

Message from the President

Scott Wickman, Ph.D.

It's a great time to be a professional school counselor in Illinois! The school counselor law has passed, we have Listening to Youth trainings throughout the state, and the role of the school counselor is finally beginning to be understood by other professionals within the school. As we know, though, change takes time. I hope that everyone reading this will be able to join us at our annual meeting in Springfield on November 14 during the Illinois Counseling Association conference (go to www.ilcounselor.org for more information). I also hope

everyone reading this will be able to attend our two pre-conference workshops by Dr. John Littrell on Thursday, November 13. The first will be on how to create systemic change within your school; the second will be on brief counseling with adolescents.

We've also done quite a bit to update our web page and keep school counselors in Illinois up to the moment on resources and changes in regulations/certification for school counselors. I'd like this to be the year of communication: please check out

our site at www.ilschoolcounselor.org and join our listserv as soon as it is available.

School counselors are the rock upon which many school districts are founded. School counselors are often the only professionals who work with ALL the kids in a school, while at the same time trying to keep up with paperwork and all the unplanned crises that emerge. School counselors make a huge difference in the day-to-day lives and futures of kids in our schools. What we do is important - rock on!

How Educators Fail at Character in the "Real World"

by Anne Kuntz

Why do students always ask for more guest speakers or "real people" to talk to them about life? It seems like, when teachers/counselors tell them information, they are less likely to buy it. Why do students repeatedly say high school isn't like the real world? Are we not "real people?"

Students are obsessed with the "real world" because high school isn't like the real world.

In the real world:

- ...a person has the right to quit, fail, or avoid responsibility and then face the repercussions of such action. Yet, in high

school, we manipulate kids who are underachievers into achieving.

- ...a person is allowed to learn the hard way, by doing and experimenting, rather than being forced to do it the "right" way without error. Yet, in high school, we hand them the rubric for the "right" way and punish them when they falter from it.

- ...a person is allowed to voice dissent, question authority, or respectfully decline without fear. Yet, in high school, we refer to the counselor, call parents, or write up disciplinary remarks for students who challenge our authority

too often.

- ...a person is asked what their opinion is and given choices. Yet, in high school, we discourage students from stating they don't like the school's choice.

- ...a person is listened to and answered when they voice a question/concern. Yet, in high school, we feign to care then tell the child "life's not always fair."

- ...a person is not told, "I know what is best for you." Yet, in high school, we repeatedly assume we know what is going on in that student's home,

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Listening to Youth: School Counselors' Students Speak Out

This feature is written by Laura, a junior at Yorkville High School.

What do students want from their counselors? That was the question I was confronted with by one of my school's guidance counselors. The first thought that came to my mind was, "help the concerns of the students." Many of my peers agreed with this, but I set out on a quest to find what my friends thought.

The first response was-counselors should help out and be involved in the activities of their students. For example, when a student is looking for help deciding on what classes to take, the counselor should consider our interests, not only our requirements. Besides knowing our interests a counselor should help us set goals. "Counselors could possibly hold monthly meetings with students," one

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Graduate Student Scholarship Available

ISCA has created a scholarship for a graduate student to attend the ICA Conference and Pre-Conference workshops. If you are interested in this opportunity, send an essay of approximately 500 words describing how you would utilize this opportunity to educate yourself and to benefit the field of professional school counseling in Illinois to ilschoolcounselor@hotmail.com.

Rules Committee Near Final Decision

by Scott Wickman, Ph.D.

The Illinois State Board of Education (ISBE) rules committee met on Wednesday, October 15 to decide on the new requirements for school counselors in Illinois in order to meet Public Act 93-0125 - providing an alternate route for those not having having teacher certification. The committee consists of a combination of practicing school counselors, administrators, counselor educators, and members of ISBE.

Although the committee was unable to come to a final conclusion on the alternative requirements, it must have a proposal to the ISBE by early November. At this point, there is general agreement on the outcome and the necessity for non-teacher-certified school counselors to demonstrate competence in the four areas that the bill's panel had recommended: classroom management, school culture, special education, and child/adolescent development. What the panel is still deciding is what those would "look like" as part of the certification process. Additionally, the committee is in general agreement on the need to facilitate easier reciprocity for experienced school counselors coming into Illinois, and vice-versa.

The Illinois School Counselor Association is well represented on the committee, with past presidents Dale Septeowski and Toni Tollerud, Southern Illinois chapter president Doug Bush, and current ISCA president Scott Wickman, as well as ISCA member Deb Olson.

Note that these rules will NOT affect recertification for school counselors and that currently there are no recertification requirements for school counselors.

What is the Role of the School Counselor?

by Anne Kuntz

This is a frustrating question because the answer has no weight. As soon as you think you've come to a reasonable definition, someone, maybe a principal or a teacher, comes by and contradicts your view. Sometimes, we even encounter opposing opinions on what our roles should be from our fellow counselors!

The answer to my question is nearly impossible to give because it is not going to be the same for every school counselor in Illinois. The role of the school counselor is defined through negotiation of the counselor's style/philosophy/skills with the school and community's needs. The challenge in defining the role of the school counselor is found in

this negotiation.

How are we, as a profession struggling to thrive in Illinois, to prosper without a unified vision for ourselves? We scramble daily to meet that part of our job description that reads "other duties as assigned". Parents, teachers, administrators don't know what our role in the school is. Jobs are being eliminated because the people in power don't see the value a school counselor has in the overall education of Illinois' students.

The answer to all of my questions is "One Vision, One Voice". This statement has been adopted by ISCA from the vision statement of the American School Counseling

Association, and I interpret it to mean that, if we all share a common vision of what school counseling is capable of then we can join our voices and amplify our message until it is heard all over the state.

Therefore, it is our responsibility, as professionals, to be active in our professional association so that our vision and our voice is connected with the other counselors in our region. We must be confident in our abilities and informed in the many facets of today's model for school counseling so that we are prepared to negotiate our job descriptions.

In order to advocate for the success of all students we must pro-

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Real World

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in his mind, in her heart.

• ...a person is offended when he learns people have been discussing him and judgments about his ability or his character have been made behind his back. Yet, in high school, meeting to plan what is best for a student is commonly done without that person present.

Educators are getting away with treating students like livestock instead of like real people. Character education teaches us to treat others with respect, caring and

fairness, and to show integrity, responsibility, and citizenship daily. Yet, in high school, some educators fall short of those qualities with regularity when they assume things for our students, when they discourage difference, disagreement or open dialogue. It is not always comfortable for us to deal with a teen who is questioning our authority, but, developmentally, it is what they need to do. What a better way to model character than to genuinely engage in educated, open dialogue with someone who respectfully disagrees?

When students say, "High school isn't like the real world," what they are really saying is "the environment the teachers have created in our school isn't congruent with what I am experiencing elsewhere." High school cannot be exactly like "the real world" (show me a freshman ready for the real world). But we can improve our school climate, make it more congruent, and in turn improve our school's character, by looking at ourselves and asking, "Am I treating my students like real people?"

student suggested. "They should never assume anything." She was referring to the fact that counselors should be more aware that students do not know the requirements for their high school and future college schooling.

A counselor should never assume that students know everything, because we don't. Since many students don't know what their counselors should do for them, I believe that counselors should be willing to offer help in every situation. Whatever a counselor does to help their students, their core concern should be in the interests and needs of their students.

**Each edition of the Insight will feature a column, written by a student, reflecting on the role of the school counselor. If you have a student submission please send it to the editor at ilschoolcounselor@hotmail.com



Counselor Role

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vide the best services we are qualified to give. This means putting down the scheduling booklets and picking up the Illinois state standards for school counseling. This means staying educated in our field and making use of the best practice materials that are out there.

Instead of debating the role of a school

Effective Time Out

by Hugh C. Crethar

Below is a brief description of a version of time out that parents I have worked with have found to be effective. Remember, time out is a response cost procedure, thus it can only have the effect of diminishing undesired behaviors. In order to increase desired behaviors, various forms of reward or negative reinforcement must be used in conjunction with such a response cost procedure. The keys to any behavioral procedures being effective are consistency, persistence, and clear rules already being in place.

Things needed for this version of Time Out:

- An egg timer (preferably the mechanical type that make sound while working)
- A place to sit that is away from distractions
 - Keep time out place as consistent as possible
 - Best if time out place is not used for anything else, such as a time out stool
- Clear, consistent rules
- Patience to stick to it and faith that it will work
- An understanding that time out only extinguishes undesired behaviors.

The Steps of Time Out:

- 1) Warning (once, unless safety issues and/or clear pre-existing knowledge preclude this).

It is never too late to be what you might have been.
George Elliot

counselor, we should put our efforts into promoting awareness of the value in school counseling. Each school counselor brings different style/philosophy/skills, and each school needs something different, therefore the counseling role in each building will be defined differently. But, if there is no awareness of what the school

counselor is capable of and no perception that the school counselor is needed, then it doesn't matter what that person does.

You ask, "What is the role of the school counselor?" I say, "The potential is endless." The real question is, "How do we promote the value of school counseling?"

- 2) Say something like "Please do not ____, if you do it again, you will need to go to time out."
- 3) When behavior is repeated, put the child in time out. This may require sitting right next to the child.
- 4) While putting the child in time out, explain why she/he needs to be in time out.
- 5) Assign one minute in time out per year of age.
- 6) Time out starts when child is *ready*, not before. "Ready" means quiet and seated. Talking, crying, whining are not part of being ready for time out.
- 7) Set the egg timer to time. Place it out of reach of the child. Place it in a location where the child can both see and hear it
- 8) Time out begins again if rules of quiet sitting are broken until it is completed correctly, even if time out is stopped with your permission.
- 9) Rules of quiet sitting include: No crying, talking, getting up, asking questions, or gesturing
- 10) When the timer rings, immediately go to child, reward for their successful completion of time out, and then have child tell you why they were in time out. If the child cannot tell you, tell her/him and then have her/him repeat back to you. Reward this effort and then release the child from time out.

Dates to Remember:

ICA Fall Conference
Springfield, IL, November 13-15, 2003
www.ilcounseling.org

ACA National Conference
Kansas City, MO, April 1-4, 2004
www.counseling.org

ASCA National Conference
Reno, NV, June 27-30, 2004
www.schoolcounselor.org

Illinois School Counselor Association has launched a new website. This site is the first in a series of initiatives designed to increase the services available to ISCA members and to inform the education community as to the role of the professional school counselor. Look for more initiatives in the coming year. To visit the website go to www.ilschoolcounselor.org

Listening to Youth Fall 2003 Training Sites

The Illinois School Counselors' Academy has set up seven state-wide "Listening To Youth" violence prevention group training events for counselors. This training teaches a proven intervention that is led by school counselors in addressing school violence issues. During the past three years more than 60 school counselors have participated, and research data that has been collected on student participants has significantly demonstrated the power of the group in reducing anxiety and anger in the students participating. It has also led to amazing student empowerment and student action in their schools to improve communications and develop goals to make schools safer. In addition, it has led to the entire school community better understanding "what it is that school counselors do."

To run a Listening to Youth group in your school, the only requirements are that the group have 7-11 participants all from the same grade, and that they represent the make-up of their school population (i.e., half boys, half girls, an athlete, special needs student, gifted, etc.). We are hoping groups will be led from 5th grade through 12th grade.

The Academy will provide expert trainers for the event, Dr. Scott Wickman, Ms. Linda Delimata, or Dr. Toni Tollerud. All have worked with Listening To Youth since its inception and will bring many excellent ideas for making these groups effective. Pre and post group data that was collected the past two years will not be a part of this year's event (however, a few schools who are interested may be invited to participate in some data collection).

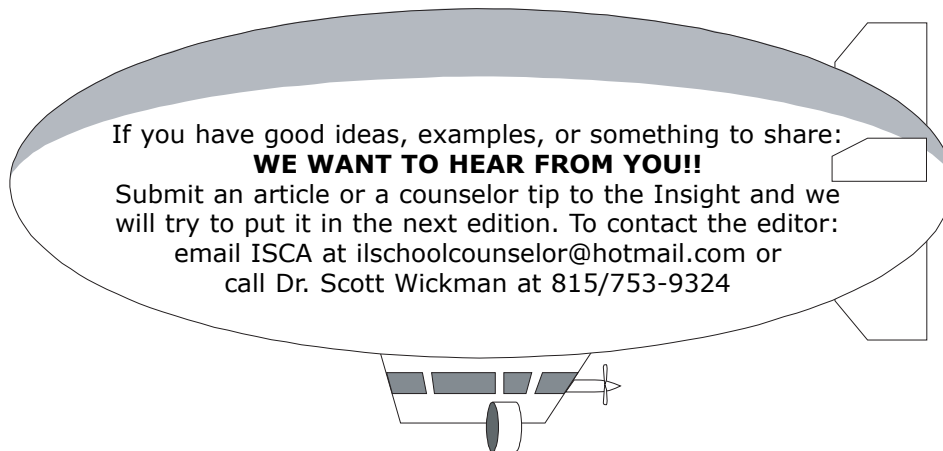
Continuing education hours will be given through NBCC for counselors who desire this. Please be sure to check this on your registration form on the following page.

Dr. Toni Tollerud will answer questions or comments at tollerud@niu.edu or (815) 753-9311. All registrations will be handled through the School Counselors' Academy, so please do not call the ROE that is hosting the event.

You can register in three ways:

- 1) Fax the registration form below to the School Counselors' Academy at (815) 753-9380.
- 2) Email the registration form attached to the Academy secretary, Peggy Gundrum at mgundrum@niu.edu.
- 3) Snail mail your registration to:
Dr. Toni Tollerud
Dept of CAHE
Northern Illinois University
DeKalb, IL 60115

If you do not receive a confirmation of your registration, please call the Academy at (815) 787-7686 or 815-753-9311.



Don't be afraid to give your best to what seemingly are small jobs. Every time you conquer one it makes you that much stronger. If you do the little jobs well, the big ones tend to take care of themselves.

-Dale Carnegie

**ILLINOIS SCHOOL COUNSELORS' ACADEMY
REGISTRATION FORM 2003-2004
LISTENING TO YOUTH TRAINING EVENTS**

Name : _____

Address: _____

Work Phone: _____ E-Mail: _____

Home Phone: _____ Fax: _____

School: _____

Anticipated grade level of group: _____

TRAINING REQUESTED: (Place an X on the appropriate line)

- | | | |
|-------------------|---------------------------|-----------------|
| _____ Mon. Nov 17 | ROE #3 Vandalia, IL | 12:00-3:30 pm |
| _____ Tues Nov 18 | John Wood CC Quincy, IL | 8:30-12:00 noon |
| _____ Mon Nov 24 | Kane County ROE #31 | 8:30-12:00 noon |
| _____ Tues Dec. 2 | Harper CC Palatine, IL | 8:30-12:00 noon |
| _____ Wed Dec 3 | Boone/Winnebago ROE #4 | 8:30-12:00 noon |
| _____ Mon Dec 8 | Iroquois/Kankakee ROE #32 | 8:30-12:00 noon |
| _____ Mon Dec 1 | St Clair County ROE #50 | 8:30-12:00 noon |

I have led LTY violence prevention groups in the past YES NO

I have attended a Listening To Youth training in the past YES NO

I cannot attend this training but I have been trained in the past

AND I wish to lead a LTY group in the spring, 2004 YES NO

I would like to receive Continuing Education Hours for attending YES NO

(A certificate will be available at the training event)

I am making a commitment to attend the LTY training checked above and will be leading a group in the spring, 2004. If I am unable to attend, I will notify the School Counselors' Academy as soon as possible.

I have received permission from my administrator to attend this training YES

Signed: _____ DATE: _____

(Print full name if confirming by email:)

This will probably be the last year of the LTY workshops, so we encourage you to attend if you have not been trained.

Adolescent Brief Counseling and School Systemic Change: Dr. John Littrell at ISCA Pre-Conference Workshops

ISCA will present workshops on Adolescent Brief Counseling and School Systemic Change on Thursday, November 13 in Springfield as part of the 2003 Illinois Counseling Association state conference. Dr. John Littrell, author of *Brief Counseling in Action and Portrait and Model of a School Counselor*, will be the presenter.

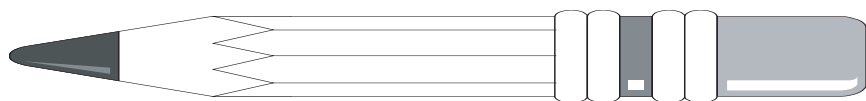
Changing a School Culture: Applications of Brief Counseling in Action, from 8:30 am - 11:30 am, details how an elementary school counselor was able to transform a school culture from one of vio-

lence to one of problem solving utilizing a three-stage model. Delightful Methods for Changing Quickly: Brief Counseling in Action, from 12:45 pm - 3:45 pm, will provide counselors with a multitude of solution-focused Brief Counseling techniques and strategies for helping clients change more quickly. Fun, interesting, and exciting interventions will be demonstrated.

John Littrell is a professor and program coordinator at Iowa State University. He received his doctorate in Counseling from Indiana State

University in 1975. During the last 20 years, he has specialized in ways to speed up the process of change. John has been a featured presenter on brief counseling at the American Counseling Association's professional development workshops. His delightful sense of humor and tenacity in seeking clients' solutions will make this presentation practical and memorable.

To sign up for these workshops, go to the Illinois Counseling Association web page at www.ilcounseling.org.



Dear Educator:

by Dale J. Septeowski

The Eating Disorders Prevention Initiative (EDPI) is a statewide project designed to address body image problems and disordered eating in school age children in Illinois. As part of the Initiative, The Mental Health Association in Illinois (MHAI), in collaboration with the Illinois School Counselor Association, the Illinois School Counselors' Academy and the Illinois Association of School Nurses, is pleased to present six one-day eating disorders prevention trainings to school personnel during the 2003-2004 school year. In these trainings, participants will learn how to: support the growing number of students in their schools who experience body image issues and disordered eating; create a school culture and climate that promote health body image and discourage disordered eating; develop an action plan for their school communities to address body image and eating problems; and empower

students to be more proactive in preventing eating disorders.

This year's trainings will target Student Assistance Program teams and other school community teams that are interested in developing processes to attack those factors that can lead to the development of an eating disorder. Once participants have developed preliminary action plans to take back to their schools for implementation, the Mental Health Association in Illinois will follow up with those schools and provide technical assistance as they work to implement their plans.

The dates of the trainings are listed at right. If you have any questions about the trainings, about the Initiative, or wish to register for a training, please contact Caryn Curry, Mental Health Association in Illinois, at 312-368-9070, x18, or ccurry@mhai.org.

GOING DIGITAL

The Insight, ISCA's quarterly newsletter, is going digital. In order to expedite and facilitate easy access to timely information in the profession, ISCA has decided to send its members their copy of the Insight via email. If you do not wish to receive the Insight this way, please contact ilschoolcounselor@hotmail.com or call Shawna Thomson at 815/753-2222.

Book Nook

Comprehensive Guidance Programs That Work II --Norman Gysbers, Ph.D. and Patricia Henderson (ERIC/CASS, 1997)

This is an excellent resource for counselors moving their program toward a comprehensive developmental model. It combines material on the origins and theory of comprehensive guidance with real world accounts. It also contains practical examples of counseling program resources such as position descriptions or evaluation tools.

This book was recently used in a Master's level counselor ed. course at NIU. One student remarked, "I like this book because I can easily see what the model looks like when put in effect at a real school. It gives me a much better idea of what developmental counseling is supposed to be."

Comprehensive Guidance is 296 pgs. and has eighteen chapters. It is available to ASCA members for \$16.95 (more for non-members) on their website www.schoolcounselor.org

Eating Disorders Prevention Training Sessions

November 5, 2003
Urbana, IL

November 6, 2003
Northfield, IL

February 5, 2004
Springfield, IL

February 10, 2004
Mt. Vernon, IL

February 25, 2004
Quad Cities, IL

March 30, 2004
Belleville, IL

School Counselor's Calendar

Who	What	Where	When	Why
Illinois School Counselor Association, Dr. Scott Wickman, 815-753-9324 or www.ilschoolcounselor.org	ISCA Leadership Meetings	February 7, 2004 April 24, 2004 July 24, 2004	Chicago, IL Bloomington, IL DeKalb, IL	Join some of the ISCA committees, be present for discussions of ISCA business
	ISCA Spring Conference	May 7, 2004 <i>Tentative</i>	Chicago Metro Area	Come for a day-long institute, receive CEs
Illinois Counseling Association, Chris Wheatley, 877-284-1521 or www.ilcounseling.org	ICA Fall Conference	November 13-15, 2003	Springfield, IL	The state conference for all counseling branches of ICA, attend ISCA's annual meeting, stay for the hospitality reception
Illinois School Counselor Academy, Dr. Toni Tollerud, 815-787-7686 or mgundrum@niu.edu	Eating Disorders Prevention Initiative Training Sessions	November 5, 2003 November 6, 2003 February 5, 2004 February 10, 2004 February 25, 2004 March 30, 2004	Urbana, IL Northfield, IL Springfield, IL Mt. Vernon, IL Quad Cities, IL Belleville, IL	A statewide initiative addressing disordered eating and body image problems in youth, receive training, get your school involved
		Listening to Youth Training	November 17, 2003 November 18, 2003 November 24, 2003 December 2, 2003 December 3, 2003 December 8, 2003 December 15, 2003	Vandalia, IL Quincy, IL Geneva, IL Palatine, IL Loves Park, IL Kankakee, IL Belleville, IL
Connections Project at Illinois State University, 309-438-185 or www.connectionsproject.ilstu.edu	Connections Conference	March 24-25, 2004	Pheasant Run Resort St. Charles, IL	A conference for all educators focused on new and exciting practices in all discipline areas. School counselors who have attended in the past really enjoy this conference.

Do you have reactions to any of the articles you've read here?

Questions or comments are always welcome. ISCA would like to publish your responses, or questions, in future editions of the Insight. To contact the editor: email ISCA at ilschoolcounselor@hotmail.com or call Dr. Scott Wickman at 815/753-9324.



Counselor of the Year Awards

The purpose of the awards is to recognize elementary, middle/junior high and secondary counselors for outstanding service achievement. In addition to the recognition given to the recipient of the award, positive attention is focused on school counseling and thus provides public opportunity to educate others about school counseling programs.

I. Eligibility for consideration:

- A. The nominee must be currently employed as a full-time counselor and have completed three consecutive years of counseling service at the level of nomination.
- B. The nominee must be an ISCA member.
- C. The nominee must hold a Master's Degree in guidance and counseling and be certified as a counselor by the state.

II. Criteria for recognition:

- A. The nominee should possess the personal qualities thought desirable in a counselor.
- B. The nominee must have been responsible for innovations in guidance and counseling programs, for providing leadership in the further development of existing guidance services, for demonstrating leadership in professional counseling associations and for performing an outstanding service to the school and/or community.
- C. The activities or accomplishments recognized must have taken place within the five years prior to the date of presentation.
- D. The nominee for the categories of Counselor of the Year must have been an ISCA member by December 1st of the year prior to the presentation of the award.

III. ISCA Conference Presentation

The counselors recognized by this award will be encouraged to give an interest session at the ISCA conference.

IV. The Process:

Please submit a packet of nomination material for each nominee. Each nomination packet needs to contain the following, and be organized in the following order:

- A. Completed ISCA nomination form and checklist. Staple the packet in the upper left-hand corner. Do not use a cover.
- B. Two-page vita of the nominee.
- C. Typed statement, not to exceed three pages, describing the program, activity or contribution that has occurred within the last five years that demonstrates the individual's worthiness to receive the award. All programs and activities should include a summary of the total program.
- D. Supplementary evidence limited to no more than a total of ten pages:
 - 1. Letters of recommendation or support for the nominee. Letters may be from administrators, colleagues, parents, students, community leaders, etc. (One letter should be from administrator/supervisor, one from a colleague and there should be only two letters of support.)
 - 2. Other supplementary evidence of the program, activity or accomplishment with documentation of occurrence (of program, activity, etc.) within the last five years.



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