



**MISSION OF NHSCA**

*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.*

**New Hampshire School Counselor Association  
Commitment to Ethics**

*By NHSCA Executive Board*

The NH School Counselor Association (NHSCA), a division of the American School Counselor Association (ASCA), is firmly committed to students as the center of the school counseling profession. A school counselor’s primary responsibility is first and foremost to students. Should a conflict arise that challenges the profes-

sional counseling relationship, the school counselor is expected and required to base their actions on an ethical decision-making model that focuses on what is best for the student.

A code of ethics, developed by the American School Counselor Association, provides guidance to school counselors and their supervisors and is required of school counselors in New

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**The Value of Relationships - ASCA 2018**

*By Alison Memoli—President-Elect*

ASCA hosted approximately 3,500 school counseling professionals for four days of inspirational and in-depth sessions on hot topics in the school counseling profession at its 2018 annual conference in Los Angeles. This amazing conference provided sessions targeted on RAMP, SEL (social emotional learning), trauma informed practice, anxiety, assessment, college admissions, lessons to amaze and engage, coping strategies, classroom management, and empowerment topics. In addition, we had time to connect with others in

the profession. Mark your calendar for #ASCA19 in Boston for June 29 - July 2nd, 2019!

During the leadership development institute, Mark Scharenbroich presented on the importance of relationships. He said that strong connections are vital in our lives, yet in today’s “virtual world,” it is often difficult to make meaningful connections

(Scharenbroich, 2018). His book, *Nice Bike, Making Meaningful Connections on the Road to Life*, brings to light the importance of

building connections in your leadership teams, schools and with stu-

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## President's Message

It is hard to believe that the 2018-2019 school year is upon us. As the year begins, I would like to share a few things from the 2018 American School Counselor Association (ASCA) conference and Delegate Assembly. ASCA has begun looking at how it can better support state associations. New this year is the e-newsletter that you should have received or will soon be receiving. ASCA put this together to better serve you by providing resources and information. We have also aligned our logo, with permission from ASCA, to better connect us to the national organization. ASCA is currently working on adapting their conference app so that we will be able to use it for our 2019 state conference. ASCA has also secured web address domains that make finding our website easier. In addition, it has hinted that it will supply us with websites. These changes are very exciting and will continue to increase our connection with ASCA.

During the Delegate Assembly, ASCA brought in guest speaker Holly Duckworth. Holly is nationally known for providing associations information on success. Her new book *Reboot* focuses on rebooting your association. She examined our work by comparing it to a computer. While on a computer sometimes you hit Ctrl+Alt+Delete to clear the screen. She uses this idea and has come up with Ctrl+Alt+Believe. She said that often times fear is what is holding us back. She encourages people to look past the fear and believe. Have faith in doing something different or something that excites you. I wanted to share this because I hope it will encourage you to step out of your comfort zone and try something new or try something that excites you. I believe that we all have the ability to push past fear and believe.

Lastly, I want to share a wonderful interaction I had while I was at the ASCA Conference Exhibit Hall. As I was entering the hall, I was struck by a sign that said "Free Turban Tying." I checked it out. I met the two men at the booth and quickly started engaging in a conversation regarding their beliefs with the Sikh faith. They were there not to spread their faith but to help end the bullying of their students because of their faith. They talked about the belief that we must love each other as friends and neighbors. We must build an environment of respect for one another. This connected with me because we try to build communities based on respect and diversity. After talking, the two men offered to tie a turban for me. It was a moving experience to sit and have them share their experiences and faith with me. I use the word faith loosely because it is

more of the belief of love and honoring thy neighbor as friends. I wanted to share this with you for two reasons. One, I hope it starts a conversation around our own communities. We all want to build communities built upon respect for our differences and for each other. Second, I want you to consider the New Hampshire School Counselor Association as your neighbor. We are here to help support you in your role and want to ensure that you are never alone on that counseling island. We welcome you to contact us.

I wish you a school year of new adventures, new beliefs, new connections, and so much more. I hope we will see you all at the 2018 Fall Conference on Friday, October 19<sup>th</sup>. Until then, thank you for all that you do for the students of New Hampshire and for our profession.

- Jonathan Cheney—NHSCA President



### Upcoming Dates

#### Board Meeting:

Monday September 24, 2018  
4:00pm-7:30pm  
NHTI  
Concord, NH

#### Fall Conference:

Friday, October 19, 2018  
8:15am —Registration  
Grappone Conference Center  
Concord, NH

#### Article Submission for December Newsletter Deadline:

November 10, 2018

## Meet The Center for College Planning (CCP) Counselors



*Moira Valenti, Karen Collins, Ken Proulx, Angela Castonguay, Val Castonguay, and Cameron Owen*

The Center for College Planning (CCP) at The NHHEAF Network Organizations is dedicated to providing students and families with valuable information about the college planning process—from savings options and college admissions requirements, to applying for financial aid and scholarships. We serve all student populations: traditional, continuing education, graduate and adult learner. We offer college planning materials and coordinate speakers for schools, businesses and community organizations free of charge. Our goal is to promote higher education as the means to achieving personal, career and life goals.

## FREE SERVICES FOR YOU & YOUR STUDENTS:

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- College Planning Workshops and Presentations
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- College Planning Lending Library
- FAFSA Filing Assistance
- Monthly & Quarterly College Planning e-Newsletters: The Varsity Letter and School Counselor Quarterly
- Toll-Free College Planning Hotline



800.747.2382, x119 • nhheaf.org • collegeplanning@nhheaf.org

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dents.

Mark encourages counselors to be purposeful in their daily interactions, create more meaningful relationships, and add more joy in their journey of life. When you have a better understanding of how to make meaningful connections, you can live a life filled with greater success. (Scharenbroich, 2018). The challenge lies in entering your personal and professional day with a grateful heart. It's about being a part of a community and knowing that contributions matter.



## Staying Connected with Professional Ethics

By Stephanie Collins—Secretary

As school counselors it is easy to get wrapped up in the everyday work of our profession. We all know how much there is to get done on that to-do list, not to mention the unknown crisis that will pop up at any moment. With this kind of schedule, no wonder it is hard to fit in professional development or spend time reading through documents like the ASCA Ethical Standards for School Counselors (rev. 2016). However, making room for these experiences will help each of us grow in our profession and will guide our decision making process to match those outlined in the ASCA Ethical Standards.

I encourage everyone to take a moment this fall to pull up the ASCA Ethical Standards at: [www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf](http://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf)

Look through the document and find something:

- you didn't remember reading before
- might be helpful to share with your school com-

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Hampshire, per the State Minimum Standards for School Approval.

The ASCA Code of Ethics covers many important professional practice areas such as (but not limited to) responsibility to students and others, confidentiality, dual relationships and managing boundaries, underserved and at-risk populations, maintenance of standards and ethical decision making. It also provides guidelines and resources, available to all, for helping students deal with troubling emotions caused by issues in the news. There is also an ethics FAQ page and an email contact through which counselors may discuss issues of an ethical nature that may be troubling them: [ethics@schoolcounselor.org](mailto:ethics@schoolcounselor.org). NHSCA provides support and guidance through its newsletter to members, website and its annual school counseling conference, open to all. More information is available at the NHSCA website ([www.nhsca.camp7.org](http://www.nhsca.camp7.org).)

munity so they understand your professional role better

- that touches you personally
- that motivates you

If you have ideas for professional development topics you'd like to see NHSCA offer to members please visit the board contact page on the NHSCA website and email your Regional Representative your idea.

NHSCA website:  
[nhsca.camp7.org](http://nhsca.camp7.org)

Also, keep an eye out for additional articles by other NHSCA members in upcoming newsletters. Those articles will highlight specific sections of the ethical standards and the impact it has on the everyday work of a school counselor.

## Continuing to RAMP at BMS

By Annette Blake—Middle School Chair

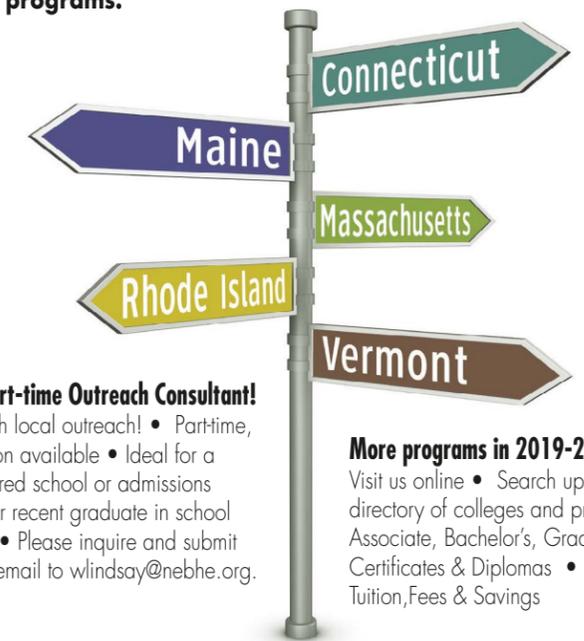
Welcome back school counselors! Summers in New England are always too short so I hope all of you found some time to relax and recharge for the upcoming school year. I wanted to update you on where Belmont Middle School is with RAMP. To be honest, the RAMP process sort of fell apart at the end of the school year. Yet again, I found myself short on time with too much to do. I struggle with finding the time to sit and write. Our middle school has so much in place already, but to put it down on paper is a challenge. However, I will continue to move forward with becoming RAMP. Our school counseling department continues to make tremendous gains in terms of data collection and curriculum alignment with the ASCA National Model.

During the month of September, I will revise our ASCA school data profile analysis. This will help with developing new SMART goals that are congruent with our school's needs. I will focus on student achievement, school attendance, and student behavior. I anticipate that our SMART goals will be similar to the goals that were developed last year. This will be pertinent in developing an Annual Agreement.

The Annual Agreement is a document between the school counselor and the administration. It is the first step in applying for RAMP. The document states our mission, school counseling program goals, use of time, planning and results documentation, advisory council, and professional development. I will also create an Advisory Council (again.) This will consist of administrators, teachers, parents, community members, and students. As a requirement for RAMP, two advisory council meetings need to be held during the school year. Typically, one in the fall and one in the spring. During these meetings, the council focuses on the SMART goals and planning for the next three years.

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New England Regional Student Program

[www.nebhe.org/tuitionbreak](http://www.nebhe.org/tuitionbreak)

[tuitionbreak@nebhe.org](mailto:tuitionbreak@nebhe.org) 857-284-4879

Our advisory council meeting last fall was a success. Our spring meeting did not happen due to many time consuming issues.

As you can see, I have a lot to do. I have been frustrated with my time management, and finding a balance is key. If any of you can offer any advice as to how you find balance throughout your day, please send me your ideas ([ablake@sau80.org](mailto:ablake@sau80.org).) I hope you all have a great start to the school year and maybe you can start the process of becoming RAMP too.

## Jo Hayslip Memorial Scholarship

By Alicia Langille—Scholarship Chair

Student members of the New Hampshire School Counselor Association who are in their final year of graduate course work are invited to apply for the Jo Hayslip Memorial Scholarship of \$2000.

This scholarship is 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 and was active at the local, regional, and national level.

The deadline for the \$2000 scholarship is **November 30, 2018**. The packet must include the following items:

- 1) Statement that the applicant is:
  - A matriculated graduate student and a New Hampshire resident in a New Hampshire state certified School Counseling Program
  - A student member of NHSCA
  - In the final year of his or her graduate program
- 2) Statement of financial need
- 3) Work resume
- 4) Statement describing your vision of the way you will practice as a school counselor (one page minimum)
- 5) Transcript (unofficial is acceptable) of graduate course work to date

Please mail or email your scholarship packet to Alicia Langille NHSCA, 13 Merrill Drive, Bennington, NH, 03442 or: [alangille@hdsd.k12.nh.us](mailto:alangille@hdsd.k12.nh.us) Applications must be postmarked by November 30th.



## NH School Counselor of the Year Nominations

By Kathy Hoppa—Professional Recognition Chair

The NHSCA Professional Recognition Committee is accepting nominations for its annual NH School Counselor of the Year Award. This year's deadline for nominations is Monday, December 31, 2018.

Colleagues, administrators, community providers, parents, and students can nominate counselors for this prestigious recognition. Create an account on our website and enter the contact information for the nominee. Once this is completed, nominees can begin their application.

Applicants must be employed as full-time, practicing school counselors for the 2018-2019 school year and must have completed three years as a practicing school counselor (this experience does not have to be at the same school.) He/she must be a NH certified school counselor and must be a member of the NH School Counselor Association.

Following is the selection criteria:

- The applicant must demonstrate evidence of implementation of a comprehensive, data-driven school counseling program (such as the ASCA National Model) and have been responsible for school counseling innovations or further development of programs supporting students' career, personal/social, and academic development.
- The applicant must demonstrate leadership and collaboration in his or her work and promote equity and access to opportunities and rigorous educational experiences for all students to maximize student achievement. Applicants must also demonstrate collaboration with stakeholders. The activities or accomplishments recognized must have taken place within the previous five years.
- The applicant must demonstrate continual professional development as well as proof of advocacy for the profession and/or students.
- The applicant must have the ability and skills necessary to represent the school counseling profession in a professional manner including, but not limited to, high-quality written communication and public-speaking skills.
- The applicant should maintain the highest standards of personal conduct and recognize that his/her personal conduct is held up to public scrutiny. Applicants strive to be model citizens of their community as well as the school counseling community and their broader professional community. They maintain high moral standards in their personal and professional conduct.

Applications must include a current resume, three letters of recommendation, and responses to five essay and evidentiary questions.

If you would like to nominate a school counselor, please visit [nhscaschoolcounselorawards.org](http://nhscaschoolcounselorawards.org). If you have questions, please contact Kathy Hoppa, Professional Recognition Chair, at [kathleen.hoppa@sau26.org](mailto:kathleen.hoppa@sau26.org).

## Resiliency in Action

By Toni Brown—NHSCA Member

A life changing event...a terrible accident...

Dan Cummings dove into water that was too shallow and suffered a spinal cord injury of the C-5 vertebrae. His life turned upside down from a healthy young man to a quadriplegic in a brief moment of time. Dan spent months in hospitals regaining his strength and getting accustomed to a mobile wheelchair. And the therapy began in earnest. There was occupational therapy and physical therapy. Dan worked as hard as he could to gain the skills that were presented to him. Although the mastery came, so did the frustration. All of the therapy was focused on successfully living in a wheelchair. Dan wanted more from his life. His goal was to leave the chair behind and walk.

Dan decided not to accept what was being offered to him. He started to research his options. While living in Massachusetts, he could find no program that matched his goals. So he expanded his search criteria and looked nationwide. He discovered a superb program in California that offered him hope. The program included electronic muscle stimulation, full body exercises with support of a physical therapist and specially modified equipment. He moved out there and put his heart, soul and time into regaining the ability to walk.

Often times when someone has an injury, they attend therapy several times a week for a couple of hours, or daily for an hour or so. Because of Dan's great desire and his commitment to his goal he viewed this more as his "job." He worked daily for hours and hours in his intensive exercise program. Although progress was slow, it continued. After about seven years, with the aid of a walker, Dan was able to walk.

Dan showed tremendous resiliency, "the ability to successfully cope with a crisis and to return to a pre-crisis status quickly" ([resilience.org](http://resilience.org).) Dan's attitude and determi-



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## 27<sup>th</sup> Annual Conference — with — Nancy Rappaport, MD

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8:45AM – 3:30PM WESTMINSTER, VT  
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## Finding Our Way

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nation helped him reach his goal. But there is more to the story. Dan decided that he wanted to help others with spinal cord injuries. He formed Journey Forward, a 501(c)3 non-profit organization in Canton, MA. As the founder and president, he is the inspiration for clients and is knowledgeable. Each client is treated with respect, and the program is tailored to his or her ability and need. To find out more about this program and Dan, please check out [journey-forward.org](http://journey-forward.org).

You may ask how I know about this program in Canton, MA. My stepson Sam is one of the clients who participates in the full body intense workout in a positive environment.

### Animal Assisted Therapy Aiding School Counselors

By Melissa Thomas—N. Middlesex Regional school District, MA

Animals have a surprising way of helping students warm up to counselors. Trust can take time to build between a student and counselor.

Sometimes it can take years and a plethora of strategies to make gains with students and trust. Almost two years ago I decided to invite some therapy dogs into the middle school I work at as a school counselor. I was curious to observe how animals might change the way the students interact with each other and me. I was fortunate to find an experienced organization of visiting Great Danes and handlers. Mike St. Louis and his wife, Michell, came to visit with two Great Danes and a Chihuahua. I invited single students and groups of students to visit with the dogs and sat back and observed.



Students who were selectively mute were speaking entire conversations. Some timid students became leaders while walking these great beasts and commanding them. They took ownership over their care by brushing them and even reading to them. Reading is a great opportunity for students to become comfortable as well. Animals do not judge when children read to them, they are patient and listen, and they do not correct children or interrupt them.

Mike helped me obtain and train Heretic my female Great Dane. We are registered through PetPartners as a therapy team. Heretic wears a vest in schools that says "therapy dog." It is how she knows she is going to work. She, unlike a service animal, loves being petted, and can be pet! Heretic and I have traveled to schools in NH to meet students and families. Sometimes students read to us, sometimes we do classroom lessons about the job of a therapy dog, and sometimes we meet with students one on one.

Each district has a different policy on animals in school and some may have no policy at all. It is important to know what the district has in place or have an idea on how to develop a policy if interested in using animals as a school counselor. Having support of administration is key, as is understanding the liability insurance policy the district holds. Permission slips usually have to be signed for students to visit animals and allergies need to be accommodated. Most times students are very happy to be chosen to interact with



the animals and parents are excited their students have the opportunity.

We have always felt incredibly welcome at every school we have visited and have been welcomed back. Each visit surprises me because they are so different in nature. My favorite experience is when a school counselor warns me that certain students are tough or very closed off and they come in and feel comfortable enough to talk about things it has taken time for them to share. Another favorite is watching students warm up to Heretic, and realize they need not be afraid of her.

We are available to come visit! Please reach out if you would like to schedule a time. We have visited schools in Nashua, Manchester, and Lyndeborough. We also make regular visits to Bridges Assisted Living in Nashua. Reach out by emailing me at [gr8dnmom@gmail.com](mailto:gr8dnmom@gmail.com) or calling me at 603-714-5093. You can also follow Heretic on Facebook: Heretic the Therapy Dog.

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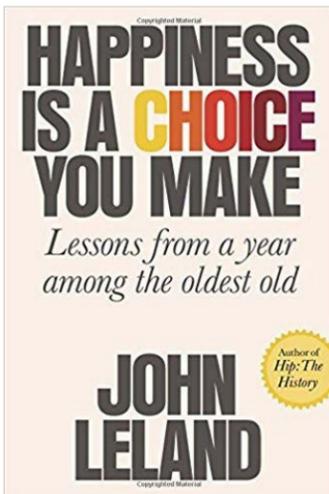
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## Happiness is a Choice You Make Book Reflection

By Robin Gregg—Elementary Regional Chair

Thoughts At the Beginning of a New School Year based on Insights Gleaned from *Happiness is a Choice You Make* by John Leland.



As summer winds down, school counselors find our email inboxes flooded with messages from district colleagues. We begin to plan our classroom lessons, small groups, and other supports for our students. We think about our hopes for the coming year. I hope to incorporate insights gleaned from a good book, part of my summer reading, as I work with my students and colleagues this school year.

*Happiness is a Choice You Make* (subtitle: *Lessons from a year among the oldest old*) by John Leland (New York: Sarah Crichton Books/Farrar Straus and Giroux, 2018), describes a year during which the author got to know six “oldest old” New Yorkers. The book extends Leland’s *New York Times* magazine series, “85 and Up.” The author anticipated hearing stories of loss, pain, infirmity, and disappointment. Instead, he encountered optimism, gratitude, and joy. These six individuals experienced many of the losses, pain, illnesses, and challenges that Leland expected, but they all balanced those experiences with resilience and a generally positive attitude toward their remaining time, even as they recognized their mortality.

Leland, 55 years old during the year, incorporates his own life and that of his mother, Dorothy, age 85, and their own challenges into the book, creating an honest and compelling narrative. The reader gets to know and to appreciate Fred Jones, Ping Wong, John Sorenson, Helen Moses (and her partner Howie Zeimer), Ruth Willig, and Jonas Mekas. Each of them offers significant lessons for living happily. In combination, their stories and attitudes provide inspiration and a counterpoint to the negativity and cynicism so prevalent in today’s world.

The following ideas comprise the primary messages I received as I read and thought about the lives of the six elders in the book:

- **Pay attention to small pleasures and focus on the present moment.**

Fred Jones manages the ups and downs of his

life, including significant physical limitations, economic constraints, and family illnesses, by living in the moment: “Happiness to me is what’s happening now. Not the next world; it’s not the dance you’re going to tonight. If you’re not happy at the present time, you’re not happy.” (p. 29) He fully enjoys small things, like eating some ice cream, instead of focusing on his struggles (such as the near impossibility of navigating the stairs into or out of his apartment) or the disappointments and challenges of his past. Ping Wong, too, enjoys the present, playing Mah-Jongg with other residents in her assisted living home and tending the flowers on her windowsill. She chooses not to focus on her arthritis, her difficulty walking after two hip replacements, the deaths of beloved family members, and the other difficulties of her life. She tells the author that life is easier now than when she was younger, despite the losses she has experienced and her health challenges: “I never think about the things I can’t reach. I know my time is limited so the only thing I have to do is enjoy myself.” (p.28)

- **Have purpose.**

Helen Moses chooses to spend her time with the people she loves the most in her life now, those who most appreciate and love her, rather than focusing on her mobility challenges following a stroke or the death of her husband after 57 years of marriage. She experiences much satisfaction from her time with her daughter, Zoe, and her romantic partner, Howie, another resident at the nursing home where she lives. “I take care of him,” she says. (p.57) She manages the complications of their conflicting needs to connect with her. Navigating the relationships gives her purpose. She needs both of them and they need her, too.

Fred Jones says, “My purpose is to live, be happy, enjoy life, talking...Have a good time with friends. Go to church on Sunday. Associate, go out to dinner once in a while.” (p. 121)

- **Don’t fret about things that you cannot change.**

Jonas Mekas describes his inner happiness: “You have a certain kind of peace and balance in yourself, and you are not anxious about what will happen the next minute or the next day. You let it go and you don’t worry.” (p.33)

Ruth Willig was unhappy about moving from her apartment to an assisted living facility at age 86. She worried about losing her independence. In a number of months, though, she shifted her perspective: “I’m trying harder... I’m not giving up... I do look out at the water when I wake up. It’s pretty. So I can almost call it home.” (p. 192-3)

- **Focus on your happy and pleasant memories and experiences, rather than the sad and difficult ones.**

John Sorenson focuses on his happy memories, rather than the sadness of the loss of his partner of 60 years.

*Continued on next page—Book*

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(p.57) He deeply misses his long-time life partner, Walter, who died, but also experiences much happiness remembering their time together.

Sorenson pays attention to pleasures in the present (see #1, above), sharing his feelings with author John Leland after listening to an opera on the radio: “I hadn’t heard singing like that in a long, long time. It made me feel very much alive. When she [the soprano, Sondra Radvanosky, in Verdi’s *A Masked Ball*] finished I was on a high for a week.” (p. 150)

Fred Jones does not enjoy talking about illness and pain, choosing positive topics instead: “I like to talk about stuff like songs and who wrote them, and the football game on Sunday.” (p.113)

As Helen Moses notes, when asked to define happiness: “Not to think of any bad things. To let everything go.” (p.168)

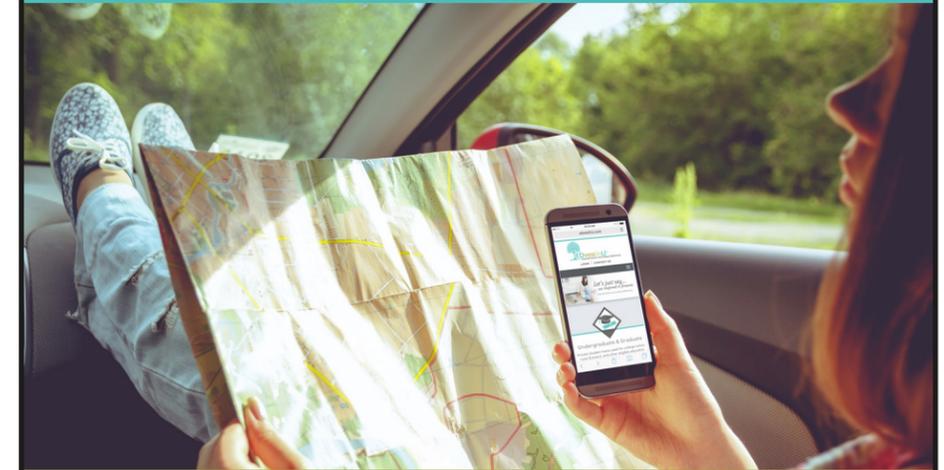
- **Practice Gratitude.**

At age 89, Fred Jones has minimal mobility and a bad heart. Close family members and friends have died. His story, though, is one of joy, laughter, and gratitude. “Life is pretty good,” he said while temporarily in a nursing home after a hospitalization (p. 114.) Of all of the elders in the book, Fred’s example appeared to be the most inspirational for John Leland, who began to try to follow Fred’s example: “I began to consciously give thanks for things I took for granted. My comforts were so extravagant compared with Fred’s; how could I be less grateful?” (p. 110)

Ruth Willig sometimes questioned the purpose of living so long. One day, when thinking along those lines, she noted that she was alive to share her grandson’s excitement about participating in a mock congress at his school: “I think, look at my grandson, look what he’s doing. So I’m excited about that.” (p.193)

At age 92, Jonas Mekas, who lived through the Soviet occupation of Lithuania and imprisonment by the Nazis before coming to the United States, continues to explore the films that he created, to write, and to inspire younger writers and artists. At a book reading in a café in Greenwich Village he quotes from his unfinished

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manuscript: “Have you ever thought about how amazing, really amazing, life is?” (p. 230)

*Happiness is a Choice You Make* serves as a powerful reminder to practice mindfulness and to focus on the positive. The more we do so, the more we can help our students, their families and our colleagues. As we begin another school year, we can learn from the “oldest old” and strive to choose happiness. As we teach our students self-monitoring skills and strategies for self-regulation, help them tap into their own strengths, and foster their resilience in the face of their very real challenges and struggles, we can serve as powerful role models by living the lessons from the elders in this book.

## Building a Long Earned Trust

By Joy Barrett—Executive Director, Granite State Children's Alliance

Educators have long been the number one reporters of child abuse and neglect. They lead more child victims to help than parents, relatives, neighbors, and friends combined, according to a U.S. Department of Health and Human Services report on Children, Youth and Families. The child victims of abuse we serve every day at Child Advocacy Centers throughout the Granite State are most often first directed to help by a teacher, administrator, coach, or school counselor – an educator.

There is no such thing as consensual sex between a child and an adult. Sex between a child and an adult is child sexual abuse.

Just months ago we learned from the harrowing testimonies of our Olympic gymnasts that too many child victims of abuse reported to adults are being ignored. Child victims, finding the courage to report their abuse to an adult, then being ignored. Child victims of abuse are being failed by willfully negligent adults.

This is clearly a major contributor to why only 1 in 10 cases of child abuse are ever reported - leaving 90% of our child victims of abuse still looking for help. They are our silent super majority and they need us to be there for them.

It's imperative we move forward thoughtfully and deliberately to create the change that will make our children safe. Change that starts with each and every adult in New Hampshire recognizing they are mandated by law to report suspected child neglect and abuse.

While our children are heading back to school where new opportunities to explore and learn abound, let's also recognize it's the busiest time of year at the Child Advocacy Centers serving our child victims of abuse. This is the first opportunity many child victims will have to disclose to a trustworthy adult since the last school year let out. Please be aware.

And please take the time to KNOW the signs of child abuse and neglect and how to TELL authorities when you suspect a child is being neglected or abused by visiting [KNOWandTELL.org](https://knowandtell.org).

We can all be educated to inform and protect our kids.

See you at a KNOW & TELL training session soon!



Know and Tell is an initiative of the Granite State Children's Alliance, which oversees the state's Child Advocacy Centers.

Through its website ([knowandtell.org](https://knowandtell.org)) and trainings, Know and Tell explains the warning signs of child sexual abuse, how to talk about body safety with children and teens, and how to handle disclosures of abuse.

If you suspect child abuse and/or neglect, contact the state Division for Children, Youth and Families at 1-800-894-5533. You may also contact your local police department.)

## New! Online Evidence-based Training & Curricula



Online, training and curricula of **Media Literacy for Safe & Healthy Choices**. Self-paced, interactive discussion forums, engaging activities with lesson plans, scripts, media and handouts, ready to implement. (2nd-3rd grade 10 lessons / 4-6 grades 12 lessons)

<https://mediapoweryouth.org/online-training/>

## Technology Update

By Paula Brault—Technology Chair

Have you ever wondered where to find the most up-to-date information for NHSCA? What about newsworthy items for counselors? All can be found in one of two places, our website (<https://nhsca.camp7.org>) and our Facebook page (like us at New Hampshire School Counselor Association) <https://www.facebook.com/nhschoolcounselor>.

On our website you can find:

- Information about upcoming events – Go check out the registration page for the Annual Conference
- Places to pay for dues and events
- Scholarship information
- Counselor of the Year – Meet John Webb!
- Links to relevant organizations
- Board information such as meeting minutes and by-laws

On our Facebook page we have the following information:

- Up-to-date additions or changes to events
- Pictures from recent events including our representation at the ASCA Conference
- (Hint: The ASCA Conference is in Boston next summer – sign up to volunteer and you can go for free)
- Scholarship information
- RAMP information
- Messaging capability

In both cases if you want something posted, send it to Sharon Nix or myself. There is generally a quick conversation with the board leadership before items are posted to make sure we are managing our postings well. There are guidelines in process that we will share as soon as they are finalized.

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Follow us on social media at @CMCCMaine!



**Breaking News!** - There is a Facebook Group being explored at this time. The hope is that counselors around New Hampshire will be able to use this in conversation format. For now, there are some technical issues so stay tuned!

Also Coming soon: a list of helpful technology resources. If you have one you particularly like email me: [pbrault@nhhsd.org](mailto:pbrault@nhhsd.org).

If you have any technological ideas for us to explore feel free to make a suggestion!

## 10 Tips for a Great School Year

By Annmarie Timmins—Advocacy Chair

September means summer is over and the marathon, a.k.a. school year, has begun. We've gathered 10 tips from school counselors to start your year off right.

- Meet with your administrative team to clarify your program's goals and expectations for the school counseling program. If you've written mission and vision statements, use those to establish and support your goals. If you haven't written those statements, work on them this year.
- Organize your room, both how it looks and how you will process all the information that comes your way. How will you record phone calls, data, student visits, and 504 renewal dates?
- Enter all your important dates into your calendar now, meaning don't try to do it as you go or assume you will remember. Include your events such as classroom lessons and standing meeting dates but also events from the schoolwide calendar.
- Set yourself realistic goals. One counselor said she planned to try "Minute Meetings" this year. Maybe you want to start a small group and work on parent engagement. Pinterest and the ASCA site are good sources of information.
- Be present from Day 1. Visit the lunch room or the playground. Greet students in the hallway when they

arrive. Yes, there are calls to return and students to see, but engaging with all students regularly will strengthen your relationships with them.

- Survey teachers about their perceived counseling needs. And consider surveying parents too. Pinterest and ASCA can help with questions.
- Explain your role to students, teachers, and parents. What services do you provide? What services do you refer out? Both are important and should have a permanent place on your counseling website.
- Think about how you want to reach all students this year. Maybe you want to start classroom lessons. Or, maybe you want to see all students in a particular grade in small lunch groups over the course of the year.
- Find a way to spend time with teachers. Attend their weekly meetings or join them for an occasional lunch. (I know. Lunch? What's that?) This relationship building will pay off when you want classroom time or their help supporting a student. And, you will learn more about your students.
- Make time to share the good news. Parents are used to hearing from you when things go wrong. Surprise them with a call when their student has done something great like stand up for a friend in need or worked hard to be a more organized student.

### Safe, healthy lives through smart use of media



Today, the average screen time for kids age 8 to 18 has increased to 10.5 hours a day.

Teen anxiety and depression are spiking in correlation to the adoption of cell phone use, and contributing to substance use, violence, cyber bullying and other at-risk behaviors.

50% of teens feel addicted to their phones.

The suicide rate for middle schoolers has doubled in 7 years.

Children just don't have the skills to deal with media's impact on their thoughts and behavior.

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## NHSCA Annual Fall Conference

**"Conquering the FEAR FACTOR:  
Understanding the Role of Stress in Kids  
with ADHD and LD"**

**Keynote Speaker: Dr. Jerome Schultz**



<p><b>Friday, October 19, 2018</b></p> <p><i>At the</i></p> <p><b>Grappone Conference Center</b></p> <p>70 Constitution Ave. Concord, NH</p> <p>Registration begins at 8:15am</p>	<p><b>Conference Cost:</b></p> <p>Early Bird: \$120</p> <p>Postmarked by October 1, 2017</p> <p>Member Price After Oct. 1: \$140</p> <p>Non-member and/or Day of Event: \$175</p> <p>Student Price: \$80</p> <p>To become a member visit our website at <a href="http://www.nhsca.camp7.org">www.nhsca.camp7.org</a></p> <p>Graduate interns may apply for a partial scholarship at our website.</p>
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### Conference Objectives:

Participants will be able to:

- Identify brain structures and chemical processes involved in the stress response.
- Consider that the negative behaviors often seen in students with LD and ADHD are the defensive, protective behaviors that are the consequence of unabated stress.
- Be able to explain the protective function of "Saving FASE" (fear, avoidance, stress and escape).
- List several practical strategies related to the DE-STRESS Model of intervention.

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Tear off and submit with payment to: Or see below to register online.

NHSCA c/o Sharon Nix  
9 Coventry Lane  
Belmont, NH 03220

Name: \_\_\_\_\_ Member (circle one): Yes No

Email Address: \_\_\_\_\_  
*(Confirmation and receipt will be emailed)*

School: \_\_\_\_\_ Position: \_\_\_\_\_

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For full conference brochure & registration please visit: [www.nhsca.camp7.org](http://www.nhsca.camp7.org).



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

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for more Information.