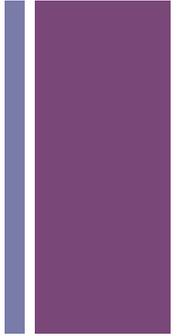




# SCHOOL COUNSELING AT TASIS



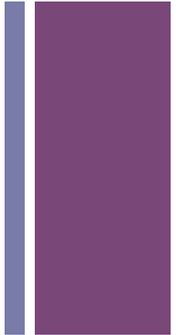
# Who we are...



- Mary Cate Hauenstein- Director of Counseling (All School)
- Adrienne Poulos- Elementary School Counselor
- Andrew Rhein- Director of the Learning Resource Center



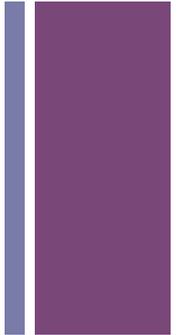
# Mary Cate Hauenstein



- Mary Cate is from Aspen, Colorado and graduated from Tabor Academy, a boarding school in Marion, Massachusetts.
- Also graduated from Brown University where she studied Visual Art, Art History, and Modern European Intellectual History.
- MA in Clinical Psychology (Marriage and Family Therapy)
- MA in School Counseling
- Has taught yoga and meditation for 15+ years
- Worked as a counselor in the USA and China before coming to TASIS



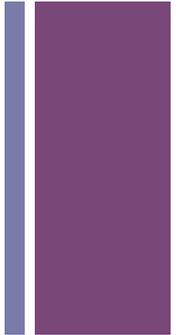
# Adrienne Poulos



- Mrs. Poulos attained her Masters in Education in 2012, graduating with top honors, and receiving the Ethel Tuck scholarship for exceptional work in aiding children and youth with difficulties
- Working in international schools, Adrienne has accumulated over 7 years experience as a School Psychologist
- Mother tongue English, and fluent in Italian, Mrs. Poulos is able to reach a broader spectrum of TASIS students to help them thrive academically and emotionally



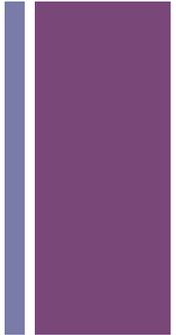
# Andrew Rhein



- Dr. Andrew Rhein earned a B.A. in American Studies at Colby College and both an M.A. and Ph.D. in Clinical Psychology from Boston University.
- He spent the past nine years at Landon School in Bethesda, Maryland, where he served as Director of Counseling and Wellness, taught AP Psychology, oversaw the Student/Faculty Advisory Program, supervised the Peer Counseling Leadership group, coached wrestling, and wore several other hats.
- Prior to his work at Landon, Dr. Rhein founded and ran the Learning Center at the Madeira School in McLean, Virginia.



# What is the role of the School Counselor?



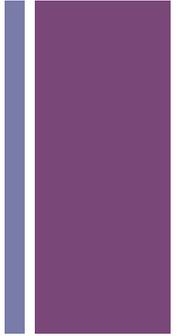
The three main areas in which counselors help students can be viewed as pieces of the individual as a WHOLE:

- Academics- HEAD
- Social Emotional Growth- HEART
- Confidence/Place in the world- BELLY



# ACADEMICS

## Head



- The School Counselor uses knowledge of psychology and the brain to aid students in figuring out how they learn best
- We work together with classroom teachers, the Learning Resource Center, and Dr. Rhein to help each student thrive academically

# + SOCIAL EMOTIONAL GROWTH

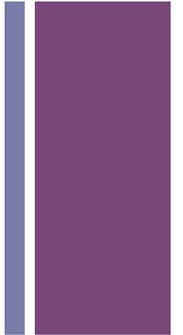
## Heart

- The School Counselor helps students resolve conflicts, learn strategies to improve connectedness and manage their emotions
- Working together with teachers, School Counselors may also enact classroom workshops that focus on improving a particular skill (i.e.: perseverance, turn-taking, kindness etc.)



# CONFIDENCE/PLACE IN THE WORLD

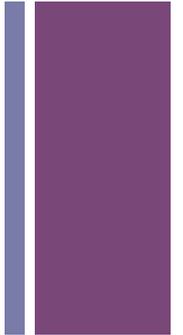
## Belly



- We will work with students and teachers to change their mindset, giving them tools and know how to tackle daily challenges inside and outside of the classroom
- Counselors aid children in learning how to become calm and quiet so that they can listen to their intuition
- Together we help students become more confident and courageous, and guide them in feeling part of the school community



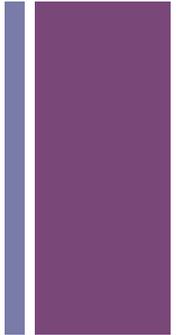
# Benefits of Counseling- What the research shows



- Research suggests that school counselors have positive influences in three areas; academics, social emotional growth, and career/college development. A 2012 study of school counseling practices shows that effective counseling strategies tend to have positive effects on classroom attendance, discipline, and overall achievement (Carey & Dimmitt, 2012).



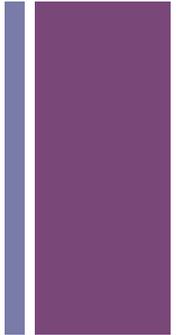
# Benefits of Counseling- What the research shows



- A series of studies funded by the American School Counselor Association (ASCA) reveals the positive impact of school counselors on student outcomes.
- Results indicated school counselor have a significant correlation with lower student absenteeism and higher SAT math, verbal and writing scores, higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer suspensions. (Parzych, Donohue, Gaesser, & Chiu, 2019).



# What is Social and Emotional Learning?



- According to the Collaboration for Academic, Social and Emotional Learning(CASEL), SEL is the process of developing and using the skills, attitudes, and knowledge that foster:
  - **Self-Awareness**
  - **Self-Management and Emotion Regulation**
  - **Social Awareness**
  - **Relationship and Social Skills**
  - **Responsible Decision Making**

HOMES AND COMMUNITIES  
SCHOOLS

CLASSROOMS

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

SOCIAL AWARENESS

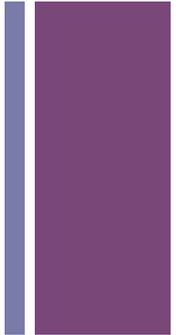
RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SEL CURRICULUM AND INSTRUCTION  
SCHOOLWIDE PRACTICES AND POLICIES  
FAMILY AND COMMUNITY PARTNERSHIPS



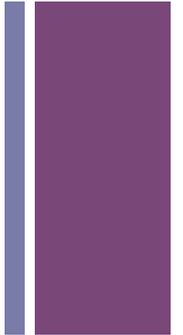
# The CASEL 5 core competencies:



- **Self-Awareness:** Becoming self-aware by recognizing one's own feelings, personal goals, strengths, and limitations on how they influence their behavior.
- **Self-Management and Emotion Regulation:** Learning to regulate daily stressors and manage self-emotions. This includes self-discipline, self-motivation, and impulse control.
- **Social Awareness:** Improving social development and awareness of others in the form of empathy and learning to appreciate cultural and social differences.
- **Relationship and Social Skills:** Developing the necessary social skills to create lasting and meaningful relationships with individuals and groups different than self. This includes developing communication and teamwork skills.
- **Responsible Decision Making:** Learning to make decisions when dealing with everyday problems, while also considering ethics, safety concerns, and every day social norms



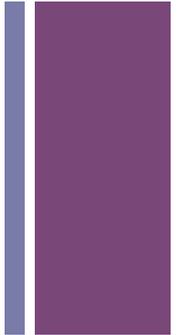
# How WE can promote Social and Emotional Learning



- Assisting teachers with curriculum changes that are more in line with SEL development
- Modeling the SEL core competencies in all interactions
- Promoting alternative thinking strategies
- Providing academic staff with teaching methods for incorporating SEL into their classrooms and everyday interactions
- Building in proactive strategies, including small-group counseling activities and discussions, as well as classroom presentations on topics that promote academic and SEL



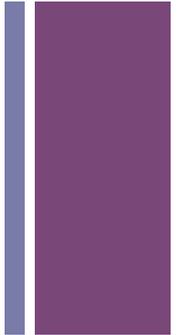
# How YOU can promote Social and Emotional Learning



- **Be a good listener.** Take the time to actively listen to your child. Put away all forms of media, and connect with your child. This is of particular importance at the beginning of the day, and the first time you see your child after school.
- **Model the behavior you seek.** Whether it's apologizing when you're in the wrong or treating others with respect and kindness, children learn a great deal about relationships from observing the behavior of their parents.



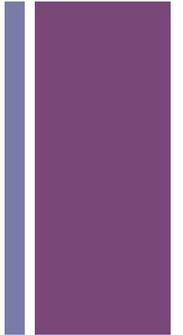
# How YOU can promote Social and Emotional Learning



- **Nurture your child's self-esteem.** A child with a good sense of self is happier, more well-adjusted, and does better in school. Strategies for fostering self-esteem include giving your child responsibilities, allowing her to make age-appropriate choices, and showing your appreciation for a job well done.
- **Respect differences.** Every child has his or her own unique talents and abilities. Whether in academics, athletics, or interpersonal relationships, resist the urge to compare your child to friends or siblings. Instead, honor your child's accomplishments and provide support and encouragement for the inevitable challenges he faces.



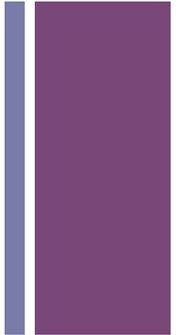
# Contact us



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- Adrienne Poulos: [adrienne.poulos@tasis.ch](mailto:adrienne.poulos@tasis.ch)



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