

Overscheduled Kids Cause Health Problems

"There is mounting evidence that the over-scheduling of children to prepare them for college admissions is making kids anxious and very often sick. Many of us, in fact, feel that this is becoming a public health crisis. Parents blame colleges for expecting too many activities and feel powerless to stop the pressure on their children."

Marilee Jones, MIT Dean of Admissions

Pressures placed on kids are making them sick according to Marilee Jones, Dean of Admissions at the Massachusetts Institute of Technology. The message they get is that they are not good enough. There is a disconnect between admissions' expectations and the messy, imperfect, and unfinished teens. In a refreshing speech at the New England Forum of the College Board in Boston, Ms. Jones stressed that teens are not small adults, most have no "passions", and they need time to get to know themselves. Admissions representatives must stop expecting that they are going to cure cancer before they start college.

She stressed the basics: teens need eight or more hours of sleep, three meals, and some down-time each day. They are still growing and because their judgement develops later, they need time to be themselves.

She said that we are raising a generation trained to please adults. The kids are so busy with activities that they have trouble experiencing their own self. They are expected to please too many adults and not themselves. Because the activity is rewarded,

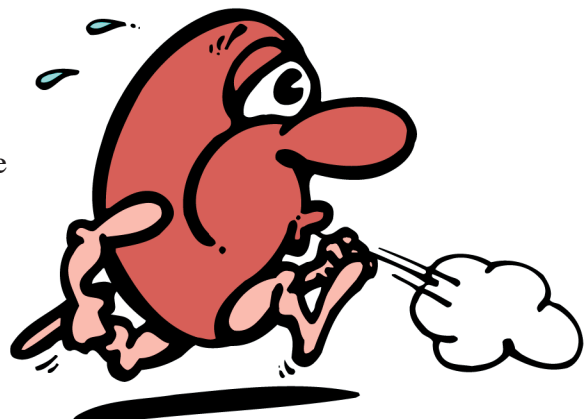
there is no down time. They are a most anxious, sleep-deprived generation who can't get into their own imagination.

The pressures include academic (they have more to learn than previous generations) and social pressures (in addition to alcohol and drugs, they are constantly connected through technology--instant messaging, cell phones, e-mail, text messaging, etc.). They are carrying the family/school/community honor. By encouraging them to do so many activities to get into college, we have created "Human Doings" instead of "Human Beings". The need to be perfect stresses hormones and impedes creativity. We have trained a generation of workaholics who are susceptible to social compliance. Students entering MIT had an average of twelve activities.

As a result, Ms. Jones discovered that teens today have an increase in a variety of

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save the date!

October 19, 2006
Location TBA

Presenting the VTSCA
Fall Conference for
K-12 School Counselors

Plan to attend: enjoy
a full day of educational,
networking, and mentor-
ing opportunities among
members.

Request for proposals:

If you have an activity, curriculum piece, or workshop which supports the implementation of a comprehensive model of school counseling and best practices in school counseling programs at any level of school counseling, K-12, that you would like to present, please contact Jean Denson:
e-mail GkneeD@aol.com
phone 1-603-475-5631

Vermont School Counselor
Association
P.O. Box 665
Burlington, Vermont 05402-
0665
www.vtsca.org

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-wblanchard@springfield.k12.

Overscheduled Kids Get Sick *Continued from p.1*

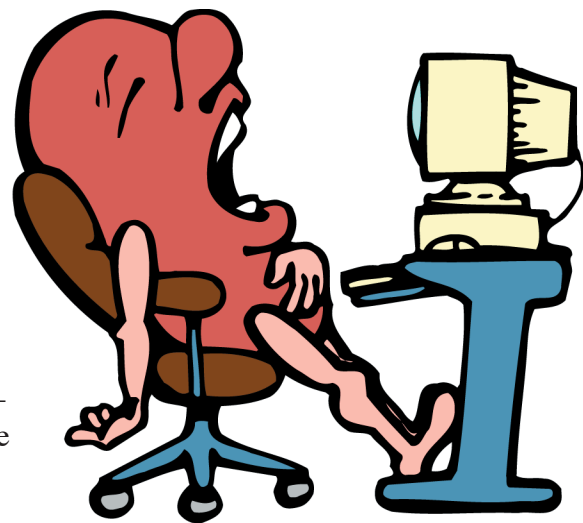
medical problems: a 33% increase in gastro-intestinal problems, a 17% increase in skin and allergy problems, a 29% increase in eating disorders, and a 24% increase in headaches and migraines as well as sleeping disorders. Psychological problems are also on the increase: depression up 34%, cutting up 300%, suicidal behaviors up 17%, delinquency up 23%, and chemical dependency (including prescription drugs) up 14%. Sports injuries are also on the increase for girls as well as boys as a result of over use of the same muscle groups, more year round sports, longer playing season, and a “play through the pain” philosophy.

She challenged admissions representatives to be educators and not marketers, and set out some new rules: no targeting 10th graders unless they contact you first; all admissions staff must apply to their own schools (essays too) to be more aware of what they are asking students and why; recruit kids who are the right match and not try to be all things to all people; remember that kids don’t have to be perfect--just because you can doesn’t mean you should; look for resiliency—how do kids deal with setbacks; be realistic about kid’s lives; language matters

on the application—most kids don’t have a “passion”, ask what they like to do for fun.

She also had a challenge for counselors: take responsibility and speak out. Note when you are expecting students to uphold the school honor by choosing well known colleges versus what is best for the kid. Sponsor a retreat where the high school faculty and students can really talk to each other. For example, maybe everyone could agree on homework free vacations.

And what is her advice for students? Drop any activity you don’t love to do—quality is better than quantity. Get at least eight hours of sleep each night. Eat three meals a day. Get the technology (TV, phone, computer) out of the bedroom.



Students don’t have to do every activity or take every AP course. Together we can make a difference in the lives of our students, and still help them prepare for college.

Bullying - One School's Reponse

The Student Assistance Program is spear heading a campaign against bullying at Springfield High. (Bullying is defined as any intentional act or combination of acts directed against a person by another person or group of people which is repeated over time, is intended to ridicule, humiliate or intimidate the person.) The program coordinator, Danielle Dulaney, is working closely with Erika Shambo, the Youth Program Coordinator at New Beginnings, Meredith Walsh - intern, and the entire SHS faculty to heighten awareness around bullying and social aggression.

A pre-test survey was administered in December to all students at SHS. The purpose was for the SAP, Danielle Dulaney, to "get her finger on the pulse" of the student body and their attitudes, perceptions and experiences around bullying. The results showed contradictory information; many students claimed bullying was not a problem yet named locations in which they had witnessed and or participated in bullying such as the lobby, cafeteria, school buses and in the hallways.

A post-test survey will be given in June and it is predicted by the SAP coordinator the results will show there is a bullying issue at SHS. She hopes to help students recognize through this year long campaign that some behaviors are truly inappropriate, unacceptable and plain ol' mean. If the post-survey results DO indi-

cate a problem at SHS the SAP coordinator states the campaign of raising awareness will have been successful.

The next step involves classroom presentations by Erika Shambo. Thus far only four have been given. The feedback from students has varied. Many positive comments were made regarding the learned information from the presentations while some negative comments were made regarding a lack of interest in the subject. The faculty at SHS has been very supportive of this campaign and many are providing feedback reflecting innovative approaches to addressing this issue.

One hope of the SAP is to intrigue enough students to form a peer leadership group to help promote good will and overall mutual respect for one another as a student body. This support group could be an effective catalyst to improving the climate of the school. Danielle would like to create a parody w/ this peer leadership group to perform for the student body illustrating the harm of bullying and the integrity in being one's ally and standing up for what is "right".

Another outcome the SAP is working towards achieving is the development of a bullying policy for the district. Currently there is a harassment policy in place but no bullying policy. The Riverside Middle School currently is participating in the Olweus

Prevention Program. SAP coordinator, Danielle Dulaney, is taking steps to familiarize herself with the Olweus Program and the VT Stats Act 117, H.629 to address bullying.

Recommended readings to address this problem are *Queen bees and Wannabees* and *Odd Girl Out* or www.ncsl.org

Prevention and Response to Bullying in Vermont

Has your school district done the following?

Updated School Discipline Plan that includes a Bullying Prevention Plan developed after July 1, 2004. See Model Bullying Prevention Plan. See also Act 117 and 16 V.S.A. §1161a.

Provided training for the school community to help prevent, identify, and respond to incidents of bullying. See Appendix A of the Model Bullying Prevention Plan. See also Safe and Healthy Schools Web page.

Developed methods for students to personally or anonymously (e.g., drop box) report incidents of bullying. See page 1 of the Model Bullying Prevention Plan.

Notified students, parents, teachers and others of the person designated to accept and review bullying reports. See page 2 of the Model Bullying Prevention Plan.

If you have any questions about the information provided, please contact Mia Karvonides, legal counsel at the department, at 828-5106 or Doug Dows, Safe and Healthy Schools director, at 828-5109. <http://www.vermontinstitutes.org/equity/> 3

21 Strategies for K-12 Career Development

by Debbie Osborn

One arena in which career development activities are crucial is the school system. School counselors have the opportunity to provide career counseling to students at the elementary, middle and high school levels. Recent research (Osborn & Baggerly, 2004) on 1,280 Florida school counselors' perceptions about career counseling and career testing revealed that most prefer the trait/factor approaches, such as Holland's RIASEC theory, Person-Environment Correspondence, or Cognitive Information Processing. The actual time school counselors spent doing career counseling and career testing was minimal at the elementary, middle and high school levels – however, school counselors at all levels reported wanting to spend significantly more time on both of those activities.

Listed below are 21 strategies for school counselors working with elementary, middle and high school students. Some only would require minor adjustments to make the strategy more or less sophisticated and appropriate for other levels.



For elementary students:

- Using appropriate magazines, have students make a collage out of words and pictures that represent self/careers of interest.
- Guess who/what games. As a way to enhance occupational knowledge, give clues about specific occupations and have teams guess which occupation is being described. (Information about occupations can be found at The U.S. Dept. of Labor's Occupational Outlook Handbook).
- Alphabet jobs – either in round robin fashion, or in teams, identify as many occupations as possible that start with each letter of the alphabet.
- Career speakers – Consider parents and grandparents, and ask them to bring hands-on tools of their work.
- Career field trips
- Encourage career fantasy through dress up/roleplaying
- Offer to help teachers create an in-class a “career station” (possibly one that rotates through classrooms throughout the semester).
- Share with teachers how what they are already having kids do in the classroom relates to important work skills such as punctuality, thoroughness, neatness, teamwork, etc. Break students into small groups and have each group create posters that demonstrate this.

For middle students:

- Use inventories such as the Self-Directed Search: CE,

Career Targets (from COIN), or similar inventories to help students identify and organize their interests and see related career fields.

- Expose students to information such as America's Career InfoNet or the online Occupational Outlook Handbook.
- Inside/outside bag. Pass out paper bags and appropriate magazines. Have students express their outside/social self by making a collage with words and pictures on the outside of the bag of what people see, and putting items inside the bag that others may not see but that are “real”.
- Collaborate with English teachers to have students write a research paper on a career of interest. Provide the teacher with a list of media center books related to careers as well as appropriate weblinks. Work with the librarian and district site manager to include these weblinks on the guidance webpage or bookmark the sites to minimize the time required to type in url's.
- Create word finds or crossword puzzles on career-related vocabulary. (DiscoverySchool.com has a relatively easy-to-create puzzlemaker).
- Now is a prime time when students start to disconnect from school. Help them re-connect by scheduling field trips to community colleges and universities, holding career fairs, and career field trips. Also, brief workshops or meetings on how their current coursework 4

links to their career goals is also recommended.

- Have a “volunteer” month, providing list of possible places to volunteer, and lists of workers that are typically found in those sites.

For high school students:

- Create jeopardy or family feud games based on career information, post-secondary training options, job search strategies, resume writing/interviewing skills, etc.
- Have students work in pairs to complete a virtual scavenger hunt for career information using the Online Occupational Handbook.
- Using local newspaper classifieds, have students identify a job, find a house/boat/car, and then complete a budget analysis (local power companies can provide information on average power/water bills).
- Provide teachers with handouts that link their courses (English, Biology, History, etc.) with specific job titles. You can also include online resources and media center resources, Professional Organizations, local employers, etc. For an example of a “match major sheet,” see the ones created by the FSU Career Center
- Provide appropriate weblinks to career resources such as Career Key, and Choices or SIGI on the school counseling website and media center computers.
- Include career information to parents via the school newsletter. Information might

include tips on resume writing, interviewing and job searching, questions such as “Did you know?”, information about scholarships, upcoming career testing, career and college days, and ideas for helping their student make an informed career choice.

Other Online Resources for School Counselors:

- Online Occupational Outlook Handbook. --Up-to-date information on hundreds of occupations.
 - O*NET Resource Center-- Designed to take the place of the Dictionary of Occupational Titles, this site also has links to career exploration tools, crosswalks of values and skills to occupations and other career exploration tools.
 - Oklahoma Department of Career Tech newsletter.-- Filled with useful links as well as great ideas, including career games, bulletin board ideas and others. Also, information specific to elementary level
 - Career and College Planning Resources -- A great site that includes hundreds of links to career quizzes, skill assessments, career webquests, exploring specific careers, college information and preparation, career development and planning, etc.
- A great resource for career development activities can be found in Experiential Activi-

ties For Teaching Career Counseling Classes & Facilitating Career Groups (available online at NCDA’s Career Resource Store). Some sample career counseling lesson plans can be found at NCDA’s Internet Sites for Career Planning and K-12 Interest Areas. Finally, some sample lesson plans can be found at University of South Florida and at the Florida Workforce Education website.

References: Osborn, D. S., & Baggerly, J. N. (2004). School counselors’ perceptions of career counseling and career testing: Preferences, priorities and predictors. *Journal of Career Development*, 31,45-59.
Debbie Osborn is an Assistant Professor at the University of South Florida. This article originally appeared in NCDA’s web magazine, Career Convergence, at www.ncda.org. Copyright National Career Development Association, (March, 2005). Reprinted with permission.

save the date!

May 24, 2006
Vermont Technical College
Presenting the second annual
Career-Planning
Conference for
K-12 School Professionals

Keynote by internationally renowned career development expert **Phil Jarvis**

Attend workshops on:

- **infusing career planning into curriculum**
- **best practices**

Request for proposals:
If you have career-planning curriculum or a workshop you would like to present, please contact Tia Ganguly:
e-mail ganguly@vsac.org
phone 1-800-660-3561, ext. 410

Sponsored by
Vermont School Counselors' Association
Career Planning Task Force
Vermont Student Assistance Corporation
Vermont State GEAR UP Project

Summer Opportunities for Vermont High School & Middle School Students

Looking for something different to suggest to your students that they might do this summer?. The VSAC Resource Center staff has assembled a list of interesting summer things to do. Take a look!

Opportunities in Vermont

- **Bolton Valley** — The Adventure Center offers activities for students, including the Summer Mountain Adventure Training Camp, a day camp for 6-14 year-olds based at Petra Cliffs Climbing Center in Burlington, VT. Also offered are one-on-one guided excursions. (802) 434-6831 or www.boltonadventurecenter.com.
- **Craftsbury Outdoor Center** — Offers sculling and running camps. (802) 586-7767 or www.craftsbury.com.
- **Governor's Institutes of Vermont** — For students with a strong interest in arts, sciences, technology, IT, engineering, mathematics, current issues, or Asian cultures. Study on the campuses of Vermont colleges. Speak to your high school guidance counselor. (802) 229-4757 or www.giv.org.
- **Green Mountain Club** — Volunteer opportunities for all ages throughout the state. Contact Shawn Flanigan: (802) 244-7037 ext. 24 or www.greenmountainclub.org/page.php?id=9.
- **Hazen's Notch Association** — Summer day camps, night camps, and Native American skills camp where middle and high school students develop awareness and respect for the environment, outdoor skills, self-confidence, cooperation, and leadership. Montgomery, VT. (802) 326-4799



or www.hazensnotch.org/Summer_Camp_2.htm.

- **Hulbert Outdoor Center** — Aloha Foundation, Fairlee, VT. Youth wilderness trips for personal development and environmental education. (802) 333-3400 or www.alohafoundation.org.
- **Kroka Expeditions of Vermont** — Summer adventure programs in Vermont, Canada, and other countries where students work with and live in nature to build strong character, responsibility, community, and a sense of place in harmony with nature. (802) 387-5397 or www.kroka.org.
- **Lake Champlain Maritime Museum** — Summer youth opportunities, learning adventures, courses in blacksmithing, a 5-week Discovery Program, Lake Adventurer, and sailing expeditions. Vergennes, Burlington, and Ferrisburg VT. (802) 475-2022 or www.lcmm.org.
- **Landmark College** — The most comprehensive program in the nation designed exclusively for high-potential students with dyslexia, attention deficit/hyperactivity disorder (ADHD), and other specific learning disabilities. Putney, VT. (802) 387-6718 or www.landmarkcollege.org/admissions/high_school_summer.html.
- **Linking Learning to Life** — The Ready, Set, Work program, the TIPS program, and the College connection program help high school students explore the world of work and college. Burlington, VT. (802) 865-5320 or www.linkinglearningtolife.org.
- **Math Science Upward Bound at VTC** — Six-week program for students from Upward Bound and Talent Search programs around the state. Toll Free: 1-866-882-6782 or www.vtc.vsc.edu/section_academic_programs/academic_programs_hsprog-msup-bound.asp.

- **Media Inside Out** — A two-week session for middle school students that teaches how to script film and edit video, how the mass media creates powerful images, and how messages are communicated to and influence view-

ers. Montpelier, VT. (802) 223-4949.

- **MedQuest** Health Careers Exploration Program is a week full of career development and asset-building activities on a college campus and in the surrounding health care community. Qualified 9th and 10th grade students live in the residence halls, eat on campus, have access to University resources, and go to work with health professionals. Check Website for Champlain Valley: www.cvahec.org/medquest.htm or call (802) 527-1474. Check Website for Bennington and Rutland: www.southernvermontahec.org/medquest_camp.html or call (802) 886-2115.
- **MedStars** North Eastern Vermont Area Health Education Center Program is a 5-day summer residential program for girls entering 11th and 12th grades who want to pursue health careers in college. Students stay on the Lyndon State College campus, live in the dorms, and have access to campus resources. Lyndonville, VT. (802) 748-2506 or www.nevahec.org/health/107.html.
- **Norwich University Future Leaders Program** — An adventure and challenge-based summer camp that gives students the opportunity to gain leadership and team-building skills. Northfield, VT. (802) 485-2531 or <http://www.norwich.edu/admissions/futureleader.html>.
- **Partners in Adventure** celebrates diverse abilities by bringing together young people who have disabilities with their non-disabled peers for a summer camp experience. Shelburne, VT. (802) 425-2638 or www.partnersinadventure.org.
- **Putney School Summer Programs** — Opportunities for high school students to pursue their interests in visual and performing arts, writing, or ESL in an independent and creative environment. Putney, VT. (802) 387-6297 or www.putneyschool.org/summer.
- **Rosie's Girls** is a three-week summer day camp for girls entering 6th – 8th grade, held at The Center for Technology, Essex, and the Barre Technical Center. Rosie's girls is a trades exploration camp for girls designed to build self-esteem, physi-

cal confidence, interpersonal cooperation and leadership skills through learning and applying basic skills in carpentry and other skilled trades. (802) 878-0004 x106 or www.nnetw.org/pgm_for_girls/rosies_girls/intro/rosies_intro.htm.

• **Vermont Criminal Justice Training Council Cadet Training Program** — Vermont Police Academy, Pittsford, VT. Exposes high school students who are at least 16 years old to all facets of the criminal justice system. American Legion (802) 223-7131 or www.vcjt.state.vt.us/AmericanLegionCadetProg.htm.

• **Vermont Institute Natural Science** — Summer nature day camp and overseas conservation camp. Montpelier, Quechee, and Manchester, VT. www.vinsweb.org/programs/camps/reg_sum_camp.html or Quechee: (802) FLY-5000, Montpelier: (802) 229-6206, Manchester (802) 362-4374.

• **Vermont Student Employment Program** — VSAC reimburses nonprofit employers 50 percent of the wages an eligible student earns up to \$1,000. www.vsac.org or Toll Free 1-877-685-7787.

• **Vermont State Firefighters Summer Fire Cadet Academy** — A week-long residential camp in July designed to train youth who have a serious interest in pursuing a firefighting career. Pittsford, VT. (802) 422-3558.

• **Vermont Youth Conservation Corps** — Summer jobs to complete high-priority conservation projects. www.vycc.org/pages/OurProgram/overview.htm or (802) 434-3969.

• **Volunteers for Peace** — International volunteer work camps in the United States and abroad. www.vfp.org or (802) 259-2759.

Opportunities Outside Vermont

• **Broadreach** — Summer adventures for teenagers around the world. Toll Free: 888-833-1907 or www.gobroadreach.com.

• **Dynamy** — Year- and semester-long leadership and career exploration Internship (“gap year”) programs for high school seniors and recent graduates. Each 9-week program combines

an internship component with an Outward Bound course, community service, independent apartment living, and one-on-one advising. (508) 755-2571 or www.dynamy.org.

• **Experiment International Living** — International, cross-cultural education for high school students where students are immersed in the daily life of another culture for 3-5 weeks. Participants focus on themes such as community service, language study, ecology, travel, or the arts. Toll Free: 800-345-2929 or www.usexperiment.org.

• **Massachusetts College of Art** — Summer Studios program is a four-week pre-college rigorous art program for students entering grades 11 and 12. Boston, MA. (617) 879-7170 or www.massart.edu/at_massart/academic_prgms/continuing/k-12/summerstudios.

• **Sea Education Association** — Incoming high school sophomores, juniors, and seniors learn science at sea and the oceanography of the Southern California Bight. Incoming high school juniors and seniors and college freshmen learn the oceanography of the Gulf of Maine. Woods Hole, MA. (800) 552-3633 www.sea.edu/academics/program_highschool-programs.asp.

• **Smith College** — A Summer Program for girls entering grades 9-12 who are interested in science, engineering, or medicine. (413) 585-3060 or www.smith.edu/summerprograms/ssep.

• **Student Conservation Association (SCA)** — Tuition-free, month-long, co-educational conservation work crew program followed by a four-day recreational trip. (603) 543-1700 or www.sca-inc.org.

• **Upward Bound Regional Math-Science Center** — Six-week summer residential camp where students complete an individual and group research project in math or science. University of Maine at Orono. 1-800-581-2522 or www.ume.maine.edu/~ubrMSC.

• **Volunteers for Peace** — See above.

• **Windsor Mountain** (formerly Interlocken Center of Experiential Learning) — Based in New Hampshire, this

organization offers Student Travel for Teens, International Summer Camp, and Teen Summer Camp Jobs. (800) 862-7760 or www.windsormountain.org.

Other Web Sites of Interest

• **National Outdoor Leadership School** — Learn wilderness and leadership skills around the world. (800) 710-6657 or www.nols.edu.

• **Outward Bound** — Adventure-based wilderness programs. Toll Free: (866) 467-7651 or www.outward-boundwilderness.org.

• **Vermont Summer Camps** — Listings of summer camps in Vermont. www.vtliving.com/summercamps/, www.vermontcamps.org/.

VSAC Library Resources

The library at the VSAC Resource Center also has a number of useful books to help make your students' summer productive and profitable. You may borrow any of them by visiting the VSAC Resource Center in Downtown Winooski, between 8 a.m. and 8 p.m. on Monday through Thursday, 8 a.m. and 4:30 p.m. on Friday, and 8:30 a.m. and 2:30 p.m. on Saturday. You may also borrow books through inter-library loan. Ask your local or school librarian to request them for you. (Our library catalogue is online for your convenience in searching for books — <http://follettweb.vsac.org:9000/webopac/main?siteid=1>.)

• **The 500 Best Ways for Teens to Spend the Summer** : Learn about Programs for College-Bound High School Students by Neill Seltzer

• **Back Door Guide to Short-Term Job Adventures** by Michael Landes

• **Early College Programs**: Summer College Programs for High School Students by Robert Hydrisko.

• **Internships** by Petersons

• **Summer Jobs for Students** by Petersons

• **Summer Opportunities for Kids and Teenagers** by Petersons

• **The Uncollege Alternative** by Danielle Wood

• And much, much more...

Professional Development Conferences

American Counseling Association Conference in Montreal March 30 - April 3, 2006
Join the American Counseling Association and the Canadian Counselling Association for the first Joint International Convention in Montreal Quebec Canada. Headliners include our two keynote speakers—Stephen Lewis, former Canadian Ambassador to the U.N., and humanitarian on behalf of victims of AIDS/HIV in Africa, and Tipper Gore, advocate for children and families.
www.counseling.org

Adirondack Counselor Association: Mini Professional Development Conference on March 17 from 8am to 3:30pm at Lake George at the Fort William Henry Resort & Conference Center (48 Canada St., Lake George NY 518-668-0381) Registration is due by

March 3. Send a check to Rosemarie Earl at Lake George High School, 381 Canada St., Lake George, NY 12845, for \$25 in advance (or \$30 at the door) made out to the Adirondack Counselor Association.

Session I options:

- A) Day of Sharing
- B) Stressed, Anxious & Oppositional Kids: Why Johnny Can't Seem to Learn & What We Can Do About It
- C) Nanotechnology
- D) Girl Power! How to Organize, Plan and Run a Girls' Leadership, Wellness, and Empowerment Day
- E) School Violence: Risk Factors, Intervention, and Strategies for Prevention

Session II:

- F) Day of Sharing - continued
- G) National Coalition Building Institute: A Tool to Improve Your School's Climate
- H) What Do Counselors Need

to Know about NCAA regulations and the NCAA Clearinghouse

- I) Update on (NY) High School Standards
- J) The Relationship Between Adolescent Cannabis Dependence and Anger

Session III:

- K) Identity Theft
- L) College Admissions Today, the Environment Manager or the Marriage Between Financial Aid and Admissions
- M) Update on Grades 3-8 (NY) State Testing
- N) Custody Issues
- O) Scrapbooking as a Counseling Tool

www.nyssca.org/professionaldevelopment.htm

Play Therapy in Clinic and School - March 17-18, 2006 at St. Michael's College. Call Julie Corrigan (802 658-1914) or email juliec@howardcenter.org

Vermont School Counselor Association
P.O. Box 665
Burlington, VT 05402-0665

