

# STUDENT SERVICES

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ELISA NELSON ELEMENTARY

# STUDENT SERVICES TEAM

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## **Our Mission:**

"The mission of Student Services is to provide an interrelated system of support to students, schools, families, and communities to ensure sustainable student success."

## **Our Team:**



Allison Rice, *School Counselor*



Jessica Ross, *School Psychologist*



Laney Gibney, *School Social Worker*

# SCHOOL COUNSELOR

ALLISON RICE (5 DAYS)

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## **Our Mission**

As student advocates, Professional School Counselors provide a comprehensive program that promotes student success through a focus on academic achievement, social/personal, career and multicultural/global citizenship development.

## **Our Role**

- Classroom guidance lessons
- Blazer Traits Coordinator
- 504 coordinator
- Group & individual counseling
- Social skills training
- Tier I-II Social/Emotional Support
- Transition Support to middle school

# SCHOOL PSYCHOLOGIST

JESSICA ROSS (TUESDAYS + THURSDAYS)

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## **Our Mission**

"The mission of Psychological Services is to provide quality services for safe, effective schools and healthy, responsible students."

## **Our Role**

- Tier III academic plan facilitator (PSW)
- 504 evaluator
- Tier II-III behavior support
- Group & individual counseling
- Social skills training
- ESE evaluations

# SCHOOL SOCIAL WORKER

LANEY GIBNEY (TUESDAYS + FRIDAYS)

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## **Our Mission**

"The mission of School Social Work is to work collaboratively with home, school and community to enhance highest student achievement in a safe environment."

## **Our Role**

- Attendance support
- Tier II-III behavior support
- Community referrals
- Group & individual counseling
- ESE evaluations (Social Histories)
- Crisis intervention and response
- 504 evaluator

# BRINGING AWARENESS TO MENTAL HEALTH ISSUES

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- Start With Hello— Sandy Hook Promise violence prevention program
- Red Ribbon Week— Drug Prevention in October
- Blazer Traits— given to one student in each class that demonstrates the characteristics of our monthly trait (voted on by peers)

# FAQ

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**Q: My child might benefit from counseling support. Which student service member do I contact?**

A: The school counselor triages referrals for social/emotional support. If more intensive supports are needed, the school counselor notifies the student service team.

**Q: What does social skills training look like?**

A: anger management, conflict resolution, peer relations—can be delivered on individual basis or in group setting (lunch bunch)

**Q: Does my child have to have an IEP to receive counseling services?**

A: No

**Q: Does my child have to have a diagnosis to qualify for a 504 plan?**

A: If a student does not have a medical diagnosis, a mental impairment must be suspected that substantially limits a major life activity.



# WHAT IS SOCIAL AND EMOTIONAL LEARNING?

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- Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL)

# FIVE CORE COMPETENCIES

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- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others (CASEL)

# PROMOTE SOCIAL AND EMOTIONAL SKILLS AT HOME

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- **Think out loud.** When your child hears your thinking process, it helps her understand how to cope with frustration and solve problems:
- **Read bedtime stories or Watch shows:** Discuss the characters and events in the story. Invite your child to share her thoughts and feelings by asking questions: “What do you think he should do? How do you think she feels? What would you do if you were this character?” Spend some time watching a show or movie. At any given time, pause and discuss how the characters are feeling. You might ask: “How are they feeling?” and “How would you feel if that happened to you?” Use this conversation to build on considering how others feel, discussing social cues, and caring about their emotions.
- **Do a job together.** Teamwork: Instead of asking your child to do a chore alone, do it with her.
- **Play games.** Card and board games and outdoor games such as tag or hop-scotch offer built-in opportunities for helping children learn to take turns, cooperate, handle frustration, and more. While playing games together, focus on fun instead of winning or losing.
- **Prevent potential problems.** Before a friend comes to play, help your child put away toys he does not want to share. Before taking a bus to the zoo, provide a step-by-step explanation of what you will do.
- **Random Acts of Kindness:** to encourage kids to be kind to others.
- (<https://www.naeyc.org/our-work/families/building-social-emotional-skills-at-home>) and (<https://www.thepathway2success.com/10-sel-activities-for-home/>)



# RESOURCES TO USE AT HOME:

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- Why Should I Listen: <https://www.youtube.com/watch?v=WpavXRsdDoU>
- The Wolf who Learned Self-Control: [https://www.youtube.com/watch?v=UTTCYeyxG\\_I](https://www.youtube.com/watch?v=UTTCYeyxG_I)
- The Color Monster: Story About Feelings: <https://www.youtube.com/watch?v=PWujGPb6mgo>
- Grumpy Monkey: <https://www.youtube.com/watch?v=wylzbbSL668>
- Inside Out: Guess the Feelings: <https://www.youtube.com/watch?v=dOkyKyVFnsS>
- Even Superheroes Have Bad Days: <https://www.youtube.com/watch?v=UF9Y6F2lwag>
- Teaching Children How to Be Kind and Respectful: <https://www.youtube.com/watch?v=UPO7PIgHAmo>
- Sesame Street: Word on the Street: RESPECT: <https://www.youtube.com/watch?v=GOzrAK4gOSo>

# EMAIL CONTACT INFORMATION

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- Allison Rice: [RiceAll@PCSB.ORG](mailto:RiceAll@PCSB.ORG) (Returning November 6<sup>th</sup>)
- Jessica Ross: [RossJes@PCSB.ORG](mailto:RossJes@PCSB.ORG)
- Laney Gibney: [GibneyK@PCSB.ORG](mailto:GibneyK@PCSB.ORG)

# REFERENCES

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- <https://casel.org/what-is-sel/>
- <https://www.naeyc.org/our-work/families/building-social-emotional-skills-at-home>
- <https://www.thepathway2success.com/10-sel-activities-for-home/>