

FSP 2019

14th Annual Summer Institute
July 25th and 26th, 2019



**Making it Happen: Learning How to Take
Your Practice to the Next Level from
Youth Activists and Expert Practitioners**



Making it Happen

Thursday, July 25th

- 8:30-9:30 Welcome and Overview
Dr. Michael Kelly, Loyola Chicago SSW
Professor and FSPF Director

- 9:30-Noon Keynote

“How School Clinicians Can Make Amazing Things Happen By Becoming the Self-Care Leaders In Their Schools”

Keynote Presentation by Ms. Ali Hearn
LCSW, Technical Assistance Director,
Midwest PBIS

- Noon-1:15 Lunch on your own

- 1:15-4:30 ***“School Mental Health Advanced Practice Program (SMHAPP) Students Making it Happen” (Part 1)***
Dr. Kelly and the Loyola SMHAPP cohort will share their whole-school change projects and their data-driven, evidence-informed work in a panel format, discussing their 5-step process.

Friday, July 26th

- 8:30-Noon Morning Keynote Workshop

Youth Leaders, VOYCE (Voices of Youth in Chicago Education)

“What School Mental Health Professionals Need to Know to Reach Us”

Recognition of 2019 Loyola SMHAPP Certificate Students

- Noon-1:15 Lunch on your own

- 1:15-2:00 Race & Equity PLC Discussion

- 2-4:30 ***“School Mental Health Advanced Practice Program (SMHAPP) Students Making it Happen” (Part 2)***
Dr. Kelly and the Loyola SMHAPP cohort will share their whole-school change projects and their data-driven, evidence-informed work in a panel format, discussing their 5-step process.



“As a student in the Loyola SMHAPP certificate, I was required to produce a project that helps one move one’s district in a positive direction by identifying a problem and developing an intervention. Through this process we learn to identify data sources for a needs assessment, build key alliances and then measure the outcomes of the project.”—Dorey Delikowski, School Psychologist & Loyola SMHAPP student, 2018-20

Congratulations Loyola 2019 SMHAPP Graduates!

Christine Cusack
Michael Flood
Janet Kester
Sheri Olson
BreeAnna Stegall
Megan Tracy

Making the Zones of Regulation Happen in an Elementary School

“Moving Forward With Social-Emotional Learning: One School’s Continuing Journey,” schoolsocialwork.net (6/4/19)

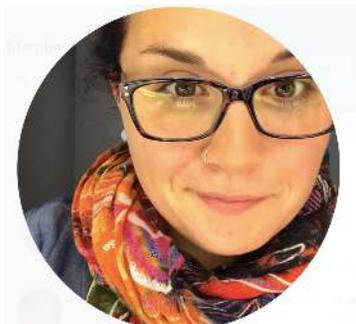
When you take a journey you need to make sure you have brought the right people, packed the right things and have a plan of where you are going. My little faculty group worked hard to enlist the leadership needed for this project. However, our administrator was more the relaxed back seat passenger than the navigator for our trip into SEL-land. We “packed” some things for our journey but in this case packing light did not provide our staff with everything they needed to implement *The Zones of Regulation* confidently and successfully. Therefore, we didn’t have a clear direction of where we were headed or where we wanted to be with our implementation of SEL. But... we continued on our journey. Some staff continued on the journey with us and some felt they just were not prepared enough to go. Some ditched us.

Despite the various degrees of interest and commitment, over the next two years students were exposed to the self-regulation curriculum in a hit or miss fashion in our building. It was starting to be used and students started learning the language. The counselor and I were able to provide more in depth exposure for students at a tier II and tier III level of intervention. Places it was being used weekly in the building included our kindergarten classrooms, and our special education classroom. It was observed that other classrooms dabbled in the lessons but did not seem to be teaching it consistently. Our counselor began to teach this as classroom guidance and so all classrooms were exposed to it for short periods of time within the last two years on a rotating basis.

Fast Forward to 2018-19. The destination and route for our *Zones of Regulation* journey became clearer. As a student in the Loyola SMHAPP certificate, I was required to produce a project that helps one move one’s district in a positive direction by identifying a problem and developing an intervention. Through this process we learn to identify data sources for a needs assessment, build key alliances and then measure the outcomes of the project. This should be something that we want to keep moving forward in our district. It didn’t become clear to me at first that this would be a great way to build and follow through on something that I had started a couple years back. I was thinking of something on a much bigger scale. However with time and input from my class cohort and instructors, I realized that this would give me the chance to continue to move this in the direction my team and I had intended it to go. This time I had more gas in my tank.

Dorey Delikowski has a Master of Science in School Psychology. Dorey has been a School Psychologist since 1997 in diverse school districts across the country, including Washington State, Connecticut, Nebraska, and Wisconsin. She is presently a school psychologist in Rosholt, Wisconsin, and is entering the 2nd year of the Loyola SMHAPP certificate.

How They Make It Happen: The Inspiring School Clinicians of the Loyola School Mental Health Advanced Practice Program (SMHAPP) by Dr. Michael Kelly, SMHAPP Director



“In my opinion, the Loyola SMHAPP program has been totally worth it, especially since it’s so readily applicable to daily practice...The program is divided up into an online seminar and online modules. The seminar has been wildly helpful in helping me push through on some school-based initiatives I wanted to start, and also gave me the structure and support I needed to see them through. “Sean Delaney MSW, Director of Counseling, Wellness, and Support Services, Columbus School for Girls, OH

How the Loyola SMHAPP Got Started & What It’s All About

My name is Dr. Michael Kelly and I am Professor at Loyola Chicago School of Social Work, and the Director of the online SMHAPP as well as the Family and School Partnership Program (FSPP). To date, the FSPP has provided advanced training CEUs to over 1,400 school mental health professionals. Thanks for joining us for our 14th Annual Summer Institute, "Making it Happen: Learning How to Take Your School Mental Health Practice to the Next Level from Youth Activists and Expert Practitioners!"

While we’ll always gladly offer CEU events like this one to school clinicians, we have also found that some of our school clinicians wanted more. Over the past decade, we heard loud and clear from some of our trainees that they wanted more than CEUs, that they wanted to go more in-depth on learning how to be more systemic, data-driven and evidence-informed in their work as SEL leaders, so we created the SMHAPP certificate to provide the kind of learning environment that will help more school mental health professionals to become more active and effective in delivering interventions across all 3 tiers of the MTSS/PBIS framework. We just published several articles this year (Brake & Kelly, 2019; Thompson, Frey, & Kelly, 2019) underlining the need for more professional learning communities (PLCs) to help school mental health professionals grow. We hope that you consider becoming

part of the next SMHAPP cohort and join our growing PLC. The 15-credit SMHAPP is delivered almost completely online to allow you to continue your important school mental health work while learning the most up-to-date techniques, strategies, and interventions from the school mental health research and practice world. Courses focus on small group cohort problem-based learning via online seminars, as well as online courses on evidence-based practice (EBP), strength-based school mental health interventions, and data-driven school mental health practice.

Each one of the incredible SMHAPP students that you’ll meet this week has been tasked with developing and delivering an intervention that change their school at a systemic level. We call it the “School-Change Project,” and each SMHAPP student has just finished year 1 of the 2-year project, and will share their work in progress with you this week. Each of them have developed their project using the following steps:

1. Identifying a key problem in their school (including collecting some initial needs assessment data and EBP searches to find “what works”)
2. Building key alliances with school stakeholders (admin., teachers, parents) that understand what needs to happen to address the problem
3. Conducting more detailed needs assessments using relevant data, and developing a logic model about the proposed intervention or program
4. Delivering the intervention and measuring its outcomes

Our students are in year 1 of what will likely be a multi-year initiative for each of them, so they will be speaking mostly to the first 2 steps, and inviting you to work with us to figure out what systemic school problems you might lack to tackle during the 2019-20 school year.

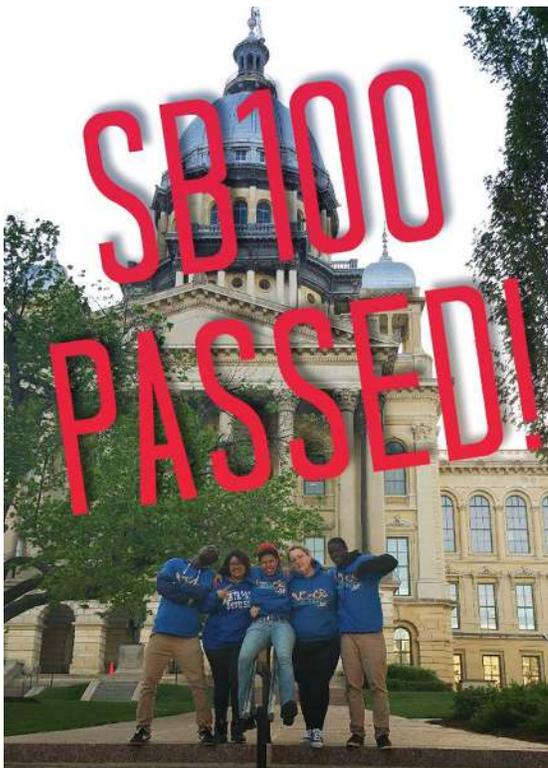
I reached a point early on in my SSW practice career (1992-2006) where I realized that everything I had learned in grad school was necessary but not sufficient if I was going to be the visible valuable, and vital SSW I wanted to be. I sought out professional consultation, community, and resources where I could find them, but it was always a challenge to find sustainable spaces and networks to help me manage my complicated school contexts and everything that was coming at me. Now, 13 years into a research career focused on studying what school clinicians say they do and what they need, I’m even more convinced that we need ongoing and meaningful professional learning communities (PLCs) to “make it happen.” Welcome to our summer institute and our PLC! Follow us at @SchoolSocWork & join us at schoolsocialworkers.mn.co/



“How School Clinicians Can Make Amazing Things Happen By Becoming the Self-Care Leaders In Their Schools”

Ali Hearn, LCSW, Technical Assistance Director, Midwest PBIS

Ali will share a set of practical and effective strategies based on her own practice to help other SSW use technology to efficiently and effectively measure their outcomes and document the effectiveness of their work.



VOYCE Youth Leaders making it happen in Springfield, fighting for school mental health.

“Rethinking Safety Campaign” by

VOYCE (Voices of Youth in Chicago Education)

In far too many communities across Illinois, the response to school safety concerns has been to “harden” schools with additional school resource officers, security guards, metal detectors, surveillance cameras, and other law enforcement strategies. For example, there are school districts all across the state that have more SROs and security guards than social workers and psychologists (see chart).

This approach has produced severe harm, creating unhealthy learning environments and criminalizing youth all across the state, particularly within communities of color. It has also been ineffective at creating truly safe schools. The safest schools aren’t “hardened” schools; they’re schools in which the developmental needs of all students are being met. *The Rethinking Safety Campaign* is working to ensure that Illinois is using its educational resources accordingly through the following three legislative initiatives:

1. **Expanding access to mental and behavioral health services and other student supports.** Illinois should be focusing its resources on common-sense strategies that address the root causes of students’ mental and behavioral health issues rather than exacerbating them through outdated, harmful, ineffective, and fiscally irresponsible practices. HB 2084/SB 1941 would accomplish that by creating a grant program for school districts that wish to create or expand restorative justice programs; hire school psychologists, social workers, and other mental and behavioral health specialists; provide drug and alcohol treatment services, wraparound services for youth, and training for school staff on conflict resolution and trauma-informed approaches to meeting students’ developmental needs; and other strategies for creating safe and healthy learning environments.
2. **Improving public transparency around the role of the criminal justice system within schools** (Improving public transparency around the role of the criminal justice system within schools, Improving data around students with special needs, Making school discipline data more user-friendly)
3. **Investing in school-based health and wellness clinics.** We need to secure capital budget money to build new school-based health clinics that will provide holistic health resources for students, families, and communities across the state. We also need to increase the budget line item for existing clinics to cover their operating costs. Contact Maria Degillo, VOYCE Coordinator, at (773) 799-6404 or maria@voyceproject.org to join us.

School Mental Health Advanced Practice Program Student Biographical Sketches

As we move towards our 4th SMHAPP cohort in Fall 2019, let's meet the current SMHAPP students who will be presenting their project work and sharing their practice wisdom this year. Hailing from 7 states and all K-12 levels, here's the 2018-20 Loyola SMHAPP cohort!



Sean Delaney is a Licensed Social Worker who specializes in supporting girls and young women in finding their voice, their power and their confidence to navigate this increasingly complex world. She holds a Master's degree in Social Work (MSW) from The Ohio State University. She completed her undergraduate degree (BA) in Political Science and Spanish at Wittenberg University in Springfield, OH. Sean's expansive experience includes work across multiple school settings, work in transitional housing programs for adolescents, part-time private practice and she is actively involved with state and national social work organizations. Working SMHAPP Project Title: "SEL: It's Essential, But Is It Effective?"

Carlos A. Evans Jr. is a husband and father originally from Detroit, MI. He also serves as a school social worker for Peoria School District 150 in Peoria IL. He is entering his 8th year as a school social worker. He writes, "I am grateful for all my professional experience and have been enriched by pursuing Loyola University's School Mental Health Advanced Practice program. The highlights of my first year of the program have been learning in a cohort, reviewing research findings and being exposed to a variety of assessment and observation tools. I am a former President of IASSW and am currently serving as a board member. I love what I do and am inspired when students meet their social, emotional and educational goals. A working title for my SMHAPP project is " Re-introducing an Social Emotional Learning model and increasing Teacher Capacity"



Nadia Gomez-Moran LCSW (below, left) is a School Social Worker at Addison Trail High School in Addison, IL, where she has been working since 2014. She says, "Prior to practicing in a school, I worked in child welfare for four years and have done extensive volunteer work with survivors of sexual assault. My passion is working with at-risk youth to overcome barriers and reach their full potential." Her article on schoolsocialwork.net "Impactful Adventures with At-Risk Teens," was published on May 28th and has been read by thousands of school social workers and shared over 100 times on Facebook.

Tonya Hernandez LCSW (below, right) is a School Social Work Liaison for Clark County School District (Las Vegas, NV), the 6th largest U.S. school district. As a SSW liaison, she conducts school visits, and provides supervision, and coaching to a team of SSW.

Krista Sodt MSW (below, center) is a School Social Worker for Bainbridge Island School District, WA, focused on improving her school's Tier 2/RTI process for her SMHAPP project.



Since 2015, Loyola SMHAPP students have come from all K-12 levels, rural/suburban/urban schools, & 10 states (From Washington to Ohio)!



SMHAPP students are making it happen!

Loyola's 15-credit online School Mental Health Advanced Practice Program (SMHAPP) helps School Clinicians learn current best practice techniques, strategies, and interventions. These fantastic SMHAPP students, active in schools around the country, will present Year 1 of their 2-year school-change project as part of our afternoon panel sessions.



Jaclyn Williams is a school social worker at SASED, a special education cooperative servicing districts in DuPage County. Jaclyn has served SASED for 5 years in their STARS program, which works with students on the autism spectrum kindergarten through eighth grade. Jaclyn enjoys working with students who have high functioning autism and co-morbid mental health concerns. In her role in STARS, she provides social work services at all 3 tiers. Jaclyn's interests in school social work development include bridging the gap between school and home environments. Through the Loyola SMHAPP Program, she has developed and coordinated a parent program for families in the SASED STARS program.



Gabriela Ibarra Ramirez is a school social worker with the Chicago Public Schools. She earned her Bachelor's Degree in Psychology at the University of Illinois at Urbana-Champaign in 1997 and her Master's Degree in Social Work at the University of Chicago's School of Social Service Administration in 2002. She grew up in the Little Village neighborhood of Chicago. Her areas of interest include supporting immigrant families as well as families of children with special needs. Gabriela attended the Chicago Public Schools as a student for 14 years and has worked for the Chicago Public Schools as a school social worker for 17 years.



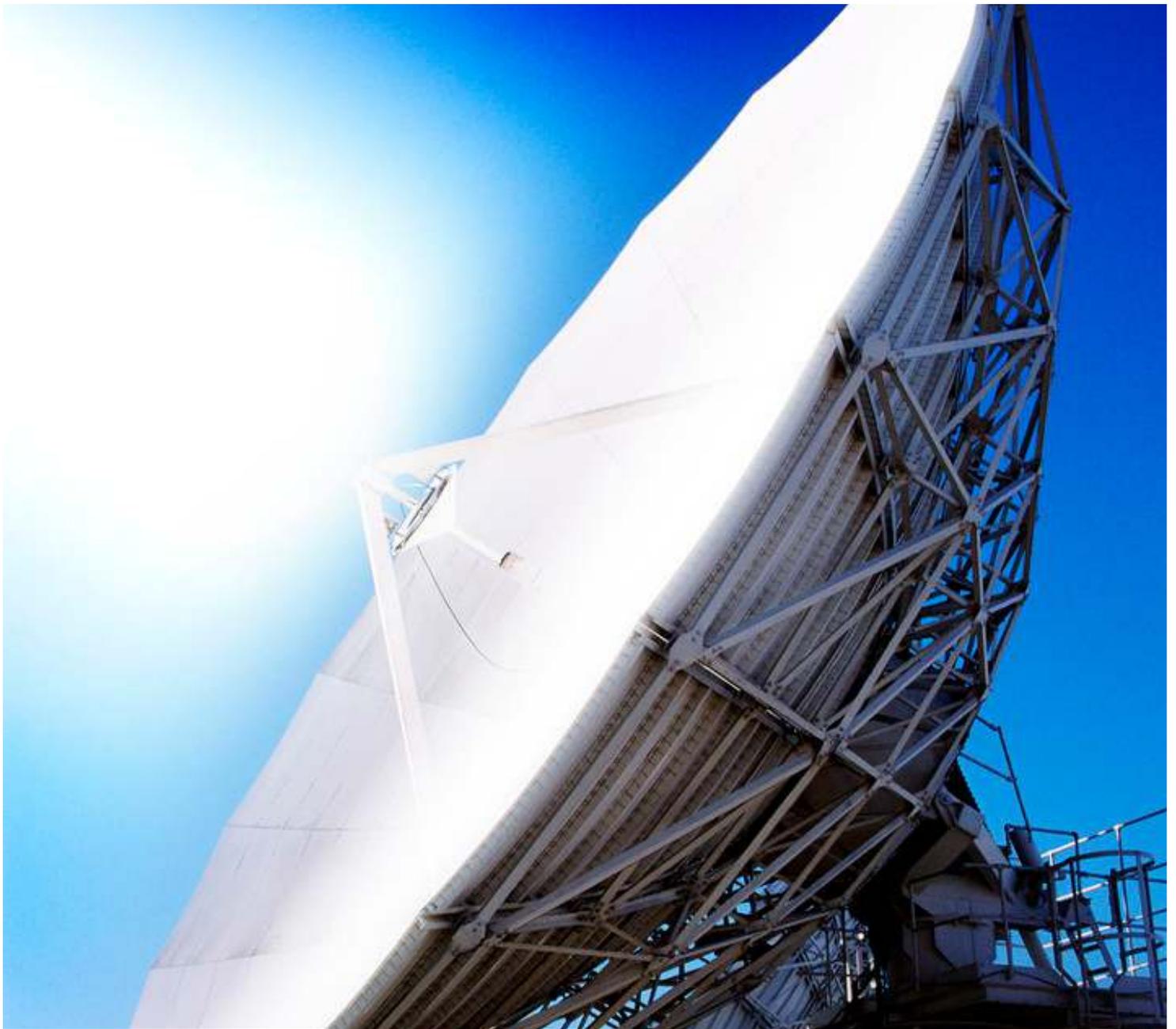
Laura Montiel is a school social worker at Oak Ridge Elementary School in Palos Hills, Illinois. She is a MSW graduate from the Jane Addams College of Social Work at UIC. She was born and raised in Chicago by a family of Mexican immigrants and is a bilingual school social worker. She is entering her second year in the Loyola SMHAPP certificate. Her recent article for Schoolsocialwork.net, "Promoting Social and Emotional Competencies in Elementary School: A SSWN Research Brief," was published in late June and has already been viewed by thousands of school social workers around the country.



Lisa Johnson Haire, MSW, LCSW is a School Social Worker for Hazelwood School District in Florissant, MO. This is her 7th year at the high school, after serving at the middle school for 9 years. She serves on the district level crisis team as a Crisis Counseling Coordinator. Lisa received training from the International Institute for Restorative Practices (IIRP) in 2017-2018 as part of the district initiative to incorporate restorative practices. She is currently on the building level restorative practices team, trauma informed school team, and district level coordinated health committee. Lisa was honored as the District Social Worker of the Year during the 2014-2015 school year.



Angie Halstead has been a School Social Worker since 1994. For the past 25 years she has worked for the Fremont Public Schools in Fremont, Nebraska. Ms. Halstead received her Bachelor's Degree in Social Work from Dana College in 1988 and her MSW from the University of Nebraska at Omaha in 1992. In 2012 she was selected as the School Social Worker of the Year for Nebraska. Ms. Halstead lives in Omaha with her husband Scott and daughter Kaylea.



Calling All School Mental Health Professionals!

Apply to the nation's only 15-credit post-master's School Mental Health Advanced Practice Program (SMHAPP!) All classes online, taught by school mental health experts. Discounted tuition, \$10,000 for the entire program. Financial aid available. *Applications due August 1st, 2019.*

Questions? E-mail SMHAPP Director Dr. Michael Kelly mkell17@luc.edu & for more info:
<http://www.luc.edu/socialwork/certificate/school-mental-health/> & join at <https://schoolsocialworkers.mn.co/>