EDUCATION SESSIONS OF INTEREST TO SCHOOL COUNSELORS

SATURDAY, MARCH 20

7:30 am - 8:30 am

Best Practices Academy
School Counseling Academy
Program ID # 116, Convention Center, Room 401

School Counselors Collaborating With Teachers to Effectively Develop Resiliency in Elementary and Middle School Students
60-Minute Program, Advanced
Mary Alice Bruce, University of Wyoming, Laramie, WY, Sachin Jain, Christin M. Covello

Our research study examined classroom interventions that help students thrive and grow while building on their strengths in order to enhance academic, career, and personal/social development. The quantitative results of the study indicate that using our strengths-based classroom counseling model significantly increases students' resiliency, including self esteem, social competence, sense of purpose, and problem solving skills. In this experiential workshop session, we will facilitate an exchange of ideas using case examples and role plays and will offer participants strategies to collaborate with teachers and effectively apply these positive action classroom strategies by which to promote resilience.

Multicultural Counseling Academy
School Counseling Academy

Program ID # 117, Convention Center, Room 402
Constructing Gender Friendly School Counseling Practices: Utilizing Boys' Strengths to Overcome Barriers to Help-seeking
60-Minute Program, Advanced
Ryan F. Reese, University of Florida, Gainesville, FL

As a group, boys are less likely than girls to seek help from their school counselors and support staff. Educators in general, and school counselors specifically, should be considering new and different ways to facilitate the help-seeking process in boys in order to prevent the development of at-risk behaviors and to encourage educational achievement. This program will summarize and extend the findings of an action research project that facilitated help-seeking behaviors by utilizing boys' strengths in a single-sex,
4th and 5th grade male classroom. Attendees will learn specific school counseling strategies and increase their awareness of school counselor characteristics that empower boys to seek help in their own unique ways.

School Counseling Academy
Program ID # 124, Convention Center, Room 311
Impacting the Success of Minority Youth Typically Underrepresented in Post-secondary Education
60-Minute Program
Tiphanie Gonzalez, University of Central Florida, Orlando, FL, Nivischi Edwards, Isaac Burt

AVID is a program which focuses on students whose grades fall in the academic middle, but who have the potential to go to college if they have support. Researchers were given the opportunity to provide support to 300 students in the AVID Program who attend an urban middle school in Orlando, Florida through the efforts of sixteen University of Central Florida Holmes Scholars. Researchers then surveyed the participating AVID middle school students and non-AVID students to observe if there were differences in self-efficacy between the two groups. By understanding the effect on student self-efficacy through collaborating with programs like AVID, counselors can enrich and empower youth traditionally underrepresented in post-secondary education.

11:00 am - 11:30 am

Program ID # 137, Convention Center, Exhibit Hall, Booth PS13
I'm Freaking Out and Don't Know How to Deal! Distress Tolerance and Emotion Regulation Techniques for Adolescents
30-Minute Project/Research Poster Session
Caroline Perjessy, Kent State University, Kent, OH, Travis Scherm, Michelle Hinkle

Stress is a part of everyday life, but many teens have difficulty in coping with stress and react impulsively when stressful situations occur. Teens are using maladaptive ways to cope with stress through behaviors that are self-injurious in nature (cutting, drug/alcohol use). Dialectical Behavior Therapy (DBT) is a cognitive behavioral integrative therapy that teaches people how to deal with distress and regulate their emotions in healthier ways. Program participants will gain an understanding of the emotional regulation and distress tolerance skills of DBT and will understand how to use them with the adolescent population. Experiential activities will be offered to help facilitate this learning.

Program ID # 140, Convention Center, Exhibit Hall, Booth PS16
Identification and Reporting of Child Abuse: Counselor's Role as a Mandated Reporter
30-Minute Project/Research Poster Session
Maureen C. Kenny, Florida International University, Miami, FL

This workshop will assist counselors in their role as mandated reporters of child abuse. A review of the various types of child maltreatment, prevalence, incidence, and perpetrators will be discussed. Participants will become familiar with the signs and symptoms of abuse and neglect so as to best be able to identify victims. A review of the laws related to mandated reporting will be examined so that counselors can understand their role and legal and ethical requirements. Myths regarding the process of child abuse reporting as well as its effects on the counseling relationships will be detailed. Finally, counselors will learn how to best make a report so as to help protect children and decrease potential future harm for child victims.

Program ID # 142, Convention Center, Exhibit Hall, Booth PS18
School Violence: Assessing Anger and Aggression in Students to Predict Future Violent Behavior
30-Minute Project/Research Poster Session
Antoinette Hollis, Clark Atlanta University, Atlanta, GA, Bridget Hollis

The research will address violence as a broad social problem that leads to children imitating adults. Bandura’s social learning theory will be used to examine violent behavior as a direct result of observational learning, thus the prevalence of youth violence in society is a direct result of high crime among youth. The presentation will present violence as a public health problem, especially concerning minority youth who are most prone for such acts of violence. The rate of school violence and aggression in rural communities among children continues to perpetuate a cycle of at-risk, violent behavior with the occurrence resulting in numerous injuries and deaths. Attendees will learn risk factors associated with the future onset of violence.

Program ID # 143, Convention Center, Exhibit Hall, Booth PS19
We’re Here, We’re Queer, We Want a Career: LGBT Adolescents and Career Development
30-Minute Project/Research Poster Session
Sharon L. Daugherty, Franciscan University, Steubenville, OH

How can we best serve LGBT youth when it comes to career counseling? Do Queer Youth have unique needs and desires, or is the question even necessary? Join us and discuss identity as well as career developmental differences, the critical issues of role models and outness, and our own roles as advocates for individuals and social justice. We’ll examine not only Queer Youth culture, but the interface of multiple cultures (lesbian/Christian, Latino/gay, etc., review resources for Queer Youth relevant to career and personal development, and play Queer Job 'Jeopardy.' The rainbow awaits you!

Program ID # 144, Convention Center, Exhibit Hall, Booth PS20
Counseling Clients Impacted by HIV/AIDS: Beyond the Basics Working With Specialized Populations
30-Minute Project/Research Poster Session, Advanced
Marisa White, University of Akron, Akron, OH, Amanda Rovnak

This education session is suitable for all levels. It will give basic information about clients with HIV/AIDS in addition to giving specific information about influenced population. Presenters will share information about the subcultures more frequently affected by HIV/AIDS and the “hidden” populations effected. Additionally, the presenters will dispel myths about HIV/AIDS by highlighting medical and social concerns affecting clients. Moreover, attendees will obtain exercises and techniques that the presenters have utilized to work with clients affected by HIV/AIDS from a systemic perspective. Attendees will also receive a fact sheet, reference list of current research, and resources to assist their clients.

Program ID # 145, Convention Center, Exhibit Hall, Booth PS21
The Influence of Self-efficacy and Trait Resilience on Problem-solving in U.S., Taiwan, and China
30-Minute Project/Research Poster Session Advanced
Ming-hui Li, St. John’s University, Queens, NY, Robert Eschenauer

This study compared American, Chinese, and Taiwanese college students’ levels of problem-solving and its predictors. Participants from the three cultures responded to stress with similar levels of problem-solving. Self efficacy was the only effective predictor of problem-solving in American, and trait resilience was the only effective predictor in Chinese. Both trait resilience and self-efficacy could predict problem-solving in Taiwanese. Secure attachment could not predict problem-solving in any of the three samples. The results seem to show that task-oriented traits can predict problem-solving while the relation-related trait cannot.

11:00 am - 12:00 pm

ALGBTIC Day of Learning
Couples & Family Counseling Academy
LGBT Academy
Program ID # 157, Convention Center, Room 304
Exploring Relational Processes in Families of Gay Youth
60-Minute Program, Advanced
Gregory S. Meek, Barry University, Orlando, FL

Gay youth in the U.S. suffer from culturally based oppression which can be recapitulated through family systems. The current session will present the themes which emerged from a qualitative research study that explored the dynamics of relational processes in families of gay youth. Based on case examples, integrative frameworks to understand and
conceptualize the complexities of the family systems of non-heterosexual youth will be considered. Themes and related content will be presented in the context of existing theory and research, and implications for advocacy, counseling practice, and social justice will be discussed.

Child & Adolescent Counseling Academy
School Counseling Academy
Program ID # 167, Convention Center, Room 410

Wanna' Play? Excessive Video Gaming and Implications for Practitioners
60-Minute Program
Gerra Perkins, Northwestern State University, Natchitoches, LA, Kristy Brumfield

This presentation offers research findings on the effects of excessive video gaming for children and adolescents. The characteristics of gamers, potential benefits, potential detrimental effects (i.e., physical, behavioral, and psychosocial), and legislative efforts will be discussed. Recommendations for addressing the needs of this population will be given. This program has implications for practitioners who work with children and adolescents.

2:00 pm - 2:30 pm

Program ID # 188, Convention Center, Exhibit Hall, Booth PS16
Experiences of School Counselors During and After Making Suspected Child Abuse and Neglect Reports
30-Minute Project/Research Poster Session, Advanced
April Sikes, Southern Arkansas University, Magnolia, AR

This session will present findings of a quantitative research study that explored the experiences of professional school counselors during and after making suspected child abuse and neglect reports. The researcher surveyed a national sample of school counselors who were members of the American School Counselor Association (ASCA) to learn about their experiences in reporting suspected child abuse or neglect. Practice and training implications for school counselors and counselor educators will be discussed.

Program ID # 190, Convention Center, Exhibit Hall, Booth PS18
The Impact of Parental Emotional Availability on the Academic Achievement of High School Students
30-Minute Project/Research Poster Session
Elise P. Johnson, Walton Career Academy, Monroe, GA, David R. Brown

Attachment, and more recently the emotional availability of parents, has been discussed extensively in the research literature. However, assessment has been limited primarily to
clinical laboratory observations between infants and parents, and primarily mothers. Emotional availability has rarely been evaluated quantitatively especially among older children, adolescents, and young adults. Even more, its relationship to academic achievement is still relatively unknown. The purpose of the study was to quantitatively examine the relationship between both maternal and paternal emotional availability and students’ academic achievement. The presenters will discuss the results of the study and potential implications drawn from the findings.

Addictions Academy
School Counseling Academy
Program ID # 207, Convention Center, Room 317
Using “Clickers” (Audience Response Systems) to Ascertained and Challenge Teen Norms About Alcohol Usage
90-Minute Program
Christine Suniti Bhat, Ohio University, Athens, OH, Tom Davis, Jessica Fox

Attend this presentation to develop understanding of the concept of social norming and its application to adolescent alcohol use. Learn about an intervention with high school students based on social norming theory. See first-hand how to use audience response systems or “clickers” to obtain information from students about their drinking behaviors and attitudes. Participants will be invited to be actively involved by responding to questions on “clickers.” They will receive an overview of the intervention developed and delivered by the presenters. Techniques used to collect and present data during the normative feedback session will be presented.

2:00 pm - 3:30 pm

Best Practices Academy
School Counseling Academy
Program ID # 208, Convention Center, Room 318
Untangling the Web: Prevention and Intervention for School Bullying
90-Minute Program, Advanced
Julaine E. Field, University of Colorado at Colorado Springs, Colorado Springs, CO, Jered B. Kolbert, Laura M. Crothers

Traditional bullying, relational and social aggression and cyber-bullying are acts which undermine student learning and the physical and psychological safety of a school system. Based on best practices in the research literature, this workshop will be a 'how to' for implementing effective, integrative, comprehensive anti-bullying programs. Various methods of intervention will be addressed including systemic, grade level, large and small groups. Programming materials will be demonstrated and shared with all participants.
3:00 pm - 3:30 pm

CSI Research Grant Recipient
Program ID # 222, Convention Center, Exhibit Hall, Booth PS2
Themes in Secondary School Counselor Development: Skovholt and Ronnestad Revisited
30-Minute Project/Research Poster Session
Kelly Anne Kozlowski, Fort Worth Independent School District, Fort Worth, TX

Literature suggests there are 16-22 counselor development models that are used to train counselors; yet none of the findings include school counselor participants. Skovholt and Ronnestad’s qualitative study of 100 counselors created a counselor development model that spans the education years through retirement, yet it also lacks school counselor participants. This session will share the results from a grounded theory study that utilized Skovholt and Ronnestad’s methods and questions but included only secondary school counselor participants.

Program ID # 228, Convention Center, Exhibit Hall, Booth PS8
Implementing and Evaluating a Rural-based Youth Mentoring Program: Making Connections to Reduce Juvenile Delinquency
30-Minute Project/Research Poster Session
Hannah L. Young, Alfred University, Alfred, NY, Robert K. Bitting, Julie A. Gomez, Jennifer A. Johner

This project outlines the effectiveness of a collaborative mentoring project between a counselor training program, rural school districts, and a Youth Court. The purpose is to provide supportive relationships to at-risk youth in underserved areas. Twenty-four mentees met weekly with 12 graduate mentors. School data, mentee ratings, and mentor ratings were collected to evaluate the program. Results suggest that this model is an effective way to reduce juvenile delinquency. Implications, preventative aspects, and future directions will be discussed.

Program ID # 230, Convention Center, Exhibit Hall, Booth PS10
Developing an Urban, Field Based, Data-driven Course Sequence for Pre-internship School Counseling Students
30-Minute Project/Research Poster Session, Advanced
E.C.M. Mason, DePaul University, Chicago, IL, Melissa Susanne Ockerman

This presentation will showcase a two-course sequence for school counseling students in which small teams develop a comprehensive school counseling program for area schools based upon examining school data and conducting a needs assessment. This course sequence involves collaboration with a large, urban school district and emphasizes school counseling students’ learning related to addressing issues of equity, access and closing the achievement gap.
Playing for Change: A University-Public School Partnership to Provide Counseling Services in a High Poverty Elementary School
30-Minute Project/Research Poster Session, Advanced
Sondra Smith-Adcock, University of Florida, Gainesville, FL, Eric Davis

Effective school transition is critical to the academic, emotional, and social success of children who live in poverty. This program examines a multidisciplinary partnership between a university and a high poverty elementary school through which counselors-in-preparation provide on-site play counseling interventions to Kindergarten and first grade students with transition issues. The implementation and evaluation of this program is discussed. Along with faculty members, a panel of graduate students will provide case examples and anecdotes to describe their learning experience.

Through Students’ Eyes: Black Female Student's Experiences in a Predominantly White High Achieving Suburban School
30-Minute Project/Research Poster Session, Advanced
Erika Raissa Nash, University of San Diego, San Diego, CA

This program is based on a study investigating Black females’ school experience, feelings of connection, school culture, and personal self-concept in a predominantly White high achieving suburban school. Utilizing the created theoretical model, the Flower, would provide school counselors to meet the future needs of Black girls in their school. This presentation is geared for counselors and counselor educators interested in learning more about Black girls, Relational Cultural Theory, and to receive instructional materials and guides to be used as a training tool or in case conceptualization to empower Black girls through counseling and improve school success.

Spirituality As a Resource for School Counselors: Helping Students Facing Failure, Violence, Mental Health and Drug Problems
60-Minute Program, Advanced
Robert A. Dobmeier, The College at Brockport, State University of New York, Brockport, NY

This session addresses spirituality as a resource for school counselors who work with youth facing academic failure, violence, and mental health and drug problems. Spirituality is a domain of human experience distinct from, although sometimes connected to, religion. It should be viewed as a part of the holistic view of students and
the school counselor role represented in the ASCA National Model. Attendees will participate in an experiential exercise to identify their own spirituality and will be invited to discuss and simulate implementation of one prevention or intervention strategy based on one that they have learned - self-awareness, meaning-making, quality of relationships, hope, and forgiveness.

4:00 pm - 4:30 pm

Program ID # 277, Convention Center, Exhibit Hall, Booth PS9
School Counselors’ Level of Ethical and Legal Knowledge, Ethical Decision Making, and Ego Development: An Exploratory Study
30-Minute Project/Research Poster Session
Kara P. Ieva, University of Central Florida, Orlando, FL, Glenn W. Lambie, Grant Hayes, C. Dallas Wilkes, Yo-Sang Ha

Where are professional school counselors’ level of ethical and legal knowledge? Currently there has not been a study that addresses the level of ethical knowledge of practicing school counselors. This poster presentation describes an exploratory investigation of school counselors’ level of ethical and legal knowledge, their level of ethical decision making, and social cognitive development. Data was collected in three school districts in the southeast. The presentation will include (a) brief summary of the literature, (b) research design and methodology, (c) research findings, (d) inclusion of multiple variables, (e) future implications for counselor educators and professional school counselors, and (f) directions for future research.

Program ID # 279, Convention Center, Exhibit Hall, Booth PS11
Fitting a Triangle Peg Into a Round Hole: Preparing School Counselors-in-Training to Work With LGBTQ Students
30-Minute Project/Research Poster Session
Melissa Luke, Syracuse University, Syracuse, NY, Kristopher M. Goodrich

Research reveals that LGBTQ youth are at risk for a number of issues when compared to comparable heterosexual and gender normative peers. This is a concern, as few school counselors have been trained how to identify or address the unique issues found within this population. This presentation will address the current gap for school counselors by exploring the experiences of school counselors-in-training while they are paired together with LGBTQ youth for a course project. Qualitative research methodology, as well as some descriptive statistics, will be presented and implications for school counselor training will be addressed.

Program ID # 292, Convention Center, Exhibit Hall, Booth PS24
Coping with Relational Aggression
30-Minute Project/Research Poster Session, Advanced
Bethany Anne Butson, DePaul University, Chicago, IL
This program shares results of a quantitative research study on how adolescent girls cope with relational aggression. The study took place at a high school in a large Midwestern city. Participants included 64 adolescent females in grades 10-12. To assess the prevalence of relational aggression, the participants completed the Self-Report of Aggression & Social Behavior Measure (Morales & Crick, 1998). The participants then completed the Adolescent-Coping Orientation for Problem Experiences (A-COPE, Patterson & McCubbin, 1983) to assess how they cope with such behavior. Results of this study found several significant relationships between relational victimization and coping strategies used. A discussion of these results will be presented.

5:00 pm - 5:30 pm

Program ID # 305, Convention Center, Exhibit Hall, Booth PS13
Substance Use Disorders Primer for Vocational Rehabilitation Counselors, Employment and Disability Counselors, and Others
30-Minute Project/Research Poster Session
Margaret Glenn, West Virginia University, Morgantown, WV, Joe Keferl

The goal of the presentation is to provide counselors with practices they can operationalize in their daily work with people with substance use disorders. The workshop will utilize a case study approach to review intake, eligibility determination, Individualized Employment Plan development and monitoring, as well as job development and job placement practices. Counselors will be introduced to resources available to help them in their ongoing learning, including an online training program and VR Counselor Desk Reference for Serving People with Substance Use Disorders.

Program ID # 310, Convention Center, Exhibit Hall, Booth PS18
Creating a College and Career Readiness Culture in Schools: Strategies for How Counselors Take a Key Role
30-Minute Project/Research Poster Session
Carolyn Kern, University of North Texas, Denton, TX

Providing a college and career readiness culture is paramount in today's schools. Participants will learn about ways to expand to include more participants in their school's effort to encourage students to obtain education past high school.

Program ID # 312, Convention Center, Exhibit Hall, Booth PS20
Untying the Knot of Anxiety Among 3rd Grade Students Through the Implementation of Relaxation Techniques
30-Minute Project/Research Poster Session
Amanda B. Ghibellini, Eastern Illinois University, Charleston, IL, Mera K. El Ramahi, Lincoln A. Estes

The purpose of the proposed innovative study is to alleviate the negative affects that self-perceived levels of test anxiety have on third grade students. This study, which involved 177 third grade students, is an extension of a pilot study conducted in the Spring of 2008 and 2009. Repetition of this study further increases the validity and reliability of the current findings. The relaxation training interventions included elevator breathing and guided muscle relaxation for children. The results of our most recent study corroborated the original hypothesis; students receiving no training will demonstrate no significant decrease in test anxiety scores. Join us to explore and experience the relaxation techniques and gather clinical resources.

Program ID # 313, Convention Center, Exhibit Hall, Booth PS21
Transforming the Education of School Counselors to Meet the Needs of Current and Future Students in a Contemporary Society
30-Minute Project/Research Poster Session, Advanced
Catherine J. Stower, Capella, Hampton Cove, AL, Jan Chandler, Chieko Koyama

School counselor training programs currently offer little if any training in crisis management or psychopathology, yet it is well documented that many crises occur on school sites and in surrounding communities. School counselors need training to facilitate and enhance the coping skills of students and schools involved in crisis situations. School counselors interact daily with children who have a DSM diagnoses, military families with emotional/physical trauma from the war, and are often responsible for educating students, families and staff about specific diagnoses and possible side effects of medications. This session will share innovative techniques to provide necessary information within existing courses.

5:00 pm - 6:30 pm

Best Practices Academy
Child & Adolescent Counseling Academy
Program ID # 328, Convention Center, Room 318
Youth at Risk: A Framework for Working With the Angry and Aggressive Millennium Student
90-Minute Program, Advanced
Dacia L. Moore, Second Wind Counseling & Consulting, Kansas City, MO

This program will explore the nuances of the millennium generation and how these nuances are reflected in the more aggressive attitudes of today’s youth. We will look at the relationship between community violence, symptoms of PTSD, externalizing aggressive behavior and internalizing self-destructive behavior. Community violence is long recognized as a significant public health problem and remains a serious issue
especially in light of the demonstrated relationship between violence exposure and psychosocial maladjustment. Clinicians who work with youth in school and private settings need culturally relevant and practical tools to work with this population and their families.

SUNDAY, MARCH 21

7:30 am - 8:30 am

Program ID # 344, Convention Center, Room 406
Connecting to the Net Generation: Using Social Networking Sites in Therapy
60-Minute Program
Marjorie C. Adams, The Ohio State University, Columbus, OH, Abbey Carter

Social Networking Sites have become increasingly popular amongst the Net Generation. The Net Generation describes individuals who where born approximately between the years 1982 and 1991. This presentation will discuss the unique challenges of working with this generation and will explore the interpersonal struggles that these individuals face. We will also help counselors think of ways they can use social networking sites in their work with these individuals and discuss ethical implications to consider. We will present statistics related to the popularity of these sites, show videos that represent this population, and facilitate a discussion around the implications of social networking sites.

IAAOC Sponsored Session
Addictions Academy
School Counseling Academy
Program ID # 345, Convention Center, Room 407
Averting Addiction: School and Community Prevention Programs
60-Minute Program, Advanced
Simone F. Lambert, Virginia Tech, Falls Church, VA, Tatyana Cottle, Emily Goodman Scott, Jennifer Scott, Nancy Baker

Effective components of addiction prevention programs, such as involving major stakeholders in the community and schools will be discussed. Examples of prevention programs will be provided, along with strategies to adapt programs to meet local needs. Ethical and multicultural considerations in developing and implementing addiction prevention programs will be explored.

School Counseling Academy
Program ID # 353, Convention Center, Room 319
Professional School Counselors as Leaders: A Review of Two Empirical Studies
60-Minute Program, Advanced
George McMahon, University of South Alabama, Mobile, AL, E.C.M. Mason, Dawn Robinson

Today’s professional school counselors are expected to exhibit strong leadership skills to help their students succeed, yet leadership is not often part of school counseling preparation programs and remains poorly understood as a component of the job. This presentation will present a clear vision of leadership for school counselors, a brief review of the literature, and the findings from two recent empirical studies, one investigating the leadership practices of professional school counselors, and the other examining the experiences of new school counselors as they attempt to establish themselves as leaders. Implications for school counseling practice and preparation will be discussed.

Multicultural Counseling Academy
School Counseling Academy
Program ID # 358, Convention Center, Room 405
School Counselors and Advocacy: Creating Collaborative Relationships to Enhance African American Males’ School Performance
60-Minute Program
Ahmad Washington, University of Iowa, Iowa City, IA

School counselors can play an integral role in the holistic development of students with whom they interact. School counselors are now expected to advocate on behalf of all students to facilitate their optimal development and academic performance. One student demographic in particular—African American males—has been found to experience many academic difficulties. Some believe that advocates can have an ameliorating impact on this student population. This presentation will encompass strategies that school counselors can utilize to establish school/community that would nurture African American males’ academic endeavors.

11:00 am - 11:30 am

Program ID # 372, Convention Center, Exhibit Hall, Booth PS8
Advocacy for Professional School Counselors: Scheduling and Testing and Disciplining, Oh, My!
30-Minute Project/Research Poster Session
Kathryn Henderson, University of New Orleans, New Orleans, LA, Lorraine M. Dinkel

One of the many challenges that professional school counselors (PSCs) encounter revolves around the inappropriate roles they can be called upon to fulfill, such as participating in the discipline process. Engaging in these inappropriate duties often takes valuable time away from comprehensive school counseling programs. Confronting these inappropriate roles and duties can be difficult, especially within a system that does not understand the benefits of PSCs to an academic institution. This presentation will
propose an advocacy framework for PSCs to directly address these inappropriate roles and duties. Developing a strong sense of professional identity, ideas for creating a mindset for advocacy, and case examples will be reviewed.

Program ID # 383, Convention Center, Exhibit Hall, Booth PS19  
**Effective School Counseling Intervention Strategies to Help Students**  
30-Minute Project/Research Poster Session, Advanced  
*Kananur V. Chandras, Fort Valley State University, Fort Valley, GA, David A. DeLambo, Sunil V. Chandras*

School counselors and other professionals are often faced with situations which require sound and practical counseling intervention decision making. Increasingly school counselors are being called upon to assist and increase students’ academic achievement. No Child Left Behind has led to an intense focus on the use of test scores in measuring academic achievement and on accountability for producing measurable achievement gains. It mandates that educators, counselors and other school personnel utilize effective counseling interventions to promote the goals. Counselors have certain ethical obligations when engaging in counseling, assessment, and assisting students. The presenters provide both guiding principles that are globally valuable.

**11:00 am - 12:00 pm**

*Best Practices Academy*  
*School Counseling Academy*  
Program ID # 393, Convention Center, *Room 407*

**CSCOR’s Annual Review: Research that Improves School Counseling Practice**  
60-Minute Program, Advanced  
*Richard T. Lapan, University of Massachusetts - Amherst, Amherst, MA, John C. Carey, Carey Dimmitt, Karen Harrington*

The Center for School Counseling Outcome Research (CSCOR) provides an in depth review of cutting edge outcome research that practicing counselors can use right now to improve their work in schools. This presentation is designed to meet the needs of school counselors committed to implementing evidence-based and supported approaches to best practices. To accomplish this goal, multicultural, social justice, interdisciplinary, and international perspectives will inform CSCOR’s review of available outcome research.

*LGBT Academy*  
*School Counseling Academy*  
Program ID # 403, Convention Center, *Room 321*

**Straight Talk About Counseling LGBT Youth**  
60-Minute Program, Advanced
Kristopher M. Goodrich, Southern Arkansas University, Magnolia, AR, Melissa Luke

Research reveals that LGBTQ are at-risk for a variety of negative outcomes at higher rates than their comparable heterosexual/gender normative peers. This is concerning, as few counselors have been educated or trained to address this population’s unique needs. This presentation will provide counselors with an overview of the literature related to LGBTQ youth and offer multiple strategies, techniques, model programming, and resources that have been effective in supporting the unique needs of LGBTQ youth.

Addictions Academy
Program ID # 404, Convention Center, Room 401
Recovery High Schools: Holding Environments for Substance Abuse Recovery and Adolescent Development
60-Minute Program, Advanced
Andrew J. Finch, Vanderbilt University, Nashville, TN

Participants will learn how recovery fits into a student’s substance use disorder continuum of care and provides a holding environment for adolescent development. Following treatment, students usually must return to schools and peers that represent their heaviest substance abuse. This often leads to poor treatment outcomes. Recovery high schools will be presented as drug-free environments that address multiple biopsychosocial issues and provide "confirmation” of the self (through acceptance), “contradiction” (through stimulation and “pacing”), and “continuity” over the passage of time. Resources will be discussed to assist counselors with advocating for the development of new recovery-based high school programs.

Multicultural Counseling Academy
School Counseling Academy
Program ID # 408, Convention Center, Room 413
Bienvenidos! School Counselors Advocating for the Academic, Career and Social Development of Hispanic Students
60-Minute Program
Ginger L. Dickson, New Mexico State University, Las Cruces, NM, Jennifer C. Leon

School counseling programs are designed in order to create and maintain a safe and healthy environment that promotes the academic, career, and social/personal development of all students. Rapidly changing student demographics within the public schools place greater demands on the promotion of successful students across different cultures. The academic success rate among Hispanic students is dismally low and requires urgent attention. Participants in this program will examine the systemic and individual obstacles hindering the academic success of Hispanic students and will learn how to work with administration, faculty, families, and students to promote the academic, social/personal development of Hispanic students.
2:00 pm - 2:30 pm

Program ID # 431, Convention Center, Exhibit Hall, Booth PS19
Preparing Hard-to-Reach Students for Post-secondary Education
30-Minute Project/Research Poster Session
Shawn Spurgeon, University of Tennessee, Knoxville, TN

This presentation focuses on ways to help more middle and high school students find post-secondary success. Information will be provided on creating effective college-preparatory programming designed for students whose parents lack personal knowledge about college. Participants also will have the opportunity to share their own ideas on this topic. A thorough handout will be provided.

Child & Adolescent Counseling Academy
School Counseling Academy
Program ID # 452, Convention Center, Room 401
Cyber Kids, Bullying and Balance: Assisting Youth to Positively Cope With Technology Use and Misuse
90-Minute Program, Advanced
Barbara Trolley, St. Bonaventure University, St Bonaventure, NY, Connie Hanel

Participants will: 1) Gain an understanding of what constitutes a cyber kid*, variables which impact on technology use (e.g., age, gender, socioeconomic status and culture), and the positives and negatives of technology use by youth; 2) Be able to define and describe cyber bullying (the categories, types, statistics, acceptable use policies, roles of the community, parents and youth); 3) Learn assessment and intervention skills, based on a psycho-educational-social model, to deal with technology misuse; 4) Become educated as to what constitutes cyber balance*, factors which impact on technology disequilibrium, and concrete means to restore technology balance; and 5) Receive a plethora of resources.

2:00 pm - 3:30 pm

School Counseling Academy
Program ID # 456, Convention Center, Room 413
Canine or Equine: A Client's Best Friends
90-Minute Program
Kathy McDonald, Cypress-Fairbanks ISD, Houston, TX, Brandy Henderson

If ‘Dog is Man’s Best Friend,’ perhaps he is client’s and therapist’s best friend, despite gender and age. Researchers suggest that animal-assisted therapy (AAT) and equine-assisted therapy (EAT) have benefits supporting a therapeutic environment. Presenters employ AAT in a school setting and will offer practical guidelines for implementation. One presenter trained in equine therapy works in a private practice setting and will
discuss pros and cons of EAT. Use of animals with abused children is included. Audience will receive the following handouts: training resources for AAT and EAT; research used by presenter for gaining permission from district for AAT; and powerful case studies of the use of dogs, horses, and rabbits.

3:00 pm - 3:30 pm

Program ID # 470, Convention Center, Exhibit Hall, Booth PS10
Developing a Model of Middle School Wellness: An Analysis of the Factors Predictive of Wellness Among Early Adolescents
30-Minute Project/Research Poster Session, Advanced
Joshua C. Watson, Mississippi State University, Meridian, MS

Previous researchers have identified adolescents as an ‘at-risk’ population in terms of mental health issues. Furthermore, this vulnerability could lead some to make unwell decisions that might lead to the emergence of such issues as depression, anxiety, eating disorders, substance abuse, and even suicidal ideation. As a result, we suggest applying the Indivisible Self Model of Wellness when working with an adolescent population based on its ability to promote positive lifestyle changes that will help meet the wide range of developmental and remedial needs common among this age group. In this session the results of a recent study will be presented and suggestions for implementing wellness-enhancing counseling activities will be discussed.

Program ID # 475, Convention Center, Exhibit Hall, Booth PS15
Adolescents' Requests for Help From Parents and School Professionals
30-Minute Project/Research Poster Session, Advanced
Moshe Tatar, Hebrew University of Jerusalem, Jerusalem, Israel

The presentation highlights the importance of help-seeking processes among adolescents, and seeks to provide a deeper understanding of their perceptions of the different roles played by parents and by school counselors and teachers as sources of support. Based on the responses from 995 Israeli students (56% females and 44% males) attending 44 classes in six junior-high and senior-high schools regarding their actual turning for help, we were able to map the main factors related to seeking help from each of the four different sources. In light of our finding of the low incidence of adolescents’ actually seeking help from school counselors, we will suggest ways and means of enhancing counselors’ help-providing role.

Counselor Education & Supervision Academy
School Counseling Academy
Program ID # 492, Convention Center, Room 303
A Service-learning Approach to Cyberbullying Prevention: Is Cyberbullying the SSDD (Same Stuff Different Day)?
60-Minute Program, Advanced
Gerra Perkins, Northwestern State University, Natchitoches, LA, Nicky Morri, Kayla Milstead,Ashley Wilkerson, Mary Lynn Williamson

This presentation offers research findings documenting the benefits of service-learning for students, the university, and the community, specifically as it relates to cyberbullying. Cyberbullying is a problem that affects almost half of all American teens, but there are steps that teens can take to stay cyber-safe. The experiences of counseling students who participated in an extensive service learning project which targeted the problem of cyberbullying and provided school counselors with the resources and materials to understand what cyberbullying is, ways to prevent it, and how to educate students and parents will be provided. This presentation has implications and recommendations for those who seek to enhance the communities they serve.

3:45 pm - 4:45 pm

School Counseling Academy
Program ID # 496, Convention Center, Room 318
Promoting Healthy Self-esteem in Gifted and Talented Students: Implications for School Counselors
60-Minute Program, Advanced
Michelle C. Muratori, Johns Hopkins University, Baltimore, MD

This presentation is aimed at sensitizing counselors to issues and factors that are believed to impact the self-esteem of gifted students. In this session, the presenter shares case studies of gifted students who have experienced academic, social, and/or emotional setbacks and the factors that have hindered or helped their adjustment. She identifies strategies that school counselors and other helping professionals can use to assist these students in developing the skills to realistically appraise themselves academically, socially, and emotionally, and build healthy self-esteem. Ways to promote tolerance and greater understanding among educators and others who interact with academically talented learners are also discussed.

Child & Adolescent Counseling Academy
School Counseling Academy
Program ID # 499, Convention Center, Room 321
What Every Counselor Should Know About Autism: Building Relationships That Promote Social Development
60-Minute Program
Elisabeth D. Bennett, Gonzaga University, Spokane, WA, Lyndsey J. Anderson

Every counselor who works in the schools or in any other position with children should have an understanding of Autism and related disorders. Children with this disorder often require particular types of boundaries, clarity, and patience in order for a counseling
relationship to be established and for influence to be effective for social and academic growth. This presentation provides the basic knowledge and skills set required to successfully work with children with Autism.

4:00 pm - 4:30 pm

ASGW Sponsored Session
Program ID # 514, Convention Center, Exhibit Hall, Booth PS6
The Preparation of School Counselors for Group Work
30-Minute Project/Research Poster Session
Sam Steen, The George Washington University, Washington, DC, Sheri Bauman

School-based counseling groups are part of comprehensive school counseling and guidance programs and research has consistently supported their effectiveness. However, preparing school counselors for group work presents unique challenges. The nature of group work training for school counselors and the relationship between training and practice are important questions that have not been adequately investigated to date. This presentation will describe which components of training school counselors report that they have experienced? How well prepared school counselors believe they are to implement group work (small group counseling) in their schools? What aspects of training are most beneficial and which aspects are lacking or insufficient.

Program ID # 517, Convention Center, Exhibit Hall, Booth PS9
Inspiring Excellence and Nurturing Potentials: School Counselor's Role With Gifted and Talented Students
30-Minute Project/Research Poster Session
Nadire G. Aydin, University of Iowa, Iowa City, IA

School counselors are in a great position to provide a safe place, and promote the social and emotional development of the gifted and talented. It is difficult to imagine school counselors impacting the development for all students without operating from a strengths-based perspective. This presentation will focus on 1) social and emotional development of gifted children: facts and myths; 2) school counselors’ transformed role: national model and positive psychology paradigms; 3) school counselors’ role in promoting gifted students’ social emotional development; and 4) benefits of using strength based school counseling approach. The target audience includes graduate students, counselor educators and school counselors and other practitioners.

Program ID # 521, Convention Center, Exhibit Hall, Booth PS13
School Counselors' Perception of Ethical Behavior
30-Minute Project/Research Poster Session
Tim Grothaus, Old Dominion University, Norfolk, VA, Ed Neukrug
The presentation features a summary of the literature regarding ethical concerns of school counselors, highlights of ASCA’s ethical code, and a presentation and discussion of the results of a national survey of school counselors' perceptions of ethically correct behaviors. The results can be used to assist in ethical decision making, inform the revision of ethical codes, and highlight important issues in ethics education relevant to school counseling. Differences as a function of age, ethnicity, gender, and school counseling setting will be examined, as will congruency between perceived ethically correct behavior, what is highlighted by codes as ethically correct, and what actually occurs in the field. Participants will receive the survey.

5:00 pm - 5:30 pm

Program ID # 542, Convention Center, Exhibit Hall, Booth PS10
The School Counselor as Advocate for LGBT Teens: Partnering for Safe and Supportive School and Community Environments
30-Minute Project/Research Poster Session
Julie A. Dinsmore, University of Nebraska at Kearney, Kearney, NE, Matthew J. Mims, Grace A. Mims, Laura Wielechowski

Advocacy training and social justice presentations implemented by a GLBT/Ally group within a Midwest high school sponsored by a high school counselor will be described. The role of the school counselor as advocate in partnering with a grant-funded community center designed to serve the GLBT population, as well as a state advocacy and policy group that works on GLBT issues, to help students design and deliver the training will be discussed. Various social justice-focused presentations made as a part of training will be described as well as steps taken to respond to anti-gay bias expressed by some parents and religious organizations. Qualitative and quantitative results on the impact on student and teacher participants will be included.

Program ID # 543, Convention Center, Exhibit Hall, Booth PS11
Fearing the Knock of la Migra: Counseling Latino Immigrant Children in the Schools
30-Minute Project/Research Poster Session
Graciela L. Orozco, San Francisco State University, San Francisco, CA, Ulash Thakore-Dunlap, Stephanie Wei Lee, Xavier Lovo

Immigrant children face steep challenges in the United States due to migration, acculturation, identity development, racism, and restrictive legislation. In recent times, undocumented Latino immigrants have been persecuted through tighter border controls, employer sanctions, and mass deportations, leading to the separation of thousands of families. Through a literature review and case studies from the schools, this panel presentation will examine how children are affected when their parents live in fear of deportation or are deported. Presenters will explore the school counselor’s role in
advocating for and applying a multicultural lens to promote the health and well-being of children affected by their parents’ undocumented status.

Program ID # 552, Convention Center, Exhibit Hall, Booth PS20
The Effectiveness of School Counselor Supervision With Internship Trainees Utilizing the ASCA Model
30-Minute Project/Research Poster Session, Advanced
Colette Blakely, Regent University, Virginia Beach, VA

With more and more school counseling programs seeking to become recipients of the Recognized ASCA Model Programs (RAMP) it is important to determine if differences existed in the supervision of school counselors in Traditional school counseling programs versus RAMP programs. Recent research findings indicated that there are significant differences between Traditional counseling supervisors and RAMP counseling supervisors across all supervisory activities. In addition, it was found that the school counseling supervisors involved in RAMP had more years of work experience than supervisors in Traditional programs. Implications of these findings for school counseling theory, research and practice are also discussed.

5:00 pm - 6:30 pm

School Counseling Academy
Program ID # 567, Convention Center, Room 317
School Counselors and Emotional Support Teachers: A Team Approach Using the Response to Intervention Model
90-Minute Program, Advanced
Jane V. Cebula, South Side Area School District, Hookstown, PA, Sarah B. Bonadio, Tammy H. Adams

Strategies and opportunities for school counselors and emotional support teachers to collaborate will be identified and discussed, including program design consistent with the Response to Intervention (RTI) model. The benefits of teaming with the emotional support teacher will be highlighted and addressed. Experiences of the presenters will be shared emphasizing best practices in the school setting to work in partnership and enhance service delivery.

School Counseling Academy
Program ID # 574, Convention Center, Room 405
Infusing Equity-based College Admissions Counseling Into a Master's Level School Counseling Program: One University's Model
90-Minute Program
Rachelle Perusse, University of Connecticut, Storrs, CT, Vivian V. Lee
The presenters will provide a framework to help school counselor education program faculty integrate equity-based college admissions counseling into their program requirements. Counselor educators will learn: 1) the importance of preparing master's level school counseling students to provide equity-based college admissions counseling; 2) how to integrate college admissions counseling content into pre-existing courses; 3) how college admissions counseling content aligns with the CACREP standards; and 4) specific and measurable learning outcomes based around college admissions counseling content. The presentation will provide an opportunity to engage in discussion, as well as hands-on activities to assist faculty with implementation.

Group Work Academy
School Counseling Academy
Program ID # 577, Convention Center, Room 414
Using Consultation to Help Teachers Develop an Awareness of Group Dynamics and Reduce Classroom Management Concerns
90-Minute Program
Matthew S. Day, Queens College - CUNY, Flushing, NY

This presentation focuses on the application of group dynamics and knowledge of group stage development in the consultation process between school counselors and classroom teachers. Methods will be outlined for school counselors to aid classroom teachers in becoming more aware of specific group dynamics and concepts that will help address classroom management concerns. A parallel process will be drawn between counseling groups and the classroom as a group.

MONDAY, MARCH 22
7:30 am - 8:30 am

Child & Adolescent Counseling Academy
School Counseling Academy
Program ID # 584, Convention Center, Room 406
Cultural and Developmental Predictors: Successful Transition to Higher Education for Disadvantaged High School Students
60-Minute Program
Richard Ricard, Texas A&M University-Corpus Christi, Corpus Christi, TX, Catherine Abernethy

Research demonstrates that quality contextual support is a primary factor in supporting the resiliency of disadvantaged and minority students in their transition to higher educational environments. What works to sustain these students? Counselors need fresh knowledge and tools to provide critical social and emotional support. Using a strength-based approach, counselors will be exposed to contemporary research findings that support the role of social and contextual factors in the success of high school students.
seeking higher education. Assessment tools and implications for multiple counseling settings are included.

School Counseling Academy
Program ID # 585, Convention Center, Room 407
The Changing Trend of Contributing Factors to School Dropout Between 1980s and 2000s in the U.S.: Decomposition Analysis
60-Minute Program, Advanced
Suhyun Suh, Auburn University, Auburn, AL

“In what ways might contributing factors to dropout in 1980’s be different from dropouts in 2000’s?” In order to answer this question data analysis was conducted with two series of national longitudinal survey, NLSY79 and NLSY97 conducted by the National Center for Education Statistics (NCES). Participants will also be able to learn about changing patterns of the dropout risk factors when the two cohorts are being compared for their patterns displayed in 1980s and those in 2000s using decomposition analysis.

School Counseling Academy
Program ID # 601, Convention Center, Room 414
School Counselors and Collaboration: Finding School Resources Through Community Asset Maps
60-Minute Program
Dana Griffin, University of North Carolina - Chapel Hill, Chapel Hill, NC

Community asset mapping will be presented as a tool for school counselors to use to help locate resources for the school population. In learning about community asset maps, attendees will gain knowledge about the benefits of community asset mapping, how to locate possible resources, and how to create a visual representation of the school and community resources that can be used by students, staff, and families. Additionally, attendees will learn how to use community asset maps within the scope of their current work responsibilities. Handouts will include an example of a community asset map as well as a comprehensive “starter list” of possible resources.

Counselor Education & Supervision Academy
Couples & Family Counseling Academy
Program ID # 602, Convention Center, Room 415
A Training Model for School, Community, and Family Collaboration
60-Minute Program
Brett Zyromski, Southern Illinois University Carbondale, Carbondale, IL

This presentation will introduce a school-community-family model for building collaborative partnerships between schools and families. In addition, a training model for
teaching the model at the graduate level is proposed, and the roles of school counselors, mental health counselors, and marital, couple, and family counselors are detailed for professional practice. Professional counselors in attendance will learn and discuss a comprehensive model of collaboration, while counselor educators will learn strategies for implementing the model as a training program at the master’s level. Participants will leave with practical steps for implementation of the model in their own professional environment.

8:45 am – 10:15 am

**Multicultural Counseling Academy**
**School Counseling Academy**
Program ID # 620, Convention Center, **Room 401**
**Zero Tolerance for African American Males: School Counselor Advocacy Intervention and School Discipline**
90-Minute Program Advanced
*Sheila Witherspoon, Monmouth University, West Long Branch, NJ*

Zero tolerance policies are both defended and disputed as an effective disciplinary method (Advocating Reform of Zero Tolerance School Discipline Policies, Education Law Center (New Jersey, 2002). Yet, the National Center of Education Statistics (2003) states that African American males experience disproportionate school exclusion (suspension and/or expulsion) in comparison to other racial and/or ethnic groups. Using case studies, participants will examine zero tolerance policies, counseling advocacy research and models (American Counseling Association), and their own counselor advocacy experiences to provide intervention strategies that could alleviate how zero tolerance policies affect African American males.

**Best Practices Academy**
**School Counseling Academy**
Program ID # 622, Convention Center, **Room 405**
**Transforming Professional School Counselor Practice**
90-Minute Program
*Tim Grothaus, Old Dominion University, Norfolk, VA, Carol J. Kaffenberger*

Educational achievement and access are often correlated to K-12 students’ race/ethnicity, social class, and family language. School counselors are in a critical position to counteract this distressing reality by advocating and implementing a just and equitable school counseling program that promotes the success of all students. The presenters will share a brief summary of a statewide research study and their response to the study’s conclusions; a guide designed to empower school counselors and school counseling students with the knowledge, skills, and attitudes to promote effective and equitable school counseling practices.
10:30 am – 11:30 am

**PCA Sponsored Session**
**School Counseling Academy**
Program ID # 629, Convention Center, Room 403/404
**Imprisoned Spirits: Healing the Pain of Children of Incarcerated Parents**
60-Minute Program, Advanced
Marcy J. Douglass, Shippensburg University, Shippensburg, PA, Bill McHenry, Danielle Conrad

Children with an incarcerated parent have many transitions and obstacles in their lives. These transitions can make school and learning difficult. Research informs us that there is a correlation between parental criminality and an increase in emotional and behavioral problems in their children. In order to provide focused interventions for children of incarcerated parents, Shippensburg University created a partnership with Harrisburg School District to implement a program for school counselors to use group counseling with this population. This presentation will reveal experiences in this initiative from partnering with the Harrisburg School District, to identifying students, to implementing the program and discussing the outcome data.

**School Counseling Academy**
Program ID # 642, Convention Center, Room 320
**Responding to Adolescent Mental Health Concerns: School Counselors’ Conceptualizations of Their Training**
60-Minute Program, Advanced
Cynthia T. Walley, Hunter College, New York, NY

Some school counselors feel ill prepared with the array of challenges facing today’s youth, school counselors are in a unique position to recognize and respond to the diverse mental health needs of students. Thus, it is essential to examine how school counselors conceptualize their training process to recognize and respond to adolescent mental health issues. A summary of a grounded theory research will be discussed. Implications and a brief examination of the some promising responses will be addressed. The use of culturally responsive efforts to promote mental health and assist with the amelioration of student mental health concerns will be addressed. Presentation will be didactic and handouts will be provided.

**Child & Adolescent Counseling Academy**
Program ID # 646, Convention Center, Room 405
**Iowa School Counselors’ Service With Linguistically Diverse Students’ Families on Parental Involvement**
60-Minute Program
Culturally and linguistically diverse students in the U.S. public school system are increasing. However, these students represent a neglected portion of the school population because of the language barriers, and racial, ethnic, linguistic, and religious discrimination. The presenter will discuss specific partnership practices that predict level of involvement and role perception for school counselors and factors related to partnership in school predict counselors’ perception working with linguistically diverse students and share her findings with 260 Iowa school counselors. The target audience includes graduate students, counselor educators and school counselors. Multicultural considerations will be infused throughout the presentation.

12:00 pm – 1:30 pm

Child & Adolescent Counseling Academy
School Counseling Academy
Program ID # 659, Convention Center, Room 302
Strengthening Interdisciplinary Collaboration in Schools: Potential Roles for Counselors
90-Minute Program, Advanced
Elizabeth A. Mellin, Penn State University, University Park, PA

While resources decrease and social problems escalate, schools face significant pressures to improve academic, social, and emotional outcomes. What is clear is that no one discipline or approach can address these multifaceted needs. While interdisciplinary collaboration has been embraced by educational and mental health systems as a promising approach for addressing these complex issues, true collaboration remains elusive in practice. To better support counselors for this evolving model of practice, there is a need for research-based recommendations. This presentation offers school and community-based counselors practical guidance for strengthening interdisciplinary collaboration in schools.

Multicultural Counseling Academy
School Counseling Academy
Program ID # 665, Convention Center, Room 319
Post-secondary Planning Initiatives for Underserved Student Populations
90-Minute Program, Advanced
Suzanne D. Mudge, Texas A&M University - San Antonio, San Antonio, TX, Patricia Henderson, Cullen T. Grinnan

Today’s culturally competent comprehensive, developmental guidance and counseling programs must be designed to honor and accommodate the unique needs of underserved and marginalized populations. Designing and implementing culturally appropriate and
effective post-secondary planning activities requires specificity in design and delivery. This session explores critical barriers to human capital development of low-income and minority students; instructs on design of guidance lessons and individual planning sessions; and provides recommendations for a culturally sensitive delivery of services.

*Counselor Education & Supervision Academy*
*School Counseling Academy*
Program ID # 667, Convention Center, **Room 321**
**Creating an Urban School Counselor Education Program: University and School Connection**
90-Minute Program Advanced
*Jake J. Protivnak, Youngstown State University, Youngstown, OH, Don Martin*

This presentation will examine the development of an urban school counseling program and the collaboration between the district and the university. Issues related to minority student success will be examined as well as the role and function of the urban school counselor. The presenters will discuss the implementation of an early college high school on the university campus and the role and function of the school counseling interns in the success of that school.