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
Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on “session evaluation” under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and choose your session from the dropdown menu.
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 8th-9th (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
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

Key Messaging from 2 Years Ago
Tier 2

Coaching/Coordination

• Systems
• Interventions
• Training/Support for Facilitators

Consultation

Key Messaging from 2 Years Ago
Tier 3

Coaching/Facilitation

- Individual student teams
- Direct service

Coordination

Consultation

Key Messaging from 2 Years Ago
Another way of talking about the work is **Micro, Mid, and Macro** level work

- **Micro**: Individuals
- **Mezzo**: Families, Teams or Groups
- **Macro**: Organizations, Communities or Policies
“*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.”


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?

**Micro:** Individuals

**Mezzo:** Families, Teams or Groups

**Macro:** Organizations, Communities or Policies
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)
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
- 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


How we landed here
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 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; Philippo, Kelly, Shayman, & Frey, 2017)
How We Got Here, Part 2

• 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.

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)
- 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…

<table>
<thead>
<tr>
<th>Lead different types of Social Academic Instructional Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach the Universal Team</td>
</tr>
<tr>
<td>Analyze Universal data</td>
</tr>
<tr>
<td>Push in for Universal curriculum teaching in classrooms</td>
</tr>
<tr>
<td>Coordinate Check-In-Check-Out</td>
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<tr>
<td>Facilitate Check-In-Check-Out</td>
</tr>
<tr>
<td>Analyze Check-In-Check-Out data</td>
</tr>
<tr>
<td>Build Continuum of Groups curriculum</td>
</tr>
<tr>
<td>Lead different types of Social Academic Instructional Groups</td>
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<tr>
<td>Coordinate Mentoring Program</td>
</tr>
<tr>
<td>Be a Mentor</td>
</tr>
<tr>
<td>Communicate with all staff and families around Tier 2</td>
</tr>
<tr>
<td>Coordinate FBA/BIP processes</td>
</tr>
<tr>
<td>Conduct Functional Behavior Assessments</td>
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<tr>
<td>Support Behavior Intervention Planning teams</td>
</tr>
<tr>
<td>Analyze Tier 3 data</td>
</tr>
<tr>
<td>Coordinate Wraparound/RENEW</td>
</tr>
<tr>
<td>Sit on Wrap/RENEW teams</td>
</tr>
<tr>
<td>Facilitate Wraparound processes</td>
</tr>
<tr>
<td>Communicate with ALL staff and families around Tier 3</td>
</tr>
<tr>
<td>Communicate with district about PBIS</td>
</tr>
<tr>
<td>Coach all staff around ongoing PBIS implementation</td>
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</tbody>
</table>

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

- Clinician’s need is met
- Student displays a behavior
- Student responds to teacher
- Teacher responds to behavior
- Teacher contacts clinician
- Clinician responds to student
- Student’s function is met

Teacher’s need is met
Moving from being the **only** response to identified social emotional needs, to being social emotional **leaders** of the building.

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?
<table>
<thead>
<tr>
<th>Defining CRISIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is Handled in the classroom?</strong></td>
</tr>
<tr>
<td>- Behaviors to gain or avoid adult attention</td>
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<tr>
<td>- Behaviors to avoid work</td>
</tr>
<tr>
<td>- Behaviors to gain access to a preferred item or activity</td>
</tr>
<tr>
<td>- Behaviors to gain or avoid sensory stimulation</td>
</tr>
<tr>
<td><strong>What is handled by a clinician (social worker, psychologist)?</strong></td>
</tr>
<tr>
<td>- Talk about hurting oneself</td>
</tr>
<tr>
<td>- Talk about hurting someone else</td>
</tr>
<tr>
<td>- Actions of hurting oneself</td>
</tr>
<tr>
<td>- Actions of hurting someone else</td>
</tr>
<tr>
<td>- Disclosure of abuse</td>
</tr>
</tbody>
</table>
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

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

Building Knowledge & Skills

Engaging Online Activities
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: The School Social Work Professional Learning Community Project

Working Theory of Change for Impact of PLC Project on SMH Capacity-Building & Leadership

Year 1
Cohort 1

PLC Monthly Online Workshops (Skill-Building)
Data-Driven Decision Making & EBP in SMH Practice

SMH Collegial Support & Focus

PLC Monthly Mentor Groups (Resource Sharing)
Guidance & Support in SMH Intervention Design & Implementation

SMH Continuous Reflective Practice

Year 2
Cohort 1

Enhanced Capacity in Evidence-Informed SMH Intervention Design & Implementation

Enhanced Self-Efficacy in Leading SMH Interventions

Cohort 2

Added Expertise of Peer Mentors in Modeling, Guiding & Supporting Effective SMH Interventions
Exemplar #3: Using Technology To 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, 1,900+ SSW are already there!)

- How the SMHAPP Certificate fits in…
• 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
• SSWN: Re-launched in August 2018
  As of today, 1,930 school clinicians have joined the site
WORKLOAD VS CASELOAD

CHANGING THE CONVERSATION

WORKLOAD VERSUS CASELOAD: CHANGING THE CONVERSATION

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

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!
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
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...
School Social Work Network
A community for school social workers to connect, learn, and improve practice through collaboration.

+ Share what's on your mind...

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...
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

6. Restorative Practices

6. Race & Equity in K-12 ("Crucial Conversations")
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 Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS)
    - Data Done Right in School Mental Health
The Importance of Being Evidence-Informed

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


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)
SSW Are Visible, Valuable & Vital

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SMHAPP Students Show Their Work
SMHAPP Students Show Their Work, FSPP July 2019
SMHAPP Students Show Their Work, FSPP July 2019
FSPP July 2018, “Together We Can Do This: SSW Changing Their Schools”
FSPP July 2018, “Together We Can Do This: SSW Changing Their Schools”
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)
- SSWNetwork EBP App Pilot Testing 2019-2020 to go fully live in Summer 2020
- SMHAPP grads and current students form a mentor group on SSWNetwork 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
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

I completed this program and it was 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. Also, you can complete this program remotely. No need to live in Chicago. That’s just a bonus.

Diana Phelps, M.A., Loyola STHAPP graduate, MTSS Specialist, Philadelphia Public Schools, PA