

COUNSELORS VIEW

A Publication of The East End Counselors Association

A Chapter of the New York State School Counselors Association / Long Island, New York

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Sacred Heart Admissions Counselor, Lexie Galan, speaks to a student at the spring fair.

EECA Host Successful Fairs

The East End Counselors Association sponsored two college fairs during the school year to assist students and parents in the college admissions process.

Riverhead High School hosted the Fall College Fair on Tuesday, October 18, 2017. Westhampton Beach High School hosted the recent Spring Fair on April 18, 2018.

Both fairs attracted over 150 colleges and universities, while over 400 students and parents from East End schools took advantage of the opportunity to speak directly with representatives from colleges, universities, and the military. The fairs are sponsored each year by the East End Counselors Association, in association with the school counseling departments of East End high schools.

For information about next year's fairs, contact your school counselor or email Caroline Stuke at CStuke@esboces.org. You can contact the Fall College Fair Chairperson Philip Antz at philip.antz@riverhead.net, and the Spring College Chairperson Joe Garvey at jgarvey@whbschools.org.



EECA Calendar 2017-2018

9/26/17

Fall General Membership Meeting 4pm *Oaklands* 365 Dune Road Hampton Bays, NY
Hosted by Sacred Heart University

10/18/17

Fall College Fair
Riverhead High School
5:00pm - 8:00pm

10/26/17

Financial Aid & NCCA Night
Riverhead High School
5:30pm NCAA
6:00pm Financial Aid

11/2/17

Administrator Breakfast / Career Professional Development
Carol Dahir NYIT Professor
New Counseling Regulations
HB Ward Technical Center, Riverhead at 8:30 am

11/3/17

LICAC
SUNY Old Westbury, NY
8:00am - 2:00pm

12/7/17

Holiday General Membership Meeting
PeraBell, Riverhead
4PM – 7pm



Gilman Hall at Johns Hopkins University was one of many stops on the Baltimore tour.

East End Counselors Tour Baltimore Colleges & Universities

East End school counselors representing Bridgehampton, East Hampton, Farmingdale, Greenport, Shelter Island, and Miller Place toured the colleges and universities of Baltimore in April.

Counselors met with undergraduate admissions officers at Goucher College, Johns Hopkins University (pictured above), Loyola University Maryland, Maryland Institute College of Art (MICA) and Towson University.

School counselors spent three days visiting each campus, meeting with students, faculty, and administrators and experiencing the unique offerings of these universities.

In addition to seeing firsthand the distinctive strengths of each individual campus, counselors learned about the various collaborative shared programs of the Baltimore *Collegetown* consortium. The Baltimore *Collegetown* Network brings area colleges and universities -- including 120,000 students and \$17 billion in economic activity -- into a consortium that benefits each institution and the region as a whole.

Danielle Doscher, Director of School Counseling at Bridgehampton Schools and chairperson for the event, was pleased with the tour. Please contact Danielle Doscher at ddoscher@bridgehampton.k12.ny.us if you are interested in information about next year's college tour.

EECA Calendar 2017-2018

3/1/18

Spring Mental Health
Professional Development
Non-Suicidal Self Injury & Anxiety
Martha Clara, Riverhead
12pm – 2pm

4/18/18

Spring College Fair
Westhampton Beach High School
5-7 pm

4/23/18

Administrative Professionals
Luncheon 1:30pm — 3:30pm
Cooperage Inn, Baiting Hollow

4/25/18 - 4/27/18

College Tour of Baltimore Area
Colleges

6/7/18

General Membership Meeting and
Awards Dinner 4pm — 7pm
Sundays On the Bay Restaurant
369 Dune Road, Hampton Bays
Hosted by Ursinus College

Counselors View

Seeks articles from our members.

Please submit:

*Examples of Best Practice in
your school *Professional papers
you have written *Inspiring
stories about your students

Please send articles to
trabbitt51@gmail.com

Email Reminder

Ensure that your email identifies
@eastendcounselors.org as a
trusted sender

Student Self Injury & Anxiety Issues Crisis Counselor, Debra Caputo Offered Tools & Information for School Counselors

Debra Caputo, M.S. ED., a crisis counselor for the National Suicide Prevention Lifeline through Long Island Crisis Center, was the featured speaker at the East End Counselors Spring Professional Development meeting on March 1, 2018.

Her presentation, *Non-Suicidal Self Injury & Anxiety: Source of Strength Activities for Students*, focused on suicide

prevention by offering counselors tools and activities to share with their colleagues and students.

Ms. Caputo believes more training, education and support will increase mental health literacy, decrease the stigma associated with mental health and increase help seeking behaviors and knowledge of how to access resources within our communities.

She is currently working with the AFSP, SPCLI, SPTS, and SPCNY providing training, presentations, customized work groups and workshops for students, professionals, and the community in the area of suicide prevention, intervention and post-intervention.

For a model school district policy on suicide prevention visit:
https://docs.wixstatic.com/ugd/e5da1_bfd888b236ce4289bcabdb3b12c4e91d.pdf



Debra Caputo leading counselors through an anxiety and stress reduction exercise.

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Westhampton Beach Assistants Linda Kommer, Evelyn Overton, and School Counselors, Lauren Angiporti, and Christine Minnear

EECA Honors Administrative Assistants

Each year, school counselors and their administrative assistants gather for lunch to celebrate the outstanding work performed by school counseling assistants.

This year's event took place at *The Cooperage Inn* Restaurant in Baiting Hollow on April 23 and honored the work assistants do on behalf of the students

they serve in districts across the East End.

First to greet students and parents who visit the counseling office, they create an atmosphere of welcome; their diligence and dedication help ensure the success of our programs. In praising their work, EECA President Laurie O'Halloran said, "No one, who achieves success, does so without acknowledging the help of others. We acknowledge your help with gratitude." Please contact Barbara Ackerman at back56@aol.com for more information about this annual event

End Of The Year Meeting Honors Counselors

Our traditional end of the year meeting, hosted by Ursinus College, will take place on Thursday, June 7, at *Sundays on the Bay* located at 369 Dune Rd, Hampton Bays. At this meeting, we will honor counselors whose dedication to our profession produced unique and innovative contributions to our school guidance programs.



Last year's Counselor of the Year, Kacy Kaiser from Eastport-South Manor, is congratulated by School Counselor Karen Skoldberg on her right, and on her left, Principal Sal Alaimo, and fellow school counselors, Kathleen Sutton, and Christine Duffy

The *Barbara Ackerman Counselor of the Year* award, named after an outstanding counselor who influenced the growth of the East End Counselors Association, is given to a counselor who best exemplifies the qualities of dedication and professionalism exhibited by Barbara. The winner of this award demonstrates outstanding service to the profession of school counseling. Pictured is last year's winner from Eastport-South Mannor, Kacy Kaiser.

The Rising Star award recognizes outstanding service to the profession of school counseling by those who are "new" to the career. EECA also recognizes outstanding service to the profession and the children of Suffolk County by presenting an *Administrator of the Year* award. To nominate someone for these awards or for more information about East End Counselors awards visit our website at <http://eastendcounselors.org/>



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A Social Media Exercise for Students

Are you Really what you post?

By Rosalind Wiseman

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With my team at Cultures of Dignity, I am constantly working to improve our lesson plans for young people. Of course, some issues that young people face are universal like friendship breakups, rejection and jealousy. However, as social media increasingly integrates into young people’s social lives and influences their identity development, we have to regularly revise our tools to help them understand how they are processing these dynamics.

Recently we had an idea: In our *Owning Up* curriculum, we ask students to do an armor exercise to reflect on what they show to the outside world vs. what they’re privately feeling and thinking. It is a great way for students to realize why there may be a difference between the two and how that difference may show up in their interactions with others. This

difference, between the “public” and “private” you, is one of the



Contact Rosalind Wiseman at rosalind@culturesofdignity.com for more information.

fundamental issues for young people and their social media use. We have modified the exercise and are sharing it here.

Activity: How do we build our social media armor?

The purpose of the activity is to process and put into words how students “choose” to present themselves in public and online.

Everyone who uses social media develops a social media personality. This personality is both a reflection of how you want others to see you and also how others see you based on your

social media activity. And everyone has their own personal armor that they show online through social media. Understanding why you choose the images and information you post is critical to self-awareness.

Here’s how the activity works.

First, have students look through their recent posts on Instagram, Finstas (fake, private Instagram

accounts),

Snapchat, Facebook, Twitter (or any apps they use) with a critical eye. The goal is to get a sense of what they have been showing the world about themselves and why.

Here are questions they can consider as they look through their posts:

- * What type of pictures are you posting?
- * What language, emojis and hashtags are you using?
- * How are you posing?

Are You Really What You Post?



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- * Who are you taking pictures of?
- * What are you taking pictures of?
- * What type of articles, videos and posts are you sharing?
- * What type of filters and edits are you using?
- * What type of posts do you respond to and how do you respond?
- * If you are posting with other people, what is your relationship to them?
- * Is your communication over social media similar to how you communicate in person?

What type of “you” are you curating?

Next, have the students think about what they just learned through the self-reflection and write words and/or draw pictures to describe or represent what they share on social media. Have them reflect on this question: What does your social media personality show to the world?

Then, on the other side of the paper, have them identify in words or images what they don’t show people. Have them reflect on these questions: What do you choose to keep to yourself? Who are you behind the screen?

Examples of their responses to both might include:

- * I post pictures only with friends or on vacation which shows that I am social and happy.
- * I post selfies that may show me as confident and feeling attractive, happy and good about myself.
- * I don’t post about negative feelings like when I’m sad, angry or lonely.
- * I don’t share pictures of me doing some of the things I like to

do because I don’t want people to make fun of them.

Next, have students take out a piece a paper and answer the following questions—they should include the numbers that correlate to their responses:

1. Have you ever posted something about yourself that is completely false? What was it and why did you post it? How did you feel after posting it?
2. Have you ever significantly altered your image or post? What did you do and why?
3. Have you ever tried to communicate complex, deep or real feelings online? What happened?

Examples might include: using a photoshop app to edit body shape, whitening teeth or posting a photo from a terrible night and saying you had a great time.

Explain to students that they will be passing around their sheets anonymously and then students will read aloud responses that were written by other students. Be sure to remind the students of the confidentiality agreement you have made before any session like this: what is said in the room stays in the room and do not provide identifying information. If you are concerned that sufficient trust hasn’t been built in the group, you

Are You Really What You Post?

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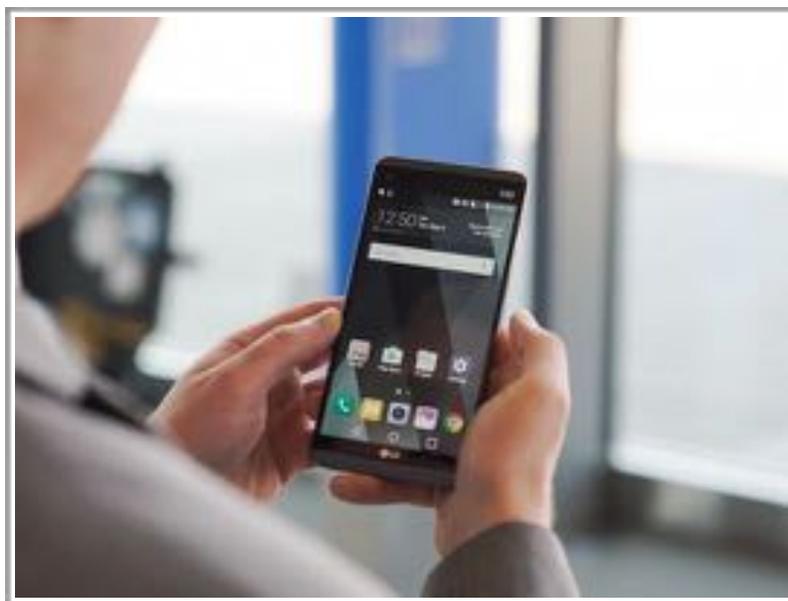
can ask only students who want to share voluntarily. Remind students that they always have a right to pass.

To debrief this activity, use some or all of the following discussion questions and/or writing prompts:

- * What is the difference between being “fake” and trying something on as a new way to present yourself to the world?
- * What are the positives and negatives of the particular armor you wear online, and why do you choose it?
- * How do you feel about your armor?
- * Do you ever wish you could take it off or replace it? If so, how?
- * What would happen if you showed aspects of yourself you usually keep hidden?
- * How does communication on social media make it easier to say things that you wouldn't normally?

Here are some takeaways and key points to make if the students don't raise them on their own:

- * Everybody develops a social media personality.
- * It is common to curate an image that reflects what you want people to think about you rather than an accurate depiction of who you are.



* There can be important reasons for why people hide parts of themselves on social media because they might not feel safe sharing all aspects of who they are.

The difference between your social media personality and who you really are can make it harder to feel good about yourself just as you are.

Your comments and messages can define your social media personality as well.

By addressing social media like we are here, we aren't lecturing young people about all the bad things we think they're doing online. We aren't telling them that their posts are superficial. We're actually saying the opposite and in a way that encourages the development of their critical thinking and self-

awareness in an area of their lives that many of them care deeply about.

Providing young people with the skills to stop and think in the moment about what they're doing on social media that may be demeaning to themselves or others begins by teaching them how to recognize their motivations and enable self-reflection. Remember, what they choose to present on social media is critical to understanding how they are absorbing cultural messages and then processing those messages as they develop their self-identity and beliefs about their role in their community.

Rosalind Wiseman is the author of *Queen Bees & Wannabes* and the founder of *Cultures of Dignity*, an organization that works with communities to shift the way we think about young people's physical and emotional wellbeing.



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This Year.



Program: Summer Institute is a 4-day intensive mentor-based program that brings college admission professionals, high school and CBO counselors new to the college process together to work with energetic and seasoned mentors to grapple with a wide variety of admission counseling issues. As a participant, you will share expertise, develop creative approaches to new and not-so-new problems, establish networks and review ethical standards for our profession.

Dates: August 7th-August 10th. Plan to arrive by 11am on Tuesday, August 7th. Program will conclude by 12 pm on Friday, August 10th.

Location: [Skidmore College](#) in [Saratoga Springs, NY](#)

Cost: \$600 prior to July 1st (\$625 **after** July 1st)- Fee includes meals (except for 1 dinner which is on your own), an air-conditioned single room in a Skidmore residence hall, and program materials. Participants must reside in the residence hall throughout the stay at the Institute. Though this four-day experience promises to be filled with activity, allowances have been made for participants to enjoy the attractions of Saratoga Springs in the summer. A morning History Tour of the race track and a Karaoke Night are among the events.

Contact Information: <http://www.nysacac.org/details-and-registration>



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