

# Breakout Session: A9

## Supporting the Evolving Role of the School-based Clinician

Thursday 10/3/19○  
10:15am - 11:30am

Tier One, Mental Health, Systems Alignment, Clinician



17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

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ASSOCIATION FOR POSITIVE BEHAVIOR SUPPORT



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# When Working In Your Team

## Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?



# Today's Agenda

- How we got here & what we're doing about it
- Compare and contrast micro, mezzo, and macro practice
- Explore the importance of clear job descriptions, workload/caseload, defining crisis, and their role in delivering professional development to all staff
- Develop concrete action plans on focus area
- All about the SMHAPP post-masters certificate: Is it right for you? (Voices from our SMHAPP certificate, live and online)
- More on what else we're doing about it w/Midwest PBIS and the Clinician Leadership Forum
- Time for group questions



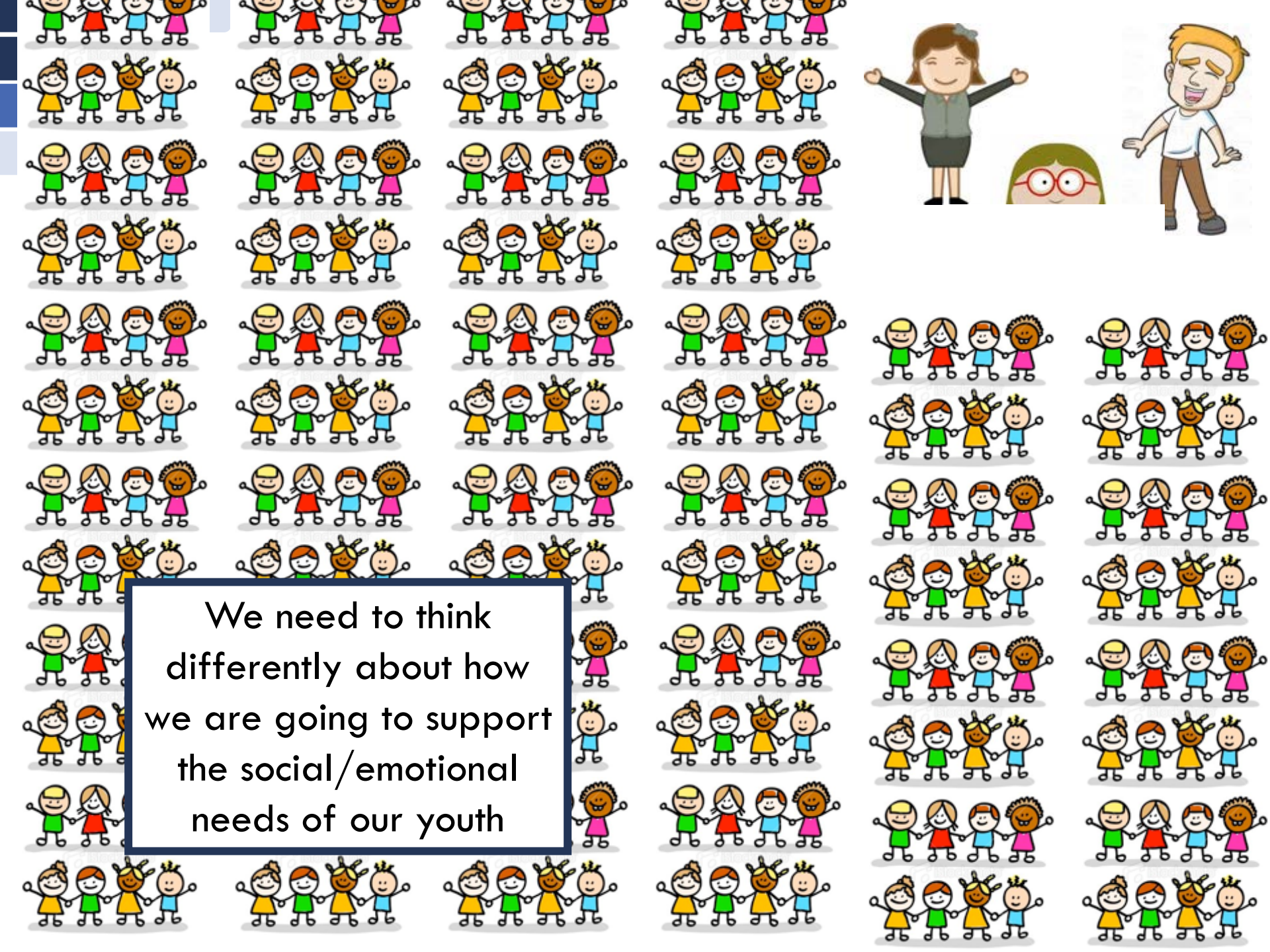
# Who is considered a clinician?

# YOU



CLF April 8<sup>th</sup>-9<sup>th</sup> (3 locations throughout IL)  
Midwest PBIS & Dr. Michael Kelly





We need to think  
differently about how  
we are going to support  
the social/emotional  
needs of our youth



# Micro, Mezo, Macro

A Deeper Look Into the Work



*Preparing people to lead extraordinary lives*



# Hiring another clinician is **NOT** going to be the answer!

- It will make us feel better (for a while at least) but then...
- It's a reactive response (not getting at the root of the issue)
- If you build it they **will** come! (and we will keep doing the same thing)
- They will not change the way we practice  
(it won't make OUR work more effective or efficient)

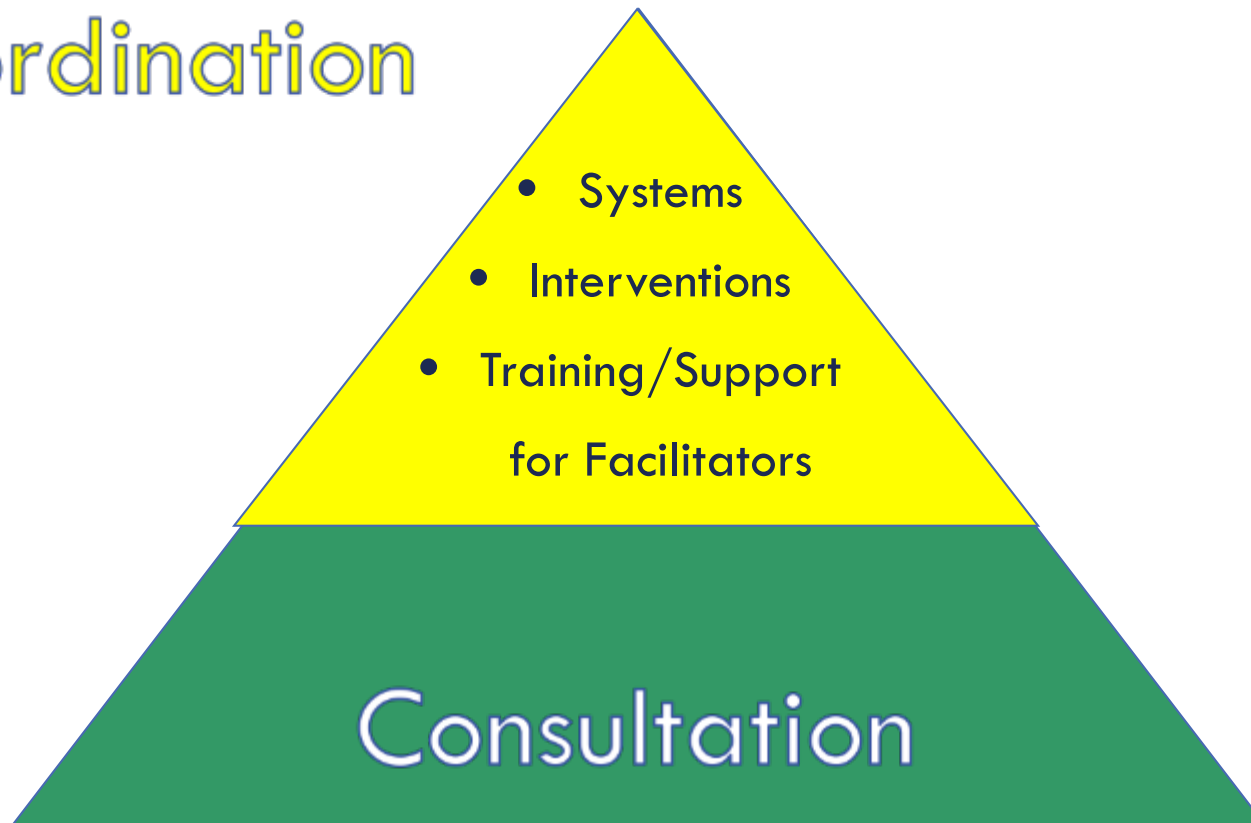
# Tier 1

## Coaching/ Consultation

- 
- Teams
  - Systems
  - Data
  - All-Staff
  - Families

# Tier 2

Coaching/  
Coordination





## Tier 3

Key Messaging from  
2 Years Ago

Coaching/  
Facilitation

- Individual student teams
- Direct service

Coordination

Consultation

# Another way of talking about the work is **Micro, Mid, and Macro** level work



# EXAMPLES

**“Micro-level intervention skills** include the use of evidenced-informed assessments; appropriate diagnosis; evidence-based interventions; and specific evaluations, individuals, groups and families.

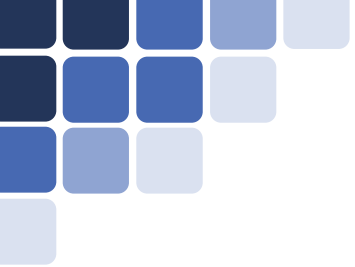
**Mezzo-level practice** can be seen in any intervention targeted at addressing small context issues such as those found in neighborhoods or schools.

**Macro-system skills** concern large-system intervention practices such as involvement in policy development and change.”

“School Social Work Leadership: Essential Knowledge, Skills and Practices for the Profession.”

Susan E. Elswick, Matthew Cuellar, Mallory Williams, Wendi Albert, Treshain Norfleet, Sally Carlson, Grace Fleming, Nancy Lieg, and  
Judy Shine.





# Reflect on: The Core of Your Profession and Your Educational Experience

What is at the  
core of your  
profession?

Was your educational  
experience focused  
primarily on Macro,  
Mezzo, or Micro work?

In what area do you feel  
the **most** confident? The  
**least** confident?





# How do we make sense of these two models? Can we?



# ACTIVITY



- Reflect on how you currently spend your time (Micro, Mezzo, Macro)
- Reflect where the staff you work with would like for you to spend your time (Micro, Mezzo, Macro)

**Workload  
Caseload  
The Crisis Crisis  
Job Descriptions  
Professional Development**



# A BRIEF OVERVIEW

Of What it “looks” like when we do it differently

Workload / Caseload

The “Crisis” about Crisis

Writing a Job Description That Works

Becoming the PD Provider & SEL Leader





# Dr. Michael S. Kelly



- Author of over 70 articles, books, and book chapters on school mental health and EBP
- SSW in practice (1992-2006)
- Professor since 2006 at Loyola
- Director of the Loyola Family and School Partnership Program (FSPP): 1,400 SSW trained since 1998
- Founder and Director of the School Mental Health Advanced Practice Program (SMHAPP), a 15-credit, 99% online, 2-year program for school clinicians



# Selected References For Today

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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.

Kelly, M. S., Kelly, M. S., Raines, J. C., Frey, A., & Stone, S. (2010). *School social work: An evidence-informed framework for practice*. Oxford University Press.

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.



# How we landed here



# How We Got Here, Part 1

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## \*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 intervention; Putting out fires rather than prevention & coordination

## \*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

\*Bottom line: the major policy and research initiatives of the last 25 years are not yet being reflected in day-to-day SMH practice

(Kelly et al., 2015; Kelly et al., 2016; Philipppo, Kelly, Shayman, & Frey, 2017)





# How We Got Here, Part 2

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- Some hopeful signs: 17% of our sample are poised to do practice across the tiers using evidence-informed and ecological approaches and another 67% does 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; other manuscripts in preparation)



Moving from being the **only** response  
to identified social emotional needs, to being  
social emotional **leaders** of the building.



**TO**

Helping to build the capacity of  
the **rest of the staff**



# Our Challenge: How Can We Create...

- Online tools that are evidence-informed, free, and easy to use ([www.schoolsocialwork.net](http://www.schoolsocialwork.net))
- A network of School Mental Health Mentors to provide their expertise? (Our new SSWNetwork social media site)
- Sustainable & evidence-informed Professional Learning Communities (PLCs)?(SSWNetwork again, 1,900+ SSW are already there!)
- *And our SMHAPP Certificate can do this!*



# Have you done this activity?

Please divide a sheet of paper  
into thirds



- In the **FIRST** column, please consider how you would describe your role/the role of the clinicians.
  - What do they/you do?
- In the **SECOND** column, please consider how the administrators would describe your role/the role of the clinicians.
  - What would they say that the clinicians do?
- In the **THIRD** column, please consider how the staff would describe the role of the clinicians.
  - What would they say that the clinicians do?



# Exemplar #1: Building Content with Midwest PBIS For School Clinicians

- Workload/Caseload
- Writing a Job Description that Works
- Addressing the “Crisis About Crisis”
- Building the School Clinicians’ Role as a Professional Development Leader



# Considerations before you jump in....

- Conducting this process at a district level involving stakeholders with authority
- Establish a team with key stakeholders
- Include community partners in process



# Studying Our Own Time: MI SSW

- Saw a lack of time for SSWs to do their jobs.
- “Lack of funding” influencing staffing- causing reductions.
- Administrators typically focused on caseload.
- No time or space for people to think/reflect on practice or practice improvement.
- No universal agreement on “best practice” around caseload activity. (Kelly & Whitmore, under review)





# Trends that we noticed...

- 75% of activity was “caseload related”.
- Direct service hovered around 2 hours a day.
- For every hour of direct service, there seemed to be another two hours of indirect service, crisis intervention, documentation/assessment, & meetings.
- Largest Indirect service was consultation with staff (about 55min). *For all participants, this indirect time was completely unaccounted for in their caseload allocations.*
- School-wide/prevention work was less than 20 minutes a day. (Kelly & Whitmore, under review)



# Job Descriptions



# Can one person possibly...

Coach the Universal Team

Analyze Universal data

Push in for Universal curriculum teaching in classrooms

Coordinate Check-In-Check-Out

Facilitate Check-In-Check-Out

Analyze Check-In-Check-Out data

Build Continuum of Groups curriculum

Lead different types of Social Academic Instructional Groups

Coordinate Mentoring Program

Be a Mentor

Communicate with all staff and families around Tier 2

Coordinate FBA/BIP processes

Conduct Functional Behavior Assessments

Support Behavior Intervention Planning teams

Analyze Tier 3 data

Coordinate Wraparound/RENEW

Sit on Wrap/RENEW teams

Facilitate Wraparound processes

Communicate with ALL staff and families around Tier 3

Communicate with district about PBIS

Coach all staff around ongoing PBIS implementation

**Oh yeah....and  
EVERYTHING  
else you are  
already doing as  
part of your job**  
(i.e. social developmental histories, student assessments, individual/group counseling, etc.)

# In your school...



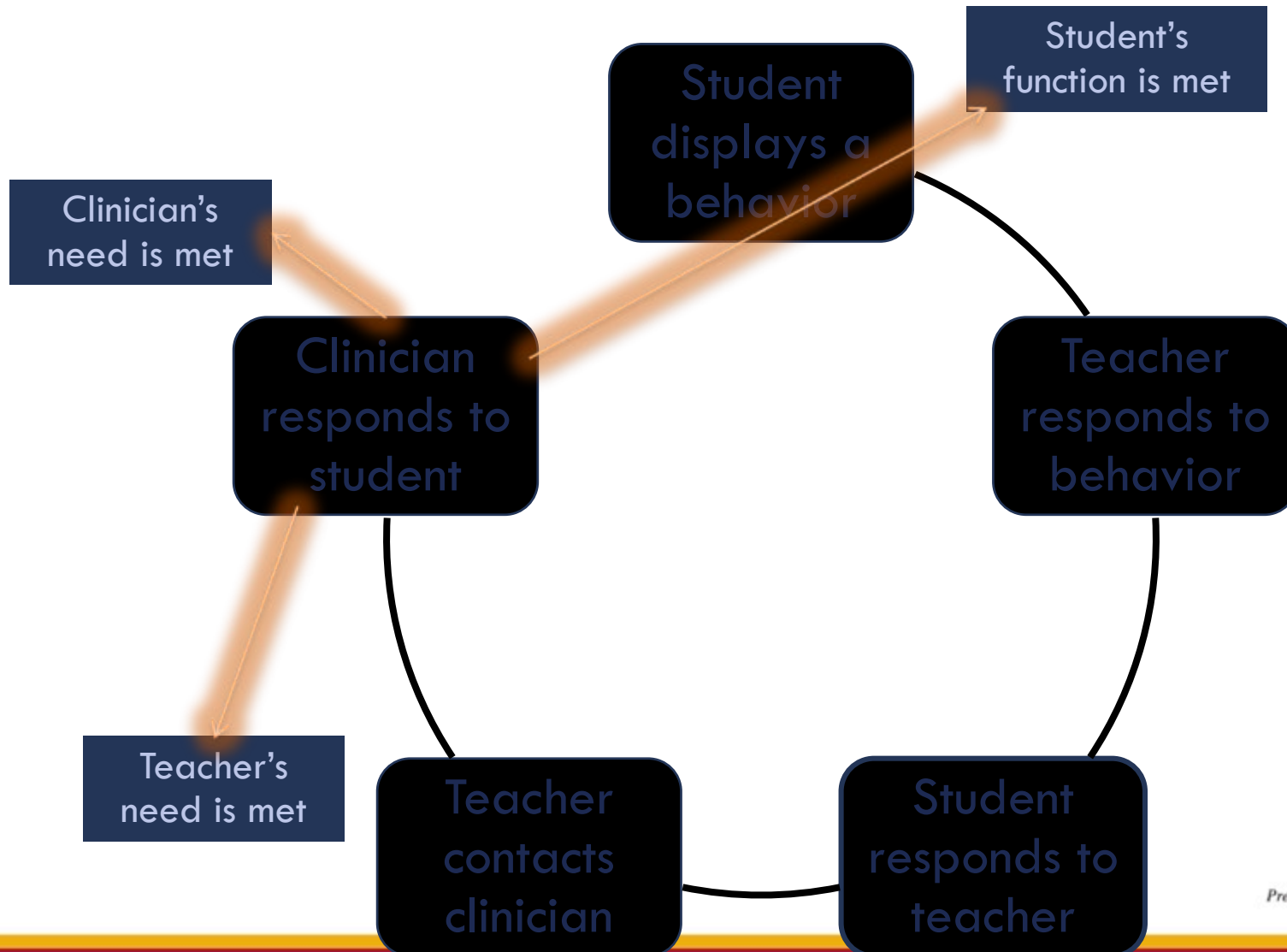
- How many of the items on your clinician job description involve/are connected to Multi-Tiered Systems of Support?
  - Data?
  - Systems?
  - Practices?
- What would need to change?
- Is there an interest in changing it?
- How would it benefit all stakeholders to make any changes?



# The “Crisis” Crisis



# The “Crisis Cycle” in a school



Moving from being the **only** response  
to identified social emotional needs, to being  
social emotional **leaders** of the building.



**TO**

Helping to build the capacity of  
the **rest of the staff**





# How do we define a “CRISIS?”

- What if we all defined it **in the exact same way?**
- What if we were able to provide **replacement behaviors** to adults so there were less “crisis” calls taking place?





# North Elementary School, Crystal Lake School District #47

## Defining CRISIS

### What is Handled in the classroom?

- Behaviors to gain or avoid adult attention
- Behaviors to avoid work
- Behaviors to gain access to a preferred item or activity
- Behaviors to gain or avoid sensory stimulation

### What is handled by a clinician (social worker, psychologist)?

- Talk about hurting oneself
- Talk about hurting someone else
- Actions of hurting oneself
- Actions of hurting someone else
- Disclosure of abuse

What if **ALL** teachers had a better understanding of:



- **Classroom Management**
- **Function of Behavior**
- **Restorative Practices**
- **Trauma**

- What kind of classrooms would we have?
- Would it impact the requests for assistance?
- Would less students ultimately need to move through the triangle?



# Professional development plans



# Taking it to Tier 1

- If we can give **foundational** skills to teachers and other staff in the building (and raise awareness):
  - **Staff will feel more equip** to handle minor social/emotional concerns that arise in the classroom
  - More students will **get social/emotional support earlier**  
Staff/student **relationships will be strengthened**
  - **Culture and climate** in the building will be strengthened
  - Clinicians can more effectively and efficiently move up the triangle to **support youth with higher level needs**



# Example of a PD Calendar

	Staff	Activity (Teach, Model, Practice)	Evaluation
August	Overview of all 3 Tiers		
September	Criteria for entry into Tier 2		
October	Specific Positive/Corrective Feedback		
November	Tier 2 interventions we offer		
December	Function-Based Thinking		
January	Understanding Internalizing Characteristics		
February	Understanding about Trauma		
March	Critical Features of Tier 3 Interventions		
April	Using Data for Decision Making (precision statements)		
May	TFI, Fidelity of Implementation, and Action Planning		

# Exemplar #2: The Loyola SSW PLC Project

## Goals

1. Build Professional Capacity of SSWs around EBP and Data Driven Decision Making
2. Research PLCs and Examine Participant Experiences Impact

## Methods

- Two-Year, Longitudinal Design in partnership with Lurie Children's Center for Childhood Resilience & Andrew Brake from NEIU
- Participants recruited through Loyola University SSW FSPP
  - 2 – 25 Years Experience; K-12; Chicago metropolitan area
  - Year 1 (Cohort 1): September 2015 – July 2016 (33 Interviews)
    - Participants (11)
    - All female – 8 White; 2 African American; 1 Asian American
  - Year 2 (Cohort 1 & 2): September 2016 – July 2017 (21 Interviews)
    - Cohort 1 Mentors (6); Cohort 2 Participants (11)
    - 9 female, 2 male – 6 White; 3 African American; 2 Latina

## Analysis

- Generic Qualitative Method (Khalke, 2014; Percy, Kostere & Kostere, 2015)
- Identified themes; Nvivo10 qualitative analysis software





# YEAR 1 & 2: PLC PROJECT ACTIVITIES

## MONTHLY ONLINE PLC WORKSHOPS

- Online, video conference, all participants
- Topics: Developing Tier 1 & 2 interventions; Enhancing EBP; Planning and supporting PLC participants' school-based interventions
- Co-facilitated by PLC Leadership Team & Cohort 1 Peer Mentors

## MONTHLY PLC MENTOR GROUPS

- Online / In-person, 3-5 participants, grouped by common school-based projects
- Goals: assess needs, share best practices, problem-solve, and support participants' interventions
- Co-facilitated by Cohort 1 Peer Mentors

MENTOR GROUP 1

MENTOR GROUP 2

MENTOR GROUP 3

MENTOR GROUP 4

## LUC FSPP SUMMER INSTITUTE WORKSHOP PRESENTATIONS

- Individual / Group presentations of PLC interventions
- Led and Coordinated by Cohort 1 Peer Mentors



# Year 1 Findings: Benefits of PLC

## 1. Collegial Support & Focus

- Reduced SSW professional isolation
- Collaboration with SSW colleagues helped cope with and prioritize job-related stressors

## 2. Enhanced Capacity

- Sharing and attaining resources, skills, problem solving with professional peers

## 3. Continuous Reflective Practice

- Focus on effectiveness as a SMH professional
- Recalibrate goals and priorities toward project execution
- Identify concrete areas to improve practice
- Advance Tier 1 and 2 leadership capacities (Brake & Kelly, 2019)



# Year 2 Findings: Benefits of PLC

## **1. Enhanced Capacity of Mentors**

- Improved self-perception as SMH leaders in their schools
- Reciprocal satisfaction in problem-solving and resource sharing
- Re-affirmed professional role as critical to student / school success

## **2. Collaborative Technology Helped Mediate SSW Challenges in Years 1 & 2**

- Coordinating meeting schedules, reducing isolation, strengthening collegial support
- Helped PLC Mentors balance new roles, responsibilities, and identities
- Helped all PLC participants: 1) engage in new, collaborative space and 2) establish a PLC norm that embraced data / technology use / EBP (2 manuscripts in prep)






# Modeling the Value: Making Collaboration Easy

“I think probably what worked best for me was...through Adobe Connect...I could still be home. I didn't have to, like, travel anywhere...with in-person meetings it would be like two hours and twenty minutes going on, I'm like ‘alright I got to go ‘cause...it’s a Saturday, um...”

- *Ms. M., Elementary School SSW*





# Modeling the Value


<p>Raise your Adobe Connect hand if...</p> 	<p>Type one word into the chat box that sums up your Winter Break...</p> 	<p>Finally, clap your Adobe Connect hands if...</p> 
<p>Outline for Today</p> <ol style="list-style-type: none"><li>1. Fall 2015 PLC Project Refresher</li><li>2. Relationships &amp; Readiness for Professional Capacity Building in Schools: Lessons From the Freshman Transition Study</li><li>3. Assignment (for You &amp; Your New Mentorship Teams): Assessing Your School's Readiness &amp; Identifying Allies</li></ol>	<p>Fall 2015 PLC Project Refresher</p> <p><b>Goal:</b> Provide a case example of the importance, challenges, and tools available for assessing a school's readiness &amp; building their capacity to be trauma-informed school.</p> <p><b>Workshop 1:</b> Overview of the Impact of Trauma on Students, Staff and School Community</p> <ul style="list-style-type: none"><li>• Definition, prevalence, types &amp; impact of trauma and common traumas without trauma-informed training</li><li>• Tool: ACES study</li></ul>	<p>Fall 2015 PLC Project Refresher</p> <p><b>Workshop 2:</b> Building a Three-Tiered Trauma Informed School</p> <ul style="list-style-type: none"><li>• Students and trauma videos, components of trauma informed care and attributes of a trauma-informed school</li><li>• Tier 1 &amp; 2 Trauma Informed Strategies</li></ul> <p><b>Workshop 3:</b> Impact of Trauma on Educators: Self-awareness, Mindfulness and Self-care Practices</p> <ul style="list-style-type: none"><li>• Professional Quality of Life Scale, stress indicators, and self-care strategies</li><li>• Set PLC goals and organized our PLC Mentor Teams</li></ul>

## Engaging Online Activities

## Building Knowledge & Skills



# The Impact of Exposure to Trauma on Students, Staff and the School Community



# Modeling the Value: Making EBP Feasible & My Own

“I think that there has to be like a feasible way to incorporate evidence based practice into school based mental health that doesn't take up a ton of time but that, *you're using it*. I'm still trying to figure out how to navigate it all...it's not just about me reading these article...it's about *me taking my own evidence too*.”

- Ms. Z., Elementary School SSW



# Showcasing SSW Expertise

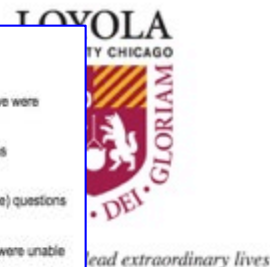
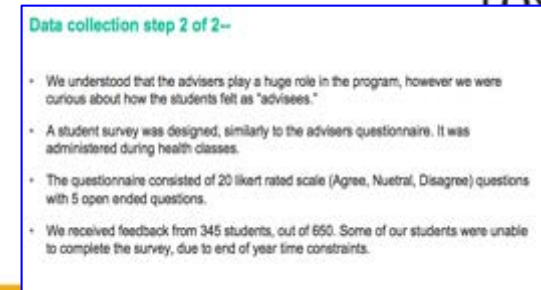
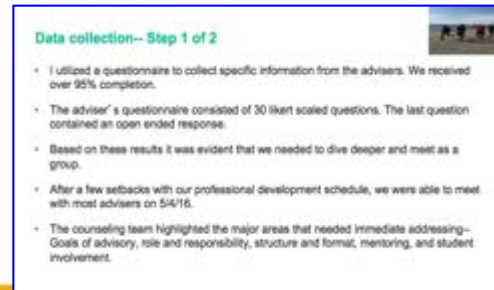
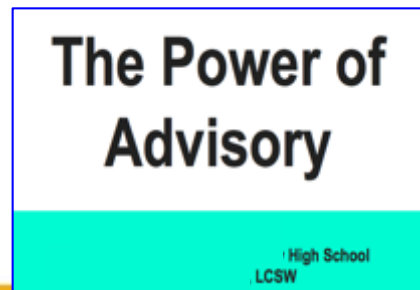
## Teacher Training Videos



## Schoolwide Data Gathering & Analysis



## Schoolwide SEL Teacher Survey & Curriculum Development





# Knowing How to Use Data & EBP

“The lesson on evidence-based practice was so valuable...the message is: ‘take your own data...you have a lot of data at your fingertips, and it's *how you use it*, how comfortably you get using it, instead of you thinking you have to pull out the most fidelity off the shelf’.”

- *Ms. J., Elementary School SSW*



# Embracing SSW Mentor Identity

“I always learn when I participate...[In the PLC] I found that there's just so much room to contribute...I felt like I could be a catalyst and make sure people were connecting....because you remember more when you say something and connect...

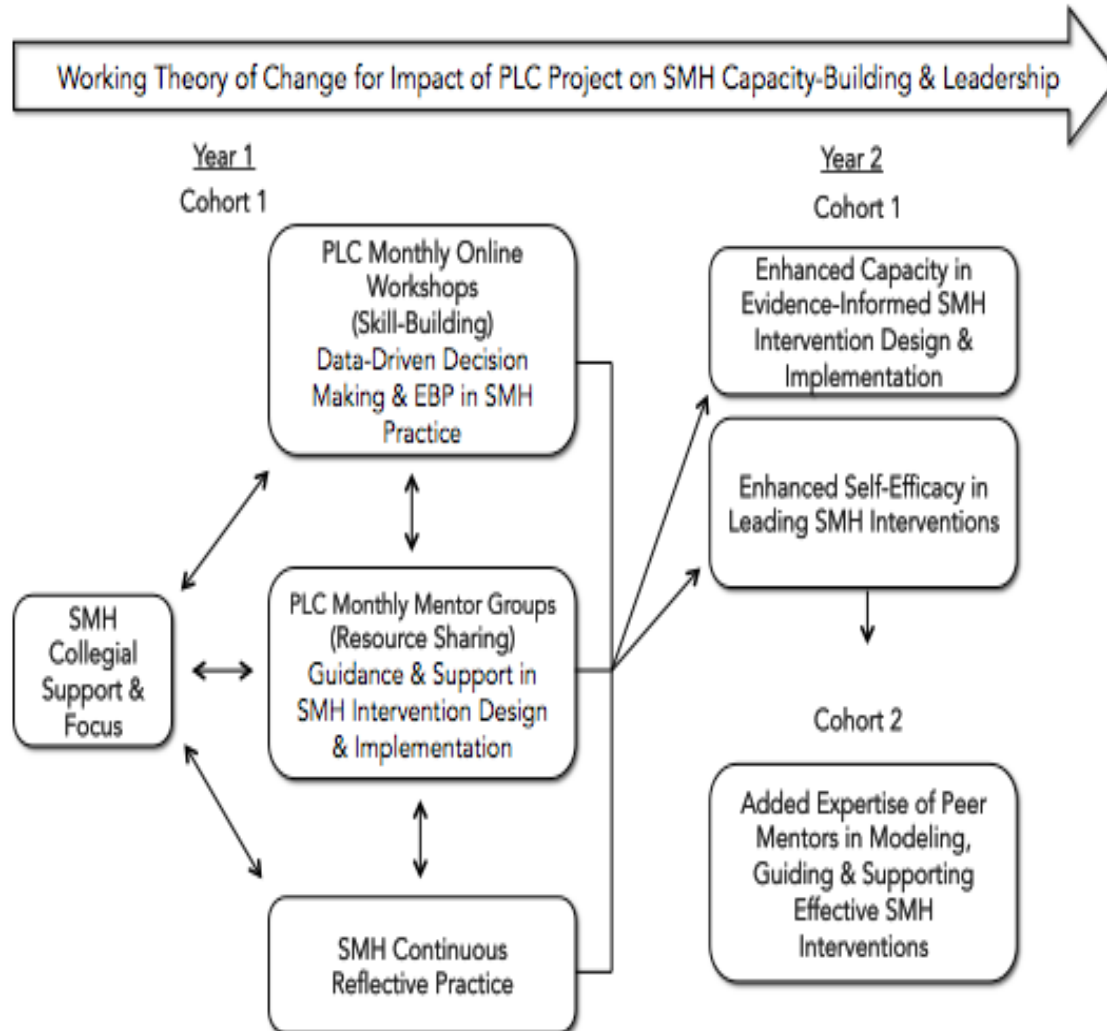
[The PLC] also gave me good street cred [in my school], to say ‘I'm working on this research’, and I think it was so effective with the principal...we always got along beautifully but it gave more credence to my work...‘oh, Ms. J. is consulting with other people’...Because sometimes in a school system, we're squashed to, ‘Oh don't talk too much, we're talking about academics.’ So it gave me that, ‘No! What I have to say is important, too!’”

- Ms. J., Elementary School SSW



## Summary: Technology, Collaboration & Capacity Building

### Summary: The School Social Work Professional Learning Community Project



## Exemplar #3: Using Technology To Create:

- Online tools that are evidence-informed, free, and easy to use ([www.schoolsocialwork.net](http://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, 1,900+ SSW are already there!)
- *How the SMHAPP Certificate fits in...*



## 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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PINTEREST

- SSWN: Re-launched in November 2016  
3,500 FB likes, 1,270 Twitter Followers, Articles posted are regularly read by 5-10,000 school clinicians
- SSWNetwork: Launched in August 2018  
As of today, 1,930 school clinicians have joined the site



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# 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!



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# 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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# 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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## 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...

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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...



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# **SSWNetwork Members (N=450) 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**
- 5.Restorative Practices**
- 6.Race & Equity in K-12 (“Crucial Conversations”)**





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# Exemplar #4: Introducing the Loyola SMHAPP Certificate





# The 2017-19 SMHAPP Cohort



# 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 (SFBT, 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 (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

| ★★★★★



*Preparing people to lead extraordinary lives*



# 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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# SMHAPP Students Show Their Work





# SMHAPP Students Show Their Work, FSPP July 2019



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# FSPP July 2018, “Together We Can Do This: SSW Changing Their Schools”



EM • DEI

# FSPP July 2018, “Together We Can Do This: SSW Changing Their Schools”



MEM • DEI



# 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*



# Future Work

- New SMHAPP Cohort starts Fall 2019!
- 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 1,800+ school clinicians there (still working this one out)
- Continue to build FB, Twitter presence



# My 5-Year Plan: By 2023...

- Target goal: to build the strongest online self-help network school mental health professionals anywhere
- To develop a user-friendly process to connect SSW researchers and SSW to improve practice and build the SSW knowledge base (my working “Match.com” idea)
- To study and better understand the mechanisms and processes that make for effective SMH training



Dr. Michael Kelly, Professor • E Mkel17@luc.edu • W gpem.LUC.edu/applv

## Student Testimonials



*The coursework, collaboration and cohort model have proven to be even more engaging, insightful and practical than I could have imagined. We have the opportunity to share experiences, resources and expertise with colleagues in the school-based mental health field – worth the time and money alone. The interactive portion of the class is the highlight of my (every other) Tuesday night! The modules also provide tremendous insights and resources around important topical areas. Through the readings, discussions and online modules I am consistently noting something to try, propose or implement in my current practice setting.*

**Sean Delaney MSW**, Director of Counseling, Wellness, and Support Services, Columbus School for Girls, OH

*If you find yourself desiring a better understanding of evidence-based practice and working with data, I encourage you to think about applying to Loyola's School Mental Health Advanced Practice Certificate Program taught online by Dr. Kelly and other guest speakers. I have gained so much useful information - I believe we should all pursue this certificate.*

**Carlos A. Evans Jr. MSW**, School Social Worker, Peoria, IL; President, Illinois Association of School Social Workers



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**Dianna Phelps, M.A.,** Loyola SMHAPP graduate, MTSS Specialist, Philadelphia Public Schools, PA



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