



**2020 ISCA Annual Conference Workshop Descriptions
March 19-20, 2020**

Title	Date	Start time	End Time	Location	Presenter(s)	Description
Keynote: Understanding Expatriate Mental Health: What We Know and What We Don't	March 19, 2020	16:00	17:30		Dr. Sean Truman	Living as an expatriate is generally thought to increase mental health risk. This perspective is largely based on anecdotal evidence, and first-person experience. We examine what we know about the ways that mental health is affected by living far from home, and the effects that expatriate life has on emotional regulation, parenting and overall wellbeing. We will work to understand how the term "expat" fails to capture the complexity of many peoples' lives, and we will talk about more accurate models for describing the complexity of living internationally.
Keynote: Stress, Anxiety and Depression: Why is it So Common in our Kids and What Can We Do About It?	March 20, 2020	8:30	10:00		Dr. Sean Truman	Over the course of the last ten years there has been a dramatic increase in the rates of anxiety and depression present in our children. The effect of this change has serious implications for the work that school counselors do to support students in school communities. We will examine how and why mental health problems are on the rise, and we address system wide approaches to addressing this problem.
Suicide Risk Assessment 101: A Practical Review	March 20, 2020	10:30	12:00		Stephanie Finnell, Klara Jaeger	<p>Suicide was the second leading cause of death among 15-29 year olds in 2016 (WHO, 2019). It can affect individuals regardless of age, socio-economic status, gender, or nationality. Since school counselors are often the first line of response and intervention for students who report suicidal ideation, suicide risk assessment is an essential component of every counselor's fundamental skillset. While the topic may be inherently uncomfortable, the high stakes of the matter make it a crucial point of discussion, learning, and practice. International school counselors in particular can face further challenges due to limited outside mental health resources in their host countries. Regular professional development on suicide risk assessment can help build and maintain counselors' confidence in responding to these situations.</p> <p>This presentation will provide participants with a practical, step-by-step review of assessing suicidal risk in students and is appropriate for school counselors of all age groups. Much of our time together in this session will be focused on interactive role-play designed to reinforce skills. Our team has taken special care to provide participants with developmentally appropriate language and evidence-based techniques based on our work with complementary age groups. While this session may push participants outside their comfort zones, it will provide a safe and controlled environment in which they can refine their skills. Participating counselors will leave the session feeling well-prepared and confident in their ability to conduct comprehensive suicide risk assessments.</p>
Developing a Robust Middle School Advisory Program	March 20, 2020	10:30	12:00		Stephen Bennett, Jackie Douglass	<p>Whether your school is just beginning to build an advisory or in the midst of improving an existing program, this workshop offers space to learn, share and take away structures and curriculum to develop a developmentally-responsive middle school advisory program linked to the CASEL social-emotional learning competencies.</p> <p>Bringing both the counselor and administrator perspective, we will outline the collaboration required for navigating larger changes and smaller continual improvements. We'll share lessons learned from our evolving program, including the structures we have tried, the tensions we have encountered and how we've managed them. Aspects of our curriculum will be shared and how it has blossomed to merge social-emotional learning, personal growth, mentorship, digital leadership, personal identity, core values, and child safety.</p> <p>We will share how we are managing the tension between allowing for more creativity and our advisors' personalities while also providing a structure that offers a consistent experience and robust curriculum for all students.</p> <p>Participants will take away a structure, activity protocol and curriculum model that can be adapted for any international school advisory. The target audience is middle school counselors, advisors, and administrators, and could also be beneficial through grades 5-10.</p>
Looking at the ISCA Model Through a College Counseling Lens	March 20, 2020	10:30	12:00		Elizabeth Mohr, Andrew Palmer	This session is a team presentation by a college counselor and a comprehensive high school counselor. The session is designed for those new to college counseling as well as seasoned counselors. We will explore and discuss using the ISCA model as a guiding principle within college counseling programming. Participants will work together to look at the ISCA Model and look at your school's program within the lens of the foundation, delivery, management and accountability systems. While not required, having a laptop or tablet will make sharing resources easier.
Supporting Students with Anxiety disorders and Depression. A Practical, Skills-Based Approach	March 20, 2020	10:30	12:00		Dr. Sean Truman	School counselors are frequently asked to work with students who suffer from impairing anxiety. The types of problems that students experience vary widely, but anxiety is frequently an underlying driver of student distress. This workshop will provide participants with a model for understanding anxiety, and will review the range of problems that fall under the Anxiety Disorders umbrella. Participants will learn basic diagnostic skills to differentiate between different anxiety disorders, and foundational approaches to treating anxiety problems in a school setting. These skills will be used in practical live demonstrations during the workshop.
Poetry in Counseling	March 20, 2020	13:00	14:00		Cheryl Brown	
Using Meditation in Counseling	March 20, 2020	13:00	14:00		Suzanne Jeffrey, Jacklyn Douglass	Although counseling high school students can be stressful, given the array of issues that counselors encounter, a counselor's meditation/mindfulness practice is invaluable to focusing on each student's awareness of him or her self. This session will discuss various techniques to help counselors in their own lives so that they can focus on being excellent counselors to the students in their school community.
Positive Psychology inspired counselling games	March 20, 2020	13:00	14:00		Elena Aldridge	<p>The session will introduce participants to 10 games/activities, which could be used in individual or group counselling, or by student peer mentors, with their mentees.</p> <p>These are either games that I have created myself, or that already exist, but i adapted in a way that does not require costly resources:</p> <ol style="list-style-type: none"> 1. Angel cards game - power of suggestion / situational awareness / strengths / self-regulation; 2. Colourful Jenga Tower, with Life Skills/Self Esteem/Relationships questions; 3. Kind Heart board game - to get students to talk, when they are 'closed'; 4. Let's play to our strengths game (story telling); 5. 'Therapy' flashcards game; 6. '5-4-3-2-1' distraction through different technique / activity; 7. Best Self story time - active listening / strength spotting activity, with cards or without; 8. The slow motion game - to develop self control, help with addictions; 9. My Second Story technique - to support students who have dealt with trauma; 10. Positive Postings activity, with post it notes. <p>All participants will leave with worksheets containing the details of the activities above, some bonus activity ideas, my contact details (all welcome to visit UWC and see these in action)...and ideally a sense of feeling professional refreshed, with new ideas and renewed enthusiasm, and ready to support students even better!</p>
Medicine for the Mind and Body: Incorporating Wellness in Schools through Culture and Community	March 20, 2020	13:00	14:00		Julie Smith	In this session participants will be led through a series of cultural activities that help reduce stress and improve a sense of wellbeing. Traditional Native American practices that stimulate the mind and body will be used as tools for wellness and stress reduction. Participants will learn ways in which they can adapt the activities to their local schools and how to incorporate wellness activities into groups or individual sessions with students and staff. Participants will also learn about the 7 Anishinaabe Grandfather Teachings, a Traditional Native American hand drum song and have an opportunity to do a "Letting Go" Tobacco Tie Ceremony and Meditation.
How Counselors Can Support the School Community with Crisis Response and Psychological First Aid	March 20, 2020	14:05	15:05		Ben Fishman, Phil Chu	<p>Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, counselors, families, school personnel, and school partners in the immediate aftermath of an emergency.</p> <p>This workshop is designed to fast-track your understanding of crisis response and PFA-S for schools.</p> <p>The presentation will cover the following 5 principles and techniques of PFA-S:</p> <p>Research evidence on risk and resilience following trauma. How school counselors can work in unison with school administration during a crisis regarding the academic setting, school culture, and the behavior (code of conduct) of students. How to apply PFA-S in a school setting. Developmentally appropriate approach for the age of the students. How counselors can deliver PFA-S in a culturally-informed and flexible manner.</p>



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Healthy Boundaries at International Schools	March 20, 2020	14:05	15:05		Dallin Bywater	<p>The sociocultural makeup of an international school community is unique - more often than not, we as international educators are separated from family and our usual social support networks. In most cases, we live nearby both colleagues and students. Our transient lifestyle leads us to seek closer human connections than connections to things, and our colleagues can be our closest friends and supports. As such, professional and personal boundaries can quickly become blurred, potentially creating an unhealthy school environment. Consider the situation of an international school principal with children - they might be the friend of a colleague, also their supervisor, and also have a child in that colleague's class. How do these identities interact? What benefits and dangers can be engendered by a situation like this?</p> <p>Since having multiple identities is largely unavoidable while you are in international education, how do we manage the boundaries of these identities in healthy ways? How do we protect students and ourselves from the dangers of blurred professional and personal identities? This session focuses on practical ways to create a healthier school community by teaching and advocating for clear personal and professional boundaries.</p> <p>First, we will learn about why boundaries are crucial to a healthy international school environment, and what risk factors exist for unhealthy boundaries. We will discuss what a healthy professional relationship looks like - including how we choose to use our time, the nature of touching others, our online interactions, and being mindful of when the responsibilities associated with our identities may conflict. We will focus on staff-student boundaries and staff-staff boundaries.</p> <p>Participants will ponder their individual circumstances, and learn how to advocate for and manage conversations about professional boundaries. Cultural factors that affect healthy professional boundaries will be considered. The session aims to give participants greater perspective about the impact of boundaries on professional practice, and share some resources for advocating for healthy boundaries at their schools.</p>
Do You Speak My Language?	March 20, 2020	14:05	15:05		Lynn Kogelmann, Chris Wright	<p>Common language for school related expectations comes from a variety of places. It can be school created and school specific or it can be curated from an existing program. Creating a common language across the school for addressing behavior and feelings instills a sense of security and stability for students as well as faculty. Students understand that the same expectations exist within the classroom, in a specialist class, in the hallway, or in an assembly. This provides students with an expectation of consistency and provides them with a schema for understanding school behavior. Common language allows cohesion within a school, helping all adults to be on the same page with expectations, how to address when these expectations are not met, and what to celebrate when they met. Most importantly, this consistent approach to expected behaviour benefits children!</p> <p>But how do we create this common language given the transient nature of international schools? Who do we collaborate with? How do we ensure administrative and teacher buy-in? How do we ensure the information is transmitted to new students and staff? And how do we support sustainability? What "stuff" do we need to create (posters, key chain attachments, bookmarks, etc)? Often program buy-in is personality driven, how do we embed common language into the culture of a school so that when we leave the common language continues?</p> <p>This workshop will explore the experiences of two ES counselors at a couple of different schools, exploring the processes used and outcomes observed. Time will be provided to discuss some of the different common languages available in existing outside programs (such as big problems/small problems, expected/unexpected, the power of "yet") as well as school specific programs (Care for Self, Care for Others, Care for this Place; Be Safe, Be Respectful, Be Responsible) and allow participants to explore what resonates with them as individuals and their school cultures.</p>
Comprehensive Sexuality Education: Recognising and Responding to Risk & Vulnerability in an International School Context with Susie March	March 20, 2020	14:05	15:05		Susie March	<p>The aim of this workshop/presentation is to explore some of the risk factors and vulnerabilities affecting students within our schools. Approaches to identification, response and risk management of specific and general factors affecting international school students will be discussed. The use of a whole school approach as well as appropriate interventions through one to one interactions with students as well as classroom learning will be explored.</p> <p>Come and increase your confidence and expertise with fellow international educators under the guidance of an internationally recognized expert on Comprehensive Sexuality Education (CSE), and last year's keynote speaker, Susie March.</p>
Creative uses for Solution focused strategies in International schools	March 20, 2020	15:30	17:00		Felina Heart	<p>The workshop will give a brief overview of Solution Focused counseling. The presenter will offer a quick guide/cheat sheet on the format of solution focused counseling. Then the workshop will look at creative ways the strategy can be used while working with students. How do you make the process interactive for younger kids. Further how can the strategies be used in parent meetings, mediations, coaching conversations, and even in classrooms to help build positive Solution Focused relationships to address many areas.</p>
Brief Systemic Multi-Family Therapeutic Groups in Schools	March 20, 2020	15:30	17:00		Michelle Koay	<p>The school counsellor provides counselling to students who present with a variety of issues. In order to work systematically with them, it is important to engage parents in family therapy sessions. However, this approach will only be able to address interventions when problems arise. Another approach is to explore prevention and education strategies to engage parents of students within a school setting, through brief systemic multi-family therapeutic groups. Although it is easier to conduct large-scale lectures which are mainly didactic in nature and many parents will be able to attend, it does not provide parents sufficient opportunity to interact with one another and be actively involved in conversation to enhance their learning.</p> <p>This presentation explores the work which has been developed over the past seven years, in a collaborative manner with the parents of the students in the school. The group sessions differ from support groups and are conducted based on the principles of group therapy (Yalom, 1995). The goal of the sessions is for parents to increase their self-awareness, reflect on their feelings and actions through their interactions and responses with other parents within the group, develop skills and increase their knowledge in order to change and improve. The role of the school counsellor is to guide and facilitate sharing and discussion in a safe therapeutic environment.</p> <p>The importance of having the in-house school counsellor facilitate the sessions is that he or she is familiar with the school context and the issues which the students face in the school. Parents sign-up for the ongoing sessions which are conducted throughout the academic year and many continue for subsequent years till their adolescents complete their education in the school. Many parents shared that they feel a sense of universality, that they are not alone and other parents experience similar struggles and stresses when they are parenting adolescents. The parents develop a sense of community as the group becomes more cohesive and accepting towards one another, encouraging them to make efforts to grow and develop, with more skills to adequately support their adolescents emotionally and psychologically. The group sessions serve as a platform for prevention and early intervention to prevent potential issues from surfacing or address problems which may arise.</p>
Differentiating Clinical from Non-Clinical Problems in Students, and What to do with Distress.	March 20, 2020	15:30	17:00		Dr. Sean Truman	<p>The number of students suffering from impairing emotional distress has risen markedly over the course of the last decade, and schools are best served by developing coordinated and sophisticated approaches to managing student mental health. We will address ways for counseling staff to determine what constitutes "clinical" as opposed to "painful" emotional experience, and we will talk about the implications of differentiating between these two domains.</p> <p>This workshop will address how and why counseling and mental health professionals have both helped and exacerbated mental health impairment in children. The workshop will advance a systems-based approach to responding to mental health needs, including a focus on how communities use language with respect to emotion, and the role that attribution plays in understanding our emotional lives.</p>
Why the Growing Cultural Complexity of International School Students Matters with Ruth Van Reken	March 20, 2020	15:30	17:00		Ruth Van Reken	<p>When International Schools (IS) began, most had one primary purpose in mind: to keep expat children ready to transfer smoothly to their parent's national educational system upon repatriation. Although each IS featured the curriculum of a particular country (e.g. Britain, USA, Germany, etc.), most of their school cultures were primarily Western based and students returned to a similar language and culture at home each evening.</p> <p>Globalization has changed all of this. Student bodies at many International Schools now seem more like a mini-United Nations than a national gathering. Yet, as this unknown author says, "International school are [still] designed and run on predominantly Anglo-Saxon lines. For the non-Western child, the "Third Culture" of the International School is far more remote from home values than for the Westerner, and cultural customs are a barrier to expressing the difficulties in Western ways." How/are IS's dealing with this reality? What are some of these extra challenges these students face? How can educators become more aware and proactive in working with all students? Join us for a thought-provoking and interesting conversation.</p>
Plenary: Strategies and Tools for Effective SEL in Comprehensive Counseling Programs	March 21, 2020	8:30	9:15		Maia Learning	<p>The role of the modern professional school counselor encompasses a comprehensive model that addresses student needs in all domains of academic achievement, college/career planning, global perspective and socioemotional development. Frameworks and requirements such as ISCA, ASCA and CASEL have identified both cognitive and noncognitive areas of mindsets, skills, and behaviors necessary for student success, but how can schools effectively implement these new strategies? Join the session from Maia Learning to gain insight in using research-based curriculum, tools and analysis to enhance your counseling program and positively impact student outcomes.</p>



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School Counselors as Advocates for the Needs of Transgender and Gender Non-Conforming Youth	March 21, 2020	9:15	10:15		Sarah Springer, Stephanie Hall	<p>School counselors are trained to create interventions and advocate for the systemic changes in schools. School counselors work to understand the complex interactions of multiple microsystems within schools and consider how the school counseling program can have the greatest impact. This is particularly relevant for international school counselors who consider the global perspective domain to help guide the way in which they support intercultural communication between students and relevant community stakeholders. Transgender youth represent one stakeholder group in need of school counselors' support. When comparing documented symptomatology to their heterogeneous gender conforming peers, transgender youth experience increased rates of anxiety, depression, homelessness, and suicidal ideation/attempts (Bidell, 2014).</p> <p>School counselors are well positioned to empower school communities in support of transgender youth (Goodrich & Bernard, 2018). This need can be addressed by providing proactive professional development in the primary grades. This presentation will discuss school counselors supporting staff in creating a safe climate for transgender students. Presenters will highlight a professional development presentation and include resources for participants. Presenters will also share the results of a recent study that interviewed school staff about the meaning they made following this presentation. A group discussion will follow and include how school counselors navigate barriers in leading similar initiatives.</p>
Developing a Suicide-Safer School Community	March 21, 2020	9:15	10:15		Nicola Cann, Lindy MacGregor	<p>In 2016, St Joseph's Institution International (SJII), a large international high school in Singapore, identified a need to better support students who have thoughts of suicide. Their search for a suitable training program for the school brought them into contact with Living Works Education (LWE), a Canadian-based organisation that has been providing suicide awareness, prevention & intervention training for almost 40 years and in over 30 countries. The LWE mission is to help build suicide-safer communities of all kinds. Over the last three years, SJII & LWE have collaborated to build knowledge and capacity across the school community.</p> <p>In this presentation, Dr Nicola Cann, Educational Psychologist and head of the counselling team at SJII, will describe how the school is working to create and maintain a suicide-safer community, describing the pivotal role of the counselling team in both responding to need, and developing a proactive whole-school approach. Nicola will be joined by Lindy Macgregor, Regional Representative for Asia Pacific for LWE, who will give an overview of the suicide-safer schools strategy being applied in a number of countries, describing how each of the LWE programs & workshops contributes to building a suicide-safer community.</p>
Secondary trauma: Is It The Cost of Doing Business?	March 21, 2020	9:15	10:15		Dr. Sean Truman	<p>Secondary trauma (also known as vicarious traumatization) is a common experience for counselors who work with students who have experienced abuse, violence and loss. This workshop will help counselors understand how and why people in the helping profession struggle emotionally when they work to support victims of trauma, and we will talk about ways that professionals can bolster themselves in their personal and professional lives. We will talk about how we need to extend beyond "self-care" in our work.</p>
Safeguarding through Positive Discipline	March 21, 2020	10:35	11:35		Cristina Varriale	<p>In addition to a comprehensive safeguarding policy and robust training for all stakeholders in child protection, it is necessary to offer alternative tools and strategies to help those who may be stuck in patterns of unhealthy methods of discipline. It is my firm belief that Positive Discipline education is a key component to any school's or organization's child safeguarding practice.</p> <p>This session will give counselors research-validated, practical tools and strategies that they can then deliver to parents and colleagues. Through experiential activities, participants will learn to</p> <ul style="list-style-type: none"> * Recognize and understand the belief behind their children's/student's misbehavior * Avoid power struggles, pampering, permissive, and punitive parenting methods (that are only temporary solutions) * Empower their children and teach important character and life skills * Increase self-awareness and understand how we sometimes contribute to children's misbehavior * Understand why stickers, rewards, bribes, prizes, punishment, yelling, and spanking are not effective * Model self-regulation with the use of positive time-out strategies
Restorative Practice: Changing Your Practice One "Circle" at a Time	March 21, 2020	10:35	11:35		Linda Bloemberg	<p>This workshop provides an introduction and overview to restorative practices. The focus will be on the use of restorative circles proactively to develop social capital and community within the classroom and larger school community. Additionally, we will look at how circles can be used for both the development of interpersonal behavioral norms as well as potential academic uses. Direct connections will be made to the five SEL competencies per CASEL, as well as the benefit to SEL standards integration in both guidance programs and the general education classrooms. This workshop will be interactive and provide participants with all the necessary resources to begin circles in their practice.</p>
Dishing the Dirt on Messy Play! Exploring Therapeutic Messy Play Approaches	March 21, 2020	10:35	11:35		Emmeline Barnes	<p>Making a mess is an essential part of childhood because we must engage with our senses to be able to fully understand and express ourselves. However, modern living encourages clean, tidy and often sterile environments – as is the case for many of our expatriate families. This can make messy play stressful and cause it to be avoided.</p> <p>This presentation will be run as a heuristic inquiry enabling participants to explore their own relationship with mess and non-prescriptive play as they actively engage with a combination of materials using all their senses. I experience children are drawn to such free play opportunities. They combine the joy of freedom with just the right measure of thrill and thrive!</p> <p>At the start of the session I will talk about messy play, touching on the research of the likes of Moustakas, Goldschmid & Dweck, and including my own rich experience of introducing and maintaining Messy Play therapeutic programmes in international school settings. Participants will then engage in activities such as jumping in puddles, making mud pies, painting, sand play, clay molding and potion making. Afterwards, they will reflect on their own experiences and share their thoughts in a group discussion. I will then share a model roadmap for building a workable messy play programme, sharing ideas on how to work in partnership with parents and staff in enabling this style of social and emotional learning. Participants will be given the opportunity to consider how they could apply this in their own setting.</p> <p>Candidates will be gifted a take-away start up kit to support action.</p>
Developing Emotional and Professional Supports for School Counselors: A Hands on Approach to Creating and Using Consultation Effectively	March 21, 2020	10:35	11:35	Benchasiri A	Dr. Sean Truman	<p>In many communities around the world, international school counselors work with few professional supports. In many regions there are few (or no) mental health resources available locally, and school counselors are forced to take on the responsibility of managing very significant (and frequently clinically impairing) problems in students, faculty and community members. As a result, counselors are overwhelmed, under-resourced and under-supported in their work.</p> <p>There are structured approaches to working effectively in these environments. The workshop will demonstrate ways in which developing formal support and professional collaboration improves both professional performance and supports counselors emotionally. We will address the core elements required for developing effective consultation, including understanding how to present cases in structured and methodical ways, developing a process group, and understanding and using parallel process effectively. Didactic learning will be followed by en vivo demonstrations and active participant engagement in a group.</p>
Mindfulness In Education: Classroom Integrative Innovations	March 21, 2020	13:05	14:05		Jackie Small Darville	<p>Through an interactive approach, this hands-on session teaches participants how to acquire and maintain a mindful body and demonstrate effective breathing and listening techniques. This will enable learners to effectively integrate mindful strategies and practices of self-awareness, self-management, social awareness, relationship skills and decision-making in their lives and in the lives of their students.</p> <p>The principles of mindfulness, its brief history, the mental health benefits, and the neuro-scientific connection will be explored. Focus will be on improving ability to stay present and aware of reactions by learning to focus attention on the present moment, and developing practical skills and techniques in building resilience, compassion and empathy, and deep mental functioning.</p> <p>Mindfulness integrates exceptionally well with all SEL programs and is the basis of numerous emotional regulation programs. Studies suggest that a truly relaxed and focused mind is capable of improved concentration, reduced mind wandering and has a dramatic and positive effect on working memory for students and educators.</p> <p>Consistent mindfulness practice is linked to positive improvements in brain functions, increases well-being, reduces stress and builds present moment awareness in everyday life.</p>
YUCK! Using Slime to Promote Wellness in Schools	March 21, 2020	13:05	14:05		Jessica Casarez	<p>There is no doubt about it: kids love slime. Adults? Not so much. It is sticky, it is messy, it gets stuck everywhere, AND it is a great counseling tool. Slime can be used to as a fun way to promote wellness in schools through individual and group counseling as well as classroom lesson by increasing mindfulness, improving self-regulation and focus, promoting social skills, providing sensory stimulation, and reducing stress and anxiety. Due to its simplicity and variations, there are endless ways that it can be incorporated into a counseling program. Let me show you how!</p> <p>All attendees will leave with a resource booklet of activities including but not limited to slime stress balls, slime sensory resources including different slime recipes for differing sensory experiences, slime games for individual and group counseling, and lesson ideas for classroom level interventions.</p>



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Quick CBT, Wellness & Mindfulness Activities for Middle & High School Students	March 21, 2020	13:05	14:05		Andrea Flemming, Kathryn Manu	In an interactive and idea-focused session geared toward middle & high school counselors, participants will learn about some quick and effective strategies to address anxiety, stress, and self-regulation with students (and adults)! With a look to mindfulness and CBT (cognitive-behavioral therapy) as the foundation to our conversation, our aim is that counselors leave with some quick and easily accessible options to add to their 'toolbox' of strategies. Many of that which will be discussed can be adjusted for a younger age group as well.
Paint a Positive Picture!	March 21, 2020	13:05	14:05		Charlotte Bliss	There are numerous benefits to art making, and many ways to use the creative process in schools to promote wellbeing and 'paint a positive picture' of mental health. Art can be used as a positive, healthy outlet for thoughts and feelings which can be difficult to put into words. It engages all the senses to relax the nervous system which can help improve self-regulation, executive functioning, reduce anxiety, and increase feelings of being in control and integrated. It can also help increase self awareness and self discovery, build interpersonal skills, help with problem solving, improve self esteem and build positive coping skills. This interactive workshop will show participants how they can use the creative process to explore important topics using art activities.
Social and emotional learning at the tier 1 level using the RTI model	March 21, 2020	15:35	16:35		Liesbet Recter	Using the RTI (Response to Intervention) Model, counselors can provide more comprehensive services to students, faculty and parents at the Tier 1 level by incorporating a holistic screener. This screener can be used by teachers, counselors and team leaders to get a more complete picture and better understanding of a student in a non-invasive way. In this workshop I will share relevant statistics linking nutrition, sleep, stress and exercise to mental health and the screener we use with students to identify these concerns. I will also introduce ISKL's approach to SEL (social and emotional learning) using the RTI model.
Creating a Wellbeing Centre within a School environment	March 21, 2020	15:35	16:35		Mahira Zakiuddin, Klyvia Patrick	This presentation will focus on the journey of GEMS WSO in Dubai and the inception of the Wellbeing Centre of Excellence. GEMS WSO is a k-post 16 British Curriculum School in Dubai with a student strength of 3750 across academy. The session will focus on the 3 year journey and steps towards gaining buy-in from the whole school on launching a Wellbeing Centre. The information shared will be a useful methodical approach towards gaining support and establishing wellbeing as part of the school culture and ethos. <ul style="list-style-type: none"> - Values & Purpose: The importance of spending time and understanding the role and goal of the school counseling/pastoral/wellbeing team in a school - Contextual awareness - Raising the profile of wellbeing using data and scientific research - Gaining support from key stakeholders (Leadership team, students, parents) - Creating a wellbeing team that focuses on a wellbeing culture and collaborating and including all members of the community - Using evidence based models to create a wellbeing curriculum (ISCA MODEL, SEXUAL EDUCATION, PERMA, HUGGE) - Monitoring and evaluating the Wellbeing Centre of Excellence
Trauma Informed School Counseling	March 21, 2020	15:35	16:35		Stuart Roe	All school counselors work with students who have experienced trauma in one form or another. Knowing how to work with students who have experienced trauma both one on one and in classroom settings is important to helping these students adjust socially and emotionally. In addition to the types of trauma experienced by students worldwide, international students may experience additional trauma related to moving to another country, the death of a loved one while abroad, loss of a culture, etc. For purposes of this workshop, a definition of trauma by Saakvitne, 2000 is used and described as, "the unique individual experience of an event or enduring conditions in which the individual's ability to integrate his/her emotional experience is overwhelmed and the individual experiences (either objectively or subjectively) a threat to his/her life, bodily integrity, or that of a caregiver or family. In this workshop, school counselors will learn about the impact of trauma on students' ability to form attachments, manage emotions, control impulses, as well as the impact on cognition and language and self-concept. In addition, practical techniques for how to address trauma one on one and in the classroom will be shared.
Demonstrating Effective Case Consultation: A Fishbowl	March 21, 2020	17:35	16:35		Dr. Sean Truman	One of the most effective ways to develop personal and professional support as a counselor is by engaging in formal consultation. The composition of these groups may vary, but there are some basic structural components that should be present in any consultation group. Participants will be presented with a live demonstration of a case presentation. The workshop will focus on how to effectively and efficiently present a case, how to talk about case conceptualization, understand the role of theory, and describe ways of for asking for guidance and emotional support.