



**School Counselors Sessions  
Carroll High School  
141 Eagle Way, Ozark, AL**

**Tuesday, June 16, 2015 (CHS)**

**Morning Session**

**9:00 a.m. – 11:30 a.m.**

**TUSW209, RIC Number 0020915**

**Participation Hours: 2.5**

**Consultant:** Karena T. Valkyrie, *Assistant Professor, Troy University, Troy AL*

**Program Title:** **Mandatory Reporting for School Counselors – A Consideration of Law, Ethics, and Possible Obstacles to Reporting that Counselors May Encounter (School Counselors)**

**Program Description:** School counselors are mandated to report child abuse. Some do not report. The federal and state requirements and the liability of not reporting will be reviewed. Participants will explore systemic and personal obstacles to reporting. Participants are invited to bring “reporting obstacles” for small group discussion. Due to their proximity and their regular interaction with large groups of children, school counselors are in position to be “front-line” intervention agents in the effort to address child abuse. Furthermore, school counselors need to be conversant with the ethical/legal issues associated with mandatory reporting laws as they work to help their “student-clients” who may be victims. School counselors need to be prepared to recognize the symptoms that may be associated with child abuse. Research suggests that the earlier the intervention the better the prognosis. Accordingly, by following the mandatory reporting guidelines, alert school counselors can help initiate the multi-level intervention activities.

**Wednesday, June 17, 2015 (CHS)**

**Morning Session**

**9:00 a.m. – 11:30 a.m.**

**TUSW218, RIC Number 0021815**

**Participation Hours: 2.5**

**Consultant:** Karena T. Valkyrie, *Assistant Professor, Troy University, Troy AL*

**Program Title:** **Let’s Talk About Self-Handicapping Students: Understanding the Phenomenon and Thinking about Solutions, (K-College)**

**Program Description:** Self-handicapping beliefs and eventual behaviors such as test anxiety, procrastination, and external regulation sabotage students’ potential for academic success. With awareness and classroom management changes, teachers can help students become more aware of their unhelpful beliefs and behaviors and work toward mediating their self-handicapping processes.



**Wednesday, June 17, 2015 (CHS)**

**All Day Session**

**9:00 a.m. – 3:30 p.m.**

**TUSW225, RIC Number 0022515**

**Participation Hours: 5.0**

**Consultant:** Esther Williams, *Positive Paths Inc. Counselor, Opelika, AL*

**Program Title:** **Dealing With ADHD & Autism Spectrum Disorder in the General Education Classroom (K-12)**

**Program Description:** It is not your imagination. There are more children with disabilities in the school system than ever before. The sooner students are identified and appropriate interventions are provided, the better the long term prognosis for the child and society. Without training and understanding, it is difficult for teachers to help their students, with disabilities, reach the level of success they are capable of reaching. This workshop will provide updated information from the **DSM 5** to help you better understand ADHD and Autism Spectrum Disorder. You will learn specific DI (differentiated instruction) classroom strategies to use with students with disabilities to improve their academic and coping skills. Participants will also learn many practical strategies to use with students with disabilities that will also help the entire class. With understanding and adjustments in the educational program, most students with disabilities can be successful in the general education program.

**TUSW226, RIC Number 0022615****Participation Hours: 5.0****Consultant:** Esther Williams, *Positive Paths Inc. Counselor, Opelika, AL***Program Title:** **The Bully, The Bullied and Beyond (K-12)**

**Program Description:** In this powerful, approach-changing conference, Esther Williams, will offer a full day of specific information on how schools can achieve a safe environment through a practical, common-sense approach to dealing with bullying. You will learn prevention strategies to create a climate of respect and produce a safe school environment. In this workshop you will learn specific strategies to **assess students** at low, medium, and high **risk of violence and/or suicide**. You will also receive an evaluation tool you can use to accessing the problem of bullying at your site. You will come away with **intervention strategies to help the bully** develop skills to interact with peers without resorting to bullying; strategies to **help the victim** of bullying acquire skills to respond to intimidation, interventions to **empower bystanders** to respond appropriately to bullying, and strategies to deal with **cyber-bullying**. This workshop will also address **students with disabilities** that often make them targets of bullying.

