

Descriptions of Some of our Sites:

Project IF*

Concentration

Prevention or Guidance

Description

This site focuses primarily on school counseling using Project IF's (Inventing the Future) strength-based and future-oriented perspective. That perspective is implemented in part through the use of intervention and assessment tools designed by Project IF over many years. A range of preventive and applied developmental interventions are integrated within the counseling approaches. Interventions range, for example, from promoting academic success to behavioral outbursts and depression.

Edwards Middle School has approximately 500 students and is ethnically diverse, serving approximately equal numbers of African American, Latino, Asian, and White students. Most students receive free or reduced lunch and a large majority live in public housing. School administrators are enthusiastic about having interns at the Edwards and support them in every way. Finally, it is a site rich in opportunities for implementing interns' own interests within the existing structure.

This placement will be part of the Cross-Role Cohort Project, an HGSE-Boston Public Schools partnership to coordinate training of HGSE interns to have an integrated impact upon student achievement and school functioning. As part of the placement at these schools, interns will take part in regular Cross-Role Cohort activities at the Edwards and at HGSE, bringing together interns from the Teacher Leader, Principal Certification, Teacher Certification, and R&P programs to work on a common issue identified by the school. These activities will be integrated into the internship and into coursework required by the HGSE programs.

*All students placed at Murphy, Edwards, or English participate in Cross-Role Cohort.

Roles

Students will participate in a weekly training seminar at the Edwards, held each Wednesday from 8-9 a.m. Sessions focus on both clinical and guidance/academic achievement issues, using case presentations and other approaches specific to school and agency-related work, e.g., special education referrals, DSS (Dept. of Social Services) referrals, etc.

Students will have approximately 5 individual cases and conduct 2 counseling/prevention groups over the course of the school year. Caseloads will be developed according to intern interests combined with school needs. All cases will require careful note taking and documentation. Monthly contact, minimally, with parents/guardians is expected and must

be documented. Interns, with parent permission, will have access to student records, including academic, past counseling, and special education records. They will also, again with permission, have contact with outside service providers to provide collaborative services to students. Classroom presentations regarding bullying and/or other topics are typically part of the competencies acquired.

Supervision/Training

Each student receives a manual that contains information regarding all aspects of student support and guidance counseling. The expectation is that the manual will be reviewed during the pre-practicum phase of the internship and will inform students about aspects of supervision, Boston Public School's rules and regulations, and outside agencies that come into the school. It will be reviewed in group during the first several sessions and will serve as a guide throughout the year.

On-site supervision sessions will be scheduled to review cases and best practices. Most will be scheduled immediately after school for fewer interruptions. However, many questions/discussions cannot wait for a weekly meeting. Therefore, a supervisor is on site each day, students can discuss issues with her as they come up to avoid delay in interventions and concern by the intern.

Site Details

Age range of children at site: 11-15 years

Schools: Edwards Middle School - A Boston Public School

Number of slots: 2-3

Address: 28 Walker Street, Charlestown, MA 02129

Day/time requirements for interns:

The Edwards will be an extended day school for the 2007-08 school year. This will help insure that students will get the appropriate number of hours required for certification. The hours will be 7:10 A.M. to 4:30 with at least one full day; the other day may be either a full day or till 1:55 PM. The training seminar is scheduled for 8-9 on Wednesday mornings and is required for all students, and because the Edwards is a "Cross-Role Cohort" school, interns are required to be on-site all of Thursday. So Wednesday and Thursday are the most common days for this site. Nonetheless, interns can leave after the Wednesday seminar, be on-site on Thursdays, and choose either Monday or Friday as their second day.

Work-study available: We anticipate yes.

Accessible by public transit: Yes

Directions by T/bus: From Harvard Square, take the 86 Sullivan Square bus and get off at the last stop, Sullivan Square. Change to the 92 Downtown via Main St. bus and get off at Main St. and Dunstable. Walk across the street to the school.

Or

From Harvard Square, take the Red line outbound (Ashmont or Braintree train). Change to the Orange Line at Downtown Crossing. Get off at the Community College stop and walk to school.

Driving directions: Memorial Drive to Cambridge Side Shopping Mall continue straight on road past shopping mall and continue through sets of lights and over bridge. After bridge continue past mini shopping mall, with Johnnies Foodmaster on left. At next set of lights take left on to Main Street. Go 3/4 blocks on Main Street. School is on corner of Main and Walker.

Parking available? Yes

RALLY

Concentration

Prevention

Description

RALLY (Responsive Advocacy for Life & Learning in Youth) is an innovative program at the Mary E. Curley School that offers students an integrated model of educational and mental health support. Through practice grounded in theory and research, RALLY fosters both academic achievement and emotional well-being. Working within school and after school settings, RALLY “Prevention Practitioners” help students build competence and resilience, bridge their diverse worlds of school, family, and community, and find ways to experience success.

Enabling young people to thrive at school is at the heart of RALLY’s work. To accomplish this goal, RALLY gives students the academic and social tools they need for their schoolwork and their relationships with peers and adults. RALLY brings resources into the school and after school environments, rather than pulling children out for specialized services, as is done in most traditional intervention models. In this way, the RALLY classroom becomes a hub of collaborative activities among teachers, students, prevention practitioners, mental health professionals, and others working in support of students. Every child there has the chance to improve skills, build self-esteem, increase resilience, and improve long-term outcomes.

Roles

With children’s developmental needs in mind, practitioners focus on four primary objectives: 1) Helping students develop supportive relationships with their peers, their teachers, and other key adults in their lives; 2) Providing students with academic assistance; 3) Referring students for needed services or enrichment opportunities (i.e. mentoring, tutoring, evaluations, counseling, after-school and community-based programs, summer camp); 4) Facilitating communication between students and their teachers, families, clinicians, after-school staff, and other service providers.

RALLY Prevention Practitioners achieve these goals by offering students direct academic and social support in classrooms; facilitating community building activities in the classroom; working with students outside the classroom one-on-one or in small groups; observing students for warning signs of emotional stress; helping connect students with appropriate out-of-school time programs and services; and collaborating regularly with students and their teachers, families, healthcare providers, and community programs.

Practitioners will work with 6th, 7th and 8th grade students and their families. Students come from the neighboring communities of Jamaica Plain, Dorchester, Roxbury/West Roxbury, Roslindale, Mattapan and are predominantly Latino and African American. Many of the Latino families have emigrated here in the very recent past and speak only Spanish in the home.

Supervision/Training

One of the many benefits of the RALLY program is the comprehensive supervision structure that is currently in place. The information provided below should be helpful in understanding the different types of supervision provided to address both clinically informed practice and logistics.

Individual and Group Supervision will provide time to discuss:

Practice Issues, such as:

- the specific needs and strengths of middle school students.
- engaging with families and understanding the context of students' lives.
- the impact of race, ethnicity, class, gender and sexual orientation on students and practitioners and their relationship.
- a game plan and goals for working with students.
- how to successfully make referrals to community resources.
- how to provide opportunities for community building in the classroom.
- how groups are going and gain some insight into group dynamics.
- useful tools for communicating with teachers and school staff.
- who you are in the work.

Logistical Issues, such as:

- site-specific issues or concerns, i.e. scheduling, dress code or the site rules.
- upcoming events, such as site visits from outside visitors.
- goal setting and timeline development.
- paperwork and how time is managed while on site.
- Implementation of groups.
- messages from the school administration.

Group supervision will include a seminar with the RALLY Program Founder and Director. In addition to providing training and consultation to interns, he/she will bring in outside presenters on topics such as working with families, adolescent development, mental illness, trauma, conflict resolution, running groups, diversity, and working in an urban setting. Group supervision will also include weekly RALLY team meetings, facilitated by the Curley Site Director. These meetings will focus on site logistics as well as program development and teambuilding.

An orientation to the RALLY model, the school, and the neighborhood will take place during the first two weeks of the practicum placement.

Site Details

Age range/grade range of children at site:

4th – 8th grade (ages 9-15); Interns will be working with 6th – 8th grade students (ages 11-15)

School(s): Mary E. Curley School

Number of slots: 2-3

Day/time requirements for interns:

Mondays and one other day, TBD.

Work study funds available?: Yes

Accessible by public transit?: Yes

Directions by public transit:

The Mary E. Curley School is accessible by public transportation by taking the Orange Line train to the Stony Brook stop. Walk out of the station main entrance/exit, turn right, and walk straight up Boylston Street until you hit Centre Street. Walk left on Centre Street about one block. The school is on the right hand-side of the street at 493 Centre Street. You will see the front steps leading to the main entrance.

Driving directions:

Address: 493 Centre St

Jamaica Plain, MA 02130

From HGSE:

- Take Memorial Dr/RT-2/US-3 to the Boston University Bridge
- Merge onto Boston University Bridge/RT-2
- Continue to follow RT-2 (Montfort)
- Continue on Park Dr
- Slight right at Riverway, which becomes Jamaicaway
- Turn left at Bynner St
- Turn right at S Huntington Ave
- Slight right at Centre St (7 Eleven will be on your left)

Parking available?: On-street parking and small lot across the street from school.

Miscellaneous:

- RALLY has spent the last three years at the Mary E. Curley Middle School (6th-8th grades). In September 2007 the school will merge with the James Curley, a K-5 school, together becoming a K-8 school. Although our work will continue to focus on middle schoolers (6th, 7th and 8th grades) we will also participate in whole school community building initiatives as the two schools come together. The new school schedule will be from 8:30 – 3:30.
- Particular interest in speakers of Spanish or Haitian Creole, although not a requirement.

New Mission High School

Concentration

Prevention, Adjustment, or Guidance

Description

New Mission High School empowers all students to become self-directed, lifelong learners who do well in the world and do well for the world. In our inclusive, portfolio-based school, our students develop their passion, commitment to learning, habits of mind, and essential skills. Our students will become college graduates who work to create positive change and a more democratic and just society. New Mission High School, a pilot school in the Boston Public School system, is located in the beautiful Mission Hill neighborhood, two blocks from Roxbury Crossing. It is a small school, which enables teachers, interns, and other adults to develop close and supportive relationships with students.

New Mission High School students come from neighborhoods all over Boston. 60% of our students are Black; 32% are Latino; 4% are White; and 3% are Asian.

Roles

All of the interns at New Mission will develop their specific role and responsibilities with the site coordinator and site supervisors. All of the interns will have the opportunity to participate in a combination of academic support and social-emotional counseling. Interns can participate in a range of counseling capacities from one-to-one and/or small group academic support, classroom-based support, college-prep work, crisis intervention, and individual counseling. Interns may also choose to work with one of our many school groups, such as Girl Factor and Gay-Straight Alliance.

Supervision/Training

Interns will begin their practicum/ internship experience with a comprehensive orientation. Interns will participate in individual and group supervision, to be provided by a licensed adjustment staff member and a licensed clinical social worker. Interns are encouraged to use this time for case presentations, and development of clinical skills. Interns will also participate in weekly Student Support Team meetings and weekly Cluster Team meetings.

Site Details

Age range of children at site: High school (14-20)

Number of slots: 2-3

Address: 67 Alleghany Street, Roxbury, MA

Day/time requirements for interns: The interns can create their own schedules for their work at NMHS. There are only three requirements: 1) The interns should plan to spread their hours out over three days; 2) The interns need to attend the weekly Student Support Team meeting on Mondays from 8:30-9:30 a.m.; and 3) The interns need to attend weekly Cluster Team meetings on Wednesdays from 2:15-3:30 p.m.

Work study funds available?: Yes

Accessible by public transit?: Yes

Directions by public transit: Take the Orange Line to Roxbury Crossing. Walk to the left out of the train station on Tremont Street. At the second light, make a left onto Parker Street. Walk a short distance on Parker Street, and you will see the school (with a playground and parking lot) on your right. The school's address is 67 Alleghany Street, Roxbury, MA.

Driving directions: Take Memorial Drive toward downtown. Take the RT-2 E ramp toward Brookline/Kenmore Square and cross the Charles River via the BU Bridge. Stay straight onto Park Drive. After you cross over Beacon Street and the D-train overpass, you will continue to stay on Park Drive, which turns into Fenway. Stay straight on Fenway, cross over Huntington, and make your next right onto Parker Street. Turn right onto Alleghany, and the school will be on your right.

(For more detailed directions, use www.google.com/maps.)

Parking available? Limited

Project Aspire at the Stone Elementary School

Concentration

Adjustment

Description

Project Aspire is a collaborative partnership between the Boston Public Schools, the Harvard Graduate School of Education's Risk and Prevention Program, The Judge Baker Children's Center, and, most recently, the Open Circle Social Competency Program based out of Wellesley College's Stone Center. Project Aspire and Open Circle recently partnered in order to address the mutual goal of sustaining social and emotional learning in urban schools. The partnership is supported by a compatible relational approach to working with children and adults, and a commitment to delivering comprehensive social and emotional learning (SEL) instruction to urban schools. Aspire will begin its 9th year of implementation in the Lucy Stone Elementary School, bringing the Open Circle Social Competency Curriculum, a social awareness literacy curriculum and more individualized initiatives that meet the needs of the school. Aspire is also dedicated to the training of interns with the hope that they will continue to support the needs of urban schools, particularly the Boston Public Schools.

Roles

The Lucy Stone School is a K1-5th grade small full-service elementary school in Dorchester. Over the past six years school staff have collaborated with Aspire to address student social and emotional learning.

Interns are expected to be on-site Thursday and Friday from 8:45 am-3:30 pm. Interns will be integrated within classrooms and support the implementation of the Open Circle Social Competency Curriculum. In addition, interns will be trained in Aspire's social awareness literacy curriculum, which is grounded in the Voices of Love and Freedom curriculum but has been individualized to the needs of the school. Classroom Community Meetings will be implemented in all grades except the K1 classroom. Additional responsibilities may include mentoring students, individual counseling, supporting students at lunch and recess and leading small social skills groups. Interns may collaborate with school and project staff on special initiatives to enhance school climate.

Supervision/Training

Aspire will conduct an orientation for all interns in September and ongoing trainings throughout the year. Fluid supervision occurs on site, as Aspire staff work alongside interns. Goal focused individual and group supervision will be offered on a regular basis to provide additional support and learning opportunities. Aspire staff hold master's degrees in clinical social work and bring their knowledge and expertise to support learning and training.

Site Details

Age range: 4-12 years

Number of slots: 2

Work-study: available

Location: 22 Regina Ave, Dorchester MA 02124

URL: <http://www.boston.k12.ma.us/schools/schname.asp#S>

Day/time requirements: Thursday and Friday 8:45-3:30pm

Directions by public transit: From Harvard Square, take a red line Ashmont train and get off at Shawmut. To walk from Shawmut station to the school, go approx. 1 block SW on Mather St. Turn right on Allston St. Walk approx. 1 block N on Allston St. Turn left on Melville Ave. Walk approx. 1 block W on Melville Ave. Turn right on Hooper St. Walk approx. 2 blocks N on Hooper St. Turn left on Tremlett St. Walk a short distance W on Tremlett St. Turn right on Washington St. Walk approx. 1 block N on Washington St. Turn right on Regina Ave., directly across from the Kentucky Fried Chicken Restaurant. . Walk approx. 1 block E on Regina Ave. Total walking is 0.50 miles.

Or

From Harvard Square, take a red line Ashmont train and get off at Ashmont Station. Transfer to bus 23, Ruggles via Washington St. Get off at the intersection of Park St. and Washington St. Walk one blocks south on Washington and turn left on Regina Ave.

Driving directions: Drive South on Mass Ave (towards Boston) for about 3 miles. Turn right on Tremont St. You will pass Northeastern Univ. on your right. Tremont St. turns into Columbus. Continue straight on Columbus for about 2 miles. The road curves to the left (and changes names. You are now on Seaver). Franklin Park is on your right. Turn left on Blue Hill Ave. Take the next right onto Washington St. Turn left on Regina Ave. The Stone School is on the left. On street parking is available on Regina Ave.

Marshall Elementary School

Concentration

Adjustment

Description

The John Marshall School is an elementary school (grades K-5) located in the Geneva-Bowdoin section of Dorchester. The school serves a diverse student population, with the majority of the students being of African-American and/or Latino descent. The schools many assets include dedicated teachers, resilient students and families, a growing student support program, and a thriving art program.

Roles

Students placed at the Marshall School will have the opportunity to provide a variety of clinical and preventative services. A major prevention initiative for the 2007-08 academic year involves parent and student outreach with K-2 classrooms. Training opportunities include some direct service including individual, family, and group therapy; as well as conducting curriculum-based prevention groups. Students also have the opportunity to provide clinical consultation to staff, teachers, and administration. Students during the 2007-08 academic year also have the opportunity to participate in fundraising efforts and larger scale community events including Peace Night.

Supervision/Training

Supervision for Harvard Risk and Prevention students for the 2007-08 academic year will be coordinated through a supervisor from the Children's Hospital Neighborhood Partnership Program. In addition to individual supervision, interns will participate in the CHNP intern training seminar every 1st, 3rd, and 5th Wednesday of the month, from 8:30 to 9:50AM., at Children's Hospital, PLUS one mandatory orientation training day Saturday September 29th from 8:30-3:00PM.

Site Details

Age range of children at site: age 4-12

Schools: The John Marshall School is a Boston Public School.

Number of slots: 1-2

Work-study: Available

Address: 35 Westville Street

Day/time requirements for interns: Tuesdays (7:20-12:00 in fall; full-day in Spring) and Thursdays (7:20-3:30) on site.

Accessible by public transit: yes

Directions by T/bus: Take the Red Line Train to Fields Corner Station. Upon leaving the station, take a right onto Geneva Avenue. Walk approximately three blocks - take a left onto Westville Street. The school is located at 35 Westville Street

Directions: Take Route 203 to Washington Street in Dorchester. Once on Washington, proceed through Codman Square. After driving through Codman Square, take a slight right onto Bowdoin Street, once on Bowdoin, Westville Street will be approximately two blocks down on your right. If you pass a Walgreens on your left while on Bowdoin, you have missed the turn for Westville.

Tucker Elementary School

Concentration

Prevention or Guidance

Description

The Tucker Elementary School (located in Milton) is a K-5 elementary school located on the cusp of the Mattapan neighborhood of Boston. The school is racially and economically diverse. Additionally, about 18 percent of the student population is students with disabilities. The school serves students who have a range of disabilities that are fully-included in the regular-education classroom.

Roles

The Tucker is proud to offer both early childhood and upper-elementary practicum experiences that will focus on supporting students in their social-emotional development. The school is committed to insuring that all students receive a high-quality education and by supporting students socially and emotionally, we support them in working toward proficient standards.

The school principal and school guidance counselor will work with individual students to design a practicum experience that is tailored to each student's interest and academic track. Students may consider designing a practicum experience that incorporates or intersects with one (or more) of the following initiatives:

Prevention

- Implement social-emotional development curriculum—Second Step program—in a kindergarten or grade 1 classroom
- Meet with small groups during lunch to model and discuss appropriate behavior, play games, and engage in dialogue about school
- Consult with teachers
- Build relationships with communities and families
- Design resource guides for families
- Facilitate outreach with existing programs
- Document students' response to support
- Participate in weekly meeting with supervisor and monthly check-ins with guidance.

Guidance

- Implement some whole class social-emotional development curriculum—Second Step program.
- Work with teacher to identify students who may benefit from regular counseling sessions
- Work with individual students

- Facilitate group, peer, or individual counseling sessions

Supervision/Training

Interns will have weekly individual supervision meeting with school Guidance Chair. Specific training on the Second Step curriculum will be required on site. There will also be monthly group check-ins with the school Principal to discuss successes and challenges. As we move forward, the guidance chair and principal will design tailored PD to support interns in their work. Interns will receive specific training and support in the social-development curriculum. Interns may participate in any school-based trainings that happen throughout the year and are encouraged to meet with their grade level team during Common Planning Time (CPT). We recognize the value R&P students add to the school and therefore, welcome you as members of the staff.

Site Details

Age range of children at site: Integrated Pre-K-Grade 5: 3 years old-12 years old

Number of slots: 2-4 students

Work study: Availability undetermined at this time. We are working on a plan to provide such funds.

Location: 187 Blue Hills Parkway, Milton, MA 02186

Day/time requirements for interns: The specific days and hours are flexible based on your schedule. However, on average R&P interns spend about 16 hours per week on site. We do ask that each intern work with the site supervisor to develop a consistent schedule. Many of the students with whom you will be working depend on this consistent schedule.

Directions by public transit: From Harvard Square, take the Red Line Ashmont train to Ashmont. Transfer to the Mattapan Station Trolley Shuttle Brook/Central. Get off at Brook Rd. and Brairfield Rd. Walk 2 blocks west on Brook Rd. Turn left on Blue Hills Parkway. Walk 3 blocks south on Blue Hills Parkway. Total walking is 0.45 miles.