

# Preconference Workshops

WSCA Conference  
2022-2023

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**ROOTED IN  
RESILIENCE**

WISCONSIN SCHOOL COUNSELOR ASSOCIATION | 2022



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for these sessions and the general conference

visit our website for more information at:

<https://www.wscaweb.org/conferences/2022-2023-annual-conference/>

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Meet the Preconference Team



# About Preconference

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Join us for the 2022-2023 WSCA Preconference!

Every year, we hear from our school counselors that they wish they had more time to learn about specific topics they encountered during the WSCA Conference.

Based on the recommendations from YOU, the school counselors of Wisconsin, we have assembled a high-quality, diverse set of preconference sessions that cover areas such as Equity, Leadership & Advocacy, Academic and Career Planning, and Social-Emotional Learning across all levels of practice.

Mix and match two half-day sessions, or attend a full-day session to focus more in-depth on a single topic. Create a pre-conference day that provides the best learning opportunities for your professional development needs!

With our resources and feedback, we are proud to say the preconference team is able to bring in well-known national speakers to provide high-quality professional development.

# Preconference Workshops at a Glance

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## FULL DAY WORKSHOPS

- Resilience - More than a Buzzword (K-12)
- DPI's New School Counselor Orientation (K-12)

## HALF DAY WORKSHOPS - MORNING

- Anxiety Disorders In Children: Diagnosis, Treatment, And Family Accommodation (K-12)
- Student Success Skills For Sel Success (6-12)
- Asca Model, Thinking About Ramping? (K-12)
- Legal Literacy And Ethical Practice In The Complex World Of School Counseling (K-12)
- Exploring Executive Function Skill Development For Pk-3 (Pk-3)
- Journey To Anti-Racist School Counseling (K-12)
- Between A Rock And A Hard Place: Supporting And Affirming Trans And Nonbinary Students In Turbulent Times (K-12)

## HALF DAY WORKSHOPS - AFTERNOON

- The Best Plan You Hope To Never Use: Building A Crisis Plan (6-12)
- Ready For Success With Student Success Skills (Pk-5)
- Legal And Ethical Advocacy For Marginalized Youth (K-12)
- Exploring Executive Function Skill Development For Grades 4-12 (4-12)
- Creating Inclusive School Environments And Building Antiracist Practices (K-12)
- An Indigenous Perspective On Equity And Opportunity In Wisconsin Public Education (K-12)
- Incorporating Diversity, Equity, And Inclusion In Your School Counseling Program (K-12)
- Afternoon On The Hill (K-Ps)



# Preconference Workshops Themes and Tracks

Social/Emotional	Full Day	
	Resilience - More than a Buzzword (K-12)	
	Morning	
	Anxiety Disorders in Children: Diagnosis, Treatment, and Family Accommodation (K-12)	
	Student Success Skills for SEL Success (6-12)	
	Afternoon	
	Ready for Success with Student Success Skills (PK-5)	
	The Best Plan You Hope to Never Use: Building a Crisis Plan (6-12)	
Leadership/ Advocacy	Full Day	
	DPI's New School Counselor Orientation (K-12)	
	Morning	
	ASCA Model, Thinking About RAMPING? (K-12)	
	Legal Literacy and Ethical Practice in the Complex World of School Counseling (K-12)	
	Afternoon	
	Legal and Ethical Advocacy for Marginalized Youth (K-12)	
	Afternoon on the Hill (K-PS)	
Academic/ Career/ PostSecondary	Morning	
	Exploring Executive Function Skill Development for PK-3 (PK-3)	
	Afternoon	
	Exploring Executive Function Skill Development for Grades 4-12 (4-12)	
Equity	Morning	
	Journey to Anti-racist School Counseling (K-12)	
	Between a Rock and a Hard Place: Supporting and Affirming Trans and Nonbinary Students in Turbulent Times (K-12)	
	Afternoon	
	Creating Inclusive School Environments and Building Antiracist Practices (K-12)	
	An Indigenous Perspective on Equity and Opportunity in Wisconsin Public Education (K-12)	
	Incorporating Diversity, Equity, and Inclusion in Your School Counseling Program (K-12)	
**some topics may address more than one theme, please read the full description for more information**		

Use these tracks to help design the perfect professional development day with a focus on what matters most to YOU!

# FULL DAY WORKSHOPS

NOVEMBER 2, 2022 9:30 AM – 4:30 PM



## Resilience - More than a Buzzword (K-12)

Dr. Karen Griffith, ASCA-Certified Trainer, Assistant Professor,  
University of Georgia

Understanding the traits and skills commonly associated with being resilient is necessary for implementing work targeted to build resilience.

This workshop will identify and define eight traits of resilience most commonly associated with being resilient. We will look at a variety of delivery methods, including: school-wide programming, classroom instruction and curriculum, small group sessions, and individual work with students. In addition, we will review possible presentations to other stakeholders, including school personnel and parents. A variety of activities, suitable for all grade levels will be suggested along with how they are most effectively processed via discussion prompts for various audiences and ages. Finally, a look at how we, as school counselors can maintain our own sense of resilience. Today's world presents so many challenges and all of us are impacted. Let's focus again on resiliency and how we can facilitate its development in all.

*Track: Social/Emotional*

## DPI's New School Counselor Orientation (K-12)

Andréa Donegan, School Counseling Consultant, WI DPI

The New to the Field School Counselor Orientation is an opportunity to learn and dialogue about important school counseling topics and best practices, network with other professionals new to the school counseling role in the last year or two, discover available resources and supports, and connect with the state school counseling consultant. Topics covered by the DPI school counseling consultant and guest speakers include: Suicide Prevention, ASCA National Model, Supporting LGBTQ+ Students, Social Emotional Learning, Compassion Resilience, Career Readiness - elementary through high school, Resource Deep Dive, Classroom Management Tips, and a BONUS opportunity to get answers to your most pressing questions from our professional panel. Join the learning and conversation and get support in your new role because we all know that learning it is different than living it!



*Track: Leadership/Advocacy*

# HALF-DAY WORKSHOPS MORNING

NOVEMBER 2, 2022 9:30 AM – 12:30 PM



## **Anxiety Disorders In Children: Diagnosis, Treatment, And Family Accommodation (K-12)**

Dr. David Jacobi, Clinical Director, Rogers Behavioral Health

September Casteel, MSW, LCSW

and Travis Nugent, MA, LMFT



For this pre-conference workshop, we will provide an overview of the diagnosis, treatment, and symptom accommodation of the DSM 5 anxiety disorders in children. Specifically, we will provide the following: discuss how to diagnose anxiety disorders including consideration of important differential diagnoses; present cognitive-behavioral interventions, including exposure-based treatments, for anxiety; and explore the role that family members play in the treatment process. Detailed examples of exposures will be provided. There will be time allotted for questions at the end of the workshop.

*Track: Social/Emotional*

## **\*Student Success Skills for SEL Success (6-12)**

Dr. Melissa Mariani, Atlantic Education Consultants

Incorporating social-emotional learning (SEL) into students' education is a progressive movement in our local school systems. When students learn to



effectively integrate SEL skills, attitudes, and behaviors, the daily challenges they face become more manageable. Research shows that SEL is critical to students' academic, personal, and behavioral health (Belfield et al., 2015; Durlak et al., 2011; Sklad et al., 2012; Taylor et al., 2017). Further, evidence-based social-emotional learning programs, taught by professional school counselors, have resulted in decreased rates of conflict and bullying (Johnston et al., 2018; Zyromski et al., 2018), improvements in ethnic identity development, and increases in students' postsecondary goals (Bryan et al., 2011; Owen & Westlund, 2016). This presentation will introduce an interactive classroom guidance intervention, SSS for SEL Success. Based on research promoting knowledge and skill-building across the five CASEL competencies, this curriculum provides a multimodal approach for reaching middle and high school students. Presenters will cover details of the program through engaging activities and provide data from a recent, published study where the program was implemented.

*Track: Social/Emotional*

**\*Discounted Curriculum Available**



## **ASCA Model, Thinking About RAMPing? (k-12)**

Dr. Mark Kuranz, ASCA Certified Trainer, Adjunct Instructor,  
Marquette University

Have you been working on implementing your comprehensive school counseling program and collecting data? Now is the time to RAMP Up Your School Counseling Program! Join us for this 1/2 day preconference session if you and/or your counseling team/district are close to or interested in applying for or learning about the Recognized ASCA Model Program (RAMP). In this training, you will learn what you need to do to put it all together and apply for RAMP. Based on the ASCA National Model, RAMP is a recognition program for individual schools, not districts or school counselors. Applying for RAMP helps schools evaluate their school counseling program, discover areas for improvement and enhance the program's efforts to contribute to student success. You will be guided through the RAMP application requirements and receive help to understand each section of your school's application. You'll scout out tips and suggestions about how to approach the process and how to submit your RAMP application through the online submission portal.

*Track: Advocacy/Leadership*



## Legal Literacy And Ethical Practice In The Complex World Of School Counseling (K-12)

Dr. Carolyn Stone, Professor of Counselor Educators, University of North Florida



School counselors must negotiate the competing interests of the overregulated school environment, student's need for confidentiality and the legal rights of parents to be the guiding voice in their children lives. Updates on these competing interests will be discussed through court rulings and the new 2022 ASCA Ethical Standards. Legal rulings and ethical practice will be highlighted in areas such as sexually active students, substantial interest, students' privacy rights, standard of care, bullying, students who present as suicidal, liability in academic advising, child abuse reporting, the Family Educational Rights and Privacy Act (case notes, subpoenas, eligible students), protective disclaimers, and privilege communication/confidentiality. Particular attention will be given to recent court cases, changes in federal, case, and Wisconsin laws to facilitate participants' legal literacy and provide guiding principles to support best ethical practice.

*Track: Advocacy/Leadership*

## \*Exploring Executive Function Skill Development For Pk-3 (Pk-3)

Dr. Georgia Bozeday, Rush University Medical Center



Executive Function skills are often acquired as part of natural social and mental development through home and school interactions. However, these skills are underdeveloped in many children and there is a need for more formal and organized instruction. Often students can master academic content but Executive Function tasks and organization are challenging and create obstacles to learning. It's never too early (or too late) to begin building strong executive function skills in children. Help your students learn how to focus on important tasks, make better decisions, and be more successful and confident in their schoolwork, which can very often lead to greater success at home and in peer relationships as well.

Based on the Preschool and Primary Executive Functions Curriculum developed by Rush NeuroBehavioral Center (RNBC), this interactive and participatory workshop will include pertinent information for teaching and learning within the following specific topic areas: Definition of Executive Functions, Relationship between Executive Functions and Growth Mindset, Neuroscience of Teaching and Learning Relative to Brain Development, Application in Various Instructional Settings of Materials and Time Management, Application in Various Instructional Settings of Task Analysis, Self Regulation, Following Directions, Organizing Information and Note Taking, Play and Problem Solving, and Goal Setting using the SMART Goals model, as well as strategies to improve memory for long-term access. Relevant research findings (both RNBC-conducted and other peer-reviewed studies) will be highlighted within the discussion of the different topics.

Each workshop participant will receive the following: A pdf of the Power Point handout from the Workshop slides and a pdf copy of the Implementation Plan featured in the RNBC Executive Functions Curriculum.

**\*Discounted Curriculum Available**

*Track: Academic/Career/Post-Secondary*

## Journey To Anti-Racist School Counseling (K-12)

Dr. Carolyn Strong, Dean of Students, Thornton Township High School

Mia Tatum-Crider, MS, School Counselor; Glendale River Hills School District, Glen Hills Middle School

Journey toward Anti-racist School counseling is an overview of racism and how it has impacted schools in general and counselors in particular. This workshop will help you identify and unpack previous bias and gives strategies to move forward from this systemic issue with the ultimate goal of making schools more equitable and accessible. We will unpack privilege and racism in a way that will allow us to move within our individual school districts as informed agents of change.



We will be operating with the understanding that School Counselors must remain committed to equity and cultural humility. We must understand the true impact that school counselors have on

the academic and life trajectories of students specifically those who are Black, Indigenous People of Color (BIPOC). But what exactly does this look like? How can we continue to build upon our practices as anti-racist school counselors that advocate and promote the achievement of all students and families? I hope to be transparent and share thoughtful insights and applicable resources that you may utilize in your daily work.

*Track: Equity*



## **Between a Rock and a Hard Place: Supporting and Affirming Trans and Nonbinary Students in Turbulent Times (K-12)**

Brian Juchems, Gay Straight Alliance for Safe Schools, Inc. (GSAFE)

Across Wisconsin, school counselors are being called upon to support trans and nonbinary students, oftentimes in a context where parents, school leaders, and the community aren't on the same page. This workshop will review and expand upon existing best practices/tools, provide an update on the current political landscape, and provide hands-on opportunities to prepare for challenging conversations with school leaders, families, and students. This workshop will provide a space for dialogue and to exchange experiences to increase capacity to advocate for a safe and equitable learning experience for this student population.

*Track: Equity*

**Register today at  
[www.wscaweb.org!](http://www.wscaweb.org!)**

# HALF-DAY WORKSHOPS AFTERNOON

NOVEMBER 2, 2022 1:30 PM – 4:30 PM



## **The Best Plan You Hope To Never Use: Building A Crisis Plan (6-12)**

Molly Hudgens, School Counselor, Sycamore Middle School

Molly Hudgens, a school counselor at Sycamore Middle School in Pleasant View, Tennessee, averted a school shooting on September 28, 2016, when an armed eighth-grader came to her with plans to harm people on her school campus. After talking with the young man for ninety minutes, he relinquished the weapon. In this presentation, Hudgens shares how her school created, evaluated, and redesigned its school crisis plan and gives tips as to how to strengthen the plan you are using in your school.

*Track: Social/Emotional*

## **\*Ready For Success With Student Success Skills (Pk-5)**

Dr. Melissa Mariani, Atlantic Education Consultants



Third grade is a critical year for students' academic and social-emotional development (Ashdown & Bernard, 2012; Payton et al., 2008). Students who demonstrate competence in self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making are more likely to experience academic success (Collaborative for Academic Social and Emotional Learning [CASEL], 2012; Durlak et al., 2011; Gabrieli et al., 2015; Mahoney et al., 2021; Zins et al., 2004). Third graders who develop social-emotional skills can productively interact and cooperate with peers, actively listen, respond to others, empathize, value differences, and practice self-control and management (Elias et al., 1997).



Therefore, delivering an explicit SEL curriculum in the early elementary years is vital to students' development of social-emotional competence and skills, both of which contribute to positive educational outcomes (Heller, 2013; White & Kelly, 2010). The Ready for Success (RFS) classroom program (Brigman & Webb, 2012) is a school counselor-led prevention/early intervention program developed specifically for second and third-grade students. RFS teaches and reinforces attending, listening, social skills, and cognitive skills such as understanding story structure. In addition, this classroom intervention promotes the acquisition of skills predictive of long-term success by targeting skills in all five SEL areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Attendees will learn about the research base and components involved in the RFS program, participate in activities to gain practice on how to facilitate lessons with students, and gain knowledge about data that can be gathered to determine the program's effectiveness.

**\*Discounted Curriculum Available**

*Track: Social/Emotional*



## **Legal And Ethical Advocacy For Marginalized Youth (K-12)**

Dr. Carolyn Stone, Professor of Counselor Educators, University of North Florida

School counselors can be powerful strategists when applying legal muscle to problems that impact the educational environment. Federal and case law can protect marginalized youth, yet, there are still laws that can hinder counselors' advocacy efforts. Intervening on behalf of students is infinitely easier if there is a law that provides leverage. This session focuses on the rights of students who are gay or transgender, students in foster care, pregnant students, victims of dating violence, sexual harassment, or bullying. Legal understanding coupled with our ethical imperative to advocate is a formidable combination and increases the odds that counselors will have sway in systemic change and individual support.

*Track: Advocacy/Leadership*

## **\*Exploring Executive Function Skill Development For Grades 4-12 (4-12)**

Dr. Georgia Bozeday, Rush University Medical Center



Executive Function skills are often acquired as part of natural social and mental development through home and school interactions. However, these skills are underdeveloped in many children and there is a need for more formal and organized instruction. Often students can master academic content but Executive Function tasks and organization are challenging and create obstacles to learning. It's never too early (or too late) to begin building strong executive function skills in children. Help your students learn how to focus on important tasks, make better decisions, and be more successful and confident in their schoolwork, which can very often lead to greater success at home and in peer relationships as well.

Based on the Upper Elementary, Middle School, and High School Executive Functions Curriculum developed by Rush NeuroBehavioral Center (RNBC), this interactive, participatory workshop will include pertinent information for teaching and learning within the following specific topic areas: Definition of Executive Functions, Relationship between Executive Functions and Growth Mindset, Neuroscience of Teaching and Learning Relative to Brain Development, Application in Various Instructional Settings of Materials and Time Management, Application in Various Instructional Settings of Task Analysis, Following Directions, Organizing Information and Note Taking, Test Preparation, and Goal Setting using the SMART Goals model, as well as strategies to improve memory for long-term access. Relevant research findings (both RNBC-conducted and other peer-reviewed studies) will be highlighted within the discussion of the different topics.

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*Track: Academic/Career/Post-Secondary*

**\*Discounted Curriculum Available**



## Creating Inclusive School Environments And Building Antiracist Practices (K-12)

Carri Hale, School Counselor, Verona High School, Dane County Social Justice Youth Forum Executive Director



Derek Francis, Manager of Counseling Services, Minneapolis Public Schools, Professional Learning Specialist, Hatching Results

Participants will learn how to lead proactive conversations on race and inclusion. They will experience a candid conversation through the use of presentation, modeling and dialogue. There will be opportunities to practice courageous uncomfortable conversations through a diversity lens, learning to create inclusive school environments and build antiracist practices. We will focus on love and learning from each other, as love combats hate and bias. There is beauty in all of our backgrounds.

Join Derek and Carri and learn about their personal journeys, as we make our way through the “Roarin 20’s”. Topics will include: antiracism and school counseling, combating racism, and creating an inclusive school environment. We will model how to push through our own bias and counter the difficulties in learning to speak up. Learn how to work through a major racial incident with strategies for not just reacting, but how to proactively create a more positive inclusive culture.

*Track: Equity*

## An Indigenous Perspective On Equity And Opportunity In Wisconsin Public Education (K-12)

Tricia Zunker, Esq., Associate Justice, Ho-Chunk Nation Supreme Court



Wisconsin is home to eleven federally-recognized tribes. 95% of Indigenous students attend Wisconsin public schools. However, policies and practices that are not culturally-sensitive impact the educational experience of all students. This discussion will address the role of

boarding schools in Wisconsin and subsequent historical trauma; continued use of Native American mascots, imagery, nicknames and symbols in Wisconsin public schools and the negative impact, based on peer-reviewed credible research; Act 31 compliance, or lack thereof, in Wisconsin; and the Missing and Murdered Indigenous Women and Persons crisis and the role of public education as a tool to combat this ongoing epidemic. This discussion will also focus on addressing culturally-responsive school board policies specific to Indigenous students; the critical role of restorative justice; and the role of public education in closing opportunity gaps to address underrepresentation of Native Americans in many careers. Finally, this discussion will conclude with a focus on the role of diversity in leadership in public education, including: the need to increase diversity to achieve policies and practices that address the needs of all populations; barriers to achieving diversity in leadership roles in public education; and meaningful actions we can take to achieve leadership that is reflective of society.

*Track: Equity*



## **Incorporating Diversity, Equity, and Inclusion in Your School Counseling Program (K-12)**

Dr. Bobby Gueh, Dr GSpeaks LLC

School counselors often are the Bridge that bring students, teachers, parents, and faculty, to a place of harmony in the mist of so much social/emotional challenges society is enduring. This workshop is designed to take participants on a self discovery journey of where they fit personally and professional, in this conversation of DEI/J. Participants will also learn innovative and revolutionary strategies they can use to grow their counseling programs to be DEI/J effective. This work takes courage, patience, and compassion. Lets embark on this journey together, and take courageous steps to be the change in this world we want to see.

*Track: Equity*



## Afternoon on the Hill (K-12 and Post-Secondary)



Kelly O'Connell, WSCA Government Relations Director

Cydney Martin, WSCA Government Relations Director

**FREE!**

WSCA's Afternoon on the Hill continues to be a cornerstone of the annual conference. Come learn how to effectively advocate for the profession you love and put it to practice under the dome! The event will begin with a discussion of effective strategies for meeting with our elected representatives in the WI Legislature and propose some key issues and talking points for your meetings. Then we will head to the Capitol for individual or small group meetings with your Senator and Representative!

Be aware that with transportation times we expect participants to be back to the Kalahari by 6 pm.

*Track: Leadership/Advocacy*



***Thank you Afternoon on  
the Hill Participants!***



**Erin Wood**  
PreConference Director



**Andrea Berlin**  
PreConference Director

Send any questions or  
comments to:

[precon@wscaweb.org](mailto:precon@wscaweb.org)

