



# A C C

ALL OHIO COUNSELORS CONFERENCE

**Nov 6-8**  
**2019**

**The Hyatt Regency**  
**Columbus**



**GOLD SPONSORS**



**SILVER SPONSORS**



Self Esteem Shop  
www.selfesteemshop.com  
800-251-8336



**BRONZE SPONSORS**



Please join us for the 36th annual All Ohio Counselors Conference (AOCC) in Columbus, Ohio on November 6-8, 2019. In addition to offering a wide and diverse selection of continuing education, this year's conference will provide attendees with an exciting variety of sessions and experiences.

A highlight of the November conference will certainly be the keynote speaker: author Sam Quinones. Formerly an L.A. Times reporter, Mr. Quinones is a journalist and author of three acclaimed books of narrative nonfiction. His most recent book, *Dreamland: The True Tale of America's Opiate Epidemic*, focuses on how addiction has plagued Portsmouth, Ohio, a tale that has impacted thousands of communities across America.

Additionally, we invite you to join us Wednesday, November 6th, following the opening reception, for a screening of *Roll Red Roll*. The film explores the victim blaming culture rampant in sexual violence. The crime highlighted in the film takes place in Ohio, bringing worldwide attention to our state. As counselors it is pertinent that we are aware of the widespread impact of these issues. This powerful film is a must-see for those of us who are on the frontlines of social, emotional and mental health in our schools and communities. This is a free event hosted by OSCA, and OSCA will be accepting donations to create OSCA's Political Action Committee. The PAC funds will be used to support legislators who support and advocate for OSCA's mission to unite, empower and support school counselors in the state of Ohio.

This year's AOCC conference also offers over 100 educational sessions with essential information needed to maintain licensure and gain knowledge in trending practice areas from school counselors, mental health practitioners and educators. Included among OSCA's sessions are information on mindfulness in schools, trauma informed care, career readiness, suicide prevention, elementary and middle level counseling, working with gifted students, and current state initiatives. Among OCA's offerings, there will be sessions on ethics, supervision, suicide assessment, psychopharmacology, social justice, addiction, and counseling best practices.

In addition to these rigorous and insightful learning opportunities, we are excited to offer fun networking and celebratory events! Following our intensive pre-conference learning workshops on Wednesday, we will have a Welcome Night Reception, our Political Action Committee fundraisers and the Graduate Student Reception. Our Awards Ceremony and Division meetings will take place on Thursday. Finally, our raffle and prize drawings will occur Friday at the close of the conference.

We expect AOCC 2019 to be a phenomenal experience for Ohio counselors. Please join over 1,400 of your colleagues at AOCC and celebrate your profession with us! Make new friends, find a mentor and connect with others who are passionate about the profession, our students and clients and our communities. We look forward to seeing you in November!



***Martina Moore,***  
Ph.D., LPCC-S, LICDC-CS, CEAP, SAP  
President,  
The Ohio Counseling Association



***Nichole Miller,***  
President,  
Ohio School Counselors Association



<b>Wednesday, November 6</b>	
9:00 am - 7:00 pm	Registration Hours
10:00 am - 5:00 pm	All Day Pre-Conference Workshops, Leadership Development
5:00 pm - 7:00 pm	Welcome Reception, PAC Fundraiser & Grad Student Gathering & Poster presentations
7:00 pm	Roll-Red-Roll Movie Screening
<b>Thursday, November 7</b>	
7:00 am - 6:00 pm	Registration Hours
7:00 am - 5:00 pm	Sponsor Exhibits Open
8:00 am - 12:00 pm	<b>MORNING SESSIONS</b>
9:15 am - 10:30 am	Welcome - General Session Keynote: Sam Quinones - Journalist, Storyteller, Former LA Times reporter <i>Dreamland: The True Tale of America's Opiate Epidemic</i> (Regency Ballroom, 3rd Floor)
12:00 pm - 1:15 pm	Lunch Break
1:15 pm - 5:15 pm	<b>AFTERNOON SESSIONS</b>
5:30 pm - 6:30 pm	Awards Reception (Regency Foyer, 3rd Floor)
<b>Friday, November 8</b>	
7:00 am - 4:00 pm	Registration Hours
7:00 am - 4:00 pm	Sponsor/Exhibits Open
7:00 am - 4:00 pm	<b>MORNING SESSIONS</b>
12:00 pm - 1:15 pm	Lunch Break
1:15 pm - 4:00 pm	<b>AFTERNOON SESSIONS</b>
4:00 pm	<b>CONFERENCE CLOSING...SEE YOU NEXT YEAR!</b>

- Registration opens Aug. 1<sup>st</sup>
- Early Bird Rates end Oct. 8<sup>th</sup>
- Hyatt Group Block closes Oct. 14<sup>th</sup>

**PRE-CONFERENCE WORKSHOPS (Wednesday)**

Member		Non-Member		Student/Senior	
<b>\$150</b> Early Bird Rate	<b>\$175</b> Regular	<b>\$200</b> Early Bird Rate	<b>\$225</b> Regular	<b>\$75</b> Early Bird Rate	<b>\$100</b> Regular

**STANDARD CONFERENCE (Thursday AND Friday)**

Member		Non-Member		Student/Senior	
<b>\$175</b> Early Bird Rate	<b>\$200</b> Regular	<b>\$255</b> Early Bird Rate	<b>\$280</b> Regular	<b>\$115</b> Early Bird Rate	<b>\$150</b> Regular

**[www.allohiocc.org](http://www.allohiocc.org)  
for full details!**

### 10 am - 1 pm Wednesday

#### W1

##### **Managing the Chaos: Helping Early Adolescents Ride out the Emotional and Social Roller Coaster!**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This dynamic and interactive workshop will assist educators involved with early adolescents who want to improve their understanding of what makes these no-longer-children-but-not-yet-fully-adolescents tick. The presenter combines his own experience with the findings of research and solid information from the literature to discuss just about everything you should know about young adolescents. Understand the powerful connection between social and emotional readiness and academic success in the middle grades and how to use the most successful models for advancing social and emotional literacy. By reviewing the recent research findings on brain development as well as attention to the importance of emotional and social readiness, innovative and specific ideas will be explored focusing on the social and emotional literacy of early adolescents.

*William DeMeo, LPC / Psychologist. Specialty Psychological Services*

#### W2

##### **Supervision Strategies: Initiating and Maintaining Developmentally Appropriate Supervision**

*OCSWMFT CE Approved Hours: 3-S*

**Session Description:** Aimed at counselors and counselor educators who act as supervisors, this workshop describes the process of establishing a developmental approach to supervision. Participants will be assisted in instituting an approach which educates and mentors supervisees to establish themselves as reflective practitioners. Using a variety of approaches: mini-lecture, discussion, role-play and case application, this workshop aims to leave participants with a method for engaging with supervisees in a developmentally appropriate manner.

*Cecile Brennan, LPCC-S / Associate Professor, John Carroll University*

#### W3

##### **Empowering Trans Youth: Affirming Approaches for Parents, Teachers, and Counselors**

*OCSWMFT CE Approved Hours: 3*

**Session Description:** The term trans is used to describe a wide range of experiences and identities including but not limited to transgender, gender-expansive, transsexual, genderqueer, non-binary, and diverse gender identities. Trans youth continue to experience unique challenges within their homes and schools that affect their mental and physical wellness. Counselors play

a key role in promoting the mental and physical wellbeing of trans youth. This engaging pre-conference workshop provides counselors with evidence based and affirming strategies that promote resilience in trans youth, while supporting parents and teachers of trans youth to advocate for policies, practices, and curricula that support the social, emotional, and educational development of trans students. Attendees will also learn of the increased complexities of trans youth who hold intersecting identities (i.e. race and ethnic factors, sexual orientation, religious and spiritual factors, and varying ability and disability statuses), and how these identities impact psychosocial development and functioning. Additionally, attendees will briefly explore important legislative, school, and community-based policies to better understand the challenges trans youth navigate in and out of a school-setting. Attendees will be engaged through interactive discussions, small group work, and complex case studies relevant to the topic.

*Stacey Diane Litam, LPCC / Assistant Professor/Licensed Professional Clinical Counselor, Cleveland State University/Moore Counseling & Mediation Services*

*Clark Ausloos, LPC / Therapist, Julia Burrow, MD & Associates*

### 2:00 pm - 5:00 pm Wednesday

#### W4

##### **Promoting a Growth Mindset through Neurological Interventions for 21st Century Skills**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** If you are looking to promote 21st century skills through neurological interventions in promoting a growth mindset than this workshop is for you. Like a muscle, with proper training, the brain can learn to perform tasks that were previously not possible. This process is called neuroplasticity. As the brain continues to develop, old neural pathways are replaced with new efficient pathways. The brain actually grows new neurological circuits and becomes denser as new circuits are added. This improves the way that an individual takes in, processes, stores and retrieves information, enabling us to learn more effectively long into our adult lives. Building and promoting 21st century skills from an early age promotes a healthy growth mindset. This dynamic and interactive workshop will focus on providing participants with knowledge of the latest research in the area of neuroscience that promotes a growth mindset. In addition, this engaging workshop will focus on providing participants with effective and practical neurological interventions to assist students to become passionate learners, while developing 21st century skills. Participants will be able to use these strategies immediately when returning to their program.

*William DeMeo, LPC / Psychologist. Specialty Psychological Services*

### W5

#### **The Neurobiology of Storytelling: How Stories Heal**

*OCSWMFT CE Approved Hours: 3*

**Session Description:** From the time that humans first gathered together they used storytelling to entertain as well as to teach cultural and behavioral norms. This workshop, intended for both beginning and experienced school and clinical counselors, provides participants with an overview of the use of storytelling in clinical work and how stories can help heal. It includes a brief overview of the current brain research that suggests how stories actually can change the brain. Participants will have an opportunity to both experience the impact of stories as well as “try out” the use of storytelling in a therapeutic manner. The workshop includes lecture, handouts and experiential activities.

*Amy Frankel, LPCC-S / Counselor, Akron Family Institute  
Paula Britton, LPCC-S / Professor, John Carroll University*

### W6

#### **Resolving Ethical Questions & Ethical Dilemmas: A Structured Approach**

*OCSWMFT CE Approved Hours: 3-E*

**Session Description:** This workshop will present a template to be used when confronted with an ethical question or ethical dilemma. Participants will be guided through the use of the template. They will then be presented with the opportunity to implement the template in response to a number of cases. Finally, participants will use the template to resolve questions or concerns that have arisen in their own clinical practice.

*Cecile Brennan, LPCC-S / Associate Professor, John Carroll University*

### W7

#### **The Drugs Help Me Forget the Pain: Understanding the Bidirectional Nature of Trauma and Substance Use Disorders**

*OCSWMFT CE Approved Hours: 3*

**Session Description:** Clients with substance use disorders (SUDs) often present with trauma histories and trauma responses underlying their substance use. Counselors using treatment approaches focused solely on abstinence overlook physiological, behavioral, and emotional trauma responses. This presentation will address trauma in clients with SUDs, screening practices, and treatment approaches to address both trauma and substance use. This presentation will also address the role of intersecting and marginalized identities in trauma histories and trauma responses. Attendees will apply trauma-informed approaches to clinical cases

*Stacey Diane Litam, LPCC / Assistant Professor/Licensed Professional Clinical Counselor, Cleveland State University/Moore Counseling & Mediation Services  
Victoria Giegerich, LPC / Assistant Professor/Substance Abuse Counselor, Walsh University/Town Hall II  
Tahani Dari, LPC / Assistant Professor, University of Toledo*

### 10:00 am - 5:00 pm Wednesday

### W8

#### **Developing Mental Health Models in K-12 Schools to Support Students Academically, Socially, and Emotionally**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This interactive session will focus on strategies to developing mental health models in K-12 schools to support students socially and emotionally to improve academic achievement. Throughout the session, participants will be exposed to effective strategies to use when developing mental health models. After attending the session participants will be able to: 1.) discuss current mental health trends of children and adolescents across the United States with an emphasis on trends in Ohio, 2.) assess the impact of mental health concerns on academic achievement in K-12 schools, 3.) utilize evidence-based strategies to develop mental health models in K-12 schools to support students academically, socially, and emotionally, 4.) create a plan on supporting and/or implementing a mental health model in their schools, and 5.) identify healthy strategies of self-care amongst practitioners when supporting mental health models in schools.

*Dakota King-White, LSC / Assistant Professor, Cleveland State University*

*Jo-Ann Lipford-Sanders, LPCC-S / Consultant, Emmanuel Centre*

### W9

#### **Trauma Informed Care for School Professionals**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This trauma-informed care (TIC) session is designed for professionals (administrators, counselors, board of education members) who want to gain an understanding of trauma-informed care, discover how trauma impacts learning and behavior, and learn how Findlay City Schools engineered the implementation of a districtwide approach. This session will be particularly helpful for audience members who have a desire to advocate for their building or district to become trauma-informed. The following are benefits to creating a trauma-informed culture: increased test scores, academic achievement and graduation rates, reduced office referrals, absences, and discipline, improved perceptions of safety, improved relationships within a climate of respect and empathy, and less special education services. School counselors are ideally positioned with their unique skill set and knowledge to advocate for TIC. Participants will also learn about the current research and benefits of mindfulness. Mindfulness activities will be incorporated into the session.

*Darlene Mack, LSC / School Counselor, Findlay City Schools  
Kelly Glick / Principal, Findlay City Schools*

**Come enjoy light appetizers and drinks at our  
OPENING NIGHT WELCOME RECEPTION**

Meet up with  
Wednesday Workshop  
attendees after their  
day of sessions

Peruse the Graduate  
Student Poster  
Presentations

**36<sup>th</sup>  
Annual**

Meet up with  
colleagues and past  
conference friends

Mingle with early  
attendee arrivals,  
presenters and board  
members and staff

Visit with sponsors  
in a more informal  
setting (while they  
are setting up)

Gather and get in line  
for the best seats to  
Roll Red Roll  
Movie Nite



**Roll Red Roll**  
*Directed by Nancy Schwartzman*

Roll Red Roll is a true-crime thriller that goes behind the headlines to uncover the deep-seated and social media-fueled “boys will be boys” culture at the root of high school sexual assault in America.

At a pre-season party in small-town Steubenville, Ohio, a heinous crime took place: the assault of a teenage girl by members of the beloved high school football team. What transpired would garner national attention and result in the sentencing of two key offenders. But it was the disturbing social media evidence uncovered by crime blogger Alexandria Goddard that provoked the most powerful questions about the collusion of teen bystanders, teachers, parents and coaches to protect the assailants and discredit the victim. As it painstakingly reconstructs the night of the crime and its aftermath, Roll Red Roll uncovers the ingrained rape culture at the heart of the incident, acting as a cautionary tale about what can happen when teenage social media bullying runs rampant and adults look the other way. The film unflinchingly asks: “Why didn’t anyone stop it?”



**P1**  
**8:00 am - 9:00 am Thursday**

**C1**  
**Attention vs. Attachment Seeking: A New Perspective For Therapists**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Have you ever had a client who you would describe as “Attention Seeking”? Our presentation will encourage therapists to consider this type of behavior as “Attachment Seeking” and help clinicians think outside of the box. Perhaps somewhere along the way, your client has not formed the attachments needed in settings such as school, workplace or relationships, therefore act out to seek attention. When therapists begin to think of “attention seeking” as “attachment seeking” it allows the clinician to begin to understand clients on a deeper level and view their behaviors in a more positive light.  
*Barbara Halabi, LPC / School Based Therapist, South Community, Inc.*  
*Emilia Rose, LPCC-S / Clinical Team Lead, South Community, Inc.*

**C2**  
**Borderline Personality Disorder: Diagnostic Considerations and Treatment Approaches**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Individuals with Borderline Personality Disorder are some of the most challenging clients we work with. Yet many improve the quality of their lives. This presentation examines the development of this disorder, including the impact on relationships. Treatment approaches will be considered, ranging from classic psychoanalysis to EMDR and neurofeedback. Practical tips regarding ethical management of the ongoing clinical relationship will be explored.  
*Ruthann Anderson, LPCC-S / Counselor Educator/Counselor, Walsh University/Southeast*

**C3**  
**Motivational Interviewing as a Framework for Supervision: Practical Skills for Supervisors**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** Supervision in counseling is a method of overseeing a clinician's practice and behaviors, encouraging professional growth and development, and ensuring client welfare (Bernard & Goodyear, 2014). Motivational interviewing (MI) is an evidence-based approach not only appropriate for interactions with clients, but supervisory relationships as well. The intention of approaching supervision through a lens of motivational interviewing is meant to provide a partnership between two professionals while eliciting the supervisee's reasons for professional growth and development (Clarke & Giordano, 2013). The presentation will focus on the importance of embodying the spirit of motivational interviewing to intentionally

facilitate change in supervisees via the four processes. Motivational interviewing as a framework for supervision can also be powerful when addressing potential ruptures or challenges in the supervisory relationship.

*Annaleise Fisher, LPC / Licensed Professional Counselor, Comprehensive Behavioral Health Associates*  
*Michelle Culley / Clinical Counselor, Middle Path Counseling*

**C4**  
**Dual Licenses in a School Setting**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** On occasion individuals are dually licensed in a school setting. There are a variety of combinations of licenses including but not limited to, school counselor, mental health counselor, social worker, additions certification, etc. Each school district has protocols associated with mental health concerns during school hours. When dually licensed, at times it may be difficult to make decisions regarding school incidents. It is imperative that schools districts create protocols and that counselors become aware of responsibilities. This interactive workshop will provide some strategies that will assist participants who are dually licensed or considering becoming dually licensed and school districts. There will be open and honest discussions regarding protocols and ethical decision making.

*Tiffany Darby, LPCC-S / Associate Professor/Humanware Manager, University of the Columbians/CMSD*

**C5**  
**Assessing Readiness for Therapy Following an Immediate Traumatic Event, Using the PCL-5 and Readiness for Psychotherapy Measures**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** For individuals who have survived an immediate traumatic event (e.g. domestic violence, sexual assault), providing crisis counseling can be beneficial, however, prior to attempting to engage these individuals in traditional therapy, it is important to utilize measures to determine the client's readiness for therapy, so as to not cause further trauma. The PTSD Checklist for DSM V (PCL-5) and Readiness for Psychotherapy Index (RPI), both of which are validated measures which can be used to assess a survivor's readiness to engage in therapy beyond crisis counseling, will be discussed. A discussion regarding the appropriateness of using EMDR with trauma survivors will be incorporated.

*Terra Howell-Muth, LPCC-S / Mahoning County Outpatient Behavioral Health Director, COMPASS Family and Community Services*  
*Patricia Taylor, LPCC-S / Behavioral Health CPST Manager/Outpatient Therapist, COMPASS Family and Community Services*

### C6

#### **Plugging into the Power of Prayer: Understanding & Using Prayer as a Counseling Intervention**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** Neurotheology has gained attention and research in the last 25 years. Yes, researchers have found that prayer does impact your brain! In this session, we will review research findings related to prayer and the brain, and we will discuss creative ways to incorporate prayer into counseling interventions and mindfulness activities. Plug into the Power! *Mary Iames, LSC / Assistant Professor/School Counselor, Winebrenner Theological Seminary/Perry Local Schools*  
*Cathryn Parke / Counselor Intern, Lutheran Social Services*

### C7

#### **New Findings of the SIMPLE STEPS Model of Suicide Assessment: Practical Applications for Clinical Mental Health Counselors**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** Based on a large scale study of over 70,000 individuals who were considering suicide, this presentation presents new research on the SIMPLE STEPS model of suicide assessment which accounts for nearly 75% of suicidality. Attendees will learn ways to administer this assessment, document results, and convey results to clients, hospitals, and other providers.  
*Jason McGlothlin, LPCC-S / Associate Professor, Kent State University*

### C8

#### **To Have and To Hold: Helping Victims of Marital Rape Become Survivors.**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** "To have and to hold" are vows meant as a promise to comfort and care. However, in some marriages, these words evoke fear, guilt, shame, and helplessness. There are many different terms to describe sexual assault committed by a person in a relationship with the victim. Within the sphere of sexual assault, the practical and emotional consequences can be very different among victims and survivors depending on assault type. Although exemption laws have been removed nationwide, the legal consequences of marital rape vary from state to state and are not always the same as stranger rape. Because of the close relationship between victim and offender, marital rape presents unique challenges for support and care of both the victim and offender. This presentation will: (a) assist clinicians in defining and identifying marital rape for themselves and their clients, (b) identify safety, power, and control dynamics, (c) review Ohio legal codes for marital rape, and (d) identify therapeutic concerns and language which support clients best. Learning ways to support similarities and unique differences for victims of marital rape is

critical to helping them become survivors.

*Kelli Jo Arndt, LPCC / Director & Professor of Clinical Counseling Program, Winebrenner Theological Seminary*  
*Heidi Masters-Siebenaler / Graduate Student*

### S1

#### **How School Counselors Can Use Trauma-Informed Strategies to Support Children With Adverse Childhood Experiences**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Adverse Childhood Experiences (ACEs) are associated with several health-related issues in adulthood. With nearly 1/2 of adults reporting at least one ACE during childhood, (CDC, 2016) it's likely that school professionals will be working with children with ACEs. School counselors can promote and integrate trauma-informed care into school settings to better support students with ACEs. Attendees will leave with an in-depth understanding of ACEs and how trauma-informed care aligns with restorative practices and PBIS. Practical strategies for integrating trauma-informed approaches into the current environment will also be discussed.

*Meghan Breedlove, LPC / Graduate Teaching Assistant, The Ohio State University*  
*Brett Zyromski, LSC / Assistant Professor, The Ohio State University*

### S2

#### **Positive Mental Health and the 2e Child**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Mental health is integral to the overall health and well-being of students. Unfortunately, the messages that students hear out in the world can hinder and derail the path to good mental health. How can we best meet the mental health needs of the twice exceptional child to optimize self-efficacy, self-esteem and self-compassion? Often, issues such as perfectionism, a lack of understanding of his/her gifts and talents, being overwhelmed by overexcitabilities and intense feelings begin to cause students to ask what is wrong with them instead of celebrating and building on what their strengths are. Join us as we learn and share how to best support the mental health and social emotional well-being of 2e students.

*Amber Nickels, LSW / Mental Health Specialist, Grandview Heights City Schools/ESC*

### S3

#### **Disenfranchised Grief: School Counselors Addressing Unrecognized Loss & Trauma with Elementary Students**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** What happens when grief is ignored? Elementary students that experienced a loss that was not acknowledged or socially supported may feel disenfranchised grief. This session will explore the immediate and long-term impact on students when student's grief and trauma is not addressed. Participants will learn individual, group, classroom, and school-wide grief counseling interventions to address the types of disenfranchised and ambiguous loss (e.g., relationships, losses, grievers, and deaths) experienced by elementary students.

*Jake Protivnak, LSC / Professor/Department Chairperson, Youngstown State University*

*Holly Scott, LPC / Faculty, Capella University*

*Danielle Matos, LSC / School Counselor, Western Reserve Local Schools*

### S4

#### **Leading Freshmen Forward**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Who Cares about Freshmen? The 9th grade year is a pivotal year in the success of freshmen in the high school setting. The purpose of the Leading Freshmen Forward program at Milton-Union High School is to expand the counseling program in order to improve student outcomes. Through the implementation of this transition program, freshmen students will have the opportunity to become more successful in high school. The goals of Leading Freshmen Forward are to equip freshmen with skills needed to be successful in high school and life, promote leadership skills within the student body, smooth the transition of students entering high school, increase overall academic achievement, reduce the risk of not graduating, improve social skills, build relationships, and decrease behavior problems. Graduation rate has improved by 2.9% since the implementation of the program and has increased by 14% when examined from the perspective of the lowest graduation rate before implementation to the highest graduation rate after implementation.

*Paula Shaw, LSC / School Counselor, Milton-Union High School*

*Taiya Woodall, LSC / School Counselor, Milton-Union High School*

### S5

#### **Screaming Back at Mental & BH: Reaching those who Struggle through Peer Messaging and Rock & Roll**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Mental and behavioral health struggles are apparent in students today more than ever. As school counselors we look to deliver meaningful information in a way to

destigmatize mental health and encourage students to seek help when struggling.

This session will look at how Grandview Heights high school student leaders partnered with Columbus-based band, Pray for Sleep, to deliver the Scream Back at Mental and Behavioral Health program. This program is designed to compliment existing mental health and suicide prevention programming existing in schools. The program draws from the expertise of Nationwide Children's Hospital On Our Sleeves campaign, who are also the Official Education Partner for Pray for Sleep and the Scream Back program. Scream Back tailors the messaging with student leadership for a fun, interactive experience. Through the platform of a live rock concert, Pray for Sleep share testimonials explaining how they overcame depression, anxiety, bullying, substance abuse and sibling suicide when they "Scream Back" and utilize real life, healthy solutions.

*Bryan Stork, LSC / School Counselor, Grandview Heights Schools*

### S6

#### **I Get By With a Little Help From My Friends: Collaborating & Connecting Is Crucial**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Counselors need each other! No one can understand what a school counselor does, sees, or hears on a daily basis like another school counselor can. Opportunities to connect and collaborate with each other from all areas of the state and nation (as well as virtually) must be explored and expanded upon. Come to this session to find your people, your tribe, to connect and collaborate on hot topics, to rejuvenate, and to get new ideas that you can take back to school on Monday. You'll leave with strategies to get by with a little help from your school counselor friends!

*Sarah Collins, LSC / School Counselor, Lancaster City Schools*

*Sara Williams, LSC / School Counselor, Union-Scioto Schools*

**S7**

**Career Exploration Gallery Walk with RIASEC and Career Tech Ed (Learn to Earn)**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Ready for fun & options? Experience this Gallery Walk as a student and take home the presentation to modify for your own district. Explore RIASEC codes, what you can learn in High School CTE programs, but also what careers you can then progress on towards with additional education (post-secondary, college, and grad school) and see how much your potential income grows! See digital options for a virtual Gallery Walk, a physical one, and fully interactive with CTE Students and professionals doing Hands-On Activities and Q&A. Career Skill Standards, check! The data you collect helps with your program, your administration, and community, but also your individual student counseling.

*Rebecca School, LSC / School Counselor, Norton City Schools  
Corrine Magensky, LSC / Pathway Compact Counselor, Four Cities Compact*

**S8**

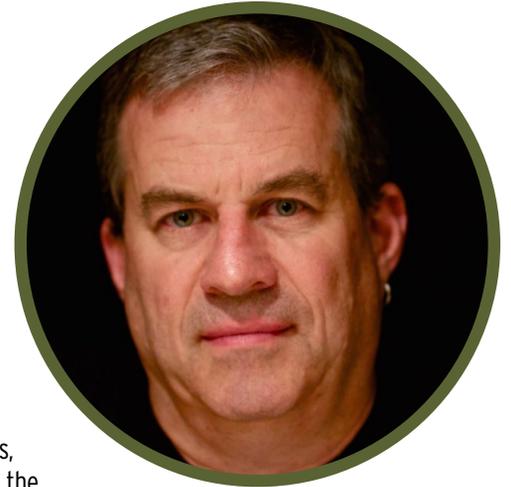
**Safe Is Not Enough: Better Schools for LGBTQ Students**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This session will include discussion focused on transforming school buildings into better schools for LGBTQ students. We will discuss the three main characteristics of successful schools serving LGBTQ students. Additionally, we will cover curricular initiatives, mental health issues, physical environment, student and faculty leadership, and turning adversity into activism.

*Bruce Thomas, LSC / District Superintendent, Albert Einstein Academies of Ohio*

**Sam Quinones**  
*Journalist, Storyteller,  
Former LA Times reporter*



His most recent book is *Dreamland: The True Tale of America's Opiate Epidemic* by Bloomsbury Press.

His career as a journalist has spanned almost 30 years. He lived for 10 years as a freelance writer in Mexico, where he wrote his first two books. In 2004, he returned to the United States to work for the L.A. Times, covering immigration, drug trafficking, neighborhood stories, and gangs.

In 2014, he resigned from the paper to return to freelancing, working for National Geographic, Pacific Standard Magazine, the New York Times, Los Angeles Magazine, and other publications.

Columbia Journalism School selected him as a 2008 recipient of the Maria Moors Cabot prize, for a career of excellence in covering Latin America. He is also a 1998 recipient of an Alicia Patterson Fellowship, one of the most prestigious fellowships given to print journalists.

He teaches Tell Your True Tale writing workshops, and edits a storytelling webpage of the same name (see navigation bar above).

Quinones grew up in Claremont, California, and graduated from Claremont High School in 1977.

He attended U.C. Berkeley, studied economics and American history, and lived in the legendary, now-defunct Barrington

Hall coop. There, he also produced punk rock concerts of bands such as the Dead Kennedys, the Dils, the Zeros, the Mutants, the Offs, Black Flag and Flipper, and wrote a senior thesis on the bebop jazz revolution of the 1940s.

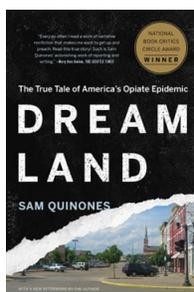
He lived for a year in Europe, where he supported himself playing guitar on the streets and teaching English.

In 1987, he found his first journalism job at the Orange County Register. In 1988, he moved to Stockton, California, where for four years at the height of the crack epidemic, he covered gangs, dope and murder as a crime reporter for the Stockton Record.

In 1992, he moved to Seattle to write about county government and politics for the Tacoma News-Tribune.

But he was unhappy in the rain and gray. Plus he found himself covering noxious-weed ordinances and dog-leash laws in Seattle, when in Stockton he'd been covering double homicides, Crips/Bloods, Nortenos/Surenos and the like.

So he left for Mexico in 1994, intending to study Spanish for a few months...



**On DREAMLAND:** *The True Tale of America's Opiate Epidemic.* An Amazon Best Book of April 2015 "The rise of OxyContin addiction and subsequent heroin use has been much in the news lately as we try to make sense of what is happening in suburban and small town America. Sam Quinones' *Dreamland* takes a multifaceted approach to the subject, profiling people from all walks of life, ranging from citizens of impoverished Mexican ranchos to young affluent white athletes, all cogs in the wheel of the latest drug epidemic. Unlike the crack cocaine phenomenon of the 1980s, today's widespread opiate addiction has roots in the prescription pads of certified physicians and the marketing machine of Big Pharma. When the addict, forced by availability and economics, transitions to heroin he is met by a new breed of entrepreneurial drug dealers who are only too happy to take calls and make deliveries. The changing landscape of small town America, along with science, opportunity, shame, and of course greed, all play a role here and to see the puzzle come together, one comprehensible piece at a time, is as fascinating as it is unsettling. -- Seira Wilson

**P2**  
**10:45 am - 12:00 pm Thursday**

**G1**  
**Keynote Q & A**

*OCSWMFT CE Approved Hours: 1.25*

Session Description: More in depth Q & A and additionally insight from the keynote

*Sam Quinones*

**C9**  
**Follow Me: Tips and Tools to Support Clients' Social Media Literacy & Wellness**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Followers, likes, tweets, snaps, and DMs are all terms that had a different meaning or no meaning at all before the age of social media. With the prevalence of social media use and the idea that it is not going away, it is vital that counselors understand how to support clients' healthy use of different platforms. This session will include research about social media's impact on mental health, specific scenarios to discuss a wellness approach to using social media, and practical tips and tools to empower clients' intentional use of social media platforms. Presenters will use polling techniques via your smartphone or laptop to better understand and assess what will be most helpful in your current practice.

*Marisa Cargill, LPC / Assistant Lecturer, Cuyahoga Community College & University of Akron*

*Chase Swaney, LPC / Teaching Assistant/Licensed Professional Counselor, The University of Akron/Rocky River Psychological Services, Inc.*

**C10**  
**When CBT Doesn't Work: A Primer on Schema Therapy for Maladaptive Coping Styles**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** While cognitive behavioral therapies (CBT) continue to be the first line of treatment for a range of mental disorders, there are some clients who do not respond to CBT, specifically those presenting with pervasive personality disorders (Young, 1999). Schema therapy (ST) was developed to provide a systematic approach to address clients with enduring thinking patterns who do not respond to CBT (Young, Klosko, & Weishaar, 2003). This experiential presentation will address the connection between early maladaptive schemas (EMS) and the coping styles that perpetuate. Presenters will provide ST strategies that address a number of transdiagnostic criteria.

*Katie Gamby, LPC / Assistant Professor, Malone University*

*Michael Desposito, LPC / Professional Counselor, Private Practice*

**C11**  
**Counselor Self-Compassion: The Importance of Practicing What You Preach**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Although counselors have expertise showing compassion to others, oftentimes we fail to extend this courtesy to ourselves, to our detriment. Self-compassion involves being more understanding of oneself and less judgmental, forgiving oneself for imperfections and recognizing the universality of human experience. Research has shown a positive relationship between self-compassion and positive psychological outcomes including healthy behaviors, well-being, social support, and happiness. This presentation will focus on the potential benefits and applications of self-compassion in personal and professional practice, using experiential exercises and discussion to facilitate learning.

*Christine McCrone / Graduate Assistant, University of Akron*

**C12**  
**Culturally Relevant Strategies for Treating Opioid Use Disorder Using Mindfulness Based CBT**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Drug overdose deaths involving opioids rose from 18,515 deaths in 2007 to 47,600 deaths in 2017 (NIDA, 2019). Ohio ranks as one of the highest nationally for opioid related overdose deaths. Attendees in this interactive session will learn the benefits of integrating Cognitive Behavioral Therapy and Mindfulness. Attendees will become familiar with a set of manualized mindfulness based CBT exercises and learn how to motivate and guide adults and adolescents in individual and group settings who are diagnosed with Opioid Use Disorder (OUD). Strategies for addressing denial and resistance in clients; and support for families and ethnically/racially diverse individuals will be provided.

*Yegan Pillay, LPCC-S / Associate Professor, Ohio University*

*Caitlin Kraus, LPC / Clinical Mental Health Counselor, Hopewell Health Centers*

*Daniel Amparberg, LPC / Graduate Assistant, Ohio University*

### C13

#### **Practical Strategies in Helping Supervisees Understand Stages of Change**

*OCSWMFT CE Approved Hours: 1.25-S*

**Session Description:** Client stage of change plays an essential role in counseling. To promote treatment outcome and supervisee development, it is important that supervisors effectively help supervisees understand their clients' stages of change in treatment. The presenters discuss practical supervisory strategies to help supervisees understand clients' stages of change using the Integrated Developmental Model (IDM) of supervision.

*Yue Dang, LPC / Assistant Professor of Instruction, University of Akron*

*Varunee Fajii Sangganjanavanich, LPCC-S / Professor/Interim Director, The University of Akron*

### C14

#### **Reality Therapy in Addiction and Recovery**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** In this era of high rates of substance use, it is imperative that both mental health and chemical dependency counselors have a toolbox of effective evidence-based techniques to address these issues. Reality therapy (RT), founded upon choice theory (CT), is an evidenced-based practice that can be used to treat clients in active addiction or recovery. In this interactive presentation, participants will learn about the basic tenets and interventions of CT and RT, learn of the strengths and weaknesses of RT as it relates to addiction and recovery, and gain experience in applying RT via a case study. Participants will leave with resources for counselors to use in session or for clients to use at home.

*Stephanie Maccombs, LPC / Medication-Assisted Treatment Counselor, Hopewell Health Centers*

*Christine Suniti Bhat, LPC / Professor, Ohio University*

### C15

#### **Primal Mental Health: Applying Practical Evolutionary Theory to Modern Counseling**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Understanding human behavior is a very complex endeavor, especially in these super-dynamic modern times. However, humans remain biological creatures attempting to meet basic needs rooted in evolutionary science. This presentation will provide a pragmatic introduction to Evolutionary Theory as it applies to clinical counseling assessment, conceptualization, and treatment interventions. Counselors equipped with this knowledge can potentially break through various client resistance to change and promote greater levels of mental health.

*Joshua Francis, LPCC-S / Assistant Professor, Wright State University*

### C16

#### **Ethical Practice for LGBTQ+ in the Age of Conscience Clause Legislation**

*OCSWMFT CE Approved Hours: 1.25-E*

**Session Description:** Conscience clause legislation is often invoked to deny services to LGBTQ+ populations. However, a counselor's personal beliefs do not need to be sacrificed to work with LGBTQ+ clients. Cultural responsiveness is imperative for professional counselors and this program will provide specific tools to do exactly that. Not mere information will be provided; rather, this program will give attendees the resources and materials they can take with them to immediately implement in their places of work with clients, supervisees, and counselors-in-training. Counselors in practice, supervision, and education will leave with a menu of options for how to navigate this values-conflict.

*Jared Rose, LPCC-S / Assistant Professor/Clinical Counselor, Bowling Green State University/Private Practice*

### S9

#### **Student and Social Media Campaigns to Make a Positive Impact on Mental Health**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This session will provide school counselors with all the information, tools and resources to be able to easily implement two student campaigns to decrease mental health stigma and to improve connectedness and culture. While completed at school, these projects leveraged social media to create an even bigger footprint. Our "#ThereForMe" day and "Everyone Has a Story" outreach required little to no cost and generated significant positive feedback. Attendees will receive copies of announcements, signs, rationale, and stories to assist in replicating in your own buildings. Participants will even have a chance to thank someone with their own #ThereForMe message.

*Brianna Abbott, LSC / School Counselor, Worthington Schools*

*Erica Mann, LSC / School Counselor, Worthington Schools*

### S10

#### **Working with Gender-Expansive Youth in Schools: Effective Strategies for School Counselors and Stakeholders**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Gender-expansive youth are highly marginalized and discriminated against, experiencing increased rates of mental health disorders, self-harm and suicide. In schools, gender-expansive youth are isolated, experience low academic performance, and are less likely to engage in post-secondary education. School counselors are positioned in a way to provide safety, support, and advocate for gender-expansive youth in schools, yet many lack competence in providing services. Presenters, through the use of practical examples and school-based scenarios, aim to provide professional school counselors empirical best practices and strategies in working with gender-expansive youth in schools.

*Clark Ausloos, LPC / Therapist, Julia Burrow, MD & Associates  
Lena Salpietro, LPC / Graduate Teaching & Research Assistant,  
University of Toledo*

### S11

#### **College 101: A College Counseling Curriculum for Juniors**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Come to check out an example of a College Counseling Curriculum for juniors. Compare it to your own, supplement your program, come to share ideas that worked for you, and/or even map out your plan to implement that will work for your school when you return! There will be a monthly calendar shared and examples of what is covered in the classroom, suggestions on how to be flexible with teachers to get in to the classroom year after year, ways to adjust to the changes in technology, and how to stay up to date with college admissions and communicating that with your students. This curriculum has been modified every year and may be helpful for you to see as you think about your own student population and what you can do to help students get started on the college search process!

*Brandi Cooper, LSC / School Counselor, Granville High School  
Elizabeth Adams, LSC / School Counselor, Granville School District  
Cody Masters, LSC / School Counselor, Granville High School*

### S12

#### **Evidence-Based Practices for Supporting Students Experiencing Anxiety in Elementary School**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** The school counselor must be equipped with developmentally appropriate strategies, theories, and techniques for students with anxiety. School counselors have the responsibility of connecting students and families with outside mental health services. This presentation will explore how school counselors can utilize evidence-based practices within a CSCP to

support students experiencing anxiety. Learn how to have critical conversations to emphasize the importance of advocating for mental health wellness and to help families and students from diverse backgrounds navigate systemic barriers.

*Halle DuMoulin / Student, Capital University*

*Jenna Alvarez, LPSC / Assistant Professor, Capital University*

### S13

#### **Kids These Days: School Counselors and GenZ**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This presentation focuses on cultural aspects of GenZ and their implications for counselors. This population already makes up almost all of school age children in the US, yet, little has been done to provide a realistic description of what these students experience, value, and aspire to. GenZ-ers' are loyal, responsible, thoughtful, and compassionate. They tend to approach life with different goals than previous generations, including pursuing entrepreneurial careers. Buckle up and prepare to learn about the cultural trends that are shaping GenZ. The countdown begins with influencers, meme cultures, gaming, technology, politics, subgroups, and of course, "likes".

*Tara Hill, LPCC-S / Associate Professor, Wright State University*

*Sarah Boesenberg, Lisa Gray, Jordan North, & Caryn Spence / Students, Wright State University*

### S14

#### **Addressing Middle School Student Needs Through a Proactive School Counseling Curriculum**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Have you been looking for ideas to make your school counseling program more proactive? Do you often wonder how to engage ALL students in the school counseling curriculum while keeping up with your other responsibilities? Then this is the session for you! Presenters will outline a detailed model for how to integrate core counseling curriculum into your building's academic curriculum, engage students in school-wide programming and identify and address needs specific to your student population. Attendees will have the opportunity to complete a personalized planning form to aid in the design of their own proactive school counseling program and will walk away with practical strategies and resources.

*Kathryn Gastaldo, LSC / Middle School Counselor, Strongsville City Schools*

*Elissa Ray, LSC / School Counselor, Strongsville City Schools*

**S15**

**Cultivating Confidence: Inspiring Girls to Take Control of their Futures through Career, STEM, and Leadership Opportunities**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Learn the newest insights and practical intervention strategies from the country's largest, first-of-its-kind national survey with 10,678 5th-12th grade girls, The Girls' Index. From confidence, body image, social media to school, academics, career planning and leadership, this session puts research into practice by providing a roadmap for educators to recognize and address the challenges impacting girls as it relates to future aspirations. Learn tools and strategies for creating a culture of girls who are in control of their futures and adults who are empowered to help them.

*Rachel Zufall, LSC / Director of Curriculum and Educational Programs, Ruling Our eXperiences, Inc.*

*Valerie Williams, LSC / School Counselor, Grove City High School*

**S16**

**Trauma, Trauma, Trauma: Supporting Children from Hard Places**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Attendees will experience an interactive presentation on trauma care, the affects on the brain, and empowering tools to help children thrive in the classroom socially and emotionally. Participants will leave the session with tangible ideas, trauma base knowledge, and a new lens to view students from hard places.

*Jen Russell, LPC / School Counselor, Lakota School District*

*Audrey Young / School Counselor, Lakota School District*

**P3-A**  
**1:15 pm - 4:00 pm- Thursday**

**G2**

**Care Matters for Students and You 2**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Take your trauma informed care knowledge and skillset to the next level. After a 6-hour Trauma Informed AOCC presentation, Glick and Mack provide an "add on" session, 2.0, that will cover responses to behaviors, investigating what is under behavior, alternative discipline and secondary trauma. Learn specific Care Matters strategies and techniques to respond to student behaviors with care. Schools are filled with many caring educators who are negatively impacted from interactions with traumatized students. As a result, educators may experience secondary trauma. Learn the signs and symptoms of secondary trauma and techniques for self-care. This session is designed for school counselors, administrators, teachers, and others who are interested in trauma informed care in schools. Attendance at the 6-hour session is not required.

*Darlene Mack, LSC / School Counselor, Findlay City Schools*  
*Kelly Glick / Principal, Findlay City Schools*

**P3**  
**1:15 pm - 2:45 pm- Thursday**

**C17**

**Training Counselors on Ethical Practice: Trauma and Crisis Treatment with mmHealth Apps**

*OCSWMFT CE Approved Hours: 1.5-E*

**Session Description:** Targeted training on trauma or crisis in the counseling field is lacking, meaning continuing education workshops must fill the knowledge gap. Instruction on the ethical integration of technology, such as mobile mental health applications (mmHealth apps), is even more limited. This presentation will highlight the findings of a qualitative study which sought to gain a deeper understanding of attendees' experiences of a professional development workshop on the ethical use of mmHealth apps in addressing trauma and crisis in counseling. An activity sampling a portion of the mmHealth app training workshop will follow the presentation.

*Stephanie Marder, LPC / Clinical Mental Health Counselor, Family Behavioral Health Services, LLC*  
*Hannah Lowe, LPC*

**C18**

**Behind Binge Eating: Providing Clarity to Improve Treatment**

*OCSWMFT CE Approved Hours: 1.5*

**Session Description:** Restricting behaviors are normalized through the dieting industry and imbedded within society. This leads to heightened emotional responses surrounding binge eating behaviors. Binge Eating Disorder (BED) is a relatively new diagnosis with minimal research. This presentation will provide the research that is available, and how to incorporate other eating disorder treatment modalities such as evidence-based practices: Cognitive Behavioral Therapy for Eating Disorders (CBT-E). Current research shows the impact restricting has on BED. Active participation will be emphasized during this presentation through application of Gestalt Therapy. Participants will be provided with techniques that have been useful for individuals in treatment for BED and will understand the challenges with this disorder from the perspective of the client as well as the clinician through use of case studies and survey results.

*Sarah Gallagher, LPCC-S / Behavioral Health Therapist, Nationwide Children's Hospital*  
*Jean Sullenberger, LPCC / Behavioral Health Therapist, Nationwide Children's Hospital*

### C19

#### **A Demonstration Using Reality Therapy with Clients Spiraling Out of Control**

*OCSWMFT CE Approved Hours: 1.5*

**Session Description:** Innovative and practical skills for the creative use of evidence-supported reality therapy are the goals of this interactive session that focuses on simulated demonstrations. Participants will role-play clients, preferably difficult ones who abuse drugs or spiral out of control with destructive behaviors. The leader will thus illustrate the principle, "Sometimes the solution appears to be unrelated to the problem", and the principle of self-evaluation central to reality therapy and crucial for behavioral change. Client self-evaluation provides the basis for positive planning and goal achievement.  
*Robert Wubbolding, LPCC / Director, Center for Reality Therapy*

### C20

#### **Toward a Better Assessment of Neglect**

*OCSWMFT CE Approved Hours: 1.5*

**Session Description:** Using the DART Assessment (Developmental and Relational Trauma Assessment) helps identify specific areas for treatment for clients in recovery with pervasive abuse. Using the Five Core Practices for Healthy Living creates solutions for individuals suffering with abuse. The DART Assessment and Five Core Skills based on the work of Pia Mellody.  
*Rick Butts, LPCC-S / Owner, Authentic Relationship Center*  
*Jan Bergstrom, LMHC / Owner/Mental Health Counselor, Private Practice*

### C21

#### **The Choice: Fixing the Marriage or Ending it Well**

*OCSWMFT CE Approved Hours: 1.5*

**Session Description:** Often our clients are in the hard place of either making the choice to end their marriage or at times, they have no choice and their spouse has decided to end it. This seminar offers information about the emotional, financial, and legal aspects of ending a marriage in a logical, yet compassionate way. Workshop participants gain resources to help clients save the marriage if that is still possible, as well as information that could help clients end their relationship more thoughtfully.  
*Charlie Knerr, IMFT-S / Clinical Director, Individual, Couple, and Family Therapy*

### C22

#### **Updates in Psychopharmacology for Counselors**

*OCSWMFT CE Approved Hours: 1.5*

**Session Description:** Psychopharmacology training for counselors is one of the fastest changing areas in Counselor Education. This session will provide updates on new medications for DSM-5 and ICD-10 Mental Disorders as well as controversies

like medicating children and the treatment of opioid addiction. The session will also summarize advances in the experimental trials for drugs currently on Federal Drug Schedules I and II. They are being studied to treat anxiety, PTSD, and depression and include psilocybin, MDMA, and ketamine. Finally, the session will provide an overview of the most common ethical issues for non-medical mental health counselors discussing medications with clients.

*R Elliott Ingersoll, LPCC-S / Department Chair/Professor, Cleveland State University*

### C23

#### **Vicarious Resilience: Effective Strategies to Heal Vicarious Traumatization**

*OCSWMFT CE Approved Hours: 1.5*

**Session Description:** Vicarious traumatization is an occupational hazard for counselors that has a significant impact on their overall well-being. Bearing witness to clients'/students' trauma stories can disrupt counselors' perceptions of themselves, the world, and their overall beliefs. This can lead to serious consequences when left unrecognized such as PTSD, counselor impairment, or burnout. This session supports counselors in identifying and overcoming vicarious trauma by building vicarious resiliency. Participants will engage in interactive activities within a strengths-based, resiliency framework to develop a vicarious trauma wellness plan and implement effective coping strategies.

*Alicia Hall, LPCC-S / Clinical Counselor, PsychBC*

*Jenny Cureton, LPC / Assistant Professor, Kent State University*

*Stephanie Hammond, LSC / School Counselor, Bio-Med Science Academy*

### C24

#### **Enhancing the Cognitive Complexity of the Supervisee and the Supervisor**

*OCSWMFT CE Approved Hours: 1.5-S*

**Session Description:** Enhancing cognitive complexity is important in counseling supervision. However, developing specific strategies to engage in this process can be challenging. Furthermore, research and writing focuses on supervisee cognitive development, even though supervisors must attend to this as well. This presentation introduces specific strategies to enhance cognitive complexity and then allows participants opportunities for practice. As each strategy is presented, participants are encouraged to consider how to apply it to enhance their own critical thinking as well as that of their supervisees.

*Darcy Granello, LPCC-S / Professor, The Ohio State University*

### S17

#### **Peer Collaboration: Promoting a Positive Environment that Supports Career Readiness, Builds Relationships & Discourages Bullying**

**OCSWMFT CE Approved Hours: NA**

**Session Description:** Peer Collaboration programs help counselors reach ASCA goals for maintaining and enhancing academic achievement, career planning and personal/social development for all students. It creates authentic supportive communities, benefitting students with needs, students with special talents, teachers in regular education and specialized instruction classrooms, administrators, and school counselors. Counselors learn how to implement, maintain, and obtain lasting "buy in" for a Peer Collaboration program at their schools, through hands on, interactive training.

*Karen Brothers, LSC / School Counselor Coordinator for Peer Collaboration, Dublin City Schools*

*Megan Burton, LSC / School Counselor, Dublin Schools*

### S18

#### **No More Silence: Speak Up to End Child Sexual Abuse**

**OCSWMFT CE Approved Hours: NA**

**Session Description:** No More Silence...Speak Up to End Child Sexual Abuse is a statistical reality for one out of four girls and one out of six boys. This session will raise awareness about child sexual abuse prevention, provide information about all the negative mental health impacts that stem from child sexual abuse, and provide practical, yet research based resources and tools that will help with being proactive in the fight against child sexual abuse. It will also allow school counselors to be at the forefront in fighting sexual abuse and position their district when Erin's Law is enacted in Ohio. Erin's law has already passed in 35 states and is pending in Ohio. It mandates: "In grades kindergarten through six, annual age-appropriate instruction in child sexual abuse prevention, including information on available counseling and resources for children who are sexually abused." The presentation will engage participants through sharing a personal account from a survivor of child sexual abuse, use of surveys, myth versus fact game, questions, open dialogue, and peer sharing. Participants will have access to hand-outs as a reference for after the conference.

*Cathy DuBois, LSC / Special Education Teacher, Westlake City Schools*

### S19

#### **Fostering Social and Emotional Learning through Technology Integration**

**OCSWMFT CE Approved Hours: NA**

**Session Description:** Traditional academic learning environments are changing in efforts to equip students to thrive in the 21st century! In addition to mastery of academic areas--

skills such as problem solving, communication, and collaboration which are some of the results from Social and Emotional Learning (SEL) are a key focus of Ohio's new strategic plan to assist students succeed in the ever evolving digital economy. Through digital Evidence-Based Professional Development and Student/Community-facing Resources, learn how our Counseling Office partnered with the Library to deliver best practice learning strategies by utilizing tools to help embed SEL into the core curriculum -- thus, helping enhance the academic, career, and life success of all students.

*Willamarie Jackson, LSC / School Counselor, Zanesville City Schools*

*Lori Lee / Librarian & Instructional Technology, Zanesville City Schools*

### S20

#### **Mindfulness for School Counselors: Strategies for Individual, Classroom, and Whole School Change**

**OCSWMFT CE Approved Hours: NA**

**Session Description:** In this session, participants will gain mindfulness and yoga strategies that can be incorporated on an individual, group, or whole school level. Presenters will share current initiatives being implemented in their high school, as well mindfulness practices that can be immediately utilized in their school counseling program.

*Christa Russell, LSC / School Counselor, SWCSD Central Crossing High School*

*Rachel Rendle, LSC / School Counselor, SWCSD Central Crossing High School*

*Lauren Greenspan, LSC / Founder, Youth Yoga Project*

### S21

#### **Growing Your School Counseling Program Through STEM**

**OCSWMFT CE Approved Hours: NA**

**Session Description:** STEM is the buzz these days, but do you really know what STEM means? Learn how, through STEM infused comprehensive school counseling programming, all students can be successful and engaged. Programs with foundations in STEM can address all three school counselor domains in a real-world way. Experience how collaboration and the use of the design process can elevate your school counseling program to the next level.

*Kris Owen, LSC / School Counselor, Pickerington Local Schools*

### S22

#### **Ohio Graduation Update: Class of 2020 and Beyond**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** House Bill 166 included sweeping changes to the graduation requirements for the class of 2021 and beyond. This session will focus on the most recent changes to Ohio's Graduation Requirements with a specific focus on the newly passed, permanent requirements available to the Classes of 2021 and beyond.

*Sarah Wilson / Graduation Requirements, Ohio Department of Education*

### S23

#### **Calming the Amygdala: Creating Safe and Joyful Classrooms**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Creating a sense of safety and positive emotion in the classroom is essential to learning. This session will define the power of the amygdala as well as the benefits of eliciting positive emotion. Participants will leave with immediate tools to validate students and quiet their anxious feelings.

*Kelley Schubert, LSC / School Counselor, New Albany Plain Local Schools*

### S24

#### **How a School Leadership Team Uses Data to Implement & Evaluate Interventions**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Providing a comprehensive, data-driven school counseling program is critical to meeting the needs of students. Attendees will learn practices for a successful Student Support Personnel Team, as well as how to use data to identify students for intervention, make decisions about which interventions to utilize, & evaluate the effectiveness of those interventions. The implementation of this process will be demonstrated through the development of the mindfulness intervention that utilizes biofeedback: Stress Management And Resiliency Training (SMART) Lab.

*Sarah Geiger, LSC / School Counselor, Pickerington's Lakeview Junior High School*

*JP Oehrtman, LSC / School Counselor, Pickerington's Lakeview Junior High School*

*Ryan Max, LSC / School Counselor, Pickerington's Lakeview Junior High School*

### P4

#### **3:00 pm - 4:00 pm Thursday**

### C25

#### **Generation Z Goes to Counseling**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Generation Z is defined as people who were born between 1995 and 2010, making them the newest generation to attend college and will be attending college for the next decade. In this session, we will identify the social, political, economic, and technological factors that influence this generation. We'll then explore how these factors have influenced the mental health and help-seeking behaviors of Generation Z college students. We will also learn about how expectations for the process of counseling, which includes the roles of the client and counselor, the therapeutic relationship, and duration of services, will help counselors to engage therapeutically with this generation.

*Julie Lineburgh, LPCC-S / Clinical Counselor, University of Cincinnati*

### C26

#### **Authentic Couples Counseling: Enhance your Skills and Unravel the Complexities**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Counseling couples is incredibly complex. Because we are the instrument to facilitating growth and change for our clients, it's important to be aware of our strengths and growth edges. While you will enhance your skills in couples counseling by learning experiential interventions and new ways to facilitate sessions and conceptualize cases, you will gain insight into your own opportunities for growth as a relationship partner. Ethical considerations and insight into counseling couples who present with issues such as infidelity, loss of love and desire, communication breakdown, and conflict management will be also be addressed.

*Stacy Ingraham, LPCC-S / Clinical Counselor, Private Practice*

### C27

#### **Mindfulness Based Practices for Counseling Children**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Mindfulness as a practice can be conceptualized as bringing awareness to the present moment, with acceptance and non-judgement. This practice has been found to be efficacious for stress, anxiety, and depression. A wide variety of mindfulness techniques have been geared towards adults. With increased stress, anxiety, and depression in children and adolescents, tailoring mindfulness-based practices to fit the unique needs of this population is warranted. Mindfulness is especially useful because of its adaptability. Children and adolescents with varying abilities and presenting concerns can receive mindfulness-based interventions that are appropriate for them. The purpose of this presentation is to provide mindfulness-based skills and interventions that can be integrated in counseling children.

*Natasha Finney, LPC / Therapist, Family Connection of Wadsworth  
Fawn Gordon, LPC / Therapist, Paramount Behavioral Health  
Momoko Takeda, IMFT / Graduate Assistant, University of Akron*

### C28

#### **Cognitive Behavioral Therapy for Insomnia: The First-Line Treatment for Primary Insomnia**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Difficulty falling asleep, frequent awakenings, and feeling poorly rested despite adequate opportunity to sleep, are common complaints of people who suffer from insomnia. Cognitive behavioral therapy for insomnia (CBT-I) has become the first-line treatment for primary insomnia. Counselors who are knowledgeable about the treatment for insomnia can improve the quality of life for their clients. Attendees of this presentation will be able to describe sleep architecture across the lifespan, recognize insomnia risk factors, utilize insomnia assessments, and immediately implement empirically based behavioral treatment interventions for insomnia in their current counseling practice.

*Mindy Heher, LPC / Core Faculty, Capella University*

### C29

#### **Deep Poverty: Moving Beyond Understanding to Impact Change**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** In 2019, the American Psychological Association (APA) established the Deep Poverty Initiative in response to years of research supporting poverty's causes and consequences at micro, meso, and macro levels. APA's work intends to go beyond understanding poverty and move towards using psychological science to change attitudes and perceptions, practice, and policy regarding poverty at a national level. This presentation aims to bring a similar focus to the state level,

including Counselors and School Counselors in the conversation. This presentation will use a combination of lecture, a personal reflection activity, and small group discussion to explore the topic of extreme poverty and the role each participant plays in mitigating its impacts.

*Tatia Williams, LPCC-S / Training Director, Mid-Ohio Psychological Services, Inc.*

*Kelsey Johnson, LPCC / Special Projects Coordinator, Mid-Ohio Psychological Services, Inc.*

### C30

#### **A Call for Research on the Development of Major Depressive Disorder with Psychotic Features**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** In recent years, Major Depressive Disorder (MDD) is becoming more normalized especially as medication for it appears in commercials and other media on a regular basis. Psychotic symptoms, an often-misunderstood specifier for this disorder, are occurring more frequently while being discussed less often. These symptoms can manifest in many ways, including but not exclusive to paranoid delusions as well as auditory or visual hallucinations, and can be congruent or incongruent to the client's mood. While at the current moment, medication is viewed as the primary treatment, other forms of psychosis-specific treatment are emerging and need to be studied more intently (e.g. Cognitive Behavioral Therapy). Existing research on the developmental path of MDD with psychotic features is not sufficient to inform these integrative treatment modalities. This session will consist of a lecture portion to inform, analyze, and discuss various contributing aspects of the development and treatment of MDD with psychotic features, as well as an opportunity to identify and further discuss, in small groups, potential future research approaches and opportunities for clinical application.

*Christopher Courtney, CT / Intern, Clearing Paths Therapeutic Services*

*Meredith Montgomery, LPCC-S / Counselor Educator, University of Dayton*

### C31

#### **Supervision and Client Deaths: Attending to the Multiple Roles of the Supervisor**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** At some point in their career, every clinician is faced with the death of a client. Client deaths are a difficult and at times intricate event to navigate for clinicians, supervisors and agencies. This presentation will provide supervisors with insight into how different types of client deaths may have a different impact on the clinician and their coworkers, how supervisors can provide appropriate support and assist, how agencies can adopt and implement supportive policies, and in general how individual clinicians can take care of themselves and others after the death of a client. Suicide and overdose deaths and the multiple roles a supervisor may experience will be highlighted.

*Emily Ribnik, LPCC-S / Clinical Mental Health Counselor/ALICE Instructor, Kent State University at Stark*

### S25

#### **E3: A Rural School's Answer to Career Planning**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Career planning and focus is an important, but sometimes overlooked, part of the high school curriculum. It is increasingly difficult to find the time to work with students on what comes after high school due the amount of pressure teachers and counselors face to meet testing and other state requirements set before us. E3 focuses on making sure high school students are following one of the three pathways: Enrolled, Enlisted, or Employed. In our school, students in grades 9-12 have chosen one of these three paths and we have collaborated to provide various monthly learning experiences and events for each "E". In this session, we will provide an overview of our program, highlighting the activities and events that we held this year at Montpelier High School. We will also discuss the importance of community buy-in and support. There will be time for questions/answers about the program, and then attendees will have the opportunity to work through a framework of the basic steps to implement into their schools.

*Stephanie Friend, LSC / School Counselor, Montpelier Exempted Village School District*

*Kaitlin Brancheau / English Teacher/CCP Instructor, Montpelier Exempted Village School District*

*Bess Cooley / Business Teacher/School-to-Work Coordinator, Montpelier Exempted Village Schools*

### S26

#### **School Counselors and the #MeToo Movement: Addressing Boys and Young Men**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Seventeen months after the #Metoo movement exploded, author Megan Brenan suggests that

U.S. men are less convinced than they were at the start of the movement that sexual harassment in the workplace is a major problem. They are also more likely to believe that people in the workplace are too sensitive to the problem of sexual harassment. The problem is masked by rampant underreporting - by students themselves and by schools and school districts - which results in the public often overlooking the epidemic entirely at the K-12 level. Despite the federal Title IX law applying to middle schools and high schools just as it does to colleges, experts say institutions of higher education are much better equipped to handle reports of sexual harassment and misconduct, as K-12 school counselors generally aren't as familiar with the correct protocols associated with such claims. At a recent forum at Ohio University, Professor Anita Hill suggested " ...we must have training that includes implicit bias coupled with bystander training, creating a workplace culture where everyone feels responsible for calling out harassment....and it is time for men to take a more active role in addressing this problem..." A crucial goal related to sexual harassment is to change the way that boys and young men in our schools and society in general see - and treat - women. This program will focus on both the overarching problem of sexual harassment, and intervention strategies in working with boys and young men.

*Tom Davis, LPCC / Professor Emeritus, Ohio University*

*Jamie Linscott, LSC / Elementary School Counselor, Federal Hocking Local Schools*

*Devyn Savitsky, LPC / Teaching Graduate Assistant / Ohio University*

### S27

#### **What Happens when Your Amygdala and Prefrontal Cortex Try to Work Together?**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** If the title of this session peaks your interest and makes you go 'WHAT?' ~ then this is the session for you! You will walk away knowing exactly what happens when the Amygdala and Pre-Frontal Cortex try to work together, along with what job your Hippocampus does and many others! This year I utilized the Mind Up Curriculum with my 1st and 2nd grade students for my class lessons. I was amazed at not only what they learned but also what I learned about our brains. If you're looking for something in the social emotional area to support with increased awareness of self-regulation and self-control, then please plan on joining us!

*Tami Mazzella, LSC / School Counselor, Aurora City Schools*

### S28

#### **Supporting Grieving Students: Strategies to Foster Resiliency in Students and Create a Grief-Sensitive School**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Approximately 1 in 15 students will lose a parent or sibling by age 18, and 9 in 10 children will experience a significant loss by the time they complete high school. The American Federation of Teachers has designed this training to educate school personnel on how to support grieving students. This session will highlight the best research-based interpersonal and institutional grief practices and provide strategies for creating grief-sensitive schools. It will also include videos and handouts as well as pamphlets to share with staff and parents.  
*Julie Taylor, LSC / School Counselor, Oregon City Schools*

### S29

#### **Google Makes School Counseling APPSolutely Awesome**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Learn how Google Apps for Education (GAPE) can make your life easier! We will introduce you to the different applications (Documents, Sheets, Slides, Calendar, and Forms) and give you examples of how we use them DAILY in our school counseling practice. We will also take a deep dive some Google Add-ons that will blow your mind!! (I will share how I organize all of my Fall College Rep Visits through GAPE!) We'll wrap things up with some Chrome tricks and tips.  
*Sara Hoffman, LSC / School Counselor, Washington Local Schools*

### S30

#### **Easy Ways to Collect & Use Data to Validate Your School Counseling Program**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This session is for school counselors who feel overwhelmed with trying to collect data in their program. Spend time listening to ideas from three high school counselors representing three different high schools across the state and how data has been collected and used to validate, support, and improve their school counseling programs, position, students, and school communities. You should be able to leave the session with practical ideas in hand that you can implement immediately and inspired for ways to meet Standard 4 in the Ohio School Counselor Evaluation System (OSCES).  
*Sara Williams, LSC / School Counselor, Union-Scioto Schools*  
*Brandi Cooper, LSC / School Counselor, Granville Schools*  
*WillaMarie Jackson, LSC / School Counselor, Zanesville Schools*

### S31

#### **Gifted, Talented, Challenged: Exploring the Needs of Gifted Students and Providing Additional Support for Success**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Gifted students are often overlooked when devising comprehensive school counseling programs. Many assume that because students are intelligent, they will easily figure out what they need to do to succeed. However, gifted students need as many interventions as those with developmental disabilities. Perfectionism and isolationism can often be found in gifted students due to teachers, counselors, and family members' expectations. This interactive presentation will address the need for additional programming within school counseling curriculum, including demonstrations, experiential group activities, resources and an intervention "tool kit" that can be put into immediate practice.  
*Sheena Zadai, LSC / English Teacher, North Ridgeville High School*  
*Mustafa Aydogan / Doctoral Graduate Assistant, Kent State University*

**P5**  
**4:15 pm - 5:15 pm Thursday**

**C32**

**What Men Want (and Need) Their Counselor to Know: Research, Best Practices, & Common Presenting Concerns of Male Clients**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Men often present with specific concerns, struggle with unique problems, and benefit from specific approaches to counseling. This presentation will provide participants with current research about men's help seeking behaviors, characteristics and clinical implications of socialized masculinity, common presentation styles of varying presenting concerns. Additionally, participants will gain concrete tools and learn about specific interventions that often benefit our male clients.

*Tyler Hudson, LPC / Doctoral Student, The Ohio State University*

**C33**

**Using the Discrimination Model to Enhance LGBT+ Ally Identity Development in Supervision**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Being prepared to counsel LGBT clients using affirmative practices is expected, yet what we know from the research is that CITs do not feel prepared to do so (Paprocki, 2014; Troutman, & Packer-Williams, 2014). Models of ally development note the importance of supervision that addresses these CITs' developmental needs including a safe space in which to explore the cognitive dissonance that can occur when there is a discrepancy between personal and professional values (Paprocki, 2014). The goal of this presentation is to introduce how to use the Discrimination Model of supervision with models of ally development. In doing so, counselor educators and supervisors can integrate these practices with what is known about ally development and therefore enhance the knowledge, skill, and dispositions of these CITs. How to infuse this information in training of future counselor educators and supervisors will also be presented along with case studies to highlight these best practices.

*Stephanie Fellenger, LPCC-S / Mental Health Counselor, On Demand Counseling*

**C34**

**Whole Brain Supervision: Integration of Creativity into Rational Supervision**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** This presentation will discuss the integration of creative activities into supervision as a means to address both the logical and expressive components of supervision. Clinical supervision is an important aspect of

counselor education as well as effective clinical practice. Many scholars argue more diverse, holistic, and integrated approaches to research, assessment, counseling, and especially supervision are still very much needed, which indicates both supervisees, as well as clients, may be better served when supervisors integrate both logic and creativity.

*DoHee Kim-Appel, LPCC-S / Associate Professor, Heidelberg University*

*Sarah Roman, LPCC / Art Therapist, Cleveland Clinic - Lutheran Hospital*

*Gina Santora, LPC / Therapist, Catholic Charities/Matt Talbot Inn Men's Residential*

**C35**

**Best Practices for Suicide Assessment and Safety Planning**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** This presentation will provide participants with identified best practices for suicide assessment and safety planning with suicidal clients. Participants will learn about: 1) a balanced approach to suicide assessment (including risk and protective factors) and 2) a six step evidenced based safety planning intervention. In addition, this presentation will have a specific review of ethical considerations for working with suicidal clients. Participants will have opportunities engage in discussion and role play the utilization of these interventions/practices with their clients.

*Kristin Bruns, LPC / Assistant Professor, Youngstown State University*

*Christy McAllister / Graduate Assistant, Youngstown State University*

*Kelsey Demart / Sales Representative, mvi Homecare*

**C36**

**Building Recovery Capital: Creating Individualized Systems of Care**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Despite the availability of evidence-based approaches for substance use disorders, such as medicated-assisted treatment, ineffective and acute treatments are still utilized. As a chronic disease, SUD treatment requires ongoing support, continuing care, and relapse prevention. The recovery capital model meets these needs by promoting a supportive, community-based, and collaborative approach. Counselors have a unique role in facilitating this growth. In this presentation, participants will learn how to transform treatment approaches by identifying recovery capital domains that create individualized, holistic plans within clients' comprehensive recovery systems.

*Emily Baker, LPC / Graduate Research Assistant, The Ohio State University*

*Nathan McGee, LPC / University Graduate Assistant, University of Cincinnati*

### C37

#### **Working with Adolescent Clients who Struggle with Suicidal Ideation: DBT Tools and Tips for Counselors**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Suicide is the 10th leading cause of death in the United States. Adolescent clients are some of the most vulnerable to experience suicidal ideation. Dialectical Behavior Therapy is an evidenced-based treatment modality that provides counselors with skill sets to utilize with adolescent clients. In this session, participants will understand the theoretical framework of DBT and gain knowledge of the four skill categories. Participants will be able to leave the session with tangible tools in their tool box to assist clients who are dealing with suicidal ideation through the DBT lens.

*Staci Tessmer, LPCC-S / Director of Adolescent Services, Premier Behavioral Health Services*

*Hayle Fisher / Graduate Student, John Carroll University*

*Lauren Butler / Graduate Student, John Carroll University*

### C38

#### **The Resurgence of Crack Cocaine in the Midst of the Opiate Epidemic Taking Ohio by Storm**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** In the wake of the opioid epidemic, we are experiencing a rise in crack cocaine use. The combination of opiates and crack cocaine can lead to more accidental overdoses. We are seeing exposure to populations who were not once affected by the opiate epidemic. They are now becoming a part of the deadly outcomes. This workshop will address both substances, including physiological effects, behavioral interventions and medication-assisted treatment.

*Martina Moore, LPCC-S / Coordinator Substance Use Disorder Concentration, John Carroll University*

### S32

#### **Using Google to Optimize Your 504 Plans**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Have you just been given management of the 504 plans in your building? Or are you looking for new ways to successfully manage your building's 504 plans? In this session, we are going to break down the 504 ins and outs of the 504 plan, and how they are different from IEPs. We will clarify what 504 plans entail, and we will aim to help educate on best practices around 504 plans. Additionally, we will share how our building tracks and manages data for 504 plans, and leave you with the tools to do the same.

*Natalie Fei, LSC / School Counselor, Worthington City Schools*

*Nathan Kellenberger / Principal, Worthington City Schools*

### S33

#### **Translating Trans: A Discussion on Gender**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** LGBTQ+ topic discussions often are either so purposefully inclusive, or more focused on the "L," the "G" and the "B." But where does one go to learn more about the "T," the "Q," or the "+"? This session is meant to provide a focus on gender identity and gender expression education and advocacy. We will discuss terms, trends, statistics, and provide tools for educators to take with them back to their schools. The session will feature a monologue and discussion by Giovanni Santiago, transgender veteran, transgender youth advocate, and transgender rights trailblazer.

*Kelsey Haggerty, LSC / High School Counselor, Hudson City Schools*  
*Giovanni Santiago / Founder/CEO, The META Center, Inc.*

### S34

#### **Improving Academic and Behavioral Health Outcomes with PAX GBG**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This session provides information on engaging all sectors including health, mental health, education, substance abuse prevention, and others in supporting PAX GBG - the single most proven classroom-based universal preventive intervention. By mobilizing stakeholders, communities can recognize the population-level benefits in academic and behavioral health outcomes that other regions of North America already have. PAX GBG also helps schools meet policy requirements including PBIS, SEL, and Trauma-informed Care through culturally responsive professional development.

*Mike Muemfer / PAX Program Coordinator, PAXIS Institute*  
*Jeanette Puskas / Sustainability Coordinator, PAXIS Institute*

### S35

#### **Sexting: Deviant or Developmental?**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This presentation will review research pertaining to sexting, defined as sexually explicit content sent by text message or visual, web based activities such as social media, and it's impact on school communities. Following the presented literature, presenters will facilitate a discussion pertaining to school sexting programming. This presentation will end with attendees brainstorming next steps for school counselors in addressing this hot topic.

*Molly Ryan, LSC / School Counselor, Gahanna Jefferson School District*

*Kristy Draher / School Counselor, Northridge Local Schools*

*Robert McCabe, LSC*

### S36

#### **Introducing Career Development During the Elementary Years**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Career development is a life-long process, yet many students are not familiar with even the basic steps until high school or college. And while this may seem like an optimal time as students are faced with furthering their education, selecting majors, and choosing careers, it is often a time of high stress and anxiety. However, if the career development process is introduced well before a career decision needs to be made, and discussed often in an age-appropriate way, stress and unrealistic expectations can be reduced. In fact, early elementary is the ideal time to introduce the basic tenets of career exploration. This is the age when pretend play is popular, and an interest in careers and the future is present. In this engaging session, an adapted career development process for younger children that focuses on building self-awareness, and healthy career exploration will be introduced. Participants will learn about opportunities for building career awareness and specific activities that can be used to teach and discuss the tenets of career development with children K-5th grade either in a classroom setting or one-on-one.

*Ali Dunn / Founder/Author, Me Two Books*

### S37

#### **Be Brave Day: Student Led Inclusion Programming**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This session will share how a group of high school students collaborated and facilitated a school-wide program that focused on identity. As school counselors, our roles include being intentional & industrious on behalf of students. We consider many initiatives: academic achievement, character, conflict resolution, diversity & inclusion, emotional intelligence, gender equality, and the list goes on. Supporting the students through this programming was a Courageous start to new avenues in their development within the school culture.

*Donita Jackson, LSC / School and College Counselor, Indian Hill High School*

*Austin Sayre / Teacher, Indian Hill High School*

### S38

#### **Understanding Award Letters**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This presentation will strengthen high school counselor's understanding of the financial aid award letter process, assist them in the ability to evaluate and compare award letters and share that knowledge with students and families. The presentation will also examine the unmet costs families may need to cover and how to fill the gap.

*Heather Ward / Relationship Manager, Discover Student Loans*



## Awards Reception & Doctoral Showcase

6:00-7:30 pm Regency Ballroom

Heavy appetizers cash bar, mingle with colleagues and join in celebrating the accomplishments of your peers.

### OCA Awards

#### **CHARLES "CHUCK" WEAVER AWARD**

The recipient of this award has and continues to show consistent and distinguished service to the counseling profession and exemplary caring for people.

#### **DAVE BROOKS AWARD**

The recipient of this award demonstrates a willingness to serve and take responsibility, while creating new paths in the counseling profession.

#### **HERMAN J. PETERS AWARD**

The recipient of this award promotes innovative ideas and theories in the counseling field and is making a significant impact on future trends.

#### **SUSAN J. SEARS COUNSELOR OF THE YEAR AWARD**

The recipient of this award goes beyond the call of duty by demonstrating exceptional service through the application of OCA goals.

#### **RESEARCH AND WRITING AWARD**

The recipient of this award demonstrates extraordinary research and writing ability through journal publications for the counseling profession.

#### **PUBLIC POLICY AND LEGISLATION AWARD**

The recipient of this award demonstrates excellent advocacy by engaging in meaningful lobbying on behalf of the counseling profession.

#### **GRADUATE STUDENT AWARD**

The purpose of this award is to recognize a counseling graduate student who has excelled: in service to OCA and the counseling profession; counseling-related extracurricular or co-curricular involvements; and has demonstrated excellence and commitment to the profession.

#### **PROFESSIONAL LEADERSHIP AWARD**

This award recognizes and honors persons who through their vision, leadership, and concern for others and the profession have strengthened, expanded, and enhanced the counseling profession within Ohio.

## OSCA Awards

### LIFETIME ACHIEVEMENT AWARD

To honor an OSCA member who has contributed to the School Counselor Profession with excellence 15 years or more.

### OHIO SCHOOL COUNSELOR OF THE YEAR AWARD

To recognize an OSCA school counselor for outstanding service to students, staff and families. One recipient from the elementary, middle and high school levels is chosen each year and then one of those three is chosen as the overall Ohio school counselor of the year. The Ohio school counselor of the year recipient will then have the opportunity to represent Ohio for the ASCA School Counselor of the Year program.

### COUNSELOR EDUCATOR OF THE YEAR AWARD

To honor a counselor educator who has made a significant contribution to the school counseling profession and the development of pre-service school counselor.

### ADMINISTRATOR APPRECIATION AWARD

To recognize an administrator, school or district that has contributed to the growth and understanding of counseling.

### ADVOCATE OF THE YEAR AWARD

To recognize an individual who has promoted and/or supported Ohio school counseling in a significant way.

### OHIO SCHOOL COUNSELOR ACCOUNTABILITY REPORT (OSCAR)AWARD

To recognize the completion of an exemplary OSCAR.

**Doctoral Showcase**  
*6:00-7:30 pm Regency Ballroom*



**P6**  
**8:15 am - 9:30 am Friday**

**C39**

**The Ohio Medical Marijuana Control Program: An Update and Implications for Counselors**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** In September 2016, House Bill 523 legalized medical marijuana in Ohio for people with certain specific medical conditions. This is a quickly evolving program, and now qualified patients are able to obtain a recommendation for medical marijuana, purchase medical marijuana from a licensed dispensary, and consume medical marijuana. The Ohio Medical Marijuana Control Program is something that all counselors in Ohio need to know about. This session will provide an overview of this program as well as current trends and research.

*Megan Mahon, LPCC-S / Core Faculty, Capella University*

**C40**

**Walking on Thin Ice: Counselors and their Clients Navigating Family Courts**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** The intersection of mental health and family law is complex. Cases are often fraught with potential ethical conflicts, unfamiliar stakeholders, multiple providers, and complex family structure. Navigating these factors can be challenging. Three seasoned professionals will combine presentation with small group work on case scenarios to increase practitioners' understanding of statutory requirements, legal terminology, maintaining neutrality towards all parties, and collaborating among professionals. Participants will prepare a case approach incorporating statute, ethics, collaboration, client vs stakeholders, and treatment protocol.

*Lynda Kemp, LPC / Psychotherapist, Counseling and Cooperative Parenting Center of Ohio, LLC*

*Bobbie Corley O'Keefe / Attorney, O'Keefe Family Law*

*Brenda Patton / Owner/Psychotherapist, Counseling and Cooperative Parenting Center-Ohio, LLC*

**C41**

**Clinical Strategies for Supporting Underrepresented, First-Generation, Low-Income Students**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** This session will promote awareness of effective techniques and strategies that counselors can utilize to support underrepresented first-generation, low-income students (UFGLI) in mental health counseling settings. UFGLI students present for counseling services in community and university based mental health centers and face many barriers other students may not have due to intersections of race, ethnicity, and class. This population is in need for support that meets their

varied needs while empowering and capitalizing on strengths. During this session, the presenters will discuss the hardships faced by UFGLI students as well as the strengths that this population of students may hold as a result of those hardships. Primarily, the presenters will concentrate on providing tools and approaches that can be implemented to best support UFGLI students throughout their educational career and beyond. The presenters will promote an engaging environment for counseling professionals to learn new skills, strengthen familiar skills, and have the opportunity to share their own experiences working with this population. Through the use of interactive discussion and case studies, participants will learn best practices for this population.

*Sophia Elliott / Graduate Student*

*Stephanie Drcar / Assistant Professor, Cleveland State University*

**C42**

**Mindful Supervision: Exploring the Ethical Dilemma in Supervision**

*OCSWMFT CE Approved Hours: 1.25-S*

**Session Description:** Supervision is an essential part of the counseling profession, as supervisors play a vital role in guiding supervisees on the journey toward becoming ethical counselors. Supervisors must be aware of ethical issues within supervision and have prepared responses. Inevitably, within the course of supervision, situations will arise which bring ethical considerations to the forefront. This presentation will review the ethical codes that supervisors must consider while carrying out their role. Case studies will be examined and the ethical codes that guide supervisors will be reviewed. Attendees will leave with an understanding of the ethical codes pertinent to supervision, as well as the ability to create action plans for supervisory ethical dilemmas.

*Carrie VanMeter, LPCC / Core Faculty, Capella University*

*Tiffany Peets, LPCC-S / Associate Professor, Walsh University*

*Ruthann Anderson, LPCC-S / Associate Professor/Chair, Walsh University*

### C43

#### **Mental Health Delivery and Supervision in Schools, Considerations for Enhanced Delivery**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** The session will provide a thorough examination of the origin and current delivery models of mental health counseling in the school setting, including an explanation of key titles, roles and stakeholders. Topics that will be presented include the differences between school-based “in-house” counselors versus those that provide one-on-one sessions only, implications of service delivery including confidentiality, the relevance and importance of collaboration, maintaining quality therapeutic service delivery and supervision considerations. Finally, the presentation will explain the benefits of subscribing to an ecological approach and how it can directly impact one’s ability to create a full “Therapeutic Community” in schools.

*Andie Bernard, LPC / Mental Health Lead, The Children’s Home of Cincinnati*

### C44

#### **A Radically Open Approach to Treating Eating Disorders**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Many clients can be described as having inhibited emotional or verbal expression; inflexible adherence to rigid, rule-governed behavior; chronically lonely and disconnected; and avoidant of the unknown and averse to practicing novel behavior. Untreated, this overcontrolled (OC) style can impair treatment progress. Radically Open Dialectical Behavior Therapy (RO DBT) is an individual and group treatment for anorexia nervosa, depression, anxiety, and certain personality disorders. This presentation will provide a basic understanding of the core concepts of RO DBT, along with strategies to help clients practice more flexibility, receptivity, and trust in order to build a life worth sharing.

*Jennifer Beck, LPCC-S / Director of Outpatient Services, The Center for Balanced Living*

### C45

#### **Creative Practices for Adolescents Coping with Grief and Loss**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Grief is a personal experience that can be traumatic for some adolescents. The trauma associated from the death of a loved one can cause some adolescents to experience mental health disorders including mood, anxiety, and substance use disorders. Counselors working with grieving adolescents need to have a variety of tools to use in helping them cope healthily with the death of a loved one. In this presentation, participants will learn creative approaches to use in helping adolescents grieve healthily the loss of a loved one while creating a new normal.

*Dana Matthews, LPCC-S / Assistant Professor, University of Akron*  
*Fawn Gordon, LPC / Doctoral Student, University of Akron*  
*Natasha Finney, LPC / Doctoral Student, University of Akron*

### C46

#### **We Know it When We See It: A Discussion on Cognitive Complexity and Empathy**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Counseling is a complicated and difficult process. Clinical issues often present as ambiguous and incomplete (Welfare & Borders, 2010), challenging counselors to provide treatment without having all the facts. Despite this perceived deficit, many counselors are very successful in bringing who they are into what they do and create a therapeutic environment and provide meaningful counseling. There are special traits and natural inclinations that help counselors be more effective, but how can we as supervisors and counselor educators better define, measure, and encourage these characteristics? We know it in our guts and feel it in our hearts when we see and experience it, but what do we do when we have to explain or encourage it in others? Two of these factors well substantiated in the literature are cognitive complexity and empathy. Participants will engage in defining and discussing these two constructs and how their perceptions can influence supervision, counseling and counselor education.

*Staci Hayes, LPC / Adjunct Faculty, Kent State University*

### S39

#### **OCD: Understanding How it Affects the Brain & How Students Think and Learn**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** OCD is a disorder that has a neurobiological basis; genetics, environment & brain structure are risk factors that contribute to the onset. OCD equally affects men, women & children of all backgrounds. In the USA approximately 1 in 100 children have OCD. It is one of the top 20 causes of illness-related disability for individuals between 15 & 44 years of age. The disorder affects the way one thinks which can easily interfere with academic progress in our educational system. Together we will discuss effective cognitive responses to help a student stuck in a pattern of obsessions & compulsions.

*Nancy Gillespie, LSC / School Counselor, Southwestern City Schools-Grove City Christian*

*Brad Dickson, MD / Pediatrician, Southwest Pediatrics/Health One, Inc.*

*Jocelyn Good / Psychologist, Grove City Psychological Services*

### S40

#### **Leaving the Nest: How School Counselors are Critical in Preparing Students with Disabilities for Post-Secondary Transition**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** An overview of outcomes of the Innovative Strategies Grant funded by Ohio Department of Education, Office for Exceptional Children, awarded to Albert Einstein Academies for the 2018-2019 school year. The district piloted an initiative to utilize their school counselor to increase personal competencies for students with disabilities in the area of post-secondary transition and community involvement. Presenters will provide a summary of the overall model used to implement transition interventions as well as a review of the curriculum used which promoted the opportunity for students to be self-advocates and have a greater voice in decision-making processes.

*Rachel Bell, LPC / Self-Advocacy Counselor, Albert Einstein Academy*  
*Rebecca Boyle, LPCC-S / Director of Special Education, Albert Einstein Academy*  
*Bruce Thomas, LSC / Superintendent, Albert Einstein Academy*

### S41

#### **Mindful Moments with K-12 Students**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Mindfulness can help us weather the storm. Whether it is internal or external, we can teach our youth to navigate difficult emotions and situations through the lens of mindfulness. Mindfulness can give us the space to thoughtfully respond as opposed to impulsively react. In this presentation we will explore mindful bodies, mindful breathing, mindful listening and mindful movement to create mindful moments with students so they can learn, grow, and cope with everyday life. Learn practical mindful tools to bring to your students.

*Jen Hegerty, LSC / School Counselor, Worthington Schools*  
*Shoma Jha, RYI / Owner, Centered Yoga and Movement*

### S42

#### **What's the School Counseling Program's Role in Career Readiness?: Learn the Answer for Success**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Schools need a comprehensive plan to address a systematic process for career development and career readiness within our schools and communities. School counselors and the school counseling program are key in this process because of their focus on personal, social, emotional, behavioral, academic, and career skills needed for success. This presentation provides the framework needed to create a life lab for career readiness. Participants can identify three things to do right away and have the information needed for strategic planning and additional experiences.

*Tommie Radd, LPC, LSC, NCC, NCSC / Counseling Consultant and Researcher, Retired Professor*

### S43

#### **Life Skills Instruction in Your Counseling Sessions Made Easy**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** We know that learning life skills is essential for students to be able to communicate effectively, make good decisions, achieve meaningful goals, and solve problems. But how do we teach these skills to our students in a way that is both effective and engaging, and what resources are available to us? This session will explain how to infuse life skills education into counseling sessions regardless of client size and review available resources.

*Vincenzo Capone / Managing Director, Overcoming Obstacles*  
*Enuel Matthew Caraballo / Manager of Educator Support, Overcoming Obstacles*

### S44

#### **When We Started Listening to Parents**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** As we prepare our high schoolers for their future, it's imperative that we engage parents as partners in their success. This engagement can take different forms, so we conducted listening circles to address 3 key questions: 1) explore what parents expect and want from our high school, 2) determine parents' programmatic needs and desires for college and career readiness, then 3) assess opportunities for our school to enhance parent engagement. Our presentation will unveil the findings from our study and its implications for how we communicate with families and enhance their engagement in the 2019-2020 school year. Participants will leave with new ideas for integrating family engagement in their overall college and career readiness initiatives.

*Pamela Ellis / Educational Consultant, Compass Education Strategies*  
*Steve Verhoff / Principal, Tipp City High School*

### S45

#### **A Year in the Life of an Elementary School Counselor**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Have you ever wondered how your elementary school counseling program compares to others? Are you looking for new and engaging programs and ideas for your elementary students? Learn about one school's comprehensive elementary school counseling program and plan for the entire school year, from August to June. You will gain new lesson plans and ideas for everything from welcoming new students to transitioning your oldest students to middle school or junior high, and everything in between. Participants will leave this session with lesson plans, ideas, and resources for working with students individually, in small groups, and in classrooms throughout the year. You will learn about school-wide programs for supporting students, families, and the community. The activities shared will address the academic, career, and social/emotional domains.

*Diana Arie, LSC / School Counselor, Olentangy Local Schools*

### S46

#### **Naming the Numbers: What School Counselors should Know about Existing Data for Your School**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Prepare to lessen the challenges of collecting data through identifying data sources and using these existing numbers from test scores, progress monitoring, pre/post-tests, and needs assessments. By using no cost systems and applications, you can make the numbers presentable, efficient, and easy to understand for your stakeholders.

*Andrea Polen, LSC / School Counselor, Caldwell Exempted Village Schools*

*Willamie Jackson, LSC / School Counselor, Zanesville City Schools*

### P7

#### **9:45 am - 10:45 am Friday**

### C47

#### **Creative Couples Counseling Techniques to Promote Communication, Catharsis, and Therapeutic Alliances**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Counselors who work with couples will learn advanced techniques created to prevent client relationship ruptures and promote catharsis, goal setting, and treatment planning for a well and healthy relationship. Attendees will be shown how to engage couples in creating their own miscommunication models. There will be a variety of techniques demonstrated to promote clients connecting to problem solving and creating a quality world. This topic is important to counselors who struggle with establishing therapeutic alliances with both persons in a couple relationship or have difficulty in engaging clients who are angry, distrustful, and strangers to a new therapist. These techniques are adapted ways that counselors can calm clients in an intake or following sessions.

*Barbara Mahaffey, LPCC-S / Executive Director, Scioto Paint Valley Mental Health Center*

### C48

#### **Uncomfortable: Multicultural Development in Supervision**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** Supervisors are gatekeepers to the profession and are in a pivotal position to assist in the development of counselor trainees and early professionals. The multicultural and social justice counseling competencies (MSJCC) focus specifically on the dynamics between counselor and client, yet processing these dynamics within supervision along with the dynamics between supervisor and supervisee are opportunities to practice and model broaching. This session will utilize the MSJCC as a framework within the supervision relationship and provide recommendations for ways to intentionally broach diversity in supervision and with clients. This session will address topics of broaching to be applied with same and different racial/ethnic supervisees.

*La Tasha Sullivan, LPCC-S / Professional Counselor, University of Toledo*

*Tiffany Hairston, LPCC-S, LICDC-CS, NCC / Clinical Coordinator of Outpatient AOD Treatment, Unison Health*

### C49

#### **Using Relational-Cultural Theory to Build Connections in Practice**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** The knowledge and skills needed to serve multicultural individuals integrates multiple conceptual and theoretical frameworks that draws upon cultural and ecological dimensions. Counselors may benefit from developing a level of awareness that highlights their own usage of knowledge, skills, and interventions in cultural competency while working in the community. Relational-Cultural Theory (RCT) provides a foundation for counselors to understand the importance of authentic connections with individuals while providing equitable services that promote an understanding of the counselor's awareness in the relationship. RCT assists practitioners by enhancing their clinical practices with authenticity and genuineness that foster growth producing relationships by acknowledging cultural disconnections (West, 2005). This presentation will discuss various strategies of incorporating Relational-Cultural Theory into multicultural clinical practices. Presenters will provide attendees with practical RCT techniques for effective multicultural counseling skills.

*Kalesha Jenkins, LPC / Doctoral Student, University of Cincinnati*

### C50

#### **Reconnecting the Mind and Body in Counseling**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Information about the physiological components of the human experience has exploded over the last 10-15 years and is now driving a reconnection of the mind and body in clinical counseling. The volume of this information can be overwhelming and difficult to apply to clinical practice. This session will identify some "big" ideas from the field of interpersonal neurobiology (IPNB) and from Polyvagal Theory and invite participants to self-reflect and practice in dyads, with ways to apply these ideas to counseling interventions, case conceptualization, and self-awareness on the part of the counselor.

*Patricia Polanski, LPCC-S / Clinical Mental Health Counselor, Private Practice*

### C51

#### **Let's ACT: Using Acceptance and Commitment Therapy in Career Counseling and Decision Making**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** This session will introduce Acceptance and Commitment Therapy and its applications to career counseling and decision-making. Through examining the six core processes of the model, presenters will provide an overview of ACT's main goal, to increase "psychological flexibility". Presenters will use a case study to examine ACT application to decision-making,

including acceptance of decision constraints, defusion from conceptualized career identities, and commitment to valued action. Lastly, presenters will demonstrate ACT interventions through Mindfulness and Values Clarification exercises.

*Jacqueline Hoke, LPC / Career Counselor, The Ohio State University Career Counseling and Support Services*

*Ana Berrios-Allison, LPC / Assessment Specialist, The Ohio State University Career Counseling & Support Services*

### C52

#### **The Impact of Crisis Services on Hospital Recidivism for Suicidal Adolescent Clients**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** The hospital recidivism rate among suicidal adolescents is problematic in that it demonstrates continued issues with suicidality, is costly, and compounds difficulty with functioning in a variety of areas including family, social, academic, and vocational. Data demonstrates that 16% of adolescents hospitalized for a suicide attempt or ideation have attempted or attempted again within six months of discharge (Brent, 1993). This presentation will provide data collected over 24 months that documents the implementation of a crisis program in an outpatient facility and it's outcomes.

*Derek Lee, LPCC-S / Clinical Director, Perrysburg Counseling Services, LLC*

*Paul Granello, LPCC-S / Professor, Ohio State University*

### C53

#### **What Counselors Need to Know When Working with LGBTQ People of Color**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Existing research posits that sexual and racial minorities are at a heightened risk of developing psychological disorders. Thus, it is important for counselors to know how to support LGBTQ people of color (LGBTQ-POC). Although the presence of multiple minority stressors may contribute to negative psychological outcomes, group identification and solidarity serve as protective factors that promotes mental wellness. This engaging presentation offers a holistic conceptualization of LGBTQ POC through the lenses of intersectionality and relational cultural theory and illuminates strength-based interventions to best work with this unique population.

*Stacey Diane Litam, LPCC / Assistant Professor/Licensed Professional Clinical Counselor, Cleveland State University/Moore Counseling & Mediation Services*

*Angelika Holleran / Graduate Student*

### C54

#### **Counseling Children & Adolescents: Practical Tools to Use in Your Next Session**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** This interactive presentation will provide more than 60 newly-updated interventions for counselors to use across a variety of settings and a wide range of symptom presentations in working with children and adolescents. Participants will receive a substantial resource guide designed to enhance a counselor's repertoire to engage children and teenagers through creative and ready-to-use techniques, interventions, and therapeutic tools.

*Amanda Cole, LPCC-S / Licensed Professional Clinical Counselor/ Supervisor, Greenleaf Family Center*  
*Samantha Luyster, LPCC-S / Professional Clinical Counselor/ Supervisor, Greenleaf Family Center*

### S47

#### **Becoming a Trauma-Informed School: Using a Trauma-Focused Approach to Promote Resiliency in our Students**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** It is estimated that one half to two-thirds of children experience trauma. These children are the students in our classrooms, our offices, and our hallways. Learn about our 3 year journey to shift a mindset and change the culture of our building to have a trauma focused lens to support our staff and students. Walk away with tons of ideas, resources, and strategies to train and support staff, administration, students, and an entire community through the process of becoming a Trauma-Informed School.

*Cara Sanders, LSC / School Counselor, Massillon City Schools*  
*Lindsay Hose / Massillon City Schools*  
*Patti Fogle, LSC*

### S48

#### **Developing a Standardized Suicide Protocol for School Counselors**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** School counselors are faced with caring for students before, during, and after suicidal ideation and often without the procedures and documentation occurring at the clinical level. This session will cover the development of a school district's standardized suicide protocol that evolved from a multi-disciplinary team of school counselors, school psychologists, administrators, a district lawyer, and the current ASCA Chair on Ethics. We will share out best practices that guided the development of this document and provide guidance on how districts can develop their own standardized procedure and documentation that provide protection for student's safety while maintaining the best professional standard of practice for school counselors related to procedures and

documentation. Specifically, we will share the documentation procedures of communication, consultation, and record keeping, and procedures that follow a standardized methodology and promote collaboration. After attending this session, you will be able to: 1) Understand the difference between assessment and documentation and how it applies to your professional role 2) Identify key stakeholders necessary in your district for enacting a district-wide policy and procedure on suicidal ideation 3) Learn about the key components of suicidal ideation documentation protocol and 4) Begin fleshing out a document that works across buildings and levels to ensure the safety of students and empower parents in the mental health treatment process.  
*Highland Local School Counselors & Administrative Team*

### S49

#### **The School Counselor's Role in Advocating for Students with Disabilities**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** With the passage of federal mandates such as Section 504 of the Rehabilitation Act (1973), IDEA (1997) and its 2004 reauthorization, districts have charged school counselors with the educational success of students, including students with disabilities. Learn about the school counselor's role and the challenges faced when working with this population. This presentation will explore the importance of recognizing the multiple intersectionality's of an individual's identity with a connection to advocating for students and families in navigating systemic barriers.

*Jenna Alvarez, LSC / Assistant Professor, Capital University*  
*Taqueena Quintana, LSC / School Counselor, Department of Defense Education Activity*

### S50

#### **Sending Students to Work and Earning Credit for It**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Experiential learning is powerful. This session is all about how to initiate work-based learning in your school. You will be introduced to a website toolkit to give you the foundation you'll need to provide authentic experiential learning to your students. Have questions about how to improve your current programs? Come to this session to discuss a new way of looking at Work-Based Learning through Credit Flexibility!

*Cassandra Palsgrove / Career Connections Program Administrator, Ohio Department of Education*

### S51

#### **How to Improve Programming and Your Evaluation with One Simple Tool**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** We, as school counselors, are always striving to improve programming and obtain a truly comprehensive program. As counselors in Ohio, the Ohio Department of Education has specific standards for us to meet, as well as the standards set by the American School Counseling Association. With an ever-changing population and demand for our time/abilities, how can we really determine if we are meeting standards, improving programming, or truly meeting the needs of our students? The answer is Google Forms. This presentation is designed to show you how to design a Google Form specifically for case notes. We will then get into how to analyze the data gathered from the Form in order to enhance/further develop your comprehensive program. We will also spend time understanding how to use the data collected from your Form to effectively complete your counselor evaluation.

*Stephanie Hughes, LSC / School Counselor, Sheridan High School*

### S52

#### **Who Me? Lead? Who Me? Advocate?**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Leadership and advocacy don't need to be daunting tasks added to an already jam-packed day. School counselors are already naturals at both. It's learning how to position and reflect your natural light and leadership that makes the difference. ASCA's Mindsets and Behaviors for School Counselors expect us to be leaders in our schools, districts, states and nation. (M6). ODE's standards for school counselors specifically place Leadership and Advocacy as part of our evaluation (Standard 5).

Our presentation will ask you to reflect on your day and recognize ways you're already a leader and an advocate. Two types of leadership will be explained, and participants will be challenged to brainstorm their potential opportunities to become better leaders and greater advocates for our students and our profession.

*Judy Maver, LSC / School Counselor, Akron Public Schools*

*Yvonne Culver, LSC / Program Manager/School Counselors, Akron Public Schools*

### S53

#### **Career Center Collaboration: Tackling our Issues**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This session is an opportunity to discuss issues and concerns that plague the career centers. Topics such as credentials, WebXams, internships/work, future tracking of students, acceptance requirements, credit recovery, remediation for testing, lack of time for labs and others are open for sharing. With graduation requirements changing and the over abundance of testing, it would be great to share how others are overcoming the obstacles and helping students and staff plow the roads to success.

*Kay Wise, LSC / School Counselor, Buckeye Career Center*

*Kenneth Stocker, LSC / School Counselor, Buckeye Career Center*

*Jennifer, Robinson, LSC / School Counselor, Buckeye Career Center*

### S54

#### **Courageous Coping: Helping Girls Manage Stress, Pressure and Perfectionism in a Complex World**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Today's generation of girls experience a wealth of pressures and challenges unlike any other before. From academics to sports to college admissions, girls are under a critical microscope that is near impossible to circumvent. Utilizing The Girls' Index a first-of-its-kind, national survey with 10,678 5th-12th grade girls, this presentation will dive deeper into the complex experiences of today's girls. Presenters will share strategies to help girls develop self-compassion, healthy friendships, boundaries, and the coping skills necessary for navigating stress and pressure in a demanding world.

*Lauren Morosky, LSC / Manager of Community Programs & Partnerships, Ruling Our eXperiences*

*Elizabeth Mechling, LSC / Metro Early College High School*

**P8**

**11:00 am - 12:00 pm Friday**

**C55**

**An Introduction to Emotionally Focused Therapy for Couples: Tracking Communication Cycles and Understanding Attachment**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Counseling couples can be challenging and at times may feel intimidating. Emotionally Focused Therapy for couples (EFT) is an evidence-based model of intervening with couples, providing a map to navigate complex couple cycles with attachment theory as a guide. In this session, participants will be introduced to the principles of EFT and learn how working with emotion can enhance connection and facilitate more bonding experiences for couples.

*Kristy Koser, LPCC / Co-Owner, Aporia Counseling & Psychotherapy, PLLC*

**C56**

**Incorporating Cultural Considerations in the Case Conceptualization Process**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Every client we serve possesses a distinct set of cultural values and beliefs. It is vital that we understand how our clients culturally conceptualize their distress and how they are functioning in relation to their own priorities and those of their cultural reference group. This presentation will enhance your overall cultural assessment skills and examine the cultural features of the relationship between you and your client.

*Ruthann Anderson, LPCC-S / Counselor Educator/Counselor, Walsh University/Southeast*

**C57**

**Play Therapy and Trauma: Implications for Counselors**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Play therapy is a natural means of communication for children. For many children, play therapy has been a beneficial means of exploring their exposure to trauma, which manifests in different ways for children. Within this session, the presenters will explore the use of play therapy as a means for treating children who have experienced trauma. This session will explore the use of play therapy as a means for treating trauma, and identify implications of directive and non-directive play therapy approaches for counseling practice

*Rachel Jacoby, LPCC / Doctoral Graduate Assistant, University of Toledo*

*Jennifer Rio, LPC / Doctoral Graduate Assistant, University of Toledo*

*Jane Hoffman, LSC / Doctoral Graduate Assistant, University of Toledo*

**C58**

**Doxing, Swatting, and Catfishing: Emerging Threats to Counselor and Client Well-Being**

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Digital threats have become increasingly commonplace. These threats also mean an increase in potential harm and impact on well-being. While counselors may be aware of cyberbullying, over the past decade avenues of cyberbullying have expanded to include doxing, swatting, and catfishing. These types of digital harassment have the potential to impact anyone at any location, both personal and professional. The intent of this presentation is to help counselors to identify these emerging digital threats, the impact of these threats, and potential avenues for prevention and intervention.

*David Brown, LPCC-S / Associate Professor, Liberty University*

*David Jones, LPC / Assistant Professor, Liberty University*

**C59**

**Addressing Social Anxiety in Supervisees**

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** Social Anxiety Disorder affects up to 13% of the United States population, but individuals go an average of 15 years before receiving treatment. This results in a lot of missed opportunities for those who suffer from the social, academic, and work impairment associated with the disorder. Undoubtedly, supervisors will have counselors-in-training who struggle with social anxiety and seeing clients for the first time can be a very challenging time for them. In this presentation, participants will become familiar with a Cognitive Behavioral understanding of the disorder and the beliefs and self-talk that perpetuate impairment. Furthermore, participants will be provided with a variety of ideas and interventions to use when working with supervisees who struggle with social anxiety.

*Brad Imhoff, LPC / Assistant Professor, Liberty University*

*Molly Perkins, LPC / Counselor, Family Life & Psychiatric Services*

### C60

#### Effective Practices of Triadic Supervision

*OCSWMFT CE Approved Hours: 1-S*

**Session Description:** This session aims to explore the challenges experienced by both supervisors and supervisees in applying triadic supervision within practicum and internship settings. The main goal of this session is to address effective practices for supervisors as a way to overcome such obstacles. Ultimately, it is the supervisor's role to establish an environment where triadic supervision can be successful. Attention to time management, cultivating spaces that promote trust, and multicultural considerations are examples of significant areas of consideration for supervisors. The role of the supervisee in triadic supervision is also explored. Existing literature provides a basis for understanding what contributes to positive and negative experiences in triadic supervision. However, there are gaps within the literature regarding certain practices that warrant further attention by supervisors. Acknowledging and understanding the difficulties that accompany triadic supervision will ultimately reduce the common hesitancy in incorporating this modality in counselor training.

*Mallory Adams, LPC / Doctoral Student, Kent State University*  
*Hannah Lowe, LPC / Doctoral Student, Kent State University*

### C61

#### Building a Trauma Tool Kit: Vicarious Trauma, Burnout, and Caring for Yourself

*OCSWMFT CE Approved Hours: 1*

**Session Description:** Ask yourself: when was the last time you checked in on yourself and your mental health? All too often we do not check in often enough, or know the things we should look for as "red flags". In this session we will discuss the differences between vicarious trauma and burnout, and ways to spot these signs and create changes for positive growth.

*Elizabeth Breyley, LPC / Cleveland State University*  
*Hester Rathbone, LPCC-S / Trauma Therapist/Eastern Regional Manager, Cleveland Rape Crisis Center*

### C62

#### Medical Marijuana in Ohio: What Counselors Need to Know

*OCSWMFT CE Approved Hours: 1*

**Session Description:** This presentation will provide participants with an overview of the laws and process of medical marijuana in Ohio and its application to mental health and chronic pain. Included, is a brief overview of the Ohio law pertaining to medical marijuana and mental health diagnoses, referral procedures to recommending physicians and a review of literature of marijuana's efficacy in the treatment of those conditions. A case will be presented to demonstrate how counselors can work collaboratively in this process along with a discussion of potential obstacles.

*Paula Britton, LPCC-S / Professor, John Carroll University*

*Jessica Justice / Office Manager, Compassionate Cleveland*  
*Solomon Zaraa, DO / Medical Doctor, Compassionate Cleveland*

### C63

#### Ohio Association of Multicultural Counseling and Development (OAMCD) & Ohio Counselors for Social Justice (OCSJ) Summit

*OCSWMFT CE Approved Hours: 1*

**Session Description:** This workshop is ideal for graduate students and novice counselors. Presenters will explore current multicultural and social justice issues. Participants will learn strategies to effectively address cultural diversity. The presentation promises to be both interactive and informative.

*Marisa Wallace, LPC / John Carroll University*  
*Delila Owens, LPC / Associate Professor, University of Akron*  
*Tanya Middleton, LPCC-S / Doctoral Candidate, University of Akron*

### S55

#### School-Community Partnerships to Address Impact of Trauma in Children and Youth

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Children and youth are vulnerable to trauma due to their developing brain. This session will introduce the different types of trauma and the impact it has on their behavior, emotional and mental development. The presenters will use a community-based approach to address the impact of trauma by collaborative efforts between school, communities, and families. An overview of practical interventions, strategies and resources will be provided to attendees. The presenters will engage the audience through personal success stories and discussion.

*Tahani Dari, LSC / Assistant Professor, University of Toledo*  
*La Vera Brown, LPCS / Core Faculty, The University of Phoenix*  
*Rachel Jacoby, LPCC / Doctoral Graduate Assistant, University of Toledo*

### S56

#### Suicide Assessment in the Schools: Practical Tools to Avoid Malpractice

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Working with suicidal ideation is a growing and complex part of the job for School Counselors. This presentation will provide the newest research and practical tools for school counselors to work with, assess, and talk with parents about suicide. Implications of student suicidal ideation and suicide will be discussed in relation to building / district policy, documentation, assessment, collaboration with administration and teachers, and self-care. Overall, this presentation will provide the tools for School Counselors to ensure student safety and also malpractice avoidance.

*Jason McGlothlin, LPCC-S / Associate Professor, Kent State University*

### S57

#### **The Influence of School Counselors on the College and Career Readiness of First Generation College Students**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** College and career readiness is linked to increased high school graduation rates, college attendance, and degree attainment. This presentation will discuss a quantitative study that explored first-year college students' college and career readiness factors as well as their perceptions of how their school counselors contributed to those factors. The presenter will share how first generation college students' responses varied from continuing generation college students' responses. Finally, the presenter will discuss implications and ideas for how school counselors and counselor educators can utilize this research in their own settings.

*Beth Gilfillan, LSC / Assistant Professor, Bowling Green State University*

### S58

#### **WELL: A Group Model for High School Students to Impact School Safety and School Culture**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** WELL is a group created in collaboration with Sandy Hook Promise. The goal of the group is to raise up student leaders passionate about changing school culture in talking about mental health and school safety. Sandy Hook Promise is an organization providing free school safety curriculum and group support through several programs, including See Something Say Something, the program implemented with our students. The importance of student leadership in school culture and collaboration with outside organizations like Sandy Hook Promise will also be discussed.

*Victoria Goodwin, LSC / School Counselor, Columbus City Schools  
Annie Stephens / Ohio School Outreach Coordinator, Sandy Hook Promise*

### S59

#### **Small Group Counseling for High School Students Experiencing Anxiety**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Anxiety levels are at record highs for high school students. Small group counseling is an essential part of a school counselor's role and can be an effective strategy in helping students learn about and cope with anxiety. In this session, participants will learn about a 5-week anxiety group designed by the school counselors at Auburn Career Center. Ideas for planning, implementing and evaluating an anxiety group will be shared with participants. In addition, participants will walk away with agenda's, handouts, and pre and post assessments to help implement a group at their own school.

*Sarah Noble, LSC / School Counselor, Auburn Career Center  
Dan Crail, LSC / School Counselor, Auburn Career Center*

### S60

#### **Addressing Self-Injurious Behaviors with Middle School Students**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** As student self-injury is among the most challenging behaviors that school counselors will encounter, the presenters will provide a brief overview of self-injury behaviors (e.g., causes, types) followed by a practical approach to understanding and responding to students. Additionally, the presenters will discuss parental involvement and the process of obtaining clinical mental health counseling services for middle school students.

*Candice Zablotny, LSC / School Counselor, Buckeye Local School District*

*Suzana Petkovic, LSC*

### S61

#### **Utilizing Technology to Educate School-Wide SEL Needs**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** Often feel like there is never enough time to reach all your students? Interested in maximizing your efficiency, while still meeting the needs of your building? Learn how to use a variety of video/tech tools in order to share the same message with all your students. In this session, you will get tips on how to use the technology as well as ideas on schoolwide socio-emotional experiences. There will be time at the end to explore the tools on your own device.

*Hilary Waugh, LSC / School Counselor, Oakwood City Schools*

### S62

#### **MVP: A Small-Group Intervention for Male Identity and Development**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** This program will discuss the development of a small group that focuses on fostering a positive male identity in students. This presentation will discuss the evidence that supports the need to encourage male students' healthy decision-making, positive views of themselves and their roles in society, and the benefits of future planning. The program will also explain the development of the group, explore what was learned from the initial group interventions at each grade level, and potential areas of development for the future of the group.

*J.P. Oehrtman, LSC / Assistant Professor, Bowling Green State University*

**P9**  
**1:15 pm - 2:30 pm Friday**

**C64**

**Including the Body in Counseling: Interventions to Facilitate Client Healing**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Ogden and Fisher (2015) stated that to omit the body as a target of therapeutic action is an oversight that deprives clients of a much-needed avenue of self-knowledge and change. Besides mindfulness approaches, counseling practitioners are typically not trained to include the body in their work with clients. More recent neuroscience-based research is providing more evidence of the importance of incorporating the body within clinical practice. This presentation will look at the research on body-oriented approaches and interventions from Gestalt, Dance Therapy, Dialectical Behavior Therapy, Qi Gong and Sensorimotor Psychotherapy, providing attendees with an opportunity to engage in various interventions and to process their individual experiences.

*Sarah Ann Lanman, LPCC-S / Assistant Professor, University of Cincinnati*

*Jill Minor, LSC / School Counselor, St. Ursula Academy*

*Taylor Hand, CT / Graduate Student, Access Counseling*

**C65**

**Clinical Concerns Related to Non-Suicidal Self-Injury and Suicide Risk**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Non-Suicidal Self-Injury (NSSI) occurs in approximately 18% of the pediatric population worldwide and is a strong predictor of an eventual suicide attempt. This presentation will serve to provide information on current research supported strategies for strengths-based assessment of risk so as to develop effective safety plans and conceptualize the therapeutic needs of child, adolescent, and young adult clients at risk from or engaging in self-injury. Since NSSI behaviors can be related to suicide attempts (SA), it is important to understand developmentally appropriate psychological and contextual processes associated with NSSI and SA.

*Amanda La Guardia, LPCC-S / Assistant Professor, University of Cincinnati*

*Mariah Dern, LPC / Doctoral Graduate Assistant, University of Cincinnati*

*Lauren Mongonia, CT / Graduate Student, IKRON*

**C66**

**Beyond the "Baby Blues": Diagnostic and Treatment Basics for Postpartum Depression**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Postpartum depression symptoms are

fairly common among new mothers and fathers. However, research has shown that as many as 50% of postpartum depression cases are underdiagnosed. To aid counselors in prioritizing the emotional well-being and physical health of clients who experience postpartum depression, the presenters of this program will: (a) provide an overview of postpartum depression, (b) discuss key issues that clients with postpartum depression experience, and (c) identify current evidence-based practices and resources to assist clients presenting with this issue.

*Jessica Headley, LPC / Assistant Professor, Ursuline College*

*Megan Seaman, LPC / Assistant Professor, Ursuline College*

*Samantha Pfeiffer / Doctoral Intern, University of Akron*

**C67**

**Clinical Techniques for Managing Suicidal Clients**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** This program will provide counselors of all skill and experience level, in all types of settings, with concrete, practical information on suicide risk assessment and intervention. Participants will be given resources to conduct culturally and developmentally appropriate risk assessments as well as intervention guidelines for treatment and specific strategies and approaches for working with suicidal clients. The presentation is grounded in research, but it is intended to be highly practical. Participants will walk away with a clear and practical understanding of how to work with suicidal clients in a variety of practice settings.

*Darcy Granello, LPCC-S / Professor & Director of the OSU Suicide Prevention Program, The Ohio State University*

*Paul Granello, LPCC-S / Associate Professor, The Ohio State University*

**C68**

**The Road to Resilience: Navigating Resilience-Identity Development in Childhood/Adolescence from a Multicultural Perspective**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Developing a strengths-based identity development framework for children/adolescents with multicultural backgrounds is a crucial component for the long-term success and well-being of clients/students. Often, these youth experience an array of negative challenges when constructing their identity including low self-esteem, peer rejection, mental health issues, or inadequate support systems. This interactive presentation will address these issues within a resilience-identity development framework to provide effective multicultural counseling interventions for these youth and will include an intervention tool kit that counselors can put into immediate practice.

*Mustafa Aydogan / Doctoral Assistant, Kent State University*

*Alicia Hall, LPCC-S / Doctoral Student, Kent State University*

### C69

#### **Servant Leadership in Supervision: Ethical and Practical Considerations for Supervisors**

*OCSWMFT CE Approved Hours: 1.25-S*

**Session Description:** It is hypothesized that counselors desire to become leaders for similar reasons they chose to become counselors such as; desire to help others, ambition, and enjoyment of problem solving. A positive mentoring relationship may be influential and lead to the development of future leaders in counseling professions. This form of mentorship may be provided via clinical supervision (Meany-Walen et al., 2012). Clinical supervision is a method of promoting superior professional growth and development and monitoring of client welfare between senior and junior counseling professionals (Watkins, 1997). This session will focus on how the servant leadership model serves as a lens to provide mentorship to supervisees. Servant leadership encourages individuals to prioritize and attend to the needs of others (Northouse, 2016). The session will elaborate on the nature of the servant leadership as well as traits and behaviors of ethical supervisors practicing through a framework of servant leadership.

*Annalise Fisher, LPC / Licensed Professional Counselor, Comprehensive Behavioral Health Associates*  
*Staci Tessmer, LPCC-S / Clinical Counselor/Program Director, Premier Behavioral Health Services*  
*Cassandra Storlie, LPCC-S / Associate Professor, Kent State University*

### C70

#### **The 5 Most Recommended Efficacious Treatments for PTSD**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** Posttraumatic Stress Disorder is a debilitating disorder that many experience as a lifelong struggle. Although there are many treatment options available, deciphering which treatments are not only recommended, but efficacious, can be difficult to distinguish. This presentation identifies the five treatment modalities most consistently recommended for PTSD published as the only counseling-specific research to date. Comparison studies and training requirements of each modality are discussed.

*David Blankenship, LPCC-S / Visiting Assistant Professor, University of Akron*

### C71

#### **Building a Trauma Tool Kit: My Client Disclosed, Now What?**

*OCSWMFT CE Approved Hours: 1.25*

**Session Description:** It is estimated that roughly 70 percent of all adults in the US have experienced a traumatic event at least once in their life. Prevalence like this indicates that it is likely throughout your counseling career you will encounter disclosures of traumatic events. This session provides tools for counseling professionals to care for themselves, as well as, techniques and interventions to use with clients. Ethical dilemmas, countertransference, and

vicarious trauma are among topics discussed through small break out groups.

*Hester Rathbone, LPCC-S / Trauma Therapist/Eastern Regional Manager, Cleveland Rape Crisis Center*  
*Elizabeth Breyley, LPC*

### S63

#### **Updates from ODE: Initiatives to Support the Whole Child and Ohio's K-12 Social and Emotional Learning Standards**

*OCSWMFT CE Approved Hours: NA*

**Session Description:** The Ohio Department of Education (ODE) strategic plan for education, Each Child, Our Future, articulates that we all must work together with parents, caregivers and community partners to help schools meet the needs of the whole child. In this session, ODE leaders from the Center for Student Supports will present key initiatives that support the whole child. The session will also provide an overview of Ohio's newly adopted K-12 Social and Emotional Learning Standards.

*Stephanie Siddens / Senior Executive Director, Center for Student Supports, Ohio Department of Education*  
*David Baker / Executive Director, Center for Student Supports*



**A**  **CCC**  
**ALL OHIO COUNSELORS CONFERENCE**



**See you next year!**