

**NHSCA MISSION**

*The mission of the NH School Counselor Association is to promote standards of excellence in professional school counseling by advocating for the role and programs of professional school counselors, providing meaningful professional growth and development opportunities, and giving energetic, resourceful and dedicated leadership in developing services and programs for its members.*

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**A Tribute to School Counselors**

Dr. Leo R. Sandy

I have the honor and privilege to help prepare school counselors, school psychologists and mental health counselors for their professional careers. I also am fortunate to be able to do this with superb colleagues who are highly competent and with whom I have a very close, working relationship. My fellow professors in the Counselor Education and School Psychology Department at PSU are not only excellent teachers but also very accomplished field practitioners and researchers.

This column will focus on school counselors. School counselors are key people in public schools. They work with children with normal developmental problems such as peer conflicts, low self-esteem, limited time management ability, the loss of a parent, sibling, grandparent or pet; performance anxiety, adjusting to a new school and a host of other issues. School counselors also work with children who receive special education services. School counselors help develop crisis intervention plans, screen kindergarten students, help high school students apply for college or careers, go into classrooms and do presentations on a variety of topics specific to the needs of the students, counsel children individually and in groups, sit on child study and special education teams, mentor graduate student interns, work with parents, consult with teachers and administrators, participate in assessment and monitor the school climate. They are indispensable to the operation of a school. School counselors help save children’s lives as in preventing problems from escalating and doing suicide-risk assessments. School counselors are strong advocates for children by helping children advocate for themselves and by being a voice for children when they need one. School counselors also work with out-

side agencies to help children who are no longer able to live in their abuse.

Children today are experiencing an enormous amount of stress due in part to a poor economy, the negative influence of the media, reduced educational funding, and the strong emphasis on assessment that creates high test anxiety and takes away from instructional time. Parents must often work at several jobs and don’t often have the time and energy to spend time with their children playing board games, going for walks, and helping with their homework. Many families don’t even have one meal together a day, and too often homes look like train stations with people coming and going in a frantic manner. In hard times, child neglect and abuse also increase. When children come to school stressed, it affects their school performance and their interpersonal relationships. Enter the school counselor.

It is imperative that, despite the conditions under which students live, that the schools are equipped to meet students’ development needs so that they can become effective citizens during and upon the completion of their formal education. According to the American School Counselor Association (ASCA) “The elementary years are a time when students begin to develop their academic self-concept and their feelings of competence and confidence as learners. They are beginning to develop decision-making, communication and life skills, as well as character values. It is also a time when students develop and acquire attitudes toward school, self, peers, social groups and family. Comprehensive developmental school counseling programs provide education, prevention and intervention services, which are integrated into all aspects of children’s lives.

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Printed by Alphagraphics, Manchester, NH

## President's Message

During these still winter months there is much activity happening throughout our Association. We welcome Rebecca Russell as the Middle Level Vice President and Robin Gregg as the Greater Monadnock Regional Chair. Dr. Susan Theberge, at Keene State College has offered to take on the important task of Ethics Chair. The *Public Relations* and *Technology Committees* are working on increasing our visibility throughout the state and on the web. Meetings are also taking place to plan for conference and workshop opportunities, both statewide and at the regional level. All of this planning and consulting is not just the work of the NHSCA Board, but also other members who have volunteered to assist.

This year, Amy Jo Muscott, Anna Helbling, Corrine Lajoie, Jackie Creed, Joy Livengood, Kellie (Monroe) Jenkins, Lou Yelgin, Pamelyn Blair, Sandy Spiro, Shirley Jacob and Tara Payne have been working with NHSCA committees in a variety of ways. For

the *Scholarship* and *Professional Recognition* committees, members review applications and meet once to select winners.

The *Technology and Public Relations Committees* benefit from consultations (e-mail and meetings) as we look to improve our website and our communications with stakeholders.

The *Conference Committee* has benefitted from members finding speakers, editing publicity, seeking sponsors and assisting with registration. As you can see, the time commitment varies from one meeting with preparation beforehand, to sustained activity, or consultation as needed. We all benefit with being able to accomplish more, and get valuable input and fresh ideas.

As we enter the second half of this year, we welcome your ideas regarding additions and changes to our website and help with planning for our fall conference. Perhaps you have suggestions about other work that we do. Be in touch. We want to hear from you.

Lynn Merlone



Robin Hogan, President-Elect. Lynn Merlone, President, and Holly Vieten, Past President, stand together holding a proclamation stating that February 6-12, 2012 is National School Counseling Week. The Proclamation was signed by Governor John Lynch.

## Collaborative Problem Solving

Submitted by Dr. Susan Theberge and Rheanna Cote

**What is Collaborative Problem Solving and how might it help us work with students diagnosed with Oppositional Defiant Disorder?** This is one of the questions that Rheanna Cote, a recent graduate of the Keene State College School Counselor Program, explored for her Capstone Research Project. Here are some of the highlights of her work captured in a question and answer format.

Susan: What is Collaborative Problem Solving?

Rheanna: Ross Green has developed an approach for working with students who present as challenges in our schools called Collaborative Problem Solving (CPS). Greene's belief that *children do well if they can* and that challenging behavior stems from unsolved problems related to deficits in executive function skills is fundamental to CPS. CPS calls for closely examining the characteristics of both adult and child and how the interaction between the two may improve or increase problem behaviors. CPS does not make the assumption that the behavior has a function. CPS aims to work on the interaction between adult and child with the goal of collaboratively solving the problems causing the challenging behavior (R. W. Greene et al., 2004). The goal of CPS is to solve problems in order to reduce challenging behavior and the assumption is that most kids exhibiting challenging behavior have many unsolved problems (R. Greene, 2010a, 2010b; R. W. Greene, 2005).

Susan: Can you explain the connections between challenging behavior such as that enacted by students diagnosed with ODD and executive functioning deficits?

Rheanna: According to Greene, challenging behavior can be viewed as a type of developmental delay based on the belief that the behavior is a result of executive function skill deficits. Challenging behavior occurs when specific conditions of the environmental, social demands, or "unsolved problems" outstrip the child's capabilities for responding to the situation appropriately (R. W. Greene, 2005). Greene asserts that human beings prefer doing well to not doing well and therefore, if challenging children had the skills to do well, they would use them.

Three key concepts are that 1) Explosive episodes are not manipulative, attention seeking or due to poor motivation 2) Reward and punishment procedures are unlikely to address the cognitive deficits a child has 3) The best chance of addressing the child's challenging behavior is to teach the executive function skills the child is lacking (R. W. Greene & Ablon, 2006).

Susan: How does Green suggest we deal with challenging behavior in school?

Rheanna: The CPS approach attempts to work with the student to solve the problems that are causing maladaptive and anti-social behavior to occur. Greene suggests that educators need to shift from the traditional philosophy driving punishment and contingency plans to a philosophy that is based on a child's ability to do well. Many schools react to challenging behavior through what Greene calls unilateral problem solving. Adults make decisions and students are often punished through detentions and suspensions if they do not comply with adult expectations. Greene goes further and asserts that by using unilateral problem-solving schools may actually be increasing the challenging behavior of students that are lacking in necessary executive function skills. The students who are most often in trouble are the very students who are lagging behind in the development of executive function skills.

The traditional manner of dealing with these challenging students (i.e. send them out of class, detentions, and suspensions) does not offer these students any help in learning how to better deal with frustration, transition, problem-solving and emotional-regulation (R. Greene, 2010b).

Schools also tend to focus on what the child did while exploding, whereas Greene focuses on the *why* and *when* of the explosive or implosive behavior. By asking the *why* and *when*, there is a better chance of finding out what the *unsolved problem* is and to have more information for effectively solving the problem. In order to use this approach, school personnel need to shift perspective as to why children are challenging. Greene believes that changing from the more traditional perspective of why challenging students behave the way they do (ie "their home life is bad", "they are looking for attention", "they just don't care") to a perspective that takes into account executive function skill deficits and the transactional model of interactions between adult and child, schools can have the necessary tools to use when working with children with ODD and other explosive/impulsive disorders.

Greene offers an inventory in his book *Treating Explosive Kids: The Collaborative Problem-Solving Approach* (2006) that lays out various observable behavior patterns that a child may display which can help determine the skills she is lacking. Since each case is unique, it is imperative that treatment ingredients are well matched, taking into account the strengths and limitations of different techniques in regards to the case (R. Greene & Doyle, 1999). Greene et al. (2004) believe that it is the



highly individualized model of CPS and the flexibility of treatment that accounts for high rates of success. With the results of studies indicating that CPS is an effective treatment option for children diagnosed with ODD and their families, implementing this approach into the school realm may benefit the child, their teachers and the others affected by ODD behaviors. Research on CPS indicates that the approach decreases office referrals, detentions and suspensions (R. Greene, 2010b).

Susan: How can we effectively implement this model in schools?

Rheanna: The philosophy adults have regarding why children behave the way they do guides actions and interventions. In order to fully implement CPS in a school, a philosophical discussion will need to occur (R. W. Greene & Ablon, 2006). Implementation of CPS requires a shift in philosophy by school personnel and a great amount of effort and commitment from the adults involved in a child's life.

Greene believes the CPS model and approach must be something taken on by the school as a whole. CPS is not a technique and must be used in accordance with the right theoretical underpinnings. Understanding that the approach takes time and practice will help school personnel be realistic about its effectiveness. CPS does not work quickly and it will not solve every problem a child has all at the same time. However, CPS will give adults more to work with than just a diagnosis of ODD and it will give the student a chance to receive guidance in the development of executive function skills. Implementing a treatment approach such as CPS in a school seems to offer hope in working with challenging students in a more effective and beneficial manner.

Continued from cover page

Early identification and intervention of children's academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes and skills that students acquire in the areas of academic, career and personal/social development during these elementary years serve as the foundation for future success. Elementary school counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. Elementary school counselors don't work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help students achieve school success.

Professional school counselors align with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. Through a comprehensive developmental school counseling program, school counselors work as a team with the school staff, parents and the community to create a caring climate and atmosphere. By providing education, prevention, early identification and intervention, school counselors can help all children achieve academic success. The professional elementary school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness" (<http://www.schoolcounselor.org/content.asp?contentid=230>).

Some of the roles that ACSA has identified that school counselors assume include the following:

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career education, awareness, exploration and planning
- Education on understanding self and others
- Peer relationships, coping strategies and effective social skills
- Communication, problem-solving and conflict resolution
- Substance abuse education
- Multicultural/diversity awareness
- Transition plans
- Individual and small-group counseling

- Individual/family/school crisis intervention
- Consultation/collaboration
- Professional development
- Program management and operation
- Parent education
- Academic planning
- College/career awareness programs
- One-on-one parent conferencing
- Interpretation of assessment results
- Classroom guidance activities
- Classroom speakers
- At-risk student identification and implementation of interventions to enhance success
- School climate
- Behavioral management plans
- School-wide needs assessments
- Student data and results
- Student assistance team building
- Peer education
- Peer support
- Leadership development
- Working with the Community
- Job shadowing, service learning
- Crisis interventions
- Referrals
- Support groups

When I attended public school, there were only counselors at the high school level, and they were former teachers who took only 4 graduate courses (12 credits) to be certified as school counselors. Today's school counselors are much better educated and trained. For example, most master of education degrees in counseling require up to 48 college credits. The contrast between the school counselor of the past and the school counselor of the present is quite dramatic. I have worked closely with school counselors since 1972 and have found them to be extremely effective in the work they do. School counselors at the elementary level through high school are very well prepared for the complex demands that face them and they do an extraordinary job in promoting child development. They deserve our support and encouragement.

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## Jo Hayslip Memorial Scholarship Winner

Julianne Cleary is this year's winner of the Jo Hayslip Memorial Scholarship. Julianne is a student at Keene State College and will finish her degree this May. Her undergraduate degree is in Child and Family Studies and one of her three part time jobs is a Community Family Service Associate.

Julianne is passionate about the school counselor's role as an advocate for students. With her background in family studies, her goal in her new career is to increase family involvement in the schools. Her capstone project is researching and developing family based support groups in the elementary schools.

The Jo Hayslip Scholarship is awarded to a student member of the New Hampshire School Counselor Association completing his or her final year of graduate course work. Awarded to a student who demonstrates academic success, a vision for school counseling practice, and financial need, the scholarship is in memory of Jo Hayslip, Professor Emeritus at Plymouth State University. Dr. Hayslip was a leading force in current school counselor practices, including comprehensive guidance, and was active at the local, regional and national level. Congratulations and best wishes to Julianne as she begins her school counseling career!



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## EZAnalyze Time Tracker

Mitch Taranow, NHSCA Technology Chair

Some Technology Chairs never met a technology-based tool they didn't like. I am not one of those people. For me, unless a tool saves me time and makes me a better School Counselor, I am just not interested. Still, I am a Technology Chair, and I do find myself trying out tools other counselors might overlook. Many are dead-ends, but once in awhile I come across a winner. I believe EZAnalyze Time Tracker, created by Tim Boynton, is one of those winners.

TimeTracker is an Excel-based note-keeping, time tracking program that provides invaluable information about student meetings and counselor time allocation, all with minimal effort by the user.

EZAnalyzeTime Tracker can be downloaded at [www.ezanalyze.com](http://www.ezanalyze.com). You will need Microsoft Excel and must be able to enable macros to use EZAnalyze. I find the program works well in the Windows environment, but is not yet reliable for the Macintosh OS. The application is free. There is a link for donations if you find the program to be of value. Once you download the program there is clear documentation for how to import your caseload and customize the program to fit your needs. I personally have not found the need to personalize it yet.

The program is very easy to use. There is a button to click for tracking student time and one for tracking counselor time. The buttons open windows where you can enter meeting details, time lengths (either directly or with a built-in timer) and categorize how your time was spent. There are preset categories for student and counselor times that are aligned with the National Model. For example, I would log a college planning session with a student as 'Individual Student Planning – College,' a meeting with a student about a potential bullying issue as 'Responsive Services – Conflict Resolution (or Personal/Social),' and a NWEA testing session as 'System Support – Testing.' Entering any of these, along with the times is a matter of a few clicks – shorter than other tools I've used. The program also easily tracks group meetings, either ongoing themed-groups or spontaneous ad hoc groups.

Time Tracker offers a wide range of useful reports. The splash screen lists the number of students seen and unseen right at the bottom. There are buttons for a summary report, Individual Student Report, Daily Activity Report, and more. Up until now I've found it time-consuming and onerous to track my time in such detail. That is no longer the case. With this tool I can effectively maximize my time with students, reflect on how well my time spent aligns with my goals and priorities, and provide clearer descriptions of what I do as a school counselor. I highly recommend this program if you are looking for ways to do the same.

**EZAnalyze**  
Data Tools for Educators

## Great Opportunity for New Secondary School Counselors

Bill Huguen

With age, one hopes, comes wisdom. One of the greatest things an experienced school counselor can do is give back to colleagues newer to the field. Most of us enjoy hosting an intern from the quality programs we have in our state for it gives us the ability to share with those, who will someday take our place, the neat tricks of the trade we have gathered over time. Another great way to assist secondary school counselors new to the field is to encourage them to attend the Summer Institute (SI) offered by the New England Association of College Admission Counseling (NEACAC).

NEACAC will be hosting their 37<sup>th</sup> SI this year on the beautiful campus of Assumption College in Worcester, Massachusetts. This four-day intensive program is designed to be an exceptional professional development opportunity for education professionals who have less than two years of experience

as a secondary school counselor or admission counselor. Participants will have an opportunity to learn from seasoned professionals on "both sides of the desk." The relationships that you will build while attending the Institute will support you for many years to come. This year's Summer Institute will run from **Monday, July 23 – Thursday, July 26, 2012**. The faculty for the Summer Institute hail from all New England states and from extremely varied backgrounds. Secondary school counselors will walk away from this Institute with a wider range of knowledge, more confidence, and an expanded list of contacts from colleges and universities from all over New England. Issues key to school counseling such as networking, best practices, and advocacy to name a few will be topics that will be covered.

As someone that will be volunteering for the first time as a faculty member, I am very excited to see who attends and look forward to sharing all of the wonderful things we in New Hampshire have done and continue to do. For more information about the program, go to [www.neacac.org/si.cfm](http://www.neacac.org/si.cfm). If your district is limited on funds, there are opportunities to apply for a scholarship to attend. NEACAC members also receive a discount on the cost of attendance, which is a great reason to join NEACAC, if you have not already done so.



# Coaching Teens with ADHD

## with Dr. Anita Remig

Beth Harrington

The following is a short interview with Dr. Anita Remig who created and developed the *Life Coaching for Children Certification Program* at the University of New Hampshire, [http://www.learn.unh.edu/pcw/pd/certificate.php#cert\\_cct](http://www.learn.unh.edu/pcw/pd/certificate.php#cert_cct).

**There are varying levels of ADHD depending on the ability level of the student. Can you clarify those?** According to the DSM IV (1994, 2000) there are three types of ADHD: 1. Predominantly Impulsive and Hyperactive 2. Predominantly Inattentive, and 3. Combined type (all three). There are three levels of severity described in the DSM that clinicians can use to diagnose: mild, moderate and severe. Certainly from an observational point of view, children and adults have varying levels of the disorder, but one must meet diagnostic criteria to have the diagnosis of ADHD.

**Freshman can be overwhelmed with the amount of work they have to keep up with in high school, but for ADHD students of all ability levels, the task can be even more daunting. Can you suggest effective ways the school can help the student transition to high school with ADHD, and how do you suggest parents support their child?**

*The Challenging Horizons Program* (Dr. Steve Evans, <http://oucirs.org/research/chp>) has shown in well-done research that a small group of support adults ought to come together after school to discuss the student's needs. This informal group could include teacher, counselor, student and parent. As a group they decide on what the problems are to getting work done and they select one solution. They outline each person's role in helping the student and try out the solution for a two week period. They set a date for the next meeting before the end of the first meeting, and then they try the solution. This process is ongoing until the student is performing adequately.

**If a student has a 504 for ADHD, but doesn't have time for a structured study hall during the day, can you suggest other ways he/she can keep track of their classes and work?** Part of the solution to organizing work and completing work will require extra time and help for organization. This extra time could be during a study hall or during home room in the morning or after school. Homework club that takes place after school is essential in high school. Teachers, paraprofessionals, or tutors help to organize and get work accomplished. Hiring private tutors is more costly but sometimes a tool to get good organization and work going.

**What tips do you have for those struggling with deadlines and/or forgetting to turn in completed work?** First a discussion of motivation and allowing others to help is necessary at home and at school. I say to kids, people with ADHD often lack internal motivation to get work handed in and so why don't you let others help you using external motivation. Parents and teachers need to get into their group meeting and talk about how to provide external motivation: electronic reminders, systems for where to put papers in backpacks and in school, teacher check-ins during the day to make sure the student has assignments written down, emails to student and parents to warn of upcoming assignments and due dates.

**For students with ADHD who are on a college and career track, how can you suggest ways they can move towards independence and success for their first year in college?** One of the most discouraging events for students with ADHD as they move into college is being left all alone to sink. A great deal of planning and



support for college must take place during the summer before college: contact the Dean of students to find out about student support, study skills classes, tutoring, help with note taking, discussion groups, graduate level tutors and the like. The same idea holds true: ample external motivation and external support for deep processing of materials is necessary. There are certainly some students with ADHD who would benefit from living at home for the first one or two years of college.

**Are there certain things they would need to address while applying to college?** Application to college ought to be a blind process whereby the student is judged on quality of work done in high school and not limited by diagnosed disorders. Once the student is accepted, then the work of organizing study behavior, motivation and learning routines should be put into place.

Contact Anita at her webpage for more information: <http://www.remigbiofeed.com/>

## Matched Savings Accounts

**Individual Development Accounts** are a great opportunity for students in households with low incomes to earn post-secondary tuition assistance. Students who save up to \$2,000 and complete financial literacy courses can receive a three-to-one savings match, giving them as much as \$8,000 to put toward tuition.

This program is not just for students, but for anyone who earns income, who fits the eligibility guidelines, and who wants to save for post-secondary education, first-time homeownership, business development, or a car.

For more information or to request brochures, please visit our web page or contact Kerry Cook in the IDA program at the New Hampshire Community Loan Fund at 224-6669, ext 253 or by email at [kcook@communityloanfund.org](mailto:kcook@communityloanfund.org).

<http://www.communityloanfund.org/how-we-help/ida/how-we-can-help-you/education>

## Cyberbullying and Internet Safety

By Rebecca Russell

Technology can be such a useful tool for all of us, even our students. So much effort, at all grade levels, is put into making sure we educate students about being safe online. Recently, I was given the opportunity to present to our 8<sup>th</sup> grade students a presentation on **Cyberbullying and Internet Safety**. Before I began my presentation I asked a few questions (show of hands), “How many of you have a Facebook account or some type of social networking account?” “How many of you have a cell phone?” “How many of you are online each day either playing a game, social networking, texting, etc.?” “How many of you wish you were texting right now?” Approximately 90% of the students raised their hand to each question.

I can understand, clearly, since this is the modern day of communicating with each other. I asked the next question and elicited answers with a show of hands, “*Do your parents sit down and talk to you about online safety and know what you are doing online?*” The responses included:

“My parents don’t know as much as I do about the computer and they don’t want to know.”

“My parents trust me but don’t know what I do online.”

“My parents have never talked to me about online safety.”

“My parents don’t understand it and it’s too confusing to them.”

As you can imagine, these responses concerned me because 99% of our students’ communication through these devices happens at home or outside of school. From these responses we decided to mail home to each parent a letter encouraging them to talk to their children about online safety. Included in the letter were also resources and tip sheets on online safety. In my opinion, it is not enough to only educate the child. We need to educate ourselves and parents and make sure we are up to date with the ever changing world of technology.

I found the website: *Netsmartz.org* to be a great tool. It provides powerpoint presentations at different grade levels and also provides information that are reproducible to parents and educators. It is user friendly.

**Did you know?** About one-third of online teens (ages 12-17) have been cyberbullied. Girls are more likely to be targeted. Lenhart A. Cyberbullying and Online Teens. Pew Internet and American Life Project, 2007.

The following are a few tips taken from the website <http://www.netsmartz.org/Parents> to share with parents.

Children use a variety of online services, and each of these services can have different safety concerns. However, there are some basic tips which you can employ no matter how your children use the Internet.

- Keep the computer in a high-traffic area of your home.
- Establish limits for which online sites children may visit and for how long.
- Remember that Internet technology can be mobile, and make sure to monitor cell phones, gaming devices, and laptops.
- Surf the Internet with your children and let them show you what they like to do online.
- Know who is connecting with your children online and set rules for social networking, instant messaging, e-mailing, online gaming, and using webcams.

When it comes to CyberBullying it is important that parents and guardians take steps to help their child deal with and respond to such bullying.

- Tell your child not to respond to rude e-mails, messages, and comments.
- Save the evidence, such as e-mail and text messages, and take screenshots of comments and images. Also, take note of the date and time when the harassment occurs.
- Contact your Internet service provider (ISP) or cell phone provider. Ask the website administrator or ISP to remove any Web page created to hurt your child.
- If harassment is via e-mail, social networking sites, IM, and chat rooms, instruct your child to “block” bullies or delete your child’s current account and open a new one.
- If harassment is by text and phone messages, change the phone number and instruct your child to only share the new number with people they trust. Also, check out phone features that may allow the number to be blocked.
- Get your child’s school involved by reporting to your school counselor.



### MAKE A CYBERTIPLINE REPORT



Please contact us if you have information to help in the fight against child sexual exploitation. Your information will be forwarded to law enforcement for investigation and review and, when possible, to the appropriate Electronic Service Provider(s).

<http://www.nsteens.org/> NetSmarzteens.org



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- CRIMINAL JUSTICE TECHNOLOGY
- AVIATION SCIENCE / FLIGHT TRAINING
- PHYSICAL THERAPIST ASSISTANT
- SOFTWARE ENGINEERING
- NETWORK ENGINEERING AND COMPUTER SERVICING
- ARCHITECTURAL BUILDING ENGINEERING
- MECHANICAL ENGINEERING TECHNOLOGY
- BUSINESS MANAGEMENT
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- NURSING
- MARINE
- PLUMBING
- HEATING
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- INTERIOR DESIGN
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- GAME DEVELOPMENT AND SIMULATION PROGRAMMING
- ELECTRONICS ENGINEERING TECHNOLOGY
- CONSTRUCTION MANAGEMENT
- INTERIOR DESIGN
- DIGITAL RECORDING ARTS
- INFORMATION TECHNOLOGY
- NETWORK ENGINEERING AND COMPUTER SERVICING
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## Promoting Scholarships for Seniors

*By Holly Vieten, Laconia High School*

How do you spread the word about local, state and national college scholarships to your high school seniors? In our guidance office, we're always looking for new ways to reach students and parents. Like your office, we post the scholarships on the school website, announce them over the morning announcements, email them to teachers or advisory to announce in class, mail home postcards and offer information in our guidance newsletter. We knew we needed to do more to connect students to these great scholarships. Two new ideas were born, and as they say, the rest is history!

**Heart & Soul of Scholarships** – For the past two years we've invited a local district employee to speak to all of the seniors during advisory for a brief twenty-five minute assembly. This employee runs a memorial scholarship in memory of his son. As our guest described the labor of love and behind-the-scenes scholarship coordination, fundraising efforts, nonprofit designation and importance of these scholarships. Our students sat mesmerized. He described how scholarships help families make something good come of something sad. He encouraged our students to put quality effort into their scholarship applications and to submit them on time. This personal touch helped our seniors understand the heart and soul that goes into offering a college scholarship and the true meaning of a memorial scholarship.

**Grab & Go Board** – Check out our large bulletin board located outside of the guidance office featuring the “show me the money” scholarships! Each scholarship has its own pocket file to hold multiple copies. A brief description on the cover of the file folder lists the name of the scholarship, the deadline date and who should apply. The “grab and go” scholarship board was an instant success, accessed by students, parents and staff alike. Keep copying those scholarships as they will fly off the grab and go board!



“I started at one of  
New Hampshire’s  
Community Colleges!”

Ryan - Visual Arts Major



“It’s a **smart** choice!”

Check out New Hampshire’s Community Colleges!

There’s never been a better time to look into the New Hampshire Community College near you. You can explore college for the first time — or go back for your degree. Start at a community college — then transfer. Your future never looked better!



Find links to all college websites at [www.ccsnh.edu](http://www.ccsnh.edu)

## Need Counseling Stories

### This is Advocacy, too

By Kathy Hoppa

*Maggie was a 5<sup>th</sup> grade student who was extremely withdrawn and difficult to engage. Although she had always been shy, her teacher was worried when several situations arose in the classroom in which Maggie had difficulty speaking up for herself. In an effort to develop Maggie's personal advocacy skills, and increase her self confidence and self-esteem, Maggie's counselor assigned her as a classroom aide for a kindergarten teacher in the building. Once or twice a week, Maggie would go to the kindergarten room to read to students, work in small groups, or help with general classroom tasks. The counselor also met with Maggie periodically to review her roles as an aide and build on her skills. After a semester of the program, Maggie began to flourish as her eyes opened to the realization of what she could do..."*

Do you have a personal success story such as this that demonstrates the importance of school counseling in schools today? Can you provide concrete examples or narratives of how you make a difference with students? The NHSCA Public Relations Chairs are looking for examples of how counselors across the state are helping students of all grade levels. We hope to use these personal accounts in promotional materials and press releases that demonstrate the effectiveness of counseling and support our profession. In economic and political times such as these, it is critical that counselors provide real-life, dynamic narratives as well as quantitative data to support our role in schools.

Please consider sharing your personal stories (with identifying information removed) with NHSCA by emailing Kathy Hoppa at [khoppa@sau83.org](mailto:khoppa@sau83.org).



## Experience Professional Collaboration: Consider Joining NEASC as a Visiting Team Member!

Kathryn J. Sheridan, CAGS  
Dean of Guidance, Pelham High

Read this as an invitation to our NHSCA members to consider joining a New England Association of Schools and Colleges (NEASC) Visiting Committee as a school counselor. For the many of us who have participated in the accreditation peer review process, we already know the value of our participation. Accreditation is a peer review process based on rigorous standards. I have had the privilege of serving, not only on our Pelham High School Accreditation Committees, but also on three other visits to schools in Massachusetts and New Hampshire. The visiting team members serve as volunteers! Some members have joined the team because their schools are going through the NEASC self-study process and hope to gain greater insight into the process. Others bring several years of experience as former visiting team members. The meetings begin in earnest on Sunday morning and run through Wednesday afternoon when we issue our final reflections and reports. Our responsibilities involve writing reports based on Standards for Accreditation that range from curriculum, instruction and assessment, to community and school resources. Conclusions made by the Visiting Teams are based on evidence produced and observed throughout the three-day visit. For sure, the hours are long and the report writing is grueling. The professional experience of evaluating a school is challenging, informative and engaging. When your school administrators ask for volunteers to go on an accreditation visit, consider saying YES! The rewards are many!

<http://www.neasc.org/>

**Upcoming NHSCA  
Board meetings:  
Friday, March 23 NHTI 4 - 7:30**

**BE brilliant**

**ASCA ANNUAL CONFERENCE  
JUNE 23-26/2012 MINNEAPOLIS**

CELEBRATING ASCA'S DIAMOND ANNIVERSARY

## Enhancing Connections Among School Counselors and Regional Mental Health Services Providers in the Monadnock Region

Robin Gregg, Monadnock Area Representative

How often do you refer students and/or families to mental health providers in your community? How often do you establish ongoing phone and email communications with therapists and other community mental health providers, without ever meeting face to face? Over the past few years, Monadnock area school counselors and mental health services providers have come together in informal gatherings aimed at furthering our connections with one another.

The most recent meeting of the two groups of professionals took place last December (2010), when Con-toocook Valley (ConVal) School District school counselors, school psychologists and school social workers hosted a group of mental health providers from the greater Peterborough area and school counselors from the neighboring Conant School District (Jaffrey area) at a "meet and greet" breakfast held at Peterborough Elementary School. Approximately thirty-five people attended the breakfast. Following introductions, breakfast attendees enjoyed bagels, pastries, coffee and fruit juice while mingling and sharing information about their counseling approaches, specialties, and backgrounds. The therapists who attended, as well as several who were unable to attend but responded to an online survey sent with the invitation to the breakfast, are now included in a preliminary database of area mental health providers, which is a great resource for area school counselors. Laura Gourlay, currently the School Counselor at Great Brook School in Antrim, NH, created the survey and compiled the initial data-base while completing her graduate studies in school counseling at Keene State College.

Face-to-face gatherings like this one enable school counselors to further our collaboration with the area mental health providers who serve our students and their families. Both groups—school counselors and area mental health providers—gain a greater understanding and appreciation of one another and forge deeper connections when we have the opportunity to collaborate in a relaxed setting.

Another such gathering is being discussed as a possibility for this year and this time will include school counselors and mental health providers from the greater Keene area. Watch this newsletter for information about that! Contact Robin if you would like to be involved or would like more information at [rgregg8@myfairpoint.net](mailto:rgregg8@myfairpoint.net).



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*-eStart Student*

For a list of courses go to [www.ccsnh.edu/estart](http://www.ccsnh.edu/estart)






# Thinking about College?



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- Monthly College Planning e-Newsletters
  - Toll-Free College Planning Hotline
  - Early College Awareness Programs Featuring our College Planning Mascot

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## *Destination College*

Free College Event for Juniors & Parents  
Southern NH University, Manchester, NH  
Saturday, March 24, 2012



Registration Required at  
[www.destinationcollege.org](http://www.destinationcollege.org)



On March 24, 2012, families from Salem to Berlin will gather at Southern NH University in Manchester, NH for the 12th annual college convention for high school juniors and parents. All of the events are **FREE** to students and parents. This is your opportunity to enjoy a variety of workshops, a wonderful keynote speaker, participate in scholarship raffles and attend a college fair expo. Lunch will be provided.

**\*Please note Walk-ins will not be accepted this year\***

## Book Review: *The Poppo Series*, by Annie McDonald

Celia Slason

If you are looking for a resource to help a child who has recently experienced a death of a family member I recommend a book series by my colleague and fellow school counselor, Annie MacDonald. Annie is the school counselor at Benjamin Franklin School in Keene, NH who has authored a five book series for children about illness, death and grieving. Annie's works were inspired by a graduate school professor who was in a courageous battle with ALS. The professor, who is "Poppo" in the series, asked Annie to write a book for his granddaughters to help them understand the progression of his illness. "Written through the eyes of a young child, the POPPO Books delicately address the progression of terminal illness to eventual death."

Annie's first two books, **What's Up with Poppo?** and **Poppo's Half-Birthday Wish** introduce Jenny, who spends time with her grandfather while he is ill and plans a birthday celebration to cherish their special moments together.



In **Poppo's Very Best Trick**, the third in the series, Jenny remembers all the fun things that she and her grandfather did together. After her grandfather's death she finds comfort in keeping her grandfather close, just as he taught her, "his very best trick."

**Bubble's For Poppo**, book four, revisits Jenny months after her grandfather's death. This book can help parents with questions their children might have following death of a family member. Jenny visits the cemetery and creates rituals to help her remember Poppo.

Annie has just published a companion guide for the four Poppo books, **Poppo's Memory Book**, **A Child's Guide to Remember** and **S.M.I.L.L.E. After Loss**. Annie writes, "The intention of this book is to offer a spiritual framework for children to understand death while providing a tool to help children move beyond their grief and feel happiness again." The series is beautifully illustrated by Ashley MacNeil. The publisher is AuthorHouse of Indiana, and if you would like to learn more and/or purchase the books, visit the website at <http://mypoppo.org>.

Annie MacDonald will be at the ASCA Conference this June in Minneapolis where she will present, *S.M.I.L.L.E., An Uplifting Approach to Help Elementary Children Heal Grief and Loss*. Share-Share your feelings with someone you trust, Memories-Remembering keeps your loved one close, Imagine-Use your imagination to create mind-magic, Love-Love yourself and others too, and Enjoy-Enjoy your life in a new way. Those we love never really die; they live in our hearts forever!

Thank you, Annie, for sharing!

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\*High school students entering their junior  
or senior year in Fall 2012

Programs run July & August 2012 See website for details.

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# My Top Add-ins and Plug-ins

Russell A. Sabella, Ph.D.  
 Sabella@SchoolCounselor.com  
<http://bit.ly/top-addins>

## What is an addin or plugin?

Add-ins are special files that extend the functionality of a program. In other words, they make your work simpler by adding or extending functionality, usually by simple point-and-click procedures, instead of doing it “the hard way.” A plugin is pretty much the same thing as an addin except that a plug-in is the term that is usually used when referring to third party software that is meant to interact with a certain program. The distinction between an add-in and a plug-in is not really that clear.

## How do install them?

Add-ins are created individually for specific programs and are installed separately. Then, they then become part of the parent program, usually residing in the “Add-ins” tab or in its very own tab existing along with all the other standard tabs. An add-in cannot run on its own. There are two ways that these are installed: automatically and manually. If your add-in or plug-in is installed automatically, it will appear in the appropriate software next time you open it. To install an add-in manually, check out this [Youtube](#) video from Dr. Tim Poynton who explains how to install Ez-Analyze manually in Excel 2004, 2003, XP, and 2000.

## EZAnalyze - Data Tools for Educators

<http://www.ezanalyze.com/>. EZAnalyze is a Microsoft Excel Add-In designed to enhance the capabilities of Excel by adding “point and click” functionality for analyzing data, creating graphs, and creating new variables. Free. Note: *Excel 2008 for Macintosh is not supported.*

## iSpring Free PowerPoint to Flash Converter

[http://www.ispringsolutions.com/free\\_powerpoint\\_to\\_flash\\_converter.html](http://www.ispringsolutions.com/free_powerpoint_to_flash_converter.html)  
 PowerPoint . Create Flash online presentations with iSpring Free, preserving every aspect of your original PowerPoint slides. Free. Also allows you to easily add Flash movies and YouTube videos to your PowerPoint (with Internet access)

## NoReplyAll Outlook Add-In

<http://research.microsoft.com/en-us/projects/researchdesktop/noreplyall.aspx>

Outlook. The primary function is to add buttons to several of the Outlook ribbons to prevent people from doing a reply-all to your message, or forwarding it. Additionally, it includes a check for email goofs such as omitting attachments or subject lines. Free. This works with both Outlook 2007 and Outlook 2010, as long as you're using an Exchange account.

## Word Link Checker <http://www.ablebits.com/word-hyperlink-manager-addins/index.php>

Word. Link Checker for Microsoft Word is a tool for managing and checking internal hyperlinks and cross-references in Word documents. Use this add-in every time you need to ensure that the links in your document are valid. Free. Extra features at a cost.

## ASAP Utilities

<http://www.asap-utilities.com/>. Excel. ASAP Utilities is a powerful Excel add-in that fills the gaps in Excel, and automates frequently used tasks. This software makes your job easier by helping you with the tedious tasks in Excel and allowing you do to so many things that normally can't be done in Excel or have to be done manually. Free.

## VisualBee

<http://www.visualbee.com/>. Powerpoint. VisualBee automatically designs your PowerPoint presentation in a single click, creating an exciting and powerful showcase. Free or Paid Premium. Also lets you search for PowerPoint presentations from within PPT using Bing.com.

## Google Cloud Connect

<http://tools.google.com/dlpage/cloudconnect>. PowerPoint, Word, and Excel. Google Cloud Connect for Microsoft Office brings collaborative multi-person editing to the familiar Microsoft® Office experience. You can share, backup and simultaneously edit Microsoft Word, PowerPoint®, and Excel® documents with coworkers. Free.

The *SchoolCounselor.com e-Newsletter* is an electronic publication designed to advance counselors' level of technological literacy, application, and integration. You will find practical solutions and answers to technology related problems, especially as they apply to your job as counselor. If you would like to share a tip or trick, or if you would like to ask a question, e-mail Russ Sabella at [newsletter@schoolcounselor.com](mailto:newsletter@schoolcounselor.com).

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## ***Benefits of NHSCA Board Membership***

- Networking - building school counseling connections throughout the state.
- Opportunity to keep abreast of State & National trends
- Be a leader in your profession.
- Discounted and free participation in NHSCA professional development events as well as Regional and National Events.
- Mileage and child care costs are reimbursed for NHSCA meetings.

Contact Lynn Merlone at [l.merlone@sau47.org](mailto:l.merlone@sau47.org) for more information.