

# ISCA Newsletter

VOLUME 2, ISSUE 2

FEBRUARY 2009



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- *Legislative news "Raising the legal age of dropout in Idaho"*, pg 5
- *Proclamation signing for Idaho School Counseling Week 2009*, pg 7
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## A Penny for Your Thoughts... *Anne Jensen*

Anybody have 5.9 billion pennies lying around? Ever since the Governor announced that public schools will be losing approximately \$59 million in state funding, districts have been scrambling to determine how to absorb the cuts while still providing quality education to students. Each district is handling the situation in its own unique way and there are a lot of unanswered questions. The first question on a lot of school employees' minds is, "will I have a job next year?" School counselors are no exception.

I've heard of elementary counselors who fear losing their jobs since they aren't mandated by the state and secondary counselors already overwhelmed with large student populations and see no relief in sight. As counselors, we're accustomed to putting others' needs before ours. It's time to give ourselves a little time, assess our situation, and take control of the things that are still in our control.

While ISCA has no control over how each district handles the budget cuts, we've been working to inform others about how counselors help students. Advocacy Chair Tom Trotter has

been working on a committee that includes our First Lady and covers topics affecting the well-being of children in our state, including the importance of school counselors. ISCA Treasurer Ginny Armstrong met with Clete Edmundsen from the Governor's office for the proclamation signing and shared statistics showing an increase of domestic violence in the past months and how those numbers correlate to increases of fighting and bullying at school. We all know what we deal with on a day-to-day basis, but people who don't live at school are usually unaware of how outside stressors affect students and their ability to learn.

Many counselors have been using the data tracking spreadsheet developed by President-elect Chris McNaught to document how they spend their time. I personally started using it last year to track walk-ins and this year I use it to document everything (that I can remember). It's easy, doesn't take a lot of time, and provides charts and graphs with the click of a mouse.

One way that I've worked proactively in my building is by involving myself in the specials schedule planning.

When my school became an Open Court school, my time in the classroom was threatened. I worked with the librarian to teach in a rotation with her. One week I take the upper grades and she takes the lower; we switch the next week. The students still have 5-10 minutes at the end of my time to check out books. The students enjoy having the library open more and I enjoy teaching necessary skills to all students.

If you're interested in sharing ideas or posting concerns and questions about how the budget crisis is affecting you and your district, please sign up for our Yahoo user group at <http://groups.yahoo.com/group/IdahoSchoolCounselors/>. If you're not comfortable with that forum, please email me and I will share with members via email.

I look forward to reading your posts or hearing from you personally,

Anne Jensen

ISCA President 08-09  
Harrison Elementary School  
Counselor, Twin Falls, ID  
[martinijensen@msn.com](mailto:martinijensen@msn.com)

## Otter appoints Smyser to District 11 Senate seat



Idaho Press  
Tribune

Friday, January 16th, 2009

Gov. Butch Otter today named Melinda Smyser of Parma to the District 11 Idaho Senate seat left vacant by his appointment of Brad Little as lieutenant governor.

Smyser, 50, was the top choice among three nominees submitted to the governor Thursday by the District 11 Republican

Legislative Committee. Also nominated were Caldwell farmer Sid Freeman and Representative Carlos Bilbao of Emmett.

District 11 includes Gem County and part of northern Canyon County.

Smyser is a former president of

**Otter appoints Smyser to District 11 Senate seat (cont.)**



“Over before it started”

*Melinda Smyser is the Safe and Drug Free Schools/Counselor coordinator for the Caldwell School District, and is a long-time ISCA member. Her appointment is an excellent step for substance abuse treatment and prevention, as well as school counseling!*

*Anne Jensen*



“High Roller” - This is a picture of a young lady with a disability; can you see it?” No one else could see it either.

the Idaho Federation of Republican Women. The University of Idaho graduate with a master's degree in education from the College of Idaho will serve the balance of the two-year term to which Little was reelected in November. Little resigned from the Senate when Governor Otter appointed him to succeed Jim Risch, who resigned as lieutenant governor to become a member of the U.S. Senate.

Smyser was named Canyon County Republican of the Year in 2008, and was Outstanding Idaho Republican Woman in

1999. She has served on the Parma School Board and in leadership roles on a number of education-related associations, committees and civic groups. Her husband, C.A. "Skip" Smyser, is a prominent attorney and lobbyist who served in the Idaho House of Representatives from 1981 through 1982 and in the Idaho Senate from 1983 through 1990.

The Smysers have four children: Lincoln, Logan, Landon and Lauren.

"Melinda is active, engaged and

knowledgeable. She knows the issues, the people and the process. She will make a great state senator," Otter said in a press release. "It's been well known for a long time that if someone wants to get something done in Canyon County politics, Melinda should be involved. That kind of approach will carry her a long way in the Idaho Senate."

**Sleep Deprivation** *by Robert Bardwell*

Do your high school students have trouble getting to school on time in the morning? Do they go to bed late and want to sleep in? Are the sleeping patterns of our adolescent changing as they grow older? Your students are not alone and the research says this is normal.

Studies estimate that between 20 and 30% of adolescents experience some form of sleep deprivation. Teens on average need 9.25 hours of sleep per night, yet approximately 75% of teens go to bed after 11:00 p.m. on school nights. This means they get less than 6.5 hours of sleep a night. The average teenager typically gets 7.4 hours of sleep per night. Since the majority of high schools start before 8:00 a.m. and because adolescents are biologically driven to sleep longer and later than adults, the effects of insufficient sleep are more dramatic. Starting between the ages of eight and twelve, triggered by hormonal changes, the adolescent's circadian rhythm

changes. Research indicates that as adolescents progress through puberty, their brains are stimulated more later in the day which would result in better academic performance. However most high stakes standardized exams such as the ACT and SAT occur in the early morning.

Parents surveyed report that 23% of teens complained of being tired during the day compared to only 11% of children under 12. Fifteen percent of teens report

that they fell asleep during school at some point. Lack of sleep also contributes to increased disciplinary problems and poorer grades as well as memory deficits, lack of information processing, decreased creativity, decreased socialization and the inability to handle complex tasks. A 1998 survey of more than 3000 high school students found that students who reported that they were getting C's, D's & F's in school obtained about 25 minutes



## Sleep Deprivation (cont.)

less sleep and went to bed about 40 minutes later that students who reported getting A's & B's. Sleep deficiencies can also jeopardize one's immune system and thus lead to an increase susceptibility to illness.

In addition, sleep deprivation is a problem for teen drivers. One study found that annually drivers age 25 and under cause more than 50% of the 100,000 crashes resulting from drowsiness and fatigue. Adolescent sleep difficulties are also associated with psychopathologies such as depression and attention deficit disorder (ADD). Increased drug and alcohol abuse can also be linked to this phenomenon.

Some feel that the sleep missed during the week can be just made up on the weekends. This is not the case. The truth is that teens need a consistent sleep pattern and should maintain the same schedule every night, which means going to bed and getting up at the same time, even on the weekends.

In the interim, parents and guardians should establish a reasonable bedtime and wake time that is consistent throughout the week. Nix the late night social activities and limit late night working hours. Establishing a bedtime routine which includes a quiet activity such as reading a book or warm shower and avoiding caffeine later in the day will also help. Computer games and flickering televisions should also be avoided as bedtime approaches. Daily exercise is also suggested, however, it should not occur within two hours of bedtime. While a quick 30 minute nap after school may help, longer

naps later in the evening will negatively impact the bedtime routine. Even dimming the lighting as bedtime approaches and exposing the child to bright lights in the morning can prove effective.

Just knowing that sleep deprivation is a normal adolescent experience may not provide the relief needed to offset the negative side effects. However, with education, implementing the research-based recommendations and a bit of patience, the harmful behaviors may improve. Education about the importance of sleep is just as important as education about exercise, nutrition and drugs and alcohol. If all else fails it may be appropriate to discuss concerns with a medical professional.

The most obvious solution is to move the start of school time to later in the day, although after school sports, jobs and other activities, transportation scheduling, family stressors and changing the school and community culture are huge obstacles to overcome. Many high schools have implemented the change with success such as at Edina High, Minnesota, and Pike County, Kentucky.

Federal legislation (known as the ZZZ's to A's Act) was introduced into the 110<sup>th</sup> Congress in 2007 by Representative Lofgren (D-CA) and referred to the Education Subcommittee on Educational Reform. The bill encourages school districts to move starting time to no earlier than 9:00 a.m. This bill has been submitted several times and referred to Committee but never acted upon.

Perhaps it is time to take a closer look at this phenomenon and implement solutions especially if all of the evidence suggests it is what is best for our students. It is not a problem that will just go away.

For more information about sleep deprivation, go to <http://www.moraga.k12.ca.us/District/ResearchAdolescentSleep.pdf> or [www.sleepfoundation.org](http://www.sleepfoundation.org).

Robert Bardwell is a professional school counselor as well as the Director of Guidance and Student Support Services at Monson High School. He is the Professional Interest Network (PIN) Specialist for the American School Counselor Association in the area of college admission counseling and the Secondary Level Vice President for ASCA. He is a Past President of the Massachusetts School Counselors Association (MASCA) and the President of the New England Association for College Admission Counseling (NEACAC). He received his bachelor's degree from Springfield College (MA), his M.Ed. from the University of Massachusetts, Amherst and his C.A.G.S. from American International College (MA). In addition to his counseling duties, he is an adjunct professor at Springfield College, Westfield State College and the University of Massachusetts Amherst, teaching both school counseling and college admission counseling courses for aspiring school counselors. Questions regarding this article should be sent to [bardwellr@monsonschools.com](mailto:bardwellr@monsonschools.com).



"Frozen mirage"

*"One study found that annually drivers age 25 and under cause more than 50% of the 100,000 crashes resulting from drowsiness and fatigue."*



Studies estimate that between 20 and 30% of adolescents experience some form of sleep deprivation.

## Cyberbullying from Woodburn Press



Black Tip Shark — Taken by Joey James at the Vancouver Aquarium, British Columbia, June 2008

*“Cyberbullying is the use of communications technologies to willfully, deliberately, and repeatedly inflict harm or fear.”*

At Timberlake High School, we have focused on the issue of harassment over the past several years. One form of harassment / bullying that has gained increased popularity at our school is Cyberbullying. The effects of Cyberbullying reach far into our school and exhibits itself in other forms of harassment such as physical, verbal, and sexual harassment. This article from the Woodburn Press focuses on the issue of cyberbullying and is a good reminder of the dangers we face in an increasingly technical student body.

Submitted by Joey James



Cyberbullying is the use of communication technologies to willfully, deliberately, and repeatedly inflict harm or fear. Below are some of the ways that people cyberbully.

**blackmail** - "I have a picture of you with a beer."

**denigration** - sending or posting cruel gossip or rumors about a person to damage his or her reputation or friendships

**exclusion** - intentionally excluding someone from an online group, like a buddy list

**flaming** - online fights using electronic messages with angry and vulgar language

**harassment** - repeatedly sending offensive, rude, and insulting messages

**impersonation** - pretending to be someone else and sending or posting material that gets that person in trouble, or damages that person's reputation or friendships

**outing** - sharing another person's secret or embarrassing information online

**polling** - having people vote on something (e.g., who is the

best kisser). The results of the poll are then printed and passed out at school

**stalking** - repeatedly sending messages that are highly intimidating or that include threats of harm

### New Social Networking Site - Stickam

**Stickam** (pronounced Stickcam, [www.stickam.com](http://www.stickam.com)) is a social networking site whose popularity is growing. Stickam does everything MySpace does and more. For example, users can broadcast live video of themselves and conduct face-to-face video chats with other users. Stickam's chief executive admits that because users' broadcasts are live, their rules forbidding "obscene, profane, and indecent" behavior are unenforceable. The New York Times has revealed that the company behind Stickam also runs pornography web sites.



"blown away"

## Survey for The Counselor Education Department at NNU

The Counselor Education Department at NNU is considering offering the Counselor Education program in McCall. If you know students who would be considering the counseling profession, we would greatly appreciate it if you would pass this interest survey link on to them.

[http://www.surveymonkey.com/s.aspx?](http://www.surveymonkey.com/s.aspx?sm=OrSr88OI21F4WkrMHJcIEw_3d_3d)

[sm=OrSr88OI21F4WkrMHJcIEw\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=OrSr88OI21F4WkrMHJcIEw_3d_3d)

Thank you so much!  
Susan Perkins, M.A.  
on behalf of the Counselor Education Faculty  
Assistant Professor of Counselor Education  
Northwest Nazarene University  
623 Holly Street  
Nampa, ID 83686-5897  
(208) 467-8184

\*find a link to this survey on the Idaho School Counselor website on the resources page; [www.idahoschoolcounselor.org](http://www.idahoschoolcounselor.org)



“Bear necessity”

## Raising the legal age of dropout in Idaho *by Cathi Jarvis*

As you are aware, one of the issues discussed at Keeping the Promise was if the legal age to drop out of school should be changed from 16 to 18 years of age. One of the participants in the panel discussion was Representative Rich Jarvis. He wanted to let everyone know that House Bill 58, proposing to raise Idaho's legal drop out age will be addressed on Wednesday, 02/11/09

at 9:00 A.M., room 148 in the Capitol Annex-East Side.

Many of you wanted to know the progress of this bill, so I wanted to pass along the information. If you have strong feelings about this issue, Representative Jarvis would love to hear from you.

[rjarvis@house.idaho.gov](mailto:rjarvis@house.idaho.gov)

Also, please contact your representative and/or the Education

Committee...here is the link.

<http://www.legislature.idaho.gov/about/contactbycommittee.cfm>



An estimated 1,890 students who dropped out of grades nine through 12 last year (2008) according to the article “Idaho House Education Committee Agrees to Hear Dropout Bill” by Sharon Fisher on the website [www.newwest.net](http://www.newwest.net), 2-3-09.

*“Idaho’s legal drop out age will be addressed on Wednesday, February 11th, 2009*

## Great Web Resources using the 7 C’s Counseling Model *by Joey James*

As well as being the Publications Chair for ISCA, I am also the webmaster for the ISCA website, [www.idahoschoolcounselor.org](http://www.idahoschoolcounselor.org). I also feel very strongly about the new counseling model, The 7 C’s, proposed by Dr. Tom Trotter. In light of this, I would like to suggest some website resources that support the 7 C’s concept.

### ACADEMIC

[Discovery.School.com](http://Discovery.School.com)  
School.discoveryeducation.com  
Contains free lesson plans, teaching tools, homework helpers, and activities such as brain boosters, puzzlemaker, and study starters.

[Education World](http://EducationWorld.com)  
Www.educationworld.com  
This website provides helpful information and resources for those who work in schools. Included are lesson plans, professional development ideas, technology tools, current school issues and a counseling center with resources that are school counselor specific.

### PERSONAL—EMOTIONAL

[GrievingChild.org](http://GrievingChild.org) A Service of The Dougy Center  
Www.dougy.org

The mission of The Dougy Center for Grieving Children is to provide a safe place where children, teens and families grieving a death can share their experiences as they move through their healing process.

[About Teen Depression](http://About.Teen.Depression.com)  
Www.about-teen-depression.com  
This site contains information about: Trends in Treating Teen Depression, adolescent Depression Statistics, Depression, Alcohol, and Drugs, Suicide and Teenagers, and Treatment Options.

### SOCIAL—RELATIONAL

[No Means Know](http://No.Means.Know.com)  
www.nomeansknow.com  
The Idaho Teen Dating Violence Awareness & Prevention Project is a collaborative effort of the Idaho Coalition Against Sexual & Domestic Violence, St. Luke’s Health Care Systems, the Idaho Department of Education, Idaho School Counselors Association, Silver Sage Girl Scouts, Idaho Legal Aid Services, Treasure Valley YMCA and Interfaith Alliance of Idaho to educate teens and the statewide community on teen dating violence.

[Face The Issue](http://Face.The.Issue.com)  
www.facetheissue.com/selfinjury  
A wonderful site containing information about self injury for high school students.

### BEHAVIORAL

[Bullying.org](http://Bullying.org) - Where You Are Not Alone  
www.bullying.org  
This is a collection of stories, resources, and services on bullying.

[Pediatric Development and Behavior](http://Pediatric.Development.and.Behavior.org)  
www.dbpeds.org  
This site is aimed at professionals interested in child development and behavior.

### LEISURE—RECREATIONAL

[NFL Play 60](http://NFL.Play.60.com)  
Www.nflrush.com/health  
NFL players encourage kids to exercise regularly, eat healthy and maintain a healthy lifestyle.

[GoGirl World](http://GoGirl.World.org)  
Www.womenssportsfoundation.org/GoGirlGo.aspx  
Sparked by the Women's Sports Foundation, the GoGirlGo! activism and fundraising campaign aims at improving the lives of girls ages 8-18 through physical activity. Active girls have a better chance of successfully navigating the heavy emotional and social pressures of girlhood.



“Fall on the Gridiron”

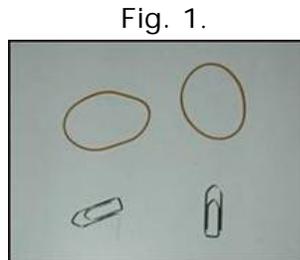
## NOTICE TO ALL EMPLOYEES!

All personnel will now be required to **look happy** while working. Company-approved supplies will be provided to each employee at little or no cost.

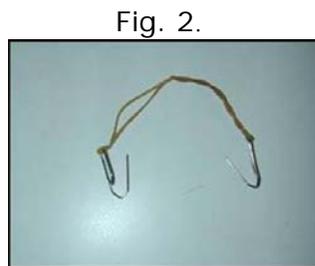
- Workloads getting to you?
- Feeling stressed?
- Too many priorities and assignments?

Here is the new low-cost, company-approved solution to cope with multiple priorities and assignments!

**Each employee will be supplied 2 paper clips and rubber bands.** (See Fig 1.)



**Assemble items as shown in Fig 2.**



**Apply as shown in Fig 3.**



**Enjoy your day. This new office equipment will help you to reach the end of a productive work day with a smile on your face!**

**The Management**

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## ISCA Spring Conference, Coeur d'Alene, Idaho

### Dr. Kent Hoffman

is a clinical consultant for the University of Virginia, Tulane University, and the University of Maryland. Dr. Hoffman is on the faculty in the Department of Psychology at Gonzaga University and is a training and supervising psychotherapist with the Center for Clinical Intervention at Mary Cliff Institute in Spokane, WA.

### Idaho School Counseling Association

Spring Conference, March 20, 2009

Coeur d'Alene Resort

Second & Front

Coeur d'Alene, ID 83814

### March 20, 2009 Agenda

**8:00 - 8:30 a.m.**

Registration & sign-in  
Coffee provided

**8:30 - 9:45 a.m.**

Keynote:  
Understanding Attachment Disorder  
Dr. Kent Hoffman  
Gonzaga University

**9:45 - 10:00 a.m.**

Break

**10:00 a.m.- 12:00 p.m.**

Understanding Attachment Disorder  
Dr. Kent Hoffman

**12:00 - 1:00 p.m.**

Lunch - Provided  
Coeur d'Alene Resort

**1:00 - 2:30 p.m.**

What's In It For Me? Benefits and Challenges of School/Court Collaboration  
Michael Stafford

**2:30 - 3:30 p.m.**

Dr. Tom Trotter  
Kathleen Trotter  
Hope + its conceptual spatio, assessment and applications in school and community

### Michael Stafford

is currently an Assistant Juvenile Court Administrator and Probation Manager in Washington State. He has worked in the Juvenile Court System with youth for the past 26 years in secure custody and community settings that have included secure detention, probation/parole, truancy and at risk youth programs, substance abuse treatment and briefly as a Functional Family Therapist. He is a Graduate of the University of Idaho

### Dr. Tom Trotter

is a retired Professor of Counseling / School Psychologist, University of Idaho. Adjunct Professor of Counselor Education, Gonzaga University.

### Kathleen Trotter

is a school counselor at Timberlake High School, Lakeland School District. She is the former Vice-President and President of the Idaho School Counseling Association and serves on various state level counseling boards.



“Fall on the Praire”

*Proclamation Signing for Idaho School Counseling Week 2009 by Ginny Armstrong*

Picture of the proclamation for Idaho School Counseling Week signing in Boise on Tuesday, Feb. 3<sup>rd</sup>. Clete Edmundson, Education Advisor to the Governor stood in and read the proclamation as the Governor was recovering in his office from surgery the day before. I also talked with Mr. Edmundson on the increase in domestic violence in families with the down turn in the economy which impacts children in schools with an increase in emotional and behavioral problems, aggression and bullying. Pictured is Kristi Enger, Clete Edmundson, Ginny Armstrong.

*“Idaho School  
Counselor Week  
2009, February  
2nd — 9th.”*



*Counselor of the Year applications*

Please be thinking of your choices for Counselor of the Year. The application is on the ISCA website and the packet consists of the 5 steps listed to make up the complete packet of information to nominate a counselor. Due date is June 1, 2009.

Linda Widmer, M.Ed.  
L.C.P.C.-S

[www.idahoschoolcounselor.org/  
recognition.htm](http://www.idahoschoolcounselor.org/recognition.htm)

\*Find the application on the ISCA website at



“Meow”



## Student Loan Assistance Program *submitted by Chris McNaught*

### For more information:

For updated information about IBR and Public Service Loan Forgiveness: [www.ibrinfo.org](http://www.ibrinfo.org) • U.S. Department of Education: [www.fsa.ed.gov](http://www.fsa.ed.gov) • Student Loan Borrower Assistance: [www.studentloanborrowerassistance.org](http://www.studentloanborrowerassistance.org)

The information in this flyer is based on draft regulations prepared by the U.S. Department of Education. Detailed rules will be finalized by November 1, 2008. For updates, visit [www.ibrinfo.org](http://www.ibrinfo.org).

This brochure and IBRinfo.org were produced by the Project on Student Debt. The information provided is as accurate, complete, and up-to-date as possible, but we cannot guarantee that it is free of omissions or errors and bear no liability for how the content is interpreted or used. IBRinfo is not affiliated with the U.S. Department of Education or the federal government. If you have questions, please contact us at [info@IBRinfo.org](mailto:info@IBRinfo.org).



[www.IBRinfo.org](http://www.IBRinfo.org)

## Are you interested in more affordable student loan payments, or loan forgiveness for public service?



- Income-Based Repayment (IBR) is a new way to make your federal student loan payments more manageable, starting July 2009.
- Also, if you work in government or nonprofit organizations for 10 years (starting October 2007), you may qualify for a new type of public service loan forgiveness.

This flyer has basic information about these important new programs. Please visit [www.IBRinfo.org](http://www.IBRinfo.org) for more details about how to qualify.

### Income-Based Repayment

Income-Based Repayment (IBR) is a new payment option for federal student loans, designed to help borrowers with high debt relative to their income. Starting July 2009, it can help keep monthly payments affordable with caps based on your income and family size. IBR will also forgive any debt that remains after 25 years of qualifying payments.

#### WHO CAN USE IBR?

Past, present, and future borrowers with most types of federal student loans. These loans may be held by either a private lender like Sallie Mae (FFEL loans) or the federal government (Direct Loans).

#### HOW DOES IBR WORK?

If you earn below 150% of the poverty level for your family size, your required monthly loan payment will be \$0. If you earn more, your loan payment will be capped at 15% of whatever you earn above 150% of the poverty level. That usually works out to less than 10 percent of your total income. To learn more, visit [www.IBRinfo.org](http://www.IBRinfo.org).



### Public Service Loan Forgiveness

Public Service Loan Forgiveness will forgive remaining federal student loan debt after 10 years of qualifying loan payments and eligible employment. This program is designed for borrowers whose income is low relative to their debt for at least some of their time in a public service job.

#### WHO CAN GET PUBLIC SERVICE LOAN FORGIVENESS?

People who have federal student loans through the Direct Loan program and work in a wide range of "public service" jobs. Your job is eligible if you:

- are employed by any nonprofit, tax-exempt 501(c)(3) organization;
- are employed by the federal government, a state government, local government, or tribal government (this includes the military and public schools and colleges); or
- serve in a full-time AmeriCorps position.

If you don't meet these criteria, you may still be eligible in certain circumstances. See [www.IBRinfo.org](http://www.IBRinfo.org) for details.

#### WHAT KINDS OF LOANS ARE COVERED?

Federal Stafford, Grad PLUS, or consolidation loans as long as they are in the Direct Loan program. Borrowers with federal loans held by a private lender (FFEL loans) can switch to the Direct Loan program to get this benefit: [www.loancollodation.ed.gov](http://www.loancollodation.ed.gov)

#### WHEN DOES THE 10-YEAR CLOCK START, AND WHICH PAYMENTS COUNT?

Only employment and payments made after October 1, 2007 count towards the 10 years. Qualifying payments must be made through the Direct Loan program and include Standard (10-year) Repayment, Income-Contingent Repayment, or Income-Based Repayment (available July 2009). These payments must be made while you're working full-time in an eligible job. If you meet all the criteria, the earliest your remaining debt could be forgiven is October 2017.

Go to [www.IBRinfo.org](http://www.IBRinfo.org) to find out how you can make the most of this benefit.



*“The I’s Have It!” by Dr. Tom and Kathleen Trotter*

At a recent Idaho Drug Free Youth (IDFY) retreat in McCall, the question was asked by a local news-reporter, how can parents respond to their adolescent children in ways that will help them stay drug free ... In brief, it takes more than two eyes; it takes four I’s – being *Interested, Informed, Interactive* and *Introspective*.

**Be interested.** Know what energizes your child and be genuinely interested in them. Be inquisitive about their friends and what kinds of activities they are into during this time of their lives (e.g. sports, extracurricular activities, academics, etc.). Show a genuine interest in how they are evolving as human beings and progressing in any/all of these pursuits. Listen more than you talk and find more to praise than to criticize!

**Be informed.** It is one thing to be personally interested in your children, it’s quite another to know where your children are developmentally and what challenges they face intellectually, socially,

emotionally, and physically. Sources of information regarding developmental dynamics include professional school counselors, school psychologists, teachers, and other professionals in education and the community.

parent/guardian. Research in resiliency tells us that the most important and influential aspect of every child’s life is their connection with someone who cares. This bond is what makes us human and inspires us to be all that we can be. Where there are disconnections on the homefront, other adults – usually adults in schools – will step into the breach. Ideally, the parent/guardian should be taking the lead in this capacity.

Obviously, parent effectiveness entails much more than these simple guidelines provide. The Four I’s can, however, help us to keep perspective on best parenting practice and to keep our I’s on the prize of gifting our community and world with successful, well-adjusted children.



“Resist the tendency to watch your child’s life unfold at a distance.”

*“It is one thing to be personally interested in your children, it’s quite another to know where your children are developmentally and what challenges they face intellectually, socially, emotionally, and physically.”*



**Be interactive.** Resist the tendency to watch your child’s life unfold at a distance. The extent of connectivity between parent and child ranges from enmeshment (excessive involvement) to detachment (absence of involvement), both of which extremes are counterproductive. Stay involved in your children’s lives outside as well as inside of the home (e.g. chaperone at events, attend sports activities, take a trip to the mall together). There will be/have been times during early adolescence when they will try to distance themselves or draw away. Developmentally speaking, this is the natural order of things. Trying as these times will be, interact in ways that evidence that you are interested and informed and that say I love and care about you.



“Research in resiliency tells us that the most important and influential aspect of every child’s life is their connection with someone who cares.”



“Be inquisitive about their friends and what kinds of activities they are into during this time of their lives .”

**Be introspective.** Be honest in self-assessing your “performance” as a



# ISCA, who are we?

Idaho School Counselor Association

Joey James  
Publications Chair  
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E-mail: joeyj299@yahoo.com

**ONE VISION — ONE VOICE**

ISCA is the only professional organization that represents and advocates solely for Idaho school counselors.

Your membership brings you many benefits among which are professional development activities, a professional newsletter, and trained leadership to answer your questions and listen to your concerns. Perhaps the most important advantage in this time of educational cutbacks is the strong advocacy of the Public Policy and Legislation Committee which serves all professional school counselors.



## Mission Statement

The mission of the Association is to promote excellence in school counseling by empowering professional school counselors to meet the needs of all Idaho's students and constituents.

## Web Resources Using the 7C's (cont.)

### HEALTH—NUTRITION

#### Kids Health

Www.kidshealth.org  
Here's where you'll find games and activities to help you explore your health and the human body.

#### Body Works

Www.womenshealth.gov/bodyworks  
A helpful site for anyone looking to work with parents or teens on developing a healthy lifestyle. This site offers information on how to be trained on the content or on how to find a trainer that can provide a training with free materials to parents and teenage girls. In addition, much of the information included in the toolkit can be viewed or printed from the website and reproduced, free of charge.

### CAREER DEVELOPMENT

America's Career InfoNet: Career Resource Library

Www.careeronestop.org

From Accountants to Zoologists, we have nearly 450 career videos showing real people doing real work. See broad industry areas describing selected careers within the industry. View five specific industry videos. Check out careers that have similar characteristics (for example, work outside, require only On-the-Job training; or, are eligible for apprenticeships).

#### Career Voyages

www.careervoyages.gov

This web site is the result of a collaboration between the U.S. Department of Labor and the U.S. Department of Education. It is designed to provide information on high growth, high demand occupations along with the skills and education needed to attain those jobs.



North Idaho College Tech Tour, 2008