

ISCA *Insight*

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

December 2007 Issue

• email: ilschoolcounselor@yahoo.com • www.ilschoolcounselor.org

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The ISCA *Insight* is published quarterly.

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

From Your President to You...

Max Dupree, an expert writer in the art of conducting business through leadership, followership, teamwork, touch, and voice states "the quality of our relationships is the key to establishing a positive ethos for change. People follow easily the leader who undertakes meaningful changes clearly connected to a strategy." We have many leaders making meaningful changes for ISCA. Ongoing collaborations towards the 2005-2008 Strategic Plan goals are found in this newsletter. Our June ICMP, Chestnut Health Systems (CHS), and ISCA Collaborative led to an ISCA/ICA pre-conference led by Alan Markwood on "Community Wide Interventions." Maria McCabe, Advocacy Chair and Alan Markwood, Prevention Coordinator for CHS continue to dialogue. Three well attended governing board meetings in July, October, and November and a networking meeting in August have established increased active leadership among our governing board members. Roseanne Oppmann has led efforts in speaking to graduate students, Christina Nolan has collaborated with Chicago Public Schools and led the way in "articulation meetings" across the state, Erin Hatch has sys-

tematically reached out to middle school counselors. ISCA leadership blossomed this fall with the appointments of Kim Pointer, membership chair, Dr. Al Millerin, Ethics Chair, Regional I, II, III, and VI Representatives, Dr. Carol Scatena, Linda Delimata, Keela Whewell, and Melanie Gulley, and Dean Strassburger, ICA senator. Website developments and an online ISCA journal are on the horizon. Kathy O'Dell, Professional Recognition Chair will provide a spring workshop on "Love and Logic." Membership surveys distributed at the October annual meeting will respond to the developing needs of professional school counselors. Month of the Young Adolescent was celebrated with a proclamation and activities for Waldo Middle School, recognition from the board of education for district wide efforts and an additional recognition for the peer helpers who supported the efforts. I accepted the MOYA Proclamation for the City of Naperville. In September our executive director sent letters to ROE. A copy of the letter is included in this issue on page 17. We, the leaders, advocates, and collaborators for Illinois school counselors will produce systemic change.

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"School Counseling With Collaboration"

Kris Sandra Wheatley, LCPC, NCC
I SCA President

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Regional Office of Education Contacts and School Counseling Week are the next two steps in promoting the value and efficacy of the professional school counselor as an essential part of all schools. More information on both efforts are included in this issue of INSIGHT. Remember, "one vision, one voice" means devoting our energies together for common purposes, to achieve a meaningful result for all school counselors.

Contact me at: Krislcpc@aol.com or 630.548.4086 or at 630.299. 8389.

2007-2008 Goals

"Impact people far beyond their own reach." John Maxwell

- > Unify school counselors across the state of Illinois through Month of the Young Adolescent, School Counseling Week, and Counseling Awareness Month.
- > Establish task forces, informal meetings, and additional website resources.
- > Create and mobilize a more pronounced public awareness to key stakeholders: students, teachers, parents, administrators, school boards, legislators, universities, and other entities.
- > Facilitate the development of collaborative projects, presentations, publications, proclamations, and Regional Office of Education contacts.
- > Provide ongoing leadership training, governing board involvement, professional school counselor workshops, ICA Pre-Conference, Annual Spring Conference, and informal meetings that develop school counselors as skilled leaders in their communities and the school counseling profession.
- > Provide networking opportunities and professional participation for school counselors and related professionals with ISCA Regions, Regional Offices of Education and school districts.
- > Identify Topics and Speakers that promote school counseling and the services to our students.
- > Connect one school counselor with every Regional Office Education.



President Elect Message

by Christina K. Nolan, LCPC, NCC



Perhaps nothing astounds me more than the consistent commitment demonstrated by our school counselors throughout the state of Illinois. I had the pleasure of communicating with many areas of our state as I reached out to school counselors who planned on attending the State Articulation Conferences held this

fall. So many of you agreed to step forward to represent ISCA at these state meetings to share our message of professionalism and the need to be connected to associations that represent and advocate on your behalf. ISCA extends a heartfelt thank-you to those individuals who rose to the occasion.

I was also honored to meet with the Chicago Public Schools Counseling Team: Greg Darnieder, Joyce V. Brown, Regina Manley, Sandra Slone and Linda Henry-McCarty. Their shared vision and commitment to the ASCA National Model has resulted in RAMP schools recognized by ASCA. These members of the CPS system have joined together to create a viable initiative in educating and supporting their school counselors as they aspire to excellence in the

schools, recognizing the importance and value of embracing the ASCA National Model.

The reason I am sharing the above examples of connectedness and networking is to encourage all of our school counselors to extend themselves at least once during the 1st semester. Purposely identify a group or meeting that you would not typically attend and GO!!! Open yourself to the synergy that is created when people with a passion come together. Come to one of our ISCA meetings. Invite other school districts to attend yours. Be a part of a consultation group.

I know the day is long and the demands are great. Sometimes all you want to do is go home and hope that someone actually has dinner for you. But don't let the everyday problems and emergencies take the inner creativity and passion that brought you to our profession. Reach out, share your ideas, thoughts, and materials with your colleagues. And don't forget to laugh with others who will understand the intricacies and surprises of being a school counselor.

Political Advocacy At Work

Submitted by Maria McCabe, LCPC, Advocacy Chair

The Illinois School Counseling Association has been a member of the Children's Mental Health Task Force and a member of the Children's Mental Health Partnership since it's beginning. As a result of that collaboration and your support, Illinois has become a pioneer in Social Emotional Learning and Children's Mental Health. I am including this information in an effort to demonstrate the power of your letters to legislators. Without your voice...without the voice of our organization...this could never happen.

"Illinois SEL and CMH efforts are highlighted in a SAMHSA Report to Congress on Mental Health Promotion and Prevention. The relevant paragraphs are below (Pgs 40-41 in the Report). Thanks to all for being such wonderful partners in this great work.

Illinois already is acting on the recognized and crucial link between a child's social and emotional growth and his or her potential to achieve academically and in life. In 2003, Illinois passed the Children's Mental Health Act, with the intent that schools take concrete steps to address the

social and emotional learning of students. The following year, the Illinois State Board of Education adopted social and emotional learning standards as part of the core curriculum.

Standards and developmental benchmarks are established for all school children, from kindergarten through 12th grade. The goals set by Illinois for social-emotional learning are for children to:

- * Develop self-awareness and self-management skills to achieve school and life success.
 - * Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - * Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- Illinois set a national precedent for a widespread, proactive approach to children's mental health. New York State is following its lead. In September 2006, the governor signed into law the Children's Mental Health Act of 2006. This act directs the commissioners of education and mental health to cooperatively establish a children's

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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, Secondary Level Vice President, and the Graduate Student Level Vice President.** A person elected to the position of the Elementary 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!

The Seven-Minute Counselor – Making the Best of Not Making the Grade!

By Al Millerin, Counselor Educator Vice President, ISCA Ethics Chair

Students drop in unexpectedly, mini-crises erupt, teachers send students unexpectedly to your office for a variety of reasons, unscheduled events interrupt, the principal or a teacher needs this, that, or another thing. And now, all of a sudden, we are faced with a stack of student referrals in need of a grade conference. Our inclination is to get after it – to help each student find a quick fix to his/her problem so we can get on to the next thing that demands our attention. In all the busyness of my counselor's day, there was little time for doing the one thing I prepared to do.

During this past year, I have been visiting a number of practicum and intern students in a variety of school settings. I was reminded of so many of the counseling tasks that seemed to rob me of so much time – grade conferences, attendance conferences, credits conferences, schedule conferences, etc. I decided that one of my professional goals would be to figure out ways to make these activities more meaningful and effective. Would it be possible to hold a grade conference, for example, in seven minutes that would be more than just a “quick fix?”

What follows is a dialogue that allowed the counselor to connect with the student and explore what was really going on.

Jaycee, an eighth grader, is failing all of her classes. She has been placed in in-school suspension, grounded by her parents, and sees a tutor after school four days a week. She does none of her homework or other assignments and won't talk to her teacher or the principal about what is going on. The counselor intern was asked to talk with her. When called in, she sat down in a chair directly across the table, immediately crossed her arms in front of her, and refused to look at the intern. The gauntlet was thrown! And, the last thing needed here was a power struggle.

CI: “The folks here at school thought maybe we should talk. I don't know if that will be possible or not. I guess that will probably be pretty much up to you.”

J: No response.

CI: After a pause. “They tell me you're pretty tough to deal with – you won't even talk to the principal!”

J: Just a slight smile.

CI: Another pause. “Do you know why that is so?”

J: Shrugs.

CI: “Well, Jaycee, I've talked with a lot of kids and they've taught me a lot about why they do what they do. Would you like to hear of few of these?”

J: Shrugs again.

CI: “What they tell me and I'm thinking – Could it be you are afraid they will make you change and be something different?”

J: No verbal response, but she turned to look at me as if interested.

CI: “I don't know if that's it for you or not. Let's see about this one. Could it be you want to show them you're the boss and they can't make you do things you don't want to do?”

J: “Maybe.” This was spoken so softly, I had to ask her to repeat what she said.

CI: “Let's just try another idea. I'm not sure that this is you. It may be. May not be. Could it be that you are not talking in order to frustrate everyone and make them feel helpless and defeated? Do you know what defeated means?”

J: This time she smiled.

CI: So, how is it Jaycee? I'm wondering who, or maybe what, it is that they want you to do that you don't want to do.”

J: “They want to make me go to _____.” (A private high school for girls.)

CI: “And you don't want to go there?”

J: “No! I want to go to _____.” (The area public high school.)

CI: “So are you thinking that if you get poor grades they won't send you to _____?”

J: “I want to be with my friends.”

There was no easy give and take in the short conversation that followed but Jaycee and the intern talked about how well her plan was going. Was it working? Might there be other ways to solve the problem? Some mention was made of how powerful she felt in being able to defeat all the adults. No solutions were offered and Jaycee wasn't asked to reconsider. The discussion just focused on what was going on, remaining receptive to her ideas and being intentionally inviting.

What occurred in this conversation with Jaycee is an example of the “hidden reason” strategy (Dreikurs et. al., 1982). Although the use of this approach wasn't planned, it was a good fit given the situation. It is a way of guessing what is in the person's mind as the reason for what s/he is doing.

There is no harm in guessing, since if you guess incorrectly, it is merely shrugged off. In the moment that you guess correctly, the child feels understood and changes from being hostile and resistant to being cooperative. This again forms the beginning of a working relationship in which the child can receive help in changing some of his/her mistaken ideas. This is the beginning of trust and confidence (Dreikurs et. al., 1982 p. 31).

The entire discussion took approximately seven minutes. Of course, there are no guarantees that this approach will always work or that a positive outcome will be achieved in

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Helping High School Students Cope With Pressure

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

Holidays are here, and the semester has come to an end, college acceptance and nonacceptance letters are arriving, and students are dealing or not dealing with many emotions. As high school counselors, these are some of the things we expect, yet in our training did we ever have a course or even a unit that dealt with pressures of high school students? Did we have the training to teach our students to cope with problems? Do we provide resources for our students?

The problems that our students deal with include: relationships, loss, separation, performance, and belonging, just to site a few. Their ways of coping many times are: drugs (prescribed or non-prescribed), alcohol, eating disorders, excessive sleeping or restless sleeping, and self-injury. We see these students in our offices. We must be the one to address the problem and discuss means of coping.

I believe that as a counselor I am still an educator; therefore, I must teach. One tool that I use is the "Happiness Scale"; it is a simple chart where a student can rate from 1 (lowest) to 10 (highest), how s/he is feeling at the time. The chart was developed by one of our Student Services Professional Learning Communities. Through the use of the rating scale, I can quickly assess the extent of the problem and with the student problem-solve ways to deal with the situation. Many times I do this by writing possible solutions that the student provides and then we discuss the

benefits or risks of the possible solutions. After discussing them, a student develops an individual plan of coping.

Here is an example: A student's parents are divorced. The student has to spend the holiday with one of the parents but not the other. The student doesn't like being separated from the other parent. On the, "Happiness Scale" the student is a "3 – I feel pretty bad... Things are not going the way that I would like them to. I still feel as if I have no control over things in my life, such as relationships with family, friends and school." Possible solutions: 1) Don't go 2) Discuss your feelings with both parents; 3) Offer the possibility of spending some time with each parent; 4) Planning special time on a different day with the parent you cannot be with for the holiday. Discussion: We would discuss the possible solutions and the student would leave with a plan. At the end of the session I ask the student to rate on the "Happiness Scale" how s/he is feeling now.

Surprisingly, by talking, a student's perception of how s/he feels significantly improves. The "Happiness Scale" is a quick and easy way for a student to describe his/her feelings and a great tool for a counselor to assess the magnitude of a situation.

If you would like a copy of the "Happiness Scale", e-mail me at jkertay@d303.org or call 630-377-4727. Happy Holidays!

Collaboration

Erin Hatch, Middle School Vice President

Hello Again!

I hope everyone is having a great fall in their middle schools. This is a busy time of year with the holidays, and hopefully you are running different groups and getting into classrooms. On November 9th, some of us were lucky enough to leave our buildings for a half day to collaborate with each other at National Louis University. It was another Middle School Counselor Roundtable. It's a great opportunity for us to talk to each other, hear new ideas, and find out what's working in other schools. We also were lucky enough to have Marie Bracki, Professor at National Louis University, inform us of what is going on with the new law starting July 2008. Counselors will now have to obtain 80 CPDU's every 5 years to keep our certificates current. I would suggest holding onto any documentation from here on out when you attend professional development opportunities. If you have questions on

this, you can email Dan Stasi, Executive Director of ISCA, at ilschoolcounselor@yahoo.com

Collaboration is a very important tool in our field, and I hope your building administration lets you do this on a regular basis with other counselors in your district or counselors from other districts. You can never have too many resources or too much help when guiding students to be successful academically and socially. If you are not already on my list serve, please email me ASAP so I can get you the valuable emails I have been sending this fall that are full of ideas, inspiration, and resources. I try to send an email each month, and this is also a great collaboration tool for middle school counselors in the state of Illinois.

Have a great holiday season, and I look forward to hearing from you and hopefully meeting you one day!

Happy Collaborating

SCHOOL COUNSELOR: ADVOCATE

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.

Define Your Role

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. Discuss this vision with your school administrator. Get buy-in by proving how your work will help students and will help the school achieve their goals.
2. Write that vision down and be sure that it is included in your school vision statement or your school handbook. Hang it up on the wall of your office. Include it at the top of stationary. Be sure that it connects to the School Improvement Plan and that it can be measured. Refer to the work of Carol Dahir for ideas.
3. Start talking about yourself as a part of a “Student Support System.” Your role is not ancillary, it is necessary.
4. Get to know the SEL standards and the theories of Emotional Intelligence and Brain-based Learning.

5. Use the National Model for School Counseling to guide the development of your work.

Self-Advocacy

1. Create a newsletter for your school that informs parents and the staff of your activities. Be sure that those activities relate to the academic and social success of your students.
2. Begin to link with community agencies to let them know about your work and the needs of your school. Collaborate. Use the School Community Guidelines from the Children’s Mental Health Partnership to guide you in the development of collaborative work with community agencies.
3. Let students know what you do.
4. Set goals and objectives for your work. Collect baseline data. Develop intervention strategies. Share those with your staff and administration.
5. Celebrate your successes and reflect concerns openly.

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.



ACA Annual Conference
March 26-30, 2008
Honolulu, HI

For info go to
www.counseling.org

The School Counseling Internship Experience

By Liz Hannon, Graduate Student Vice President

In the last issue of *Insight*, I wrote about ways for graduate students to go about finding an internship. Hopefully by now you have completed your resume and cover letter and are well on your way to applying to the schools on your wish list. Once you secure an internship, then what? Exactly what will an internship provide?

Keep in mind that your internship will be unique. Some of you may intern at a high school, while some of you may intern at an elementary, middle or alternative school. The placement greatly affects the experiences that you will have.

In a high school, one very large component of the internship will focus on assisting students to choose classes not only to fulfill graduation requirements, but also that will aid them in their college selection process. College bound seniors require recommendation letters and college application completion. High school counselors (and interns) diligently work to help their seniors meet the many deadlines they face for college apps. Time is also spent meeting with college admission counselors to learn about their selection process as well as the new and exciting things being offered at their colleges. It is imperative to possess general college information particularly when working in high schools that do not employ a dedicated college counselor. Spend some time during your internship getting to know the numerous resources available to help in this part of your job.

Introductory meetings are scheduled with all students as a way to get to know them and explain to them the role of

the school counselor. Some interns may have their own caseload of students and will call their students in for introductory or follow up meetings. Some counselor supervisors will only allow their interns to work with a few of their students, and the duties will therefore vary. Oftentimes these meetings will indicate that a student may be struggling with issues at home or with friends. Counseling the student struggling with social/emotional issues allows that student to regain their sense of well being which directly impacts their academic success. Students with more serious issues may need to be referred to the school social worker, or an outside agency. Many students in high schools have IEPs or 504s. The school counselor intern attends these conference meetings and collaborates with teachers and the special ed department to plan for proper levels of academic courses and advocates that accommodations are being met. Collaboration with deans on discipline issues is another component of a school counselor's day. Presentations are often given to other staff members, parents, or entire student classes. Be prepared to speak in front of large groups.

Some interns may have their own office, computer and phone. Many schools however do not have the extra space to dedicate to an intern. Be flexible in your placement; you may have to share an office with your supervisor or another staff member. The important thing to remember is that your internship will be what you make of it. Advocate for yourself in terms of making sure you experience as much as you can.

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mental health plan to provide comprehensive prevention, early intervention, and treatment services for children through age 18. Similar to the Illinois legislation, the act calls for the integration of social and emotional development into elementary and secondary school educational standards."

When you begin to create your vision and your plan for your own practice as a mental health professional in the schools, remember that there is an "SEL" right in the middle of your name: coun-SEL-or

Take advantage of this opportunity to ADVOCATE for your jobs and for children.

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other similar circumstances. It was interesting, however, that the next day, when Jaycee happened to see the intern, she asked about when she would be coming back to talk some more!

Al Milliren, Ed.D. – Counselor Educator Vice President
ISCA Ethics Chair
Associate Professor of Psychology and Counseling
Governors State University

References:

Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1982). *Maintaining Sanity in the Classroom*, Second edition. New York: Harper & Row.

ASCA Summer Conference... "Setting New Standards"

Carolyn S. Roof, ASCA Mid-West Region V.P. Representative

Mark your calendars....ASCA's 2008 annual conference, "Setting New Standards," June 28–July 1, 2008, at the Hyatt Regency Atlanta. The conference will bring together approximately 2,000 pre-kindergarten to post-secondary professional school counselors, counselor educators, supervisors and graduate students. From educational sessions to networking events, pre-conference workshops to inspiring keynote speakers, ASCA's conference helps professional school counselors across the country meet their professional development needs. Conference sessions allow attendees to take away solid, practical ideas they can put to work tomorrow, make valuable contacts in the school counseling field and discover the latest techniques in school counseling

For more information about the conference go to the ASCA website at www.schoolcounselor.org. The rate chart for registration and hotel information can be found on the website. The conference schedule will soon be posted on the website, as well as the descriptions of breakout sessions and Keynote Speakers.

Hope to see you there!

School Counselors + Public Relations + Advocacy = School Counseling Week

Submitted by Kris Sandra Wheatley, LCPC, NCC

ISCA President

Dear School Counseling Colleagues,

I am bringing together school counseling professionals to promote school counseling week. You are invited! The School Counseling Week Task Force will define a plan of action, leadership and structure for this nationally recognized event. Contact Kris Wheatley at 630-299-8389 or at kwheatley.waldo@d131.org. Lead the way with a sample press release and advocacy tips for school counselors.

Sample Press Release for School Counseling Week

The following press release may be used in your community newspapers, district and school newsletters, websites, and local media.

SCHOOL COUNSELING WEEK PRESS RELEASE School counseling programs in Illinois schools implemented by a licensed school counselor are conducted in collaboration with the school and community to promote positive change. Effective school counseling programs are driven by district, state and national data to create developmental interventions and preventative programming that monitor student progress and provide continuous improvement for all students.

Numerous studies suggest that comprehensive school counseling programs aid in achieving higher graduation rates, higher standardized test scores, higher parent/school involvement, improved academic achievement, effective crisis response and violence prevention programming as well as lower truancy rates, and easier school and career transitions.

The school counseling profession is experiencing a paradigm shift from a supplemental service to an essential part of the educational process. School counselors provide the educational leadership to promote healthy choices, maintain safe school environments and help students achieve personal, career and academic success.

National School Counseling Week, sponsored by the American School Counselor Association (ASCA) will be celebrated from Feb. 4-8 to focus on the unique contributions made by professional school counselors within United States school systems. Any educator, parent or community member with specific questions or concerns can contact their student's professional school counselor. More general information can be found on the district website (insert school website if you have a counseling page), the Illinois School Counselor Association website www.ilschoolcounselor.org, or the American School Counseling Association website www.schoolcounselor.org.



Illinois School Counselor Association

state charter of the American School Counselor Association and division of the Illinois Counseling Association

CALL FOR WORKSHOP PROPOSALS 2008 ANNUAL SPRING CONFERENCE

“SCHOOL COUNSELING WITH COLLABORATION”

Elgin Community College
1700 Spartan Drive, Elgin, IL 60123
April 18, 2008 – Friday - 8:00 a.m. – 3:30 p.m.

NAME OF PRESENTER(S):

WORK TITLE:

WORKPLACE:

ADDRESS:

PHONE:

E-MAIL:

TARGET AUDIENCE: (General / Elementary / Middle / Secondary)

TITLE OF WORKSHOP: (75 characters maximum—be creative and specific):

BRIEF DESCRIPTION OF WORKSHOP: (60 words maximum for conference program):

GOAL OF WORKSHOP:

PARTICIPANT OUTCOME(S) OF WORKSHOP:

AUDIO/VISUAL NEEDS:

An electronic version of proposals and resumes or vitas of all presenters must be sent by January 25, 2008. Notification of acceptance will be made by January 21, 2008. Send proposals and resumes to ilschoolcounselor@yahoo.com.

All workshops are 1 hour in length. Presenters will receive complimentary registration to the conference including lunch. No other remuneration for presenters is available.

Address any questions to Daniel Stasi, ISCA Executive Director, ilschoolcounselor@yahoo.com.

Area Rep Report

by Melanie Gulley, Region VI Representative

Hello from Southern Illinois! My name is Melanie Gulley, and I am proud to serve as the Region VI Representative for the ISCA. I currently serve in an administrative role at Mt. Vernon Township High School in Mt. Vernon. My position as Director of Student Services offers me the opportunity to work directly in the counseling office and with a team of five exceptional school counselors and a social worker.

Over the next two years, I hope to reestablish contact with the counselors in this region. Through better communication, our organization can continue to grow and meet the needs of school counselors throughout the state.

I am currently working on a survey for counselors in the Region VI area. This survey will assist me in developing workshops and networking opportunities that you, the counselors, identify as needed in Southern Illinois.

Please feel free to contact me with any questions or concerns. The best way to get in contact with me is via e mail, however I can be reached through any of my information.

Melanie Gulley
Mt. Vernon Township High School
320 S. 7th St.
Mt. Vernon, IL 62864
Work 618-246-5903
Cell 618-214-2239

Executive Director Notes

by Daniel Stasi, Executive Director



It is great to work for a board like ISCA where so many people pitch in to get things done. The INSIGHT, the annual conference and other events all take a lot of talent and some hard work. ISCA members and board members all pitch in to make things happen. Of course more help is always needed. Please contact either myself or Kris Wheatley to volunteer your help and talents.

CICO (Coalition of Illinois Counselor Organizations) has been very busy politically on behalf of school counselors.

1.) Recertification for all Type 73 personnel. We initiated legislation on behalf of all Type 73 school personnel (School Counselors, School Social Workers, School Psychologists, Speech and Language Personnel, and School Nurses). Starting July 1, 2008 all Type 73 personnel will need CEUs to get recertified. Rules specifying details are being developed now by ISBE. We have submitted all the ideas developed by previous committees on this concept to ISBE staff. Stay tuned for further announcements. Illinois Public Act 05-0952

2.) Federal legislation HR 2669 on student loan forgiveness. Congress gave final approval on September 7, 2007, to a compromise budget reconciliation bill—*The College Cost Reduction and Access Act* (H.R. 2669)—

that creates a new loan forgiveness program for direct-loan borrowers who work in public-service fields for 10 years. President Bush signed the bill into law (Public Law No: 110-84) on September 27, 2007. The new law now directs the Department of Education to cancel the balance of any interest and principal due on any Federal Direct Loan - including Direct Stafford, Direct PLUS, or Direct Consolidation Loan - that is not in default for borrowers.

3.) School Counselors were added to the definition of "Professional Workers" in the Illinois School Code. This section already included school social workers and school psychologists. Illinois Public Act 95-0363.

4.) We have drafted a rule change proposal to ISBE concerning giving school counseling interns equal status with school psychologist interns and school social work interns.

5.) We will be working with the Illinois legislature to reintroduce legislation on confidentiality protection for students and families when working with school counselors, school social workers and school psychologists. House Bill 1647 / Senate Amendment #2.

6.) Congress passed a spending bill including a 40% increase in funding for ESSCP Elementary and Secondary School Counseling Programs.

Latest Professional Involvement Opportunities

Contact Kris Wheatley or Dan Stasi Today!
 krislpcp@aol.com or ilschoolcounselor@yahoo.com

- ❖ Promote School Counseling Week, Feb 5-9, 2008 in your school community.
- ❖ Volunteer to lead or join a committee or task force.
- ❖ Seek nomination or appointment for an ISCA Leadership position.
- ❖ Work on the Annual Spring Conference.
- ❖ Host a Networking Meeting in your school district or region.
- ❖ Be Your Regional Office of Education Contact Person.
- ❖ Develop a local school counseling chapter.

Public Relations Advocacy Tips for School Counselors

1. **Create school counseling program displays, proclamations, presentations, and portfolios** that emphasize the work of a professional school counselor.
2. **Distribute brochures**, conferencing manuals, and advisory manuals for community/parents at administrative/board, and faculty meetings.
3. **Join and be active** in your professional organizations, these organizations provide networking, message boards, trainings and up to date legislative information.
4. **Create a professional development plan** using district goals and your school counseling team goals to devise a plan for obtaining the training you need to provide state of the art comprehensive school counseling services for all students.
5. **Display** and advertise your credentials. Write an article for your local newspaper to inform the community about the vast credentials, community involvement and comprehensive school counseling services in your school district.
6. **Use your voice**. Become familiar with legislative concerns pertaining to school counseling programs.
7. **Demonstrate leadership** Effective leadership is indicated by strong counselor commitment to organize programs around student competencies. The counselor's time is devoted to the design, implementation and accountability of a comprehensive school counseling program.
8. **Link your school counseling plan** with the district's plan. Join or lead district planning committees to input and infuse comprehensive school counseling goals. Many schools are designing district goals to create stronger rigor and relevance in education. Design an individual career plan for each student.
9. **Work with your administrators**. Ask to meet with principals, pupil personnel, service administrators, curriculum directors, district administrators, and board members on a regular basis, share information from the trainings you have attended, share your professional development plan and your comprehensive school counseling plan.
10. **Create a school counseling manual** with your district team and an advisory board, set yearly goals for your school's counseling professional team and meet with your district's school counseling professional team on these shared goals. Solicit board approval for your manual.
11. **Document your activities**. Create an accountability report card, use data to make your point. Tie your data in with district goals. Start slow; add additional data annually. Examples of SPARCs (Accountability Report Cards) are on the ASCA website.

ISCA Governing Board



Jack Royhl, Roseanne Oppmann, and Pam Castro



Dean Strassburger and Dr. Al Millerin



ISCA Governing Board Members



Dr. Carol Scatena and Kris Wheatley



Linda Delimata and Dr. Adam Zagebaum



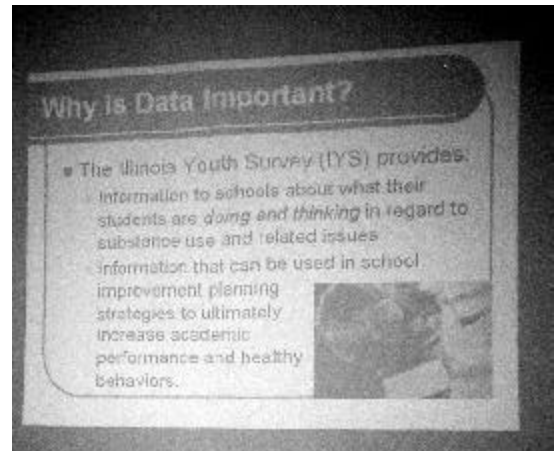
Carol Farnum, East Aurora School Dist. 131 Board President, Dan Farnum and Kris Wheatley



Ken Maurice, East Aurora School Dist. 131 Board Member, and Kris Wheatley



Alan Markwood and Pre-Conference Attendees



Rationale for Using Illinois Youth Survey Data



Linda Chapa LaVia, State Representative 83rd District



Amanda Deaton and Matt Willigman, Waldo Middle School Assistant Principals



Dr. John Wheatley and Kris Wheatley



Past ICA Presidents and Ronna Heinig, ICA Executive Director

Accountability

Dr. Adam Zagelbaum, Treasurer



In keeping with the notion of research and accountability, ISCA is attempting to gather relevant needs assessment data from representatives around the state of Illinois in order to better serve its stakeholders. Linda Delimata has been helpful in providing electronic resources by which such assessments

can be efficiently disseminated to ISCA stakeholders and assessed via such web-based programs as SurveyMonkey.com. The information we expect to obtain from these assessments will hopefully allow for the organization to better serve all members and the individuals they serve as professional school counselors.

Stakeholders who may not have access to electronic media are encouraged to use this article as a reminder that these assessments can also be sent via U.S. Mail, provided that requests be made to ISCA directly,

along with contact information whereby the materials can be delivered. It is essential that as many regions and representatives participate in this survey as possible, so as to insure appropriate representation within the sample.

This project is more than something that aligns with the work objectives established by the ISCA organization; it is a chance to provide valuable feedback to the organization so that membership can be better enhanced and services can be better provided to stakeholders who wish to further excel at their professional duties. It is a vital opportunity that will hopefully spark interest among current and potential members. Therefore, ISCA looks forward to any and all submissions that will hopefully be headed our way within the next few weeks.

Individuals who wish to assist with the analysis of relevant data are also encouraged to contact Dr. Adam Zagelbaum (708-534-4398) for further details.

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!

Fellow School Counseling Professionals

April 18, 2008 is the Illinois School Counselors Association's Annual Spring Conference. Attend sessions designed for you in mind. Share your important programs and information by submitting a proposal for: "School Counselors with Collaboration," and share this message with several colleagues. Do you know of great exhibitors? Then, contact Dan Stasi, our executive director at ilschoolcounselor@yahoo.com or Kris Wheatley @Krislcpc@aol.com. We'll see you soon!

Sincerely,
Kris Sandra Wheatley, LCPC, NCC
ISCA President



Illinois School Counselor Association

state charter of the American School Counselor Association and division of the Illinois Counseling Association

Mission: to promote excellence in professional school counseling as an integral component in the development of all students while fostering public awareness in the counseling profession statewide

2007-08 Governing Board

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Executive Director**

REGIONAL SUPERINTENDENT

Dear Administrator:

The Illinois School Counselor Association (ISCA) serves as a professional development resource to school counselors and other educators for the state of Illinois. We can provide your regional office of education with a "contact" person for: information on school counselor state standards, research and accountability, developmental counseling, recertification requirements, and professional development for county wide institutes, school improvement, and teacher institutes. We will identify qualified presenters for elementary, middle, high school audiences regarding: academic success, collaboration, leadership, prevention programs, developmental counseling, special needs, social emotional learning, transition planning, crisis intervention planning, stress management, and career/college planning. If you are interested in obtaining a school counseling professional as a contact person for your region's needs, please contact my executive director or me at your earliest convenience! Remember to save this document for future use!

Visit our website at www.ilschoolcounselor.org, or contact us personally, for information on professional development, resources, and school counseling events like "Month of the Young Adolescent, state and national conferences, National School Counselor's Week, Counseling Awareness Month. Daniel Stasi, ISCA Executive Director @ilschoolcounselor@yahoo.com 815-762-3636 Kris Sandra Wheatley @ Krislpc@aol.com, kwheatley.waldo@d131.org W (630) 299-8389 or H (630) 548-4086.

Nominate outstanding educators in your region!

- > **By March 1st**, submit a nomination for Elementary, Middle, or High School
- > Counselor of the year as well as Administrator and Counselor of the year. These awards will be presented on April 18, 2008, at the Illinois School Counselors Annual Conference. Nomination forms can be downloaded from our website.

Provide school counselors with an annual professional development experience!

- > Mark your calendars, April 18, 2008, for the Illinois School Counselor Association annual spring conference at Elgin Community College. Professional development and continuing education towards recertifications and licenses is provided. We will recognize school counselors' and educators' outstanding contributions to our field. We have enclosed business cards and nomination forms, for your convenience. Please share this information with the superintendents in your school districts. We look forward to a year of "School Counseling with Collaboration."

Sincerely,
Kris Sandra Wheatley, LCPC, NCC
ISCA President

"Leadership is inspiring others with a vision of what they can contribute."

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

ICA 60th Annual Conference - 2008 Time to Prepare for Next Year

The ICA Annual Conference for 2007 has just been completed, and plans are being laid out for 2008. Next year's conference will again be held at the excellent conference center in Tinley Park, south of Chicago. (They even have a good swimming pool!) The dates are November 13 for pre-conference and 14-15 for the regular conference. The theme for next year is "Counseling in a Multicultural Society." Dr. Courtland Lee, author-editor of Multicultural Issues in Counseling will be our keynoter. It is especially important as we develop this conference that we bring in conference topics and presenters that appeal to experienced mental health clinicians and experienced school counselors as well as to beginning and intermediate counselors. Besides offering the opportunity for professional development, we have to make it worth taking the time from work and personal life. We are also looking for as many multicultural presenters and topics as possible. So even though it is early, we are including a presentation application in this issue on page 19. Use it for your own

proposal or for someone you want to tell us about so we can invite them to send in a proposal. Or—send in a topic you want to learn about so we can look for a presenter on the topic for you.

Besides the emphasis on multicultural topics, there will be special attention to divisions, at the 2008 ICA conference. Friday's lunch will have reserved tables for the different divisions and you will be encouraged to sit with the division you choose so you can network with your colleagues. You will have time to attend meetings of your favorite divisions as well as the ICA general membership meeting.

For fun we will invite a number of different groups to present ethnic music, art or dance to entertain us throughout the conference. Send your suggestions to me at patmccginn@uchicago.edu. This should be a great time of learning, connecting and fun for all Illinois counselors. Be a part of it.



GARRETT NAMED LEGISLATOR OF THE YEAR BY ILLINOIS SCHOOL COUNSELOR ASSOCIATION

HIGHWOOD, Illinois – State Senator Susan Garrett (D-Lake Forest) has been named the Legislator of the Year by the Illinois School Counselor Association. The DeKalb-based organization selected Senator Garrett because of her ongoing advocacy for school counselors and the students they serve and her sponsorship of legislation that benefits counselors and students.

The award was presented to Senator Garrett on December 5 by Daniel Stasi, Executive Director of the Coalition of Illinois Counselor Associations, and Kathryn O'Dell, a counselor at Conant High School in Hoffman Estates who is the 2007 Illinois School Counselor of the Year.

"Senator Garrett is well aware of the needs of school counselors and strongly supports our legislative issues. Her legislative record clearly shows her dedication to providing high-quality educational opportunities and support services to all students," said Mr. Stasi.

"I am very grateful to be chosen to receive this honor," said Senator Garrett. "I have great respect for school counselors and the vital work they do, and I'm proud to assist them in advocating for their students in areas such as mental health and services for students with disabilities," she added.

[photo: Senator Susan Garrett, recipient of the 2007 Illinois School Counselors Association Legislator of the Year Award, with Kathryn O'Dell (left), 2007 Illinois School Counselor of the Year, and Daniel Stasi (right), Executive Director of the Coalition of Illinois Counselor Organizations]

PROGRAM PROPOSAL
Illinois Counseling Association 60th Annual Conference 2008
November 13-15, 2008

Tinley Park Convention Center, Tinley Park, IL

Conference Theme: "Counseling in a Multi-Cultural Society"

Directions: Please submit all requested information. **Incomplete proposals will not be considered.** Send proposal and resumes of all presenters electronically in **Word**, 12-point font, Times New Roman, to 2008icaproposals@ilcounseling.org. Proposal forms can also be downloaded at **www.ilcounseling.org**.

Program Title (75 characters maximum—be creative and specific):

Program Synopsis (50 words maximum for conference program):

Program Goal (one sentence for Continuing Education/Professional Development requirements):

Program Objective(s)-

To the extent possible, all program presenters are encouraged to address the conference theme.

Program Training Level: Introductory Advanced All Levels

Target Population: Child Adolescent Adult Older Adult Families

Check which division(s) the presentation would target. Asterisk (*) division(s) sponsoring the program.

IAACE IAADA IACFC IAMC IASGW ICCA ICDA ICES ICSJ
 IMHCA ISCA ISERVIC

Program Length: 50 minutes 110 minutes Poster Session
 1/2 Day Pre-Conference (Thursday) Full Day Pre-Conference(Thursday)

If my proposal is not accepted in the program length I selected, I am willing to present my program in an alternate program length as decided by the proposal committee yes no

Audio-Visual Needs (Please specify all that you will require):

Overhead Screen Flip Chart TV/VCR TV/DVD
 No A-V equipment needed Presenter to provide A-V

IMPORTANT NOTE: For Computer/Power Point presentations, NO COMPUTER or PROJECTORS can be provided, however, presenters are welcome to bring their own equipment.

Lead Presenter: _____

Title: _____

Credentials (highest degree, license, certification, other) _____

Workplace Address: _____

Preferred Mailing Address: _____

Work Phone: _____ Home Phone: _____ Cell: _____

Fax: _____ E-Mail: _____

Are you an ICA member? yes no Are you an ACA member? yes no

Have you presented at a prior ICA conference? yes no If yes, when? _____

Are you a graduate student? yes no

Identify additional presenters. (Include resumes for all presenters.)

By submitting this form, if accepted, I/we certify that I/we will register for the conference and deliver this program as part of the Illinois Counseling Association Conference 2008. Any person listed as a presenter must register for the Conference and pay a one-day or presenter's fee. Special requests for exceptions must be made, in writing, by June 30, 2008.

All proposals must be submitted electronically at 2008icaproposals@ilcounseling.org. The proposal, along with resumes of all presenters must be received by June 30, 2008. Notification of acceptance will be made by July 31, 2008.



**Illinois School
Counselor Association**

P.O. Box 144
DeKalb, IL 60115

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U.S. Postage
DEKALB, IL 60115
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Time Sensitive Materials

Calendar of Events

January 21, 2008	No Name Calling Week
February 4-8, 2008	National School Counseling Week
March 3-14, 2008	ISAT and IMAGE Dates
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