



NewsCaster

Nassau Counselors' Association, Inc. - A affiliate of New York State School Counselor Association
1993-1994 NYSACD Award-Winning Newsletter & 1996-1997 NYCA Award-Winning Newsletter

VOL. 57 NO. 2

DECEMBER 2012

Career Day 2013

Friday, March 15th at
BOCES Barry Tech
8:30-12:30



What do you want to do when you grow up?

Career Day is FREE and open to 8th grade students. If you are interested in attending or would like to volunteer to assist with the days' events, please email:

Tara Bilicki
tbilicki@mail.nasbooces.org

New Counselor Breakfast Workshop

to be held in March of 2013.

This is a workshop for school counselors new to counseling and/or Nassau County schools.



The date and place as well as more information will follow in our next Newscaster.

If you are a new counselor and wish to be considered for this event, please contact Sue Sklar at ssklar@bellmore-merrick.k12.ny.us and/or Ronni Smithline at RSmith9560@aol.com.

We look forward to seeing you in March!

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In this issue

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FROM THE PRESIDENT'S CORNER



Dave Follick

Over the last few weeks, many of our families, students and colleagues have been impacted by Hurricane Sandy, as counselors we are needed now more than ever to help our communities overcome the devastation that Sandy delivered to Long Island. Students have missed college applications deadlines, school counselors are trying to complete letters of recommendations. This will not be an easy year, but come spring the graduating seniors will be smiling as they hold their college acceptance letters in their hands.

I know as an association, NCA helped support the Ronald McDonald House at our annual holiday party recently held at Westbury Manor which was sponsored by Briarcliffe College. At this wonderful event, all attendees took the time to make gift bags for families who needed some holiday cheer. This small holiday gesture will bring joy to many families.

As we look towards 2013, NCA is planning many exciting programs and continuing to offer generous high school and graduate students. Please take the time over the next few months to "nominate" a colleague or student who "has gone above and beyond the call of duty". NCA wants to be able to recognize the accomplishments of these special people.

I believe that Hurricane Sandy has brought our counseling community closer and I look forward to seeing many of you at our upcoming events.

In closing, I wish you and your families a happy and healthy holiday season.

Dave Follick

NCA President 2012-2014

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Our event makes available over 300 college representatives nationwide to Long Island high school students and their parents.

BUT THIS EVENT DOESN'T RUN ITSELF!

Whether you are EXPERIENCED, NEW, RETIRED, or new to the counseling profession as a STUDENT, there's a job for you!

Come network and learn about the colleges available to your students, and give back to your professional organization! **While the event takes place from 5:30-8:30 pm, we could use whatever time you can give us!**

Does this sound like you? Then MARK YOUR CALENDARS and contact: Joy-Anne D'Anca at jdanca81@gmail.com

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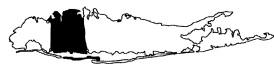
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- **COLLEGE COUNSELOR OF THE YEAR** - someone in the college counseling setting (admissions, financial aid, student services, etc..) who has contributed to the counseling profession at large; has led, mentored and supported professional development of counselors and has been involved in a broad array of professional activities.
COMMITTEE CHAIR: Dianne.Guarino@ncc.edu
- **EXEMPLARY GUIDANCE PRACTICE AWARD** – recognizes a guidance practice currently in operation that is innovative, specific and easily adaptable to other schools.
COMMITTEE CHAIR: ragrusa@sewanhaka.k12.ny.us
- **HIGH SCHOOL STUDENT SCHOLARSHIPS** – any current high school senior planning to pursue higher education who demonstrates evidence of concern for others through leadership or participation in an activity that is devoted to helping people.
COMMITTEE CHAIR: joeimatt@aol.com
- **MARIE QUINN GRADUATE STUDENT SCHOLARSHIPS** – any student in a graduate counseling program who has completed at least one year/12 credits and demonstrates academic excellence and commitment to the counseling profession.
COMMITTEE CHAIR: ssklar@bellmore-merrick.k12.ny.us
- **SCHOOL COUNSELOR OF THE YEAR** – a professional counselor who makes extraordinary contributions to students, school and the counseling community.
COMMITTEE CHAIR: mallen@eastmeadow.k12.ny.us

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It's easy to say we wish we could help those halfway across the country affected by a natural disaster. It's another thing to drop everything at a moment's notice and fly off to be a Red Cross disaster mental health volunteer.

By Judi Schmitz www.sc.hoolcounselor.org

It's not surprising that a school counselor would want to help others, but ever since adolescence I knew working with individuals who had faced tragedy and hardship was something I was born to do. Community service led me to where I am today, working with students and their families within the educational system. A few years ago, I learned through ASCA that school counselors would soon be able to be disaster mental health volunteers for the American Red Cross, a position that was previously reserved for licensed mental health workers only. That was all I needed to hear. At that moment I knew this would be my next venture.

At the 2009 ASCA Annual Conference in Dallas, the Red Cross offered its Foundations in Mental Health course, which is the first step to becoming a Red Cross disaster mental health volunteer. I eagerly signed up and took the course. Later that summer I contacted my local Red Cross chapter, and my husband and I completed the requirements to become volunteers. Initially I didn't have the time to get involved much because of work demands and serving as the Pennsylvania School Counselors Association president.

Periodically I would get calls from the Red Cross when they needed Disaster Action Team volunteers to report to a site, typically a fire location. I felt guilty because I rarely could go on a call, but the disaster volunteer services supervisor encouraged me to stay involved. In the spring of this year, when the southern part of the country was hit with an unprecedented number of natural disasters, I received an e-mail from my Red Cross chapter looking for volunteers to deploy to the South to help with the aftermath. I didn't hesitate. I responded that I would be interested, although I had no idea if my school district would give me a temporary release or if I would have my husband's support to go. I told neither at first and waited to hear from the Red Cross. I was excited to learn that I had enough training and that mental health workers were in high demand. I completed the necessary paperwork and received encouragement from my husband.

Moving Fast

The call came on Mother's Day. Could I leave the next morning for my deployment? I desperately wanted to go but knew, practically, that I couldn't leave without my school district's approval. Since I couldn't deploy the next day, I declined with the hope that the call would come again. On Monday morning I talked with my principal and the district human resource director and received their support. I wrote a letter to the district requesting a two-week unpaid leave of absence, and the process was set in motion. Within an hour the call came from the Red Cross, and the superintendent granted my short-notice request. Not only did I receive approval, but the district offered three

days of my leave to be utilized as professional development. This gesture was indicative of the value my district placed on this experience.

With airline reservations made and only 24 hours to prepare, I had to move quickly. First, I had to find backup for my school counseling responsibilities. Fortunately, I had kept to my schedule, and most of my guidance lessons were completed. I arranged for another elementary school counselor to be on call for emergencies, notified the building staff that I would be leaving and announced to the students that I would be helping families in Georgia. Then I went home to pack. I left the next day for Atlanta, facing many unknowns, including my exact destination, my living arrangements or with whom I'd be working. All I had was a phone number to call when I arrived. Everything fell into place from there.

I joined three other volunteers at the car rental desk, and we were off to the Atlanta headquarters of the American Red Cross. We participated in a brief orientation on the tornado destruction in the state, completed paperwork, received a cell phone and a car and headed out to a small headquarters in northwest Georgia, where we lodged in a budget hotel with other Red Cross volunteers. The next day we received our assignments and began our work. I was assigned to a team that included two caseworkers and a nurse. We traveled to homes that had major damage or were destroyed. As a team we assessed their needs, made referrals, provided medical assistance and emotional support. Most importantly, we listened. After five days in Georgia, my assignment changed, and I headed to Birmingham, Ala. I was sent to a much larger headquarters set up in a former retail store. I was amazed at the organization of the disaster response system, which was managed and operated by well-trained volunteers. They all had their place, their specialty and their unique dedication to the Red Cross' mission. In addition to supporting individuals at their homes, I spent time in shelters working with those who had no place to go.

Bringing Out the Best

Traveling through tornado-ravaged communities was a humbling experience. Some neighborhoods suffered little or no damage, while others were completely destroyed. Nature can be very cruel when one property remains untouched while the adjacent property is nothing but a pile of rubble that was once a home. Possessions that were once relatively meaningless reminders of the past became precious collectables in the hands of those who lost so much. One woman held her daughter's Red Cross swimming card earned by passing a swimming test in the early 1970s. This small

CONTINUED ON NEXT PAGE

piece of paper had now become a treasure.

Disasters bring out the best in people, or so it seemed. Communities came together, and everyone did what he or she could to help. The volunteer spirit was easy to see. Community centers aiding in the disaster relief were everywhere. In addition to services offered by the American Red Cross and the Federal Emergency Management Agency, stations were set up by community leaders to provide water, food, clothing and other services for those in need. Free haircuts and many other services were offered. I met a woman who set up her sewing machine inside a shelter to help tailor and mend the secondhand clothes to fit their new owners. Everyone seemed to contribute.

Inspiration was all around. I marveled at the resilience of many but particularly a married couple I met who not only lost their home but the general store they owned, which was only a short walk from their home. As a disaster mental health volunteer, I was sent to help with their emotional needs, but as I stood with them overlooking their properties, I wondered who was receiving the most out of the meeting. They had lost everything, yet they could still speak of being lifted in the air while clinging to each other as the tornado hit. These amazing individuals believed they would get their lives back again, and they knew the importance of being alive and of their place in the community. Their house was destroyed, but their strength remained untouched by the disaster.

My eyes were opened to rural poverty, which was different from the urban poverty I am used to seeing. It was hard to realize that so many families and individuals who had little to begin with now had most, if not all, of that taken away. One family had lost everything a few years earlier and had relocated from Louisiana after Hurricane Katrina. Another family had recently completed rebuilding after a fire destroyed their home a year ago. I was impressed by the generosity of families and communities. Those fortunate enough to have been missed by the tornado opened their homes, their hearts and their wallets. People really did take care of each other. Traveling through Georgia and Alabama, I experienced the expansiveness of our country. The Red Cross had given me the opportunity to reach beyond my home, my school, my neighborhood and my state. I was reminded how easy it is to help others. As a school counselor, I felt prepared to be a part of the disaster mental health team, and I am appreciative of this enriching, life changing opportunity. My volunteer experiences have reshaped my thoughts on humanity, and the connections I made have strengthened and enhanced my skills as a school counselor. Coming home wasn't the end, but a stepping-off point to continued volunteerism. As I shared my experiences during classroom lessons with my students, I was able to teach them firsthand the importance of helping and caring for others. We are all part of a team, whether it's the Red Cross, a school classroom or our family. We all have times when our team needs assistance and care. My wish is that we can all be ready to lend a hand when the need arises.

Judi Schmitz is an elementary school counselor for the Methacton School District in Pennsylvania. She can be reached at jschmitz@methacton.org.

ASCA School Counselor | september october 2011

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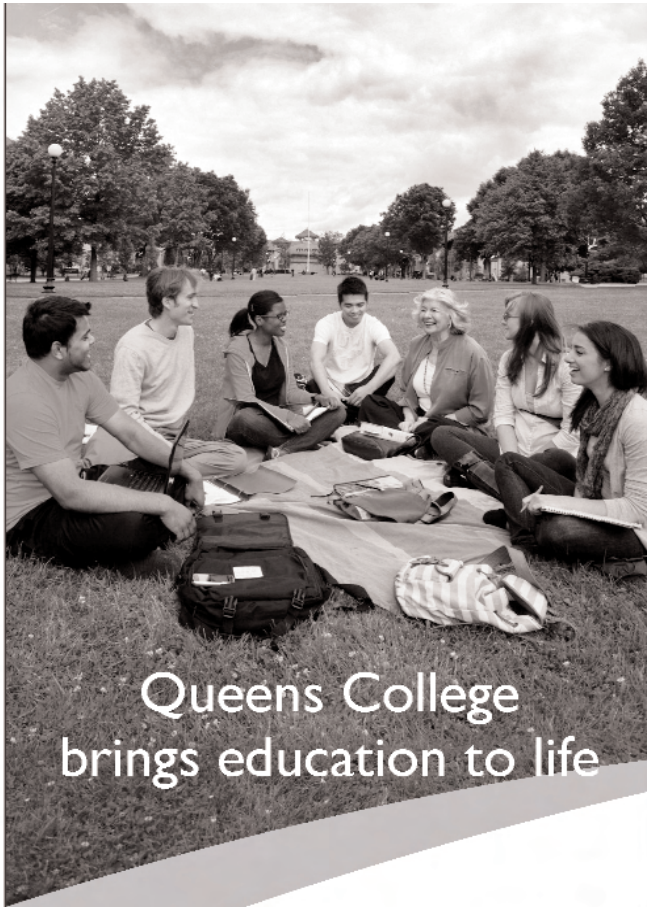
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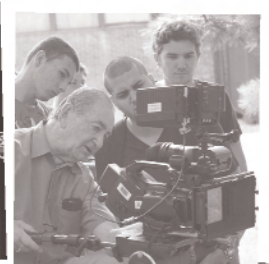
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Fall 2012 College Expo

*on the following three pages
Enjoy the accompanying pictures*

Sunshine greeted the approximately 2,500 students and parents who visited SUNY Old Westbury's campus for NCA's 32nd Annual Fall College Expo on Sunday, September 23. Representatives from more than 200 colleges were on hand to share information about their colleges. In addition, workshops were offered on Financial Aid, Preparing for College Admissions, Students with Special Needs, and NCAA guidelines for the College Athlete.

This year we implemented an exciting addition to the "Expo Experience." In order to keep pace with technological advances, we encouraged the high school students to register for bar codes. This enabled the college reps to use scanners to "capture" the student information, thus saving students the tedious and time-consuming task of writing out postcards. Since this was our initial attempt at this process, it did create a few delays. However, the response from the college reps was overwhelmingly positive.

As a long-time NCA member I have always been proud that our association has been able to offer our high school students and their parents the opportunity to gather information that will help them to make informed college decisions. I was particularly proud that a total of 40 NCA members volunteered their time on Saturday to set-up for the Expo, or on Sunday to actually work at the Expo.

Volunteering at the Fall and Spring College Expos provides our members at each level of the career spectrum the opportunity to interact. Counselor Education students, employed counselors, and retirees all pitch in to make the day a success. In addition, because of the myriad number of tasks involved, counselors working in middle schools, high schools, and colleges all contribute their time and talents. Personally, I find this interaction between colleagues to be one of the most gratifying aspects of the Expo.

This was the twelfth year that I have been involved in the planning and organization of the Fall Expo. Each year I am impressed by the commitment of our volunteers. Once again,

Christina Russo, Associate Director of University Admissions at Adelphi University handled the critical role of recruiting volunteers. It is always difficult to ask someone to give up precious family time on a Sunday afternoon. However, Christina was successful in reaching out to our membership, and securing the necessary number of volunteers. Ryan Kase, also from Adelphi University, shared his expertise with the Fall Expo by serving as our "trouble shooter" for the day. He helped to coordinate the volunteers' assignments, assisted with the college rep check in, and "jumped in" whenever an emergency arose.

For those of you who have never attended one of our College Expos, it is difficult to describe the volume of people attending and the pace of events.



Thousands of high school students accompanied by their parents meet with hundreds of college reps during a three-hour time period. In addition, we offer one-on-one counseling to the students and their parents. At our "Where Do I Begin" table, experienced counselors help to refine the students search process. The students can then visit one of our seven computer stations where counselors conduct individual college searches. The parents and students also can attend one or more of our

workshops. To say that this is a "fast-paced environment" is an understatement! However, what I find most amazing is the fact that this is a totally volunteer effort!

Our workshop presenters were also key figures in the success of the Fall Expo. I would like to thank Jackie Nealon from NYIT, Richard Gatteau of SUNY Stony Brook, Shantey Hill from LIU Post, and Allen Tinkler, a NCA retiree, for their excellent presentations.

NCA's Fall and Spring College Expos are really a "Win/Win" situation for our Association. In addition to providing a valuable service to our students and their parents, the profits generated by the Expos fund our high school and counselor education scholarships, and the Speakers' fees at CAP and our other programs. So next time around, please consider volunteering!

I am happy to announce that Debra Strell, Director of Guidance for the West Hempstead Schools, joined our team as Co-Chair of the Fall Expo. Much of the credit for the success of this year's Expo must be given to Debra. In addition recognition must also be given to the following people. Gloria Schetty-Plante, of Laurel Publications, handled the college registration and scanner distribution, and also the high school booklet distribution. Cynthia Rossi, newly retired from her position as Director of Guidance at Carle Place, and Co-Chair of the Expo, shared her excellent organizational skills with the committee. Last, but by no means least, Mary Marquez Bell, the Vice President of Enrollment Services at SUNY Old Westbury, and our third Co-Chair. Mary has always given unselfishly of her time, and under her leadership SUNY Old Westbury has always been most generous in offering their facilities and staff support to our Fall College Expo. Each year Mary recruits a group of Old Westbury students to help on both the day we set-up and at the Expo. Hard working and extremely capable, these young people are a wonderful reflection of the caliber of Old Westbury's student body.

The following NCA members served on the Fall 2012 College Expo Committee:

Liz Antinori, Margaret Barnes, Michelle Bearman, Diane Bonilla, Lorraine Caggiano, Joy-Anne D'Anca, Christine Dalia, Adela Dookhan, Stephanie Falciano, Dave Follick, Jaclyn Forman, Kristen Genscheimer, Bob Germino, Joe Gugliemo, Diane Hairston, Laura Imperio, Joe Izzo, Ryan Kase, Donna Katzman, Abenie Lazard-Edma, Christina Lofaso, Ramses Malpica, Angela McAleese, Hillary McGrath, Laura Ok, David Oroza, Lisa Phillios, Ray Polk, Chris Re, Rory Redmond, Zoraina Rodriguez, Theresa Sanchez, Fern Schanback, Jane Segardelli, Danielle Simon, Denise Skala, Ronnie Smithline, Jessica Specht, Jennifer Spiteri.

Our Thanks to All!

Ann Thompson, Fall Expo Committee

→ → → → **More Pictures** →



Fall 2012 Fall 2012 College Expo



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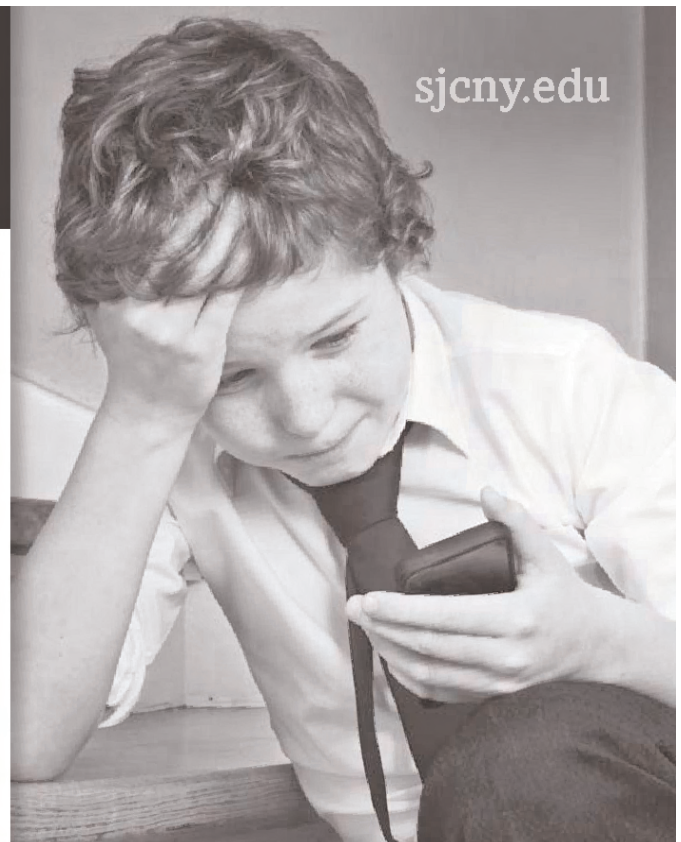
Parry Aftab is a US lawyer, child advocate and expert in all aspects of cyberlaw, best practices, cyberbullying and cyberharassment, cybercrime and privacy. She is also a risk-management and best practices consultant and advisor.



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*Additional questions? Please contact **Joy-Anne D’Anca** at jdanca81@gmail.com or **Michael Hearne** at mhearne@slingshot123.com*

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Happy Holidays

By Christine Plackis, LCSW, Ph.D. *is a school social worker at Floral Park Memorial High School, School Social Work Association of America/Oxford University Press Advisory Board Member, and Past President of the New York State School Social Workers' Association.*

Academic Success for Adolescent Children in Families Impacted by Alcoholism

From the School Social Worker:

John was an 8th grader with a generally benign discipline record who was in the principal's office being questioned as a witness to an incident between the teacher and another student in one of his classes. During this interaction, Principal Smith perceived him to be a respectful young man but observed John to be particularly sullen, making little eye contact, and at points unusually jumpy and nervous. Concerned by his behavior, she decided to inquire with Pupil Personnel Services about his background; she discovered that he is a below average student with inconsistent attendance, yet his academic testing reveals him to have an IQ around 120. The principal also learned that John's father is a recovering alcoholic with a volatile temper, his mother is suffering from depression and anxiety, and his elementary school sister's behavior is out of control at home – both verbally and physically. Principal Smith ponders how she and her staff can support John academically and in his social/ emotional growth. She also wonders how many other students in the building might be just like John – and does anyone know about them?

In getting to know John, we learn that his father had a serious alcohol problem from the time John was a toddler until around age 12; his recovery process only began consistently when John was about 14. When John's father was drinking he was verbally abusive to the entire family; he was also occasionally physically abusive to John's mother. When John arrived in 7th grade at his junior/senior high school, it wasn't until the middle of the year that he came to the attention of the building's Child Study Team and his mother disclosed that he had been in therapy and diagnosed with Post Traumatic Stress Disorder as a result of his father's behavior towards the family, which was so terrorizing to them that John often talks about his childhood memories of his mother locking him, his sister, and her in the bathroom for safety with his father banging on the door so hard they prayed it wouldn't give; they remained there until he passed out or left. John's father is now in recovery; but John reports to his counselor and the school social worker that his father's temper is still an issue in the family. His mother is not working consistently and confides in the school social worker that she continues to struggle with depression and anxiety – and neither John nor the family is attending any kind of counseling outside of school due to financial issues.

John's story is becoming a common occurrence in high schools across America. As the economy declines, increasing numbers of Americans are out of work and turning to substances for comfort; when they are interested in getting constructive support they are often unable to due to lack of income and/ or insurance. The adolescent children of these adults are your students and without the life experience to process the trauma of addiction and subsequent family discord, their academic futures are in jeopardy. The Substance Abuse & Mental Health Services Administration (SAMHSA) reports that more than a quarter of the children in the United States will be exposed to a traumatic event before turning 4 years old (2011) and a study by the National Institute on Alcohol Abuse and Alcoholism estimates that approximately one in four children is exposed to familial alcohol abuse/ dependence prior to age 18 (National Institute of Health, 1999); John exemplifies both of these statistics. The SAMHSA study further demonstrates that youth exposed to trauma were more likely to have experienced other problems including missing more than one day of school per week and using alcohol, tobacco, or marijuana. If schools wish to responsibly educate these students, it seems then they must also help them to cope emotionally. In fact, a recent SAMHSA study found that trauma-informed care improves behavioral and emotional health of children and can lead to improved school attendance (2011).

So how are trauma responses and family addiction linked? The signs of a post-traumatic stress disorder (PTSD) include often appearing nervous or jumpy/ scaring easily, having difficulty trusting people, having difficulty sleeping or concentrating, and often acting out in anger. John manifested all of these signs as reported by his mother to the Child Study Team – which prompted a psychotherapist to give John the PTSD diagnosis as a child.

continued on the next page

SIDE BAR***Signs of Post-Traumatic Stress Disorder:***

- ***Student sees the event happening again, sometimes while awake***
- ***Student acts out the event during recreational play***
- ***Student fears items or places linked with event***
- ***Student appears nervous or jumpy, or scares easily***
- ***Student has difficulty trusting people***
- ***Student demonstrates difficulty concentrating***
- ***Student often acts out in anger***

Successfully helping teens affected by a parent's addiction is contingent upon identifying them. Students impacted by familial addiction may be in the following places at school: the health office – these students typically have more physical complaints than others and may make more frequent trips to see the nurse; Student Support Services – these children may frequently seek the assistance of a school counselor for many issues except a parent's alcoholism; in a multitude of extra-curricular activities – students may overextend themselves in an effort to avoid being at home; involved in the disciplinary system at school – chaotic homes may not provide the opportunity for teens to learn how to successfully navigate school rules and authority; and finally, in honors classes, winning awards, or playing competitive sports – these students can become overachievers in the hopes of restoring family order with their accomplishments (Newsam, 1992). There are behavioral indicators of parental addiction as well. Students living with an addicted parent typically exhibit one or more of the following behaviors: appearing withdrawn – going out of their way to be alone and do things by themselves in an effort to hide a parent's drinking from others; rebelliousness – these are the students that come to attention of administration with discipline issues; perfectionism – these students are overly committed to being the absolute best at everything they do in order to make others like them; and, as the “class clown” – these teens use their sense of humor to please others and hide the fact that they feel so different from everyone around them (Nassau County Dept. of Drug & Alcohol Addiction, 1991).

SIDE BAR***Avenues of Identification for Students Affected by Parental Addiction:***

- ***The school health office***
- ***The Student Support Services office***
- ***Students involved in many extracurricular activities***
- ***Students frequently in administrators' offices***
- ***Students in high achieving classes and activities with perfectionist tendencies***

Once students impacted by familial addiction have been identified, supportive services are the key to insuring their academic, social, and emotional success as young people. John's case provides an example of such. He is now in the 10th grade. As a result of assessment completed during 8th grade, it was determined that in addition to PTSD, he was suffering from depression that was substantially impacting his ability to function academically; this qualified him for IDEA services. He now receives a resource room and small class setting for math; he also receives weekly individual counseling with the school social worker, where a trauma-focused cognitive behavior therapy is employed to help him become more aware of how his thoughts about his traumatic childhood impacts his current life functioning. With the assistance of his school counselor, John was placed in a character development/ mentoring program beginning in 9th grade that includes visits to local colleges with the goal of helping at-risk students to see their full potential and motivate them for post-secondary education. As John has expressed interest in a law enforcement career, the social worker will arrange for him to meet with a local police officer this year to discuss the requirements of such a career; she also worked with his school counselor to place him in the school's Criminal Justice

continued on next page

elective course in Social Studies. The social worker and the school counselor regularly invite John's mother in for informal meetings that sometimes include his resource room teacher; John's father also gets his own invitation to all school meetings involving academic planning for John. His resource room teacher maintains consistent contact with all of John's teachers and then provides that feedback to his mother; teachers also regularly stop in to Student Support Services to check on John's home status. At his 9th grade spring planning conference last year, it was noted that his attendance had shown some improvement and John passed all of his classes for the first time since entering junior/senior high school.

NEXT STEPS

- ***Identification of students in families with addiction: faculty and staff should have an understanding of the arenas where these teens may be found.***
- ***Connection: students identified or strongly suspected of having an addicted parent by faculty, staff, or administration should be connected with Student Support Services – optimally by an adult in the building that the student already has a trusting relationship with.***
- ***Parent Involvement: Involve parents to every extent possible, make the school a welcoming and safe place for them to get connected to administration and student support services***
- ***Assessment: once the student has been identified and parents have been involved, assess the student's academic and social/emotional functioning; are IDEA services appropriate? If not, what informal supports exist in your building to assist this student?***
- ***Services: IDEA services – resource room, smaller class settings, school counseling as part of the Individualized Education Plan. Building resources – Student Support Services, mentoring programs, clubs, sports, school/ community partnerships that may encompass vocational opportunities, Big Brother/ Big Sister programs, etc.***

It is important for principals to remember that although as administrators and educators we actively campaign against substance abuse, in many communities, alcohol use in particular is a socially acceptable pastime for adults and teens alike and some parents see it as a rite of passage; it is okay because they too experimented as teenagers. Educating children today then poses complex circumstances for intermediate/ secondary principals; the reality is that students in your schools are directly and indirectly exposed to substance abuse on a daily basis yet addressing such a problem is not a primary facet of the mission of schools. Compounding this reality is the notion that a great deal of “current school improvement policy and practice marginalizes interventions related to such problems” (Adelman & Taylor, 2011). However, these same authors point out – and the current piece supports their position – that a continuous focus for schools must be the promotion of healthy development and fostering a positive school climate. Successful achievement of this mission involves reducing barriers to learning and in doing so, showing an appreciation for the biological, social, emotional, and cultural factors that provide the context for our students' lives.

SIDE BAR

The Role of the School Social Worker: (Adapted from School Social Work Association of America)

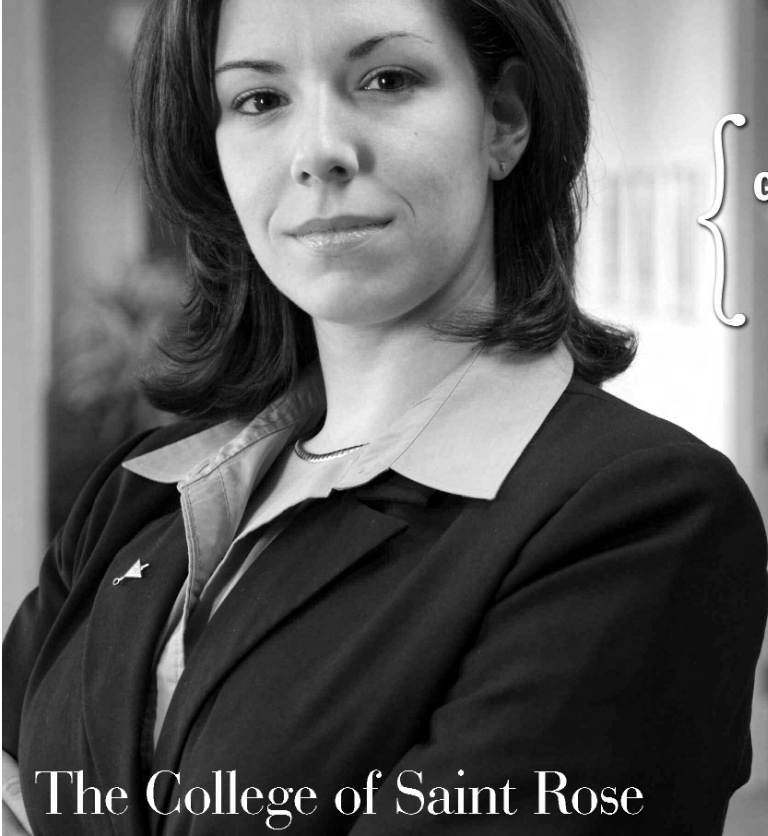
- ***Employed by school districts to enhance the academic mission by providing services which strengthen home/school/community partnerships.***
- ***Actively addresses barriers within the child, home, school, and community that interfere with student achievement.***
- ***Engages in practice that includes assessment, crisis intervention, home visits, conflict resolution, individual and group counseling, consultation, program development, and coordination of school and community services for both the mainstream and special education populations.***

ADDITIONAL RESOURCES**Center for Mental Health in Schools****UCLA Department of Psychology****P.O. Box 951563****Los Angeles, CA 90095-1563****<http://smhp.psych.ucla.edu>****School Social Work Association of America****Frederick Streeck, MSW, ACSW, Executive Director****P.O. Box 1086****Sumner, WA 98390****www.sswaa.org****United States Department of Health & Human Services****Substance Abuse and Mental Health Services Administration (SAMHSA)****1-877-726-4727****www.samhsa.gov****REFERENCES**

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National Institute of Health (1999). One in four children exposed to family alcohol abuse or alcoholism. *NIH News Advisory* (December 30, 1999). Contact: NIAA Press (301) 443-3860.




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For Dara Pallatto, Saint Rose was great training for life *after* Saint Rose.

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Actually, a lot of opportunity. I did a lot of fun things, like meeting "The Real World" and "Road Rules" cast members and actually competing against them. I also loved being an RA and planning events through the Student Events Board. The event planning was a training session for the real world. That prepared me for dealing with my daily responsibilities as an executive financial planner for Ayco, a subsidiary of The Goldman Sachs Group.

Same with the BS/MBA. I remember having to do a marketing plan for an actual local business. They're depending on you for their success. We learned how to work in teams, speak publicly and handle pressure—because we did all those things as part of class. I feel earning both degrees at once, plus my internship, gave me a two-year head start on my career.

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Welcome to NCA

My name is Ronni Smithline and I would like to introduce myself as the Counselor Advocate for the NCA 12-13 school year. I have been retired from the Port Washington Schools as District Director of Guidance for the past five years, but have remained very active in the school counseling community. In addition to being an administrator for many years, I was a school counselor and teacher of English/Reading for many years. So, if you are new or not so new to the business and need an ear or wish for any type of assistance, please feel free to contact me. No questions are silly and I will attempt to dialog with you as needed. Even if you have no questions, please let me know if you are new to Long Island counseling and where you are presently working so that I may welcome you properly. If you are a job seeker and would like me to review your resume, please feel free to forward it to me. I can be reached at RSmith9560@aol.com. Please look on the NCA website at www.nassaucounselors.org for all upcoming events and timely information. I look forward to hearing from you and good luck with your new positions!

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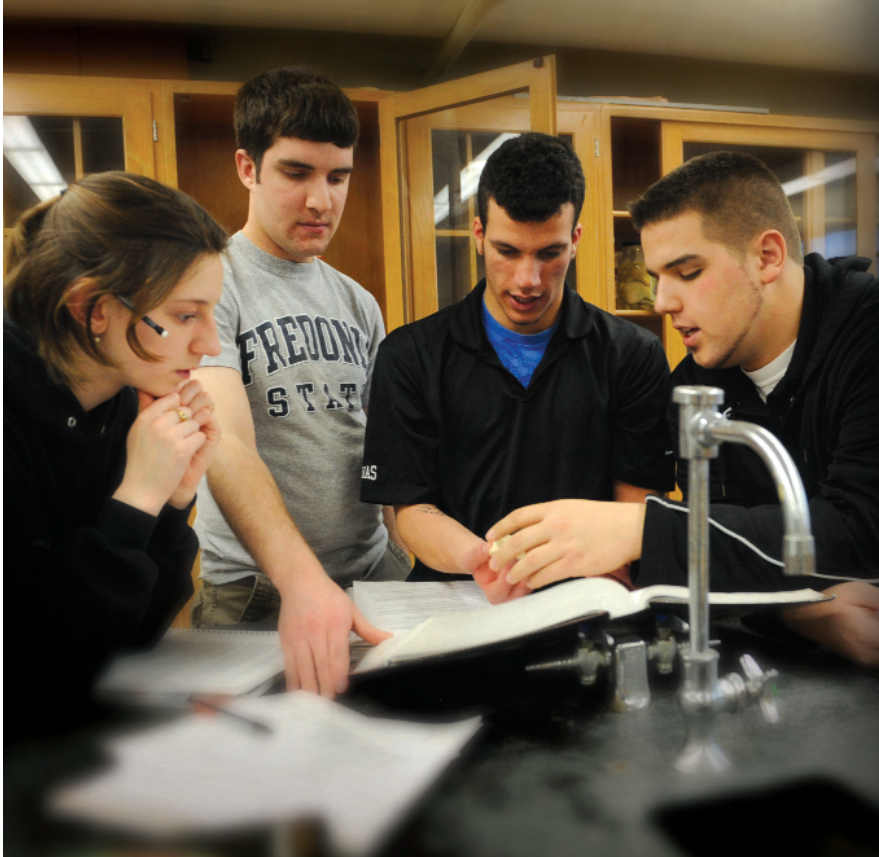


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NCA KICKOFF MEETING

Kimberly Vereline, Molloy College

On Tuesday, October 16th, Nassau Counselors' Association kicked off the beginning of what certainly will be another successful year. Members of NCA gathered at the Woodbury Country Club to network with colleagues, enjoy excellent food, and participate in developmental activities.

Even though we could not be under the tent this year, it did not keep us from the opportunity to enjoy cocktails and hors d'ourves. After catching up with friends, the program began with an introduction from the NCA President Elect, Christine Murphy. Christine graciously welcomed everyone and spoke about our organization and the benefits of becoming involved. Marguerite Lane, Dean of Admissions at Molloy College, spoke about the new things that are happening at Molloy College. She also spoke about our first year of having Residents on campus.

The committee made a decision again this year not to have a speaker for this event. Instead, we chose to show a series of movie clips that promote character education. After each clip, we presented a question and asked each table to discuss how they would relate each topic and question to the counseling profession. Our facilitator, Joe Weinstein from Molloy College, did a great job keeping the discussions moving and getting people to share their thoughts on each topic.

Overall, the evening was a great success. The food, atmosphere, entertainment and fantastic guests, made for a relaxing and enjoyable kick-off event. Judging by the feedback from several people, the change in format for the evening was positively received again this year. Thanks to everyone who participated in planning this event. Special thanks to all of those people who took time out of their hectic schedules to attend. It would not have been a success without you. For those folks who couldn't make the meeting, you were missed, and we hope that you will join us at our next NCA event.



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NAME Shequanna Cooper, *Molloy College, '13* MAJOR *Biology/PreMed*
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