University of Northern Iowa

UNI ScholarWorks

INSPIRE Student Research and Engagement Conference

2020 INSPIRE Student Research and Engagement Showcase

Apr 17th, 12:00 PM - 4:00 PM

School Counseling at Hansen Elementary

Addi Seybert University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©2020 Addi Seybert

Follow this and additional works at: https://scholarworks.uni.edu/csbsresearchconf

Part of the Student Counseling and Personnel Services Commons

Recommended Citation

Seybert, Addi, "School Counseling at Hansen Elementary" (2020). *INSPIRE Student Research and Engagement Conference*. 1. https://scholarworks.uni.edu/csbsresearchconf/2020/all/1

This Open Access Poster Presentation is brought to you for free and open access by the CSBS Conferences/Events at UNI ScholarWorks. It has been accepted for inclusion in INSPIRE Student Research and Engagement Conference by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.



Introduction

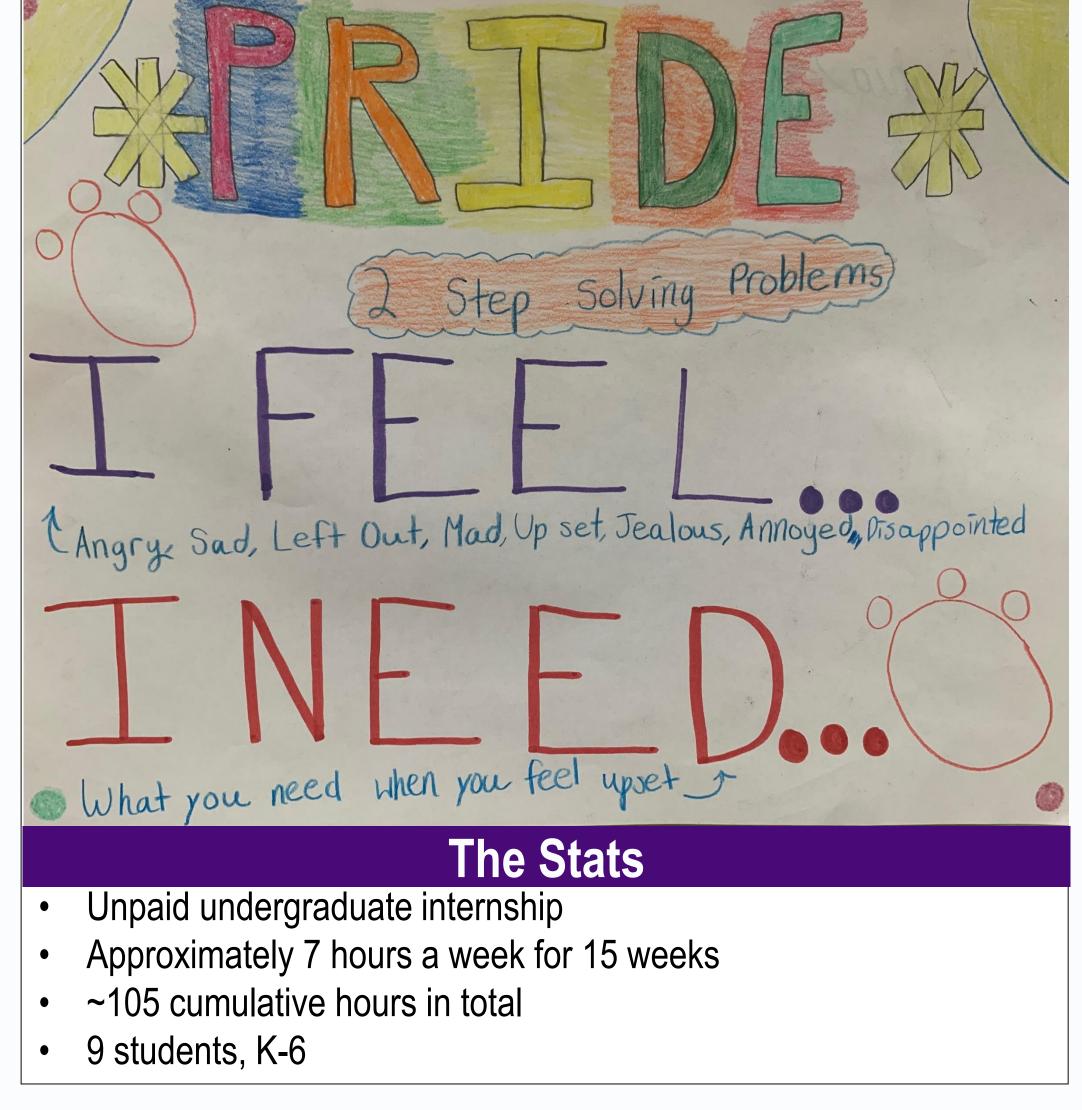
Over the course of the Spring 2020 semester, I partnered with Hansen Elementary to fulfill my Psychology Cooperative Education internship. While there, I worked closely with the school counselor (Jen Alexander) to teach children K-6 about things such as emotional well-being, conflict resolution, making goals, and building healthy, lasting relationships. As one of the undergraduate interns, I was able to meet with students one-on-one as well as assist faculty in classroom lessons. Aside from working with students, I was also able to research trauma-sensitivity and its importance in the education system. My role at Hansen Elementary has opened my eyes to the world of school counseling and has inspired me to pursue a career in the field.

Hansen's Mission

- A curriculum that is differentiated and engages all students in 21st century, real-world, meaningful, rigorous and relevant learning opportunities where all students have the opportunity to achieve at high levels.
- Students and staff that are goal oriented, innovative, collaborative, problem solvers, and critical thinkers.
- A safe, nurturing environment where all students are successful, well-rounded individuals who respect and accept diversity striving to be the best versions of themselves.

Hansen Pride

- Positive and Accountable
- Ready to Learn
- Insist on My Personal Best
- **D**ependable and Respectful
- Encourage Others to do the Right Thing



Addi Seybert, Psychology Major

Position Responsibilit	ies
Mot ono-on-one with assigned students	
 Met one-on-one with assigned students General framework: before meeting, got a ru 	in-down of the child's
situation (struggles, concerns, strengths) and	
course of action	
Course of action: What activity would be	best for this child
specifically?	
 Once baseline was established, I decided 	d how to approach the
situation and connect with the child	
 No formal training on how to meet with stude 	ents
 Met with 9 kids in total, ranging from 1st grad 	e to 6 th grade
 Each session was different, as each child 	-
experiences and personalities to the table	e
Managed the daily schedule	
 Ensured everything ran smoothly 	
Filled in weekly schedule	
One-on-one meetings	
Parent conferences	
Classroom visits	
 Lunch and planning periods 	
Communicated with parents about child invo	
 Gained permission to work with their children Emailed updates about their children 	
 How the sessions were going, any conce 	rns or questions etc
Sat in on classroom lessons	
 Helped promote student engagement 	
 Made "example projects" for reference 	
Maintained projects around the school	
 Hung student artwork in the hallways 	
 Updated the "New Friends" board with photo 	s of new students
and faculty	
 Ensured "River of Feelings" was intact 	
 Unboxed food from the food bank and dispe 	rsed it to students in
need	
 Copied, printed, and sent papers to the print 	center
	AR PAG
	135 125
Contrained and the second	
Convert on convert data and the second data an	
The second secon	
Doon boon	Mar Bar

20

School Counseling at Hansen Elementary

Trauma-Sensitive Schools

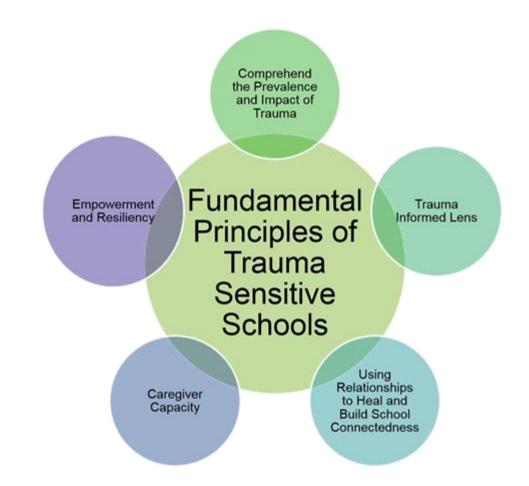
Trauma - "a distressing experience that threatens a person's actual safety or perceived sense of felt safety to such a degree that it exceeds an individual's capacity to cope in healthy ways" • 1 in 4 students have been negatively impacted by trauma Experiencing such trauma as a child "may directly affect memory,

language, emotional, and brain development which interfere with mastery and acquisition of new skills" (Child Welfare Information Gateway, 2015)

Trauma-sensitive schools - provide support to all students so they can learn and thrive in the classroom environment, instead of focusing on their trauma

• Promote resilience and success

Without a trauma-sensitive approach, students are at risk of poor academic performance and increased potential for future absenteeism and drop-outs



STRIVE Framework

Supportive Trauma Interventions for Educators (STRIVE) Framework

- Emphasizes the importance of...
- Responsive adults
- Children's ability to have choices and self-regulate
- An environment that encourages safety and trust
- Based on resiliency instead of risk factors

• 3 levels of intervention

- The individual student
- The teacher
- The school as a whole
- Core principles
- Increasing teachers' understanding and awareness of trauma
- Providing teachers with concrete strategies and interventions for their classrooms

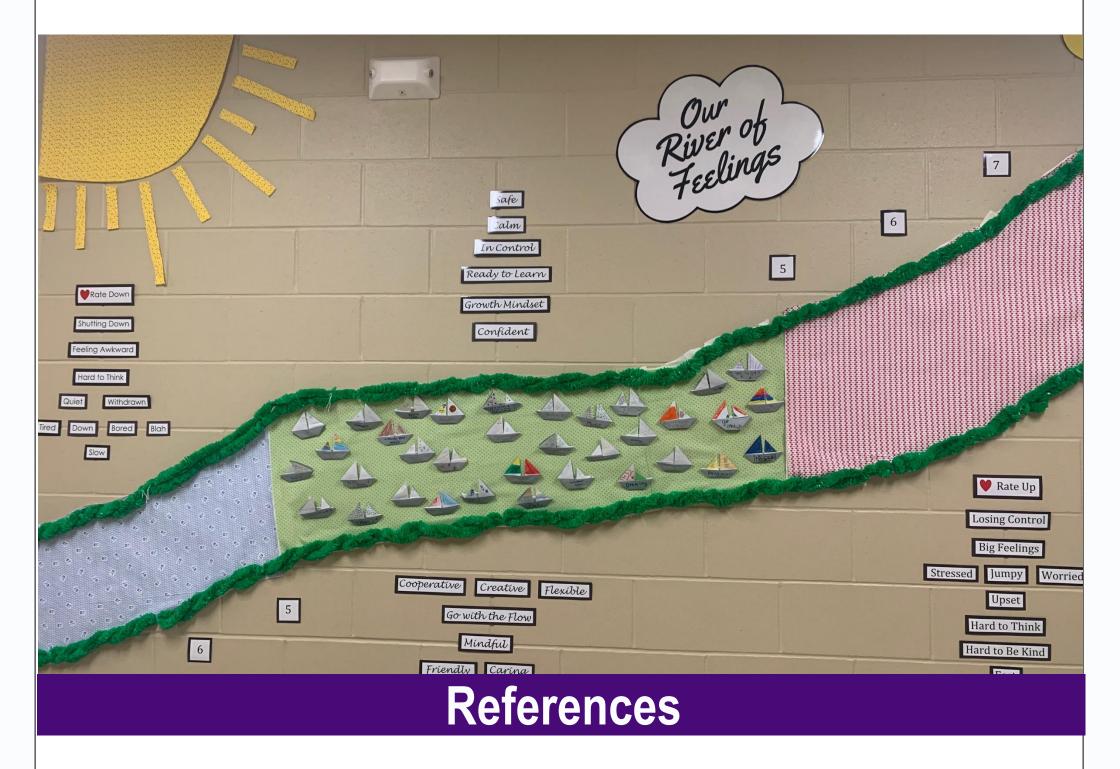
Improving young children's ability to access the curriculum Serves as a much-needed guideline for schools to follow when implementing trauma-sensitivity.

It is important for educators to be able to recognize triggers and promote regulation within their classrooms



Supportive Trauma Interventions for Educators

This internship has taught me how much I truly love working with children. Having a role in instilling lifelong skills, such as communication or maintaining relationships, is so rewarding. Thanks to my experience at Hansen, I have become much more informed on what it means to be trauma-sensitive. All children deserve the chance to succeed, no matter their backgrounds or past experiences. Likewise, no child should have to worry about dealing with their trauma alone. Schools are a safe space for so many kids, and therefore I hope to advocate for more schools to become trauma-sensitive. I also intend to further my experience in the psychological field by pursuing a master's degree in school counseling. This internship has truly been the foundation of my future career, and I cannot wait to get started.



I would like to thank Jen Alexander for being such a wonderful mentor. Without her, I would have been completely lost. She has served as an incredible role model, and I hope to one day be half as good a school counselor as she. I'd also like to thank Carolyn Hildebrandt for providing me with this opportunity in the first place. She has also been a great source of ongoing support. Thank you both so much!



What I Learned

Alexander, J. (2018, March). Creating trauma-sensitive schools: Exploring the "what works" and "why". National Leadership Summit. Chicago.

Cedar Falls Schools. (2020). About our school. Retrieved March 7, 2020, from https://www.cfschools.org/schools/hansen/about-us

Child Welfare Information Gateway. (2015). Resource Guide to Trauma-Informed Human Services. Retrieved March 8, 2020,

from https://www.childwelfare.gov/topics/responding/trauma/

Craig, S. E. (2017). *Trauma-sensitive schools for the adolescent years: promoting* resiliency and healing, grades 6-12. New York: Teachers College Press. McConnico, N., Boynton-Jarrett, R., Bailey, C., & Nandi, M. (2016). A framework for trauma-sensitive schools: Infusing trauma-informed practices into early childhood education systems. Zero to Three, 36, 36–44. Retrieved from zerotothree.org/journal

National Child Traumatic Stress Network. (2018, March 19). Essential elements. Retrieved March 8, 2020, from https://www.nctsn.org/trauma-informedcare/trauma-informed-systems/schools/essential-elements

Overstreet, S., & Chafouleas, S. M. (2016). Trauma-Informed Schools: Introduction to the Special Issue. School Mental Health, 8(1), 1–6. doi:10.1007/s12310-016-9184-1

Plumb, J. L., Bush, K. A., & Kersevich, S. E. (2016). Trauma-sensitive schools: An evidence-based approach. School Social Work Journal, 40(2), 37–60.

Acknowledgements