

“Get in the Classroom” Facilitator Panel

Florida School Counselor Association (FSCA) Conference 2018 Facilitator Panel

Running notes

Intro & Welcome

MBF programs = focusing on prevention education.

Gold Standard = only comprehensive evidence-based Prevention Education program.

- Jeffery Johnson legislation
- HB 7055 Hope Scholarship (10 or more causes an independent evaluation)
- ASCA national model = direct student services

Panel of experienced Facilitators

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|--------------------|------------------|--------------------------|
| ➤ Larissa Bennett | School Counselor | Virgil Mills Elementary |
| ➤ Libby Curran | School Counselor | John E. Ford K-8 |
| ➤ Grace Kolczynski | School Counselor | John E. Ford K-8 |
| ➤ Beth Jenkins | School Counselor | Retired 😊 |
| ➤ Beth Dudjak | School Counselor | Kernan Trails Elementary |
| ➤ Emma | Student | |

Question for Emma –What does it feel like to have school counselors in the classroom?

Emma - I like it because it not only helps me, but other students feel good about themselves.

What has been the best lesson?

Emma –I like the lesson on different types of abuse.

Questions for Facilitators:

What are some of the barriers that you’ve encountered to getting in the classroom?

- Volume of classes. Teachers are willing, but the schedule makes it is difficult to get classroom time
- Juggling time – 7.33 hours I have access time with children, so I put all phone calls and emails until later. We haven’t had any administration barriers
- Administration. They felt that my only role was to support teachers and make their lives easier.
- Second barrier – teaching time, I have 63 classrooms to schedule.
- Being new to a school and building a rapport. Kindergarten teachers can always use a break, so I started with K and 1, they enjoyed it and they sang my praises to others, encouraging them to participate.
- In a new environment, not a school counselor, I hit the ground running – scheduling, groups, etc.... teachers & staff were very accepting and took whatever I had to give. Very few barriers to implementation. The length of time of the lessons can sometime get a difficult.

Questions from Audience

- Getting buy-in when I'm taking away instruction time. We were a low scoring school, that is now improving to a "C", but I can't get buy-in about being academically focused.
 - Beth J. recommends referencing the ASCA standards and model.
 - Beth D. recommended talking to teachers about "scheduled" sick days, asking to come and teach the first lesson during those times. The catch is they have to agree to let her come back and teach the second lesson.
 - Get one teacher who is accepting, gather the data and take that to your administrator. When the change starts in that classroom, others will come to you.
 - Beth J.– recommended MBF website as a resource and using the available Safety Briefs(SB) for administrators, teachers and parents eg. SB for Administrators, SB Discussing Sensitive Topics, SB on Safe Adults, or the Curriculum crosswalk with Florida Language Arts and Health Standards
 - Nan recommended the MBF Safety Brief: Victimization, Prevention, & Academic Achievement. It talks about how victimization impacts students both physically and academically.
 - Grace – remember this is a state mandate, available at no cost. Present it to your administrator and teachers as – teachers can do this, or I can do this or I can. They can just "put that off on you" when it was yours anyway!
 - Larissa – I started with special rotations (resource schedule), the next year I did one lesson through specials and the second on bullying in the classroom. Now that the teachers have seen the importance of the lessons and the information the students receive, the teachers then become advocates for the program.
- Barrier – I'm in a constant state of triage. I'm the only counselor at a 6-12 school and would appreciate any advice.
 - Define "crisis" for your faculty and staff. When does a counselor needs to be called, especially specific grade levels. What requires a "right now" response, an "end of the day" response, or a "when I can" response. Help get everyone involved on the definition, it will help you get more time. Start using "appointment slips", even with the younger ones, to gain trust and schedule time.
 - Defining crisis is essential! Involve your faculty and staff to create a flow chart – is this a crisis? Student A & Student B are arguing – can you see them? (Not a crisis). Student C is thinking about self-harm – yes, I can see them.
 - Systems – establish access, how are you going to tell them how they'll see you, and that will allow you to start getting into classrooms. You'll see stronger Social and Emotional skills as they grow. Find out what are the greatest needs at 6-8 and 9-12.
 - Have standard office hours and classroom times. Staff and administration will help do triage.
- TIME

- WIIFM = what's in it for me. When talking to administration or teachers talk about the benefits TO THEM (eg. less referrals, teaching Health standards).
- Establish your calendar or someone will establish it for you. When you are approached you can set boundaries and priorities and who can help you handle crisis.
- During weekly faculty grade-level meetings the teachers identify priority students/issues for me to address. I receive notes from the meeting and on Mondays review them and then schedule to follow up/meet with those students. (Jessie)
- Lots of referrals were coming from one class, so I went to that class to do some lessons to mitigate referrals. The teacher (and administration) immediately saw the results and referrals go down
- Going to the teacher and explaining that what you're missing in instruction time, either behaviorally or reactively, School Counselors can come in and present Tier 1 lessons to help, thereby making instruction time more effective.
- Use Google Calendar / Outlook – almost every 15-minute increments. Tracking and keeping a running record of your day. Shared calendars allow everyone to see what and where you're working, shows “other non-counseling duties” when you should be 80/20.
- Use district-level calendar share – using Outlook meeting requests: meetings scheduled via first consulting School Counseling calendar, and everyone was on the same page.
- Post your calendar on your door so people know where you are and what you are doing.
- MOTIVATION
 - School Counselors like to be in the classroom – best day is working more with kids than adults!
 - Some facilitators are apprehensive to do classroom lessons (especially if they haven't been teachers before, or have had a grade level change). Scripted programs help.
 - Do a needs assessment with your teachers. After a needs assessment, you'll know where to start, and it helps having a supportive program (scripted) that is ready to go.
 - If classroom management is your issue, talk to specialists and find the “unicorn” class in the school and start there. (Unicorn = the best behaved class in the school).
 - Classroom management. Keep the teacher in class and start with a pre-lesson conversation with the teacher, “while I'm in here, I hope you'll help me manage classroom behavior”
 - Talk to the teachers – be real. Ask them what they do for classroom management and for ideas ... 1, 2, 3 – eyes on me, etc. “What do you do when?” And wait until teachers have the routines established in their class.

- Watch the master teacher, or experienced counselor co-teach the lesson. Observing a master teacher do a lesson is very helpful.
- Start with one level/classroom. Start with those kindergarten lessons, start a routine – go over behavior expectations, review, do the lesson, and end on a fun note – high-fives or hugs.
- Go and meet the classes before you come in for lessons. Get introduced, walk around in classes, make connections and establish relationships before “you’re the show”
- Walk-about-Wednesdays: start the year, I spend an hour walking through the classrooms, keep a record and walk through all the classes in a month. Gives you lots of information – see what they’re working on.
- Whatever hurdles or lack of motivation = talk to someone else, gain some reassurance.
- Remember – YOU are a Rockstar! You’re not a classroom teacher, not a dean or principal -- they’ll all know your name and you’ll be awesome.
- PARENT OBJECTIONS
 - I do have parents sign opt-out form for the MBF lessons; but when they’re returned I call and go over their concerns, and ask that they are teaching it at home.
 - Provide copies of the MBF Safety Brief Discussing Sensitive Topics (for Parents)
 - Coffee with the Counselor – invite parents, go over what we’ll be teaching.
 - In response to Parkland, active shooter drills; they think it was a permission slip, NOT an opt-out. If you address concerns individually with a parent, they usually understand.
 - Allow parents to preview the curriculum ahead of time, and follow up on Opt-out & phone calls.
- STUDENTS who don’t want to be there.
 - The curriculum fits into Health classes, but maybe there is that one particular teacher who has an issue with classroom management. The best way is to handle it privately (don’t give students an audience) and move back to the classroom picking up the lesson.
 - Present it as a “grown up” conversation, and often the kids will step up to the discussion & topics. Parents are often thankful for the Parent Information and Activity Sheets and opening the door for more discussion.
- KIDS BUY-IN
 - Learn names (use a nameplate system) or name chart
 - Take roll, learn names w/one cool share (helps with blurting/sharing in class). Having an individual, established relationship with them goes a long way.
 - With the younger, tell them these 5 Safety Rules that you can use until you’re 18.
 - Students Love the lessons – it helps my friends and I see other people learning from it.
- HIGH SCHOOL

- Find that one teacher
- Attach yourself to programs: ACE, AVID, it allows you to get into all their classes
- Find something about School Counselor that relate to students = “International Grace is a Princess day”. The more relatable you are to kids, and connecting with them the more buy-in you’ll get. Knowing *Fortnight* “dances” will get you in! 😊
- Go to the cafeteria, listen, engage = you’ll figure out what’s cool
- However, it doesn’t always mean you have to be “cool” BE Authentically YOU! The fact that you care, go to the things they’re interested in and school activities, sponsor a club, so you’re not just the one telling them that they’re not on track to graduate.
- Get in the hallway, greet students – “hey sweetie, hi honey how are you?”. Once you get into the classroom, they’ll already know you’re a concerned, caring adult.
- MBF Program – can you tie the lessons into core standards?
 - It is provided in MBF curriculum; it’s already done for Florida and National Language Arts and Health Standards, (www.mbfpreventioneducation.org under Resources)
 - It’s like you’re coming to the table with a solution – we have to cover these standards, this is how we can do it.
 - EVEN if you can’t get it in through standards, today with live-shooter drills and other safety issues, I include some of the code red, code yellow, fire drills. For example, the Rule – “Make a Move” If there is an intruder on campus what do we do. Maybe a teacher needs assistance because the drills are upsetting the students Offer assistance - “I’ll put you on the list for the lessons”. Teachers then get me in earlier. I can tie it to the current climate.
- Bullying lessons take a lot of time; this program in particular has really helped my school, staff and students – it’s tied into safety and they understand more about bullying. The groundwork helps define it – what it is and what to do about it.
 - Difference between Bullying and Conflict
- Can the Middle School curricula easily translate to 9/10 graders???
- MBF is currently working on developing High School lessons. The lessons will be piloted this spring, and should be available next fall.
 - Depends on turnover in a school; Materials are very adaptable to clientele and make it more current with what’s going on in the news. Through your personality, knowing your kids, and being confident to add it. MBF has been very specific and purposeful in making it grade-level appropriate
- Summing Up
 - This is an efficacious program – it is scripted and very successful at producing the desired results.
 - Beth – it is very adaptable; our principal put in the 5 rules before you post into our Morning Announcements

