

MASCA Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION

Vol. 54, No. 6

February 2018

President's Message: Random Acts of Kindness Week

By MEGAN KRELL, Ph.D., MASCA President

I hope you had a wonderful National School Counseling Week (February 5th-9th, 2018)! How did your school celebrate? We'd love to hear about your experiences! Right after National School Counseling Week comes another great week to celebrate: Random Acts of Kindness Week (February 11th-17th, 2018).

Random Acts of Kindness Week (RAK Week) is an initiative by the Random Acts of Kindness Foundation to promote instilling the importance of kindness into every aspect of life, including the classroom. Head to www.randomactsofkindness.org for more information and resources. The website has



free K-12 lesson plans that embed aspects of kindness to teach social emotional learning skills. Additional resources include kindness club forms, kindness project ideas, free posters, and Kindness Bingo cards. Several of their resources are provided in both English and Spanish. And don't worry if you miss RAK Week, these activities can be done at anytime throughout the year!

Lastly, I hope you will join us for the spring conference April 30th-May 1st in Hyannis, MA. You can find more information at <http://www.ncyi.org/203>. Lots to look forward to at the event, including keynote Julia Cook, pre-conference speaker Amie Dean, excellent applied educational sessions, and over 45 graduate posters!

Enjoy this issue of the *Counselor's Notebook*! Please feel free to contact me at president@masca.org with any comments, questions, or school counseling concern. I have enjoyed connecting with the membership throughout this year; thanks to all who have reached out!

Statewide Call for Governing Board Candidates

If you have a desire to be more involved in MASCA, we definitely have a place for you to serve. Our MASCA volunteers are crucial to our organization and are the driving forces behind many of our important initiatives. We can use your help on a variety of committees or in a more formal leadership role.

Several Governing Board member positions will be open for the

2018/2019 year and will be filled through an election in April. Information about MASCA positions can be found in the MASCA Bylaws which are located on MASCA's website (masca.wildapricot.org). Choose tabs "About," "Governance," and then "Bylaws." Members need to collect a minimum of 10 signatures from MASCA members and submit nomination forms and a resume to Ruth

Carrigan (Ruth.Carrigan@whrsd.org) before **March 1, 2018**.

All members will have the chance to vote on the ballot; voting will end on the last day of the spring conference.

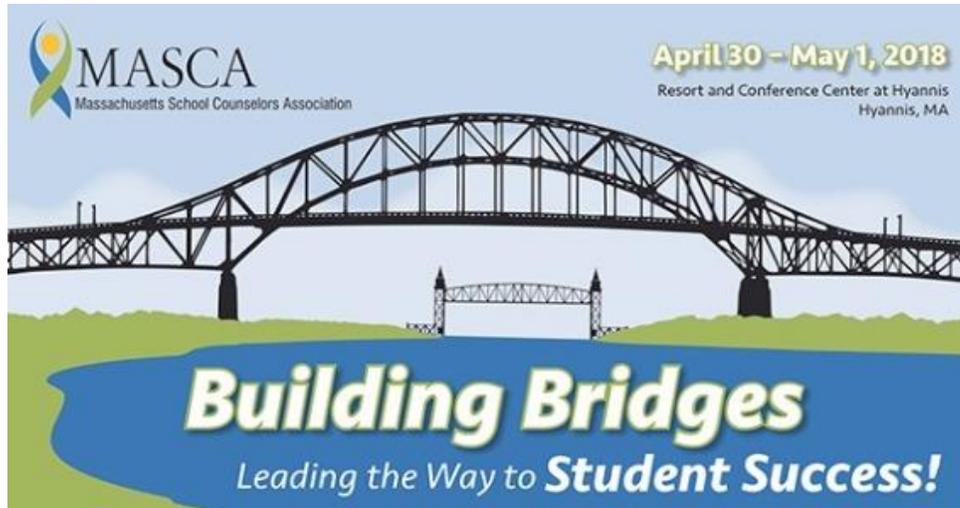
If you are interested in taking on a formal leadership role or in helping serve at the committee level, or if you have any questions, please reach out to any MASCA leader.

The MASCA-Affiliate Partnership

MASCA offers partnership perks to support eligible affiliates, all of which are accessed by contacting Executive Director, Donna Brown. For instance, joint

Affiliate-MASCA membership qualifies the affiliate for a \$5 refund per member. MASCA also may reimburse each affiliate \$75 for one professional development

program per year. Lastly, MASCA carries liability insurance. Affiliates needing a proof of insurance must contact Donna two weeks before the event.



The 2018 MASCA Conference is gaining great momentum! In addition to the pre-conference and keynote address, we will offer 32 program sessions especially structured to equip, encourage, and strengthen your efforts on the front lines with your students. Both of our featured speakers will be hosting breakout sessions on Tuesday. Please spread the word to your colleagues and others who you know would benefit from high quality professional development.



Amie Dean – Pre-Conference Speaker
Behavior Interventions that Work
Monday, April 30



Julie Cook – Conference Keynote Speaker
Reboundaries and Resilience: Fostering Grit
Tuesday, May 1

You do not want to miss this conference! If you have not already made plans to attend this exciting event on Monday, April 30 and Tuesday, May 1, please go to MASCA.wildapricot.org for more details. Early Registration rates are available until February 28, 2018.

While you are registering, please reserve your room at The Resort and Conference Center at Hyannis to take advantage of the \$99 early bird special! Staying at the hotel Monday evening provides a great opportunity to network with other counselors from across the state at the President's Reception. We look forward to seeing you at this exciting conference!

MASCA

2017 - 2018 BOARD MEMBERS

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A Rose by Any Other Name

By DONNA M. BROWN, MASCA Executive Director

What are you called? What is your office or office suite called? How do your teachers refer to you? How do you refer to yourself? Think about these questions for a moment. If the answer to any of these questions includes the term guidance, you are behind the times.

Last June, the Department of Elementary and Secondary Education issued a "Summary of June 2017 Board Regulation Changes." Tucked in this summary are the regulations for a variety of licenses both initial and renewals. There are many new requirements for renewal including: 603 CMR 44.00: Regulations for Educator Licensure Renewal. Educators renewing a Primary area license on or after July 28, 2017, must earn a minimum of 150 Professional Development Points (PDPs). Here is the breakdown:

(a) At least 15 PDPs in content (subject matter knowledge)

(b) At least 15 PDPs in pedagogy (professional skills and knowledge)

(c) At least 15 PDPs related to Sheltered English Immersion (SEI) or English as a Second Language (ESL)

(d) At least 15 PDPs related to training in strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles

(e) The remaining required 90 PDPs may be earned through any combination of "elective" activities that address other educational issues and topics that improve student learning, additional content, or pedagogy.

What does this have to do with guidance counselor versus school counselor? Well, when you renew in 2019, your license will clearly indicate you are a SCHOOL COUNSELOR! DESE has recognized what ASCA and MASCA have been advocating for years. We are school counselors who work in the school counseling office. So, make a commitment today to be a school counselor and help eradicate the "g" word.

Six Tips to Assist with the Transition to College

By IRIS GODES, MASCA GB Member

How can school counselors influence a smooth transition to college? Some students leave high school much more prepared than others to be successful in college, so how can more students be college-ready? A few thoughts come to mind from the "other side."

1. Beginning in middle school, and certainly by ninth grade, there should be an expectation that most students will attend college after high school. This can be done in subtle ways, especially before ju-

nior year. What language do you use? Do you say "if" or do you say "when" you go to college? How is the ninth grade course schedule developed? Is the student encouraged to take the most challenging courses based on their abilities? If electives are available, this is the perfect time to start exploring areas of interest.

2. What opportunities do students have to explore careers? Whether through online tools (i.e. Naviance, etc.), or through course work, in-

(continued on pg. 4)

COLLEGE (cont'd from page 3)

ternships, part-time jobs, and other practical education opportunities, students need as many years as possible to be exposed to things that interest them, learn what their strengths are, and what types of careers are the best match for them.

3. Build up self-advocacy skills. This is increasingly difficult in the age of “helicopter” and “snowplow” parents. Colleges feel this challenge as well. However, if students can start to learn how important it is to advocate for themselves and to take advantage of the resources available to them, they will be more comfortable accessing resources when they are away at college.

4. Encourage college visits. Assist students by providing a list of questions to ask, things to observe, and places to see while on campus. This

is one of the most valuable steps in the college search process. There is no better way to get a “feel” for a college and the fit for a student than going to visit.

While most students are juniors and seniors in high school when they begin visiting campuses, sophomore year is not too early for those students who are ready. The more comfortable they are with the campus, the better they will feel when they enroll. Moving away from home is scary for those that have not lived away before.

5. The importance of the class syllabus. Ask your faculty, if they don’t do this already, to provide students with a class syllabus and to use them the way college professors use them. By senior year, teachers should start pulling back

and require their students to be more independent. Let them know you are not going to remind them five times that an assignment is due. Their syllabus tells them when assignments, quizzes, and exams will occur and they are expected to be ready on their own. Learning personal accountability by senior year

(continued on pg. 5)

Visit the Counselor's Corner section of the MASCA website to learn more about events, resources, and information not officially sponsored by MASCA, but which may be of general interest to the counseling community.

<https://masca.wildapricot.org/Counselors-Corner>

**MARCH 1:
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Regular Admissions
Application and
Financial Aid
Priority Consideration**

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undergrad.admissions@umb.edu
617.287.6100



18.240CF

**February
Awareness Dates**

African American History Month
Career and Technical Education Month
Teen Dating Violence Awareness and Prevention Month
5-9 National School Counseling Week
11-17 Random Acts of Kindness Week
23-March 1 National Eating Disorders Awareness Week

COLLEGE (cont'd from page 4)

is extremely important for success in college.

6. Maintain a challenging college-prep curriculum senior year. This is the best chance students will not start at a remedial level and will be prepared for the increased work-

load that college requires. Students should understand that they will have more reading, write longer papers, will do more work outside of class time, and will not be “spoon fed” everything they need to know.

Attention: All call for Counselor's Notebooks prior to 1999.

Please send issues to Donna Brown as we rebuild our MASCA CN Archives.

Advocacy Highlight: Hudson High School Counselors

By MEGAN KRELL, Ph.D., MASCA President

One of the best aspects of being President of MASCA is getting to hear about the awesome accomplishments of school counselors across the Commonwealth. This month, I have the honor of highlighting and congratulating the school counselors at Hudson High School (Hudson, MA) for their advocacy efforts!

This year, school counselors at Hudson High School are taking extra steps to promote the official title change from “guidance counselor” to “school counselor.” During Hudson’s school spirit week, on school color



Left to Right: Karen Botcheller, Angie Flynn, Erin Learned, Melissa DiFonzo, Kristina Ansara-Stachowski, Kerry Bartlett, and Jamie Gravelle

day, the school counselors all wore the ASCA Guidance School Counselor t-shirts. The school counselors were able to simultaneously support the Hudson High School Hawks with their red and white school colors, while also promoting their role as school counselors. A great idea and way to support our profession in the school building. Thank you Hudson High School for your advocacy efforts!

How has your school been advocating for school counselors? Please share your experiences and photos with me at president@masca.org.

Franklin Hampshire Affiliate Hosts a Financial Literacy Forum

After attending Kael Miyata’s workshop at the Kansas State Counseling Conference last spring, Dr. Ronald Fredrickson, UMass Amherst Professor Emeritus referred Miyata, EdS Candidate in School Counseling at UMass Amherst to Helen O’Donnell, President of FHGA. Miyata was invited to present the workshop, *The Money Club: A Curriculum for Teaching Financial*

Literacy, in an afterschool forum hosted by Maria Paoletti, FHGA Trustee, and a School Counselor at the Pioneer Valley Chinese Immersion Charter School in Hadley. After a discussion of the reasons why it is essential for students to be financially literate, Miyata explained the research associated with his interest in advocating for financial literacy education and introduced participants to the sev-

en lesson Money Club curriculum he is implementing in a Springfield school. Designed as an interdisciplinary unit, an example of lessons school counselors can deliver is the interpretation of Financial Award Letters by educating students about grants, loans, and scholarships.

If interested in exploring this free curriculum, email kaelmiyata@gmail.com.

Save the Date: 2017-18 MA Model Institute Spring Capstone Showcase:

“Collaborating Together and Sharing Successes”

Monday, April 30, 2018 from 12:00-3:00 in Hyannis



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Career Profile: National Center for Women & Information Technology

By JENNIFER MCGUIRE, MASCA President-Elect

This is the fifth article in my series of profiles on career opportunities. This month, rather than focus on one specific industry or career, I wanted to bring some attention to the National Center for Women & Information Technology (NCWIT). Counselors4Computing, a program of NCWIT, was presented as part of the “Careers Your Students Need to Know About” session at the 2017 ASCA conference.

The purpose of NCWIT is to assist organizations in the recruitment, retention, and advancement of women through support, evidence, and action. More than 1100 institutions are part of this national, non-profit group, including universities, non-profit organizations, government, and corporations. As counselors, we have the opportunity to influence the next generation of workers. Hopefully you will find this information useful in your practice.

It probably doesn't surprise many people to know that computing drives our economy and directly impacts the labor market. According to the Massachusetts Career Information System, a Computer Science major leading to a bachelor's degree prepares you for nine different careers, including Computer Engineer and Computer Programmer. However, computing touches every industry. NCWIT reports that according to the US Department of Labor, by 2024 there will be about 1.1 million computing-related job openings nationwide, but there is an insufficient pool of college graduates with the appropriate degrees to fill these jobs. It is believed that more than two thirds of these will

go unfilled.

It is well known that diversity is lacking in computing jobs. Despite offering some of the highest salaries available (in Massachusetts, the median annual salary for a Computer Programmer is over \$90,000), as a nation we are not succeeding in providing access to all in computing education. Additionally, women employed in these jobs are leaving the technology industry at astonishing rates.

It may be worth considering that, according to NCWIT, in 2015, 57 percent of bachelor's degrees awarded to females. However, only 18 percent of computer and information sciences bachelor's degrees were awarded to females. Other statistics of note include the number of states that allow Computer Science to count as a math or science graduation requirement (34 and the District of Columbia) and the percentage of professional occupations held by women compared to the percentage of professional computing occupations held by females (57 to 26).

The National Center for Women and Information Technology uses a three-pronged approach to try to “increase girls’ and women’s meaningful participation in computing.” These three components are alliances, free research-based resources, and programs. I encourage you to visit the website, www.ncwit.org, to learn about all of the components. However, I have taken the opportunity to highlight some relevant pieces for school counselors.

The alliance most relevant to us as school counselors is the K-12 Alliance, comprised of over 300 organi-

zations. The K-12 Alliance “directs national outreach programs and projects that increase the recruitment, retention, and advancement of girls in computing and inspires girls to become more interested and confident in technology pathways.” Some well-known member organizations include 4-H, Boys and Girls Clubs of America, Girl Scouts of the USA, and the American School Counselor Association.

Also of interest to counselors are the free resources provided by NCWIT. These are all available online at www.ncwit.org/resources. You can sort the resources by goals and intended audience. Everything from one-page information sheets to newsletters and counselor lesson plans are available. We can do our part to make sure ALL students are exposed to the computer science and computing jobs. You will notice in the resources that they are not just geared toward high school students. It is important that we begin exposing students at an earlier age.

Finally, the third strategy employed by NCWIT is programming. Counselors4Computing (C4C), the program that provided this session at the ASCA Conference. C4C provides information and resources for school counselors to assist them in supporting students as they explore computer science and related careers.

The National Center for Women and Information Technology website (www.ncwit.org) along with the Massachusetts Career Information System (masscis.intocareers.org) provided information used in this article.

Career Activities Corner: K-12 College and Career Readiness Activities

Reach Higher MA Working Group #1: *Viable Careers and Citizenship for All* hosts this Career Activity Corner to encourage infusion of a career development strand into your school counseling curriculum. K-12 lessons with identified standards alignments, measurable student learning objectives and outcomes, and interdisciplinary curriculum links welcomed.

Email to: Helen O'Donnell, Ed.D, MA Model Institute Trainer at helenod@att.net.

Attendance HERO: Here, Every Day, Ready, On Time*

Grade Level: K-12

Tiers: I and II

Compiled from a lesson and presentation by: Jillian Ehnstrom, School Counseling Masters Candidate, Fitchburg State University

Attendance as an Accountability Tool:

The 21st century workforce needs employees to be responsible, consistent, and dependable about their attendance for maximum workplace efficiency. Under Every Student Succeed Act (ESSA), states have the responsibility of choosing at least one indicator to measure school quality for student success. According to Chronic Absences: Our Top Pick for the ESSA School Quality of Student Success, chronic absenteeism data is one of the most valuable measures to choose that will provide valid data. As of May 2017, 14 of 17 states (including MA) have submitted ESSA plans to include attendance as an accountability measure (Attendance Works: Advancing Student Success by Reducing Chronic Absenteeism, <http://www.attendanceworks.org>). To assist districts, DESE tracks and monitors attendance data. Educating students about self-regulation and managing their time to meet school day attendance requirements is an essential key for K-12 school communities.

Essential Question: Are students able to understand the importance of daily school attendance and on time school arrival?

Focus Question: What can students do to be prepared for school every day and arrive on time?

Lesson Content, Activities, and Resources:

Lesson content should include instruction on MGL Chapter 76, Sections 1,1A, 1B, 2 (<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter76>), and Truancy vs. Chronic Absenteeism (<http://www.attendanceworks.org/whats-the-difference-between-chronic-absence-and-truancy/>). It is important to also reference specifics in your school handbooks and district policies. Activities can include a focus on personal organization, decision-making, attendance goal-setting, and taking action to achieve goals.

*Attendance HERO materials adapted from Davenport Elementary School District Counseling Program's Attendance: Get up and at 'em" and <https://www.teacherspayteachers.com/Product/Attendance-Hero-Editable-School-Wide-Kit-2076391>

Student Learning Objectives:

Cognitive: By the end of the Tier 1 instruction and Tier 2 support, 100% of the students will be able to: identify the page in the school handbook that discusses attendance requirement(s), identify the MGL that mandates attendance, and list 1 MGL attendance requirement.

Affective: By the end of the instruction, the students will appreciate the importance of consistent school attendance by explaining one reason why consistent attendance is necessary for employment success

Behavioral/Performance: By the end of the lesson, 100% of the students will successfully complete the pre/posttest with at least 80% accuracy and explain two ways they can prepare for their school day.

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ATTENDANCE (cont'd from page 8)

Data Collection:

Data may include pre/post tests; baseline attendance data by school, grade level, or classroom; on-going weekly, monthly, and school year attendance data, etc. Data should be analyzed to determine success and target the need for Tier 2 interventions.

Data walls with whole school, grade level, and/or classroom attendance and tardiness may be utilized to inform stakeholders of attendance patterns. Math classes can partner with administrators to collect attendance data and calculate results data for data wall charts and graphs. Grade level and homeroom attendance competitions are another strategy that can be utilized.

Important note: Adjustments and modifications should be made to protect documented chronically ill students to prevent their attendance patterns from making them targets when their attendance data impacts grade level or classroom competitions.

Student Learning Standards:

[MA DESE's Future Ready Campaign](#): (1) Start Now; (2) Aim High; (3) Look Beyond

[MA Career Development Benchmarks](#):

o Academic/Technical: A2-3

o Workplace Readiness Development: W1-1; W1-3

o Personal/Social Development PS1-3

[ASCA Mindsets and Behaviors for Student Success](#):

Mindsets: #4, #5, #6. Behavior Standards: LS #1, #7, Self-Management: #1, #8, Social Skills: #1, #5.

[CASEL](#): Self-Awareness and Self-Management

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seize the day?



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Costa Rica made me
realize that research
is what I want to do.

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Exploring MA Model 2.0: Annual Calendars

By HELEN C. O'DONNELL, Ed.D., MA Model Trainer and Chair, MASCA GB Member

The MA Model 2.0 is a best practice resource for school counseling programs detailing the structure, components, responsibilities, and counselor skill sets needed to integrate academic/technical, workplace readiness, and personal/social competencies guiding each student's K-12 educational journey and encouraging them to be future ready and reach higher!

Step 5: Annual Calendars

Explained in the Management section of MA Model 2.0, there are many types of calendars that guide school counselor practice and inform stakeholders about what school counselors do, the delivery schedule for the school counseling core curriculum, and the ongoing activities of the school counselors. Although fluid and subject to adjustment, annual calendars are essential tools to organize and manage our daily, monthly, and yearly programming.

A carefully designed annual calendar can educate all stakeholders. It is a document that outlines your program, explains events and curriculum themes, and identifies monthly activities and deadlines. Reviewed each year for minor adjustments,

the annual calendar should provide a program overview and be a readily accessible in handbooks, posted on websites, and part of transition programs. The most effective annual calendars are one page, concisely identify school counselor services, and provide a program overview. Suggested design highlights:

- Calendar heading should identify the document as the school counseling department calendar and include the school name and address, your program vision/mission statements, your school logo and list members of your school counseling team including their degrees, licenses, and a contact email.

- To prevent your annual calendar from being outdated and keep your calendar current, do not identify a specific school year for your calendar. Group calendar events by month, not specific dates, to allow for date adjustments.

- Concise, streamlined, but informative calendars often have a column identifying the grade level/s for specific calendar activities like testing or transition programs and a column for "on-going school counseling responsibilities" like academic support initiatives, atten-

dance monitoring, participating in student support and 504 meetings, etc.

- When referring to specific events, use the full name instead of a buzz work or abbreviation.

Sample annual calendars for all grade levels are posted with MA Model resources on the MASCA website at masca.wildapricot.org (select conferences/pd tab and choose MA Model. Follow the table of contents to the management heading.)

Note: If you want to suggest topics for future Exploring MA Model 2.0 articles or if you are interested in graduate coursework and joining colleagues to identify, implement, and assess MA Model implementation initiatives, email at helenod@att.net or MAmodel@masca.org. MA Model Institutes are currently in process around the state, but you can contact me to suggest dates and sites for spring 2018 and Summer Institutes. Graduate credit and PDP opportunities are available for MA Model 2.0 Introductory Institute, MA Model 2: Next Steps or Counselors in K-12 Classrooms: Delivering Curriculum that Promotes Academic Achievement and CCR.

Honor a School Counselor with a MASCA Tribute

By HELEN C. O'DONNELL, Ed.D., MA Model Trainer and Chair, MASCA GB Member

Do you know a school counselor, colleague, and/or counselor educator who made a positive difference in their students' lives? MASCS Tributes are your chance to recognize a counselor that you admired and who encouraged and advocated for you and others to accomplish their goals. The cost

is \$50 for 50 words. Submissions are welcome from school systems, colleges/universities, MASCA affiliates, students, past graduates, families, administrators, etc.

Write a 50 word or less tribute about the person's impact on your life or their students' lives. Email the tribute and a photo to helenod@att.net. Mail a \$50 check made out to MASCA to Helen O'Donnell, 10 Maplewood Terr., Hadley, MA 01035. Electronic confirmations will be sent for all submissions. A sample of the certificate will be emailed to the nominator for approval before printing. Submission deadline is **March 31, 2018**.

Therapy Dogs Relieve Stress Before Midterm Exams

By MAUREEN GARRETT, School Counselor, Whitman-Hanson Regional HS

Everyone is familiar with therapy dogs being utilized at nursing homes, rehab centers, libraries, and hospitals, but there is a trend for therapy dogs to visit colleges and schools to calm students. We've long known that therapeutic contact with dogs reduces heart rate and lowers blood pressure, but in the emotional realm, positive interactions between people and animals results in higher levels of "happy" chemicals, dopamine and serotonin. And given that therapy dogs are affectionate and non-judgmental, there are social benefits for our students who are shy and somewhat insecure in a social setting.

At Whitman Hanson Regional High School, the School Counseling department partnered with S.A.D.D. to arrange for therapy dogs to come in the week before January midterm exams to interact with our students. We partnered with Dog B.O.N.E.S. Therapy Dogs of Massachusetts, a non-profit organization that provides therapy dog visits free of charge. Handlers and dogs, which are family pets, go through a training program to learn commands and become comfortable in crowds and



Therapy dogs enjoy time with students at staff before midterms

social settings.

Generally speaking, one therapy dog team (handler and dog) can stay about an hour in school settings; students visit in a small group of three or less for 10 minutes each group. Since we have 1200 students, we set up the schedule with two teams on one day and three teams on the next day. This was due in part to the availability of dog teams to commit to an hour, since they are doing it on a volunteer basis. One of our junior students recently completed the training and we were delighted to have her participate with her dog, Jack.

Spaces filled up quickly on the schedule and we had near full capacity for both days. We also invited staff to stop in and spend time with the therapy dogs. The dogs were big hit! There were lots of smiles on the faces of students and a strong positive atmosphere during the entire event. Students expressed gratitude for the dogs and handlers and several asked if the dogs could be permanent residents in the school!

Due to the strong response, we plan on repeating the program for final exams in June.

Operation Prevention an On-Line Resource

(excerpt from *Youth Health Connection*, January 18, 2018, Vol. 1, Issue 2)

The Drug Enforcement Administration (DEA) in collaboration with Discovery Education has created a comprehensive, no-cost program to combat opioid misuse that is available to be used in every school, home, and community in the U.S. This resource is available in both English and Spanish.

The content includes: Digital



Classroom lessons; Parent Toolkit; On-Demand Virtual Field Trip - a companion activity for classroom discussions, "On the Frontlines of

the Opioid Epidemic: A Community Fighting Back" (a 45-minute video with free activity to download); Self-paced student learning modules; and a Video Challenge for students to create a PSA.

To learn more about Operation Prevention and to access all the resources visit: <http://bit.ly/2CX-FV90>.

IN CASE OF NON-DELIVERY, RETURN TO:

Donna M. Brown
P.O. Box 366
Bryantville, MA 02327



The mission of MASCA is to advocate for school counselors in the Commonwealth of Massachusetts by providing leadership, collaboration, and professional development.

Stay informed by visiting MASCA's website regularly.

You can share your views with fellow MASCA members by joining in the Forum.

<https://masca.wildapricot.org/>



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