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To: Irwin, Gregory
Subject: semester summary

FIRST SEMESTER SOCIAL WORK SUMMARY REPORT
2010-2011 SCHOOL YEAR
JANUARY, 2011

STAFF CONSULTATIONS (Pine Crest, Ridge Farm Elementary, High School) 784

Talking with staff about their concerns for students, problem-solving with them, providing strategies, programs, and resources for change and growth in students, scheduling social work intervention time, reinforcing or checking on strategies put in place. (Teachers were trained early in the fall by our School Mental Health Coordinator on classroom and individual strategies and tools to use with ADHD children; also trained by her in the Debugging process used to help students calm down, defuse, solve conflicts with peers.)

STUDENT CONTACTS (Individual and groups) 1,116

Pine Crest Caseload 49
Ridge Farm Elementary 29
High School 2

Students on my caseload have various problems, depression, anger, lack of control, lack of motivation and sense of responsibility, grief, family problems, divorce, parent incarcerated, lack of social skills, ADHD (diagnosed or exhibiting characteristics of), etc.

During the first semester, I facilitated 7 Self Awareness/Self Expression groups with 2nd and 3rd grade students. Each group included 3-5 students. One second grade group consisted of 9 students and was co-facilitated by Mrs. Troyer, our School Mental Health Coordinator. I met with a total of 42 groups in both elementary schools.

I present the Second Step Violence Prevention lesson weekly in two kindergarten classrooms and in Mrs. Burgin's cross-categorical classroom (total of 26 presentations the first semester). Mrs. Troyer facilitates the program in the remaining two kindergarten classrooms.

This first semester, nearly every Pine Crest student and Ridge Farm student has had the opportunity to join me for a lunch group. This gives me the opportunity to meet all students. Many times topics of discussion initiated by the students have provided clues that they have problems and are in need of social work services or other interventions.

My students at Ridge Farm Elementary are seen individually or more often in small groups. I have facilitated "Community Groups" in each of the four 4th grade classrooms in which I met with the entire class to talk about such things as following school and community rules, completing homework, being responsible, being respectful, getting along with others, etc. as well as to provide the students with an opportunity to voice any concerns as well as positive things about their classrooms.

Our School Mental Health Coordinator has organized after school tutoring at Pine Crest two days a week. I help tutor the students one of those days.

To further address Social Emotional Learning Standards in the schools, I have worked with the School Mental Health Coordinator to help the teachers in both buildings complete the Systematic Screening for Behavior Disorders (a rating scale that defines social, emotional, behavioral concerns) on their students. This data has provided information needed to establish appropriate programs and interventions (such as groups, check in and check out behavior charts) with students in both schools.

Parent Contacts 269 Home Visits 7

Parent Contacts include visits or phone calls from parents concerned about the behavior or emotional state of their child; or contacts initiated by me regarding concerns. Contacts also include providing families with strategies, resources, help with using the services of various community agencies or medical staff. I have worked with parents, staff, and community people this year to provide help with Christmas gifts for students or food for families. I am the Homeless Liaison for the district so I work with

parents, agencies, Miss Piggy, Title I, to coordinate and provide for the needs of those families as well as insuring that transportation to and from school and appropriate school programs are in place for those students.

I will be working with the School Mental Health Coordinator in the spring to coordinate a Parent Academy and/or Family Night. I help with the Family Reading Night sponsored by Title I.

Parent Conferences 34

(Formal or informal meetings that include parents and other staff to discuss concerns about the student; domain meetings; Yellow Team Problem-Solving meetings; Multidisciplinary meetings; regularly scheduled school conferences)

Agency contacts (social, medical, other school districts, legal system, etc.) 188

This year I have spent much time with staff members from Big Brothers/Big Sisters discussing and making referrals to their new program Connecting Students with Incarcerated Parents to Mentors. Thus far only one student has been matched with a Big Sister due to lack of volunteers in the program.

Social Developmental Studies completed 1

(The use of Response to Intervention has positively resulted in less referrals for special education services thus less re-evaluations.) I have worked with teachers and parents to complete 12 BASC's (Behavior Assessment Scale for Children) on children exhibiting social, emotional, or behavioral symptoms.)

DCFS Hotline reports 2

Professional conferences attended:

Summer, 2010 Use of Cognitive Behavioral Therapy in Students with Depression

Early fall----ADHD Strategies/Debugging----presented by the School Mental Health Coordinator

Fall, 2010----Children in Mental Health Conference