

School Counseling Program 2017-2018

Bassetti Elementary School
Nikima Stewart

Check-in

Classroom Guidance

- Counselor's Role
- Teacher's Role
- Make up times (need to reschedule Sept. 7 and Dec. 21)

Fall 2017 Classroom Guidance Schedule

Lessons are 30-40 minutes long

A Week

	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
8:15	Hernandez	Sanchez	Starr
9:10	Roemisch	Reed	Henderson (K)
10:05	Rice	Boswell	Mackiewicz
12 PM	Kidd	McRoy	Morgan
2:15	Winland		

B Week

	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>
8:15	McCullough	Young	Fanning
9:10	Fullerton	Levario	Williams*
10:05	Hester	Henderson (2)	Bunnell*
2:15	Bowman	Hahn	Fischer

A Weeks

September	4-8, 18-22
October	2-6, 16-20
November	Oct. 30-Nov 3, 27-Dec. 1
December	11-15

7 weeks total

B Weeks

September	11-15, 25-29
October	9-13, 23-27
November	6-10
December	4-8, 18-22

7 weeks total

Classroom Guidance Themes

Kindergarten

1. Meet and Greet (shake a hand song, powerpoint, student introductions)
2. Mind Your Manners in School, I Can Follow the Rules Song (book, video)
3. We Share Everything! (read aloud, friend interview)
4. My Mouth is a Volcano, Interrupting Song
5. My Feelings – Today I Feel Silly (book, handout)
6. Whose Shoes and Career Tools
7. I'm Gonna Like Me/Sesame Street I Am Special/ I like me paper

1st Grade

1. Meet the Counselor – Pineapple Theme
2. Tattle Tongue
3. My Feelings – The Way I Feel – 1st Grade Feelings Lesson Plan
4. Brain Pop Jr. Friendship, quiz; bracelets
5. Bullying – Spookley the Square Pumpkin read aloud video, Spookley Worksheet; Be Safe, Be Respectful video
6. Whose Hat and Graduation Hat
7. The Little Engine that could/Open/growth vs. Closed/fixed mindset/SS Don't Give Up

Classroom Guidance Themes

2nd Grade

1. 2nd Lesson One: My Counselor Is
2. 2nd Lesson Two: Lemon pie (bag of emotions, talk about feelings, read book, discuss that feelings are okay)
3. No, No Bully (Brain Pop Jr., Activity, No No Bully song)
4. Kindness and Empathy
5. Bounce Back Kid - Resilience
6. 2nd Lesson One: It's Okay to Make Mistakes - The girl who never made mistakes
7. Giraffes Can't Dance

3rd Grade

1. Meet the Counselor – Camp Theme
2. 3rd Grade: What is Character? Cone of Character cone of Character lesson plan
3. 3rd Grade: Friendship Soup, Friendship Song Bruno Mars
4. 3rd Grade: Bully Beans by Julia Cook (Discuss bullying, read book, write one way to prevent/stand up to bullying on bean, pass out jelly beans)
5. 3rd Grade: Keep Kindness Going Lesson Plan
6. 3rd Grade: How to Grow a Brain – Growth Mindset
7. 3rd Grade: Growth Mindset/Careers: How Anna Banana Freeze Became a Breakdancer

Classroom Guidance Themes

4th Grade

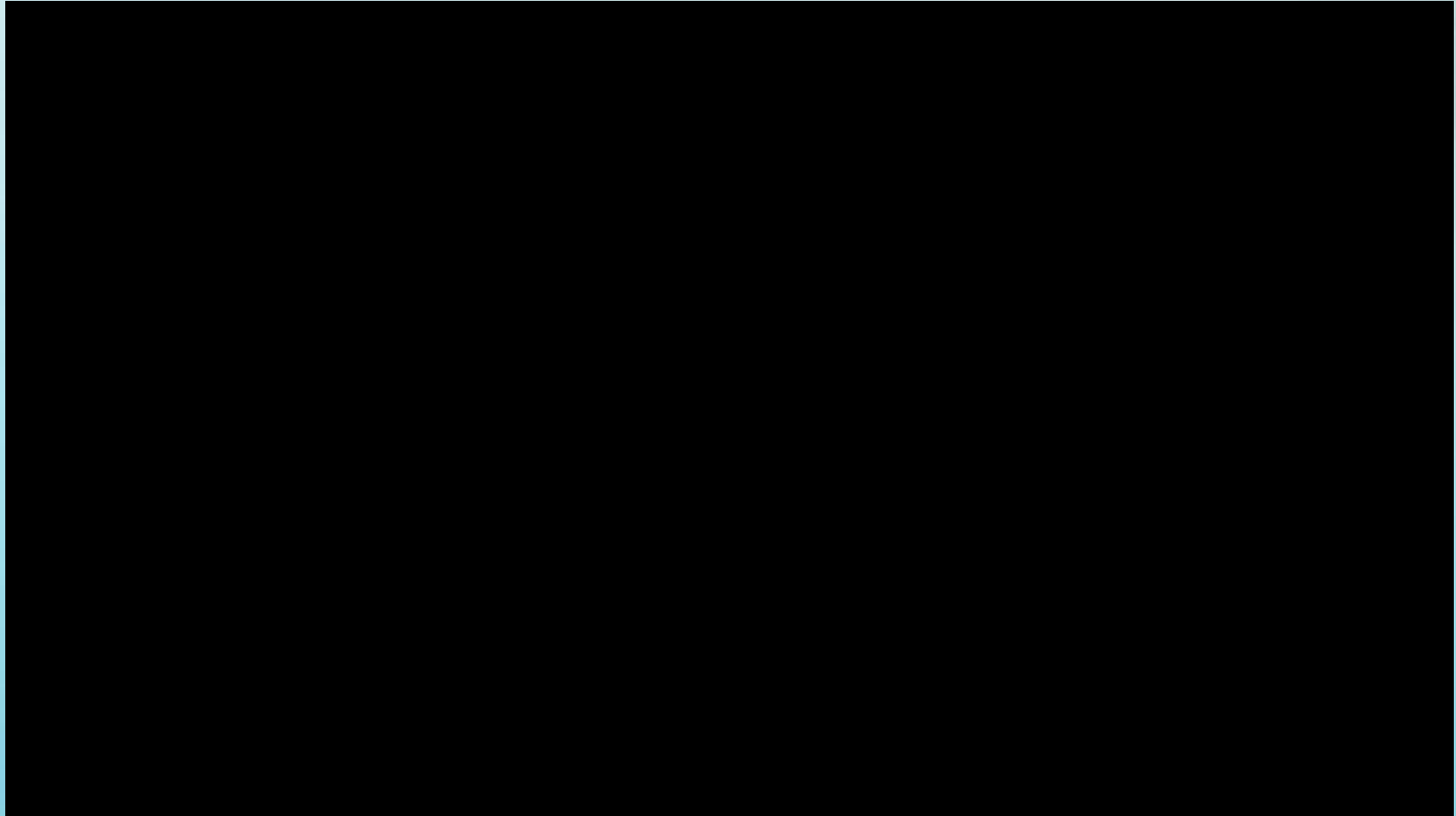
1. 4th Grade: Get to Know You big orange Ball
2. 4th Grade: AEF Presentation – College/Goals
3. 4th Grade: Don't Laugh At Me
4. 4th Grade: Our Classroom is a Place Where (Discuss and define bullying, True or False quiz; Have fun Teaching: Respect)
5. 4th Grade: Pop Cap Growth Mindset Lesson Plan
6. SMART Goals lesson
7. 4th Grade: Self Esteem – Best thing about me for BE bulletin board
 - a. Write 5 things you like about yourself, discuss and define self-esteem, watch video “Learning to Like Yourself: Confidence Boost”, choose one word to describe yourself and make a sign for bulletin board

Classroom Guidance Themes

5th Grade

1. School Counseling Intro lesson Game
2. ROPES
3. Restorative Practices – Community Circles

Restorative Circles in Elementary



Small Groups – Fall Semester

- Self Control (kinder or 1st, depending on need)
- Worry Group for anxious students
- Mindfulness Group for ADHD students

Special Guests and Programs

- AEF COOL Counselors
- RVCC – WHO, PATH Group
- National Center for Missing and Exploited Youth
- Rod Pruitt, Bullying Presentation
- Serenity House

- Hendrick Hospice*

ROPES – 5th Grade specific

- November 13-16
Choose dates for each section

Student Leadership Seminar – 5th Grade specific

- November 13-16
Choose dates for each section

Permanent Folders and Records

- Sign out procedures
- Accommodations for special programs
- Review due September 29
 - Turn in checklist to Nikima

RTI's

- Nikima handling front half, Christy handling back half
- Teacher's Role
- Scheduling

Gifted and Talented Screen

- Possible new testing!
- KOI and Planned experiences are still applicable
 - Training at Region 14
- BOY Testing
- Kinder due In February
- 1st and 2nd due in April
- 3rd-5th due in May

State Testing

- Trainings to be scheduled soon
- TELPAS – February 26 – April 6
- STAAR Alt 2 – April 2 - 20
- STAAR – April 10 – 4 Writing, 5 Math
 - April 11 – 5 Reading
 - May 14 – Math
 - May 15 – Reading
 - May 16 – Science

Duty to Report

Persons Required to Report; Time to Report (Tex. Fam. Code § 261.101) is often referred to as the mandatory reporting law or duty to report law. This law requires certain professionals to report suspected abuse of children and certain adults to authorities. This state statute was passed into law by the 74th Legislature in 1995.

Persons Required to Report; Time to Report (Tex. Fam. Code § 261.101)

- A person who suspects a child is a victim of abuse (physical, mental, or sexual) or neglect must report the suspected abuse within 48 hours to an appropriate agency such as law enforcement or Child Protective Services.
- Those who are required to report include people who hold state licenses or certifications or who work at an agency or institution that holds a state license or certification. These professionals include teachers and other school personnel, day care workers, doctors, nurses, and law officers. This also includes people who would ordinarily have client privilege such as lawyers, social workers, and mental health workers including school counselors.
- The professional must make the report themselves. They should not rely on someone else such as a supervisor or supervisee to make the report for them.

Duty to Report

There are also penalties if those mandated to report suspected child abuse or neglect under section 261.101 of the Texas Family code, such as teachers and daycare workers, fail to do so. Mandatory reporters who have knowledge or suspicions and fail to report can be charged with a misdemeanor or a felony (Tex. Fam. Code § 261.109). Also, the State Board of Education can impose sanctions or revoke an educator's certificate for failure to report.

Mindfulness — mindfulschools.org

Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits.

Here's a summary of research findings on benefits of mindfulness particularly relevant to educators:



Attention

Numerous studies show improved attention¹, including better performance on objective tasks that measure attention.²



Emotion Regulation

Mindfulness is associated with emotion regulation across a number of studies³. Mindfulness creates changes in the brain that correspond to less reactivity⁴, and better ability to engage in tasks even when emotions are activated.⁵



Compassion

People randomly assigned to mindfulness training are more likely to help someone in need⁶ and have greater self-compassion.⁷



Calming

Studies find that mindfulness reduces feelings of stress⁸ and improves anxiety and distress when placed in a stressful social situation.⁹

Evidence Of The Benefits Of Mindfulness In Education

Mindfulness with Teachers

When teachers learn mindfulness, they not only reap personal benefits such as reduced stress and burnout¹⁵ but their schools do as well. In randomized controlled trials, teachers who learned mindfulness reported greater efficacy in doing their jobs¹⁶ and had more emotionally supportive classrooms¹⁷ and better classroom organization¹⁸ based on independent observations.



Mindfulness with Students

Studies find that youth benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well being. In turn, such benefits may lead to long-term improvements in life. For example, social skills in kindergarten predict improved education, employment, crime, substance abuse and mental health outcomes in adulthood.¹⁹



Cognitive Outcomes

- Attention and Focus²⁰
- Grades²¹



Social-emotional Skills

- Emotion regulation²²
- Behavior in school²³
- Empathy and perspective-taking²⁴
- Social-skills²⁵



Well Being

- Test anxiety²⁶
- Stress²⁷
- Posttraumatic symptoms²⁸
- Depression²⁹

