

HEBREW ACADEMY OF NASSAU COUNTY

Counselor Corner

November 2015
Cheshvan-Kislev 5776

WE'RE HERE FOR YOU!!!

Inside this issue:

Counseling Department calendar	2
"High School Ahead"	3
7 Habits of Highly Effective Teens	4
Study Skills	4, 5
Parenting Corner	6
Thinking Traps & Test Anxiety	7
Sleep—Is it really that important?	8
Side Effects From Sleep	9
Counseling Department Mission Statement	10
Frequently Asked Questions	10, 11
Technology—The Good, The Bad and The Ugly	12
Counseling Department Staff	13
Administration	14

At the Hebrew Academy of Nassau County, our students, families and faculty can all utilize the services of the counseling department.

For students, we have highly educated and skilled social workers that can listen and help problem solve almost any issue. In addition, the counseling department is involved with numerous programs throughout the year, such as our 9th grade study skills seminar that we run in conjunction with the department of learning support services. Also, we have programs that raise

School Counseling



awareness and help to educate the student body on issues such as bullying, internet safety, drugs/alcohol, healthy relationships, to name just a few.

For the parents of our students, we offer a variety of different support mechanisms. These include face-

to-face meetings, phone calls, e-mails, literature as well as our series of parenting education programs.

The counseling department also actively supports the faculty. We provide valuable information that helps them connect with their students as well as helping to problem solve when a student is struggling in a particular class.

We hope you find this latest edition of the Counseling Corner Newsletter useful and informative.



Hebrew Academy of Nassau County

חנך לנוער על פי דרכו

"Teach Each Child According to Their Own Way"

THE COUNSELING DEPARTMENT PRESENTS:

This year the counseling department is excited to bring monthly events to the student body. These events will highlight and bring awareness to common teen topics. They will include themes such as bullying, body image, technology, relationships, substance abuse, making smart choices, stress, and boundaries. Programs can include guest speakers, activities, video presentations and more. We hope these programs will influence our students to become conscious of their actions, thoughts and behaviors.



October was National Bully Prevention and Education month. We conducted surveys and had a poster campaign that helped to raise awareness about this important issue.



For the month of November the counseling department will be focusing on various programs, in-class and school wide, that will teach students how to behave appropriately on-line.



December focuses on reducing stress and anxiety for our students. We will utilize various methods, such as posters and small group meetings to help reduce the normal stress that comes with being a student.



In January we will be focusing on the connection between a healthy body, mind and self image.

**HEALTHY BODY=
HEALTHY MIND &
HEALTHY IMAGE**



For the month of March we will be focusing on diversity. We will be utilizing various modalities to help re-enforce the concept of acceptance and understanding.



In April we will be focusing on identifying the different characteristics that go into having healthy relationships with others, whether it be with a teacher, family member or friend.



This month we will be focusing on relationship, whether with a friend, parent teacher, to identify and set healthy and appropriate boundaries.

Setting Healthy Boundaries



Our final monthly theme will focus on making smart, safe choices.

SMART CHOICES



This month we will be addressing the issue of drugs and alcohol. We will talk about the risks as well as appropriate and cool ways to just say "no".





The number of Advanced Placement courses does not always tell the full story of a “good” versus “great” high school. One of the most important things when choosing a school is the climate and culture. If you see a high school students ask them, “where do you go to school, and are you happy?” The most important piece is finding a place where you will be successful, and in order to do that you need to be happy.

“Gauging the culture of a school is as important as assessing its academic quality,” explains Mark Reford, CEO of BASIS Independent Schools, private schools managed by BASIS.ed, which also runs top-rated charter high schools in several states. “The only real way to get a feel for a school’s culture is to spend some time walking the halls,” he says. “Stand in a hallway or the back of a few classes and you can very quickly find out if it’s a happy place – a joyful place – where kids work together and the relationship between students and teachers is warm and inspiring,” he says. “A good school is very joyful, but also very rigorous. That combination of rigor and joy is very rare.”

“Gauging the culture of a school is as important as assessing its academic quality”

When you go for your 8th grade interview, walk around and observe your environment. Speak to current students, approach teachers, see what more information you can gather and what it would be like to be a student in that school.

A few other tips to keep in mind while choosing a high school would be:

Are the teachers engaging? Do they listen to their students? Are teachers available to students for advice outside of the classroom?

Consider where your friends are going, but don’t let it dictate your decision about what is best for you.

Discuss your choices with your parents. Both parents and students need to talk about how they are feeling about certain schools.

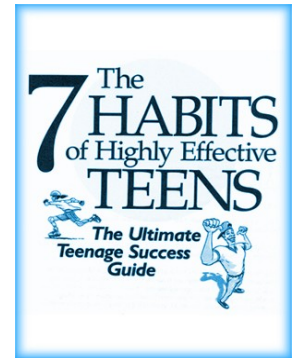
Ask questions. Don’t leave a tour wishing you asked something.

Don’t rule out a school for only one specific issue you may have.

Best of luck and if you have any questions about HANC High School feel free to contact me @ MSteiner@hanc.org.



- 1) Be Proactive—Take Responsibility
- 2) Begin with the end in mind—Define your mission and goals
- 3) Put first things first—Prioritize and do the most important things first
- 4) Think, Win-Win—Have an everyone-can-win attitude
- 5) Seek to understand, then to be understood—Listen to people sincerely
- 6) Synergize—Work together to achieve more
- 7) Sharpen the saw—Renew yourself regularly



Study Skills

Here are some studying tips and strategies!

- ***“Studying” is not the same thing as “doing homework!”*** Homework reinforces class work but it is not enough to ensure that “A” grade on the test. Be prepared to put in some extra time.
- ***How much time should I devote to studying?*** Don’t cram! Spread the studying out. Spend the same amount of time each night studying. We recommend 30-45 minutes.
- ***Take Notes in Class and Then Rewrite Them At Home!*** Rewriting your class notes forces your mind to be active while studying, as you are reading and thinking about what you are writing down.
- ***Study Hard Subjects First and Study in A Quiet Place.*** When you get your hard subjects out of the way, you’ll feel a sense of accomplishment, which sets you up in a better position for the rest of your studying.
- ***Write Sample Essays and Do Sample Problems.*** Practice, practice, practice! It really does work! It will also help boost your confidence walking into an exam.
- ***What happens if I already had my first exam and I didn’t do as well as I wanted?*** Take a deep breath and start thinking critically. Look at the areas you lost points on and divide them into categories. Make an appointment with your teacher to go over the exam if you’re still confused. Remember, it’s only one exam! The idea is not to repeat the same mistakes twice.



Get Organized!

The desk or table surface should be big enough so that your student can spread out papers and books. Make sure essential supplies such as pens, paper and calculator are close by. Have good lighting and a sturdy chair that's the right height available.

Help your child develop a system to keep track of important papers.

If your child tends to forget to turn in homework or can't quite keep track of how he's doing in a class, it might help to get him a binder with a folder in the front for completed work ready to be turned in, and a folder in the back for papers returned by the teacher.

Make sure your child has — and uses — a planner to keep track of assignments.

Help your child get in the habit of writing down each daily assignment in each subject and checking it off when it's complete. Encourage your child to estimate how long each assignment will take.

He can then plan a realistic schedule, building in study breaks after subjects that are most challenging, and allowing for soccer games and band practice. Helping your child keep track of time spent studying — rather than staring at a blank page — will help him think about how he's using his time. If he's spending too much time on a subject that might be a signal that he needs extra help or tutoring.

Help your child break big projects into smaller ones. A big research project will seem less overwhelming and will be less likely to be left until the last minute if it's done in manageable chunks, each with its own deadline.

Communicate with your child's teachers. If your child is struggling with organizational skills, talk to the school counselor or teachers about what might be causing the problems and brainstorm approaches to solve them.

Reducing Test Anxiety

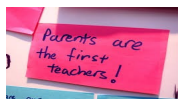
- Be well prepared
- Space out your studying
- Maintain a positive attitude
- Exercise to help reduce stress.
- Get a good night's sleep before the test
- Be on time to class / Not too early
- Stay relaxed / Use relaxation strategies
- Read the directions slowly and carefully
- Skim through the test / Pace yourself
- Record formulas, facts, definitions, keywords in the margin
- Build confidence / Do the simple questions first
- Don't worry about how fast other people finish their test
- Don't know, skip it & come back later
- Focus / Don't let your mind wander



YOUR TOP 10 TIPS FOR STUDY SKILLS

1. FIND THE BEST STUDY METHOD FOR YOU
2. EAT WELL
3. EXERCISE REGULARLY
4. STAY POSITIVE
5. GET ENOUGH SLEEP
6. TAKE BREAKS
7. SET GOALS
8. FIND THE BEST STUDY TIME FOR YOU
9. EXAMS CAN BE GOOD!
10. SLEEP ON IT





PARENTING CORNER

FOR PARENTS : HELPING YOUR CHILDREN WHEN THEY MAY FEEL DOWN

Building Resiliency: The Seven “C”s by Dr. Kenneth Ginsburg

The start of the school year may be difficult for some students. Here are a few categories to focus on while assisting your child through challenging times.

- **Competence:** focus on individual strengths, problem solving, and empower them to make decisions
- **Confidence:** focus on the best in each child, praise honestly about specific achievements, don't push the child to take on more than they may be able to handle
- **Connection:** allow the expression of all emotions, address conflict calmly, and a sense of safety at home
- **Character:** demonstrate how behavior affects others, help to recognize themselves as a caring person, importance of community
- **Contribution:** helping children to recognize that the world is a better place because they're in it
- **Coping:** model positive coping strategies, just telling them to stop the negative behavior isn't helpful
- **Control:** help children to understand that they can make a difference in their own lives by being an active participant

"Did you do your homework?"

Parents need to ask more questions than this one. How much should you help with homework? Monitor homework, but remember it's your child's homework, not yours. You can help by asking questions that help guide your child to his own solutions.

What information do you need to do this assignment?	Can you describe how you're going to solve this problem?
Where are you going to look for it?	How did you solve this problem?
Where do you think you should begin?	What did you try that didn't work?
What do you need to do next?	Why does this answer seem right to you?

THINKING TRAPS & TEST ANXIETY - WHICH "TRAP" DESCRIBES YOU BEST?

THINKING TRAP	EXAMPLE
FORTUNE-TELLING: This is when we predict that things will turn out badly.	"I know I'll mess up." "I'll never be able to pass math."
BLACK-AND-WHITE THINKING: This is when we only look at situations in terms of extremes: things are good or bad, a success or a failure.	"I planned to study 6 hours and I know I only studied for 4 and a half. Now there's no way I can pass!"
MIND-READING: This trap happens when we believe that we know what others are thinking and we assume that they are thinking the worst of us.	"Everyone will think I'm stupid." "The teacher doesn't like me."
OVER-GENERALIZATION: This is when we use words like 'always' or 'never' to describe situations or events.	"I always fail school work." "I never pass tests."
LABELING: Sometimes we talk to ourselves in mean ways and use a single negative word to describe ourselves.	"I'm dumb." "I'm a loser."
OVER-ESTIMATING DANGER: This is when we believe that something that is unlikely to happen is actually right around the corner.	"I'm crazy." "I'm dying." "I will throw up."
FILTERING: This happens when we only pay attention to the bad things that happen, but ignore all the good things.	Believing you got a bad mark on a test because you left 3 questions blank, even though you know you did all of the other 32 questions on the paper.
CATASTROPHIZING: This is when we imagine that the worst possible thing is about to happen, and predict that we won't be able to cope with the outcome.	"I'll freak out and everyone will sit and watch me. No one will help." "I'm going to look like such an idiot! The other kids will laugh and I'll die from embarrassment."
SHOULD STATEMENTS: This is when you tell yourself how you "should", "must", or "ought" to feel and behave.	"I should stop worrying about my tests". "I should never make mistakes in my schoolwork."

SLEEP-IS IT REALLY THAT IMPORTANT?



Research clearly shows that a decrease in the optimal amount of sleep and/or sleep that is disrupted can be detrimental to an adolescent's social, emotional, physical and academic life.

An adolescent needs between 8 1/2 and 9 1/2 hours of uninterrupted sleep per night. When this is not achieved, over a period of time, the following may result:

- Low grades and poor school performance.
- Negative moods (e.g. anger, sadness and fear), difficulty controlling emotions and behavior problems.
- Increased likelihood of stimulant use (including caffeine and nicotine), alcohol and similar substances.

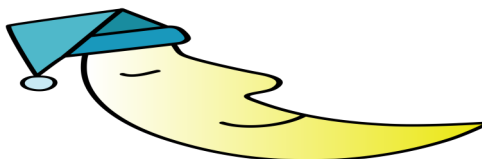
Misdiagnosis?

Some signs of sleepiness, such as the inability to stay focused on task, impulsivity, difficulty "sitting still", and problems completing tasks, resemble behaviors common also in attention deficit issues in adolescents (ADHD) (Dahl, 1999).

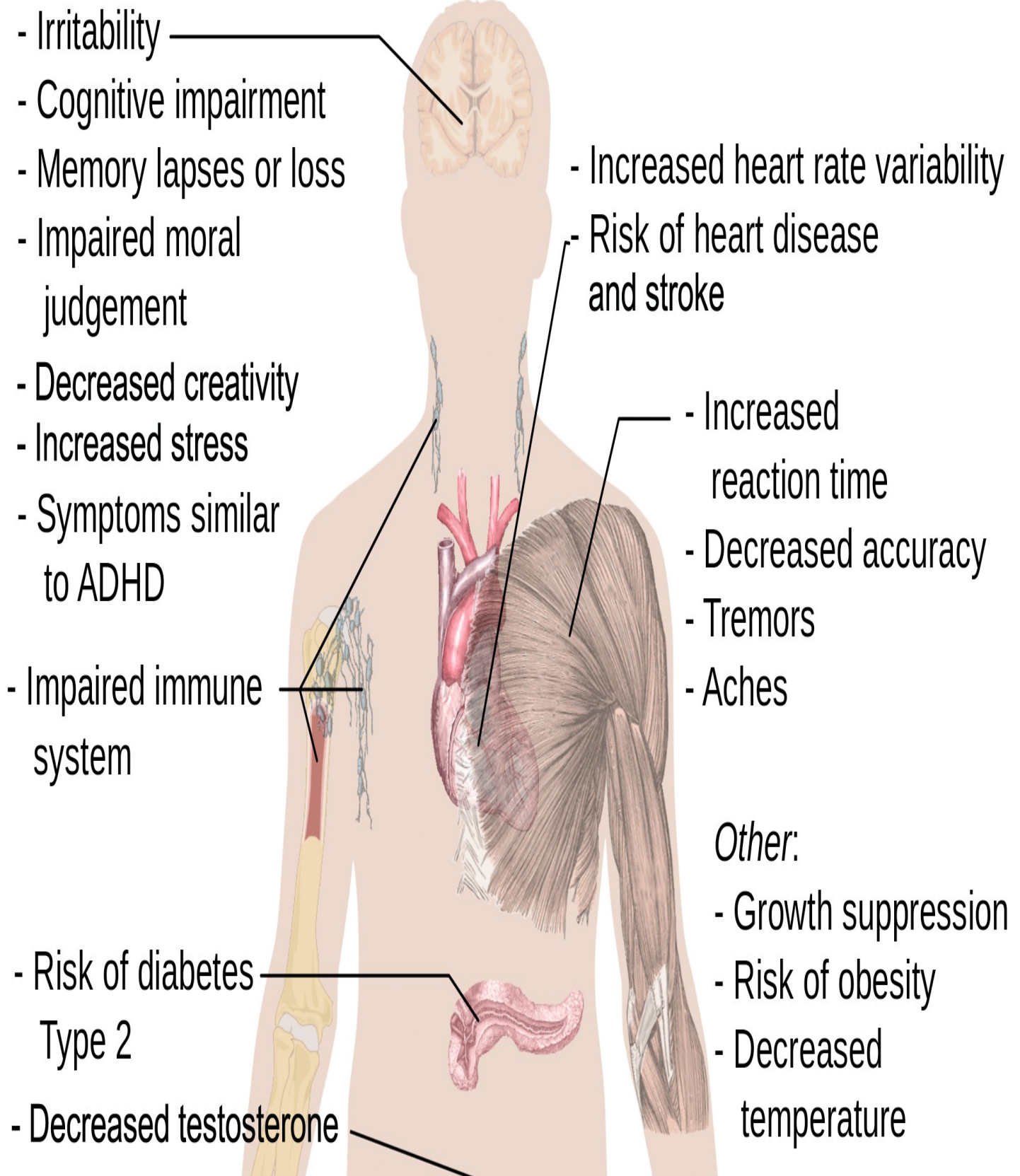
What can you do?

Make sleep a priority!

- Make your room a sleep haven. Keep it cool, quiet and dark. If you need to, get eyeshades or blackout curtains. Let in bright light in the morning to signal your body to wake up.
- Consuming caffeine close to bedtime can hurt your sleep, so avoid coffee, tea, soda and chocolate late in the day so you can get to sleep at night.
- When you are sleep deprived, you are as impaired as driving with a blood alcohol content of .08%, which is illegal for drivers in many states.
- Establish a bed and wake-time and stick to it, coming as close as you can on the weekends. A consistent sleep schedule will help you feel less tired since it allows your body to get in sync with its natural patterns. You will find that it's easier to fall asleep at bedtime with this type of routine.



SIDE EFFECTS FROM MISSING SLEEP



Mission Statement



The mission statement for the Counseling Department at HANC is to assist students in meeting their individual educational, social, and emotional goals by providing age appropriate programming and services in a proactive and supportive environment. Our staff is trained to respond to the needs of students in an on-going manner and in crisis situations.



Frequently Asked Questions

What is a school social worker?

A school social worker is trained to help students successfully navigate their way through their middle and high school years. The school social worker accomplishes this task by being proactive and responsive in their communication with students, families, administrators, school personnel and any other outside resource that is appropriate. The school social worker treats each student, as an individual, and assists him or her in achieving their fullest potential in school as well as helping them to develop the skills necessary for a healthy and successful future.

What is the process for determining the best service for students?

Once a student has been referred to the Counseling Department the director will review the information presented at the time of referral and assign the student to a social worker in the department. This social worker will meet with the student to assess the student's needs/concerns and devise a plan. On a student by student basis, the social worker may also consult with parents/guardians, grade advisers, teachers, administrators and any outside resource that is appropriate.

What are the rules of confidentiality for a school counselor?

Students have a confidential place to talk when they come to the Counseling Department. Confidentiality is kept except in those rare instances when a student has expressed some indication of a risk of hurting him/herself or others, or in any case that an incident of abuse is disclosed. Under these conditions, social workers are required by law to share any relevant information to the appropriate persons for the protection of those involved.

Can a student see a social worker without a parent's knowledge?

A student may see a social worker for a limited number of sessions without parent notification. If additional sessions are indicated, parents are notified that their child is seeing a counselor.

Is my child eligible to utilize the services of the Counseling Department?

Students are able to utilize the services of the Counseling Department to address issues related to their social, emotional and/or educational growth and development, regardless of whether or not they have a documented disability that makes them eligible for special educational services. In addition, some students who are eligible for special education receive social work as a related service in their Individual Educational Plans.

Does it cost anything?

It does not cost anything for your child to utilize any service offered by the Counseling Department. If the need should arise that your child would want to seek services outside of school, there are scholarship funds available for select students. In addition, the Counseling Department has access to a variety of different resources for individuals and organizations in the community to meet almost any financial need.

As a parent, how can I encourage my child to engage in services if they are hesitant?

Most students, and people of all ages, are ambivalent about receiving "help." This is common and expected. The direct method of giving the student the message that they "have to engage in services", usually proves to be unsuccessful. Teenagers by nature are rebellious and this "command" will usually be met with heightened resistance. More effective techniques may include the following:

- Inquire and try to understand why your child is hesitant.
- Approach your desire for your child to receive help through the lens of giving him/her options.
- Seek assistance in encouraging your child to seek help. This might include the student's friends, adults at the school, or any others who might be a helpful influence.

THINGS TO REMEMBER IN ASKING FOR HELP

Asking for help can be rather intimidating. Here are some tips in asking for help that may make it a little easier.

- ***If you sit back and suffer in silence you are only hurting yourself.***
- ***While everyone else is learning and moving forward, you just stay behind.***
- ***Be specific when asking a teacher a question.*** Take some time and really think about which areas you're having trouble with.
- ***Don't be afraid.*** Yes, it may be scary or intimidating at first; however, you will feel better once you ask for help!
- ***Talk to Your Parents***— They want to know what's going on and believe it or not, they want to help!



Technology:

The Good, The Bad and The Ugly

In today's society, technology is all encompassing. It is a train without brakes. It is ever evolving and will not slow down. The best we can do, as students and parents, is to understand the technology that we currently use and learn to manage it in a responsible, safe manner.

The Good: 

Technology has enabled us to access information and to communicate in ways we as a society have never seen. Whether we are researching a paper, or just looking for information, it is all available at our fingertips. In fact, in writing this article, I plugged “use of technology” in google. In .46 seconds I received about 2,270,000,000 results.

The Bad: 

The downside to technology is that it distances ourselves from the people around us. Do you text, instant message, etc., more than you speak with someone on the phone? Face-to-face? Has it become easier to “say something” to a friend, parent, etc., if it is done on-line (text, etc.) rather than face-to-face? The convenience of technology has taken away very important skills, i.e., speaking with someone about a difficult topic, being able to “read” physical cues, etc.

The Ugly 

The dark side to technology is that what we put on-line is never truly private and never truly goes away. People, at times, especially adolescents, can be impulsive. Stories abound about how one irrational post, picture, etc., has cost people relationships, jobs, admission to college, etc.

Tips 
Useful Tips

Like most things, moderation is the key. For one day, one week, log your technology use. How many hours are you spending on-line (texting, playing games, video chatting, etc.). Has this had a negative impact at all on your life, your relationships?

Test - Go one day without using technology—a technology free day.



MEET YOUR COUNSELING DEPARTMENT



Dr. Steven R. Levey Director	Dr. Steven Levey is the director of counseling for grades 7-12. Dr. Levey has extensive experience working with adolescents in a variety of different settings and locals, including Chicago and Israel. Dr. Levey received his BA in psychology from the University of Cincinnati and his MSW and PHD from Yeshiva University.	516-538-8161x12 slevey@hanc.org
Mrs. Hannah Packer High School Social Worker	Mrs. Channi Packer has a Masters in Social work. She is a High School Social worker as well as 9th grade Mechanechet. Mrs. Packer received her B.A in psychology from Touro College and her MSW from Yeshiva University Wurzweiler School of Social Work.	516-538-8161x hpacker@hanc.org
Mrs. Miriam Steiner Middle School Social Worker High School Director of Admissions	Mrs. Miriam Steiner is a licensed clinical social worker. She is the Middle School social worker as well as the Director of Admissions for the High School. Mrs. Steiner received her B.A. in Psychology from Stern College and her MSW from Yeshiva University Wurzweiler School of Social Work .	516-538-8161x30 msteiner@hanc.org
Dr. Eli Shapiro BOCES Social Worker	Dr. Shapiro is a Licensed Clinical Social Worker with a Doctorate in Education. He has nearly two decades of experience working in Jewish day schools and has been with Nassau BOCES since 2003.	516-538-8161x12 eshapiro@nasboces.org
Mrs. Aliza Porat District Psychologist	Aliza Porat has been a school psychologist in the Uniondale School District for the past 8 years. She has experience in counseling, conducting psychological evaluations, consultation with staff, parents and administration, conducting Functional Behavior Assessments and creating Behavior Intervention Plans, crisis intervention, and chairing special education subcommittee meetings.	516-538-8161x36 aporat@uniondaleschools.org
Ms. Danielle Koppel Social Work Intern	Danielle Koppel is a graduate of Stella K. Abraham High School for girls and Queens College where she received a Bachelor of Arts in Psychology. Ms. Koppel is currently a Graduate student at the NYU Silver School of Social Work and is presently fulfilling her fieldwork placement work at Madraigos.	516-538-8161x30 dkoppel@hanc.org
Ms. Tobi Goldfeder Social Work Intern	Tobi Goldfeder is a MSW intern, finishing up her last year of graduate school with a concentration in alcohol and substance abuse. She joined us from Chicago where she has 5+ years of experience in the field of social services. She's worked with various high schools, teen programs and directs her own summer travel camp.	516-538-8161x12 tgoldfeder@hanc.org
Rabbi Avraham Knobel Social Work Intern	Avraham Chaim Knobel was raised in Woodmere, NY. He has been teaching for the past fifteen years in Jewish day schools. Rabbi Knobel was also the Director of Student Activities in Hebrew Academy of Long Beach. At this time, Rabbi Knoebel is working towards a Masters in Social Work from Long Island University.	516-538-8161x12 acknobel@gmail.com

YOUR ADMINISTRATION

HIGH SCHOOL

Rabbi Shlomo Adelman
Menahel/Principal

Mrs. Carol Tabin
Associate Principal

Ms. Tziporah Zucker
Assistant Principal



MIDDLE SCHOOL

Rabbi Elliot Hecht
Principal

Mrs. Karen Schneider
Assistant Principal



Hebrew Academy of Nassau County

חנך לנוער על פי דרכו

"Teach Each Child According to Their Own Way"