MASCA
Counselor's Notebook

MASSACHUSETTS SCHOOL COUNSELORS ASSOCIATION | Vol. 54, No. 9 | May 2018

President's Message: Emerging Leaders Program

By MEGAN KRELL, Ph.D., MASCA President

Welcome to May! Thank you everyone for a wonderful conference. More reflections on that to come in the next Counselor's Notebook issue.

One exciting piece of news announced at the conference is the resurgence of the MASCA Emerging Leaders Program! The goal of the program is to identify potential leaders within the school counseling profession in Massachusetts and provide them with opportunities to become involved with MASCA. Have you ever wondered what it would be like to serve on a state association governing board, but were hesitant to serve without knowing exactly what to expect? This is a great way to learn about leadership at the state level while having a mentor, network of colleagues, and the opportunity to observe meetings (and participate when you feel comfortable!).

In addition to the learning opportunities, MASCA Emerging Leaders will be eligible for a free one-year MASCA membership and will be recognized in MASCA publications and on the website. Eligible applicants must be current MASCA members, licensed school counselors or enrolled in a MA school counselor preparation program, and have not yet served on the MASCA board. Up to four Emerging Leaders will be selected by committee to serve for the 2018/2019 term. Any questions can be directed to me at mkrell@fitchburgstate.edu.

Please check out www.masca.org for the application. We are accepting applications now through June 15, 2018. I hope you will consider applying and learning more about state leadership opportunities for school counselors. And lastly, enjoy this issue of the *Counselor's Notebook*!

Gender Revolution

By BARBARA MEYER, MASCA Governing Board Member

I have been a high school counselor for 27 years. In those years, the role of school counselors has often shifted as current events affect students' lives and impact them emotionally. However, along with personal responsibility and future planning, relationships and sense of self have always been topics in counseling.

A mere 15 years ago, the idea of people's different sexual orientations seemed controversial. In 2018, more gay, lesbian, and bisexual students are coming out, and in Massachusetts, often feel safe being themselves. While there is still work to be done toward full inclusion and acceptance, the new and sometimes confusing topic is no longer sexuality, but gender.

The high school in which I work is lucky to have a one-semester psychology elective that attracts many juniors and seniors. Knowing that I have advised the Gay-Straight Alliance and am comfortable with the topic, the teacher of this elective has asked me to introduce the topic of gender for the last two years. That unit is happening this week, so I am spending some time in the classroom, teaching and answering students' questions. One of my counseling colleagues commented that she would benefit from hearing my lesson, which made me think that other counselors might feel the same.

To introduce the topic, I show the following Genderbread person:

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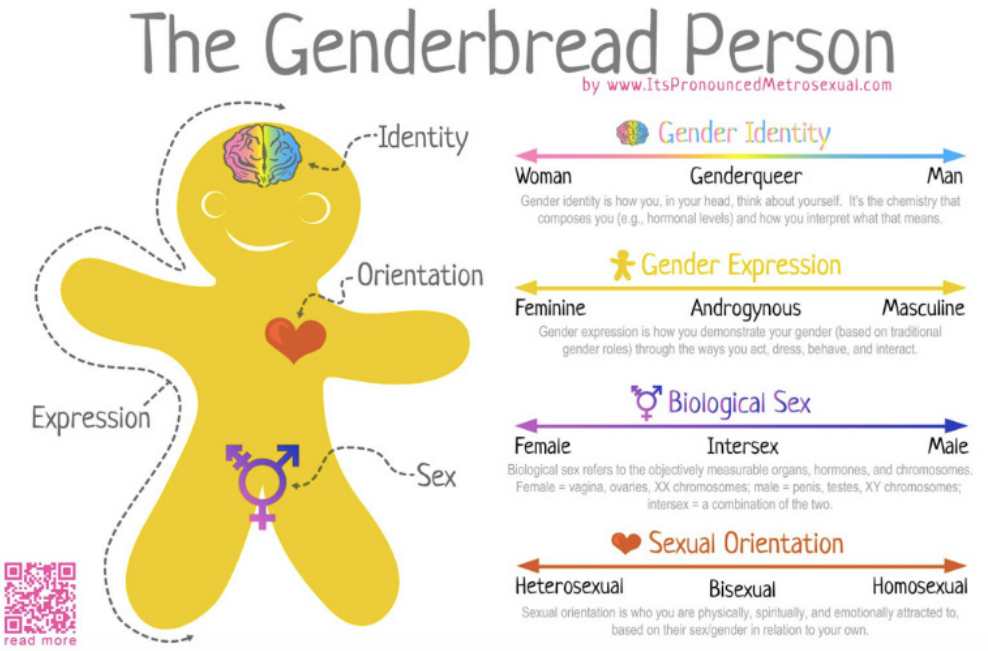

As you can see, our genderbread person has a Biological Sex, located between their legs. This is the sex assigned at birth, male or female. Some people are born with genitalia that does not definitively determine them to be one sex or the other, and these people are called intersex.

Also, people of all sexes, male, female, and intersex have Gender Expressions, which is simply how they choose to present themselves to the world. This expression may be feminine, masculine, somewhere in between, or different depending on the day.

Sexuality is physical attraction to others, and our genderbread person demonstrates that sexuality exists on a spectrum. (Some people are asexual, and they are left out of this Genderbread model.) Some people feel entirely heterosexual (straight), while others feel completely homosexual (gay or lesbian). Many people fall somewhere in the middle, attracted to people of all genders, or attracted to men and women. Today's young people seem to be more comfortable with the concept of sexual fluidity.

Gender Identity takes place in the brain of our genderbread person. Feeling like a man or like a woman are the two opposite ends of the Gender Identity spectrum, but many people fall somewhere between these extremes. "Non-Binary," "Gender fluid," and "Genderqueer" are just some of the words people use to describe themselves when they do not identify with only one gender.

Transgender is the term for a person assigned one gender at birth, but identifying with a different gender. Being transgender has nothing to do with sexuality. The majority of the questions I have been fielding this week in class have surrounded transgender issues. Students see famous, wealthy people in the media who have transitioned from one gender to another, and it has caused many to see this as a relatively simple, and often surgical, process. We discuss the reality of most transgender people, which may involve hormone injections, trying to "pass" as the opposite gender, and the challenges of dating and sexuality. Students also ask about "top surgery," and the less common gender reassignment surgery. In addressing these topics, it is important for people to recognize that no one knows what goes on underneath someone else's clothing – and it is none of our business. We talk about pronouns and how to respectfully ask a person how they would want to be addressed.

I hope that when students complete the lesson, they recognize the privilege associated with identifying with the sex they were assigned at birth. I also hope that they gain some empathy for those who are gender questioning or non-binary. Most importantly, I hope that students and faculty alike can accept and respect everyone, whether or not they understand others' genders.

For more information on the subject of gender, watch Katie Couric's documentary, "Gender Revolution," and/or Bill Nye Saves The World, Season 1, episode 9 (both available on Netflix).

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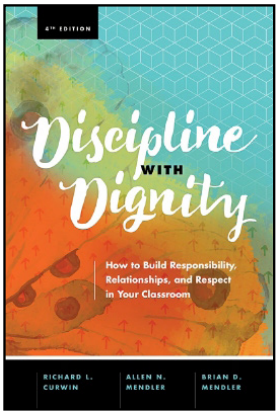
Discipline with Dignity

By DONNA M. BROWN, MASCA Executive Director



When I was still an English teacher in the early 80s, a colleague recommended a book she thought would be of interest (and of help) to me. *Discipline with Dignity* had just been published and was offering educators a plan for building "responsibility, relationships and respect" in the classroom. I hadn't thought about the book and its contents for a long time. Recently, though, I received a notice from ASCD about the publication of the 4th edition of *Discipline with Dignity*. As school counselors are asked to be in the classroom on a more regular basis, questions about discipline and classroom management become more important. *Discipline with Dignity* offers one possible approach.

The authors define discipline as the "process of learning how to get along with others, to solve problems and to make responsible choices." Focusing on treating all students with dignity, the book emphasizes the idea that "school is for all students, not just the good ones." Chapters addressing prevention, managing stress, and strategies for students who chronically misbehave are among those that would serve counselors well. Examples of how to reframe comments or questions are particularly useful. Often, our first impulse is to make the students stop behaviors that are disruptive by threatening detention or other punishment. Unfortunately, this seldom works very well.

The basic principles of *Discipline with Dignity* are closely aligned with how counselors work with students. Listening to students' thoughts and feelings; offering choices; varying ways of communicating with students; and understanding that "being fair does not always mean treating students equally" are all concepts we employ in our practice as school counselors. If you would like to sharpen your classroom management skills or you'd like to learn some new strategies, take a look at *Discipline with Dignity*.

SSGA Names Award Winners

At a recent meeting of the South Shore Guidance Association, awards winners were announced. Domingo Amado, school counselor at Whitman-Hanson Regional High School, was named Counselor of the Year, and Christopher Evans, school counselor at Stoughton High School, was named Rising Star. SSGA congratulates Dom and Chris on their hard work and dedication to their students and profession.

Domingo Amado, left, and Christopher Evans, right, are congratulated on their recent SSGA Awards

Preparing For Success With Movement and Teambuilding

By SANDRA A. COLLINS, MSW, LCSW School Adjustment Counselor, Alice B. Beal Elementary School

"Exercise promotes positive self-image and good well-being."
~ Lailah Gifty Akita, author of *Think Great: Be Great!*

Students at Alice B. Beal Elementary School in Springfield hear these words every day: "Remember to work hard, be active, and make good choices!" It has become a mantra, so to speak, to encourage our students to be the best they can be in their life choices and academics. To support this mantra, Beal provides a before-school morning fitness club two times a week. With the support of BOKS (Build Our Kids Success), students in 2nd, 3rd, 4th, and 5th grades have an opportunity to "get physical" and have fun before school.

BOKS is a free (how often do you see anything for free?) program supported by Reebok. Anyone, and I mean anyone, teachers, school counselors, and/or parents/guardians can be trained to facilitate this program, which occurs two or three times a week. The program is based on Dr. John Ratey's book, *Spark*. Ubiquitous websites and scholarly publications, data about physical activity and mental health, as well as academics, all unequivocally support the benefits of physical activity. So why are schools cutting physical education and recess? Cuts are made to increase time on learning; however, incorporating physical activity into the school day has proven results.

The mission statement for BOKS is to "promote the profound impact of physical activity on a child's mind, body, and community with a goal of reversing the physical inactivity epidemic." A curriculum is provided to each school with kid-friendly activities and age-appropriate nutrition tips to develop lifelong habits of a healthy lifestyle.

BOKS provides training for facilitators and curriculum ideas as well as t-shirts (supporting the group membership feeling). Staff is available to provide assistance as needed throughout the program. Facilitators receive a stipend, which is an extra

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May Awareness Dates

Mental Health Month
National Foster Care Month
Teen Pregnancy Prevention Month

7-11 National PTA Teacher Appreciation Week
31 World No Tobacco Day

Attention: All call for *Counselor's Notebooks* prior to 1999. Please send issues to Donna Brown as we rebuild our MASCA CN Archives.

MOVEMENT *(cont'd from page 4)*

incentive for going to school earlier than usual. Having co-facilitated the program at Beal for over three years now, I can attest to the incredibly strong benefits of not only physical fitness and student engagement, but also the long-term impact of group membership and camaraderie between students and teachers.

The BOKS program at Beal operates twice a week. With about 25 students, the physical education teacher, Cindy Coughlin, and myself run, play, stretch, and joke with students for 45 minutes. It is the best two mornings of my week. Students with attendance issues other days in the week are present every day of the program, thus increasing their school attendance. Students with behavioral issues attend the program and develop relationships with each other and us which provides a support network when anyone is having a bad day. Students who attend the program report feeling "awake" for school, which translates into more focus for academics.

Melissa McInnis Brown, Ph.D, and Teresa Starrett, Ed.D, list a variety of benefits of students working in groups in their article, "Fostering Student Connectedness: Building Relationships in the Classroom." A large body of research has documented how students who report strong connectedness with college instructors reap many benefits including: better persistence (Pascarella & Terenzini, 1978), engagement (Umbach & Wawrzynski, 2005), and effort (Kuh & Hu, 2001) in college, as well as greater academic self-concept (Komarraju, Musulkin, & Bhattacharya, 2010), confidence in their ability to succeed (Vogt, Hocevar, & Hagedorn, 2007), and grade point average (Anaya & Cole, 2001; Kim & Sax, 2009). In general, the research literature supports a strong positive correlation between positive student-instructor interactions both inside the classroom and out and student learning and development." At Beal's BOKS program, students are not conscious of their age differences and instead work on teams and individually to support each other. A group norm explained and revisited throughout the 12-week session is that BOKS is a judgment-free zone. Positive sportsmanship is highly encouraged and reinforced on a regular basis.

For more information visit the BOKS website, www.bokskids.org.

Military Interstate Children's Compact Commission (MIC3)

By REAR ADMIRAL J. CLARKE ORZALLI, USN Retired, MIC3 Commissioner – Massachusetts

Massachusetts joined the Military Interstate Children's Compact Commission with the enactment of SB 2254 on May 31, 2012. The compact's goal is to ensure that children are not put at a disadvantage in school due to transfer of a Uniformed Servicemember. Students are covered by the compact if a parent is on active duty or is a recalled reservist/national guard on active duty. Children of Army, Navy, Air Force, Marine, Coast Guard, Uniformed Public Health Service, and Uniformed National Oceanic and Atmospheric Administration personnel are included. Currently there are 2514 students in Massachusetts covered by the compact. Of these, only 449 are in three identified school districts close to a military installation; the remaining are spread throughout the Commonwealth's 293 school districts.

Issues the compact regularly resolves include proper grade and course placement and ensuring students graduate on time despite widely varying graduation requirements across the United States.

How will you know if you have an impacted student? You will not, unless they self-identify. The requirements for reporting ESSA data do not necessarily capture a MIC3 eligible student but would be a good place to start. The ESSA data also includes the National Guard and Reserves not covered by the compact.

Where can you go for help? Extensive information and materials about the compact can be obtained from the national website, www.mic3.net. The Governor appointed me as the Commissioner to the Compact in 2015 and I also chair the State Council that works on dissemination of information and resolving issues. The Commonwealth's Council points of contact are listed on the Massachusetts section of the national website.

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

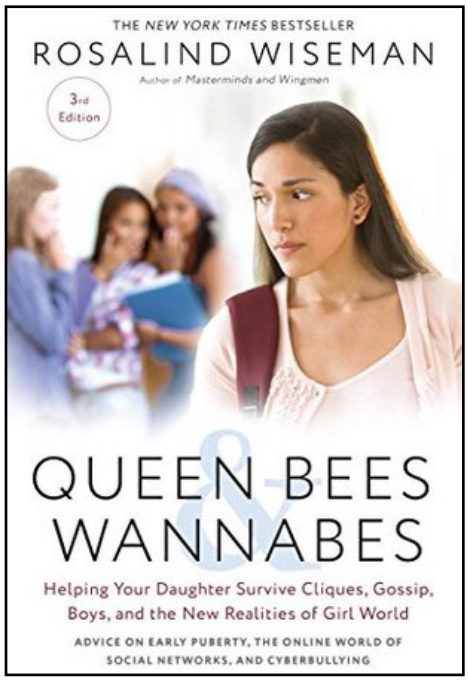
Counselor Reads n' Reviews: A Blog by April Brunelle, TechBoston Academy

Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and the New Realities of Girl World by Rosalind Wiseman

In this new column, April Brunelle, Grade 8 Student Development Counselor at TechBoston Academy, reviews books for educators. All reviews can be found on April's blog, "Counselor Reads n' Reviews" at https://counselorreadsnreviews.wordpress.com/.

Anyone who knows me from high school might not be surprised that the first review in this blog is Rosalind Wiseman's Queen Bees & Wannabes. The narration dictates that this novel was essentially written for parents of young women, but it would definitely be an asset on the shelf for any educator, specifically counselors, as well. Wiseman cunningly hits almost every detail an adult would want to know about "Girl World" in a specific and chronological order. There are even excerpts that could be used and read by the young ladies of the world today, but it is pretty clear that it is written as a guide for adults. Wiseman uses a variety of writing styles—narrative, Q&A, "land mines," personal experiences, visuals, quotes from teens, and most importantly, solid strategies to use in a variety of "Girl World" situations compiled through years of her research.

I'll start by saying this— this woman is a genius. On top of that, I am going to be honest, it is not completely clear to me what she was specifically doing as a career or job that landed her in a place where she can compile a



Marie-Curie comparison of organizing developing female drama. I do remember a few references mentioned in the novel that she has done years of research, or has had years of experience, but between flipping through a second time and doing a "background check" on her webpage, it is still unknown to me. Was she a researcher? Is she a super-parent? Is she just a logical version of Tina Fey? This is unknown but the proof is in the pudding: the material is top notch.

Here is a list of some topics to get a good idea of whether this book is worth your time or not: "Technology, Media, & the Girl World," "Power-plays & Politics: Speaking Truth in the Girl World," and "Pleasing Boys, Betraying Yourself" are just a few examples. If you are looking for resources on bullying prevention, self-esteem development, conflict resolution, social media management, or communication skills (girl-to-girl, adult-to-girl, parent-to-girl, girl-to-boy, etc. etc.) this is the book for you.

The most tangible strategy that Wiseman concocts in her little kitchen of female empowerment is known as the "SEAL" strategy. Now I'm not going to give away all of her secrets, but I will say this– I cannot wait to recommend and teach "SEAL" the next time I have a conflict resolution issue to resolve back at school with our middle school students.

For the most part, it was a pretty easy read. I will be honest, toward the end I felt like it was dragging a little, but to be fair, the end is just as important as any of it. Also, I felt it was very directed at parents toward the end and I am just not a parent at this point in my life so I am thinking that is why it dragged a little for me (maybe). Putting that small bit aside, not only was I able to put many tools in my counselor toolbox from reading this, but Wiseman also asks the reader to reflect upon their own experiences of "Girl World," which I did. Analyzing and reflecting on our past helps us learn and develop that elusive "Growth Mindset" and build a stronger, more prepared future, in this case when dealing with "Girl World" issues.

Wiseman actually added more material into this book about seven years after its original release, to keep the information up to date

(continued on pg. 7)

QUEEN BEES *(cont'd from page 6)*

and relevant. For example, she added a whole extra section on social media, as it has changed immensely since 2002. She hits just about everything, although the one area of "Girl World" I am interested to hear about from her perspective that she has not really touched upon is conflicts that arise for our LGBTQ population. There is really no mention about the aftermath of homosexual relationships gone astray, even though there is plenty of content about heterosexual relationships. There is also no mention about girls who may identify as boys or vice versa and how this plays out in "Girl World." I am a little surprised by this as she is so diligent with all other aspects of "Girl World."

To bring this full circle, as a Mean Girls fan, there is just an extra special place for this book in my heart. Just to be clear, I unabashedly watched Mean Girls almost every single night before I went to bed my senior year of high school. Another shout out to people who knew me back then, this means virtually nothing since it takes me about .78 seconds to fall asleep, but nonetheless, I've seen Mean Girls a few times. Reading this novel just highlighted the awesomeness of Mean Girls in a way I've never known possible, and truly solidified the ingenuity of both the author of the novel and the creator of the movie. The novel is an animated, yet articulate and accurate voice on how to navigate "Girl World" as an adult. The movie is a satire of all the integral points of Wiseman's work, yet instead of making fun of the work, it cleverly illustrates the ridiculousness of "Girl World" while also preserving the seriousness of the messages "Girl World" sends out— both positive and negative.

In conclusion, this is a must read for educators and parents alike. I would love to start a reading group with some of the parents at my school who might be interested, but we'll see about fitting that in this year. Wiseman wrote a comparable book for "Boy World," one specifically about parents, and has some curriculum for schools as well. Although I do not think "Masterminds and Wingmen" will be my next read, "Queen Bees & Wannabes" is one for the books. In an era of #MeToo, Wiseman was ahead of the times in developing solid preventative measures for our lady friends both young and old to be empowered through vignettes and narratives.

Middle School Kindness Challenge

(excerpt from *Youth Health Connection*, April 12, 2018, Vol. 4, Issue 2)

The Middle School Kindness Challenge is an easy and free way to make kindness commonplace and improve school climate and student learning in the critical middle school years. Open to schools with any combination of grades 4-8, the Challenge offers best-in-class kindness activities to teach and foster kindness over a four-week period of the school's choosing. By teaching kids how to practice kindness, be more empathetic, and manage their emotions and actions, they become better equipped to navigate our complex world, at school, at home, and online.

The Challenge includes 32 expertly-crafted kindness activities from leading content providers for teachers and school staff to select from and teach. During the Challenge, participating school staff is asked to teach four out of the 32 activities of their choosing.

The activities, ranging from 5-minute to whole class period lessons, fall into four categories:

- Developing Positive Mindsets
- Strengthening Peer Relationships
- Fostering Empathy
- Promoting Cyber-Kindness (new)

(from the Kindness Challenge website)

This opportunity is open until **May 15, 2018**. To learn more and to sign up, visit: https://kindness-challenge.com/challenge/.

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.

Community Partners Promote CCR and Career Awareness: A Mount Everett Regional MS-HS Career Speaker Series

Submitted by: Dawn Estes-Daub, MA, ddaub@sbrsd.org, Kimberly Conant, MA, KConant@sbrsd.org, Mt. Everett Reg MS-HS, Sheffield, MA

Unit: Career and Workforce Awareness

Grade Level: Grades 11 and 12

Delivery: Tier 1, Whole School

To assist students with career awareness and understanding about competencies needed for a fluid post- high school transition and ultimately into the workforce and viable careers, DESE suggests that all students develop and maintain personal individual learning plans (ILP), engage in discussions with workforce participants, and participate in authentic learning experiences. Our career speaker series allows students to participate in career seminars and learn about regional career employers and workforce opportunities.

Description: Area businesses and professionals are invited to participate in our regional Career Speaker Series. In grade level groupings, all Juniors and Seniors participate in monthly two hour interactive presentations from a diverse array of career speakers. Using Edwin Analytics data and RTI team recommendations, at-risk students are assigned to smaller break out groups, allowing for more personalized discussions. As a result of participating in these career presentations, students gain knowledge of local career opportunities, as well as the pathway to achieve them. During this academic year, all juniors and seniors have heard presentations from the following career clusters: Law, Public Safety, Corrections, and Security; Manufacturing; Finance; Architecture and Construction; Human Services; Health Science; Science, Technology, Engineering, and Mathematics; Arts, Audio-Video Technology, and Communications; Hospitality and Tourism; and Agriculture, Food and Natural Resources.

Student Performance Objectives: By the end of the career series:
Cognitive: Students will be able to identify and list interesting career clusters they can research and explore for their post-secondary planning.
Affective: Students will realize there are a myriad of options available to them after high school and the importance of setting college and career goals by developing and maintaining their ILPs and actively participating in career activities.
Behavioral/Performance: Students will be able to independently ask inquiry questions, maintain their ILPs, and access/use Naviance.

Data Collection: Before and after the speaker presentations and break out discussions, students complete pre- and post-surveys to measure their knowledge and understanding of the career area. The outcome data from pre/post comparison data to date indicates a deepened knowledge about career cluster opportunities and pathways to meet minimal entry level competencies to enter their career field.

Student Learning Standards:
MA DESE's Future Ready Campaign: (1) Start Now; (2) Aim High; (3) Look Beyond *(continued on pg. 9)*

MA MODEL *(cont'd from page 8)*

MA Career Development Benchmarks:
o Academic/Technical: A2-4, A4-1, A4-2
o Workplace Readiness Development: W1-1
o Personal/Social Development: PS2-3

ASCA Mindsets and Behaviors for Student Success:
Mindsets: #3, #4, #6; Behavior Standards: LS #7+9; Social Skills #1+3

ASCA National Student Standards: A:A1.2, A:B1.4, A:B2.7, C:A1.6, C:A1.7, PS:A1.3, PS:B1.12

Common Core State Standards (CCSS): College and Career Readiness Anchor Standards for Writing: Research to build and present knowledge 7, 8 + 9.

Minding Your Mind Presents an IndieFlix original documentary, Angst

Minding Your Mind (MYM) is screening Angst, a new film created to open up the conversation about anxiety and provide tools, resources, and hope. The screening will be followed by Q&A. The film is appropriate for ages 10 and up. The event is Thursday, May 17 from 7:00pm-8:30pm at Newton South High School in Newton Centre, MA and is free and open to the public.

Anxiety disorders are the most common mental health challenge in the U.S., impacting 54% of females and 46% of males, with age 7 being the median age of onset, according to the World Health Organization.

The beauty of this film is that the children and young adults featured are openly talking about their experiences with anxiety and other mental health challenges. Our hope is that their candidness and bravery will inspire our community to do the same.

Exploring MA Model 2.0: Gathering Data for Action Planning

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

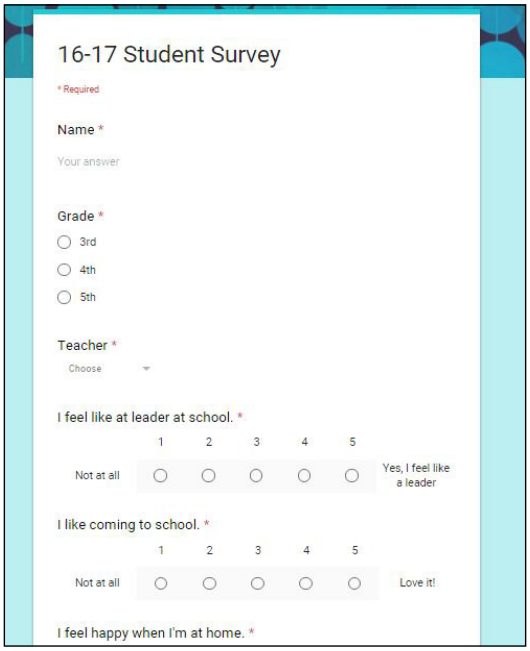
May is the month to make a plan to gather year-end program results and impact data, prepare for your data gathering process, and get ready to be an action researcher and accountable school counselor!

Since data gathering and analysis is an ongoing process, start with the end in mind. What do you want to know? Concisely identify and target the initiative(s) you want to assess, like progress toward achieving action plan benchmarks, your Ed Evaluation SMART Goals, department initiatives, etc.

• Identify the data needed to analyze progress and guide continued action planning

• Identify the stakeholder group(s) (parents, staff, administration, community, and/or the school counseling team) that will provide the feedback. Administration and faculty feedback is vital for program evaluation and development, but do not forget student feedback (i.e. As part of their exit surveys, ask seniors what would be helpful to strengthen the school counseling core curriculum for academic support, CCR preparation, post HS planning, and personal/social assistance). Note: Stakeholder feedback is considered perception data.

• Prepare your data gathering instruments and timeline. Ask clear, specific survey questions and streamline the length of the document. Some open response questions allow you to gather suggestions, ideas, and program feedback, but it is suggested to use these at the end of your data instrument. Using an online tool like Survey Monkey will allow you to use technology to gather data and compile results.


16-17 Student Survey

* Required

Name *

Your answer

Grade *

3rd

4th

5th

Teacher *

Choose

I feel like at leader at school. *

1 2 3 4 5

Not at all — Yes, I feel like a leader

I like coming to school. *

1 2 3 4 5

Not at all — Love it!

I feel happy when I'm at home. *

• When gathering assessment data, do not forget the availability of outcome data from DESE's EDWIN Analytics, attendance reports, academic achievement records (report card grades), testing results (MCAS, SATs, Achievement Tests), etc. that can be included in your program evaluation.

• Completion of the MA Model Self Study document, located in the appendix of MA Model 2.0 (downloadable on MASCA website), is a tool that helps departments reflect on their progress implementing the MA Model 2.0. I suggest each school counselor independently complete the self-study. Then, compile the department's results and meet together to discuss findings and identify targets for continued implementation. Remember, MA Model implementation happens over time.

• Once the evaluation data is collected, analyzed, and summarize, report your department's progress toward the identified program targets and goals to stakeholders. One tool to use is the MA Accountability Report Card (MARC and MARC Jr.) templates (see the April *Counselor's Notebook* article).

• Next step? Action Planning (this is the topic for June *Counselor's Notebook* article).

Save the Date: Did you miss the MA Model Showcase in Hyannis? Join colleagues on May 30th at Greenfield Community College for a MA Model Showcase hosted by Franklin Hampshire Counseling Association. Materials shared and presentations include MA Model implementation success stories, MARC and MARC Jr. documents, standards-based lesson plans, and curriculum maps. Additional presentation and speaker topics: programs and lessons to provide students with Financial Literacy and Labor Market Information. Registration and additional information: helenod@att.net

Graduate Coursework and PDP Opportunities: Cohorts are forming now at various sites and dates for summer and academic year 3 graduate credit or 45 PDP MA Model Courses: MA Model 2.0 Introductory Institute and MA Model 2: Next Steps, as well as the related course Counselors in K-12 Classrooms.

Voices to be Heard: The Power of Teens

By BARBARA J. GREEN, Ph.D., YHC Medical Director
(excerpt from *Youth Health Connection*, April 5, 2018, Vol. 4, Issue 1)

On Saturday, March 24th, we witnessed a historic moment with hundreds of thousands of teens, as well as others, marching and raising their voices loudly to be heard. While the protests focused on a specific agenda, gun laws, and violence the movement carries significance beyond the topic. We have known, and the research bears out, that there is tremendous power and influence when teens come together with their peer to peer "Voice".

YHC depression and suicide prevention program, "How Not To Keep A Secret" is designed to give teens the platform for taking clinical information directly to their peers. It is about open dialog and reducing stigma and increasing access to intervention and treatment.

In this instance, teens are grabbing the stage, demonstrating and speaking to challenge our country to examine laws and to challenge our elected officials to understand people's outrage. I am not speaking about politics; I am speaking about teen's empowerment to make us move the needle to open our country's dialog and to behonest and explore. Teens are rising up and using knowledge to try to really make a difference. They are pushing us to explore ideas that are complex but critical for our next generation. These are big moral questions that need to be thoughtfully considered and respected. It isremarkable to listen to their eloquence, to their honesty, to hear from them.

There are no simple solutions, but teens are imploring action to be taken to insure that all Americans have the right to safety, no matter where they live or work. Through teen action they are demonstrating belief in collective resilience and hope.

Teen voices are being heard and respected. Adults should listen intently. We should all be grateful we live in a country where we can speak openly.

Vaping, Marijuana & the Physiology of Addiction

(excerpt from *Youth Health Connection*, April 5, 2018, Vol. 4, Issue 1)

Recently Dr. Ruth Potee was videotaped at a Forum for Students at the O'Maley Innovation Middle School in Gloucester, MA where she gave a presentation entitled "Vaping, Marijuana & the Physiology of Addiction."

This presentation helps young people and their families gain a better understanding of how the adolescent brain is developing, the impact of substance use on this developing brain, an overview of addiction and risk factors and specifically important information on vaping, the tobacco industry and marijuana. This video is 43 minutes long;families may want to watch it in a few sessions and discuss what they have seen over the course of a few days or weeks. Thank you to Marshfield FACTS for bringing this video resource to our attention.

Dr. Ruth Potee is a board certified Family Physician and Addiction Medicine physician at Valley Medical Group in Greenfield, MA.

To view the full 43 minute video of this presentation visit: http://bit.ly/2EeZ82P.

For more information on Dr. Potee visit her website at: http://bit.ly/2EfxG4Q.

Professional Development Funding Grants

(excerpt from *Youth Health Connection*, April 5, 2018, Vol. 4, Issue 1)

NEA (National Education Association) Foundation encourages professional development for public school teachers, support professionals, faculty, and staff by offering grants of $2,000 for individuals and $5,000 for groups. Applicants must work in grades preK-12 as a public school educator and be a member of the NEA. Deadlines remaining in 2018 are June 1st and October 15th.

Preference is given to proposals that include STEM &/or Global Competence in their project. Grant funds can be used for travel, room, meals, registration fees, materials, etc. for individual grants. For group grants, funds can be used for educator stipends, substitute fees, materials, travel, meals, etc.

For more information and details on how to apply visit: http://bit.ly/2ppyBua.

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