who influence how the community perceives professional counselors.

Sample Letter To The Editor For Counseling Awareness Month

To the Editor:

We are very fortunate to have in this community hundreds of professional counselors, highly trained and educated to help children and adults master the challenges of everyday living. During Counseling Awareness Month in April we salute their contributions to positive mental health. More importantly, we want your readers to know about the many ways counselors serve. The preventive measures that they advocate encourage people of all ages, cultures and physical capabilities to strive to reach maximum potential In their personal lives, their education and their careers. These dedicated professionals make a difference in peoples lives!

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You will find professional counselors in a wide variety of settings. They bring about positive change at schools and universities and in hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and in private practice, just to name a few. They touch our lives at just about every phase possible.

For example, you will find counselors who are dedicated to serving children with special needs. Professional counselors help by identifying these children so that the educational system can meet their needs more readily. Adolescents benefit from the programs and intervention strategies that counselors design to address and prevent alcohol and drug abuse, youth suicide, and disruptive and antisocial behavior. Adults rely on counselors when weighing career decisions or especially in stressful times of sudden work transitions, such as unemployment, promotion or reassignment. Older adults look to professional counselors when adapting to the physical and emotional transitions that accompany the aging process, including retirement, illness, disability or life on a fixed income. These are just a few illustrations of the impact that professional counselors have on our lives. We salute them and encourage your readers to consider how professional counseling can make a difference in their lives.

Sincerely, Participate In Counseling Awareness Month
April is Counseling Awareness Month!

Throughout April, professional counselors around the nation will be undertaking special projects and initiatives to promote greater public awareness of the counseling profession.

April is when it all comes together—when professional counselors set aside time to use one or more of the many ideas and strategies outlined in this guide to celebrate publicly our profession.

We hope you will join the celebration by:

- Collaborating with other professional counselors in your community on a group service activity;
- Delivering a presentation to a community organization or at a public library, bookstore, or local business;
- Sponsoring an event that you invite the public or media to attend;
- Seeking media coverage of an issue important to your work;
- Showing your pride in your profession by sharing articles from counseling publications with colleagues or even by simply hanging a counseling poster in your office;
- Inventing your own projects to promote awareness of our profession and its contributions to improving the lives of people throughout their development.

Ideally, public awareness efforts should be integrated into the work you do every day. The reality, however, is that it's difficult for many of us to find time to make public awareness a regular part of our work. With so many things on our "to do" list, we often end up putting public awareness at the bottom of the list.

In April, if not throughout the year, we encourage you to move public awareness to the top of your "to do" list. You deserve the recognition. You make a powerful contribution to the lives of the people that you work with. Celebrate your work.

Executive Director Notes

by Daniel Stasi, Executive Director



I hope you enjoy the great lineup of workshops for the ISCA Annual Conference. This will be the largest ISCA Annual Conference ever. There is a great variety of workshops. Great presenters and several exhibitors will be there.

ISCA is offering a special opportunity for NIU Graduate School Counseling students to attend at a reduced price.

I am headed to Springfield this week to testify on behalf of several bills that we are supporting for counselors including confidentiality in schools. Our legislative update is on our website and was sent out on our listserv. Some bills are in the process right now and a very important one on mandated reporting will go into effect June 1, 2008. In addition the recertification requirement for school counselors to have CEU's starts July 1, 2008. A great advantage of being an ISCA member is the knowledge you receive about legislative changes. The State of Illinois does nothing to notify school counselors about changes in the law that you are required to comply with. That is why it is

so important to be a member of your professional association.

Lastly, The Illinois School Counselor Association wishes to express our sadness over the tragedy that occurred Thursday, February 14, 2008 on the Northern Illinois University campus in DeKalb, Illinois. Our thoughts continue to be with the entire NIU community as students, faculty, staff, family, and friends deal with this trauma. For those that are not aware, the ISCA and ICA offices are in DeKalb. So this tragedy was a very close one for us.

We were pleased we were able to assist ICA in developing an opportunity for counselors to volunteer to assist the campus and DeKalb community. We were able to assist ICA in the immediate aftermath of the tragedy to develop a system for counselors and other mental health professionals to volunteer. Through the efforts of ICA and their Executive Director, Ronna Heinig, over 550 mental health professionals signed up to help. This assisted NIU in their goal to provide a counselor in every classroom when classes resumed. ICA's efforts reached out beyond their membership to include counselors, social workers and psychologists. We appreciate the support of the greater counseling community during this tragic time.





November 19th, ISCA Annual Meeting Attendees invite you to join us at the ISCA Annual Conference, April 18th at Elgin Community College



Beth Gilfillan has worked diligently with K. Wheatley on Regional Office of Education Contacts



March 1st Meeting- Dan Stasi, Jack Royhl, Carol Scatena, Kathy O'Dell ED Parliamentarian Region I Rep, Public Awareness and Acting Secretary Recognition Chair



One Collaborative Purpose for NIU Licensed Clinical Volunteers @ Naperville Campus 2/27/08 were organized by Leslie Orno, NIU Technical Service Coordinator; Carolyn Kernan, LCSW; Sue Ross, LCSW; Dorothy Squitieri, LCPC; Kris Wheatley, LCPC; Michaela Long, LCPC; Carol Doyle, LCSW; Kathy Czynewski, LCSW



Roseanne Oppmann, ISCA Past President, Bylaws Chair- articulating Proposed ISCA Bylaws Changes



**Illinois School
Counselor Association**

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Calendar of Events

March 26-30, 2008	ACA Annual Conference - Honolulu, Hawaii
April 18, 2008	ISCA Annual Spring Conference - Elgin
April 23, 2008	PSAE Dates
May 5, 2008	AP Exams
June 28 - July 1, 2008	ASCA Annual Conference - Atlanta
July 1, 2008	Recertification new Law goes into effect Requires CEUs for all Type 73