

Professional Development That Matters: Initial Outcomes From The Loyola SMHAPP Certificate

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@SchoolSocWork



Selected References For Today

Brake, A., & Kelly, M. S. (2019). Camaraderie, Collaboration, and Capacity Building: A Qualitative Examination of School Social Workers in a Year Long Professional Learning Community. *The Qualitative Report*, 24(4), 667-692.

Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin, S. C. (2015). Assessing the national school social work practice model: Findings from the second national school social work survey. *Social Work*, 61(1), 17-28.

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Phillippo, K. L., Kelly, M. S., Shayman, E., & Frey, A. (2017). School social worker practice decisions: The impact of professional models, training, and school context. *Families in Society*, 98(4), 275-283.

Thompson, A. M., Frey, A. J., & Kelly, M. S. (2019). Factors influencing school social work practice: A latent profile analysis. *School Mental Health*, 11(1), 129-140.



Today's Agenda

- Intro
- The Problem
- The Tech
- The Model
- The SMHAPP Students in Action
- Future Work
- Questions For You



The Problem: How We Got Here, Part 1

*SSW Are Not Able to Consistently Promote Universal Strategies

- SSW are not doing them consistently & do not feel prepared to do them well
- SSW spend most of their time with at-risk students in Tier 3 and crisis
- After grad school, most U.S. school clinicians have no direct clinical supervisor, *ever again*

*SSW Do Not Feel Prepared to Use Data Effectively

- Many SSW report lacking confidence, resources, and supports to be data-driven and evidence-informed in their practice

Sources: Kelly et al., 2010; Kelly et al., 2015; Kelly et al., 2016; Patak-
Pietrefesa, Bowen, Williams, & Kelly, 2019)



How We Got Here, Part 2

- Some hopeful signs: In our Latent Profile Analysis, 17% of our sample were poised to do practice across the tiers using evidence-informed and ecological approaches and another 67% do it at least some of the time. (Thompson, Frey, & Kelly, 2019)
- 3 Professional Learning Community (PLC) projects we completed in Chicago, Canada, and Michigan show that meaningful professional development can “stick” (Brake & Kelly, 2019; 3 other manuscripts in preparation + our Campbell PLC systematic review protocol)



The Tech: How Can We Create...

- Online tools that are evidence-informed, free, and easy to use (www.schoolsocialwork.net)
- A network of School Mental Health Master Mentors to provide their expertise? (Our new SSWNetwork social media site)
- Sustainable & evidence-informed Professional Learning Communities (PLCs)? (SSWNetwork again, 2,060+ clinicians are already there!)
- *How the SMHAPP Certificate fits in...*





WORKLOAD VS CASELOAD






CHANGING THE CONVERSATION

WORKLOAD VERSUS CASELOAD: CHANGING THE CONVERSATIO...

Posted by Steve Whitmore | Oct 18, 2017 | Reflections on Practice, Tools for Practice | 4 | ★★★★★

SEARCH ...

RECENT POSTS

-  Workload Versus Caseload: Changing the Conversation
-  Privatization of Education and Ethics
-  Building Family Engagement with "Cultural Brokering"
-  Restorative Justice with 4th Graders - Part 3
-  SuperFlex to the Rescue!



Home

Discovery

Topics

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Professions

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Online Now ●



School Social Work Network

A community for school social workers to connect, learn, and improve practice through collaboration.

Manage



+ Share what's on your mind...

SHOWING PERSONAL FEED ▾

SORTED BY LAST ACTIVITY ▾



BreeAnna Stegall
School Social Worker

I am very excited with the way staff in my school has accepted daily calm classroom lessons and how they are making it fit into their schedule! Even more exciting is watching the students really...[continue reading](#)

East Moline, Illinois · Posted 34m ago · Posted from iOS app



Cheer



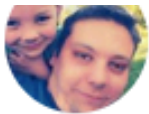
Join the Conversation



+ Share your thoughts...



Potential Topics for 2019-20 Content



Scott Carchedi •
School Social Worker

Question

**What's one area of your practice
you'd like to improve?**

147 members have answered

St Charles, IL · Posted Aug 29, 2018

SSWNetwork Members (N=400) Want Help With:

- 1. Data/Progress Monitoring/Assessment (by far, over 50% of the responses)**
- 2. Small group interventions (tier 2, in your office, and classroom; overall desire to learn more group skills)**
- 3. Learning more effective clinical SSW interventions for their 1:1 caseload time**
- 4. Goal Writing**
- 5. Teaching students how to self-regulate**





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SSWNetwork August-October 2018

New Members Funnel



Active Members



704 ▲40.8%

New Members



390 ▲4.6%

New Member Rate
55.4%

Returning Members Funnel



Active Members



704 ▲40.8%

Returning Members



356 ▲178.1%

Returning Rate
50.6%

Excellent

Contributing Members Funnel



Active Members



704 ▲40.8%

Contributing Members



Contribution Rate
34.8%

Good

Member Retention Rate



Member Retention Rate

63.02%

Excellent



SELF-CARE: ONE SCHOOL SOCIAL WORKER'S JOURNEY

Posted by Megan Tracy | Jan 3, 2019 | Reflections on Practice, Tools for Practice | 0 |

★★★★★



My journey into the world of self-care began this summer at the [Loyola Annual Family School Partnership Summer Institute](#). As a member of the School Mental Health Advanced Practice Program (SMHAPP) through Loyola University Chicago School of Social Work I attended the institute a day early and had the pleasure of meeting some

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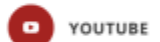
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TWITTER 810 followers



PINTEREST

- SSWN: Re-launched in November 2016
3,500 FB likes, 1,157 Twitter Followers, Articles posted are regularly read by 5-10,000 school clinicians
- SSWNetwork: Launched in August 2018
As of today, 1,830 school clinicians have joined the site



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The Tech: How Can We Create...

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- *How the SMHAPP Certificate fits in...*



Introducing the SMHAPP Certificate



The 2019-21 SMHAPP Cohort



MEM • DEI

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The 2018-20 SMHAPP Cohort



Required SMHAPP Curriculum

- **Integrative Seminar I** (3 credits, online)
 - *Taught by Dr. Michael S. Kelly & Other Expert SMH Faculty (Lots of SBFC content both years)*
- **Integrative Seminar II** (3 credits, online)
 - *Taught by Dr. Michael S. Kelly & Other Expert SMH Faculty*
- **Evidence-Based Practice in Schools** (3 credits, online)
 - *May take in either Year 1 or Year 2*
- **Strength-based Interventions in Schools (SBFT, MI)** (3 credits, online)
 - *May take in either Year 1 or Year 2*
- **Special Topics in School Social Work**
(3 credits, online & summer immersion weekend)
 - *Based on student input, previous courses have included:*
 - Strategies Across the 3 Tier Model: Effective Interventions for Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS)
 - Data Done Right in School Mental Health



The Importance of Being Evidence-Informed

sswn

ABOUT ▾

INTERVENTIONS ▾

TOOLS FOR PRACTICE

SLOW DOWN: WHAT WE DON'T KNOW (YET) ABOUT TRAUMA-INFORMED APPROACHES IN SCHOOLS

Posted by Michael Kelly | Jul 17, 2019 | Interventions, Research That Matters, Tier 1, Tier 2, Tier 3 | 0

| ★★★★★



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The Model: SSW Are Visible, Valuable & Vital

Key parts of all our SMHAPP Projects:

- Identifying a problem,
- Identifying data sources for a needs assessment,
- Building key alliances,
- Delivering the intervention,
- Measuring the outcomes, and
- Keeping it on the school radar (Social Marketing)



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SEL PROGRAM EVALUATION: ADVISORY COMMITTEE



Identifying the Problem

WHAT IF WE ASKED DIFFERENT QUESTIONS?

Have we implemented programs and best practice curricula that are addressing the needs of our student body in a developmentally appropriate way? How are we measuring effectiveness? Do we have an eye on feasibility?

Project Evolution

FALL 2018 - FALL 2019

Starting Goal: Develop a reproducible SEL program evaluation tool or protocol that is able to be applied to a diverse set of programs and curricula.

Where I Am Now: The formation of the SEL Program Evaluation Advisory Committee. Develop/oversee a program audit of our current programming to determine effectiveness and identify areas where we may not be meeting our goals.



Striving for Success

SHORT & LONG TERM GOALS

1. Setting benchmark objectives (aligned with CSG Strategic Plan, Mission & Values, Core Competencies & National SEL standards)
2. Reviewing EBP & Research Literature to ensure cohesion and compliance
3. Developing an evaluation template for first run through 2019/2020 academic year



Data: Friend or Foe?

WHAT ARE THE NUMBERS TELLING US? WE NEED TO KNOW

Should you be fortunate enough to have access to building and/or district data as well as supplemental research - look at it!

Our initial data sources: Current [externally provided] program evaluation metrics, ISACS Re-Accreditation Survey Data Analysis, national SEL standards (SSWAA, CASEL, ASCA)



Let's Try It Out!

NEXT STEPS

1. Increased training for Faculty and Administrative Team
2. Trial run with 1 MS & 1 US program
3. Review and reflect on data collection and observations as indicators and predictors of success and areas of improvement



SEAN DELANEY
COLUMBUS SCHOOL FOR GIRLS -
COLUMBUS OH

SCHOOL CHANGE PROJECT IMPLEMENTATION STRATEGY GUIDE

MOVING FORWARD WITH SEL

How to Build Teacher Capacity to Implement a Universal Social and Emotional Curriculum in the classroom.

BUILD CONSENSUS

Recruit Key Stakeholders

Include and invite key staff members that share the same vision as you and who agree to support, market, and lead others in the implementation process.

CONDUCT TRAINING

Make Training Dynamic, Interactive and Ongoing

Provide professional development opportunities that are conducted in various ways and target different learning styles.

ASSESS

For readiness and identify potential barriers

Gather teacher data after initial training and support. This can be done through Surveys, questionnaires or focus groups

PROVIDE COACHING

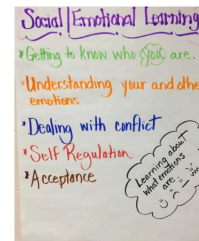
Ongoing Consultation

Provide regularly scheduled follow up sessions, on-line resources, monthly check-in meetings, or Q&A boards.

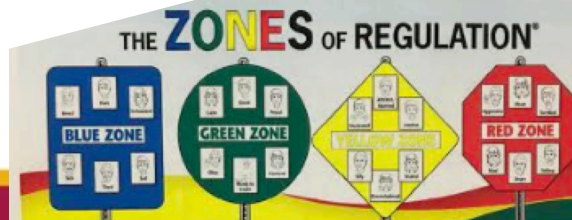
DEVELOP AND PROVIDE RESOURCES

Distribute Educational Materials

Provide supporting educational materials that make it easier for teachers to implement the lessons and incorporate the concepts into everyday student learning.



DOREY DELIKOWSKI, SMHAPP STUDENT



IDENTIFY THE PROBLEM

80% of NV youth who need behavioral health services have no access to behavioral health providers. NV has the highest prevalence of mental illness in the nation with the lowest access to care. NV is last in behavioral health services for adults and youth.

CLARK COUNTY SCHOOL DISTRICT (CCSD)

- 5th largest school district in the nation.
- 342,000 students; 378 schools; 17,805 teachers, 200 school social workers/other mental health professionals.

INTERCONNECTED SYSTEMS FRAMEWORK (ISF)

ISF will identify and unify support systems already in place within CCSD schools. Using the MTSS model, SW will be a part of ISF teams to identify students needing Tier 3 interventions to provided short-term SBBH.

PILOT PROGRAM

Nine CCSD schools piloted the program. The ISF teams at each school established data criteria to identify students in need of Tier 3 SBBH interventions. Students were assessed & a treatment plan developed within the ISF team. Using SFT and CBT to work with the students, teachers, and families to support behavioral changes.

CONTINUATION OF CARE

Working with community behavioral health partners the SW used a wraparound services model to ensure the students received community supports needed based on the agreed treatment plan.

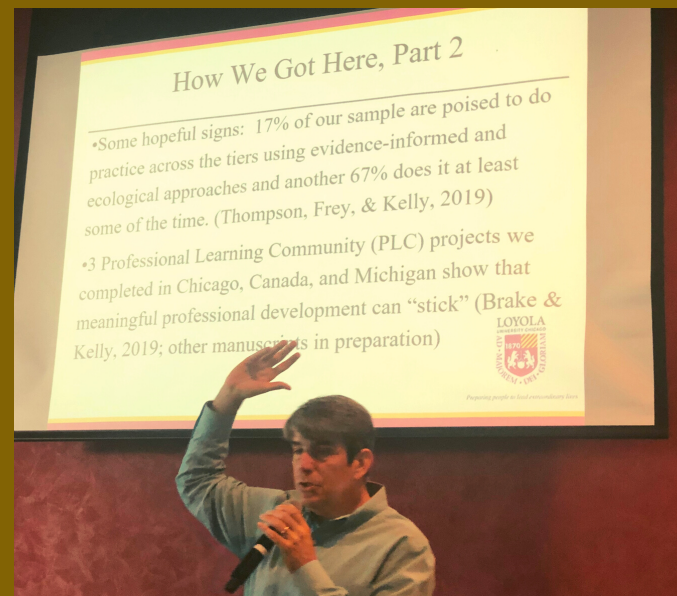
The primary goal of the SBBH is to enhance the academic, mental health, and social-emotional development by providing a system of care and support utilizing EBP, the strengths of dedicated school personnel, and support from community agencies, to promote student success in the home, school, and community.

Tonya Hernandez, LCSW - SSW CCSD

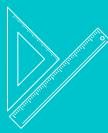




WELCOME! Get ready to be brave enough to be a change agent in your school.



LEARN the process needed to define your school project and to start the work to put it into action.



TIER 2 IMPROVEMENT PROJECT

THE PROBLEM

The Tier 2 team develops interventions...

...but many interventions are not implemented with fidelity or no data was collected. The team has difficulty evaluating the interventions.



DOES INTERVENTION WORK?

In a word, YES.

Initial special education evaluations were reduced the first year of our RTI team intervention planning, by 63%, with a 80% reduction in Does Not Qualify results.



AREAS IDENTIFIED FOR IMPROVEMENT

PROCESS TOOLS- Such as standard data collection tools, and evaluation forms

EVIDENCE INFORMED INTERVENTIONS - complied in a handy spreadsheet for reference and tracking

COMMUNICATION- Coaching, support, follow-up and celebration of successes



NEXT STEPS

Schools are dynamically changing. Key staff leaves, positions are eliminated.

IDENTIFY NEW ALLIES
MAP RESOURCES
IDENTIFY PRIORITIES
CARRY ON



KRISTA SODT, SMHAPP STUDENT

MY



SUMMER INSTITUTE TIMELINE



EARLY SPRING 2019

I learned that our **Principal and her three Assistant Principals** were all being relocated the following year and that a many of our teachers would be transferring from our school as well. Our principal had seven years leading our school.

EARLY SUMMER 2019

I learned that our **four-hour** staff training for Lion's Quest would be in August, **two days** before school would begin

EARLY SUMMER 2019

I decided to review the last two years of office discipline referral data to identify the top offenses. Then I researched what I could find about the skills that **Lion's Quest** would offer our students and compared them to the skill deficits our student's demonstrate to gauge how this program would meet our student's needs

MID SUMMER 2019

I presented my school change project to our cohort, Dr. Kelly and Professor Capio. I received **valuable and professional** feedback. There were good recommendations to improve my presentation

MID SUMMER 2019

I spent time being a tourist in Chicago visiting **Millennium Park** during a multicultural music festival and exploring the downtown Chicago area

END OF SUMMER 2019

Began the 2019-20 school year, participated in training on Lion's Quest and preparing to **implement** my school change project!

In the beginning, the desire for my school change project was to assess how consistently teachers at my school implemented 2nd Step as a Tier 1 Social Emotional Learning Intervention. My hypothesis was that full implementation of 2nd step, by teachers, was low and consequentially lead to increased levels of students being considered for tier 2 intervention.

MID SEMESTER 1

In class, we read about **Building Teacher Capacity** and about some of the obstacles that prevent teachers from implementing **Tier 1 intervention curriculum**

Dr. Kelly and our guest professors inspired me to recognize the value of creating and using data and we explored ideas to consider when choosing to implement evidenced based practice in schools

LATE SPRING 2019

Our incoming building administrative team announced that our new Tier 1 curriculum would become **Lion's Quest**, a departure from 2nd Step as a curriculum resource for Tier 1 universal intervention.

LATE SPRING 2019

We were assigned a reading in class about **implementation science** and in the article, I learned about the years **(3-5)** it actually takes to implement a new program in schools and that there are evidence based implementation models available to choose from

MID SUMMER 2019

My group chose to focus our presentations to the audience who attended the 2019 Summer Institute on **"Identifying the Problem"** that would launch our school change projects

MID SUMMER 2019

Retreated to my hotel room to make necessary changes to improve the effectiveness of my school change presentation for our audience for the Summer Institute.

MID SUMMER 019

The next day, I presented the final draft of my **school change project** presentation to the 2019 Loyola Summer Institute audience



BLAIR EARLY CHILDHOOD CENTER

Parent Support Group

Reducing Parental Stress

Parent Education

Helping parents gain access to valuable information about their child's development. Providing parents with strategies to address developmental needs. Examples include behavioral strategies, developmentally appropriate play, and using technology for learning.

Practical Resources

Providing parents with resources in the community to support their child's development and to reduce overall family stress. Examples of resources include: outside therapies, respite support, and financial resources.

Emotional Resources and Self-Care

Providing parents with an opportunity to make connections with other parents and develop a strong social support network. Teaching parents positive emotional strategies to cope with parental stress.

The parent support group will be led by
Gabriela Ramirez, School Social Worker,

SMHAPP Students Show Their Work



SMHAPP Students Show Their Work



SMHAPP Students Show Their Work



SMHAPP Students Show Their (SBFC) Work



SMHAPP Students Graduating





“I completed the SMHAPP and it was so fantastic. I learned so much. It provided me with the knowledge and skills that I needed to go deeper with my work. Seriously, it was the best professional decision I’ve made. If you’re interested, I’m happy to answer any questions. Also, you can complete this program remotely. No need to live in Chicago. That’s just a bonus.”

*Dianna Phelps, MA, MTSS
Coordinator, Philadelphia
Public Schools*



MINDFULNESS AND ME

Posted by Janet Kester | Jan 7, 2019 | Reflections on Practice, Tools for Practice,
Uncategorized | 0 | ★★★★★

Mindfulness and Me



A few years ago, I found myself hitting a wall within my school setting. It was the second half of the 2016-17 school year and I was not feeling like myself. I was affected by the negativity that could be heard throughout the



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PINTEREST



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SELF-CARE: ONE SCHOOL SOCIAL WORKER'S JOURNEY

Posted by Megan Tracy | Jan 3, 2019 | Reflections on Practice, Tools for Practice | 0 📌 |

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 PINTEREST



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Future Work

- New SMHAPP Cohort starts Fall 2020 — apply anytime before August 1st, 2020!
- Development of SSWN Editorial Team (2-year position, all-volunteer, hopefully build strong links with SBFC and other friends)
- SSWNNetwork EBP App Pilot Testing 2019-2020 to go fully live in Summer 2020
- SMHAPP grads and current students form a mentor group on SSWNNetwork to provide dynamic mentoring and technical assistance based on their expertise to the 2,000+ school clinicians there (still working this one out)
- Continue to build FB, Twitter presence



Questions For You

- What was new about the content in this presentation for you?
- What was helpful (what take-aways can you see bringing back to your context)?
- What questions do you have for me about this work (including any places you might see us collaborating to build the best online self-help school mental health network we can)?

