By Robin Gregg, Greater Monadnock Region Co-Chair

A number of excellent sessions at this summer’s ASCA conference in Boston focused on topics related to diversity and racial, ethnic, and gender equity in our schools. These provided a welcome and much needed boost as well as concrete strategies for school counselors and other educators seeking to find ways to counter bigotry and to promote social justice in our schools and our communities. An article by Kiah Morris in the July/August/September 2019 issue of the Peace and Justice News, a publication of the Peace and Justice Center in Burlington, Vermont, provides additional food for thought and serves as a source of hopeful inspiration.

The article describes the first bill enacted by the Vermont state legislature this past year: Act 1, The Ethnic and Social Equity in Schools law. The law, an outgrowth of three years of work by a multicultural and multigenerational coalition in March 2016, focuses on creating a more inclusive environment for students across the state. Act 1 includes requirements for school districts to develop and implement comprehensive programs to combat bias and discrimination, and it mandates that schools provide training for teachers and staff on cultural competence and anti-bias education.

Resilience

By Karen Merrill-Antle – Secondary VP

"I like good strong words that mean something." - Louisa May Alcott (from "Little Women")

I agree with Louisa; there is little more compelling than a good strong word, and this year Resilience, personally and professionally, tops my list. Resilience for me embodies divergent concepts. It is a word that is both abstract and yet remains capturable. It is light in sound, but weighty in potential. Its presence promises the ring of hope and its absence - the emptiness of despair.

Without resilience, our futures are far more precarious, and so if - as ASCA states - we as school counselors are in the business of building better humans, it seems that surely resilience must sit at the core of our work. But can resilience be taught? Can one impart the skills for its acquisition? If so, must one be resilient oneself in order to do so?

Supervisors remind school counselors to regularly engage in self-care. We are reminded that we will ‘last longer’ and ‘do better work’ within the profession if we treat ourselves as gently as we were trained to treat others. In our preparatory programs we were encouraged to check in with and resolve our own emotional baggage. We were encouraged to engage in therapy through life’s varied stages to remain emotionally available to do our best work with our students and staff. The word resilience reminds me of these lessons, and thus I feel compelled to reflect on my personal relationship with it. Indeed, I am a better counselor when I am first honest with myself about myself.

What do I know about resilience? Do I believe everyone is capable of choosing to be resilient? When have I chosen resiliency over excuses? When have I chosen defeat over resilience? Why did I do either or both? What were my barriers along the way?

Continued on page 4—Resilience
President’s Message

Hello and welcome to the 2019-2020 school year! As the school year is underway, I wanted to take a moment to say how honored I am to serve as your NHSCA President for the coming year. At this time, I wanted to share the story of the Starfish to inspire your year.

Starfish Story

“Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out “Good morning! May I ask what it is that you are doing?”

To this, the young man replied, "Throwing starfish into the ocean."

"I must ask, then, why are you throwing starfish into the ocean?"

"But you forget, and how do you think they made a difference?"

― Loren Eiseley

Please remember that the work you do for your students, families and communities in our state make a difference.

Thank you for making a difference today and every day!

Truly,

― Alison Memoli, NHSCA President

Upcoming Dates

Board Meeting:
Monday September 23, 2019
4:30pm-7:00pm
NHHEAF
3 Barrell Court
Concord, NH

Fall Conference:
Friday, October 18, 2019
8:15am — Registration
Grappone Conference Center
Concord, NH

Article Submission for December Newsletter
Deadline:
November 10, 2019
THE PATH STARTS HERE.

Seven New Hampshire Community Colleges across the state will help you find the right path.

College is about creating opportunities, pursuing interests, and taking that next step in your education and future. New Hampshire community colleges offer all that, plus a way to avoid big tuition bills and student loans. They’re also a great place to learn. Small class sizes mean your instructor will know who you are, understand your aspirations and support your efforts.

Degree and certificate programs are designed to help you prepare for your next step, whether that leads directly to a new job or transfer to continue your education. Our graduates are in demand.

Many NH high school students are also earning college credit through our “Running Start” program, where students can take college-level courses and save time and money. Ask your school counselor about Running Start or Early College courses at your high school.

When you’re ready to look at colleges, begin at ccsnh.edu to link to the seven NH community colleges. We’ll help you take the next step on your path.

www.ccsnh.edu | (603) 230-3500
Continued from page 1—Resilience

How can my choices about how I have navigated my challenges both enhance and intentionally not inhibit my work with students? These are questions worthy of answers, as my students are worthy of my total professional self. There is always good work to do.

While I typically find definitions mundane as anything other than a resource, I feel differently about the definition of resilience - as this definition paints an uncomfortable visual. Merriam-Webster defines resilience as 1. the capacity of a strained body to recover its size and shape after deformation caused especially by compressive stress. While this definition can read like a physics lesson, it also paints a compelling picture of the word as I am coming to know it. It is hard now not to imagine the compressive stresses that can cause deformation, to envision what emotional deformation looks like, how the results of that causal relationship must feel, and how all of this has the power to so dramatically disrupt a life.

Resilience is the topic of our 2019 NHSCA Annual Conference, held this year on October 18. Indeed, just as our teachers check in with our students regarding their prior knowledge before beginning instruction, so might we benefit by doing so with ourselves before the 18th. When we consciously activate our prior knowledge our future learning has a chance to grow in both depth and breadth, and when we do this, our students ultimately benefit.

What is resilience? Is it a choice? Can it be taught? Why is it that some people have more or less of it than others? Maria Konnikova wrote an article entitled, “How People Learn to Become Resilient” that was published in The New Yorker in 2016. A revisit of this work refreshes some of what I know. In the article she explores the concept of perception and whether an individual sees each event as traumatic or as an opportunity in which to learn and grow, therefore emphasizing that how we think about things has an impact on our individual resilience. “Frame adversity as a challenge, and you become more flexible and able to deal with it, move on, learn from it, and grow. Focus on it, frame it as a threat, and a potentially traumatic event becomes an enduring problem; you become more inflexible, and more likely to be negatively affected.”

Resilience may indeed be the most challenging and human topic we could put before us on the 18th. With ASCA’s Mindsets and Beliefs guiding our work with students, I find myself excited to learn more from our speakers - and each other - about how to help each student see all experiences as ones in which they can learn and grow. Arming students with the skills to choose hope may be the most important work we do. It may just be the thing that ultimately saves a life - now or in the future… metaphorically or otherwise.

There is little better than spending the day in the midst of hopeful promise. I look forward to seeing you all on October 18th!

Continued from page 1—ASCA

Vermont, establishes a multi-member advisory board that will make recommendations regarding improvements in school culture, and the revision of policies that fail to recognize the perspectives, history and contributions of socially and ethnically marginalized groups.

The twenty-member board, comprised of eight adults, two youth, and one college faculty member with expertise in ethnic studies, will focus on the following Ethnic/Social equity standards:

- Reduce bias, harassment, and biased patterns of discipline of students from non-dominant social groups by other students and school staff
- Improve self-esteem and academic performance of students from non-dominant groups
- Provide a more accurate representation of history for all students
- Help dismantle structural racism throughout the education system

An encouraging development, indeed. Now, what about New Hampshire?

For more information about the Vermont bill:
- kiah@voicesforvtkids.org
- ethnicstudiesvt.org
- Voices for Vermont’s Children: Voicesforvtkids.org

Reimagining College Access

By Mariane Gfroerer—Advocacy Chair

Performance Assessment, Capstone & Portfolio Options in College Admissions

Education First, an international education company, has been partnering closely with the Learning Policy Institute and Education Counsel to advance the use of performance assessments in higher education admissions, placement and advising. I’m happy to share that beginning in August, high school seniors will see a new performance assessment option on The Common Application if they apply to certain colleges and universities. The new option is part of a Reimagining College Access pilot with a group of New England colleges and universities that are expanding their admissions criteria to include artifacts that demonstrate student mastery of 21st century skills and college readiness, such as artifacts from their portfolios of work or capstone projects. In New Hampshire, the NH Learning Initiative and the national group Center for Innovation in Education have been part of the implementation team on a pilot that includes NH colleges and universities.

You can find more details on the pilot. Please share this resource freely with your school leaders and colleagues. NHSCA will keep you in the loop as the pilot progresses!
A School Violence Prevention Program That Works

By Mark Phillips—SafeSchools

Safe Schools (www.safeschoolsnh.org) is a New Hampshire nonprofit that seeks to protect students and schools from violence, including school shootings. It is the only nonprofit in the nation focused entirely on ending gun violence in schools (K-12). School counselors can play an important role in the prevention of violence.

One of the most effective ways to ensure school safety is through a gun violence prevention program. There is no such program in New Hampshire. Safe Schools has developed a program by drawing from a successful Colorado program (Safe2Tell), and by training students to run the program in schools.

Safe2Tell is a pioneering program that trains students to identify and report potential violence. The program was started after the Columbine school shooting. Safe2Tell worked so well that the State of Colorado passed legislation in 2014 to fund and run the program in schools. Wyoming and Oregon have formed similar programs.

Safe2Tell has three parts: 1) a training program to help students and teachers identify the signs of potential violence; 2) a phone/web app and toll-free phone line to anonymously report the threat; 3) a school-based team to assess the report and respond.

Why does Safe2Tell work? A recent study found in 80% of school shooting cases, the shooter had told at least one person about the attack beforehand. The findings support that if we can motivate students to report concerns about their peers, and get that information quickly to well-trained people, we have the opportunity to stop the majority of threatened attacks— as well as suicides.

The majority of reports are for bullying and suicide threats. Thus, even though the incidence of school shooting threats is low, the program casts a wide and salutary net to intercept more prevalent forms of violence.

Safe Schools has developed its own training materials with the help and input of NH high school and college students. The Safe Schools approach is unique by adding mentoring for at-risk students and a student leadership program.

Mentors offer a real connection for at-risk kids. In a recent report the Secret Service told a story about a young man who brought a rifle to school and killed two students and wounded several others. They interviewed him in prison. This is what he said:

“I was really hurting. I didn’t have anybody to talk to. They just didn’t care.”

Mentors care. Where there is a human connection, a good listener and a trusted person, there is less risk for a school shooting or violence. School counselors will generally be the best mentors in the school community. If a school has limited counseling resources for such at-risk students, Safe Schools include mentoring resources (at no cost to the student or school) as part of the intervention.

Another essential part of Safe Schools’ program is to give students a leadership role. Most students will not engage without having a voice. As students sometimes say, “do nothing about us without us!” That is why it is so important to give them a leadership role, and they are very capable of leading. Safe Schools trains students to run and teach the violence prevention program. While there is a teacher advisor and a Safe Schools coach, the program is very much of the students, by the students and for the students.
The NHSCA Professional Recognition Committee is now accepting nominations for our annual NH School Counselor of the Year Award. This year’s deadline for nominations is Monday, December 30, 2019.

Colleagues, administrators, community providers, parents, and students can nominate counselors for this prestigious recognition. This is a simple process that requires one to create an account on our online portal, 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 2019-2020 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 by October 2019.

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. Two finalists will be selected and the committee will conduct a site visit to determine the finalist. The winner will be recognized at the NH Edie’s and will also speak at the NHSCA Fall Conference.

If you would like to nominate a school counselor, please visit nhsca.schoolcounselorawards.org. If you have questions, please contact Julie Lichtmann, Professional Recognition Chair, at: lichtmann@windhamsd.org.
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- Wednesday, April 1, 2020
  - 4:30-6:30 pm

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- Nursing
  - Mondays @ 2 pm & Wednesday @ 4 pm
- Dental Hygiene & Assisting
  - Thursdays @ 2 pm

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More info @ www.nhti.edu/visit-nhti or contact Admissions at (603) 230-4011 or nhtiadm@ccsnh.edu
Words Cast Long Shadows

By Mariane Gfroerer—Project Director for NHLI and Advocacy Chair for NHSCA

This summer I had the pleasure of hearing Mike Anderson, author of *What We Say and How We Say It Matter*, (published by ASCD) as a keynote speaker at the Powerful Learning Conference, put on by the New Hampshire Learning Initiative in July. Mike is an educator (of several different grade levels,) educational presenter and consultant, worked for the Northeast Foundation for Children, and is a former finalist for NH Teacher of the Year. With this background, he knows students. He understands that students don’t come to school eager to fulfill the teacher’s vision of getting through the curriculum, but they come to school full of hopes and fears – hoping that someone will notice them today, hoping they will get some things right, hoping that at least some of the day will be interesting, exciting, and engaging, and fearing that none of these things will happen. Their conclusions about all of this depend at least in part on what they actually hear – in words – from those around them.

Anderson’s book gets to the heart of this with such chapter subjects as *Showing Respect for All Students, Creating a Culture of Collaboration, Supporting Students When They Struggle with Behavior, Promoting Joyful Learning, Increasing Student Participation, Boosting Intrinsic Motivation, and Building a Positive Adult Community*. These are only SOME of the chapters contained in this small book. If we could implement even half of these things, what an incredible environment our schools would be for students of all backgrounds and all abilities!

My favorite chapter, at this moment, is *Set Students Up for Success with Behavior*. I was first introduced to this concept of “setting others up for success” by my daughter, who worked at Starbucks in Seattle, Washington, to help support her college years. At Starbucks, she learned, they had a work ethic of setting the next shift up for success by not leaving your own shift until all items were re-stocked, all areas were cleaned, all customer issues were resolved, and all necessary items and utensils were in their place. The next shift would come on duty with a completely “clean slate,” ready to hit the ground running, not having to resolve any issues from the previous shift. This was a new concept for the young workers, of doing your work in a way that positively impacted others, rather than just doing your best for your own personal achievement. Anderson describes this ethic as “front-loading,” “thinking proactively,” and “anticipating what might be hard for students about following through on your expectations.” He says, “Hope is not a classroom strategy.” You must ‘front-load’ by thinking about what you want the student experience to be like and preparing for that. He talks about setting students up for success through the language you use as well, being proactive and positive, impacting their mind-set toward the expectations before you begin.

Language is a complex and somewhat “magical” evolutionary skill. It’s learned almost intuitively and its impact on others is not always what was intended by the speaker. And yet, for good or less-than-good, our words cast long shadows and students remember them and take them to heart. Mike Anderson, in *What We Say and How We Say It Matter*, uncovers the hidden meanings in how we often speak to children in educational settings – both the classroom and counseling office – why we get unexpected results to our words, and how to speak in ways that bring positive results.

**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 Alison Memoli at a_memoli@sau9.org for more Information.
Addicted to Likes

By Paula Brault - Technology Chairperson

Counselors, do you have students who can’t put their phone down for the life of them? You would be lying if you said no. Why do they need to have this small, approximately 3” x 5”, device attached to them at all times? According to Poppy Jaime in her TEDx talk, “Addicted to Likes,” it is because they are on a dopamine high from the, “likes,” they receive on all of their social media platforms.

There are so many platforms today that draw the viewer in. From Facebook to Twitter to Instagram to SnapChat and beyond, they all have posts that want the viewer to “like” their information. Social media has gone from organizing a study party on the Harvard Campus to posting what you had for breakfast to editing your profile to get as many followers as possible. (If you think this isn’t a dopamine high, ask a teenager what happens when they start losing followers.) Students are all drawn in by the aura of the “unreal” that is the best, the cutest, the sexiest, and more. They are also, as a result of the dark side of social media such as stalking, taken in by the worst of the worst. Students have been diagnosed as clinically depressed when they can’t function because they didn’t get enough likes about their latest post.

What can we do? Talking, consoling, creating policies for not using phones at school, threatening litigation and so on have all been tried and met with no success. Why would it? Does it work for someone addicted to heroin? Poppy Jaime suggests that we need to change the mindset. She has proposed the following list as a handbook for this mindset change that she wishes she was given as a 14-year-old about to embark on the world of social media:

- Prepare to be connected to the world. It is an amazing thing if used wisely.
- Everyone looks prettier, happier, and skinnier. Don’t believe it.
- Use it to be inspired and connected rather than to validate your life choices.
- People share what they want you to believe… pinch of salt is needed.
- Upload carefully… that photo of you half naked after 8 tequilas might be less funny when looking for a job.

- Be kind to people online, every glossy account hides a sensitive soul, struggling with their own battles.
- Avoid scrolling feeds if you are feeling a bit low, instead focus on what you HAVE over what you don’t.
- Nurture yourself before others… take time to care for you, whether this is just taking some deep breaths in the morning.
- Choose love over likes. Love is doing more for friends than just double tapping photos. Love for yourself is liking your own life before needing others to.
- Live life for experiences, not for the gram… the best

Continued on page 10—Likes
Social Emotional Learning in Trauma Informed Schools

NH SAU #9 Conference

By Kristen Burke – White Mountains Chair

This summer, the NH SAU #9 in the beautiful Mount Washington Valley was host to educators and practitioners from all over New Hampshire and Maine at a 2-day conference on Social Emotional Learning in Trauma Informed Schools. Held at Pine Tree School in Center Conway, the conference featured keynote speakers, Cassie Yackley, Psy.D., P.L.L.C and Brian Hastings. Cassie started and ended the 2-day conference, speaking about “What is a Trauma Responsive School?” She described the key components of a trauma responsive school as: safety, trustworthiness and transparency, collaboration and mutuality, empowerment, voice and choice, resilience and strength based. One of my favorite quotes from her presentation is that “a brain that feels safe has no need to produce symptoms” (Yackley 2019). If we want our students to be able to think and learn, we need to focus on building safe school communities. As educators we have an impact on students who have experienced trauma, and we can make a difference.

On day two, Brian Hastings, recently retired former principal of Conway Elementary, spoke about avoiding burn out by finding balance in our lives. Brian asked the audience to think about what throws you “off your game” and increase the ways in which you can “seek balance/equilibrium/wellness” (Hastings 2019). Brian, who is also a local musician, treated the audience to a performance of an original song called, The Mountain Song, which encouraged the audience to breathe and relax, through the music and nature around us.

There were numerous presentations of interest to educators; they included: Understanding Behavior through SEL Skills and Stress by Eric Mann, SERESC; Emotional Social Learning (K-5) by Meaghan Thompson; Promoting a Growth Mindset in the Classroom by Sarah Wagner & Hannah Mariotti, UNH Professional Development & Training; Let’s Play! A Prop-based Approach to Helping Students (preK-5) by Lynda True-Carter; Attachment-Based Teaching: Using the Science of Relationships to Promote Learning by Cassie Yackley, Psy.D., P.L.L.C, Resource, Refocus, Repeat by Tracy Vokey & Anne Longver; Classroom Management through the Lens of Social Emotional Learning by Brian Hastings; Embedding SEL into a Larger System Bureau of Student Wellness, by the NH DOE; Implementing School-wide Initiatives to Support SEL and Trauma in Schools by Krystal Bunnell & AnneMarie Gagne; Trauma Informed SEL Practices and Teacher Self-Care by Stefanie Piatkiewicz, Mindful Practices, Chicago; The Way You Love and Nurture is Important for Social Emotional Growth (K-5) by Meaghan Thompson; Everyday SEL for You and Your Students by Stefanie Piatkiewicz, Chicago Mindful Practices; Mindfulness by Helen Fernald; SEL in a Small-Group Setting by Alison Memoli & Beth Cole; Teens & Technology: Guiding Adolescents Towards Mindful Media Use (6-12) by Sarah Wagner and Hannah Mariotti, UNH Professional Development and Training; Creating the Trauma-Responsive Classroom by Cassie Yackley, Psy.D., P.L.L.C; What does a Mindful Classroom Look Like? By Chelsea Latham; Tools for Schools Bureau of Student Wellness, by the NH DOE; Mindfulness & Trauma Sensitive Schools by Chelsea Latham.

This conference, put on by NH SAU #9, in partnership with UNH Professional Development and Training and Horace Mann, was such a well-run, amazing event, which we hope will be the first of other conferences to come.

Continued from page 9—Likes

things in life are real and come without a filter.

Well, changing the world takes time. Keep reminding students there are better things in life than whether someone approves of the way you look. Doesn’t this sound familiar? Are we channeling our parents who told us as teenagers not to worry about what anyone else thinks? Social media has taken this to an extreme level. And who are we to talk anyway? Don’t we secretly do exactly the same actions—scroll, like, scroll, like, etc? Ok, so as adults we do see that doing this at work is a bad idea... maybe that is where we start with students.

If you are interested in seeing the entire TEDx Talk, here is the link: https://www.youtube.com/watch?v=kCA_g2i1ZG8
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:

• Professional Development Training and Downloadable Curriculum for School Counselors
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• Individual College Planning Appointments, including 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
There are three curriculum that address mental health concerns and can be implemented in grades 6-12. Nami NH’s Connect, Mental Health First Aid and SOS (Signs of Suicide) are all based on the same core assumptions. Each acknowledges that suicide is preventable and the importance of working collaboratively to support our schools and communities with empathy and directness. By focusing on awareness, risk and protective factors, we can teach skills, identify warning signs as well as trusted adults. Evaluation and intentional supportive protocols must include systems, prevention and postvention.

Nami NH’s Connect is committed to incorporating Evidence-Based Practices for suicide prevention, intervention, and postvention as research in these areas determines effective practices.

Tara Ball, of Exeter, who lost her 14-year-old son Connor to suicide in 2011, worked on that bill. She channeled her grief into starting an organization called Connor’s Climb that provides a nationally recognized suicide prevention program, Signs of Suicide that New Hampshire schools can implement at no cost. There are several trainers available to jump start schools and the program is a simple way to address mental health and suicide prevention in both middle and high schools. There are staff and student trainings that can be easily shared universally in a school building.

Signs of Suicide (SOS) – helps students learn how to recognize warning signs of depression and suicide in themselves and their peers and encourages them to reach out to a trusted adult. SOS student training takes just one class period and has shown a reduction in self-reported suicide attempts by up to 64% in randomized control studies.

SOS utilizes videos and guided discussion – along with a short depression screening – to teach students the warning signs of suicide and depression, educate them about symptoms, and foster help-seeking behaviors. SOS raises awareness about behavioral health and encourages students to ACT (Acknowledge, Care, Tell) when worried about themselves or their peers. SOS student training takes just one class period and has shown a reduction in self-reported suicide attempts by up to 64% in randomized control studies.

Signs of Suicide (SOS) – helps students learn how to recognize warning signs of depression and suicide in themselves and their peers and encourages them to reach out to a trusted adult. SOS student training takes just one class period and has shown a reduction in self-reported suicide attempts by up to 64% in randomized control studies.

Mental Health First Aid is an 8-hour course that teaches how to help someone who may be experiencing a mental health or substance use challenge. The training helps identify, understand and respond to signs of addictions and mental illnesses.
NH Suicide Prevention Law

By Stephanie Collins – Treasurer

A new law for school counselors to be aware of this year is NH Senate Bill 282: Suicide Prevention Education. This law now makes it mandatory for all schools to create a suicide prevention policy that incorporates yearly training for staff and faculty, education for students, and procedures for helping students at risk.


Training options and suicide prevention resources can be found at:

• NAMI NH: The Connection: https://thecobjectprogram.org/

• Youth Mental Health First Aid—A national program to teach the skills to respond to the signs of mental illness and substance abuse. https://www.mentalhealthfirstaid.org/

For information about free YMHFA trainings offered in NH go to the NH Department of Education Bureau of Student Wellness.
https://www.nhstudentwellness.org/ymhfa.html

• Suicide prevention programs overview—Mindwise: https://www.mindwise.org/what-we-offer/suicide-prevention-programs/

While the Signs of Suicide program is completely turnkey, the SOS team offers consultation and training options to ensure all schools feel supported. SOS training in NH is supported by Connor’s Climb.

• Connor’s Climb Foundation | Exeter, NH www.connorsclimb.org

Connor’s Climb Foundation does not offer crisis counseling or emergency services and this website should NOT be used as a substitute for medical advice, counseling, or other health-related services or as a replacement for the services of a trained medical or mental health professional.

And don’t forget to check into the upcoming Suicide Prevention Conference sponsored by NAMI NH on November 7, 2019.

https://www.naminh.org/events/16th-annual-nh-suicide-prevention-conference/  

-AND-

Also to hear how some schools are successfully implementing suicide prevention check out the NPR podcast: The Exchange episode titled: Thursday, 8/15: Suicide Prevention in Schools
https://www.nhpr.org/programs/exchange#stream/0

PSU Youth Substance Use Clearinghouse Survey

By Robin Hausheer—Graduate School Counseling Prep Program Liaison

Plymouth State University’s Counselor Education and School Psychology department is developing a clearinghouse that will provide information and resources for educators, mental health professionals, parents, and youth in addressing youth substance use. We are interested in learning about the type of information and resources you are interested in accessing to support your work with parents and youth. We are seeking your responses to a series of questions to assist us in developing the clearinghouse. This information will only be used to design the clearinghouse. Your individual responses will not be shared with others and your participation is strictly voluntary. Please feel free to share the survey link with other educators.

We appreciate your time in completing this survey. Please click on the following link to begin the survey: https://www.surveymonkey.com/r/M7JMTN5
If you have questions or would like additional information, please contact Dr. Robin Hausheer at rhau-sheer@plymouth.edu.

Magnify your voice, raise awareness, and help others across New Hampshire!

Youth in middle and high school (grades 5 - 12) are invited to submit creative pieces about their experiences with mental health in New Hampshire. Winners will be chosen by a panel of judges with varied expertise. All creative pieces will be showcased to help raise awareness, erase stigma and effectuate change! To participate:

[ ] Create a short film (2 minutes or less)

[ ] Write an essay or poem (1000 words or less)

[ ] Design another medium of expression such as a painting, song, or sculpture

Visit MagnifyVoices.org to register and to learn more! Contest deadline is March 6, 2020.
NHSCA Annual Fall Conference

The Power of Mindsets: Nurturing Motivation and Resilience in Students

Keynote Speaker: Dr. Robert Brooks

Friday, October 18, 2019
At the
Grappone Conference Center
70 Constitution Ave.
Concord, NH
Registration begins at 8:15am

Conference Cost:
Early Bird: $120
Postmarked by October 1, 2019
Member Price After Oct. 1: $140
Non-member and/or Day of Event: $175
Student Price: $80

To become a member visit our website at www.nhsca.camp7.org
Graduate interns may apply for a partial scholarship at our website.

Conference Objectives:

Participants will learn:

- Different mindset theories that are used in education and mental health;
- Mindset theories that include a focus on social-emotional factors, including the relationships we develop with students;
- The lifelong impact that one adult can have on a student’s well-being and resilience;
- The significance of empathy in understanding and responding effectively to students;
- The mindset and strategies of school professionals for nurturing intrinsic motivation, learning, self-discipline, caring, and resilience in students in classrooms and counseling sessions.

Register online and submit payment to:
NHSCA c/o S.Collins—Tr.
PO Box 103
New Hampton, NH 03256

Name: ___________________________________________________ Member (circle one):  Yes  No

Email Address: ____________________________________________

(Confirmation and receipt will be emailed)

School: ___________________________________________________ Position: _______________________

Address: __________________________________________________ State: _______ Zip Code _________

For full conference brochure & registration please visit: www.nhsca.camp7.org.