

Partnering for Prevention



**School Mental Health Team:
Psychologist, Counselor,
Children's Mercy Social
Worker**

**Level III - Individual
Suicide Risk
Assessment
Individual Support**

**Level II - Some
Individual and Small Group Responsive Services**

**Level I - All
Prevention
Social Emotional Education**

person-in-environment perspective



- a practice-guiding principle that highlights the importance of understanding an individual and individual behavior in light of the **environmental contexts** in which that person lives and acts.

In an end of year survey of Blue Valley faculty and staff, staff reported:

96%

Social worker is a valuable resource for their school.

"Simply put, I do not know how we ever got along with her. I hope our school never loses having access to a full time social worker...I cannot tell you how much she impacted our lives and made teaching and being able to focus on our jobs possible."

Elementary School Teacher

82%

Social worker provided them with strategies, resources or other support.

"I had a suicidal student. The social worker met with my student, contacted parents, and made a [referral] for in-home counseling based on her conversation with the student. This was extremely helpful in allowing me to return back to teaching and helping my student feel heard and cared for."

High School Teacher

80%

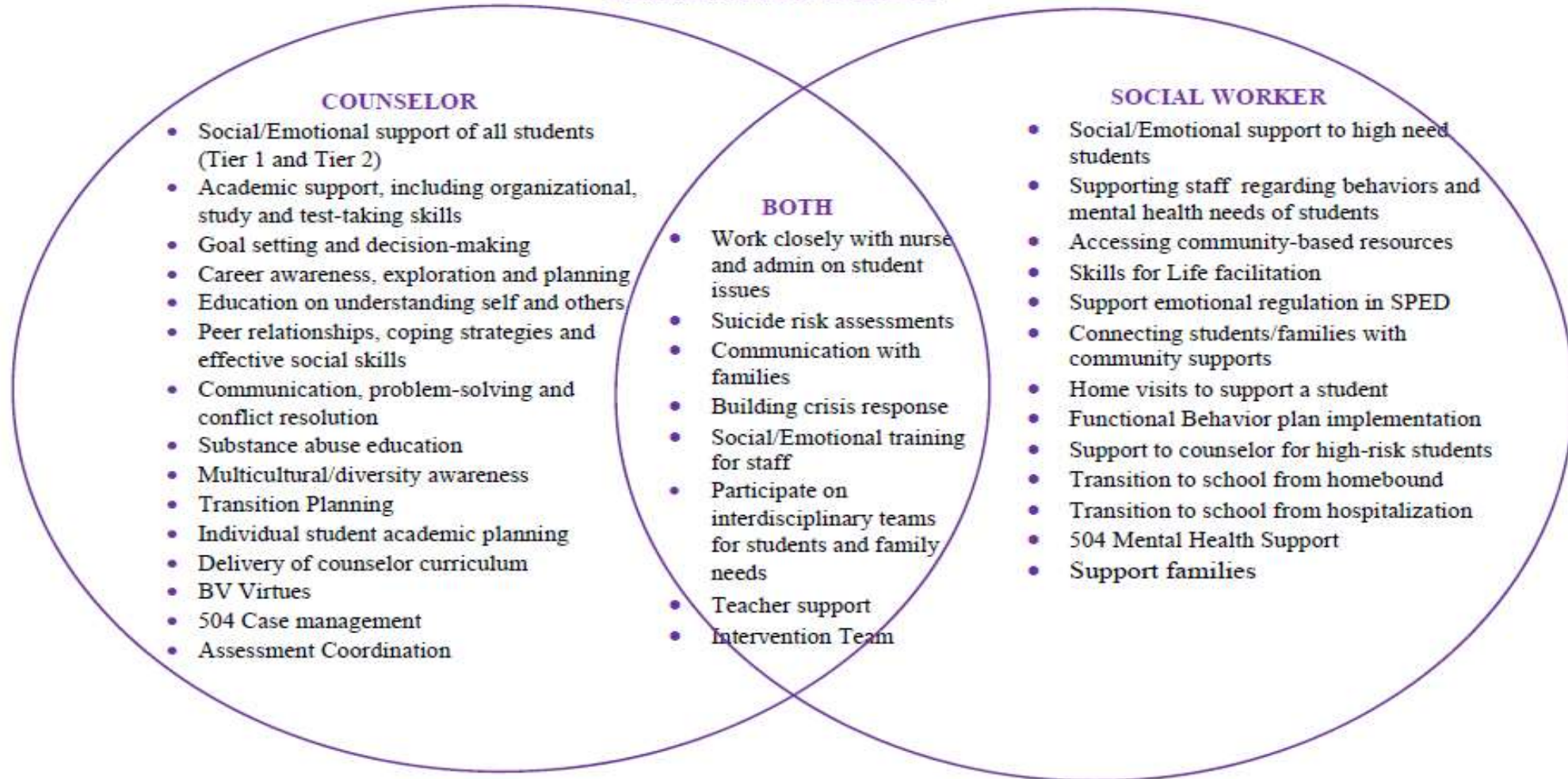
They were more able to focus on their scope of practice due to social worker support.

"I work in SpEd and before we had the Social Workers, I spent a lot of my time doing 'well being' work. So much so, that I was not always able to service the IEP goals as I would have liked. This year that need was supported by them and I could focus on my true scope of practice."

Middle School SpEd staff

93% Overall Satisfaction

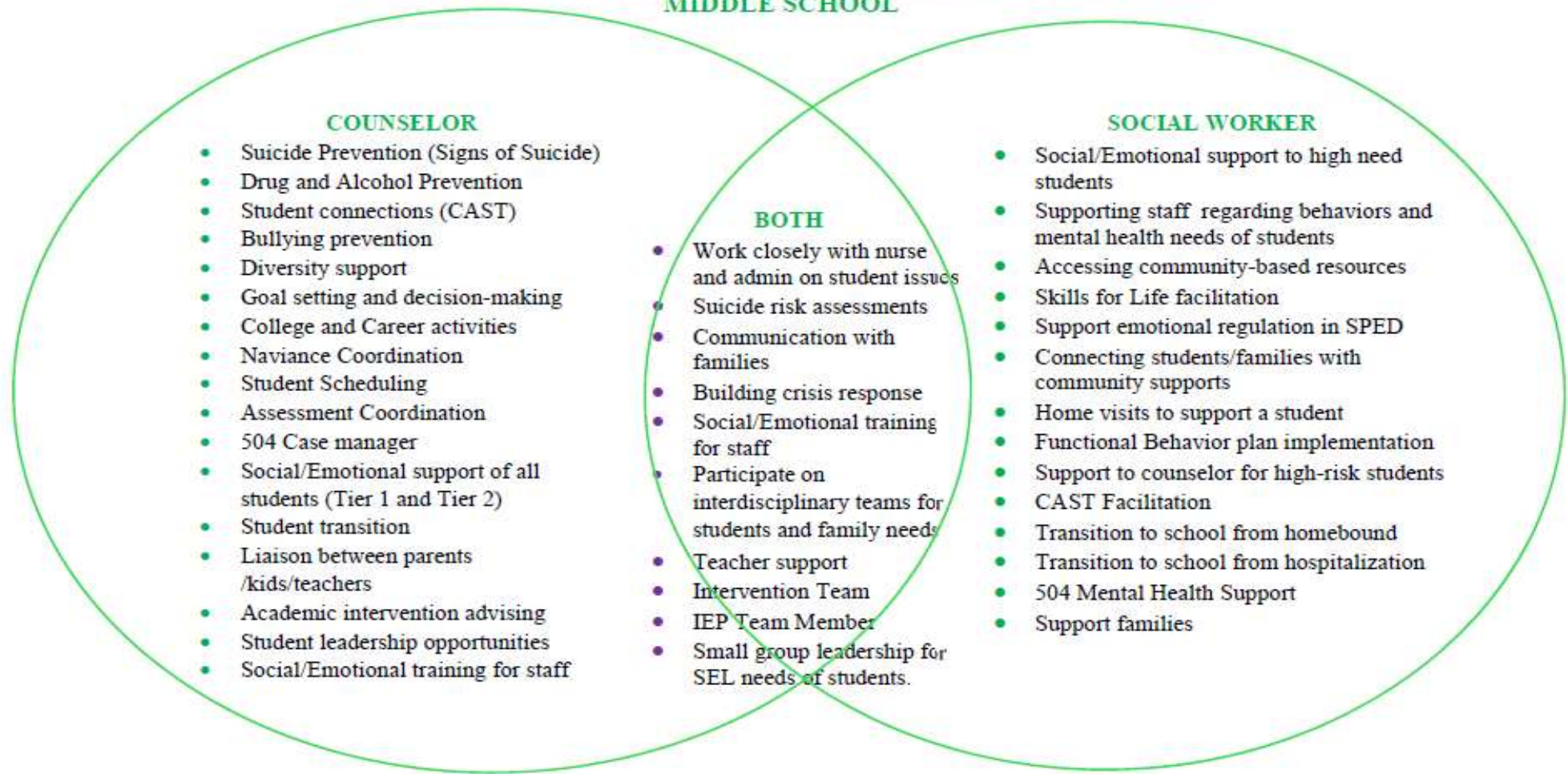
Overlapping and Unique Roles of the School Counselor and Social Worker ELEMENTARY SCHOOL



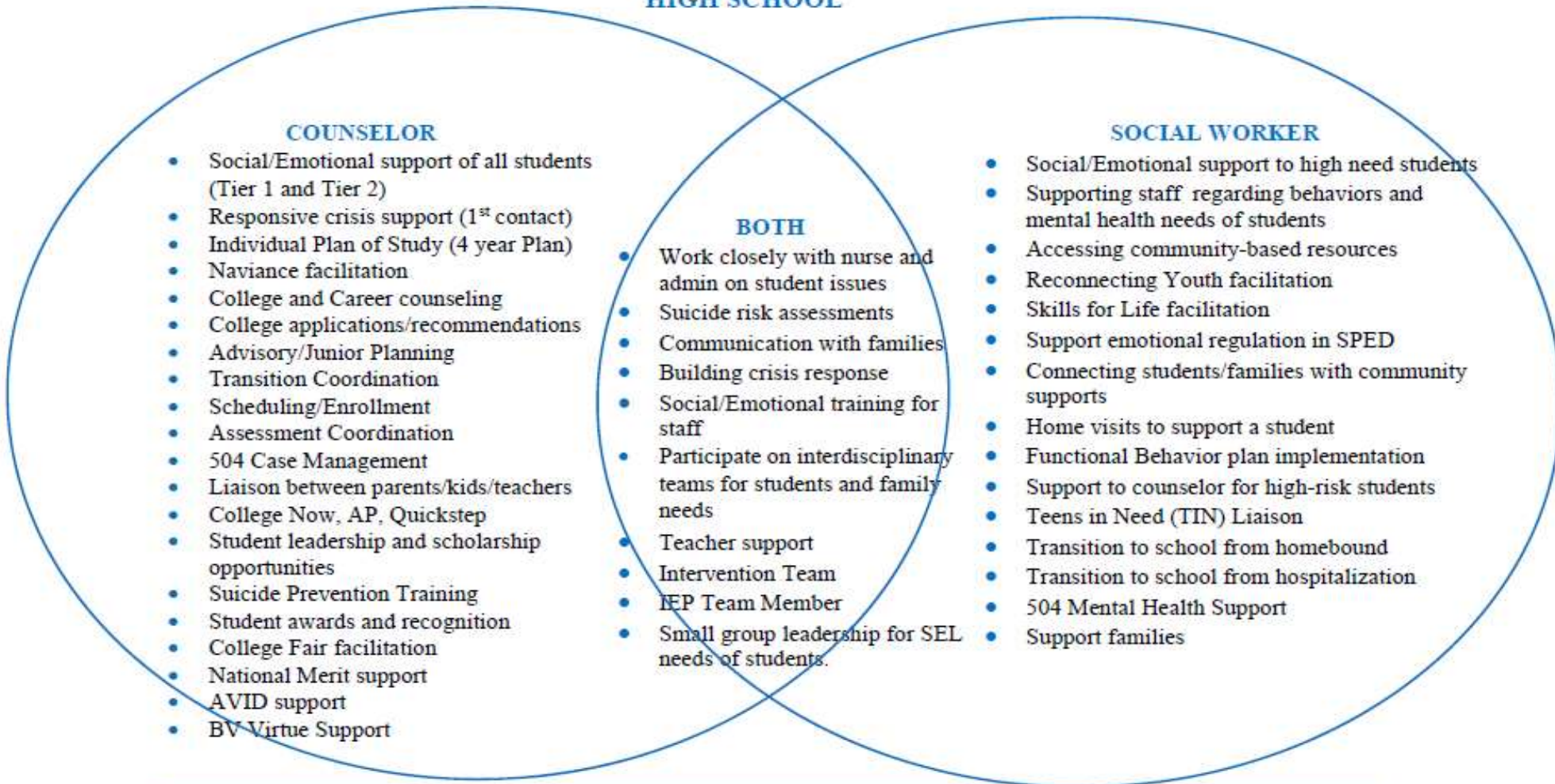
STUDENTS MOST FREQUENTLY SERVED BY A SOCIAL WORKER

- Students with emotional regulation disabilities.
- Students with intense, consistent anxiety or school avoidance issues (risk of truancy)
- Students who are in foster placement or who are homeless
- Students returning from hospitalization or homebound
- Students who have experienced trauma
- Students and families in need of community supports

Overlapping and Unique Roles of the School Counselor and Social Worker MIDDLE SCHOOL



Overlapping and Unique Roles of the School Counselor and Social Worker HIGH SCHOOL



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Jason Flatt Act: Suicide Prevention Plan, Crisis Intervention and Professional Learning



- The Jason Flatt Act (KSA 72-8260) was passed by the Kansas Legislature and signed by the governor in spring 2016.
- As a result of this law, each building will have a crisis plan that will include:
 - recognition of suicide ideation;
 - appropriate interventions; and a
 - crisis recovery plan

Students weren't the only beneficiary of the program. Blue Valley School District Staff also received direct and indirect support from the social workers.

"During our weekly 'touch base' meetings, a particular student's name continued to come up due to being late and missing school frequently. Our school social worker reached out to the student and family immediately. She was able to identify some unique difficulties the student was experiencing and get supports set up for her (i.e. transportation, academic resources, etc.). I believe [the social worker's] support of the student enabled the student to graduate this year instead of drop out of high school."

High School Psychologist

Children's Mercy Hospital and Blue Valley School District

Social Work Partnership 2017-2018 School Year

In 2017, Children's Mercy
Hospital and Blue Valley School
District partnered to place

19 in **35**
Social Workers Schools.

These social
workers worked
with over

2000+ Students

Students
Referred
For

Behavior
Issues 32%

Anxiety
29%

Other Mental
Health Needs
14%

Family Needs
9%

History of
Trauma 8%

Depression 8%

IEP/504 7%

Bullying 6%

Financial Needs
5%

Self-Harm
2%

And more

These students were provided

7700+ Hours of
Interventions

Crisis Intervention

544

Suicide Interventions

Emotional Support

Goal Setting and Achievement

91%

Goals Completed or
Progressing

Advocacy

Resources and Referrals

73%

Referrals provided to
students/families followed up

Support Groups