



CREM *REAL TALK*
Holding Space & Holding Standards:
A Warm Demander Approach to School Counseling

2026 School Based Mental Health Conference

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Why are *REALLY* we here?

WHAT?

We will **define the Warm Demander approach** and identify how the balance of care, high expectations, advocacy, and accountability can show up in school counseling practice.

WHY?

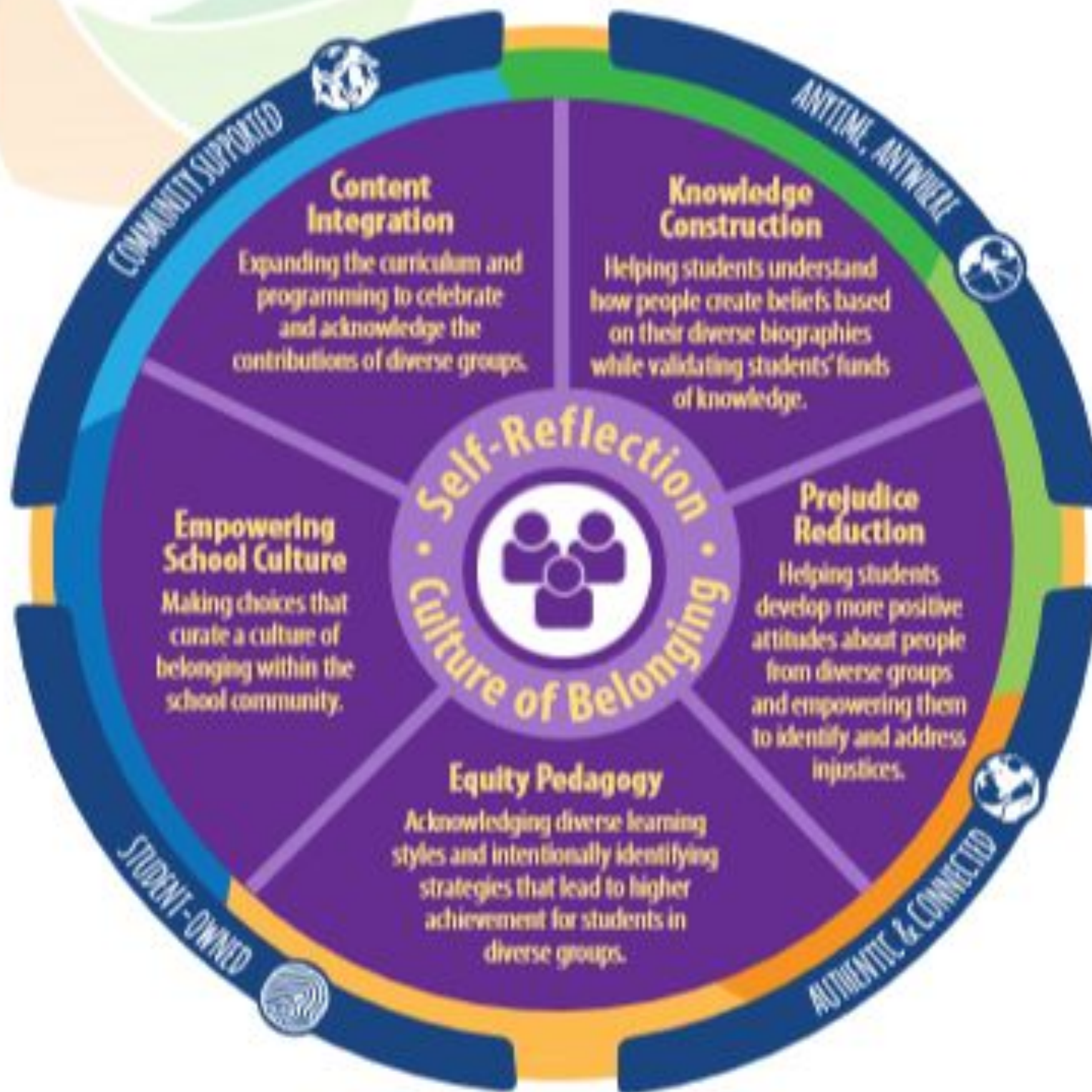
We want to build and maintain trust, credibility, and community as culturally responsive school counselors to better support student growth, belonging, and success.

HOW?

We will participate in collaborative discussion and inquiry to better understand warm demander

CULTURALLY RESPONSIVE EDUCATION MODEL

HCPS Department of Equity and Diversity



CREM Through the Counselor Lens

Content Integration → *Who is represented?*

Do students see themselves and others reflected in our counseling curriculum, resources, programs, and opportunities?

Knowledge Construction → *Whose knowledge matters?*

Are we honoring students' identities, experiences, perspectives, and funds of knowledge when we counsel and advise them?

Prejudice Reduction → *How do we respond to bias?*

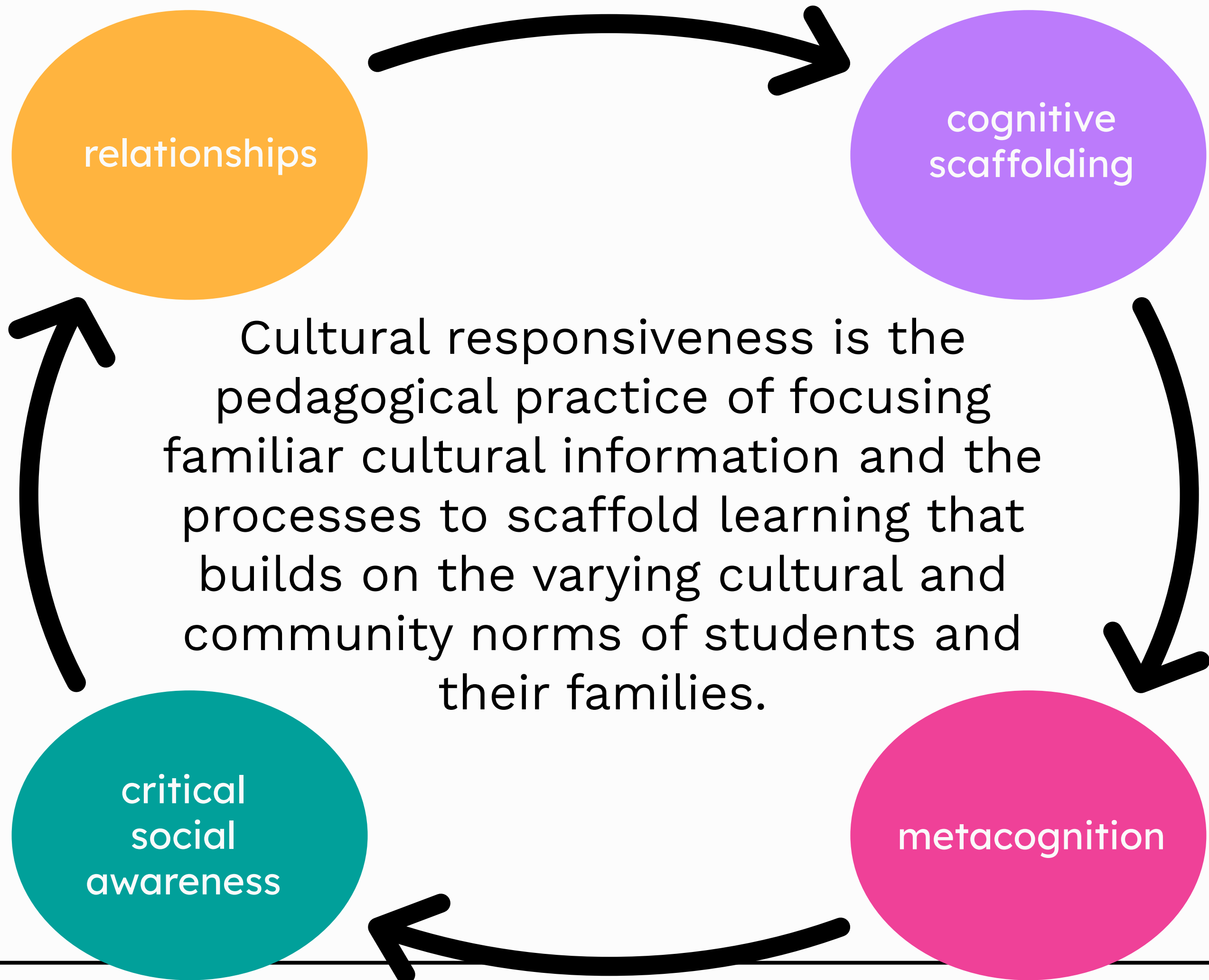
Are we helping students recognize bias, build empathy, and develop the skills to advocate for themselves and others?

Equity Pedagogy → *Who has access?*

Are we adapting our practices and removing barriers so that every student has meaningful access to support, challenge, and opportunity?

Empowering School Culture → *Who belongs?*

Are our practices, programs, and decisions creating a school community where every student feels seen, valued, connected, and empowered?



(Hammond, 2015)

Norms for Conversation

- Speak your truth (**“I” statements**).
- **Listen** to learn, not to respond.
- Honor the **counter narrative**.
- Assume positive intent and acknowledge **impact over intent**.
- **Share the air**, be aware of giving space for others.
- Remain **engaged** through discomfort.
- **“Call In”** rather than call out.

REAL TALK

The child who is not embraced
by the village will burn it down to
feel its warmth.

-African Proverb

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Think about an adult who brought out the best in you.

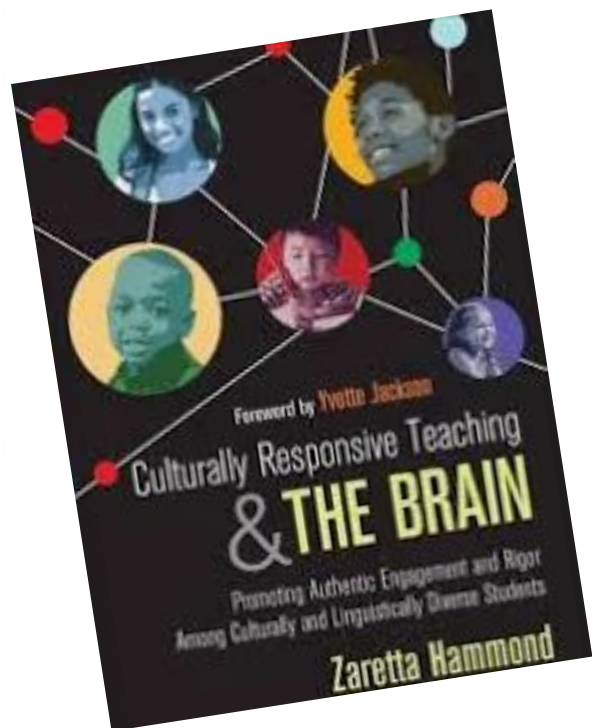
How did they show you they cared while also challenging you to grow?



What is a *WARM DEMANDER*?

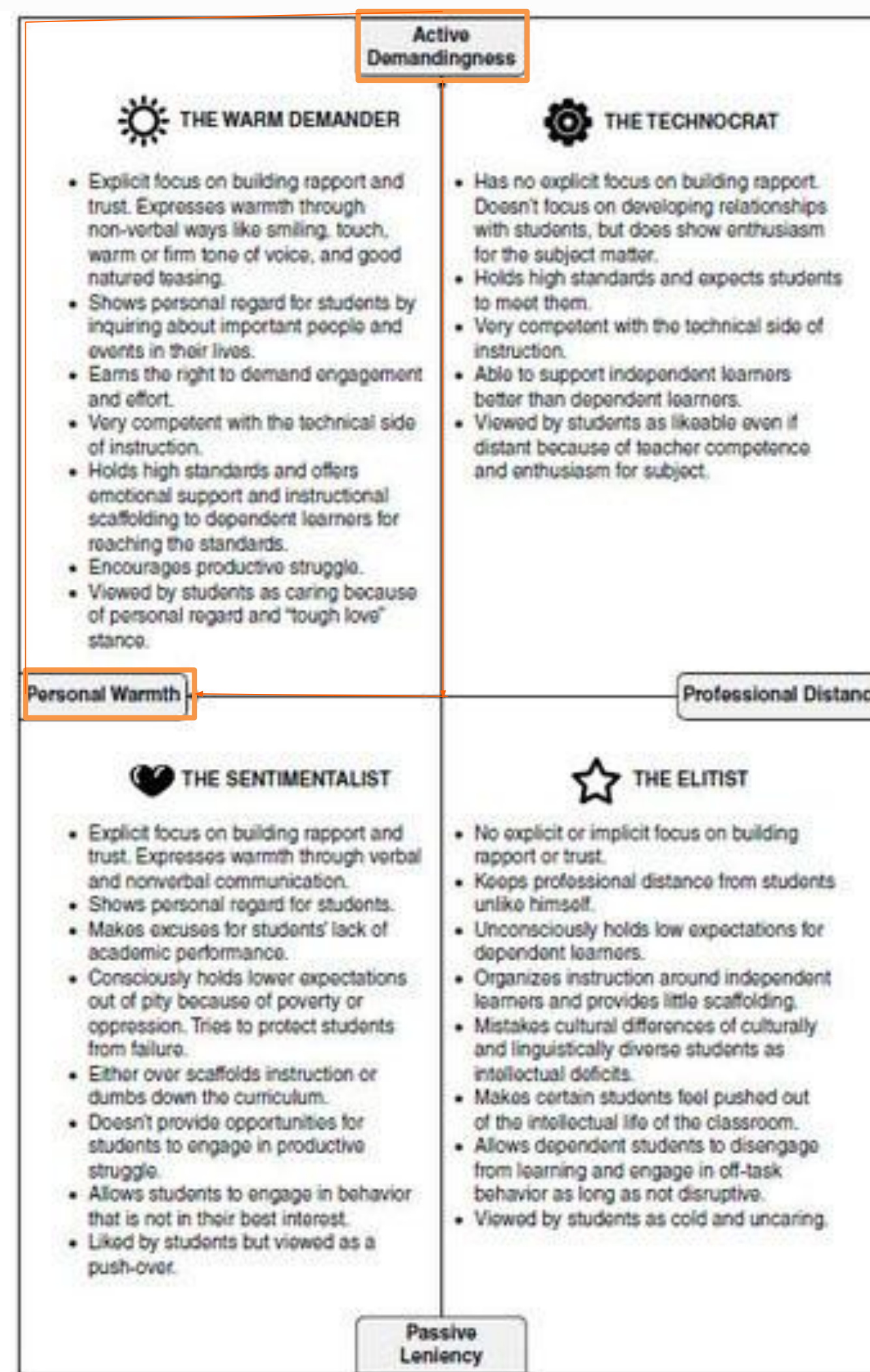
“Active demandingness isn’t defined as just a no-nonsense firmness with regard to behavior but **an insistence on excellence and academic effort**. This unique combination of **personal warmth and active demandingness** **earns the teacher the right to push for excellence** and stretch the student beyond his comfort zone.”

(Hammond, 2015)



Warm Demander
Personal Warmth
&
Active
Demandingness

Sentimentalist
Personal Warmth
&
Passive Leniency



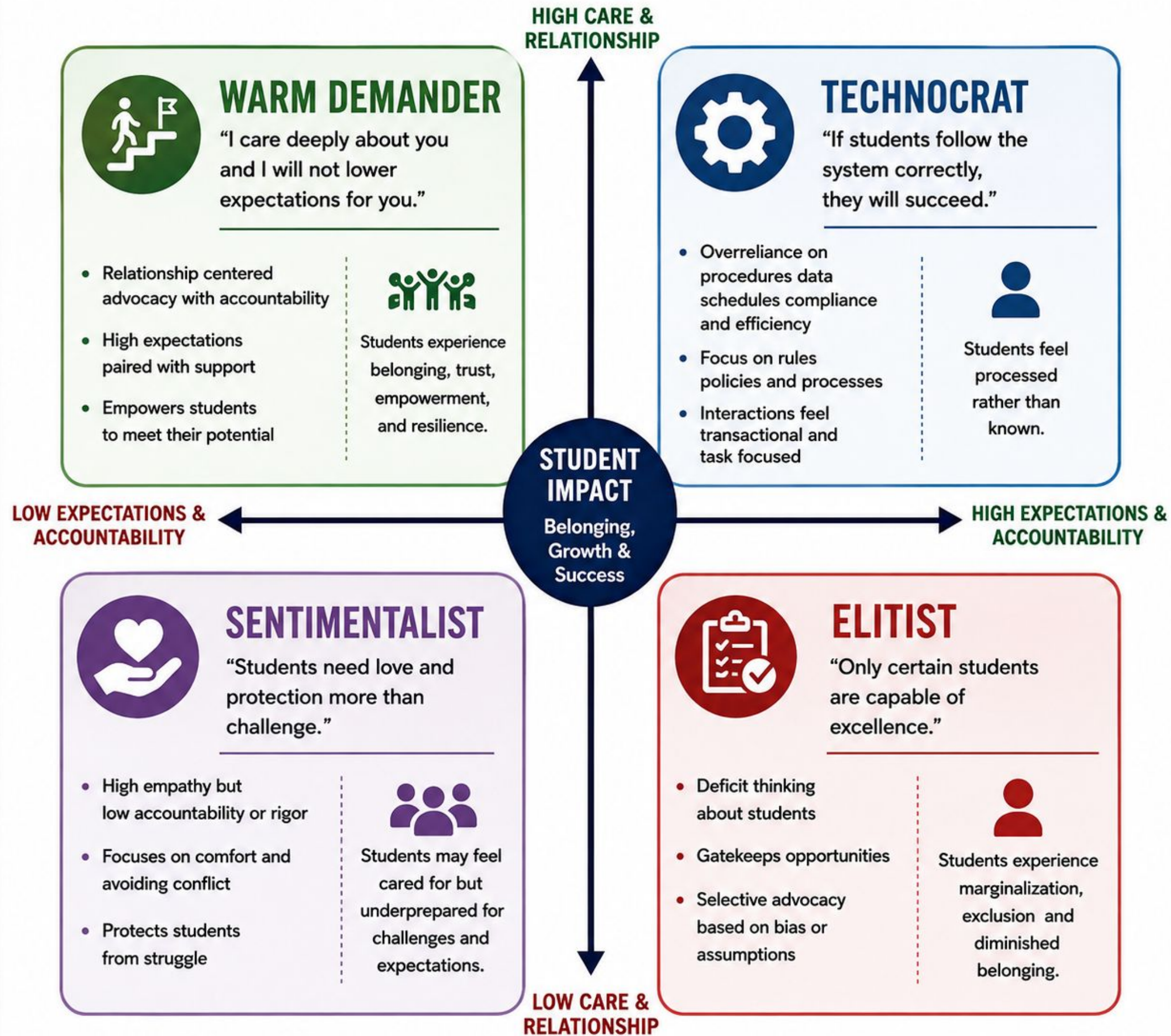
Technocrat
Professional
Distance
&
Active
Demandingness

Elitist
Professional
Distance
&
Passive Leniency

(Hammond, 2015)

THE 4 COUNSELOR APPROACHES

How counselor beliefs show up in practice and impact students



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THE TECHNOCRAT COUNSELOR

Technocrats are not necessarily uncaring. Many are highly organized and dedicated. However, the danger is when systems become more important than students' lived realities.

When can following the system or procedure become more important than understanding the student in front of us?

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THE SENTIMENTALIST COUNSELOR

Sentimentalists often genuinely love students. The issue is not lack of care. The issue is when care is disconnected from empowerment and high expectations.

When can our desire to protect or care for students unintentionally communicate that we don't believe they can handle challenge?

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THE ELITIST COUNSELOR

Elitist practices require counselors to critically examine how bias, gatekeeping, and deficit thinking may influence which students they perceive as capable, deserving, or worthy of opportunity.

How might our assumptions about a student influence the opportunities, encouragement, or advocacy we provide?

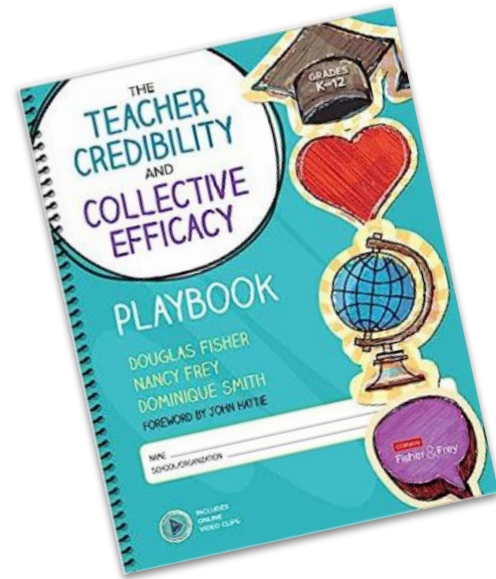
REAL TALK

THE WARM DEMANDER COUNSELOR

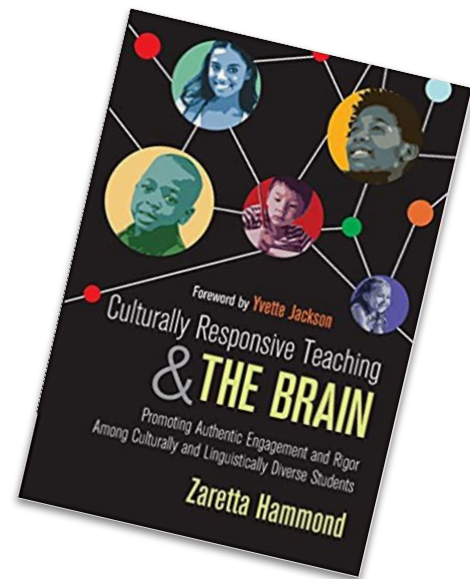
Warm demanders must ensure their high expectations are consistently paired with authentic relationships, cultural responsiveness, and meaningful support so students experience challenge as belief rather than control.

What does it look and sound like when a student experiences both “I care about you” and “I believe you can do this” from their school counselor? Share a specific example based on the students you serve (elementary, middle, or high school).

Additional Resources



Check out books from the Central Professional Collection!



Find your eBook version of Culturally Responsive Teaching and the Brain on Clever at Gale eBooks!



Go to the [EDO Website](#) for more information!

We appreciate you!

Please provide feedback on today's PL here:



EDO Professional Learning Feedback Survey

Thank you for attending today's professional learning session provided by the Division of Empowerment, Development, and Opportunity (EDO). As we continue to design quality opportunities for growth, we ask that you provide feedback below.



<https://bit.ly/EDOFeedback>

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