ALABAMA SCHOOL COUNSELOR ASSOCIATION

alsca virtual learning series
vls26
01.23.2026

AGENDA

7:50 - Waiting Room Opens | 8-10 - Session 1 (2 CE Hours) | 10-10:10 - Break
10:10-12:10 - Session 2 (2 CE Hours) | 12:10-12:45 - Lunch | 12:45-2:45 - Session 3 (2 CE Hours)

Angela Avery
M.Ed.
School Counselor,
Sanford Middle School,
Sanford, Maine

Session 1: Suicide Prevention: Connecting EVERY Student

Suicide remains the 2nd leading cause of death among youth ages 10-24. Therefore, students' mental health must be a priority. We must teach resiliency skills and potentially prevent suicide by supporting ALL students. Learn tools to make this difficult topic manageable. Learn how to decrease suicide ideation among students by proactively teaching coping skills and other tier-leveled systems of support in your comprehensive school counseling program -involving not just school counselors, but also teachers, administrators, parents/guardians, and other stakeholders. Build on what you are already doing. Identify suicide prevention interventions. Identify ways to find your students' voices and save lives by connecting every student with a Trusted Adult. Many ideas, resources, and an action plan shared for all grade levels.

After this session, the participant will be able to:
1. Summarize recent data, statistics and research related to suicide rates among youth.
2. Identify tier 1 and 2 supports for suicide prevention as part of a comprehensive school counseling program.
3. Develop a comprehensive action plan for suicide prevention and ideas to connect every student in your building.

Michelle Pruett
M.Ed., Ed.S., LPC-S
Owner, Pruett
Counseling
and Consulting

Session 2: Supporting Students Through Trauma: Practical Skills for Educational Settings

This training will equip participants with knowledge and tools to support students impacted by trauma. Participants will explore how trauma influences learning and classroom behavior, with attention to students facing chronic or complex adversity. Through case examples and discussion, participants will learn to identify behavioral, emotional, and relational indicators of trauma and distinguish them from other concerns. The session also highlights practical, trauma-informed counseling strategies that foster safety, trust, and resilience. Participants will leave with actionable approaches to strengthen collaboration with educators and families and create more supportive, healing-centered school environments.

After this session, the participant will be able to:
1. Explain how trauma impacts student development, learning and classroom behavior.
2. Assess behavioral, emotional, and relational indicators of trauma in students, and differentiate trauma responses from other clinical or behavioral concerns.
3.Implement trauma-informed practices that strengthen safety, trust, and resilience while collaborating effectively with educators and families to support student well-being.

Adam Laningham
M.Ed.
Owner, Bright Child Books,
& The Gifted Collective

Session 3: Giftedness and the Importance of Social & Emotional Learning

Beyond Academics - Understanding what gets in the way of gifted learners being successful and what to do about it! Giftedness is far more complex than an I.Q. score. Gifted learners often experience asynchronous development, sensitivities, perfectionism, and other factors that impact both learning and well-being. This session explores the unique needs of gifted and twice-exceptional students, including the effects of trauma on academic and emotional growth. Participants will gain practical strategies to support the whole child—academically, socially, and emotionally—so gifted learners can thrive both in and out of the classroom.

After this session, the participant will be able to:
1. Identify the reasons why many gifted children struggle.
2. Utilize their enhanced understanding of gifted students unique needs to confidently support them academically, socially, and emotionally.
3. Implement several strategies to support children, classroom teachers, and parents right away.

This workshop is approved for 6 CE Hours.
Alabama School Counselor Association (ALSCA) has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 2093. Programs that do not qualify for NBCC credit are clearly identified. Alabama School Counselor Association (ALSCA) is solely responsible for all aspects of the programs.