

Counselors SPEAK: Connecting Carefully, Candidly and Courageously



OKLAHOMA
Education



OSDE Student Support Panel



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Before The Conversation

Friday, June 12, 2020 1pm

Why are we here?

To provide Oklahoma Counselors a forum to:

- **S**hare thoughts and concerns in a safe space
- **P**rocess possible causes and solutions
- **E**ducate, equip, and empower one another
- **A**ct, plan and implement
- **K**eep the conversation going

What's the conversation?

- COVID-19 (health & safety)
- CounSELing with Care (candid and careful conversations)
- Citizenship (behavior and appropriate responses)
- Cultural Diversity & Equity (racial and cultural tensions/differences)

COVID-19

Preparing for the health and safety of students and staff—*School counselors deliver counseling programs that are based on data-informed decision making-- ASCA*

Coronavirus/COVID-19

- Oklahoma cases: 7,848 (up 146 last 24 hrs/368 in 48 hrs)
- Current Oklahoma deaths: 359 (up 2 last 24 hrs/4 in 48 hrs)
- Current Oklahoma recovered: 6,391 (up 128 last 24 hours)

*As of June 12, 2020, [Oklahoma State Department of Health](#)

Why this matters?

SY 2019-2020:

- 703,650 Students
- 43,050 Teachers
- 1,560 Counselors



Friends, Teachers, Counselors,
Neighbors, Siblings, Parents, Other
Relationships affected by COVID-19

Cases [Deaths]*

- 122 [0] -- Age 0-4
- 372 [0] -- Age 5-17
- 2,212 [5] -- Age 18-35
- 1,741 [8] -- Age 36-49
- 1,620 [57] -- Age 50-64
- 1,781 [289] -- Age 65+

*As of 6/12/20

November 2019: OSDE Facts Facts SY19-20

<https://sde.ok.gov/sites/default/files/documents/files/Fast%20Facts%20February%202020.pdf>

Coronavirus/COVID-19 - 2

Considerations as we Return to Learn

- Mental readiness of students and staff
- Physical safety of students and staff
- Verbal readiness of students and staff
- District/site protocols and procedural changes
- Resources such as curriculum, PPE, staffing
- Enrollment, scheduling, school calendar
- Awareness of local, national, international events/outbreaks

Counseling with Care

Preparing for mental and emotional well-being of students and staff—*School counselors help students develop a balance of mental and physical health - ASCA*

CounSELing with Care

- Social-emotional skills are needed for **children and adults** to identify and manage one's thoughts, emotions, and behaviors to maintain healthy lifestyles.
- Developing positive social-emotional skills increases a person's ability to build healthy relationships, achieve goals, **express empathy**, make responsible decisions, and practice **positive self-care**.
- **Awareness and discussion** of social-emotional skills help fulfill the need to improve the overall mental and behavioral health of children, families, and communities during this pandemic.

CounSELing with Care - 2

FIVE CORE COMPETENCES OF SOCIAL-EMOTIONAL LEARNING	
SELF-AWARENESS	The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
SELF-MANAGEMENT	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
SOCIAL AWARENESS	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
RELATIONSHIP SKILLS	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking/offering help when needed.
RESPONSIBLE DECISION MAKING	The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

as defined by CASEL

CounSELing with Care - 3

- Counselors can help equip educators with the tools needed to incorporate SEL into daily instruction
- SEL doesn't need to be seen as one more thing
- SEL takes caring adults to effectively reach students



Conversations with Elementary Students

Grade Level	What to Do	How to Do It
Kindergarten thru 3rd Grade	Anticipate reactions in others in response to a specific situation	Students brainstorm a list of behaviors they feel would both help and hurt others (e.g., sharing candy may make your classmate smile; taking their pencil may make your classmate upset).
Grades 4 to 5	Demonstrate respect for others' perspectives and points of view.	Discuss how characters in a story show respect for others. Routinely model respectful behavior toward other teachers and students.

Conversations with Secondary Students

Grade Level	What to Do	How to Do It
Grades 6-8	Predict others' feelings and perspectives in a variety of situations.	Students write alternate endings to stories by changing the behavior of one character.
Grades 9-12	Express understanding of those who hold different opinions.	Using current local issues, ask students to find examples of when people have expressed different opinions and how they dealt with that.

Citizenship and Culture

Creating a Safer Learning Environment—Counseling programs result in improved student achievement, attendance and discipline--ASCA

Citizenship

- Building Skills
- Empathy
- Conflict Resolution
- Build Trust in the System

Social Responsibility

Taking ownership of one's actions and its consequences as they affect the interests of others and the environment

Citizenship - 2

Schools can support students by:

- Providing a safe, positive, and challenging environment
- Modeling good character
- Offering strategies and opportunities for self-reflection
- Allowing for personal expression
- Encourage Students to:
 - Identify their own feelings
 - Identify their strengths and challenges
 - Express themselves through sharing ideas and experiences with others
 - Make responsible personal choices

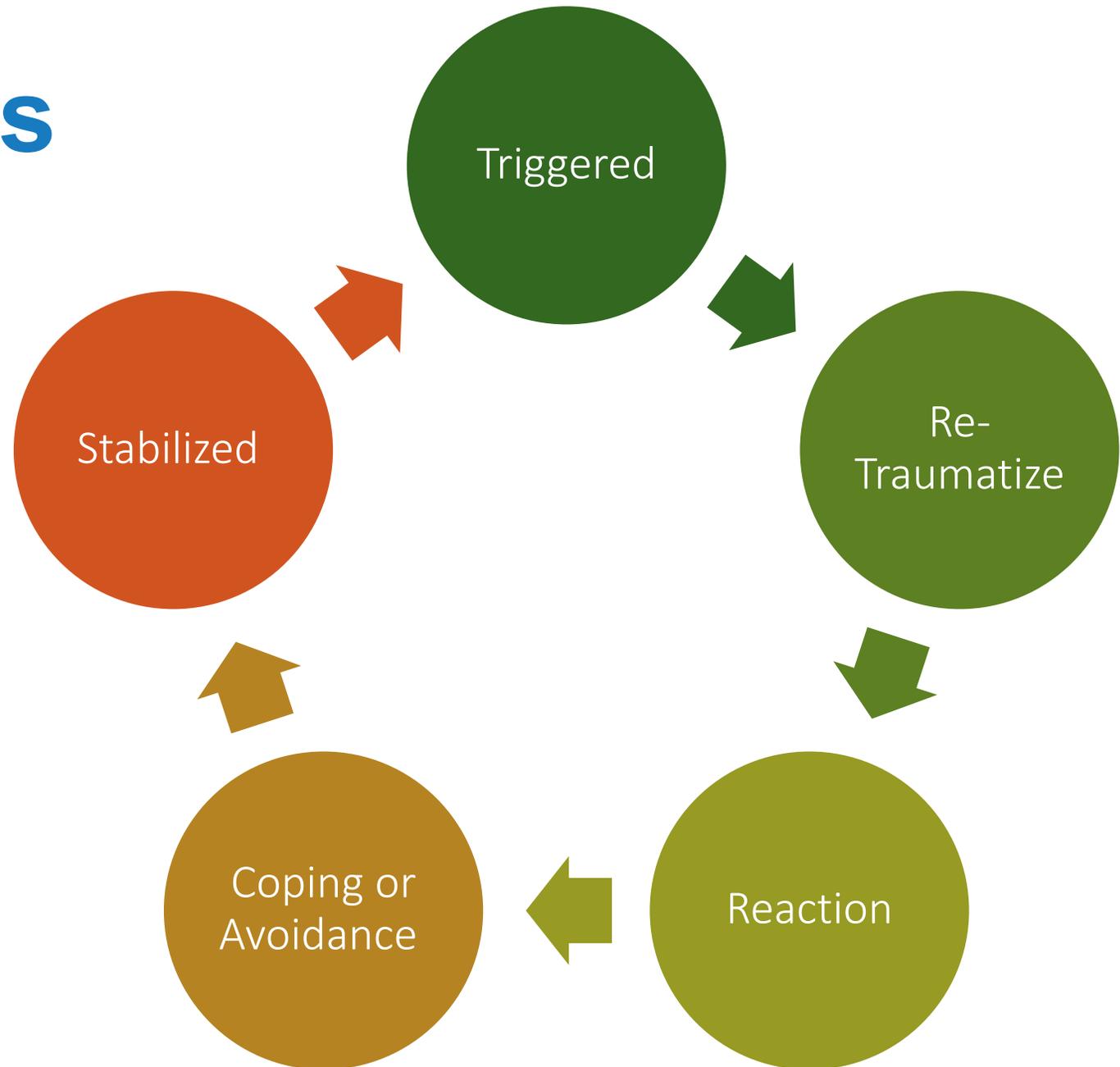
Culture

Putting into
action the
skills
learned

• Be Established	Have clear rules and follow them
• Be Responsive	Always intervene appropriately to incidents
• Be Proactive	Stay abreast of social issues
• Be Engaging	Foster and leverage relationships
• Be Informed	Utilize evidence-based resources

Why it Matters

Breaking the ACEs Cycle



Related Resources

- Ok.Kognito.com
- [CDC Online Training](#)
- [OLWEUS](#)
- SDE.ok.gov

Cultural Diversity & Equity

Recognizing racial and cultural difference while having conversations that reveal, reform and restore—*School Counselors develop counseling programs that are delivered to all students systematically--ASCA*

Context and Perspective

2 → In your experience, how much more likely are students of color to be affected by a schedule error? *

- A 9% more likely
- B 39% more likely
- C 69% more likely
- D 129% more likely

Does the question consider experiences of those being asked? In this example, the population of students I served was 99% Black; which means close to 100% of students of color would be affected by a schedule change error. What should I select?

Academic Injustice Self-Evaluation

Context and Perspective - 2

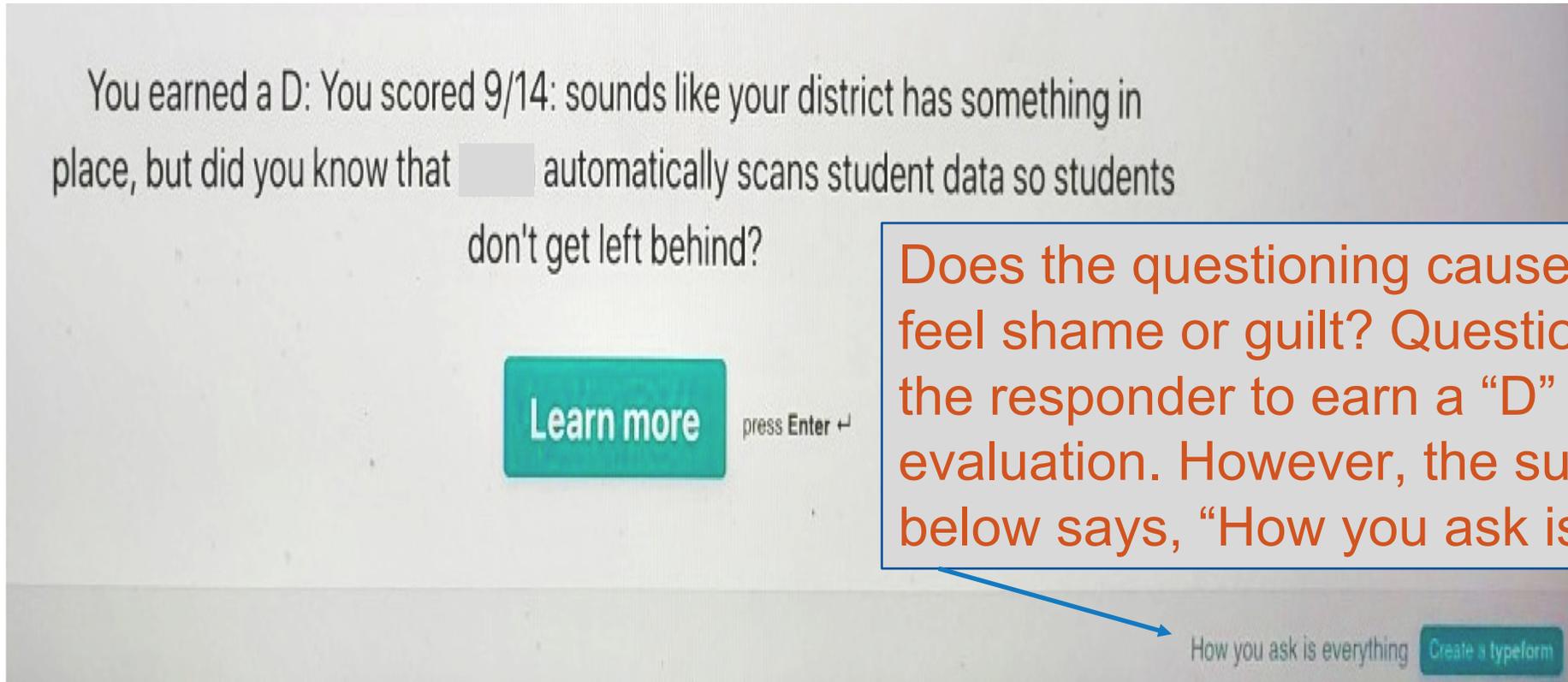
4 → In your district, how do you give students agency over their academic trajectory?

- Key A Students can use technology to see their graduation roadmap
- B Students can schedule an appointment with counselors to talk about their path
- C Students use their SIS to see which courses they have and haven't passed

Does the question “box” the person into an option? In this example, our school offered all options; however, I could only select one. What should I select?

Academic Injustice Self-Evaluation

Context and Perspective - 3



Academic Injustice Self-Evaluation

Conversations with Adults

- Self-assess
 - Know your own racial trauma response
 - Can you tolerate blame about your experience?
- Ask questions
 - Without bias or assumptions
 - With desire to understand and not be understood
- Respond versus react
 - Acknowledge conversation is difficult
 - Validate feelings from beginning
 - Language, Verbiage, Words



Why the conversation matters?

SY 2019-2020 Data:

703,650 Students

- 173,982 White Male (25%)
- 163,268 White Female (23%)
- 30,304 Black Male (4%)
- 28,753 Black Female (3.6%)

43,050 Teachers

- 550 Black Male (%1.2)
- 1,087 Black Female (2.5%)

1,560 Counselors (421-1 ratio)

- 19 Black Male (1.2%)
- 83 Black Female (5%)

November 2019: OSDE Facts Facts SY19-20

<https://sde.ok.gov/sites/default/files/documents/files/Fast%20Facts%20February%202020.pdf>

Equipping and Empowering

Resources to learn more about Social-Emotional Learning, Citizenship, and Cultural Sensitivity

National OSDE Partnership Collaborative SEL Resources

- WestEd
 - Curated list of resources from other SDE SEL teams.
 - selcenter.wested.org
- CASEL
 - Curated list of resources from national experts in SEL
 - <https://casel.org/?s=covid-19>

SEL Resources for Counselors

- [Virtual and Distance SEL During COVID-19](#)
- [Talking to Students About COVID-19](#)
- [Engaging Families to Support Distance Learning](#)
- [Tools to Teach: Helpful Tips for Parents](#)
- [Family Guide to Positive Behavior](#)
- [Family and Educator Guide for Hope and Resiliency](#)

SEL Resources for Counselors - 2

- [OvercomingObstacles.org](#)
- [ChooSELovetoThrive](#)
- [Berkeley Best Practices Archive](#)
- [Supporting SEL During Re-Opening](#)
- [Minnesota Examples of SEL Content Integration](#)
- CASEL Sample Teaching Activities and Re-Opening Plan

Diversity and Equity Resources

- [OSDE Diverse Learners Brief](#)
- [OSDE Equity Resources](#)
- [Racial Intelligence Training & Engagement \(RITE\)](#)
- [Teaching Tolerance](#)
- [Interrupting Racism](#) (sample questions and responses)
- [ASCA Mindsets and Behaviors](#)

ASCA Standards Addressed

Student Mindset Standards

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 3. Sense of belonging in the school environment

Student Behavior Standards

- LS=Learning Strategies
 - B-LS 4. Apply self-motivation and self-direction to learning
 - B-LS 5. Apply media and technology skills

ASCA Standards Addressed - 2

Student Behavior Standards

- SMS=Self-Management Skills
 - B-SMS 6. Demonstrate ability to overcome barriers to learning
 - B-SMS 7. Demonstrate effective coping skills when faced with a problem
 - B-SMS 8. Demonstrate the ability to balance school, home and community activities
- SS=Social Skills
 - B-SS 2. Create positive and supportive relationships with other students
 - B-SS 3. Create relationships with adults that support success
 - B-SS 4. Demonstrate empathy
 - B-SS 5. Demonstrate ethical decision-making and social responsibility
 - B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

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Closing Activity

Click 'View' at the top of your screen

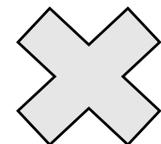
Select 'Annotate'

Use the following key to select the stamp that best represents your experience today.

 = I loved it!

 = I still have questions.

 = I got a lot out of it!

 = This could have better.