



2019 ISCA Annual Conference

Workshop Descriptions

Room	Day	Start Time	End Time	Workshop Title	Presenter(s)	Track	Session Category	Workshop Description
Ballroom Floor Lobby	14-Mar	7:30	8:00	Pre-Conference Registration				If you are registered for the pre-conference please stop by our registration desk to get more conference information and to pick up your conference goodie bag.
Ballroom 10	14-Mar	8:00	12:00	PREPaRE workshop	Chrystal Kelly	Pre-Conference	Pre-Conference	
Marche aux Epices	14-Mar	12:00	12:55	Lunch in Marche aux Epices				
Ballroom 10	14-Mar	13:00	15:00	PREPaRE workshop	Chrystal Kelly	Pre-Conference	Pre-Conference	
Ballroom Lobby	14-Mar	15:00	16:00	Registration	ISCA		Registration	Please stop by our registration desk to get more conference information and to pick up your conference goodie bag. Connect with counselors from around the world and enjoy a few snacks as you settle in before the conference start at 4pm.
Ballroom 10	14-Mar	16:00	17:30	Opening Session. Keynote: Values and Attitudes in CSE: Delivering CSE Objectively, While Exploring Mission Statements/Core Beliefs and Addressing These in the Counselors Standards by Susie March	ISCA and Susie March	Keynote	Keynote	Historically, sexuality education has been delivered based on scientific and physiological information, however, it is clear this is an inadequate approach. To be effective and meet the needs of our student population, this needs to be underpinned by a rights-approach that has clear values components. In any ordinary school this is problematic and with the added diversity within international school populations, this has the potential to be a cultural mine-field. With the focus clearly on sexuality education as a means of safeguarding our children and their future development, now is the time to place relationships and sexuality at the centre of every child's emotional education. We need to get this right! The International Model identifies values, attitudes and beliefs within its standards. But what does this look like in the context of international sexuality education? During this presentation, we will begin to explore the influences our own values and attitudes can have on children and young people. A theme that will continue throughout this conference.
First Floor	14-Mar	17:30	19:00	Opening Reception				What better way to kick back and relax at the start of the conference -- Join us for Belgium beverages, cheese and games at the Welcome Reception. Just enough time to meet more counseling colleagues and finalize your plans for a night on the town in Brussels.
Room 2	14-Mar	19:15	20:30	ANGST Movie Screening		ANGST Movie Screening		IndieFlix, a leading independent online streaming platform, along with its non-profit arm, the IndieFlix Foundation, is sparking a global conversation about anxiety through screenings of its brand-new documentary, "Angst: Raising Awareness Around Anxiety". Throughout the conference we will hold special screenings of the documentary to open up a dialogue among us.  Part of the beauty of this film is the openness of the children and young adults featured; for some of them, the "Angst" project marks the first time they are publicly sharing their experiences with anxiety. Our hope is that their candidness and bravery will inspire our communities to do the same.  While "Angst" documents the struggles some people have with anxiety, it also reveals their hope for the future. Noah, a teenager in the film, describes it this way: "Anxiety doesn't define me. It's not just a curse; it also gives me strength."
Ballroom Lobby	15-Mar	8:00-8:30	8:30	Final Registration				Our Registration Desk will be open this morning for participants who still need to pick up their registration materials.
Ballroom 10	15-Mar	8:30-10:00	10:00	Keynote: Child Protection Through Education Within the International Content Standards – Why Should CSE Be Introduced in Your School?	ISCA and Susie March	Keynote	Keynote	There is growing evidence that school - based sexuality education can improve attitudes related to sexual and reproductive health. Despite this, many young people transition into adulthood while challenged to express their needs and safeguard themselves and others within intimate relationships. CSE is underpinned by a rights perspective articulated in UNCRC and is recognised as a child protection and safeguarding measure, supported by international standard setting agencies such as WHO and UNESCO. More recently, The International Task Force on Child Protection (ITFCP), has developed standards for international schools' formal learning programmes to address safeguarding and child protection issues relating to a range of identified topics including sexual exploitation, sexual abuse, online safety, personal safety and healthy sexual behaviour. The presentation will introduce some of the areas of CSE implementation in relation to the contextually diverse student and family population. This process can, without a thorough understanding of CSE and the support of relevant school policies and educational standards and programs, give rise to potentially contentious scenarios.
	15-Mar	10:00	10:25	Break				This morning, enjoy coffee, tea and snacks along with great networking opportunities with old and new colleagues.
Ballroom 8	15-Mar	10:30	12:00	Parental Engagement in CSE - A Whole School Approach	Yoan Tranholm Reed	Comprehensive Sexuality Education		Parents are the primary educators of CSE through their implicit and explicit messages about gender, sexuality and sexual relationships. The session will highlight some of the research behind parents' role in their children's CSE as well as the barriers impacting their lived experiences of realizing this role. Participants are invited to explore through a practical activity designed to engage parents effectively in CSE while being sensitive to the cultural values present in a diverse parent body.



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Room	Day	Start Time	End Time	Workshop Title	Presenter(s)	Track	Session Category	Workshop Description
Room 15 (1st floor)	15-Mar	10:30	12:00	The Hope and Challenges of the ISCA School Counseling Model: Centering School Counseling through Training and Implementation	Stephanie Barker and Chris Liang	Counselor Led Workshop		This presentation will first briefly address the development of graduate level training program that is centered on the ISCA and ASCA models. Successes and challenges with providing training that meets professional standards in the US and that is sensitive to cultural, legal, and geographic diversity of International Schools will be discussed. Reflections on challenges to implementing the ISCA model in International Schools (e.g., lack of awareness of the role of school counselors) noted by current students and graduates of the program will be shared and discussed as one way to discuss strategies for strengthening the professions' position at the center of a school. This presentation then will highlight the experiences of integrating the ISCA model into a high school counseling curriculum. Specifically, the presentation will provide an overview of piloting the ISCA Scope and Sequence within the High School Counseling curriculum at Cairo American College. The presentation will address how ISCA Scope and Sequence offers opportunities to integrate socio-emotional standards to address overall student well-being outcomes in an academically-focused Freshman Seminar program. In the presentation we will offer strategies for generating buy-in from teachers and administrators, discuss the outcomes of these lessons for students, and share methods we used to evaluate our results and plan for future improvement. We hope to hear from other counselors about their experiences with the ISCA Model as a whole, and the Scope and Sequence in particular as we participate in dialogue. To that end, a goal of this presentation is to assist professionals hoping to make more clear available strategies for promoting the profession within schools.
Room 1	15-Mar	10:30	12:00	Making Social/Emotional Learning Programming the Heart of the School.	Rhonda Williams	Counselor Led Workshop	Guidance Curriculum	How can you integrate advisement programs or social/emotional learning (SEL) curriculum into core classes, so these become the heart of your comprehensive school counseling program? Can teaching teachers effective facilitation skills add to the success of the SEL curriculum? How can teachers and school counselors collaborate to develop a stronger SEL program that will impact the social and mental health of students?  The attempt to integrate the school counseling curriculum into the school's core classes can often be met with resistance by many teachers. By educating teachers in group facilitation skills, a stronger SEL program can then be integrated into core or advisory curriculum. The development of effective group processing skills can assist teachers and school counselors in the implementation of a robust social/emotional learning experience for all students. This type of SEL or advisement programming is a delivery mechanism that can assist students in navigating the challenges of their school years, develop effective coping skills and enhance academic strategies. Through the use of this type of collaborative effort and curriculum development, the school counseling program can be viewed as the "Heart of the school."  Although this interactive session will not advocate for any particular curriculum, it will address questions about SEL program management, and offer suggestions about successful SEL program implementation. In this presentation curricular strategies will be included to add to the school counselor's repertoire of activities. Participants will be engaged in creative experiential activities for all three ISCA Model domains; social/emotional, academic and career. The implementation of an effective social/emotional learning program can revolutionize your school counseling program.
Ballroom 8	15-Mar	10:30	12:00	Working Alongside Transgender, Gender Variant, and Questioning Young People: A Counselor Collaboration	Shannon Leoni and Heather Sheridan	Counselor Led Workshop	Individual Student Support	This session will explore how to best support gender variant, questioning and transgender youth. By recognizing that this is a developing area of practice, we are able to remain open to discussion about how to adapt our approaches accordingly. It is imperative to challenge gender stereotypes, sexism and sexual bullying, and by continuing to educate ourselves on these topics, we are better equipped as counselors to support our students.  We will explore the multi-faceted ways that gender can be identified and expressed, and work to increase our understanding of what challenges our students may face, and what we can do to overcome transphobia while working within a harm reduction framework. Creating safe and inclusive environments is paramount to supporting the emotional, mental and physical health of gender diverse students.
Room 2	15-Mar	10:30	12:00	The Trauma of the Gifted Child: Supporting the Emotional Needs of Students with Complex Learning Profiles in the International School Setting	Shari Rosen and Becky Grappo	Counselor Led Workshop	System Support	Many international schools are staffed with learning support and counseling teams, but what happens for the student whose needs are more complex? What if the school team has done all that they are capable of doing, and that one student and family is not responding to multiple interventions? What if there are no other schooling options in your community, limited access to mental health professionals who are prepared to work with a complex student? What are the cultural implications? Fortunately there are options for students outside of your school environment. There are professionals who can become an extension of your team by linking families to more intensive therapeutic programs abroad.  The purpose of this seminar is twofold: To examine complex learning profiles such as, giftedness, high functioning autism spectrum disorder, twice exceptional, non verbal learning disability and the implications for intervention, and, 2) To learn how to access outside referrals and resources as a "force multiplier" to improve services for your students. Case studies will be presented.
Marche aux Epices	15-Mar	12:00	12:55	Lunch by Divisions				All Participants are invited to enjoy a buffet lunch. A variety of food options are available. Relax, enjoy the food and the company of your counseling colleges from around the world. Today we will sit by division. Have fun with the continued conversations.
Ballroom 10	15-Mar	13:00	13:55	Developing Positive Self-Image and Resilience through Stories and Symbols in a Group Context	Catherine deSwardt	Wellness	Wellness	This session will explore the power of stories and symbols in developing resilience and positive self-image in teenage girls. I will introduce some ways in which Drama and Art can be used to help teenage girls develop a more positive self-image and to empower girls to be aware of options they have in responding to pressures associated with patriarchal societies. I will provide a detailed description of a Self-Image workshop which uses Art and Drama techniques to explore girls' personal narratives and highlight their strengths while acknowledging scars, both physical and emotional.  The workshop includes Bodymapping techniques for mapping their stories, and ideas from Forum Theatre and The Theatre of the Oppressed (Augusto Boal) – which encourage students to become more aware of their strength and power in making choices. Theoretically, both of these techniques will be linked to a Narrative therapy framework. These techniques can all be used in coed environments or with boys, but for this session the focus will be on girls. A practical manual will be provided so that counsellors can use these ideas in their own work.



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Room 1	15-Mar	13:00	13:55	Self Care, a Counselors "Mini Retreat"	Monica Lopez and Sarah Brooks	Wellness	Wellness	Self care: Examining your practice, personal life and the benefits of self care and balance. Identifying areas for growth, while obtaining assistance to dig deep and focus on figuring how to live in a more meaningful way; Implementing more tools and techniques that can be used for yourself or for students. Wellness workshop would include self assessments, guided imagery and creative journaling.
Room 2	15-Mar	13:00	13:55	Rock & Water Training in Secondary Education	Tim Smeets and Annabelle van Nieuwkoop-Read	Wellness	Wellness	<p>Rock and Water is a physical and mental resilience training for children and adolescents. The program was originally developed by a Dutch PHE teacher who saw a need for a focus on the physical role of student wellbeing and the impact it has on their mental health. Rock &amp; Water has been implemented in over 18 countries with over 50,000 trainers who have trained approximately 2,000,000 children and students.</p> <p>It is currently being used in many Dutch schools as a very effective preventative measure for bullying and to dissipate and correct negative group dynamics that may have developed. Rock and Water are used symbolically, where Rock symbolises strength, knowing who you are and what you want. Water stands for communication, connecting with others and friendship. This workshop aims to introduce you to the concept of Rock and Water, with a focus on the basic starting exercises. You will learn more about the concepts behind it and to take away some exercises that can be implemented when working with groups and individuals. If this plants a seed then there are options to follow further Rock &amp; Water training.</p> <p>In this session we will be focussing on standing strong, controlled breathing, focussing and exploring what Rock and Water qualities are. All fitness levels can take part in this session. In Rock &amp; Water you work within your limitations, pushing the boundaries but recognizing when to stop. Rock &amp; Water is a program that is run barefoot, as most martial arts are.</p>
Ballroom 8	15-Mar	13:00	13:55	How Explicit Empathy Training Promotes Wellness in the Classroom and Wider School Community	Zoe Gare	Wellness	Wellness	Implementing explicit empathy training in your guidance curriculum promotes wellness in students, enhances positive relationships and prevents children hurting others. Research in empathy has advanced in recent years. The advancements in mirror neurons allows us to plan enhanced curriculum and small group sessions in explicit empathy to enable students to learn how to empathize, even when they may be challenged in feeling how others feel. Empathy training should be developmentally appropriate, interactive, practical, explicit, skill based and engaging. In schools where empathy training is a core part of the curriculum and responsive services, the students feel respected, safe and relaxed. This makes for a general feeling of wellness in a school. In this 90 minute session you will learn about the recent advancements in empathy and how this contributes to how we help elementary children learn empathy and demonstrate this in their daily lives. Enhancing your skills in supporting behaviorally challenged students in feeling empathy and acting appropriately will be an important component of this session.
Ballroom 10	15-Mar	14:00	15:00	Vaping: Empowering Your Community Through Preventative Education	Andrew Palmer and FCD	Counselor Led Workshop	Core Counseling Curriculum	<p>In this session, we will discuss best practice for how international schools can respond to worldwide rising trends in vaping among adolescents. We will examine the history around electronic cigarettes and vaping devices, the current health related science, up to date trends and figures in international schools, the importance of knowing the specific laws in your region, and how to utilize preventative curriculum to engage and educate your community.</p> <p>You will leave this session feeling empowered to build upon your school's current substance abuse prevention program.</p>
Room 1	15-Mar	14:00	15:00	Discipline Problems and Student Mental Health: How School Counselors Can Help Using Restorative Justice Principles	Laura Welfare and Nancy Bodenhom	Counselor Led Workshop	Responsive Services	Finding effective ways to manage school discipline is a perennial challenge. For example, disruptive students compromise learning time for others and drain school personnel resources. But behavior problems in school have also been linked with student mental health issues, family conflict, institutionalized marginalization, and educator implicit bias. On the one hand, compliance and order are desirable; but on the other, we counselors can empathize with students whose disruptive behavior may be a symptom of a bigger issue. School discipline issues in international schools pale in comparison to schools in the US, but that does not mean change is unnecessary. In fact, because of the nature of international schools, best practices may be more feasible and could serve as model for schools stateside. With funding from the National Institutes of Justice and the Virginia Department of Criminal Justice Services, we recently analyzed all Virginia public school disciplinary incidents from 2013-2014 through 2016-2017. Disruptive behaviors were the most common discipline infractions and males, students of color, and student with IEPs related to mental health issues were the most over-represented. Exclusionary discipline such as in-school and out-of-school suspension were the most frequent consequences, despite evidence that these sanctions often lead to reduced school engagement and compromised academic and social skills development. As an alternative to exclusionary discipline, restorative justice principles focus on holding disruptive students accountable while increasing their positive engagement in the school community. School counselors are key leaders who can help international schools address the complexities of school discipline problems.
Room 2	15-Mar	14:00	15:00	Allow Us to Reintroduce Ourselves: Raising the Profile of the Counseling Program	Lindsay Kehl, Stephanie Finnell, Klara Jaeger	Counselor Led Workshop	System Support	<p>The unique position of the counseling role requires that we advocate for ourselves in order to better advocate for our students. Our role is often misunderstood and misrepresented, possibly even more so in international schools due to our diverse backgrounds and experiences. Because of this, the onus is on us to inform our communities and key stakeholders about our counseling programs and roles.</p> <p>In this session, we will discuss strategies for raising the counselor profile by increasing visibility, developing marketing strategies, and improving communication within the wider community. We will provide counselors with a chance to reflect on their school's counseling program and its role within the school. Participants will leave with an actionable plan on how to improve the profile of their school's counseling program.</p>



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Ballroom 8	15-Mar	14:00	15:00	Caution, Slippery Slope Ahead! - How to Maintain Healthy Professional Boundaries in International Education	Steve Gregory	Counselor Led Workshop	System Support	As Shakespeare wrote in the life of Henry VIII... "Things done well and with a care, exempt themselves from fear" and this is my best hope for the participants in this workshop, that fear is replaced by one of confidence, especially in our professional safeguarding practice. Participants can reflect on their own professional practice and boundary setting, even in the complex field of international school counselling, where one-to-one work, in a confidential setting, raises its own challenges both legally and practically. Professional boundaries in international schools are sometimes perceived as a slippery slope of potential problems, especially when we find ourselves faced with affluent parents with lots of expectations of our services whilst overseas. As school counsellors we are expected to model preventative practice and take a lead on this subject, which is sometimes seen as an awkward, but necessary, discussion topic amongst staff and administration. In culturally diverse educational settings like International Schools, it is essential for our own and our colleagues safeguarding and the protection of our students, that we revisit expectations and look at preparedness to navigate these slippery slopes safely. This workshop explores the complex, but necessary, boundaries that exist in pedagogical relationships between staff and students and the wider school community, including parents and colleagues. I will draw from best practice from USA, UK, Australia and Canada and we will use case studies, role plays and have a chance to laugh and learn together and share some of our own experiences and challenges over the 60 minutes. Copies of slides, handouts and further recommended reading will be provided including resources for you to run your own in-service training for teachers.
Room 15 (1st floor)	15-Mar	14:00	15:00	Bridging The Gap: Connecting A Split Counseling Office	Justin Kurrass and Jeannie Cross	Counselor Led Workshop	System Support	Many independent high schools employ a split counseling office model, having a separate university counselor and social / emotional counselor. This session will focus on concrete strategies to connect the college and career counselor with the social / emotional counselor to deliver a comprehensive counseling program. Topics covered will include bi-directional communication techniques, digital communication advocacy, emotionally supporting academics in the present, and social / emotional "best fit" post - secondary plans. This session will include tangible "take away" techniques and resources. The wrap up will include a discussion on the difficulties and advantages of the split office counseling model.
	15-Mar	15:00		Break				Perk up your afternoon with coffee, tea and snacks along with great conversations with colleagues.
Room 15 (1st floor)	15-Mar	15:30	17:00	Working Session: ISCA Scope and Sequence for Core Counseling Curriculum	Kathy Manu, Brooke Fezler and Heather DeVore	Counselor Led Workshop	Core Counseling Curriculum	In an endeavor to make our jobs both easier and more cohesive, members of the ISCA team have been working on developing a Nursery-Grade 12 Scope & Sequence for the Core Counseling Curriculum. What this specifically addresses is content that could/would ideally be available to all students over the course of a school year.  The Core Counseling Curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies below and to provide all students with the knowledge and skills in the four domains ( academic, career, personal/social and global perspective). This curriculum is infused throughout the school's overall curriculum and is presented systematically through Nursery- Grade 12 classrooms, individual student planning and group activities. It is important to note that it does not need to be delivered solely by the school counselor. The various methods below are ways in which curriculum can be delivered include: classroom instruction, interdisciplinary units, group activities, etc.  During this working session we will be engaging with and editing this document to be a useful resource for counselors all over the world. If you have not been piloting the S&S yet you are still welcome to join us and learn more about the project and how the S&S can help your counseling program. To view the S&S visit: <a href="https://iscainfo.com/Free-Resources">https://iscainfo.com/Free-Resources</a>
Room 2	15-Mar	15:30	17:00	Family Resilience and Adolescent Depressive Symptoms	Timothy Woo	Counselor Led Workshop	Individual Student Support	There are an increasing number of students in private school settings in Hong Kong who are usually from high socioeconomic status. However, little research has been focused on this specific populations mental health wellbeing and predictors of it. Utilizing a quantitative led mixed methodology framework, the present study estimated the prevalence rate of depressive symptoms in this group of adolescents and its psychosocial correlates, particularly family resilience. A total of 224 students (male = 48%, age = 12.9 ± 1.5 years) who are currently studying in private schools in Hong Kong participated in this survey study. Students were asked to fill out the Family Resilience Assessment Scale (FRAS), the Patient Health Questionnaire (PHQ-9) and a demographics survey. A focus group of Hong Kong professionals was then facilitated thereafter. Findings showed that 55% of the participants can be classified as having depressive symptoms. Regression analyses showed that psychosocial and demographic predictors to adolescent depressive symptoms included age, perceived caregiver conflict, and perceived academic achievement, and higher levels of family resilience. Within the framework of family resilience, subfactors of utilizing social and economic resources, family communication and problem solving, and the ability to make meaning of adversity, were associated significantly as predictors to adolescent depressive symptoms. The findings suggest the importance of family resilience in promoting mental health among adolescents in Private schools. Implications for schools, policies, and counsellors alike will be shared.



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Ballroom 8	15-Mar	15:30	17:00	Instilling and Fostering a Healing Rather than Dividing Sense of Empathy Amongst International Students.	Christopher O'Shaughnessy	Counselor Led Workshop	Individual Student Support	<p>Numerous experts have warned that empathy is on the decline – one study estimates that today's students are roughly 40% less empathetic now than they were 3 decades ago. The implications of this are worrying: from moral and ethical deterioration to increased attitudes of extremism and intolerance. The need to intentionally instill a sense of empathy is increasingly apparent as it seems less easily acquired organically or environmentally.</p> <p>While empathy can be used to connect, it can also be used to divide. Empathy is much like a spotlight, it focuses attention. Because it's inherently easier to be moved by the feelings of those most like us, empathy can be misused to divide when it only illuminates likeminded "us" and leaves "them" in the dark. International schools are uniquely situated to take advantage of a multicultural environment which can lend itself to help promote empathy: the spotlight can be used to illuminate those different to us in a way that we learn to connect and find similarities.</p> <p>In this workshop we'll explore strategies that counselors can employ to help cultivate empathy in students as individuals, as part of their community, and beyond. We'll investigate how technology has contributed to the challenges associated with empathy and consider ways to promote good digital citizenship. We'll consider how students who have been taught to cultivate a sense of empathy are more resilient and act as bridge-builders in an ever globalizing world whose struggles and challenges align more and more with the TCK experience.</p>
Room 1	15-Mar	15:30	17:00	Establishing a Culture of Wellbeing	Jennifer Gold and Nigel Holdsworth	Counselor Led Workshop	System Support	<p>How does a school go about establishing a culture of wellbeing? As the field of Positive Psychology has grown and has generated meaningful research about promoting wellbeing, this topic has increasingly become something that schools have been interested in incorporating as part of their core tenants in order to support the growth of both students and school personnel.</p> <p>Having the best interest of students at heart, counselors, teachers and others at schools are often already doing many things to address wellbeing and they hold an implicit belief in the high importance of doing so. Finding a way to leverage the collective strengths of the school community and unite them explicitly under a common language builds on those common desires and beliefs and allows a school to gain consistency and sustainability in their approach to wellbeing and sets the stage for intentionally developing a whole-school approach.</p> <p>In this workshop, we would examine some of the research driving the interest in fostering wellbeing in schools as well as look at what some early adopting schools have done to move in this direction. Our school has been working towards a goal of establishing a culture of wellbeing and we have made steady progress in that direction. We have generated a framework that incorporates the values of our community and what research is showing to be essential focus areas and also outlines a process for embedding wellbeing in the everyday life of students at our school. We would like to share with other schools that are interested in building a culture of wellbeing our work to date as well as our appreciative-inquiry-based process for building community support and building on existing strengths in our system.</p>
Ballroom 10	15-Mar	15:30	17:00	Highlighting Emerging Problematic Sexual Behaviors	Susie March and Yoan Tranholm Reed	Comprehensive Sexuality Education		<p>In the current climate of understanding child sexual exploitation, there is a tendency for practitioners to focus on adult-child problematic relationships. However, peer-on-peer abuse is an area of recent focus that appears to be an underdeveloped conception in practice. This workshop will raise awareness around the topic and engage counselors in identifying and addressing the issue through group activities and realistic examples.</p>
Room 2	15-Mar	17:15	18:30	ANGST Movie Screening		ANGST Movie Screening		<p>"IndieFlix, a leading independent online streaming platform, along with its non-profit arm, the IndieFlix Foundation, is sparking a global conversation about anxiety through screenings of its brand-new documentary, "Angst: Raising Awareness Around Anxiety". Throughout the conference we will hold special screenings of the documentary to open up a dialogue among us.</p> <p>Part of the beauty of this film is the openness of the children and young adults featured; for some of them, the "Angst" project marks the first time they are publicly sharing their experiences with anxiety. Our hope is that their candidness and bravery will inspire our communities to do the same.</p> <p>While "Angst" documents the struggles some people have with anxiety, it also reveals their hope for the future. Noah, a teenager in the film, describes it this way: "Anxiety doesn't define me. It's not just a curse; it also gives me strength."</p>
Meet in the Hotel Lobby	15-Mar	19:00		Discover Brussels	Various			
Room 2	16-Mar	7:30-9:00	9:00	ANGST Movie Screening		ANGST Movie Screening		<p>"IndieFlix, a leading independent online streaming platform, along with its non-profit arm, the IndieFlix Foundation, is sparking a global conversation about anxiety through screenings of its brand-new documentary, "Angst: Raising Awareness Around Anxiety". Throughout the conference we will hold special screenings of the documentary to open up a dialogue among us.</p> <p>Part of the beauty of this film is the openness of the children and young adults featured; for some of them, the "Angst" project marks the first time they are publicly sharing their experiences with anxiety. Our hope is that their candidness and bravery will inspire our communities to do the same.</p> <p>While "Angst" documents the struggles some people have with anxiety, it also reveals their hope for the future. Noah, a teenager in the film, describes it this way: "Anxiety doesn't define me. It's not just a curse; it also gives me strength."</p>



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Room 1	16-Mar	9:00	10:00	Re-imagining Vertical and Horizontal Alignment: Schools that Promote Holistic Student Development through Independent Curriculums	Patrick Love and Hilary Hewins	Counselor Led Workshop	Core Counseling Curriculum	<p>Many international schools promote excellence and balance, but at the same time find themselves with overscheduled and overworked students. Due to an overfocus on achievement, these students sometimes fail to develop a more complete sense of self, and can't identify what they'd like to accomplish beyond getting good grades.</p> <p>But, what happens when counselors go beyond the counseling curriculum and help schools reimagine opportunities that better support student development, learning, and wellness? And what does it look like when an entire school hops on board to support this? Concordia International School Shanghai and Yokohama International School (along with the other schools offering the Global Citizen Diploma) have found ways to put what we preach into practice, by enabling and encouraging students to focus on meaningful experiences and live out the ISCA model. In this session, we'll examine the programs of two schools who have developed curriculums/credentials that compliment, and go beyond their AP and IB programs.</p> <p>Attendees will be provided with the following:</p> <ul style="list-style-type: none"> <li>- Structures that they can use to advocate for the implementation of an independent curriculum in an AP or IB high school (or possibly a middle school).</li> <li>- Examples of how these curriculums facilitate unique opportunities for student growth and development in conjunction with the ISCA model.</li> <li>- Strategies counselors use to connect ISCA-based counseling programming to learning and growth opportunities within independent curriculums.</li> <li>- Examples of how specific students have uniquely developed through participation in various types of independent curriculums.</li> </ul>
Room 2	16-Mar	9:00	10:00	Snap School Counseling: Students in the Age of Social Media	Karen Rowland	Counselor Led Workshop	Individual Student Support	<p>Social networking is constantly evolving. Practically everyone's gone mobile, with real-time photo and video sharing becoming the big trend that school age students, especially teenagers are constantly using. Students are constantly using the virtual world to communicate with one another through social networking sites such as Snapchat, Instagram, WhatsApp, Tumblr and Musical.ly, to name a few. Do you know how your students are using these sites and what are the ramifications of these usage? This workshop will explore the popular sites that today's students are flocking to, the reasons for doing so, and how school counselors can be prepared to effectively work with students who use or misuse social media.</p>
Ballroom 8	16-Mar	9:00	10:00	Growth Mindset: May the Force Be With You	Jennifer Hammonds	Counselor Led Workshop	Core Counseling Curriculum	<p>Positive Education has stemmed from the field of positive psychology and is where academics, character &amp; well-being meet. Come to learn more about the research of Martin Seligman, Carol Dweck, Lea Waters, and Angela Duckworth, and how how a strengths-based approach can revolutionize you personally &amp; professionally. As international counselors and educators, we should consider the strengths and best approaches from a myriad of countries and systems so that we can enhance and reach as many students/families as possible from a variety of cultures, backgrounds, and belief systems. This workshop will be interactive and you will leave with practical strategies to enhance your counseling programs, individual counseling practices and personal well-being.</p>
Ballroom 10	16-Mar	9:00	10:00	Recognise and Practice Opportunities for Implementation of CSE Within the International Model	Susie March and Yoan Tranholm Reed	Comprehensive Sexuality Education		<p>With the knowledge gained from the two keynote presentations on CSE values, attitudes and as a measure of child protection, this interactive and experiential session will help school counselors to explore ways of implementing CSE within their unique context through sharing with colleagues. There will be emphasis on topical examples from lived experiences within regional contexts and opportunities to apply this to the international model and best practice.</p>
	16-Mar	10:00	10:25	Break				<p>This morning, enjoy coffee, tea and snacks along with great networking opportunities with old and new colleagues.</p>
Ballroom 8	16-Mar	10:30	12:00	Firefighters or Fishermen? Establishing a Proactive Social Emotional Program in Your School.	Sarah Carpenter	Counselor Led Workshop	Core Counseling Curriculum	<p>"Give a person a fish and you feed them for a day. Teach a person to fish and you feed them for a lifetime".</p> <p>Do you feel like you are forever fighting fires or are you teaching your students to fish? Are you spending large amounts of your time on a small number of students or do you have a school guidance program that effectively meets the needs of all your students? Are you harnessing the power of collective efficacy with your faculty to empower your students, or is guidance seen as a "tag on" to the curriculum - that thing counselors do.</p> <p>Come to this session and hear how we are changing the tone of our social emotional climate at Chadwick International by the recent implementation of a robust guidance curriculum that is specifically catering to the needs of our student population. We are empowering more and more students and faculty, and putting out less and less fires!</p> <p>You will learn how utilizing data to introduce a needs driven program was the key to getting admin, faculty and parent buy-in. This session will share: tips and tricks for building your own needs assessment &amp; collating data; ways in which data was used to build a program; how we created buy-in with admin, faculty and parents; how we are harnessing the power of collective efficacy with homeroom teachers and specialists, and most importantly, how we make our guidance program in classrooms engaging for ALL students. (As part of her presenting, Sarah will utilize engagement strategies that you can take directly back to your schools to use with faculty and students.)</p>



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Workshop Descriptions

Room	Day	Start Time	End Time	Workshop Title	Presenter(s)	Track	Session Category	Workshop Description
Room 1	16-Mar	10:30	12:00	It's OK to Not Be Ok: Designing Responsive Services Through a Trauma Informed Lens	Janice Holland	Counselor Led Workshop	Responsive Services	In this workshop, we will define what trauma is, and how it impacts our physical and emotional sense of self. We will explore trauma response systems and what that looks like in our students. We will discover how to tailor our Responsive Services to support those who have experienced trauma of all forms. When student stress response is lowered or eliminated, we have students engaged in learning and developing to their highest potential socially and emotionally.  School Counselors who attend this session will walk away with a clear understanding of what trauma is, how to identify it, and practical strategies for helping students. They will also gain some understanding on how to help other staff members know the warning signs of a trauma impacted student.
Room 2	16-Mar	10:30	12:00	How Counselors Can Support Students, Parents and, Teachers with a Child with ADHD	Benjamin Fishman	Counselor Led Workshop	Individual Student Support	This 90 minute workshop is designed to fast-track your understanding of ADHD symptoms, "emotional baggage," and treatment strategies and to foster more productive ways of relating and problem-solving. Ben Fishman distills from his 5 years of research on ADHD. The essential ideas that counselors need to know in understanding, managing, educating, and supporting a student with ADHD. The workshop will focus on clearly delineating what ADHD is and helping counselors better understand ADHD students. The workshop will emphasize strategies for counselors which in turn can be utilized to manage ADHD students more effectively. Strategies will focus on managing students in the classroom and strategies for parents. An integral part of the presentation will include engaging activities along with case studies and small group discussions, as well as time for questions and discussions.  The learning objectives of the presentation will be: <ul style="list-style-type: none"> <li>• The nature of ADHD, both its obvious symptoms of inattention and impulsive-hyperactive behavior to its underlying disturbance in self-regulation (executive functioning).</li> <li>• Why ADHD is a valid mental health disorder and not a myth, as recently (and periodically) claimed in mainstream media.</li> <li>• The roles parents need to play in raising a child with ADHD.</li> </ul>
Ballroom 10	16-Mar	10:30	12:00	Creating a Safe Learning Environment and Utilizing Experiential Teaching Methods in CSE	Susie March and Yoan Tranholm Reed	Comprehensive Sexuality Education		CSE facilitation requires a safe and comfortable learning environment as well as skilled practitioners who are knowledgeable of the subject and have the skills and competencies to deliver the comprehensive nature of this sensitive subject. This very interactive and practical workshop will demonstrate and enable counselors to learn through best practice some of the most recognised and innovative teaching methods in contemporary CSE.
Marche aux Epices	16-Mar	12:00	12:55	Lunch by Regions				All Participants are invited to enjoy a buffet lunch. A variety of food options are available. Relax, enjoy the food and the company of your counseling colleagues from around the world. Today we will sit by the regino of the world that you work in. Look for the signage. Have fun with the continued conversations.
Room 1	16-Mar	13:00	13:55	Sex, Gender, and Pronouns: Supporting Gender Minority Students in International Schools	Emily Meadows	Wellness	Wellness	Professional educators are increasingly recognizing the diversity of their students' gender identities and, however well-intentioned, may feel ill-equipped to support them. "Understanding gender is the foundation of trans inclusion in school" (GLSEN, 2018). Participants of all experience levels are welcome to consider the difference between male and female, why pronouns matter, and how the answers to these questions impact your students' well-being. This exercise serves as a thought-provoking primer on the concept of gender, and offers insight on how to better include all students in our care, including transgender and gender nonconforming children. Counselors, educators, and policy-makers working with students of any age will benefit from gaining confidence in supporting gender diverse students through this interactive and discussion-based activity. The activity is suitable to be used with whole classes or small groups of students (of any gender) in middle school and up, and could be modified for a younger audience.
Room 2	16-Mar	13:00	13:55	Empathy In Action: Incorporating Mindfulness into your counseling program.	Anglea Opitz	Wellness	Wellness	Every time we practice mindfulness, we are giving the gift of empathy to ourselves and building our capacity to extend it to others. The benefits of mindfulness are extensive, and the surface is just being scratched with more recent introductions of Mindfulness in schools. Through learning and incorporating mindfulness techniques, students are better able to self-regulate, reduce worry and anxiety, attend to academic content with increased focus, and connect with self and others. This session will focus on different ways to incorporate Mindfulness in the educational setting – whether it be in small doses, or making a larger promotion of it. Ideas for sessions and lessons will be shared, including Mindful moments that can be used with students either in a small group, class lesson, or during a whole school assembly. Hands on activities and ideas for centers will also be shared, including an "anchor word" art and and breath activity, mindful movements, and even games that can promote mindfulness – mindfulness does not always mean being still!
Ballroom 10	16-Mar	13:00	13:55	Expressive Arts Therapy: Be Well	Malti Tuttle, Brandee Appling and Jessica Tyler	Wellness	Wellness	School counselors are the pulse of the school and in the position to impact school climate. Students, parents, teachers, and staff see the school counselor as a professional in the school building who is skilled in the areas of social-emotional well-being. The presenters will provide and conduct activities that school counselors can implement in their schools. These activities will target expressive arts counseling techniques to enhance wellness and social -emotional well-being thereby positively impacting school climate for teachers, staff, parents, and students. Examples of activities include and "centers" style experiences.
Ballroom 8	16-Mar	13:00	13:55	Stress Balloons	Katie Trupiano	Wellness	Wellness	This is an interactive session in which staff will learn how to execute a balloon activity to help students identify their stressors, experience first-hand how stress impacts their physiology, and identify techniques to balance and address their stress in positive ways.
Various (see board)	16-Mar	14:00	15:00	Counselor Camp	Various			Taken from the popular EdCamp concept we have our own "unconference" hour. Topics and sessions will be generated by conference participants. The first day and a half of the conference, participants are invited to write down a topic on which they would want to lead a discussion on; the "discussion facilitator" will post it on a board near the break area. After lunch on Saturday all participants will choose the topic that interests them for this hour.  Check out this video for more info on EdCamps: <a href="https://www.youtube.com/watch?v=I7DwCl7j0Bg">https://www.youtube.com/watch?v=I7DwCl7j0Bg</a>





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Workshop Descriptions

Room	Day	Start Time	End Time	Workshop Title	Presenter(s)	Track	Session Category	Workshop Description
	16-Mar	15:00	15:25	Break				Perk up your afternoon with coffee, tea and snacks along with great conversations with colleagues.
Ballroom 8	16-Mar	15:30	16:30	Reinvigorating Family Workshops	Isabel Mader C. Pacios	Counselor Led Workshop	Core Counseling Curriculum	<p>In August 2015, the counseling department at the American School of Brasilia decided to purposefully set aside a weekly meeting solely to study best practices in delivering our guidance curriculum. In the efforts of taking our services to the next level, we began by focusing on offering the best format of family workshops we could possibly provide. The plan was to bring hands-on strategies from the classrooms to our sessions and the most up to date and relevant research in the field of child development. We selected best-selling books and research based articles, written by world renowned authors, and together we discussed them weekly, keeping each other accountable and reflecting on our learning. In 2017, one of us moved abroad to another international school, Gems International School in Dubai, but our partnership continued across the ocean.</p> <p>After three years experimenting with different techniques, the most successful format we have developed for our parent workshops is a combination of the Gallery Walk and the Socratic Method. We have seen the number of attendees increase significantly, students referring to what their parents learned in the workshops, a growth in partnership and sense of trust between families and the school, not to mention the recognition and credit earned by our department.</p> <p>We will take you through the detailed process of this model of workshop, showing multiple examples, the feedback we have received from the families and the overall positive impact we've seen from the work we developed in Brazil and in Dubai.</p>
Room 1	16-Mar	15:30	16:30	The Link Between Nutrition, Learning and Our Mental Health	Elizabeth Recter	Counselor Led Workshop	Individual Student Support	As counsellors and health teachers we help students identify and give names to the problems they have and the emotions they are experiencing. Then we give them tools and coping skills to help them navigate this landscape of problems and sometimes new and scary emotions. Sometimes, the root cause of these problems identifies itself as we spend more time with a student, however, sometimes it does not. It was not until I began to study nutrition that the links between nutrition and anxiety, depression, mood swings, ADD, ADHD, autism, eating disorders, behavioural problems and various learning problems became so glaringly obvious. Given this, how can we, as counsellors and health teachers, better support students and parents identify the possible nutritional link that may be a contributing or primary cause of these learning/behavioural problems and mental/emotional instabilities?
Room 2	16-Mar	15:30	16:30	Putting the U in Culture	Mahira Christy-Zakiuddin	Counselor Led Workshop	System Support	<p>This session aims at providing School Counselors (K-12) the steps to take for developing a cultural competent practice and environment within their schools. It will reflect on my two-year journey at GEMS Wellington Academy Silicon Oasis, Primary School and the 4 step methodology applied in gaining buy in.</p> <p>The approach has been adopting rather than roll out. It will provide information relevant for large and small campuses. The intention of this project has been to lean into a deeper understanding of culture to influence children's wellbeing through its teaching and learning environment. The objective was for students to be in control, share their journey, on their terms, and allow them to declare their own understanding of culture. I believe that silence around culture leaves unchallenged the ideas children pick up from other sources, and assumptions they reach based on the structural and historic racism (discrimination) they observe around them. My goal was to increase the understanding around this topic amongst teachers, for them to realize that this was truly a competency.</p>
Ballroom 10	16-Mar	15:30	16:30	Answering Difficult Questions During CSE Practice	Susie March and Yoan Tranholm Reed	Comprehensive Sexuality Education		Many school staff are reluctant to facilitate CSE with students because they fear that some themes will be too sensitive, too personal or conflict with the school's cultural context. Conversely, some practitioners need to understand the boundaries of adding their own personal and/or moralistic emphasis on learning. This very engaging workshop will challenge participants to reflect on their own values and enable them to practice with tools, skills and language in responding to difficult or uncomfortable questions.
Ballroom 10	16-Mar	16:35	16:50	Closing Session				Closing remarks, raffle and reminders. Hope everyone has safe travels home!