

TRMS School Counseling Newsletter

TRACY ANTCZAK,
SCHOOL COUNSELING
SECRETARY X4920

AMANDA HUYLER,
GRADE 6 X4924

ZACHARY CHAMPION,
GRADE 7 X4923

PATRICIA FANNING,
GRADE 8 X4925

KELLEY BINETTE,
STUDENT ASSIS-
TANCE COUNSELOR
X4926

LESLIE PASQUINI,
SCHOOL ADJUSTMENT
COUNSELOR X4927

IT'S THAT TIME OF YEAR!



Holidays, vacations, winter sports, cold and flu season, New England winter weather.....there's a lot going on in quarter two! It's an exciting and somewhat hectic time for students and families. Maintaining academic

momentum can be difficult with so many distractions. Happy times can also be stressful times for some students.

*Most children need adult help balancing school work and home

activities at this time of year.

*When your child is home ill from school, check Google Classroom for class assignments.

*Call the School Counseling Office to request work for absences lasting 3 days or longer.

*Contact your child's teachers to arrange times for your child to make up work or instruction.

*Encourage your child to complete on-line learning day assignments ("Blizzard Bags").

INSIDE THIS ISSUE:

SCHOOL COUNSELING 2
SUPPORTS

DIVERSITY 2

RED RIBBON WEEK 3

RED RIBBON WEEK
PICS! 3

ANXIETY 4

ANXIETY RESOURCES 4

MAKING CONNECI-
TIONS 5

6TH GRADE LUNCH BUNCH GROUPS ARE STARTING!

Mrs. Huyler is pleased to announce that this year's 6th grade "Lunch Bunch" groups are starting! "Lunch bunch" is a chance for students to come to the School

Counseling Office in small groups during their lunch to informally hang out, play games, and get to know their School Counselor and each other. Groups will rotate

every 4 weeks so that all students who are interested can participate.

Please feel free to contact Mrs. Huyler if you have any questions.

WHAT DOES THE SCHOOL COUNSELING OFFICE OFFER?

School counselor provides these supports to students and their families:

- *individual and group counseling
- *informal student discussion groups (“Lunch Bunches”)
- *crisis counseling
- *peer mediation
- *parent consultation
- *educational support

We meet with students on a variety of topics including: scheduling, problem solving, peer interactions, goal setting, academic counseling and support, self-image and confidence, anxiety, and depression... to name a few.

Referrals for counseling can come from students, parents, and teachers.

Students can access their school counselor in many ways, for example:

- *stopping by the counseling office during advisory or lunch to make an appointment
- *emailing their counselor to request an appointment
- *asking their teacher to go to the counseling office
- *asking their teacher to notify the school counselor that they would like an appointment
- *parent email/call requesting appointment for their child

“Life is about using the whole box of crayons”



DIVERSITY

In order to target the schoolwide goal of fostering understanding and acceptance of diversity among our students and staff, advisories have been building off this essential question: “What is diversity?”

Students have discussed: “What makes a person unique? How are people unique? Is it good to be unique? Is it hard to show Respect towards people who are unique?”

Students have participated in ice breakers that encouraged them to consider how to bring individual skills to group strategies and how different perspectives contribute to problem-solving.

Students also watched a YouTube video about a 7 year-old girl with Down Syndrome and explored her message about the contributions of individuals with disabilities.

RED RIBBON WEEK: THE STORY BEHIND THE SYMBOL

Enrique "Kiki" Camarena grew up in a dirt-floored house with hopes and dreams of making a difference.

Camarena worked his way through college, served in the Marines and became a police officer. When he decided to join the U.S. Drug Enforcement Administration, his mother tried to talk him out of it. "I can't not do this," he told her. "I'm only one person, but I want to make a difference."

The DEA sent Camarena to work undercover in Mexico investigating a major drug cartel believed to include officers in the Mexican army, police and govern-

ment. On Feb. 7, 1985, the 37-year-old Camarena left his office to meet his wife for lunch. Five men appeared at the agent's side and shoved him in a car. One month later, Camarena's body was found in a shallow grave. He had been tortured to death.

In honor of Camarena's memory and his battle against illegal drugs, friends and neighbors began to wear red badges of satin. Parents, sick of the destruction of alcohol and other drugs, had begun forming coalitions. Some of these new coalitions took Camarena as their model and embraced his belief that one person can make a difference. These coalitions also adopted the symbol of Camarena's

memory, the red ribbon.

The National Family Partnership organized the first Nationwide Red Ribbon Campaign in 1988. Since that time, the campaign has reached millions of U.S. children.



In 1997, the Texas Commission on Alcohol and Drug Abuse began committing resources to ensure the continuation of the Red Ribbon Campaign in Texas, as well as the hopes and beliefs behind this grassroots effort to protect children from the dangers of alcohol and other drugs.

RED RIBBON WEEK ACTIVITIES!

TRMS advisories were tasked with creating a door to celebrate Red Ribbon Week. Kids participated in conversations about the meaning of Red Ribbon Week and how they could make a difference. Healthy decision making is

something we encourage our TRMS students to do every day. The education they receive at school paired with the reinforcement from parents to do the right thing is key in helping kids navigate the tough decisions they

will face in their adolescent years. If there are ever any questions, please do not hesitate to contact your child's school counselor or Student Assistance Counselor Kelley Binette for more information.



ANXIETY

Do I fit in? Am I good enough?

Changing friendships, changing body, peer pressure, academic stress....it's no wonder that anxiety is a normal part of the middle school years. Every child experiences it in some form or other. Because middle schoolers are dealing with so many changes, sometimes the smallest bump can create a wave of emotion.

Most instances of anxiety for middle schoolers are completely normal and are as a result of a change or challenge that a child has not experienced before.

How do you know when anxiety becomes more than a normal reaction? Have you noticed a significant change in:

- *everyday activities such as sleeping or eating
- *persistent avoidance of school, friends, outside activities
- *persistent physical complaints such as nausea, headaches, sweating; change in breathing

What help is available for students with more serious anxiety symptoms?

*contacting your school counselor is a great starting point; (s)he will be able to provide a list of community counseling resources, as well as student support services during the school day



ANXIETY RESOURCES

kidshealth.org/en/teens/anxiety.html

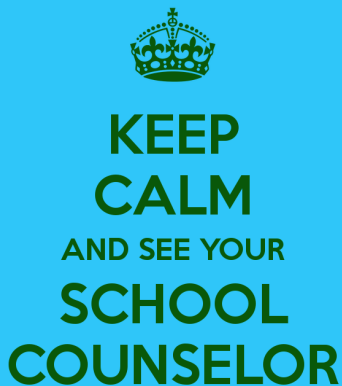
childmind.org/article/what-to-do-and-not-to-do-when-children-are-anxious

<http://eens.webmd.com/anxiety-and-teens>

[The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry](#)

[Mindfulness for Teen Anxiety: A Workbook for Overcoming Anxiety at Home, at School, and Everywhere Else](#)

[My Anxious Mind: A Teen's Guide to Managing Anxiety and Panic](#)



MAKING NEW CONNECTIONS

“Make new friends,
But keep the old,
One is silver and the other’s
gold”

For many students, Middle School represents the first major transition in their school environment. While lockers and better food are exciting, meeting many new peers from other elementary schools can be daunting. Shifts in friendships are developmentally expected, as tweens meet new people and begin to develop their own identities separate from their families. Middle School can be challenging, but it’s not meant to be. Below are some parents tips for this important social experience.

*There’s a lot that’s cool about Middle School. Parents can help set the tone for Middle School to be a fun time of self-exploration, trying new things, and accepting changes.

*The nature of friendships change in Middle School. Students begin to talk more to each other and less to their parents. Parents can look for new ways to stay connected, including coaching and participating as mentors or club advisors.

*The media, including social media, influence what students think Middle School “should” be. Parents can look for ways for the students to positively connect with others through the Internet while also monitoring

potential shaming, bullying, or exclusionary behaviors.

*Hormones now affect social connections! Middle School friendships can be driven by intense emotions, in particular the desire to fit in and “belong” to particular groups. Parents can support their students by educating them about their physical development and helping them learn coping and problem-solving strategies when faced with social challenges.

