



Counselor News

November 2004

Guidance Services

Escape School Program in Duval County

Escape School is a nationally acclaimed child abduction prevention program brought to Florida by Attorney General Charlie Christ. The program explains practical prevention techniques in a non-threatening manner. The entertaining and empowering one-hour program is free to the public. It involves interactive demonstrations and an engaging video presentation. Parents/guardians are urged to attend with their children. *Escape School* will be held at Chimney Lakes Elementary on December 7, 2004, at 6:30 p.m.

2004 Florida School Counselors' Survey Needs You!!!!

Please help provide information to improve Florida's guidance counseling programs. Dr. Jennifer Baggerly of University of South Florida and Tim Baker of University of Florida are conducting an online survey to discover school counselor trends in time spent on duties, the impact of the FCAT on your duties, and other areas.

You can take the 2004 Florida School Counselor's Survey by going to the link below. We are asking that only one school counselor per school complete the survey so please check with your colleagues. We hope to get 100% participation! Thank you!
<http://plaza.ufl.edu/tdbaker/survey>



Updated Ethical Standards Now Available for Download

A new version of ASCA's Ethical Standards for School Counselors is now available for download from ASCA's Web site free of charge. To access your online copy, simply visit www.schoolcounselor.org, and click on "Legal and Ethical."

Decade of Decisions offers Timely Information for Parents

College Parents of America, a growing, nonprofit organization providing advocacy and resources for current and future college parents, is offering a free, quarterly e-newsletter for parents of students in the seventh grade through the fourth year of college. Called *Decade of Decisions*, the opt-in product serves up parent-friendly information in an easy-to-digest format, with bullet points on topics ranging from academic preparation, the application process and financing options, among many others. Some points stand alone, while others are accompanied by links to specific Web pages that give parents a deeper cut at information of interest. Demos of *Decade of Decisions* and instructions for the simple, free sign-up can be found at www.collegeparents.org. For more information, please contact jboyle@collegeparents.org, or call Mr. Boyle at 703-797-7103.



VIEW THIS NEWSLETTER ONLINE: www.Duvalguidance.com
Click on "Counselor's Corner," then "Newsletters."

2005 Annual Conference Keynote Speakers Named

ASCA has an exciting line-up of keynote speakers set for its 2005 annual conference, June 26-29, at Disney's Contemporary Resort. Freeman A. Hrabowski, III, Ph.D., University of Maryland president, will be the keynoter on June 27, and Kay Toliver, an award-winning teacher and senior associate of the Foundation for Advancement in Science & Education (FASE), will speak on Tuesday, June 28. Additionally, Rosalind Wiseman, author of *Queen Bees and Wannabees* will be a featured speaker on Sunday, June 26.

Additionally, ASCA has lined up a special featured speaker for Sunday, June 26. Rosalind Wiseman, author of *Queen Bees and Wannabees*, upon which the movie *Mean Girls* was based, will lead attendees through developing a program addressing girls' and boys' social issues, how they differ and how they can lead to bullying incidents. In addition to being an author, Wiseman also is the co-founder of the Empower program, a not-for-profit organization that works to empower girls and boys to stop violence. She is an advisor to Liz Claiborne's Women's Work program and has been featured on The Oprah Show and CNN and in publications such as *USA Today*, *The Washington Post* and *The New York Times*. This session requires an additional fee of \$50.

Register today for the 2005 Annual Conference, June 26-29, at Disney's Contemporary Resort in Orlando by visiting www.schoolcounselor.org and downloading a registration form. Members will receive a detailed program in January.

News and Notes

Cares and Concerns:

Karen McCormick-Brooks' (Sadie Tillis Elementary) mother passed away.

Lucille Crysell (District Guidance) recently had arthroscopic knee surgery.

Ray Fennell (Northshore Elementary) is recovering at home from a heart attack.



Farewell to:

Gabrielle McDaniels, First Coast High, who is now in ESE Admissions.

Shawn Smith, Twin Lakes Middle, who has moved.

Welcome to:

Melvin Marshall, itinerant at Norwood and West Riverside

Rebecca Pearson, San Jose Elementary

Cody Hoyt, Normandy Village Elementary

Donna Edwards, Ribault Middle

Rebecca Temby, R. L. Brown Elementary

Sharon McMullen, Love Grove Elementary

Freebies on the Web

<http://www.usd.edu/trio/tut/excel/> to learn how to use Microsoft Excel

<http://www.tunexp.com/tips/> for Windows XP tips and tricks

<http://www.schoolcounselor.com/newsletter> to subscribe to SchoolCounselor.com, an electronic newsletter designed to advance counselors' level of technological literacy, application, and integration

QUOTABLE:

"The most important trait...is their ability to wear many hats while putting the welfare of students first. That includes not just academic achievement, but the social and emotional needs of students as well."

Sarah Hofius. *USA Today*, October 26, 2004

This quote was in an article about school principals who had received the 2004 National Distinguished Principals Awards. Interesting how it also describes SCHOOL COUNSELORS, don't you think?

The Effects of Trauma on Students

What Is a Traumatic Event?

A traumatic event is a sudden and unexpected occurrence that causes intense fear and may involve a threat of physical harm or actual physical harm. A traumatic experience may have a profound effect on the physical health, mental health, and development of the student. How students process trauma depends on their age and level of development. By understanding how students experience traumatic events and how they express their lingering distress over the experience, school personnel can better respond and help them through this challenging time.

Overall Effects on Students

For students, a traumatic experience may cause ongoing feelings of concern for their own safety and the safety of others. These students may become preoccupied with thoughts about their actions during the event, often times experiencing guilt or shame over what they did or did not do at the time. They might engage in constant retelling of the traumatic event, or may describe being overwhelmed by their feelings of fear or sadness.

Effects on Preschool Students

Preschool students may lose recently acquired developmental milestones and may increase behaviors such as bedwetting, thumbsucking, and regress to simpler speech. They may become more clingy to their parents and worry about their parents safety and return. These young students may also become more irritable with more temper tantrums and have more difficulty calming down. A few students may show the reverse behavior and become very withdrawn, subdued, or even mute after a traumatic event. These students may have difficulties falling or staying asleep or have nightmares about the event or other bad dreams. Typically these students will process the event through post-traumatic play.

Effects on Elementary School Students

Elementary students may show signs of distress through somatic complaints such as stomachaches, headaches, and pains. These students may have a change in behavior, such as increased irritability, aggression, and anger. Their behaviors may be inconsistent. These students may show a change in school performance and have impaired attention and concentration and more school absences. Late elementary students may excessively talk and ask persistent questions about the event.

Effects on Middle and High School Students

These students exposed to a traumatic event feel self-conscious about their emotional responses to the event. They often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these students think about the world. Some of these adolescents may begin to engage in self-destructive or accident-prone behaviors, and reckless behaviors. There may be a shift in their interpersonal relationships with family members, teachers, and classmates. These students may show a change in their school performance, attendance, and behavior.

Variations among Students

In spite of our ability to predict general responses to trauma depending on age and developmental level, there is still tremendous variability among students regarding post-traumatic

symptoms and the extent to which learning and school behavior may be disrupted. The variety of individual responses to trauma is related to many factors, including a student's prior history of trauma or loss, prior or current mental health issues such as depression, anxiety, or behavior problems, and individual differences in temperament.

Effects of Trauma on the Ability to Learn

A traumatic event can seriously interrupt the school routine and the processes of teaching and learning. There are usually high levels of emotional upset, potential for disruptive behavior, or loss of student attendance unless efforts are made to reach out to students and staff with additional information and services. Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records, and more reported absences from school than other students. They may have increased difficulties concentrating and learning at school and may engage in unusually reckless or aggressive behavior. The involvement of the school is critical in supporting students through the emotional and physical challenges they may face following an exposure to a traumatic event.

How Schools can Help

The involvement of the school is critical in supporting students through the emotional and physical challenges they may face following an exposure to a traumatic event.

Recovery: After a Crisis

Recovery is the ongoing process of restoring the social and emotional equilibrium of the school community by promoting positive coping skills and resilience in students and adults. The rate of recovery will vary from person to person, depending upon factors such as age, gender, degree of direct exposure to violence, death or injury of a friend or family member, previous traumatic life experiences, and pre-existing history of anxiety and depression.

The good news is that most students and staff do recover with the support and assistance of caring educators and mental health professionals. The process of recovery is aided when students and staff can anticipate the stages of recovery and prepare for the normal changes in behavior, thinking, emotion, and spirit that occur over time.

In all phases of recovery, schools provide the greatest degree of support when their routines and social activities are maintained. The routine and activities provide natural places where experiences can be shared and preserves the sense of belonging and solidarity so crucial to students and staff after a crisis.

Community groups can contribute to school based recovery programs by supporting students who are motivated to find long-term community solutions to the current and pre-existing problems of community violence. The involvement of law enforcement, emergency service personnel, faith-based organizations, community service organizations, and others during the long-term phase of recovery helps to rebuild a safer community that will promote individual well-being.