

## School Counselors, Psychologists, and Social Workers

Roundtable 3/21/2019

### Agenda

- Belated happy School Social Worker Week, Happy Social Work month!
- Embrace Updates
  - Multi-user support on the documentation of evaluation results page
  - PARCC to IAR its live!
  - Assistive Technology (Accommodations) box must be completed
  - Reminder to complete disability determination pages for any disabilities checked under Multiple Disability eligibility
- ISBE Updates
  - PSAT 8/9 for students with IEP who are 15-years-old
  - “ISBE had hoped to produce updated guidance about 105 ILCS 5/14-6.01 for the spring 2019 testing season, this issue is deeply connected with other areas, including Evidence-based Funding, special education, and more. As such, it requires careful deliberation and research on intended and unintended outcomes. Previous ISBE guidance that students be enrolled in a high school district as grade 9 students, which was last confirmed in 2014-15 is still in effect. Detailed guidance to assist with spring 2019 is posted now”
- Pearson Notice –
  - get your purchases in 3/21/2019, they are doing internal system upgrades that will impact orders not finalized over the next week (this is also true to add digital purchases for Q, aims, 360)
  - New account numbers will be assigned to all customers (digital platform ones not changing)
  - Pearsonassessments.com
- School Safety
  - SCAT activation for J. McLaughlin (CBS)
  - Response for Unit 2 (Aurora shooting)
  - Michael Carter gets 15 months jail time for convincing boyfriend to die by suicide via texts 5 years ago
- Past Professional Development
  - Goal Setting Workshop – looking to repeat this topic next year, more focused to providers
  - ISPA Convention Review
- Upcoming Professional Development
  - 3/26/2019, Teen Health Week (4/1), DHHS webinar Addressing Adolescent Mental Health in Schools (2:00 – 3:00)
  - 3/27/2019, Kognito webinar new tool “Coping with Loss at School” (12:00-1:00) Scott Poland, Richard Lieberman
  - 4/4/19 and 4/12/19, Illinois School Counselors Association Annual Conference
  - 4/10/2019 – LEASE Introduction to Sign Language (\$15, 5 PD/CE)

- 4/12/2019 – NASW-IL Helping Students after school shooting/suicide (\$45 nonmember Free to NASW members, NW Medicine Kishwaukee Hospital, 3 CEU)
- 4/17/2019 – 2019 School Safety Conference (FREE, Bensenville, IL)
- 4/24/2019 – LEASE Behavior Workshop (\$15, 5 PD/CEU/NASP)
- 4/15/2019 – LEASE Life Skills Conference (\$15, 5 PD/CE/CEU/NASP)
- 5/12/19 – 5/18/2019 Prevention Week SAMHSA
- 5/16/2019 – LaSalle County Juvenile Justice Seminar (\$40, IVCC, 6 PD & CEU)
- ~~6/10 – 6/12/2019 – LEASE Summer Autism Training (\$150, 22 PD/CE/CEU/NASP, applications due 4/5/19) Cancelled~~
- 7/9 – 7/10/2019 – ROE35 Mental Health Concerns of our Youth, (FREE, IVCC, 12 PD)
- Future PREPaRE WS1 3<sup>rd</sup> edition to be offered late fall 2019, early winter 2020 (awaiting new edition roll-out form NASP)
- We are considering professional development on LGBTQ issues for next school year
- ROE35's theme is behavior management related for next year county-wide
- Legislative
  - HB2932 – Beginning 2019-2020 school year, drops requirement for passing a test of basic skills, for PEL applicants that hold a bachelor's degree from a regionally accredited institution of higher education. (only in its first reading, all professional associations supporting)
- Q-Interactive Dyslexia Index Issue
  - System requires Letter & Word Recognition to be administered prior to Word Recognition Fluency, although no requirement noted in manual
  - Currently you are forced to have the subtest in the battery, which is a usage cost depending on your license
  - Pearson technical support noted this should be resolved with the next update, and will provide subtest credits to your account as an interim solution
- Kognito Demo - Trauma Informed Practices for K-12 Schools
- Assessment Library Upgrades/Purchases
  - Interest in Social Skills Improvement System Social Emotional Learning edition?
    - SEL form offers Screening/PM forms, T/P/Self
      - Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision Making, Motivation to Learn, Reading Skills, Mathematics Skills
    - SSIS SEL Classwide Intervention Program (CIP) (23 units) – CASEL aligned
  - Interest in Comprehensive Test of Phonological Processing 2<sup>nd</sup> edition?
  - Assessment Library will be reviewed at the end of this school year to remove any other older kits and recommend purchase for updates
- Free Assessment Tools
  - A dropbox link will be provided with templates for social developmental studies
  - <https://theshapesystem.com/>
    - School mental health census time! – get your team on and rate your school
    - Trauma Responsiveness Implementation Tool can really help guide your school's next steps to improve your current supports/procedures
  - Other free rating scales

- Assist in determining objectives
  - Some may allow pre/post or progress use
  - Screening
  - Cover specific areas you may not need a diagnostic scale for
- SEL Goal Writing
  - A shortened version of the Goal Setting presentation was reviewed
    - Audience, Behavior, Condition, and Degree sheet completed with examples provided
    - Direct Behavior Rating is useful as a progress monitoring tool
    - Example objective writing with the R-CADS a free anxiety scale, reducing feelings of worry as measured by the scale (bi-weekly self-rating) could be a goal
      - Your objectives could be CBT style about listing 3 ways negative thoughts can impact behavior and mood.
      - Objective on relaxation techniques to reduce physical symptoms associated with anxiety
      - Could connect to Goal-Plan-Do-Review, to ensure problem analysis is accurate. Should reduce inaccurate negative self-ratings which are often related to worry. More importantly it compares a self-rating to another observer's rating
  - Any topics from your schools/districts?
  - What would you like to see next year? Different format? Combined sessions? More meetings? More digital communications, monthly contact?

## SEL Goal Writing Case Example Notes

- Tell – explicitly state what you are working on
- Show – You model the activity (pictures, video, discuss, etc.)
- **Do** – Student tries after you model
- **Practice** – More Do trials with feedback
- **Generalize** – Move from structured setting to natural setting
  - Counseling role-play with you, role-play with peer, role-play outside of counseling, specific natural setting

### CASEL Core Competencies

- Accurately **identifying emotions** and their cues
- Being **respectful towards others**
- Overreacting to little changes (not **analyzing situations**)
- No **self-motivation** to do anything at school
- Knowing how to ask someone to play (**social engagement**)

### Tommy case example

- Tommy (2<sup>nd</sup>) has previous abuse history
- Low academics and language delays
- Tommy gets upset over little things, like not being first in line or missing a turn.
- He cusses and can become physically aggressive, hitting others.
- Parent noted he can't ever explain what is wrong or how he is feeling.
- Assume the behavioral piece is handled separately with a BIP to deal with physical and verbal aggression.
- Tommy will get academic and language support.
- What could we start with for an SEL goal?
  - We can't work on Tommy overreacting to little things without him having adequate vocabulary for those reactions or emotions.
  - We need to start by establishing his emotional vocabulary
    - o What would be a good activity to build his emotional vocabulary for a 2<sup>nd</sup> grader with some language delays?

- Pair photo visuals, work on identifying facial expressions from photos
    - How else could you model?
  - For students with ASD, we may need to be very specific to list areas of the face to check as an objective
    - How else could you practice?
  - How could we generalize? (this is where your next objectives come from)
    - Identifying facial expressions of other students or adults in a role-play situation
- What would be the next step if we establish adequate emotional vocabulary?
  - Teaching the signs of being upset.
    - How could you model?
    - Objective could be for him to identify XX body signs of being angry or frustrated.
  - Having Tommy identify his emotions in comparison to another rater.
    - Use of a feelings thermometer, intensity rating, etc. be within XX points of adult
  - How could you practice/generalize?
    - Role plays in counseling, with peers, outside of counseling, implement rating with classroom teacher
- We know Tommy has adequate emotional vocabulary and can identify accurately the signs of when he is upset, now what?
  - Tommy like any student is ALLOWED to get upset! He just needs his response to match the situation or some good strategies to keep cool.
  - Lots of factors can make this a very difficult situation! (ACES, disability, natural reinforcers)
    - Directly identifying relaxation techniques: deer breathing, break area use, PMR << how could you write an objective?
  - How could you practice/generalize? (more objectives)
    - For each technique you will tell, show, do, then extend to role-plays with scenarios common to the student
    - You could make use of social stories for teaching too
    - To generalize in the classroom you would need to rely on self or teacher report for use
    - For very explicit use, you could develop a Goal-Plan-Do-Review Sheet for specific problem situations (e.g. not first in line)