

# THE ADVOCATE

## Talbott Springs Elementary School Counseling Monthly Newsletter

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### IN OUR WORLD

[The Great Kindness Challenge](#) is hosted annually during the month of January to encourage kindness all over the world. Last year (2019), the Great Kindness Challenge included over **13 million student participants** in over **24 THOUSANDS SCHOOLS** located in at least **115 different countries**. All together, the challenge produced more than 650 million kind acts in one week's time! Learn more about the process and success of the [Great Kindness Challenge here!](#)



### IN OUR COUNTY

While change can bring new opportunities and great possibilities, it can also be accompanied with some challenges and unpleasant feelings. Please check out the [HCPSS page dedicated to supporting students through the recent attendance area adjustments](#). The following strategies can be useful in helping your child(ren) navigate any big transition:

- Have an open conversation
- Listen to your child's excitement AND concern
- Offer choices, when possible, surrounding the change (*Would you like to go explore the playground at your new school this weekend or over the summer? Would you like to explore the school and teachers on their website? How would you like to keep in touch with old friends?*)
- Allow your child(ren) to be upset (*"I know you are feeling sad, change can be hard. It is OK to feel upset."*)
- Focus on the positive (*"While you may feel sad to leave friends behind and uneasy about meeting new people, this can also be an opportunity to make new friends."*)

If your child is in need of additional support during this time, please reach out to your school counselor for assistance. Additionally, please

keep an eye out for welcoming meeting, events, and information being hosted by many schools to assist families with this process.

## IN OUR SCHOOL



Happy New Year! This month as Mrs. Sansone visits classrooms she will be focusing on sharing with students how they can **self-advocate**. Both now and in the future having initiative to use self-advocacy skills will help children have the power to know how to help themselves solve their problems and reach their goals.

Below is the RISE Challenge for this month:

### RISE Challenge of the Month *Inspire Yourself to*

#### Self-Advocate:

Think what can I do to help myself to reach my goals and solve my problems?

- Use resources to help me get unstuck.
- Uses words to express what I want or need.
- Ask a classmate or adult for help.

*At home you could further discussion on self advocacy skills when talking with your child.  
Some possible conversation starters:*

One time that I had to ask for help from another grown up was.....

When I was in school I remember having a hard time in \_\_\_\_\_ class, to help myself I.....

When I can't find something I'm looking for first I.....

## IN OUR HOMES

Interested in learning more about bringing The Great Kindness Challenge home? [Check out the family edition here!](#)

### ***Book List***



Check out these kid-friendly books on kindness:

- [Last Stop on Market Street](#) (Matt De La Pena)
- [Those Shoes](#) (Maribeth Boelts)
- [You, Me and Empathy](#) (Jayneen Sanders)
- [Most People](#) (Michael Leannah)
- [The Invisible Boy](#) (Patrice Barton)

- [Come With Me](#) (Holly M. McGhee)
- [Little Blue Truck](#) (Alic Schertle)
- [Be Kind](#) (Pat Zietlow Miller)
- [Save Me a Seat](#) (Gita Varadarajan)
- [Chocolate Milk, Por Favor](#) (Maria Dismondy)
- [If You Plant a Seed](#) (Kadir Nelson)
- [We're All Wonders](#) (R.J. Palacio)
- [I Am Enough](#) (Grace Byers)
- [Each Kindness](#) (Jacqueline Woodson)



### ***Fun Fact!***

School counselors use assessment to monitor the effectiveness of their school-wide programs and efforts. The following are examples of assessment tools that are used to assist with this process:

- Needs assessments
- Surveys (*For students, staff, parents, and community members*)
- Pre- and Post-Surveys
- Completed student material/work
- Process Data (*The Logistics: Who, what, when, where, and why was the instruction/intervention completed*)
- Perception Data (*What the student learns, feels, and/or believes after the instruction/intervention*)
- Outcome Data (*Focuses on the goals, growth, and achievement of the instruction/intervention*)
- Attendance Data
- Behavior Data
- Academic Data
- Formal and Informal observations