



WSCA Updates

For current WSCA happenings please check out our website:
www.wscaweb.org

WISCONSIN SCENE!
Network with Statewide School Counselors Today! The Wisconsin School Counselor Association is excited to announce the addition of "Wisconsin SCENE" to the American School Counselor Association discussion board, ASCA SCENE, located at www.schoolcounselor.org/SCENE

Here is the great news: WSCA offers a **FREE** student membership for first-year graduate students in school counseling programs here in Wisconsin! After that, each year's membership costs only \$25.00!

Comings and Goings

Wisconsin School Counselor Association 8th Annual Summer Leadership Academy

Memorial Student Center, UW-Stout Campus - Menomonie, WI
Wednesday, August 6, 2014 from 9:00 a.m. - 4:00 p.m. (includes lunch)
Data Driven Counseling with WSCPAR (formerly SPARC-W), SLOs, and RAMP
Brand New: \$40 Student Rate

A Year to Reflect on: Message from our Grad Rep

Meg Plicka, Concordia University

I started my journey as a WSCA Student member in Nov. 2012. This all began because my old school counselor, whom I respect and look up to, suggested I check it out. In fact, what actually happened was he said if he saw my resume and it didn't have WSCA on it he would be disappointed in me. The moment I became a student member and my application was processed it was a whirlwind. I became Concordia's first WSCA Student Representative in my first week and after about a month I found myself being the next Graduate Student Representative. Most people didn't realize at the time I was only about a month or two into my program.

During the spring of 2013, I was preparing myself for the position as Graduate Student Representative and my head was full of ideas. I was excited and yet a part of me was terrified because I didn't know how I would do it or if I would be any good at it. It is hard to believe that a year has gone by already and now I am at the end of my term as Graduate Student

Representative. Through my time as the Graduate Student Representative there have been many things that I have witnessed and gone through. I have witnessed the dedication and passion that a lot of my fellow graduate students have for their profession. I have witnessed our group grow, change and improve with each passing month. At the start of this year, many did not have a clue what they were supposed to be doing and some even asked what the benefit to this group was. Now we are a group that knows our positions, we have a voice, we have made our mark and we have worked together to make this group better.

At the beginning of this year the graduate students had benefits to their WSCA membership, but there were elements missing that were vital to our success. This year will end with the graduate students having their own tab on the WSCA website filled with resources, materials to check out, announcements will be able to be accessed and more. (*Cont'd on pg 2*)

A Year to Reflect On (Continued from Page 1)

This year will end with the Graduate Student Committee having their own Facebook group to be able to connect with each other more. This year the hours were cut for volunteering for Conference so that more students could volunteer and get free registration. We worked together to be able to sell enough shirts to pay for the cost of the shirts, pay for our Social and have money left over. Our Newsletters grew and are now filled with more students writing articles for them as well as having sections for specific topics. This year we did more than I ever thought was possible and we paved the way for more improvements to be done in the years to come.



Each and every school counseling graduate student that attended meetings, attended Conference, attended other events, volunteered for Conference, created posters for the Poster Session and especially all the Student Representatives and Regional Co-Chairs who worked hard behind the scenes made this possible. I will leave this position in June proud of this Committee and all that was accomplished this year. I am proud of all the work, dedication and time that people put in this year. I couldn't have done anything without all of you and I appreciate the experience I have had this year. This year was not an easy one; there were times when I was frustrated and stressed beyond belief. I changed as a leader over the course of this year and I learned many things about myself as well as the students I have worked with. This year was worth every stressful and frustrating moment because a difference was made.

I want to thank all of you for everything you have done and the work you have put in. It is my time now to turn this position over to someone I know will do amazing things of her own next year. So I pass the torch now to Liz Singer and say farewell to all of you and congrats to all of our May Graduates!!

A Look Back on the 2013/2014 Graduate Student Leadership Team

Regional Co-Chairs

Ben Koepsell (Regional Co-Chair): I currently attend Concordia University Wisconsin. I did my practicum work at Oostburg Elementary and Middle Schools as well as Random Lake High School. After completing my hours, I was hired for a part-time counseling position through the remainder of this year, working two days per week. As of early December I became part of the WSCA Graduate Student Board as one of the Regional Co-Chairs and I am excited to have this opportunity to work with so many great future school counselors! My future goals include working as a full time school counselor at the middle school level, coaching soccer or basketball at the varsity level, and impacting the lives of each student I come across.

Jolene Rueden Schatzinger (Regional Co-Chair): Jolene is currently a Graduate Student at the University of Wisconsin Oshkosh. Previous to starting her graduate studies to become a professional school counselor, Jolene was a college admission counselor at both Ripon College and Mount Mary University. As a school counseling student, Jolene was honored with the recognition of the Mike Troy Graduate Student Scholarship through WSCA. Jolene seeks inspiration in connecting with others, and always enjoys good conversation around a campfire or a scoop of ice cream. Jolene graduates in May and looks forward to her future career being a leader in a school as a school counselor.

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*Continued from page 2: 2013/2014 Graduate Student Leadership Team***Regional Co-Chairs**

Panya Soung (Regional Co-Chair): Greetings! I am Panya Soung, Southern Regional Co-Chair. I am finishing up my last semester at UW Oshkosh. I am enrolled in the Professional Counseling program, with a school counseling emphasis. It has been a great journey with opportunities for personal growth, service learning and internship experiences, and becoming a leader. I am looking forward to becoming a young school counseling professional.

Ashley Weibel (Regional Co-Chair): Hi. My name is Ashley Weibel. I have a Bachelor's degree in Human Development and Family Studies from the University of Wisconsin-Stout. I am currently in my final semester of the School Counseling program also at UW-Stout. I am completing my school counselor internship at Fall Creek Middle/High School. I am looking forward to graduating in May. In my free time I enjoy cooking and baking, reading, and spending time with my family and friends. My experience as regional co-chair for the WSCA graduate student board has been very rewarding as I have had the opportunity to meet many current and future school counselors from all over Wisconsin and Minnesota.

School Representatives**Elizabeth (Liz) Singer (U.W. Whitewater Student Representative & Graduate Student**

Representative Elect): Liz is finishing up her Master's degree at UW-Whitewater, after receiving her B.A. in English from UW-Madison. She works as the supervisor of an after-school program in Merton by day, and by night, is the lead singer of a rock cover band called Shakedown. She also fills her time competing on the Wisconsin Masters swim team, running, writing, playing some instruments, and mostly, trying to find time to fit it all in.

Molly Markham (U.W. Platteville): I am currently enrolled in the University of Wisconsin Platteville's Counseling Psychology Master of Science in Education program. I plan to become licensed as a school counselor and a mental health counselor. My research interests include multiculturalism, poverty, solution-focused brief counseling, and increasing mental health services in schools. I look forward to making a positive difference in the lives of children and young adults.

Elizabeth Weigandt (U.W. Oshkosh): I am currently in my last semester of the program and will be graduating in May. I am fulfilling my last internship requirement at North Fond du Lac High School and loving it. I have a passion for helping others and working with children of all ages. I love to spend time with my family, cook and travel. I have gained a great deal of leadership skills from being involved in WSCA and I've met some wonderful people. I look forward to continuing my involvement with WSCA after graduation.

Kimberly Easley (Mount Mary): My name is Kimberly Easley and I am the Graduate Student Representative for Mount Mary University. I will be graduating in May 2014 and I aspire to work as a Professional School Counselor at the high school level. I am a huge proponent of career readiness, collaboration and working with at risk populations.

Amy Gahl (Marquette): I'm a second year student at Marquette University. I'm excited to graduate in May and begin my journey as a professional school counselor. I'm looking forward to becoming a leader in the school that I begin my career in and most importantly, impacting student's lives. I graduated from UW-Whitewater in 2009 with a degree in psychology (I also played softball there) and spent two years in AmeriCorps in Milwaukee and one year working for Girl Scouts of Wisconsin Southeast before starting my graduate studies at Marquette.

*Continued from page 3: 2013/2014 Graduate Student Leadership Team***School Representatives (Continued)**

Grace Schmid (U.W. Stout): I have a bachelor's degree in Psychology from UW-River Falls. I have a passion for working with children and helping them realize their potential. I hope to work in an elementary or middle school setting as a professional school counselor when I graduate. I love to read, watch movies, and play board games. I have attended WSCA for the last two years and it was really a phenomenal experience. The speakers they bring in are really great and give you so much information on many school counseling related topics. I know I took away a lot to think about in my own career and also a renewed passion for becoming a school counselor. It also is a really great opportunity to network with school counselors and also with other graduate students.

Megan Leisen (Winona): I'm currently in my first year at Winona State University in Winona, MN. I am originally from Kellogg MN. For my undergrad, I attended Saint Mary's University of Minnesota in Winona, MN. My major was Psychology and I had a minor in Criminal Justice. I have always wanted to pursue a career in School Counseling and am enjoying the road to get there.

Dana Erickson (Winona): My name is Dana Erickson and I attend Winona State University. I also attended Winona State for my undergraduate career where I earned my Bachelor's Degree in Social Work. While attending graduate school, I serve as an AmeriCorps VISTA (Volunteers In Service To America) member serving At-Risk Youth and Families. I am excited to be able to have this wonderful opportunity to connect with other School Counseling students from across the state!

Lorice Ratas (U.W. Whitewater): Lorice Ratas is a graduate student at the University of Wisconsin-Whitewater and seeking her Masters in Counseling with an emphasis on School. She is finishing up her 2nd year in the program and is eager to start her internship at Longfellow Middle School this fall with anticipation of graduating in May of 2015. Her interests in School Counseling include focuses on School Wide PBIS, trauma and interventions and the use of art therapy in schools

Katie Schultz (Concordia): Katie is currently a student at Concordia University obtaining her Master's in School Counseling. She works full-time as the Prevention Coordinator at Two Rivers High School helping run various groups and clubs at the school while promoting healthy choices. Katie coordinates the Community Learning Center (CLC) grant at L.B. Clarke Middle School and also helps co-chair Healthiest Manitowoc County's Substance Abuse Prevention Coalition. In her spare time she loves to be outdoors, watch the Brewers, spend time with her friends and family and sometimes relax and read a good book.

Emily Rose and JoAnna Schwarze (U.W. River Falls)

Garrett Silker (U.W. Superior)

Brian Cahoon (Lakeland)

Regional Co-Chair Role:

Regional Co-Chairs are those who are essentially the Graduate Student Representative's right hand people. They each have student representatives to check in with, their position of authority is right under the Graduate Student Representative; they put together the Newsletters, complete task asked of them by the Graduate Student Representative and more.

Student Representative Role:

Student Representatives are those who essentially represent all the School Counseling Graduate Students at their University. They speak for their fellow classmates, promote WSCA events, send out updates, recruit new students, help make the big decisions and more.

A.C.E. it Out for Students with Autism!

Kimberly Easley, Mount Mary University



In support of Autism Awareness Month and as a parent/advocate of a child on the spectrum, I have elected to bring attention to topic of Autism. Autism or Autism Spectrum Disorder are general terms used to describe a group of complex developmental brain disorders caused by a combination of gene and environmental influences. These disorders are characterized by communication difficulties, social and behavioral challenges, repetitive behaviors and vary in degree among those impacted. According to recent statistical data from the Center for Disease and Prevention Control, the prevalence of autism now affects 1 in 68 children, a 30% increase from previous statistical data. The disorder occurs in all racial, ethnic, and socioeconomic groups, with boys being 5 times more likely to be diagnosed than girls.

Citing the increasing prevalence, schools are also being met with an increased number of students with autism. Given such, it is imperative that schools work to create and foster learning environments that offer support, awareness and inclusion for students with autism. As aspiring school counselors, we are equipped with the knowledge, skills, competence and leadership to advocate for learning environments that meet the academic, social/personal and career needs of students on the spectrum. Through the concept of **A.C.E**, school counselors can achieve this reality through a multimodal approach. A.C.E is an acronym for **Advocate-Collaborate-Educate**, which describes what we can do as prospective school counselors to support students with autism within the educational setting.

Advocate- In adherence to the professional and ethical standards of the American School Counseling Association, school counselors work to advocate on the behalf of all students, with special consideration given to those students who are considered to be at risk. School counselors should ensure that the delivery of a comprehensive school counseling program encompasses and cultivates the academic, social, emotional and career development of students with autism. School counselors can advocate for students to receive appropriate accommodations/modifications in learning environments (shortened assignments, more time for testing, access to assistive technology), ensure positive behavioral intervention supports are in place to address behavioral challenges, and that students are engaged in inclusive programming within the classroom (fieldtrips, inclusion in school events and programs).

Collaborate- Serving as a systematic, collaborative consultant, school counselors work in alliance with stakeholders such as administrators, school social workers, school psychologists, special and regular education teachers, aides, as well as families, physicians, and mental health professionals to share and acquire knowledge to support the comprehensive needs of students with autism. School counselors can elect to participate in IEP meetings, help co-facilitate RTI initiatives, engage in goal planning with families, and acquire recommendation of strategies from mental health providers. School counselors could collaborate with teachers to make recommendations for classroom instruction, involve and inform parents of their student's progress, and serve as a consultant during elementary- middle-high school and post-secondary transitions. In an effort to stay abreast of best practices, information and resources, school counselors may attend professional development seminars and network with community organizations that offer resources and support for individuals with autism.

Educate- Given the growing prevalence and lack of autism awareness within schools, school counselors can plan, coordinate, implement and facilitate activities that foster learning opportunities for others to become knowledgeable about the disorder and learn ways to support. Through offering and facilitating parental

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seminars, school counselors can empower parents and caregivers with helpful strategies to cultivate the success of their students and inform of available resources in the community. Through professional development in-services, school counselors can also provide teachers with strategies, recommendations and interventions that help inform effective teaching practices that meet the academic and social skill needs of students with autism. As part of the delivery of a comprehensive school counseling program, school counselors could provide individual and group counseling sessions to help with social skill development, emotional regulation, self-management techniques, self-advocacy, among other skills. To help promote awareness, sensitivity and inclusion, school counselors could deliver classroom guidance curriculum lessons that teach students about autism, ways to assist and engage their peers, and the importance of tolerance and embracing differences.

The Nurtured Heart Approach

Liz Singer, University of Wisconsin Whitewater

Now that the WSCA conference has come and gone (and with the weather *hopefully* getting warmer outside), it can become more difficult to spend time thinking about all the great school counseling resources we learned about in Madison. I'm trying to avoid that habit as I head into my internship next year, and one section I really want to think about going forward is Tammy Holtan Arnol's section entitled "The Nurtured Heart Approach."

Tammy, the school counselor at Country View Elementary School in Verona, clearly explained Howard Glasser's Nurtured Heart Approach, proving how school counselors can effectively utilize these techniques. She discussed how schools often view intensity in children as the enemy, when, in fact, the key can be to channel the child's energy to use it in a positive way, instead of dismissing that energy. I learned that traditional methods of discipline are not a good fit for the intense child, since they often make the situation worse. Instead, we can let the child be seen as the true person that he or she is and help transform their behaviors in a positive way.

To learn more, read: *Transforming the Difficult Child* by Howard Glasser and *There's Always Something Going Right: Workbook for Implementing the Nurtured Heart Approach in School Settings* by Tammy Small.

One of the central goals of the Nurtured Heart Approach is building inner wealth, which means helping kids be stronger on the inside, in order for them to use intensity to their benefit. This is different from self-esteem in that it is longer-lasting. This approach also places a high value on the relationship between school counselor and child, ensuring that we are present and that we truly show up.

Lastly, Tammy introduced the video game theory, which is especially helpful when working with "difficult children". Video games compel kids to be successful, and this is true even for those children who are not motivated to do their homework. If we try to follow the videogame structure in our expectations of children, by creating strong and predictable outcomes (by confronting children with their successes and not solely calling out mistakes), by making clear and predictable rules, and by delivering consistent consequences, we can hope to more effectively meet students' needs.



A picture of Mount Mary University students and faculty at WSCA's Conference

Transitioning into the “Real World”

Ben Koepsell, Concordia University

I started this adventure as a Regional Co-Chair for the WSCA Graduate Student Board in December of 2013. I didn't have a clue what to expect as my reason for joining WSCA was to beef up my resume and being part of the Graduate Student Board was brought up as a potential option with my student membership. After contacting Meg and hearing about the position I decided that this was a great way to get involved and stay up-to-date with the counseling profession. I couldn't have predicted that I would have enjoyed the position so much and that I would have learned as much as I did so quickly. It makes me regret not joining WSCA as soon as I became a graduate student to take advantage of the resources and networking opportunity that WSCA has to offer.

Overall, I was very pleased with how this year went and with what we were able to accomplish as part of the Graduate Student Board. It really makes the transition into the “Real World” that much more challenging. With the year winding down, our duties coming to an end, and graduation right around the corner, searching and applying for jobs has taken over much of my time.

I want to be the first person to say that it is important to relax through this whole process. I'm as guilty of it as anyone, but stressing out about not getting calls for interviews or the application process in general doesn't make this any easier. It is important to remember self-care and that you really need to sell yourself in the interviews. Don't feel like you are bragging because the interviewers really want to hear what makes you stand out above the other applicants. After applying for several different positions and interviewing at multiple locations, I still haven't heard the words I've been longing to hear, “Congratulations, you got the job,” but that doesn't mean I'm discouraged. I know that my time will come and that when I get the opportunity I am going to take full advantage of it.

If being a member of the WSCA Graduate Student Board has taught me anything, it is that I was working with some truly amazing school counselors and I know that where ever each of you find a job, you will be great. I hope we will be able to continue to use each other as resources in the future. Thank you for the effort and the commitment that each of you gives to the profession on a daily basis and good luck to you all in the interviewing process!

A Unique Conference Experience: NARENWICH

Jolene Rueden Schatzinger, University of Wisconsin Oshkosh

I love opportunities to grow my toolbox of skills that will help me best serve students; what aspiring school counselor does not? When I heard that one of the school counselors at my internship site would be attending a conference just ahead of WSCA's conference, I decided to find out more. I quickly became impressed with the national network of professionals who join together to share resources about serving the students who are often in need of a great deal of support, and this is when I learned about NAREN, the National At-Risk Educational Network. NAREN's Wisconsin Chapter is known as NARENWICH, and it held its eleventh annual conference in Wisconsin Dells on February 13-14.

I met only a handful of school counselors while attending sessions in a format similar to that of WSCA's conference. However, I left the conference feeling that I need to spread the word to the school counseling community because of the relevant resources and ideas that I gained. A few highlights included a DPI presentation on the new Academic and Career Plan (ACP) model, tips on de-escalating situations with students, and learning how feedback can help students develop a growth mindset that helps students realize their intelligence is not fixed and can be improved. To learn more about the Wisconsin Chapter of NAREN, visit NARENWICH.org



New Beginnings

Molly Markham, University of Wisconsin Platteville

With graduation just around the corner, many students will soon begin an exciting new chapter in their life: their career. As we prepare to celebrate our accomplishments as graduate students, we also begin the transition into our aspired-for profession. This transition will vary from person to person, depending on their current life situation; however, many of us will experience the challenges of finding a job and paying off student loan debt. In regards to these challenges, I offer the following advice:

Apply what you've been learning and reach out for any additional resources. We have been preparing to become competent counselors through education and practicum experiences, and it has led us to this point: finding a job. As we move forward, it's important for us to show employers our potential on paper and in person. Use your college's career center to help prepare you for this phase. Additionally, take advantage of the resources listed below to help job hunt and prepare for interviews:

- http://www.schoolspring.com/find/counselor_jobs.cfm
- <http://ww2.wisconsin.gov/state/employment>
- <http://www.schoolcounselor.org/administrators/interviewing-school-counselors>
- <http://www.ohioschoolcounselor.org/Resources/Documents/ASCA%20Job%20Search%20Tips%20for%20School%20Counselors.pdf>

Know your options. Student loan repayment and/or forgiveness opportunities exist at varying levels (federal, state, employers), so it's important to be aware of all your options. One option for full time school counselors working at public schools is public service loan forgiveness, which can forgive the remaining debt of borrowers after making 120 monthly payments. Further information on public loan forgiveness can be found at <http://studentaid.ed.gov/repay-loans/forgiveness-cancellation/charts/public-service>.

My final piece of advice is to breathe. As we hit the homestretch, it is easy to get caught up and forget our most basic human needs to eat, sleep, and breathe. However, right now it is more crucial than ever for us to take care of ourselves. After all, how do we plan on helping young people if we are not yet taking care of ourselves? So take a deep breath and enjoy the ride as you dive into new beginnings.



A Note from Your Future 2014-2015 WSCA Student Graduate Representative

Liz Singer, UW-Whitewater

Hi, WSCA Reps! I am very excited to serve as your Graduate Student Representative for the 2014-2015 school year, and I can't wait to work with those of you who will be continuing as representatives. If you have any ideas for next year, please feel free to send them my way at atlizsinger2@gmail.com. (Thank you in advance for all of your hard work!) And a huge thank you to Meg for all of her dedication this year! Let's have another great year! - Liz Singer

~ Graduate Schools with WSCA Student Chapters ~

Concordia University, Lakeland College, Marquette University, University of Wisconsin-Milwaukee, Mount Mary University, University of Wisconsin-Oshkosh, University of Wisconsin-Platteville, University of Wisconsin-River Falls, University of Wisconsin-Stout, University of Wisconsin-Superior, University of Wisconsin-Whitewater, Winona State University.